

Counsellor Training via Distance Education: Opportunities for Rural Alaskan Communities

Christine R. Cook, Anthony T. Strange, Susan L. Renes

Abstract: This article focuses on the benefits of utilizing a distance education format for school and community counsellor education and training in rural Alaska. The authors highlight the need for distance education options in rural communities and discuss providing quality education, emphasizing cross-cultural competencies, and establishing and supporting student learning outcomes surrounding distance education. Specifically, the need for maintaining a personal dimension in counsellor education is examined, as this element is necessary for developing effective relationships. A current counsellor education program based at the University of Alaska Fairbanks is used to demonstrate how such a format can be used to meet the needs of students in rural communities.

Introduction

This article highlights the unique needs of rural communities and the delivery of counselling services; it specifically focuses on issues related to counsellor training utilizing distance methods. A sample program at the University of Alaska Fairbanks is presented to demonstrate how all the components of distance education can be integrated into a comprehensive counsellor education Master's Degree. It then discusses the benefits, along with the concerns, related to distance education delivery. The article underscores the importance of delivering graduate education to students in remote locations and the possible implications the program can have on the rural areas of Alaska.

Over one-fifth of the United States population resides in rural areas—those communities with fewer than 2,500 residents (Rural School and Community Trust [RSCT], 2003). These communities have many of the same

problems of urban communities, but often lack resources to meet those needs (RSCT). One of the issues facing these communities is hiring and retaining professional counsellors. In order to be effective, counsellors hired to work in rural areas need to be cognizant of the educational and mental health needs of rural communities, while understanding and respecting the community's cultural elements.

Colleges and universities can help rural communities by implementing distance education programs. Continuing developments in technology now make it possible for institutions of higher education to more fully meet the needs of rural students. Distance delivery of courses allows people who are already familiar with the culture, traditions, and the dynamics of the community to be trained as counsellors.

The concept of "rural communities" is sufficiently different in Alaska than in the continental United States. Alaska represents a landmass twice the size of Texas and one-fifth the total size of the contiguous United States. The population of approximately 670,000 people makes Alaska the least densely-populated state (RSCT, 2003). Over two hundred rural communities exist without access to a road system or rail transportation. Most are accessible only by boat, small plane, or, in the winter, by snowmobile. The most sparsely populated areas exist in western and northern Alaska, and these communities are primarily inhabited by Alaska Natives.

Mission of the University of Alaska Fairbanks Counselling Program

The School of Education Counselling Program at the University of Alaska Fairbanks (UAF) is responsible for serving the educational and mental health needs of schools and communities throughout Alaska. The primary purpose of this program is to prepare kindergarten to grade 12 (K-12) school and community counsellors at the graduate level with specific training in the areas of counselling and consultation for education, social, and career decisions. This program prepares K-12 professional school counsellors and community counsellors who can effectively understand state and national educational issues and respond appropriately to those specific to Alaska. Instructional, research, and service activities are designed through a statewide delivery system to support the preparation of school and community counsellors who are culturally responsive, effective practitioners. Completion of the program meets the requirements for Alaska licensure as a school counsellor. In addition, this program may also serve as a basis for pursuing additional requirements necessary for licensure as a professional counsellor (i.e., mental health) in the State of Alaska, as stated on the program's website.

Specifically, the UAF Counselling program goals include collaborative work with all educational professionals, parents, and community members in both urban and rural Alaska in the preparation of highly qualified K-12 professional school and community counsellors who meet the National Council for the Accreditation of Teacher Education (NCATE) standards, those standards relative to academic specialty organizations (i.e., Council for the Accreditation of Counselling and Closely-Related Educational Programs), and the Alaska Teacher Standards. This program also provides culturally appropriate learning experiences unique to Alaska, providing all students the opportunity to meet the Alaska Student Content, Performance, and Cultural Standards. The program website explains and emphasizes a developmental perspective, focusing on issues pertinent to providing guidance and counselling services, consultation, and program development in multicultural settings.

The Need for Community and School Counsellors in Rural Communities

Educational and Mental Health Needs of Rural Communities

Rural communities share many of the same problems as urban communities but also have different needs. For example, according to the National Center of Addiction and Substance Abuse (NCASA, 2000) rural eighth graders were 34 percent more likely to smoke marijuana and 29 percent more likely to drink alcohol than those in urban communities. According to the State of Alaska Department of Health and Social Services Youth Risk Behavior Survey report (2003), 75.1 percent of ninth through tenth grade students have consumed alcohol and 47.5 percent have tried marijuana. Furthermore, 39.7 percent of boys and 39.5 percent of girls have had sexual intercourse and only 66.2 percent and 58.4 percent state that they used a condom during their last sexual encounter. All of these behaviours are considered risk factors for adolescents. The report (NCASA) goes on to explain that “by addressing risk behaviors early and providing support and guidance, schools will provide students with a much greater opportunity to succeed in school and beyond” (p. 1). The need to have counsellors in the rural communities exists beyond just the school environment but also includes a need for community mental health counsellors.

The results of a study by Slade (2003) suggested that “most schools in the United States are not prepared to counsel adolescents about mental health problems or to refer them appropriately for mental health treatment” (p. 389). Additionally, studies have found that rural areas have limited access to medical and mental health counselling services as compared to

urban locations (Perroncel, 2000; Hines, 2002; Slade). Many of the children in the rural schools and communities are “at risk of failing to get a quality education. Poverty is a central factor” (RSCT, 2003, p. 2). One possibility for the disparity in access to counselling services is a shortage of competent professionals to provide these services in rural areas.

According to the Institute of Medicine National Academy Press (1997, as cited in ACA 2005b), counselling services are a necessity in schools. They report that “mental health and psychological services are essential to enabling many students to achieve academically; these services should be considered mainstream, not optional services” (p. 1). Slade (2003) concurred when he stated that

mental health problems are associated with substantial impairment in child functioning in school settings, many children have unmet need for mental health counselling and access to specialty mental health services, and there is robust evidence that many mental health services are both efficacious and effective for children. (p. 391)

Necessity for Cross-Cultural Competencies in Rural Communities

Many research studies have found that, other things being equal, minority clients prefer a counsellor who is ethnically similar and shares their cultural knowledge and background. For example, Atkinson, Morten & Sue (1998) reported that “in addition to trustworthiness—an understanding of the client’s cultural values and the willingness to engage in outreach activities in the community are qualities that American Indians expect from an effective counsellor” (p. 164).

Reimer (1999) found a similar viewpoint from discussions with Alaska’s Inupiat people in regard to what they want from counsellors serving their people. Many of the people Reimer interviewed mentioned that they would prefer a counsellor from their own village. Counsellors working with Inupiat people need to understand the culture and traditions and become a part of the community in order to be effective. Knowing the specifics of a village can give a counsellor insight into the village concerns and strengths. Someone local would “share in the Inupiat worldview, traditions, and everyday life of the people” (p. 84). One individual stated, “I prefer someone I know, someone I can confide in. But if there was a counsellor in the village I would go to them, if they spring from the village” (p. 69).

In discussing the necessity for trained counsellors in the area of substance abuse in Alaska, Turner (2000) stated, “in order to meet the needs we have

to have trained, competent, culturally informed chemical dependency counsellors” (p. 7). Additionally, these services should occur in the villages so that individuals will actually receive the help they need when they need it. Shutiva (2001) stated that “to provide effective and responsive career and academic guidance for American Indian and Alaska Native youth, teachers and counsellors need to be aware of underlying cultural values and beliefs that can affect students’ choices about academic success and pursuit of a career” (p. 1). Finally, Collins (1999) reported that recruitment should focus on “candidates with rural backgrounds or with personal characteristics or education experiences that predispose them to live in rural areas. The emphasis on background and experience is crucial for racially or culturally distinct communities” (p. 3).

Counsellor educators have an ethical responsibility to train students regarding multicultural and diversity issues. According to the American Counselling Association Code of Ethics (2005), counsellor educators need to “infuse multicultural/diversity competency in their training and supervision practices. They actively train students to gain awareness, knowledge, and skills in the competencies of multicultural practice” (p. 16). Arrendondo, Sue & Davis (1992) developed a document outlining the need for a multicultural perspective in counselling. The competencies include three main areas: the need for counsellor awareness of their own cultural values and biases, the awareness of the client worldview, and an awareness of culturally appropriate intervention strategies (ACA, 2002).

UAF Counsellor Education Distance Program

Distance Learning Design

The Counselling Program at the University of Alaska Fairbanks (UAF) is a Master of Education degree providing preparation for developmental guidance, individual and group counselling, and consultation for educational, social, and vocational decisions. The program is designed to prepare future counsellors to be professional, culturally responsive school and/or community counsellors. Admission requires a bachelor’s degree in a human service area such as education, social work, psychology, human services. Suitability of other degrees will be considered on an individual basis by counselling faculty. Applicants must have a GPA of 3.0 or higher in their undergraduate major or take the Graduate Record Exam. In addition to the admission requirements of the masters degree program, the student must apply for admission to and be accepted by the program area faculty.

Emphasis is on general problem solving skills as well as on helping individuals to plan and monitor their own educational and occupational direction. Courses in the program are offered through a variety of means. All courses are offered in the traditional in-class lecture format but most also utilize the Blackboard Learning System: Academic Suite online course programming, audio-conference, and the Internet to aide in delivery. Students entering the School Counselling track must complete forty-eight semester hours of study. The Community Counselling track requires fifty-one semester hours of study.

The UAF Counselling program began to offer its first courses via distance education or Web-based instruction in the fall of 2004. Seven of the required courses were offered via distance during the 2004-2005 school year, and the remaining courses were added during the 2005-2006 school year. All the distance education courses utilize a teleconference component so remote students can benefit from in-class, real-time discussions with the instructor and the other students. Additionally, most of the distance education courses utilize the discussion board on the Blackboard platform to allow students the opportunity to voice their opinions online throughout the week. Having students participate in class and through discussion on the Blackboard platform adds to the sense of social cohesion for the students and allows the instructors to better gauge the student's professional competencies and dispositions.

The following courses require full or partial on-campus residence: Counselling Theories & Applications, which requires two weekend seminars offered during the fall semester; and Group Counselling and Practicum in Individual Counselling, which are both semester-long, residency-offered courses during spring semester and alternating summers.

The three courses requiring full or partial on-campus residency are skill-based courses with a large experiential component. The Counselling Theories course is one of the first courses students take in the counselling program. Requiring distance education students to visit the campus right from the start allows both professors and students the opportunity to put a face to each name and allows some face-to-face interaction. The Individual and Group courses are completed prior to the student's internship placement, approximately one-half to two-thirds of the way through the program (depending on whether the student is on a two- or three-year plan). This sequence of courses allows for ongoing, direct, personal contact throughout the program, which again aids in continuing social cohesion and student evaluation.

Students are allowed to complete the year-long internship in a rural school or community setting. Rather than having the students come in to UAF, university supervisors travel to observe student progress at least once each semester. Students and placement supervisors will receive additional supervision through teleconference, audio-conference, email, and telephone contact throughout their internship year.

The results of this endeavour are promising, having increased both distance and Alaska Native enrolment. The overall program has almost doubled in size from forty students enrolled in counselling classes in 2004, to seventy-seven enrolled in 2007 (see table 1). The addition of distance delivery courses has increased the number of students from zero in 2004 to fourteen students in 2007. Three Alaska Native students living in rural communities are currently enrolled in the counselling program. Many of our non-Alaska Native rural students have been teaching and living in their communities for a number of years.

Table 1. Enrollment in M.Ed. counselling program

	2004	2007
Total Enrollment	40	77
On Campus	40	63
Total Distance Students	0	14*
Alaska Native/ American Indian	0	4
Distance Students	0	3

* Four non-Alaska Native distance students have been teaching or living in their respective rural communities for more than three years.

Student Learning Outcomes Assessment Plan

Students in the School Counsellor Certification Program need to have a thorough understanding of the central concepts, tools of inquiry, and structures of their field as delineated in professional, state, and institutional standards. They need to demonstrate their understanding through inquiry, critical analysis, and synthesis of the material presented in the courses and through reflection on their own practice. Additionally, they need to use

research and technology to support and improve student learning and delivery of services.

Candidates in the counselling program also need to be familiar with the dispositions expected of professional counsellors in order to best serve their clientele. In order to ensure their understanding, students are given a copy of the Personal Characteristics Feedback Form, which will be used to provide feedback and assess their professional skills during their internship. Students also receive a copy of the American Counselling Association (ACA) Code of Ethics and Standards of Practice in their Counselling Student Handbook during their first semester after admission to the program. An informed consent document is included to ensure student understanding of the consent process.

In determining the critical assessments for the counselling program, the faculty consulted the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards to ensure that the counselling courses and requirements align. Additionally, faculty consulted other CACREP accredited institutions (i.e., Texas State University-San Marcos, Minnesota State University Mankato) to determine what elements the program should implement in order to more align with CACREP standards.

Benefits of Distance Delivery Methods

Distance education allows students more flexibility (Schimmel, Orr & Murphy, 2003). Students who would normally be bound to their site are able to access courses and therefore pursue graduate degrees or professional development in their own communities (Carnes, Awang & Marlow, 2003; VanHorn & Myrick, 2001). Due to the demand for rural counsellors, several of our second-year students have been hired as full-time counsellors while completing their internship year. Students can continue working full-time since all our courses start after four o'clock in the afternoon. Additionally, the Web-based instruction allows instructors to meet the needs of different types of learners—power point for visual learners, teleconference or on-line lectures for auditory learners, group exercises for kinesthetic learners, and discussion board or chat rooms for social learners (Liebowitz, 2003). Additionally, communities can benefit by having better prepared counsellors who are fully aware of the unique circumstances of their area (Morrisette, 2000).

Concerns and Limitations of Counsellor Preparation via Distance Methods

Most faculty members utilize the Internet and incorporate some components of online technology in their courses. Furthermore, most faculty members view this approach positively (Vodanovich & Piotrowski, 2001). The two primary categories of distance learning methodologies that are being used by counsellor education faculty are video conferencing and audio-conference (Association for Counsellor Education and Supervision [ACES], 1999). However, instructors have expressed several concerns with distance education methods. These concerns tend to focus on the lack of formal training in online instruction, the lack of support when technical difficulties arise, inequality of access to resources, time concerns (i.e., the increased time it takes to prepare a course, the additional time in grading and providing adequate feedback), and ethical concerns such as allowing for adequate evaluation procedures and the concerns of privacy and confidentiality (Carnes, Awang & Marlow, 2003; Vodanovich & Piotrowski, 2001; VanHorn & Myrick, 2001).

The concern regarding the possible lack of privacy and confidentiality in using computer technology for training is not just a concern for faculty, but also for students (Schimmel, Orr & Murphy, 2003; VanHorn & Myrick, 2001). The Association for Counsellor Education and Supervision (ACES) Guidelines for Online Instruction in Counsellor Education (1999) state that "because counselling courses often involve the exchange of sensitive information about clients and students, security precautions need to be implemented and enforced that ensure appropriate protection of this information" (p. 3). It goes on to state that programs should utilize aspects such as data encryption, pseudonym use, and password protection on various access levels to the Internet and other communication programs (such as the Blackboard platform).

ACES (1999) also addressed the need to ensure that the student has been responsible for the coursework submitted. It is recommended that at some point in the program students and program faculty should have a face-to-face meeting to verify the identity of the student. Proctoring a distance student's exams is another way of ensuring the student is actually completing their work. The issue of academic integrity is not unique to distance delivery: "According to Heberling (2002), a strong case can be made that it is actually harder to cheat online and that it is also easier to detect. In a traditional class, the instructor often does not have the benefit of seeing ongoing written products from each student" (Carnes, Awang & Marlow, 2003, p. 165). The Illinois Online Network (2003) suggests several strategies to minimize online cheating such as: (a) use a log-in/password system; (b) make exercises

difficult enough so that the person who has not done the previous work in your course will not be able to complete the assignment; (c) give many short exams; (d) ask mastery-type questions so that a student must know the material himself/herself in order to answer the questions; (e) ask students to relate the subject matter to their own personal/professional life experiences; (f) require students to submit an outline or rough draft before the final paper is due so that the professor can see the work in progress; and (g) limit the times when the online test is available. Instructors also report that online classes are more work for the instructor. Carnes, Awang, and Marlow (2003) identified several reasons for this: everything must be typed and converted to an online format; every step of the course must be well planned; resources and support materials must be in place at the beginning of class; and appropriate assignments and the proper format for these assignments must be selected.

Both instructors and students need to receive adequate support in the technology before the course starts and should be provided with ongoing support throughout the educational experience (ACES, 1999). ACES recommended that clear expectations for everyone involved be established from the start of the course. Institutions should additionally provide support services that can be readily accessed to resolve student and faculty difficulties. ACES also require that students have access to equivalent educational supports including library resources, tutorial assistance, and access to the course materials (books, videos, computer software) and to the instructor.

Another area of concern is whether or not counsellor preparation programs can create the necessary personal dimension for students. The counselling relationship is a very personal and intimate endeavour. Counsellors must create a level of comfort and trust in order for clients to share intimate information necessary for the therapeutic process (Schwartz & Olds, 2002). "The process of counselling and therapy is regarded as a relationship that develops over a period of time during which client and therapist meet face-to-face. Counsellors are trained in the art of relating to people in the same way, face-to-face" (Schimmel, Orr & Murphy, 2003). Educators and students alike are concerned that distance education does not allow for this type of interaction and therefore counselling students taking distance programs may not be adequately trained in relating to clients. We have found that after they are hired, our former students feel they are prepared for the one-on-one interaction with clients.

Social support by students, faculty, and others is one essential component of graduate student satisfaction and can affect the success of the counsellor. When the learning environment is lacking a social presence,

students perceive it as impersonal and therefore decrease the amount of information shared with others (Aragon, 2003). Specifically, "counsellor education masters degree graduates cited interaction with faculty as the most meaningful aspect of the program" (Oliver, Moore, Schoen & Scarmon, 1990, as cited in Hazler & Carney, 1993, p. 80). ACA (2005c) requires that counsellor education programs provide extensive training and evaluation of students in the area of interpersonal interaction skills, but there is not as much focus on these necessary skills in counsellor educators who are the models for their students (Hazler & Carney, 1993).

Several research studies have found that distance education in general can be taught just as effectively in online environments as in a traditional face-to-face format (Aragon, 2003; Carnes, Awang & Marlow, 2003; Liebowitz; 2003, Rovia, 2001). Rovia (2001) stated that classrooms need to create a sense of community, which includes classroom spirit (a sense of belonging and acceptance in a group), trust, interaction, and learning (feeling that knowledge and meaning are actively constructed within the community). Instructors can help create social presence, or interpersonal contact, in online learning environments by utilizing course design elements such as welcoming messages, providing student and faculty profiles, incorporating an audio component, limiting class size, and structuring collaborative learning activities (Aragon, 2003). Instructors need to contribute to discussion boards, promptly answer email, provide frequent feedback, address students by name, use emotions, and share personal stories and experiences (Aragon, 2003). Additionally, face-to-face components should be utilized so that "both the faculty and student can explore the appropriateness of the student for the counselling profession" (Schimmel, Orr & Murphy, 2003, p. 4).

It has been suggested that although counselling courses that are primarily content-based are appropriate for online delivery, courses such as group counselling or counselling techniques, that have a significant experiential component, should not be offered through entirely online methods (Carnes, Awang & Marlow, 2003; Schimmel, Orr & Murphy, 2003). These courses often require students to participate in role-plays, to view other students and/or professors demonstrating skills, or to actually participate in group or individual counselling activities, which may be difficult, if not impossible, to replicate for online students. "While the argument might be made for achieving similar learning experiences online via video and audio clips, they cannot authentically reproduce the experience of seeing and participating in these kinds of activities in real time" (Schimmel, Orr & Murphy, 2003, p. 5). Additionally, students who view clips at home cannot benefit from

the discussion process that occurs after seeing or participating in these live experiences.

Future Enhancements to Distance Delivery

The counselling program at UAF is currently in the process of eliminating the need for students to travel to campus to complete the lab portion of the first required class, Counselling Theories and Applications. UAF wants to design the course so students can do most course work using the Blackboard platform, the audio conference system, and the video conference system. Using video conference will allow the student to practise their skills with a student client under the direct supervision of course instructor. Video conference could eliminate the need for instructors to travel to rural areas to work with rural interns and their site supervisors. Video consultation could ease the isolation of counsellors working in remote areas. We are currently using the Elluminate *Live!* application within the Blackboard platform, which allows students geographically separated from the main campus to view documents and classroom illustrations used by the faculty on campus.

Conclusions

The need for training more school and community counsellors in rural areas is well documented; however, this type of professional preparation requires a significant time and monetary commitment on the part of the individual students (Behavioral Health Summit, 2005). The majority of the universities providing these graduate preparation programs are located in the larger urban areas of their respective states. Thus, individuals living in rural areas often must relocate to where a program is offered. Due to these limiting factors rural individuals are not always able to pursue graduate degrees; it requires the loss of their financial livelihood. In addition, numerous socio-cultural factors might also impact the decision not to leave their rural communities.

Given this situation, it has become imperative for institutions of higher education to develop new and innovative methods for delivering their programs to students who are location bound. As a result of technology, it is now possible for students to access higher education via distance methods. At UAF this is not a new phenomenon. Due to the vastness of Alaska and its sparse population, UAF has made many of its educational programs available through teleconferencing for many years. Most recently, the UAF counselling program has utilized existing technology for delivering professional training courses through Web-based instruction.

As with any new educational endeavour it is not possible to determine the long-term effectiveness of this model. Nevertheless, the enrollment in the program by distance students has increased. In addition, the instructional assessments have been very positive. Since this program is set up along guidelines established by the National Council for the Accreditation of Teacher Education (NCATE) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP), academic rigour is present in all courses. However, finding ways to develop and maintain a personal dimension with rural students is a critical issue facing all distance education programs. The UAF counselling program attempts to develop this personal dimension through selected courses where faculty and students meet face-to-face, through teleconferencing, and through other means of electronic communication.

It is clear that further research is necessary to determine the effectiveness of the distance delivery method for counsellor education programs. Institutions have a clear social responsibility to meet the needs of the communities that they serve. Therefore, feedback should be received not only from the students and instructors, but also from the rural communities in which these counsellors may practice. This feedback must be a continuous process; for it is only then the true impact of the distance option for rural communities will be understood. Technology will continue to improve, and will likely be more available and cost-effective for individuals and universities. Increasing distance delivery programs meets the real needs of individuals but also the needs of rural communities.

Authors

Christine R. Cook is assistant professor of counselling at the University of Alaska Fairbanks.

Anthony T. Strange is assistant professor of counselling and chair of graduate studies, College of Education, University of Alaska Fairbanks.

Susan L. Renes is assistant professor of counselling at the University of Alaska Fairbanks.

References

- Association for Counsellor Education and Supervision Distance Learning Task Force. (1999). *Final report*. Retrieved October 24, 2005, from <http://www.saces.org/distance>.
- Association for Counsellor Education and Supervision Technology Interest Network. (1999). *ACES guidelines for online instruction in counselor education*. Retrieved October 17, 2005 from <http://filebox.vt.edu/users/thohen/THOHEN/acesweb/>.

- Alaska Department of Education and Early Development. (2001). *The comprehensive counseling program for Alaska public schools: A guide for program development K-12th grade*. Juneau, AK: Author.
- Alaska Department of Commerce, Community and Economic Development. (2004). Retrieved October 22, 2005 from http://www.dced.state.ak.us/oed/student_info/learn/population.htm.
- American Counseling Association. (2002). *Cross-cultural competencies and objectives*. Washington, DC: Author.
- . (2005a). *ACA Code of Ethics*. Washington, DC: Author.
- . (2005b). *Making a difference in the lives of students with special needs*. Washington, DC: Author.
- . (2005c). *United States student-to-counselor ratios*. Washington, DC: Author.
- Aragon, S. R. (2003). Creating social presence in online environments. *New Directions for Adult and Continuing Education*, 100, 57–68.
- Atkinson, D. R., Morten, G., & Sue, D. W. (1998). *Counseling American minorities* (5th ed.). Boston: McGraw Hill.
- Behavioral Health Summit. (2005). *Behavioral health programs update*. Anchorage, AK: Author.
- Brewster, C. & Railsback, J. (2001). *Supporting beginning teachers: How administrators, teachers, and policymakers can help new teachers succeed*. Portland, OR: Northwest Regional Educational Laboratory.
- Carnes, L. W., Awang, F. & Marlow, J. (2003). Can instructors ensure the integrity and quality of online courses? *The Delta Pi Epsilon Journal*, 45(3), 162–172.
- Collins, T. (1999). *Attracting and retaining teachers in rural areas*. Charleston, WV: ERIC Clearinghouse on Rural and Small Schools. (ERIC Document Reproduction Service No ED438152).
- Copper River School District & University of Alaska Fairbanks. (2000). *The Copper River Elementary School counseling demonstration project*. Glennallen, AK: Author.
- Education Funding Task Force. (2001). *Report to the Governor and State Board of Education and Early Development*. Juneau, AK: Author.
- Hazler, R. & Carney, J. (1993). Student-faculty interactions: An underemphasized dimension of counselor education. *Counselor Education and Supervision*, 33(2), 80–89.
- Hines, P. L. (2002). Transforming the rural school counselor. *Theory Into Practice*, 41(3), 192–201.
- Howley, A. & Pendarvis, E. (2002). *Recruiting and retaining rural school administrators*. Charleston, WV: ERIC Clearinghouse in Rural Education and Small Schools. (ERIC Documentation Reproduction Service No. ED470950).

- Illinois Online Network. (2005). *Strategies to minimize cheating online*. Retrieved October 24, 2005 from <http://www.ion.uillinois.edu/resources/tutorials/assessment/cheating.asp>.
- Institute of Social and Economic Research Center for Cross-Cultural Studies. (1985). *Alaska's small rural high schools: Are they working?* University of Alaska: Author.
- Liebowitz, J. (2003). Teach people skills totally online? *College Teaching*, 51(3), 82–85.
- Morrisette, P. J. (2000). The experiences of the rural school counsellor. *Professional School Counselling*, 3(3), 197–208.
- National Center for Education Statistics. (2000). *Number and percent of rural and non-rural public elementary and secondary students, by district locale and state: 2000*. Retrieved October 18, 2005 from <http://nces.ed.gov/surveys/ruraled/data/WhatsRuralSummary.asp>.
- . (2003). *Percentage of rural students in grades K-12 whose parents reported involvement in their child's school by selected characteristics: 2003*. Retrieved April 18, 2006 from http://nces.ed.gov/surveys/RuralEd/TablesHTML/1_rural.asp.
- National Center on Addiction and Substance Abuse (NCASA) at Columbia University. (2000). *No place to hide: Substance abuse in mid-size cities and rural America*. New York: Author. Retrieved October 24, 2005 from <http://casacolumbia.org/absolutenm/templates/PressReleases.asp?articleid=134&zoneid=49>.
- Nickel, M. (2004). Professional boundaries: The dilemma of dual and multiple relationships in rural clinical practice. *Counselling and Clinical Psychology Journal*, 1(1), 17–22.
- Reimer, C. S. (1999). *Counselling the Inupiat Eskimo*. Westport: Greenwood Press.
- Rovia, A. P. (2001). Building classroom community at a distance: A case study. *Educational Technology Research and Development*, 49(4), 33–48.
- Rural Human Services Program. (2000). *A counsellor in every village: A report on the progress of the rural human services program*. University of Alaska Fairbanks: Author.
- Rural School and Community Trust. (2003). *Why rural matters 2003: The continuing need for every state to take action on rural education*. Washington, DC: Author.
- Rural School and Community Trust. (2005). *Why rural matters 2005: The facts about rural education in the 50 states*. Washington, DC: Author.
- Schimmel, C. J., Orr, S., & Murphy, M. (2003). *Some courses do, some don't: Examining what courses offer effective online learning in higher education*. Retrieved October 17, 2005 from http://www.wvnet.edu/conference/proceedings/some_courses_do/some_courses_do.htm.
- Schwartz, R. S. & Olds, J. (2002). A phenomenology of closeness and its application to sexual boundary violations: A framework for therapists in training. *American Journal of Psychotherapy*, 56(4), 480–493.

- Shutiva, C. L. (2001). *Career and academic guidance for American Indian and Alaska Native youth*. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools. (ERIC Document Reproduction Service No. ED458062).
- Slade, E. P. (2003). The relationship between school characteristics and the availability of mental health and related health services in middle and high schools in the United States. *The Journal of Behavioral Health Services and Research*, 30(4), 382–392.
- State of Alaska Department of Health and Social Services. (2003). *Alaska Youth Risk Behavior Survey 2003*. Anchorage, AK: Author.
- Sutton, J. M. & Pearson, R. (2002). The practice of school counselling in rural and small town schools. *Professional School Counseling*, 5(4), 266–277.
- Turner, E. (2000, October). *Testimony to the Senate Committee on Indian Affairs*. Paper presented at the hearing on alcohol and law enforcement in Alaska.
- United States Census Bureau. (2004). *State and country quick facts*. Retrieved October 22, 2005 from <http://quickfacts.census.gov/qfd/states/02000.html>.
- University of Alaska. (2004). *Behavioral Health Workforce Conference*. Girdwood, AK: Author. University of Alaska Fairbanks School of Education. (2004). *Institutional report*. Fairbanks, AK: Author.
- University of Alaska. (2007-2008). *University of Alaska catalog 2007 – 2008*. Fairbanks, AK: University of Alaska Fairbanks.
- Van Horn, S. M. & Myrick, R. D. (2001). Computer technology and the 21st century school counsellor. *Professional School Counseling*, 5(2), 124–130.
- Vodanovich, S. J. & Piotrowski, C. (2001). Internet-based instruction: A national survey of psychology faculty. *Journal of Instructional Psychology*, 28(4), 253–255.