

Wisconsin Counseling Association
5390 Clarice's Circle
Stevens Point, WI 54481



FALL

NEWSLETTER

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President's Message

Dan DeSlover, LPC

Our mission is to promote professional counseling practices and to that end, our strategic plan this year focuses on developing closer alliances with other professional counseling associations and strong advocacy for state and federal legislation beneficial to Licensed Professional Counselors while continuing to produce high quality educational services for our membership. To accomplish that, we are dialoguing with the Wisconsin Mental Health Counseling Association, the Wisconsin School Counseling Association, the Wisconsin Coalition of Behavioral Health Providers and others to advocate for regulation beneficial for LPCs and to promote collegial collaboration. Further, we have contacted our national representatives in Congress urging passage of Medicare legislation recognizing LPCs. This Fall WCA will host another Summit Ethics, Professional Boundaries, Best Practices and Beyond: Emerging Issues in Counseling Today and again publish the award-winning journal *The Wisconsin Counseling Journal*. Your membership in WCA strengthens our profession. If you have questions or comments about WCA, please contact me.



WCA 2009 Fall Summit

Saturday, Nov. 7th, 2009

8:15am – 4:15pm

Mid-State Technical College

Wisconsin Rapids, Wisconsin

***Ethics, Professional Boundaries, Best Practices & Beyond:
Emerging Issues in Counseling Today***

* 6 Continuing Education Hours will be available for attendees and a buffet lunch is included in the summit fee. Membership forms available on our website: www.wicounseling.org.

* Attend informative and practical sections on a variety of counseling-related topics, issues, and areas of interest.

* Connect with friends and colleagues, and strengthen networks, contacts, and referrals.

* Lunch is served on site.

If you have any questions, please contact Renae Reljic, WCA Professional Development Chair, at (920) 573-2897 or reljicr@uwosh.edu.



October gave a party;
The leaves by hundreds came -
The Chestnuts, Oaks, and Maples,
And leaves of every name.
The Sunshine spread a carpet,
And everything was grand,
Miss Weather led the dancing,
Professor Wind the band.
~George Cooper, "October's Party"



President-Elect's Message

Renae Reljic, WCA President-Elect, UW Oshkosh

It has been a hard day here. I just learned that Licensed Professional Counselors have lost another privilege in the State of Wisconsin. Several months ago a special legislative committee was put together to determine what professionals could bill insurance when seeing children who have diagnoses from the Autism Spectrum. This special committee included only one Licensed Professional Counselor who specializes in working with children with Autism Spectrum Diagnoses. We lost the privilege to see these clients independently. The committee determined that Professional Counselors do not have the specialized training to meet the clients' behavioral needs.

This frustrates me for several reasons. First, as a Counselor Educator, I know that Professional Counselors receive the education necessary to meet the needs of our clients from a holistic perspective (behavioral, emotional, social, and systemically). Second, this is another example of where our voice was not loud enough to share the value that we have as professionals and how our expertise could support the work of the psychologists, social workers, and behavioral specialists that have been included on the provider list. Third, one difficulty the committee cited against us is the lack of empirical evidence supporting the efficacy of our work with these children and families. This hit a nerve because I know it is true. Professional counselors do find it difficult complete research. We are time limited. Finally, as I look at the new documentation outlining the accepted treatment and goals, it appears as though only the clients' behavioral and part of their social needs will be met. The documentation does not consider the rest of their world. Our voice was not loud enough to meet their needs. We must continue to advocate for ourselves and for our clients. It just takes one-step or one call. If you would like to know more, to contact the legislators, or to help develop some empirical evidence please email me at reljicr@uwosh.edu.



Past Presential Musings: An Argument for Getting Involved in Your WCA Board

Mark Gillen, Past President WCA, UW River Falls

It is the last weekend in August. Four years ago, when I first returned to Wisconsin, I decided I needed to paint my new home. The weather was hot and humid, just as I remembered late summer days in Wisconsin. This weekend I have been working outside building a deck on the back of my house and I have had to wear two layers just to stay warm. Unpredictability, in this case the weather, has not affected how I go about doing important, and interesting, projects. Instead, I just needed to understand the requirements of tangential issues, in this instance dressing appropriately.

My weekend project reminds me of the issues related to the Wisconsin Counseling Association. Each year we engage in familiar projects: the Fall Summit, producing four issues of the WCA newsletter, producing The Wisconsin Counseling Journal, engaging with the legislative process to support counseling in Wisconsin, engaging with other state counseling associations at the Midwestern Regional meetings and the American Counseling Association National conference, and attending board meetings four times per year. In addition, we have active committees that engage in parallel projects related to the board strategic goals. While this list seems daunting, board members are mentored and supported so that transitions within the board, and related board projects, go smoothly.

However, sometimes factors intrude on our familiar projects and we have to step back and reassess in order to move forward. The WCA board has experience in navigating through rough water and has shown remarkable resiliency so that we can accomplish our journey.

If you are interested in adding to your profession, working with dedicated peers, and engaging in interesting projects then the WCA board has place for you.

WISCONSIN COUNSELING ASSOCIATION

2009 Fall Summit Registration Form

“Ethics, Professional Boundaries, Best Practices and Beyond: Emerging Issues in Counseling Today”

6 Continuing Education Hours will be available for attendees and a buffet lunch will be included in the summit fee. Membership forms available by following the “forms” link on our website: www.wicounseling.org

REGISTRATION INFORMATION:

Name (print) _____

Street Address _____

City _____ State _____ Zip _____ Daytime Phone _____

Evening Phone _____ Email _____

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

Current WCA member? Yes No Would you prefer your newsletter delivered by mail or email .

SUMMIT FEES:

WCA Member

Professional/Regular () \$45

Student () \$35

* Students are reminded that they may obtain their first year of membership free by submitting a WCA membership form with a professor's verifying signature along with this registration; students may only use this one-year free membership once.

Non-Member

Professional/Regular () \$95

Student () \$60

Join WCA (1 year membership) & Summit Registration

Professional/Regular () \$90

Student () \$55

Full Payment must be enclosed or registration will not be processed.

Deadline for general Summit registration is October 20, 2009. In addition to the above listed registration fees, any walk-in registrations on the day of the Summit will be assessed an additional on-site processing fee of \$10.00.

Please make check or money order payable to WCA. Mail completed registration form with payment to: WCA Treasurer, James F. Krems, 5390 Clarice's Circle, Stevens Point, WI 54481.

If you have any questions, please contact Renae Reljic, WCA Professional Development Chair at (920) 573-2897 cell or email reljicr@uwosh.edu.

Legislative Issues and Updates

ACA

House Health Care Reform Bill Includes Medicare Coverage of Counselors

The three House committees with jurisdiction over health care—the House Ways & Means Committee, the House Energy & Commerce Committee, and the House Education & Labor Committee—have released draft health care reform legislation, including provisions to update the Medicare program.

Importantly, the draft legislation (known as the “Tri-Committee” draft) would establish Medicare coverage of licensed professional counselors and marriage and family therapists. The legislation makes significant changes to the way the current health insurance marketplace works in the U.S., with the goal of building on our current system to broaden coverage and constrain health care cost increases. Source: www.counseling.org

ASCA

Urge Members of the Senate to Sign Sen. Feingold's Letter Requesting Funding for the Elementary and Secondary School Counseling Program (ESSCP)

ASCA has been working closely with Sen. Russ Feingold's (D-Wis.) staff to, once again, distribute a "Dear Colleague" letter to all the members of the Senate urging his colleagues to sign a letter requesting the Senate Appropriations Committee to provide increased funding for the Elementary and Secondary School Counseling program in fiscal year (FY) 2010. By funding ESSCP at an increased level, monies will be made available to both elementary and secondary schools to provide comprehensive school counseling services. This is due to ESSCP's statutory funding trigger; secondary schools (i.e., middle and high) are not eligible to participate in the program until total funding exceeds \$40 million. Source: www.schoolcounselor.org

News From The National Organizations

ACA In The News

Welcome Students!

Liability (malpractice) insurance now included in membership for ACA Master's level students. The ACA Student membership now includes liability insurance to ACA student members enrolled and engaged in a master's degree counseling curriculum at a post secondary institution. Coverage is solely while performing counseling services (e.g. practicum and internship) related to such curriculum. Visit the ACA web site at www.counseling.org for additional information.

FAMFC/NECA Life Work Institute: Miami

Thursday, Nov. 19 Presentation (3 hr workshop)

Devan Coughlin, the National Employment Counseling Association Student Board of Trustee Representative, and Jennifer Clark, also of Florida State University Counseling program, will be presenting an indepth skill building session on Thurs, November 19, 2009, at the NECA LifeWork Institute to be held in Miami, Florida in partnership with the Florida Counseling Association. Visit: www.employmentcounseling.org for additional information.

ACCA

Study reports collegiate mental health issues on the rise. A five-year pilot study involving 28,000 students at 66 institutions of higher education reveals preliminary and informal findings aimed at improving the mental health services for today's college students. Visit: <http://www.collegecounseling.org/pdf/cscmh%20report.pdf> for the full report.

NCDA

NCDA promotes career development through its annual celebration of National Career Development Month, every November. This year NCDA announces the 2009-2010 Poetry and Poster Contest Theme: "Bridges to a Brighter Future: Inspire Your Career - Empower Your Lives!" Visit

http://associationdatabase.com/aws/NCDA/pt/sp/Home_Page for additional information.

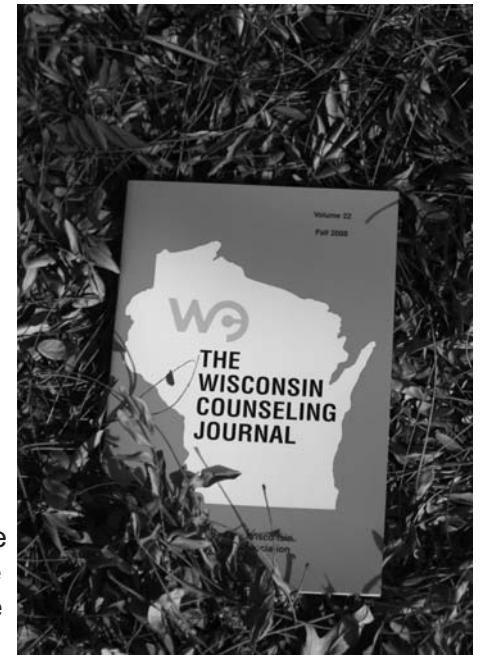


Wisconsin Counseling Association Journal Earns National Recognition

Mark Gillen, Editor, The Wisconsin Counseling Journal, UW River Falls

The Wisconsin Counseling Association's peer-reviewed Journal, The Wisconsin Counseling Journal, was recognized as the best Small Branch (less than three hundred members) Journal by the American Counseling Association (ACA). The award was presented to Dr. Mark Gillen, Editor, at the ACA's National Conference in Charlotte North Carolina.

Three years ago, the Wisconsin Counseling Association (WCA) Board decided to reinvigorate the publication. Since 2007, two issues have been published with a circulation of more than 300. The 2009 issue of The Wisconsin Counseling Journal will be available to all WCA members at the 2009 Fall Summit.



WCA Has a New Web Site! Check it Out!

Kelli Saginak, WCA Newsletter Editor, UW Oshkosh

With great pleasure and excitement, I announce the new WCA web site! I invite you to surf the site at the same address, www.wicounseling.org and get acquainted with all the site has to offer. The new site has extra features such as a blog, member's area, calendar of events, photo gallery, and other newly updated areas. The site is still under construction in some areas, so please be patient as the Board and I continue to update and revise the site. I hope you enjoy the new site and I look forward to your feedback!

Membership Update

Mary Ann Krems, Membership Chair

Membership at WCA continues to increase and thank you all for your adjustment to the once a year renewal for memberships that will be due **November 1**. The exciting news is that our web site is being updated and you will be able to access a membership renewal form but you can also renew your membership when you sign up for the **WCA Summit on November 7** to which you have all been invited.

Two of our members are currently contacting all ACA members to invite WCA membership and the Summit.

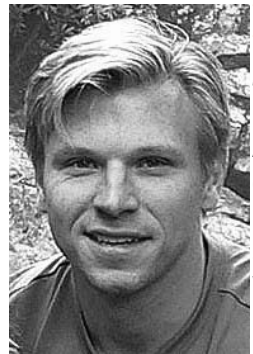
Our current membership total is 296.

If you are attending the conference, consider presenting a sectional. Those who do have a free conference attendance because we are so appreciative of their sharing and collaborating with all of us.

At the last WCA meeting the Board approved offering a *free* WCA membership to presidents. We welcome Val Fetting and Virginia Williams, co chairs of CWCA to our WCA members.

Please feel free to join our membership team. WCA needs your support!





Ethical Decision-Making and Cultural Competence

Steven Benish, WCA Ethics Chair, UW Platteville

As the new ethics chair of the WCA Board, I am introducing myself with the following article on ethics and cultural competence. Before doing so, I should probably introduce a bit of my background to you. For the last decade, I have worked as a licensed and practicing LPC, as well as an assistant professor in the graduate counseling program at the University of Wisconsin – Platteville for the last five years, where I am also the coordinator of the community counseling program. I am happy to join the WCA board to serve the needs of the organization and its hard-working members. Now, on to the article...

In a seminal work, Kitchener (1984) outlined the classic five principles of ethical decision making: autonomy, justice, nonmaleficence, beneficence, and fidelity. I have found the use of these five principles invaluable when considering the ethics of a decision that I make when working with clients or with my graduate students. Even with the considerable advancement of ethics models in the last twenty-five years since the Kitchener publication, I still admire the succinct clarity and practical use of the Kitchener five principles. However, I do encounter a challenge that requires a 6th principle, not distinct from but instead interwoven within the first five: cultural context.

Cultural competence is defined in one way as a process or way of being in which cultural knowledge and beliefs, awareness of oneself as a cultural being, and skills to work with clients of a variety of cultural worldviews and values (Sue, 1982/1992; Whaley & Davis, 2007). The counselor is sensitive to one's own biases, is aware and knowledgeable of the client's worldview and expectations in the therapeutic relationship, and has the ability to intervene in a sensitive and relevant manner, according to what the client finds relevant.

Although all five principles are encapsulated within a cultural context, autonomy in particular is a challenge. Although the autonomy of clients is supported by counselors, the concepts of independence, autonomy, and individuation are cultural beliefs within a predominant majority in the United States and are considered secondary to the needs and desires of the extended family in many cultures (e.g. Bernal & Scharrón-Del-Río, 2001). Therefore, the ethics of encouraging clients' autonomy or independence in decision-making might conflict with the mores of the client's cultural identity and beliefs that community and collectivist welfare are more important than personal welfare. Rather, respecting and incorporating cultural context in ethical decision making is vital to the mission of ACA, WCA, and the professional counselors who drive the field by serving others in multiple contexts. Entering into the client's constructive and phenomenological experience, walking side-by-side with the client, and coming to shared conclusions that empower and respect the client's worldview is vital to our mission in relieving psychological distress, mending broken relationships, lifting despair, and illuminating darkened paths toward wellness and health.

As with most ethical dilemmas, an answer is not easily brought forth. However, ethical decisions are to be made with consideration of the cultural values of the client even when contradictory to the counselor's values, or perhaps especially when contradictory to the counselor's values. Cultural competence enables a deeper understanding of the client and the counseling relationship, as well as adding a context for the ethical principles practiced by counselors for the betterment of our clients.

References

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- Whaley, A.L. & Davis, K.E. (2007). Cultural competence and evidence-based practice in mental health services. *American Psychologist, 62*(6), 563-574.

Group Work? Are We?

Kelli Saginak, WCA Newsletter Editor. UW Oshkosh



I recently participated in an Advanced Group Training workshop involving masters' students, recent graduates, and faculty, all who embrace a passion for group work. The workshop ran for four days and engaged participants in a marathon-like group experience. The groups we were running were laboratory in nature, and designed for learning and developing advanced group leadership skills and attitudes. (The literature informs us that one of the best ways to develop as a group leader is to participate as a group member.)

I had the privilege of co-leading one of the groups over the four days with a friend and colleague eager to learn more about leading groups effectively. Coleading with my friend was a dynamic and rewarding experience, and further solidified my beliefs about the ethics regarding coleading groups. Facilitating group members' growth and learning effectively, without the support of a coleader, is in my eyes, darn near impossible! How can one person, alone, observe, attend to, and engage with group members and a group's process effectively? (The group work literature strongly supports and advocates for group coleadership.)

As we colead our group, I sat in awe of group members confronting their fears, taking risks with each other, and dedicating themselves to growing personally and professionally. Effective group work is just that, work! My coleader and I fell into a rhythm of trust in each other as we shared the roles of engaging with individual members and facilitating the group's process as a whole. Together we promoted essential therapeutic factors (learning through effective interpersonal behaviors, acceptance, self-disclosure, awareness and insight) by are willingness to perform essential coleadership tasks (norm setting, boundary management, structuring, regard, and languaging). (The literature promotes the importance of the coleader relationship on the effectiveness of group work.)

However, our rhythm did not erase or comfort the feelings I had throughout the life of our group. My hands and arm pits sweat, and my level of anxiety throughout the experience ensured me that I was present, attending to the group's process, and engaging in member's growth and learning. I was risking, confronting my own fears, giving and receiving feedback, and committing myself to promoting and supporting the group's process, and members' growth and learning. Effective group leadership is hard work! (The literature suggests that group leaders maintain a tolerable level of anxiety in order to maintain the group and its member's movement.)

My sense is that as many of your read this and I do thank you for taking your time to read my thoughts, you might be thinking, "Yeah, try leading groups at my setting and with populations I work with. I'll show you hard work!" Or, "We don't run groups at my setting." Or, "I don't have time to run groups." Or, "Coleadership, yeah right, our setting doesn't have the resources for two of us to colead groups." Or, "I'd rather run my groups on my own." Or, perhaps a vast array of other thoughts.

Be those as they may, I wonder, "Are counselors truly and passionately involved in effective group practices?" Do counselors feel adequately educated and trained in effective group work practices?" "Are counselors advocating for coleadership at their settings?" "Are counselors risking and maintaining anxiety when leading groups in order to affect change?" Mostly I wonder, "Are counselors using group work to its fullest potential to support clients and students' growth, learning, and change?"



"The last thing I remember is being thrown into the dryer."