



Calendar

February 8–9
IECA/NATSAP Link 'n Learn, La Jolla, CA

February 9
Webinar: North American Boarding Initiative (recorded live at the Professional Member Retreat)

February 15
Presidents' Day, National Office Closed

Mid-February
Spring Conference (Boston)
Registration opens

March 8
IECA Webinar: Insight Into the Underperforming Student

April 3–8
IECA Therapeutic Tours, New England

April 12
IECA Webinar
Test Prep for Students With Learning Differences

May 2–4
Pre-Conference Campus Tours
Massachusetts

May 4–7
IECA Spring Conference
Boston, MA

May 7–8
IECA Board of Directors Meets
Boston, MA

May 9–11
IECA College Art Tour, New York

May 10
IECA Webinar

June 1–3
IECA at the WACAC Conference
Los Angeles

June 9
IECA College Symposium, Los Angeles

July 5–9
Summer Training Institute West
Claremont, CA

July 26–30
Summer Training Institute East
Swarthmore, PA

IECA Celebrates 40th Anniversary in Boston

INNOVATE! EXPLORE! INSPIRE!

IECA returns to Boston for its 2016 Spring Conference with speakers, panelists, presenters, and special anniversary events that will stimulate **innovations** in our work with students and families, encourage **exploration** of new ideas and approaches, and **inspire**, engage, and celebrate the independent educational consulting community.

IECA conferences are always about connecting with peers, networking with admission reps, discovering new services and products, and launching new opportunities—but education is always at the core, and the gathering in Boston will be no different.

On Wednesday, the featured speaker will be **Dr. Ellen Braaten**, a renowned psychologist, researcher, television contributor, and author who works tirelessly in the field of pediatric neuropsychological and psychological assessment, particularly in the areas of assessing learning disabilities and attentional disorders. She will discuss **The Curse of the Average Child**.

Friday's Keynote speaker, **Daniel Levitin**—neuroscientist, award-winning musician, professor, and author—will speak on **The Organized Mind: The New Brain Science**.



Behind Productivity, Leadership, and Success. In his inspiring talk, Levitin will share deep insights about how the human mind actually works and the surprising ways we can manage our busy lives.

Saturday's Master Class will be led by **Dr. Gabor Maté**, a renowned speaker and bestselling author whose expertise includes addiction, stress, and childhood development. He will explore what happens when teens look to their peers for direction, values, identification, and codes of behaviors instead of to their parents and will discuss more broadly how “stress parenting” is affecting adolescent behaviors—and how those effects can be reversed.



IECA will offer more breakouts than ever in Boston, with more than 60 sessions and well over 150

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President's Letter

Gratitude to Volunteers

Gratitude. This word captures the appreciation I feel for my fellow members of IECA. As your current president and past member of several committees of the Board, I can attest to the tireless dedication of our volunteers. I am grateful for your accomplishments of the past year and look forward to the implementation of new ideas in 2016. So many of our members—Professional, Associate and Student—have generously given their time, energy, and talents to IECA. Through my own volunteer experiences in IECA, I have met many wonderful people from all over the world who bring a deep commitment to our profession as well as impressive skills and fresh and interesting perspectives.

As we enter a new year, we eagerly anticipate the celebration of our 40th

anniversary, recognizing that without our community of volunteers we could not have achieved our growth in membership and the development of outstanding educational programs. Volunteers serve in numerous capacities within IECA and their unflagging contributions help fulfill our mission to provide “the highest level of service to students and their families and to seek ongoing professional development.” Thanks to the dynamic work of our committees, IECA remains the premiere professional organization for Independent Educational Consultants.

This year the College, Learning Differences, and Therapeutic Committees took steps to implement stand-alone tours. The three-year-old Graduate School Committee, led by **Lucia Tyler** (NY) and founding members



Gail Meyer

Luisa Rabe (PA) and **Marilyn Emerson** (NY), is working on an educational roadmap for IECA members to develop proficiency in graduate school advising. The College Affordability Committee continues to develop educational programs for our membership to better advise families concerning financial fit.

Many other members volunteered during our conferences and at professional retreats. The work of **Vita Cohen** (MN), **Lisa Thomas** (MN), **Catherine Marrs** (TX), **Jessica Sharkey** (AZ), and associate member **Stefanie Miles** (AL) ensured that

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IECA⁺ INSIGHTS

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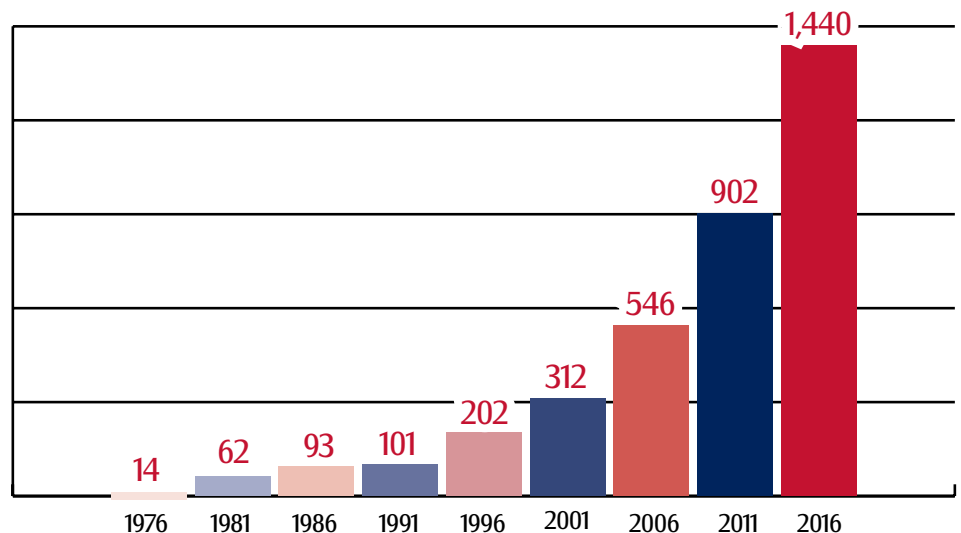
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In Focus

IECA's Membership Growth: 40 Years

(includes all membership categories)



Regional Groups



The **San Diego** group met for an end of the year luncheon in December. It was a nice opportunity to connect and share how the end of the year was going.

Pictured from left to right: Gina Gerrato (coleader), Jill Porter, Jeanette Wright, Jackie Woolley, (coleader), Jennifer MacLure.



The **South Asia** group had their first meeting in January. Attendees included Neeraj Mandhana (Mumbai), Janice Merchant (Sri Lanka), and Kavita Mehta (Mumbai).



In December, the **New York City** group met with Bard College President, Dr. Leon Botstein.

Pictured from left to right: Lucy Wang, Dr. Leon Botstein, Marilyn Emerson, Joan Koven, Margaret McNally, Debbie Cohen, Linda Puner, Janet Stark, Jane Klemmer.



The **Philadelphia** group met with representatives of Gettysburg College in King of Prussia, PA. If anyone is interested in joining the group, contact Joanne LaSpina (joanne@mycollegehelper.com) or Laura Blanche (blanchecollegeconsulting@gmail.com).

Front Row: Mary Smith (Gettysburg College), Patricia Lawson (Gettysburg College), Joanne LaSpina. Back Row: Anna Seltz, Laura Blanche, Luisa Rabe. Also in attendance (not pictured): Sandy Aprahamian, Lori Kahn, and Mary Harkins.



The **New Jersey** group met in November with Daniel Wysteppek, the associate director of admissions at Bryant University.

Pictured from left to right, first row: Marcia Kramer, Diana Towle, Jill Siegel, Carolyn Mulligan; second row: Laurie Weingarten, Traacy Hobson, Eileen Nolan, Amy Hallock; third row: Larry Blumenstyk, Beth Cassie.

34 Years of Insights! 1982–2016




presenters. Offered from Wednesday to Friday, the breakouts will cover the key content areas: college, school, therapeutic, LD, graduate school, global topics, and issues related to running an IEC practice.

To celebrate IECA's anniversary, several special moments will take a look at the profession and the effect that IECs have on the lives of their clients. In addition, the 2016 Steven Antonoff Award for Professional Achievement, our highest honor, will be awarded Friday morning to a member who has made a significant contribution to the future of the profession. New officers will be recognized as well.



One difference in Boston—which was urged in the evaluations in recent years—is the change from a seated dinner on Thursday evening to a reception featuring heavy hors d'oeuvres that will conclude in time to allow for hosted receptions, dinner opportunities, and a night out for those looking to explore the city.

There will be much to do before and after the conference because tours to nearly 35 campuses are being offered in the days leading up to the conference and for days following in locations as close as Boston/Cambridge and as far away as New York. Pre-conference training will focus on the successful IEC practice, with sessions on a two-part “building a better consulting practice” session and a content marketing workshop. In addition, IECA once again partners with the American Gap Association for a pre-conference gathering.

Watch for registration to open in late February. 

the Virginia college tours ran smoothly.

Although the chairs of these committees serve as leaders, the committee members often go unrecognized. Please see the list on page M12 of all committee members whose indefatigable efforts created opportunities for our membership.

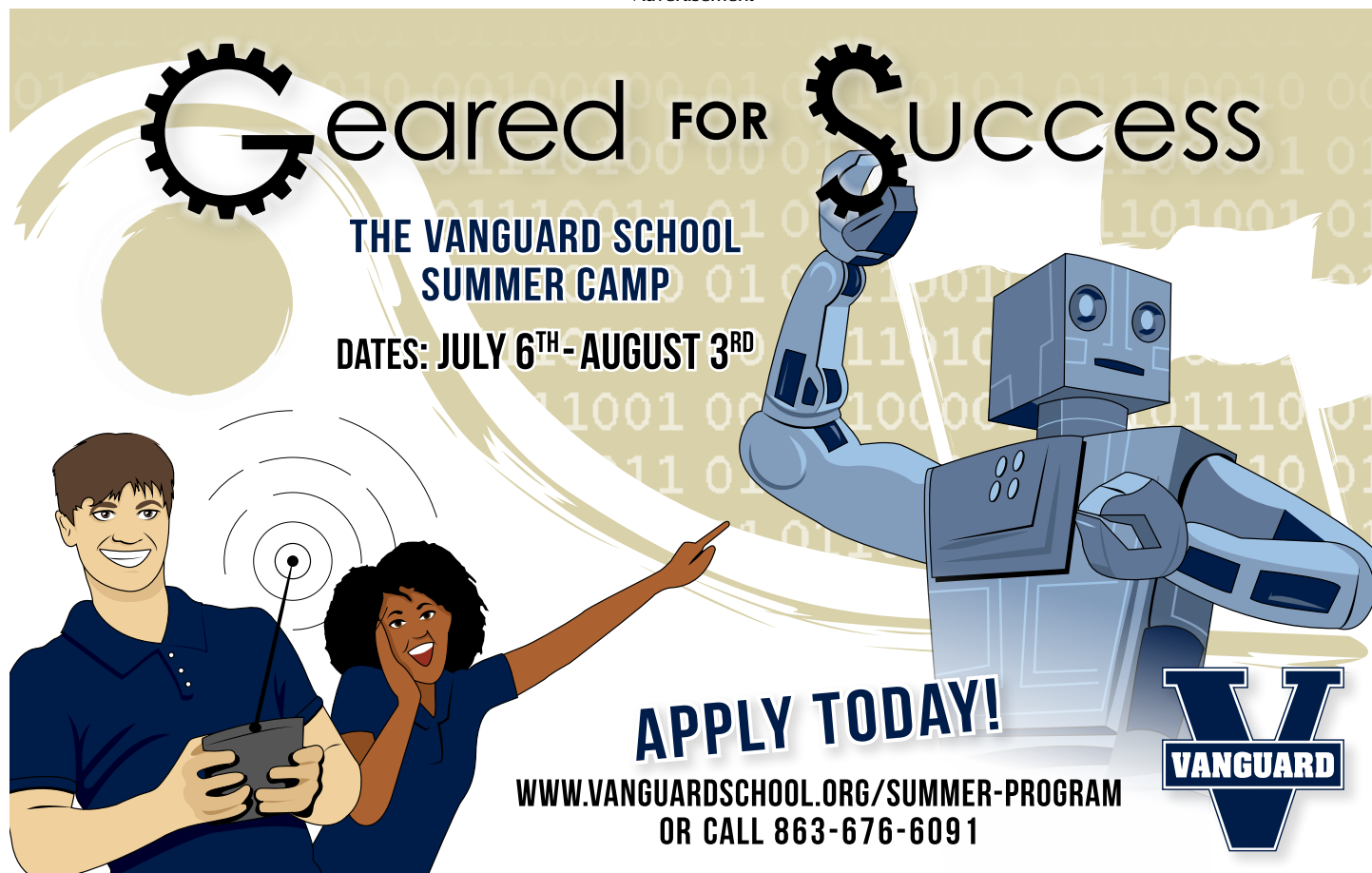
I welcome Student, Associate, and Professional members alike to volunteer for a committee, a regional group, a conference, or mentoring. The rewards of working with wonderful people who share the belief that IECA will continue to shape the profession of independent educational consulting are powerful.

With my gratitude,



Gail Meyer, IECA President

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VANGUARD

Trends in Medical School Curricula

by Julie R. Gross, EdM, MBA, IECA (NY)



As healthcare systems evolve and our knowledge of how adults learn deepens, medical education has undergone a process of reinvention and innovation. Although each medical school continues to offer its own unique curriculum, several overriding trends are sweeping the field. Many medical schools are beginning clinical work much earlier, integrating the social sciences and health

care policy into the curriculum, and allowing students to customize their education through electives. Such changes are intended to strengthen the academic experience of students while creating more versatile and well-rounded physicians.

There is no question that these changes will affect medical education. The real questions are, How will these developments affect our clients? and How can we help?

Starting Clinical Work Earlier

Many schools have begun to phase out the traditional structure of medical education: two years of preclinical, basic science work followed by two years of clinical work. Schools such as Duke University School of Medicine, Harvard Medical School, and Vanderbilt University Medical Center have moved to an extremely accelerated curriculum with only one year of the core basic sciences followed by core clinical clerkships beginning in year two.

Harvard began implementing its Pathways curriculum in August 2015 when it condensed basic sciences to the first year and moved clinical training to year two. To help plan the next stage, it held an all-day session so that its faculty members could brainstorm new ways to foster active learning, increase problem-solving skills, and strengthen patient care among students.

Going even further, Columbia University College of Physicians and Surgeons has eliminated the traditional designations of first, second, third, and fourth years altogether and replaced them with the functional curricular segments of Fundamentals, Major Clinical Year, and Differentiation & Integration. The 17-month fundamentals curriculum covers molecular medicine, anatomy, disease, psychiatric medicine, and foundations of clinical medicine; the 12-month major clinical year includes clerkships in all the major clinical areas; and the 14-month differentiation and integration curriculum includes electives in specialty areas of interest and a scholarly project.

Medical education is also increasingly incorporating problem-based learning (PBL) into the preclinical years. This technique

utilizes clinical cases to stimulate discussion among a small group of students, thereby creating a real-life, collaborative, and active learning environment. For example, at Northwestern University Feinberg School of Medicine, each PBL group comprises six to nine students and a faculty facilitator. The overall PBL process “mimics the manner in which a practicing physician obtains data from a patient,” according to Northwestern’s website, and enables students to further develop clinical skills essential to becoming a successful physician, such as teamwork and communication. Most schools have established an effective mix of PBL and standard lecture-based teaching. The Integrated Pathways Curriculum at SUNY Downstate, for example, offers reduced lecture time in favor of a greater emphasis on small-group learning, such as PBL.



Effects on Medical Students

By starting clinical training earlier in their education, students can hone their clinical skills, apply classroom knowledge to relevant real-world situations, and increase their ability to handle a variety of medical cases. With the divergence of curricula offered at different medical schools, prospective students now have even more opportunity to find medical education approaches that are a good fit for their interests. As IECs, the more knowledgeable we are about the nuances of curricular differences, the better we can advise our clients.

Adding More Flexibility and Interdisciplinary Coursework

The medical profession made great strides when it acknowledged the importance of the social sciences in effective patient care. This is reflected in the addition of a social science section to the MCAT in the spring of 2015. Physicians must develop a diverse

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Roger Williams
University



Medical School, from page 5

skill set to successfully navigate an increasingly complex healthcare environment. By finishing core clinical work earlier, students are granted greater flexibility in the third and fourth years that allows for increased research opportunities and an abundance of elective choices.

At Duke, for example, students dedicate their third year to what the school calls the “scholarly experience.” During that time, students pursue research in the biomedical field and may also complete a dual degree. As a result, an unusually high number of Duke students (40%) complete second degrees, including JDs, MBAs, MPHs, and MPPs, as well as MAs in areas such as clinical psychology.

Similarly, Weill Cornell Medical College students are required to identify an interdisciplinary area of concentration (AOC) midway through their third year. They can select from an array of options, including addiction medicine, human rights, neurogenetics, and patient safety. They also have the option to develop a customized topic. Students choose their AOC based on their personal interests and then pursue in-depth knowledge, skills, and a scholarly project within that particular area.

Albert Einstein College of Medicine incorporates thematic curricula across existing courses and clerkships throughout the four years. The Population Health and the Practice of Medicine (PHPM) theme integrates public health and clinical medicine to train students to think broadly and globally about such issues as patient safety, health disparities, healthcare economics, and legal issues in medicine.

Effects on Medical Students

The increased attention to broader medical issues—including population health, ethics, law, and healthcare economics—expands students’ perspectives and may even suggest areas of specialty. As IECs, we need to gain expertise in interdisciplinary education as well so that we can counsel clients on potential areas of specialization, research, residency, and dual degrees. Higher education has become less siloed, and to help our students take full advantage of current opportunities, we need to think creatively about combining their talents and interests.

Shortening the Duration of a Medical Education

Partly in response to the earlier clinical training, several med schools, such as New York University (NYU) School of Medicine, have begun to offer an accelerated three-year program. Students selected for NYU’s Three-Year MD Degree Pathway program (3YMD) start rotations in their chosen specialty six weeks earlier than four-year students and spend their first summer pursuing a research fellowship in that same department. Those students declare their specialty when they apply and are guaranteed residencies in an NYU-affiliated hospital. As a result, students

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Medical School, from page 7

don't have to worry about matching into residency programs that may still be wary of the three-year medical degree.

There is ongoing debate about whether shortening the medical school education is beneficial. Goldfarb and Morrison (2013) stated that "given the growing complexity of medicine, it seems counterproductive to compress the curriculum into 3 years, reducing both preclinical and clinical experiences." Yet, in another perspective, Abramson et al. (2013) claimed that a shorter medical school education could alleviate the physician shortage by producing physicians at a faster rate and substantially reduce student debt. Abramson, vice dean for education, faculty and academic affairs at NYU School of Medicine, (quoted in Hartocollis 2012) also said: "You're going to see this kind of three-year pathway become very prominent across the country."

Effects on Medical Students

A shorter medical education has clear benefits of saving time and expense, but the student sacrifices the opportunity to do more extensive research and electives. IECs can help individual students determine their personal trade-off between less investment and more medical exposure, depending on their age, life-style, financial circumstance, and career goals.

As IECs, we are always assessing the right fit for our students using a complex amalgamation of factors. And as the medical field continues to evolve, we must evolve with it; to serve our clients in the best way possible, we need to stay on top of a host of trends in medical education that go far beyond MCAT changes to include changing curricula, the role of clinical experience and research, and even the very notion of what it takes to be an exceptional physician. 

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Test Anxiety and Graduate School Exams

by Lucia D. Tyler, PhD, IECA (NY)



I can relate to students who have test anxiety. I was really good at taking exams in college and graduate school, but when I took an additional chemistry class after a 15-year hiatus, I froze during the first exam! I had studied a lot and I thought I knew the material, but suddenly my mind went blank. All I could think about was how much time I was wasting

as I heard the scratch of pencils around the room. I searched through the exam for some easier problems and that helped me get unstuck. Still, I left one problem unfinished.

From that experience, I learned that I was rusty at taking exams. But those who have real test anxiety are more than rusty. They have never been comfortable with timed examinations and usually score far below their level of knowledge. Many types of students struggle with this testing format; they may have a learning difference, such as low working memory or concentration issues that come with ADHD. Most students can learn techniques, such as meditation, to cope with test anxiety, but not everyone finds the key to manage it.

What happens when students who find timed examinations extremely difficult want to enter graduate school in fields like medicine? In many health careers, students will be faced with standardized tests over and over again. Some may be able to develop strategies to overcome their testing problems; some will not. As independent educational consultants (IECs), we need to be alert to situations where a student will ultimately not be able to pass the licensing exam in their chosen field. Students who choose to go down that path anyway can get very frustrated. It can feel like the movie *Groundhog Day*, making the same mistakes over and over.

Often students—especially those who have received accommodations for the GRE—are surprised to learn that there are no testing accommodations for licensing exams, especially those who have received accommodations for the GRE. This licensing test policy helps explain the strong admissions policies for many health programs: they want to ensure that their students will be successful. Graduate programs invest heavily in their students, and it is very costly to a program when a student drops out. Also medical schools, vet schools, dental schools, and the like are rated on the licensing exam pass rate. Consequently, those competitive programs look closely at test scores and grades in particularly difficult courses, such as organic chemistry. And because graduate programs in health are grueling, they also look for evidence of a full load of challenging courses having been completed successfully in college.

How does an IEC discern which students are likely to overcome testing problems? In college at the beginning of the process, it can be difficult. One or two C grades in science are not enough to upend a prospective career. I have even seen students with a D later become successful.

The student's whole background and story matter, which means that the IEC must do a thorough intake and inquire about any LD issues and bad grades. What the student has chosen to do in the summer also contributes to the story. In other words, is the student taking concrete steps to meet their goals via tutoring, extra classes, and so on?

Two Profiles

"Amy"

Amy came to me in the spring of her junior year in college with the goal of becoming a physical therapist. I was concerned because she had chosen an academic career devoid of standardized tests. She had transferred to a high school that did not give traditional grades, but rather gave a narration for each course so that students had little idea of how they measured up in terms of all of the students taking that class. The school had a lot of hands-on work, but did not offer advanced science or math classes. Amy told me that she chose to attend that high school because it took her two tries to pass the state tests in geometry at her previous school, and she wanted a less test-based approach to learning. She still had to pass state exams in other subjects but only math was a real struggle.



Amy attended Hampshire College, which gives written evaluations rather than letter grades and has a test-optional evaluation for admission. Amy also knew several people who had gone on to good graduate programs from Hampshire. At the time, she thought she would major in sociology, but she changed her mind after working through a sports injury with a physical therapist. We discussed a change in major, but she ultimately decided to just start taking some of the science requirements for physical therapy.

The problem was that Amy had never tried to become better at taking tests; she had simply avoided them. I recommended that she take some graded coursework in a science subject at a college in the Five College Consortium. She chose Smith and graduated with

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Photograph by Jim McLaughlin

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Text Anxiety, from page 11

good evaluations in almost all of her classes there and with a 3.3 in graded science coursework.

There were still testing hurdles in front of her, however, so I suggested that she spend the summer following her senior year studying for the GRE. Her practice test scores were far below what were required for admission to most PT programs. Amy had a wonderful tutor who suggested several relaxation techniques, and Amy ultimately found ways to ease her anxiety. Her first GRE was OK (just above the median), but her score went up significantly when she took the test a few months later after more preparation. She was ultimately admitted to several PT programs the following year. This is a case where the student listened to guidance, faced her fears, worked hard, and saw it pay off.

"Peter"

Sometimes I learn more from cases that don't work out so smoothly. Peter, a young man who came from a family of doctors, came to me for medical school advising. He told me that in high school the last thing he wanted to be in life was a doctor. He had gone to an art-focused magnet high school and had done very well there. He took the minimal math and science that was required because he felt like his talents lay in a different direction.

He was admitted to a highly selective liberal arts college, but failed out after two years. His high school classwork had been fairly easy without a lot of preparation, so he thought he could continue his study habits in college. Initially, he partied a lot and skipped early classes. He tried to pull up his GPA, but it seemed hopeless, and he just couldn't make himself concentrate. He was ultimately readmitted after he completed some community college classes and received As.

During his time at home, he had a psychological evaluation, which revealed that he had ADHD as well as some processing issues and a really high IQ. He finally graduated as a film studies major. No jobs were available, so he started to take the required science classes for medical school on a part-time basis. He audited organic chemistry first, enrolled and got a D, and finally got a C the third time. He was having similar struggles with biology, taking one class at a time. He began to study for the MCAT but was having a problem even completing the practice tests.

At that point, I felt he was reaching the repeated-head-banging stage, so we talked about alternative health-related careers, such as respiratory therapist or occupational therapist. Peter was also interested in the possibility of combining his film experience with public health concerns. In the end he decided not to pursue an MD but possibly an MPH so he could potentially work with governmental agencies or nonprofits.

Lessons Learned

From my work with Amy, Peter, and other students, I have developed tips for students from nontraditional learning environments who want to pursue health careers:

- Include at least some graded science classes in your formal course of study.
- Make sure that you can handle a full-time course load with science classes.
- Develop test-taking and calming strategies to help you with standardized tests, such as the MCAT.
- Consider obtaining a full psychological evaluation if you are having difficulty with college-level work and are using tutoring services and trying really hard with little or no success.
- Know school policies. It is difficult for a student who has no GPA to be admitted to medical school or veterinary school because they have to get a really high MCAT or GRE score to compensate in admissions, typically above the 80th percentile. This is also true for students with a GPA of 3.2 or lower.
- Take tests wisely. Taking the MCAT for med school more than two times is a waste because many programs will not look at them. Programs that take the GRE will look at more scores but tend to average them.
- Keep in mind that you need to improve your standardized testing skills enough to pass the licensing exam in your field at the end of medical school or graduate school. 🦋

Lucia D. Tyler can be reached at lucia@tyleradmissions.com.

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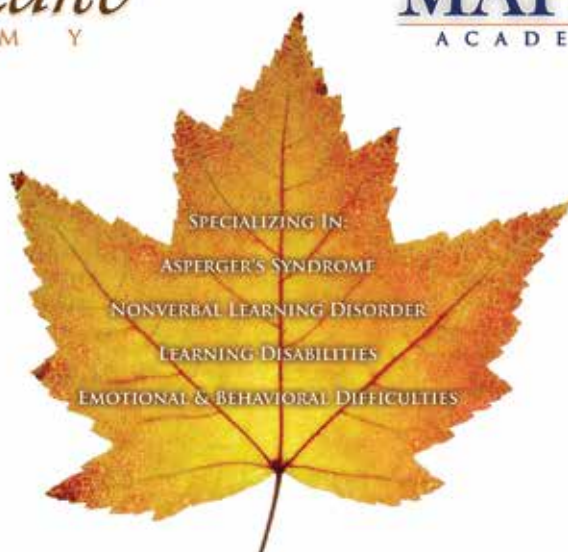
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Trends in MBA Admissions

by Debra Felix, MBA, PhD, IECA (MD)

My conversations this fall with MBA admissions officers at three schools—an Ivy League university, a state flagship university, and an elite private school—uncovered the following trends:



1. The number of domestic applicants has been falling, so MBA programs are filling more of their spots with international students. The number of students coming from Japan (who are sponsored by their companies) is also down, but applications from India and China are high. Hundreds of Indian students with IT backgrounds apply every year. The number of applicants from Korea is also up. Enrolling international students is difficult, however, because of tight visa regulations, extremely expensive MBA programs, and a lack of financial resources for non-US citizens.
2. The top 25 MBA programs now cost—using conservative 2014 figures—between \$140,000 and \$203,000 for the two-year degree.
3. MBA programs are competing fiercely for the best applicants and even top schools offer merit-based scholarships to attract the applicants they want the most. In an attempt to increase applications from domestic students, some MBA programs began to accept the GRE in lieu of the GMAT, but applications did not increase.
4. The deans of MBA programs are very competitive and want the average GMAT scores of their incoming classes to continue to rise. Many are increasing class sizes for financial reasons and are asking their admissions offices to focus on enrolling students who “place well” at graduation.
5. Admissions outreach includes an element of convincing potential applicants that the MBA degree is still valuable and flexible because companies value the degree and starting salaries continue to rise. Apparently, MBA programs compete more directly with JD programs than was true in the recent past, and parents seem to have come to the questionable conclusion that the JD is a “safer” degree than the MBA.

6. MBA programs are increasing the amount of experiential learning in their programs, which may include study abroad. Those experiences greatly enhance a student's learning and other outcomes, but they are also expensive additions to what used to be a more traditional, cheaper classroom-based program.
7. Applicants' work experience is critical. The average applicant has about three years of postcollege work experience. Admissions committees generally frown on an applicant quitting a job to prepare for the GMAT or to complete applications. Gaps in work experience are generally disapproved of for any reason, as are skill-based résumés that attempt to hide gaps in productive employment.



8. One admissions officer recommends that college students take the GMAT during their senior year or right after graduation if they think they might later apply to an MBA program. Their scores will be highest then and are good for five years.
9. The elite and private programs, especially, are trying to increase the number of women, underrepresented minority students, military veterans, and LGBTQ students in their programs. Public and part-time MBA classes are generally more diverse.

Debra Felix previously served as Columbia Business School's director of admission. She can be reached at dfelix@verizon.net.



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by Whitney Laughlin, EdD, IECA (BC, Canada)

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4. Advised at least 30 clients within the last five years. IECs with multiple designations have advised at least 10 clients in each sub-specialty area, e.g., 10 medicine, 10 education, and 10 science.

For more information and an application, go to www.iecaonline.com/graduate-specialty-designation.php.

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Pilot Program: Graduate Program Case Studies

This spring IECA will host its first case study sessions focused on admission to law school, science PhD programs, business school, and physical therapy programs. Registration details will be announced by email.

Although many talented IECs offer outstanding graduate school advice to clients, few IECA members have earned their graduate program designation, and that's a shame. IECA offers outstanding professional development opportunities for members and this year the focus is on enhancing graduate advisors' expertise. The association is sponsoring terrific new initiatives to hone our skills. What a great opportunity for those who do not yet have their G designations!

—Luisa Rabe (PA), chair of the Graduate Committee



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Wilderness Therapy: Research and Educational Opportunities

by Will White, DA, LCSW, LADC



Although IECs who specialize in therapeutic placements may not also focus on college and graduate schools, we do need to review the credentials and training of the clinical staff at the schools and programs we consider for a client. As the world of psychology evolves, so too does the array of higher education opportunities. Some recent developments in

exciting new areas of expertise may be of interest to a wide range of consultants and are described in the following article.

—**Deborah A. Shawen**, IECA Therapeutic Committee Member (MD)

Two common misperceptions about wilderness therapy—also known as outdoor behavioral healthcare (OBH)—are that there is limited research about the field and that there are no educational pathways related to the profession. Those views, however, ignore its long history and the undergraduate and graduate degrees available in this specialized field of study. Knowing the facts enables IECs to pass them onto clients and their parents.

The beginnings of scholarly study in the use of the outdoors to help create change was in the spring of 1901 at Manhattan State Hospital (a psychiatric hospital known then as an insane asylum) in New York when there was an outbreak of tuberculosis (TB) among patients in patients. The TB outbreak caused the superintendent of the facility to isolate the TB psychiatric patients by having them live outdoors on the grounds of the facility and sleep in tents. The hospital staff members were so impressed with the overall improvements of the TB tent patients that the doctors started putting non-TB psychiatric patients in tents. The non-TB patients also improved and other psychiatric facilities began using time outdoors as an intervention. This history was chronicled in articles in the *American Journal of Insanity* and brought a movement referred to as “tent treatment” into psychiatric hospitals until the 1920s.

In 1922, Camp Ramapo, the first summer camp developed specifically for emotionally challenged children and adolescents, enrolled its first clients. Joseph Galkin, a psychiatric social worker, published “The treatment possibilities offered by summer camp as a supplement to the Child Guidance Clinic,” a 1937 research paper about the camp, in the *American Journal of Orthopsychiatry*. That journal article reviewed the structure of the camp and the outcomes of the campers enrolled in that early therapeutic camp.

In 1941, Outward Bound was founded by Kurt Hahn in the United Kingdom; it was brought to the United States in 1961 by Josh Miner. It is Outward Bound’s expedition model—groups of young people in wilderness areas with experienced outdoor leaders—that has the most obvious historical connections to current wilderness therapy/OBH programs. The research on outcomes of participants

with emotional issues in Outward Bound programs is immense and diverse (Outward Bound serves a variety of populations). An easily accessible resource to dig into the research can be found in *Outward Bound, USA*, 2nd edition, by Josh Miner and Joe Boldt (Mountaineers Books, 2002).



In 1999, a group of wilderness therapy program leaders, who called themselves the Outdoor Behavioral Healthcare Industry Council (now referred to as the OBH Council), opened their wilderness programs to Dr. Keith Russell at the University of Idaho and sponsored the creation of the Outdoor Behavioral Healthcare Research Cooperative (OBHRC) with Russell at the helm. The OBHRC researched OBH Council programs to build an objective empirical research base, and because of that research, many of the early OBH Council programs changed their models to become more effective in participant outcomes. For example, several of those programs increased their length of stay because the research showed that the programs had been discharging participants before they were ready to continue the change process. That research is accessible at www.OBHCouncil.com/research.

In 2009 at the University of New Hampshire, Dr. Michel Gass and Dr. Anita Tucker helped transform the OBHRC into the Outdoor Behavioral Research Center at the University of New Hampshire. Its researchers and graduate students have published numerous articles related to the field. To find the most recent research studies go to OBHcenter.org. Reputable wilderness therapy programs list their outcome data on their websites for both parents and consultants to review.

Opportunities for Study

With the growth in the field of wilderness therapy, there has been a subsequent rise in graduate and undergraduate programs specializing in this area of study. Three distinct graduate programs provide specialization for students:

continued on page 20




Special Focus

Wilderness Therapy, from page 19

- Prescott (AZ) College offers a MA with a concentration in adventure-based counseling (www.prescott.edu)
- Naropa (CO) University offers a MA in transpersonal counseling with a wilderness therapy concentration (www.naropa.edu)
- The University of New Hampshire offers a dual MSW and MS in outdoor education (<http://chhs.unh.edu>).

These programs are two to three years long, and all programs required students to participate in a specialized internship in a wilderness or adventure therapy setting. In terms of undergraduate education, Unity (ME) College offers the only BS in adventure therapy (www.unity.edu). Indiana University in Bloomington offers a certificate in therapeutic outdoor recreation (www.indiana.edu/~top).

The field of wilderness therapy is older than most people realize and has a fascinating history with many resources for information. Now, the next time a client or parents asks for outcome studies or information about the field, you have more resources to help. 

Will White is the cofounder and CEO of Summit Achievement and an adjunct professor at Plymouth State University. His 2015 book Stories from the Field: A History of Wilderness Therapy (Wilderness Publishers) covers the history of the field, opportunities for study, and an extensive bibliography of research. Will can be reached at will@summitachievement.com.

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Why I Belong

The hotel elevator door opens and a colleague I haven't seen in six months greets me with open arms.

I'm waiting in an airport and plug into an IECA webinar on learning disabilities I've been looking forward to hearing.

The phone rings and a mentee asks advice about an office practice; that afternoon, I call a trusted colleague with questions about challenges in my own business.



These are three examples of why I choose each year to be a member of IECA: collegiality, access to education, and the ability to be a part of an organization that promotes and upholds high ethical standards.

For three years before joining IECA, I practiced on my own, helping to guide families in the college search and application process. I dabbled in the UCLA certificate program and visited colleges on my own, but I was lonely! And deep down, I recognized that associating with others in the profession was an important factor in becoming better at helping families.

I'm not sure what exactly made me call the IECA office back in 2008 regarding attending IECA's Summer Training Institute (STI), but that phone call made a huge difference in my life—personally and professionally. At STI, I met other IECs from all over the country with varied and interesting backgrounds and stories. And I was encouraged and inspired by the “masters” in attendance—Steve Antonoff, Leslie Kent, and Bar Clarke. The camaraderie and professionalism I experienced at that event has been present for me at every conference and retreat ever since.

The education at STI was just the beginning, and I continue to find inspiration in the aptitudes and attitudes of other members. Webinars (shout out to Hollis Bischoff on engineering!) and shared articles (thank you, Nancy Griesemer), conversations, and work on committees (Affordability rocks!) have all expanded my interests and knowledge. Being on IECA's LD bus tour through Ohio in 2014 was one of the greatest opportunities in learning and collegiality. And say what you may about the TalkList, it is a source of information and sometimes a lesson in manners and good judgment.

I belong to IECA because I believe that its members represent the best principles of good practice in our profession. Having pride in what we do and with whom we associate is the best feeling in the world.

—Ann Rossbach (NJ)

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Campus Visits

IECA members visited Virginia schools and colleges in January (prior to the Professional Member Retreat).

Colleges visited: Old Dominion University, Christopher Newport University, College of William & Mary, James Madison University, Mary Baldwin College, University of Richmond, University of Virginia, Hampden-Sydney College, Virginia Commonwealth University.

Schools visited: Chatham Hall, Virginia Episcopal School, Stuart Hall School, Blue Ridge School, The Miller School of Albemarle, Woodberry Forest School, St. Margaret's School, Christchurch School.



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In the News

Associate member **Marilyn Stelzner** (Switzerland) cowrote “Americans Abroad, the Complexities of Applying Back ‘Home,’” an article featured in NACAC’s Fall issue of *The Journal of College Admission*.

IECA was featured in the December 9 *Atlantic* article, “Silicon Valley’s College-Consultant Industry.”

Associate member **Jodi Gershoni** (MD) was the subject of the On Small Business article, “Business Rx: This Counselor Asks How to Scale a One-on-One Business,” in the *Washington Post* on December 16.

Jan Kerchner (CA) published “Finding the Right College Fit for Students With Learning Differences” in the *San Clemente Times*, the *Dana Point Times*, and the *Capistrano Dispatch* in fall 2015.

Allison Matlack (MA) and **Drew Carlson** (MA) were quoted in “Securing the Future: SSATB & IECA,” in SSATB’s *The Yield*, Spring 2015.

Associate member **Jack Brandon** (NY) wrote the article, “Author says: Thank You, Frank Bruni, but...” that was included in the August 7 issue of the *Scarsdale Inquirer*.

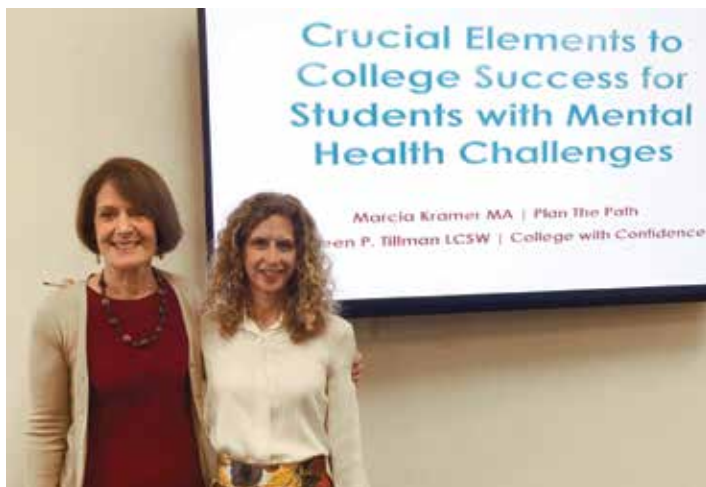
Janet Rosier (CT) was the subject of the article, “First Selectman Visits College Consulting Business,” in the January 13 *Woodbridge Town News*.

Brady Weinstock (VT) was featured in the *Brattleboro Informer* on November 20, announcing her professional membership in IECA.

Initiatives

Janet Marthers (CT) published *Follow Your Interests to Find the Right College*, which is available in the IECA Bookstore.

Marcia Kramer (NJ) presented Crucial Elements to College Success for Students With Mental Health Challenges at NJACAC on November 13.



Marcia Kramer (on the right) presented at NJACAC

Sue Luse (MN) presented Count Down to High School and Beyond: Getting Connected—Finding a Fit on January 12 at Yinghua Academy in Minneapolis, MN.

Associate member **Darcie Patrick** (SC) presented The “New” Role of Independent Educational Consultants in College Admissions at the Carolinas Association of Collegiate Registrars & Admissions (CACRAO) conference in Wilmington, NC, on December 8.

Carolyn Mulligan (NJ) was named to serve on the new Drexel University Admissions Advisory Board, which will begin meeting in mid-February.

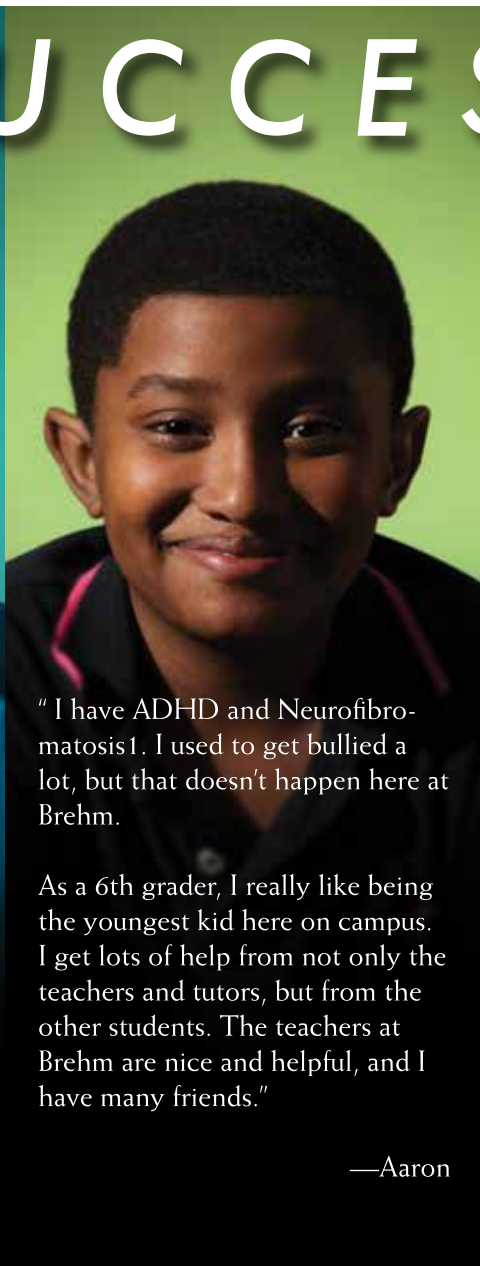
The following members recently attained the CEP designation: **Eileen Antalek** (MA), **Laura Barr** (CO), **Karen Ekman-Baur** (Germany), **Stacy Anne La Duke** (CA), **Stefanie Mauler** (TX), **Stephanie Meade** (CA), **Julia Varriale** (MA), and **Peter Wright** (MA).

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—Daniel



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—Aaron



"I have learning disabilities, as well as a mood disorder. Before I came to Brehm, I couldn't learn.

My public school teachers got frustrated and would just do my work for me. At Brehm, I've learned I'm a lot more mature, and I am capable of doing so much more. Brehm taught me to advocate for myself. Thanks to Brehm, I'm going to a college back home so that I can have a career in teaching kids with special needs."

—Abigail

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Introductions

Please Welcome IECA's New Professional Members

Monica Andrews (MA) has been an associate member of IECA for several years, and has been an IEC on the north shore of Boston for 10 years. She received her counseling training at the Kantor Family Institute and earned a doctorate



in Human Development and Psychology from Harvard University's Graduate School of Education, where she focused on adolescent and young adult development. For more than 20 years, Monica worked in higher education as a college professor in education and psychology, director of writing programs, and admissions reader. Her work on a University of California committee contributed to the current college admissions writing assessment and undergraduate writing curriculum throughout the UC system. She attended the IECA 2007 Summer Training Institute.

Andrews is the author of seven guides on the transition from high school to college. Her DVD and workbook *College Success for Students with Learning Challenges* is used in high schools throughout the United States. She leads training workshops for independent and school-based counselors through regional, state, and national organizations and was one of the founding organizers to initiate a national gap year fair and web-based resource center. She volunteers time with both community and national organizations with the goal of transforming the cultural landscape of US higher education.

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Specialty: C

After working as a tutor in college, **Ibrahim**



Firat (TX) started his own practice, and became an associate member of IECA in 2013. He earned a BA in history and mathematics and an MBA in marketing and entrepreneurship from the University of St. Thomas in Houston, TX. As part of his involvement in the Goldman Sachs 10,000 Small Businesses program, he received a certificate of entrepreneurship from Babson College. Currently, he is a professor at the Houston Community College, and a lead faculty for the Goldman Sachs 10,000 Small Businesses program and for Babson College in Houston.

A branch of his business in Istanbul, Turkey, facilitates Turkish students' admissions efforts to high school, college, and graduate schools in the US. He wrote *The Firat Guide: Everything You Need to Know About Preparing Your Junior High Child for the High School Admissions Process* (2014).

Firat is a NACAC member; an advisory board chair for Houston Community College; and a pro bono tutor for the SAT, ACT, and writing for the Nehemiah Neighborhood Center for underprivileged children and families. He also tutors high school students for the SAT, ACT, and writing/essay during the summer, offers pro bono college admissions consulting, and is a board member and scholarship chair for the iWrite Literacy Foundation.

He and his wife work together and have a three-year-old son, Joseph. The family loves to play and watch soccer.

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Specialty: C

Stacy (Muffy) Fox (CT) has been an IEC



for three and a half years and an associate member of IECA for two years. A former senior editor at *Greenwich Magazine*, she also taught at several schools in New York, the Latin

School of Chicago in Illinois, and Greenwich Country Day School in Connecticut.

After receiving a BS in elementary education from Skidmore College, she earned an MA in elementary education from Bank Street College of Education. She has attended several IECA conferences, as well as presented "How to Successfully Navigate the Boarding School Process" in Connecticut (2013–2014) and in Beijing and in Shenzhen, China (2015). She is a member of SSATB.

Among her volunteer efforts, Fox volunteered for a month in a Tanzanian orphanage with the Tanzanian Children's Fund and has organized the Greenwich Education Group's boarding school fair with colleagues for the past three years. She served on the boards of Arch Street Teen Center, the Boys and Girls Club of Greenwich, and Greenwich Adult Day Care. With her husband, she cochairs the parents' committee at Elon University.

Fox is married to Andy and has three sons ages 25, 23, and 22, all of whom attended a variety of public, private, and boarding schools based on their individual educational needs and profiles. Two sons have graduated from Elon University, and the third is a junior there. In her free time, she enjoys playing tennis.

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Specialty: S

continued on page 30

Joseph Heil (CA), a counselor and educational psychologist, has been an IEC for two years. For the past 18 years, he was a guidance counselor and college advisor at Analy High School in Sebastopol, CA.



After spending undergraduate years at the USAF Academy and the University of Maryland–College Park, Heil was in the first group of school psychologists trained at Gallaudet University in Washington, DC, where he received his MA and a certificate of advanced graduate study in school psychology. He has done advanced graduate study in counseling psychology at the California Institute of Integral Studies in San Francisco. He is a member of WACAC.

Heil served as the only nondisabled person on Pacific Bell's Advisory Group on Persons with Disabilities and was the first director of the West County Consortium for Special Education in Sonoma County, CA. In his first years at Analy, its four-year college matriculation rate doubled, and he was responsible for developing one of the first comprehensive web presences for a guidance department in Sonoma County.

A former intercollegiate athlete, Heil is a long-time soccer and golf coach, and has been honored as Sonoma County League and Redwood Empire Coach of the Year on multiple occasions. He is an avid hiker, gardener, home brewer, and golf club maker; loves traveling; and speaks Spanish, German, and (signs) American Sign Language.

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Specialty: C*

Praskovia (Panya) Jain (Canada) has been an IEC for more than 15 years and an associate member of IECA for the last year, working with Russian-speaking families from all over the world as they select educational



institutions—boarding schools, colleges, and universities—in Canada and the United States. As a Canadian Registered Immigration Consultant, she also helps students with the required study permits.

Jain holds an MEd in Russian language and world literature with a minor in English from Moscow Pedagogical State University. She is an associate member of TABS and a member of International ACAC (OACAC), and ICCRC (Immigration Consultants of Canada Regulatory Council).

Jain writes about education in Canada and the United States for Russian family websites and magazines, explaining the Russian and North American educational systems' similarities and differences, and has translated her two websites as well as brochures and application forms into Russian.

In addition to her volunteer work at her children's schools, she also volunteers for Russian-speaking organizations that assist families with immigration or education questions. She is married, has two teenagers, and one Labrador.

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Specialties: S (+I)*

Melissa McViney (UK), an IEC for five years and an associate member of IECA for three years, currently works at A-List Education in the London office. In the US, she worked as an educational consultant with Marks Education in Bethesda, MD.



McViney is in the process of completing a certificate in college counseling from UCLA Extension. She received her BA in sociology from Trinity College (CT). Prior to working in education, she earned a JD from Catholic University Columbus School of Law and spent several years working as an attorney. She attended IECA's 2012 Summer Training Institute.

In addition to volunteering as a mentor and reviewing applications for the Sutton Trust US Programme, which is part of the US–UK Fulbright Commission, she serves as an admissions volunteer for Trinity College.

McViney lives in London with her husband and two young children and loves living abroad and exploring Europe with her family. She credits the travel and working with UK/international students who are interested in attending university in the US with fostering her professional growth.

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Specialty: C*

Lynne Rosenfeld (NJ) has been an IEC for five years and an associate member of IECA for three years. She has also worked as a college essay coach, an SAT/ACT verbal coach, an English tutor, and an adjunct instructor of English at County College of Morris. She earned a BA and an MA in English from the University of Michigan and an MSW from New York University. Rosenfeld is a member of NJACAC and NASW, and she attended IECA's 2012 Summer Training Institute.



As a volunteer college essay coach for the College Summit college preparatory program in 2010–11, she helped inner city high school juniors with their college preparations. She is a board member of the Women's Association of Morristown Medical Center, a past elected member of the Randolph Township Board of Education, and the immediate past president of the Sisterhood of Morristown Jewish Center.

Married for 28 years, Rosenfeld has a 25-year-old son; a 24-year-old daughter; and a three-year-old pound hound named Oliver, with whom she forms a certified pet therapy team and visits hospitals, nursing homes, schools, and therapeutic facilities. Her hobbies are reading, writing, hiking, and travelling.

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Specialty: C*

Professional Member Retreat Snapshots



University of Richmond President Ronald Crutcher greeted each attendee as they arrived on campus.



"For two years now, I have been in awe of the Professional Retreat. I'm able to share my ideas and best practices with colleagues, as well come away with valuable information to implement into my own business. It's a win-win for everyone, and I'm looking forward to next year!"

—**Shereem Herndon-Brown** (GA)

"Attending the Professional Retreat was a chance to put the oxygen mask over my nose and mouth first. By attending to my professional needs for two days, I returned to work with renewed vigor, new ideas, and new business practices that, in the end, will enable me to serve my clients better."

—**Allison Matlack** (MA)



"I truly enjoyed the small setting of the retreat. This allowed for much more personal networking with colleagues and created long distance opportunities with each other."

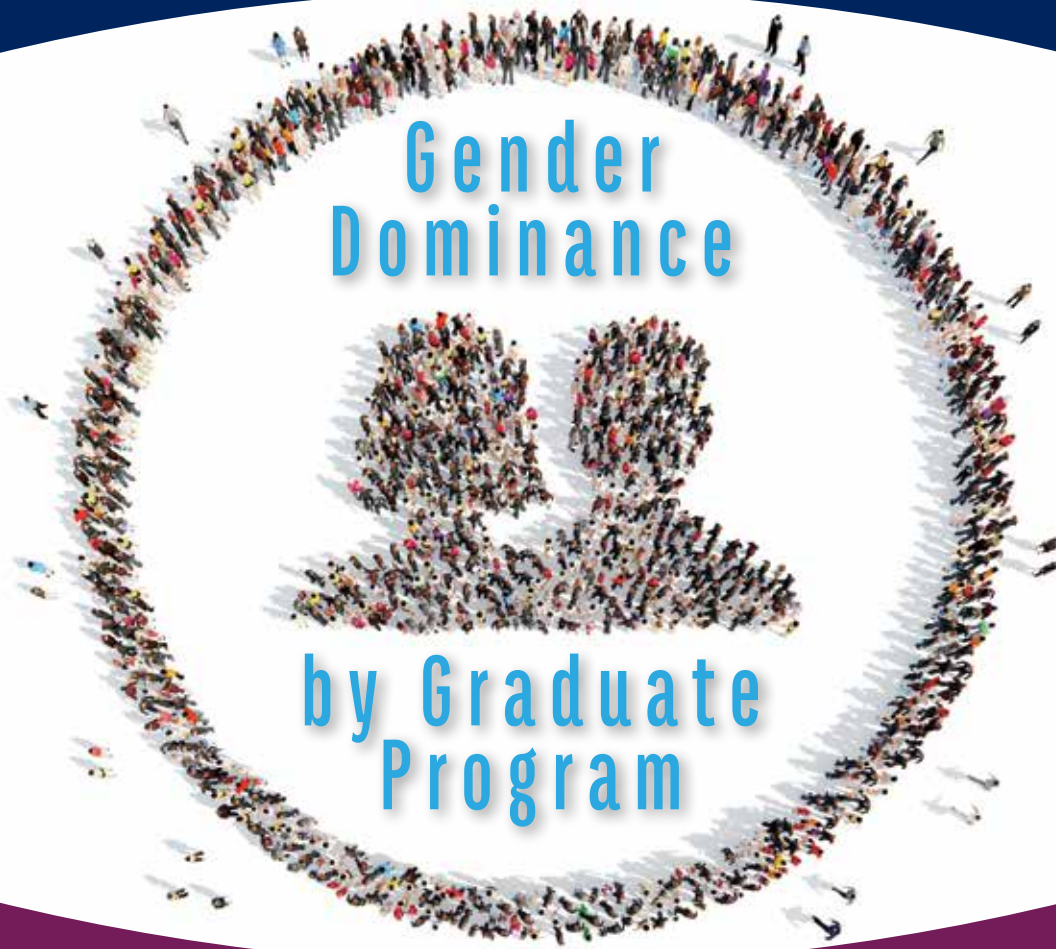
—**Ibrahim Firat** (TX)

ONE GREAT IDEA

Retreat attendees were asked to bring One Great Idea to share with others. We compiled these ideas and handed them out at the Retreat. Here is Sue Crump's submission:

Over the years, I have developed and continually revise hand-outs for my clients. The problem was that I couldn't always remember which handouts I had given to which clients. I was continually sending emails that started: "I can't remember if I've sent this to you before, but please find attached..." So I developed what I call my "Client File Checklist" which I staple onto the inside back of every client file. I've listed every handout as well as action items like: "Discussed Letters of Recommendation" and "Discussed SAT Subject Tests." There are 24 items on this one page list, as well as space afterwards for me to write the date that I gave the handout or discussed the item. Though I write notes after each client session, it's much easier for me to look at this one page sheet than to have to look back over my notes if I'm wondering if I completed something. For those of you who use Guided Path or something similar, this may not be helpful, but it's made my life easier.

The Back Page



Source: Council of Graduate Schools 2015

(Entering Class 2014-2015)

Engineering	Male 75%	Female 25%
Math/Computer Science	Male 67%	Female 33%
Physical & Earth Science	Male 61%	Female 39%
Business	Male 58%	Female 42%
Biology & Agriculture Science	Male 46%	Female 54%
Arts & Humanities	Male 44%	Female 56%
Social & Behavioral Science	Male 39%	Female 61%
Education	Male 25%	Female 75%
Health Science	Male 23%	Female 77%
Public Administration	Male 22%	Female 78%

The most enrolled: 75,000 in Business 74,000 in Education 59,000 in Health Science



The IECA Foundation is the force that leverages the knowledge, professional skills, and funds of IECA members, sponsors, and donors to help underserved students map pathways to success.

Milestone Year

by Robin Abedon, Foundation Chair



The year 2016 is a milestone year for both IECA and its Foundation. For IECA it marks forty years of service to families making educational decisions. For the Foundation it marks twenty years as the philanthropic arm of IECA. Twenty years ago, leading members of IECA, together with **Mark Sklarow**, had the desire to encourage its membership to serve not only those who could afford to hire independent educational consultants (IECs) to help children and young adults find the best possible choices to accomplish their education, but also to serve those who could not. There was a commitment born in the minds of **Brooke Dudley, Steve Antonoff, Judy Berg, Jean Hague** and several others that our IECs should, as an association, do more to meet some of the great unmet needs of the underserved. The IECA Foundation was formed.

The Foundation has met its mission well in twenty years. As it looks ahead to the next twenty years, however, there is the recognition that the future needs are ever increasing. The Foundation, working together with its parent, IECA, can do more to serve the underserved.

From my earliest days as a member of IECA, I was drawn to the work of the Foundation, eager to introduce worthy non-profit programs to the opportunities to connect to small grants to support their important work. I take on the duties as Chair with enthusiasm and caution. I need the help of all of our constituents who have supported it for the past twenty years. I seek the help of each and every member of IECA to provide both financial support and outreach to those we serve. Spread our good word to our larger world. It is important that our organization, recognized as

a leader in our field, is known not only for the work we do as paid IECs, but also for the work we do in our volunteer capacities. I do believe a strong Foundation adds to the strength of IECA.



"Every program the Foundation supports offers donors the chance to make a significant impact on the lives of youngsters and their families. Of course I get to do that each and everyday with my clients, but through the Foundation, I am part of something much larger. My reach extends beyond the programs I know to wonderful initiatives that I never could have found on my own. And, I have the privilege of joining with the world's best colleagues to make terrific programs happen."

Jody founded Dobson Education Services in 1998 after 30 years working with kids and families at four nationally recognized independent schools. He supports the Foundation every year.

Three Reasons to Give Now

1. Twice the usual number of worthy programs have approached the Foundation for support
2. Every grant proposal the Foundation is seeing this year has an IECA member involved as a volunteer or donor
3. If you give now, you won't forget!

News IECA Members Can Use

Twenty Years and Counting

To celebrate the foundation's twentieth birthday, 20 IECA members will have the chance to direct a grant of \$1,000 to a not for profit of their choice. "This is a terrific way for us to celebrate the many ways IECA members are involved in their communities," says **Luisa Rabe**, 20th Anniversary Chair. "Look for emails from the Foundation and read the spring issue of IECA's *Insights*, so you can participate. In the meantime, decide which organization you might want to support. Remember, too, to encourage organizations to look at the Foundation website: www.iecafoundation.org."

Follow Up: 2015 Irv Katz Award

Honoree Barbara Pasalis, directed the award's \$2,000 grant to the Greek Orthodox Church's St. Demetrios Philoptochos Society Literacy Committee, and earmarked it for The Bridge Avenue School. Barbara is actively involved in the Literacy Committee, which provides tutoring, school supplies, clothing and hot lunches to three inner city Cleveland schools. The Bridge Avenue School, a small, independent middle school in Cleveland, serves previously unsuccessful students. Tuition is free for all students, and using the Wilson Reading System, teachers and volunteers successfully improve students' reading skills up to 4 grade levels in a single year.

The \$2,000 grant from the award was used by the school to purchase licenses for MindPlay, an Internet software program that augments the school's Wilson Reading Program. MindPlay helps students strengthen their skills in phonics, vocabulary and grammar.



Janine Lambros (far left) and award recipient Barbara Pasalis, members of the St. Demetrios Philoptochos Literacy Committee in Rocky River, OH, observe students hard at work on the MindPlay Educational Software Program at The Bridge Avenue School in Cleveland, OH.

February/March 2016

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Thank you to these donors for their support in 2015!

as of Dec. 31, 2015

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