

# Sunspots

*The Quarterly Newsletter of the  
New Mexico Counseling Association*



Kim Jeffries, Editor

## **SAVE THE DATE! NMCA Conference March 1-2, 2012**

## **Who's Got The Power: Power Dynamics In Relationships**

**Requests for  
Proposals now being  
accepted**

**See inside for more  
details**

### **WELCOME NEW MEMBERS!**

Ellen Armbruster  
Etta Cavalier  
Wanda Duran  
Ron Gabioud  
Jean Janu  
Craig Mankin  
Rachelle Mechenbier  
Susan Perry  
Lana Reihani

Fall 2011

### **FROM THE PRESIDENT:**

WHO'S GOT THE POWER: POWER DYNAMICS IN RELATIONSHIPS. This may seem like an odd way to start my message to the NMCA membership, however, this is the theme of our next statewide conference to be held in Albuquerque on March 1 & 2, 2012. The association has not had a statewide conference in a few years. The NMCA Conference Committee is diligently working at this very moment to put together an excellent conference as we have done for so many years in the past. We are presently negotiating a contract with a great, upscale hotel in Albuquerque and hope to finalize the contract soon. I am excited with the plans the Committee has made so far and look forward to seeing all of you at the conference. We are presently taking Requests for Proposals, which are due October 15<sup>th</sup>, so get together your proposal and submit it so we can all share our expertise in counseling with each other. For more details, look for our RFP in this Sunspots newsletter.

Who's Got the Power? Power dynamics affects all of us in negative and positive ways in our daily lives. Last night I went to

see the new movie, "The Help", it portrayed the negative power that affected the lives of the African-American maids in 1960's Mississippi and the positive power when they chose to tell their stories. Their lives were changed forever. They took back their personal power. I would highly recommend this movie, it is a story of how we can use our personal power to overcome adversity and take control of our lives.

As I watched this movie, I was reminded of a "powerful" book I read many years ago. It was written by Congressman John Lewis of Georgia, "Walking with the Wind". It is his story and the story of the Civil Rights Movement, how each individual person takes on that risk of trying to make changes in their lives and the lives of their people, to fight for their rights, and to make a better world one step at a time. I believe we all have that power within us to make a difference.

As counselors, we deal with power dynamics all the time in every setting that counselors work. We help clients/students find their personal power, take on challenges, become empowered in their lives, deal with abusive relationships, such as domestic violence, bullying,

scapegoating, sexual harassment in the workplace and other abuses of power. As counselors, we are advocates for people, for causes, for justice.

Back in the early 1990's, counselors in NM fought for our license to protect clients and counselors. NMCA was a big part of that process. NMCA has five divisions with many dedicated counselors and led by dedicated, committed Boards. Sometimes, we tend to forget about the overall NMCA mission and put more effort into our own division. When we convene all together in March 2012, I would like to see us have more discussion about how we can strengthen NMCA and make it a viable and effective source of "power" and strength for counselors in NM. Let's all come together in March 2012 to examine these issues of power and to share with each other.

In addition to the Conference planning, the organization is undergoing a new search for a President Elect and a Treasurer. I am sorry to say that Sandra Herrera, LISW, resigned her position as President Elect because she felt it was not a good match for her at this time. Also, Brea Spann who kindly agreed to be Treasurer for two years, decided she did not want to continue. I am sorry to see

*(Continued on page 3)*



NMCA is a branch of the American Counseling Association (ACA), and all NMCA members follow the ACA Ethical Code. This code can be found at [www.counseling.org](http://www.counseling.org).

## For National Information

American Counseling Association: [www.counseling.org](http://www.counseling.org)

American Mental Health Counselors Association: [www.amhca.org](http://www.amhca.org)

Association for Spiritual, Ethical and Religious Values in Counseling: [www.aservic.org](http://www.aservic.org)

American School Counselor Association: [www.schoolcounselor.org](http://www.schoolcounselor.org)

Counselors for Social Justice: [www.counselorsforsocialjustice.com](http://www.counselorsforsocialjustice.com)

National Career Development Association: [www.ncda.org](http://www.ncda.org)

## For State Information

New Mexico Counseling Association: [www.nmca-nm.org](http://www.nmca-nm.org)

New Mexico Counseling and Therapy Practice Board:  
[www.rld.state.nm.us/counseling/](http://www.rld.state.nm.us/counseling/)

## 2011-2012 NMCA Board

Diane Wilhoite, President – [dhw\\_fsip@yahoo.com](mailto:dhw_fsip@yahoo.com)

Dario Silva, Past President – [dasilva@nmsu.edu](mailto:dasilva@nmsu.edu)

Vacant, President Elect

Dario Silva, Vice President Professional Development—  
[dasilva@nmsu.edu](mailto:dasilva@nmsu.edu)

Vacant, Treasurer-

Kim Jeffries, Executive Director—[jeffkimries@hotmail.com](mailto:jeffkimries@hotmail.com)

Vacant, Government Relations Chair—

Paul Fornell, Ethics Chair—[pfornell@aol.com](mailto:pfornell@aol.com)

Vacant, Financial Affairs Chair

Freida Trujillo, President NMSCA—[Trujillo\\_f@aps.edu](mailto:Trujillo_f@aps.edu)

Anne Golembeski, President NMMHCA—[agolembe@comcast.net](mailto:agolembe@comcast.net)

Cassandra Costley, President NMCDCA—[costley5@unm.edu](mailto:costley5@unm.edu)

Mary Stinson, President NMASERVIC—  
[marystinson.nmaservic@gmail.com](mailto:marystinson.nmaservic@gmail.com)

Durelle Freeman, President NMASJ—[emerge1@qwestoffice.net](mailto:emerge1@qwestoffice.net)

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Send address changes to:

## NMCA History

The New Mexico Counseling Association, formerly known as the New Mexico Association for Counseling and Development, and the New Mexico Personnel and Guidance Association, was chartered on March 26, 1956. The first president was Dr. A.A. Welck.

*We have been unable to identify all of the past presidents—so if you know of anyone who served as president between the late '50's to late '70's, please contact NMCA. Meanwhile, here is a partial list.*

## NMCA Presidents....

2011-2012	Diane Wilhoite
2010-2011	Dario Silva
2009-2010	Jeannette Baca
2008-2009	Kelly Brooks
2007-2008	Jenna Crabb
2006-2007	Rhonda Neswald-Potter
2005-2006	Sara Simon
2004-2005	Bob Butziger
2003-2004	James Herrera
2002-2003	Mary Ann Landry
2001-2002	Diane Wilhoite
2000-2001	Diane Wilhoite
1999-2000	Linda Davis
1998-1999	Larry Winn
1997-1998	Leslie Otero
1996-1997	Mary Cecilia Guterrez
1995-1996	Sam Shaffer
1994-1995	Jean Farrar
1993-1994	John Bach
1992-1993	Pam Micker
1991-1992	Lois Mayland
1990-1991	Joyce Dean
1989-1990	Denise Pontious
1988-1989	Carol Schwendimann
1987-1988	Linda Rounds-Nichols (Maruska)
1986-1987	Rob Sharp
1985-1986	Phil Mitchell
1984-1985	Bill Krieger
1983-1984	Paul Fornell
1982-1983	Betsy Yost
1981-1982	James Kakos
1980-1981	Anthony Garcia
1979-1980	Beverly Bourquet
???	
1956	Dr. A.A. Welck

(Continued from page 1)

**From the President cont'd.**

them go and I appreciate the effort they both put into their positions up to this point. They both made strides on goals they chose to tackle.

I am pleased to say that I have been in communication with an LPCC who has expressed an interest in “stepping up to the plate” and taking on a leadership role. He will be present at our next NMCA Board meeting on September 24<sup>th</sup>, at which time he will introduce himself and his goals to the NMCA Board. I would also like to encourage any of our NMCA members who would like to make a difference and contribute their time to this important organization, please feel free to contact me and we can discuss some options of how you can contribute. At this time, we are looking forward to receiving RFP’s for the conference and would love to have some new faces to work on the Conference Committee.

Again, as I said in my last Sunspots article, I welcome any feedback or discussion from any of the NMCA members. You can email me at: [dhw\\_fsip@yahoo.com](mailto:dhw_fsip@yahoo.com) or feel free to call me at my office: Five Sandoval Indian Pueblos, Inc., Behavioral Health Services, 505-771-5384. Respectfully submitted, Diane Wilhoite, MA, LPCC  
NMCA President 2011-2012



**SAN FRANCISCO**  
**ACA 2012**  
Conference & Expo

Pre-conference Learning Institutes\*  
March 21-22, 2012

Annual Conference & Exposition  
March 23-25, 2012

**Register Early and Save!**

Online: [counseling.org/conference](http://counseling.org/conference)  
Phone: 703-823-9800 x222  
800-347-6647 x222  
(M-F, 8 am to 6 pm ET)

  
AMERICAN COUNSELING  
ASSOCIATION  
Celebrating 60 years

\* Additional fees apply

**Is it ethical to accept a client or students' Facebook "friend request?"**

**Revising the American Counseling Association Code of Ethics**

By Jeannette Baca, Ed.D., LPC  
NMCA Past President  
Ethics Chair(2006-2010)

The internet and social media have raised ethics questions for counselors, clients and consumers of mental health services. Although Section A.12 of the American Counseling Association (ACA) *Code of Ethics (2005)* includes best practices and ethical guidelines for the use of technology in counseling, the current technological revolution has raised many more complex, ethical and legal issues.

Incidentally, ACA has begun a major revision of the *ACA Code of Ethics*; it is reviewed and revised every seven to 10 years. However, according to Jonathon Rollins (2011, p. 49) “the widespread use of Facebook, Twitter and other social media applications did have some influence in getting the latest revision process started sooner rather than later.”

ACA immediate past president, Dr. Marcheta Evans, appointed the Ethics Revision Task Force (ERTF) this summer. I am delighted to report, I have been selected to be a part of this critical process which will influence counselors, students and clients and the counseling profession for years to come. As you may recall, I am a past president of the New Mexico Counseling Association (NMCA) and served as ethics chair for NMCA for over four years. During that time I wrote a regular ethics column in *Sunspots* and reviewed ethics concerns. Although I retired from full-time teaching, I continue to teach counseling courses, including ethics, and provide ethics training for mental health professionals. I have also provided expert testimony on ethics violations for the courts.

Other members of the task force include **Janelle Disney**, a professor in the counseling department at Argosy University in Atlanta. Janelle has

(Continued on page 6)

**ETHICS**

**CORNERSTONE:**

*Do you place your professional ethics at the cornerstone of the foundation of your counseling practice?*

By Paul David Fornell, MS, MCC,  
NCCC, LPCC  
Chair, Ethics Committee-NMCA, and  
Member, Ethics Appeal Panel-ACA

What does professional competence mean to you? How do we measure professional competence in our field? How do we keep unqualified people out of our profession? And, what can we do when a “professional counselor” demonstrates incompetence? (The quotation marks to indicate that they are **not** a professional counselor because of their lack of professional skill.)

Thankfully we have a body of scholars and practicing counselors who have made it a critical component of their daily professional practice to be the very best they can be. They consciously follow our ACA Code of Ethics and understand that to be a fully competent professional counselor we must stay current with our best evidence based practices. Sometimes a counselor may rely on their “clinical intuition” or their favorite approaches running the risk of overlooking important scientific findings on the efficacy of counseling techniques. Doing what is comfortable or what is familiar is not the same as doing the right thing.

Also, we should be thankful for our counselor educators and experienced colleagues in the field who know that they must not overestimate their knowledge and skills lest they run the risk of practicing outside their areas of competence, potentially placing their clients at risk of harm. These professionals know the absolute importance of obtaining consultation with colleagues and the clear benefits of professional continuing education from reputable sources. It is important to research continuing education providers due to the enormous growth in this business. The licensure laws have been enacted with the requirement of

(Continued on page 6)

+ NMCA  
conference  
march 1&2,  
2012



## **SAVE THE DATE**

### **Who's Got the Power: Power Dynamics in Relationships**

RFP'S being accepted now.  
Deadline October 15, 2011.  
For RFP Information and Form  
Contact Elizabeth Ebner  
eaeber@comcast.net

**REQUEST FOR PROPOSALS**  
**Deadline October 15, 2011**

***Who's Got the Power:  
 Power Dynamics in Relationships***



**NMCA 2012 State Conference**  
 March 1 & 2, 2012

The 2012 NMCA conference will be held in the greater Albuquerque area, location to be determined. The Conference will consist of two full days of breakout sessions, each breakout session being 75 minutes in length. 12.5 Counseling Education Credits (CECs) will be applied for, allowing for 5 sessions each day.

The theme of this conference is power dynamics in relationships. What is power? How do we relate to it on a daily basis? How do we use personal power and influence in conflict or negotiation situations? Our task as advocates is to identify the negative uses of power, transform them into constructive ends and to help clarify and deepen the understanding of how power works: in personal relationships, in the classroom, in the therapy session, at the office, in leadership. Power is an integral dimension of all relationships and human systems. How does age, race, gender and cultural background effect power? Power, used conscientiously, can be a catalyst for effectiveness, change, healing and even transformation and inspiration. Bring your unique view of this far-reaching topic in your Proposal for your workshop at the 2012 NMCA Conference.

Proposals shall focus on conference theme. Please follow the RFP Proposal Format exactly. If this format is not followed in its entirety, the proposal may not be considered.

**PROPOSAL FORMAT**

**Program Description**

- **Title of Presentation:** limited to 100 characters or less
- **Brief Summary** of the program: 50 word paragraph to appear in the conference program. This will promote your breakout session to attendees and must clearly represent your presentation. Changing your workshop topic without prior permission will not be allowed.
- **Contact Person:** name, title, institution, address, city, state, postal code, phone, fax & email.
- **Presenters:** name, title, institution, address, phone, fax & email of EACH presenter
- **A brief bio** of each presenter to include degrees, leadership positions, work experience, research, etc. This will be submitted to NBCC as part of CEC application procedure, so should be a true career bio.
- **Indicate** which area of the NBCC requirements your proposal addresses:

\_\_\_ Counseling Theory

\_\_\_ Human Growth and Development

\_\_\_ Social and Cultural Foundations

\_\_\_ The Helping Relationship

\_\_\_ Group Dynamics

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### **ACA Code of Ethics cont'd.**

served as ethics chair for the Louisiana Counseling Association. **Perry Francis**, who will serve as Chair, is a professor in the department of leadership and counseling at Eastern Michigan University. He has over 24 juried presentations on counseling ethics. **Gary Goodnough**, a professor of counselor education at Plymouth State University and immediate past co-chair of the ACA ethics committee will serve on the committee along with **Mary Hermann**, an associate professor and chair of the department of counselor education at Virginia Commonwealth University. Mary is a co-author of the book *Ethical and Legal Issues in School Counseling* (3rd Ed.). **Shannon Hodges**, an associate professor of clinical mental health counseling and director of clinical training at Antioch University, who has extensive ethics forensic experience, will also be a part of the ERTF. Additionally, past ACA President, **Lynn Linde**, a clinical assistant professor & director of clinical programs for the School Counseling Program at Loyola University Maryland will serve on the ERTF. She has authored seven book chapters on ethics and has an ethics text under contract. Other task force committee members include: **Linda Shaw**, a professor and department head in the department of disability and psychoeducational studies at the University of Arizona. Linda has served as chair of the ethics committee for the Commission on Rehabilitation Counselor Certification, **Shawn Spurgeon**, an assistant professor in the mental health counseling program at the University of Tennessee at Knoxville who has served as co-chair of the ACA ethics committee and **Richard Watts**, a professor in the department of educational leadership and Counseling and director of the center for research and doctoral studies at Sam Houston State University. Richard served on the committee that promulgated the initial code of ethics for the International Association of Marriage and Family Counselors. **Michelle Wade** is the student member of the ERTF and a mental health therapist at Lantern Therapeutic Services. She is a doctoral student at Argosy University, DC. Michelle has an article in press on the ethical and legal issues surrounding the use of social media

in counseling.

Although social media, internet and distance counseling provide opportunities for counselors to reach large numbers of clients, it is important to examine how to best use technology to serve clients in an ethical manner. The revision process will also involve reviewing and updating all sections of the existing *ACA Code of Ethics*, as needed, and consider emerging issues in an effort to anticipate ethical issues counselors will face in the future. As we begin to examine ourselves as profession, I would like to personally invite counselors in New Mexico to share their thoughts, suggestions and recommendations with me. Counselors can send me an email regarding: 1) the current and future issues the profession will face that our ethics will need to address (Facebook, professional counseling websites, twitter and online counseling...) and 2) ethical issues that should be addressed by the revised code. My email address is [jvbaca@nmhu.edu](mailto:jvbaca@nmhu.edu). I am excited and honored to serve ACA as a member of the ERTF. More importantly, I am grateful to represent New Mexico and New Mexico counselors at the national level.

As for the question posed in the title of this article, *Is it ethical to accept a client or students' Facebook "friend request?"* First of all, counselors must be educated and knowledgeable about the technical, cultural, professional, clinical, ethical and legal complexities regarding posting a profile on social networking sites (Zur, 2011). Secondly, although a professional profile should be considered differently than a personal profile, privacy settings do not always provide the privacy they purport to protect. Therefore, counselors must consider the potential benefits of accepting or not accepting clients' or students' friend requests as well as the potential risks (harm to client, exploitation, loss of objectivity).

#### References:

American Counseling Association. (2005). *ACA Code of Ethics*. Alexandria, VA: Author

Rollins, J. (2011). ACA kicks off major revision of profession's Code of Ethics. *Counseling Today*. 53/12, 49.

Zur, O (2011). *To Accept or Not to Accept? How to respond when clients send "Friend Request" to their psychotherapists or counselors on social networking SITES*. Retrieved 8/17/2011 from <http://zurinstitute.com/socialnetworking.html>.

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### **Ethics Cornerstone cont'd.**

continuing education to maintain your license, and you need to know that what you are paying for is of the highest quality – your clients deserve this. Returning to the opening questions how should we measure professional competence? Certainly our graduate programs have the greatest advantage here and are most definitely responsible for being the gatekeepers of our profession. If our counselor educators don't keep out the unqualified then what can we do once someone is practicing and we determine that they shouldn't be holding that precious responsibility? Our ACA Code of Ethics makes it clear that each of us has a responsibility to appropriately confront a colleague who we believe is acting in an incompetent manner. And, if after our direct and personal confrontation the incompetence continues we can turn to the New Mexico Counseling and Therapy Practice Board. Yes, easier said than done, but what is the alternative? You and I do not want our profession and our professional reputations tainted by someone who shouldn't be holding the title Professional Counselor. We all have the responsibility of protecting the public! Colleagues, be the best you can be. And, if you have a question or concern about ethics, competence and other issues that impact your practice and the public write to me – [pfornell@aol.com](mailto:pfornell@aol.com)

**Ethics Consultation**  
New Mexico  
Counseling Association  
<http://www.nmca-nm.org/>

Contact Paul Fornell, Chair,  
Ethics Committee  
[pfornell@aol.com](mailto:pfornell@aol.com)

Leave your name, phone, email –  
No details – & good time to contact.

If you are ACA Member  
American Counseling Association  
<http://www.counseling.org/>  
Ethics Consult 1-800-347-6647  
x314

If you have HPSO Insurance  
Insurance Trust 1-800-347-6647  
x284



**New Mexico Career Development Association**  
*A Branch of the New Mexico Counseling Association*  
 Presents

**CAREER COACHING STRATEGIES  
 FOR CAREER COUNSELORS  
 AND CAREER DEVELOPMENT PROFESSIONALS**

**University of New Mexico  
 Office of Career Services  
 Student Services Building, Room 220  
 Albuquerque, New Mexico**

**Friday, October 28, 2011 8:30 am – 12:30 pm**

Park in UNM Parking Structure at Central and Stanford and bring ticket for validation.

*This workshop has been approved for 4 continuing education credits.*

The presenters will demonstrate successful strength based coaching strategies that have been used with community college faculty, staff and students utilizing a “powerful questions” approach. This engaging and interactive workshop can be utilized by counselors, career professionals, trainers and other human resource professionals as a means of promoting client and student achievement in various settings.

**PRESENTERS**

Barbara Burrows is currently an Achievement Coach for the School of Health Wellness and Public Safety at Central New Mexico Community College with nearly 30 years of teaching, career counseling and coaching in different educational settings. She has a master’s degree in Guidance and Counseling.

Kim Jeffries is currently an Achievement Coach for the School of Business and Information Technology at Central New Mexico Community College. She has worked in educational settings for over 15 years in managements and supervision, career counseling and coaching positions. She has a master’s degree in Counseling and is a licensed clinical counselor.

**REGISTRATION**

	Postmarked on or before <u>September 30, 2011</u>	Postmarked after <u>October 1, 2011</u>
NMCD A Member	\$50	\$60
NMCA Member	\$60	\$70
Non Members*	\$75	\$85

\*Annual membership \$60, request application

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

\_\_ Check for \$ \_\_\_\_ enclosed      \_\_ PO # \_\_\_\_ form enclosed

**Mail registration and check or P.O. to:**  
**NMCD A Coaching Workshop P.O. Box 35906 Albuquerque, NM 87176**  
**QUESTIONS, INFORMATION or Membership Application: Charles Lehman, 505.938.1282; Clehman@nm.net**

## From the Divisions

### *From the NMSCA:*

#### **Welcome Back Professional School Counselors (PSCs)!**

Summer is over, and most of you are over the chaotic hump of the start of any new school year. Now is time to start planning for this school year's implementation of your Comprehensive School Counseling Program (CSCP).

#### **CHALLENGE TO PSCs:**

Not all school counselors have the support of a District Counseling Coordinator who are familiar with school counseling best practice. School districts like Rio Rancho Public Schools, Santa Fe Public Schools, and Gallup/McKinley Public Schools who do have District Counseling Coordinators have been moving towards implementation of a best practice comprehensive school counseling program (based on the ASCA National Model). **With the promise of support from NMSCA, I have a challenge for all Professional School Counselors in New Mexico... If you have not yet started moving towards a comprehensive school counseling program, this is your chance with one small step, using two tools for ADVOCACY FOR BEST PRACTICE IN YOUR SCHOOL DISTRICT.**

The two tools to start with are on the next three pages. **TOOL #1** is a CSCP Delivery System Chart. This chart is a great tool to remind you **how should be spending your time**. Use it to set small goals to move closer to the best practice percentage of times within each component. It is also a **great advocacy tool**. Share this with your supervising administrator so that they can understand how you should be spending your time. Many of us are still spending too much time doing non-counseling duties. Using this tool and your Administrator/Counselor Agreement (**TOOL #2**), which is also included in this newsletter. If you need help or have questions on either of these two tools, please feel free to e-mail me at [trujillo\\_f@aps.edu](mailto:trujillo_f@aps.edu). If we are all advocating for the important work that we

do, the easier it is to serve the needs of our New Mexico students. I hope you all will accept my challenge. Please let me know how this impacts your program.

#### **2011-12 NMSCA Goals**

**Goal 1:** School Counselors are valued members of the educational community at the same level as other educational professions.

**Goal 2:** School Counselors are knowledgeable and educated about the role of professional school counselors and the ASCA National Model: A Framework for School Counseling at a comprehensive and effective level.

**Goal 3:** Instructors in counselor education programs are knowledgeable and educated about the role of professional school counselors and the ASCA National Model at a comprehensive and effective level.

#### **NMSCA PROJECTS FOR 2011-2012 SY:**

Professional Development for New Mexico Professional School Counselors

Working with the PED to implement the **recommendations from the Legislative Education Committee** on the following issues related to school counseling and school nursing:

- The alignment between PED's competencies for school counselors and school nurses and those of the national counseling and nursing associations;
- PED's career pathway requirement to attract future school counselors and school nurses;
- Accountability measures for school counseling and school nursing programs;
- Working conditions for school counselors and school nurses.
- Reduce school counselor-student and school nurse-student ratios:
- Encourage bi-lingual individual to go into school counseling and school nursing through incentives.

- Encourage school counselors and school nurses to pursue national certification through incentives.
- Fund PED dedicated position(s) for school counseling and school nursing.
- Phase-in a reduction in the school counselor-student ratio to 1:250

**WE NEED YOU!** As you can see, we have a lot of work to do. NMSCA is a very small group of dedicated professional school counselors, but we can't do this work alone. If you are interested in helping us, please contact me at [trujillo\\_f@aps.edu](mailto:trujillo_f@aps.edu). Even if you can't commit to become a board member, we still need help on the professional development committee as well as the other committees working on our above stated goals and projects to support those goals. At minimum, I ask that you maintain your NMSCA membership, or join if you are not already a member. In this Sunspots newsletter, you will see a page titled **TOP 10 REASONS TO BECOME A MEMBER OF YOUR PROFESSIONAL ORGANIZATION.**

Thank you for your hard work and dedication to the students and families of New Mexico. Have a great school year!

**Freida A. Trujillo,**  
NMSCA President 2011-2012



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**Comprehensive School Counseling Program  
DELIVERY SYSTEM CHART**

<b>GUIDANCE CURRICULUM</b> Provides developmental comprehensive program content in a systematic way to all students	<b>RESPONSIVE SERVICES</b> Addresses the immediate concerns of students	<b>INDIVIDUAL STUDENT PLANNING</b> Assists students in development of academic and career plans	<b>SYSTEM SUPPORT</b> Includes program, staff and school support activities and services	<b>NON-COUNSELING DUTIES</b>
<b>Purpose</b> Student awareness, skill development and application of skills needed in everyday life	<b>Purpose</b> Prevention, intervention and referral when necessary	<b>Purpose</b> Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions	<b>Purpose</b> Program delivery and support	<b>Purpose</b> "Fair share" responsibilities
<b>School Counselor Role</b> Classroom and small groups Parent workshops	<b>School Counselor Role</b> Short-term individual counseling Needs-based small groups Crisis Counseling Referral	<b>School Counselor Role</b> Assessment Planning	<b>School Counselor Role</b> Develop and manage Program Consultation, Collaboration & Teaming Professional Development	<b>School Counselor Role</b> As team members within the school, School Counselors perform "fair-share responsibilities" that are in equal amount to other staff members
<b>Classroom Activities</b> <ul style="list-style-type: none"> <li>Academic</li> <li>Career</li> <li>Personal/Social</li> </ul> <b>Group Activities</b> <ul style="list-style-type: none"> <li>Academic</li> <li>Career</li> <li>Personal/Social</li> </ul> <b>Parent Workshops</b> <ul style="list-style-type: none"> <li>Academic</li> <li>Career</li> <li>Personal/Social</li> </ul> <p>*Student Counseling Standards define the knowledge, attitudes or skills students should obtain or demonstrate as a result of participating in the school counseling program. Standards cover the 3 domains; Academic, Personal/Social and Career. Activities are delivered to meet these standards.</p>	<b>Individual Concerns</b> <ul style="list-style-type: none"> <li>Academic Achievement</li> <li>Attendance</li> <li>Behavior management</li> <li>Drop-out prevention</li> </ul> <b>Crisis Counseling</b> <ul style="list-style-type: none"> <li>Abuse</li> <li>Conflict Resolution</li> <li>Coping with Stress</li> <li>Custody Issues</li> <li>Depression</li> <li>Divorce/Separation</li> <li>Domestic Violence</li> <li>Drugs/Alcohol</li> <li>Eating Disorders</li> <li>Family Issues</li> <li>Gang Issues</li> <li>Grief/Loss</li> <li>GLBT issues</li> <li>Homelessness</li> <li>Hospitalization</li> <li>Pregnancy</li> <li>Rape/Sexual Assault</li> <li>Relationship Concerns</li> <li>Runaway</li> <li>Self-Injury</li> <li>Staff Death</li> <li>Student Death</li> <li>Suicide</li> <li>Tobacco</li> <li>Violence</li> <li>Other</li> </ul> <b>Referral</b> <ul style="list-style-type: none"> <li>Health/Wellness Team</li> <li>Community Therapist</li> <li>CYFD</li> <li>Emergency Room</li> <li>Law Enforcement</li> <li>Contracted Agencies</li> </ul>	<b>Academic Student Planning</b> <ul style="list-style-type: none"> <li>Credit Checks</li> <li>Grades</li> <li>Graduation Requirements</li> <li>IEP Meeting</li> <li>Next Step Plan</li> <li>Parent Conference</li> <li>Promotion/Retention</li> <li>Registration (course selection)</li> <li>SAT Conference</li> <li>Schedule Change</li> <li>Test Score review interpretation/analysis</li> <li>Test Taking Tips</li> <li>504 Conference</li> </ul> <b>Personal/Social Student Planning</b> <ul style="list-style-type: none"> <li>Behavior Modification Plans</li> <li>Health/Wellness meeting</li> <li>IEP Conference</li> <li>Parent Conference</li> <li>SAT Conference</li> <li>504 Conference</li> </ul> <b>Career Student Planning</b> <ul style="list-style-type: none"> <li>ACT/SAT</li> <li>Career Planning</li> <li>College Selection</li> <li>College Recommendations</li> <li>Interest Inventories</li> <li>Next-Step Plans</li> <li>Parent Conference</li> <li>PLAN</li> <li>PSAT</li> <li>Scholarship/Financial Aid</li> </ul>	<b>Professional Development</b> <ul style="list-style-type: none"> <li>Conference/Training</li> <li>District In-service</li> <li>Professional memberships</li> <li>School In-service</li> <li>Presentation to Staff</li> <li>Staff meetings</li> </ul> <b>Program Management and Operation</b> <ul style="list-style-type: none"> <li>Data analysis</li> <li>Data collection</li> <li>Lesson Planning</li> <li>Management activities</li> <li>Program assessment and evaluation</li> <li>Program Audit</li> <li>Program Planning</li> <li>Resource development</li> <li>Reading e-mails from the District Counseling Office</li> </ul> <b>Consultation</b> <ul style="list-style-type: none"> <li>Administration</li> <li>School Counselor Colleague</li> <li>Health/Wellness Team</li> <li>Nurse/Health Assistant</li> <li>Outside Agency</li> <li>School Psychologist</li> <li>Parent/Guardian</li> <li>Private Therapist</li> <li>Probation Officer</li> <li>School Social Worker</li> <li>Teacher</li> </ul> <b>Collaboration and Teaming</b> <ul style="list-style-type: none"> <li>School Instructional Council</li> <li>Collaboration Teams</li> <li>District &amp; School Committees</li> </ul>	Assisting with duties in the principal's office  Clerical record keeping (SAT, Attendance, 504, H/W Team)  Coordinating or administering standardized tests  Data entry  Performing disciplinary actions  Creating master schedule  Teaching classes when teachers are absent  Filing backpacks with food for students  Transporting students to clothing bank  Lunch/bus duty
<b>Time</b> Elementary 35% – 45% Middle 25% – 35% High 15% – 25%	<b>Time</b> Elementary 30% – 40% Middle 30% – 40% High 25% – 35%	<b>Time</b> Elementary 5% – 10% Middle 15% – 25% High 25% – 35%	<b>Time</b> Elementary 10% – 15% Middle 10% – 15% High 15% – 20%	<b>Time</b> Less than 5%

\*80% of time should be spent in direct service to students, families, and staff. (ASCA 2005) (January 2010)

**\_\_\_\_\_ Public Schools  
School Counselor Management Agreement**

School year: 2011-2012 School: \_\_\_\_\_

School Counselor: \_\_\_\_\_

**STUDENT ACCESS:**

Students will access the School Counselor by:

\_\_\_\_ Grade Level                      \_\_\_\_ Domain                      \_\_\_\_ By Academy/Pathway

\_\_\_\_ Alpha Listing                      \_\_\_\_ No caseload                      \_\_\_\_ Other

**COUNSELOR OF THE DAY:**

Our counseling department \_\_\_\_ will \_\_\_\_ will not implement a counselor of the day.

**PROGRAMMATIC DELIVERY:**

The School Counselor(s) will spend approximately the following time in each component area to ensure the delivery of the school counseling program. These are based on a 186 (ES) and 188 (MS/HS) day contract.

	Actual Last Yr.	Goal this Yr.	Program Component	Description	Best Practice Time Ranges		
					Elementary	Middle/Jr High	High School
<b>Should = 100%</b>	____%	____%	of time delivering guidance curriculum	Provides developmental comprehensive guidance program content in a systematic way to all students K-12	Elementary: 35%–45% (423.15 – 544.05 hours)	Middle/Jr High: 25%–35% (305.5 –427.7 hrs)	High School 15%–25% (183.3 -305.5 hrs)
	____%	____%	of time with individual student planning	Assists students and parents in development of academic and career plans	Elementary: 5%–10% (60.45 – 120.9 hours)	Middle/Jr High: 15%–25% (183.3 -305.5 hrs)	High School 25%–35% (305.5 -427.7 hrs)
	____%	____%	of time with responsive services	Addresses the immediate concerns of students	Elementary: 30%–40% (362.70 – 483.6 hours)	Middle/Jr High: 30%–40% (366.6 -488.8 hrs)	High School 25%–35% (305.5 -427.7 hrs)
	____%	____%	of time with system support	Includes program, staff and school support activities and services	Elementary: 10%–15% (120.9 – 181.35 hours)	Middle/Jr High: 10%–15% (122.2 -183.3 hrs)	High School 15%–20% (183.3 -244.4 hrs)
	____%	____%	of non-counseling		Elementary: < 5% (<60.45 hours)	Middle/Jr High: < 5 % (<61.1 hrs)	High School: < 5 % (<61.1 hrs)
	____%	____%	of other activities beyond the duty day			paid	un-paid

**\*NOTE:** Any non-counseling duties that exceeds 5% should be approved by a level associate superintendent waiver. In alignment with the ASCA National Model, school counselors should work with their administrators and departments to protect their time so that 80% of it spent in direct service to students, staff and families and the remainder is spent in program management.

School counselor will be compensated for extra school counseling work hours (beyond the counselor duty day) by (Check all that apply):

## From the Divisions (Cont'd.)

(Continued from page 10)

### **From the NMASERVIC:**

Greetings, NMCA Members!

As many of you are already aware, NMASERVIC is co-hosting the National ASERVIC Conference in June of 2012, at the Inn at Loretto in Santa Fe. We are excited and grateful for this opportunity, and hope to see you all there. And we hope many of you will consider presenting a workshop, as we want to share the gifts of our community with other mental health and healing professionals from around the country!

On August 13<sup>th</sup> NMASERVIC met for our first-ever Strategic Planning meeting in which our 2011/2012 goals and objectives were discussed and prioritized. We were blessed to have Phelosha Collaros facilitate this all-day program in which she utilized her professional expertise as a non-profit Organizational and Strategic/Operational Planning Specialist to get us on track and moving forward. We covered an IMMENSE amount of inspiring and thought-provoking material with an amazing amount of effectiveness, and I'm proud of the work that was done to benefit the future of NMASERVIC. We are truly off to a great start this year.

To continue the progress made at our Strategic Planning meeting, the Board will meet again for our Leadership Retreat in the Fall at the Abiquiu Inn in Abiquiu, NM! This will be a 2- day retreat wherein we will convene for fellowship, final clarification and prioritization of our goals, and a clear plan to achieve them. We are all looking forward to this Retreat, another "first" for NMASERVIC.

NMASERVIC is proud to announce the addition of a new Board Member: Rev. Bernardo Monserrat, Ph.D of the Santa Fe Center for Spiritual Living. Rev. Monserrat is our new President Elect-Elect. He has already brought new and exciting ideas, and we are very grateful to have him.

Best wishes to all of you, and see you at the NMCA Conference in March 2012!

Mary Stinson, LMHC, MT-BC  
President, NMASERVIC 2011-2012

### **From the NMAJ:**

As the President of NMCA Advocates for Social Justice, it has come to my attention on more than one occasion that some people are reluctant to join our Division because they hesitate "to get involved in politics." To that I answer, "how does one live this life without getting involved in politics;" but I mainly want us to consider what it truly means to be an advocate for social justice as counselors.

- Are you a counselor who makes an effort to continue to make yourself aware of the latest professional news, research, and information?
- Are you a counselor who attempts to maintain a high ethical standard by understanding the professional code of integrity, knowledge of the law, promoting the general welfare of each client; recognizing the limits of your competence, and consulting with qualified peers?
- Are you a counselor who assists his/her clients in clarifying the client's identity, needs, strengths and challenges;
- Are you a counselor who supports his/her client in developing healthy relationships and behavior within the context of their culture?



- Are you a client who empowers them with the confidence to not only cope but actively discover the best avenues of change?

Then you ARE an ADVOCATE !  
So join us and participate in expanding these skills and making a larger impact throughout this profession and into the variety of arenas with which we all interact daily.

Durelle Freeman, LPCC, NCC  
President NMAJ 2011-2012  
[emerge1@qwestoffice.net](mailto:emerge1@qwestoffice.net)

**NASW New Mexico Chapter  
is sponsoring**

**The Anatomy of Possibility:  
Presented by  
Tim Burns, LPCC  
Keys to Enhanced Well-Being  
and  
Engaged, Enjoyable Learning**

**September 30, 2011  
Registration 8:30 a.m.  
Workshop 9 a.m.—4 p.m.  
(Lunch on your own)  
United Way of Albuquerque  
2340 Alamo Ave. SE #200**

**6 CEUs for Counselors**

**Registration must be postmarked by  
September 23rd.  
After this date register onsite**

**NMCA Members \$70**

**Contact Sandra Herrera at  
[syherrera505@gmail.com](mailto:syherrera505@gmail.com)  
for registration and workshop  
information**

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## From the Divisions (Cont'd.)

*(Continued from page 11)*

**Ryan Steinmetz**  
**Submitted and edited (with permission) by Barbara Conroy, ASJ Member**

*Presented during the June ASJ Borders Workshop in Las Cruces*

Perhaps it is important to share my story, because as helping professionals we are often working with cultures different from our own. Perhaps my story speaks to some particularly important questions—how do we as counselors work with people of a different culture, who come from a very different context, if we ourselves are not at all connected with that context? How do we as counselors, as students and promoters of empathy and understanding, work with those whose experiences are very different from our own without conscious exposure to the social justice issues that our clients are facing?

I live and work en la frontera—the border, the edge, the place where two cultures collide—they meet and mesh and mix and make friction—I love it because I'm comfortable here in the constantly changing, constantly evolving, constantly volatile and vibrant environment of the border region. I feel like I belong here. As countless folks cross the border on a daily basis, I too feel that I spend my days encouraging the crossing of borders as a counselor and a director of a volunteer organization that works for social justice.

I first became connected to the world of social justice in what I call a “surface-level service” capacity. What do I mean by that? Well, I guess that just means that I was a “do-gooder” in my school and community. I did service for my local church youth group, I started a community service organization in my high school, I was on Student Council, and I'm an Eagle Scout. Service, in terms of my family, my church, my school, and my community was an expectation of a good citizen and a good Christian, and it was just something you did.

When I say “surface-level service,” I mean that I was involved in just the charity side of service—fulfilling a need, working for the common good. It was something that you would do with a sense of pride knowing that you helped someone out. And while you would never admit to this, deep down inside, you felt a sense of satisfaction that your knowledge, skills, labor, and experience was used to help the poor and helpless who simply couldn't do for themselves. I saw inequality on a regular basis through the service I was doing. But I didn't really know what it was exactly, and I certainly did not know why it was happening.

In college, I continued that same “surface-level service” through Big Brothers/Big Sisters and through a tutoring program at my university. I was becoming a student of culture and society in the classes I was beginning to take. I continued a study of Spanish because I truly found a love of the culture and language, and I studied elementary education as I was finding that I had an idealistic desire to help children address challenges of inequality and poverty through the power of learning.

My first experience with the border and social justice, came my freshman year when I came down with a group from Ohio Wesleyan University on what was called a Border Witness trip to the Brownsville/Matamoros area. Essentially, this could be seen as people of privilege coming down to the border or to different cultures to bring their way of doing or believing or seeing and imposing it on those that do or believe or see in a different way. But, our Border Witness trip was meant to be witnessing the border region and the issues facing the people of the border within the context of this very unique place.

For me, I suddenly became hyper-aware of not only the inequality that existed in this juxtaposition of our experiences, but I began my journey in understanding the intricacies of the many systems, policies, and practices that create or perpetuate such inequality. and for the first time, I was beginning to see how my government, my

sense of privilege and entitlement, and even my own practices and way of living, was contributing to this unequal system. The realizations were very overwhelming: I was a part of perpetuating this system.

Janet Helms, who has written much on racial identity models, would have described this as my moment of disintegration. She talks about this in her writings on White Racial Identity Ego Statures. I was experiencing a “Disorientation and anxiety provoked by unresolvable racial moral dilemmas that force one to choose between own-group loyalties and humanism.” In other words, I was beginning to see the way the world really worked, the way racial and social constructs existed and were perpetuated. It was frustrating and thought-provoking, but most of all it sparked my interest in seeking greater understanding. No longer was I very comfortable in doing “surface-level service” work because it wasn't addressing the real issues facing people in need.

I needed to go back to the classroom to learn more, but I needed the classroom to be the border, so I could do what I loved, which was service, in the context of a region that I loved and knew offered a lot of opportunity to seek understanding.

In 2001, I came to Las Cruces and El Paso as a Border Servant Corps volunteer placed at La Casa domestic violence shelter. My job was to address the educational needs of the clients at La Casa, be they ESL and GED tutoring for many of the victims, homework help for many of the child witnesses of violence, or reading instruction for many of the perpetrators of domestic violence.

We were immersed in a unique year-long multicultural experience with a commitment to a social justice tenet that necessitated looking at the systems creating inequality in our world—through our interactions with people, through our work sites, through the surrounding

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## From the Divisions (Cont'd.)

*(Continued from page 12)*

### **Ryan Steinmetz cont'd.**

structures, and through the overarching systems we were helping our clients navigate. Helms describes this immersion status in her white racial identity model as the “search for understanding of the personal meaning of

racism and the ways by which one benefits,” where “life choices may incorporate racial activism”.

So here I was, working in a place where I was not only one of the only white people working with clients, but also one of the only males working in a mostly female-oriented organization, not to mention one of the only LGBT folks. You would think that this might have been a little mind-blowing for a kid from small town Ohio, and it was! And I loved it!

I continued to make connections to my own practices and privileges, and began recognizing on a much broader basis how these social justice issues such as immigration, racism, poverty, sexism and domestic violence were all social constructs that had a profound effect on the clients I worked with on a daily basis. I also became profoundly aware of borders that not only exist as rivers and walls we build between countries, but also as the invisible walls that exist to keep people from accessing the very resources and services that might help them address their individual challenges. It is precisely these walls that create and maintain a system of oppression in which we all as service providers and clients are living and working.

I was often uncomfortable as it was difficult to understand just how different my experience had been from the people I was serving. I tried to use my experiences of oppression from being gay as a basis for understanding, but even with that, it was hard to ignore the enormous differences before me. I was very glad to have many mentors around me who were patient and understanding as I asked a lot of questions

hoping they would guide me to truly understanding the big picture and my larger role as an advocate.

So, how does all this connect to our roles as counselors? Well, this has been a process of understanding for me for many years, and, as counselors, we understand the need for processing, don't we? After returning to school I realized that I cannot be a “surface-level counselor.” In order to take a stand as a counselor and truly serve the population with which I work, I have to be standing with one foot each in the helping or charity side of service and the social justice side of service. I am neither effective nor highly motivated if I am only doing one or the other.

Let me be clear, we are of the helping, service-oriented professions. Many of us got into the business of counseling because we like to help people work out their problems. We recognize that people are truly helped not when they come to us wanting us to solve their problems, but when we are invited to work alongside our clients to seek out solutions and possibilities. We work to understand, to empathize, to treat our clients with unconditional positive regard, and to be objective as we are helping clients to recognize their own barriers and overcome them.

But we cannot truly help our clients to overcome barriers if we are not also firmly planted in the social justice side of service. This is especially apparent when we're talking about the border context. How do we at all build empathy with clients here if we are not attempting to understand various cultural nuances and differences through immersion in different cultures? How do we help an immigrant victim of domestic violence leave her abusive partner, for instance, when the partner threatens to report her to the border patrol with the likelihood of deportation and separation her from her children born here in the U.S.? How do we work with young immigrant victims of sexual assault and help them heal, and ignore the problems of human trafficking that led to the sexual

assault in the first place? How do we truly help an immigrant child showing signs of depression, PTSD and AD/HD without the recognition that he came from a place where violence was a daily occurrence?

To quote the frequently-used adage, “You can pull kids out of the river all day long in order to help the problem, but if you aren't addressing the reasons upstream that are causing the kids to fall in the river in the first place, what are you really doing? How are you really helping?”

And conversely, if you are only addressing social justice issues from the larger, more theoretical or academic perspectives and not addressing how these things are affecting the local community on a micro-level, one would argue that you're still missing the connection.

As I was looking at the American Counseling Association's Code of Ethics, published in 2005. It is very limited with regards to a counselor's responsibility for understanding social justice issues. There is a multicultural clause for each section, encouraging counselors to “infuse” a multicultural lens in the work they do. But, the only real reference to social justice type work doesn't even use the term “social justice.”

Section A.6.a. talks about Advocacy

When appropriate, counselors advocate at individual, group, institutional, and societal levels to examine potential barriers and obstacles that inhibit access and/or the growth and development of clients.

I find it really disturbing that this is all we're ethically encouraged to do. For me, I guess, it never occurred to me to not be doing this, because the “helping” side of service, and the “social justice” side of service in my training and experiences have always gone hand in hand.

It is this expression of my service that fuels my need as Border Servant Corps

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## From the Divisions (Cont'd.)

(Continued from Page 13)

### **Ryan Steinmetz cont'd.**

director to constantly encourage the exploration of social justice issues that feed into the problems I help with as a counselor. And it is that exploration of social justice issues and advocacy that fuels me to be a better counselor who recognizes the barriers for my clients created by the larger systemic issues. Again, I need to be a part of both worlds in order to be effective when working with everyone, but especially when working with those living in a very different cultural context from my own.

I find it interesting that my evolution to being a "social justice service provider" in counseling has coincided with a deeper understanding of myself, my culture, and my role in serving within a different culture. I live out the process of understanding my call to serve within a larger cultural and social context, and by living out my responsibilities to the two sides of service. In my counseling, I tend to find myself, my sense of purpose, and to find personal growth within that process. Ah, it all comes back to process doesn't it!

*Note: Ryan describes himself as a white farm boy originally from Ohio speaking on justice issues of the border and the importance of social justice in counseling. For several years he has worked with immigrant families as a domestic violence counselor, and now is Director of the Border Servant Corps and in a network of organizations working for social justice in the region. He sees his ministry of counseling and social justice work as an expression and a calling of his faith.*

**The Texas Counseling Association is pleased to extend an invitation to the members of our neighboring ACA Branches to register for our 55<sup>th</sup> Annual Professional Growth Conference at TCA member rates. The Conference will be held from November 9-12, 2011 at the Fort Worth Convention Center.**

The conference features **over 150 educational sessions**, networking events, keynote speakers, and pre- and post-conference workshops. Pre-conferences are offered on Wednesday, November 9<sup>th</sup> and post-conferences are offered on Saturday, November 12<sup>th</sup> for an additional fee. **Attendees can earn continuing education credits**, make valuable contacts, take away solid, practical ideas and discover the latest techniques, research and public policy regarding the counseling profession.

This professional growth opportunity is available to our neighboring states at the low membership rate of \$150 for those who pre-register by October 31<sup>st</sup>. To get the low membership rate members from neighboring states will have to download the pre-registration form and send it to the address on the form or call the office at 512-472-3403 ext. 12. Check out the Professional growth Conference webpage, [www.txca.org/ftworth](http://www.txca.org/ftworth) for information and complete details about hotels.

The Professional Growth Conference is intended for licensed professional counselors, professional school counselors, marriage and family therapists, college counselors, directors of guidance, counselor educators, graduate counseling students, lead counselors and other mental health professionals. **All pre- post- and sectional programs as well as the general sessions are eligible for LPC, LMFT, NBCC, SBEC, LCDC, Social Worker, and Psychologist continuing education credits.**

## NMCA Service Opportunities

**President Elect**

**President Elect Elect**

**Treasurer**

**Committee Chairs:**

**Government Relations**

**Leadership Development**

**Financial Affairs**

**If you are interested, please contact Diane Wilhoite at [dhw\\_fsip@yahoo.com](mailto:dhw_fsip@yahoo.com)**

**Your division could also use your help!! Contact your division president!**

New Mexico Psychological Association  
 Fall Conference  
 October 14, 2011

**“Psychological Practice in Primary Care: An Integrated Model”**

Indian Pueblo Cultural Center, Albuquerque, NM  
 Cost: \$145 NMPA members; \$180 nonmembers; \$95 students.

This workshop is approved for a total of 9.5 credit hours of continuing education for New Mexico psychologists, social workers and counselors. 6.5 credits are Category 1 workshop credits (of which three hours have cultural diversity content), and an additional three credits are Category 2 distance learning credits (all of which are your choice of either cultural diversity or ethics hours) and will be earned by completing online cultural diversity or ethics coursework at [www.nmpa.com](http://www.nmpa.com).

Your fees include morning coffee/tea and danish, a New Mexican buffet style luncheon with vegetarian option, and three credit hours of coursework from the NMPA Cultural Competence/Ethics webpage at [www.nmpa.com](http://www.nmpa.com)

Sessions include:

- Keynote – **Psychological Practice in Primary Care: Towards a Collaborative Model** by James H. Bray, PhD, 2009 APA President;
- Understanding the Psychobiosocial Model** by Elaine S. LeVine, PhD;
- Consultation and Collaboration in the Treatment of Chronic Illness**, Ann Waldorf, PhD;
- Cultural and Diversity Considerations: Collaboration in Rural Settings in New Mexico —Medicaid/Federal Qualified Clinics** by Neil Bowen, PhD;
- Psychological Assessment and Evaluation in Primary Care Setting**, Eric Levensky, PhD.

NMPA’s fall 2011 Friday Forums are below.

***We are offering a member price for all current members of NMCA.*** All Friday Forums are approved for four hours of continuing education for NM psychologists, counselors and social workers. Cost: \$65 NMPA and NMCA members; \$85 nonmembers; \$45 students

- Albuquerque September 30 - "**Neuropsychological and Neuroimaging Correlates and Current Conceptualizations of ADHD and Bipolar Disorder in Children**" presented by Rick Campbell, PhD, Andrea Sherwood, PhD, and John King, PhD of UNM Department of Psychiatry, Center for Neuropsychological Services. (4 continuing education credits). 1-5 PM, Kaplan Classrooms, 8205 Spain NE, Albuquerque.
- Albuquerque October 7 - "**Fetal Alcohol Spectrum Disorders: Diagnosis, Neurocognitive Profile and Interventions**" presented by P.W. Kodituwakku, PhD and Louise Kodituwakku, PhD, Clinical Psychologists. (4 continuing education credits) 1-5 PM, Kaplan Classrooms, 8205 Spain NE, Albuquerque.
- Albuquerque October 28, Santa Fe November 4 - "**Aging: Navigating the Final Frontier**" presented by Tom Dimperio, PhD and Rhonda Dimperio, RN (4 continuing education credits) 1-5 PM, Kaplan Classrooms, 8205 Spain NE, Albuquerque or 1-5 PM, Medical Dental Building, 465 St. Michael’s Drive, Santa Fe.

Please go to New Mexico Psychological Association’s website for details  
[www.nmpa.com](http://www.nmpa.com) or call 505-883-7376.

## Newsletter Advertising and Submissions Information

Sunspots is published quarterly.

Submit camera ready advertising to: [jeffkimries@hotmail.com](mailto:jeffkimries@hotmail.com)

Advertising rates, are as follows.

1/10 page (business card size) \$40

1/4 page \$100

1/2 page \$150

Full page \$200

Both the camera ready ad and the payment are due by the 1st of February, May, August or November.

Advertising fees should be mailed to:

**NEW MEXICO COUNSELING ASSOCIATION—Treasurer**

**P.O. BOX 13120**

**ALBUQUERQUE, NM 87192-3120**

Articles are due by the 15th of February, May, August or November. Division articles are sent by the division presidents; other articles may also be submitted for possible publication. Articles should be sent, as an attachment - in WORD to: [jeffkimries@hotmail.com](mailto:jeffkimries@hotmail.com).

Current NMCA members who wish to advertise receive a 50% discount. Paid advertisements include: job postings, counseling seminars, workshops and conferences, counseling businesses. Job announcements are welcome as business card size ads. Division events that have been approved for using NMCA's NBCC continuing education number will also be advertised, at no cost to the division.

*Sunspots does not guarantee the value or authenticity of products or services advertised in the classified section. The publication of an advertisement in Sunspots does not imply endorsement by NMCA of the advertiser or the products or services. NMCA does not knowingly accept ads that discriminate on the basis of race, sex, religion, national origin, sexual orientation, disability or age. Sunspots reserves the right to edit all copy and refuse ads that are not consistent with ACA Ethical Standards. Sunspots does not advertise special events that conflict with NMCA scheduled events.*



**New Mexico Counseling Association**

**P.O. Box 13120**

**Albuquerque, NM 87192-3120**

**TO:**