As lawmakers returned from their August recess and as children and youth across the country returned to school, new legislation was introduced in Congress to combat bullying. Short-term legislation was introduced in Congress to combat bullying. Short-term legislation was introduced in July to combat bullying. Short-term legislation was introduced in Congress to combat bullying. Little more than 60 days later, Congress returned to school, new legislation was introduced as children and youth across the country returned to school, new legislation was introduced in Congress to combat bullying. A short-term legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bullying. The legislation was introduced in Congress to combat bul
The Arthur Course - NCE Exam Preparation Guide:

The Arthur Course - NCE Exam Preparation Guide:

* Social Growth and Development
* Human Growth and Development
* Group Dynamics and Process
* Helping Relationships
* Social Growth and Development

New! From Dr. Gary Arthur, the first comprehensive, targeted study guide for the National Clinical Mental Health Examination/DSM-IV-TR Based Examinations

Well organized and vitally important as a contribution to the Clinical Mental Health Examination. Comprehensive, balanced in perspective, with the scholarly content every counselor needs to understand. All mental health professionals need to read this book. — Aziz A. Salama, M.D., Professor of Psychiatry

The same proven, highly successful methodology, sample tests, etc., that has made the Gary Arthur NCE Exam Study Guide the leader in the field. — Terry L. Wynne, Licensed Professional Counselor

The Absolute Best NCE Exam Preparation Study Guide For NBCC and LPC Certification

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

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

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

— Terry L. Wynne, Licensed Professional Counselor, National Certified Counselor, Master Addictions Counselor, Owner, The Professional Edge

800 Personal Help Line for study support with each order

St. Barthélemy Press:

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

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

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

— Terry L. Wynne, Licensed Professional Counselor, National Certified Counselor, Master Addictions Counselor, Owner, The Professional Edge

800 Personal Help Line for study support with each order

St. Barthélemy Press:

St. Barthélemy Press:

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

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

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

— Terry L. Wynne, Licensed Professional Counselor, National Certified Counselor, Master Addictions Counselor, Owner, The Professional Edge

800 Personal Help Line for study support with each order

St. Barthélemy Press:

St. Barthélemy Press:

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

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

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

— Terry L. Wynne, Licensed Professional Counselor, National Certified Counselor, Master Addictions Counselor, Owner, The Professional Edge

800 Personal Help Line for study support with each order

St. Barthélemy Press:

St. Barthélemy Press:

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

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

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

— Terry L. Wynne, Licensed Professional Counselor, National Certified Counselor, Master Addictions Counselor, Owner, The Professional Edge

800 Personal Help Line for study support with each order

St. Barthélemy Press:
Controversial overtime rules take effect

The Bush administration's final rules on overtime pay took effect on Aug. 23, affecting the majority of the nation's workforce. In 1999, the U.S. Department of Labor estimated that almost 80 percent of the nation's 120 million wage and salary workers were entitled to overtime protection under the Fair Labor Standards Act. The DOL has posted information regarding the rule online at www.dol.gov, as part of what it calls a "Fair Pay Initiative." Despite its name, the new overtime pay rules have sparked controversy for expanding employers' abilities to avoid paying overtime to millions of workers. Under FLSA, workers are guaranteed the right to overtime pay for every hour worked beyond the 40-hour workweek minus time spent on a salary basis, instead of an hourly wage. The employee's job duties must primarily involve managerial, administrative or professional skills. The new rules raise the annual salary level test (i.e., the threshold below which employees are guaranteed overtime pay) from $8,060 to $23,660. Unfortunately, this is the only change that benefits employees instead of employers. The new rule makes several changes that will make it easier for employers to classify an employee as exempt from receiving overtime pay. In nearly all cases, this makes it easier for employers to do so. Previously, each of three tests had to be met in order for an employer to qualify an employee as exempt (i.e., ineligible for overtime pay). First, the employee had to have been paid at least $455 a week. Second, the employee had to be paid at least $8,060 a year. Third, the employee had to have authority to hire or fire, do not have to be in charge of a recognized subdivision or department, and do not need to spend any of their time acting in a supervisory capacity. The rule no longer requires that employees have a professional degree in order to be considered "professionals."

A study by four DOL staff is available online at www.sflc.org/workplaceeconomy/over timepay/upload/OvertimeStudy-TextFinal.pdf. The Economic Policy Institute also has a report at www.epinet.org/static/ briefingpapers_bp152.htm.

The Last Word

"The best disinfectant for bullying, mean-spirited teasing and harassment is sunlight."

—Dennis Murphy, Ribbon of Promise National Campaign to Prevent School Violence

(See story "Preventing bullying in schools: kid power is the answer" on page 18)

J.D. Crowe

I GOTA GET A LITTLE MORE SUNLIGHT BETWEEN ME AND BUSTER PHLEGMAN.

Vote in upcoming ACA elections

Each year, members of the American Counseling Association have the opportunity to participate in the work of the association by voting in the annual election of officers, both for leadership positions for ACA as well as for divisions and regions that are scheduled to host elections during a particular year. ACA will mail personalized election ballots to members from mid-November to early December. Candidate information will be posted on ACA's webpage, located at www.counseling.org, as well as in the December edition of Counseling Today. To be eligible to participate in this election, you must be a member in good standing of ACA, the division or organizational affiliate by midnight on Oct. 31. Thus, your membership renewal must be received by Oct. 15 to ensure that it can be processed on time. To confirm that your membership is current or to renew so that you are eligible to vote in the upcoming election, call ACA Member Services at 800.347.6647 ext. 222.

Combination treatment best for teens with depression

According to a study financed by the National Institute of Mental Health, a combination of Prozac and talk therapy is the best treatment for teens with depression. The study, published in this week's Journal of the American Medical Association, finds that drug therapy still may carry a risk that some adolescents may try to harm themselves.

The Food and Drug Administration, which is scheduled to meet in September to discuss antidepressant use, will need to examine the study. Studies done in Britain and elsewhere have warned doctors against prescribing antidepressants to children. The NIMH-funded study is particularly significant because it is one of the first major clinical trials of antidepressants not to be funded by a pharmaceutical company.

With the release of the study, the NIMH warns doctors that prescriptions cannot be written for Prozac in the same manner as drugs for physical conditions. But the study also found that combining drug therapy with cognitive behavior therapy produced better results than either treatment on its own.

Rural areas outpace urban areas in treatment abuse of narcotic pain medlics

Rural areas outpaced urban areas in substance abuse treatment rates for abuse of narcotic painkillers in 2002. This is the conclusion of a new report "Treatment Admissions in Urban and Rural Areas Involving Abuse of Narcotic Painkillers: 2002 Update" released today by the Substance Abuse and Mental Health Services Administration.

The report finds that nationwide admissions for abuse of narcotic painkillers increased 269 percent for non-metropolitan areas without a city, compared to a 155 percent increase for the nation as a whole. Large central metropolitan areas had the smallest increase, 58 percent.

The report is based on SAMHSA's Treatment Episode Data Set for 2002. TEDS provides information on the demographic and substance abuse characteristics of the 1.9 million admissions to treatment for abuse of alcohol and drugs from reporting facilities. The new report is located at www.oas.samhsa.gov.

Become a 'Friend of Our Troops'

Mail is being sent from all over the nation is sent to Friends of Our Troops for its 2004 holiday campaign. For information, or to find out how you can ensure that your loved ones in the military receive a gift, visit www.troopssanmail.net.
I appreciated Samuel T. Gladding's article, "Territory folks should stick together," in the August 2004 issue of Counseling Today. In his article, Gladding suggested that, although counseling is a diverse field with various specializations, it is critical for us to emphasize our similarities rather than our differences. According to Gladding, doing so will serve to maintain internal cohesion within our field, contribute to enhancing our professional identity and allow us to effectively work toward our missions.

I agree with Gladding's point that "it is to the benefit of our profession and those we serve to sever bonds personally and professionally and stick together as an association in friendship and in vision." Let me suggest, however, that because there are so many differences within our profession (development, presentation, work settings, clinical populations), it is critical for each of us to embrace both our diversity and our sameness. Similar to how our profession emphasizes the importance of understanding and accepting diverse clients in a multicultural society, I think we should do the same with each other. Indeed, our professional solidarity is the result of our school and professional experiences. But our differences and our ability to embrace these differences is also a defining feature of the counseling profession.

Jeffrey T. Cowan
Hollywood, Fla.

I was motivated to write this open letter to American Counseling Association President Sam Gladding in the August 2004 issue of Counseling Today. I echo Sam and Brooke's belief that "good counselors who are immersed in a culture that values professional association membership will carry that orientation into their own practice." I was fortunate to have had great school professors, clinical supervisors, and mentors who encouraged me to join ACA and other professional organizations early on and to also become involved in community counseling groups. My professional affiliations have since moved even more important to me in the last few years since moving to a more rural location.

What I particularly want to address, however, is the marked decline (7,128 or roughly 14.22 percent) in ACA membership in the last year. I'm wondering if the reason for this dramatic decline has anything to do with the final implementation of HIPAA rules. Even though I personally have enrolled in ACA's HIPAA course online, the morass of rules is still confusing. I can understand how some counselors, especially solo practitioners, may become discouraged by the HIPAA rules and move on to coaching or consulting practices rather than deal with the seemingly daunting task of compliance. Has ACA received any feedback from counselors who may have done this?

I'm also wondering if ACA has compared the numbers of new counselor licenses issued each year with ACA's membership increases/decreases throughout the years. Is there a chance that more counselors have retired in the last few years than new counselors entering the field as licensed practitioners?

I do agree, however, that the focus on recruiting new members needs to be about what ACA and affiliate membership(s) can do for the counselor and not simply about having-funny-with-pecs.at the ACA annual convention. (Most of my counseling peers are capable of having fun no matter where they are!) In my opinion, what counselors want and need is professional representation at the national level, the best professional liability insurance protection possible and timely opportunities for professional growth and development. ACA membership provides all of this and more, which should be enough reason for any serious counseling professional to seek and maintain an ACA membership. My hope is that the ACA leadership will continue to focus on the organization's primary goals—representation of the counseling profession in legislative matters, insurance protection and continuing education.

These are the main reasons I joined ACA in the first place, and these will continue to be the reasons I'll renew my membership in ACA in the future.

Sherry Rosster
Missoula, Mont.

Trans-continental caregiving

I read with much interest and identified with many of the issues raised in the articles "Leaving home: counseling seniors during life transitions" and "Life after retirement" by Angela Kennedy, "Until the sunset" by Dawn Pennington and "How much can you do for your aging parents?" by Carl Cesarz (Counseling Today, July 2004 — special issue on "Counseling Older Persons").

Eight years ago, my 78-year-old mom was diagnosed with lung cancer. She lived in the Netherlands and I in Ohio. I cared for her physical and mental needs for the year that she slowly succumbed to this horrid disease. I also had family in the United States to care for, and I had to juggle the long-distance travels, keeping myself physically and mentally healthy.

The last months of her life, mom only wanted me — her youngest daughter — to take care of her in her own home. Mom was mentally very strong, but her body would not cooperate. Keeping care of her hygienic needs became an exercise of sheer strength on my part. Without the support and understanding of my own family in the Netherlands, I, of course, could have never done this for my mother.

Fast-forward eight years to February 2004. I am facing the slow deterioration of my 85-year-old dad, who also lives in the Netherlands. He has a series of strokes in January and has lost most of his short-term memory. He is a strong-willed and often-times angry and unpleasant person. He admits that he hates to be old and has many regrets. He can only get around with difficulty, cannot bend and has other restrictions on his mobility. He insists on living in his own apartment, refuses care and wants only me to take care of him! His wife has Alzheimer’s and is in a nursing home — it is a half-hour walk that is too far for him to make. He can no longer drive and is frustrated that he cannot visit her every day because there is no one who can take her.

My older sister lives 45 minutes away from him, but she has health and mobility problems as well, and she does not get along with dad. While she was recuperating from two surgeries, she asked if I would take care of her, too. I was commuting between sisters and dad on my bike. The hour-long bike ride kept me mentally and physically sane.

It is sad to watch, and even though I have the tools and knowledge as a mental health professional, when it is so close to home, I lose perspective and must talk to others for support and encouragement to make difficult decisions.

Martha Blythe
Cincinnati, Ohio

Counseling Today
Volume 47/Number 3

Counseling Today Staff
Publisher
Richard Yep
800.347.6647 ext. 231
ryep@counseling.org
Editor-in-Chief
Dawn A. Pennington
800.347.6647 ext. 339
dpennington@counseling.org
Staff Writer
Angela Kennedy
800.347.6647 ext. 320
akennedy@counseling.org
Advertising Representative
Kathy Maguire
217.873.1800
kmaguire@counseling.org
CT Department Editors
Washington Update
Scott Bartow
800.347.6647 ext. 234
scbartow@counseling.org
Finding Your Way
Jeffrey Kottler
jkottler@fullerston.com
Dignity, Development and Diversity
Patricia Arredondo
gennon@com.com
and
Julie Danzczyk
jphilips@kclips.com
Student Focus
Richard Hazler
hzlzer@psu.edu
Resource Reviews
James Koroza
jkcorzak@umd.edu
Innovations in Counseling
Susan X. Day
sxday@wustl.edu
The American Counseling Association
President
Samuel Gladding
800.347.6647 ext. 232
stg@wfu.edu
President-Elect
Patricia Arredondo
800.347.6647
gennon@com.com
Executive Director
Richard Yep
800.347.6647 ext. 231
ryep@counseling.org
Associate Executive Director
Carol Newton
800.347.6647 ext. 288
cnewton@counseling.org

Counseling Today - ISSN 1078-8719 is the monthly newspaper of the American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304-3300; Tel 703.823.9900; Web: www.counseling.org. Subscriptions are available for $94 for 12 issues by calling PR&P at 800.633.4901. Single copies are available at $8 each by calling ACA in-house fulfillment at 800.423.6248. Periodicals postage paid at Alexandria, Va., and additional mailing offices.

Pastmaster: Send address changes to ACA Member Services, 5999 Stevenson Ave., Alexandria, VA 22304. All rights reserved, 2004 by the American Counseling Association.

Letters Policy
Counseling Today welcomes letters to the editor. Only letters from individuals will be published. Individuals may write as often as they like, but Counseling Today will print only one letter per person per topic in each 365-day period.

Counseling Today will publish letters unsolicited to be of interest to readers. Due to time and space limitations, letters cannot be acknowledged or returned, and Counseling Today reserves the right to edit letters.

Include your home and e-mail addresses for contact purposes. If you wish to have your e-mail address listed with your published letter, please specifically note that in the body of your letter.

Opinions expressed in letters do not necessarily reflect the views of ACA or the Counseling Today editors.

Send letters and comments to Counseling Today, Letters to the Editor, 800.347.6647, 5999 Stevenson Ave., Alexandria, VA 22304-3300; Fax: 703.823.0225; E-mail: ct@counseling.org.

Anti-Discrimination Policy
The Association hereby disclaims any discrimination against any individual on the basis of ethnic group, race, religion, gender, sexual orientation, age, or disability.
Diagnoses, labels, dialogue

She was lonely so she cut herself to get her friends' attention, He was scared so he hit someone and now he has detention. Neither one knew what to do so they did their best. The trouble is now they wear labels: "Different from the rest!"

—Samuel T. Gladding, © 2003

When I began my career in counseling, I was quickly introduced to the Diagnostic and Statistical Manual, which continues to come out in new editions and revisions. "This is the holy book of all helping professionals," my director noted. "It would be good if you memorized it, but if you don't, won't or can't, then I suggest you keep it on your desk and refer to it often. All the animals aren't in the zoo.

I did not memorize the DSM then, nor do I plan to now. It is, as my supervisor implied, "an important book." It is likewise a controversial book because of the categories it includes and excludes and the nomenclature of its many diagnoses. In all fairness, we as helping professionals need ways to classify people with whom we work. Otherwise, our efficiency and effectiveness may be impaired. Diagnosing is an essential part of counseling.

The question is whether the DSM is the most appropriate way to consistently do that. The subject continues to be the topic of spirited debates. I will not focus on the DSM in this column as much as I will focus on diagnoses and labels and the way they impact counseling for better and worse.

Diagnosis
When I was 15, I saw the movie "West Side Story." It moved me in many ways because of its emphasis on love, the culture, caring, and social justice. One of the more clever songs in the film was "Officer Krumpke." The lyrics centered around the maladies of a gang member in New York. The problem was that the member was diagnosed differently by each "professional" who evaluated him, with the crescendo of the number summing up the results as:

"The trouble is he's lazy. The trouble is he drinks. The trouble is he's crazy. The trouble is he stinks."

Obviously, there were a number of ways to diagnose or define this young man. Was one more correct than the others? Were dual or multiple diagnoses most appropriate? Moreover, were the diagnoses helpful? Again, in some cases, the DSM is essential in what we do and how we accomplish our goals. It is difficult, if not impossible, to formulate a treatment plan if we are not sure what we are treating. On the other hand, a diagnosis can get in the way of promoting health and wellness. That fact came home to me one day in a group I was leading at the mental health center where I used to work. One of the group members came up to me after our first session and in a less-than-pleasant way shouted:

"Do you know you are not treating me right?"

To which I confessed I had no such knowledge.

“Listen!” he screamed. “I’ve been diagnosed as schizophrenic, and you are treating me as if I were just another group member. You need to work with me in a different way. You need to change what you are doing.”

“Well,” I countered mildly. “I’m fairly new to the profession. Wouldn’t it be easier for you to change what you are doing?”

To make a long story short, the young man was not happy with my response, but he stayed in the group and, after awhile, he developed some social skills and appropriate behaviors. I doubt that would have happened had I treated him as a diagnosed schizophrenic.

Labels
Labels are also filled with potential for pitfalls. Growing up, I remember some of the more popular labels to which I was exposed. For example, a television commercial insisted that if a canned product had "Libby's on the label," then I

Continued on page 14

March 6 - 9, 2005
Hyatt Regency Hotel On The Historic Riverfront
Savannah, Georgia

16th Annual
National Youth-At-Risk
Conference
Successful Programs for Empowering Youth: Overcoming Poverty, Violence, and Failure

CONFERENCE STRANDS
1. ACADEMIC ACHIEVEMENT
Promote the mental and physical health of all children and youths, especially those underserved.

2. SOCIAL & EMOTIONAL SKILLS
Promote social and emotional skills of all children and youths, especially those underserved, and enhance the social climate.

3. SAFETY & VIOLENCE PREVENTION
Prevent violence and ensure the safety and security of all children and youths, especially those underserved.

4. MENTAL & PHYSICAL HEALTH
Promote mental and physical health of all children and youths, especially those underserved.

5. FAMILY & COMMUNITY
Develop and enhance family and community support for all children and youth, especially those underserved.

COMPONENTS OF PROPOSAL
1. TITLE:
Provide a short proposal title.

2. RELEVANCE:
Explain how the proposal relates to one or two strands of the conference themes.

3. BRIEF DESCRIPTION:
Write an informative and interesting description of your presentation in 30 to 50 words. Include specific objectives, methods, and target audience (if applicable), this description will be used in the conference program.

4. SUMMARY:
Summarize proposal in 250 to 299 words. Preference will be given to proposals that describe practical methods, programs, methods, strategies, or practices and provide "take home" learning opportunities for participants. NO advertisements for books or products please.

5. EVIDENCE:
Describe evidence that demonstrates the field-tested effectiveness of the intervention or approach. English how the proposal is based on known research and promising practices.

6. FORMAT:
Describe preferred presentation format (large group presentation, or small group discussion).

7. BIOGRAPHICAL SKETCH:
Provide brief biographical information about relevant professional experience. (FOR EACH PRESENTER)

8. CONTACT INFORMATION:
Provide address, phone, fax, and email. (FOR EACH PRESENTER)

SUBMIT PROPOSALS To: Tyne Fickley, Program Specialist Division of Counseling Education and Public Service Georgia Southern University, PO Box 8124, Statesboro, GA 30460-8124, Phone 912.681.0306, EMAIL: tfickley@georgiasouthern.edu

CALL FOR PROPOSALS
www.nationalyouthatrisk.com

HOSTED BY THE COLLEGE OF EDUCATION AND THE SOURCE OF COUNSELING EDUCATION AND PUBLIC SERVICE GEORGIA SOUTHERN UNIVERSITY, STATESBORO, GA
Executive Director's Message  — BY RICHARD YEP

Farewell fleeting summer

As the summer heat begins to abate here in the Washington, D.C., area and the “back-to-school” supply ads take up more and more space in the local newspapers, I think back to my adolescent years when the arrival of yet another school year was in my immediate future. For many of us, this is the beginning of the school year but are usually met with a certain amount of skepticism from my middle-schooler. I have to admit, though, that my “rally cry” for the opening of the school year might be just a bit half-hearted because I enjoy the summer months so much.

However, on a professional level, I actually do look forward to the fall for a number of reasons. For example, I know that this is the American Counseling Association’s chance to provide resources, services and information to many who are about to begin their graduate work in counseling. I also know that the fall signals the beginning of the release of a number of ACA books and online courses that will do much to enhance the work of professional counselors. In addition, I also look forward to the ACA Foundation’s Fall Giving Campaign, something that you will be reading more about in future issues of Counseling Today. With the fall also comes many leadership training meetings for ACA volunteers. Last, but not least, September is the “back-to-school” issue of this publication, which includes a number of timely, well-written and useful articles for professional counselors.

In October, the new ACA Publications Catalog will be mailed to all members. You will see a number of new titles as well as updated editions of previous best-sellers that I hope you will consider ordering. Of special note will be the new edition of the ACA Foundation book titled “Terrorism, Trauma, and Tragedies: A Counselor’s Guide to Preparing and Responding.” In addition, we will be releasing a new HIPAA Resource Subscription service based in large part on the feedback we received from our subscribers. We are always working to include what you, our members, want in the books we publish, so I look forward to your letting me know how we are doing.

Our online courses and career networking will be even more evident in the coming months as we do what we can to help you with what you are currently doing, as well as for those of you who are looking to make a job change sometime this year.

The Fall Giving Campaign of the ACA Foundation is one of our most special efforts of the year. When you are asked, I hope you will consider any type of donation to this most worthy program that supports graduate students, research and outreach to those who benefit from the services of professional counselors.

As you read through this special edition of Counseling Today, I think you will be surprised at the breadth and depth of the stories presented. Our writers, columnists and editors have done their best to provide a variety of interesting articles, and we look forward to your feedback and reaction.

The fall is also the time when the leadership of ACA’s regions (North Atlantic, Southern, Midwest and Western) gear up for their leadership training conferences. What an exciting time to see such a dedicated group of volunteers gather to share information, ideas and knowledge with each other! To all who will be involved in both regional and branch meetings, I wish you well in your endeavors.

So, in many ways, fall is a great time of year here at ACA. As I put away the summer gear and look for my cold weather clothes, I know that the association’s leadership as well as the staff look forward to what we hope will be several successful and fruitful years for both ACA and you, our members.

As always, please contact me via e-mail at ryep@counseling.org, or via phone at 800.347.6647 ext. 231 if I can be of help or if you would like to share some thoughts. Enjoy and be well.

On-Line Workshop

For Counselor Exam Preparation

The workshop that Dr. Andrew A. Helwig has conducted over 170 times in 15 states since 1990 is now on-line.

The workshop is based on the 4th edition (2000) of the very successful Study Guide for the National Counselor Examination.

The on-line workshop covers all eight content areas and includes 300 notes, comments, explanations, and suggestions not found in the Study Guide.

The workshop includes a Forum for participants to ask Dr. Helwig questions, ‘talk’ to each other, and set up study groups.

In addition, the on-line workshop includes:

- Links to many Internet sites containing related material
- Convenience — access the workshop from home or office
- Cost of the ON-LINE WORKSHOP is $75 for 30 days.

The workshop is at: www.counselorprep.com

For “LIVE” Workshop Information, See: www.counselor-exam-prep.com or e-mail: ahelwig@sprinkmail.com

Dr. Andrew A. Helwig

(800) 477-2254
WWW.SCUPS.EDU

Leader in Distance Learning Since 1978
Southern California University for Professional Studies
1840 E. 17th Street, Santa Ana, California 92705
The prospect of completing a thesis or dissertation can be overwhelming, often creating a fear of the unknown — "I've never done this before," accompanied by a self-defeating, "I can't do it" mentality or "Will I ever be able to complete this project?" Few see past this narrow view and thus miss the opportunities. We are a group of five students who were able to make positive changes in our own perspectives by recognizing the presence of these initial fears in ourselves and consequently finding ways to deal with them. We definitely received faculty support in overcoming our fears, recognizing initial misconceptions and seeing the realities, but much of what they encouraged was the work among ourselves.

The process
Dissertation support group

Three faculty members and our first-year cohort agreed to meet once a week for a dissertation support group, where early meetings were devoted to discussions about obstacles hindering us back from progressing on our dissertations. We were strongly encouraged to write our questions, ideas, concerns or anything that would involve us in the writing process and to later present those ideas. Each meeting began by checking in about progress with our dissertations before a presenter guided the remainder of the discussion.

Commitment to daily writing
A second big step was our agreement to maintain a regular writing schedule for two professors. We committed to writing 15 minutes a day in one class, where we maintained a weekly writing log plan. Then a second class had us writing a minimum of 30 minutes a day. We reported to each other, relayed positive and negative experiences of writing during the week and then mercilessly threatened each other with suffering at the end of the semester if we did not maintain the writing schedule. Further motivation came from a class commitment to complete our dissertation proposals by the end of the semester, the reward for which would be a dinner at the professor's home with our spouses. The professor even wrote letters to each of our families, inviting them to support us in this endeavor, to which they responded enthusiastically and positively. They really wanted us to finish!

Survey of faculty
Dissertation expectations differ from place to place, so we conducted a research project to gather local norms and assess what our faculty deemed necessary for a quality dissertation. We started by brainstorming about what might represent a quality dissertation and then seeking faculty feedback. Based on this information, we constructed a survey to assess faculty perspectives regarding quality dissertations. We presented our findings to the faculty and received a positive response. It was a nice feather in our collective cap, and it helped us know what the faculty expected.

The myths
Magnus opus vs. just a study
Most of us started with the following irrational belief -- my dissertation needs to be the most important and biggest project of my life. It created so much pressure that the experience was anticipated as ominous, threatening, life-defying and nearly impossible. The reality is that it is just a study, one of the many in our potential futures. The first reality check came in the support group, where faculty noted that a dissertation is simply composed of several 15- to 20-page papers. We wrote an average of four or more papers this length per year in school and we sometimes felt like we could write them in our sleep. This realization and our commitment to regular writing helped us to view the dissertation as less life-defying and more manageable. Just putting words on paper helped to provide us with a sense of accomplishment and hope.

Then there was the survey that provided helpful results and also encouraged us to discuss faculty expectations further with the individual faculty members. Listening to faculty who were directly involved in the process helped allay our irrational beliefs; we even learned that it was OK to submit a draft, expect to make revisions and earn credit for the work that did not equal quality. We became more open to feedback as we recognized that faculty members were more than willing to engage collaboratively.
Who decided adults have to learn in rows?

Say goodbye to the way things were. Now there's adult education actually designed for adults. Imagine that. Our interactive online format is both stimulating and built around your schedule. It's a revolution in education. To learn about our bachelor's, master's and Ph.D. programs, call 1-888-CAPELLA ext. 6171 or go to www.capella.edu/ct1

Capella UNIVERSITY
Education. Reborn®
Fighting the obesity monster

All the talk, talk, talk about obesity is making me crazy. We need to banish the talk and zip into the action phase. Every minute that we waste is a victory for the obesity monster as it claims more and more of us. Once it has victimized us, we don’t feel good about the way we look. More importantly, we have an increased chance of being zapped with hypertension, diabetes and other health problems. We need to fight back quickly!

I find the obesity monster especially revolting as it reaches tentacles around our precious adolescents. You don’t have to be a middle school counselor like myself to figure that overweight adolescents form negative self-concepts. Teasing and bullying frequently plague teenagers and pre-teens carrying extra pounds. Overweight children often end up as obese adults. They need to be rescued. However, it is not just obese children who need our attention. Today’s youth have been reared in a world where we spend a fraction of each day engaged in physical activity beyond walking the halls. For some, physical education classes only occur during certain weeks or quarters. That is simply not enough to achieve a commendable fitness level.

When fitness flounders, education suffers. Teachers want to see energy, not lethargy. They want to face students who are excited about learning, not sleeping. They crave bright eyes, not tired ones. How can we help? One answer is by making it fun. An enthusiastic, energetic fitness group — with lots of laughter and peer support — can be a start.

I believe in catching the attention of students at the very beginning of the school year before they are inundated with more sedentary extracurricular choices such as the scrapbooking club or chess. I only allow a few days of school to go by before advertising my after-school fitness group. I urge a quick return of the parent permission form. Before Labor Day passes, we will have already met at least once! I set up 10 weeks of hour-long classes that are held once a week for students immediately after school. I usually receive a ton of interest — including those who had attended during the previous year — and have had to set up extra sessions to include everyone. Even though some teens are reluctant to extricate themselves from the couch, apparently the specter of obesity motivates them into action. I have no behavior restrictions or grade requirements — it’s a totally invitational group — except that it is for females only. Remember that I work with middle-school students, who are acutely self-conscious of their bodies. The last thing they need is the presence of the opposite sex while they’re shaking and bouncing through certain maneuvers.

We spend a fraction of each meeting discussing a health tip. I emphasize that it is not a weight-loss group but rather a fitness group. Some of our topics include:

- Choosing foods that are good for you
- Making healthier choices when eating out
- The importance of regular physical activity
- The impact of nutrition on overall health
- Strategies for managing stress
- Techniques for maintaining a positive mindset
- The role of exercise in mental well-being

I believe in catching the attention of students at the very beginning of the school year before they are inundated with more sedentary extracurricular choices such as the scrapbooking club or chess. I only allow a few days of school to go by before advertising my after-school fitness group. I urge a quick return of the parent permission form. Before Labor Day passes, we will have already met at least once! I set up 10 weeks of hour-long classes that are held once a week for students immediately after school. I usually receive a ton of interest — including those who had attended during the previous year — and have had to set up extra sessions to include everyone. Even though some teens are reluctant to extricate themselves from the couch, apparently the specter of obesity motivates them into action. I have no behavior restrictions or grade requirements — it’s a totally invitational group — except that it is for females only. Remember that I work with middle-school students, who are acutely self-conscious of their bodies. The last thing they need is the presence of the opposite sex while they’re shaking and bouncing through certain maneuvers.

We spend a fraction of each meeting discussing a health tip. I emphasize that it is not a weight-loss group but rather a fitness group. Some of our topics include:

- Choosing foods that are good for you
- Making healthier choices when eating out
- The importance of regular physical activity
- The impact of nutrition on overall health
- Strategies for managing stress
- Techniques for maintaining a positive mindset
- The role of exercise in mental well-being

Continued on page 14
College counseling center extends reach through technology

BY ANGELA KENNEDY
STAFF WRITER

Last year, York University in Toronto, Canada, launched a multimedia career counseling website. The Career CyberGuide is a collection of instructional videos, PowerPoint slide presentations and downloadable templates, tip sheets and handouts covering the basics of networking, resume-building, interviewing and job searching. The CyberGuide is available online at www.yorku.ca/careers/cyberguide.

Carolyn Steele, York University's career service director, helps students navigate through the Career CyberGuide.

Carolyn Steele, York University's career service director, helps students navigate through the Career CyberGuide.
"We had to be more critical about what we are doing with our students; if we are bringing them into the center and putting them in front of a career advisor, then it has to be for the best possible effect," said Steele. "Now, with the CyberGuide, they are coming in prepared and with some understanding, and time isn't being wasted with someone explaining a rudimentary principle."

Steele noted that the counseling center still provides workshops to the students, but they too have undergone some changes. The workshops are now capped, task-oriented and focused on improving more specific skills. "It's a more collaborative model where the students are actually doing stuff and not just listening to someone speak."

When students just want information, they can refer to the CyberGuide. When they need assistance in applying information to their specific context or need some coaching on skills development, they are encouraged to attend the workshops. For those students who need intensive, targeted help on a specific issue, they can come into the counseling center for an individual session. "This allows the student much more flexibility in the mode in which they acquire the information, the timing of the information and the degree of independence in using the information," she said.

For other counseling centers that would like to establish online counseling guides, Steele advised that they don't approach this project as one that can stand alone, but rather one that can reflect the goals of the center itself. "We have integrated the (CyberGuide with) both the philosophy and in terms of curriculum what we are trying to accomplish as a counseling center, and I would encourage other centers to do this, too. That way, you have a consistency. The real efficiency of this is that it allows you to deploy your human resources and (other) resources where they will be most effective."

She also suggests that the counseling center staff develop a strong working relationship with both the audio/visual department or other computer/technical support and the campus teaching support resources. "Our teaching center has been very supportive in helping us learn to design curriculum effectively for the university students. Also, I suggest using the resources that are on campus to help inform the students on what you are doing," she said. "Very often, what happens in the counseling centers and career counseling centers is seen as peripheral to what the rest of the university does. But, by developing these relationships, not only will your product be better, but also your output will be better. Who you are in your campus will start to be recognized as being much more integral to the general mandate of the university."

Steele said that feedback from the student body had been tremendous and she would like to continue expanding the online guide. "It's (addictive); once you start producing this stuff, you start seeing opportunities in all areas on how multimedia can enhance what you are doing," Steele said.

The center is now designing expansions of the CyberGuide to include specific careers and majors — with connections to alumni and how they have gone on with that major in the workplace — a virtual employer fair and employability skills. "Once you start, down this road, it is impossible to go back to the way things were. It's very exciting and it will revolutionize how you operate as a career center."

JoAnn Harris-Bowlsbey, former ACA Governing Council member and author of "Internet: A Tool for Career Planning," noted that there are also ethical concerns that must be addressed when establishing a virtual career center, such as:

- Maintaining confidentiality.
- Assessing the capability of the client to benefit from services in this mode.
- Working without a base of research that indicates whether this mode of service is effective or not.
- Training counselors to be able to work effectively in this mode.
- Verifying the credentials of the person(s) offering the services.

"They should take the time to do a good upfront needs-based design of all the parts of the virtual center/website," Harris-Bowlsbey said. "Counselors should integrate local material with existing high-quality websites to make a unified whole." She added that career center staff should be informed about a finite number of existing websites that can be trusted for inclusion in the overall design. "Also, if possible, de local programming that builds individual user records so that the user can store data, such as results of assessments or occupational descriptions, that he or she desires to store in an ongoing record."

Furthermore, Harris-Bowlsbey said, career center counselors should establish good procedures for referral to face-to-face counseling when or if the person does not benefit from cybercounseling.

For additional information on integrating the World Wide Web into the school counseling center, check out these titles in the ACA Publications Catalog:

- "The Internet: A Tool for Career Planning, Second Edition"
- "Cyber Counseling and Cyber Learning — An Encore"
- "Using Technology to Improve Counseling Practices: A Primer for the 21st Century" (Available in winter 2004)

Call 800.422.2648 to order today!
Continued from page 27

where you need to protect your ideas so long as you and your colleagues make a

selfishness engendered by this process. The truth was that there are a myriad of ideas available that have yet to be generated, and we are lucky enough to be exploring them.

We found that, as we wrote for those 30 minutes a day, wheels started turning and new ideas came to us. If we became stuck in what to write, we read and talked with colleagues, which sparked more thoughts and gave us more ideas for writing. Soon we were off to the races and regularly writing past the minimum 30-minute requirement. The process also brought ideas into focus and facilitated fine-tuning. For example, one of our cohort members came to the group with several discombobulated ideas and left an hour later with what became his research question and some concrete methodology ideas.

Solitary task vs. collaborative process
Another frightening myth was that you have to do your dissertation alone. Because only one name appears on the final dissertation project, the implicit message is that no one else helped. We had to develop a collaborative approach to the whole dissertation experience. We hope they also help you in your next big project.

There were more random factors that helped us survive the dissertation writing experience. They varied from person to person, while the whole group experienced others. Some of us experienced the process as a spiritual journey — aided by prayer, divine intervention and religious perspective. Others used fun motivational and reinforcement for achieving short-term goals (e.g., golf tournaments, trips, fine dining) that promoted steady progress. Even the reading and writing elements became more enjoyable as we expanded ideas, topics and research questions. We came to realize what we had imagined possible upon entering the program: our thoughts about the process were changing from drudgery to discovery.

Perfectionism vs. good rewriting
We've heard it before: I can't turn anything in before I am ready to reveal the masterpiece. It is the myth of the perfect paper. I need to slave endless hours over it until it is polished, flawless and pristine in every way. These unrealistic expectations do nothing but impede progress and lead to two likely outcomes: procrastination and failure. Embedded in these beliefs is the expectation that a dissertation must be perfectly conceptualized before you can start. The process doesn't matter, only the outcome. The truth is that you've got to get your hands dirty in the clay before you can make a pot. There is no such thing as perfect writing, only good rewriting.

This myth was debilitating at times, but the faculty survey gave us relief because they were as concerned about the experience and process of writing a dissertation as we were. They allowed the shift to focus from turning in a one-time-only, polished, completed project to one that allowed for several submissions of imperfect yet workable drafts of each prospect section. Many of us felt a strong pull — that, unless our prospects were done to perfection, it was unsuitable for review by anyone other than ourselves. What we found was that turning in something that was admittedly not our "best" work was met with unexpectedly positive and encouraging feedback. This significantly assisted the process of good re-writing and creating more comfort with subsequent re-submissions.

Individual differences
There were more random factors that helped us survive the dissertation writing experience. They varied from person to person, while the whole group experienced others. Some of us experienced the process as a spiritual journey — aided by prayer, divine intervention and religious perspective. Others used fun motivational and reinforcement for achieving short-term goals (e.g., golf tournaments, trips, fine dining) that promoted steady progress. All of us enjoyed a positive contribution from our group identity that aided the process and engendered camaraderie and mutual reliance. Each of these was significant and shaped the experience in meaningful ways.

The thesis or dissertation process is not an easy one. It will likely require overcoming fears, but it is certainly achievable by incorporating some of the things we found into our experiences. We submitted our prospectuses for defense and are well on our ways to completing dissertations. What a pleasant surprise it has been to find that doing research can be exciting, enjoyable and, yes, even fun. Understanding the myths and fears that we encountered, working through them, learning the realities and finding ways to help others in the process proved invaluable to our dissertation experiences. We hope they also aid you in your next big project.
Another membership renewal notice? I'll just wait until the next one arrives to renew

For members who receive reminders that your membership is coming up for renewal, there may not be an additional notice coming to your mailbox. We are revamping our membership renewal system to respond to member comments about too many renewal notices, to take advantage of less expensive alternatives such as e-mail and to be kinder to our environment—fewer paper renewal notices means saving more trees and helping you to reduce your paper waste.

With our new renewal system, you will receive three printed renewal invoices in the mail instead of four. A few weeks before your first notice is mailed, you will receive an e-mail asking you to "watch your mailbox" for your renewal notice. You also will have the option at that point of renewing online, in which case, you will not receive the additional mailed notices.

By renewing online or by responding to your first or second renewal notice, you can help the American Counseling Association to redirect those extra printing and mailing costs into offering more programs and services for members.

To accommodate our busy members, we are making other changes as well. Our toll-free Member Services line will now be available to you from 8 a.m. to 7 p.m. Eastern Time. We have extended the hours to give you greater access during the workweek. By calling 800.347.6667 ext. 222, you can update your address, renew your membership, purchase books and ask questions.

Counselor educators: watch your mailbox for a newly designed poster and student Brochure to post on a department bulletin board. The poster and brochure highlight 15 benefits of student membership and provide information on ACA and the divisions. Encourage your students to join today so they can begin their lifelong partnership with ACA.

We also realize how important it is for you to earn CEUs quickly and easily. You may want to remind you of a new offering that will allow you to earn CEUs for reading the Journal of Counseling & Development, which you receive quarterly as part of your membership. For $18, you can take a short online quiz and earn one CEU just for reading the articles you read anyway!

Starting with the Spring 2004 issue, one article from each quarterly issue of JCD will be posted online, along with a test. You must take the JCD quiz and scored immediately. A new course has just been added from the Summer 2004 issue of the Journal of Counseling and Development. The title of the course is "Therapeutic Implications of Pharmacology: Current Trends and Ethical Issues."

Additional back issues of JCD also are posted, allowing you to earn up to one credit per issue. ACA is interested in what you think about the products and services ACA provides to its members. To gather your input, ACA recently published a survey in Counseling Today, posted it on the website and sent it to leaders, and members. We received a great response—thank you to everyone who took the time to participate! The comments are being tabulated and analyzed and will help us to ask more targeted questions in future surveys. The data will also guide us to make changes to our current products and services and plan for new ones to meet the needs of professional counselors.

Registration and housing are open for the 2005 ACA Convention in Atlanta from April 6-10. Pre-conference intensive Learning Institutes will be held April 6-7 and the Exposition will be open April 7-9. Keynote speakers Irvin D. Yalom, professor emeritus of psychiatry at Stanford University, will address the importance of creativity in counseling and how it happens in our lives and in those of clients. Visit www.counseling.org/convention for updated information. Early this fall, ACA members will receive a copy of the Advance Registration Brochure with information on the Learning Institutes, Education Sessions, special ticketed events, housing and transportation information.

The convention provides an excellent opportunity to gain knowledge and skills, to network and to view the newest offerings from our exhibitors. We hope that you find these changes helpful. Your membership is important to us and we continue to search for ways to provide the very best service possible. Your feedback is always welcome. Please feel free to contact me at creiman@counseling.org or at 800.347.6667 ext. 288 with comments, questions and suggestions. I look forward to working with you!
would “love what was on the table.” Likewise, a local department store, claimed that if a box said “Rich’s on the outside,” then I would “love what’s on the inside.”

The trouble with these labels and many others is that they are simplistic and often wrong. I neither loved Libby’s beets nor the clothes I would discover in Rich’s boxes when I was young. The fact is that people are more complex than the words we use to describe them.

Furthermore, the labels we employ may be both degrading and inappropriate. For instance, if we call our enemies names such as “savages,” then we dehumanize them to the point where we lessen our guilt in killing or even killing them. Likewise, labeling another counselor as “crazy” or categorizing them in other derogatory terms if they disagree with us is to pigeonhole someone and justify attacks that may not be constructive.

Dialogue

So what do we need to do with diagnoses and labels? I think at least part of the answer comes through communication. We need to talk with one another constructively so that our minds become more open to possibilities. We need to realize that sometimes we may be wrong or have misperceptions. Therefore, we must realize it is prudent not to open fire on those who differ from us by diagnosing or labeling them. Such a process is just too easy and so often wrong.

I believe that individuals who have difficulties in living are many times more sick than sick. They keep doing what they have always done, and while repetition is a good way to learn, it is a less-than-ideal way to live one’s life if the pattern a person is following keeps leading to dead-end streets and frustration. Thus, while marry-go-rounds are fun at the fair, they are fatal as lifestyle strategies.

The challenge in working with people is to invite them to come out from their defenses or standard ways of operating and discuss problems and possibilities with us. As one of my clients once put it: “The words, the words, they must come out; I feel them inside just scurrying about.”

Therefore, as counselors, we need to uplift rather than demean — to help people grow rather than groan. Guilt can be motivating in helping us be aware, but development comes by seeing potentials and not dwelling on disagreements. Acts of forgiveness, kindness and outreach go much further in bringing about change than actions that preclude discussions. While diagnoses and labels may be necessary at times, we need to remember that people are more complex than the words we use to describe them. Change comes through relationships, not just through rhetoric.

include the hazards of smoking, the benefits of drinking water and the unrealistic expectations society places on women’s appearances. I encourage them to seek emotional support from friends rather than from the refrigerator. Then we exercise to videotapes that I borrow from the public library. I’m not the most coordinated person around, so we laugh together as we bumble through the movements. I allow the girls access to water at any time. They can also rest or reduce their level of participation, but I will be there encouraging them to pick it back up.

Do I encounter problems with my group? Sure! Anything involving people is going to run a little choppy once in awhile. Do parents fail to pick up students on time? Yes, nearly every session, there’s at least one tardy parent. Do members participate fully? No, I have my back-row girls who tend to exercise half-heardly, but they do hear from me about it. Do members drop out? Yes, some always do. Has anyone fainted or become sick from exertion? Not yet, and I keep my fingers crossed that it won’t happen. Am I afraid of anorexia? Not from my group members. One of the first health tips I discuss with them involves the dangers of eating disorders. What about boys? I’ve had a few parent requests to start a boys’ fitness group, but I believe the leader should be a male. That rules out me. Hmm, but I do have a male intern scheduled to work with me this year...

The more members, the more fun the group can be. I invite teachers and other staff to join us, but other than the helpers I enlist, I am usually disappointed in their lack of participation. They’re experts at the talk, talk, talk part, but not in taking action. It’s hard for them to break away from grading papers, but they’d be glad if they did. It’s a fantastic way to bond with students. I’ll keep inviting them — maybe this year will be different!

Last year, each girl took a written invitation to her mother or aunt or a favorite teacher to join us for our last session. My helpers and I brought in healthy snacks like carrots, celery and fruit for this event. It was all eaten! You’d have thought we’d offered chocolate chip cookies and ice cream. Some of the girls were unable to find someone to accompany them, but those who did seemed quite proud to have a chance to kickbox with some middle-aged ladies. And hopefully it planted a seed in these adults to make fitness a part of their lives for the long haul.

Whether you’re thinking of helping fight the obesity monster in your setting or considering enrolling in a new course at the university or contemplating some other new venture, just go for it! Don’t let precious years fly by as you stop talking and start something. Hey, I’m doing my part! What can you do?

Debra Maltese Elder is a school counselor at C. C. Griffin Middle School, in Concord, N.C.

12 CE Credits at No Additional Charge!

Take quarterly exams and earn 12 CE credits per year.

Subscribe Before December 31 at Introductory Rates

Subscription price after 12/31/04 is $149/$199.

$129 ACA Members (1 year, 12 issues)
$179 Non Members (1 year, 12 issues)

Current subscribers to HIPPAA Compliance may renew for $99 ($129 nonmembers)

Prefer hard copy, printed issues?
Simply add $50 to the subscription price.

Call to Subscribe: 800-347-6647, x222 M-F 8 am – 7 pm ET
As one door closes behind them, many new doors open

Tale of three students

BY ANGELA KENNEDY  STAFF WRITER

Editor's note: Thousands of students across the nation recently began their journey toward earning a master's degree in counseling, where the types and content of the programs are as diverse as the students who are pursuing them. In this follow-up article, Counseling Today catches up with the original three students who were just beginning their journeys toward careers in counseling in October 2002 when they were profiled and again when CT caught up with them in September 2003.

Risa Tochiki
Community Counseling
George Washington University

Risa Tochiki proudly walked across the stage at George Washington University and accepted her diploma in May. Last year, she completed her internships at the Clarendon House, a community-based rehabilitation program in Arlington, Va., and at the psychiatric unit of the George Washington University Medical Center in Washington, D.C. The internships allowed her to interact closely with clients and grow into a confident and proficient counselor. Though she found both positions equally rewarding, her abilities were tested and her schedule was stretched to capacity.

"Maintaining boundaries while still retaining a rapport with specific clients during my internships was very challenging. Furthermore, the energy devoted to counseling greatly affected my ability to focus on my academics," said Tochiki, adding that on her most stressful days, her spats would lift when her clients simply said, "Thanks for helping me."

"The most gratifying part for me is when clients mentioned that they appreciated my efforts in counseling them."

Tochiki is currently working at the Art and Drama Therapy Institute in Washington, D.C., as a treatment specialist. There, she is responsible for organizing daily treatment programs for adults with mental retardation in order to assist them in their daily living. "Specifically, I am working on a team with 18 clients every day, and I am directly responsible for working with six of those adults on activities such as learning sign language, dancing and implementing various art projects," she said.

The Japanese native advises new students who are embarking on a counseling career to determine early in the program what type of client population with whom they would prefer to work in the future. "Knowing that will help students gear their academic work toward the courses in that particular area, and it will be easier for them to select an internship that will provide the experience (they need and want)," she said, noting that students should ensure that their internships and coursework are directly related to their intended professional goals. "You don't want to waste any time gaining the skills that you will need."

When she began the graduate program in 2002, Tochiki envisioned herself returning to her home country to work with young people. However, her plans changed after she began working at the Clarendon House. At first, she felt insecure with her capabilities to counsel Americans, but she quickly adapted and grew more self-assured as she honed her counseling skills.

Working with the adult population there has inspired her to stay in America for the time being. "I am currently trying to focus on gaining experience at my new job and advancing my career. Recently my employer promised to support my work visa and I am very excited to announce that I can remain in the U.S. until the spring of 2008 and continue to learn more about counseling."

After the extended visa expires, she said she would like to then return to Japan. "I hope to find counseling work at the high school I attended. Because there is a greater stigma associated with mental illness in Japan, I would like to use the education and experience that I have gained in the United States to assist in early detection there," said Tochiki.

Now that she has finished school, Tochiki is enjoying her newfound leisure time that was once consumed with hitting the books. "Because I am working full-time now, I try to spend my evenings and weekends doing recreational activities like exercising, watching movies and spending time with friends," she said, adding that she still enjoys escaping to bike trails. "I recently went on a 20-mile cycling ride from Arlington, Va. to Bethesda, Md. I certainly don't miss the pressure associated with academics, but I do want to continue my education and experience."

On her path through graduate school, her perspective of the counseling profession changed. The once timid student is now at ease with herself and her accomplishments, and she has learned that her counseling knowledge isn't restricted to the timed sessions. "I have found that the skills I learned can be applied to a myriad of circumstances and don't have to always be applied in the traditional one-on-one counseling setting," she said. "With that, however, I must ensure that my interactions at work are always ethical, regardless of the circumstance."

In the future, she hopes to continue her work with adults with cognitive disabilities because she has found interactions with that population to be the most meaningful work. "I am interested in learning more about how to help people with disabilities through counseling. Although supportive counseling can help improve someone's quality of life, I feel that my graduate degree should enable me to make even more of a difference," she said. "I am very interested in treating adults with dual diagnoses because a high percentage of clients suffering from mental retardation also have mental illness. I want to augment my skills so that I can also provide social work services to clients. People with disabilities often suffer from neglect or abuse during their childhood, so I plan to work with people suffering from domestic abuse in the future."

Tochiki said she greatly appreciates the role of GWU's faculty members and students in her personal, professional growth. "I ask so many questions. My peers and I all call to her more?"

Risa Tochiki and Mary Futrell, the dean of Graduate School of Education and Human Development at GWU

"My academics," said Tochiki, "don't always have to be applied directly related to their intended area, and it will be easier for them to select an internship that will provide the experience (they need and want)."

Risa Tochiki

"Working with the adult population there has inspired her to stay in America for the time being. "I am currently trying to focus on gaining experience at my new job and advancing my career. Recently my employer promised to support my work visa and I am very excited to announce that I can remain in the U.S. until the spring of 2008 and continue to learn more about counseling."

Allison Cox
School Counseling
University of Maryland

As Allison Cox reached for her diploma, she also reached a fork in the road of her career. Unlike Tochiki, she too graduated in May, but this young woman had a major decision to make: teaching or counseling — which field called to her more?

"Because my undergraduate degree is in elementary education, I was really battles about whether to teach or to counsel. So, I decided to teach first. Counseling is what I want to do eventually, but because I have the teaching degree, I felt like I shouldn't waste it," said Cox.

Last month, Cox went back to school; however, she was on the other side of the desk this time, teaching third graders at the Glenn Dale Elementary School in Maryland.

During her graduate program, she completed internships in elementary, middle and high school settings, but she still prefers working with younger children. "I loved elementary. We did a lot of group sessions, and we had more contact with the individual students," she said. That internship allowed her to incorporate the multicultural aspects of counseling she learned in the classroom into her work environment. "It was a very diverse school with diverse students as well as staff," she said, noting that many of the students were from low-income families. "At first, I was hesitant because I was a minority in this school, and the kids had some very serious issues. I was dealing with issues like kids being sexually abused by parents, attempted murder and pregnancy. Because I have worked in such diverse schools, my awareness of multicultural issues has been raised. I've learned a lot from my students."

She found that the biggest challenge was finding satisfaction in the smallest steps of progress. "At first, I wanted them to leave the office with their problems resolved, but that is not always the case. If they came in and the one thing that helped them is that they had someone to talk to for a few minutes, then I have to see that as rewarding. But in the beginning, that wasn't that rewarding for me because I wasn't quite sure if that was enough to help them."

She learned to cherish those small achievements in sessions...
School Counseling Techniques That Work

For the month of September only, ACA members will receive additional savings off the already low ACA Member Price when ordering any of the books in this ad.

Career Development Across the K–16 Years: Bridging the Present to Satisfying and Successful Futures
Richard T. Lapan

Lapan presents an integrative contextual model for career counseling with children and young adults that serves as a framework for exploring how fundamental career constructs develop within an interconnected network of cultural, social, economic, and political contexts. Exemplary career counseling techniques for all educational levels are provided to link theory and practice in a concrete way.

Order #72811
List Price: $48.95
ACA Member Price: $34.95
SALE PRICE: $30.95

Youth At Risk: A Prevention Resource for Counselors, Teachers, and Parents Fourth Edition
edited by David Capuzzi and Douglas R. Gross

Youth at Risk provides tested prevention techniques from individual, family, school, and community perspectives for work with diverse populations. Topics discussed include the main factors of deconstructive behavior, dysfunctional family dynamics, resilience, stress, depression, counseling queer youth, violence, eating disorders, pregnancy, suicide, AIDS, and gang membership. A complimentary test manual for instructors' use is available by written request on university letterhead.

Order #72606
List Price: $56.95
ACA Member Price: $35.95
SALE PRICE: $31.95

Dorothea M. Ross

Ross presents the most current national and international research on the topic, detailed techniques for counseling bullies and their victims, and realistic strategies for involving parents and school personnel in preventing and discouraging the problem. Additionally, this timely resource includes a thorough discussion of childhood violence and offers specific school programs designed to combat violence and harassment.

Order #72716
List Price: $42.95
ACA Member Price: $27.95
SALE PRICE: $23.95

Adventures in Guidance: How to Integrate Fun Into Your Guidance Program
Terry Kottman, Jeffrey Ashby, and Donald DeGraaf

This popular resource offers user-friendly games, activities, and initiatives for accomplishing the goals of a K-8 developmental guidance curriculum. The authors provide step-by-step instruction for activities designed to enhance communication skills, foster self-awareness and self-acceptance, strengthen decision making, and problem solving, increase understanding, and acceptance of diversity, and more.

Order #72896
List Price: $40.95
ACA Member Price: $27.95
SALE PRICE: $23.95

Critical Incidents in School Counseling, Second Edition
edited by Lawrence E. Tyson and Paul B. Pedersen

Numerous case studies illustrate the difficult decisions that school counselors face. After each incident is discussed, several experts explore the consequences of the various choices available to the counselor to create learning opportunities for further discussion. Issues explored include addiction, pregnancy, suicide, bullying, sexual harassment, gangs, parenting, sexual orientation, divorce, and more.

Order #72688
List Price: $43.95
ACA Member Price: $26.95
SALE PRICE: $22.95

Elementary School Counseling in the New Millennium
edited by Daya Singh Sandhu

This inspiring text presents numerous counseling program strategies, which are designed both to meet the special needs of K-6 students and to maximize their potential by promoting personal growth, self-determination, and self-responsibility. Topics discussed include creative problem solving, play therapy and use of the creative arts in counseling, parental collaboration, trauma counseling, resilience and coping strategies, the concerns of multi-ethnic and multi-racial children, sexual orientation, spirituality, and bullying.

Order #72700
List Price: $43.95
ACA Member Price: $29.95
SALE PRICE: $25.95

Order Now and Save!
Ask the operator for Sales Code 'L9' to receive these special sale prices.

Prices apply only to books listed in this ad ordered through September 30, 2004. Include $4.75 for shipping of the first book and $1.00 for each additional book.

800-422-2648 x222
Learn to accept uncertainty

Many individuals are anxious and/or depressed simply because they haven’t learned to tolerate the uncertainty and unpredictability of the world in which they live. While it’s nice to sometimes fantasize about a world where trains and planes arrive on schedule, pedestrians always cross at the crosswalk and traffic keeps moving, that isn’t reality. Transportation is sometimes unreliable, people are often unpredictable and traffic, which seems to have its own internal rhythm, is vastly unpredictable depending on the weather, time of day and number of accidents.

Michael Neenan and Wendy Dryden, in a book titled “Life Coaching: A Cognitive Behavioural Approach,” remind us that “We live in a world of probability and chance where no absolute guarantees exist.” When we get into the morning to drive to work, we believe we are going to make it to work safely, but there are absolutely no guarantees that this will be the case. We continue to drive to work, however, because we have calculated “the odds,” and they are in our favor.

Individuals learn to accept uncertainty without having to like it. One way to learn to accept life’s uncertainties is to live each day to the fullest. Don’t put off the important things such as telling or showing your family members how much you love them. Don’t just dream about someday finishing college; sign up for a class now.

Taking even a small step each day toward a personal goal or dream will reinvigorate your spirit and put a song in your heart. Decide to make the most of every opportunity that comes your way.

As the motivational speaker Mike Wickett is fond of saying, “If you want to have an exciting life, (then) you need to get excited about life.”

Life does not come with any guarantees, but there are some universal laws that we can pretty much count on:

- Time will continue to pass whether you want it to or not. You are not getting any younger, so use your time wisely.
- Taking one or two steps toward your dream is better than taking no steps at all. In other words, one walks around the world one step at a time. Standing still brings you no closer to your goal and may catapult you into a depression.
- Thomas Edison’s successful invention of the incandescent light bulb was a result of his “failures.” Don’t be so afraid to make a mistake or a wrong decision that you don’t even try to reach your goal.

Because we live in a world of probability, sooner or later a specific event will happen. Some events happen in a fairly predictable fashion, such as rain or snow. Other events are not so predictable, such as terrorist bombings. We are afraid to go about our daily business or afraid to make a personal decision out of fear that we might be wrong, then we are like grapes withering on the vine and we are not serving our intended purpose.

All risk-taking and dreaming involves some degree of uncertainty. We can gather all the information available, listen to news broadcasts on different networks and do an in-depth cost vs. benefits analysis before each decision, but we can never totally eliminate the element of chance or uncertainty.

There is far less anxiety and emotional turmoil after making a decision than when just thinking about making a decision. Indecision keeps our minds in a psychological limbo, but once we have made a decision to take action, our mind starts to focus and we once again feel more in control of our lives. Research throughout the years shows that you will probably get more of what you want out of life — happiness, personal achievement, high self-esteem — and less of what you don’t want — worry, anxiety, self-loathing — if you accept some calculated risk and learn to tolerate uncertainty.

Sherry Rossiter is a Licensed Clinical Professional Counselor in private practice in Missoula, Mont. Her counseling specialties are anxiety, depression, trauma recovery and career development.
Preventing bullying in schools

Kid power is the answer to verbal, physical harassment

BY DENNIS MURPHY
FOR COUNSELING TODAY

The bullying experience at school is nearly universal. As a child, nearly everyone experiences it at some level — spectator, bully or victim. The experience is so common that many consider it just something that happens in almost every childhood and something to be largely dismissed as a serious threat. Yet, report after report has documented the damage that cruel, long-term and pervasive bullying can cause — physical and psychological harm including depression, stress-related illnesses sometimes leading to suicide and a desire to retaliate with violence. A new economics report also links the destruction of self-esteem and resultant detrimental effects on educational and economic achievement. And the latest report from the Centers for Disease Control indicates that high school students are increasingly likely to miss school because they felt too unsafe to attend. It therefore may come as a surprise that the solution to this problem is to be found among the kids themselves.

Bullying does more harm than meets the eye

A retrospective study during 14 years of a large group of high school students who suffered from low self-esteem and a resultant poor attitude was conducted by researchers from the University of Oregon’s Department of Economics. The professional working paper demonstrates these students attain fewer years of post-secondary education relative to their high school cohort, are less likely to be employed 14 years after graduation and, where working, for pay, realize lower earnings. Further, the paper demonstrates that low self-esteem and poor attitude in high school are significant predictors of the degree of supervision under which individuals ultimately work. While low self-esteem and poor attitude in students are not always the result of bullying, they are the most commonly reported consequences. These and other relationships included in the paper suggest that real-educational and economic consequences of bullying have been previously ignored or at least underreported.

To examine changes in violence-related behaviors among high school students in the United States during 1991-2003, the CDC analyzed data from the national Youth Risk Behavior Survey. In 2003, one in three students reported involvement in a physical fight, and nearly one in 10 reported being threatened or injured with a weapon on school property during the preceding 12 months. As a result, not going to school because of safety concerns increased significantly from 4.4 percent in 1993 to 5.4 percent in 2003.

Address the peer culture and its problems

The primary target for bullying prevention and safer-schools efforts should be the peer culture. The norms, actions, beliefs and values within broad sectors of today's youth peer culture are socially destructive and demeaning.

Many youth experience a trial by fire in negotiating the complex and difficult social tasks involved in finding their place in this peer culture. Far too many fail this critical test, become lost within it and wander aimlessly while seeking acceptance that is generally not forthcoming. They become homeless persons within the larger peer group, and their lack of fit is well-known among peers. This process forces many marginalized youth to affiliate with atypical or deviant peer groups, which can prove destructive to them.

Transforming this destructive peer culture is perhaps our most formidable task in the area of school safety. This culture is not of the schools' making, but schools are perhaps the only social institution, beyond the family, capable of addressing it effectively. Five ongoing strategies are recommended for your consideration in this regard.

1. Adopt and implement the Ribbon of Promise school violence prevention programs by Kids 4 Kids and Not My Friends, Not My School.

These programs are designed to transform peer attitudes and beliefs about the risks to school safety that emerge from the peer culture. They promote ownership by peers of the tasks involved in preventing school tragedies and are highly recommended as a first strategy for curtiling the school's peer culture in this era. These programs include a video that has been widely distributed and is available to all local schools.

2. Bully-proof the school setting by adopting effective, anti-bullying/harassment programs, such as Steps to Respect.

The best disinfectant for bullying, mean-spirited teasing and harassment is sunlight. These events need to be defined as clearly unacceptable in the school by everyone (administrators, teachers, other school staff, students and parents) and made public when they occur. Students should be given strategies for reporting and resisting them in an adaptive fashion, and the reporting of those who commit these acts should be made acceptable. The above-cited programs incorporate these principles and strategies.

3. Teach anger management and conflict-resolution techniques as part of regular curricular content.

The Second Step Violence Prevention Program, developed by the Committee for Children in Seattle, is one of the best means available for creating a positive peer culture of caring and civility and also for teaching specific strategies that work in controlling/managing anger and resolving conflicts without resorting to coercion or violence. This program was recently rated as the most effective of all those currently available for creating safe and positive environments.
COMING IN 2005
THE UNVEILING OF A NEW MODEL
OF RESEARCH-BASED TREATMENT

It was tested by CSAT in the largest clinical trial to date of treatment for methamphetamine dependence.

It was the only treatment model to be endorsed in a NIDA publication*.

It's The Matrix Model: Intensive Outpatient Alcohol and Drug Treatment. To learn more about this landmark 16-week program—the core curriculum and related components—Call Hazelden at 1-800-328-9000.


Published by Hazelden
Developed by the Matrix Institute and
UCLA's Integrated Substance Abuse Program

www.hazelden.org/matrix
that made her job worthwhile. For instance, she recalled a time when she gave a student a package of notecards. The young girl refused to do her homework and was failing. "I tried to help her get herself together, so I got her a binder and paper. She also needed notecards the next day for a class or else she was going to get a zero (grade)," she said. The next morning, Cox brought her a package of notecards.

"When I gave them to her, she looked at me like no one had ever done something like that before, and she said, "You brought me notecards! You remembered?" I think that was the moment when I realized that when you are in a school that is so very needy, you have to get gratification from the smallest things. You might not be able to change their whole future, but the littlest things go a long way with those kids."

As for the classroom assignments, Cox said her biggest accomplishment was during the last semester of school. "There was a course, program planning, and I actually created a comprehensive school counseling program based on profile data and the American School Counselor Association's national model," she said. "It's a huge 125-page document — basically I can walk into any school, and I have the entire program for the year already set up that is all in line with state and national standards. I think that was the biggest highlight, just completing that and being able to share it."

She still found it difficult to manage her time during the last year, but she successfully juggled course work, internships, membership in Chi Sigma Iota and even a personal life. "I definitely became a lot closer to my classmates — some of them are my greatest friends. To join a program like this and come out with 10 great new friends is pretty unique," she said. "During the middle and end of the semester, there is just so much reading and so many papers to write, and at the same time you want to be reading Counseling Today and the professional journals. It can become very overwhelming when you are trying to do all your school work but also be professionally developed.

After graduation, the 24-year-old treated herself to a vacation to the Bahamas and then went back home to New York for a month. She returned to Maryland to work at a summer camp for children with severe emotional and behavior problems. "Camp Attaway" is a three-week program sponsored through Howard County Recreational Parks for boys and girls ages 7 to 15. This was her third year working as a camp counselor, in the more traditional sense. "We try to keep it similar to a typical summer camp for kids. We do art and crafts, go swimming and hiking. But it is a therapeutic recreational camp because, at the same time, we are trying to facilitate positive social interactions between the kids. We try to help them increase their social skills, manage their anger and deal with their disorders; she said noting that many children have autism, Asperger's Syndrome, depression or Attention Deficit Hyperactivity Disorder. "We don't have counseling sessions with the children, but it's an intensive camp."

Because she will be teaching in the coming years, Cox plans to continue working at the camp during the summer, but she will eventually return to the counseling profession. "I see myself teaching for a couple of years and then going into counseling. I definitely want to get involved in the local and state levels of leadership positions within the American Counseling Association and ASCA. I'm really interested in being active within the organizations," she said, noting that her mentor, Continued on page 31

---

**American Counseling Association**

Assessment and Intervention With Children and Adolescents: Developmental and Multicultural Approaches Second Edition

**Ann Vernon and Roberto Clemente**

"Particular strengths of this book lie with the case studies and the 40 examples of creative, developmental, and culturally responsive interventions."

—Patricia Arredondo, EdD Arizona State University and ACA President-Elect

"Vernon and Clemente have provided the profession with a rich resource that delivers usable strategies for a wide variety of assessment situations."

—Brooke B. Collison, PhD Professor Emeritus Oregon State University

Written for busy helping professionals working with kids who are experiencing problems typical for their age group, Assessment and Intervention With Children and Adolescents provides techniques to help determine the exact nature of the problem and what to do about it. The authors combine specific, age-and-culture-appropriate assessment procedures with numerous techniques for meeting the counseling needs of young clients. Detailed case studies, games, and learning activities offer creative new ideas to help multietnic youth face the challenges of growing up in today's world. 2005 270 pages. ISBN 1-55620-239-3

Order #72824

List Price: $42.95

ACA Member Price: $25.95

Please include $4.75 for shipping of the first book and $1.00 for each additional copy.

Call today! 800.422.2648 x222

---

1.888.488.7537
www.argosy.edu/ct

---

ARGOSY UNIVERSITY THE POWER OF THE MIND IS LIMITLESS.

Use your education to help make a difference in life. At Argosy University we offer Bachelor's degree completion programs in Psychology, as well as master's degree and doctoral degree programs in a range of areas, including counseling, marriage and family therapy, and our Pay D. in Clinical Psychology program. Small classes, taught by leading professionals, ensure quality and personalized attention.

Day, evening, weekend, and online instruction is available for your convenience. Contact us today and see how we can help you expand your limits.

---

ARGOSY UNIVERSITY
Two First National Plaza
20 South Clark Street, 28th Floor
Chicago, IL 60606

Programs are accredited by the following agencies or associations:

**American Psychological Association**

American Counseling Association

**American Psychological Association**

The accreditation or approval by the American Psychological Association does not indicate endorsement or approval by the American Psychological Association of the institutions of higher education to which the program is accredited.

**American Psychological Association**

The accreditation of the American Psychological Association does not indicate endorsement or approval by the American Psychological Association of the institutions of higher education to which the program is accredited.

---

Counseling Today ■ September 2004

---

Continued from page 15
Convenient, Informative and a Real Value for only $12!*

Do you have a hard time earning your yearly 20 hours of Continuing Education? Tired of last minute frantic searches for interesting workshops before your renewal deadline? Have a hard time getting to them? Paying too much? Now there's a simple solution...

Read the selected articles in this issue of CounselingToday® Complete the quiz. Then send it to us with, $12* — and you’re done! The additional time could be as little as 10 minutes per month.

Think of it: Every issue you could be eligible for one hour of credit through this program which is approved by the National Board for Certified Counselors and now, also, the Florida Board of Mental Health Counseling. That means you may be able to earn up to 12 credits per year and up to 60 credits in 5 years. That's potentially more than half the total requirements you currently need to recertify as an NCC—for a remarkably low price! And NBCC approved home-study credits are often acceptable to State Licensing Boards. Check your local rules.

This is an extraordinary offer. Take advantage of this affordable Continuing Ed for reading CounselingToday® any or every month.

But do it now! Take a few minutes to answer these questions while reading each article—That way you'll be able to answer the questions quickly and easily. Price subject to change in future issues.

CounselingToday Quiz — September 2004

As you are reading the following articles you should be able to answer the questions below. This is an "open-book" exam. Use this page or a photocopy. Mark your answers by pressing down hard and completely filling in one circle per question. Then mail it with a $12 payment to the address below. Please do not send cash.

*From cups of Joe to lines of blow*

1. Freeman calls the students of the millennium: a. laid-back, even lazy b. overseeing, compliant children c. prone to escapism through drug use d. none of the above

2. The University of Wisconsin's 2002 study showed that...students used Ritalin or other similar drugs.
   a. nearly 50% of b. 25% of c. one in ten d. one in five

*New credential to open (courtroom) doors for counselors*

3. Hoffman says the legal community will be delighted by a. frustrated by b. ambivalent about c. levy of d. he's not sure

4. Hoffman says all of the following are required of a forensic professional EXCEPT:
   a. a type A personality b. some background in criminal psychology c. limited involvement with the individual d. good verbal skills

*College counseling center extends reach through technology*

5. The students' initial reaction to the project was:
   a. enthusiastic b. ambivalent c. not overly positive d. intensely negative

6. State identifies the "real efficiency" of the CyberGuide as:
   a. the most effective deployment of human and other resources b. guaranteed access to career counseling for all students c. flexibility in time and space for the acquisition of information d. none of the above

*Arizona upgrades from certification to licensure*

7. The initial phase of the Bill lowered the standards for certification.
   a. True b. False

*A tale of 3 students*

8. Which of the following was NOT mentioned by any of the students as a major challenge?
   a. learning how to communicate online effectively b. finding satisfaction in the smallest steps of progress c. self-doubt d. maintaining boundaries while retaining rapport with specific clients

9. Tochiki wishes to do counseling work at her high school in Japan because:
   a. she wants to return to her home country b. she is interested in working with adolescents c. she wants to help students have a different experience than she did d. there is a mental illness in Japan

*Preventing bullying in schools*

10. Our most formidable task in the area of school safety is:
   a. getting students to speak up b. transforming destructive peer culture c. teaching conflict resolution strategies to all d. none of the above

Please print clearly and mail with a $12 payment to:
Journal Learning International®, P.O. Box 1189, Clackamas, OR 97015

Name:
Address:
City: State: Zip:
Phone:
Type of License/ Certificate and Number:
I certify that I have completed this test without reviewing any help choosing the answers.
Signed:
Date:
Card No. Exp. Date:

Name: (copy is on opposite side)

Signed:

Program learning objective is to increase awareness of current issues and trends in counseling.
Please rate the following on a scale of 1 to 5 (5 = a lot; 1 = not at all):
1. The information was well presented 2. I would recommend this home study program to others 3. Did you read more of CounselingToday because you could get CE Credit?
   O Yes O No

Please allow 3 to 6 weeks for certification of your results and your certificate of completion (if you pass). We recommend that you keep a copy of this test as a record for your learning board. Journal Learning International® is approved by the National Board for Certified Counselors to offer continuing education for National Certified Counselors. We adhere to NBCC Continuing Education Guidelines. This home-study program has been approved by the NBCC for 1 hour of continuing education credit for NCC's subject to continued approval by NBCC. You will need to check with your State Licensing Board regarding acceptance of these credits since not all states accept NBCC credits.

Although we collaborate with the ACA, Journal Learning International®, a separate entity, retains sole responsibility for this home-study program. Copyright © 2004 Journal Learning International. All rights reserved.
New credential to open (courthouse) doors for counselors

ACA, NBFE partnership creates opportunities for counselors to provide forensic evaluations, testimony

BY LAURIE L. HAYES
FOR COUNSELING TODAY

Psychological forensic evaluations have long fallen under the domains of psychiatrists and psychologists, and credentialing bodies have catered to these professionals in providing the necessary training and certification. As a result, more than 200,000 licensed mental health professionals (including psychiatrists/psychologists) in the United States have been virtually shut out of this interesting and potentially quite profitable niche of the mental health field.

Recognizing this, the American Counseling Association and the National Board of Forensic Evaluators have formed a partnership to provide a credible and professionally recognized forensic training/certification process for licensed counselors and other mental health professionals. "NBFE was officially established in 2003 and originated from a specialty certification training program developed by licensed mental health professionals, physicians and practicing family attorneys," said Norman Hoffman, a licensed marriage and family therapist, mental health counselor, certified assessor for the Florida State Department of Children and Families and president of NBFE's advisory board.

Other board members include licensed marriage and family therapists, attorneys, licensed mental health counselors, licensed social workers, licensed psychologists, certified assessors by the Department of Children and Families, clergy, physicians and certified hypnotherapists.

NBFE's purpose, Hoffman said, is to enhance skills of licensed mental health professionals who, traditionally, have not been recognized in the forensic arena by the public or private sector.

"This really is going to be a growing field for counselors," he said. "Especially because, more and more, the mental health field is diminishing as HMOs require more work for less money by practitioners."

Mental health professionals in the forensic arena don't deal with insurance companies, Hoffman said, noting that the field can be "quite lucrative." What's more, since he entered the forensic arena, he has seen the scope of his practice expand exponentially and find his work more fulfilling — so much so that he now devotes 90 percent of his time to forensic work.

"The legal community will also be delighted by the addition of counselors to the pool of potential forensic evaluators," Hoffman said. "Lawyers are looking desperately for people who can offer expert psychological testimony."

Until now, that pool has been relatively limited. Hoffman noted that the American Board of Forensic Psychology, established in 1978, restricts its membership candidates to those with doctoral degrees in psychology accredited by the American Psychological Association, the American Psychological Association or other programs meeting designated criteria specific to psychologists.

Similarly, he said, in order to become a forensic psychiatrist, one must first become a board-certified psychiatrist, graduate from medical school, perform a year-long internship and meet other closely related regulations that are governed by criteria specific to psychiatry.

Before the establishment of NBFE, according to Hoffman, the only way for counseling professionals to obtain forensic credentials was through suspect organizations "that basically would credential anybody."

As a testament to the rigor of NBFE's credentialing process, ACA recently went public with its endorsement of the program and has formed a partnership with the group. One of the benefits of this arrangement is that ACA members will receive a reduced rate on the cost of the training/certification process.

ACA members are eligible for a 40 percent discount when applying for NBFE credentials as a Forensic Psychological Evaluator. This represents a savings of $320 off the cost of the application and written and oral exams. In addition, for those members who become NBFE-certified as a Forensic Psychological Evaluator, ACA will grant 15 CEUs (15 contact hours) toward license and/or certification renewal.

"We are really excited about this partnership," said David Kaplan, associate executive director for professional affairs at ACA. "It opens up a whole new niche for professional counselors.

"Testifying in court as an expert witness has, until now, been the realm of the psychologist and psychiatrist," Kaplan continued. "But with the excellent training opportunities and credentialing process offered by NBFE, counselors will also be able to provide this service."

"We view this as one more valuable service we can offer our membership," Kaplan added. "ACA members can become certified to offer this new type of service while saving nearly three times the cost of their annual membership.

"The partnership with NBFE gives ACA members one more opportunity to specialize and pursue an alternative interest," said Samuel Gladding, ACA president. "And in this current climate of cutbacks, many of which surround issues related to counseling — this specialized training will enhance both the skills and reputation of counseling professionals."

According to Hoffman, in order to attain NBFE board certification as a Forensic Psychological Evaluator, ACA members and other applicants must meet the following eligibility requirements: a completed application and processing fee; a minimum of a state license/certification to practice mental health counseling, marriage and family counseling, social work, or a related license or certificate approved by the state's licensing board to practice psychotherapy; and a minimum of three years of post-licensed/certified experience.

Applicants must also have completed a minimum of 40 hours of documented instruction in classes, workshops, seminars, supervision, published professional works, etc., focusing on forensic psychological assessment, sexual offenders, domestic violence, expert witness, ethical issues, family law, introduction to essentials of forensic assessment, child custody evaluations, assessment in personal injury, malingering, competency to stand trial, civil commitment, juvenile justice and substance abuse.

Hoffman noted that experience in providing expert testimony, depositions, divorce and family mediation, competency evaluations will be considered, if there is a verifiable case number and court reference accompanying the application.

In addition, those seeking certification must have three professional references who can validate the their ethical and moral standards as well as pertinent clinical skills and abilities.

Upon meeting these qualifications, a written examination will be required to assess the depth and breadth of the candidate's forensic knowledge. Upon candidacy eligibility and payment of examination fees, a comprehensive study guide will be provided by NBFE. A practice sample review and oral examination will complete the certification process.

In addition to establishing the partnership with NBFE that qualifies ACA members for the discount, Hoffman noted that ACA has recognized and approved NBFE's workshops and home studies for its members.

NBFE is part of the Counseling and Psychotherapy Center (CPC), which is approved by the Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling as a provider of continuing education. As such, Hoffman said, "We maintain the highest level of expertise and professionalism."

The senior clinicians at CPC researched and developed all program materials, according to Hoffman. The CPC ensures the integrity of the programs and considers the level of the needs of the target audience in developing appropriate educational goals and learning objectives. The courses of study meet the high-quality standards required for continuing education for clinical social workers, marriage and family therapists and professional counselors.

CPC clinicians have provided face-to-face seminars and workshops for years, Hoffman said, but they are now focused on bringing the training to the practitioners. "While CPC will maintain the faculty and resources necessary to assist its students in developing and enhancing their capabilities, skills and effectiveness in their chosen professions, we have also made it possible, through home study, to serve the continuing educational needs of the licensed working professionals," he said.

In addition, Kaplan noted that arrangements are underway for NBFE to offer a two-day workshop prior to the ACA convention in Atlanta this coming April. ACA members who participate will be awarded 15 contact hours. A written exam will be offered on the second day.

Hoffman admits that the field of forensics is not for everyone. He anticipates that between 5 and 10 percent of counseling professionals might have an interest in going to court.

"It takes a real 'Type A personality,'" he said. "You've got to have enough confidence in your skills to say the legal system meshes with the mental health profession and enough control of your ego that you are not so tied to one way of looking at things."

"Good verbal skills are also essential," Hoffman added. "You're performing (for) a whole new audience, and you must be able to articulate clear thoughts without resorting to a lot of psychobabble."
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.

They gain skills that will serve them well in the civilian job world. And they can also get the money they need to pay for college. All for serving part-time. Know someone who could benefit by serving in the Air National Guard? Direct them to our web site. Or call 1-800-TO-GO-ANG.

Fuel Your Future

Air National Guard

1-800-TO-GO-ANG
www.GoANG.com
Drawing from indigenous models to enhance cultural competence

"Cuando una puerta se cierra, otra abre." 
—(Rovira, 1984, p.158).

In support of the 'back to school' theme

The September issue of Counseling Today has a back-to-school theme, a reminder that books, research projects and other career-related tasks will take center stage for most of us. Thus, we are taking the liberty of interpreting our introductory Spanish dicho, or proverb, as a reminder that as we transition from summer to fall, we are again engaging in new learning experiences.

For counseling professionals, continuing education is always a priority and one of the benefits of attending national mental health conferences. More and more often, there are major presentations in the vein of cultural diversity and cultural competency development. In late July, we presented at the annual conference of the American Psychological Association, an organization that shares many of the American Counseling Association's values of promoting cultural models of helping. In fact, in 2002, APA's governance group and board of directors endorsed the "Guidelines on Multicultural Education and Training, Research, Practice and Organizational Change for Psychologists." This document drew from ACA and the Association for Multicultural Counseling and Development's Multicultural Counseling Competencies, published in 1992 and 1996. For those of us curious about next steps in the evolution of multicultural competency development, it is encouraging to experience the increasing conference programming and publications with a multicultural focus.

Case example of an indigenous-based intervention

At the recent APA conference, there were many programs that introduced indigenous models of psychology, models for cross-cultural conflict resolution and peacemaking, and optimal mental health from culture-specific perspectives. There were presenters from New Zealand, the Philippines and Papua New Guinea, sharing case examples of their approaches to address conflict holistically, collaboratively and spiritually. For example, the speaker from Papua New Guinea discussed the Bougainville Copper Mine strike that had polarized workers, employers and the government. Multiple strategies grounded in the workers' cultural worldview were introduced to lead to the mutual understanding that was necessary. One of the strategies was the involvement of spiritual healers in the negotiation process, a way of honoring their strengths and abilities and a means to facilitate movement toward harmony and respect where there was previously disagreement. When the strike was ultimately settled, it was evident that Western approaches to conflict resolution alone were inadequate. The workers, different from their employers, had been socialized in another worldview, one that included spiritual guidance to resolve conflicts, illnesses and other forms of disorder.

Social and cultural foundations criteria

It is unlikely that contemporary counselor education training programs introduce theories of indigenous mental health. Guidelines set forth by the Council for Accreditation of Counseling and Related Educational Programs include social and cultural diversity as a core area in counseling with considerable latitude. However, we are not aware of counselor training programs that introduce indigenous models of helping. It is quite possible, though, that the topic is included in multicultural counseling courses or specific courses on counseling Native Americans. At Arizona State University, mestizo psychology is a core theory in Counseling Latinos, an elective survey course. The mestizo worldview is quite different from the worldview introduced in counseling theories courses. The latter historically has been and continues to be Eurocentric in origin. Monocultural theoretical approaches in a multicultural society beg the question: for whom are these monocultural theories relevant? Contemporary mental health professionals are likely unaware of the historical indigenous models of healing and mental health; they have not been taught to us. Yet, they hold great promise because of their spiritual grounding and systemic approach to life.

Mestizo psychology worldview

"Mestizo" refers to a person of mixed race. When the Europeans conquered the U.S. Southwest, Mexico, islands in the Caribbean, and Central and South America, mestizos were born. These are the progeny of the indigenous people and Europeans. The majority of persons of Mexican descent are...
multiculturally. The world view is historic and contemporary colonization. Anthropologists and indigenous people themselves have indicated that their survival after centuries of oppression is remarkable and, in fact, likely a result of a structure provided by core values. The mestizo worldview encompasses core values of pluralism, collectivism, spirituality and holism as manifested in respect for the earth and natural forces (e.g., winds). The mind, spirit, body, emotions and health (physical and mental) are seen as all interconnected. This is considered a systems vs. individualistic worldview and respects the voices of community members, family, priests, healers and other facilitators of physical and mental well-being.

In Mayan indigenous medicine, approaches to therapy are integrated and holistic in order to address physical, emotional, social and environmental factors that encompass an individual who needs care. Because spirituality is considered essential to equilibrium, rituals are performed. These include prayer, chanting, the use of incense and other religious activities. Interventions are enacted by different types of "therapists." In the Mayan practice of medicine, these therapists include midwives, bonesetters, blowers (one who ministers to wounds and burns), spiritual guides, priests and priestesses, and "wise men" to help one understand the meaning of life. Thus, one individual may engage with more than one therapist.

Another core value of the Mayan worldview is balance. A loss of balance is believed to be a contributing factor to illness or injury. For example, if individuals pollute the environment or sacred places, disrespect their families or engage in risky behavior, then they suffer from lack of balance. Individuals socialized in this culturally determined worldview are also taught that, to regain balance, they must engage in traditional indigenous therapies. Understandably, one's belief about how to achieve optimal mental and physical well-being and balance will influence one's response to models of helping. This discussion suggests that it is unlikely that individualistic, Eurocentric approaches to relieve depression may not be effective with individuals with a Mayan or mestizo worldview.

Implications for Counseling

The ACA/AMCD Multicultural Counseling Competencies are an excellent reference for broadening our counseling interventions through integrative approaches. Domain III: Culturally Appropriate Intervention Strategies offers the following guidelines and suggestions:

"Culturally skilled counselors respect clients' religious and spiritual beliefs and values, including attributions and taboos, because these affect worldview, psychosocial functioning, and expressions of distress and respect indigenous helping practices and respect helping networks among communities of color." The explanatory statements indicate that counselors can "identify the positive aspects of spiritual-ity (in general) in terms of wellness and healing aspects and describe examples of how they may integrate and cooperate with indigenous helpers when appropriate."

Next Steps

Becoming multiculturally competent is a lifelong learning process. This brief introduction to indigenous psychology and counseling may motivate our curiosity to learn more about indigenous models of helping and therapy. There were many approaches for addressing mental and physical well-being before organized counseling came into existence. We hope that this discussion will remind counselors about the relativity of counseling, the cultural determinants of our belief system as counselors educated in Western institutions and the importance of respecting worldviews that are different from our own.

Patricia Arredondo is a faculty member in the Department of Counseling Psychology at Arizona State University. She is also the founder and president of Empowerment Workshops (e-mail: empower@aol.com). Michael D'Aurdena is a professor in the Department of Counseling Education at the University of Hawaii (e-mail: michael@hawaii.edu).

ACCT; ADOREsor in the Department of Counseling Psychology at Arizona State University. She is also the founder and president of Empowerment Workshops (e-mail: empower@aol.com). Michael D'Aurdena is a professor in the Department of Counseling Education at the University of Hawaii (e-mail: michael@hawaii.edu).
NECA launches distance counseling training

Submitted by Kay Brawley kbrawley@mindspring.com

National Employment Counseling Association President Cheri Butler is proud to announce a new NECA training initiative in distance counseling, in conjunction with ReadyMinds, the exclusive National Board for Certified Counselors-approved provider of the new Distance Credentialed Counselor (DCC) certification. Kay Brawley, director of Achieving New Directions and NECA immediate past-president, is providing workshop oversight and an introduction about how distance counseling is becoming an important and necessary component to counselor preparation. NECA’s first training is scheduled for Nov. 5-6 at George Mason University in Fairfax, Va.

Distance counseling is an approach that takes the best practices of traditional counseling as well as some of its own unique advantages and adapts them for delivery to clients via electronic means to maximize the use of technology-assisted counseling techniques. The technology-assisted methods may include teleconferencing, secure e-mail, chatrooms, videoconferencing or computerized standalone software programs.

One important advantage of using distance counseling methods is that it can help a counselor reach a greater number of individuals who need assistance. There will be times when clients cannot or chooses not to face to face, and it will be necessary to help them using distance counseling methods. It has been established that certain individuals actually seek distance counseling services for both their practical/logistical and personal/ preference reasons.

To recognize this special skill, the National Employment Counseling Association, Inc. (NECA), an affiliate of NBCC, has established the new DCC credential for counselors and those working in the helping professions.

These workshops can be an important professional enhancement as counselors strive to stay current with new and important techniques in counseling practice. Research shows that institutions are beginning to do more, and more e-mail and telephone exchanges with their students and alumni, and the need is growing. By attending a two-day, 15-hour DCC workshop, a counselor will learn effective distance techniques with specific applications to employment, career, school, and clinical counseling specialties. ReadyMinds, a leader in distance counseling, has been authorized by CCE to offer this training. Counselors will experience hands-on training that can be applied effectively in their current work environment.

Successful completion of the DCC training along with the degree and professional credential requirements can result in an individual receiving a highly regardable credential from the CCE as a Distance Credentialed Counselor.

To learn more about the Nov. 5-6 GML training, including contact Brawley at kbrawley@mindspring.com or Lisa Miller at lisareadyminds.com or call 888.225.8248. Group rates are available for three or more counselors attending the DCC workshop and for early registrants. For more information or to fill out a registration form, visit www.readyminds.com/dcc. For more information about the DCC credential, please visit www.cce-global.org or contact CCE at 336.482.2856.

AACE announces fall conference

Submitted by Randy Watts rwatts@cornasat.net

The Association for Assessment in Counseling and Education is currently accepting proposals for the 2004 National Assessment Conference, scheduled for Nov. 11-12 in Charleston, S.C. Proposals related to the creative integration of technology with counseling and/or educational practice are especially encouraged. Topics of general interest to assessment specialists and professional counselors are also welcome.

Proposals for poster sessions, 30-minute content sessions, 90-minute special interest sessions or three-hour or six-hour professional development workshops will be reviewed. Contact Brad Erdfelt at berdfelt@loyola.edu or visit http://aace.ncat.edu for additional submission information. Counseling professionals, students and other assessment professionals...
sions are encouraged to submit proposals. The program application deadline is Sept. 15, and program decisions will be made shortly thereafter. All prescriptors must register for the conference.

In other news, Dimitor Dimitrov has been appointed associate editor of AACE's highly respected journal, Measurement and Evaluation in Counseling and Development. Dimitrov has a rich and varied background, has served on the MECD editorial board since 2005 and is a professor at George Mason University. Welcome!

Finally, Janet Wall, a past-president of AACE, was part of a small U.S. Department of Education delegation to attend the 2004 Asia Pacific Economic Cooperation Ministerial Meeting, in Santiago, Chile. The purpose of the meeting was to share connections with one another while sharing valuable insights and interventions. ACC is committed to promoting diversity and growth-fostering relationships through creative means.

An upcoming ACC event is "The 2005 Dr. Lesley Jones Creativity in Psychotherapy Conference," to be held at Texas State University-San Marcos on Saturday, Feb. 12. The conference theme is "Creativity and Diversity: Fostering Creativity and Connection Within a Diverse Society."

This conference, founded seven years ago, is chaired by Thelma Duffey, associate professor and director of the counseling program at the University of Texas-San Antonio. Its purpose has been, in large part, to provide Texas State University-San Marcos graduate students and regional and state mental health professionals an opportunity to participate in a conference that specifically addresses creative and complementary therapies in practice. More recently, the conference has attracted national participation. This year, it will be an ACC-sponsored event. We invite professionals and graduate students interested in the creative arts, drama, dance and movement, music, poetry, sand tray, play and other creative and complementary modalities to join us for an informative, practice-based and growth-fostering experience. For more information, contact Stella Keel at stelkalr@utsa.edu or Drena Albin at drena@utsa.edu or visit our website at www.aca-acc.org.

**Nominations for Group Work Practice Award**

ASGW's Awards Committee is seeking nominations for the Group Work Practice Award. The purpose of this award is to recognize an outstanding practitioner in group work. Recognition may be for any area of group work covered by the ASGW Professional Standards. Nominees must be members of ASGW.

A nomination letter and two supporting letters should address the following points:

1. Scope of practice of nominee to include:
   a. Type of group work
   b. Client population served
   c. Practice setting
2. Innovations in group work practice by the nominee.
3. How nominee has disseminated group work skills through workshops, conference presentations, supervision or training.
4. Evidence of nominee's significant contribution to group work practice.

Nominations and supporting letters must be postmarked by Jan. 31 and sent to Lorraine J. Guth, Indiana University of

**Continued on page 28**

---

**'Family Journal' seeks creative writers**

Submitted by Larry Golden
golden@utsa.edu

The Family Journal is sponsoring a creative writing competition. Winners’ stories will be published in TJF's "Family Stories" column and will be recognized in April at the International Association of Marriage and Family Counseling's luncheon at the American Counseling Association's convention. As far as we know, no professional journal has ever sponsored a creative writing competition. This is it! Please feel free to e-mail Larry Golden with any questions at lgolden@utsa.edu.

To enter:

- Your unpublished short fictional story must illuminate the work of marriage and family therapists and/or the experiences of their clients.
- Contestants must be members of the American Counseling Association.
- Deadline for submissions: Jan. 15.
- Submit your story (2,000 words or fewer) as a Word document attachment to Mary E. Nieponski at krystal807@aol.com.

- Your name and contact information should appear only on the cover page.

---

**Nominations Sought for Group Work Practice Award**

ASGW's Awards Committee is seeking nominations for the Group Work Practice Award. The purpose of this award is to recognize an outstanding practitioner in group work. Recognition may be for any area of group work covered by the ASGW Professional Standards. Nominees must be members of ASGW.

A nomination letter and two supporting letters should address the following points:

1. Scope of practice of nominee to include:
   a. Type of group work
   b. Client population served
   c. Practice setting
2. Innovations in group work practice by the nominee.
3. How nominee has disseminated group work skills through workshops, conference presentations, supervision or training.
4. Evidence of nominee's significant contribution to group work practice.

Nominations and supporting letters must be postmarked by Jan. 31 and sent to Lorraine J. Guth, Indiana University of
Pennsylvania, Department of Counseling, 206 Stouffer Hall, Indiana, PA 15705. Materials may also be sent by e-mail to lguth@iup.edu. The award recipient will be announced in April at the ASGW Luncheon at the American Counseling Association convention in Atlanta.

Call for nominees: Eminent Career Award and Professional Advancement Awards

The ASGW Awards Committee is seeking nominations for the Eminent Career Award and for the Professional Advancement Awards. Nominations in either category should address the nominee’s outstanding contributions to the field of group work. Additional letters speaking to the nomination are welcome. Letters should identify which award is being sought.

Eminent Career Award: This highest award is intended to recognize major contributions made to the field of group work by an ASGW/ACA member. Credentials and letters of recommendation for the nominee should convey the national or international influence the individual has had on group work during a period of time.

Professional Advancement Awards: These awards are made to recognize the outstanding activities of individuals who help advance the field of group work through any one of the following: research, development of a new technique or theory, public relations, legislative activities or group work practice.

Letters of recommendation must be postmarked by Jan. 31 and sent to Lorraine J. Guth, Indiana University of Pennsylvania, Department of Counseling, 206 Stouffer Hall, Indiana, PA 15705. Nominations may also be sent by e-mail to lguth@iup.edu. The award recipient will be announced at the ASGW Luncheon at the ACA convention in Atlanta.

Invitation for applicants: ASGW Peg Carroll Scholarship

The ASGW Awards Committee invites applicants for the $2,000 scholarship given annually by Marguerite “Peg” Carroll, a past ASGW president and pioneer in group work. The purposes of the award is to support the study of group work and further the understanding of group dynamics. Any student interested in the field of group work is eligible for consideration by the ASGW Awards Committee.

Applicants are requested to respond to the following questions: 1. There are many types of group experiences, such as therapeutic and/or counseling, decision-making, task-oriented, psychoanalysis, quality circles and classroom meetings. What area interests you the most and why? 2. Where would you obtain training in your area of interest? Be specific with respect to trainers, institutions and work-shop sponsors. In addition, describe your intended degree program, if it applies. 3. In what setting(s) and with what population do you hope to use your expertise? 4. How do you plan to assess if you and your groups are making progress? Have you had any experience with these evaluation tools? Explain fully. 5. List the types of groups in which you have participated. Describe their duration and the positive and negative aspects of each experience and your role (e.g., participant, leader, intern). 6. Describe your participation in professional organizations related to group work.

The application should include a cover sheet with name, address, home and work phone numbers, e-mail address and social security number. A separate sheet should list names and addresses of those writing letters of recommendation.

Letters of recommendation should be solicited from three professionals in the field who are familiar with the applicant’s work. These letters should be forwarded directly from the recommendation source to the address listed below and must be postmarked by Jan. 31. Recommendation letters should address topics such as group counseling skills of the applicant, evidence of ethical behavior and evidence of professional commitment and potential.

Three typed, double-spaced copies of the application should be mailed to Kelly McDonnell, Western Michigan University, Department of Counselor Education and Counseling Psychology, 3102 Sangren Hall, Kalamazoo, MI 49008. Applications must be postmarked by Jan. 31. Applicants will be notified that their materials have been received. The scholarship winner will be announced at the ASGW Luncheon at the ACA convention in Atlanta. Recipients must be (or become) members of ASGW.

IAAOC outlines planned initiatives, progress on goals

Submitted by Kelly Burch-Ragan

The August issue of Counseling Today provided an overview of the International Association of Addictions and Offender Counselors’ goals for FY 2004-05. As IAAOC’s president, I place a premium on denoting progress of diagonal goals, giving voice to those serving persons impacted by addictions and offender behaviors, and acknowledging outstanding efforts that IAAOC members continually contribute to the field.

The following information addresses these topics.

Goals update

The new interactive website is fully under development. Many resources and exceptional content are available to enhance the work, training and communication across the membership and with other counseling specialties. The website is located at www.iaaoc.org and is also available through the American Counseling Association’s website.

Training initiatives

- Select training programs or custom-designed programs addressing specific issues identified by your program participants are available through IAAOC.
- Investigating options to provide CEUs related to the online newsletter and the Journal of Addictions and Offender Counseling.

New/special project support

- Graduate students and/or new professionals
  1. Graduate Student Essay Competition — Inaugural $100 award to a quality student essay focusing on issues related to addictions and offender counseling.
  2. Graduate/New Professional Research Grant Competition — Inaugural $500 grant competition to support research about the addictions and offenders.
  3. Graduate/New Professional Scholarships — This award consists of three $250 scholarships to support attendance at the ACA convention and IAAOC-featured events.
  4. “Counsel of Best Practices in Addictions and Offenders Counseling” — Presentation at ACA highlighting graduate students’ and new professionals’ contributions.
  5. Process Addictions/Advocacy Effort — Support Bryce Hagedon’s advocacy efforts for inclusion of sexual addiction in the next Diagnostic and Statistical Manual.

- Professionals/regular
  1. Research Grant Competition — Inaugural award supporting quality research in addictions and offender counseling.

Continued projects/events at 2005 ACA convention in Atlanta

- IAAOC Awards and Keynote Speaker Breakfast.
- Awards: IAAOC’s Exemplary Research Award, IAAOC Outstanding Program Award, Outstanding Addictions, and Offender Educator Award.

Your voice is critically important. Toward that end, you are invited to share your thoughts at the “Members Only Exchange” at www.iaaoc.org. Further, the leadership invites you to complete the online Membership Survey. This information will be used to strategically plan for the upcoming year.

Finally, I want to herald the diligent and creative efforts of some of our members:

- Milton Anderson, by request of the Hawaii Department of Public Safety’s Corrections Division, is co-coordinating the use of Eye Movement Therapy to treat inmates for trauma.
- Valentin Agapie Jr., of Texas, is diligently pursuing the development of an approach to substance abuse, titled “Radical Treatment Therapy,” while he simul-
Bullying

Continued from page 18

The new residents are individuals who have been homeless in the past, but who are hoping to move out of that status through the mayor's new program. NCDA worked in cooperation with the San Francisco Department of Human Services at three one-stops in San Francisco and at the city's Employment Information Center. As the NCDA professional development chair, I coordinated this event.

It was such an eye-opening experience for me that I learned more from my clients than they learned from me! This event will set a precedent for counselors throughout the nation. Scott Walton, who is responsible for the "Care Not Cash" program at DHS, asked if we could continue the career counseling services. I responded that the counseling programs at San Francisco State University, University of San Francisco and John F. Kennedy University all expressed interest in referring their counseling master's students to do their externships or practicums with the former homeless through DHS or other organizations that serve these individuals.

Not only does this service benefit clients and DHS, but it is also a learning experience that adds value to the education of graduate students in counseling and career counseling. If — through cooperative, concerted support by counselors and counselors-in-training — the former homeless can find satisfying work, then what a message of hope that is for the rest of society!

Youth with serious mental health problems and disorders who are alienated, socially rejected and taunted by peers can be dangerous to themselves and others. These students are often known to peers and staff in the school and should be given the appropriate professional and parental attention, access to services and social supports. Having mental health problems combined with being the target of severe bullying and taunting by peers has proven to be a dangerous combination in the context of school shootings.

5. Ask students to sign a pledge not to tease, bully or put down others.

Reports from schools that have tried this tactic indicate that it makes a difference in the number of incidents that occur and in the overall school climate.

Kids have proven they can take responsibility for school safety

During a series of mass school violence in the 1990s, culminating in the attack on Columbine High School in Colorado, Ribbon of Promise founded a student organization known as By Kids 4 Kids. BK4K was founded on the principle that students were in the best position to learn in advance of threats of violence and weapons and to report them. To break a self-imposed code of silence, a 12-minute video was written, developed and acted entirely by students, with the assistance of a professional video production company. The video, called "Not My Friends, Not My School," emphasizes that students must speak up to protect their friends and their school. The video was distributed nationally.

Nationally prominent playwright William Mastrosimone created a play, known as "Bang Bang You're Dead," designed to be performed by an all-student cast, that delivered a powerful message about the horror of school violence and the need to break the code of silence to report threats of violence. Since the premiere production, the play has been performed thousands of times around the nation and abroad and has received widespread acclaim in violence prevention.

In September 2002, the producers of Showtime Networks, Inc. announced the production of a made-for-television movie based on the play. The movie added a new and powerful dimension to preventing violence, by establishing a connection between bullying and violent school attacks. The movie was then aired several times before a national TV audience and was made available for schools through the Cable in the Classroom program.

So far, according to media reports, 26 threats of violent school attacks have been stopped by reports from students.

Trusted reporting may include anonymous hotlines

Students are encouraged to report threats of violence to someone they trust to keep their identity confidential. However, not all students will place their trust in another person. Students may fear harassment or physical retaliation for reporting. In some areas, regional or statewide 24-hour hotlines have been established to permit anonymous reporting. For hotlines to be used properly, a significant publicity campaign is required as well as prominent listing of a toll-free number (e.g., on student identification cards and phonebooks).

Student non-tolerance of bullying must become the norm

Stopping bullying will require a paradigm shift in the student culture. Adults have successfully learned not to tolerate racism, sexual harassment, domestic violence and other forms of intimidation. Students can learn to do the same with bullying. They must take the same initiative with bullying as they have in stopping school attacks. Only then will there be a serious reduction in the incidence of school bullying.

Recommended programs for preventing violence, bullying/harassment

Bullying

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Steps to Respect (anti-bullying program)</em></td>
<td>Available from the Committee for Children, Seattle, 800.634.4449, <a href="http://www.cfcchildren.org">www.cfcchildren.org</a></td>
</tr>
<tr>
<td><strong>Step Two Violence Prevention Program</strong></td>
<td>Available from the Committee for Children, Seattle, 800.634.4449, <a href="http://www.cfcchildren.org">www.cfcchildren.org</a></td>
</tr>
<tr>
<td><strong>Bully-Proofing Your School</strong></td>
<td>Available from Sopris West, Inc., P.O. Box 1890, Longmont, CO 80502-1890, 800.547.6747</td>
</tr>
</tbody>
</table>

Ribbon of Promise Programs

Programs available from Ribbon of Promise National Campaign to Prevent School Violence, 1410 Orchard St., Eugene, OR 97403, 541.726.0512, www.riboneofpromise.org

* Editor's note: Dennis Murphy is chief of the Springfield, Ore., Department of Fire & Life Safety. He is a past section chairman for the International Association of Fire Chiefs and is a frequent conference speaker and journal columnist.

On May 21, 1998, his community was rocked with a violent shooting at Thurston High School. Within seconds, 25 students were wounded and two died.

Murphy's department was first to respond to the tragedy and, within an hour, treated and transported all injured students. The next day, as the attention of the nation was focused on this grieving community, he founded the Ribbon of Promise National Campaign to Prevent School Violence, a grass-roots movement.

Ribbon of Promise is active in promoting a balanced approach of prevention, intervention and enforcement activities to prevent bullying and violent school attacks. Its trademark sky-blue ribbon has been worn by the U.S. president and taken around the Space Shuttle Discovery and is now recognized as the symbol of a national campaign against school violence.
As you consider your 2004 year-end giving plans, please remember the ACA Foundation. This year, we accomplished the following thanks to our wonderful donors:

- Cosponsored Argosy University "Responding to Tragedy, Trauma & Crisis" symposium
- Convention registration support for 20 graduate students
- Sponsorship of ACA’s National Awards program
- Copublication of cutting-edge books
- Overall support to the counseling profession

There are now five levels of giving and whatever your contribution, know that you are helping to support the counseling profession!

<table>
<thead>
<tr>
<th>- FRIENDS OF ACAF -</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Millennium Club - $100</td>
</tr>
<tr>
<td>Emerald Court - $2,500</td>
</tr>
<tr>
<td>Silver Supporter - $500</td>
</tr>
<tr>
<td>Diamond Circle - $5,000</td>
</tr>
<tr>
<td>Gold Legacy - $1,000</td>
</tr>
</tbody>
</table>

For more information on the ACA Foundation please visit the Web site at www.counseling.org/foundation

To make a donation by phone, or if you have questions, please call Theresa Holmes at 800-347-6647, x350.

Thank you for considering the ACA Foundation.
Together, we can continue to enhance the counseling profession!
School counselors handling violence, suicide issues can benefit from professional liability insurance

BY PAUL L. NELSON
FOR COUNSELING TODAY

Students facing issues of violence or abuse in and out of the school setting are increasingly becoming a challenge for school counselors. School counselors are frequently required to deal with students who have lost friends and classmates through acts of violence or accidents and with those dealing with abuse in the home or bullying in the school. In some cases, the counselor can become the object of a lawsuit.

School counselors tend to rely upon their school districts' insurance policies in the event they are sued. Far too often, the interest of the counselor is at odds with the interest of the school district or board of education. For example, a school district may not wish to defend a counselor when he or she has reported abuse, especially if the suspected offender has a substantial reputation in the community. In those cases, the school counselor will find great advantage in calling in the resources provided by his or her personal professional liability insurance carrier.

The American Counseling Association's Insurance Trust and ACA also provide consultation to insured members when difficult situations arise. School counselors are constantly struggling with confidentiality issues. Aggressive administrators often insist on examining the counselor's records. ACA's risk management help line is available to give the school counselor assistance in such a case.

On occasion, school counselors find themselves engaged in activities related to students or their families after school hours end. There have been situations in which legal representation has been declined to the counselor because the administration felt the basis for the lawsuit was activity outside the scope of the counselor's job description.

Generally, it is assumed that school counselors are rarely sued. In a Maryland case, Biselle v. Board of Education of Montgomery County, the court considered "whether the duty (to prevent a suicide) may be breached by junior high school counselors who fail to inform a parent of suicidal statements attributed to the parent's child by fellow students, when counselors sought to discuss the subject, the adolescent denied making the statements."

In this case, a 13-year-old girl and a friend engaged in a murder-suicide pact: In the week preceding the girl's death, she made statements to friends that she intended to kill herself. The friends reported her statements to a school counselor who, in turn, told the girl's own counselor. When the two counselors discussed the girl's reported suicide statements with her, she denied making them.

After the girl's death, her father contended that had he known of his daughter's statement, he could have prevented the suicide. He filed suit against both counselors. This issue of reasonable intervention in potential suicide situations has been considered in other cases, and it is an important issue for counselors. The cited case had a favorable outcome for the counselors, but the costs for legal defense were very high.

The bottom line — school counselors can be sued. It is important to protect your own professional standing. The best way to do that is to provide your own professional liability policy. Call ACA at 800.347.6647, ext. 284 for more information or visit www.acaao.com.

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

Three students

Continued from page 20

Jordan Neely

Courtland Lee, a professor of counselor education at the University of Maryland and a past ACA president, has encouraged her to pursue professional development opportunities.

Jordan Neely
Organizational Counseling
Johns Hopkins University

Of the three women profiled, Jordan Neely stands out from the rest. She attends the nation's only graduate program in organizational counseling, all while working from a home satellite office for Farr Associates, a consulting company specializing in organizational leadership strategies. She is currently a business development consultant and uses employee orientation programs, c-learning initiatives and leadership development — general organizational development type of work, she said. "This will be a new perspective for me because with Farr Associates, I'm working as an outside consultant. This will give me a chance to see how other OD consultants work within the company."

Though she and some of her fellow students worked on a consultant project with a non-profit organization in Baltimore during the cohort, working at the family services center will be her first real hands-on experience with clients. "Right now, I feel more comfortable on the consulting side rather than the clinical side. But give me a couple of months, and I may be singing a different tune," said Neely, adding that she opted to take on the dual internships with a final oral exam in place of a written thesis.

"They are amazing opportunities of learning at both locations for different reasons. At the clinical side, I'm really looking forward to gaining some experience in counseling individuals and especially the groups. For the organizational, I will get to test out some of the skills that I have been using in external consultation and use them in an internal capacity," she said. "I've come to realize it's a lot harder than it seemed to be when I started. The complexity of some of those advanced techniques, as well as building rapport and empathy with clients, is extremely difficult. But, I hope that the internships will really give me a feel for things."

So far, the toughest part of the program for Neely was the interactive Web portion of the cohort, "Many of our assignments were due online, instead of in the classroom," she said, adding that it was difficult to contribute and challenge the topics being discussed online. "Learning how to communicate online effectively was the hardest part, but really that is an essential skill for the technologically based world we are all moving into," she said.

The Georgia native said her unique focus in counseling has been a rewarding path for her. "Because it's such a tight group, we have learned a lot from each other. It's just been a great experience, I've really enjoyed all of my professors and cohort peers. It really feels as though I have grown a lot during the past few years in the program," she said. "Because so much of what we do in the classroom is built around self-awareness, I think I have learned more about myself in that capacity."

Although she has successfully managed to balance school and work, she doesn't recommend it for new counseling students. "I think it's best if they go to school full-time and not spread it out over the years. You get more out of the classes when you take them simultaneously. You can apply what you are learning to each of the classes. It's more impactful going full-time," she said, noting that study sessions and collaboration with peers can be especially beneficial during crunch times.

"Neely said she will continue to work for Farr Associates after graduation, but she does aspire to be an independent organizational development consultant and use her counseling skills within that capacity," she said. "I don't know if it will be internal — maybe working at the hospital will turn me in that direction, or it may show me that I do prefer external consulting and making my own hours," she said.

Whichever way she chooses, she will be able to offer her future employer a unique blend of counseling knowledge and organizational development skills.
The theme of this book is multicultural counseling, an important and topical issue. The significance of this topic is evidenced by the fact that some scholars have recognized it as a fourth force in the counseling field. This is further underscored by a steady rise in the diversity within the U.S. population landscape in particular and across the world in general. This development in the population mosaic has accentuated the need to provide effective counseling services to these groups of individuals.

Understanding, and in consonance with the emerging population picture, this book essentially deals with a broad range of issues entailed in multicultural counseling and training. It covers the fundamental, general themes that are usually found in most cross-cultural counseling books. Some of these include the history of the multicultural counseling movement, acculturation, cross-cultural counseling theories and strategies for working with American racial, ethnic and biracial/multicultural groups.

However, this book is unique in several ways. An example of this uniqueness is the inclusion of a chapter on counseling White or European ethnicities such as the Jewish, Irish, Italian, Russian and Polish Americans. The discussion about the implications of the generational, cultural, value-based, religious, acculturative and social identification differences among the members of these groups might have in counseling was illuminating and instructive. This is well-illustrated via practical counseling case scenarios. An additional distinction between this book and similar texts on multicultural counseling is the useful information provided about international counseling efforts.

Another unique feature of the book is the emphasis on how to foster effective multicultural counseling practice and training reflected across a number of chapters. For instance, readers may find the discussion on the use of bibliotherapy and cinematheory for bridging cultural gaps between counselors and clients — or counselor educators and students — instructive. Additionally, the chapter on technology covers synchronous Internet interactive media like listers, websites, text chat, audio chat and video conferencing with reference to teaching, counseling or developing personal and professional growth relative to multicultural counseling are clearly articulated.

One other significant distinction of the book is the in-depth and insightful discussion of ethical and legal considerations regarding multicultural counseling competencies and ethics in professional and personal growth relative to multicultural counseling are clearly articulated.

One other significant distinction of the book is the in-depth and insightful discussion of ethical and legal considerations regarding multicultural counseling competencies and ethics in professional and personal growth relative to multicultural counseling are clearly articulated.

Continued on page 34

Culture and Counseling: New Approaches

In the past decade, strength-based assessment and treatment has gained increasing prominence in the counseling field. This approach continues to evolve with increased research and application. In "Troubled Children and Youth: Turning Problems into Opportunities," Bredtord and Shahbazian present a comprehensive model of a strength-based intervention first piloted in educational, treatment and juvenile justice settings in the United States and a youth program in Australia.

The authors divide the book into two parts, "Challengers" and "Solutions." In Part One, they analyze the centuries-old model of child rearing and education based upon "dominance and subjugation," and they discuss how and why it is ineffective. Part Two presents strategies, assessment tools and interventions that can effectively address the issues introduced in the previous section. Each chapter concludes with case studies illustrating the issues, concepts and/or strategies presented.

The first part introduces the book's core, strength-based paradigm, "Circles of Courage," that "blends youth developmental and mental research, the heritage of youth development and Native American philosophies of child care." Circles of Courage posits four qualities — belonging, mastery, independence and trust — that troubled youth must acquire or require to become self-empowered and more responsible to the group, family and society at large. This paradigm serves as a template of sorts that underlies the program as a whole.

Other conceptualized behavior patterns such as the "Fit For Tat" rule, "Conflict Cycles" and "Private Logic" round out the presentation of behavioral patterns and consequent challenges that parents, teachers, residential staff and therapists face in dealing with troubled youth. These conceptualized patterns become tools for understanding dysfunctional behaviors. Simply put, Part Two addresses the caveat: "If we don't understand the goal or purpose of a youth's behavior, then we may employ interventions that only make matters worse."

In Part Two, "Solutions," the authors show how to utilize these behavioral conceptualizations and strategies together with several additional assessment tools — the life space crisis intervention, the functional behavior assessment and the developmental audit. Collectively, these tools are shown to be useful for purposes as diverse as addressing a minor classroom crisis to making a life-altering decision about a youth's future or developing a long-term growth (treatment) plan.

A core concept embedded in "Solutions" is that crises can and should be turned into opportunities for reinforcing relationships and coping skills by employing effective strategies for interrupting conflicts and using crises as learning situations. The final two chapters feature three in-depth case studies that apply these interventions to crises in two settings and one residential setting.

Overall, the strength-based program this book presents could be readily adapted to an institutional setting. It could serve, for example, as a text from which to teach strength-based treatment to a residential staff or to assign as collateral reading in a college counseling class. It could also provide guidance to parents, school counselors, teachers and child and family therapists with new ideas, perspectives, strategies and resources to use in overhauling or augmenting their present approaches to helping troubled youth.

This book is listed in an easy to read style and is organized for ready reference. The content is surprisingly in-depth and comprehensive, considering that the text and an appendix span barely 200 pages. The authors scrupulously document their text throughout with expansive chapter notes and an extensive bibliography and detailed author-subject index.

In short, this resource is a must-read for anyone wishing to learn about, do research in or simply remain current in strength-based, family-oriented, wraparound treatment interventions for troubled youth.

Reviewed by Larry L. Hill, a child and family therapist at the West Yavapai Guidance Clinic in Prescott Valley, Ariz.

Doing Counseling Research (Second Edition)

John McLeod's second edition of "Doing Counseling Research" empha-
Members Only

Order as many subscriptions as you like! All subscriptions are for one year unless otherwise noted. The offer excludes subscriptions to be sent to SCHOOLS or LIBRARIES. All orders are non-cancelable & non-refundable. Prices and title availability are subject to change without notice.

<table>
<thead>
<tr>
<th>Magazine Title(s)</th>
<th>Price:</th>
</tr>
</thead>
<tbody>
<tr>
<td>American History</td>
<td>$11.98</td>
</tr>
<tr>
<td>American Civil War</td>
<td>$9.98</td>
</tr>
<tr>
<td>Aviation History</td>
<td>$9.98</td>
</tr>
<tr>
<td>Baseball Digest</td>
<td>$9.98</td>
</tr>
<tr>
<td>Bible Review</td>
<td>$12.00</td>
</tr>
<tr>
<td>Black Enterprise</td>
<td>$8.98</td>
</tr>
<tr>
<td>Black Men</td>
<td>$9.99</td>
</tr>
<tr>
<td>Bowhunting World</td>
<td>$8.98</td>
</tr>
<tr>
<td>Boys Life</td>
<td>$10.80</td>
</tr>
<tr>
<td>Car &amp; Driver</td>
<td>$5.49</td>
</tr>
<tr>
<td>Child</td>
<td>$6.00</td>
</tr>
<tr>
<td>Child Life</td>
<td>$9.98</td>
</tr>
<tr>
<td>Children's Playmate</td>
<td>$9.98</td>
</tr>
<tr>
<td>Christian Parenting</td>
<td>$8.98</td>
</tr>
<tr>
<td>Today</td>
<td>$9.99</td>
</tr>
<tr>
<td>Civil War Times</td>
<td>$9.98</td>
</tr>
<tr>
<td>Computer World</td>
<td>$90.00</td>
</tr>
<tr>
<td>Consumer Reports</td>
<td>$23.00</td>
</tr>
<tr>
<td>Country Home</td>
<td>$10.99</td>
</tr>
<tr>
<td>Create &amp; Company</td>
<td>$7.99</td>
</tr>
<tr>
<td>Creative Knitting</td>
<td>$9.99</td>
</tr>
<tr>
<td>Doll CROSSWORD</td>
<td>$9.99</td>
</tr>
<tr>
<td>Doll Math Puzzles</td>
<td>$9.49</td>
</tr>
<tr>
<td>&amp; Logic Problems</td>
<td>$9.99</td>
</tr>
<tr>
<td>Discover</td>
<td>$4.98</td>
</tr>
<tr>
<td>Easy Home Cooking</td>
<td>$11.97</td>
</tr>
</tbody>
</table>

(N) Denotes price good for new subscriptions only.

To Order: Fax, Mail, or Visit us on the Web at www.counseling.org

Keep This Top Portion For Your Records Offer valid ONLY in U.S. Payment required at time of order

Send a magazine to a friend or family member too!

Friend's Name:__________________________
Address:______________________________
City/State/Zip:________________________
Phone:_________________________Fax:____

Magazine Title(s):________________________Price:_________
________________________Price:_________

Subtotal $__________________________

AL Residents add 8% sales tax $_________

Total of all magazines ordered: $_________

Grand Total $_________

Make additional copies as needed. Attach extra sheets for orders as needed. Prices are subject to change.

*Over 200 Titles on-line at www.counseling.org*
E-mail questions or comments to: maginfo@ebsco.com or call 1-800-841-9600

(N) Denotes price good for new subscription orders only.

080502-aca
sizes the unique aspects of using and conducting research in the fields of counseling and psychotherapy. Introductory chapters describe the role such research, the parts of a good research paper and standards for evaluating research. Important resources for research on counseling are listed, and guidelines for reading and understanding published articles are carefully described. McLeod outlines five points on how to assess the credibility of research articles that go far beyond a checklist of components, guiding the reader into thoughtful consideration of research products in light of their contributions to the field.

McLeod describes the "Tasks and Traps" of conducting research projects and emphasizes the complexity and cyclical nature of the process. Focused attention is given to identifying a question worthy of research, stating the question in a researchable form and translating the questions into appropriate research design. The hurdle of converting research findings into a written report is addressed through practical suggestions that novice writers will find helpful and more experienced writers can use as a good review.

Two chapters specifically address qualitative methods. The first, which briefly covers the basic assumptions of qualitative design, includes a conceptual introduction to levels of measurement. Basics of normal distribution, descriptive and inferential statistics are explained, though few statistical explanations are given. McLeod is careful to make sure that the descriptions and explanations are applicable to social science research, supporting his intention to create a text useful for social science researchers in particular. The chapter concludes with a discussion of the use and misuse of statistics in counseling fields, specifically about the role of the hypothesis testing.

The second chapter on quantitative methods specifies the nature of data-gathering tools and their analyses. Basic principles of test construction, including assessment of validity and reliability are explained, as is the process for creating a measure. Different kinds of scales, measures, questionnaires and measurement techniques are described and illustrated with examples from counseling research that will be familiar to practitioners. McLeod identifies strengths of these designs and also discusses their weaknesses as they affect counseling theories and practice.

"Listening to Stories about Therapy," the chapter devoted specifically to qualitative methods, also summarizes the perspectives of this paradigm. The author points out how various methods of qualitative research relate to counseling practice. Sections on the new vocabulary emerging with the growth of qualitative research and data analysis are particularly helpful. Useful for all scholars, McLeod also includes a fine section for evaluating the validity of qualitative research. His 2001 book, "Qualitative Research in Counselling and Psychotherapy," is an elaboration of these ideas and emphasizes the need for additional reading and guidance for anyone who wants to conduct this kind of study.

In a subsequent chapter, the author analyzes the use of single case studies using both qualitative and quantitative paradigms, including a section on "pluralistic" case studies that combine both types of data.

Two extensive chapters differentiate between outcome research in counseling, which aims to discover the efficacy of various treatments, and process research that describes the "interior of therapy." Each chapter includes descriptions of the structures of such research designs and includes references and examples of studies and measures familiar to counselors. Strengths and limitations of these designs are discussed, and issues that emerge in counseling and psychotherapy regarding the use of these designs are also thoughtfully explored. Ethics as applied to counseling and psychotherapy and critical issues in research in the fields each warrants an additional chapter.

Throughout this book, McLeod describes research, links it to theory, uses explanatory examples specific to counseling and psychotherapy, and includes practical guidelines for reading and conducting research. Every chapter includes a list of resources for further reading. McLeod maintains an expert yet accessible voice throughout the book, inviting the reader into the text by use of examples and issues that are familiar to practitioners and scholars. This book expands the flexibility and scope of research in the counseling field and reinforces connections between research and practice. It is not intended as an introductory text for research methods, nor is it intended as a guide for conducting research, as the author reiterates throughout the chapters. However, it can serve a crucial role in bringing the world of research into the world of practice for individuals in this profession and perhaps kindle or rekindle practitioner interest in research involvement.

Reviewed by Marcia F. Retseter, an assistant professor in the Department of Educational Psychology at the University of South Dakota.

Resource Reviews are edited by James Koroukis, an assistant professor at the University of South Dakota.
Strangers linked for life

Counselor helps a colleague in need

BY ANGELA KENNEDY
STAFF WRITER

During the 2004 American Counseling Association Convention in Kansas City, Mo., last April, two counselors met under some extraordinary circumstances. While most people at the convention were attending sessions, greeting old friends and networking with new ones, these two men found themselves in a life-and-death encounter.

The day before the opening session, Air Force Lt. Col. Kenneth McKellar, a Licensed Professional Counselor and senior logistics officer at Randolph Air Force Base in Texas, felt some strange pains in his chest, but he felt the pain returning.

"I got up because I thought that, if this is a heart attack, then it would be kind of embarrassing to fall out here in front of everybody — the weird things we think. So I walked out into the hall to get some Rolads, thinking I would solve the problem that way."

As he stepped out into the hall, he felt a very strong, hot flash of pain shoot up his neck. The next thing McKellar recalls is a paramedic at his side. But, before the emergency responders arrived, Capt. Kevin Forrester, an Army Chaplain, rushed to McKellar’s aid.

"He was convulsing from what I assumed at the time was seizure. I rolled him over and fought with him to establish a clear airway," Forrester said, noting that he immediately began a secondary assessment and, by feeling McKellar’s pulse, he could tell that he was in some kind of cardiopulmonary arrest.

Before entering the Chaplain Corps, Forrester worked in the medical field as an Army surgical scrub nurse, EMT and CPR instructor. He was also trained in combat medicine.

"Forrester stopped, rendered aid and cleared my airway. Basically, according to my cardiologist, I was dead and he saved my life," said McKellar, adding that he had a blockage in his Lateral Arterial Descending (LAD) artery, and his heart was in ventricular fibrillation. "I had gone into convulsions and my heart had stopped beating."

Once the paramedics arrived on the scene, McKellar was rushed to Saint Luke’s Hospital in Kansas City to have a stint inserted into the blocked artery. After a few days of recovery, he flew home to be re-admitted to a local hospital, where they implanted a defibrillator into his chest.

"I was technically dead and, without intervention, I would not be here to share this story," he said.

Being on active duty in the Air Force, McKellar was in pretty good shape. He ran regularly and worked out, so his heart problems were a bit of a surprise. "I don’t have any of the risk factors expect for one — genetics." The only thing that could have foreshadowed his heart condition is the fact that he has two uncles who had heart attacks in their 50s, and he is 49.

On Aug. 6, McKellar wrote to ACA Executive Director Richard Yep to express his gratitude to the association and for Yep’s assistance in identifying and locating Forrester.

"I told him that some ‘nurse guy’ helped me — I don’t have a clue who he is, but I would like to thank him," said McKellar.

"He managed to track him down. Richard was awesome. My wife, Debby, called him, and he was just great at helping her get to Kansas City. There was so much support from ACA."

Once McKellar recovered, he contacted Forrester to personally thank the man who helped save his life and to fill in the blanks about what had happened to him that day. "It was just amazing that he was there. The truth of the matter is that I don’t know if I would have stopped to help someone, the way he helped me. I would like to think that I would, but you never know until you are put in that situation. But, he didn’t hesitate. I just thank God that he was there."

Forrester didn’t see himself as a hero but humbly accepted McKellar’s thanks. The two men corresponded by e-mail and discovered a few odd coincidences — both are active-duty military, both are LPCs and both men hold doctorates. The biggest coincidence of all is the fact that, by chance, the two met.

"I was running late that day, and had I not been late, I would not have walked by him when I did. So, God works in mysterious ways," said Forrester.

McKellar also wrote a letter to Forrester’s former commander at Fort Sill, Okla., to recommend him for a military honor and commend him for his quick actions.

"This kind of selfless service of one of its members is something that the American Counseling Association and the U.S. Army should be very proud of," said McKellar.

At present, Forrester has yet to be acknowledged with a military accommodation.

"I think that the helping nature of the counseling profession was demonstrated in a very real way by the exceptional actions of Kevin Forrester. Caring and compassion were no more evident than in this event. I am glad that ACA was of help when the McKellar family needed us," said Yep.
purpose of the coalition was to align the four professions before the port of its licensure efforts. It took us about a year to hammer out the differences between the professions, but we did it," said Hofmann. The bill was implemented in two phases, the first beginning in September 2003 and the second in July 2004.

"The initial phase came into play, and it actually lowered the standards for certification temporarily so we could get as many people grandfathered into licensure as possible," he said. "The way it was set up allowed anyone who was certified 'on' the mandatory exam-requirements; as long as the education- and certification were met, the mandatory exam-requirements were not met. 'We had to do something because some adverse actions to enforce it.'

"The law directly benefits the consumer because the board can take legal action without jurisdiction restrictions. "It's a good thing for the public because, in many ways, it can improve not only the information they have access to, but also the treatment they receive." Hofmann sees licensure as a way to prevent future "psychologist getting their licenses revoked and calling themselves counselors," he said, citing one instance. "One gal got a $200,000 loan from a client (and made) a ton of ethical violations. We couldn't do anything about it because she wasn't certified." Other adverse action reports submitted to the board included having sexual relations with a client, forgery and fraud. Hofmann said that, in the past, one-third of the complaints being filed with the board were dismissed as non-jurisdictional because the counselors involved were not certified. "We had to do something because some pretty bad things were happening out here. We were becoming a haven for people from other states who either had their license revoked, suspended or couldn't get a license. Now, with licensure, we have plugged some of those holes," he said. The licensure law directly benefits the consumer because the board can take legal action without jurisdiction restrictions. "It's a good thing for the public because, in many ways, it can improve not only the information they have access to, but also the treatment they receive." Hofmann sees licensure as a way to prevent future "psychologists getting their licenses revoked and calling themselves counselors," he said, citing one instance. "One gal got a $200,000 loan from a client (and made) a ton of ethical violations. We couldn't do anything about it because she wasn't certified." Other adverse action reports submitted to the board included having sexual relations with a client, forgery and fraud.

Hofmann said that, in the past, one-third of the complaints being filed with the board were dismissed as non-jurisdictional because the counselors involved were not certified. "We had to do something because some pretty bad things were happening out here. We were becoming a haven for people from other states who either had their license revoked, suspended or couldn't get a license. Now, with licensure, we have plugged some of those holes," he said. The licensure law directly benefits the consumer because the board can take legal action without jurisdiction restrictions. "It's a good thing for the public because, in many ways, it can improve not only the information they have access to, but also the treatment they receive." Hofmann sees licensure as a way to prevent future "psychologists getting their licenses revoked and calling themselves counselors," he said, citing one instance. "One gal got a $200,000 loan from a client (and made) a ton of ethical violations. We couldn't do anything about it because she wasn't certified." Other adverse action reports submitted to the board included having sexual relations with a client, forgery and fraud. Hofmann, who is also the chair of the AzCA's Government Relations Committee, said the association is working to educate counselors about the new standards of practice. "But, obviously, the individual counselors need to take some responsibility and look at what is in these rules and know what they are doing to avoid problems as they go along," he said. "We are trying to make people aware of what is going on, give them an incentive to take a look at these rules and give them some ideas of ways to implement them in their own practice."

The law will ensure that all current Certified Associate Counselors will become Licensed Associate Counselors and all Certified Professional Counselors will become Licensed Professional Counselors. The requirements for professional counselors have been increased to bring them in line with standards that are being adopted by more and more states. These changes will facilitate more portability and reciprocity across state lines. As it stands now, Arizona will qualify as a Tier I state with the Nation Credential Registry under the American Society of State Counseling Boards. However, in January 2008, the requirement will increase to a Tier II. For complete licensure requirements, visit www.bsbe.state.az.us.

Tier I criteria are based on AASCB members that require 45 semester hours for licensure; Tier II requires 60 hours (see "ACA, AASCB making licensure portability a reality," Counseling Today, April 2004, for more information on the credential registry, or visit www.aascb.org and click on "Draft Portability Plan" to view a complete list of requirements on mandatory supervised hours and post-license experience).

ACA Director of Public Policy and Legislation Scott Barstow applauded Arizona's success. "Practice laws are better than title laws, and the closer we get to conformity in our licensure laws, the less our opponents at the federal level can say that our standards are "quasipratic.""

Barstow pointed out that, although such claims are some-
Continued from page 1

directly on issues of bullying and harassment by requiring states, districts and schools that receive "SDFSA" funds to develop policies and programs to prevent and appropriately respond to instances of bullying or harassment. Specifically, H.R. 4776 would allow funds under "SDFSA" to be used to train counselors, among others, in "strategies to prevent bullying and harassment to effectively intervene when such incidents occur." Unfortunately, H.R. 4776 does not authorize any new funds to carry out bullying and harassment prevention programs, because it is meant to operate within the existing "SDFSA" state/local grant program. Thus, while enactment of H.R. 4776 would help address the problem of bullying and harassment, it is essential that Congress fully fund "SDFSA" to cover this and other vital school safety programs.

Last month, American Counseling Association President Sam Gladding sent a letter in support of H.R. 4776 to Shinkins, Davis and the members of the House Education and the Workforce Committee, which has jurisdiction over this issue. In the letter, Gladding also called on Congress to adequately fund the "Safe and Drug-Free Schools Act." The legislation has drawn support from several education and mental health advocacy organizations.

To view a copy of ACA's letter, go to www.counseling.org/public. To send a message to your representative on this issue, go to www.counseling.org/legislative.

For more information on this issue, contact Chris Campbell in ACA's Office of Public Policy and Legislation at 800.347.6647 ext. 241 or by e-mail at ccampbell@counseling.org.

ACA lobbies OMB on school counseling program

Getting a jump start on the FY 2006 (yes, 2006!) appropriations process, American Counseling Association lobbyist Chris Campbell joined representatives from the School Social Work Association of America and the National Association of School Psychologists in an August meeting with staff from the White House Office of Management and Budget (OMB). The purpose of the meeting was to raise visibility of the "Elementary and Secondary School Counseling Program" with the Bush administration, and to request increased funding for the program in FY 2006. The Bush administration has recommended eliminating funding for "ESSCP" for the last four years, and the meeting was held in an attempt to prevent this from occurring again in the first fiscal year of a potential second Bush administration. Advocates for the program have had to rely on champions in Congress to restore funding each year. The OMB is the key player each year in the development of presidential budget requests. Federal agencies such as the Department of Education submit their FY 2006 budget requests to OMB in September. OMB then makes final budget decisions in the course of developing the president's budget request. In addition to meeting with OMB staff to ensure that they understood the importance of school counseling programs, ACA, NASP and SSWAA also planned at preeminent to meet in August with officials in the U.S. Department of Education's Office of Safe and Drug-Free Schools, which has jurisdiction over "ESSCP," to discuss the need for increased funding. Achieving a minimal level of support within the administration could make it easier to maintain or increase funding for the program during the congressional appropriations process.

Career and tech ed re-authorization inches forward in House...

Before leaving town for the August recess, Congress continued to make headway on re-authorization of the "Carl D. Perkins Vocational and Technical Education Act of 1998." The legislation does not increase funding, but it would prevent any further decrease in funding for Perkins programs. The bill is designed to extend the program for five years, while providing states, districts and schools that currently operate "Perkins" programs with additional flexibility to tailor programs to meet local needs. The legislation also continues the requirement that a portion of Perkins funding be used to support career guidance and counseling services in secondary schools. On one bright note, H.R. 4496 — approved by the full committee — corrects language in the original bill that would have restricted career guidance and counseling services to students in selecting high school courses. At the full Education and the Workforce Committee markup, the committee voted on amendments to restore the separate funding for Tech Prep, sponsored by Rep. John Tierney (D-Mass.) and Ron Kind (D-Wisc.), to restore the state administration funds, sponsored by Rep. Lynn Woolsey (D-Calif.). Both amendments failed on essentially party-line votes.

...and Senate 'Perkins' bill introduced

A Senate "Perkins" re-authorization bill was introduced in mid-July by Sen. Mike Enzi (R-Wyo.) and other leaders of the Senate Health, Education, Labor, and Pensions Committee. The bill, S. 2636, is being co-sponsored both by Democrat and Republican members of the Senate HELP Committee, including full Committee Chair Judd Gregg (R-N.H.) and Ranking Member Ted Kennedy (D-Mass.). As is the case on other issues

Continued on page 38
we are working on, the Senate's legislation is significantly better than the House legislation. S. 2686 maintains Tech Prep as a separate program, keeps state administrative funding at 5 percent of total program allocation and also changes language throughout the law from "vocational and technical" to "career and technical."

The Senate bill also contains counselor-specific language, included at the American Counseling Association's urging. ACA worked with committee staff to expand professional development opportunities for counselors under "Perkins Act" programs and to standardize the use of the term "career guidance and academic counselors" throughout the bill. ACA will continue to lobby for expanded professional development opportunities for counselors and for other improvements in "Perkins Act" programs as the legislation continues to move through Congress.

That movement, however, may not occur until next year. The Senate Health, Education, Labor and Pensions Committee was scheduled to mark up S. 2686 before Congress adjourned for its August recess on July 23, but this did not happen. It is uncertain whether the Senate will mark up the bill when Congress returns in September. Kennedy, ranking member of the HELP Committee, is rumored to be threatening to block further action on S. 2686 until the Senate takes up the issue of drug re-importation. Check the ACA Public Policy website at www.counseling.org/public for further updates.

Medicaid relief legislation introduced
Due to the continuing fiscal crises in many states, Medicaid programs across the country are being targeted for funding cuts. Because Medicaid is the single leading source of funding for mental health services, this leaves many of our most vulnerable citizens at risk of losing coverage and, consequently, access to treatment. State fiscal relief legislation approved by Congress last year expired on June 30, and several members of Congress have introduced legislation to help states maintain Medicaid eligibility standards.

Sens. Gordon Smith (R-Ore.) and John "Jay" Rockefeller (D-W.Va.) have introduced the "State Fiscal Relief Act of 2004" (S. 2671), and Reps. Peter King (R-N.Y.) and Sherrod Brown (D-Ohio) have introduced the "Medicaid Act of 2004" (H.R. 4961). The Senate bill would authorize $4.8 billion in fiscal relief and $1.2 billion to cover the costs to states of implementing the new Medicare prescription drug bill, while the House version would provide $6 billion to states in fiscal relief. Both versions would temporarily increase federal Medicaid payments to states during a 15-month period.

As states faced increasing budgets during the last year, many faced the choice of increasing taxes or cutting services such as Medicaid. The fiscal relief approved by Congress last year enabled every state to avoid cutting the number of eligible Medicaid beneficiaries. According to studies cited by Rockefeller, every dollar spent on Medicaid results in a $3 return in state economic benefit due to increased employment of beneficiaries and health care workers.

The outlook for the legislation is uncertain; opponents argue that the money provided last year to states is enough to get them through the crisis, and neither version of the Medicaid relief legislation has more than a handful of co-sponsors. Counselors are urged to call their senators and representatives to encourage their support for the respective bills. Members of Congress can be reached by calling the U.S. Capitol Switchboard at 202.224.3121. For more information, contact Dana Alpert in ACA's Office of Public Policy and Legislation at 800.3476647 ext. 242 or e-mail dalpert@counseling.org.

Continued from page 37
A CA journal highlights

Should we give them Ritalin?

Counselors in schools often wish to advise parents about agreeing or refusing to have their children medicated for learning, behavioral or emotional problems. For example, the growing use of stimulants to treat children with ADHD distresses many mental health professionals, parents and others. The number of psychotropic drug prescriptions pediatricians write for children is increasing, and the age of the children medicated is lower than ever. "Children and Psychotropic Medication: What Role Should Advocacy, Counseling Play?" (Journal of Counseling & Development, Summer 2004) provides guidance for how counselors may approach the question of medication for children. The authors, R. Elliot Ingersoll, Ann Bauer and Laura Burns, review the history, ethics, economics and politics of the question from an advocacy counseling point of view.

The 21st century test

Did your young colleagues and students zip through the Graduate Record Exam with astonishing speed? They probably took the Computerized Adaptive Testing (CAT) version of the test. This advance from long paper-and-pencil tests shortens tests by up to 80 percent without loss of reliability or validity, and with more precision, in many cases. The CAT version makes use of electronic technology to adapt the test to the examinee so that each item is instantly scored and the next item is chosen depending on whether the answer was correct or incorrect. Each test-taker enters the test at a different point, determined by estimates from other information (such as age or educational level). Because the test-taker doesn't do many problems that are too easy or many problems that are too hard, the process is shortened and doesn't suffer from ceiling, floor and fatigue effects. This fascinating new testing method and the theory behind it are explained well in "Computerized Adaptive Testing for Effective and Efficient Measurement in Counseling and Education," by David J. Weiss, in the July 2004 Measurement and Evaluation in Counseling and Development.

Well-being of immigrant students

In the July 2004 Journal of Multicultural Counseling and Development, a study of 506 Chinese adolescents in Canada gives educators guidance on where they may ease the experience of immigrant students. The study tested both the level of acculturation to the mainstream society and the level of acculturative stress, meaning the reduction in well-being that comes during acculturation.

Visit Americancounseling.org for more information on the ACA Annual Convention.

www.childtherapytoys.com

For the largest collection of resources for child and play therapists available, check out our products at www.childtherapytoys.com!

Toys - Puppets - Dolls - Filial Kits
Games - Dollhouses - Sand Tray Toys
Books - Children's Self-Help Books
Cards - and more!
Deciding about dual relationships

The upcoming Journal of Counseling & Development (Winter 2005) plans to include a review of literature about the nature, scope and complexity of dual relationships. In "Dual Relationships: A Continuum Ranging from the Destructive to the Therapeutic," Sharon M. Molecksi and Mark Kisielica discuss the dynamics, consequences, standards of practice and ethical dilemmas regarding sexual and non-sexual counselor/client dual relationships are discussed. Concerns in both types of relationships are discussed, and the potential benefits of some forms of non-sexual dual relationships are explored. The authors' review helps counselors make decisions about potential dual relationships in ways that produce positive therapeutic outcomes.

Susan X Day joins Counseling Today this month as the editor of this column, which will survey the offerings in recent and upcoming ACA journals. She is counselor educator in Houston, Texas, and writes graduate-level textbooks in counseling. Her research has appeared in journals including Psychological Science, American Psychologist, Career Development Quarterly, Psychotherapy and Journal of Counseling Psychology.

Ritalin

The myth that the drug allowed them to concentrate harder and for longer periods of time.

"Ritalin is a stimulant, but for those with ADHD, it has a calming effect. Those not diagnosed with ADHD experience the stimulant-related physical and psychological effects of the drug," said Burch-Ragan.

In 2002, a study at the University of Wisconsin reported that one in five college students used Ritalin or similar drugs. That same year, a study at the University of Florida-Gainesville found that 1.5 percent of the student body had used Ritalin recreationally in the previous 30 days.

The pills command a price of anywhere from $3 to $15 and go by the street names of "R-ball," "Vitamin R," "Smarties" and "West Coast." Some students swallow the pill; others prefer to crush the tablets and snort the powder.

There are even anecdotal reports of students "cooking" the pills by dissolving them in water to inject the liquid intravenously.

"They are definitely using and abusing it," said Mark Freeman, president of the American College Counseling Association, noting that because more students are being prescribed Ritalin, it has become more accessible to those who want to abuse it. "Typically, we hear in counseling sessions, "Yeaa, I had to pull an all-nighter last night, so I borrowed my friend's Ritalin. It really helped me focus and concentrate," he said. "Yes, it does that — it's speed. Methamphetamines will help anyone focus. Back in the '60s, the students who were studying for finals would take a street drug called 'White Crosses' — that was meth."

Freeman added that today's college students tend to be higher achieving and have more anxiety about grades. "They are much more stressed out, and they feel that they have to be further along than they are. The students of the millennium are overachieving, compliant children, so they suffer more in general from anxiety due to the pressure that they put on themselves and the pressure from their parents as well. They are not the laid-back, Generation X students of five to 10 years ago."

Burch-Ragan agreed that it is usually the concerned student who will resort to buying Ritalin illegally. "Their motivation is, of course, related to grades and the pressure to do well. At some point, these persons may have convinced themselves that they cannot succeed without the supplemental help," she added, noting that some students who have traditionally not performed well academically are also taking Ritalin as a "quick-fix" coping method in an effort to resolve the problems resulting from their previous poor academic performance.

Though the majority of Ritalin abuse may be to enhance studying, there are other ulterior motives as to why students are taking the drug. "Some students who take Ritalin after a big night of 'partying' report that it allows them to 'get back in the swing of things much faster,'" said Burch-Ragan, adding that still others take it to suppress their appetites in an unhealthy approach to weight management and weight loss.
Downside of getting high
Students who use Ritalin without a prescription may experience an increased heart rate and elevated blood pressure. This is especially true when the doses are snorted, because using the drug intranasally accelerates the speed at which the drug reaches the central nervous system. Other side effects include:

- Difficulty sleeping
- Loss of appetite
- Nervousness
- Irritability
- Nausea
- Headaches
- Heart palpitations
- Hyperactivity
- Toxic psychosis

"The effects of Ritalin range dramatically in type and frequency of occurrence. As with any medication, there are going to be benefits and risks. It is critical that both be understood," said Burch-Ragan. "While these side effects may occur in persons with or without ADHD, the potential for irrepairable harm is substantially reduced by close professional supervision of those persons actually in need of the medicinal treatment. Several, more rare, side effects also exist, such as abnormal liver function and brain development abnormalities."

Those who abuse Ritalin run the risk of becoming addicted to the high and of accidental overdose. According to the Substance Abuse and Mental Health Services Administration's website, in 2000, 43 percent of those who ended up in hospital emergency rooms from drug overdoses — nearly a half million — were there because they misused prescription drugs.

"While the progression is not fully understood, the long-term abuse of Ritalin is similar to the addictive qualities of other forms of amphetamines — ‘uppers’ like cocaine or crystal meth," said Burch-Ragan, noting that the best approach for an individual to come off the drug is to seek medical attention that will provide and monitor the detoxification effects. "Along with qualified medical attention, other helping professionals should be engaged to meet the unique needs of the client. The counselor, who is trained in addictions and who can work most effectively in collaboration with other helping professionals, support groups and the information that a client recovering from Ritalin addiction and/or abuse puts before them, is key to successful recovery. If the counselor is not able to deal with the multiple factors contributing to the addictive behavior and be willing to incorporate various paradigms of treatment most suited to meet the client's unique needs, then the potential for successful intervention is severely limited."

Supply and demand
According to the U.S. Drug Enforcement Administration, Ritalin ranks in the top 10 most frequently reported controlled pharmaceuticals stolen from licensed handlers. The Department of Justice Drug Enforcement Agency lists Ritalin as a Schedule II drug, or one that is known to be potentially dangerous and addictive. However, because Ritalin is recognized for its medical uses, it can be manufactured and prescribed under carefully controlled conditions. The Schedule II category also includes such drugs as morphine, cocaine and Percodan. Violation of the laws covering Schedule II drugs carries severe penalties. The penalties for a first trafficking offense — which is likely what a student would be guilty of even if he or she shares just one or two pills with a friend — would include five to 20 years in prison and a fine of up to $1 million. If the individual is part of a group selling or trading the pills, the fine can go as high as $5 million. If death or serious injury results from this first offense, the penalty is 20 years to life in prison. If the drug is injected, it becomes a Class A drug offense, which carries even harsher penalties. Though selling and possessing Ritalin without a valid prescription are both illegal, few arrests are made because it is easy to conceal and very few students get caught with it.

"Some students who are legitimately prescribed Ritalin may be lured by ‘quick cash’ needs. So, they stand to make a substantial profit by selling their pills individually to other students," said Burch-Ragan.

The great debate
The topic of over-prescribing Ritalin is one of great dispute among those in the counseling field. SAMHSA reported in 2000 that more than 19 million prescriptions for ADHD drugs were filled, a 72 percent increase since 1995. According to the Drug Enforcement Administration, pharmaceutical companies have boosted production to keep up with the demand. Production of Ritalin rose from 3,890 pounds in 1990 to 32,905 pounds in 2000.

"Some professionals argue that their colleagues are uninformed of the potential risk of the drug and thereby prescribe the drug too easily. Students can get the medication if they know how to properly answer the testing protocol for ADHD," said Burch-Ragan. "Given the age..."
of technology, it is not surprising that someone motivated to get a prescription might indeed be able to trick a caring professional into providing a legitimate prescription.

Freeman added that health and wellness staff members must carefully evaluate students before recommending Ritalin. The University of Miami’s Coral Gables campus took measures a step further and banned campus doctors from prescribing it altogether. Many other campuses are following suit in an effort to control the availability of Ritalin on campus. Malcolm Kahn, director of UMCG’s counseling center and an associate professor there, questioned many of his students about the accessibility of Ritalin on campus. "I asked, if you wanted to get Ritalin or Adderall, the campus also stopped prescribing Adderall as well and distributed a fact sheet on the dangers of Ritalin/Adderall abuse.

Prevention and awareness

Maureen Miller, a health promotion specialist with the University of Florida, said the school tries to emphasize prevention to the students with workshops on developing good study habits and time-management skills, so they will not have to resort to taking stimulants and having cramming sessions. "We also have a great relationship with the campus police, and they regularly have drug and alcohol awareness presentations and programs," she said, noting that the school is trying to move away from the "party school" label. In the latest Princeton Review's annual college rankings list, UFG finally escaped its former place in the "Top 10 Party Schools," inching down the list to No. 11. "We really try to get the message across about the negative side effects of Ritalin abuse," she said. "We tell them that when they are already stressed and almost burned out with studying, taking a stimulant probably isn't the best thing to do."

Other ways to prevent the abuse of Ritalin among students include:

- Establishing transition programs for college freshmen.
- Creating social, academic and residential environments that promote healthy social norms.
- Instituting extracurricular activities that do not encourage or promote any type of substance use.
- Limiting the availability and access by collaborating with local law enforcement and advocacy efforts.
- Providing healthy mentoring programs.
- "Balance is the key. Typically, students are poor time managers and lack the practice in managing their time. To avoid all-nighters, students need to spread their work out by having the discipline to work at the same time each evening before going out or taking on leadership responsibilities," said Freeman. "If a student gets into a routine of working first before playing, he or she will rarely get stressed out. It is surprising how routines and practicing regular study behavioral patterns will ensure success. This is often a learned skill that takes some time to develop during the first two terms of college life."
The Mental Health Liaison Group (MHLG) is a coalition of more than 50 national mental health advocacy groups representing providers, consumers, and families, including ACA and such other organizations and the American Psychiatric Association, the American Psychological Association, the National Alliance for the Mentally Ill and others.

At the MHLG's meeting in March, Alpert was elected to serve as chair for 2004. In this position, Dara will oversee meetings of the steering committee, budget and policy decisions, and publication of the coalition's "Candidate Briefing Paper," which provides candidates for national office with information on the most pressing issues in mental health.

She will also help lead the Liaison Group's efforts on behalf of mental health parity legislation and other federal policy priorities for the mental health advocacy community.

Recently, the U.S. Patent and Trademark Office issued a trademark for both Aggression Replacement Training® and ART®. The certificates were issued to Barry Glick, co-developer of the multi-modal, cognitive behavior intervention and co-author (with the late Arnold P. Goldstein) of "Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth." Both certificates were issued to Glick and read, in part, "For printed matter, educational materials in the field of aggression replacement training psychology, namely intervention techniques for troubled children, adolescents and adults in Class 16 of the supplemental registry. The certificate also registers these marks for conducting training seminars to prepare participants to effectively reach and teach at-risk and troubled children, adolescents and adults in a variety of individual and/or group interventions, seminars, training programs and interventions for at-risk or troubled children, adolescents and adults in aggression replacement training which is a synthesis of social skills training, anger control training and moral reasoning training."

At its "Heart and Soul" conference earlier this summer, Heroic Agencies (www.heroicagen.com) recognized the American Counseling Association with an award for its Code of Ethics. Jane Lewis, of Fayetteville, N.C., was recently recognized with three awards for her work. She received a certificate of appreciation and recognition from Campbell University for her many volunteer projects on behalf of the university. Additionally, a gift was sent to missionaries in her honor by the United Methodist Women because of her contributions for worldwide missions.


Dara Alpert, ACA legislative representative, has been elected to serve as chair of the Mental Health Liaison Group Steering Committee. The MHLG is a coalition of more than 50 national mental health advocacy groups representing providers, consumers, and families, including ACA and such other organizations and the American Psychiatric Association, the American Psychological Association, the National Alliance for the Mentally Ill and others.

At the MHLG's meeting in March, Alpert was elected to serve as chair for 2004. In this position, Dara will oversee meetings of the steering committee, budget and policy decisions, and publication of the coalition's "Candidate Briefing Paper," which provides candidates for national office with information on the most pressing issues in mental health.

She will also help lead the Liaison Group's efforts on behalf of mental health parity legislation and other federal policy priorities for the mental health advocacy community.

Recently, the U.S. Patent and Trademark Office issued a trademark for both Aggression Replacement Training® and ART®. The certificates were issued to Barry Glick, co-developer of the multi-modal, cognitive behavior intervention and co-author (with the late Arnold P. Goldstein) of "Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth." Both certificates were issued to Glick and read, in part, "For printed matter, educational materials in the field of aggression replacement training psychology, namely intervention techniques for troubled children, adolescents and adults in Class 16 of the supplemental registry. The certificate also registers these marks for conducting training seminars to prepare participants to effectively reach and teach at-risk and troubled children, adolescents and adults in a variety of individual and/or group interventions, seminars, training programs and interventions for at-risk or troubled children, adolescents and adults in aggression replacement training which is a synthesis of social skills training, anger control training and moral reasoning training."

At its "Heart and Soul" conference earlier this summer, Heroic Agencies (www.heroicagen.com) recognized the American Counseling Association with an award for its Code of Ethics. Jane Lewis, of Fayetteville, N.C., was recently recognized with three awards for her work. She received a certificate of appreciation and recognition from Campbell University for her many volunteer projects on behalf of the university. Additionally, a gift was sent to missionaries in her honor by the United Methodist Women because of her contributions for worldwide missions.


Dara Alpert, ACA legislative representative, has been elected to serve as chair of the Mental Health Liaison Group Steering Committee. The MHLG is a coalition of more than 50 national mental health advocacy groups representing providers, consumers, and families, including ACA and such other organizations and the American Psychiatric Association, the American Psychological Association, the National Alliance for the Mentally Ill and others.

At the MHLG's meeting in March, Alpert was elected to serve as chair for 2004. In this position, Dara will oversee meetings of the steering committee, budget and policy decisions, and publication of the coalition's "Candidate Briefing Paper," which provides candidates for national office with information on the most pressing issues in mental health.

She will also help lead the Liaison Group's efforts on behalf of mental health parity legislation and other federal policy priorities for the mental health advocacy community.

Recently, the U.S. Patent and Trademark Office issued a trademark for both Aggression Replacement Training® and ART®. The certificates were issued to Barry Glick, co-developer of the multi-modal, cognitive behavior intervention and co-author (with the late Arnold P. Goldstein) of "Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth." Both certificates were issued to Glick and read, in part, "For printed matter, educational materials in the field of aggression replacement training psychology, namely intervention techniques for troubled children, adolescents and adults in Class 16 of the supplemental registry. The certificate also registers these marks for conducting training seminars to prepare participants to effectively reach and teach at-risk and troubled children, adolescents and adults in a variety of individual and/or group interventions, seminars, training programs and interventions for at-risk or troubled children, adolescents and adults in aggression replacement training which is a synthesis of social skills training, anger control training and moral reasoning training."

At its "Heart and Soul" conference earlier this summer, Heroic Agencies (www.heroicagen.com) recognized the American Counseling Association with an award for its Code of Ethics. Jane Lewis, of Fayetteville, N.C., was recently recognized with three awards for her work. She received a certificate of appreciation and recognition from Campbell University for her many volunteer projects on behalf of the university. Additionally, a gift was sent to missionaries in her honor by the United Methodist Women because of her contributions for worldwide missions.


Dara Alpert, ACA legislative representative, has been elected to serve as chair of the Mental Health Liaison Group Steering Committee. The MHLG is a coalition of more than 50 national mental health advocacy groups representing providers, consumers, and families, including ACA and such other organizations and the American Psychiatric Association, the American Psychological Association, the National Alliance for the Mentally Ill and others.

At the MHLG's meeting in March, Alpert was elected to serve as chair for 2004. In this position, Dara will oversee meetings of the steering committee, budget and policy decisions, and publication of the coalition's "Candidate Briefing Paper," which provides candidates for national office with information on the most pressing issues in mental health.

She will also help lead the Liaison Group's efforts on behalf of mental health parity legislation and other federal policy priorities for the mental health advocacy community.

Recently, the U.S. Patent and Trademark Office issued a trademark for both Aggression Replacement Training® and ART®. The certificates were issued to Barry Glick, co-developer of the multi-modal, cognitive behavior intervention and co-author (with the late Arnold P. Goldstein) of "Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth." Both certificates were issued to Glick and read, in part, "For printed matter, educational materials in the field of aggression replacement training psychology, namely intervention techniques for troubled children, adolescents and adults in Class 16 of the supplemental registry. The certificate also registers these marks for conducting training seminars to prepare participants to effectively reach and teach at-risk and troubled children, adolescents and adults in a variety of individual and/or group interventions, seminars, training programs and interventions for at-risk or troubled children, adolescents and adults in aggression replacement training which is a synthesis of social skills training, anger control training and moral reasoning training."

At its "Heart and Soul" conference earlier this summer, Heroic Agencies (www.heroicagen.com) recognized the American Counseling Association with an award for its Code of Ethics. Jane Lewis, of Fayetteville, N.C., was recently recognized with three awards for her work. She received a certificate of appreciation and recognition from Campbell University for her many volunteer projects on behalf of the university. Additionally, a gift was sent to missionaries in her honor by the United Methodist Women because of her contributions for worldwide missions.


Dara Alpert, ACA legislative representative, has been elected to serve as chair of the Mental Health Liaison Group Steering Committee. The MHLG is a coalition of more than 50 national mental health advocacy groups representing providers, consumers, and families, including ACA and such other organizations and the American Psychiatric Association, the American Psychological Association, the National Alliance for the Mentally Ill and others.

At the MHLG's meeting in March, Alpert was elected to serve as chair for 2004. In this position, Dara will oversee meetings of the steering committee, budget and policy decisions, and publication of the coalition's "Candidate Briefing Paper," which provides candidates for national office with information on the most pressing issues in mental health.

She will also help lead the Liaison Group's efforts on behalf of mental health parity legislation and other federal policy priorities for the mental health advocacy community.

Recently, the U.S. Patent and Trademark Office issued a trademark for both Aggression Replacement Training® and ART®. The certificates were issued to Barry Glick, co-developer of the multi-modal, cognitive behavior intervention and co-author (with the late Arnold P. Goldstein) of "Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth." Both certificates were issued to Glick and read, in part, "For printed matter, educational materials in the field of aggression replacement training psychology, namely intervention techniques for troubled children, adolescents and adults in Class 16 of the supplemental registry. The certificate also registers these marks for conducting training seminars to prepare participants to effectively reach and teach at-risk and troubled children, adolescents and adults in a variety of individual and/or group interventions, seminars, training programs and interventions for at-risk or troubled children, adolescents and adults in aggression replacement training which is a synthesis of social skills training, anger control training and moral reasoning training."

At its "Heart and Soul" conference earlier this summer, Heroic Agencies (www.heroicagen.com) recognized the American Counseling Association with an award for its Code of Ethics. Jane Lewis, of Fayetteville, N.C., was recently recognized with three awards for her work. She received a certificate of appreciation and recognition from Campbell University for her many volunteer projects on behalf of the university. Additionally, a gift was sent to missionaries in her honor by the United Methodist Women because of her contributions for worldwide missions.
Counselors a vital link in connecting children with disabilities to family, community

BY LAUREN TRECOSTA
FOR COUNSELING TODAY

The psychological impact of a physical disability

Research indicates that the root of psychological symptoms accompanying a person's physical disability is not in the disability or in the person but, rather, within society and its response to both. It has been found that society views any deviation from the norm as negative and inherently inferior. As a result, society's prevailing responses toward a person with a disability are ones of pity, avoidance, discomfort and revulsion.

For children with a physical disability — about 0.5 percent of the population, according to the U.S. Department of Education — that translates into growing up in a negative and isolating environment. The result is often a child who struggles with a diminished self-concept and a defensive presentation. Counseling for these children deals with the emotional and practical aspects of autonomy, dependence, socialization and being different.

Re-defining the disability

The counselor working with a child with a physical disability has three overlapping spheres of work. First, the disability itself must be addressed. Second, the contextual environment (e.g., family and school) must be addressed. Third, the presenting problems and practical reality of living with a disability must be addressed.

To work effectively, the counselor must confront first his or her own reactions to physical disabilities. A counselor's typical response includes having stereotypical beliefs about a client's abilities, overcompensating or overprotecting the client, and/or feeling repulsed by the disability. The first three foster dependence and reinforce limitations. As a group, counselors are particularly susceptible to these pitfalls. The latter reinforces avoidance and isolation. Counselors are encouraged to seek supervision or peer support to help them process their reactions.

The next step for the counselor is to understand the disability — its etiology, symptoms, process and prognosis. "First, I have to wrap my mind around the disability and find out everything I can about it," said Julie Lewis, a clinical psychologist for children with physical disabilities at Children's National Medical Center in Washington, D.C.

Once the counselor has a solid understanding of the disability, it is time to share basic information with the client on a developmentally appropriate level. Often, the client experiences this process as both respectful and demystifying. The emphasis is on gathering information so that the client is empowered to replace negative or debilitating thoughts with more accurate, positive, future-oriented ones.

"I find out what the child knows and thinks about the disability. Sometimes I find out that they blame themselves or their siblings. Sometimes they tell me that they always (believe some misconception) but never knew for sure," Lewis said. If it is appropriate, she indicated that she may go further with her clients and take them online to "hook them up with other kids" with the same disability.

It is not only the children who may lack information, have misconceptions or harbor inappropriate feelings of blame or guilt about the disability. A child's reactions reflect, at least in part, the reactions and understanding conveyed by their parents. Again, the counselor will want to provide accurate information and, if appropriate, referrals for more information.

"I find out how the parent sees the disability, what they know about its etiology and, if appropriate, why it is so scary for them," Lewis said. "We work together to integrate the disability into the family narrative."

The impact of a physical disability on the family

The counselor working with a child with a physical disability is advised to work with the child's entire ecosystem in order to best understand and affect change within it. Families with a member with a disability bear additional stresses but generally cope successfully. Importantly, negative feelings are not typically directed at the person with the disability, but rather at the stress or disability itself.

Some families feel that their family units have been strengthened from coping with the disability and that they have a more positive, humorous world view as a result. Many families report that the deep, meaningful friendships they've made with others experiencing the same hardships have had a profound and positive impact on their lives. Still, these families face practical and emotional stresses that can be difficult to manage, according to Laura Marshall, Milton Seligman and Fran Prezant in "Disability and the Family Life Cycle." Often, families must bear a significant financial burden in tandem with the disability. Communicating with the medical community as well as understanding and coordinating treatment can be aversive and draining. Finding child-care options often proves to be more difficult, and fatigue is more persistent. Family members can become demonized, emotionally distanced, depressed or may experience recurrent cycles of grief or blame.

Parents respond to their child with a disability on a continuum from overprotective to becoming withdrawn. Sometimes parents respond with opposite reactions, with one — typically the mother — being overprotective and over-involved, and the other — usually the father — becoming withdrawn and avoidant. Still other parents become actively involved or even leaders in campaigns for change on behalf of their child and disabled children, in general.

Parenting a child with a disability adds significant stress to a marriage. In support of the client, the counselor will want to survey and, if necessary, enhance the couple's communication strategies. The couple is encouraged to maintain social connections and maintain realistic expectations of each other.

Siblings respond in a variety of ways, from demonstrating resentment while others attempt to parent their brother or sister who has a disability. Others respond by withdrawing or becoming super-achievers. Again, in support of the client, the counselor will need to address these issues specifically with family members.

It is important for the counselor to help the family shift their focus from the disability to the family's coping strategies, according to Harriet Cobb and Patricia Warner in their chapter on "Counseling and Psychotherapy with Children and Adolescents with Disabilities" from "Counseling and Psychotherapy with Children and Adolescents" (1999). In this way, the family can focus on teamwork and roles within the team. Specifically, the family can identify tasks, assign responsibility and decide how to give and receive support. Family members learn how to express their needs, concerns and emotions, including appropriate expressions of sadness. It is especially important for families to learn and practice effective problem-solving techniques.

Providing referrals for outside support is helpful to parents living with a disability. Support groups offer the opportunity to build trusting relationships with people who have had similar experiences. The groups provide a forum for voicing concerns, giving and receiving empathy and learning realistic solutions.

"It is important to understand where parents are coming from," said Marie Rizzo, a clinical social worker at Children's...
Serve your clients, your family, yourself by becoming a community activist

"In less than six weeks, the heat will start to subside," said American Counseling Association Executive Director Richard Yep in the August issue of Counseling Today. I disagree. The heat has turned up.

The heat I am talking about is not the weather. The political climate will not subside in the next six or even 12 weeks. No matter who wins the upcoming presidential elections, the heat will not subside until our country achieves a more balanced society — balanced in economies, environment, home and work. It’s not that everything has to be perfectly balanced. It’s just that most Americans work, eat and consume too much, in comparison to the rest of the world. It’s not that everything has to be perfectly balanced, it’s just that most Americans work, eat and consume too much, in comparison to the rest of the world. It’s not that everything has to be perfectly balanced, it’s just that most Americans work, eat and consume too much, in comparison to the rest of the world. It’s just that most Americans work, eat and consume too much, in comparison to the rest of the world.

I thought that I had done my part in the late ’60s and ’70s — protesting the Vietnam War, teaching in the most challenging urban schools, riding my bicycle and taking public transportation to work to reduce automobile pollution. My generation — the baby boomers — believed that we were making the world a better place. However, when I listen to individuals who are downsized from their jobs or their overworked counterparts, the corporate survivors — I feel moved to action. I cannot “normalize” their anguish by saying, “Yes, I understand how you feel. Many others, like you, have been laid off” or “It must be difficult to stay motivated when many of your former workmates have been let go and you have to do their jobs as well as your own.” Whether workers have been downsized or are overworked, their situations are not normal. High blood pressure, rising heart illnesses and increased cancer are not normal. Burnout is not normal.

Normal is a construct based on statistics. Statistics are numbers. Numbers can change when people take action. "Become involved in grassroots politics," says Charles Derber, a Boston College sociologist and author of "Regime Change Begins at Home: Freeing America from Corporate Rule" (Beckett-Koehler Publishers, 2004). We have a responsibility not only to counsel but also to take action on behalf of our clients, our families and ourselves. Advocacy can take many forms. The June and July issues of Counseling Today include articles on legislative advocacy, advocacy for families, advocacy for seniors and advocacy for social justice. Advocates are passionate people who initiate change. Fanita English, a transactional analyst who brought transactional analysis to the West Coast, says that we have three motivations that influence our decisions — survival, passion and quiescence.

Most of us like to think of ourselves as passionate, but the truth is, most Americans are motivated by consumerism, security and the survival of our families as well as our own survival. Unfortunately, rampant consumerism and failure to acknowledge the needs of the world outside the family nucleus can cause our "unseal" to fall down, as shown by recent corporate scandals and the dot-com busts. English advocates altruistic passion — care for the greater good — which can involve risk (e.g., your family and your personal well-being may suffer if you are taking care of the rest of the world). Madame Curie chose to continue her research through the knowing that her lab contained toxic elements, which eventually killed her. Michael Moore had Satter watch his weight to preserve his health if he wants to continue his prodigious whistle-blowing efforts.

If ever there were a time that each of us could become just a little more passionate, the time is now. We can become grass-roots advocates to save our clients. Supporting or leading fair and just causes to stabilize the economy, reduce violence, assure the rights of underrepresented populations and protect the environment are among the few ways that we can advocate for our clients. If we settle into complacency and fear becoming blacklisted, then we will become a totalitarian society without voice.

On one hand, I’d love to have no cares in the world — to just sit in my secret sun-dappled garden, dreaming and writing. However, the world is not a safe place for my children or for my clients’ children or for children around the world. So, I will contribute to a grassroots fundraiser sponsored by an organization called America Coming Together, whose purpose is to help make change and to ensure fair elections. The campaign will encourage my counseling psychology graduate students to be advocates for their clients. I will continue to support the career and personal development of the former homeless and low-income individuals, which I did by coordinating free counseling for these populations with local one-stops in a "Day for the Public" in conjunction with the National Career Development’s 2004 conference in San Francisco this summer. I will donate my online job search and lifelong employability course to the San Francisco one-stop that has huge challenges in providing services to their clients, and I will set up opportunites for counseling students in the Bay area to contribute their services to needy individuals. And I will take time out to be with my family and to appreciate life.

I don’t drive in the fast lane as much as I used to, I don’t sit around thinking, either. If I’m preaching to the choir, then please share this message with others. We cannot just serve those few clients who can afford to contract more than a handful of counseling appointments. We can stretch our services only so far in the public sector. Join me in this grassroots effort. Become passionate. Be open to learning and sharing wisdom so that our clients, our families and the rest of humanity can not only survive, but also thrive. And, the more open to the upcoming election.

Sally Gallardin teaches career development and serves as women’s studies evaluator at the University of San Francisco; creates online curriculum and is a leader in the development and counseling techniques. She is a Certified Internation al and multicultural education and two master’s degrees in counseling psychology and is a teaching artist. She is a Career Development Facilitator, National Certified Counselor, Distance Credentialed Counselor, Job and Career Transitions Coach, and Active Lifting Model Counselor. Gallardin is a past president of the California Career Development Association and professional development chair of the National Career Development Association.

Continued from page 44

Physical disabilities

National Medical Center, “and it is hard for people who have not experienced it to understand. One of the things I do is refer parents to support groups for parents. It is a way of putting them in touch with other.”

Working with the child

The child with a physical disability has the same fundamental goals as the child without a physical disability: acceptance among peers, independence from parents and competence in selected areas. The child, however, encounters numerous barriers, both practical and attitudinal, which can hinder him or her from achieving those goals. It is the counselor’s job to join with the child, parents and school to help remove barriers, accommodate the disability and promote success.

Cognitive interventions, such as identifying and disputing negative thoughts, empowering with information, and developing positive self-talk, can help a child develop a healthy self-concept. Identifying frustrations and role-playing or rehearsing a more appropriate reaction are behavioral interventions that will help diminish a child’s defensive posture while enhancing communication skills and chances for social success. Cognitive-behavioral strategies can also be used effectively to alter impulsiveness and other maladaptive behaviors.

"I use relaxation exercises, systematic desensitization, role-play and rehearsal with my clients. I work very closely with the parents and sometimes include them in the session so that the children can practice with them," said Lewis about her work with clients at Children’s Hospital. "I also have the children draw pictures of the most relaxing scene they can think of and have them tell me about it in great detail including all the sensory aspects — how it looks, the smells, the temperature. Then I teach the parents how to help the children get into that relaxing place again." In addition to facilitating communication between the child and parents, it is the counselor’s role to help facilitate communication and collaboration between the child, his or her parents, the school team and the community. Yolma Torres, a school counselor who works with children with disabilities at Holmes Middle School in Alexandria, Va., states that communication between the school and parents is critical to a student’s success. "The most important thing is for the parents to tell us what is going on," Torres said. "If there is an incident of bullying, or somebody being picked on, we want to stop it immediately."

One parent described collaborating with the teacher in order to normalize the school experience for her second-grade student who was born with congenital scoliosis. "I go into the classroom at the beginning of the school year and go up front with Rebecca while she tells the other kids about her
times heard, none of counseling’s sister professions have gained standardization of state regulations. “I’m proud that it was counselors who led this effort. This shows we don’t have to feel and act like the ‘unworthy stepchild’ in comparison to the other mental health professions.”

As was the case before the new law took effect, school counselors will not be required to apply for licensure unless they are performing counseling duties independent from the schools where they work. However, it may be to their benefit to apply for licensure.

In a minor speed bump to implementation, two lawsuits have been brought against the board by a group of counselors in Tucson, Ariz. Their first suit, proclaiming the right for practitioners to be grandfathered in without meeting the specified requirements, was dismissed by the courts. Subsequently, the group filed an additional lawsuit asking for an injunction to prevent the licensure law from being implemented. The case is still pending. “So far, no one in the judicial process has granted that (injunction) request. I do think we have to take that seriously, but we are pretty much on solid ground,” said Hofmann.

The coalition will soon turn its attention to licensure reciprocity and portability issues.

Physical disabilities

Continued from page 46

condition,” said Pamela Frankel. “We’re very open, and we do it in a way that does not set her apart. The kids send her letters when she goes for her surgeries. We are handling it as a class.”

Community referrals often provide an opportunity for children to establish positive connections with their peers and enhance their self-esteem. In addition, children get a chance to improve their social skills, which are often under-developed.

“Building self-esteem and independence in the kids is what it is all about,” said to Todd Uter, head wheelchair sports coach with the Fairfax County Recreation Department in Virginia. “I have the kids carry their own equipment and pick themselves up when they fall down. After awhile, they are very into independence, and they have a different, more respectful relationship with their peers.”

Uter also spoke about the social growth made as a result of participating in sports. “When they first start, some of the kids won’t look at or talk to people. After awhile, though, they are very willing to talk. Some of them even came up with a disabilities awareness program to teach others about what kids with disabilities can do.”

Resources

Counselors and their clients can access the following websites to identify resources that best meet their needs. The websites provide an array of information on topics such as special education issues, family issues, support groups, current legislation, publications and information centers.

- The National Information Center for Children and Youth with Disabilities is an information and referral center that provides information on disabilities and disability-related issues in English and in Spanish. Their website is www.nichcy.org.
- The Parent Technical Assistance Alliance for Parent Centers (the Alliance) is a federally funded project that provides information on parent training and information centers as well as community parent resource centers across the country. Visit the website for the Alliance at www.taalliance.org or e-mail alliance@taalliance.org.
- The Beach Center at the University of Kansas conducts research on disabilities and their impact on families. Their website (www.beachcenter.org) also includes information on research articles as well as family and support issues.

Lauren Treconta is a Licensed Professional Counselor in private practice in Annandale, Va.

InBrief

Controversial new overtime rules take effect

The Bush administration’s final rules on overtime pay took effect on Aug. 23, affecting the majority of the nation’s workforce. In 1999, the U.S. Department of Labor estimated that almost 80 percent of the nation’s 120 million wage and salary workers were entitled to overtime protection under the Fair Labor Standards Act (FLSA). An update of the overtime pay rules has been long overdue, so much so that the weekly salary amount required to be classified as an “executive” employee was less than the minimum wages. The Department of Labor has posted information regarding the rule online at www.dol.gov, as part of what it calls a “Fair Pay Initiative.” Despite its name, the new overtime pay rules have sparked controversy for greatly expanding employers’ abilities to avoid paying overtime to millions of U.S. workers.

Under FLSA, workers are guaranteed the right to overtime pay for every hour worked beyond the normal 40-hour workweek unless they fall into one or more categories of “exempt” employees. The new rule makes dozens of changes to the criteria under which an employer can consider an employee exempt from receiving overtime pay. In nearly all cases, this makes it easier for employers to do so.

Previously, each of three tests had to be met in order for an employer to classify an employee as exempt (i.e., ineligible for overtime pay). First, the employee had to be paid at least $8,060 a year. Second, the employee must be paid on a salary basis, instead of an hourly wage. Third, the employee’s job duties must primarily involve managerial, administrative or professional skills. The new rules raise the annual salary level test (i.e., the threshold below which employees are guaranteed overtime pay) from $8,060 to $23,660. Unfortunately, this is the only change in the overtime rules that benefits employees instead of employers.

The new rules make several changes that will make it easier for employers to meet the duties test. Employers can exempt an employee from overtime pay if he or she “leads a team of other employees assigned to complete major projects for the employer.” In order to be considered “supervisors,” employers do not need to have authority to hire or fire subordinates, do not have to be in charge of a recognized subdivision or department, and do not need to spend the majority of their time acting in a supervisory capacity. The rule no longer requires that employees have a professional degree in order to be considered “professionals”; instead, substantial work experience can be substituted. In these and several other changes, including some directly pertaining to specific professions, the new rule makes life considerably easier for employers.

In the words of a report on the new rules authored by former Department of Labor staff, the new rules have “moved the line of demarcation between those employees protected by the FLSA and those who are exempt substantially in the direction of exemption, so that more classes of workers, and a greater proportion of the workforce overall, will be exempt” from overtime pay requirements. The study is available online at www aflcio.org/yourcenter/upload/OvertimeStudy-Textfinal.pdf. According to the Economic Policy Institute (EPI), the new overtime pay rules could take away the right to overtime pay for more than six million workers. EPI’s report is available online at www .epinet .org/ static/briefingpapers_bp152.htm.

The one-person 401(k) plan for today's self-employed person

By Steven Wohlberg and Seth Lewis

As a counselor in private practice, you should be both interested and concerned about two prevailing trends coming together in the American workplace: the job growth created by small businesses and the responsibility of individuals for their own retirement planning. In fact, small employers (as defined by firms with fewer than 500 employees for most manufacturing and mining industries, fewer than 100 for all wholesale trade industries) represent over 99 percent of all employers, according to the Small Business Administration’s Office of Advocacy, Small Business by the Numbers, updated May 2003.

If you are in private practice and have no employees other than co-owners or spouses, you may want to consider establishing a one-person 401(k) plan for your business. That’s right, you may now be able to enjoy the same 401(k) retirement plan benefits currently provided to millions of other Americans.

If saving as much as you can for retirement is a prime concern, a one-
Year-end ACA fiscal report

BY M. CAROLYN THOMAS
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 April 1-June 30) represents the final report for the fiscal year ending June 30, 2004.

The Balance Sheet, which is presented with this report, is intended to reflect the organization’s financial position at any given point in time. The Balance Sheet gives a picture of the organization’s financial position as of June 30, 2004. At June 30, the American Counseling Association owned $7,477,338 in assets. Of these assets, $5,309,515 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 June 30, 2004, the association’s liabilities included vendor fees of approximately $329,458, staff salaries and benefits of $492,011 and fees collected on behalf of related organizations of $56,999. Member benefits to be fulfilled total $3,589,449 and appear as a liability because ACA receives membership revenues annually while providing member benefits monthly.

As this Balance Sheet indicates, ACA’s net worth at June 30, is $3,009,420. This indicates that the association remains financially positive. However, efforts must continue to be made to ensure the association’s long-term stability.

Despite losing more than 7,000 members during FY 2004, ACA realized excess revenues over expenses by $113,142 at June 30. This represents the eighth time in the last 10 years that the association has achieved this goal. As a result, the association’s net assets or fund balance improved over last year. The ACA Financial Affairs Committee will continue to monitor ACA’s revenues and expenditures on a monthly basis as we enter the new fiscal year. ACA intends to continue developing more programs and continues to provide established programs and benefits to its members.

The ACA Financial Affairs Committee, in collaboration with the administrative staff and the Governing Council, convenes monthly to evaluate the financial position of the association and to recommend pertinent action. Quarterly reports are provided to the membership via Counseling Today. If you have questions about this report or need clarification, please contact ACA Treasurer M. Carolyn Thomas by telephone at 334.244.3437 or by e-mail at mthomas@mail.aum.edu.

M. Carolyn Thomas is the ACA Treasurer.

Walden University

GRADUATE PROGRAMS FOR SOCIAL WORK, PSYCHOLOGY AND COUNSELING PROFESSIONALS


• Receive a quality education from a university that is accredited by the Higher Learning Commission.
• Obtain the advanced degree that allows your lifestyle as well as your career goals.
• Interact globally with experienced graduate students.

For more information, call 866-492-5336 or visit www.waldenu.edu/ct.
The leadership of the American Counseling Association creates and adopts the strategic plan for the organization. This plan serves as a map that the association will follow in order to meet the goals that have been approved. Critical to the success of the association’s strategic plan is the role played by the committees and task forces. In support of the ACA Strategic Plan, the committees and task forces of the association have been charged with the following activities for Fiscal Year 2005 (July 1, 2004–June 30, 2005).

**Standing Committees**

**Awards Committee**
- Administer the ACA awards process including the new Fellow awards.
- Coordinate with Human Rights, Public Policy & Legislation and Research and Knowledge committees in the selection of their award recipients.

**Bylaws and Policies Committee**
- Follow the plan for reviewing division and branch bylaws.
- Respond to charges resulting from Governing Council meetings, Executive Committee meetings and the ACA president.
- Respond to requests for policy language.

**Cyber-Technology Committee**
- On an ongoing basis, review and recommend ACA website improvements to staff.
- Develop a plan for educating members about current and emerging technology as it applies to the counseling profession.
- Work with the Ethics Committee to integrate the Ethical Guidelines for Online Counseling into all ACA efforts regarding promotion of ethical standards.

**Ethics Committee**
- Conduct adjudications of ethical complaints and appeals in a timely manner.
- Complete the revision of the Code of Ethics, including the infusion of human rights and multicultural issues, and submit the draft for Governing Council approval in April 2005.
- Develop and present educational sessions for the membership about the Code of Ethics and Standards of Practice.

**Financial Affairs Committee**
- Review and monitor the ACA financial reports on a monthly basis.
- Review all Governing Council motions for financial implications.
- Review and recommend the budget for FY 2006 to the Governing Council.

**Human Rights Committee**
- Work with the Interprofessional Committee and Sexual Minority Youth in the Schools Task Force to formulate plans for a sexual minority youth in the schools summit.
- Suggest materials for human dignity and diversity section of ACA website.
- Collaborate with the Ethics Committee on infusing human rights into the Code of Ethics.
- Prepare new and update existing position papers related to appropriate ACA stands on human rights issues.
- Work with the Awards Committee to identify nominees and select recipients for the Kitty Cole Human Rights Award.
- Prepare and disseminate resources for counselors and counselor educators related to human rights, discrimination, oppression and social justice.
- Collaborate with the chairs of all standing committees and task forces to offer assistance in integrating human rights concerns into their work.
- Identify strategies for attracting and retaining a more diverse population of students in the counseling profession.
- Identify a community-based organization to receive a donation from the Human Concerns Fund, to be presented at the ACA Annual Convention.
- Review the president’s nomination for the seat on the Executive Committee for underrepresented groups.
- Recommend to CACREP, CORE and ACES a standard that requires multicultural competencies be infused throughout curricula in addition to the provision of specialized multicultural courses.
- Develop a plan to address ethnic prejudice and the effect it has on children, immigrants and international students.

**International Committee**
- Work with the president to achieve ACA’s status as a Non-Governmental Organization with the United Nations.
- Actively pursue collaborative partnerships with other counseling associations (e.g. BACP, CCA, African Association of Guidance and Counseling), including stronger links with IAC.
- Identify and establish a new relationship with at least one professional counseling association (e.g., Mexico and China).
- Obtain or develop a resource list of other counseling associations, organizations and individuals worldwide.
- Recommend to the ACA president nominations of international members for appointment to ACA committees.
- Work with the ACA president to prepare and publicize one or more featured sessions on international issues at the ACA Annual Convention.
- Develop initiatives for welcoming international attendees (including international students residing in the United States) at the ACA Annual Convention.
- Provide information to the ACA webmaster about international meetings, conferences, links, resources, announcements, etc.
- Work with the Publications Committee to develop recommendations for expanding an international focus in ACA publications.
- Work with the Publications Committee to encourage and assist international members to submit manuscripts to ACA publications.
- Work with the ACA president to identify leaders of professional counseling associations outside of the United States to participate in the International Leaders Tea at the ACA Annual Convention.
- Develop a proposal for an international leaders’ exchange to be presented at the April 2005 ACA Governing Council meeting.

**Interprofessional Committee**
- Work with the Human Rights Committee and Sexual Minorities in the Schools Task Force to formulate plans for a sexual minority youth in the schools summit.
- Identify two related organizations (e.g., Art Therapy Association) and move toward developing collaborative relationships.
- Identify advocacy organizations with which ACA can collaborate on issues of human dignity and diversity.
- Develop a proposal for appointment, reappointing, coordinating and monitoring ACA organizational liaisons.

**Nominations & Elections Committee**
- Make recommendations to the ACA president regarding the nominations and elections process.
- Develop a process for the election of the student representative to the ACA Governing Council.
- Overseer the nomination and elections process.

**Professional Standards Committee**
- In conjunction with the ACA Public Policy and Legislation Committee, review the ACA model licensure bill and present recommendations, to be inclusive of diagnosis and treatment, for possible revisions to Governing Council by April 2005.
- Continue to work with AASCB to advocate for portability of licensure.
- Develop a proposal for promoting the Advocacy Competencies.
- In collaboration with IAMFC and other appropriate entities, develop a position paper supporting the inclusion of graduates of CACREP-approved Marriage & Family programs in Family Therapy Licensure laws.

**Public Awareness & Support Committee**
- Advocate for policies that support access to jobs and equitable compensation for professional counselors.
- Develop a proposal for a comprehensive approach to marketing the profession to external constituencies (e.g., legislators, the general public, under-served groups, consumers of counseling services, other professional associations).
- Develop a proposal for media relations training for ACA leaders.
- Develop an ACA press kit in conjunction with staff.
Generate ideas and develop a plan for expanding the visibility of Counseling Awareness Month.

Develop a rapid response system to events or publicity that is negative or inaccurate about the work of counselors.

Send copy for public awareness idea of the month to the Counseling Today editor by the 10th of each month for the following month's issue. Also do this in Spanish.

Develop and disseminate materials about the profession of counseling to employers, public health administrators, and insurance companies.

Twice a year, provide for ACA staff/consultants a list of ideas for topics and writers for columns designed for the public.

Public Policy & Legislation Committee

- Continue to provide information to federal and state government regarding key issues on the PP&L agenda.
- Support branch licensure efforts to achieve and maintain 100 percent licensure.
- Collaborate with NBCC to support branch efforts to fight testing restrictions (e.g., Indiana & Georgia).
- In conjunction with the ACA Professional Standards Committee, review the ACA model licensure bill and present recommendations, to be inclusive of diagnosis and treatment, for possible revisions to Governing Council by April 2005.
- Support state licensing regulations that are inclusive of diagnosis and treatment by professional counselors.
- Establish a formal mechanism for students to apply for a Government Relations internship with ACA.
- Create and implement an annual PP&L plan that also includes specific human dignity, diversity, discrimination, and oppression issues (e.g., Medicare, disability access, needs of an aging population, grandparenting, need to work, AIDS, equal access to quality health care.)
- Continue to collaborate with PP&L staff to plan, design and deliver training, including but not limited to national and branch legislative training and training of division leaders.
- Continue to communicate and educate branches about current legislative issues.
- Administer the FP&E grants program.
- Offer technical assistance to support branch and division PP&L agenda.
- Complete at least one legislative briefing paper on issues related to human dignity and diversity.
- Work with the Awards Committee to identify nominees and select recipients for the PP&L awards.

Publications Committee

- Develop an annual publication plan.
- Identify gaps in the counseling literature (e.g. diversity and Best Practices) and issue requests for proposals for publications on particular topics.
- Review our pricing structure for ACA products and recommend changes as appropriate.
- Continue to develop mechanisms for providing CEUs for ACA books and other resources.
- Work with the International Committee to develop recommendations for expanding an international focus in ACA publications.
- Work with the International Committee to encourage and assist international members to submit manuscripts to ACA publications.
- Generate recommendations to the ACA Governing Council for non-print media initiatives.
- Assess the need for publishing additional materials in non-English languages.
- Encourage journal editors to consider qualitative research on a par with quantitative research.

Research & Knowledge Committee

- Refine the selection criteria for the Best Pracitces Award focusing on broad, macro-level Best Practices.
- Select recipients for the Best Practices awards.
- Review proposals for outside funding for ACA including establishing priorities for seeking external funding and establishing procedures for review of external funding proposals.
- Coordinate partnerships with ACA-related entities (e.g., ACA Foundation, Practice Research Network Task Force, Council of Journal Editors, divisions, Chi Sigma Iota) relative to research and knowledge.
- Provide feedback on funded grant proposals and suggest new directions for ACA.
- Create a bibliography of high-quality literature reviews related to counseling outcomes.
- Create a bibliography of high-quality literature reviews related to multicultural counseling.

Strategic Planning Committee

- Continue to monitor and evaluate the strategic planning process with respect to the ACA mission.
- Develop a proposal for an on-going environmental scanning process inclusive of future trends.
- Develop a report by the fall Governing Council meeting that organizes environmental scanning data in a way that allows the Governing Council to update the ACA Strategic Plan.

Task Forces

Blue Ribbon Panel on Program Selection

- Determine the final education sessions to be presented at the annual convention.

Crisis Management

- Develop and disseminate crisis response plans for responding to a national/regional emergency.

Practice Research Network

- Administer the Practice Research Network grant.
- Prepare and disseminate findings.

Division and Organizational Affiliate Membership

- Develop a comprehensive proposal to increase and enhance division and organizational affiliate membership.

Branch Development

- Develop a comprehensive proposal to increase and enhance branch membership.

Impaired Counselors

- Develop a proposal with options for ACA to address the needs of impaired counselors.
- Develop a curriculum to address the needs of impaired counselors.

Ethics Revision

- Complete the ethics revision that began in 2002-'03.

Diplomate Program

- Develop a proposal for an ACA Diplomate program.

Policies and Procedures Review

- Review Policies and Procedures Manual and recommend updates and modifications where there are inconsistencies.

High-Stakes Testing

- Develop and present for approval by ACA Governing Council a written position statement on high-stakes testing that recognizes the complexity of this national issue.
- Advocates for needs of students, families, educators and professional counselors.
- Reflects the values and beliefs of the association.
- Will serve as ACA's official statement on the matter.

Joint ACA/APT Research Project

- Complete Phase I — The demographic study.
- Delinate funding sources for Phase II.
- Initiate Phase II — The outcome study.

Sexual Minority Youth in the Schools

- Plan and implement a Sexual Minority Youth in the Schools summit.

Graduate Student and New Professional

- Investigate and recommend ways that graduate students and new professionals may become more involved in the ACA.

Strategic Planning Subcommittee of the Governing Council

- Using the report from the Strategic Planning Committee prepare a draft strategic plan to be submitted to the ACA Governing Council.
### Classifieds

**DISS/THESIS HELP**
Let editing pro for univ. press ease the pain of diss/thesis writing. Work by phone or email. 941-795-2777 or email pollyk1@msn.com. We might even have fun!

**SUBSTANCE ABUSE & CORRECTIONS**
2004 Winter Training Academy. Callon City, CO. 12/15-12/18/04 28 hours NBCC & NAADAC. $300. Hotel $55/day. Register: http://ourworld.computerworks.com/ homepages/criminaljustice/schedule.htm or by e-mailing rtkannenberg@juno.com or call Criminal Justice Addiction Services @ (303) 223-0767

**SASH - THE SOCIETY FOR THE ADVANCEMENT OF SEXUAL HEALTH**

**MERCHANDISE/SERVICES**

**YOU NEED A WEBSITE!!**
Without a professional website you are losing potential clients. I specialize in designing websites for counselors and centers and can create a website for you! Low cost and hassle-free! Call (248) 705-8277 or email ChrisCLinn@aol.com

**Clinical Record Keeper**
An efficient, easy to use record keeping software program for counselors. Visit http://www.clinicalrecordkeeper.com

**MICHIGAN 13 PERSONALITY PROFILE**
Identifies root causes of deep seated problem and points out a 15 page report. No mail in. You own the software. www.13personalitytraining.org/michigan13test.htm

**EDUCATIONAL PROGRAMS**

**INSTANT ONLINE CEUS**
NBCC, NAADAC and State Board Approved online courses with instant access and free previews. Audio/Video courses available also. www.fastceus.com 1-800-390-9536.

**EASY CONTINUING EDUCATION**
NBCC approved online and home study courses. Each course from $3.33 per contact hour. Pay when finished. Instant certificates by email. http://www.ceuUniversity.com

**NEED CONTINUING EDUCATION CONTACT HOURS?**
Counseling CEUs Online Nbcc Approved and in 24 States. Now With Express Exams [24/7] $36 per course [10 contact hrs] 40+ Courses Easy, convenient, current, cost-effective http://counselingceusonline.com

**CERTIFICATION**

**GET CERTIFIED**
Smoking cessation is big business for mental health professionals! Get certified as a Tobacco Cessation Specialist (CTCS) and earn approved CEUs at the same time! www.fastceus.com 1-800-390-9536.

---

**STATISTICAL CONSULTING**

**METHODOLOGY AND STATISTICAL CONSULTING**
Ph.D. statisticians and methodologists provide consulting services to assist in designing your research, developing testable hypotheses, selecting appropriate statistics, designing questionnaire, entering, coding and analyzing data, reporting results (typically within 2 weeks) with APA tables and figures, and explaining the results (so you can defend them). Visit us at www.statisticalsolutions.com or call toll free (877-857-8622) for free consultation.

---

**BUSINESS OPPORTUNITIES**

**BUILD YOUR PRIVATE PRACTICE!**
The Congressionally Awarded, nationwide, 1-800-THERAPY NETWORK has one opening for a Network Director in each area code. This unique networking opportunity will help you create a second income while increasing your client caseload. Call 866-642-3286.

**EXPAND YOUR PRACTICE!**
"20 Ways to Increase Referrals Now!" Sent FREE along with our FREE catalog. PHF Publications. Call 1-800-428-7559 or visit www.pfhpubs.com

---

**PRACTICES FOR SALE/OFFICE SPACE**

**OFFICE SPACE**
- Arlington, Therapy Suite, Mon. & Fri. avail. plus evenings.
- Va. VA-Sq., Metro, Park., Waiting rm, kitch, bath, 703-527-4345 ChuckHissey@aol.com

---

**EMPLOYMENT**

**NATIONAL**

**PSYCHOTHERAPISTS**
Convert your advanced degree and clinical experience into a gratifying and profitable career shift. The business world is a veritable playground for a re-tread psychotherapist turned consultant. Find out why and find out why our firm has the most comprehensive and sophisticated training process, designed solely for professionals with your credentials. We’ve written the book (13 of them, actually) on executive coaching, leadership development, derailment prevention, and the nuts and bolts of what’s required to make this clinical-to-consulting conversion. We look forward to having the chance to evaluate your candidacy. Likewise, we invite you to conduct your own due diligence on us – visit our websites (www.clinical-to-consulting.com and www.ctonline.com); request our free 32-page prospectus; and call our National Director of Recruiting, Bob Drodvik (614-854-6639), with any questions you might have.

---

**ARIZONA**

**SOUTHEASTERN ARIZONA BEHAVIORAL HEALTH SERVICES, INC.**
SEABHS, Inc., offers a variety of opportunities related to new program initiatives, best practices and community capacity building. Bilingual ability highly valued. Arizona board certification and working knowledge of family-centered therapy preferred. Clinical and administrative positions available throughout southeastern Arizona including Nogales, Benson, Sierra Vista, Bisbee, Willcox, Safford, Morenci and Douglas for MA, MSW, & CSAC. Call our job line at (800) 841-6308 or request an application at SEABHS, HR Dept., 489 N. Arroyo Blvd., Nogales, AZ 85621; (520) 287-4731 or fax (520) 287-4171.

---

**CALIFORNIA**

**CALIFORNIA STATE UNIVERSITY, FULLERTON**
Assistant Professor in Counseling Education The Department of Counseling at California State University, Fullerton is accepting applications for two tenure track, Assistant Professor positions. The campus is located in the heart of Orange County, 20 miles from the Pacific

---

**COUNSELING TODAY • SEPTEMBER 2004**

50
Ocean and 30 miles from Los Angeles. Responsibilities include teaching in a culturally diverse master’s program in marriage and family counseling and supervising research in a collaborative, integrative Ph.D. program. Doctoral degree and one-year teaching experience required, preferably with CACREP experience. Review date begins November 15, 2004. Send a letter of intent, vita, College.

The Argus Institute provides emotional education/training in the area of human-animal interactions and veterinary-clinician-patient relationships is essential. Familiarity with pertinent treatment modalities for seriously emotionally disturbed and developmentally delayed adolescents is required. Knowledge of family therapy interventions is also required. Interpersonal skills and the ability to provide leadership to a diverse spectrum of professionals and para-professionals is significant. Strong knowledge of Behavior Management techniques as well as psychotherapy are essential. Requires a Master's degree in Human Services or related field with three (3) years or better of clinical experience with youth and families; supervisory experience also required. Must be licensed or licensable as a LCPC or LCSW in the state of Montana. ADDITIONAL INFORMATION: Requires experience with S.E.D. and D.D. youth. Contact A.W.A.R.E., Inc. 118 E. 7th Street, Anaconda, MT 59711, 1-800-432-6145 www.aware-inc.org If you have any questions regarding this posting please call Karen Pat or Barb at (406) 563-8117.

LIFESPAN

L.A.C. / L.P.C. Growing multi-specialty psychology practice with three offices located in central New Jersey has opportunities available for professional counselors. Complete support staff provided. Part-time or Full-time.

PRIVATE PRACTICE?

Complete Guide to Private Practice for Licensed Counselors: "Ways by Counselors for Counselors" Counseling-PrivatePractice-com
TEXAS STATE UNIVERSITY – SAN MARCOS
Assistant/Associate Professor in Professional Counseling—Spring or Fall 2005
The Professional Counseling Program in the Department of Educational Administration, and Psychological Services, Texas State University-San Marcos, 601 University Drive, San Marcos, TX 78666. (512) 245-3086 ext 11, texstate.edu. Additional information about the university and its nationally recognized academic programs is available at www.texstate.edu. Texas State University is a doctoral granting university located in the burgeoning Austin-San Marcos metropolitan area. It is the largest campus in the Texas State University System and the 6th largest in the state. Texas State University-San Marcos is an equal opportunity educational institution and as such does not discriminate on the basis of race, religion, sex, national origin, age, physical or mental disability or status as a disabled or Vietnam era veteran. Texas State is committed to increasing the number of women and minorities in faculty and senior administrative positions.

Northern Virginia Community College
Special Needs Counselor/Evening Administrator, Student Development – Manassas Campus, Counseling Center (RC-FA554). Salary range $46,850-$56,000. Provide special needs counseling services to disabled students and evening administrative functions for the Manassas Campus. Provide general counseling to current and prospective students for course selection and transfer planning. Instruct (on-line) Student Success Courses. Provide assistance for retention activities and campus/collge committee assignments. Coordinate general administrative concerns for the Manassas Campus while classes and activities are occurring in the evenings. General working hours when classes are in session: 12:30 p.m.-9 p.m. Monday through Thursday and 8:30 a.m.-5 p.m. on Fridays. Required: Master’s degree in Counseling or related field with a minimum of 18 graduate semester hours in Counseling. Possess strong functional knowledge and skills in delivering counseling services electronically. Demonstrate meaningful experience with coordinating administrative issues/concerns. Open until filled. For full details on all positions at all campuses please visit us at www.nvcc.edu/hr. To apply for a position(s) send the VA State Employment Application to NVCC – HR, 4001 Wakefield Chapel Road, Annandale, VA 22003. Download application at jobs.state.va.us/eco-hla.htm, or obtain one in person in the HR office or any campus business office.

Executive Director
Children’s Advocacy Services of Greater St. Louis
The University of Missouri–St. Louis is seeking an Executive Director for Children’s Advocacy Services of Greater St. Louis (CASGSL), a center of excellence in the region for the delivery of comprehensive forensic, clinical and medical services to sexually abused children and their non-offending parents and for research and education on child sexual abuse and associated trauma.

The Executive Director will provide leadership in research efforts and the attainment of external funding, and will provide guidance for clinical/forensic programs and training. Applicants should hold a doctoral degree and merit an appointment as an Associate or Full Professor in a tenure track position in Psychology, Social Work, Nursing, or Counseling. The successful applicant will have experience in child maltreatment/trauma research and a track record of attracting and administering external funding.

CASGSL serves approximately 500 children and teens over 1,500 professionals annually. The center is a full member of the National Children’s Alliance and is one of 54 centers that comprise the National Child Trauma Stress Network. The center is staffed by an operational director, two clinical directors, nine clinicians/forensic specialists and three administrative staff.

Candidates should send a letter of application describing their background and experiences, a vita, a sample of recent research reprints, and three letters of recommendation to Dr. Don Driemeier, Chair of the CASGSL Search Committee; 401 Woods Hall, UM-St. Louis, 5001 Natural Bridge; St. Louis, MO 63121. The University of Missouri—St. Louis is an equal opportunity/affirmative action employer committed to excellence through diversity.

InBrief
Continued from page 46

InBrief
The deadline to establish a 401(k) is the last day of your fiscal year or Dec. 31. Salary deferrals, however, may only be made for amounts earned after the date you adopt the plan, so it is to your advantage to establish your one-person 401(k) plan earlier in the year.

Editor’s note: Steven Wahlberg and Seth Lewis are financial consultants with Smith Barney West Hartford, Conin. This article is based, in whole or in part, on information provided by the Planning Services Department of Smith Barney. Smith Barney is a division of City Group Global Markets Inc. Member SIPC. Note: Smith Barney does provide tax or legal advice. Please consult your tax and/or legal advisor for such guidance.

Experts advise parents to add MH check-up to teens’ back-to-school list

The Carmel Hill Center for the Early Diagnosis and Treatment of Mental Illness at Columbia University recommends that parents add a mental health check-up to the long list of necessary school supplies. Today an estimated 225,000 teens suffer from undiagnosed depression. If not detected, depression can lead to poor academic performance, drug and alcohol abuse, violence and possibly a suicide attempt. Each year more than 500,000 teens make a suicide attempt requiring medical attention and suicide is now the third leading cause of death for teens.

Mental health check-ups can prevent:

• Suicide: 90 percent of youth who died by suicide were suffering from a diagnosable and treatable mental illness yet the majority of cases go undiagnosed.

• Substance abuse: Teenagers with depression are at much higher risk for substance abuse.

• Violence in schools and bullying: A new study published in the Journal of the American Medical Association suggests a link between suicidal thoughts and violent behavior in youth.

• Lower academic achievement: Mental health disorders including depression, anxiety disorders and suicidal behavior have been linked to lower levels of school performance and connectedness. These disorders can cause high scholastic anxiety, poor peer and teacher relationships and reduced likelihood of attending college.

ADHD Awareness Day
With support from the American Counseling Association, the Attention Deficit Disorder Association announced the passage of a U.S. Senate resolution designating a “National Attention Deficit Disorder Awareness Day” on Sept. 7.

The resolution, introduced by Sen. Maria Cantwell (D-Wash.) and co-sponsored by Sen. Richard Durbin (D-IL), recognizes ADHD as a major public health concern. The Senate resolution notes the federal government’s responsibility to raise public awareness and improve the quality of life for children and adults with ADHD.
COMING EVENTS

National Council on Sexual Addiction and Compulsivity Conference
Oct. 7-9
Washington, D.C.

The conference will feature half-day workshops delivered by psychologists with exemplary roles in Latino psychology, panel presentations with distinguished Latinas and Latinos psychologists Oliva Espin, Ena Vazquez-Neuball, J. Manuel Casas and Israel Cuellar and two days of poster sessions, symposium and more. Keynote speakers include John C. Frey, director and lead author in "The Gatekeeper," and Patricia Arredondo, president of NLPA and professor at Arizona State University.

See www.arizona.edu/~nlpa for a conference schedule, information about speakers and hotel registration. For additional information, e-mail empower@asu.edu.

F.Y.I.

ACA National Awards Nominations

The Awards Committee of the American Counseling Association announces the start of the nomination process for the 2005 ACA National Awards. The awards will be presented at the ACA National Convention in Atlanta in April 2005.

Any ACA member can submit a nomination of one or more ACA members who have made a noteworthy contribution to the counseling profession at the local or state levels, ACA divisions/organizational affiliates, branches, chapters, regions or committees who can submit nominations. All nominations must be postmarked or received electronically by Nov. 10.

Complete information is available on the ACA website at www.counseling.org under "Resources" or you may request a 2005 National Awards Packet by calling ACA Member Services at 800-347-6647, ext. 222. Nominations may also be submitted by mail to ACA 2004 National Awards, c/o Janice Macdonald, 5999 Stevenson Avenue, Alexandria, VA 22304-3300.

Call for manuscript/submissions

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

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

Call for editorial review board members

Applications are now being sought for a three-year appointment on the editorial board of the Journal for Specialists in Group Work, beginning Jan. 1.

Interested applicants should send a letter of application, vita and an electronic copy of the vita in IBM-compatible Microsoft Word format and reprints of recent articles in hard copy to Donald Ward, Editor, Journal for Specialists in Group Work, Department of Psychology and Counseling, Pittsburg State University, Pittsburg, KS 66762.

Applications are being accepted until Oct. 10. For more information, e-mail Ward at dward@pittstate.edu.

A. Scott McGowan, Editor of the Journal of Counseling & Development, is seeking applicants as ad hoc reviewers to the JCD Editorial Board. Counselors with editorial experience and a record of scholarship relevant to the domain of JCD are encouraged to apply. Publications in refereed journals are required. Given the broad scope of the journal, he is seeking applications from people who represent all the various specialty areas of counseling. Board members are also looking to increase ethnic and racial diversity and to achieve a geographic balance on the board. 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. Applications must be made electronically, but hard copies must also be sent. To apply, send electronically as attachments to smcgowan@isi.edu the following material: a letter of application describing qualifications and areas of expertise, a vita, and a list of publications.

In addition, send hard copies along with a recent representative publication of an article the applicant has successfully published in a refereed journal, via regular mail, to A. Scott McGowan, Editor, JCD, Department of Counseling & Development, Long Island University/CW Post Campus 720 Northern Blvd., Brookville, NY 11548. Incomplete or late applications will not be considered.

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 journal 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. Publication guidelines are available at the NCDAs website at www.ncda.org. Mail submissions to the Career Development Quarterly, c/o National Career Development Association, 10830 E. 45th St., Suite 210, Tulsa, OK, 74116.
We need your help! Letters and phone calls from constituents are the most effective way of getting members of Congress to take action. Following are a few of the current high priority federal policy issues on which the American Counseling Association is working, and contacts by counselors can make a big difference in level of success.

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

Appropriations for the Elementary and Secondary School Counseling Program

Despite President Bush’s FY 2005 budget request eliminating the ESSCP program, the House Appropriations Subcommittee on Labor, Health and Human Services and Education has approved a FY 2005 spending bill which would provide $33.8 million for the program, the same amount the program received in FY 2004. While we are encouraged by this action, we are continuing to push for an appropriation of $75 million for ESSCP, in order to allow support of secondary schools in addition to elementary schools. Student-to-counselor ratios in both elementary and secondary schools remain far too high.

Who to Contact
Your Senators and Representatives
Capitol Switchboard
202.224.3121
www.house.gov

Who to Contact
Your Representatives
Capitol Switchboard
202.224.3121
www.house.gov

Message
“I am contacting you to ask for your support for the Elementary and Secondary School Counseling Program (ESSCP). ESSCP is the only federal program devoted solely to supporting counseling programs in our nation’s schools. I’d like the (Senator/Representative) to support an appropriation of $75 million for ESSCP for FY 2005. This would allow support of counseling services in secondary schools, which have yet to receive funding under the program. Current law requires the first $40 million appropriated for the program to be devoted to elementary school counseling programs. ESSCP was funded at $33.8 million last year.”

ACA Resource
Chris Campbell
800.347.6647 ext. 241
ccampbell@counseling.org

Internet briefing paper:
www.counseling.org/public

Medicare Reimbursement of Licensed Professional Counselors

Congress is in a short legislative cycle due to the impending November elections, and after the passage of major Medicare legislation in 2003, Congress is unlikely to consider Medicare legislation until next year. We still need significant pressure on this issue, however.

ACA’s major goal on Medicare in 2004 is House introduction of legislation covering Medicare mental health services provided by state-licensed professional counselors. Counselor coverage legislation passed the Senate as part of the Medicare prescription drug bill in 2003, but was excluded from the final bill because of opposition in the House. Therefore, we must push House members (especially Republicans, who are in the majority) to sponsor and support Medicare reimbursement legislation for counselors.

It is imperative that we maintain the momentum established through Senate passage of counselor coverage legislation in order to be on members’ “to-do” list when the next significant Medicare legislation moves through Congress.

Who to Contact
Your Representatives
Capitol Switchboard
202.224.3121
www.house.gov

Who to Contact
Your Representatives
Capitol Switchboard
202.224.3121
www.house.gov

Message
“As a constituent, I am calling to urge the Representative to sponsor and support legislation to establish Medicare coverage of medically-necessary outpatient mental health services provided by state-licensed professional mental health counselors. Legislation accomplishing this — the “Seniors Mental Health Access Improvement Act,” S. 310, introduced by Senator Craig Thomas — passed the Senate last year, but was unfortunately not included in the Medicare prescription drug legislation ultimately enacted. S. 310 is a cost-effective way to address the devastating problem of mental illness among the elderly, which contributes to older Americans being the demographic group most at risk of committing suicide. I urge you to consider sponsoring a House counterpart to Senator Thomas’s legislation.”

ACA Resource
Dara Alpert
800.347.6647 ext. 242
dalpert@counseling.org

Internet briefing paper:
www.counseling.org/public

Anti-Bullying Legislation

Reps. John Shimkus (R-ll1.) and Danny Davis (D-ll1.) have introduced legislation (H.R. 4766) to amend the Safe and Drug-Free Schools Act to specifically include bullying and harassment prevention programs as an authorized use of funds. Currently, SDFSA provides important federal support (approximately $441 million in Fiscal Year 2004) to promote school safety, but the act does not expressly focus on issues of bullying and harassment. H.R. 4766 would focus more directly on issues of bullying and harassment by requiring states, districts and schools that receive SDFSA funds to develop policies and programs to prevent and appropriately respond to instances of bullying or harassment. Specifically, H.R. 4766 would allow funds under SDFSA to be used to train counselors, among others, in “strategies to prevent bullying and harassment and to effectively intervene when such incidents occur.”

Who to Contact
Your Representatives
Capitol Switchboard
202.224.3121
www.house.gov

Who to Contact
Your Representatives
Capitol Switchboard
202.224.3121
www.house.gov

Message
“Please co-sponsor and support H.R. 4766, a bipartisan bill to encourage school districts to use federal Safe and Drug-Free Schools funds to train counselors, among others, in strategies to prevent bullying and harassment, and to effectively intervene when such incidents occur. Students’ mental, emotional, and physical well-being is key to their academic success.”

ACA Resource
Chris Campbell
800.347.6647 ext. 241
ccampbell@counseling.org

Internet briefing paper:
www.counseling.org/public

Capwiz ‘contact Congress!’ site:
http://capwiz.com/counseling
How Does Your Malpractice Protection Measure Up?

Professional liability insurance is the same—yet, when named in a lawsuit, your legal costs and settlement may exceed your employer's coverage limits. Inadequate coverage provided by your employer can leave you responsible for unexpected expenses.

Compare your current coverage to the professional liability insurance offered through Healthcare Providers Service Organization (HPSO)—the name trusted by over 300,000 healthcare professionals.

**Compare Our Benefits**

- Up to $1,000,000 each claim, up to $5,000,000 aggregate professional liability coverage
- License Protection—up to $10,000 per occurrence, up to $25,000 aggregate for your defense of disciplinary charges and other covered expenses arising out of a covered license protection incident
- Assault Coverage—up to $10,000 per incident, up to $25,000 aggregate covers your medical expenses or reimburses you for property damage if you are assaulted at work or while commuting to and from your workplace.

**Plus**, you get these additional coverages, up to the applicable limits of liability, at no extra cost:

- Deposition Representation
- Defendant Expense Benefit for Deps
- Personal Injury Protection
- Personal Property Protection
- 24/7 protection proof of duty

**Compare Our Rates**

- Affordable rates and you can save
  - 30% off the full time rate as a FTE year-graduate
  - Expanded part-time hours—If you work 24 hours or less per week, you may qualify for a part-time rate with reduced coverages.
  - A 10% non-cumulative credit will be applied to your annual premium for up to two years if you attend an eligible Risk Management Course
  - As low as $125 a year for employed counselors

**Compare Our Service**

HPSO provides healthcare professionals with unmatched service. As an insured, you can access your account 24/7/365 with our Virtual Customer Service Representative (VCRS) at www.hpsocare.com. Say your name, identify your address, confirm coverage, and more. All at your finger tips. Or call our 24/7 Claims Team from 9 am to 9 pm ET.

Endorsed by ACA

American Counseling Association

It's easy to apply!
Apply on-line at www.hpsocare.com/counselingtoday99

Call 1-866-269-4793 for more information

Counseling Today  September 2004
Preparing for your Counseling Exam?

Study at your own pace, then review and practice with TestMASTER™ or CasePRO™ online study modules for the NCE® and NCMHCE™ exams.

FEATURES INCLUDE:

- Full-length practice exams with explanatory answers
- Tutors provide access to the most current questions as they are released
- There is no limit to the number of times you can retake a practice test
- Flexible study options that allow you to study online, at home, or at work
- Multiple exam review options

We guarantee you will pass your NCE® Exam or your money back!

Independent Study Programs

- TestPRO™
- 3 Study Volumes, featuring 18 practice exams

- CasePRO™
- 3 Study Volumes, featuring 14 practice exams

50% Off CasePRO™ when you add to your purchase of an Independent Study Program.

Plus get Private Practice Guide Free thru October 31, 2004


Association for Advanced Training in the Behavioral Sciences
5126 Ralston Street, Ventura, CA 93003

(800) 472-1931  www.aatbs.com