Letter From the FCA President

Colleagues,

A special acknowledgement of appreciation and thanks to those who attended the 70th Annual Convention, Destination – Self-Care! Awareness and Challenges: Strategies and Solutions on October 3rd – 5th in Tampa. There were 190 of you in attendance! The Convention was designed to offer opportunities for counselors in the state of Florida to gain knowledge and skills on self-care that will enable them to continue to provide quality services and programs for our communities. As helping professionals, we tend to “put ourselves last” and oftentimes ignore the need for self-care. Our State has had unprecedented traumatic situations resulting in the need for an increased response from our FCA members. The need still exists and will continue to be the case for the unforeseeable future.

The convention’s pre-con, educational presentations, poster sessions, and planned activities provided techniques, strategies and recommendations for self-care to respond to the challenges associated with the multiple demands on our intellectual capacity and life’s schedules. Furthermore, it is our ethical responsibility to be mindful of the need for self-care to best enable us to provide support for our constituencies.

A special thank you also to the Plenary speaker Dr. Shainna Ali and the Keynote speaker, Dr. Kathryn Norsworthy and our Convention Artist, Courtney Martensen for sharing their exceptional knowledge, talents and gifts with us. I am deeply grateful and appreciative of the professional dedication and hard work of our President-Elect and Convention Chair, Dr. Letitia Browne-James. She works “magic” in the most amazing ways. Also, our appreciation and thanks to the Convention Coordinators, Anne Flenner and Emily Flositz for the tireless commitment that they had to ensure the success of the Convention. Also, thanks and gratitude to the FCA Executive Board, Convention Committee, Division Presidents and the Convention Volunteers. Please enjoy the following pictures from the Convention and plan to join us for the 71st Annual Convention!

Best regards,

Carolyn Jones
FCA, President
2019-20
At every stage of one’s academic and professional life, there are a new set of challenges that arise. For most, learning the skills needed to overcome these challenges is crucial in progressing to the next level of their chosen path. For some, this progression includes the added challenge of mental health concerns. Krumboltz (1993) asserts that “career problems are inextricably intertwined with personal problems and must be treated as such by professional counselors.” There are different levels of mental health issues/illness, uniquely experienced by individuals at mild to moderate and unfortunately, severe levels of distress. These issues present unique challenges to students, employees, job seekers and retirees. As career development and mental health professionals, it is an essential ethical responsibility that collaboration among us in assisting these populations will encourage better career choices, healthier work environments, employee retention and smoother transitions from work life to retired life (Caporoso & Kiselica, 2004). The goal of this article is to briefly identify these challenges and how they may influence one’s academic and professional journey.

College students may present with pre-existing mental disorders prior to entering school or may experience the onset of a mental disorder. Various disorders such as Schizophrenia and Bipolar Disorder have a typical age of onset that encompasses late adolescence. (For example Schizophrenia have a peak age of onset of the early to mid-20s for males and the late-20s for females and Bipolar I Disorder have a mean age of onset for primary symptomatology of 18 years (American Psychiatric Association, 2013). Other disorders common in college students include adjustment, anxiety and depressive disorders due to various aspects of their lives transitioning into adulthood. Various expectations in relationships change along with being more responsible for one’s self, independent of their parents. These pressures are then paired with looking for employment; becoming even more independent after graduation. These experiences often exacerbate the distress of students with mental illness. These difficulties could be handled more efficiently with the help of career and psychological counseling during the job search (Multon, Heppner, Bysbers, Zook, & Ellis-Kalton, 2001).

According to Super’s (1957) career development theory, there are five developmental tasks occurring during the exploratory stages of the career decision making process: a) concern with vocational choice, b) increased vocational information, c) increasing consistency of vocational choice, d) crystallization of traits relevant to vocational choice, and e) increasing wisdom of vocational preferences. The potential internal turmoil that mentally distressed people suffer can

“Beneficence, or working for the good of the individual and society by promoting mental health and well being”

NCDA Code of Ethics, 2015
make coping with the multitasking nature of the job search, both overwhelming and discouraging. Career counselors can create an organized and supportive environment for this population to identify strengths and weaknesses that not only can be applied for job related skills but also utilized in creating stability in practical areas of life.

Psychologist and other mental health professionals can see the impact that a well-organized, consistent and skill building career search can have on reducing the anxiety, hopelessness and pessimism that is generated by unemployment. It is also helpful for them when working with a client to identify where their actions have contributed to their work experiences to then examine the thoughts and feelings that impact their behavior. This helps the client to define and ultimately redefine their career choices as well as insight on how to deal with potential employment challenges and use the strengths they have found from working with a career professional. Having emotional and mental support that validates one’s experiences but also assist the person in becoming aware of their contribution to the presented issues and exploring problem solving options are beneficial. Collaboration between these two disciplines is useful in creating consistent, supportive environments that validate their experiences and work with them in managing their symptoms, and strategize job search efforts in a paced and organized fashion.

Carolyn Jones, M.Ed. is currently the President of the Florida Counseling Association and former chair of the NCDA Ethics Committee. She is the President and CEO of CDJ Consulting, LLC. Her private practice provides expert services in professional development coaching, team building strategies, human capital management, talent acquisition, and leadership and resource development. She also has an extensive professional background in higher education administration as a manager.

Dayna C. Jones, Psy.D. is a graduate of Nova Southeastern University, Fort Lauderdale, Florida, holding a Doctorate degree in Clinical Psychology as well as a Master’s degree in Educational Psychology with a clinical focus on children and adolescents. Dr. Dayna Jones is currently the owner of Jones Psychological Health Services, a private practice in Boca Raton, Florida. She takes a holistic approach to treating her clients, providing dynamic interventions geared towards improving daily functioning in relationships.

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A complete list of references is available upon request from the authors.
FAMCD is honored to have been presented with FCA’s Outstanding Division Award as well as the Member Services and Recruitment Award at FCA’s 70th Annual Convention in October! FAMCD is also proud of our Immediate Past-President, Daniel Balva for having been awarded the Jeff Siskind Award for Outstanding Leadership!
Ethics and multiculturalism can be challenging to talk about whether a person is a counseling student, a new professional counselor, or a seasoned professional counselor. There are many nuances to counseling, particularly in areas surrounding ethics and multiculturalism. During my career as a counselor, clinical and administrative supervisor, and now Counselor Educator, I have had professional encounters with people at varying professional levels who believed that ethics and multiculturalism are separate issues in counseling. However, if we look at the ACA Code of Ethics (2014), there seems to be a direct link between them. In other words, a counselor cannot be completely ethical without considering the role of culture in the lives of people they serve. They also cannot show the highest level of cultural sensitivity in their work if they do not consider the role of ethics in multicultural practice.

Ethics and Multiculturalism in Professional Practice

Various counseling code of ethics and standards call for counseling professionals (i.e., counselors, counselor educators, supervisors, and researchers) to be culturally competent and sensitive to the needs of the people they serve to provide them with the best possible care (ACA, 2014; NBCC, 2012; Ratts, Singh, Nassar-McMillan, Butler, & McCullough, 2015). Therefore, counselors must have a basic understanding of their culture and that of others, which impacts how they view the world and those they interact with interpersonally. Such fundamental knowledge is the essence of cultural competence. Moreover, it is an ethical mandate that counselors obtain basic cultural competence and continually seek to learn about and be open-minded to various cultures, which is also the essence of cultural humility (ACA, 2014; Hook et al., 2016; NBCC, 2012).

Essentially, counselors need to be aware of their cultural limitations and make conscious efforts to fill those gaps through training/research, consultation, and supervision (ACA, 2014; Hook et al., 2016; Kress & Marie, 2019; NBCC, 2012). For example, when working with clients who are culturally different, counselors should consult with colleagues and mentors who know more about said cultures and read current scholarly research to assist in increasing their knowledge. Speaking with clients during counseling sessions from the intake through the final session by asking them to share what their cultural identity means to them, how they apply it to their lives, and how they would like it used in counseling may contribute to a positive counseling outcome. In my experience, clients appreciate that aspect of their counselor’s cultural humility, which helps build rapport, trust, and increases comfort in the counseling process, ultimately contributing to positive counseling outcomes. Similarly, clinical supervisors and counselor educators must be willing to model, teaching, and hold their supervisees and students accountable for learning and implementing these skills in practice (ACES, 2011).

Conclusion

In conclusion, there are multiple aspects of culture that make up a person’s identity. Each person has individualized perspectives on what their culture means to them and how they apply them to their lives. Additionally, a client’s cultural outlook impacts their views of mental health, which may facilitate or hinder the counseling process depending on whether their counselor applies it in counseling.
When needed, seeking supervision and consultation as well as additional continuing education surrounding issues of ethics and multiculturalism can help counselors to attain success with the people they serve professionally (ACA, 2014; Hook et al., 2016; Kress & Marie, 2019; NBCC, 2012). Regardless of what aspect of the profession one is in, counseling professionals need to think of ethics and multiculturalism as intertwining concepts can help them be more effective while working with the people they serve.

References


Congratulations to Dr. Letitia Browne-James, FCA President-Elect, for being selected as one of Bethune Cookman University’s 2019 40 Under 40 Alumni who have fulfilled Dr. Marcy McLeod Bethune’s mission for the university, which is Enter to Learn, Depart to Serve. This year’s cohort made history by raising over $50,000 to fund book scholarships for current BCU students who have a financial need.
The 2014 American Counseling Association code of ethics recommends counselors avoid imposing personal views on their clients. This code is logical and is usually easy for counselors to integrate into our practice. As professionals, we learn how to create a boundary between who we are as individuals outside a counseling relationship, and who our clients think they know us to be. It is common for clients to believe we share some of the same thoughts and values as they do since we commit to seeing the world through their eyes during sessions. This position allows us to build and maintain therapeutic rapport and work around resistance. A question one might ask is how can I avoid imposing personal views on a client and yet advocate change at the same time?

This ethical dilemma coincides with the theme from ALGBTIC this year of being indivisible and promoting solidarity. The theme is a response to the growing division among many in both professional and personal areas. Presently, disagreement over social issues is common and may create distance between friends, family colleagues and acquaintances. We live in a time where people entrench in positions on issues such as vaccinating your child, global warming, parenting style, and politics. These positions can create division among people.

As a result of this discourse over issues marginalized populations can be injured by the disagreement. For example, as America discusses defining how gender affects using public restrooms, transgender individual and the LGBTQ+ community can be angry, offended and hurt by the messages they receive. In the coming year ALGBTIC and FALGBTIC will focus on creating an indivisible perspective on the issues facing counseling today.

While these are larger social issues, what can counselors do when hearing disagreements or seeing polarized positions either in sessions or in their personal lives? One of the most useful tools is using their counseling skills. Counselors know how to listen and reframe which comes easily when working with clients. This skill is helpful when clients are creating division in what they say during a counseling session. Another useful skill is confrontation. An example might look like “I hear you saying only people born as a male should use a male bathroom and I’ve heard you say you think everyone should be treated fairly, how do you make sense of these two positions?” Additionally, many marriage, couples and family counselors will take a curious position with clients. Using this with the previous example might look like “if you urgently needed a restroom and the only available restroom available was for the opposite gender, what would you do?” Counselors have many skills that reduce positionality in our clients while encouraging them to develop thoughts and behaviors reducing the issues initiating the counseling process. If we know these skills work with clients, is it probable they would work with those in our personal lives too?

As we continue to live in a world with polarizing positions, and we can expect this to escalate as we move into a presidential election year, there is a benefit to viewing issues though both a counselor’s lens and a personal lens.
On October 3rd and 4th, counselors from across the state of Florida gathered to attend the Florida Counseling Association (FCA) 2019 Convention at the University of South Florida, Tampa campus. While the event appeared to be made up primarily of mental health counselors, school counselors and private practitioners, we were all united under the theme of “Self-Care.” Approaching this convention from the lens of someone who works in career counseling, I was often asked “What brings you here?” when other conference goers and I would get to know each other. The connection between the FCA Convention and my current position was not immediate or salient, so I had to work in each session to make those connections for myself. While a vast majority of the sessions did not have any direct correlation to my work or speak about career counseling specifically, I was able to take in the information presented and make meaning with it as it applied to my professional life.

In one of the later presentations at the convention, the University of Central Florida’s Marriage and Family Research Institute presented a session on Relationship Education. In this session, the speakers facilitated interactive role plays between participants that would allow them to explore techniques they used with clients. One of these approaches covered in this session is called the Speaker/Listener Technique. In this activity, couples are given space to speak, listen, and hopefully, better understand one another.

Not long after returning from the FCA Convention, I was charged with teaching a class of undergraduate first-year students about interviewing best practices. As I reviewed the lesson outline and started to craft an idea of what I wanted to accomplish during class, I realized very quickly that the approaches used in the FCA Relationship Education session could easily be translated into a class activity.

While teaching about different ways to approach interviewing, I split the class into pairs. One member of the pair has the metaphorical “floor” and is given an opportunity to speak their mind about something. While they speak, the listener listens without replying. Instead, the listener is tasked with occasionally paraphrasing the speaker’s dialogue until the speaker feels that the listener has understood what they are saying.

After the activity, I debriefed with the class and we spoke about how those interactions were transferable to interviewing. Some students spoke about the difficulty of not replying or initiating a conversation based on what the speaker said. Others stated that it could be difficult to paraphrase what the speaker had said correctly. I brought up the interviews I had sat in on where individuals were simply listening so that they could respond to the interviewer rather than listening to obtain information. In those situations, the person who truly listened to the interviewer came across as more authentic and engaged than their peers. Overall, the students felt that this activity was a practice in Active Listening and that it would be helpful to approach their interviews in a similar way.

As a career counselor and not someone with a true counseling background, I was concerned that I wouldn’t walk away with valuable information the way that mental health or school counselors were able to. Although the FCA Convention wasn’t directly linked to my profession, there were connections I could make in every session I attended and lessons I will continue to put into practice as I continue teaching.
70th Annual Florida Counseling Association Convention
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Greetings FCA Members,

We hope you are enjoying the hint of autumn in this beautiful Florida weather. We wanted to invite you to our upcoming Public Policy and Legislation Committee events!

Our committee is gearing up for our annual Day on the Hill on Tuesday, February 18th! (We will not be holding an in-person event this fall.) This spring we will be heading to Tallahassee to speak with our elected officials about FCA’s legislative priorities. We hope you can join us at the Capital!

Join us virtually for our upcoming planning meetings on:

- Tuesday, November 19th at 8pm
- Tuesday, December 17th at 8pm
- Tuesday, January 21st at 8pm

During these meetings we will be sharing legislative updates and planning for our trip to the Hill! If you’d like to attend these meetings, please email fcaoffice@flacounseling.org and you will be connected with us!

Please let us know if you have any questions! We’d love for you to join us!

Your FCA Public Policy and Legislative Committee Co-Chairs,

Kate Williams & Anne Flenner
As career counselors and professionals, it is our responsibility to adhere to professional standards of competence and to understand, acknowledge and practice ethical behavior in our personal lives and professional roles. Professional competencies and expectations are clearly defined by the association. It is important for us to be consistent in how we define ourselves professionally and adhere to the NCDA Code of Ethics or otherwise be subject to sanctions for our behavior.

This article provides guidance related to credentialing and how to uphold the related standards set forth by the ethics code. Also, a case study will demonstrate one potential challenge and provide helpful considerations.

The NCDA Board of Directors has set forth competency-based credentials through the NCDA Credentialing Commission. Six different credentials have been identified to encourage higher standards in practice as well as enhanced confidence of consumers in the various relevant professions. It is up to the career professional to ethically choose the credential that is most appropriate to their level of training and scope of practice. The NCDA Code of Ethics in Section C.2.a specifically states “Career professionals practice only within the boundaries of their competence based on their education, training, supervised experience, state and national professional credentials, and appropriate professional experience” (NCDA Ethics Code, 2015).

In line with the Code of Ethics, consistently demonstrating sound practice of our specified roles is crucial to maintaining our integrity both among each other and with our consumers. We have a wide array of responsibilities that fall under these credentials, specific codes and general principles that guide our profession and it is not always easy to tease out the ethical dilemmas we face and the steps needed to resolve them.

Career counselors may encounter a situation when our behavior is challenged and may be subject to sanctions. To have such challenges in your career can also have a negative impact resulting in judgement by peers and isolation in the workplace. Additionally, due to these difficulties, as a result the counselor ultimately does not make sound ethical decisions (Warren & Douglas, 2012).

The literature offers numerous resources that clearly delineate the process steps to help someone like Phil to resolve his ethical dilemma. Learn more about the Code of Ethics, these credentials and additional resources at NCDA.org. Having a professional certification will give you the peace of mind that you are adhering to the NCDA Code of Ethics in an effective manner as well as affirm the professional competencies and integrity of the profession.

James Westhoff, M.Ed., CCC has worked in the career development field for over 20 years. He started his career at Colorado State University’s Career Center and worked there as a Graduate Assistant as he was completing his M.Ed. in Counseling and Career Development. He moved to Brunswick, ME in 1998 to work in the Career Planning Center at Bowdoin College where he stayed until December 2007. While at Bowdoin, he served as the Internship Coordinator, pre-law advisor, and Assistant Director. In 2010, he became the Director at Husson University and works with students at every class level and area of interest. James teaches workshops in LinkedIn, networking, job search etiquette, and the entire job search process. James is a member of the NCDA Ethics Committee and the NCDA Credential Commission.

Carolyn Jones, M.Ed. is currently the President of the Florida Counseling Association and former chair of the NCDA Ethics Committee. She is the President and CEO of CDJ Consulting, LLC. Her private practice provides expert services in professional development coaching, team building strategies, human capital management, talent acquisition, and leadership and resource development. She also has an extensive professional background in higher education administration as a manager.

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CASE STUDY

Phil has been working in a university career center for six months as a career counselor. He is studying for a Master’s degree in Counseling and is new to the profession. He has been working with a student who is considering going to graduate school. Phil has not been able to provide the necessary information for the student to be successful.

Phil has weekly meetings with his supervisor and can seek advice during the meeting and daily interactions. Ultimately, the student does not meet the deadlines for the graduate applications and must wait a year to complete the application process. The student is very frustrated with Phil and makes an appointment to see the Director of the Career Center.

QUESTIONS TO CONSIDER:
1. What could have been done to prevent the ethical problem from occurring in the first place?
2. What are the potential ethical issues of concern in the case?
3. What can Phil do, if anything, to resolve the ethical problem presented in the case?

In this example, Phil has neglected ethically to provide appropriate services to respond to the needs of his student. In addition, he did not consult with his supervisor or other colleagues that may have helped avoid the situation. One of the suggestions to protect oneself and to be compliant is to consult with career professionals and/or the Ethics committee to seek advice (Code of Ethics, Section C.2.e).

The additional recommendation would be for Phil to pursue the Certified Career Counselor credential if he satisfies the requirement that he has a counseling degree from a CACREP approved program. This additional credential will further enhance his skills to assist students and will minimize the chance that this type of situation will recur thought out his career. The assessment portion of the credential application requires a strong knowledge of the NCDA Code of Ethics. Practitioners should have knowledge of the appropriate ethics code and the process of ethical decision-making (Neukrug & Milliken, 2011).

A complete list of references is available upon request from the authors.
Upcoming Event

The Florida Counseling Association in association with the Florida Association for Counselor Education and Supervision (FACES) presents the Qualified Clinical Supervisor's Training
Meets requirements for Florida Board of LMHC/LMFT/LCSW for Supervisor Training
12 CEU Hours

Cost: $200 (FACES members) per person *
$250 (FCA members) per person
$300 (non-FCA members) per person

Location: Barry University
11300 NE 2nd Avenue,
Miami Shores, FL 33161
Thompson Hall, Room 230
http://www.barry.edu/about/locations/

Date/Time: Friday, November 22, 2019, 8:00 a.m. to 5:00 p.m.
Saturday, November 23, 2019, 8:00 a.m. to 5:00 p.m.
*Lunch on your own both days

Facilitator:
Lauren Shure, Ph.D., LMHC, Approved Qualified Supervisor
Associate Professor, Program Director,
Barry University

At the conclusion of this 12 hour training, attendees will
(LEARNING OBJECTIVES):
(a) Become familiar with the major models of supervision for mental counseling, family therapy, or clinical social work;
(b) Gain skills to develop a personal model of supervision, drawn from existing models of supervision and from preferred styles of therapy;
(c) Understand the co-evolving dynamics of therapist-client and supervisor-therapist-client relationships;
(d) Explore distinctive issues that arise in supervision;
(e) Address the contextual variables in practice such as culture, gender, ethnicity, power and economics;
(f) Become familiar with the ethical, legal, and regulatory issues of supervision; and
(g) Understand the role of evaluation in supervision.

This course has been approved by the Florida Board of Clinical Social Work, Marriage and Family, and Mental Health Counseling under continuing Education Provider BAP# 50-15249 – and National Board of Certified Counselors ACEP 2010
Materials prepared and presented by FCA, P.O. Box 4474 Deerfield Beach, Florida 33442
For more information on the requirements for Florida LMHC/LMFT/LCSW Qualified Supervisors,
please visit: http://floridamentalhealthprofessions.gov/licensing/qualified-supervisor/

*FACES members contact the FCA office at fcaoffice@flacounseling.org for your promo code.
On April 12, 2019, the Florida Career Development Association (FCDA) hosted its second annual Career Summit in Orlando, FL. The theme “Kaleidoscope in Career Services: Counseling Through Multiple Lenses” provided an outlet for over thirty career practitioners of varying settings to join and learn about how career development intersects with mental health, school counseling, and veteran services.

Kicking off the summit was keynote speaker Seth C.W. Hayden, Ph.D., who currently serves on the NCDA Board of Directors and is NCDA’s President Elect, Elect. During his two-part presentation, “Connection between Career and Mental Health” and “Career Development of Military Service Members and Veterans,” Dr. Hayden reviewed various holistic wellness models and discussed how career development can be addressed in each. He also reviewed mental health issues and concerns with members of the military and veterans, and how they relate to their transition from military to civilian careers. Some of the key takeaways from his presentation was how focusing on career development concerns inevitably connected to other parts of one’s life, that a career practitioner can utilize many different approaches in their work with clients, borrowing different tools as needed.

Two breakout sessions were offered for participants to choose depending on their interests or industry areas. In one breakout session, Michael Armbruster, Ed.D., Associate Superintendent for Career and Technical Education with Orange County Public schools presented “How to Engage ALL students in Embracing their Post-Secondary Pathway.” This presentation provided insight into the benefits of career development services for high school students, including those who aspired to vocational or community college over a four-year university.

The second breakout session option was presented by Jean Keelan, MS, NCC, the Director of Professional and Career Development at the University of South Florida’s Career Services. Her presentation, “Examining Applications of the Career Development Life Cycle with Higher Education and Private Practice Clients” looked at career development issues over various life stages from elementary school to adulthood, then focusing on presenting complications for college students such as knowledge of self and workforce, family influence, financial issues, and special population issues.

Kaleidoscope Reflections: Thinking back on FCDA’s 2nd Annual Career Summit
Emily Flositz, MA

FCDA Chair, Social Media & Committee Chair

On April 12, 2019, the Florida Career Development Association (FCDA) hosted its second annual Career Summit in Orlando, FL. The theme “Kaleidoscope in Career Services: Counseling Through Multiple Lenses” provided an outlet for over thirty career practitioners of varying settings to join and learn about how career development intersects with mental health, school counseling, and veteran services.
All three presentations offered a unique perspective on how career counseling can present itself in different ways with varying populations and setting, much like how a kaleidoscope can offer a different picture with a slight adjustment of the lenses. However, while each turn of the kaleidoscope offers a different picture, each picture still has the same elements and colors, just presented in a different way. Serving clients individually, with slight adjustments as needed to utilize the tool appropriate to the clients’ career concern, can help to promote holistic wellness overall.

After the breakout session, all participants joined again for an interactive closing session facilitated by now FCDA President Renee Hudson, who instructed members to form small groups to discuss their presentations’ takeaways and identify ideas and strategies to intersect career, school, and mental health counseling to share with summit attendees. It was an amazing day of learning and networking for Florida Counselors!

Some of the feedback gained from participants include:

“The FCDA Summit was very informative. Both presenters were great and discussed very important topics. The career and technical education presentation was very interesting and emphasized a crucial perspective that as a higher education professional I sometimes forget about.”

“AMAZING! Session was full of amazing information and challenged my thought process. Extremely useful information I will share with many.”

“I really enjoyed learning about the different theories and about how different professionals from different fields can use career development.”

“These speakers opened my ears and eyes in ways I can enhance my abilities/skills to help underprivileged students from different communities… All were informative and helpful. I now see different paths I can take to help students as well as myself.”

The FCDA Board is planning for the 3rd Annual Career Summit. If you are interested in supporting this event through volunteerism or by presenting as a speaker, please reach out to our membership chair.
Save the date!

3rd Annual FCDA SUMMIT

APRIL 17, 2020 | ORLANDO, FL
UNIVERSITY OF CENTRAL FLORIDA CAREER SERVICES

More details to come!
Visit https://www.flacounseling.org/FCDA for updates
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for mental health professionals

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- $35,000 State Licensing Board defense coverage included (options to increase)
- Avoiding Liability Resources: 2 free hours of legal consultation (per policy year) for situations that may result in a malpractice claim
- Exceptional Customer Service: Live representative answers the phone within 2 rings
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