

Guidelines | Ohio Counseling Association

The mission of OCA is to promote and advance the profession of counseling.

Volume 37, Issue 1—Winter 2010



Inside:

- OCA Award Recognition
- Statehouse Report
- AOCC Photos
- Working with Students with Learning Disabilities
- Torment via Technology
- Student Reviews of the 2010 AOCC

Articles

- 3 From the President:
- By The Numbers:
- 5 Ohio Statehouse Report
- 6 OCA Award Recipients
- 7 Tailoring Your Techniques
- 9 Dr. Steffens Named to Board
- 10 Chapter and Division News
- 11 Penny Stones
- 13 Member Spotlight
- 15 Torment Via Technology
- 17 2010 AOCC
- 18 Student Reviews of 2010 AOCC



OCA Executive Council 2009-2010

OCA Officers	OCA State Divisions
<p>President: Kelley Schubert kschubert@napls.us</p> <p>President-Elect: David Mann dmann@ashland.edu</p> <p>Past President: Jake Protivnak jjprotivnak@ysu.edu</p> <p>Treasurer: Tim Luckhaupt ocaohio@yahoo.com</p> <p>Secretary: Melissa Westfall melissaleigh123@hotmail.com</p> <p>Parliamentarian: Kelley Schubert kschubert@new-albany.k12.oh.us</p>	<p>OACES David Mann, President dmann@ashland.edu</p> <p>OAMCD Yegan Pillay, President pillay@ohio.edu</p> <p>OMHCA Nikol Bowen, President nikolbowen@gmail.com</p> <p>OCDA Lacey Kogelnik, President lkogelni@bw.edu</p> <p>OASGW Carrie Van Meter, President Carrie.vanmeter2@rockets.utoledo.edu</p> <p>OSCA Shawn Grime, President shwangrime@ohioschoolcounselor.org</p> <p>OASERVIC Denise Lewis, President dylewis97@yahoo.com</p> <p>OAGLBTIC Peter Finnerty, President pfinnert@kent.edu</p>
OCA Chapters	
<p>COCA Mona Robinson, President mrobi28105@aol.com</p> <p>EOCA Bethany Garr, President beelikethebug@yahoo.com</p> <p>GCCA Jan Denner, President jdanner@cinci.rr.com</p> <p>MVCA Diane Ivan, President divan@southcommunity.com</p> <p>NCOCA Sam Posey, President saym32@gmail.com</p> <p>NWOCA Graham Lee, President Graham.lee@rockets.utoledo.edu</p> <p>SEOCA Connie Patterson, President connieapatterson@gmail.com</p>	

Standing Committees & Liaisons	
<p>Awards Dee Dee Hecht-Hewit d2h2@att.net</p> <p>Archives Vacant</p> <p>Bylaws Rachel Hoffman rhoffman15@yahoo.com</p> <p>Newsletter Editor Jonathan Lent jlent66@gmail.com</p> <p>Ethics & Prof. Identity Claudia Sadler-Gerhardt cgerhardt@ashland.edu</p> <p>Finance Susie Boggs sboggs@tolles.k12.oh.us</p> <p>Government Relations Gregg Pollock pollogc@ccf.org</p> <p>Membership Justin Fields Justin.fields@swcs.us</p>	<p>The Journal of Counselor Practice Jason McGlothlin, Editor jmcgloth@kent.edu</p> <p>Nominations/Elections Jake Protivnak jjprotivnak@ysu.edu</p> <p>OCSWMFT Board Liaison Thelma Greaser great@cgfs.org</p> <p>Prof. Development Chris Bhat bhatc@ohio.edu</p> <p>Public Relations Kerry Sebera sebera@uc.edu</p> <p>Public Services Holly Harper holly.harper2@utoledo.edu</p> <p>Technology Daniel Cruikshanks dcruiksh@heidelberg.edu</p> <p>Towner Policy Group Carolyn Towner, Kristy Smith, Amanda Sines carolyntowner@sbcglobal.net kristysmith@sbcglobal.net amandasines@sbcglobal.net</p>

From the President | Kelley Schubert



“Let us be grateful to people who make us happy; they are the charming gardeners who make our souls blossom.” — Marcel Proust

As the holiday season approaches, our minds fill with visions of friends and family, and we become more aware of the many ways in which we have been blessed. As a professional counselor, I am thankful for many things.

- I am thankful for the varied opportunities that my chosen career has provided. Counseling is a dynamic vocation – one that challenges and one that refreshes.
- I am grateful that I work in a facility with amazing individuals. Their passion and dedication to children inspire me to reach inside myself and find more; more energy, more resources, and more time to give.
- I appreciate the gift of being a positive change agent in the lives of those I serve.
- I am thankful for the guidance and direction of my mentors and supervisors. They help me to believe in my capabilities and encourage my soul.
- Finally, I deeply appreciate and acknowledge the work of our professional association’s leadership team. The extraordinary members of this team volunteer countless hours to promote and advance the counseling profession. Without their tireless efforts and dedication to serving others, the many activities they coordinate, support and coach would falter. Because of their hard work, counselors in Ohio are fortunate to have many opportunities that do not exist in other states.



On a personal level, I find myself thankful for the simplest of experiences.

- I appreciate moments of silence and infrequent episodes of boredom.
- I am thankful for my family and how they gently shaped the person I have become.
- I welcome the quiet peace that overtakes the landscape when it is snowing.
- I am grateful for laughter and the experience of joy.

• **Kelley S. Schubert, MS is a school counselor for New Albany—Plain Local School. You may contact her at kschubert@napls.us.**

I hope you find time to reflect and appreciate the many blessings in your life, both personal and professional.

MARK YOUR CALENDAR!

ACA NEW ORLEANS
Co-sponsored by the Louisiana Counseling Association

**Pre-conference Learning Institutes*
March 23–24, 2011**

**Annual Conference & Exposition
March 25–27, 2011**

Register Now! It's Easy.
Online: counseling.org/conference
Phone: 703-823-9800 x222 • 800-347-6647 x222 • (M-F, 8 am to 7 pm ET)

*** Additional fees apply**

AMERICAN COUNSELING ASSOCIATION

By the Numbers | Matthew Paylo



2008 Ohio Family Health Survey: Special Population Report



The Ohio Department of Mental Health in collaboration with the Health Policy Institute of Ohio and OSU College of Medicine Government Resource Center compiled a special population survey exploring insurance coverage, health conditions, risk behaviors, healthcare access issues, and unmet needs of individuals in Ohio with Serious Psychological Distress. Serious Psychological Distress (SPD) was defined as stress, depression, and emotional or substance related issues that keep an individual from engaging in normal and usual behaviors. Here is a brief compilation of the self-report results:

General Information

- 5.38% of Ohioans (approximately 460,000) reported that they experienced at least 20+ days of functional impairment due to mental health conditions. This group of Ohioans (5.38%) was identified as experiencing Serious Psychological Distress (SPD).

Population Characteristics

- 45% of those Ohioans identified as experiencing SPD were males versus 55% female.
- 81% of Ohioans identified as experiencing SPD were self-identified as White versus 19% as Minorities.
- 21% of Ohioans identified as experiencing SPD were between the ages of 45-54.
- 20% of Ohioans identified as experiencing SPD were between the ages of 35-44.
- 19% of Ohioans identified as experiencing SPD were between the ages of 55-64.
- 15% of Ohioans identified as experiencing SPD were between the ages of 25-34.
- 13% of Ohioans identified as experiencing SPD were between the ages of 18-24.
- 13% of Ohioans identified as experiencing SPD were between 65 years of age or older.
- 31% of Ohioans identified as experiencing SPD reported having between 1 and 4 children versus 68% as having no children.
- 16% of Ohioans identified as experiencing SPD reported having a child whose mental health fell between the range of fair to poor.

Matthew Paylo, Ph.D. is professor at Youngstown State University. Contact him at mpaylo@ysu.edu.

Work and Insurance

- 76% of Ohioans identified as experiencing SPD reported not working.
- Ohioans identified as experiencing SPD had fewer job-based health insurances than those without SPD (18% vs. 54%) and had a higher prevalence of being uninsured (28% vs. 13%).
- Only 12% of Ohioans identified as experiencing SPD were working and were covered by Job-based Insurance.
- 31% of Ohioans identified as experiencing SPD were uninsured whether working or not working.
- 51% of Ohioans identified as experiencing SPD were insured and not working.
- 17% of Ohioans identified as experiencing SPD were insured and working.
- 62% of Ohioans identified as experiencing SPD rated their overall health (medical and mental) from fair to poor versus 15% of Ohioans not identified as experiencing SPD in that same range.

89% of Ohioans identified as experiencing SPD reported receiving needed mental health care. Of the 11% of Ohioans identified as experiencing SPD and not receiving adequate mental health attention: 41% of those Ohioans stated the reason for not receiving needed mental health care was because it is too expensive/ or could not afford it and 38% reported not having insurance or a plan that covered their mental health needs.

For all of the results from ODMH's exploratory survey study, please visit the following web address: <http://mentalhealth.ohio.gov/assets/tsig/ohfs-special-population-report-2008.pdf>.

Ohio Statehouse Report | by Towner Policy Group



Statehouse News

Ohio General Assembly

The Ohio General Assembly has been out of session since June, 2010, while legislators have run for re-election. Following the election in November, legislators are expected to be in for a lame duck session. This is the last year of the 128th Ohio General Assembly, which will end on December 31, 2010. Any bill not enacted by that date is dead and will need to be re-introduced in 2011.

OCA will be watching the following bills until the end of the year.

House Bill 8	Autism Parity Passed House; in the Senate Insurance, Commerce and Labor Committee
House Bill 92	Military Experience and Removes Certain Licensure Exemptions Passed House; in Senate State and Local Government and Veterans' Affairs Committee
House Bill 208	Art Therapist Licensure In the House Health Committee
House Bill 281	Mental Health Hold In the House Judiciary Committee
House Bill 185	Material Amendments to Health Care Contracts Passed House; in Senate Insurance, Commerce and Labor Committee
House Bill 442	Complimentary Health Services In House Commerce and Labor Committee

OCA Submits Letter on Guardianship

The Ohio Counseling Association has submitted a letter to the Ohio Supreme Court requesting the Court to add licensed professional clinical counselors as eligible providers under Rule 66 pertaining to guardianships. The letter explains the educational qualifications of the licensed professional clinical counselors and their scope of practice.

A letter has also been submitted to the Court by the State Counselor, Social Worker and Marriage and Family Therapist Board to the Court.

State Psychology Board Request to Ohio Attorney General

The State Board of Psychology has made the following request to the Ohio Attorney General's Office:

"Whether the State Board of Psychology may adopt rules specifying that Applied Behavior Analysis (ABA) is included within R.C. 4732.01(C)'s definition of the term "psychological procedures" and constitutes "the practice of psychology as defined in R.C. 4732.01(B) thereby requiring that a provider of ABA either be licensed by the State Board of Psychology as a psychologist or registered with the Board as a supervisee of a psychologist."

If the Ohio Attorney General agrees that the State Board of Psychology may adopt such rules specifying that applied behavior analysis constitutes "the practice of psychology", other licensed professionals may no longer be able to do applied behavior analysis (ABA).

In response to the request by the State Board of Psychology, the Ohio Counselor, Social Worker, and Marriage and Family Therapy Board sent a letter to the Ohio Attorney General asking that the Ohio Attorney General review definitions under section 4757.01 of the Ohio Revised Code when reviewing the State Psychology Board's request. According to Jim Rough's response in the Board's letter to the Ohio Attorney General:

Ohio Statehouse Report continued



Statehouse News

“Applied behavior analysis is the process of systematically applying interventions based upon the principles of learning theory to improve socially significant behaviors to a meaningful degree, and to demonstrate that the interventions employed are responsible for the improvement in behavior. Hence ABA is a type of counseling, social work, and/or marriage and family therapy intervention and treatment.

ABA is also an intensive, structured teaching program. Lessons to be taught are broken down to their simplest elements. Children are presented with a stimulus through repeated trials. Positive reinforcement is used to reward correct responses and behaviors, and incorrect responses are ignored. As such, the Psychology Board should not require any qualified professional to be under the supervision of a psychologist when using ABA.

Should the Psychology Board’s request be affirmed, then each other treatment modality, type of treatment, and/or theoretical approach (e.g., Cognitive Behavioral Therapy, Dialectical Behavior Therapy, group therapy, hypnosis, etc.) becomes subject to the same questions and could potentially become regulated. Regulating all treatment modalities, treatment models, and/or theoretical approaches would present serious logistical problems, which could impede Ohio consumers’ ability to receive mental health services while simultaneously creating unnecessary law changes and administrative burdens on regulatory boards.”

Community Mental Health System Gets Help from Federal Medicaid Funds

Governor Ted Strickland announced that he is directing a portion of Ohio’s increased Medicaid reimbursement to the mental health system. \$32.6 million will go to the mental health system to help provide critical treatment for adults and children with mental illness and preserve jobs in the mental health system. Approximately \$30.6 million will be distributed to county boards on a per capita basis to help fund services and protect jobs; the remaining \$2 million will be used to fund programs that specifically benefit children with mental health issues. The funds are expected to be released in November.

Awards Recognition

OCA would like to recognize the following 2010 OCA awardees:

Darcy Haag Granello - the Charles “Chuck” Weaver Award, for an individual who has long and distinguished service to the counseling profession and exemplary care for people.

Kathleen Salyers – the David Brooks Award, for an individual who is willing to serve, teaches responsibility, and creates new paths in the counseling profession.

Rachel Hoffman & Marty Jencius - the Herman J. Peters Award, for an individual who promotes innovative ideas and theories in the counseling field has a significant impact on future trends.

Mark Pruden - the Susan Sears Counselor of the Year Award, for an individual who has gone beyond the call of duty by demonstrating exceptional service as a practitioner and/or counselor educator, through the application of OCA goals.

Jim Rough - Public Policy & Legislation Award, for one who has demonstrated excellent advocacy by engaging in meaningful lobbying on behalf of the counseling profession.

Jake Protivnak - Past President Award, to honor the leadership and service of OCA’s immediate Past President.

Congratulations to these awardees!



Tailoring Your Techniques | Charity A. Kurz



The Initial Session with High School Students Identified with Specific Learning Disabilities

According to the American Counseling Association (2005), school counselors are expected to work with all students, even those with disabilities. The 28th Annual Report to Congress (2006) stated that 9.2 percent of the population aged six through twenty-one received special education services, including related services.

The Individuals with Disabilities Education Act (2004) defines a specific learning disability as possessing one or more disorders in psychological processing involving written or spoken language, that impairs listening, thinking, reading, writing, calculating, spelling, or speaking

This column presents basic suggestions for a school counselor's initial session with a student who has been identified with a specific learning disability. There are several main issues to keep in mind during the initial meeting with students with learning disabilities including: cognitive processing, emotional expression, and intelligence level.

A specific learning disability can affect cognitive processing not just in the school setting, but also in the counseling office. From a developmental perspective, high school students should be able to think abstractly. However, many students with specific learning disabilities think more concretely. For example, a student with a learning disability may express difficulty when trying to explain an incident that happened in the lunchroom. The student may explain the situation using concrete examples rather than attempting to explain feelings and emotions that were felt or experienced as the situation occurred. It may also be difficult for the student to view the situation from another person's perspective.

Students with disabilities process information visually and kinesthetically. From the initial counseling session, a school counselor may encourage the student to share his/her story in a concrete approach. School counselors may begin the counseling process by asking concrete, open-ended questions that permit the student to discuss feelings, past problems, or present circumstances. These concrete, open-ended questions are a vital component of the counseling process. However, students with specific learning disabilities can experience difficulty in identifying emotions and feelings (Kavale & Mostert, 2004). It is beneficial for a school counselor to help a student identify feelings and emotions that occur within a situation. This can help the student begin to think more abstractly.

Students identified with these disabilities may also be functioning at an average or just below average intelligence level. The process for identifying students with learning disabilities has evolved over the past five years. In the past, students with learning disabilities were identified by a high intelligence quotient and a low achievement level. Currently, many school psychologists are no longer focusing on the intelligence quotient and achievement score gap. The students identified with learning disabilities may not be functioning at an average intelligence level. A school counselor may want to be cautious of language utilized during the session with this population. School counselors may want to be conscientious of the cognitive level of the students.

The initial session may be the first opportunity for a school counselor to make a positive impact with high school students who have a learning disability. This meeting provides an opportunity to build rapport, as well as assist the school counselor in demonstrating services that may be beneficial to the student's academic, career, or personal/social problem. The following are seven tips for school counselors to consider for their initial session with high school students identified with a specific learning disability.

Prepare

It may be beneficial to prepare an activity for session. This may alleviate awkwardness as the student attempts to share his/her story.

Know

A school counselor will want to know who to talk to when needing information regarding disabilities, such as intelligence quotients, identified disabilities, disciplinary issues, and current school placement. Create collaborative relationships with the school personnel to obtain necessary information.

Build Rapport

Remember that students with specific learning disabilities may be hesitant to come to the counseling office. A school counselor may want to relieve student anxiety by creating a relaxing environment, such as including student art work on the wall and incorporating laughter in the session. Finding ways to connect with the student through laughter can help to ease anxiety and aide in building trust.

Charity Kurz. is a School Counseling intern studying at Youngstown State University. Contact her at ca-kurz@ysu.edu.

Tailoring Your Techniques continued

Individualize

Each student, regardless of disability, is individualistic; an approach that works with one student may not work with another. First, a school counselor may want to learn about a student's strengths and weaknesses. Then, a school counselor can use a student's strengths to increase the student's weaknesses through various techniques.

Research

Prior to the first session, a school counselor may find strategies that have been proven to be effective in the classroom and can be tailored to meet needs in the counseling office.

Create

Art interventions can help students to express thoughts and/or emotions without the use of words or vocabulary. Be creative!

Admit and Capitalize

Admitting weaknesses and capitalizing on strengths can enable a school counselor to reach their fullest potential in the profession. Professional development and collaborative relationships can be instrumental in strengthening weak areas.

According to ASCA (2005), school counselors have a responsibility to serve all students regardless of race, ethnicity, religion, sexual orientation, or disabilities. Working with students with learning disabilities is both challenging and rewarding. While this column presented some basic suggestions, there is much more knowledge, skills, and expertise needed for school counselors to develop professionally in the area of working with students who have been identified with specific learning disabilities.

References

- American School Counselor Association. (2005). *The ASCA National Model: A Framework for School Counseling Programs, Second Edition*. Alexandria, VA: Author.
- U.S. Department of Education. (2006). *28th Annual Report to Congress: Implementation of the individuals with disabilities education act, 1*, 28.
- U.S. Department of Education. (2004). *Individuals with disabilities act* (34 CFR 300.8(c)(10))
- Kavale, K.A. & Mostert, M.P. (2004). Social skills interventions for individuals with learning disabilities. *Learning Disability Quarterly*, 27, 31-43.

Announcement from the Ohio Association for Specialists in Group Work (OASGW)

The purpose of **OASGW** is to assist and further the interest of children, youth and adults by seeking to provide effective services through the group counseling medium (a) to promote group work, (b) to facilitate maximum development and (c) to remediate disabling behaviors and patterns, consistent with the goals and purposes of the ASGW and the OCA. More specifically, the purposes are to: (1) promote group work, (2) promote group training and education, (3) promote research, and (4), promote standards and service in the field of group work

The Ohio Association for Specialists in Group Work (OASGW) is looking for new members and volunteers who have interests in topics related to group work, and who want to be part of the organization. Service to the OASGW includes serving as an officer, committee chair, or helping with continuing education workshops and events. Please contact Carrie VanMeter at cvanmeter@walsh.edu if you are interested in helping or joining OASGW. Currently we are planning a continuing education program pertaining to substance abuse for sometime in April. More details will be released when dates are confirmed.



Dr. Barbara Steffens Named to Executive Board

Dr. Barbara Steffens Named to Executive Board of the American Association for the Certification of Christian Sexual Addiction Specialists

Barbara Steffens, PhD, LPCC, CCSAS has been named to the Executive Board of the American Association for the Certification of Christian Sexual Addiction Specialists based in Atlanta, Georgia. AACCSAS offers both clinical certification for professional Christian counselors and a pastoral certification for church leaders, parachurch organizations and ministries involved in treating sexual addiction. The association's vision is to create a body of competent Christian counselors worldwide who will have a transforming impact on culture. They are also committed to conducting research in the field of sexual addiction.



Clinicians receive extensive training, education and experience in treating sexual addiction from a trauma model. They are trained in working with the sex addict from a clinical and spiritual perspective. All certified clinicians are also listed in a national registry.

For the past eleven years, **Barbara Steffens, PhD., LPCC**, has specialized in the area of sexual addiction and help for the spouse, providing individual and group counseling at her private practice, Steffens Counseling, in West Chester, Ohio, speaking at international and national conferences on sexual addiction, and educating her peers on the traumatic effects disclosure of this addiction has on the spouse. Her unpublished dissertation, *The Effects of Disclosure of Sexual Addiction*, and subsequent co-authorship of *The Traumatic Nature of Disclosure for Wives of Sex Addicts* have made a significant impact on the dialogue about and treatment of spouses of sexual addicts. A recognized expert in this field, she is the co-author of the book *Your Sexually Addicted Spouse: How Partners Can Cope and Heal* (New Horizon Press September 2009).

AACCSAS was established in 2004 when a group of therapists recognized the need to train and equip professionals and pastors to address the problem of sexual addiction in churches and communities. The leadership of AACCSAS believes clinically trained Christian counselors who observe the highest standards of professional and ethical conduct can provide the best available resources for people suffering from sexual addiction.

Remember to renew your OCA Membership at www.ohiocounseling.org

Connect with other OCA members on the OCA Facebook Page

Discuss issues or ask questions on the OCA Listserv, OCA-L@LISTSERV.KENT

Chapter and Division News | Allison Bruce



A Look Around the State

The Ohio Counseling Association (OCA) and its members are served by 8 divisions and 7 chapters which work to carry out the mission of the OCA, as well as support the professional development of the counseling profession. Each year the chapters and divisions provide service to OCA by planning events, CEU workshops, creating newsletters and other outreach services to provide the counseling profession support. You can learn more about each of the chapters and divisions by visiting <http://www.ohiocounseling.org/affiliates.htm>. This column provides a venue for OCA members to learn about the service provided by each chapter and division. Recent service provided by OCA divisions and chapters is discussed below.

The Ohio School Counselor (OSCA) membership is at an all-time high with over 1700 members and The OSCA Network, an online professional networking website, has now reached over 500 members who are collaborating and sharing online. The new website which has recently been launched provides a wealth of new information and services for members. OSCA encourages members and non-members to visit the site at www.ohioschoolcounselor.org and learn more about the organization. The OSCA division is focusing on increasing member services this year by increasing grant programming, providing for graduate credit for participating in professional development events, reinstating hard-copy editions of the OSCA Advocate and implementing new services like a monthly e-newsletter, graduate scholarship program and RAMP Up Ohio scholarship program.

The Ohio Career Development Association (OCDA) offered a CEU presentation at the All Ohio Counselor's Conference entitled ***Exploring Career Development Best Practices from Middle School through College Years - A panel of Experts from all Levels - Let's Share!*** The division generously hosted a networking event during the opening "Welcome Reception" at the All Ohio Counselor's Conference. Additionally, Dr. Ana Berrios-Allison, Awards Chair for OCDA, was honored with the 2010 Susan Sears Distinguished Alumni award from the OSU Counselor Education program.

The Ohio Mental Health Counselors Association (OMHCA) hosted a CEU presentation. Dr. David Santoro presented ***Recognizing and Facilitation Pattern Recognition and Beyond***. Attendees received 3 CEUs for their participation.

Allison Bruce is a PCC at the Cleveland Clinic. Contact her at aehall@kent.edu.

The Greater Cincinnati Counseling Association (GCCA) hosted a CEU event and open meeting on October 28th, 2010 where a panel of experienced professionals discussed opportunities in the counseling profession. GCCA will be hosting their winter workshop on January 7th and 8th, 2011. The topics will include self-injury and ethics. Please visit their website for additional information at <http://www.cincycounseling.com/Events.html>.

The Northwest Ohio Counseling Association (NWOCA) hosted their fall workshop at Heidelberg University, located in Tiffin. Dr. Jean Underfer-Babalis delivered her presentation entitled ***"Yikes! You Mean I Have to Make an Ethical Decision Now?"*** Participants developed insight into the use of ethical decision making models and reducing fears of counselors faced with ethical dilemmas. NWOCA has two upcoming events including their winter workshop being held at Bowling Green State University on February. The focus of the workshop will be on ethics and attendees will earn up to three CEUs. The spring workshop will be hosted at the University of Toledo. Former ACA president Sam Gladding will be presenting on becoming a creative counselor. Attendees will earn 6 CEUs. Please visit NWOCA's website for additional information and registration at <http://site.nwohiocounseling.com/>.

A special thank you to all of our OCA divisions and chapters who continue to provide such valuable service to the counseling profession in the Ohio! Poet and author Ryunosuke Satoro stated "Individually, we are one drop. Together we are an ocean." The collaborative efforts of the OCA divisions and chapters make OCA a stronger organization with each service event provided.



Penny Stones | Tammy Gentry



Study Shows Playing with Penny Stones Improves Students' Conversation Skills

Good communication is important for all ages and all facets of life. Within the family, it influences the development of social and life skills among children. Outside the family, it is key to developing friendships and finding success in life. Learning and practicing good communication by interacting with others also can have a positive impact on one's self confidence. Following are quotes exploring the current state of conversation skills in America and statistics supporting the importance of these skills:

Families are more mobile. Society has become lonelier and face-to-face interactions are replaced by text, e-mail and fax.
-Borba, Michelle. *Nobody Likes Me, Everybody Hates Me: The Top 25 Friendship Problems and How to Solve Them*. 2005

Children spend only 45 minutes a week in conversation with any member of the family.
-University of Michigan, *Time Use Study*

Two out of six middle school eighth-graders polled in Port Jervis, New York, said they couldn't go a week without cell phone texting or instant messaging. But, all six agreed talking to somebody face to face could be 'awkward.'
-Sacco, Stephen. *School will revive lost art of talking*. *Times Herald-Record*. February 27, 2008.

Communication skills are a top priority for employers reviewing job candidates. Ironically, communication skills also top the list of skills most lacking in new college graduates.
-National Association of Colleges and Employers, *Effective Workplace Communication, Third Edition*

The ability to make small talk had a significant impact on an individual's success, while grade point and extracurricular activities did not.
-Pfeffer, Jeffrey and Fong, Christina T. *The End of Business Schools? Less Success Than Meets the Eye*. Stanford University, September 2002

People who know how to listen well and convey their messages to others are almost always more confident than people who haven't learned these skills.
-EffectiveCommunicating.com

Communication is fundamental to human interaction and couple relationships.
-Barnett, R.C. and C. Rivers. *She Works/He Works*. 1996

A quarter of adults have no close confidants at all.
-Duke/University of Arizona Study, June 2006

Americans have gradually lost the art of actually interacting. We can pose, we can argue, we can confess and attack, but we cannot, as a people, claim to know how to converse.
-The Lost Art of Conversation, *The American Council of Trustees and Alumni (ACTA)*, March 21, 2006



Penny Stones® icebreakers were recently found to help children improve their conversation skills and become more comfortable talking in a group setting in an observational study conducted by Ohio school counselors this year. Penny Stones are glass stones with conversation-starters like "superpower you'd like to have", "what you'd love to try" and "favorite summer memory". Players pick a stone or take turns answering the same stone. Ten counselors worked with 54 students (first through eighth grade) from February through June, 2010. They first introduced topics to the group without Penny Stones and then introduced Penny Stones in subsequent sessions and made observations.

Penny Stones continued

The results spoke volumes:

- All of the counselors found that playing with Penny Stones had a positive affect on their students' conversation skills: 55.6% very positive and 44.4% positive
- All of their students liked playing with Penny Stones: 77.8% really liked and 22.2% liked.
- As a tool for conversation skills, the counselors rated Penny Stones as excellent (77.8%) or above average (22.2%).
- Counselors found that with Penny Stones the students were:
 - More comfortable with conversations in a group setting (100%)
 - Actively listening (88.9%)
 - Sharing about self (88.9%)
 - Taking turns (88.9%)
 - Asking open-ended questions (55.6%)
- All of the counselors (100%) would recommend Penny Stones to other counselors.

This study found Penny Stones to be effective with all the different groups who played with them:

- Girl Groups and Boy Groups
- "Lunch Bunch"
- After School Intervention Program
- Low Self-Esteem Adolescents
- New Students
- Pervasive Developmental Disorder - Not Otherwise Specified (PDD-NOS)
- Autism Spectrum Disorder (ASD)
- Autistic/Asperger Students

Ways to play with Penny Stones:

- Pass the bag around and have each person pull a Penny Stones out of the bag. Take turns answering the different questions.
- Place Penny Stones in a bowl. Pull one out and have everyone answer the same question. (Many counselors now keep the bowl on their desk.)
- Opposites – ask the students to answer the opposite of their question
- Add a phrase to the end of a question, such as "... at home", "... at school", "... with my friends", "... with my family", "... inside" or "... outside".

Once the students are comfortable, have them ask their own questions to one another

One counselor wrote "I currently enjoy Penny Stones as my favorite new conversation skill tool. The kids really love Penny Stones and it really helps them start talking in the group, open up about themselves and share with each other."

Since it feels like a game, not an "educational tool", children responded very positively to Penny Stones. One counselor of first grade boys wrote, "The boys LOVED, LOVED, LOVED Penny Stones!!" And another observed, "The students all loved the Penny Stones. The stones helped the girls that normally would not share much about their life – and gave each girl an equal opportunity to share their opinion."

Tactile tools have long been used by teachers and counselors to help modify behaviors. One counselor observed, "They all loved that they had their own stone to hold on to." Penny Stones are the only icebreaker on the market made of glass. They are made with recycled glass in Cleveland, Ohio by people with physical and mental disabilities. Penny Stones are available in gift stores and online at www.pennystones.com and www.amazon.com.



OCA Member Spotlight | Allison Bruce



Recognizing OCA Members

The Ohio Counseling Association celebrates members for their accomplishments in counseling and recognizes milestones in their careers. This featured article, *OCA Member Spotlight*, serves to inform OCA members of the hard work and achievements of their colleagues and highlight noteworthy news about members, university counseling programs, agencies, schools, and other counseling services. The following is a compilation of recent accomplishments and information reported by OCA members regarding themselves and their colleagues.

Awards, Recognitions, Accomplishments, & Milestones: **C. J. Hendry & Associates, Inc.**, located in Westlake, was a recipient of the **2010 COSE (Council of Smaller Enterprises) 10 Under 10 Award** for their best practices in innovation, growth and success, value to the community & the environment, diversity promotion, and customer service excellence. **C. J. Hendry & Associates, Inc.** has also proudly announced the grand opening of its new subsidiary company **The West Shore Center for Eating Disorders**. This Intensive Outpatient program includes interactions with horses, creative arts, spirituality, family support, and family meals. **Patricia A. Kuhlman, MRC, LPCC-S, LICDC**, of Clinical Counseling Associates in Springboro, has expanded her services into Coaching Ministry by traveling nationally with New Life Ministries and coaching adult compulsive/binge eaters in the nationally known “Lose It For Life” Weight Management Program. **Ms. Kuhlman** is known in the Miami Valley Region of Southern Ohio as an Eating Disorder Treatment Specialist and provides outpatient services for eating disorders, as well as a free weekly group for persons affected and their family and friends. Congratulations to **Nick Piazza, Ph.D., PCC-S**, counselor educator at the University of Toledo, for being recognized as the OACES Counselor Educator of the Year. **Dr. Piazza**, who recently acknowledged the 35th anniversary of earning his master’s degree and his first full-time professional counseling, was also invited this year to China by the Beijing University Medical College to discuss training Chinese physicians in interpersonal relationships skills. **Sherlon P. Pack-Brown, Ph.D., PCC-S** has been hard at work this year as the co-coordinator of the American Multicultural Counseling and Development (AMCD) Service Day at The ACA conference (2010 and 2011). Dr. Pack-Brown is a member of the National Planning and Implementation Committee charged to design, implement, and serve the New Orleans community during the ACA Conference 2011 and is the co-coordinator of the 2011 Juvenile Detention Service Program in New Orleans, which will address the multicultural and social justice implications of Katrina and the oil spill through remedial counseling and proactive interventions during the ACA conference (for more information or to serve during the conference contact email sbrown@bgsu.edu). **Barbara Steffens, PhD, LPCC**, of Steffens Counseling Services in West Chester, has been named to the Executive Board of the American Association for the Certification of Christian Sexual Addiction Specialists (AACCSAS). AACCSAS is committed to creating competent Christian counselors and conducting research in the field of sexual addiction, and offers clinical certification for professional Christian counselors and ministries involved in treating sexual addiction.

Counselor Education Program News: **Darcy Haag Granello, Ph.D.** was promoted to Professor in the Counselor Education program at The Ohio State University. **Sherlon P. Pack-Brown, Ph.D., PCC-S** retired from Bowling Green State University as Professor Emeritus, School of Intervention Studies.

Radio/TV Broadcasts and News Releases: In January 2010, **Dr. Cornelia Patterson** of Ohio University was featured on Conversations from Studio B on WOUB Radio to discuss the diagnosis and psychosocial factors of infertility. C. J. Hendry and Associates, Inc. owner, **Carol J. (Hendry) Ball, M.A., M.Div., LPCC-S, BCPC** was interviewed for the July COSE Update magazine and featured as a “Loan Star” under the sub-heading “*Small business expansion on Cleveland’s west side is C.J. Hendry & Associates, Inc.*”

Books, Presentations, and Grants: Publications: “*Hope and Care on the Ridges: An American Experiment in Psychiatry*” by **Katherine Ziff, Ph.D.** will be published in 2011; “Ethics; Nonmaleficence, Beneficence, Justice, Fidelity: A Multicultural Perspective,” (in American Counseling Association Encyclopedia of Counseling) by **Sherlon P. Pack-Brown, Ph.D.**; “Training Culturally Intentional, Competent, and Ethical Counselors for the 21st Century,” (chapter in The Counselor Educator’s Survival Guide: Designing and Teaching Outstanding Courses in Mental Health Counseling and School Counseling) by **Sherlon P. Pack-Brown, S. Coulter, & L. Fuller**; “*Suicide, Self-injury, and Violence in the Schools: Assessment, Prevention, and Intervention Strategies*” by Gerald A. Juhnke, **Darcy H. Granello, & Paul F. Granello.**

OCA Member Spotlight continued

Presentations: **Carol Klekota, PCC-S**, C.J. Hendry & Associates, Inc., was invited to speak on Compassion Fatigue at Christ Hospital in Cincinnati at their trauma conference: "*The First 48 Hours: Traumatic Situations and Their Impact on the Caregiver;*" **Benjamin P. Kelch, BA, DO, MS.Ed.**, doctoral student in Counselor Education at the University of Toledo, presented "*Is it Spirituality or Religiosity: Counseling Clients Who Actively Participate in the 12 Step Programs*" and "*More Challenging Than Supervising 5 Kids Under 5: A Cognitive Behavioral Method of Supervision for Substance Abuse Counselors*" at the ASERVIC National Conference in August 2010; **Dr. Ansel Woldt**, Emeritus Professor at Kent State University was a keynote presenter and guest trainer for the Japanese Association of Gestalt Therapists' National Conference in Yokohama, Japan. His day-long workshop focused on "The 'Power of Presence', the 'Power of Process' and the 'Power of Dialogue' in Gestalt Therapy." **Dr. Cynthia Reynolds**, professor at the University of Akron, was also an invited keynote presenter and trainer at the Yokohama, Japan conference. Her presentations and workshops focused on "*Gestalt Play Therapy with Children;*" **Carol Ball, LPCC-S**, C. J. Hendry & Associates, Inc. presented "*Managing the Stress of Producing Under Pressure*" at the COSE Small Business Conference. In May 2010, **Cornelia Patterson, Ph.D** and **Christine Suniti Bhat, Ph.D.**, of Ohio University, was awarded a grant to host the conference, "*The Psychosocial Impact of Infertility: A Conference For Health Care Providers and the Community.*"



Torment Via Technology | Christine Suniti Bhat



In yet another shockingly sad tale of cyber torment and humiliation, 18 year old Tyler Clementi, a freshman at Rutgers University took his own life in September 2010 after his roommate secretly filmed him in intimate moments and then broadcast those images. One can imagine the shame and hurt Clementi experienced when he realized he was being targeted in this manner within his university community and beyond. And one cannot help but wonder if the fact that he was engaged in sexual acts with another male added a homophobic slant to his victimization. Further it is not clear if Clementi was “out” and if in fact these callous actions outed him before he was psychologically prepared to deal with it. The sad truth is that a young freshman, just beginning his college years, saw suicide as his only viable option. A life lost too soon, leaving grieving family and friends to try and make sense of the unthinkable.

We can assume that the two freshmen at Rutgers University charged for their part in this tragic case are young people of at least average intelligence having been admitted to Rutgers University. According to press reports, Dharun Ravi, set up the webcam after his roommate Clementi asked to have the room to himself. He then went over to his friend Molly Wei’s room, logged into his Skype account and began to view and record the images being transmitted. Ravi went further, transmitting the images on iChat and tweeting about it. This leaves many of us wondering how these individuals could have considered this acceptable behavior. What motivated these actions or allowed them to happen? Here are some possible reasons based on my research and work with children and adolescents in the field of cyberbullying over the past five years.

A Skewed Moral Compass

As computers, webcams, cell phones and other gadgets have become ubiquitous, somewhere along the line, our moral compass to distinguish right from wrong has become dangerously skewed. Take the example of “sexting” a phenomenon linked to cell phone picture capabilities. Reasons that sexting exists include: (a) bowing to pressure to send a nude photograph; (b) hoping to gain notoriety by sending a nude picture; (c) betraying someone by circulating what was meant to be a private image; (d) taking an image in secret and circulating it. It seems obvious that the reasons listed above are wrong and yet schools deal with “sexting” on a regular basis. Do we need to go back to basics and teach our technologically savvy youth the difference between right and wrong?

Insufficient Emphasis on Ethical Behavior

It is evident that young people embrace technology in intuitive ways, often outpacing parents and teachers with their knowledge and skill in the use of such technology. But with the lightening speed of disseminating information comes the need to slow things down and consider the ethics of what one is doing. Media literacy initiatives could and should pay much more attention to the ethical use of technology. Had the two individuals involved in the Clementi case been adequately trained in the ethical use of technology, they might not have taken the actions they took.

Lure of Instant Celebrity Status

Contributing to the inability to distinguish right from wrong and failing to consider the ethics of one’s actions is the lure of instant celebrity status. It is almost as if bad behavior is rewarded by the celebrity status that comes the way of a “paparazzi” star. Even in instances where cyberbullies conceal their identities, they know that people are talking about them and they enjoy the notoriety that comes with their actions. In the Clementi case, it appears that there were enough takers to accept Ravi’s invitation to become voyeuristic allies in the actions he set in motion. These people then became what I refer to as secondary cyberbullies in my research and training sessions. Secondary cyberbullies expand the reach of the primary cyberbully and thereby increase the harm to the victim.

Impulsivity

Impulsivity, not stopping to think through the consequences of one’s actions can be troubling in many situations. When working with young people, this is often an important lesson that needs to be taught – to slow down and consider the consequences of actions – for oneself and for everyone else involved. But because of the lightening speed at which information can be shared, the need to control impulsivity is even more vital. Once something is shared in cyberspace it is virtually impossible to take it back. So although an impulsive cyberbully might experience regret and remorse, their actions cannot be undone. I have seen this play out in many cases.

Lack of Empathy

In the world of keyboard warriors, the human skill of empathy is underdeveloped. When we cannot see the effect our words or actions are having on our target, it becomes easier to negate, rationalize, or be amused by the harm we are doing. My work on cyberbullying and the work of other researchers, points to lack of empathy in bullies and cyberbullies as a contributing factor. Thus we have to make conscious efforts to teach relational skills that we previously thought were a distinguishing and natural feature of being human.

Continued on Page 16

Torment Via Technology continued

Limited Consequences or Legal Repercussions

With every new and tragic case of cyberbullying and cybertorment, it becomes obvious that laws are playing a serious game of catch-up. In this recent case the charges being discussed in the media are invasion of privacy. Another possible charge is dissemination of pornographic imagery. There is also talk of the case being viewed as a crime of bias because of the sexual orientation of the victim. My research indicated that one of the reasons that cyberbullying and other unethical uses of media continues is that perpetrators do not fear the consequences of their actions. Having societal and legal sanctions enforced consistently can help redress this perception. The fact that technology provides us with the capability to do certain things does not give us carte blanche to use it in devastating and harmful ways.

Christine Suniti Bhat, Ph.D., is a professional counselor and a scholar of emerging online issues in the department of counseling and higher education in the Patton College of Education and Human Services at Ohio University in Athens, Ohio.



2010 All Ohio Counselors Conference in Review | Shawn Grime



Review of the 2010 AOCC

The 2010 All Ohio Counselors Conference once again offered another great year of professional development and networking. The AOCC is an event that is anticipated by many counselors across the state because it provides all with the opportunity to be in a professional environment where we all share common beliefs and appreciation for what we do. For many, the conference becomes a time to renew their professional identity and rejuvenate one's passion for the field. This year's conference provided participants with a wealth of opportunities, including over 120 breakout sessions, a variety of all-day and evening preconference sessions, keynote address, awards luncheon and president's reception. Coach Doug Merrill of the Power Up Foundation provided this year's keynote address. Coach Merrill is a past educator and coach from Bowling Green, Ohio, who has experienced many suicides from friends, students and players throughout his life. He shared his experiences with learning to cope with suicide and his mission to promote mental health through physical fitness. Recently, Coach Merrill finished a run from Boston to Key West that spanned over several months in a campaign to raise awareness for suicide prevention and mental health. The president's welcome reception was great fun for all who attended. The luau theme was enhanced with live steel drum music, tropical attire and limbo dancing. OCA and OSCA also recognized this year's award recipients at the annual Awards Luncheon and were honored to present awards to a group of accomplished individuals whose commitment and work is a testament to the counseling profession. The AOCC set new records for attendance as well as generated income for both OCA and OSCA. Overall attendance and preconference attendance were the highest ever, which reaffirms the value and strength of the conference. From talking to state leaders across the country and hearing of their conference experiences, we have much to be proud and appreciative of in Ohio to have such a well-organized and well-attended conference. On behalf of OCA and OSCA, I want to extend our thanks to Tim Luckhaupt, for his efforts in helping plan another successful All Ohio Counselors Conference. Mark your calendars now for next year's AOCC being held on November 2-4, 2011 again at the Columbus Hilton at Easton. We look forward to seeing everyone there.



Two Student Perspectives on the AOCC | Jacqueline Sturbaum & Amy Iannantuono



A Report on Our Experiences at the 2010 AOCC—Jacqueline

The 2010 All Ohio Counselors Conference was the first professional conference I have attended. As a first year counseling student it provided me insight into professional standards, the variability of techniques and research, the significance of professional presentation development, the ease with which networking can occur, and how much fun it can be to unwind with fellow counselors. From the start of the conference I experienced a shift toward a more focused and purposeful attitude as I walked among professionals in the field. Part of my sense of purpose was my role as a volunteer for the first three sessions. The simple tasks of distributing handouts and evaluation forms gave my conference attendance an initial direction and a unique perspective. As a volunteer I observed the presentation and the audience. This gave me an opportunity to see the flow of the conference and understand the professional norms. The audience was attentive but also free to leave the room or enter late. Some presenters invited audience participation while others did not. Some audience members were dressed in business casual attire while others had on suits. The role of volunteer was a comforting way to ease into the conference and become acclimated.

The sessions I attended revealed the variety of techniques and research areas to be found in the counseling field: play therapy, stress reduction, abuse and suicide intervention techniques, narrative therapy, spirituality in counseling, and others. Attending these sessions gave me an opportunity to gain a general understanding of a technique or area of research that I previously knew nothing about. In some instances I was intrigued and found myself taking notes and thinking of how I'd like to incorporate the concept into my training. Other times, an area I thought I was interested was actually found to be dull or otherwise not what I thought and therefore not something I will pursue. In this process I learned more about which theoretical orientations I prefer and how each orientation has its value despite my lack of interest in it. Most importantly, I learned about some of the current applications of my areas of interest and had opportunities to ask questions of the knowledgeable professionals presenting on it. Similarly, I was encouraged by talking with students and professionals in my area of interest who were attending the session.

The presentation quality was another aspect of the conference that made an impression on me. The experience level of each presenter was different and so was the quality of their presentation. It became clear quickly that power point presentations are the standard format for presenting. It also became clear quickly that giving an effective power point presentation that informs and engages the audience requires specific skills that not everyone has developed fully. Presenters that primarily faced the audience and spoke to us directly demonstrated their knowledge of the subject and of effective communication. Presenters who primarily faced the power point screen and read from it verbatim demonstrated that they did not have sufficient knowledge of the subject and/or of effective communication. From this experience, I learned to make primarily facing audiences an absolute for presentations I will do in the future. I also learned that knowing my subject matter well enough to present it without the power point is one of the keys to engaging an audience.

Finally, the networking experiences and opportunities I had at the conference pleasantly exceeded my expectations and became the highlight of the conference. From fellow audience members and presenters to doctoral program directors and graduate students, networking opportunity was abundant. I spoke directly with people who would likely make decisions about doctoral program admissions as well as the students in the programs. This opportunity to present myself as a professional and ask pertinent questions regarding my research interests and theirs was invaluable. In one evening I was able to narrow down four potential schools to two through talking to real people instead of hours on a computer comparing their websites and still not knowing for sure. I was able to attend presentations given by directors of programs and their graduate students which offered me a real sense of what the program's culture might be like. The best part of the networking aspect of the conference was my good fortune to have my professors welcome me and introduce me to influential people in the counseling field. Their welcoming attitude and eagerness to introduce me to others with a PhD in the field was an unexpected bonus to the conference that gave me an opportunity to present myself and my interests directly to the people who make decisions about doctorate programs. The even better part was how they escorted Amy and I around to the private after parties put on by universities with doctorate programs. At these parties we were able to have extended conversations with doctoral graduate students and the professors who directed the programs. This experience was exhilarating, especially after having dressed up, danced, and played maracas (on stage with the band) at the official Caribbean themed welcome reception (without the use of alcohol). I was pleasantly overwhelmed most of the evening by the amount of fun and opportunity I experienced.

The overall impact the conference had on me was an increased sense of confidence; confidence in myself, confidence in the profession, and confidence in how I view myself in the profession. After leaving the conference I had a clearer picture of how I have something to offer the counseling field and more to learn from it. As a result of this experience I now feel eager to develop my skills in presentation, networking, and research for my own professional development. I also look forward to next year's welcome reception theme and having lots of fun dressing up and dancing again.

Continued on Page 19

Two Student Perspectives on the AOCC continued



A Report on Our Experiences at the 2010 AOCC—Jacqueline

The 2010 All Ohio Counselor's Conference was the second professional conference I have attended, following the 2009 All Ohio Counselor's Conference. I found the experience of this year's conference to be similar to that of last years'.

There were a wide variety of sessions, and in both instances I attended as a student member of the OCA.

I greatly enjoyed the sessions that I attended, some of which involved topics that I already had some knowledge on, and some did not. I attended sessions on working with LGBT clients, dating violence, suicide, supervising counselors who have suicidal clients, how to keep men in counseling, adolescents with depression, sexual addiction, and the Ohio Mental Health Counselor's Association meeting. Some of the presenters in these sessions took a more active and directive approach, doing most of the talking, but a couple of these sessions involved eliciting tons of feedback/questions/personal experiences from audience members. Personally, the latter approach seemed a lot more fun and I got a sense of what different counselors may come in contact with, and how these various counselors would handle certain situations. This was as valuable, if not more so, than the presentation materials. That being said, I must concur with Jacqueline in that the very few presenters I saw that just read directly off of Power Point presentations seemed more boring, and much less knowledgeable about their topics. This has made me realize that when presenting to a group of people, whether it is in the classroom or at a professional gathering, it is important to not only face the audience but actually act like the audience members are there, by asking them questions and getting their perspectives on things.

Networking at the AOCC was not only an incredible opportunity, but one that was available in abundance if one knew where to look. There were opportunities galore at the welcome reception on Thursday night, as there were professionals in the counseling field swarming all over the place, and there were numerous school representatives ready to talk about their Ph.D. programs in Counselor Education, which was very helpful. I also had the good fortune of having two of Heidelberg's professors introduce me around to various other professionals, which I am extremely grateful for. One of the most important lessons that I took away from that night was that the educational and career information is out there, and generally people will help you as much as you need, you just have to put yourself out there.

I definitely had a blast at the 2010 AOCC. Not only was it an incredible opportunity to get further educated in the field, but it was also a great way to meet other professionals and share experiences. I definitely came away from the conference with an increased sense of awareness on some topics, as well as an increased sense of confidence in how to handle various situations that I may come across as a professional. In addition to the aforementioned opportunities, there were a lot of extras along the way, from the Caribbean-themed welcome reception on Thursday night to the bookstore that set up shop in one of the hallways, selling any and all types of counseling books, which was positioned right next to at least one store selling miscellaneous jewelry items. There was definitely something for everyone at the 2010 AOCC.

I would like to thank the students who submitted these pieces as a review of the 2010 AOCC. These perspectives are appreciated. Please encourage your students/colleagues to submit a piece for future publications. **Deadlines for submission are Nov. 1; March. 1; June 1 of each year.**

-From the Editor



Guidelines



Winter 2010: VOLUME 37, ISSUE 1

Guidelines is the Ohio Counseling Association's publication for members. We welcome your comments, suggestions, and news.

Deadlines for submission are Nov. 1; March. 1; June 1 of each year.

Please address correspondence and submissions to:

Jonathan Lent, Editor
jlent66@gmail.com

Contact Information:

Ohio Counseling Association
8312 Willowbridge Place
Canal Winchester, OH 43110
(614)833-6068
ocahio@yahoo.com

www.ohiocounseling.org

The Ohio Counseling Association is a branch of the American Counseling Association.