



INSIDE THIS ISSUE:

President-Elect 2

Past President 4

Governing
Council Report 5

Vote for New
Logo 6

Reservists 10

Federal Job
Search 13

Editor:
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President's Message

Hello All,

It has begun! A new year in ACEG with many changes that will bring new innovative ways to interact with ACEG, webinars, information portals, and an all new Strategic Plan for the future. But the biggest news is our name change. In July, the ACEG Board of Directors voted unanimously (of members present) to change our name from the Association of Counselors and Educators in Government (ACEG), to **Military and Veteran Counseling Association (MVCA)**. Here's the process – it will be taken to the Governing Council by our ACEG Representative, Sharon Stitt Guild, on the first day of the ACA 2015 Conference in Orlando. After a vote of approval, we will then be MVCA for the Convention! (The name change would become official July 1 with the fiscal year.) We and the ACA Leadership believe that this change was needed to give us a clear identity as the Military Division of ACA. Also, we believe this will tremendously

boost membership. There are many areas opening up that need your help. We are sending out our Strategic Plan in hopes that you will find an area that interests you. Signing up is as easy as responding to an email from us!

I found three very interesting tools for your Counseling Toolbox this time. They include Internet Webcoms, Apps, and Text Messaging!

Did You Know?

High speed internet webcom and mobile apps for Veterans!

Web Help for Veterans with PTSD

Telemental Health Counseling offers Veterans with PTSD a lifeline. Now Veterans can receive psychiatric services virtually either at a nearby VA clinic or right in their homes, connecting via a high speed Internet connection and webcom with a counselor located miles away at a VA Medical Center or directly from their homes while teleworking. Many Veterans with PTSD



Lynna Meadows Morton,
MS, SLPC, NCC

President, 2014-2015

find this format less stressing, more comfortable, and more convenient, as some have to find childcare, or cannot drive or do not have access to transportation for the long distances to meet a counselor at a hospital.

Telemental health in VA is a relatively new source of support for Veterans, helping them manage their care, no matter where they happen to be. Eligible Veterans interested in learning more about telehealth services should talk to their VA provider to see if this service is offered in their state or location.

(Cont. on Page 3)

President-Elect's Message

Ben Noah, PhD



**September is
Suicide
Prevention
Month**

**Veterans Suicide
Crisis Line
1-800-273-8255
Press 1
or
text 838255**

This is my third time to write a newsletter article as the president-elect of a large counseling association (the Michigan Counseling Association and the Oklahoma Counseling Association preceded). I've never found them easy to write because it should set the tone for my three year commitment. In both of those presidential periods, I drew on my childhood hero (General George S. Patton) for inspiration and guidance in leadership. As a child, I did not know he had leadership principles – that came when I was attached to the 2nd Armored Division. So, starting my term I look to one of his principles for attaining objectives – **“The mission is all-important. Standard rules and policies can wait.”**

ACEG's mission is labeled as “purpose” in the current bylaws: “The purpose of ACEG is to encourage and deliver meaningful guidance, counseling, and educational programs to all members of the Armed Services, their family mem-

bers, and civilian employees of State and Federal Governmental Agencies. Encourage development of professional monographs and convention/conference presentations by any of these agencies. Develop and promote the highest standards of professional conduct among counselors and educators working with Armed Services personnel and veterans. Establish, promote, and maintain improved communication with the nonmilitary community; and conduct and foster programs to enhance individual human development and increase recognition of humanistic values and goals within State and Federal Agencies.” There is no movement to change this purpose as we revise our bylaws or with the change in name. But, the board will be working to standardize policies and procedures (standard rules for Patton).

One thing that needs to become a part of our procedures is to establish a viable and vibrant Public Policy and Legislation (PPL) Committee in the bylaws and in fact – ACEG currently does not have a PPL. My

first leadership position (20 years ago) was on the Michigan PPL Committee – thus, I have a certain affection for the work. The PPL would be the association's “liaison” with the ACA PPL and give ACEG a stronger input to the ACA legislative agenda. For the last several years, ACA have focused on getting LPCs into the Veteran Affairs system. However, it has overlooked another place for LPCs – as commissioned officers in the military. Simply stated, ACA is not “intimate” with the military – they need to hear our voice in the form of a PPL. I want establishing a PPL committee to be my first effort to enhance the mission of ACEG. If you are a bit of a “policy wonk,” or just interested in promoting counseling in legislative efforts – contact me (Benjamin.noah@capella.edu).

One of my favorite Patton Principles is **“No one is thinking if everyone is thinking alike.”** I'm open to ideas that will enhance the mission of this association and ask for help from the membership.

The 2nd Armored Division (“Hell on Wheels”) was formed at Fort Benning, Georgia on July 15, 1940. Major General Charles L. Scott was the first commander, with Colonel George S. Patton in charge of training. Scott was promoted to command the I Armored Corps in November of that year and Brigadier General Patton took command of the division. Patton would command Hell on Wheels until January 15, 1942 when he took command of I Armored Corps.



President's Message (cont)

Mobile App Help with PTSD Therapy

PE (for prolonged exposure) coach is a free smartphone mobile application for use with post-traumatic stress disorder (PTSD). The VA and Department of Defense use prolonged exposure therapy as an effective treatment for PTSD. The app can be downloaded onto Apple and Android mobile devices. Psychologists at the VA National Center for PTSD and the Defense Department's National Center for Telehealth and Technology, known as T2, developed the mobile app to specifically help patients with their therapy.

Prolonged exposure therapy helps a patient process a trauma memory to reduce the distress and avoidance caused by the trauma. The patient revisits the memory with a therapist and as the memory is emotionally processed, anxiety decreases. The therapy also helps the patient confront avoided situations that trigger memories of the trauma.

The patient installs PE Coach on

This story shall the good man teach his son; and Crispin Crispian shall ne'er go by, from this day to the ending of the world, but we in it shall be remembered—We few, we happy few, we band of brothers; for he to-day that sheds his blood with me shall be my brother; be he ne'er so vile, this day shall gentle his condition; and gentlemen in England now-a-bed shall think themselves accurs'd they were not here, and hold their manhoods cheap whiles any speaks that fought with us upon Saint Crispin's day.

Shakespeare's *HENRY V* (Act 4, Scene 3)

their smartphone and can record the therapy session to playback between sessions. The app also provides an explanation of exposure therapy, assignments, explanations of PTSD and its symptoms, and a convenient way to write notes about typically avoided locations, situations and events for later discussions with their therapists.

PE Coach should only be used in combination with professional counseling. More information about the app is at www.t2health.org/apps/pe-coach

Do you have a Veteran client who wants to quit tobacco? There's an App (and more) for that too!

There are two new initiatives to help Veterans quit tobacco. First is the free mobile phone application Stay Quit Coach, an App designed to help Veterans with PTSD quit smoking. The App helps to set goals and provides resources (helps for stress management and keeping track of how much money users are saving by quitting).

Users have access to support contacts or hotlines for preventing relapse. You can download the app at the iTunes App Store.

Text Help to Help Stop Smoking

Lastly, is SmokefreeVet, a free text messaging service for military Veterans (standard text messaging rates apply). Veterans can sign up at www.smokefree.gov/vet. Text the words "urge," "smoked," and "stress" to the service and you'll receive encouragement, advice, and tips to help you stay tobacco free. You can receive one to five messages a day depending on your preference.

Hope you will actively join us for this new year in MVCA. There is much to accomplish this year and I value your participation, suggestions, and interactions. Please contact me at anytime: lynnameadowsmorton@comcast.net

Lynna



Past President's Message



Seth Hayden, PhD
Past President 2014-2015

A New Horizon

New things are on the horizon for ACEG. As we transition to a new fiscal year and install new officers, it is an exciting time for ACEG. The board has already identified initiatives for the upcoming year to enhance the resources we provide to members as well as further develop the connection between the executive border and the membership. The changing of our name is another exciting move to more fully identify ourselves with the main focus of our organization. In addition to these initiatives, there are a few additional things to consider.

Over the past few weeks, you have received inquiries eliciting proposals for the ACEG Professional Development Institute. I strongly encourage you to consider attending. This is always a highlight of the year for our division and we are going to be modifying elements of the structure to connect with other entities within ACA. On top of the quality of knowledge you will obtain, the ACA conference is taking place in the happiest place on earth, Orlando, meaning good times to be had by all.

As part of my role as past president, I am the chair of the Nominations and Awards Committee. Every year, we take time out of our annual meeting at the ACA conference to distribute our awards. We have several members worthy of recognition for their efforts to support military service members, veterans, and their families. Please keep an eye out both for e-mails and information on the website regarding the criteria and deadlines for the awards. I look forward to assisting our division in recognizing the good works of our members. Given the quality of our members, I imagine this will be a challenging yet rewarding process.

I wish you all the best and hope you stay in touch with us throughout the year. The success of our division is, in my view, measured by the degree we effectively support our fellow members in the work. Please let us know how we are doing in this regard. Take care.

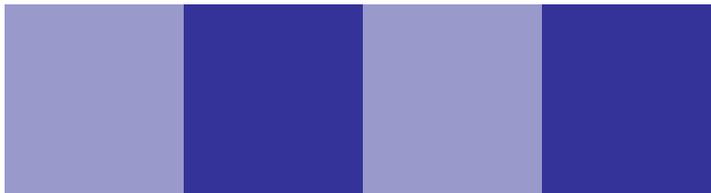
Regards,

Seth



Confederate troops advancing at Chickamauga (drawing by Alfred R. Waud).

The Battle of Chickamauga (September 19–20, 1863) ended the Union offensive in southeastern Tennessee and northwestern Georgia. The battle was the most significant Union defeat in the Western Theater of the Civil War and had the second highest number of casualties in the war; the Battle of Gettysburg having the highest casualty rate. The Army of the Cumberland (commanded by Maj. Gen. William Rosecrans) suffered 16,170 and the Confederate Army of Tennessee (Gen. Braxton Bragg commanding) had 18,454 killed, wounded, or captured/missing.



ACA Governing Council Report for July 2014

Sharon A. Guild-Stitt, Governing Council Representative

The first 2014-2015 Governing Council Meeting was held for the first time in conjunction with the Institute for Leadership Training (ILT). ACA President Robert Smith asked the 20 Division heads and 4 Region Representatives to attend the ILT to train on Leadership and take up the ACA initiatives with our Senators and Representatives. Around the ILT we had our bi-annual ACA meeting to care for ACA business. That led to long days, but the business of the association was accomplished and the training with visits to our representatives on the Hill was most positive. I visited the offices of the two Senators from Texas along with other attendees from the Texas Counselors Association-Senators John Cornyn and Ted Cruz and met with their Legislative Assistants. My Representative from the 20th District was a solo visit with handshake from Representative Joaquin Castro and then briefing to his Legislative Assistant. I focused on hiring of LPC's into positions within the Department of Veterans Affairs and asked for a suspension of current CACREP requirements and grandfathering of persons who were trained prior to CACREP being established in 1981.

The Governing Council makes decisions as a collective body operating as a Board of Directors for the Association. Executive Director, Richard Yep, provided an overview and update on information about ACA. Currently membership is stable at 55,236. The biggest growth category is student, up 918. Professional Learning Workshop revenue is up \$76,000 over last year due to the very successful DSM-5 webinar series. The overall budget is -\$300,000 as expected due to expenses so far and registrations for next year's conference not yet starting to come in. Early registration, the best rate to register, ends September 30th.

One interest group applied to become an Organizational Affiliate: Association for Counseling and Technology (ACT). This application was tabled due to the March 2014 GC Meeting where a motion was made to not allow any more Organizational Affiliates until a GC Work Group examined and made recommendations to the GC regarding Governance, Organizational Affiliates, Divisions. The task force will begin meeting and report out at the March 2015 meeting. I'm on that Committee.

Other task forces that have been set up by the new President Robert Smith who began July 1, 2014 are: Clinician Focus on Programs and Resources, Campaigning Policy for ACA Candidates, Member and Potential Member Research and Accreditation of Counseling Education Programs.

The Accreditation of Counseling Education Programs is researching the types of accreditation programs in detail which will include CACREP, CORE and regional programs; numbers of programs accredited by CACREP, CORE, MCAC, regional accreditation plus any additional data that can be determined helpful. Portability and educational standards for the profession is another of the topics will be explored.

I have been assigned to four committees: Governance, Organizational Affiliates and Divisions; Ethics; Nominations and Elections plus Compensation Committee.

Vote for the New Division Logo!

As a follow-up to the ACEG President's announcement of changing our name from the Association of Counselors and Educators in Government (ACEG) to **Military and Veteran Counseling Association (MVCA)**, with a new name comes a new logo – but the board wants your input.

Four new logos have been developed. Color and composition are important in a logo - especially since we will be using it as a marketing tool and brand. Consequently, simple is best when developing a brand that will appear on promotional items, the newsletter, the journal, and the website. Logos 1, 2, and 4 are variations on the same theme.

For those who may be uncomfortable with the "commercialization" of the US flag, the current logo has been modified to reflect the new name (Logo 3). This logo also carries the history of the division because we have been using this logo for at least eight years.

Logo Option #1



Logo Option #2



Logo Option #3



Logo Option #4



Anatomy of a Name Change

Ben Noah, PhD

In 1978, the Association for Counselors and Educators in Government (ACEG) was established as the Military Educators and Counselors Association (MECA). MECA was originally formed to encourage and deliver meaningful guidance, counseling, and educational programs to all members of the Armed Services, to include Veterans, their dependents, and Armed Services civilian employees. During its tenure, MECA expanded its reach to encompass all governmental counselors and educators, which was one reason for the name change to ACEG in 1994. However, our resident ACEG historian, Miles Sakaguchi, commented —“One of the reasons why the name change took place has to do with our association being under attack during that time period by a lot of anti-military groups (that showed up in those ACA exhibit halls). A lot of those now recognized associations (and some outside) of ACA used MECA as their whipping boy because many of us were affiliated with the Department of Defense and those who served or continue to serve in uniform. I am not sure if taking 'military' out of MECA did anything more than signal a truce (which did allow us to eventually gain

division status within ACA).”

Following 9-11, the increase in military members and veterans needing services created the need for ACEG to expand its membership outside of government agencies to include mental health professionals in a variety of settings. Consequently, the demographics of ACEG have changed. A large number of our members are graduate students who want to work as mental health counselors with the military and veteran population—they see their pathway as being in TRICARE or the VA. We also have a number of members with a social work background.

As I was working the ACEG booth at the 2013 ACA conference, one thing became abundantly clear to me—the counselors at the conference did not know about us or our mission. We simply had no visibility like the American Psychological Association’s Division 19, Society of Military Psychology. Ergo, at the March, 2013 Board of Directors meeting I raised the issue of a name change to more reflect those we serve rather than those for whom we work. I thought the culture had moved to a point where we could go back to being a “military” division. In an on-going exchange of

emails among the Board members, it was decided that this is an issue that needs membership input before a decision was made on a new name. An email was sent out to the entire membership after the conference in Cincinnati (Apr, 2013) asking for input on a name change – either stay the same or suggest alternative names. No “stay the same” emails were received, but a number of suggested new names were received. The new name suggested was the focus of the majority of the responses.

The next step toward the change occurred when Lynna Meadows Morton, Sharon Guild-Stitt, and I attended the July, 2014 ACA Leadership Conference in Washington, DC. We found that no one, even the various divisions’ leadership, knew that ACEG was the military division of ACA. After discussions with all of the division Presidents and Presidents-elect, and our ACA President (Robert Smith), the ACA President-Elect (Thelma Duffy), and Richard Yep (Executive Director of ACA), it was agreed by all that ACEG needs to re-identify itself and process through a name change as soon as possible.

(continued on page 9)

Name Change (cont.)

The name of Military and Veterans Counselors Association (MVCA) was presented in meetings to the division presidents, presidents-elect, and ACA executives. All concurred and were enthusiastically supportive.

The name change was not done in a rush, and is actually a change back to our original roots of a military focused division. Also, the name change is not a done deal. The ACA Governing Council will need to approve the change. The name change will require a change in our bylaws – which must go to a vote of the membership before it is forwarded to ACA for approval. Please note, there is no talk of changing the purpose, or mission, of ACEG. We do want to be open to all. I will not be moving to change the name of the journal – it will remain the *Journal of Military and Government Counseling*. We all want to see ACEG grow and be inclusive, but I also want the counselors outside ACEG (and ACA) to know who we serve.

"Not to know what happened before we were born is to remain perpetually a child. For what is the worth of a human life unless it is woven into the life of our ancestors by the records of history?" --- **Marcus Tullius Cicero**, 106-43 B.C.



Sharon Guild-Stitt, Lynna Meadows Morton, and Ben Noah representing ACEG at the ACA Leadership Conference

On July 25, 1814, the Battle of Lundy's Lane between U.S. and British forces took place on the Canadian side of the Niagara River. Now forgotten by all but the most ardent history buffs, Lundy's Lane was one of the bloodiest battles of the War of 1812. The nearly equal opposing forces suffered an equal number of casualties, with the Americans losing more in dead. The battle was a strategic victory for the British and ended the U.S. attempt to conquer Upper Canada.

Marginalization of Military Reservists: Addressing Social Support in Therapy

Aaron J. Smith

University of New Mexico



Rates of Post-Traumatic Stress Disorder (PTSD), Substance Use Disorders, and suicide amongst military Veterans have grown to their highest rates in recent history, particularly amongst members enrolled in the Active Reserve (Lane, Haurani, Bray, & Williams, 2012). The literature in this area suggests social support plays an important role in both the immediate aftermath of trauma, as well as during recovery (Garlington, 2012). Reservists, however, may not have the same social support afforded to their Active Duty counterparts as a result of systematic marginalization from both the civilian world, as well as within the larger military culture.

Marginalization occurs when one group is socially and systematically excluded from full participation in the larger culture, leading to resource inequality (Gooding, 2014). Reservists exist and operate in

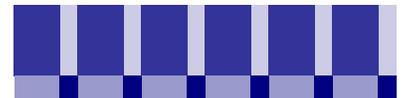
two, drastically opposing cultural systems, attempting to successfully function as both civilians, as well as service members; thus, complete integration into either mode of existence is likely a difficult struggle. A resource that quickly diminishes for Reservists manifests in the form of community and peer social support. They are confined to interacting with their comrades-in-arms only a few days per month, with the exception of lengthy deployments. Shortly upon returning home, they are promptly removed from their unit as they attempt to ‘reintegrate’ into civilian life. Any supportive interactions amongst their peers in the Reserves is further inhibited by geographic proximity and time availability, as many Reservists return to their previous vocations in various parts of their home States.

On the civilian side, Reservists may struggle maintaining relationships through periodic and lengthy removals from their communities for deployments abroad. The families of Active Duty personnel who reside on-base, are often afforded more supportive assistance while their loved ones are departed; however, military families of Reservists who live off-base may not receive the same degree of community assistance which, according to Garlington (2012) may decrease intra-familial support upon returning

home. As mental health clinicians, it appears efficacious to address social support in therapy when working with Reservists; however, how can we assess for and work towards improving social support that is stymied on a systemic-level?

To begin, it may be efficacious to explore perceived social support as thoroughly as assessments geared towards articulating a diagnosis. Establishing the Reservist’s phenomenological positioning amongst civilians, Reservists, and the military as a whole may help to identify areas of perceived social connectedness to build on, as well as areas of perceived isolation to explore at greater depth. Posing strategically formed questions intended to elicit the Reservists own knowledge and experience may be helpful, not only in establishing their perceived degree of social support, but also in identifying potential courses of action towards amelioration.

(continued on page 15)



Military Student Success



Laurel Shaler, PhD
Liberty University

Liberty University, the largest Christian university in the world with over 100,000 students (including residential and online students), has been named a top military university in the country by multiple sources including the *2013 Guide to Military Friendly Colleges and Universities*, *Military Times Edge*, and *GI Jobs Magazine* (Liberty University, 2013). With other 30,000 students affiliated with the military, whether they are active duty, reservists, national guard, discharged, retired, dependents, or military spouses, Liberty University continues to strive to be the best higher educational choice for service members and their families, in particular for those who seek Christian faith integration. As a faculty member in the Center for Counseling and Family Studies, part of the focus has been to help facilitate research in this area with attention paid to military student success. There are many factors that contribute to the unique needs of military students. These

must be better understood by faculty and staff members at colleges and university across the country in order to better assist service members in their educational pursuits. Current literature does not offer an extensive view of these needs or prevention and intervention methods to help military students succeed. However, there are some important points that can be made based on what is available. Some of the more pressing points will follow in this brief article.

Educational Benefits and Educational Disruptions. While there are many reasons for joining the military, one reason individuals join the military is because of the educational benefits (DiRamio, Ackerman, & Mitchell, 2008). While some students perceive there to be too much emphasis on campus related to the financial aid piece, in particular if that is the only area where their military status is even acknowledge, (DiRamio et al., 2008), some perceive there to be too little attention paid to educational benefits and needs (ACE, 2009). At the same time, using these benefits while still serving can lead to disruptions within the process that are difficult to overcome. The primary reasons for these disruptions are being relocated to a new duty station or being deployed. Participants in one survey reported difficulty in re-adjusting to educational settings after returning to school following a disruption, in particular those who did not take time to adjust before re-enrolling in school (DiRamio et al., 2008). Faculty members and other university personnel need to be sensitive to the fact that being a military

student might be particularly challenging for those who have started and stopped the process multiple times. Both service members and veterans identify a need to be better equipped to transition into the role of student (ACE, 2009). Understanding that while educational benefits are available they are not always sufficient, and understanding that many military students are attempting to either remain in the military or work another job while they attend school, is important (DiRamio et al., 2008).

Flexibility and Disability Services. A survey designed and implemented by a collaboration between a number of educational and veterans organizations recognizes the importance of providing educational methods that are not necessarily traditional, primarily via online education and evening or weekend classes (ACE, 2009). The majority of the programs were already providing these alternative delivery methods along with giving credit for prior military training along with offering specific support via designated military offices. It was determined that the institutions that did offer this type of designated office were better equipped to assist with unique veteran needs, such as to addressing Posttraumatic Stress Disorder (ACE, 2009).

(continued on page 12)

Military Student Success (cont.)

There is a need to increase these services across more educational institutions; however, campuses may not be prepared to manage large numbers of students with disabilities (physical or mental) although these can be common among military students, in particular for those who have been deployed to combat zones (DiRamio, Ackerman, Mitchell, 2008).

Fitting In. Because the literature and even anecdotal evidence is mixed, it might be sufficient to state that military students have a difference of opinions as to whether or not they want to highlight their military experience in classroom (or have it highlighted for them), but it does appear that regardless of this, they want to fit in with other students (DiRamio, Ackerman, & Mitchell, 2008). Additionally, military students need some socialization to the educational setting on a campus or online, as there are clearly differences between these settings and the ones they are used to on military bases.

Understanding Military Culture. There are many components of military culture that should be considered when working towards helping military students integrate and succeed in educational settings. Faculty and staff alike need training to understand the uniqueness of their military students, and how to best work with them in a way that could perhaps mirror what they are accustomed to. For example, educational training is frequently provided in the military, so these individuals are not inexperienced in learning environments. That being said, this training is very intentional and involves building cohesiveness and a clear goal. Taking that into the course room would be very beneficial for all students, including service members (Kelley, Smith, and Fox, 2013). These same authors also highlight the need to recognize the strengths of veterans in the classroom.

Additional Suggestions from the Literature. More research is being facilitated related to the area of military student retention and success, but there are some current suggestions in the literature that might be helpful to implement. Some of these suggestions include an orientation for military students and enhanced advising (DiRamio, Ackerman, & Mitchell, 2008). These authors promote a holistic take on working with military students in order to help them across a broad spectrum of needs. Peer-to-peer support is another suggestion for helping military students (acclimate and succeed in academic settings (Gwin, Selber, Chavkin, and Williams, 2012).

The bottom line is that military students bring with them area of strength and areas of concerns that should be recognized in order to offer them the best opportunity to succeed in their educational pursuits.

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The bravest are surely those who have the clearest vision of what is before them, glory and danger alike, and yet notwithstanding, go out to meet it. **Thucydides**

Federal Job Search: Avoiding the Abyss

By Karol Taylor, co-author, Find Your Federal Job Fit



The federal application process is unique and can be a bit complicated. Some people even call their federal job search a black hole that sucks the living daylight out of them. While it may sometimes feel that way, there is a federal job search technique that, if you are willing to follow it, can protect your energy and help you to avoid being drawn into the abyss.

Here are steps for creating a powerful federal application package:

Step 1. Conduct an effective search on USAJOBS.

Everyone who has ever completed a USAJOBS search knows the search engine is antiquated. When was the last time you needed to use a Boolean operator on an internet search? That's right, on USAJOBS. However, there is a technique that leads to an effective outcome.

Each federal occupation has been assigned a four-digit code by the Office of Personnel Management (OPM), called the federal occupational series <http://www.opm.gov/policy-data-oversight/classification-qualifications/general-schedule-qualification-standards/#url=List-by-Occupational-Series>. The vacancy announcement typically reads "Series and Grade" then gives you a two letter code followed by the series, then the grade (pay) level at which the agency is hiring. Researching your series and using those four digits to complete your search on USAJOBS characteristically provides a comprehensive list of openings.

Step 2. Analyze the Vacancy

Announcement.

Taking the time to analyze the federal vacancy announcement can help you to avoid unintentionally applying for jobs for which you will not be considered. It often takes 12+ hours to complete a federal application package, so you want to be sure you meet the submission requirements before you begin your work.

A 3-APPLY model for analyzing a vacancy announcement will help you to spend time wisely:

Are you **eligible** to APPLY?

Are you **qualified** to APPLY?

Are you **able to follow** the How to APPLY **instructions**?

Step 2a. Determining your eligibility to apply.

Review the Area of Consideration/Who May Apply line in the OVERVIEW section. A rule-of-thumb: if you understand their wording, you are probably eligible to apply. If the Area of Consideration says U.S. Citizen or The Public, you know what it means so you are eligible. If you do not understand terms such as status candidate, CTAP, Schedule A, VEOA, etc., in all likelihood you are not eligible. If you apply for a job for which you are not eligible, your application package will not be reviewed, so submitting it is a

waste of time. Don't spend your valuable time applying for a job for which your application package will not even be read. Truth be told, it will probably be discarded without a glance.

Step 2b. Determining if you are qualified to apply.

It may seem obvious to review the QUALIFICATIONS section to determine if you are qualified to apply, but many people read the DUTIES section because it is the next section on the announcement. Federal hiring managers are aware that if you meet their qualifications, you can perform the duties. At this point in your analysis, it is advisable to skip the DUTIES section, unless the qualifications section refers you to it. A consideration: in federal hiring, if you are applying based on experience, you need at least 80% of the specialized experience reflected in the QUALIFICATIONS section.

Fifty-two weeks of experience at the next lower grade-level is required for every job opening, yet there is no easy way for non-federal applicants to research what that means. By establishing your current level of responsibility you can determine which of the following grade levels contain the equivalent experiences: General Schedule (GS) 9-11 = lower-level management; GS 12-13 = mid-level management; and GS 14-15 = top-level managers.

(Cont. on page 14)

Federal Job Search (cont.)

There are typically three ways to qualify for a federal job: 1) education, **OR** 2) experience, **OR** 3) a combination of education and experience. The QUALIFICATIONS section often is written using federal jargon, so it is best to “decipher” it with these three elements in mind.

The occupational questionnaire contains additional competencies that **MUST** be addressed in your résumé. Rate yourself as highly as possible, and make sure your résumé includes a justification for the strength of your rating. Federal reviewers expect your résumé to be a stand-alone document where your experience and qualifications are clearly explained.

Step 2c. Follow the HOW TO APPLY instructions explicitly.

You absolutely must follow the HOW TO APPLY instructions exactly as they are written. Do not read into them, do not interpret them, just follow them. Federal hiring managers want employees who can follow their instructions, so this is a test worth passing.

Step 3. Use the USAJOBS résumé builder.

Using the USAJOBS résumé builder is highly advisable because it contains the required information for federal Human Resources staff to complete their paperwork. Without their completed paperwork, your application will not be reviewed. Without a review, your

application package cannot be referred to the hiring official, so you will not/cannot be hired.

It’s important to be aware that the federal government requires much more information than a standard résumé, so your federal résumé could end up being as long as 5-6 pages. That’s the typical length for a federal résumé.

The ADDITIONAL INFORMATION section in the résumé builder accommodates 20,000 characters, so it is a great place for adding relevant information such as professional presentations and awards. Be sure to use headings – in capital letters – to insure ease of reading, which then makes it easier for reviewers to assign rating points. Rating points are based on education, specialized experience, competencies, etc. It is your job to earn 100 rating points for your application package, more if you have Veteran’s preference.

Veteran Considerations:

The Feds Hire Vets site <http://www.fedshirevets.gov/JOB/SHAV/INDEX.ASPX> shares special federal hiring authorities for Veterans. A careful read of the “Benefits for Hiring Managers” section shares your unique hiring privileges. Another helpful resource for your federal job search is offered by the State of Maryland <http://www.dllr.state.md.us/mil2fedjobs/>. It helps you to translate military occupations to federal jobs.

Worth considering: some Veterans express concerns that they are not referred to the hiring manager because of pre-selection. Pre-selection is illegal, and managers can lose their job in those circumstances. Veterans who qualify for the job and follow the above instructions get moved to the front of the hiring queue. Their chances of being hired are better than many; even so they must follow the proper federal hiring procedures so they can be considered.

Step 4. Make your résumé competitive.

Each of us competes at something. When completing your federal application package, it’s a good idea to connect with your competitive nature. The above steps will help you to focus. Your willingness to follow them and to take the needed time to do them right, can turn your vortex of frustration into a successful federal job search!!

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Charge of the Rough Riders at San Juan Hill by Frederic Remington. In reality, they assaulted San Juan Heights and the portion later called Kettle Hill by the Americans.

Battle of San Juan Hill (July 1, 1898)

The fight for San Juan and Kettle Hills was the bloodiest and best known battle of the Spanish-American War. The unit that received the press acclaim for reaching the heights went to the 1st U.S. Volunteer Cavalry (the Rough Riders) and its commander, future President Theodore Roosevelt. However, a large number of (forgotten) troops in the battle were Buffalo Soldiers of the 24th (Colored) Infantry, 25th (Colored) Infantry, the 9th (Colored) Cavalry, and the 10th (Colored) Cavalry. The 10th (Colored) Cavalry was the only unit that assaulted both high points on the San Juan heights. Major John J. Pershing, quartermaster of the 10th, took over temporary command of D Troop during the charge. In 2001, Roosevelt was posthumously awarded the Medal of Honor for his actions in Cuba.

Marginalization (cont.)

If barriers to social support exist on a systemic-level, once Reservist positionality and perceived degree of social support are established, clinicians can then work collaboratively to decrease disparities in support. Judith Herman (1997), in her seminal work on trauma, noted the importance of connecting Veterans who struggle with PTSD symptomology with their peer-groups during recovery.

While Reservists may not have their direct peers within geographic availability, establishing Veterans therapy groups and identifying military organizations within the community may provide similar support received by Active Duty personnel and their families. Conjunctively identifying current coping strategies, as well as developing new ones may also be integral towards recovery, particularly in rural areas where community Veterans groups are not accessible.

Addressing intra-familial support may also require a thorough assessment of the unique struggles, as well as supports experienced by those left behind during deployments. Garlington (2012) noted that families who receive psycho-education regarding post-deployment stress may be better prepared to provide support. When appropriate, integrating the family during phases of the recovery process to address intra-familial support, in situ, may also be beneficent. Through clinician awareness and thorough phenomenological assessment of the unique challenges faced by Reservists, mental health providers can begin to better meet the needs of this unique and growing population-of-need.

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