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)

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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.

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.

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/
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)

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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?  
(continued from page 3)

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@csus.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
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

WACES Contacts

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

Katrina Harris  khrarris61@cox.net  Graduate Student Representative  9221 Jadecrest 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
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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References

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

**REVENUE**

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<th>Item</th>
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*Total Revenue* $25,505.00

**EXPENDITURES**

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<td>2004 Conference Expenses – Pre-conference Workshop</td>
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<td>2004 Conference Expenses – Supplies Misc.</td>
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<td>President Expenses – Gifts</td>
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<td>President Elect Expenses – Travel</td>
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<td>Secretary Travel</td>
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<td>Treasurer Expenses – Bank Charges and Postage</td>
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*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

volume 43, number 2       winter 2005
Conference Memories
Sacramento California 2004

volume 43, number 2       winter 2005
Ballot

2005 Election for President 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
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@ccmail.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

Presentations
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
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

<table>
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<th>Early Bird by April 30</th>
<th>Advance by August 30</th>
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<td>( ) $225</td>
<td>( ) $250</td>
<td>( ) $300</td>
</tr>
<tr>
<td>Student/New Prof</td>
<td>( ) $150</td>
<td>( ) $150</td>
<td>( ) $175</td>
<td>( ) $225</td>
</tr>
<tr>
<td>Retiree</td>
<td>( ) $150</td>
<td>( ) $150</td>
<td>( ) $175</td>
<td>( ) $225</td>
</tr>
<tr>
<td>Non-Member</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Attendee</td>
<td>( ) $300</td>
<td>( ) $325</td>
<td>( ) $350</td>
<td>( ) $400</td>
</tr>
<tr>
<td>Student</td>
<td>( ) $250</td>
<td>( ) $250</td>
<td>( ) $275</td>
<td>( ) $300</td>
</tr>
</tbody>
</table>

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 no-
tice, 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
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
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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OF SUCCESS.

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