From the President’s Desk:
The Principal Moral Dilemma
Louis Downs

On a November evening in 2000, Lonnie Rowell, from the University of San Diego, and I sat late into the night with a group of master’s and doctoral students in an old convent in the coastal range, south of the Bay Area. We were in the Bay Area for the WACES Conference, hosted that year by Andres Consoli, President-Elect and a professor at San Francisco State University. But our discussion wasn’t about counseling. Rather, it was about George Bush’s political camp making its first bid to steal the election by voter fraud. That night I saw the moral fiber of some of the good people who populate our ranks. Emotions ran high as students struggled with what they knew was a constitutional crisis. That crisis has only deepened and proved to be a deeper constitutional crisis than any of us could have expected at the time.

What does any of this have to do with counseling? The counseling students who sat at the 2000 WACES Conference generated a letter to the ACES national headquarters requesting that counselor educators, as advocates for democracy, take a public stand against the election theft. ACES never responded, either in action or in word. Since that evening, the administration that took the reins of government has consistently shredded the constitution, lied, endangered the lives of young Americans, slaughtered countless innocent citizens of another country, buried the U.S. in debt, (Continued on page 2)

ACA Reflections
By Karen Eriksen

When Montreal called, I wondered what ACA was thinking. Why in the world would a U.S. organization plan its national conference outside of the U.S.? How much money did they think counselors and counselor educators had to spend on conferences? More to the point, how was I going to afford it? But I submitted my proposals, persuaded my parents to accompany me and my daughter for a week of conference/vacation, and landed ready for an adventure.

And what an adventure it was. Of course, it was a rather cold adventure. We hiked to the top of Mont Royale in the snow. And it is a little difficult to absorb the full beauty of Montreal when the trees have no leaves and the flowers aren’t blooming. But none of that hurt the museum treks, or the ride to the top of Olympic Tower, or the butterfly extravaganza, or the rides through the streets and around the buildings of Old Montreal.

The most rewarding of all, however, was the ACA Convention. I hadn’t realized just how multicultural the conference would feel simply by being in another country, having sessions translated to other languages, receiving welcomes in both French and English, and going to sessions presented by the Canadian Counseling Association. Somehow my multicultural commitments (Continued on page 3)

Welcome to Fabulous WACES 2006!

Randy Astramovich, Ph.D.
University of Nevada, Las Vegas
WACES President-elect-elect

Mark your calendars! WACES 2006 will be held in Las Vegas, Nevada, from November 9-12, 2006. Las Vegas, often referred to as the “jewel of the desert,” is an international destination with world-class amenities at your fingertips. From the conference you’ll be just a short walk, or even shorter limo ride, to the heart of the Las Vegas Strip. (Continued on page 12)
Principal Moral Dilemma (from page 1)

spied on its own citizens, fed the coffers of the corporations that have gifted it so well, threatened with imprisonment for espionage any political journalist who investigates the administration, and threatened nuclear war; all while claiming to be of high moral, Christian character. And yet, that group of diligent and upright students, meeting in 2000, has been allowed to fade into the woodwork without any open acknowledgement by counseling leaders.

To date, not one of the counseling associations has taken either a moral, sociopolitical stand or an advocative stand against the deepening equity gaps in one of the most critical class struggles in U.S. history. I received a letter from the ACA International Interest Network, signed by the Past President of the ACA, inviting me to attend a traveling seminar in South Africa. The letterhead included the name of the honorary chairman of that interest network, George W. Bush. All I could think at the time was, “How could any organization that claims title to the ethical practice of helping and healing so cavalierly align with one of the most bigoted, ruthless, and dangerous individuals in the world?” Could this be how the psychotherapeutic community of Europe in 1933 met its world?

The concern here is not politics, per se. The counseling community is facing enormous international challenges, now and in the foreseeable future. Many of us wept as we listened to Stephen Lewis -- the great Canadian diplomat and Special U.N. Envoy for HIV/AIDS in Africa -- describe the almost complete devastation of a continent, the plight of children who are swept into marriages in which their husbands infect them with HIV -- all while the U.S. withholds its promised funding of the Darfur mission and spends its AIDS money on abstinence based programs. We felt powerfully motivated to discover how we could possibly meet the challenge of societies whose adult population is dead or dying of AIDS.

Already, at home, we have a returning soldier amputee population that is the largest ever to have survived a war, a population that will soon include soldiers who have served on the front lines four times longer than any draftee in the Vietnam War. The post traumatic stress disorders experienced by this population, potentially numbering over one hundred thousand, are daunting, but the cruelty that has been taught to this generation of soldiers by U.S. Cabinet level war planners, who have scrapped such minimally humane gestures as the Geneva Accords, may result in one of the largest populations of antisocial personalities we’ve yet to face as a society. Finally, the narcissistic propaganda that has convinced a nation that citizens have no responsibility, even in the face of an economy propped up almost exclusively by foreign loans and foreign imports, runaway inflation – “adjusted” to look stable, dangerous climatic changes, and rampantly increasing poverty, just so long as they can place a magnate of personal color choice on their SUVs, has resulted in a population that appears to be able to turn a blind eye to anything inconvenient to them personally. What this does to the psychological well being of our society can only be extrapolated from past examples, such as Hitler’s Germany or Stalin’s Russia. And the issues that will soon face counselors as the social devastation begins to come home to roost are astounding.

In all my days I’ve never wrestled with more difficult concepts nor wondered more how this field will meet the issues that face humanity. And all the while the APA works to set up ethical guidelines for psychologists interrogating terrorists (domestic or foreign, you may ask) and the ACA quibbles about whether, in light of its voluminous guidelines for multicultural competence, it should sanction “reparative” counseling, which is based on the assumption that homosexuality is psychologically abnormal. In its search for patriarchs and heroes, the ACA embraces William Glasser, who touts schizophrenia as a choice, while thousands suffer in its ghoulish clutches. One of my former students reported that Sacramento County Mental Health has only two beds for the children it takes into transitional psychological housing, while the rest sleep on the floor, awaiting placement in a psychiatric facility. Further, because funding for facilities is “dedicated,” children walk away from inpatient care with diagnoses that fit the requisite funding definitions and medications, in spite of the fact that many were simply hospitalized because their parents abused or abandoned them.

It is time that counselors take on the hard work of prioritizing our response to the important and very real contests we face. Adler insisted that our field is not one of individual counseling but rather of a community dedicated to the mental health of a society. What will it require of us, and what will we give? It is certainly a worthy topic. If we are serious about our charge, we have our work cut out for us.
felt more fulfilled in Montreal, more honest. The vast assortment of sessions including diversity issues drew me more powerfully. And I felt challenged to think beyond borders in more areas of counselor education.

The spirit of the conference emerged in the opening session, something I rarely attend. I won’t make that mistake again. Our leadership made profound statements about cultural inclusion and global exchange by having the opening prayer chanted in a native language, and then translated, by including the families of leaders on stage, and by offering the welcome to the conference in both English and French.

But the crowning achievement from my perspective was Steven Lewis, UN Secretary General’s Special Envoy for HIV/AIDS in Africa. Counselors and counselor educators need to hear from leaders and change advocates in other fields so as to broaden their perspectives, to extend their notions of what counselors have to offer, and to realize how limited their ideas and borders have actually been. And Steven Lewis was the right person to accomplish all of this.

Many of us have heard about the HIV/AIDS crisis in Africa, and agree that we can’t merely think of it as affecting “those people” “over there,” that it is a world crisis and that in our global environment, no one is immune from its affects. But Steven Lewis brought these notions home powerfully. The numbers he cited were outrageous and difficult to comprehend. The pictures he created in our minds were incredible:

- 28 million people living with HIV/AIDS in Africa, a staggering 60% women
- Of 8 million people between the ages of 15 and 24 living with HIV/AIDS in Africa, 76% are women and girls.
- 20 million orphans created by 2010.
- Women and children as the primary victims because of the multiple partners of their husbands, about which the wives know nothing until they contract the disease
- Women who must put up with such victimization because they have little power in their society and will suffer major discrimination and stigma if they try to make other choices
- Whole villages without any women between 14 and 50
- Women asking Lewis on his visits, “Who will take care of my children after I die?”
- Grandmothers raising children, some their own, some not, sometimes 10-15 to a household
- Child headed households who have cared for the mother as she has died from AIDS
- Children forced into prostitution in order to have a little money to eat and feed their younger siblings (see “The AIDS Pandemic” for more information)

Lewis’ talk and my current experiences as a school counselor have struck hard at how narrow my focus was when I was a “psychotherapist.” I may have focused deeply on the clients and families I was treating. And I may have become a master at the psychotherapeutic process. I may have even been systemic in my approach and considered developmental and multicultural perspectives to be critical to my work. But that depth focus left me only addressing what the client(s) wanted addressed. Their motivation was my motivation. When I treated clients with eating disorders or weight loss issues, I assisted the individual and/or their family, I didn’t consider the broader implications of early intervention, prevention on a wider scale, the societal costs of obesity and the advocacy necessary to address each of these. The same was true for substance abuse issues, depression issues, etc. Was I alone? Was this a cost of being a “mental health” counselor? Was this a developmental phenomenon that has now shifted as I have aged?

I am not sure I can answer these questions. But my recent experiences as a school counselor have certainly helped me to see the vast differences between the mental health/family therapy/community counseling side of the fence (or at least my conceptions of it) and the school/college counseling professions in terms of focus, advocacy, and systems thinking. Suddenly hitting a friend isn’t an issue to merely be addressed in family counseling by assisting the parental relationship, improving the boundaries and limit setting, and building the child’s self esteem. Instead, such hitting may affect or be indicative of the children’s sense of safety at school and their consequent ability to learn. It may be part of the gang culture of the children’s neighborhood, and the school and school counselor may consider it a primary part of their jobs to counter that culture with “Live Violence Free” curricula aimed at preventing the poverty and failure associated with gang culture. Prevention and early intervention become necessary to ensure a school environment in which learning is possible, in which children’s emotional needs are addressed so that they can focus on school work, in which each “small” misbehavior is addressed so as to prevent falling into a pattern that keeps the children from escaping the poverty and social ills that surround them. Advocacy at the local, state, and national levels becomes essential to ensure that programs and funding are mandated for all of the same reasons. Advocacy for immigrant rights becomes part of the job because so many of the children in low income schools will be negatively affected if family members are deported and families are divided.

So, what does this have to do with HIV/AIDS in Africa? I feel as though I am just awakening to a more global perspective that doesn’t merely put the shoulder to the grindstone at work and in MY family, maintaining a limited focus that doesn’t acknowledge or feel motivated to do anything about the devastation that (Continued on page 4)
Addictions Counseling Training for School Counselors
By Kathy E. Biles

One afternoon, a few weeks ago, I received a phone call from a school counselor who was in pursuit of continuing education in addictions. She worked in a rural high school where a substantial amount of her time was spent working with kids with substance abuse issues. She desperately wanted training so that she could be more effective in her work.

This was not the first time I had received a call like this one, or had been asked about substance abuse training for school counselors. Substance abuse is a highly visible issue for teens and even preadolescents. Newspapers in any given week may run an article on a teen killed because of drinking and driving or a 12 year old rushed to the emergency room due to acute alcohol poisoning. In response to these concerns, this article makes a case for including addictions training, with particular attention to adolescent needs, in graduate programs for pre-service school counselors.

Prevalence

Johnston, O’Malley, & Bachman (2003) stated that three out of ten students will have used some illicit drug other than marijuana by the end of the 12th grade. In fact, the 2002 National Survey on Drug Use and Health: National Findings (SAMHSA, 2003) reported that an estimated 19.5 million Americans or 8.3 percent of the population aged 12 or older were current illicit drug users (defined as the use of an illegal drug during the month prior to the survey interview). According to the same 2002 survey, about half of Americans aged 12 or older reported current alcohol usage. More than a fifth of those 12 or older had participated in binge drinking at least once in the 30 days prior to the survey. Heavy drinking was reported by 6.7 percent of those aged 12 or older.

Another rising trend is admissions to treatment for methamphetamine abuse (DASIS, 2006). Nationally, from 1993 to 2003, the rate of treatment admissions for primary methamphetamine/amphetamine abuse increased from 13 to 56 admissions per 100,000 in those aged 12 or older. In 2003, there were 18 states with methamphetamine treatment rates higher than this national average. Some of the states with the highest rates of treatment admissions were Oregon, Hawaii, Iowa, California, Wyoming, Utah, Nevada, Washington, and Montana (SAMHSA, 2006). These represent only a fraction of available recent statistics concerning substance use and abuse.

Continued page 7
Continuing our history, telling our stories, and honoring our colleagues

Call for nominations for Regional Awards
by Dale-Elizabeth Pehrsson, WACES President Elect

In a time of under funding, counselor education and supervision shortages, national unrest, natural disasters, international crises, and one thing after another, it seems difficult to find time to honor ourselves and tell our tales of deeds carefully done, accomplishments met and challenges bravely faced. Yet it is essential to do so, for in doing so we honor our colleagues, we recognize our history, we value our collective and individual stories and we nurture our professional community.

Every conference year we have the opportunity to recognize our long standing and emerging leaders, friends and respected comrades who have given their life’s energy for the development of WACES. This year we are proud to announce a newly developed award. This category has been put forth for students and professional members; the award considers those who have made significant contributions in the realm of Multicultural Education, Global Diversity, or Social Justice. This year’s awards recipients will be honored at the WACES 2006 Conference in Las Vegas, Nevada. Please consider submitting a nomination. There are many deserving members within WACES. Here are the categories for awards:

Professional Service: Has your colleague served WACES or the cause of counselor education and supervision in an exceptional way?

Professional Leadership: Do you know a WACES officer, committee member, or other leader who has helped the association toward its goal of fostering excellence in counselor education and supervision?

Research: Can you think of a research project that contributes significantly to counseling, counselor education, or counselor supervision?

Publication: Has a recent publishing effort added significantly to the literature in counseling, counselor education, or counselor supervision?

Outstanding Mentor: Has your colleague gone the extra mile in mentoring graduate students, emerging professionals, educators, and/or supervisors?

Innovative Counselor Education Program: Does a program in counselor education stand out as unique and innovative in its contribution to the Western region?

Outstanding Graduate Student: Which of your students has shown outstanding leadership and/or service in the field of counseling or in WACES, whether at a state, regional, or national level?

Special Recognition: How has someone you know, whether a member or nonmember, promoted and supported the counseling profession in a significant way?

Professional Advocacy: Do you know an individual who has advocated for Multicultural Education, Global Diversity, or Social Justice, and by doing so has advanced the field of counselor education and supervision?

Emerging Advocacy: Do you know a graduate student who has advocated for Multicultural Education, Global Diversity, or Social Justice, and by doing so has made a difference all the while completing the rigorous demands of graduate study?

The nomination procedure is easy and has five simple components:
1. Send a nomination via email to Dale E. Pehrsson, Award Committee Chair. Email: dale.pehrsson@oregonstate.edu
2. State the name of the award category and the person being nominated.
3. Include a narrative about why this person deserves to be honored.
4. Submit 2 additional letters of support from other professionals.

All packages need to be complete and sent in one email with supporting attachments. Please take the time to put forth a deserving nomination. We have many unsung heroes and many tales that need telling. All nominations must be received no later than October 1, 2006.
Consequences of Substance Abuse

So, what are the consequences of substance abuse for our youth? What do both school and community counselors alike need to know in order to provide prevention and intervention? A great deal of information is available. For instance, substance abuse contributes to risky and aggressive behavior. SAMHSA (2003) reported that girls who drink are more likely to be victims of self-inflicted violence. Underage drinking has also been linked with teen suicide. Among eighth grade girls who drink heavily, 37 percent reported attempting suicide, in comparison with 11 percent of girls who do not drink report attempting suicide (SAMHSA 2003).

SAMHSA (2002) also reported connections between alcohol abuse and academic performance. Heavy drinkers and binge drinkers ages 12 to 17 were twice as likely to state that their school work was poor compared with those who did not drink. Furthermore, students who drank during their adolescence had a reduced ability to learn when compared with those who did not drink until adulthood.

School Counselors

Although adolescent substance abuse is a major area of concern for educators, school and community counselors, parents, and juvenile justice professionals, many school counselors do not think they have the tools to effectively provide prevention and intervention in their schools or communities. A recent survey of 150 Council for Accreditation of Counseling and Related Educational Programs (CACREP) graduate school counseling programs indicated whether school counselors were receiving any adolescent substance abuse counseling training in their programs (Biles, 2004). Seventy-nine CACREP programs responded (53% response rate). Of the 79 respondents, ninety-one percent (n=72) reported that their programs included addiction training of some sort, while eight percent (n=6) did not offer any substance abuse training. In further analysis, only thirty-five percent (n=25) of programs indicated that students received substance abuse training through required courses. Sixty-seven percent (n=48) reported substance abuse training was received in one or more elective courses. Twenty-eight percent (n=20) conducted substance abuse modules in a required course. Respondents reported that the required modules were in courses such as internships, practicum, and “special topics” in counseling education (Biles, 2004).

In addition to determining the required or elective coursework included in the curriculum, the survey also asked respondents about the specific content provided on adolescent substance abuse. Most respondents reported that adolescent addictions content mirrored that presented on treating adult substance abusers. Yet, Miller and Carroll (2006) found differences between adolescent and adult substance abuse patterns. Specifically, their findings illustrated that 1) overall prevalence of adolescents with comorbid (substance abuse and mental health) disorders and negative impacts are similar to those of adults; however, 2) adolescents present with very different developmental, cognitive, and social needs, risks, strengths, and symptoms.

These differences suggest the adolescent need for interventions and treatment protocols different from adult models. Factors such as resiliency (connections to support), strengths and risk factors, symptoms, and environment (family, school, peers and community) need to be considered in prevention and intervention for adolescents (Miller & Carroll, 2006; Schinke, Brounstein, & Gardner, 2002). Those who work with adolescents, including school counselors, clearly, then, need education beyond what is traditionally taught related to adult substance abuse.

Counselor educators need to ensure that students receive adequate education in substance abuse. They are ideally situated to stay up to date on and provide recent data and resources about adolescent substance abuse in addictions counseling courses. Further, the pre-conference workshop on addictions offered at the WACES 2006 conference on Counseling & Wellness in a Land of Plenty should aim to educate not only counselor educators, but counselor educators-in-training and pre-service school counseling students in this very important area.

References


Farewell
by Karen Eriksen

Well, this is my farewell newsletter, as I am off to Florida Atlantic University this summer. I leave the crowded, trafficy, smoggy Southern California area (can you tell it hasn’t been my favorite spot?), where it is difficult to develop community, where the counseling profession doesn’t yet exist in licensure, and where counselor education programs struggle to figure out how they might develop doctoral programs, to work in a new doctoral program with a delightful faculty, in a state that licenses counselors, in a much smaller community (they tell me the traffic is bad, but after California, that is hard to believe). Of course, humidity will be an ever present reality (my wrinkles will love it), and it is always difficult to know what other struggles a new area might bring. But I am hopeful and excited and embracing the challenge. My 6 year old daughter gave me permission to move “as long as it has a yard and NO MORE CONDOS.” Of course, I could respond that those requests weren’t a problem as long as we didn’t live in California.

As some of you know, I was a trailing spouse for a number of years. So I didn’t have a lot of choice about where I would work. I spent years cobbling together part-time, temporary, and other positions that were not great fits for me. And as many of you probably have experienced, a great deal of consternation can accompany a lack of fit; my circumstances were no exception. However, as I reflect on these experiences, I realize that we all have the capacity to maximize the learning and growth potential of whatever situation we encounter. And when we feel “called” to a particular profession, we can trust Someone higher to assist us in maximizing the potential of even the most disappointing circumstances.

I have discovered the rewards of doing exactly that during my job search process. I have been amazed during this search at the respect that I have experienced from those who have interviewed me, at their familiarity with my work, at their desires to have me at their universities. I was affirmed by those who have called me a “senior” faculty member, something that my previous places of employment certainly didn’t consider me. I have been amazed at the fit that I have found at a number of places primarily because of some of the things I have done that I had never intended to do (for instance, being a department chair). I have felt reassured that what I have considered merely “plugging along” at the writing and teaching and mentoring and professional association leadership, activities I have participated in because I enjoy and feel called to them, has been enough to move me ahead, even though I have done all of it rather unconventionally.

I am reminded of Catherine Bateson’s book, Composing a Life, in which she challenges the traditional notions of a “right path” that people should follow, and encourages people to actively and intentionally follow their hearts and thus compose their own lives and paths. In academia, it has historically (and perhaps still in some disciplines) seemed that if you wanted to end up at the “best” universities in the “best” programs in the “best” locations with substantial grant funding, you must go the “best” schools, the “best” programs, sacrifice all to get tenure (translation: don’t have children, a family, or a life if you want to succeed), and continue publishing at amazing rates. My father recently shared that one of the stars in the world class university at which he worked used to come in on Sundays just to see who was there, because from his perspective, those were the only ones who would “make it” and gain the coveted rewards.

I certainly didn’t follow this path. And although I confess, as a single parent, I have difficulty figuring out how to be “well” or “balanced” given the demands of two fulltime jobs, it seems to me that my experience proves that 40 hours a week at the professional job is enough to gain substantial rewards.

Perhaps a developmental perspective also explains some of my experience. That is, once you reach the developmental level at which you self author your own life (in Robert Kegan’s words), then you compose your own life, make the best choices you know how to make wherever you are, choose the kinds of places you would like to work based on what is best for your life more holistically, and when those choices cease to be rewarding, have confidence that you can make other choices that move you back into the rewards. Others’ definitions of what you “ought” to do, “have” to do, etc, cease to be as important, or as frightening. You cease chasing after all the “oughts” that multitudes of others are holding out as necessary, and can be more focused and deep and intense about what you really care about. You redefine success for yourself, and develop the confidence and the teaching ability and the line of research that you can respect yourself for. What a bonus if others happen to respect you for it as well!

Perhaps I am repeating what many others have long ago discovered. But even so, perhaps it bears repeating. And perhaps we can encourage one another with these words when dissertation blues or tenure and promotion struggles get us down. And with that, “Tally Ho”, I am eastward bound!
Candidate Snapshots

Positions for election are president elect-elect and secretary. There is only one candidate for each position. DON’T FORGET TO VOTE WHEN THE BALLOT COMES TO YOU BY EMAIL.

President Elect Elect: Dr. Leah Brew
Dr. Leah Brew is an assistant professor at California State University, Fullerton. Leah started her involvement with ACA and ACES in 1997 and became more actively involved with ACES as the Graduate Student Representative under Fred Bradley in 2001-2002. She was invited to be a co-speaker for the Opening Session of the 2003 ACES conference in Park City, Utah and has also been serving as Secretary for WACES since that same year. She was invited to participate in the Leadership training provided by ACA in 2003 with the hopes of one day becoming WACES president. Leah is extremely dedicated to the profession of counseling in general and to counselor education and supervision specifically. Her primary goal if elected president is to document policies and procedures for WACES that have either been lost or never documented in past years. She also hopes to increase membership by seeking more involvement from supervisors in our region.

Secretary: Dr. Jodi Jaques
Jodi D. Jaques received her Ph.D. in Counselor Education from the University of Virginia in 2000. She also holds a M.Ed. in Student Personnel Services from Virginia Polytechnic Institute, a Texas teaching certificate, a California teaching credential and a BA in Diversified Liberal Arts from Saint Mary’s College of California. Areas of counseling specialization include feminist counseling, career counseling, and counseling supervision. Her current position is Assistant Professor of Counseling & Guidance at California Polytechnic State University in San Luis Obispo, California. She assumed the role of coordinator of the Counseling & Guidance program in September, 2005. She has approximately five refereed publications and over 30 presentations at national, regional, state, and local levels. Jodi has five years of experience in teaching and supervision within a Counselor Education program, one at the University of Virginia and four at Cal Poly. She has taught a number of CACREP core courses including Career Counseling, Higher Education Counseling, School Counseling, Counseling Theories, Multicultural Counseling, and Supervision. Her current research agenda focuses on the role of “ambiguity” in beginning counseling students. She has conducted both quantitative and qualitative research in this area.

Welcome to Our New WIRE Editor,
Katrina Harris
Katrina Harris is a second year doctoral student at the University of Las Vegas, Nevada. She received her M.Ed. in School Counseling May of 2004. She has an extensive background in the field of Social Services including Child Support Enforcement, Child Protective Services, domestic violence, and foster care. Prior to entering the graduate program at UNLV, she worked in the health care industry for an insurance company and a local gaming company in Las Vegas as an administrative assistant preparing letters and documents, organizing records, and planning large events.

Katrina has served as the school counseling representative for the UNLV chapter of Chi Sigma and is currently the graduate student representative for WACES.

Katrina’s research interests include self-advocacy among minority students, social justice issues, culturally responsive counseling, and personal epistemology in counseling. She is excited to have an article in press with the Journal of Counseling and Development, co-authored with Dr. Randy Astramovich.
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**Please Note:** Please fill out the **Membership Registration** form enclosed in this issue (or downloadable from our Web site) if you have not yet done so this year and return it with your dues to WACES Secretary Leah Brew. Your dues will extend your membership through June 2007.

**Wire Deadline** for the Fall Issue is August 1, 2006. Please submit your article electronically to WACES Newsletter Editor Katrina Harris at krharris61@cox.net.

All future issues of the Wire will be available only from our Web site. Be sure to check our **new Web site** www.westaces.com for other important WACES information.
___ New Member  ___ Renewing Member

Name: ___________________________________________________________________________________

Professional Institution Address: ___________________________________________________________________________________

City/State/Zip: ___________________________________________________________________________________

Work Phone: _______/_________________ Fax: _______/_________________

E-mail Address: ___________________________________________________________________________________

Institutional Position: ___________________________________________________________________________________

Tenured? ____________________________  yes  no

Home address: ___________________________________________________________________________________

City/State/Zip: ___________________________________________________________________________________

Home phone: _______/_________________

I prefer to receive WACES mail at my:  ___ home  ___ work

Please check if new address:  ___ home  ___ work  ___ e-mail

I am a member of ACES:  ___ yes  ___ no

ETHNICITY. In an effort to describe our membership more completely, please respond to Item A and/or Item B below.

A. I describe my ethnicity in the following way: ___________________________________________________________________________________

B. The category checked describes my ethnicity:

___ American Indian  ___ African American  ___ Latino/Latina

___ Asian American  ___ Caucasian  ___ Multiethnic/Other (please specify): __________________

PAYMENT. I have enclosed a check (personal or institutional only, please), made payable to WACES, to apply for or renew my membership in WACES through July 1, 2006:

___ $60 Regular Membership  ___ $30 Graduate Student Membership

Please send your completed form and check to the WACES Secretary:

Leah Brew, WACES Secretary
California State University Fullerton
Department of Counseling, EC 444
P.O. Box 6868
Fullerton, CA 92834-6868

FOR OFFICIAL USE ONLY. Date Postmarked: _________________  Amount of check: __________________
The AIDS pandemic is ravaging the continent of Africa.

The numbers of those afflicted and estimates of the spread of the disease are horrendous - almost beyond comprehension. There is no vaccine; there is only limited treatment. More than two million people die each year. The effects on every aspect of sub-Saharan life are shattering.

Much good work is being done to try to tackle the long-term structural and political issues. But women and children continue to suffer and die. We believe grass-roots efforts can help many who currently have no hope.

We know we can't reach vast numbers of people on our own. But we can and do commit ourselves to helping those grassroots groups who try so hard, with so little, to ease the anguish of the dying mothers and to create a hopeful future for the children they leave behind. There are 28 million people living with HIV/AIDS in Africa, a staggering 60% of them are women. Of the 8 million people between the ages of 15 and 24 living with HIV/AIDS in Africa, 76% are women and girls.

Women die in vastly disproportionate numbers:
They die in the most appalling of circumstances - often stretched out on a fetid mat on a mud floor, writhing in pain, covered in sores and abrasions, with their children looking on.

When mothers die, they leave their children behind, often without any means of support:
Over 20 million children will be without one or both parents in sub-Saharan Africa by the year 2010. There is rarely food enough for one meal a day. There is little money for school fees, books or uniforms.

In a great number of cases, orphaned children end up living with their grandmothers, or forming what are called 'sibling households' or 'child-headed households'. The eldest child is often a 12 to 14 year-old girl looking after her siblings. The children effectively lose the meaning of childhood. It would seem that there is almost no way out of the trap that AIDS has created.

Grandmothers are the unsung heroes of the pandemic:
Surrounded by poverty, hunger and desolation, grandmothers almost single-handedly care for millions of children orphaned by AIDS, sometimes as many as ten to fifteen in one household. These magnificently courageous women bury their own children and then look after their orphan grandchildren, calling on astonishing reserves of love and emotional resilience. But they do so with almost no support.

PLWHAs need support:
Associations of People Living with HIV/AIDS (PLWHAs) are springing up in all of the countries in which the Foundation intends to work. The membership is invariably small: it takes great courage to openly declare one's status; the stigma and discrimination are appalling. One of the most important objectives for PLWHAs is to educate themselves and share information with the broader community on prevention, treatment, care and the elimination of stigma. For that, they need a place to meet and simple materials to support their work.

Family income is gutted as wage earners die:
Plots of land are left untended. Every penny goes to the care of the sick and the dying. We who have seen the situation at the grassroots know that even a very small amount of money can have a huge impact on the lives and well-being of these women, men and their children.

From The Stephen Lewis Foundation web page: http://www.stephenlewisfoundation.org/about_why.htm
Fabulous WACES 2006 (continued from page 1)

There you’ll find great diversity among tourists as well as the local population. For those wanting excursions off the Strip, many options are available, including helicopter rides to Hoover Dam and the Grand Canyon. Typical November weather includes sunny skies with highs around 70 and lows near 50.

Conference Theme

The WACES 2006 Conference theme is Counseling and Wellness in a Land of Plenty. Wellness models of counseling emphasize the counselor’s role in fostering physical, mental, emotional, interpersonal, and spiritual growth in clients. Wellness has been defined as a lifestyle approach that emphasizes body, mind, and spirit integration for achieving optimal health (Myers et al., 2000). However, in a society of abundance, addictions and unhealthy lifestyles are a reality. Today’s counselors from all specialties often work with clients confronting dependencies that interfere with optimal health and wellbeing. Therefore, in addition to other topics, we invite programs that contribute to the knowledge and practice of counseling from a wellness perspective. With recent natural and manmade disasters worldwide, we also encourage programs that address counseling for trauma.

Submitting a Program

It’s still not too late to submit a program for this year’s conference. The deadline for receipt of proposals has been extended to June 1, 2006. Programs for WACES 2006 may be submitted for one of two time slots: 50-minute programs (papers, reports, workshop presentations, focused reflections, discussion groups, and brief experiential sessions) or 110-minute programs (workshop presentations, discussion groups, panels, and experiential sessions that involve attendees in defined activities). Programs should be structured to encourage meaningful audience discussion and participation. Preference will be given to programs addressing one of the following: Counseling and Wellness, Counseling for Trauma, Counseling Research, Counselor Education and Supervision, Counseling Technology, and Innovative Practices.

Program proposals are to be submitted via the Internet and will include: 1) a program abstract of no more than 100 words for use in the conference program, 2) a brief outline of the program, and 3) program learning objectives and expected outcomes. Presenters are encouraged to save program proposal information in a word processor file for easy cut-and-paste information entry at the online program proposal site.

To submit a program proposal you may go directly to the program entry portal at http://www.unlv.edu/faculty/astramovich/waces2006 or you may link to the site via the WACES homepage: www.westaces.com

All proposals will be peer reviewed by members of the Conference Program Selection Committee. Their feedback will be instrumental in program selection. The primary presenter will receive notification of program disposition. Upon receipt of acceptance, you will need to register for the conference by August 1, 2006, to take advantage of the early-registration discount. All presenters listed in the program must register for the conference. Should you have questions regarding this Call for Programs, please contact Randy Astramovich, WACES President-elect-elect and Conference Chair, by phone at (702) 895-2948 or e-mail at randy.astramovich@unlv.edu.

Pre-Conference Workshop

Reflecting this year’s conference theme, Larry Ashley will be conducting a pre-conference workshop on Counseling for Trauma and Addictions. Larry has been involved in the substance abuse and trauma field for thirty years as a college professor, researcher, and therapist.

(Continued on page 13)
He is currently Addictions Specialist and Undergraduate Coordinator in the Department of Marriage, Family and Community Counseling at the University of Nevada, Las Vegas. He also is Director of the Problem Gambling Treatment Program and Clinical Assistant Professor in the Departments of Psychiatry and Internal Medicine, University of Nevada School of Medicine. Due to his extensive clinical experience coupled with opportunities for local, national, and international speaking engagements, Professor Ashley is considered to be a leading expert on Post Traumatic Stress Disorder and issues related to addictions. He has a special interest in the impact of war on soldiers world wide. The pre-conference workshop will be held on Thursday, November 9, 2006 at the Tam Alumni Center on the campus of The University of Nevada, Las Vegas.

Conference Hotel & Transportation

WACES 2006 will be held at the Tuscany Hotel (www.tuscanylasvegas.com), a resort style setting with 600 square foot suites as standard accommodations. The WACES room rate is $99 per night. Located at 255 E Flamingo Road, the Tuscany is under a half mile from the Las Vegas Strip. The hotel offers several in-house dining options and a number of excellent restaurants can be found nearby on Flamingo.

McCarran International Airport is situated in the heart of Las Vegas, about 2 miles from the Tuscany Hotel. Southwest Airlines routinely offers the best fares to Las Vegas from major Western cities. After arriving in Las Vegas, taxi services and airport shuttles are available 24/7. For more information about airport shuttles, visit: http://www.a2zlasvegas.com/transportation/airshutt.html

Tips to Avoid Acting like a Tourist

Las Vegans are really good at identifying tourists and are generally more cordial if you are a “local.” In order to present yourself more like a genuine Las Vegan, we offer the following top ten statements to avoid:

10. “I can’t find a clock in this place.”
9. “What are those people doing drinking on the street in the middle of the day?”
8. “This slot machine hasn’t paid out in a long time, so I’m sure I will win soon.”
7. “Let’s go to the bar and buy a few drinks before we sit down to gamble.”
6. “Wow! There sure is a lot of food on this buffet.”
5. “Let’s just walk down to that other casino-- it doesn’t look that far away.”
4. “What time does this place close?”
3. “Is that really Ben Affleck?”
2. “I can’t seem to find my way out of this casino!”

And the number one statement to avoid, lest you look like a tourist in Las Vegas:

1. “Who the heck is Frank Sinatra??!!”
WACES Business Meeting  
April 2, 2006 8:00am-9:30am

Attendance: Louis Downs, Dale Pehrsson, Patricia Kyle, Wendy Hoskins (took minutes for Leah), Mary Schroeder, Karen Eriksen

Call to order – Louis Downs

Karen Eriksen, WACES WIRE editor will be leaving in July. We need a new editor by August. Discussion about whether or not paying for this position’s attendance at WACES conference. Must have knowledge of the Web, HTML, and Listserv.

- Need to consider giving awards to:
  - Karen Eriksen
  - Service
  - Social Advocacy
  - Emerging Leaders
    - Dale is in charge.

The webpage is now found on: [www.westaces.com](http://www.westaces.com)

- James Benshoff and Harriett Glassoff
  - Responded to questions
  - Discussed national election process (was due April 3rd)
  - Encouraged developing new leaders for the future
  - ACES in October 2009 will be in Western region.
    - We need a subcommittee
    - 17-18 meeting rooms concurrently (avg. 1000 people)
    - Host region generally chooses site
    - ACES president signs contracts
    - Proposal due early to mid fall 2006
  
Email James Benshoff for list of requirements

Need a special election for secretary since Leah will resign if she becomes the next President elect-elect.

ICC and WACES joint conference opportunity; usually around December/Winter break ICC meets every year.

- Need to improve communication
  - Emails updated as of Sacramento WACES
  - Membership directory (Pat Markos, UNLV)
  - Send membership list to officers or create email to send out to all potential members
  - Needs to be updated every 2 years at WACES

  - 2006 WACES Las Vegas, NV at the Tuscany Hotel: November 9-12, with pre-conference workshop on November 8th.
  - Would it be possible to do a joint conference with Western ACA?

Need to nominate a Graduate Student Representative to WACES board.

Meeting adjourned.