

Western

Association for

Counselor

Education and

Supervision

waces wire

www.acesonline.net/waces

WACES Presidents Column by Patricia L. Kerstner, Ph.D.

I am continually amazed by the synchronicity that occurs in our lives, sometimes when we least expect it. There I was, at a loss for words, when the newscaster announced that January is National Mentoring Month (NMM). Since this has been our theme for WACES this year, I thought a quick Google search would be in order. Again, I am amazed at what I found. For the first time, a nationwide drive to recruit volunteer mentors for young people will target America's 77 million baby boomers with a campaign message of "Share What You Know: Mentor A Child" (National Mentoring Month Press Release). The Harvard School of Public Health/MetLife Foundation Initiative on Retirement and Civic Engagement released a major report documenting an "unprecedented opportunity" to mobilize millions of boomers (Complete report is online at www.ReinventingAging.org). President Bush has proclaimed January to be National Mentoring Month. In a January 9th press release, he states: "I call upon the people of the United States to recognize the importance of mentoring, to look for opportunities to serve as mentors in their communities and to celebrate this month with appropriate activities and programs." A key event will occur on January 25th, which is "Thank Your Mentor Day" (www.WhoMentoredYou.org). (continued on page 4)

What Does it Mean to be a Counselor?

By Gene Bohlmann

So what does it mean to be a counselor, anyway? In spite of reaching the stage of doctoral student in counseling psychology, I never had to face this question in a serious way until I undertook a recent course in professional development. My professor, Dr. Karen Eriksen, clearly wanted a well thought out answer.

(continued on page 3)

Competent Counselor Practice for Use of Bibliotherapy

By Dale-Elizabeth Pehrsson and Paula McMillen

We love books; those who know us know that the perfect present for either of us is a book, any kind of book, or something related to books. We are voracious readers. We recommend books to friends, to students, to clinicians, to faculty, and of course, we recommend them to clients. We began to wonder, "How should a counselor choose the appropriate book for a particular client?" We pondered, "Is it simply a matter of trial and error?"

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Women's Mentoring Network

Karen Eriksen
WACES Wire Editor

Reviewing discussions and goals from previous meetings served as the impetus for deciding on future directions for the WACES Women's Mentoring Network. We recommitted ourselves to moving beyond complaint into action. In particular, we wanted women's stories about their experiences in counselor education to be visible and public without women having to worry about future repercussions from voicing those stories. Therefore, we designed a piece of qualitative research entitled "Current State of Career Success for Female Counselor Educators," in which we will solicit women's stories about their lives as counselor educators: what situations facilitate their success and job satisfaction, what barriers exist to their career success and satisfaction, and specific ways in which their environments are or might become more helpful. Those present at the meeting committed to a collaborative effort, and thus, together divided up tasks and established a timeline. We hope to concurrently conduct a literature review and initial interviews during this school year, use the results of the review and interviews to structure focus groups at the ACES women's retreat next fall, and use the energy created during the focus groups to further inform interviews with women around the country. Women's individual stories will be shared in newsletter articles so as to inform counseling program leaders about what strategies create counselor education programs that are conducive to women's success.

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 2006.

Wire Deadline for the Spring/Summer Issue is May 1st, 2005. Please submit your article electronically to WACES Newsletter Editor Karen Eriksen at keriksen@argosyu.edu. All future issues of the *Wire* will be available only from our Web site.

Be sure to check our **Web site** for other important WACES information acesonline.net/waces/

Graduate Student Representative's Report

by

Katrina Harris

WACES Graduate Student Representative
2004-2005

I am honored to introduce myself as the WACES Graduate Student Representative for 2004-2005. I must admit that when I was selected for this position I was not familiar with WACES, its history, or its mission. However, as a result of attending the conference in Sacramento and interactions with other WACES members, I realize that I am lucky to be a part of an organization that includes a host of talented and extremely bright individuals. My goal is to continue on the path of the previous representative and encourage students at the master's and doctoral levels to become actively involved in WACES and to spread their enthusiasm and excitement to other students.

I am currently a first year Ph.D. student in the Counselor Education program at the University of Nevada, Las Vegas. I received my master's degree in May 2004 in School Counseling with the hope of acquiring a job with the local school district. However, with the beginning of the new Counselor Education program at UNLV, I was excited by the prospect of being one of the first students to advance through the program and achieve a doctorate degree.

The theme at the 2004 conference in Sacramento was "Weaving a Tapestry of Talent: Students, Faculty, and Supervisors." The presentations were extremely informative and educational; but most impressive was the amount of talent displayed, not only by faculty and supervisors, but also by students. I encourage student members of WACES to "weave their talent" and actively seek opportunities to refine their skills, whether it be through collaborative partnerships with faculty or peers, or setting individual goals to achieve success. I also encourage students to have an active voice in WACES. I look forward to serving you as the Graduate Student Representative. Please contact me if you have any questions, concerns, ideas to benefit graduate students, or willingness to volunteer.

Men's Network and Mentoring Meeting

Three men met and talked very personally and confidentially about men's life development issues. They all found it very rewarding and meaningful.

What Does it Mean to be a Counselor? (continued from page 1)

I conduct psychotherapy. I serve some of the same functions as a psychologist, but I'm not a psychologist. I advocate for clients, similarly to social workers, but I'm not a social worker, either. I conduct psycho-educational groups. I wonder how often psychologists or social workers perform such activities. I'm pursuing a license in marriage and family therapy in the state of California. Does this make me a therapist? How is a therapist different from a counselor, psychologist, or social worker? Please don't ask me to include *life coach* or *spiritual advisor*.

The mental health agency where I am employed as an MFT Intern is a training site. In this setting, I believe I am viewed with less respect due to my MFT status in contrast to PhD status. For the most part, we are being trained by psychologists in the skills of conducting psychodynamic therapy and CBT. Clearly these are useful skills for some clients. Our agency offers these services, along with psycho-educational workshops in parenting and anger management. Any other needs of community members are referred out to other agencies, if available. After thinking more about what it means to be a counselor I have come to the conclusion that this agency appears to focus more on "the craft of therapy" than "the needs of the community."

How wonderful it is to live in an ivory tower. In an ivory tower we can ponder the nuances of psychodynamic therapy and engage in the lofty goal of evolving, with those clients who *qualify*, up the golden staircase toward the esoteric realms of enlightenment and self awareness. Further, we can engage in dignified consultations with our esteemed colleagues and banter about whether our clients are suffering from Borderline or Narcissistic Personality Disorder. How elevating our analyses and how easy it becomes to view ourselves, even if momentarily, as respected medical pillars of the community whose work is highly skilled and sought after; full of value for anyone aware enough to appreciate our gem like interpretations. I won't digress to discuss the *spiritual* overtones that could be entertained here; I think you get the idea.

Meanwhile, our clients, in addition to their personality disorders, suffer from unemployment. They are addicted to a variety of substances. They are discriminated against. They were raised in cultural traditions that have no reason to understand psychotherapy. They may simply have a life threatening disease. They may not be prepared to appreciate our brilliant interpretations.

Well, we've reviewed your case and I am sorry to say that it appears we can't help you. Perhaps our office staff can assist you with a referral. This is a refrain heard too often by clients who have come

to seek help from social service agencies. How can we best serve the mental health needs of more of the community? Is the need for counseling services greater for those who refuse to seek services than those who do? Where are all the men? Why do we see so few of them in therapy? We certainly hear *about* them many times. We may hear about all the horrible things they've done to the women in their lives; the women who do participate in counseling. Wouldn't the community be better served by efforts to discover ways to make therapy a meaningful option for men?

Most of the men we see in counseling have either been pressured into participation by the women in their lives, or have been mandated by the court system. Those that voluntarily participate often lack commitment or terminate prematurely. In similar ways, our traditional methods of mental health treatment appear to continue to lack a commitment to developing services that meet the needs of a variety of community members who fall outside the profile of the ideal psychodynamic client. Why are we forced to

(continued on page 4)

Elections! Elections! Elections! Elections!

By Michael Ingramm

The Executive Board of WACES is pleased to announce that Dr. Randy Astramovich of University of Nevada - Las Vegas has been nominated for the position of president elect elect. If elected, Dr. Astramovich's will serve during the 2007-2008 term. The president elect elect position was the only open office this nomination cycle.

Please stay posted for other positions that will need nominations. Remember, organizations survive and thrive only if people with many other personal and professional priorities take (or make) the time to serve. Our region will not continue its success without strong leadership. Thanks again to Dr. Astramovich for allowing his name to be placed in nomination for the president elect elect position.

What Does it Mean to be a Counselor?

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refer so many clients out for the services we cannot provide? Why do we see so many clients from ethnic minorities and other groups terminating after one or two sessions?

So, what does it mean to be a counselor? Our roles appear to overlap with others and we have the flexibility to address a variety of psychosocial issues. If the traditional methods of providing mental health services were more broadly effective, we could rest on our laurels and simply continue to administer a narrow range of the more traditional methods of psychotherapy. Unfortunately, however, I don't think we need to look far to see that there is much room for improvement in how mental health services are viewed by the public and administered by mental health professionals. In order to reach a greater portion of the members of our communities it appears that we need to broaden our approach. We can take advantage of the flexibility of the *counselor's identity* and advocate for the creation of, and provide, a wider range of services that more fully address the needs of the entire spectrum of the client population. Some of these new efforts may blend gracefully into the services we already provide. Others, however, could require new types of preventive, educational, vocational or creative arts based programs not typically associated with the traditional mental health services in existence today. The 50 minute clinical hour in the office may need to be traded in for a 2 hour meeting with the client's tribal leaders. The counselor's CBT thought record for depression may need to be traded in for assistance in obtaining placement in a job training program. The key to finding the appropriate treatment for a client must be found in the needs of the client. It may not always be found in the refinement of a tradition psychotherapeutic approach.

WACES Presidents Column

(continued from page 1)

Three methods of honoring mentors are noted. First, contact your mentor to directly express your appreciation. Given our counseling emphasis on clear and direct emotional expression, I can not think of a better gift than to get a call, email, or card from a student or graduate to say thank you. My in-basket at Christmas has many such cards and they helped me to remember why I do this work. Second, we can "pass it on" by becoming a mentor. For many of us, our faculty roles include this activity. I propose that we reflect on who we mentor and why we mentor them; perhaps we might call this mindful mentoring? Last, we can write a tribute to a mentor for posting on the "Who Mentored You?" website. Video clips and written essays by prominent people from numerous fields, such as Tom Brokaw, the late Ray Charles, Deepak Chopra, Senator John McCain and Secretary of State Colin Powell, will be available. As part of community advocacy, what an interesting assignment this could be! So, in true mentor fashion, I say to you: "Pass It On!"

WACES Officers 2004-2005

President

Dr. Patricia Kerstner
College of Social & Behavioral Sciences
University of Phoenix
4635 E. Elwood, Mail Stop P321
Phoenix, AZ 85040
480-557-2179
480-557-2338 (fax)
patricia.kerstner@phoenix.edu

Past-President

Dr. Michael Anthony Ingram
318-B Education Hall
Oregon State University
Corvallis, OR 97331
541-737-3550
541-737-2040 (fax)
ingramm@orst.edu

President-Elect

Dr. Louis Downs
Dept. of Counselor Education
California State University, Sacramento
6000 J Street
Sacramento, CA 95819
(916) 278-4123
ldowns@csu.edu

President-Elect-Elect

Dale Elizabeth Pehrsson
Assistant Professor for Counselor
Education and Supervision
Oregon State University
311 Education Hall
Corvallis, Oregon 97331
dale.pehrsson@oregonstate.edu
Phone 541.737.8551

Secretary

Dr. Leah Brew
Dept. of Counseling, EC 444
California State University, Fullerton
P.O. Box 6868
Fullerton, CA 92834-6868
714-278-2708
714-278-4456 (fax)
lbrew@fullerton.edu

Treasurer

Dr. Sarah Leverett-Main
Dept. of Counseling, Educational
and Developmental Psychology
Eastern Washington University
705 W. First Avenue
Spokane, WA 99201
509-623-4225
509-255-5378 (fax)
sleverett@ewu.edu

Competent Counselor Practice for Use of Bibliotherapy

Dale-Elizabeth Pehrsson and Paula McMillen
Oregon State University
(continued from page 1)

A seasoned counselor considers multiple factors when recommending materials for clients to read; for instance: the counselor's theoretical and practice framework, the therapeutic setting, the client needs and situation, cost factors, client's developmental and reading level, as well as the developmental stage of therapy. That's a lot to take into account! Neophyte counselors lack adequate clinical experience to grasp the complexities of choosing the right book without some additional guidance.

Choosing the wrong book could have ethical and/or potentially damaging consequences for clients, counselors, or organizations. For example, a book with explicit anatomical illustrations may be the right choice for a constructive therapeutic interaction with a child who has experienced sexual abuse. However, it could have a catastrophic impact on funding or even employment if the agency or school administrative team is caught unaware by a concerned group of parents or community partners who don't feel the book is the right choice. Also, preventing re-traumatization caused by exposing clients to content for which they are not ready requires thought. It is essential that counselors have first hand knowledge of materials before they recommend them to clients. Counselors have an ethical responsibility to adequately prepare themselves before they utilize reading materials with clients so that they practice effectively and appropriately in their therapeutic work.

The practice of bibliotherapy is known by many names including biblio-counseling, biblioguidance, literatherapy, library therapeutics, and book matching, among others. Likewise, there are various definitions for bibliotherapy. The definition that we like for the practice of bibliotherapy in counseling comes from Caroline Shrodes: She asserts that bibliotherapy is "the process of dynamic interaction between the personality of the reader and the literature under the guidance of a trained helper" (Shrodes, 1950). Bibliotherapy can be used for resolving normal developmental issues as well as facilitating therapeutic work on more significant clinical issues (Hynes & Hynes-Berry, 1986).

There is an abundance of literature about the benefit of using books in therapy, and as a result, counselors and other helping professionals choose and recommend books to their clients all the time (Pardeck, 1998, 1-27). Certainly, one of the most compelling ways we learn is through stories. Moreover, reading materials can expand the therapeutic process outside of the session, increasing the impact and value for the client. Bibliotherapy can increase self-awareness, assist in the development of empathic understanding, and enhance insight. Books can provide information and help generate alternative perspectives and solutions. Bibliotherapy can promote discussion, stimulate the telling of the client's own story, clarify emerging values, lessen anxiety, and diminish a sense of isolation. Further, books can help individuals expand sensitivity to and experience vicarious immersion in another's culture. Conversely, literature can foster a client's own sense of cultural identity, ethnic pride, and

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*THANKS! THANKS!
THANKS! THANKS!
THANKS! THANKS!*

A tremendous thanks to all of the people who made the 2004 WACES Conference such a great success. Of course all of the board members contributed substantially! Louis Downs, conference chair and president elect, delivered a stellar performance. And we also want to thank all of our student volunteers:

Julie Colfax
Jennie Econome
Laura Glose
Maria Isabel Hernandez
Retha Milliken
Veronica Ocampo
Patricia Quintana
Christina Thomas

WACES Contacts

Karen Eriksen, Wire Editor
keriksen@argosyu.edu
Program Chair, Counseling
Argosy University
3501 W. Sunflower Ave.
Santa Ana, CA 92704
(714)338-6231
(714)437-1284 (fax)

Katrina Harris
krharris61@cox.net
Graduate Student Representative
9221 Jadedcrest Dr.
Las Vegas, NV 89134
fax 702-242-6820
cell 702-498-1137

Timmy Lee, Webmaster
University of Southern California
213-740-7442
timmylee@usc.edu

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self worth (Tway, 1989; Pardeck, 1998, 25-31). Bibliotherapy has been used with all ages and almost every imaginable presenting problem.

When evaluating books for therapeutic use, counselors need to consider several criteria with the particular client or group in mind. We've developed a Book Evaluation Tool which presents many of these criteria, including general structure, subject matter, language, and text (<http://bibliotherapy.library.oregonstate.edu>). Well-executed, appealing, and developmentally appropriate pictures and illustrations can be enticements to even reluctant readers or to those with attention deficits. Book length depends on how the book will be used; for example, a lengthy book might be appropriate for a client reading at home but not for a classroom guidance unit. Characters and situations depicted should be familiar enough to facilitate identification on the client's part. The vocabulary and themes of the book should be a match for the client's developmental and reading levels. The choice of genre – fiction, non-fiction, poetry, etc. – should be based on an assessment of the client's particular needs. And, of course, cost and relative value are important factors as well. If the book is expensive, the counselor might ask, "Will this have maximum impact for the client?" and "How often will I use this with clients?" Positive answers to these questions may justify the purchase.

Counselors use books in multiple ways and this also influences the choice of materials. Some benefit can be derived by simply giving or recommending a specific book for a client to read (Cohen, 1994; Marrs, 1995), but greater benefits usually derive from interactions with the therapist around the reading material. Some of the many ways that books can be employed therapeutically include reading together, reading to a client, reading parts of a story as a stimulus to client or group discussion or role-play, and reading followed by a creative activity such as drawing or writing. This list is by no means exhaustive; as we know, counselors are a creative bunch and come up with new practice approaches all the time. We haven't even begun to touch on some of the imaginative ways that story telling can be used, but that will have to be another article!

For information on evaluating books for practice, contact Dale Pehrsson at dale.pehrsson@oregonstate.edu or Paula McMillen at paula.mcmillen@oregonstate.edu or check out the Bibliotherapy Education Project's Web site at: <http://bibliotherapy.library.oregonstate.edu>.

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- Tway, E. (1989). Dimensions of multicultural literature for children. In M. Rudman (Ed.), *Children's literature: Resource for the classroom* (pp. 109-133). Norwood, MA: Christopher-Gordon.

WACES Special Recognition Award Dr. Patrick Romine

Patricia Kerstner: On August 6th, my dean, my friend, my ex-husband, and my mentor lost his battle with pancreatic cancer. In 1992, one year after our divorce, he hired me to start our community counseling program. Over the years we went through two successful CACREP visits and programmatic expansion throughout the Western Region.

David Capuzzi: I am writing to nominate Dr. Patrick Romine for the WACES Special Recognition Award. Patrick died last month after a valiant attempt to overcome the challenges cancer presented. As years passed, Patrick became a devoted member of the cadre of counselor educators across the country. He developed a highly successful Master's program in Counselor Education at the University of Phoenix in Phoenix. The program received "high marks" when it received CACREP accreditation after the on-site team's visit to the Phoenix campus. Students in the program benefit from a combination of face-to-face classroom experience with faculty along with a myriad of on-line resources that can be utilized in the context of their counselor education experience. Students are thoroughly screened and admitted into small cohorts that foster a spirit of collaboration, the opportunity to receive excellent supervision and mentorship from the faculty, and a real sense of connection with the university. Patrick was a master at garnering resources on behalf of the students and they enjoy one of the finest clinical set-ups for practica, role-play and other learning venues.

David: As president, and now past president, of the American Counseling Association, I have been afforded the opportunity to meet and network with many of the leaders, scholars, educators, and supervisors connected with the profession of counseling. Patrick was one of the finest of these individuals and noteworthy not only for his creativity and commitment, but also for his ability to offer affirmation and encouragement to his friends, co-workers, and others. I, personally, experienced and appreciated his gentle way of relating and being both colleague and friend.

Patricia: He challenged me, cared about me, and was the only man I have ever known who, even in the most dire straits, could make me laugh.

David: In thinking about Patrick, I am reminded of these words by Robert Frost (1923):

*Nature's first green is gold,
Her hardest hue to hold.
Her early leaf's a flower,
But only so an hour.
Then leaf subsides to leaf,
So Eden sank to grief,
So dawn goes down to day,
Nothing gold can stay.*

Patrick will be missed by all who knew him during his all too brief journey in life. I can think of no one more deserving of receiving the WACES Special Recognition Award.

Patricia: David and I accept this award on behalf of Patrick, his widow, and his family

(as presented at the WACES luncheon)

TREASURER'S REPORT

JANUARY 1, 2004 – DECEMBER 31, 2004

The following is an accounting of WACES revenue and expenditures for the period January 1, 2004, through December 31, 2004.

REVENUE

Registration Fees	17,400.00	
Membership Dues	4,075.00	
Pre-conference Workshop	1,995.00	
Entertainment Donations	155.00	
CEU's	60.00	
Conference Booth Fees	800.00	
Donations	300.00	
Dinner Guests	116.00	
ACES Annual Dues Rebate	604.00	
Total Revenue		\$25,505.00

EXPENDITURES

2004 Conference Expenses – Hotel	12,308.76	
2004 Conference Expenses – Pre-conference Workshop	1,825.30	
2004 Conference Expenses – Awards/Gifts	194.01	
2004 Conference Expenses – Supplies Misc.	1,017.80	
WACES Wire Newsletter	1,772.11	
President Expenses – WACES Travel	478.70	
President Expenses – Gifts	0	
President Elect Expenses – Travel	446.52	
Treasurer Travel	500.0	
Secretary Travel	0	
Treasurer Expenses – Bank Charges and Postage	46.30	
Total Expenditures		\$18,589.50

Revenue in Excess of Expenditures

\$6,915.50

Beginning balance – as of December 31, 2004 **\$21,950.46**

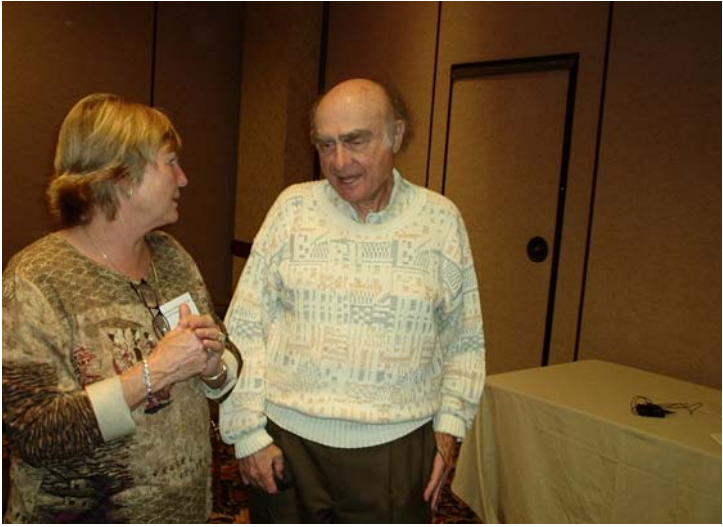
Total Revenues – January 1, 2004 – December 31, 2004	\$25,505.00
Total Expenditures – January 1, 2004 – December 31, 2004	<\$18,589.50>

BALANCE – December 31, 2004

\$28,865.96

Conference Memories

Sacramento California 2004



Conference Memories

Sacramento California 2004

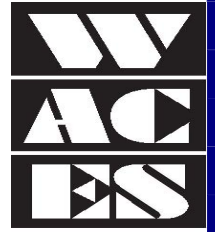


Conference Memories

Sacramento California 2004



WESTERN ASSOCIATION FOR COUNSELOR EDUCATION AND SUPERVISION



Ballot

2005 Election for President Elect Elect

Randall Astromavich

Other _____

Please cast your vote and return ballot by **February 28th** to:

Dr. Michael Anthony Ingram
318-B Education Hall
Oregon State University
Corvallis, OR 97331

**Randall Astramovich,
Nominee for President Elect Elect
Goals Statement**

Being nominated for president-elect-elect of WACES is an honor and I am excited at the possibility of joining a dynamic group of leaders in counselor education. Of all my professional memberships, ACES and WACES are the most meaningful to me both professionally and personally. During my five years as a counselor educator, I have relied on national and regional meetings of ACES for professional renewal and inspiration. Currently I am an assistant professor in the school counseling program at the University of Nevada, Las Vegas where I teach in our CACREP accredited master's program, as well as a new doctoral program in school counselor education. I had the pleasure of attending the WACES 2004 conference in Sacramento along with several of our first year doctoral students and I enjoyed seeing their enthusiasm at networking with other counselor educators and supervisors in the Western Region.

If elected WACES president-elect-elect, I would continue to build upon the successes of our past leaders. Specifically, I would focus on increasing our membership and building collaborative relationships with state, regional, and national professional counseling organizations. A significant concern facing members in our region involves counselor licensure. Currently, California and Nevada remain the only two states nationwide that do not license professional counselors. As a WACES officer, I would strongly support the continued efforts of WACES and ACES members in working closely with state organizations and the American Counseling Association to help realize counselor licensure in the last two states. Finally, the field of counseling has experienced a remarkable diversification in recent years and today's counselor educators and supervisors are faced with helping "grow" new counselors in many different specialties. Like Carl Rogers' ideas about the fully functioning person, I believe the continued success of WACES relies on our ability to be adaptable and open to the changing needs of our members and the counseling profession.

Title and Full Business Address

Assistant Professor, College of Education, University of Nevada, Las Vegas, 4505 Maryland Parkway, Box 453003, Las Vegas, NV, 89154-3003.
phone: (702) 895-2948
e-mail: Randy.Astramovich@cmail.nevada.edu

Education

Ph.D., Counselor Education, 2000, University of North Texas; M.Ed., Community Agency Counseling, 1994, University of North Texas.

Certification & Licensure: NCC, NCSC

Recent Professional Experience

Assistant Professor, University of Nevada, Las Vegas (2002-present).
Assistant Professor, Idaho State University (2000-2002).

Professional Association Experience

Association for Counselor Education and Supervision (ACES) School Counselor Interest Network Co-Chair (2003-present);
American School Counselor Association (ASCA) CACREP Standards Revision Committee (2004);
Association for Counselor Education and Supervision (ACES) 2002 Convention Program Planning Committee (2001-2002);
Idaho Association for Counselor Education and Supervision (IACES) President (2001-2002).

Recent Publications

- Astramovich, R. L., & Coker, J. K. (in press). Program evaluation: The Accountability Bridge model for counselors. *Journal of Counseling and Development*.
- Astramovich, R. L., Coker, J. K., & Hoskins, W. J. (in press). Training school counselors in program evaluation. *Professional School Counseling*.
- Astramovich, R. L., Okech, J. A., & Hoskins, W. J. (in press). Counselor educators' perceptions of their doctoral coursework in research methods. *Guidance and Counseling*.
- Astramovich, R. L., Jones, W. P., & Coker, J. K. (2004). Technology enhanced consultation in counseling: A comparative study. *Guidance and Counseling, 19*, 72-80.

Presentations

- Astramovich, R. L., Harris, K., & Smith, S. D. (October 2004). *Promoting self-advocacy skills among minority students: A framework for school counselors*. Presentation at the Western Association for Counselor Education and Supervision, Sacramento, CA.
- Astramovich, R. L., & Hoskins, W. J. (October 2004). *Program evaluation in school counseling: Implications for counselor education*. Presentation at the Western Association for Counselor Education and Supervision, Sacramento, CA.
- Astramovich, R. L., Schrader, S., & Jaymes, D. (June 2004). *Redesigning counseling practicum via collaboration*. Paper presented at the annual conference of the American School Counseling, Reno, NV.
- Astramovich, R. L. (June 2004). *Program evaluation in school counseling: The Accountability Bridge*. Paper presented at the annual conference of the Education Trust's Transforming School Counseling Initiative, Norfolk, VA.

ASSOCIATION OF COUNSELOR EDUCATION AND SUPERVISION 2005 NATIONAL CONFERENCE

*October 20-23, 2005
Pittsburgh, Pennsylvania*

CREATIVITY and CHANGE in COUNSELOR EDUCATION and SUPERVISION

The 2005 ACES National Conference will be held October 20-23, 2005 in Pittsburgh, Pennsylvania. In keeping with the theme, several exciting activities and events are being planned. There will be workshops, receptions and many additional opportunities for professional and creative growth, learning and relaxation. Most of the conference activities will take place in the Pittsburgh Marriott City Center and the Ramada Plaza Suites Downtown Pittsburgh. The hotels are located near the downtown Pittsburgh Cultural Center and are across the street from each other. The room rates at both hotels have been guaranteed at \$95.00 per night. In addition to workshops, other activities will include a reception at Duquesne University; this is a short walk from the hotels, a boat ride on the Pittsburgh Three Rivers aboard one of the Gateway Clipper boats, and other social events for professional and social interaction. Pre-conference full day and half day workshops are being planned and will take place on October 19, 2005. US Airways is offering 5% off the lowest applicable published fares; 10% off with 60 day advance reservation/ticketing required. Use ACES National Conference Gold File number 49142721

Submission of Conference Program Workshop Proposals

All conference Program Workshops will be scheduled into blocks of one hour and fifteen minutes. The deadline for program submissions was December 10th, and notice of disposition of a program proposal (accepted or not accepted) for presentation at the conference will be sent to the person submitting the proposal by March 15, 2005. Those persons who receive a favorable decision will then be informed of the procedures and costs, if applicable, associated with media and equipment necessary to make the presentation.

Additional Information

If you have questions or require additional information, contact Dr. Joseph Maola, Conference Chairperson, via e-mail. The address is *MAOLA@DUQ.EDU*

Information on Registration and Housing will be Distributed Beginning December 2004.

ACES Early Bird Registration

The Association for Counselor Education and Supervision (ACES) announces the opening of its "Early Bird" registration for the 2005 ACES National Conference. Now through April 30th, regular ACES members can save *up to* \$100 off the on-site registration fee.

Registration forms and other registration information are available online at www.acesonline.net. Registration forms should be mailed to Donna Henderson, Wake Forest University, Box 7406 Reynolda Station, Winston-Salem, NC 27109.

Hotel Information: For room reservations, call the hotels directly and mention the ACES Conference.

- Marriott Hotel, 112 Washington Place, 888-456-6600 or 412-471-4000
- Ramada Inn, One Bigelow Square, 800-225-5858 or 412-225-5858

Pittsburgh 2005

ASSOCIATION FOR COUNSELOR EDUCATION AND SUPERVISION 2005 CONFERENCE REGISTRATION FORM *Creativity and Change in Counselor Education and Supervision*

REGISTRATION INFORMATION

Name (print) _____
(first) (middle initial) (last)

Name for badge _____ ACA Membership # (for discount) _____

Street Address _____

City _____ State _____ Zip _____

Organization _____

Daytime Phone () _____ Evening Phone () _____

E-Mail _____

Special Needs (e.g., meals, accessibility) _____

Registration fee includes receptions, two lunches, and all breaks, in addition to conference programs, exhibits, and other activities. Pre-conference workshops have a separate registration and are not included in the registration fee.

2005 Annual Conference Registration Form - ACES Convention October 20-23

Postmarked	Super Saver by Feb 15	Early Bird by April 30	Advance by August 30	General and On- Site After Sept 1
ACES Member				
Professional/Regular	() \$200	() \$225	() \$250	() \$300
Student/New Prof	() \$150	() \$150	() \$175	() \$225
Retiree	() \$150	() \$150	() \$175	() \$225
Non-Member				
General Attendee	() \$300	() \$325	() \$350	() \$400
Student	() \$250	() \$250	() \$275	() \$300

Payment Method (full payment must be enclosed or registration will not be processed)

() Check or money order, payable to ACES in U.S. funds, enclosed, () VISA () MasterCard

Credit Card # _____ Exp. Date _____

CVC Code: Visa, MC, (last 3 digits next to signature) _____

Cardholder's name _____ Phone number () _____

Authorized signature: _____ Date _____

**Individuals with delinquent accounts will receive a written notice. If accounts are not paid in full within 30 days of the date of the notice, the delinquent accounts will be referred to a collection agency.*

Print and mail completed registration form with payment to:

Donna Henderson, Wake Forest University, Box 7406, Reynolda Station, Winston-Salem, NC 27109

American Counseling Association 2005 Annual Convention & Exposition

April 6-10, 2005, Atlanta, GA

Counseling: A Creative Force in the Fabric of Life

GOOD NEWS...ACA is now offering Bright and Early Rates - through November 15, 2004

ACA Members

Professional/Regular - \$265

Student/New Professional - \$170

Non Members

General Attendee - \$450

Student - \$290

Take advantage of the Bright and Early Rates and Save\$\$\$. See how much you will be saving if you register now!

There are three ways to register:

1. **Download and Fax:** Download the [registration form](#) from counseling.org in PDF format and fax to 1-800-473-2329 or 703-461-9260.
2. **Download and Mail:** Download the [registration form](#) from counseling.org in PDF format and mail to:
American Counseling Association
5999 Stevenson Avenue
Alexandria, VA 22304
3. **Register Over the Phone:** Call ACA at 1-800-347-6647 ext. 222
 (Monday-Friday from 8:00 am to 7:00 pm eastern time)

Early in the fall you will receive a copy of the Advance Registration Brochure (ARB) that will provide you with information on the Learning Institutes, Education Sessions, Special Ticketed Events, housing and transportation information. You will need to use the form in the Advance Registration Brochure to purchase meal tickets and to register for the Learning Institutes

About the City

Experience big city entertainment and southern hospitality when you visit Atlanta. From culture to cuisine, sports and shopping, Atlanta has it all covered. The Hartsfield International Airport is the "world's busiest airport", and the "largest passenger terminal complex in the world". Because of Atlanta's airport and accessible location, 80% of the US population is within a two-hour flight. There are approximately 59 International destinations with direct service from Atlanta. Find out more about Atlanta by visiting their website at www.atlanta.net

Western association for counselor education and supervision

WACES Membership Registration

for Academic Year 2003-2004

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: _____



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Argosy University is accredited by the Higher Learning Commission and a member of the North Central Association (NCA) (30 North La Salle Street, Suite 2400, Chicago, IL 60602 www.ncahlc.org 1.312.263.0456).

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