School counselor seeks employment

Eight simple questions to test if a school is right for you

BY ANGELA KENNEDY

American Counseling Association members Julie Stephan and Cathleen Barrett, both associate professors of counselor education at Saint Xavier University in Chicago, have determined key questions for school counselors to ask during job interviews to ensure the protection and promotion of their professional identities. Stephan, a former teacher in west Texas, said she saw how instrumental it was to work collectively and collaboratively with the principal. She teamed up with Barrett to help educate school counselors on navigating the interview process and determining if a job is right for them.

"In the interview, these questions can help to ensure a good fit in values, form a positive working alliance and identify potential problem areas of concern," Stephan said. "When I was a teacher, many of the activities and issues that I wanted to address with the principal were very dependent on her point of view and her vision of the school, and so as a school counselor I realized it was much more important going into a position and getting a sense of what the principal wants for the school."

As a counselor educator, Stephen knows that one of the main goals of the school counseling profession is to have the American School Counselor Association National Model accepted and implemented. "The only way that can happen is if we have people who are willing to let us try it out, mainly the principal," she said, adding that the more administrations see the model working successfully, the more it will become accepted and practiced.

Shaping careers with kid gloves

School counselors asked to put more focus on career development for students

BY JIM PATERSON

There is one dramatic and telling point Linda Kobylarz can make that causes school counselors to pause and think about their changing, growing role in how students shape their futures. "They really have to think differently about what we've always called career counseling," she said. Then she repeats something she heard recently that gets listeners' attention and exemplifies the sort of change that is occurring. "Do you realize that the kids entering first grade will probably have to choose what planet they want to work on? That requires that we think about their futures differently," she said.

Everyone seems to be thinking differently about what is today more appropriately called career management, and school counselors are at the center of it, increasingly feeling pressure to change their approach and increase their attention to the issue. Kobylarz has been at the forefront of an ongoing effort to examine and change the path of career development, and she believes school counselors are key. "The job of the counselor is a huge one, and it is so complex," said Pat Schwallie-Giddis, another primary figure in recent efforts to change career education and planning. "There is no way they can do it all, but this is so important, and if I could wave my magic wand, I'd like to see school counselors spending one-third of their time on career development." Schwallie-Giddis said that specific goal is often unrealistic but noted that changing societal needs demand that counselors re-examine their approach. Now an associate professor and director of graduate programs for counseling, human
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Coalition focuses on school personnel

Persistent shortages of qualified special education and related services personnel have become the focus of a new national coalition that is attempting to solve a serious and growing problem for schools nationwide. “More attention needs to be given to improving working conditions, reducing caseloads, implementing a workload model and educating the public about the value of providing quality programs and services by qualified personnel,” said Susan Karr of the American Speech-Language-Hearing Association, which helped form the National Coalition on Personnel Shortages in Special Education and Related Services. Such steps “would help to recruit and retain qualified personnel,” said Karr. Member organizations agreed to the coalition’s title, mission statement and purposes at a meeting on Aug. 2 at American Counseling Association headquarters in Alexandria, Va.

The group will provide a forum for national dialogue, sharing information and research, and developing and promoting the implementation of national, state and local strategies to address the issue of chronic personnel shortages in school settings. For example, the shortage of special education teachers now surpasses the shortage of math and science teachers. Ninety-eight percent of school districts report that one of their top priorities is to meet the growing demand for special education teachers who, in accordance with the new Individuals with Disabilities Education Improvement Act (IDEA), must now meet the standard of “highly qualified.”

Related services personnel, such as school counselors, school psychologists, school social workers, speech-language pathologists, physical therapists and occupational therapists, also face expanding caseloads and unmanageable workloads resulting from shortages of qualified personnel to meet student needs. IDEA, the nation’s federal special education law, is intended to ensure that students with disabilities receive appropriate special education and related services. Since its passage in 1975, the law has been plagued by a lack of qualified personnel in place to carry out its mandate. Some argue that increases in litigation and behavior problems in schools partly reflect the chronic shortage of qualified personnel.

For more information on the National Coalition on Personnel Shortages in Special Education and Related Services, contact ACA Professional Projects Coordinator Simone Lambert at slambert@counseling.org.

The Last Word

“We try to get in the classroom whenever we can. The more (college students) see us in a nonthreatening way, the more likely they are to come to us for services.”

—Monica Osburn, director of the Counseling and Testing Center at the University of North Carolina-Pembroke

(See “The need to reach across campus” on page 10)

By the Numbers: Counseling jobs

According to Bureau of Labor statistics, professional counselors held approximately 826,000 jobs in 2002, broken down among specialties as follows — A: Educational, vocational and school counselors, 228,000; B: Rehabilitation counselors, 122,000; C: Mental health counselors, 85,000; D: Substance abuse and behavioral disorder counselors, 67,000; E: Marriage and family therapists, 23,000.

Revised ACA ethics code finalized

The American Counseling Association finalized its 2005 revision of the ACA Code of Ethics in August, wrapping up a multiyear process that began in 2002. When a group of ethicists and leaders in the field of counseling began meeting regularly to review and update the 1995 code, The 2005 ACA Code of Ethics is available on the association website at www.counseling.org. A complete copy of the code will also be published in the October 2005 issue of Counseling Today. In addition, ACA members will be able to order the new ACA Code of Ethics in booklet form.

The ACA Code Revision Task Force was charged with examining the previous ethics code and creating a new code that reflected changes that had taken place in the counseling profession and society in general since 1995. “To me, the greatest change in the 2005 ACA Code of Ethics is its emphasis on the importance of the professional counselor’s relationships with clients, colleagues, supervisors, students and research participants in a cultural context,” said Code Revision Task Force Chair Michael Kocet. “The new code tries to meet the challenges of being a professional counselor in the 21st century and our ethical responsibilities when it comes to examining potential beneficial relationships, technology, multiculturalism and diversity, end-of-life care, record keeping and a host of other issues.”

ACA President Patricia Arendt, who expressed her sincere appreciation to the Code Revision Task Force as well as to ACA members and staff who provided feedback during the code revision process. “The new code is responsive at many levels of counselor practice — teaching, research, advocacy, assessment and clinical individual, family and group practice,” she said. “Attention to issues of diversity and multiculturalism are also key features.” Read next month’s Counseling Today for more in-depth information about the new ACA Code of Ethics.

National Awards nominations now open

The ACA Awards Committee has announced the start of the nominations process for 2006 ACA National Awards. The awards will be presented at the ACA Convention in Montreal in April, 2006. Any ACA member can submit a nomination of one or more other ACA members who have made noteworthy contributions to the counseling profession at the local or state level. ACA divisions, branches, chapters, regions and committees can also submit nominations. All nominations must be postmarked by Oct. 31.

Complete information about the nominations process is available on the ACA website at www.counseling.org under “Resources,” or you may request a 2006 National Awards packet by calling ACA Member Services at 800.347.6647 ext. 222. Nominations may also be submitted by mail to ACA, 2006 National Awards, c/o Janice Macdonald, 5999 Stevenson Ave., Alexandria, Va 22304-3300.

ACA calling all graduate students

For an opportunity to meet and interact with leading counseling professionals, learn about cutting-edge research and find information regarding future career choices, become a part of ACA’s graduate student volunteer staff at the annual convention in Montreal from March 30-April 3, 2006. ACA is seeking 150 graduate student volunteers willing to work a minimum of 12 hours during the convention. In exchange, ACA will reimburse graduate student volunteers for one-half of their registration fee. ACA is also pleased to offer graduate students who have previously volunteered in this program full reimbursement for their registration fee if they volunteer again. For more information, call Janice Macdonald at 800.347.6647 ext. 294, or go to the ACA website at www.counseling.org/convention.
A letter from CACREP to ACA Governing Council

I am writing on behalf of the CACREP Board of Directors to make several requests of ACA. These requests stem from what we believe to be the misleading approach taken by Michael D’Andrea in his August 2005 article in Counseling Today, entitled "Multicultural Counseling Competencies and CACREP," to portray CACREP as resistant to accepting input from well-respected multicultural experts in its standards revision process.

As you know, Michael’s recent article is part of a regularly published column under the heading of “Digitial, Development and Diversity.” This column has been previously co-authored with Judy Daniels and Patricia Arredondo, but the CACREP Board has noticed that Dr. Arredondo’s name is no longer associated with this column.

In his column, Dr. D’Andrea states CACREP is resistant to accepting “free” consultation services offered by the National Institute for Multicultural Competence (NIMC) in connection with CACREP’s standards revision process. Specifically, he states that "Several multicultural leaders... have offered to meet with CACREP representatives to provide more detailed assistance regarding the types of accreditation standards that could lessen the various forms of unintentional and intentional ethnocentrism and institutional racism being perpetuated in counselor education programs.” He urges CACREP to reconsider the offer to “Accept free multicultural organizational development and consultation services from acknowledged experts” and that “in doing so, CACREP would stand true to its stated commitment to receive inclusive input regarding the rewriting of the new 2008 accreditation standards.”

D’Andrea quotes Thomas Purham at some length, including the following references to CACREP’s “education to accept input, guidance and consultation from well-respected multicultural counseling researchers, theorists and consultants”; CACREP’s “turning down a request by experts in this organization to offer free consultation”; offering a “word of caution to CACREP shoud the leaders in this organization continue to resist welcoming the sort of collaborative input that they indicate they are committed to nurturing in the rewriting of the accreditation standards”; and “resisting an invitation to receive free consultation from experts in the multicultural counseling movement reflects a failure in CACREP’s stated commitment for open accountability and inclusory input.”

The entire column is in this respect thoroughly and consciously misleading to the ACA leadership. Nowhere in his article does Dr. D’Andrea provide CACREP’s reasons for declining this “consultation” service, which reasons were set forth in a letter dated June 22, 2005, addressed to him and Dr. Allen Ivey. The full text of the letter sent to Dr. Ivey and Dr. D’Andrea explaining CACREP’s reasons for declining NIMC’s offer is available on CACREP’s website at www.cacrep.org under the Site News: Standards Revision link. Let me reiterate those reasons here:

1. A standards-setting body must establish reasonable and transparent procedures for soliciting and considering input from a broad constituency. The views must be submitted in a manner that allow for a record to be established. The CACREP Board and Standards Revision Committee have established that process in its document entitled “Having a Voice in the CACREP Standards Revision Process.” This document will be widely disseminated when feedback is solicited on Draft One of the 2008 Standards. This document structurally defines how this process will work and why it will be inclusive.

2. A standards-setting body must also recognize that opportunities for consultation afforded to one individual or organization must be made similarly available to all individuals or organizations. In other words, the standards-setting process must avoid any perception that one particular group has been given special privileges over any other group that could result in undue influence over the process. CACREP cannot enter into consulting relationships with groups seeking special privileges as self-acknowledged experts. This is anathema to the process and opens the door for criticism that the process is exclusive rather than inclusive.

3. CACREP has made it very clear that NIMC and its members are welcome to participate in the process as established by CACREP. Their input is welcome and their comments regarding specific language for the standards will be carefully considered, as will all input received from counseling programs, faculty, students, counseling practitioners, organizations, higher education administrators and the public at large.

CACREP regrets that Michael D’Andrea did not see fit to include any of this information in his article, since he certainly had access to these responses in the June 22, 2005 letter. Inasmuch as he has not even acknowledged that CACREP provided reasons for its position, Dr. D’Andrea also has not provided his public with any reason that NIMC or any member of NIMC is unable to present proposals for new or revised standards, more accountable and, ultimately a more legitimate standards review and revision process than one based upon special consulting relationships with one or more self-designated groups.

D’Andrea’s column is critical also that CACREP did not agree to submit an article for his August column “updated professional counselors on the actions it has taken to support the multicultural counseling movement during the last 10 years, as well as plans to do so in the future.” Our June 22 letter addressed this request as well. We did not and do not think that such an article “by CACREP” would be appropriate at this time at the request of one organization for publication in an opinion column, because such an official piece from CACREP would not be consistent with our efforts to maintain the openness and objectivity of a standards review and revision process that is inclusive of many views.

CACREP develops and accepts accreditation standards in seven-year cycles. In the interim, we review and accredit individual programs. Whatever progress
From the President – BY PATRICIA ARREDONDO

From past to present to future

Del pasado, al presente y adelante al futuro/De pass6 au present au futur

The September issue of Counseling Today is typically our back-to-school issue. Here at Arizona State University, we are gearing up for the arrival of first-time freshmen. Lines at the Coffee Plantation will snake around the shade trees, students late for class will be wildly riding their bicycles and the laughter of hopeful youth will be heard in nearly all social spaces across campus. It is a time of reawakening and recommitment to a new academic year.

As I thought about this month’s column, my school-teacher role came to mind. In what I hope you will find an informative exercise, I am going to give you all an American Counseling Association quiz. I know that quite often we forget about or are not necessarily familiar with pearls of ACA history and other informational points. So here goes:

- Name the four associations that led to the establishment of the American Personnel and Guidance Association (APGA).
- Name the newest ACA Division.
- Who gets to serve on ACA Governing Council?
- When did the Council for Accreditation of Counseling and Related Educational Programs (CACREP) come into existence?
- How many states offer licensure for counselors?
- When did the National Board for Certified Counselors (NBCC) come into existence?
- Who is the ACA executive director?
- I will not give out grades or prizes for those who answer everything correctly. This is simply a task with the goal of getting us to look at how the past influences the present and the future of our professional association. I encourage you to visit the ACA website at www.counseling.org to find answers to all these questions plus other information that may be of personal and professional value to you.

ACA is an association of change agents, and we help others to deal with change. This means that ACA is about looking ahead based on projections, trends and social issues that are affecting people in general—students, consumers, international groups, etc. We are in the people business and must do our “homework” to make certain we are being creative, state of the art, ethical and culturally responsive. In her book, The Tao of Personal Leadership, Diane Dreher discusses the need for zanshin, or to flow with change. Counselors cannot necessarily go with the flow, but we do need to be adaptable and open to new ideas as well as different ways of being and communicating. We also need to engage in role-taking.

In next month’s column, I will share with you the outcomes of a very important ACA Strategic Visioning Retreat that took place in Phoenix the weekend of Aug. 5-7. Individuals representing ACA governance, staff and graduate students convened to think about the past, present and future of the association. I look forward to communicating these ideas with you after we share this information with Governing Council and the Council of Presidents and Region Chairs (COPARC). One of the mantras at our visioning retreat was adelante con ganas/noble en avan avec détermination forward with desire. I invite you to join me on the ACA journey adelante con ganas and with zanshin. The “we,” or the collective, has power. Let me know if you are interested in the journey.

It’s time for me to hit the books. I teach in two weeks!
ACA: Alive, growing and excelling for you

As another academic year begins, many of us look forward to things that are new. For students at all levels, there are new teachers and professors to meet. For those of us with school-age children, there are new clothes and school supplies to purchase. For some of you who are lucky enough, there is a new car for you to buy. And for many, there is the newness of the fall season, the leaves turning and the weather getting a bit cooler.

Speaking of online resources, we have just launched a new website, and it will be member-oriented as we seek to better serve you. This fall, we will unveil the new and improved ACA website at www.counseling.org. This "labor of love" is the result of what many of you told us you wanted in a website: ease of navigation, more priority placed on cutting-edge issues and the ability to conduct more of your "ACA business" online at whatever hour of the day (or night) you choose.

As always, I hope you will contact me with any comments, questions or suggestions that you have. Please contact me via e-mail at ryer@counseling.org or by phone at 800.347.6647 ext. 231. Thanks and be well.
Becoming an activist for health and wellness

After a quarter-century career as a technologist, I'm now a student in a counseling program with a mental health concentration, and I'm dealing with questions of identity. Deciding on an orientation to counseling that is best for me turned out to be more difficult than expected. At first I was unclear of what the differences were between counseling, clinical or counseling psychology and, actually, the commonalities between the orientations who regularly blur lines on concepts such as wellness.

My initial sense was that a psychology orientation involved greater focus on research, while counseling placed more emphasis on helping people companies implies that anyone falling short of the DSM diagnostic criteria is healthy and that our counseling goals should be the alleviation of symptomatic behaviors. But I am more oriented toward being a "mind worker," concerned with the human experience and building a better life by exploring range of behavior with respect and dignity.

My struggle for identity has created several key questions that I keep turning over. Is counseling an endeavor of liberation or control? Is our goal to free the human spirit of its constraints and bring it to the fullness of its potential, or is it to diagnosis from a catalog of misbehaviors, disorders and deficits in order to prescribe conformity to cultural expectations? The answers seem to be located in the shadows between these perspectives.

These fundamental questions became a central theme during my recent practicum experience. One client (I'll call her "S") was a 16-year-old high school junior. I had just started practicum at a school known for the richness of its diversity, and I was concerned (or more accurately scared) about how to be a counselor. Would I say the wrong thing? Saying that I felt in over my head would be a substantial understatement! I walked into the center where I was working during my practicum because it offered an alternative to discipline for a continuing string of fights, and now I was to do something. But what?

We discussed a number of related issues, but I was unclear about whether we were making any real progress. There was certainly no spark in her eye or in the tone of her voice. Then Continued on page 25

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- ANITA PUFFLETT, M.A., STUDENT, DOCTORAL PROGRAM IN COUNSELING EDUCATION & SUPERVISION

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LOOK BEYOND Make an impact on the future of others. You can change the world. Even when it's just one person at a time. Extend a hand and see what a difference you can make.
Who's afraid of the ADD child?

I've had an insatiable interest in anything related to attention deficit disorder for a number of years. The number of children diagnosed with this disorder (and its close companion, attention deficit hyperactivity disorder) continues to rise, as do controversies regarding how children acquire the problem, whether or not it's a genuine disorder and what treatments to recommend. Though I am a voracious reader of everything I find on this subject, I don't rush to debate this side or that side of the issue. I believe in taking action, not constantly trying to decide how I'm going to relate to a certain subject. With ADD children, I deal with the bottom line: They are having trouble functioning both academically and behaviorally. What can I do to help them?

As a middle school counselor, I am available to help both students and teachers handle everyday school crises, including those that might be remotely connected to ADD. Most teachers are quite familiar with ADD and are armed with a plethora of strategies to support success. But sometimes, even with the most experienced teachers, there are meltdowns and frustrations that need to be handled outside of the classroom. That's when I get called.

I have found in counseling these children that they often have no clue they have been diagnosed with a disorder that affects their learning and behavior. Many have never heard of ADD and are shocked when I bring it to their attention. It is inconceivable to me that seventh graders could be unaware of such a diagnosis. What are the parents and physicians thinking? How can these children be valid partners in any plan for improvement if they are unaware that they have a genuine diagnosed problem? Many of these children actually find it liberating to finally know why school is so painful for them. They are thrilled to learn that someone has a clue about what their days are like.

After teachers complete behavioral checklists from physicians concerning our ADD students, the forms are routed through me. I share the results with the children before returning them to the physician's office: If the student doesn't know how he is viewed by his teachers, how will he know what he needs to work on? By the time students reach middle school or even upper elementary grades, they are capable of taking direct actions to compensate for their ADD. They need guidance in which areas they need the most help, and the checklists can target those weak points very specifically. I also point out all areas in which the child has no obvious problem so he can appreciate his strengths and thus gain better perspective on the scope of the disorder.

Though I love individual contact, my most enjoyable work is continued on page 19.
The need to reach across campus

Strategies for engaging special student populations

BY JONATHAN ROLLINS

Many people recall college as the best years of their lives. Newfound freedoms, friends and experiences add a sense of adventure to life and, at least for the moment, anything seems possible. But remove the lid of nostalgia and most people might also remember that college campuses are a veritable Petri dish of pressures and problems—academic, social, emotional, physical, spiritual, psychological and otherwise.

College counseling centers recognize the diverse challenges students face and provide a wide range of services to help them overcome any number of obstacles. Unfortunately, some students are reluctant to take advantage of these offerings. Research shows that is especially true for students who belong to so-called “special populations.” Counseling Today talked to several American Counseling Association members to examine what college counseling centers can do to reach out to three of these special populations.

Domestic minorities

Monica Osburn didn’t have much firsthand experience working with students from minority cultures before coming to the University of North Carolina-Pembroke, a school whose student population is 25 percent African-American, 20 percent Native American and 5 percent Hispanic. When she arrived, Osburn, the director of UNC-Pembroke’s Counseling and Testing Center and a member of the American College Counseling Association, a division of ACA, quickly initiated a wellness survey for all incoming freshmen to determine what their issues were and how they felt about counseling. The data were further analyzed by race and gender to give Osburn and her staff a better feel for the issues that minority students face on college campuses.

“Minority students can have a significantly different college experience than their peers,” Osburn said. For example, she said, many are the first members of their families to go to college and don’t necessarily have the same supports in place as other students. “They don’t have someone to tell them what it’s supposed to be like,” she said. In some instances, Osburn pointed out, expectations are for the student to graduate from college and land a good job to help support the family back home. “That’s a lot of pressure,” she said. Research shows more minority students must also work while attending school, Osburn said, while more Caucasian students can concentrate solely on academics. “I think all students are facing the same stressors, but they are compounded in minority students,” she said, adding that minority students also tend to endure higher levels of stress before seeking counseling.

There is often a stigma attached to counseling services by students of all races, but that stigma is even more pronounced among minority students, said ACCA member Derrick Paladino, a visiting assistant professor at the University of North Texas Counseling and Testing Center and a member of the American College Counseling Association. Minority students simply have not had previous access to counseling services, so they don’t necessarily understand how counseling works or are reluctant to initiate the process themselves.

“The challenge of fitting into a new environment can lead to anxiety, depression and social alienation for minority students,” Paladino said, making it extremely important for college counseling centers to engage this population. “Otherwise,” he said, “they’re not getting any assistance with the typical issues that college students have. It could push them to a point where they don’t want to be there any longer, especially if there is no one they can connect with.”

Another rapidly growing segment of the student population is multiracial youth, Paladino said. According to the 2000 U.S. census, approximately 2 million children under the age of 18 were the product of interracial marriages, he said, meaning college counseling centers must raise their awareness level of this population and the issues they face, including acceptance and belonging, identity and self-esteem. The 2000 census was the first to allow Americans to check more than one box on college applications, so multiracial youth, Paladino said, are forced to navigate the sometimes-tricky terrain between different races and cultures. “What is it going to say to them if I need to go to the counseling center?” he said, adding that students are forced to negotiate the sometimes tricky terrain between different races and cultures. Said Paladino: “They have to ask themselves, ‘Who do I”
hang out with? Who do I date? Will I be seen as an imposter (in either or both groups)?"

**Reaching out to domestic minorities**

College counseling centers sit back and wait for minority students to come to them won't have much of an impact, Osburn said. She and her staff plan proactive programs that, although not directly targeted to minority students, help make a first connection with this population and decrease some of counseling's stigma.

For example, the Counseling and Testing Center at UNC-Pembroke initiated a program where faculty members can call on days they aren't going to be in class. A counseling center staff member covers the class and gives presentations on topics such as stress management or personality types. The program has given both faculty and students a better idea of what the Counseling and Testing Center is all about. Faculty now feel more comfortable referring students to the center, Osburn said, and "the students get to see that we're real people. We're not scary or stuffy... We try to get in the classroom whenever we can. The more they see us in a nonthreatening way, the more likely they are to come to us for services." The counseling center also holds screening days in front of the cafeteria. "That way," Osburn said, "they don't have to come see us (at the center) and step through that big, scary door.

Paladino suggested that counseling center personnel visit campus residence halls and give talks on subjects such as transition challenges. "Planting that seed (about counseling) is the most important thing with minority students," he said. Counseling centers can also promote themselves to minority students by collaborating with their school's multicultural affairs office on cultural activities or sponsoring minority speakers on campus, he said. Another effective outreach tool, Osburn said, is advertising counseling/support groups that address issues from a cultural standpoint. Even if the groups don’t ultimately take shape, she said, it at least allows counseling centers to make initial contact with individuals in those special populations.

College counseling centers should also make their office environments more inviting to minority students, Osburn said. "They need to see something that says we're open (to different cultures) and we understand. They need to see something that reminds them of them," she said. This can be communicated through something as simple as the pictures on the walls or the magazines on the coffee table, she said. For example, displaying copies of Newsweek, Oprah and The Advocate sends a subtle message that the counseling center embraces all students, she said. Although seemingly obvious, it also helps if there is diversity among the counseling staff, Osburn said.

College counseling centers should also provide their staff members with training on issues of importance to minority students, Paladino said. At the same time, he warned, counselors shouldn’t assume that the issues minority students are seeking counseling for are always related to race and culture.

No matter what college counseling centers do, "if you don’t do something that makes their minority students more comfortable, she said. "It’s about keeping the lines of communication open," Osburn said. "For many minority students, it’s their first time using counseling, and we have to treat them that way, because we usually only get one shot."

**International students**

According to 2002-2003 enrollment statistics, international students constitute 4.6 percent of the student population in U.S. colleges. "Enrollment of international students is on the rise and has been for the last two decades," said Kol-Mun Ng, an assistant professor of counseling at the University of North Carolina at Charlotte and a member of the Association for Counselor Education and Supervision, a division of ACA.

With the influx of international students has come a new set of challenges for college counseling centers, not the least of which is convincing these students to partake of counseling services. "A lot of times (international students) reluctance is cultural," Ng said. "I’m not saying they would normally do in their own country or it’s seen as taboo. They’re used to counseling being reserved for severe cases. They think, ‘I’m not feeling that good, but I’m not crazy, so I don’t need to see a counselor.’"

ACA member Ponnath Chalungsooth, a mental health clinician in the Counseling and Psychological Services Department at the University of Arkansas Health Center, cited three main reasons international students avoid counseling services. First, because of cultural differences, these students are embarrassed to disclose their issues to strangers (therapists), she said. A related issue is that they are worried about the therapist judging them and, as a result, losing face, she said. Finally, Chalungsooth said, "It’s uncomfortable (for them) to communicate the emotional problems in English rather than speaking their own language. I experienced this part a lot among Thai students, so I counsel in Thai."

International students can experience high levels of stress based on their stage of acculturation, Ng said. Adjustment issues for these students tend to run the gamut, Ng and Chalungsooth said, from living with a roommate for the first time to getting used to new foods, from learning a new transportation system or buying a car to dealing with immigration regulations. They face emotional and social pressures as well, including homesickness, loneliness and disconnectedness, relationships with domestic students and professors, and cross-cultural dating.

Overcoming the language barrier often adds stress to the simple task of tasks. And there is always the likelihood, Ng said, that these students will experience discrimination by their fellow colleagues or even professors.

**Reaching out to international students**

Ng believes college counseling centers may be able to use the concept of emotional intelligence (EI) to more effectively engage international students, who otherwise "shun mental health services. EI is related to a person’s ability to recognize and understand their feelings and the feelings of others and how they manage those emotions in dealing with different circumstances. Last year, Ng completed a web-based survey on the EI, well-being and adjustment issues of international students. He received more than 600 responses from international students across the United States, including students who came from China, Taiwan, India, Korea, Japan, Thailand, Central America and South America. Past studies had found EI to correlate positively with mental health in Western populations, but few studies had been conducted to determine if the concept of EI was also applicable for international students.

Based on the analysis of his survey, Ng found that: "In sum, international students with high levels of EI seem to experience a higher level of physical well-being and lower levels of emotional loneliness. Therefore, it might be good to provide emotional management skills training to international students. With these skills, they might be better able to cope with the physical and emotional stress they tend to experience as a result of adjusting to a new physical, educational and social environment."

While international students are often reluctant to accept mental health counseling, he said, they view career and academic counseling as legitimate needs. "EI has been shown to be related to academic success, career success, social relationship success and general life satisfaction," Ng said. "Many international students tend to not access traditional counseling services because they rely on familial and friendship resources for their emotional needs, but they do utilize career counseling services. So it’s a reasonable strategy to pitch an EI and academic/work success training program to this population. Existing findings on EI and life tasks allow us to hypothesize that increased emotional management competencies would lead to improvement in other areas of life. So, without directly addressing mental health issues, which international students tend to have a less than favorable attitude toward, by gaining skills in emotional management, they will also gain the skills necessary for handling their mental health needs."

While encouraged by the survey findings, Ng stressed that more research needs to be done. "EI carries the potential to be a very useful concept (with international students)," he said. "(but) it’s one thing to show that the concept is applicable; it’s another thing to show that the programs work or are beneficial.

Ng believes counseling centers should take additional steps to reach international students. While these students shouldn’t be forced to acculturate, he said, counseling centers should offer them help if they desire to do so. "Counseling centers can help by providing psychoeducation on ways to make their transition into this culture more positive," he said. "Centers can work with their international student office to publish information on positively coping with various tasks on and off campus. Counseling centers can also develop programs with international student offices aimed at demystifying counseling so these students can gain a better understanding of what counseling is and is not." He also suggested setting up international student support groups.

Continued on page 12
mentors or assigning domestic students to serve as conversation partners. Host-family programs can also ease the transition.

Chalungsath has attempted to make the counseling environment friendlier by offering support groups for international students and focus groups for their spouses. She also holds consultation sessions for staff of international student programs and, with a co-worker, has translated the mental health symptoms list into seven different languages.

Above all, Ng said, colleges and their counseling centers need to recognize that international students really do need help coping in their new environment. "We should not neglect them," he said. "We have to recognize them as a subpopulation with special needs as well as strengths. Counseling centers and international student offices should also work together to find ways to recognize and enhance the unique contributions that international students bring to campus."

**Third culture kids**

American novelist Thomas Wolfe wrote You Can't Go Home Again long before the term "global nomad" and "third culture kid" were coined. Still, you would be hard pressed to come up with a better phrase to summarize the collective experience of this group of college students.

As described by ACCA member Kevin Gaw, director of career development at the University of Nevada-Reno, third culture kids (TCKs) spend a significant portion of their developmental years outside of their home culture and in an international environment. They integrate elements of the cultures where they live with elements of their birth culture and, in trying to "blend" these cultures, create a third distinct culture for themselves. TCKs are often most comfortable with other adolescents attempting to "blend" and thus form groups that are multiethnic, multiracial and multireligious. "Global nomads" also possess this third-culture identity, Gaw said, but experience an increased level of geographic mobility as their parents move from one job assignment to another, one country to another. Many TCKs are the children of missionaries, relief workers, educators, business professionals or government workers.

The experience is not limited to U.S. citizens, Gaw said, but an estimated 37,000 TCKs come back to the United States to attend college annually. As described by Gaw in a chapter he is writing for a book being edited by Joe Lippincott about special populations in college counseling, TCKs who return "home" to the United States to attend college often "feel like a foreigner in their own country."

Gaw can relate. He was born in San Francisco but moved with his family when he was 8 to Malaysia, where he attended an international school. "The way I learned about American culture was by other people coming over from the United States," he said. "And talk about distortion — those were 14-year-old kids." When he returned to the United States to attend college in California, he felt out of place. "This was supposed to be home," he said, "but I can tell you that it was not my home. It took about two years to adjust."

Frequently, Gaw said, TCKs create a level of distrust or discomfort among their fellow college students because they look like they belong to the majority culture but are culturally "out of step." They usually think, have and feel differently than their domestic peers, he said, because they learned the standards and values of the community they were raised in instead of those prevalent in the United States. Identity and social development issues often pose significant obstacles for TCKs, Gaw said, because their role models are no longer immediately available to them.

In fact, "normal" aspects of everyday American life can prove quite mystifying to TCKs. Growing up in Malaysia, Gaw learned all about soccer, but he couldn't connect with his fellow college students on American football, a major cultural and social institution on many U.S. campuses. "And I had no idea how to order a pizza," he said, adding that the choice of toppings proved overwhelming.

TCKs are also likely to experience differing levels of depression, anger, anxiety, irritability and defensiveness as the result of re-entry culture shock, Gaw said. Unlike traditional culture shock, which can be anticipated and at least partially prepared for, re-entry culture shock is more difficult, Gaw explained, precisely because TCKs don't expect to experience culture shock upon returning to their "home" country. Their experience, Gaw said, is similar to what many U.S. soldiers might feel upon returning from Iraq.

In addition, Gaw said, many TCKs feel a certain sense of loss and grief for their old way of life. "It's like a homesickness that can be pretty profound for some people," he said. "But third culture kids can't 'go home again' because they don't have a true home base to go back to. Most of the friends they grew up with are gone, too. So there's not just a loss of sense of place, but also of a lifestyle."

**Reaching out to TCKs**

The first thing colleges in general can do to help TCKs with

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the transition is to recognize them as a viable student population, Gaw said. "That happens very rarely," he said. "But it’s a unique, multicultural population." Colleges could do this in part by providing a special orientation for TCKs, just as is done for international students, which would help with validation, he said. If possible, colleges and their counseling centers should also identify these students before they arrive, Gaw said, providing them with some information on the issues they might face and the counseling services available to them.

It’s also important for colleges to employ an internationally trained therapist who understands the TCK’s special circumstances. Instead, Gaw said, what often happens is that a TCK arrives on campus and thinks, for example, "I look like them, and they think I should fit in culturally, but I don’t feel like I fit in." This occurs for TCKs who are students of color and white. But based on the student’s appearance, citizenship and ethnicity, he said, sometimes this cry for help is not met with an uncomprehending, "What do you mean you don’t feel like you fit in?"

One of the best things college counseling centers can do to help TCKs with the difficult transition is to make support groups available, Gaw said. The groups don’t need to focus on mental health or be held in the counseling center, he said. Some of the most effective groups take place in residence halls and simply allow the students to talk freely with other students, he said. Gaw ran a multicultural talking circle at the University of Nevada-Reno, which has approximately 80 global nomads on its campus.

Counseling centers can also help TCKs shift their mindsets to make the transition easier, Gaw said. One of the strengths these students possess is their advanced ability to adapt to different cultures, he said, but many assume they won’t need to adapt here because it is "their" culture. Gaw tells TCKs to think of the United States as a new culture and to employ the skills they previously used to acclimate to other cultures. He also recommends personal journaling for TCKs. "This perspective assists TCKs in applying their already honed intercultural skills...and allows them to work on their re-entry culture shock by observing the culture as an interculturally competent sojourner, rather than as a frustrated returnee American."

"These kids are really struggling with their identity," Gaw said, which raises an important question for counseling centers. "Do we promote a domestic identity or an intercultural identity for them?" Gaw believes counseling centers can best assist TCKs by encouraging them to blossom in their identities as people who possess unique skill sets and cultural competencies. He encourages counseling centers to promote TCKs for leadership positions on campus, and as resident assistants because of their cultural sensitivities and their comprehension of different value sets and ethics systems. They are also effective mentors for international students or for students returning from Study Abroad programs because they understand culture shock, he said, although incoming TCKs can benefit from having a student mentor themselves. Involving TCKs on and off campus helps them to feel more connected to their new community and to resolve their identity issues, Gaw said.

"This is a population that is steeped in multiculturalism and diversity," Gaw said. "Their whole world is diversity. So it’s a very exciting group to work with."

—Jonathan Rollins is the editor-in-chief of Counseling Today. E-mail comments about this article to jrollins@counseling.org.

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Counselors, psychologists working together to promote multicultural competence

The state of Pennsylvania has experienced an enormous amount of growth and change during the last decade. This is most evidenced by the dramatic increase in the number of persons of color who reside in this state and the acknowledged need for mental health professionals to work more effectively, ethically and respectfully with persons from culturally and racially diverse groups.

The southeastern and northeastern parts of Pennsylvania in particular experienced a vast increase in the Latino population during the last decade. The dramatic increase in the number of Latino persons living in Pennsylvania, as well as individuals from many other cultural-racial groups, has for the most part been welcomed. However, there are some residents of Pennsylvania who have been slower to embrace the state's cultural diversification. These residents include some psychologists, counselors and other mental health professionals who continue to resist acquiring new professional competencies that would enable them to work more effectively, ethically and respectfully with persons from diverse groups and backgrounds.

The Pennsylvania Psychological Association (boasting a history that spans 72 years) and the Pennsylvania Counseling Association (in existence almost 40 years) are both committed to celebrating and promoting the cultural diversity that exists in Pennsylvania. This organizational commitment is manifested in the different ways these professional groups assist their members in learning new ways of providing culturally competent services among persons from the diverse populations they serve.

Consistent with its efforts to keep multicultural competence and social justice counseling initiatives at the forefront of the organization’s work, PPA has established various committees and organizational groups aimed at addressing a broad range of advocacy issues. This includes establishing a Standing Committee on Multiculturalism, a Social Responsibility Committee, and a Prison and Corrections Project Group. All these professional groups have been actively involved in many projects aimed at fostering the development of their members and clients in different constituency groups that psychologists are commonly called on to serve in Pennsylvania. In the last five years, PPA has also made a concerted effort to provide numerous multicultural competence and social justice counseling workshops at each of its three yearly conferences. In addition, the PPA Standing Committee on Multiculturalism has just completed development of a “Readings in Multiculturalism Home Study” in which participants receive four hours of continuing education credit. This innovative professional development initiative became available on July 1.

Leaders in the Pennsylvania Counseling Association have been similarly active in addressing a host of multicultural-social justice counseling and advocacy concerns. This has been manifested by organizing a number of professional groups, all designed to foster the implementation of multicultural counseling and advocacy services that more effectively, respectfully and ethically meet the needs of persons in diverse client populations.

Pennsylvania counselors who are active members of the American Counseling Association have helped to create the Pennsylvania Association for Multicultural Counseling and Development (an affiliate of the Association for Multicultural Counseling and Development in ACA) and the Pennsylvania Association for Gay, Lesbian and Bisexual Issues in Counseling (an affiliate of the Association for Gay, Lesbian and Bisexual Issues in Counseling in ACA). Work is also under way to develop a new organizational entity called Pennsylvania Counselors for Social Justice, which will be affiliated with the national Counselors for Social Justice organization in ACA.

The annual PCA conferences also provide numerous opportunities for counselor educators, practitioners and students to learn about innovative approaches to culturally competent mental health practices, client advocacy and social justice counseling interventions. These professional development opportunities have coincided with conference themes focusing on these important areas of our work in Pennsylvania.

Planning for the 2005 PCA conference is currently under way with various activities that will address this year’s conference theme, “Moving Forward Together: Embracing Diversity and Collaboration.” We are grateful to have secured the services of ACA President Patricia Arredondo, who will provide the conference’s keynote address. As one of the nation’s most formidable leaders in the multicultural and social justice counseling movements, she is expected to provide insights about the direction that Pennsylvania’s counselors and psychologists can take to work in a more collaborative manner to promote multiculturalism and social justice counseling initiatives.

Many PPA and PCA members have acknowledged the key role they play as gatekeepers in the delivery of quality mental health care services throughout the state. With this common role and purpose in mind, leaders in these organizations have made a concerted effort to increase their level of professional collaboration on many of their shared interests, values and goals.

The most recent collaborative effort is aimed at developing and implementing systemic change strategies that will...
improve the overall quality of mental health care services offered to persons from diverse groups and backgrounds in Pennsylvania. Recognizing the professional and ethical responsibility they have in dealing with this important challenge, PPA and PCA members have submitted a proposal to bring the National Institute for Multicultural Competence national tour ("Promoting Multicultural Competence and Social Justice") to Pennsylvania.

The NIMC national tour has already made stops at the University of South Florida, Seton Hall University, the University of Nebraska-Keamey and Colorado State University. This professional development opportunity provides counselors, psychologists, social workers and educators with a unique chance to explore new mental health and human development intervention strategies found to be effective in promoting multicultural competence and social justice advocacy concepts in different settings.

Carlos Zalaquett, a faculty member at the University of South Florida, is coordinating a major study of the national tour's effectiveness in promoting lasting multicultural organizational development outcomes in the various university and community settings where the tour is held. Along with several colleagues who are involved in this study, Zalaquett reported that a number of statistically significant positive and lasting institutional outcomes have been manifested in the locations where the NIMC tour has taken place. He and his co-investigators at the four universities listed above presented their findings at the 2005 ACA Convention in Atlanta.

Counselors and psychologists in PCA and PPA are hopeful that similar positive outcomes will result from their collaborative efforts to bring the NIMC tour to Pennsylvania in April 2006. The tour's numerous professional development training opportunities will be made available to PCA and PPA members as well as to other mental health service providers, faculty members teaching in undergraduate or graduate programs at universities throughout Pennsylvania and students in counseling, psychology and related professional training programs.

The hope is that the collaborative efforts of counselors and psychologists in PCA and PPA to find creative ways to increase their members' multicultural competence will serve as a model for leaders in other state organizations across the country. To accomplish this important task, counselors and psychologists must move beyond the professional barriers that have historically impeded this sort of effective partnering. By doing so, more and more counselors and psychologists nationwide will be better able to promote their clients' dignity and development through diversity.
and organizational studies at George Washington University, she has also served as an acting executive director of the American Counseling Association and worked as a school counselor and state director of career education.

Kobyliarz, a former president of the Connecticut Counseling Association and a board member for the National Career Development Association, a division of ACA, is a career development consultant who works with several large school districts. She was also the lead consultant for a federally funded overhaul of career development guidelines that, because of vast changes in the field, had become outdated and insufficient. The revised guidelines, first introduced in 1989 by the National Occupational Information Coordinating Committee, recommended a new range of competencies and expanded the target audience to include school counselors and administrators. The revised guidelines also recommended efforts to provide better career development information, leading to a new website (www.nac网络.org/sgc).

Both Kobyliarz and Schwallie-Giddis explained that the guidelines—and new thinking about career development generally—promote the broad examination of a person's personal and social development, academic efforts and long-term learning approach, along with specific career management efforts. Users come to grasp each of these "domains" during the course of three "learning stages"—knowledge, acquisition and application/feedback. The website provides information along with specific career development generally as well as detailed guidance to direct users through the learning stages, with a lot of specific information for counselors.

Barbara Blackburn, president of the American School Counselor Association, a division of ACA, agreed that the career development portion of a counselor's job is connected to the other ways that a student develops. "I guess I never really thought of the amount of time a counselor should spend in each of the domains—academic, career and personal-social," she said. "Actually, they are all very interrelated and important when working with students to help them achieve success. This is why our unique training as school counselors equips us so well to work with students as they navigate through the school system and progress toward being successful adults." She noted that a new ASCA model for counselors stresses the significance of career development but roots it in the provision of good basic counseling services.

Schwallie-Giddis said the ASCA guidelines and new thinking by school counselors mirror the recommendations of the new career development guidelines. But she and Kobyliarz believe counselors and society in general must approach the role of career development differently.

"It really is a paradigm shift," Kobyliarz said. "(In the past) the counselor has been concerned with what job the student wanted to have, what school they wanted to go to and what courses they needed to take. With career management there is a broader plan." She said counselors should help students develop a goal-specific plan that gets re-evaluated periodically and becomes part of a lifelong process. At the very least, Schwallie-Giddis said, every student should have what author Kenneth Gray calls a "plan for success" that offers them direc-

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Also focus on career exploration, making certain students understand they do not have to work in one career their entire life. She supports the philosophy put forward in the guidelines—that a student with a broader, more well-rounded perspective and understanding of today's workplace is more important. "The truth is that today's workers are changing careers several times during (their) working years," she said. "Understanding one's personal values, interests, skills and preferences as well as developing strong communications skills, a strong work ethic, self-esteem and the ability to identify and pursue unexpected opportunities all help create a successful, rewarding career. That is the message school counselors need to put forward."

School counselors have made strides in fitting more aspects of career development pro-

Continued on page 18
pat Schwallie-Giddis, an expert on career development, said that the elementary and middle school years, when career choice seems so distant, are actually perfect times to devote more resources to promoting career education. "It really should start at the elementary school level," she said, "but I think there are a lot of opportunities in middle school."

Mary Pat McCartney, a school counselor at Bristow Run Elementary School in Bristow, Va., and American School Counselor Association elementary school vice president, said she and other elementary and middle school counselors have a long history of promoting career awareness. In addition to expanding career days, they have increased the number of related activities, including online career exploration and promotion of in-class attention to careers by teachers. McCartney noted that technology allows students to explore a variety of careers with new applications or online services such as "Paws in Jobland," offered by Bridges.com. She also encourages parents to expose children to different careers by taking them on trips to different workplaces or setting up discussions in which friends or family members talk about their jobs.

But, McCartney said, the biggest recent change in career education at the elementary level is the effort to begin training children early in the basic skills they'll need in the workplace. "I've noticed a tremendous increase in efforts to make the link between the work they are doing in school and future work in a job," she said. Counselors can find ways to make students aware of the basic skills and attitudes necessary to be successful at work, she said. For instance, McCartney said, counselors can make a point with students about lack of focus by asking them to remember an instance when a store clerk wasn't attentive when they wanted service. Subject matter can also be linked to careers and core job skills if teachers are reminded to make that connection, she said.

McCarty also talks to students about college so they understand the college process. She also discusses the need for planning for their futures and being lifelong learners so they become clearly aware that education doesn't end when they leave high school or even college. She believes students can begin to understand what sort of work they are interested in — math or science or the arts, for instance — at a young age and can explore those areas more intently. "We bring these efforts all the way down to kindergarten," McCartney said. "Parents say it's too early, but we are just trying to make a strong point about the importance of exploration."

In middle school, Schwallie-Giddis recommends similar efforts aimed at exploration and work habits, including mentoring and job shadowing, where a student spends a day at a workplace. Teachers can also expose students to a variety of careers in nearly every subject matter if they are reminded by counselors to do so, she said. "Counselors may not have the time to do this in middle school," she said, "but they can work with teachers and parents to make sure that they do."

Schwallie-Giddis stressed that students should have a career plan by the end of eighth grade. She also noted that several states are now mandating such plans.
with ADD students has taken place in support groups. I call my group’s “ADD Plus,” and the name is particularly fitting: My students are diagnosed with ADD, but they are so much more! If a student is aware of his diagnosis, he may choose to join one of my support groups to bond with others facing similar problems. In the groups we talk freely about feeling different, taking medications, struggling with grades and relating to others. The power of finally being able to express their feelings in a nonjudgmental group can be very motivating and uplifting for these students.

At the first group session, I typically ask members to draw incomplete sentences from a hat and share how they would fill in the blank. All the statements relate to ADD in some form or another. The honesty and humor evident in their answers is priceless. Some sessions are devoted to practical study skills for ADD students. I cover information such as organization tips, time management and memorization techniques. Students learn that, yes, it may take them more time to complete homework and study for tests, but they also hear — perhaps for the first time — that the honor roll may be within their reach. I also send helpful information to their parents about dealing with the ADD child at home.

Some group sessions focus on building a self-concept the student can live with. Members play a game (which gets pretty noisy) to emphasize positive self-statements. They read points about ADD aloud into a tape recorder, experimenting with various accents to make the activity more fun. They examine careers that might prove to be a better fit for the ADD adult. They set individualized academic goals that are realistic for them.

There are also sessions on relationships. Good topics include how to deal with bullies and how to keep from being bullied themselves. The ins and outs of friendship are often especially confusing for ADD children. For some, other members of the support group become the first of their peers to ever truly accept them as friends.

Students in my groups are not told to sit up straight. They can lie on the floor as long as they feel comfortable in it, provided they remember to come to the session, remember to come to the session. Usually they do, because they’re thrilled to leave the confines of the classroom. But I give them a written schedule in advance, send a note via co-workers to remind me why I’m closing myself in a small room with eight ADD students for 45 minutes but, overall, I am pleased with the group interaction.

Do children in my group remember to come to the sessions? Usually they do, because they’re thrilled to leave the confines of the classroom. But I give them a written schedule in advance, send a note via co-workers to remind me why I’m closing myself in a small room with eight ADD students for 45 minutes but, overall, I am pleased with the group interaction.

Do students in my group have 504 plans? Only a few fall into the category of having a truly significant impairment, thus qualifying them for special services. The fewer labels the better, in my opinion. It’s easier for children to believe they can succeed if we do not cripple them with unneeded modifications that set them apart from other students and prevent them from mastering basic skills.

Students in my groups are not told to sit up straight. They can lie on the floor as long as they are tuned in to what is happening. They are not chided for squirming or blunting out.

I am constantly in awe of the challenges that middle school students face every day. They amaze me with their resilience and energy. To look upon those students with ADD as defective or inferior is a major mistake. They’re the problem solvers of the future, because they’re learning early on in life how to manage a difficult world despite their impairments.

Do children in my group have to be on medication? Of course not. Medication remains a last resort for many parents and physicians. Prescription drugs are definitely wonderful for some children, but they can be totally unnecessary for others.

Are the ADD children in my groups covered by 504 plans? Only a few fall into the category of having a truly significant impairment, thus qualifying them for special services. The fewer labels the better, in my opinion. It’s easier for children to believe they can succeed if we do not cripple them with unneeded modifications that set them apart from other students and prevent them from mastering basic skills.

Debra Maidlars Elbod has been a counselor for 16 years, with nearly every minute of it spent enjoying the charms of middle school students. She is currently employed at CO Griffin, Middle School in Concord, N.C., and dabbles in writing in her free time. Questions may be directed to her at deflnd@cabarrus.k12.nc.us.
WASHINGTON UPDATE

Provides an overview of the role of school counselors in special education.

"ACA Student-to-Counselor Ratio Chart for Elementary and Secondary Schools" - Find out what the student-to-counselor ratios are in your state, broken down by elementary and secondary school.

"No Child Left Behind: Sources of Funding That Support School Counseling and Mental Health Services" — This guide provides an overview of the role of school counselors in special education and the funding sources that support their work.

ACA lends its support to anti-bullying legislation

ACA is joining other education advocacy groups in pushing the Anti-Bullying Act of 2005 (H.R. 284), introduced by Reps. John Shimkus (R-III.) and Danny Davis (D-III.). The legislation would amend the Safe and Drug Free Schools Act (SDFSA) to explicitly include bullying and harassment prevention programs as an authorized use of SDFSA grant funds. It would also require schools receiving SDFSA funds to develop policies and programs addressing bullying and harassment. In July, ACA's Chris Campbell joined other lobbyists to discuss the bill and the next steps to take in advocating its passage.

The legislation has more than 30 co-sponsors and has gained the endorsement of an array of education, law enforcement, civil rights and other groups. ACA worked with the Ohio Counseling Association to secure its endorsement of the bill and to craft a letter to Rep. John Boehner (R-Ohio), chair of the House Committee on Education and the Workforce, urging his support of H.R. 284. Boehner's committee will consider the legislation as part of reauthorization of the No Child Left Behind Act next year.

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

Senate to consider independent practice authority for counselors in TRICARE system

The Senate will consider the fiscal year 2006 defense authorization bill in September. The bill, when it comes to the floor again, the Senate will deliberate amending the law currently requiring that Licensed Professional Counselors who treat TRICARE beneficiaries operate under physician referral and supervision.

Sen. Elizabeth Dole (R-N.C.) has filed an amendment to the defense bill to grant independent practice authority to TRICARE LPCs. Sens. Frank Lautenberg (D-N.J.), Lincoln Chafee (R-R.I.), Barbara Mikulski (D-Md.), Saxby Chambliss (R-Ga.), Richard Durbin (D-III.) and Joseph Lieberman (D-Conn.) are co-sponsoring Dole's amendment.

Unfortunately, John Warner (R-Va.), chair of the Senate Armed Services Committee, has filed an amendment to Dole's language to restrict independent practice authority only to LPCs practicing in medically underserved areas. Warner's amendment is extremely discriminatory given that no other mental health providers within the TRICARE system are limited in their independent practice authority based on location.

Please contact your senators and ask them to vote for passage of the Dole amendment on LPCs and against Warner's amendment. A sample message is posted at http://capwiz.com/counseling/home. Transportation law drops counselor provision

On Aug. 10, President George W. Bush signed into law major legislation reauthorizing federal highway and transportation programs and spending, following House and Senate passage of the legislation before Congress' August recess. Unfortunately, the legislation did not include language making LPCs eligible to become substance abuse professionals within Department of Transportation programs on the same basis as other master's level mental health professionals. ACA is meeting with congressional offices to find out why the provision, which was in the initial House-passed version of the bill, was not included and to explore avenues for addressing this oversight.

Despite this recent outcome, ACA wants to thank members who took the time to call or write their representatives and senators about this issue. During the month, close to 200 ACA members sent almost 500 e-mails or letters to members of Congress regarding the transportation bill. Thank you! ■

PRIVATE PRACTICE: Starting or Expanding?

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

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

- Marketing strategies and advertising
- Referral sources
- Office set up with minimal investment
- HIPAA disclosure and clients' rights documents
- How to bill insurance
- Dealing with managed care
- Office procedures
- How to get on closed panels
- And more

The American Counseling Association and Walsh and Dasenbrook, have formed a collaborative initiative as a new service to members to bring timely information on private practice issues to the membership.

Please log on the ACA's website www.counseling.org for the latest private practice information.

WASHINGTON UPDATE

Continued from page 1...
Does your meth treatment program have over 20 years of proven effectiveness?

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ACA/CCA Convention

Attendees of the American Counseling Association/Canadian Counseling Association 2006 Convention can earn at least 36 hours of continuing education credits by attending both days of the preconference Learning Institutes and all three days of the main part of the convention.

How does this work? The preconference Learning Institutes are offered during the day as well as in the evening, which allows attendees to earn nine hours each day. For example, if you attend one of the daytime Learning Institutes, which run from 9 a.m. to 4:30 p.m., and then attend one of the evening Learning Institutes, which run from 5:30-8:45, you would earn nine hours for that day. With two full days of Learning Institutes (March 30-31), you can earn 18 hours of CE credits before the convention even begins. (Daytime Learning Institutes offer six hours of CE credit, while the evening sessions offer three hours.)

Then, if you attend sessions throughout the three days of the convention (April 1-3), you can earn as many as 18 additional hours of CE credits. In less than one week, you may be able to earn all or most of the credits you need for licensure renewal, depending on your state's requirements.

The complete schedule for Learning Institutes is posted on the ACA website and included in the advance registration brochure that all members will receive in October. Holly Clubb, ACA's manager of Learning Resources, was preparing the final schedule at press time but expects attendees to be able to select from approximately 45 ACA/CCA Learning Institutes.

"There will be a good mix of popular sessions that earned the highest ratings in previous years as well as new sessions on a variety of topics," Clubb said. ACA offers the Learning Institutes to enable attendees to earn additional continuing education credits while gaining in-depth knowledge in a particular area. To help attendees make appropriate selections, each Learning Institute is identified by one of four levels: introductory, intermediate, advanced or comprehensive. The presenter determines the level.

The Learning Institutes have been extremely popular year after year, Clubb said, because counselors can receive more training and earn more CE credits while also attending the premier counseling convention in the world. Based on inquiries she is already receiving for Montreal, Clubb expects to see even higher registration numbers for the 2006 Learning Institutes. "Montreal is such an appealing destination that members are planning to come early anyway," she noted.

Clubb advised prospective Learning Institute participants to register early because sessions do fill up and sometimes get closed out. Another advantage of early registration is that attendees can pick up their CE certificates while in Montreal. Those who register after Feb. 15, 2006, will receive their certificates in the mail.

There is a separate registration fee for the preconference Learning Institutes. The fee ranges from $70 to $135 for ACA members who register before Jan. 15, 2006. Nonmember general attendees pay $185 for daytime sessions and $145 for evening sessions. Learning Institute registration fees increase Jan. 16.

Take advantage of the general convention registration discounts by registering early. Rate increases for the convention itself will occur this year on Oct. 1 and Nov. 16, as well as Jan. 16 and March 16, 2006.

To view the complete list of Learning Institutes, visit www.counseling.org/convention. Inquiries can be directed to ACA Professional Learning at 800.347.6647 ext. 229.

Editor's note: The "Spotlight on Montreal" column will appear regularly in Counseling Today to inform ACA/CCA 2006 Convention attendees about the exciting events taking place in Montreal from March 30-April 3, 2006. For more information or to register, visit www.counseling.org/convention.

What every graduate student needs to know

In honor of our back-to-school issue, Counseling Career Corner is focusing on the lifeblood of our profession: the graduate students whose idealism challenges us in a variety of ways. So here, compiled from experience and observation, are a few reminders and recommendations for the graduate students among us:

1. You have a lot to contribute to the counseling profession, but the sooner you accept that you don't know everything (at least not yet), the better. Mutual respect is the only way we have survived this long, so if something strikes you as odd, repetitive, nonsensical or counterproductive, recognize there are usually reasons why we do things the way we do. When starting out, listen, observe and learn. You can try to change things later.

2. The good news is, no one expects you to know everything. But you are expected to read assigned materials before class, to participate in discussions and to challenge (and perhaps defend) your current belief system.

3. Also accept that you're not perfect. Perfection is a goal, but it is never truly attainable. This truth gives us all purpose.

4. You're going to make mistakes (see Item No. 3). When that happens, own up to them immediately, especially when a client is involved, and consult with someone who knows more than you do (see Item No. 1) to assess and repair the damage.

5. Ramen noodles have provided subsistence to every graduate student since Jung studied under Freud. We all survived.

6. A degree in counseling does not guarantee licensure. Find out what the requirements are for the state in which you intend to practice and make sure you are meeting all the requirements as you pursue your degree. For some guidance, go to the American Counseling Association website at www.counseling.org, click on "Resources," then scroll down the left margin to "Licensure and Certification." Finally, select "State Licensure — State by State listing."

7. You're probably going to have to find a supervisor on your own, and you may have to pay her or him. Start networking now. (If you're unfamiliar with this process, talk to Counseling Career Corner. More information will be forthcoming on this topic in future issues.)

8. Licensure portability (a.k.a. reciprocity) is a work in progress. If you plan to relocate (or even if you don't plan to relocate), keep thorough (and duplicate) records of your supervision and stay in touch with your supervisor(s) for the foreseeable future. (A greeting card during the holidays is a nice touch.)

9. A degree in counseling does not guarantee a job in counseling. You will have to write a resume or vita and apply for positions. Figure out how to differentiate yourself from every other counseling student to make yourself marketable upon graduation.

10. We don't advise launching your private practice the month after you graduate, pass the National Counselor Exam or gain licensure. Get some experience first. (But when you're ready, be sure to take advantage of ACA's Private Practice Initiative. Read ahead if you're caught up on your course work.)

If you haven't already joined ACA, take advantage of the student rate for membership. Also be sure to subscribe to the COUSSGRAD listserv for educational, and often entertaining, discourse.

Welcome to the group hug that we call the counseling profession!
their school counselors performing secretarial-type duties such as scheduling classes, mainstaining student records, running study hall or handling discipline and testing. None of these activities fit into the national model. "Many find that a lot of their time at work is being taken up with those tasks," Stephan said. She noted that many of the appropriate counseling responsibilities are shared with only 2 percent to 5 percent of the student body.

But before school counselors can seek jobs that suit their professional needs and goals, they have to be clear on their own professional identity. "I believe that school counselors are educators who can counsel," Stephan said. "School counselors are educators because they educate and inform the teachers, students, parents and administration of the school. However, they play more of a consultant role in the school. I wouldn't say they are solely an educator or solely a counselor. They are more of a 'counsel-consultant.' We do counsel people, but one of the most important roles we have is to consult with teachers, parents and other adults in the school to make things better for the students, to take on some of the problems that are going on and find solutions." She added that school counselors try to ensure that students develop and succeed academically, personally and socially in some sort of vocational direction. "Good counselors do all those things," she said.

School counselors are not just therapists in schools, Barrett said. "We need to draw people in who know how to be therapeutic, while they are enhancing academic success and vocational development. You have to work with peers, teachers and administration. You have to see yourselves as leaders in the school building as opposed to an individual behind a closed door. The new model invites us to use our therapeutic skills and systems knowledge to make the school a more therapeutic environment as a whole and help teachers work more productively in their classrooms."

**Preparing for the interview**

**Research**

Know about the school size, location, population and demographics. Stephan suggested looking at the school website and consulting with people who work at the school. "Don't be afraid to ask all kinds of questions," she said.

**Tip:** In addition to schools' websites, information on public schools is available at the National Center for Education Statistics ([www.nces.ed.gov](http://www.nces.ed.gov)), on local government websites and at [www.schoolmatters.com](http://www.schoolmatters.com).

**Refine**

"Be up on the latest ASCA model and other knowledge of school counseling," Stephan said, "and be very clear on what you believe about the profession and where it is going." Interviewees should form an idea of what direction they would want to take that school based on the initial evidence collected.

"I would suggest, before you go in to speak with the principal, you have an idea of the type of message that you want to send and think of a way of relating that message in a positive, upbeat style," Stephan said. During the interview, she said, interviewees should share some of their personal philosophies about what makes a good school counseling program. Be specific, she added, by giving examples of those ideas and programs.

**Behave**

Ask professional colleagues or peers for practice interview sessions or request that professors hold a mock role-play/ interview day, "It's very helpful in getting you clear on what you believe," Barrett said. "If you need help being diplomatic or firm, you can practice that in a safe environment. Your interviews will be much more rewarding, and you aren't left feeling disinheartened or misunderstood."

**The interview: Collaboration, not confrontation**

Both Barrett and Stephan strongly advised interviewees not to barge into a principal's office and say this needs to change, that needs to go and this is how it should be done. Finesse is the key to suggesting changes during the initial conversation. "If you start interrogating at first, it may come across a bit off-putting," Stephan said.

"You don't want to ask a question and, when you don't get the answer you want, you say, 'That's not what I believe.' Generally speaking, if you don't get an idea of what the principal believes, what the possibilities are, what has happened in the past and how much the principal knows about the ASCA model, then you may get stuck in a system in which you really don't have a lot of control."

The counselor educators suggested that interviewees answer questions in a manner that leads to an exchange of ideas. Ideally, the interview should serve as a bridge between the school counselor's beliefs and the administration's needs. "I would not advocate thinking that they are going to totally change the principal's point of view," Stephan said.

"It's become more and more apparent to me," Barrett added, "that the ability to join and collaborate, even with a principal who doesn't understand where you are coming from at all, makes the difference between setting a realistic career for yourself and finding yourself incredibly burned out from constantly going up against an immovable force. But no force will stay immovable if you dance with it."

There are ways to talk to principals that will allow interviewees to get the information they need about the school and its administration so they can make a sound decision on employment. "You can turn it around to see how well you fit into the philosophy of the school," Stephan said. Following are some key questions to ask during the interview, as well as some suggested phraseology.

1. **What is the administrator's view of the role of a school counselor?**
   "I'm really curious about how you see the school counseling program as a whole and how it fits into the school."

2. **What do you feel is the primary role of the school counselor?**
   "What do you feel is the primary role of the school counselor?"

3. **What does the administrator believe the school counselor adds to the school?**
   "I'm curious as to what school counseling means to you, and what has been the case in the past?"

4. **What importance does the school counseling program have within the school?**
   "What do you want the school counselor to focus on?"

5. **How familiar is the administration with the ASCA National Model?**
   "I just recently came out of a school counseling program, and some of the things it really focuses on is the new ASCA model. Are you familiar with that?"

6. **What do you do in the evening or what do you see the school counseling program does in the evening?**
   "I follow the ASCA model closely, and it's something I've been trained in and feel pretty strongly about. Are you familiar with it?"

7. **If you don't know about it, can I take a few minutes to explain it to you briefly so you can have an idea of what I would hope to achieve in your school?**

8. **Do you have a full-time test coordinator?**

9. **Are there particularly busy times during the year for the school counselor?**
   "How often did the last counselor engage in guidance activities? Test coordination? Special education meetings?"

10. **How much time is devoted to the school counseling program?**
    "How much time is devoted to counseling?"

11. **Where does special education fit in?**

12. **Do you have a full-time test coordinator?**

13. **What other duties might the school counselor be expected to take on?**
   "Where does special education fit in?"

14. **Do you have a full-time test coordinator?**

15. **Are there particularly busy times during the year for the school counselor?**
   "How often did the last counselor engage in guidance activities? Test coordination? Special education meetings?"

16. **How much time is devoted to schooling?**

17. **What was done in the past?**
   "How did the teachers, administration and students respond?"

18. **What did the former school counselors do in a typical day?**
   "What did the former school counselors do in a typical day?"

19. **What were some of the ways the past school counselor collaborated with administration in advocating for students?**
   "What were some of the ways the past school counselor collaborated with administration in advocating for students?"

20. **Does the administration stand behind the counselor's right to pull students out of class for individual and group counseling sessions?**
   "Does the administration stand behind the counselor's right to pull students out of class for individual and group counseling sessions?"

"What interventions, programs or initiatives were implemented for change and students' academic success?"
It is important to understand the requirements for obtaining a license as a mental health counselor (LPC) in your state. The National Clinical Mental Health Counseling Examination (NCMHCEx) is a crucial step in this process. This study guide is designed to help you prepare for the NCMHCEx by providing comprehensive pre-assessment exam preparation, 600 questions, and practice exams for the NCE.


Dr. Gary L. Arthur, Ed.D., LPC, NCC, has taught counseling courses at the graduate level for thirty-four years and has taught all the courses in the examination. He has conducted (95) 2-day seminars since 1984, teaching and preparing participants for taking the NCE and state licensure examination.

The study guide is published by Career Training Concepts, Inc., and is available for $224 each, plus $10 for shipping and handling (Georgia residents add 6% sales tax). To order, call 888-326-9229.

Dr. Arthur’s Study Guide is the single most powerful tool anyone can use to prepare for the NCE. The material is extremely well organized and the information is precisely focused on what you need to know. I recommend this Study Guide to all the students and associate clinicians I supervise.

- Don Durkee, Ed.S., LPC, NCC
we shared that both of us were students. She talked about her assignments, and I told her about a paper I needed to do on different ways of looking at human events. She said if I would use her latest fight in my paper, and I agreed to include it if she would write a paragraph honestly describing what had just happened. I told her I’d have the paper written by the following Tuesday and would bring it to her so she could make sure it was accurate.

S had been waiting for me for a half hour by the time I arrived that next Tuesday. During the next hour she read my paper, line by line, only stopping to ask a clarifying question now and then about a concept or word. Her response after finishing: “Wow! I never thought you could look at something so many different ways. When do you get your grade?” I told her I wasn’t going to read the paper back in approximately a week and we could then review how each of us had done on our respective assignments. Now she exhibited an obvious spark and excitement for learning and understanding that had somehow resulted from the interaction of our experiences.

The next Wednesday, S was again waiting for me: “Did you get your grade?”

“Yes.”

But before I could take out my paper, she was waving two tests at me. “See, got two A’s. My first two in a long time! What’d you get?” She spent the next half hour reading and discussing every comment the professor had written on my paper.

S was fun, challenging and bright. She was growing and improving by everyone’s account and helped to make my practicum a joyful learning experience. Her progress was all the more surprising because she had grown up in one of the worst urban housing projects in the country. Her childhood experiences were the stuff of newspaper headlines and abstract horror, far removed from my safe reality. I reluctantly drove through her neighborhood only after making sure (twice) that my car doors were locked. Events I studied under the diagnostic sterility of post-traumatic stress disorder were to her simply rapes, drive-by shootings, gang violence and other aspects of home.

I was stunned a few weeks later when S stopped over to say goodbye before returning to Puerto Rico with her family. Was her progress for naught? Would she go back to the island, most often because of some family-related occurrence for an entire Puerto Rican family. Was her decision for me: “Did you get your grade?”

I’d got two A’s in a long time! What’d you get?” She spent the next half hour reading and discussing every comment the professor had written on my paper.

The late 1960s were the most significant formative years of my life. My passions were high and visible concerning the conditions of people and the world. I clashed with my father as I demanded change now, while he saw my actions as an assault on his love of American freedoms. New generations may not be able to grasp what it felt like to have whites-only bathrooms or to be branded an un-American communist if your thinking wasn’t in line with those in power. Change was not immediate, but social, cultural, political and individual changes that have reshaped our society did arise from the efforts of the activist community.

The New Handbook of Counseling Supervision

The New York City housing project I lived in, but recalling it made me realize that my growing up wasn’t the same world I grew in. The New York City housing project was experiencing a culture of celebrating the Latino people, focusing on the high school students and their families. Instead, it felt like an appreciation of the culture being “celebrated” was lacking. Frustration about the supposed celebration gave me pause to think about my reaction to S leaving. The great importance placed on family should have caused me to have more respect for the decision to withdraw S from school and return to Puerto Rico because of family need. Instead, my more mainstream perspective resisted the educational disruption. I wanted S in our education system, where she would become more assimilated into American values. Did my feelings of shock, dismay and concern for S reflect a measure of my own inability to appreciate cultural diversity? Was I seeing health and wellness only from my limited reality and diagnosing her culturally expected reaction as unhealthy?

Dealing with human beings is an awesome responsibility for mental health counselors in the business of transforming lives. But how can we be transforming the lives of others as advocates for wellness without also assuming the responsibility of evaluating and transforming our own lives? The place to start seems to be with myself, which took me back to the passions and struggles of my teenage years.

The late 1960s were the most significant formative years of my life. My passions were high and visible concerning the conditions of people and the world. I clashed with my father as I demanded change now, while he saw my actions as an assault on his love of American freedoms. New generations may not be able to grasp what it felt like to have whites-only bathrooms or to be branded an un-American communist if your thinking wasn’t in line with those in power. Change was not immediate, but social, cultural, political and individual changes that have reshaped our society did arise from the efforts of the activist community.

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Dealing with human beings is an awesome responsibility for mental health counselors in the business of transforming lives. But how can we be transforming the lives of others as advocates for wellness without also assuming the responsibility of evaluating and transforming our own lives? The place to start seems to be with myself, which took me back to the passions and struggles of my teenage years.

The late 1960s were the most significant formative years of my life. My passions were high and visible concerning the conditions of people and the world. I clashed with my father as I demanded change now, while he saw my actions as an assault on his love of American freedoms. New generations may not be able to grasp what it felt like to have whites-only bathrooms or to be branded an un-American communist if your thinking wasn’t in line with those in power. Change was not immediate, but social, cultural, political and individual changes that have reshaped our society did arise from the efforts of the activist community.
has been made or not made with regard to incorporating multicultural issues in the last 10 years is reflected in the 2001 Standards, which are for anyone who wants to critique or defend them. CACREP believes that great strides have been made since the publication of its first set of accreditation standards and CACREP is committed to continuing this progress. Any progress CACREP will make in the future will be the result of the work, just started, by many people leading ultimately to adoption of the 2008 standards. In our view, the article requested by NIMC could not be written now, nor would it be in the best interest of the standards revision process to do so.

Given the foregoing, CACREP has three specific requests of ACA. First, CACREP requests that ACA assist us in advocating for a fair and unbiased process for standards revision. The process espoused by NIMC based on a special consultation resulting from a group of asserted experts, a relationship not sought by CACREP but one NIMC now seeks to impose through a very public lobbying campaign, including threats to picket the CACREP offices, does absolutely nothing to promote the actual or perceived legitimacy of the standards revision process.

Second, CACREP would like this letter to be prominently published in the earliest possible issue of Counseling Today. It is not, however, to be published under Dr. D’Andrea’s column. It is our concern that ACA is unwittingly providing a monthly bully pulpit to an individual who represents an organization, the NIMC, which has no official ties to the Association. What CACREP does not understand is why ACA is willing to pay for two or more pages of column space each month to publish another organization’s biased points of view. It is CACREP’s belief that ACA is being used to promote the NIMC agenda. An e-mail message sent to NIMC members from Dr. D’Andrea with its concomitant plan of action is a disturbing example of how this is occurring. In this plan, Dr. D’Andrea states that “as the co-editor of the Diversity column that is published monthly in the ACA’s Counseling Today,” I [D’Andrea] have described the resistance that CACREP has demonstrated in refusing to agree to two requests by NIMC and ACA members…” He further states that “More than 45,000 members of ACA will have access to this column and will hopefully begin to experience the sort of growing concern about CACREP that the NIMC memberships have expressed.” Such statements make it clear that ACA is being used as a vehicle to promote the NIMC agenda. The plan additionally calls for an e-mail campaign to CACREP’s Executive Committee members, along with picketing the CACREP office located at ACA Headquarters in August. I am doubtful that ACA would welcome the disruption of a picket line outside of their offices.

Third, the CACREP Board requests that ACA publish a disclaimer statement regarding the information contained in Dr. D’Andrea’s August column. The disclaimer should indicate that the views expressed in Dr. D’Andrea’s opinion piece do not represent the official position of the Association. CACREP has grave concern that ACA’s membership has no choice but to believe that the opinions espoused in this column actually represent the views of the Association and its affiliated organizations. Since we have received no indication from ACA that this is the case, we believe that Dr. D’Andrea’s comments are intentionally mis-leading readers. This has been evident in e-mail comments received in the CACREP office since publication of this column. Furthermore, without a disclaimer, ACA should be doing serious editing prior to publication to ensure that information being provided to the public is both accurate and complete. This is a public responsibility born by both the author of the column and the Association that publishes the column.

In closing, the CACREP Board hopes that ACA will consider the responsibility that it has to its members to publish fact and unbiased information that represents the views of the Association. We will look forward to hearing your decision on our request.

Carol L. Bobby
CACREP Executive Director

Advocacy article inspires grad student to take further action

I was really inspired by Colin C. Ward's article on advocacy ("Social advocacy and professional identity") in the July 2005 issue of Counseling Today. I am a graduate student at a small private college, Lenoir-Rhyne, in Hickory, N.C., and I'm also president of the Graduate Counseling Association at my school. We are an organization that attempts to foster leadership, volunteerism and advocacy among school counselor/agency counselor students. I am pursuing both my school licensure and my LPC. I plan to pursue my doctorate so I can be a professor of counseling. I practice currently as a substance abuse counselor and prevention specialist with at-risk youth.

As a result of Ward's inspirational article and interview with Reese M. House, I have decided to create an advocacy task force at Lenoir-Rhyne that will encourage students to find an issue they are passionate about and advocate for it! Also, we will be working collectively with professionals in our area on common issues. I have done some advocacy work with the Boys and Girls Clubs in Hickory, and I'm currently pursuing advocacy opportunities with hospice and local sexual abuse/hate crime centers. Any suggestions would be appreciated.

Amanda Shinn Patterson
Hickory, N.C.
jsrpa@bellsouth.net

Consider how it feels to be non-Christian in the U.S.

In the July 2005 issue of Counseling Today, Gregory Popcak wrote a letter ("Reader believes that anti-Christian bias is pervasive ACA") asserting that there is an anti-Christian and anti-Catholic bias in the American Counseling Association. Furthermore, he states that this anti-Christian sentiment is "the 'acceptable prejudice.'" There are two issues here, and I believe that Mr. Popcak has missed them both.

First, Christians are the overwhelming numerical majority in the United States. What this means is that in a increasingly diverse country is that a person is more likely to be a person of color (i.e., non-white) than they are to be a religious minority (i.e., non-Christian). Furthermore, Christians have always occupied the positions of power in the United States (and they continue to do so). Lastly, no functioning office other than the presidency, an office that has never been occupied by a non-Christian. My point here is that while a very small proportion of people might be critical of Christianity or the Catholic church, this minority has almost no power to impose their will on Christians. In addition, Christians can simply set up their lives so that they don't have to be in the company of non-Christians. The same cannot be said for non-Christians, as Christians have the institutional and societal power to affect people's lives. The end result is that the society is set up to benefit Christians at every turn. This con-cern is illustrated in a column by Lewis Z. Schlosser, amplified in a 2003 article that I published in the Journal of Multicultural Counseling and Development.

Second, I hardly think anyone would consider anti-Christian bias to be acceptable. By dubbing this sentiment as the "last acceptable bias," Mr. Popcak is stating a kind of logic that since other biases (e.g., racism, sexism, homophobia) are no longer acceptable, we don't have to attend to them anymore. This could not be further from the truth. Sadly, racism is still very much alive — this country was founded on a slave-owning, white on top, black on the bottom — and we have a long way to go in giving truly equal rights to people of color. In addition, it is still "quite acceptable to be anti-LGBT and to cite one's religious beliefs as the basis for that prejudice. Finally, while white women have made great strides, gender inequality continues to pervade our society.

So, while I don't really know from where this "Christian Persecution Syndrome" comes, what I do know is that it has a purpose. Turn on the TV and you will hear people, including George Bush, talk about how our society discriminates against "people of faith." If you re-read Mr. Popcak's letter, you will find that he says there is "hostility and ignorance that pervades the membership and administration of ACA toward religion in general." Both of these statements are using code — people of faith and religion in general — for speaking to Christians in a veiled attempt to not offend non-Christians.

For the record, I am a white heterosexual Reform Ashkenazi Jewish man who has authored several articles on the religious climate of the United States. So, whether you agree with me or not, I encourage you to consider how it feels to be a non-Christian in the United States. I would welcome an ongoing dialogue on these issues. Interested parties can reach me at schloesel@shu.edu.

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"Sleeping careers with kid gloves"

1. Kobylarz heralds all of the following student skills EXCEPT:
   a. perseverance
   b. decision-making
   c. resiliency
   d. flexibility

2. Blackburn asks students to complete reports looking at specific criteria on at least __ careers.
   a. two
   b. three
   c. seven
   d. ten

"Reaching across campus"

3. Osborn believes that no matter what college counseling centers do, it all comes back to:
   a. listening
   b. accessibility
   c. communication
   d. assessment

4. According to Gas, third culture kids' re-entry culture shock is more difficult because:
   a. they are integrating more cultural influences
   b. it tends to catch them by surprise
   c. they cannot reference a concrete "home"
   d. they look different than they feel

"School counselor seeks employment"

5. Stephen believes that school counselors are:
   a. community-builders
   b. often misunderstood
   c. educators who can counsel
   d. all of the above

6. Barrett posits that no force will stay immovable:
   a. if you dance with it
   b. forever
   c. once it is understood
   d. in the face of positive change

"Do great minds really think alike?"

7. According to Levine, the counselor becomes the main parent in the school:
   a. to advocate for the kids as individuals
   b. to educate the kids about themselves
   c. to notice a kid's unique abilities
   d. to support the development of life skills

8. Kiss Mason's experience reflects that ___ would often allow boys to open up.
   a. emphasizing successes
   b. an external focus
   c. manual activities
   d. physical movement

"Washington Update"

9. Dolle's amendment to the TRICARE bill is being co-sponsored by all of the following EXCEPT:
   a. DeFlene
   b. Warner
   c. Chafee
   d. Chambliss

10. ACA thanks its members for the almost __ e-mails or letters sent to members of Congress regarding the Transportation bill.
    a. three hundred
    b. five hundred
    c. one thousand
    d. fifteen-hundred

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All grown up and going back to school

The needs and challenges of adult college students

BY ANGELA KENNEDY

Student demographics at community colleges and universities have shifted significantly during the last three decades. Older adult students — part-time students, full-time workers, evening students, commuters and women — make up a significant and noteworthy population in today's higher education system. While it's easy to overlook the needs of these adult (or nontraditional!) students, it's vital that college counseling centers as well as the school administration and faculty recognize the unique challenges this population faces so they can experience academic success.

John Hipple, a counselor at the University of North Texas—Denton counseling and testing center, believes that the needs of nontraditional students are becoming more of a priority instead of a subculture on campus. "We are having more people who are coming back and reentering the higher education, postsecondary market," he said. "I know I see in my clinical practice more older students." He said most nontraditional students return to school for one of four key reasons:

- To finish a degree
- To start pursuit of a degree because they had not previously attended college
- Because of a change in career
- They attended community college and, with or without an associate's degree, entered the workforce. Now they have decided to pursue a major.

In Counseling Services for Adults in Higher Education, author M.L. Parmer explained five main differences between adult students and students of traditional age (18-24 years old) that are important for counselors to note:

- Education may be a secondary consideration for adults who have many other competing responsibilities and concerns such as employment, family and finances. Adult students would like this to be recognized by the administration and faculty. They also want to be treated like adults.
- Adult learners want to be able to immediately apply what they've learned.
- Life transition may be the reason behind enrollment.
- Older students are more self-directed and generally more motivated to achieve success. They are more focused because they have specific objectives in mind.

Challenges for the returning student

Adult students face many unique obstacles when returning to the classroom. Here are some issues counselors as well as faculty should be aware of:

Anxiety

Many adults fear they will be slower academically than their younger classmates and will fail in the classroom. Research shows that adults are capable of learning as well as their 20s and 30s as in their 40s and 50s if they control the pace of learning. This may require taking part-time academic load.

"I would really prefer — and this is true for all students, but especially for returning students — for the first semester, that they would underload their course hours," Hipple said. "I would rather have them get their feet wet slowly with adapting to the culture of the university and the demands of academia. The No. 1 challenge is the fact that higher education has a set of expectations that is much different than out there in the real world. Many adult students are going from being full-time workers to a college environment and may have forgotten basic skills and study habits or the business of taking care of class assignments."

Hipple, an American Counseling Association member said that anxiety can easily snowball with the pressures of employment and family obligations and lead to adult students feeling overwhelmed. However, there are some benefits of being the "older" pupil. "Usually, they aren't dealing with the normal complexities of development — who am I, where am I going in life and how am I going to get there?" Hipple said. "In some ways they have solved a bunch of those, so their personality turmoil can be less." Adult students tend to be more focused and know their goals and how to achieve them, he said. "They are making a choice to come back to school as opposed to the natural progression of high school and then off to college," he said.

Balancing responsibilities

Returning students often have much more to juggle — kids, spouses, partners, work, mortgages, car payments, etc. — and can easily find themselves overloaded. Family issues can present a huge challenge to achievement, especially for single parents. Counselors need to be aware of these demands and how to help students manage their personal, professional and educational workload.

"Another problem for the returning students is helping their family adjust to their new schedule," Hipple said. "These are their kids, partners and spouses, and roommates. The demands really change, so consequently the expectations of both the returning student and their family at home have to change also. They need to clarify expectations, recognize that things will not be the same and then be flexible in how they communicate and problem solve as each semester rolls by." This might be especially difficult for families who aren't familiar with higher education, he said.

Returning to school can be incredibly complicated for single parents with young children. "That is so demanding," he said. "Their work has to be realistic in the number of (course) hours they take and be flexible in their study..."
time.” Adult students may have to wait until their children go to bed before they can hit the books or wake up before the kids get up in the morning to get some studying done, Hipple pointed out. “It also helps to talk to your kids,” he said. “If you have school-aged children, you can ask them if you can study together.”

Study skills
(Adult students) have forgotten most of their study skills,” Hipple said. “They have test anxiety and a learning curve where they have to overprepare for tests and assignments.

Many of these students are unaware of the resources available to them on campus, he said. Hipple suggested that counseling centers be proactive in connecting with faculty or professional academic advisors so they are in tune with the challenges adult students experience.

Addressing their needs
One of the ways to integrate adult students into the campus body is to make sure staff and faculty understand that these students face different issues. "If we can do more outreach, that will facilitate the transition and completion,” Hipple said. “Link up with other services that the students will be interacting with, and then make sure students know of the academic counseling, career counseling and personal counseling that the counseling center can offer. I really see these nontraditional students having a different perception of their situation, a lack of knowledge about the services that are available, so we’ve got to, as widely as possible, get that information out there to them.”

Some campuses provide training and workshops for students to help them develop better academic habits and life skills. David D. Zundel, better known as "Mr. Z" to his students, is an advisory coordinator at the Center for Academic Success and Counseling Center at Dixie State College in Utah. He is also the adviser for the Returning Adult Program and oversees its Single Parent Scholarship fund. The Returning Adult Program at Dixie State College was organized in 1987 to help older students make the transition to college life by:

- Improving study skills of adult learners
- Increasing communication among returning adult students
- Planning social activities of interest to older students
- Helping returning adult students integrate into the college community

Dixie State has implemented two successful and long-running returning adult programs, the Returning Adult Forum and the NETO (Never Ever Too Old) Club.

The Returning Adult Forum is a weekly class where students hear speakers discuss subjects ranging from study skills and time management to Native American philosophy. The forum gives older students an excellent opportunity to establish a network of friends who are facing similar circumstances.

“It’s basically a lecture series where I invite professors and other interesting speakers to lecture to the students. We try to focus on three things: study skills for adults, life skills and then something a little lighter, more entertaining,” Zundel said. The classes have drawn an average of 25-30 students for more than eight years.

The NETO Club is an official campus organization that was originally started in 1978 using federal funds. Today it is subsidized by student fees. The club’s main purpose is to plan social functions for older students and their families. "It is also a tremendous opportunity to learn and practice leadership skills, offer service and just have fun," Zundel said. "It’s there to help involve the older students in college activities. We have a social or some type of activity once a month. One of the bigger events was a swimming party for the adults and their families. "In the spring the club has a ‘shindig,’” and the center’s motto is to encourage attendance. "It’s like a hoop-dee-down dance type of thing with Dutch oven barbecue,” he said. “It’s really well attended.”

Every fall, Zundel’s counseling center organizes an indoor fair specifically geared toward the adult student population but open to all students. “It brings together all the people on campus that can assist older students — financial aid, tutoring center, anyone on campus that can impact the success of older students,” he said. “We call it ‘A Fair to Remember.” By then and displays are set up so students can get information on a variety of resources offered on campus.

Zundel and Hipple agree that counseling centers can’t simply sit back and wait for adult students to walk through their doors. “You have to find ways to aggressively reach out to this population and inform them of the services that are available,” Hipple said. “You have advocates, if you will, that will work with these people and give them the extra help that they need.”

Resources for adult students
Guides
New Beginnings: A Guide for Adult Learners and Returning Students by Linda Simon
The Adult Student’s Guide to Survival and Success by Al Siebert
The Adult Student’s Guide, compiled by Leigh Grossman and Lesley McBain

It’s Only Too Late If You Don’t Start Now: How to Create Your Second Life at Any Age by Barbara Sher

Going Back to School: Survival Strategies for Adult Students by Frank Joe Bruno
Never Too Late to Learn: An Adult Student’s Guide to College by Vicky Phillips
You Can Do It: A Guide for the Adult Learner and Anyone Going Back to School Mid-Career by Harry G. Turner

Websites
www.back2college.com
www.adultstudent.com
www.educationforadults.com
www.adultstudentcenter.com

Tips for juggling toddlers, textbooks

BY ANGELA KENNEDY

David Ellis’ book Becoming a Master Student suggests the following div-ersions for children when Mom or Dad needs to study.

Plan tasks for your child
You can set up a desk for children, just like yours, and even offer rewards for getting their “assignments” done. While they color, play with stickers or flip through a children’s book, you can review your notes.

Allow for interruptions
It’s possible that you’ll still be interrupted, even if you set up child activities in advance. Try to schedule the kind of studying where you can afford to be interrupted. For instance, write out or review flash cards with key terms and definitions, Save the tasks that require sustained attention for other times; such as after children go to bed or before they wake up.

Build study time into your schedule
See if you can arrange for time to study at school before you come home. If you can arrive at school 15 minutes early and stay 15 minutes late, you’ll be able to squeeze in an extra half-hour of study time that day. Also look for study time between classes.

Use TV creatively
Another option is to use television as a babysitter when you can control the programming. Rent a videotape for your child to watch as you study. If you’re concerned about your child becoming a “couch potato,” select educational programs that keep your child intellectually active.

Ask for cooperation
Tell your children how important studying is to you and how you appreciate their cooperation. Reward them with attention and praise when they are quiet. When they are included in the process, children are less likely to resent schoolwork as something that takes you away from them. Rather, it becomes something you do together.

Even when you can’t do everything, just do something
Even if you can’t comprehend an entire chapter while the kids are running past your desk, skim the chapter. Or just read the introduction and summary. When you can’t get it all done, get something done.

Attend to your child first, then your studies
Keep the books out of sight when you first come home. Take 10 minutes to hug your child before you settle into study. Ask about the child’s day, then explain that you have some work to do. Your child may reward you with 30 minutes of quiet time. A short time of full, focused attention from an adult is often more satisfying to children than longer periods of partial attention.

Develop a routine
One option is to develop a regular time for studying: “From 4 p.m. to 5 p.m. each afternoon is time for me to do my homework.” Let your child know this schedule, then enforce it.

Find a playmate
Find a regular playmate for your child. Some children can pair off with close friends and safely remain in their rooms for hours of private play. You can check on them occasionally and still get lots of work done.
Should the field of counseling support same-sex marriage?

Editor's note: This article was assigned as part of a cultural foundations class at Mississippi State University-Meridian. The views expressed in this article do not necessarily reflect the personal views of the counselor education students who participated in the assignment.

YES: We must advocate for all marginalized groups in society

BY DARREN A. WOZNY

There are few issues more divisive than whether to support same-sex marriage. Same-sex marriage is not only conflict ridden in the general public but also within the counseling profession. My argument in favor of the counseling field supporting same-sex marriage is predicated on several key points: (a) supporting same-sex marriage demonstrates support for cultural diversity; (b) taking a neutral stance on same-sex marriage is synonymous with violating the ethical standard on nondiscrimination through acts of omission rather than commission; (c) the moral principle of justice, which underpins the ACA Code of Ethics, requires the counseling field to support same-sex marriage; (d) supporting same-sex marriage prevents the field of counseling from overemphasizing individual responsibility for change and advocates for changing unsupportive environments for same-sex couples; (e) the counseling field needs to become aware of how its collective belief about homosexuality impacts its professional and clinical work; same-sex marriage as case in point; (f) supporting same-sex marriage may have potential benefits for the counseling field. The same-sex marriage debate is a high-stakes position for the field of counseling to consider not only externally, in terms of the general public’s and same-sex couples’ perception (i.e., potential to alienate conservative clients or same-sex couples), but internally as well. If the American Counseling Association supports same-sex marriage without polling the membership, it could lose a significant number of its members to new organizations that promote a more conservative agenda. Then again, if ACA does not support same-sex marriage, it could also lose members because some counselors will see the association as weak in its support of marginalized groups and may gravitate to a different organization in the counseling field that does support same-sex marriage.

The counseling field can ill afford not to support same-sex marriage. If we take cultural diversity to heart, counselors must advocate for all marginalized groups in society, including same-sex couples. As counselor educators, we are to emphasize the “culturally different” model over the “cultural deficit” model in training the next generation of counselors. At the very heart of the culturally different model is the belief that another cultural group (i.e., same-sex couples) is neither superior nor inferior to an opposing cultural group (i.e., heterosexual couples), but simply different and just as viable as our own group. Yet, if at an organizational level we fail to advocate for same-sex marriages, we ultimately demonstrate to our counseling students that we are content to accept the status quo in terms of advocacy for these groups.

Ethically, the field of counseling must support same-sex marriage. To fail to support, stand up for or advocate for same-sex marriage would constitute a violation of our ethical standard related to nondiscrimination through acts of omission rather than commission. By supporting same-sex marriage, we help these couples to ensure their relationships publicly recognized as legitimate and afford them the same legal rights given to heterosexual couples. At an individual counselor level, discrimination through acts of commission occurs when conservative counselors choose to refuse same-sex couples, explaining that they do not have the counselor competency to work with lesbian, gay or bisexual individuals/couples. This results in the counselor hiding behind the counselor competency ethical standard. I teach my counseling students that referral is a last resort after you have explored every option to develop your competency with

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that particular cultural group — same-sex couples in this case. Options to develop a counselor's competency include coteray with a counselor more experienced with these issues, supervision and participation in a same-sex couples' support group. Counselors can still practice within the boundaries of their competency while taking every opportunity to further develop those competencies with different cultural groups. This is the spirit of the ethical standard on competency boundaries.

The ACA Code of Ethics is based on several moral principles. Justice, in particular, is the moral principle which emphasizes that the counseling field should support same-sex marriage. Justice basically means fairness, impartiality, honesty and integrity. Would it be fair to same-sex couples for the counseling field to take a neutral stance in terms of same-sex marriage? I suppose the argument could be put forth that counselors by nature should be impartial or neutral, and thus it is justified not to support any one group's position against another group. However, that position is synonymous with accepting the status quo in society and would work better if all groups were equally influential in getting their needs met. Unfortunately, the group that supports heterosexual couples is the dominant, more powerful group; the group that supports same-sex marriage is a marginalized, less powerful group. The counseling field must always find a way to defend groups less likely to be able to successfully advocate for themselves.

There is another compelling reason for the counseling field to support same-sex marriage. Counselors are in the "change business," but we have to be careful not to overemphasize an individual's responsibility for change or undervalue changing environments. A lopsided emphasis on individual responsibility will result in counselors continually assisting same-sex couples to cope with unsupportive environments instead of trying to change the environment and make it more supportive in the first place. Once again, it is not fair for a same-sex couple to be individually responsible for coping with an often hostile, exclusionary environment. That would be equivalent to helping a member of a minority race deal with discrimination by focusing on interventions solely on the client and forgetting about the surrounding culture that subtly or blatantly demonstrates bias or prejudice. I anticipate that an argument against same-sex marriage is connected to the conservative belief that homosexuality is a sin and that a certain portion of the counseling field personally holds this belief. Therefore, our field may be hesitant to take a stand that will potentially alienate the conservative wing of our profession. In defense, I say we need to separate our beliefs in terms of "what is right for us in our personal life" and "what is right in our professional life." In our professional life as counselors, we do not have the luxury of being conservative. We are to help people, period. It is a simple mission, but we make it very complex when we add in our personal beliefs and try to make our professional life fit them. The ACA Code of Ethics repeatedly emphasizes counselors becoming aware of how their values and beliefs may potentially bias their work with clients. The issue of whether to support same-sex marriage is a prime example of how our personal beliefs may bias our counseling work/field.

What would the benefits be if the counseling field supported same-sex marriage? Same-sex couples would view the counseling field as an ally willing to help them not only on an individual level in terms of counseling, but also on an organizational level in terms of advocacy. In the eye of the general public, the field of counseling is committed to cultural diversity and helping people, particularly groups that are marginalized in society. I suppose the general public could perceive support for same-sex marriage in "either/or" terms — "If you support same-sex marriage and same-sex couples, you are against conservative groups." The counseling field needs to adopt a "both/and" position stating that "We support same-sex marriages (same-sex couples) and we support conservative groups, but we expect a respect of cultural differences among different cultural groups that allows for coexistence." It is my hope that when the counseling field resolves its internal differences about same-sex couples by supporting same-sex marriage that a parallel change will occur among competing groups in the general population (same-sex couples vs. conservative groups). That will be the full adoption of the culturally different model.

NO: If we do, we risk alienating a majority of the people we serve

BY EMILY CLAIRE BROWN

In today's society when people discuss same-sex marriage, the first thing that comes to mind is usually a religious belief or moral stance. However, in counseling we do not have the luxury of using either as a way of justifying our actions or counseling techniques. Moreover, this field is based on scientific reasoning, research and personal feeling or values. To remain neutral and open to all people, it is important that we do not choose one side or the other.

Same-sex marriage is a very touchy subject among many people today, and supporting it openly would be an unsafe choice. Our job is to support all people, not particular groups. If we choose to support same-sex marriage, then we risk alienating a majority of the people we serve as well as some of our peers. What do not support same-sex marriage be a personal choice, not a group choice. It would be nice to say we are all devoid of bias and prejudice, but the fact of the matter is that we are not. Some of us do not wish to be viewed as supporters of same-sex marriage, whether for personal or familial reasons. In addition, we should respect our peers' decisions to support or not support same-sex marriage.

Same-sex marriage is not a subject, for which a united front would serve a good cause. It would merely look like we imposed our ideas and opinions on others rather than allowing people to make their own decisions and have their own thoughts. This is exactly the opposite of what we try to do. Of course, we want to support their religious beliefs, thoughts and ideas.

Of course, we take a stand against violence and hatred as an expression of those thoughts or beliefs. Hatred is wrong; violence is wrong. This is what we support when we want the nation to know where we stand. The counseling field will not allow ignorance or prejudice to serve as excuses for harming another individual or interfering with that person's right to live the life he or she chooses. It is a purely true physical violence and hatred. While a person's thought is his or her own, their actions affect everyone. We want people to know that counseling field will not regard them as offensive for speaking their minds and enjoying their right to free speech, but we will not stand by and watch violence targeted toward other groups.

Why is it important to support same-sex marriage? For some people, it is easy to contribute to others. For others, it is the principle that everyone should have the same rights, regardless of their gender, race or sexual orientation.

However, the word "marriage" is what important to counselors. Let's take "same sex" out of the phrase. Marriage itself, whether homosexual or heterosexual, is not a topic on which the counseling field should take a stand.

Marriage is subjective, and not everyone supports it. We tell people that marriage is better than being alone the rest of their lives? Is cohabitation better than marriage? Do we say that marriage is better than divorce? No, we want to support people and their right to make their own decisions about their own lives. Consider also that other nations and cultures do not view marriage the same way as Americans do. If we support marriage of any type, we risk alienating large groups of people.

Another argument against same-sex marriage is that it will harm the "family unit." There is concern for the welfare of children and how they will be affected by being raised in a same-sex family. We, as counselors, cannot indulge such thoughts. That is not to say we cannot express our own thoughts, beliefs and ideas about marriage — same-sex, or otherwise. But we must make that distinction ourselves; it should not be made for us by an organization. We are in the business of counseling, not lawmaking or moral policing.

Same-sex marriage should remain a right between the church and the state. Counselors must remember that we cannot allow our own morals and beliefs to get in the way of our profession. We are not here to fight other people's battles. We are here to support them and help them find their way. If the counseling profession chooses to support same-sex marriage, we will have drawn the proverbial line in the sand. Most people may never view same-sex marriage as an acceptable way of life, and we can't change that by law. Then again, it may be approved tomorrow. But even if that happened, the counseling field still does not need to take a stand. We do not have the luxury of supporting such things!
The day the Earth stood still

A few months ago, unspeakable trauma and tragedy struck our university without warning. Since I am writing from California, you may guess that we experienced an earthquake, but you’d be wrong. So too if you imagine the event was a tsunami, mudslide or infectious disease. I am speaking about a disaster of unimaginable scale: Our e-mail system crashed!

For close to three days of uncertainty and confusion, we were condemned to isolation from the rest of the Internet world. We could not communicate with others. We could not access attached files. All work as we know it seemed to grind to a halt. At one point I was so flustered that I actually had to leave my office and walk down the hall to ask a colleague a question.

As we continued to endure the seemingly endless hours of blank computer screens, people began pecking their heads out of their offices and even having conversations with one another about things unrelated to work. I can’t say this was easy. In fact, we were all so bewildered and traumatized by the catastrophe that, at first, we didn’t know what to say to one another. Here in California there isn’t that much to say about the weather, so all we could do was shake our heads and try to commiserate.

Not only was the Internet cut off, but staff and faculty could no longer access student records online, check schedules, monitor class webpages, conduct online instruction or send annoying messages to listservs. Of course, we also no longer received screaming spam messages to elongate penises, prolong sexual encounters, support a deposed prince, invest in retirement accounts or refinance our mortgages at extra low, low, low interest rates. As you might imagine, this did not contribute heavily to our sense of loss.

Slowly, gradually, as we sat around in one another’s offices or lounged in the hallways and chatted together (there was very little work to do, and students couldn’t even e-mail us to schedule appointments), we started to relax in ways I had never before associated with the work environment. Usually we are rushing somewhere, late for some meeting or furiously trying to keep pace with the onslaught of new messages overflowing our e-mail inboxes. But now there was little else to do but just hang out. I gotta tell you, it was weird.

After a few hours of this, I decided to head home. (After all, how much inactivity can one take?) Once resettled, I started putting around and get bored, so I went surfing (remember, this is California). After returning, I nervously checked the status of my e-mail again. Still down. I wasn’t sure how to feel about that.

As Day 1 rolled into Day 2, still cut off from the Internet, I wondered if it was worthwhile to bother going into work at all. When I arrived, I noticed that people had come prepared for the worst. Various individuals were sitting at their desks, feet propped up, reading books. Everyone took extra-long lunches. Coffee breaks stretched into the whole afternoon. It wasn’t that we weren’t getting work done, because we were. But it was a very different kind of work that involved being with one another in ways that I could recall only dimly from the past.

I was reminded of the time B.I. (before the Internet) when I first began my career as a counselor and educator. My job involved spending long periods of time talking to people — not just clients and students but also to colleagues and friends. I recall how students would stop by to visit me, unannounced, and ask questions or just talk about some idea that interested them. Likewise, colleagues would wander down to one another’s offices to clarify matters, propose plans or make an announcement.

I compare this with what my work life is like now. I spend at least three hours per day sitting in front of my computer screen responding to e-mails or looking things up on the Internet, and this doesn’t count the time I spend writing on the computer. When a student or colleague comes by to visit, I feel torn. I sit there trying to have a conversation, trying to focus on what the person is saying, yet all the while my attention keeps wandering back to the computer screen. I hear the telltale “dings” which signal that another e-mail message has just arrived. I try to ignore them, just as I do the ringing phone. I’m a counselor after all, trained to resist intrusions and distractions, to focus on the here and now. But it’s finding your way — by Jeffrey A. Kotller

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getting harder and harder for me to do.

As soon as I clear my inbox, more messages come in. There are times when messages come in faster than I can respond to them, or even erase them. Bing! Bing! Double bing! (Two messages in quick succession.) Since I have two different e-mail accounts, I have to check both of them.

Then there is voicemail to monitor. (I swear — as I am writing these words, I hear both the “bing” of another e-mail and my cell phone ringing. Plus, someone is walking by my office, slowly, so I duck my head in hopes that I won’t be interrupted. Again.) There is voicemail at my office, my home and on my cell phone. There is mail to answer, of course, both from within the organization and without. So far, I’ve been able to resist one of those mobile e-mail devices in which people can check for messages 24 hours a day. I was sitting at dinner recently and two people had those things, trying surreptitiously to read and send messages under the table, all the while pretending to listen to the conversation.

I know this is a time of unparalleled celebration of technology. There have been special issues of Counseling Today, and many journals, touting the wonderful advantages of computers and other innovations that make us more efficient. I don’t doubt that I am producing more work, that I can research things faster, that I can send out a hundred “letters” in a day, that I can multitask by having a phone conversation, writing an e-mail message and talking, to someone standing at my door — all at the same time!

I don’t wish to bemoan and complain about technological advances and how they will lead to the collapse of civilization (and civility) as we know it. Rather than resist the next generation of software or high-tech devices, I have embraced them with a certain enthusiasm. I dutifully upgrade my cell phone, digital assistant, laptop, camera and software every few years as if under a magic spell cast by the marketing industry. Sometimes I wonder how I ever managed to do my job when I used to write my appointments and phone numbers in a personal diary or before I had a cell phone to make me accessible wherever I am. (In case you were asking: No, I don’t have the self-discipline to turn it off. What if I miss something important?)

Prospective clients contact me via e-mail. Likewise, I am able to use e-mail to communicate with current clients — to make or change appointments, to offer needed encouragement or to conduct follow-up on a case. I certainly like the way I can access information on the Web to help with diagnosis and treatment options. I am far more productive and efficient than I’ve ever been before. I think I’m also more effective.

So why, by the third day of our computer crash, were most of us beginning to hope, pray or plead that this condition would continue indefinitely? There was literally a collective sigh of sadness that could be heard in the building when someone called out, with something less than enthusiasm, “It’s up.” We all knew the respite was over.

More than 300 messages were waiting for me in my e-mail account, not counting those related to erectile dysfunction, Prozac or deposed monarchs. As I methodically waded through the e-mail, once again glued to my screen, a student came by to visit. “Got a minute?” she asked.

I nodded. “Sure. Have a seat.” I said this in a voice far more cheerful than I actually felt. I could hear the “bings” continuing to build in a mounting crescendo, as if after three days of exile they were now returning with a vengeance.

“I’ve got this problem,” she began, but I didn’t hear the rest. My attention kept being pulled back to the computer. What was I missing? Gee, three days without messages! There could be anything there — an invitation to address the United Nations, an announcement that I had won a contest, a long-lost friend who had looked me up, a referral of a new client or consulting project.

“Excuse me,” I said to the obviously distraught young woman. I reached over to my desk and shut my computer off. Just pulled the plug, so to speak. Silence. Glorious silence.

Since that fateful day when the Internet collapsed on our campus, when the Earth stood still, when I was totally cut off from my e-mail addiction, I have been thinking more and more about what it would be like to cut the cord forever. I think, with great longing, about the good ol’ days when I used to have time (and the inclination) to talk to people face-to-face. Truthfully, I can’t wait until the next time we have computer overload.

Oh, by the way, if you have something to say to me and I don’t respond to your e-mail right away, you’ll know that I am making progress.

Jeffrey A. Kotler, professor and chair of the Department of Counseling at California State University-Fullerton, is the column coordinator for Finding Your Way. Submit columns for consideration to jkotler@fullerton.edu.

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Campaigning begins for ACA president-elect
Meet the contenders for the Fiscal Year 2007-'08 presidency

In an effort to bring American Counseling Association members the most complete information possible about ACA presidential candidates, Counseling Today is pleased to introduce the seven individuals running for the association's top leadership position.

Each candidate was asked to provide information for three questions. This month, the first of those questions is showcased. One additional question will appear in both the October and November issues.

Complete information for ACA candidates, including their biographies and goal statements, as well as for those participating in elections for divisions and regions, will be featured in the December issue of Counseling Today.

Editor's note: The following information is printed as it was submitted from the candidates. Counseling Today has edited only for spelling and style errors. The candidates are listed in random order.

A. Michael Hutchins

Q: One aspect of ACA's mission involves "using the profession and practice of counseling to promote respect for human dignity and diversity." What ideas do you have about strategies for carrying out this charge?

We have a moral and ethical obligation to join coalitions and create an inclusive, caring community. At a time when fear-based decisionmaking creates divisiveness and isolation, we must speak up in a loving and respectful manner. We have passed a newly revised Code of Ethics and have embraced the Advocacy Competencies. Some of our divisions have developed diversity competencies and principles. Working collaboratively, we can integrate those resources and create a research and training vehicle to assist counselors and the clients and communities we serve, bringing training directly to counselors and those who employ us.

Using the revised ethical code as a framework, we can become advocates for the disenfranchised. Working with other entities, we can take stands on those social justice and human rights issues that affect the mental health and welfare of our clients and communities. By issuing public statements within our areas of counseling expertise and publishing position papers, we can identify how world events affect the mental health, career aspirations and well-being of our clients and community, and participate in creating change. We must speak to issues of social justice and human rights by becoming more involved in our community to create peace.

Wyatt D. Kirk

Q: One aspect of ACA's mission involves "using the profession and practice of counseling to promote respect for human dignity and diversity." What ideas do you have about strategies for carrying out this charge?

I have had the honor of serving in a number of leadership positions, and I am proud that most of these positions have weighed in for human dignity, diversity and social justice. Human dignity and diversity are an integral part of the counseling profession and the national association. In particular, I believe human dignity transcends social order. Society generates divisions and violations of human dignity. We have an obligation to confront and reject. Human dignity and diversity are important to the counseling profession and our national association.

Michael C. Lazarchick

Q: One aspect of ACA's mission involves "using the profession and practice of counseling to promote respect for human dignity and diversity." What ideas do you have about strategies for carrying out this charge?

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"It is through our compassion that we care for the dignity, well-being and integrity of every person around us. Our capacity to embody this quality, simple as it may seem, is the strength that can change the world around us." — Thich Nhat Hanh

"This is one of my favorite quotes from those I gather to make cards, which I distribute at conferences and meetings and use in workshops.

All humans are dealing with self-worth. No matter how strong the fortitude or long the list of successes, we each still encounter moments of doubt. Counselors are helpers and healers, facilitating growth by eliciting the courage to venture into unknown territory. We get to share another human's interpretation of the universe. We grow and get to feel good when acknowledged for influencing positive change. We also are among the most educated on this planet. Indeed, as communicators, professing an understanding of human nature, we have responsibility. Every one of us is unique. We must champion the individual's right to be who they are in perfect acceptance of their being. We must advocate for those unable. We are obligated to confront injustice, but wisely, with tactfulness and grace.

Judith A. Seaborn

Q: One aspect of ACA's mission involves "using the profession and practice of counseling to promote respect for human dignity and diversity." What ideas do you have about strategies for carrying out this charge?

Andre Lorde said, "It is not our differences that divide us; it is our inability to recognize, accept and celebrate those differences."

I believe that education is the key in promoting respect for human dignity and diversity. This education must encompass not only counseling professionals at every level (students, professors, administrators, practitioners) but also clients seen by those professionals as well as individuals who are not in counseling, for this education will happen in classrooms, school offices, private-practice settings, at conferences, on the streets, in our homes.

ACA members have a responsibility to be examples of respect for human dignity.
and diversity. Continuing to offer professional development opportunities that highlight such respect is paramount to this mission charge.

**Colleen R. Logan**

Q: One aspect of ACA's mission involves "using the profession and practice of counseling to promote respect for human dignity and diversity." What ideas do you have about strategies for carrying out this charge?

ACA must not only talk the talk, but we must walk the walk of an active commitment to social justice. As someone who juggles multiple minority statuses, I am acutely aware of the prejudice and bigotry that is pervasive within our society. I am counting on professional counselors to stand on the front line and fight against ignorance, intolerance and discrimination. But first we must work together to heal the wounds within our own backyard.

So many of us have experienced prejudice and discrimination on so many different levels, and yet there seems to be some sort of tacit agreement that we share with each other and certainly not across divisions or groups. Not talking to each other only leaves us more polarized, isolated and disconnected, less able to combat societal oppression. Forums, focus groups and other such facilitated or nonfacilitated venues need to be created for us, the healers, so that we have an opportunity to honestly share with each other and work toward understanding each other and healing ourselves. Divisions such as AMCD, AGLBDIC and CSJ need to work together as well as with the other divisions and branches and serve as conduits to carry out this important work.

**Brian S. Canfield**

Q: One aspect of ACA's mission involves "using the profession and practice of counseling to promote respect for human dignity and diversity." What ideas do you have about strategies for carrying out this charge?

Promoting respect for human dignity and diversity is an ethical responsibility of all counselors, ACA and its affiliate organizations play their part by illuminating these values in various codes of ethics and standards of practice, but ultimately it is our work as individual counselors that turn these values into actions and tangible results. Through our individual attitudes and behaviors with clients, students, colleagues and the general public we are in an ideal position to model respect for human dignity and diversity.

Having developed graduate courses in multiculturalism and diversity for counselor education programs at three different universities, I have come to realize that a key strategy for promoting these values is to present them early and intensively throughout the counselor training program and internship experience. When presented as foundational, such values take root and become a natural part of counselor identity and practice.

ACA President-Elect

BY PAUL L. NELSON

On occasion, counselors give advice or deal with life issues in informal settings, such as at a reception or party, or even at community events such as a PTA meeting. As long as you hold a professional designation and/or license, you may be held responsible for the direction you provide, even in such informal settings. Does your employer-provided insurance cover such occasions?

Counselors are prone to being helpful in times of emergency and in dialogue with neighbors. However, anytime someone wishes to describe a personal problem to a professional, there is the risk of liability, even in the event your response is taken the wrong way. Volunteers such as those who serve on American Counseling Association committees often travel far and wide. They are constantly asked to offer opinions on situations related to professional practice. Sometimes professional counselors do peer consultation or supervise interns or other counselors. These are examples of situations in which liability issues can arise outside of normal daily counseling practice.

Professional services as described in the CNA policy are those "for which you are licensed, trained and qualified to perform in your capacity as a mental health care provider." Covered incidents are defined as "any act, error or omission in your providing or failure to provide services." This includes your responsibility for anyone acting under your direction or control.

An important feature of the professional liability insurance program sponsored by ACA and the ACA Insurance Trust is 24-hour-a-day, seven-days-a-week coverage. Most employee-provided coverage protects you only when you are on the job. Your personal Healthcare Providers Service Organization (HPSEO) malpractice coverage protects you on and off the job and follows you even if you change jobs. The 24/7 feature means you are protected anywhere in the world for covered incidents, provided the claim is brought against you in the United States, its territories and possessions, or Canada.

The policy is underwritten by American Casualty Company of Reading, Pa., a CNA company, and is offered through HPSEO. Details are available online at www.hpso.com.

ACA Insurance Trust staff members are available to respond to any questions or concerns you may have. They can be contacted at 800-347-6647 ext. 222 to make sure that your membership is up to date. Your membership renewal must be received by Oct. 14 to ensure that it can be processed on time.

**Lynn E. Linde**

Q: One aspect of ACA's mission involves "using the profession and practice of counseling to promote respect for human dignity and diversity." What ideas do you have about strategies for carrying out this charge?

To be eligible to participate in the election, you must be a member in good standing of ACA or the division for which you are voting by Nov. 1. Call ACA Member Services at 800-347-6647 ext. 222 to make sure that your membership is up to date. Your membership renewal must be received by Oct. 14 to ensure that it can be processed on time.

**The importance of 24/7 liability protection**

BY PAUL L. NELSON

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Paul L. Nelson is the executive director of the ACA Insurance Trust.
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Housing Information: www.counseling.org/housing
The committees and task forces of the American Counseling Association have been charged with the following activities for Fiscal Year 2006 (July 1, 2005–June 30, 2006).

### Standing Committees

#### Awards
- Develop procedures and administer the awards program
- Select the ACA Fellows to be announced in Montreal
- Develop guidelines for the involvement of current Fellows into the nominations and recommendations process for future Fellows

#### Bylaws and Policies
- Review all proposed bylaws additions, revisions and deletions, and designated policies which are in question or are proposed for adoption or deletion to determine appropriateness, clarity, redundancy and/or conflict with other policies of bylaws
- Make recommendations for suggested revisions to proposed policy
- Assess the need for consultation with ACA’s attorney to verify legal status of specific policies
- Review all ACA Branch, Division and Organizational Affiliate Bylaws to determine agreement with ACA Bylaws

#### Cyber-Technology
- Make recommendations in regard to the association’s legislative agenda, codes of ethics and conduct guiding the practice of cyber-counseling
- Consideration of efforts related to pre-service and in-service training of counselors in this mode of delivery
- Stimulation of research to measure the effectiveness of cyber-counseling and methods of disseminating information to “members” about the advances in this specialty
- Any other matters that are directly related to the area of technology that may be referred by ACA’s leadership

#### Ethics
- Administer the operations of the Ethics Committee
- Process complaints of alleged violations of the ACA Code of Ethics
- Complete the revision of the ACA Code of Ethics and procedures
- Work with ACA membership and leadership through Counseling Today and other forums for communication regarding revisions of the ACA Code of Ethics

#### Financial Affairs
- 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 Fiscal Year 2007 to the Governing Council

#### Human Rights
- Communicate and carry out a clearly articulated human rights agenda throughout the association
- Influence necessary changes in counselor pre-service and in-service curricula that assure understanding of multicultural issues and their resolution
- Institutionalize plans that will attract and keep ACA members from diverse backgrounds
- Promote association responsiveness to persons with disabilities
- Protect the rights and encourage the participation of all groups in ACA who have been underserved or disenfranchised
- Review ACA policies, products, programs, publications and other evidence of association philosophy to assure freedom from discrimination on the basis of race, gender, age, ethnicity, sexual orientation, creed or disability

#### International
- Promote, respect and recognize the global interdependence among individuals, organizations and societies
- Address interactions with U.S. and international stakeholders outside the United States
- Set policies for international initiatives of the association (including international conferences)
- Approve and monitor leader and staff liaisons assigned to international organizations
- Develop connections with training programs and counseling association in other countries

#### Professional Standards
- Promote the professionalization of counseling
- Responsible for counselor advocacy and for monitoring graduate program accreditation, counseling center accreditation and national voluntary counselor certification programs

#### Public Awareness and Support
- Promote public awareness of and support for the counseling profession
- Maintain current position papers adopted by the association

#### Public Policy and Legislation
- Promote and support public policy and legislation, which promotes the profession and enhances human development
- Be responsible for national and state legislative efforts related to counseling, including state licensure
- Be responsible for government relations training of members
- Be responsible for implementing the strategic plan and addressing the ongoing needs of the association

### Nominations and Elections
- Set policies for cooperative initiatives
- Approve and monitor leader and staff liaisons assigned to outside organizations
- Review all proposed bylaws additions, revisions and deletions, and designated policies which are in question or are proposed for adoption or deletion to determine appropriateness, clarity, redundancy and/or conflict with other policies of bylaws
- Make recommendations for suggested revisions to proposed policy
- Assess the need for consultation with ACA’s attorney to verify legal status of specific policies
- Review all ACA Branch, Division and Organizational Affiliate Bylaws to determine agreement with ACA Bylaws

### Professional Standards
- Promote the professionalization of counseling
- Responsible for counselor advocacy and for monitoring graduate program accreditation, counseling center accreditation and national voluntary counselor certification programs

#### Research and Knowledge
- Promote the advancement and dissemination of research and knowledge in counseling
- Responsible for the ACA Library and for all association projects that receive outside funding or support
- Promote the use of research to enhance and evaluate the practice of counseling
- Become involved in research and demonstration projects related to counseling

#### Strategic Planning
- In conjunction with the Governing Council, work toward development and implementation of the association’s strategic plan
- Continue to monitor and evaluate the strategic planning process with respect to the ACA mission

### Task Forces

#### Blue Ribbon Panel on Program Selection
- Determine the final education sessions to be presented at the annual convention

#### Exemplary Practices with Sexual Minority Youth in the Schools
- Identify practices, interventions, models and/or other noteworthy approaches that promote the self-efficacy and well-being of sexual minority youth in school counseling contexts
- Promote consciousness and inclusion of these issues in the schools summit
- Develop a poster presentation at the 2006 ACA Convention
Exemplary Practices with Mental Health Models in School Counseling
- Identify practices, interventions, models and/or other noteworthy approaches that promote the well-being of diverse youth in school counseling contexts
- Promote awareness of professional standards and school-based issues related to counseling
- Develop a poster presentation at the 2006 ACA Convention

Exemplary Practices for Promoting Wellness for Counselors
- Identify practices, interventions, models and/or other noteworthy approaches that focus on wellness and self-care of counseling professionals
- Encourage appropriate help-seeking behaviors
- Develop a poster presentation at the 2006 ACA Convention

Graduate Student Association
- Design a Graduate Student Association that fosters student involvement, professional development, mentoring and leadership development
- Develop a poster presentation at the 2006 ACA Convention

Exemplary Practices for Implementation of the Multicultural Counseling and Advocacy Competencies
- Identify practices, interventions, models and/or other noteworthy approaches that demonstrate the efficacy of these ACA competencies in training, research and practice
- Promote the competencies as an integral part of professional responsibility
- Develop a poster presentation at the 2006 ACA Convention

Exemplary Practices for Working With Immigrant Clients and Families
- Identify practices, interventions, models and/or other noteworthy approaches that are culturally responsive, particularly in counseling contexts
- Promote awareness of the current issues facing diverse immigrant communities
- Develop a poster presentation at the 2006 ACA Convention

Exemplary Practices to Empower All Families Through Counseling Interventions
- Identify practices, interventions, models and/or other noteworthy approaches to improve the quality of life of families from diverse backgrounds
- Promote family-centered practices in varied cultural and environmental settings
- Develop a poster presentation at the 2006 ACA Convention

Branch Development
- Continue to work on development of ways to increase and enhance branch membership

Explore Opportunities for ACA and Establishment of Counseling Organizations in Latin America
- Develop connections with training programs and counseling associations in countries such as Argentina, Brazil, Costa Rica, Guatemala, Mexico and Venezuela
- Identify opportunities of mutual benefit
- Explore opportunities for formal roles for ACA in the respective Latin American countries

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- CA: San Francisco, CA (Dec. 8, 2005)

4-Day Professional/EEG Certificate Program
- CA: San Francisco, CA (May 20-23, 2005)
- FL: Lantana, FL (Dec. 8, 2005)
- CT: New Haven (Dec. 8-11, 2005)

Application Workshops
- 2-day Advanced Biofeedback (Pain, HRV, aEMG) (Dec.)
- 2-day Stress Management (September)
- 4-day Freeze/Thaw (December)
- 2-day QEEG (Dec.)

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Individualized education plans (IEPs) are a product of the 1975 federal Individuals with Disabilities Education Act. Simply defined, IEPs are federally mandated educational road maps for students with special needs (autism, emotional/behav-ioral disorders, visual or hearing problems, etc.). Typically, after a child is assessed with a disability that hampers learning, a meeting is conducted between school-based mental health professionals and the child’s teachers and parents during which everyone works together to develop a plan or road map on behalf of the child. IEP-derived techniques to facilitate the student’s learning may include providing additional time and/or modalities for testing, assigning and managing note takers or modifying certain aspects of the classroom environment.

Few would question a law guaranteeing children with disabilities the right to a free, appropriate public education. In fact, one of my own children who was educated with the use of an IEP, I credit much of his present academic success in college to the successful implementation of his IEP when he was a child. Yet, while in theory IEPs can play a valuable role in addressing the needs of a child with cognitive, emotional and/or physical disabilities, the actual execution of these plans often leaves much to be desired. Drawing from my experiences as a family therapist and my personal experience as a parent with a child who was educated with the use of an IEP, I cannot help but notice that the system will fail on occasion and our children suffer as a consequence.

As a case in point, I recently asked my school counseling students to critique a treatment plan constructed from a scenario in their text. Of the responses I collected, one possessed a certain fervor that warrants sharing with school counselors familiar with the pitfalls of the IEP process and similar state and federal plans. My student protested: “Many of the procedures outlined in the IEP were very time-consuming and, tedious. It becomes too much for teachers to handle. There simply is not enough time or resources to devote to these problems in the classroom. Teachers have 30 other children to worry about and cannot devote extra time to a student or even remember what the original techniques to be used were. … I see many parents who abandon the [learning] techniques altogether, especially since they assume they are being practiced in the schools. Consequently, the child reverts to their original behavior and nothing is accomplished. It becomes a vicious cycle.”

It should be noted that the problem implementing IEPs is systemic. Rightly so, my student was not under the impression that the problem was with the teachers, who characteristically carry most of the responsibility for the actual implementation of a child’s IEP. Nor is it appropriate to blame administrators or any other single component of the process. Yet while the larger systemic issues must be addressed, the immediate concern for the school counselor working with a specific family whose child has an IEP centers on implementation. Toward this end, my student’s observation — “I see many parents who abandon the techniques altogether, especially since they assume they are being practiced in the schools” — notes an interesting phenomena about parents. That is, like overburdened teachers or school counselors interns, parents can give up, too. Fostering parental resilience is one opportunity for counselors to facilitate a positive change.

The steps necessary for moving one’s child from pre-assessment to IEP implementation are long and strenuous. As counselors, we must keep in mind that the process taxes the family’s resources no less so than those of the school system. Parents can address the matter of failing grades in very ineffective ways, ranging from punishment to indignation, before they realize that their child has an inherent learning disorder.

In less cohesive families, when resources are expended on a child’s academic problems without results, it typically leads to more of the same behavior until familial exhaustion is reached. In turn, interactions among family members can become tempered with conflict. Parents may find themselves in emotional entanglements with their spouse and/or child; the child may find him/herself emotionally cut off from the parents — all at the expense of the family’s emotional resources, yet all done with good intentions. When these parents believe they have tried everything and failed, they will contact a school counselor or teacher and admit to their resignation regarding the problem. It is often from this ineffective family paradigm that the actual first step toward IEP implementation is taken.

From this first step, a formal referral will be made to the building’s child study team, assuming efforts to modify instructional and management strategies within regular classroom settings have already taken place with no improve-
circumstances, parents will soon learn that they must also be consis-
tent advocates for their child if they want to succeed in hav-
ing the child's needs acknowledged and educational rights respected. Having worked with these parents and their children, I have grown to understand that the breaks, while earned, lend themselves to disrupting the energy and momentum needed to complete the task.

Moving from referral to assessment to plan development and, finally, to implementation is a marathon, not a sprint. With respect to my role as the parent of a child with a learning disability, the marathon only ended after his first semester of college and included yearly re-evaluations and modifications to his IEP. But school counselors can help parents and their children, with the marathon by educating them to the IEP process and reframing "breaks" as opportunities for celebration. This is a far more positive set of circum-
stances than parents disengag-
ing from the process, if only temporarily.

The impulse for parents to disengage is typically predicated-
by particular events, namely: • The start of any pre-referral intervention • The referral itself • Evaluations, including after the completion of the preliminary evaluation, the establish-
ment of a comprehensive evaluation or immediately after the evaluation is completed

■ The discovery (or labeling) of the actual cause of their child's academic difficulties by school personnel
■ When the date for the IEP is established or immediately after the IEP meeting is completed

As an alternative to parental breaks, reframing particular events as milestone celebrations (IEP Parties!) serves to recharge the family while also maintaining its momentum within the process. In addition to promoting parental resiliency, mile-
estone celebrations offer advantage-
tages to a child's emotional well-
fare. The child becomes the cen-
ter of a celebration rather than the root cause of the parents' need to take a break from the process. A less obvious advan-
tage is that celebrations con-
tribute to a general sense of ownership and investment in outcomes, both as the process unfolds initially and after the plan is implemented.

School counselors should con-
sider educating parents about this predictable pattern of behavior and assist them further by recom-

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Distinguished Professor Emeritus

Stephen A. Giunta (e-mail: sgiunta@argosyu.edu) is chair of the counseling program at Argosy University-Tampa.

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Do great minds really think alike?

Advocates encourage counselors to lead charge on individual learning styles

BY JIM PATERNON

Educators have perhaps grown tired of talk about the importance of individual learning needs or, possibly faced with an array of new pressures, just can’t focus on such distinctions. But advocates for individual learning approaches say counselors are in a great spot to take up the battle.

In their interactions with students or as advocates throughout the school, counselors can use their awareness of distinct learning styles — from theories about gender differences to the advantage of individual education plans — to help students and keep schools mindful of the importance of such distinctions, experts say. Some advocates contend that such attention might pay off in better performance, fewer behavior issues and better counseling services for students.

Leslie Babinski is associate director of research, program evaluation and information at All Kinds of Minds (AKOM), a program that advocates for the unique learning needs of children. AKOM has trained approximately 24,000 educators through its Schools Attuned program. Babinski, formerly director of the school counseling program at Bucknell University, said counselors are in a good position to promote individual learning needs in a number of ways: “They can work directly with students, work with teachers to support students, work with parents around their child’s learning needs and work with school administrators to design programs and services that meet the diverse learning needs of students.”

Michael Gurian, author of several books on the differences in learning styles between boys and girls, also believes counselors can make a difference. “Counselors need to understand the brain biology of boys and girls, and they can then begin to do counseling with boys differently,” said Gurian, whose latest book, The Minds of Boys, includes techniques and data counselors can easily use. “Then they can also be advocates for a different way of thinking by teachers and parents.”

Gurian believes there is a “crisis” in education when it comes to educating boys. “More and more boys are doing poorly, dropping out and beginning their lives handicapped without the education and skills they need to succeed in a world that is increasingly demanding and competitive,” he said.

No matter what the specifics of the approach to learning distinctions, advocates say that schools must pay attention to the distinct learning styles of students to be successful (even given schools need to efficiently produce students who test well). And counselors who possess a good understanding of learning style distinctions can keep their schools on track, these advocates say, while having more success with their students.

Working with the student

“A school counselor can do a lot to just help a kid understand their own strengths and weaknesses,” said AKOM founder Mel Levine, a widely known advocate for learning differences and the author of several books on innovative approaches to education. “They don’t need to deliver a sermon, just help them understand their different ways of learning and their strengths and what they have to offer.”

Gurian encourages counselors to take the time to perceive how a boy’s inability to function in the existing school structure is often misdiagnosed. “Understanding is his place but sometimes evolves from a male student simply reacting to his situation,” he said.

Gurian encourages counselors to take the time to perceive how a boy’s inability to function in the existing school structure is often misdiagnosed. “Understanding is his place but sometimes evolves from a male student simply reacting to his situation,” he said.

Gurian encourages counselors to take the time to perceive how a boy’s inability to function in the existing school structure is often misdiagnosed. “Understanding is his place but sometimes evolves from a male student simply reacting to his situation,” he said.

“Many of our sons can indeed learn in nearly any environment. They are gifted. They win spelling bees and debate contests. They read the newest Harry Potter book in a week,” Gurian said. “Nevertheless, the vast majority of children who are not succeeding, in class after class, are boys. The struggling dysfunctional and falling students for whom parents and teachers request extra academic help are mainly boys.”

Schultz said that the teachers and counselors who work best with boys tend to have more experience being around males (women who grew up with brothers) or more professional experience generally. “They did not have different standards for boys and girls,” she said, “they were just flexible in how their standards were met.”

In his books and presentations, Gurian offers a variety of specific techniques that teachers and counselors can use to pay closer attention to the unique learning and behavioral patterns of boys. Counselors should consider moving around when they meet with boys, talking as they walk, he said, and allowing for lack of eye contact. Boys feel more comfortable talking when they are shoulder-to-shoulder and when moving. Gurian contended, and may not speak freely if they have to maintain eye contact.

Counselors also might consider art or sand therapy, allowing boys to use their hands as they talk, Gurian said, or cinema therapy, where clips from movies serve as the source of discussions. He also advised helping boys explore single, simple, specific feelings and “feeding” them feelings or suggesting how they may feel.

“When I talked to boys, I would just get them up and go for a walk,” said Kevin Mason, a former teacher, counselor and principal in Northern California schools who has used Gurian’s approach. “The physical movement would often allow them to open up. Sometimes just explaining the differences in boys and girls would cause them to leave a sigh of relief.”

“Boys may also need help in better planning and organizing..."
Fourth quarter ACA fiscal report

BY JANE GOODMAN

In an effort to keep the American Counseling Association 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 Fiscal Year 2005, which ended June 30.

The balance sheet presented with this report is intended to reflect ACA’s financial position at a given point in time. The balance sheet also provides a picture of the association’s financial position as of June 30, 2005. At June 30, ACA owned $7,412,694 in assets. Of these assets, $6,305,698 was in cash and investments.

At June 30, the association’s liabilities included vendor fees of approximately $495,567, staff salaries and benefits of $382,875, and fees collected on behalf of related organizations of $62,130. Member benefits to be fulfilled total $3,485,881 and appear as a liability because ACA receives membership revenues annually while providing member benefits monthly.

As the balance sheet indicates, ACA’s net worth at June 30, 2005, is $3,022,972. This indicates that the association remains financially positive. However, efforts must continue to be made to ensure the association’s long-term stability.

At June 30, the association reported $11,759 in excess revenues over expenses. This represents the second consecutive year that ACA has realized excess revenues over expenses and the ninth time in the last 11 fiscal years. Accordingly, ACA remains financially solvent at June 30.

Moving into the new fiscal year, ACA intends to continue developing more programs as it realizes growth in its legislative activities, while also continuing to provide established programs and benefits to its members.

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

Jane Goodman served as ACA Treasurer for the fiscal year ended June 30, 2005.

AMERICAN COUNSELING ASSOCIATION
BALANCE SHEET
JUNE 30, 2005

ASSETS

Cash & Cash Equivalents $ 6,303,688
Accounts Receivable (net of allowance for doubtful accounts of ($31,725) 253,194
Prepaid Expenses 59,501
Deposits 15,988
Inventory 258,108
Fixed Assets (Net of Accum. Dep't) 592,395
Total Assets $ 7,412,684

LIABILITIES AND FUND BALANCE

LIABILITIES:
Due to related organizations 62,130
Accounts Payable 456,837
Accrued Salaries, Annual Leave & Payroll Taxes 393,076
Deferred Revenues 9,485,881
Total Liabilities 4,388,722

FUND BALANCES:
Unrestricted Fund Balances (316,831) 3,326,104
Designated Fund Balances 0
Prior Period Adjustment 11,798
Retained Earnings 3,022,972
Total Fund Balance (Deficit) $ 7,412,684

Total Liabilities & Fund Balance (Deficit) $ 7,412,684
An internship partnering model with a teaching hospital

John Carroll University collaborates with the Cleveland Clinic Foundation to develop a well-rounded training experience for counseling interns.

BY KAREN BRTOER,
CHRISTOPHER FAVER,
MARY CATHERINE CAINE,
KEVIN FEISTHAMEL,
AND LEO POZUELO

Providing a substantive internship with relevant education and sound clinical experience under the direction of an experienced supervisor is an ongoing goal for counselor educators. It is challenging to construct an internship that helps interns synthesize material from prior coursework, develop counseling skills and theoretical orientations, and build a personal and professional manner of relating successfully to clients. Yet it is worth the effort because these programs provide meaningful learning opportunities for interns. In an effort to expand its internship program, the John Carroll University Community Counseling Program teamed with the Cleveland Clinic Foundation's Department of Psychiatry and Psychology to create a hospital-based training site.

What makes this internship creative and unique? Though set in a medically oriented environment, the internship's focus on the whole person in client care is integrated with the hospital's movement toward a more holistic approach in medicine. Through collaboration, interns bring a counseling perspective to a team approach. A planned educational program and extensive contact with a large cadre of peers from multiple disciplines provide an environment especially conducive to learning. With the large outpatient and inpatient client population, interns receive training experience with a variety of emotional and mental disorders and interventions. Various clinical rotations allow interns to explore multiple areas of interest or specialize in a chosen area. The international nature of the hospital also means greater diversity in client population, staff and personnel. The internship emphasizes leadership and professional development by providing exposure to research and presentations, plus access to special resources found in a teaching hospital.

Under the aegis of the hospital's Division of Education, the internship complies with hospital mandates for new program development, including a curriculum outline, formal contracts, budgetary guidelines and annual review. The hospital internship director manages the program and functions as the primary supervisor for interns. University instructors and hospital specialists act as additional supervisors. During the initial phase of creating the internship, challenges focused on learning program development protocol, facilitating hospital and university communication, and developing the internship's educational and experiential components. As the internship evolved, other challenges arose, including balancing internship activities with the director's client caseload, coordinating supervision input, meeting the developmental needs of interns and fostering hospital awareness of the intern's role.

The internship addresses an important goal of counselor education — the formation and development of those unique characteristics that identify and distinguish professional counselors collectively from other mental health specialists. Training focuses on a holistic, wellness and developmental model integral to counseling. The goal of the experience is to help interns gain a sense of who they are professionally as interns and future clinicians.

The internship's educational foundation is a competency-based curriculum model of knowledge and skills that are ideally mastered during training. Competency also includes attitudes and values to support those skills. Competencies are identified, prioritized and defined in behavioral terms. The curriculum builds on core competencies in the areas of interviewing, diagnosis and evaluation, treatment, case management, administration, professionalism and ethics. These basic competencies are highlighted throughout the training experience in elective rotations, including Health Psychology, Consultation-Liaison Psychiatry, and Alcohol and Drug Recovery.

Interns spend a greater portion of their time in direct service with the adult outpatient population during the Health Psychology rotation, where they refine their counseling skills and theoretical approaches. Consultation and collaboration is integral to practice-based learning. A holistic model that focuses on the mental, emotional, physical, social, occupational and spiritual aspects of life is presented to the client and reinforced in the counseling sessions. Psychocultural, experiential opportunities and guided discovery with the client in a collaborative counseling venue promote internal attitudinal change and behavioral lifestyle alterations. Mutual collaboration with counselors, psychologists, psychiatrists, residents, social workers and medical specialists is especially helpful to clients as counselor trainees bring their holistic counseling perspective into dialogue with specialists from other disciplines. Interns also facilitate stress management and wellness groups in the chemical dependency treatment program.

"The Health Psychology rotation gave me a wide variety of background and experience in assessing and treating mental and emotional disorders," said former intern and Cleveland Clinic Foundation employee Mary Catherine Caine. "My diagnostic and interviewing skills improved, my knowledge of interdisciplinary resources increased and my appreciation of the person who is experiencing emotionally as medially increased." Caine noted that the staff members were readily accessible and that their willingness to share accelerated her learning experience. "They made me feel very comfortable approaching them at any time with a question or problem," she said.

The rotation in Consultation-Liaison (CL) Psychiatry meets the needs of interns who want direct exposure to client care on the hospital's medical and surgical units. Kevin Feisthamel, a former intern who is now a doctoral student, said his experience in the rotation helped him better understand assessment and treatment of hospital clients. "The CL experience emphasized all facets of the client's needs, helping me see the interaction of medical and psychological issues and the importance of a multidisciplinary approach to client care," he said. Feisthamel considers the internship program a good foundation for his doctoral studies.

Leo Pozuelo, director of psychiatry residency training, said the psychiatry consultation service has benefited from having an intern rotate with the psychiatry staff. "Through exposing the team to a more client-based model by the presence of the intern, the humanistic qualities of the medical and psychiatry resident interviewers have flourished, underscoring the need for an empathic, client-centered interviewing style and follow-up care," he said. "Many times medical residents and staff tend to focus on the illness rather than the client. The intern's holistic approach helps the client, who otherwise can be lost in the myriad of diagnoses, tests, medications and specialty teams."

To support clinical experience, interns receive an opportunity to participate in the wealth of academic training found in a teaching hospital. Structured educational programs include assigned readings, psychiatry residency didactics, psychotherapy modules, journal club, case consultations and weekly lectures by staff and visiting lecturers. Interns also have access to in-house library resources, media services and support services for assistance in research projects and presentations.

Unique to the internship is the presence of both the primary hospital internship supervisor and adjunct hospital supervisors. Interns complete a weekly internship log that documents client issues, learning objectives and personal performance assessment. Supervision interventions include supervisor reports, case reports, presentations and self-evaluations. In addition to off-site supervision at the hospital, interns participate in on-campus class meetings at John Carroll with other interns to discuss placement experiences. Hospital and university supervisors have an ongoing dialogue about intern supervision issues.

Because the program is new, formal evaluations and long-term outcomes have yet to be measured fully. In an attempt to develop evaluation measures to assess clinical, attitudinal and professional identity competencies, a five-classification Likert-type scale (with a range from unsatisfactory to superior) has been developed. Objective competency measures are not the only tool for evaluating counselor performance. Much can be said for developing more experiential ways of assessing intern performance. Aligning the gap between competency objectives and performance is a continuous process, and how
interns perform on competency evaluation measures can be an important part of outcome assessment and overall program effectiveness.

Collaboration between a university and a hospital to create a new internship program can be personally and professionally rewarding. Developing an educational and clinical internship stimulates reflection and critical thinking about what constitutes a well-rounded training experience. Learning is not limited to interns. The internship also sharpens the teaching, counseling, supervision and evaluation skills of the supervisor and counselor educator.

Looking back on her internship experience, Caine said, “I encountered a wide variety of complex cases in a very short time, spending significant time processing all aspects of a case, and I was able to contribute from my counseling background to the overall care of the client.” She also gained respect for the value of an interdisciplinary approach and the contributions of staff from multiple cultures. “The overall experience with the staff helped shape my personal identity by seeing many styles in action, processing different approaches and seeing their effectiveness,” she said.

While there are certainly benefits to offering a counseling internship in a hospital setting, there are also risks. Typical concerns center on:

- The emphasis on medical management
- The level of medical expertise beyond an intern’s education
- The risk of “patient” terminology becoming an attitude rather than site-specific
- The shaping of counselor identity on a medical model
- The minority status of the counseling profession

To preserve counselor identity, it is important to choose a teaching hospital and staff who respect the role of the counselor and view the patient as a client. Interns who have broad experience and a core formulation of counselor identity and/or who are independent thinkers not easily swayed without personal reflection may adapt more easily to this type of hospital internship. In addition, the structure of this internship lends itself to those who are self-starters, creative, highly motivated and willing to be team players. The myriad choices for clinical education and experience can be daunting. However, interns can be selective and maximize their learning experiences.

Improvement and change are catalysts that promote vitality in a new program. An ongoing self-study has been implemented to review this internship. More comprehensive tools for performance assessment and training need further study. Exploring how the internship can help the formation and development of personal and professional identity is critical both for the intern’s experience and for the counseling profession. Implementing what the counseling profession can best offer in a hospital setting—a holistic and development approach to client care—is a major task in creating the internship.

An internship site in a major teaching hospital may not be feasible for all counseling programs. Factors include the proximity of a teaching hospital, the willingness of a hospital to explore joint programming and the presence of a hospital internship director on staff to develop a program. There are, however, aspects of this training model that can be used in other training sites. For example, developing core competencies, specific competencies and evaluation procedures, including requirements at particular sites, will enhance the quality of an internship. Counselor educators and supervisors can adapt the model described here when considering their own training sites.

Karen Brer (brer@uga.edu) is director of the Community Counseling Internship Program at the Cleveland Clinic Foundation.

Christopher Feisthamel (feisthamel@jou.edu) is coordinator of the Master’s in Community Counseling Program at John Carroll University. Mary Catharine Caine is a counselor at the Cleveland Clinic Foundation. Kevin Feisthamel is a doctoral student at the University of Akron. Leo Pozuelo is director of psychiatry residency training at the Cleveland Clinic Foundation.

Membership statistics for Fiscal Year 2005

Policy 301.5, Published Membership Figures, of the American Counseling Association’s Policies and Procedures directs that only similar figures for ACA’s divisions and regions will be published yearly and will only show the ACA members in each entity and may not reflect the total membership of a division that does not require membership in ACA.

The table shows ACA membership in divisions and regions by month for the previous fiscal year, and the mean total, numerical and percent change in total ACA membership for each entity. The table presents the information for Fiscal Year 2005. The table does not reflect the information for the American Mental Health Counselors Association or the American School Counselor Association, as they maintain and publish their own membership figures.

ACA began the year with 43,694 members and ended the year with 43,776, an increase of 690 members. In addition to the newly formed Association for Creativity in Counseling, the Association for Counselor Education and Supervision, the American Rehabilitation Counseling Association, the Counseling Association for Humanistic Education and Development, Counselors for Social Justice and the North Atlantic and Southern Regions all reflected increases in membership.
Overcoming Unintentional Racism in Counseling and Therapy: A Practitioner's Guide to Intentional Intervention (2nd ed.)


When a counseling graduate program claims not to have any qualified minority applicants and doesn’t want to admit minority students with lower test scores, is it engaging in unintentional racism? According to Charles Ridley, yes, it is. In this book, now in a second edition, Ridley discusses the nature of unintentional racism, its consequences and what to do about it.

The book has three parts. In one part, Ridley provides background and descriptions for concepts. He defines racism as a behavior and notes it is evidenced when there are inequitable outcomes — members of the majority group receive benefits that members of the minority group do not. Further, he delineates racism as either individual or institutional and overt or covert; unintentional racism is a type of covert racism engaged in by both individuals and institutions.

Ridley uses these early chapters to shed light on assumptions that people might hold about racism. For example, he notes a distinction between prejudice and racism and calls into question the belief that there cannot be racism without prejudice. He writes that even people with good intentions are capable of harming others; in a counseling context this means that some counselors who think they work well with minority clients are in fact harming them. One way counselors do this is by not acting when they should (e.g., white practitioners who prefer to refer minority clients to minority practitioners).

In part two, Ridley revisits traditional counseling phenomena with the goal of examining what happens in the counseling office when the client is a member of a racial minority group. Ridley endorses “counseling idiographically” by keeping in mind all the cultural roles that any one client may play. One guideline: It is important for counselors not to impose their own values on clients; although this is true with any client, it is particularly important for white counselors working with minority clients. Ridley notes prior research found that counselors judge their clients’ progress based on how much the clients realign their values with those of the counselor. Thus, unintentionally racist counselors are expecting their minority clients to become more like them and may evaluate clients negatively when they resist.

In part three, Ridley moves his attention to the implications and broader mental health care system that unintentionally promote and perpetuate racism. For example, he notes that institutions can have no initiatives, misguided initiatives or mismanaged initiatives regarding services to minority clients and these “special programs” is developed to serve a particular population, it is typically funded with soft money. When funding sources decide to use their money elsewhere, the program is eliminated. Ridley’s critique is not with the actual service being provided; on the contrary, he notes that these programs are sorely needed. The issue is that the program exists at the whim of an outsider and is typically the first to be cut during financially difficult times.

This book is both powerful and sobering. It would serve as an excellent textbook for multicultural counseling classes. It could also be a resource for counselors who are critically examining their therapeutic work with minority clients or for institutions evaluating the services provided to these clients. Numerous examples throughout the book illustrate Ridley’s points and help the text to come alive. This book and its message will be needed as long as minority clients have negative experiences in counseling due to counselors’ unintentional racism.

Reviewed by Kimberly Wagner, visiting assistant professor in counseling and educational psychology at Indiana University-Bloomington.

Resource Reviews

Gender-Sensitive Therapy: Principles and Practices


Bartholomew provides comprehensive coverage of gender issues, instead limiting themselves to feminism and women’s issues. But this book offers readers guidance regarding the very nature of gender and its relevance in the counseling relationship. Embracing a more applicable, personal and gender-sensitive approach than traditional philosophies, Cheryl Bartholomew begins with a brief and thorough overview of gender development and educational influences on gender. As the text progresses, the challenger readers to consider their beliefs and biases about gender and how they directly influence counseling practice.

The text’s numerous case examples are insightful and thought-provoking and provide an opportunity for application of knowledge. Bartholomew has strategically placed exercises that apply the concepts of each chapter, ranging from gender awareness to family counseling, and encourage personal exploration. Readers may be introduced to a client in a chapter and guided through questions about their initial reactions to the client’s appearance, behavior and presenting problems. As the case continues, readers engage in further exploration, prompted by questions. Later in the chapter the same case is presented with the client of another sex. The contrast in beliefs and attitudes presented by this gender turnabout is jarring, leading readers to further examine how they might unknowingly bring bias into the counseling session. In most cases, clients will not clearly present in counseling with issues of gender and gender role socialization. Bartholomew therefore provides case studies and exercises that have underlying themes of gender, often not even evident to the client. The readings are strengthened by the diversity of clients. The multiple dimensions of culture beyond gender are thereby presented and offer further points for discussion.

The interactive nature of the text provides a very practical and applicable approach to addressing gender issues in counseling. The text would be excellent for gender issues courses taught in graduate programs. While most other materials address only women’s issues, Bartholomew addresses issues relevant to both men and women based on the broader definitions and implications of gender. While she provides a brief discussion of feminism and feminist counseling, the text encourages readers to consider gender in new, different and personal ways. Rather than providing a cookbook “how-to” approach to gender sensitivity in counseling, Bartholomew requires readers to think about how to apply what’s happening in the counseling office when the client is a member of a racial minority group. Ridley advocates “counseling idiographically” by keeping in mind all the cultural roles that any one client may play. One guideline: It is important for counselors not to impose their own values on clients; although this is true with any client, it is particularly important for white counselors working with minority clients. Ridley notes prior research found that counselors judge their clients’ progress based on how much the clients realign their values with those of the counselor. Thus, unintentionally racist counselors are expecting their minority clients to become more like them and may evaluate clients negatively when they resist.

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Reviewed by Kimberly Wagner, visiting assistant professor in counseling and educational psychology at Indiana University-Bloomington.

Losing a Parent: Practical Help for You and Other Family Members


According to Charles Ridley, yes, it is. In the middle chapters, she focuses on a broad range of loss-related topics, including impact of relationships with dying parents, abandoned child grief, guilt, mourning reactions and subsequent feelings (anger and resentment). Marshall pays particular attention to the forging of a new relationship with a surviving parent and how the child (or adult) may see his or her role change. Moving through the grieving process, Marshall makes it permissible to have compassion for oneself, even to the point of encouraging adults to ask others to assist them.

The final two chapters assemble a variety of ways to move beyond a parent’s death. Surviving children (especially teens and young adults) often avoid discussing death, perhaps mistaking stoicism for a sign of maturity or good adjustment. One of this book’s goals is to assist families in realizing a greater appreciation of maturity and strength through reaching out to others.

Marshall has provided an exceptionally useful book in a reader-friendly style. Through its pages, she communicates genuine concern and implies a deep compassion for those who have experienced a parent’s death. This is an excellent resource for clients experiencing such a loss. For counselors who have a great deal of training and experience with death and dying, this book may serve as a refresher and a reason to consider death and its meaning anew. At the same time, it will enlighten and encourage those less experienced to consider with self-awareness the reality of death and its legacy.

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

James S. Kozukaitis, an assistant professor at the University of South Dakota, is the column coordinator for Resource Reviews. Submit reviews for consideration to jkozukais@usd.edu.
SEPTEMBER

Trichotillomania Retreat and Learning Institute
Antelope Marsh.
Sept. 8-11
The 14th annual retreat and third annual Trichotillomania Learning Center Professional Training Institute will take place Sept. 8-11 at Camp Beracha Conference Center in Auburn, Wash. The event includes special programs for children, adolescents, parents and significant others. Counselors should contact the Trichotillomania Learning Center at 831.457.1028 to register for either the Professional Behavior Therapy Institute or to participate in the retreat. To learn how to treat trichotillomania and skin picking, go to www.trich.org.

NECA Training
Sept 21-22
North East, Md.
The National Employment Counseling Association is offering Working Ahead Global Career Development Facilitation Instructor Training. Attendees will receive 24 NBCC continuing education credit hours. The fee is $500 and includes two nights' lodging, meals, training manuals and registry at the Wapiti Waterfront Retreat. For details and registration, contact Kay Brawley at kbrawley@mindspring.com. For more information on the Wapiti Waterfront Retreat, visit www.wapitiretreat.com.

COMING EVENTS
ASORC Biannual Conference
Melbourne, Australia
Oct. 13-15
The Australian Society of Rehabilitation Counselors is hosting its biannual conference from Oct. 13-15 at the Hilton on the Park in Melbourne, Australia. This year's conference streams were developed in support of the conference theme, "Work and Wellness: Everybody Wins," and in conjunction with recognition of the current issue pertinent to the rehabilitation profession. The 2005 event will provide an excellent balance of knowledge sharing, skills awareness and networking.

The four conference streams will offer rehabilitation professionals the opportunity to develop and update essential knowledge for achieving best practice rehabilitation outcomes while also developing improved skills for balancing individual work and wellness. Visit www.asorc.org for complete details.

International Conference on Panic Attacks
Oct. 15-16
Philadelphia
The Third Annual International Conference on Psychophysiology of Panic Attacks and Panic Disorder will be held in Philadelphia A and B (the 10th floor) of the Hilton Garden Inn, Philadelphia Convention Center, at 11th and Arch Street. This location is one block away from the Market East Station providing easy rail service with Philadelphia International Airport (the R1 Airport Line).

Anyone wishing to give a presentation on the nature or treatment of panic attacks is asked to submit an abstract using the online form at www.psyedu.com/panicabstracts3a.htm. To attend this conference, please complete the registration form at www.psyedu.com/panic registration3.htm.

Seminar for Mental Health Professionals
Oct. 27
Nashville, Tenn.
"Becoming an Embodied Therapist" is an all-day seminar offering mental health professionals the opportunity to learn how to discover and trust their innate ability to "attend" empathically, respond authentically and translate nonverbal experiences into cognitive insights. Experiential body/mind exercises will be used along with didactic presentations to integrate a more embodied approach into traditional psychotherapy theory and practice. Participants will learn how embodied methods can be used to treat eating disorders and trauma, with special focus on how to:
- Be more fully present and congruent.
- Facilitate a somatic state of readiness.
- Apply nonverbal concepts and techniques that deepen the process of expression and communication.
- Utilize treatment techniques based on mind/body congruity to deal with entrenched body-image problems and other issues underlying treatment of eating disorders and trauma.
- Track the process of therapy so as to not become lost in the experience of attending.

This seminar is being sponsored by the American Dance Therapy Association as part of its 40th Annual Conference, "American Rhythms and International Rhythms: Dance/Movement Therapy Practice and Research." ADTA is recognized by the National Board of Certified Counselors and will offer six continuing education hours for attendance at this seminar. For more information, contact ADTA at 410.997.4040 or e-mail Gloria@ADTA.org.

F.Y.I.

Call for manuscripts/papers/proposals
The Journal of Poetry Therapy (www.tandf.co.uk/Journals/titles/08893675.asp) is an interdisciplinary journal seeking manuscripts on the use of the language arts in therapeutic capacities. The journal's purview includes bibliotherapy, journal therapy and narrative therapy. The journal accepts a wide variety of scholarly articles, including theoretical, historical, literary, clinical and evaluative studies. Areas of special interest include family and group therapy, ethnic and gender-sensitive practice, trauma and creative writing, literary exemplars for the helping professions, the strategic use of symbolism/metaphor in therapy, reading for guidance and poetic approaches to clinical practice. Poetry and brief reports (four to seven pages in length) are also invited.

All manuscripts will be submitted for blind review to the JPT editorial board. The maximum length of full-length articles is 24 pages (typed, double-spaced, non-sexist language). Styles should conform to the Publication Manual of the American Psychological Association (fifth edition). All articles must be original material and not previously published or soon to be published elsewhere. Manuscripts will be returned when a self-addressed stamped envelope is provided. Submit an original and two copies of your manuscript to: Nicholas Mazza, Editor, Journal of Poetry Therapy, Florida State University, College of Social Work, Tallahassee, FL 32306-2570, or e-mail nmazza@fsu.edu.

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

Publication guidelines are available at the National Career Development Association website at www.ncda.org.

Mail submissions to: The Career Development Quarterly, c/o National Career Development Association, 10820 East 45th Street, Suite 210, Tulsa, OK, 74146.

Board members sought
Counseling and Values, the journal of the Association for Spiritual, Ethical and Religious Values in Counseling, is seeking applicants for its Editorial Board for 2006-2008. All ACA members interested in serving on the journal's Editorial Board are encouraged to submit their application materials by Feb. 15, 2006. Primary responsibilities include reviewing manuscripts and submitting the reviews to the editor in a timely manner. Editorial Board members should be familiar with the content and aims of the Counseling and Values journal and experienced with ASERVIC, have sound organizational or committee experience and be interested in topics relevant to readers and be capable of offering constructive feedback to authors. Several openings are available for the three-year term from July 1, 2006, through June 30, 2008.

Those selected must be willing to join ASERVIC. Applications must include a copy of your résumé or vita and a cover letter highlighting your qualifications, including ACA membership, areas of expertise and goals for the journal to: Christopher Sink, Editor, Counseling and Values (in concert with ASERVIC), Seattle Pacific University, School of Education, Department of School Counseling and Psychology, 5307 Third Ave. West, Seattle, WA 98119-1997, or e-mail: csink@ spu.edu.

Wendy's Heisman Award
The 12th Annual Wendy's High School Heisman award program recognizes well-rounded high school seniors for their dedication and commitment to academics, athletics and community service activities.

High school administrators are encouraged to nominate one male and one female senior who maintain good grades, play sports and volunteer in their communities. Judges from ACT Inc. will select 1,020 state finalists and 102 state winners. The WISH National Committee will then choose 12 national finalists. Each of the finalists and their families will receive a $1,000 donation to their high school and a trip to New York City for the WISH awards ceremony. Every high school is encouraged to nominate one male and one female student-athlete for this prestigious award by Oct. 3. For more information or to nominate a student, visit www.wendyshelisman.com.

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

Point/Counterpoint writers wanted
Counseling Today is seeking writers for the Point/Counterpoint column (see February 2005 issue for an example). Point/Counterpoint is a forum for two professionals to debate a hot-button issue currently in the counseling field. Proposed topics include:
- Are counselor educators giving out too many A's? Is the grading system too lenient?
- Multiculturism versus diversity: Which should be embraced by the counseling profession?

Contact Angela Kennedy at akennedy@counseling.org if you are interested in writing on one of the suggested topics. Please add "Point/Counterpoint" in the subject line. The e-mail must include the topic you would like to write about and your stance on the issue.
AADA embracing a ‘New Age of Aging’
Submitted by Vonda Long
VOLONG@aol.com
Bonjour! As the ACA leadership team returns from its Council of Presidents and Region Chairs (COPARC) meeting in Montreal, there’s a new sense of excitement about the new year and a growing sense of “the culture of community” and “appreciation of diversity.” Montreal is a wonderful example of bilingualism and the appreciation of diversity. What a wonderful environment in which to begin our renewed focus on “the culture of community.”

The Association for Adult Development and Aging is looking forward to a new year and embracing “A New Age of Aging” with a common theme. As baby boomers age, we’re bringing new perspectives and redefinition to concepts related to adult development and aging. “Retirement” has been redefined, people who are 65-plus make up a rapidly growing portion of the workforce, and family and parenting roles are changing as the age of childhood and grandparenting shift. Traditional concepts regarding adult development and aging are in dramatic transition. Addressing these topics, among others, will be an AADA panel titled “A New Age of Aging: Baby Boomers Change Perspectives on Aging” in Montreal.

AADA’s new executive council and extended board will meet Sept. 1-3 at Glorieta Retreat Center in the mountains outside of Santa Fe, N.M. The primary focus of the meeting will be to review AADA’s long range strategic plan and to explore potential directions and adjustments needed in our organization to foster a greater “culture of community” and reflect our “new age of aging.”

We welcome new members who share our belief that adult development represents a rich, vibrant and burgeoning area of new research and transition, and that age reflects an underserved and diverse population. For more information contact AADA President Vonda Long at VOLONG@aol.com or Membership Chair Harold Salmon at HSalmon@sitlc.edu.

ACC making plans for its second year
Submitted by Thelma Duffey
tdoll@triad.rr.com
Bonjour! The Council of Presidents and Region Chairs (COPARC) meeting was held in Montreal in July. My time with Patricia Arredondo, Minta Wokoff, Rich Yep, the American Counseling Association staff and my fellow division presidents was very fruitful. I was especially pleased with the collaborative spirit and sharing of great ideas. I returned to our region with hope and enthusiasm as we make plans for the Association for Creativity in Counseling’s second year as a division. I am also especially inspired as we plan for yet another wonderful AADA Convention.

Montreal is delightful! And what wonderful people! ACC is looking forward to connecting with the Canadian Counseling Association’s Creativity branch to explore collaborative activities. The ACC Executive Board will be working this fall on its second annual convention reception. Contact Heather Trepal (heather.trepal@utsa.edu) if you would like to participate in ACC-related activities.

On the home front, ACC received a wonderful response to its survey on member interests and suggested activities. Dana Comstock will contact you to follow up on the survey results. We hope to facilitate collaboration among members with like-minded interests. ACC’s stated goal is to provide a forum for counselors, counselors in training and preservice counselors to work together in exploring creative means for facilitating therapy. No doubt, the information provided on the survey will help build community as we connect around the wonderful, creative possibilities available in our work.

Speaking of increased communication and connection, Shane Haberstroh and Heather Trepal are exploring the possibility of forming an ACC list-server. Our hope is to create a forum where ACC members can communicate with one another on issues of creativity in counseling. On our agenda for discussion will be the ACC conference to be held in fall 2006 in San Antonio. Information and details will be forthcoming.

The ACC Board would also like to support research in the area of creativity in counseling. We are creating grant opportunities for members interested in researching the varied practices related to creativity in counseling. Heather Trepal (heather.trepal@utsa.edu) will organize this effort.

We also look forward to the upcoming launch of ACC’s journal, Journal of Creativity in Mental Health, published by the Haworth Press. Our journal launch date is set for February-March 2006. As its editor, I am very excited by our progress in bringing this new journal to you. Please visit our website (www.aca-acc.org) for more information.

No doubt, ACC has had a very busy and exciting first year as a division. We thank all of you for being a part of this transformation. ACC is proud of what we accomplished. It has been an exciting year for ACC, including the conference in Atlanta and a sell out in Montreal. ACC is centered in developing a sense of community and bonding, and we feel ACC has achieved this. We are looking forward to being in touch.

ACES conference offers programming to inspire
Submitted by Paige Bentley
pbdofley@triad.rr.com

With emerging technologies and globalization both expanding and shrinking the world, counseling professionals must be prepared to creatively meet the challenges of our rapidly changing world. The 2005 Association for Counselor Education and Supervision National Conference in Montreal is designed to meet that goal by celebrating the innate creativity of counselor educators and supervisors and highlighting the many promising and innovative approaches to our work.

"There are exciting times for the counseling profession," ACES President James Benshoff said. "The old ways of doing things are changing and evolving, allowing for new ideas and new growth. Our hope is that the conference will serve as a catalyst for the continued development of the profession."

This year’s conference, “Creativity and Change in Counselor Education and Supervision,” offers a number of special events and stimulating programs. With nearly 600 programs to choose from, attendees will have numerous opportunities to expand their knowledge and experience alternative approaches to counselor education and supervision. Conference sessions will include: "Who is It Anyway? Using Theater Techniques to Foster Empathy in Beginning Counselors;“ "The Electronic Portfolio: Using Electronic Portfolios in Counselor Education;“ "Human Sexuality Curricula in Counselor Education;“ "Integrating an Articulation of Cotton and Masculinity Into Counselor Education;“ and "Where Creativity and Spirituality Converge for Counselors: A Look at Personal Practice and Therapeutic Process."

"We are building on the conference tradition of offering strong, research-based content sessions," Benshoff said. "I believe that participants will find the educational offerings and the roundtable discussions thought-provoking and inspiring."

ACES is also sponsoring several preconference events, beginning Oct. 18 with the Women’s Retreat, which is emerging as an ACES tradition. Arizona Counseling Association, who initiated the retreat in 1996, said it cultivates a sense of camaraderie and gives attendees a chance to step out of the "usual rut" and simply be.

"I wanted to have a retreat where people could reflect on their lives, dialogues with other women about how to find balance and network with female counselor educators," she said.

"There is a real sense of community and bonding, and we have all developed good personal and professional support systems as a result of this experience," The retreat will be held at the Gliracarry Domiciliary Center West Campus from 9 a.m. on Oct. 18 to 1 p.m. on Oct. 20.

In addition, ACES is sponsoring two workshops on Oct. 19. "The Rewards of Mentorship: The Keys to Success" will explore the powerful tool of mentorship in counselor education and supervision. Through training and discussion, participants will gain skills to successfully develop mentoring relationships. "The Educational Trust: Transforming School Counselor Preparation" will provide information on the Education Trust’s Transforming School Counselor Preparation Initiative. Participants will have an opportunity to review their own school’s counseling program through a program audit. Registration information is available at www.acesonline.net.

The full conference will be held from Oct. 20-23. Special hotel rates are guaranteed for a limited time through the Pittsburgh Marriott City Center and the DoubleTree Hotel.

ARCA collaborating on professional efforts
Submitted by Betty Hedgesmark
bettyhedgesmark@verizon.com

The American Rehabilitation Counseling Association is cooperating with other organizations to reach out to potential members. For the American Counseling Association/Canadian Counseling Association Convention in Montreal in 2006, we are working with the Canadian Association of Rehabilitation Professionals to host a joint reception. ARCA continues to work with the Rehabilitation Counseling Consortium on legislative issues of common concern and planned to participate in those meetings in August.

Anyone interested in working on the convention should contact ARCA President at carriage.vrollins@asurams.edu. Anyone interested in public policy legislation should contact Carrie Wilde at wldielle@ajkol.com.

General questions for ARCA can be forwarded to Jan LaForge at janjlaforge@wright.edu.

EB-ACA learns about character education
Submitted by Laura Cobb
cobb.laura@gmail.com

On April 23-24, a lively, knowledgeable and enthusiastic group of scholars from the University of Central Florida presented an exceptional Learning Institute on character education for the European Branch of ACA. The presentations were given by Susan J. Robinson, Sharon Ray, Jennifer Curry, Trish Crawford and Sherron Roberts outlined the basic attributes of character education and addressed specific issues associated with the definition of character and the discrepancy between cultural American values in general and values esteemed as more appropriate to developing positive character attributes (e.g., caring, justice and fairness, trustworthiness, civic merit, citizenship, respect and responsibility). In addition, they discussed materials used in building character education.

The presenters incorporated a number of pedagogical methods including lecture, discussion, small group activities, demonstration, reflection, video and audio clips, expressive activities, dyadic processing and experiential activities in the field. These instructional techniques helped attendees better understand the concept of character education, its utility in the
The presenters made it clear that the UCF College of Education's first priority involves student education and learning. In addition, many of the conversations revolved around subjects such as moral growth and development throughout the life course. Paramount to the UCF College of Education is fostering moral growth and support via the relationship between community and curricula. This relationship is cultivated via respect for diversity. This emphasis promotes and encourages mutual values centering on integrity, justice, caring, individual worth, and improving quality of life. In addition, the presenters highlighted the Consortium for Social Responsibility and Character in Education. This group encourages research and evaluation to determine best practices in character education and supports ongoing learning through social responsibility and character education. To find out more about the CSRCE, visit http://pegasus.cc.ucf.edu/~carec.

CSRCE also offers information about its program through The Journal for Social Responsibility and Character in Education, which is published in association with Florida's Partnership in Character Education. This online journal, published in the fall and spring, accepts submissions from educators. The journal aims to foster awareness, education, and research in the field of character education, civic education, conflict resolution, and service learning. To find out more about the journal, visit http://pegasus.cc.ucf.edu/~carec/journal/carecjournal.html.

Finally, CSRCE emphasizes bringing material to the consumer via an annual conference. The University of Central Florida offered its annual summer conference in Orlando from June 27-29. The highlights included presentations by Rick Rigby ("Making an Impact") and Donald Meichenbaum ("Bolstering Resilience Through Character Education") and an interactive poster session addressing "Theory to Practice in Schools and Classrooms." For more information about the CSRCE Annual Summer Conference, contact Shannon Ray at 407.823.1356 or via e-mail at csrce@mail.ucf.edu.

IAMFC prepares for second annual conference
Submitted by Lynn Miller
lynn.miller@ubc.ca

The International Association of Marriage and Family Counselors invites you to its second annual conference, Feb. 16-18, 2006, at the elegant Intercontinental Hotel in New Orleans. Last year we enjoyed the ambience of pre-Mardi Gras week along with sessions focused on couples and family issues. This year we are proud to present our keynote, Bradford Keeney, who will be speaking on alternative approaches to therapy, specifically "Shamanism and Couples Counseling." On Feb. 15, our preconference workshop, "The Passionate Mind: Using the New Brain Science to Ignite Sex and Intimacy," will be presented by Pat Love. Loreta Bradley will also offer a three-hour ethics workshop. Continuing education units are available for the entire conference. Early bird registration rates end Nov. 30.

If you can't make the New Orleans conference, be sure to visit ACA's annual convention being held in exciting Montreal. Les Greenberg, author of the evidence-based approach to couples counseling, Emotionally Focused Therapy, will be the IAMFC Distinguished Presenter in Montreal on Sunday, April 2, 2006, from 1-4 p.m.

Finally, watch for news on how to join the National Registry of Marriage Friendly Therapists. This is a new online registry initiated by William Doherty.

For more information on the New Orleans conference, Les Greenberg or joining IAMFC, visit our website at www.iamfc.com.

Southern Region workshop on kids, mood disorders
Submitted by Karen Cook
mkarencook7@iacoi.com

The ACA Southern Region will host a preconference workshop on Oct. 27 at the Memphis Marriott Downtown in Memphis, Tenn. Nationally known speaker Connie Callahan will present "Counselors Enhancing the World: Treating Mood Disorders in Children and Adolescents." The workshop will address identifying mood disorders, developing treatment plans with goals for any setting, useful techniques and interventions for children and adolescents, and best practice guidelines that ensure quality treatment of clients. Topics will also include how to work with children dealing with death, divorce, loss and other factors that lead to depression.

Mental health counselors, school counselors, and other interested professionals are invited to register ($100 for six continuing education unit hours) by contacting Southern Region Secretary/Treasurer Jeffrey Freeland at gwen613@iacoi.com or Southern Region Chair Kaye Cook at mkarencook7@iacoi.com.

NECA endorses new training certification
Submitted by Kay Brawley
kbraiviny@mindspiring.com

The National Employment Counseling Association Executive Committee began its August Leadership Retreat by building teamwork skills while sailing and learning to profile strengths through the Follow Your True Colors assessment.

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NECA leaders gave the association's endorsement to trustee Carolyn Kall's facilitator certification training program, which includes the assessment, a workbook, training materials and the book Follow Your True Colors to the Work You Love. NECA is co-sponsoring Kall's hands-on interactive workshop Oct. 20-21 at the Radisson Hotel in Los Angeles.

Participants will learn to present Follow Your True Colors and its application with classes, groups and individuals in career counseling and coaching sessions. Follow Your True Colors is a simple, accurate assessment tool based on the Keirsey temperament theory. Register at www.truecolorscareer.com/RegistrationOK.htm.
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- Counseling Today, September 2005
toral degree in counseling or a related field with a school emphasis, have experience working with school counseling programs/personnel in a multicultural setting, have university teaching experience, and an active research agenda. A record of successful implementation of research-based counseling programs, an established record of professional scholarship, and grant writing skills are preferred. The candidate must have leadership or administrative experience and strong conceptual framework for service delivery, in addition to some combination of teaching expertise in the areas mentioned above. The program is housed in the Department of Counseling and School Psychology, which also houses programs in School Psychology, Marriage and Family Therapy, and Multicultural Counseling. Please send a letter of interest indicating teaching philosophy and experience, research opportunities and publications, and three letters of recommendation to Dr. Gerald Monk, Chair, School Counseling Director Search Committee, Department of Counseling and School Psychology, San Diego State University, CA 92182-1179. FAX: (619) 594-7025; email: gmonk@mail.sdsu.edu; Cell: 619-723-9004.
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TEXAS

ST. MARY'S UNIVERSITY
Professor Of Counselor Education
St. Mary's University seeks applications for a full-time tenure track position at the Assistant Professor level for the 2006 – 2007 Academic year. Responsibilities include teaching master's and doctoral core courses, practicum/internship supervision, dissertation direction, doctoral student advisement, and development and implementation of a planned program of personal research. Community Counseling, Mental Health Counseling, and Counselor Education & Supervision programs are CACREP accredited.
St. Mary's University was founded in 1852 as an independent catholic university in the Marianist tradition. Located in San Antonio, Texas, the University has an enrollment of more than 4,000 students. There are three undergraduate schools, a graduate school, and a school of law. The St. Mary's undergraduate student enrollment is 50% Hispanic and 55% female, mirroring the demographics of the region; the University strives for a diverse academically community of faculty, staff, and students of varying religious and cultural background. Required: Earned doctorate required, preferably from a CACREP accredited Counselor Education and Supervision program, and experience teaching at the university level desirable. Send CV, letter of application, official transcripts, and three letters of reference to: Faculty Search, c/o Dr. Robert Babcock, Department of Counseling and Human Services, St. Mary's University, One Camino Santa Maria, San Antonio, TX 78228. Applications will be accepted until position filled. Women and minorities are encouraged to apply. St. Mary's University is an equal opportunity/affirmative action employer.

VIRGINIA

Argosy University/ Washington DC
The American School of Professional Psychology. The counseling department invites applications for an Assistant Professor in Counselor Education. This is a full-time position that will be available fall, 2005. Preferred candidates will have an earned doctorate in Counselor Education and Supervision from a CACREP graduate program. Licensured or license eligible in Virginia. Responsibilities will include teaching variety of courses in the master's and doctoral degree programs, student advisement and active participation in the pursuit of departmental goals and tasks. In addition, the successful candidate will also serve as the practicum coordinator. Please send a detailed letter of application including description of qualifications, current vita, official transcripts and a list of three current references with names, phone numbers/email addresses to: Louis Taylor, Argusy University, 1250 Wilson Blvd, Suite 600, Arlington, VA. 22209.

THE UNIVERSITY OF VIRGINIA
Staff Psychotherapist/Multicultural Coordinator
The University of Virginia's Counseling and Psychological Services (CAPS) in the Department of Student Health is seeking to hire a full-time non-tenure track professional for the position of Staff Psychotherapist/Multicultural Coordinator. CAPS clinical services reflect the full continuum of University outpatient mental health treatment. The Center is strongly committed to multicultural informed clinical work and training. Additionally, CAPS aims to integrate a psychoanalytically oriented perspective with relational and cognitive psychotherapy models in order to achieve a blend of expert clinical assessment with brief to moderate length treatment approaches. CAPS serves as a training site for an APA-accredited clinical psychology pre-doctoral internship, 4th year psychiatric residents and MSW interns from select Social Work graduate programs. The ideal candidate will be a strong generalist psychotherapist with demonstrated competency in clinical assessment, brief psychotherapy, crisis intervention, consultation and provision of intern training/supervision. The Multicultural Coordinator aspect will focus upon guiding CAPS efforts in providing specialized programming and access to services for the University's increasingly diverse student community. Applicants should therefore have demonstrated track record in providing outreach, psychoeducation and treatment to minority student groups including African American, Asian American, Latino and international students, as well as other student populations requiring specialized outreach and programming in addition. CAPS relatively diverse patient population must have excellent interpersonal and communication skills, and preferably will have clinical experience in a university setting. Priority consideration may be given to candidates who are currently licensed or license eligible as a Professional Counselor in Virginia as of the date of application. The position will commence early August, 2006. Excellent fringe benefits and retirement package included. Qualified applicants should submit a cover letter specifically addressing suitability for the position, professional vitae and three letters of recommendation to: Terry Johnson, Office Manager, Counseling and Psychological Services, P.O. Box 800760, Charlottesville, VA 22906-0760. Review of applications will commence November 18, though the position will remain open until filled. The University of Virginia is an Equal Opportunity/Affirmative Action employer. Minorities, women, and individuals with disabilities are strongly encouraged to apply.

WASHINGTON

WESTERN WASHINGTON UNIVERSITY
Terror Track Assistant Professor
The Department of Psychology at Western Washington University, in Bellingham, WA, is seeking candidates for an assistant professor, tenure-track position in Counseling/Clinical Psychology beginning September 16, 2006, subject to funding. A Ph.D. completed by September 2005; evidence of successful teaching; an active research program in counseling/clinical psychology; demonstrated ability to involve students in research, a publication record commensurate with experience; licensable in Washington State as Counseling or Clinical Psychologist; demonstrated ability to teach at both the undergraduate and master's level and a commitment to excellence in teaching is required. Preference will be given to candidates with a background in one of the following concentrations: Neuropsychology, Family Therapy, or Cultural/Diversity. Ability to teach in the undergraduate Research Methods and Statistics series is desirable.
Teaching responsibilities will include supervision of counseling practica for master's level students, Abnormal Psychology courses from the introductory to the master's level, and at least one of the following graduate courses: Counseling Theories, Testing and Assessment, Counseling Techniques. A complete application will include a cover letter, curriculum vitae, teaching statement and evidence of skill as a teacher, description of research interests, graduate transcripts mailed by the institution, reprints of publications, and three letters of recommendation sent to: Dr. Deborah Kirby Forgays; Chair, Counseling/Clinical Psychology Search Committee; Department of Psychology; Western Washington University; 516 High Street; Bellingham, WA. 98225-0089. Priority Review: 11/18/05.
For more information about Western Washington University and the full announcement please see the Psychology Department's web page: http://www.ac.wwu.edu/~psych or call 360.695.3518. A/E/OE
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