

MAINE COUNSELING ASSOCIATION

NEWS & VIEWS

WWW.MAINECA.ORG



FALL 2010

Sketch by Martin Gallant - MeCA Historian

From the President

By James S. Davis, President MeCA

It is with great enthusiasm that I welcome you to another year with the Maine Counseling Association. Last year, I thoroughly enjoyed my introduction to the Leadership Team within the organization, and am thankful to have worked with both Beth Doane and Bernadette Willette, who are now both past-presidents. In addition, the members from both the Conference Committee and Executive Committee all deserve a lot of credit for the work and service that they provide behind the scenes.

I would like to take a moment to introduce myself to you. I am a life-long educator with an undergraduate degree in elementary education. I taught middle-level mathematics and coached several sports for fourteen years, but had a desire to work with students who needed individual attention. I completed the Counselor Education program at the University of Maine, and worked as a school counselor at Messalonskee High School, before moving on to Belfast Area High School in 1999. My wife, Susan, has a dual degree in Special Ed./Elementary Ed. and currently teaches third grade in the Camden-Rockport school district. We have long and interesting conversations about the state of education...

Our three children are now at very different stages of their young lives. Our oldest is a college graduate (thank goodness) and currently working (thank goodness, again) in sales in the greater Boston area. Our middle child is a sophomore at Simmons College and our youngest is a sophomore in high school.

As president of this organization, there are several issues that I would like to focus on this year. One of the issues that I am quite passionate about is (see above) the financing of a college education. I know that many of you

are experiencing this firsthand as well. Educators and the guidance community have been asked to increase student aspirations and our college bound rates, yet college costs have skyrocketed, especially in comparisons to family income. Federal assistance is not what it used to be, and students attending 'less-endowed' colleges, as well as the public system, are running up tremendous debt. A typical middle-class family with a relatively high expected-family-contribution cannot meet that expectation, further adding to student debt. Navigating the private loan system for many families has proven to be a nightmare. To top it all off, students leaving college are entering a dubious job market.

I think it would be beneficial for guidance counselors, college administrators, educators, financial aid personnel, and others to come together to discuss the issues of increasing aspirations, college options, funding, and post-college employment. They are all related, but are usually spoken about as separate entities.

Another topic of interest to me is gender disparities in schools, especially those that pertain to our underachieving young men. I'm sure that you have some in your school, too. If you are doing something that is focused on this population, feel free to contact us and present at the conference in April. This is an issue that is widespread throughout the state.

Lastly, I am interested in connections, and the commonalities that bind us together as counselors, more on that in the future.

I wish you all a pleasant fall and look forward to meeting you later in the year.

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FROM YOUR NEWSLETTER EDITOR

Lisa Manter

Please do not hesitate to send articles for our next newsletter. As a counseling organization we believe it would also be exciting to hear from some of our students of any age. Additionally, if you would like to submit an advertisement, send or email a camera-ready ad. Your advertisement will run in 3 consecutive issues of News and Views. Please send your check for \$100.00 (made payable to MeCA) to: Lisa Manter, 295 Main Street, Pittsfield, ME 04967.

If you have any ideas, articles or questions you can email Lisa at: lmanter@mci-school.org.

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NOW

By Traci Small, President-Elect

In learning about my responsibilities as MeCA's President Elect, my mentor and coworker, (who kindly recommended my nomination to the MeCA committee) neglected, although not on purpose, to mention one of the responsibilities, "writes a newsletter article for each publication". Not that I'm opposed to this (more afraid!), but I realize as a school counselor, the most I have written over the last few years are senior letters of recommendation for college applications, and a few journal entries for my children's diaries. What could I possibly have to write about to a group of counselors who selflessly dedicate their lives to helping others?

We all need to step outside of our personal and professional comfort zone within our lives, right? Did I mention my fear of public speaking? However, this being said, I am most grateful to serve as your President Elect this coming year and I am thankful this wonderful opportunity will afford me the chance to conquer this fear.

My life has taken me on different pathways, and every step has led me straight to this meaningful School Counseling career. Every day I am thankful for the students who humble me, the adults that challenge me, the experiences that enrich me, and the opportunities that await me. While I understand the nature of our work may or may not produce change within our students or clients, it is certainly worth every effort.

This past week, a student, we'll call her Sam, was in my office and I found myself dumbfounded by the change I saw in her. YES, she was visibly present, engaged in our conversation, and actually excited about what she was learning in her classes and about being in school. (She failed almost all of her ninth grade classes last year.) In this moment, it appeared as if she did a complete 360 in her approach and commitment to school and her education. I found myself commending her for the obvious shift in her and at the same time grasping internally at what possibly could have been different?

Was it her new Special Education identification and support system put in place last year? After two years, were her weekly therapy sessions finally making a difference? Was she on a new medication? (Maybe she is high?) Did her mother finally start feeling better? Was her frontal lobe developing at an unusually rapid rate, or were her hormones shifting dramatically? Did she finally understand that those around her would not let her fail? Or did she realize that she actually needs an education to write the romance novels she hopes to get published? Did she start to build more confidence in her academics? Or were her peers no longer teasing her?

My personal and professional mantra is summed up by a quote from Eckhart Tolle's worthy read, *The Power of Now*. It states "Nothing ever happened in the past; it happened in the Now. Nothing will ever happen in the future; it will happen in the Now." A life-altering book, it has given me the inspiration to free my mind from what was or what will be, and try to live in the here and now, and this is also what I hope for my students.

I'll probably never know what Sam's NOW moment was; I'm not sure that I will ever have an answer or need one, but one thing is for sure, Sam is ready to move forward NOW - a refreshing and glorious moment to relish.

I am passionate about the work we do as counselors. I am committed to supporting and making a difference in the lives of others. And, I am convinced that being involved in the Maine Counseling Association and having this opportunity to represent our organization locally and nationally will be a memorable and worthwhile adventure; I'm excited for the ride!

Thank you for this amazing opportunity.
Respectfully, Traci Small

Latest News from ACA's 2020 The Future of Counseling Delegates' Survey

By John F. Parkman

ACA/NAR Representative on the Maine Counseling Association Board, NAR Delegate

This Committee representing 30 different Professional Counseling entities will continue to meet over the next 5-7 years to continue its mission to unite the profession, bring about portability, and legislative/public recognition of Counseling as a united profession with a wide variety of specialty areas. The following survey was sent to the 30 delegates from Dave Kaplan, Administrative Coordinator.

At the final session of the delegates' meeting in Pittsburgh a number of ideas came forward without sufficient time to discuss and/or plan the next steps for the immediate future. Below, please find a list of suggested ideas. We have taken the liberty to reorganize the ideas under two headings: WHAT? - ideas about future directions for the delegates to address; HOW? - Ideas about how to go about the next steps.

WHAT TO ADDRESS:

Brainstorm ways to disseminate the definition of counseling to the public and legislators
Develop a visionary strategic plan.

Discuss meta issues.

Conduct outcome measure study of the impact of the 20/20 Statement of Principles
as well as the definition of counseling.

Focus on counselor license portability

Determine how they can honor the 20/20 definition of counseling in a way that
reflects their own organization's unique identity.

Examine what has worked and not worked before we move forward.

Re-engage ASCA in the 2020 process.

HOW TO ADDRESS THESE IDEAS:

Ask for scholarship money (specify from whom).

Have a marketing agency help us promote the definition of counseling.

Have a multidimensional framework so people can pick and choose areas of interest and passion -
move lots of things simultaneously.

Meet more frequently and use Delphi as the meetings are occurring.

Consider alternative ways to meet rather than face-to-face.

A Personal Journey . . .

By Bernadette Willette, LCPC/Past-President MeCA

Waiting with excitement over the birth of a grandchild can only be likened to ... I can't even begin to find the words; just ask another grandparent, he or she will know. The exciting dreams became a nightmare 19 months ago, however, when my beautiful grandson was born with Shrone's Syndrome - the left side of his heart was severely underdeveloped, an aorta truncated at the branch where mighty blasts of oxygen were supposed to be delivered to his long arms and legs. He was blue. He was flaccid. He was a fighter...

After a number of surgeries, after an equal number of heart stopping - both literally and figuratively - moments of wonder, he is, today, for the day, stable. At 19 months, this child has taught me much. I have learned to not only to appreciate the wonder of life, but I now too appreciate the struggle and the monumental mountains that some have to endure before they can get to where they want to go. Whoever thought that it took so much energy to suck, swallow and breathe - all seemingly at the same time. Learning the fine line of advocating for him to work hard and at the same time, watching to make sure that he does not do overly much has been a struggle. Acknowledging the struggle, appreciating the pace, listening to and

watching his body give signs that his speech cannot, celebrating the path of his achievements; these are things that I have learned from him.

In my clinical therapy practice, there were days "BK"(i.e. before Kilian), that I would sense myself growing impatient with clients who seemed forever to take a step forward, only to seemingly take two backwards. There were days when it seemed that my clients were not trying hard enough, moving fast enough, making "adequate progress" quickly enough. Whatever was going on for my clients - I was not there for them. I had laid aside the skills of empathy, the active art of listening, the "being present" for whatever the client needed. These past few months have taught me much; not the least of which is the patience to give my clients what they came for, a person who will meet them where they are and be with them through whatever struggle they have, at a pace that is dictated by them.

This past year has truly been a personal journey for me, and I trust that this past year and a half with a most precious child has taught me much that I will continue to take with me into the worlds of my clients, so that I may be there for them, as I have been for him.

Admissions Update

By Carlana Bean

There is little news to report from the Admissions front as we only meet at the Samoset at the annual MeCA conference and most summers we try to have a general meeting. We were not able to work out a day that we could get the speakers we wanted this year so—we will try again next summer.

Each year there are comments from the Admissions people attending the MeCA conference that would like more workshops—but we need to have Admissions people submit workshop proposals to have more options. The Call-to-Program will be available on the MeCA website and the deadline will be in mid-November. Mark your calendars for April 11-12 for our annual conference!

We will all begin fall travel soon and visit with many of the counselors along the way. I hope everyone has a safe year and look forward to seeing many of you on the road!

Thoughts from Rural Maine High School Counselors about the Challenge of Preparing Rural Students for Post Secondary Education

By Dorothy Breen

I have been interviewing rural high school counselors in Maine asking their perceptions of the influence of being rural on preparing high school students for post secondary education. I encouraged these counselors to tell their own stories, to allow me to hear their perspectives and the meanings they give to their work.

Preparing students for post secondary education is a goal for all high school counselors. The unique culture of the rural setting creates challenges for counselors practicing in rural schools. Many Maine teens attend schools in rural areas or small towns. I'm writing this piece to share with you what these high school counselors told me. I looked at the interview transcripts and found some common themes in their stories. The following are some of their thoughts and suggestions.

1. BE AWARE OF THE IMPORTANCE OF THE FAMILY

These counselors said that family emphasis is important in preparing students for post secondary education.

- Students are close to their families and it is difficult for them to leave home to go away to post secondary institutions.
- Many are the first generation to go on to further education.
- Some families fear their children will leave and never come back because there is no employment.
- Parents worry about who will take care of them if their children leave.
- Students are concerned that if they leave their communities they may not fit in if they want to return.

They suggest:

- Take time to communicate with families.
- Take time to involve families in planning.
- Be aware of the needs of low-income families.

2. UNDERSTAND THE RURAL CULTURE

The rural culture is unique.

- Rural people tend to be independent. They may not ask for help, but rather work things out for themselves or with family members.
- Outdoor life is the way of life for many rural students.
- They often leave campus to go home on weekends so they can engage in outdoor activities such as hunting, fishing, hiking. This can interfere with getting involved in life on campus.
- Some rural students think their experiences are not as exciting as those of urban students. This can influence how they write their entrance essays.

They suggest:

- Be aware that students may show independence in a rural environment, but may not be able to be as independent in a new place. Help students develop confidence in new situations.
- Help students learn how to ask for help when they are in situations where they might need it.
- Encourage colleges to be proactive in offering services geared toward retention.
- Help students see their strengths in light of their rural experiences and opportunities.

3. RECOGNIZE THE ADVANTAGES IN RURAL HIGH SCHOOLS

Rural high schools are smaller and that has advantages.

- Classes are small and students have individual attention from teachers and counselors.
- School counselors have opportunities to know the families.
- Families trust the school counselors.
- School counselors see students in various venues and activities allowing opportunities to know them well.
- Parents may be losing traditional jobs in the mills or the woods and they are seeing the need for and valuing post secondary training.
- Students often return to contact their school counselors for help after they are matriculated into college.

They suggest:

- Recommend to college personnel that they let you know about retention issues students most often face coming from your area. This may help as you prepare other students.
- Be aware that because families know you and trust you, they may put a lot of faith in your guidance. Help them to make their own decisions.

4. RECOGNIZE THE NEEDS IN RURAL HIGH SCHOOLS

Rural high schools are smaller and may not be able to offer services that larger high schools can.

- Students may not be prepared for the academic rigor in a post secondary institution.
- There is a tendency to coddle rural students because of smaller numbers. So students may assume less responsibility.
- Rural students do not have access to a variety of professional role models.
- Rural counselors wear many hats and have many responsibilities. This can interfere with focusing on career preparation.
- It is difficult to make college visits. Some rural schools are at least four hours away from many post secondary institutions. That means at least one night away, which assumes the availability and cost of transportation, hotel, and food. It also means students will miss at least two days of school, and that's significant especially if a student is in advanced classes.

They suggest:

- Offer more AP classes to stimulate academic rigor.
- Offer the AP classes in a 2 times per week format (rather than daily) to simulate the post secondary experience.
- Find a balance between helping students to assume responsibility while offering support.
- Apply for grants to help support students' travel to larger towns or cities to visit a variety of role models to explore careers.
- Apply for grants to support hiring someone to focus on career preparation.

5. UNDERSTAND RURAL STUDENTS' PERCEPTIONS OF CAMPUS

For many rural students campus life is very different from life they've ever experienced.

- Everything is large.
- Classes are big and the campus is big.
- Some rural students have never seen an escalator.
- Some rural students have not seen a highway with more than two lanes.
- There is a lack of privacy and students don't like dorm life.
- Rural students do not always feel like they fit. Urban students seem more sophisticated to them, or they may drive a nicer car, or they may have finer clothes.
- Rural students may feel like urban students do not understand their rural life style. They have experienced being teased about where they live. They tend to gravitate toward building relationships with other rural students, or they go home on weekends, missing much of campus life.

They suggest:

- Make sure when visiting post secondary institutions that rural students visit dorms and talk about dorm life. An overnight in the dorm can help students know a little bit about dorm living before they move on campus.
- Provide college personnel a profile of your rural community.
- Talk with college personnel about rural life style and culture to help them understand rural students' lifestyles.
- Encourage post secondary institutions to provide programming to develop an understanding of and celebrate the rural culture on campus.

I'd like to thank all the Maine school counselors who participated in my interviews. If you have a story to tell about your work preparing rural students for post secondary education, please feel free to contact me for more information and to schedule an interview. My contact information is Dorothy.breen@umit.maine.edu or 581-2479. I would like to hear your story.

C-Ahead

By John Parkman

One of the Divisions of the American Counseling Association, and one of only 4 that started the original APGA as ACA was known back in 1950, is changing its' name to reflect the changing times in our profession. Mr. John Parkman, who serves as our ACA/NAR rep. on the MeCA Board is also on the Executive Board of C-AHEAD has announced that with 99% of the membership voting in favor of a name change, it will now be known as the Association for Humanistic Counseling or AHC.

Here is the rationale, plus a little "history":

The Counseling Association for Humanistic Education and Development Executive Board is proposing a name change to the Association for Humanistic Counseling. This change is presented to you after much deliberation and careful consideration, which resulted in a unanimous vote of the Board in favor of this change. The Executive Board would like to share with you the rationale for this proposed change, as there are numerous reasons that a name change at this time would be advantageous to the organization.

With the work of Vision 20/20 within the ACA, there is a renewed emphasis on the profession of counseling and a renewed commitment to highlight that we are professional counselors. In many ways, this will parallel the change of the American Counseling Association's title revision. American Counseling Association removed the word "development" from its name to reflect the professional identity of counseling. We will follow in the same footsteps.

The change also follows our past practice of updating the division name to reflect the current foci of the profession. Our foundation was and has always been counseling - at first, under the term "personnel workers". We were founded in 1931 as the Teachers College Personnel Association, which evolved into the Personnel Section of the American Association of Teachers Colleges in 1946. In 1974, the name was changed to the Association for Humanistic Education and Development, and finally, in 1998 the name became Counseling Association for Humanistic Education and Development.

The idea of removing of the words "education" and "development" from the division name was the subject of much discussion and debate. It was largely agreed that while both education and development continue to be central to our philosophical point of view, it could be argued that both could be subsumed under the simpler and more direct word "counseling." The Board remains committed to an emphasis on education and development and feels that these concepts can and should be expanded upon in our materials and products. Our division name, however, may better serve our interests when "streamlined." In short, the current name "Counseling Association for Humanistic Education and Development" places emphasis on "humanistic education and development," when, it could be argued, we are an association for humanistic counseling. This name change clarifies our identity and our purpose.

Finally, the new name can be utilized as organizational branding for our division. This can be an essential building block in helping to attract members. Members may be much more likely to be attracted to and get involved an organization whose central mission is easily understood in the title. A clearer brand may also help the division develop relationships outside of the counseling world that may be beneficial to us, such as potential partners in educational provision.

**If interested in more info. go to our website at
www.c-ahead.com
or contact John at: jfparkman@gmail.com.**

Become a member through ACA and our Division.

The Road Less Traveled . . .

By Lisa Manter

As young children we all have glimpses of what we would like to be when we grow up. Some of us are focused early on, know what it is we want to be and go after it. Others of us take our time and figure out by the time we are in high school or college what it is we want to do for the rest of our lives. And yet, still, for others of us, our path may look like the back roads on a map of Maine, ever changing. I am happy to report that I share the latter of these. I have always been a fan of taking the road less traveled to see where I would end up and whom it is I may meet along the way.

When I was younger I was going to be a teacher. However, throughout my elementary and secondary years my main focus was athletics, so most of my future planning didn't come until my senior year in high school. I wasn't even sure I was going to college at that point. My parents had never attended college and my older sister was in her sophomore year of college but was as homesick as I remember her being during Girl Scout overnight camp outs (I didn't think she was going to make it). Thank goodness for my guidance counselor, whom I absolutely adored and whom I had established a great relationship with. He assisted me in finding schools that would be a good fit. I had enjoyed my Psychology and Sociology classes in high school and knew I wanted to help people. So, that was it, I was going to major in Psychology along with millions of other students. Off to college I went to major in Psychology and play a little basketball far away from home.

A couple of years later and that school I told my mother, "I was never going to go to because it was in my back yard", became my next destination. It was closer to home and less expensive than the previous school I had attended. Two more years of college and a focus in Elementary Education/basketball, all the while enjoying the social aspects of college, I decided to let my parents know I was going to take a year off from college. I think a few eyebrows were raised over that statement if I recall correctly.

Five years had passed and the birth of two children took place during my time away from the books. I had returned as a non-traditional (A term I wasn't even aware of during my traditional years) student, more aware of everything around and inside of me. I was seeing college for the first time all over again with a greater sense of self and focus. A full time mom, I decided I would return to college as a non-Traditional student and participate in Cross Country

running. I majored in Sports Medicine/Athletic Training and participated on the Women's Cross Country team, running against women ten years younger than I. Little did they know, but soon found out, I was at my peak.

Finally, a degree in hand, I was on my way to being employed, although it would not be in the field I had grown to love, but in a field I would grow to love; that of College Admissions. For nine years I worked as an Admissions Counselor traveling and networking for a particular college and loved (almost) every minute of it. I had befriended many colleagues who saw me through the ups and downs of my personal and professional life and within my ninth year I felt the need for a change in both areas as well. Through the many contacts I had made within admissions, I applied and accepted a job as the Associate Director of Academic and Career Planning at Maine Central Institute (Guidance). A role I have come to truly appreciate. The first thing I did when I accepted this position was to call my former high school guidance counselor to thank him for the leadership and mentoring he provided me. I have truly come to appreciate all aspects within the field of counseling. It is a profession that is sometimes consuming, horrifying and difficult, but it too is the most gratifying field I have ever experienced.

It is true that I took the road less traveled. And, it is also true that I received raised eyebrows from many of the adults in my life because they disagreed with decisions I made. They disagreed and that is ok, it was not their decision to make; it was mine. We, as counselors are here to provide leadership to our students. We are here to guide, offer ideas, thoughts and support. It is now time for our students and children to select their paths.

It is true that I have taken roads less traveled and wouldn't change any of it. I have experienced so much throughout my journey thus far. And, I too have been lucky enough to meet such incredible friends and colleagues from my work in the college admissions and high school counseling years, including my best friend...my husband!

You never know whom you are going to meet or the connections you will make when you take the road less traveled.

So go on...take the road less traveled and enjoy the journey!

The Maine Counseling Association

MeCA Regions: Northern Eastern Downeast Central Southern

CALL TO PROGRAM

MeCA Conference at the Samoset

Monday, April 11th -Tuesday, April 12th, 2011

Dear Colleague:

The Conference Committee of the Maine Counseling Association is seeking workshop proposals for the annual spring conference. Each year an array of workshops are offered ranging from ethics to counseling techniques to personal enrichment sessions. If you have an idea for a session you wish to present, then please complete the enclosed form and return it to me prior to November 1, 2010.

Our Keynote speaker this year is Brandon Baldwin. Brandon is the Schools and Curriculum Coordinator for the Maine Civil Rights Team Project. The topic of his address is titled "The Power of Advocacy". He will examine the important issues of school climate, prejudice, and bias-based behaviors and their effects on individual students. The importance of advocacy in the school setting and the counseling profession in general will be discussed. The Keynote will be on Monday, April 11, 2011.

Sincerely,

Martin Gallant
Conference Committee Member

The Maine Counseling Association

MeCA Regions: Northern Eastern Downeast Central Southern

CALL TO PROGRAM

The MeCA Conference Committee announces the Call to Program for the MeCA conference being held April 11th and April 12th, 2011 at the Samoset in Rockport, Maine.

If you are interested in being a presenter at this year's conference, please fill out the information below and mail to the following address:

Martin Gallant
Caribou High School
308 Sweden Street
Caribou ME 04736

Telephone: 207-493-4260 FAX: 207-493-4244 email: mgallant@rsu39.org

NAME: _____

TEL: (W) _____ (H) _____

(Fax) _____ (email) _____

MAILING ADDRESS: _____

CREDENTIALS: _____

PLACE OF EMPLOYMENT: _____

PROGRAM TITLE: _____

Please write a brief description of the presentation which will be used in the conference program brochure (3-4 sentences): _____

Target Group (Check all that apply) Admissions Elementary Middle Secondary Clinical/Mental Health Counselors Career Counselors All

Please send a detailed description on a separate sheet. Presenters are responsible for bringing their own presentation materials (projectors, TV's, computers, flip charts, markers, etc.). Have enough handouts as photocopying costs can be prohibitive at the Samoset. If you need a screen for your presentation then please let me know.

The Maine Counseling Association provides contact hours at the conference. MeCA is required to keep a record of our presenters' qualifications. **Please include a brief resume along with your Call to Program form.** Thank you for your support of our professional organization. A confirmation letter will be mailed to you by mid-January, 2011.

This form is also available on our website: www.maineeca.org

A Charter Branch of American Counseling Association

Maine Counseling Association 2010-2011 Unified Membership Application

This unified membership form enables you to make dues payments to not only MeCA, but also other related divisions and councils with one payment. Please complete the form, make your check payable to "MeCA" and mail to the address below. Membership covers ONE year (July 1 to June 30) per MeCA bylaws. (I am available to answer your questions at Beth_Doane@yarmouth.k12.me.us)

Membership Information

Name: _____

Address you want mailings sent to:

Work Phone: _____

Home Phone: _____

e-mail Address: _____

Place of Employment (please include address if different from mailing address):

Educational Background:

Degree: _____ Major: _____

University/College: _____

Years in Professional Field: _____

Occupation (check primary one):

- () Career Counselor (CAR)
 () College Admissions Counselor (ADM)
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 () School Counselor (SC) Check level:
 ___ K-5 (A)
 ___ 6-8 (B)
 ___ 9-12 (C)
 ___ K-9 (D)
 ___ K-12 (E)
 () Student (STD)
 () Substance Abuse Counselor (SAC)
 () Vocational Counselor (VOC)
 () Other (OTH) Please specify:

Be sure to check below the dues covered by your check or purchase order. **If paying by purchase order, please be sure to indicate the name(s) of the member(s) on the PO.**

MeCA Membership

- ___ \$40 Regular Membership
 ___ No Fee Student Membership
 ___ No Fee Emeritus Membership

Divisional Membership

- ___ \$10 Maine Career Development
 ___ \$15 MeASGW

Regional Council Membership

- ___ \$5 Central Maine Counseling
 ___ \$5 Downeast Maine Counseling
 ___ \$10 Eastern Maine Counseling
 ___ \$10 Northern Maine Counseling
 ___ \$10 Southern Maine Counseling

___ **TOTAL** (Check payable to MeCA)

Mail to: Beth M. Doane
 Yarmouth High School
 286 West Elm St.
 Yarmouth, ME 04096

Email: Beth_Doane@yarmouth.k12.me.us

ADMINISTRATIVE USE ONLY:

Date received: _____

Check or PO #: _____

Amount: _____

About MeCA Membership

Member - \$40.00

To be eligible, an individual's primary responsibilities must be in the area of counseling and his/her preparation or position is such to qualify him/her for membership in one of the Divisions of the American Counseling Association.

Student Member - Dues Waived

Students Members shall be, at the time of application, students who are currently matriculated in a graduate program of study leading to an advanced degree in the field of counseling.

Emeritus Member - Dues Waived

Upon retirement from participation in the professional activity that enabled regular membership in the Association, any member who has been in good standing in the Association for 5 years shall be transferred to emeritus status with the full rights and privileges of membership status, and shall thereupon be exempt from further dues and special assessments. Emeritus members are encouraged to notify the Membership Chair of address changes.

Membership FAQ

Q: What if I believe I have paid my dues for this year?

A: Contact Beth Doane, Membership Chair, at Beth_Doane@yarmouth.k12.me.us and you will receive a prompt response.

Q: How do I get a membership card?

A: Membership cards are mailed to individuals after the membership fee has been received.

Note: All members admitted are required to:

- subscribe to the [purposes of MeCA](#),
- reside or work in the state of Maine,
- maintain ethical standards of professional conduct and
- be approved by the Executive Board by recommendation of the Membership Chair. In exceptional cases, the status of member associate may be granted by a two-thirds majority vote of the Executive Board to persons not possessing the above qualifications but seeming significantly qualified in other respects.

For questions on becoming a MeCA member, contact Beth Doane, MeCA Membership Chair, Guidance Department, Yarmouth High School, Beth_Doane@yarmouth.k12.me.us .