

VISIONS

ACCA



College Counseling Identity

Donald A. Strano
Slippery Rock University

I have been asked to contribute to *Visions* in the form of a column for counselor educators. I assume that I have been invited because of my current role as a counselor educator. However I come to this task as more than a counselor educator. We make meaning out of any message within a context (that does sound like a counselor educator talking) and I would like to provide some context for my message.

After completing undergraduate work in human development, masters work in counselor education and family counseling and a doctoral degree in counseling and educational psychology I moved into the world of college counseling. My doctoral internship was completed at a university counseling service. I discovered a world of practice that was exciting, challenging and rewarding. From there I worked as a staff member in a university counseling service, assistant dean directing disabled student services and alcohol and other drug prevention and then directing the clinical services and training program in another university counseling service. Currently I am a full-time faculty member of a masters level counselor education program.

Through these experiences I discovered what a wonderful and fertile training ground the college counseling environment is for counseling professionals. One of the most stimulating and enjoyable parts of my professional life was the time I spent coordinating a training program through a college counseling service. There I was able to interact with a group of enthusiastic students. In that setting trainees are able to apply many of the skills and theoretical models they are exposed to in their academic program. Trainees have the opportunity to work with clients who in general are intelligent, bright, articulate, and by definition goal directed. This can be contrasted with many community agencies which often require much

more case management activities than what we would view as counseling.

Unfortunately I discovered another aspect in the college counseling world that is discouraging. As seems to be the case with the counseling field in general and particularly through the American Counseling Association (ACA) there remains a lot of debate and conflict around the issue of a professional identity. As a member of the Association of Counselor Education and Supervision (ACES) I participate on their list serve. There is a periodic and seemingly regular thread that emerges around this issue of identity, frequently attempting to differentiate counseling (the ACA version?) from Counseling Psychology. It certainly is easy to argue that this is at least in part driven by money but certainly there are some differences in epistemology as well as standards for training since the American Psychological Association (APA) moved away from masters level licensure and ACA seems to embrace it.

I believe that no where is this issue more true than in the college counseling world. Historically it appears that much of college counseling has been affiliated with Counseling Psychology. Many counseling centers are staffed by Counseling Psychologists and proudly serve as APA approved pre-doctoral internship sites. Although I see more variety today this remains a relevant issue. In communicating with college and university counseling centers to place students for fieldwork I have been informed that the clients and presenting issues are just too severe for masters level interns to work with. Even though my students are completing a 60 credit accredited masters degree program which leads to licensure as a professional counselor in the state.

This puts an issue up front for counselor educators and I believe college counseling as a whole. That is the definition of college counseling. My experience in several college counseling services was one of separation and disconnection from student services as a whole. The counseling service was viewed as a mental health center staffed by "doctors" who were the experts. College counseling as a profession must move beyond the restrictive ideas of individual psychotherapy toward a more inclusive view of

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From the President

Mark S. Freeman
Rollins College, Florida

We are looking forward to a great ACA convention in Atlanta this spring from April 7th to April 10th. ACCA has 18 conference sessions scheduled for you as college counselors. In addition to relevant workshops we have several ancillary sessions for college counselors wanting to connect with new colleagues or re-connect with old friends. The Executive Board will meet all day on April 7th from 8:30- 5:00 PM in the North Tower of the Omni in the Walnut room.

Our committees have a meeting space and time dedicated to discuss division business. Be sure to discuss with your committee chairs whether there will be a meeting for your group or not. Committees will meet in the Birch Room in the South Tower of the Omni at 8:00 AM to 9:00AM on April 8th.

The Editorial Board of the Journal of College Counseling will be meeting for an hour and a half this year on Saturday, April 9th from 2:00-3:30 in the Redwood Room in the North Tower of the Omni.

This year we are excited to have Scott Barstow, our legislative liaison from ACA, join us for the "Forum on College Counseling" on Friday, April 8th in the Walnut Room of the Omni North Tower from 1:00 PM- 2:00PM. He will be discussing the legislative initiatives most relevant to college counseling this year. Continuing education credits will be provided for those attending the Forum.

Just after that meeting in the Redwood Room of the North Tower will be our annual resource and tee shirt exchange. Be sure to bring some of your best "share wear" and resources including information on programs useful for college counselors.

Our social events are exciting this year. We will have our annual ACCA reception complete with a grand array of delicious hot hors d'oeuvres. The reception will be held on Friday, April 8th in the Spruce Room of the South Tower at 5:00 PM to 7:00 PM.

Our annual Brunch, business meeting, and awards ceremony will be served from 10:30 to 12:30 on Saturday April 9th in Dogwood B of the North Tower in the Omni Hotel. Tickets for the event are \$35.00.

There are lots of great workshops and presentations on college counseling. We have five invited speakers- one 90minute session, two 60minute sessions and three poster sessions from our last national conference presenting. We hope you can attend and support our fantastic division this year because Atlanta is so accessible to all of us.

If you cannot come for some reason, please see our web site for the on-line professional development opportunities. We have two courses. One course is improving your skills with students who suffer from test anxiety. Our own Joyce Thomas is the author of the workshop. The other course deals with how to develop policies and manage the suicidal student within the college setting. The two authors for this great workshop are Perry Francis and M.J. Raleigh. These sessions are complete with interactive audio recordings of the author's voices. Check it out at:

www.collegecounseling.org



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our role. Counseling is not something that only happens in an office behind closed doors. It is part of a wide variety of student services including career counseling, health promotion, alcohol, other drug and violence prevention, services for students with disabilities among others. Developmental, systemic and post-modern models would suggest that we need to understand our clients within these contexts.

As counselor educators we must broaden our view of counseling and train our students to work within this environment. In this way we have an opportunity to impact the very identities I discussed above. It is not an issue of "severity" of presenting problems, but what is the best way of helping students address these problems and continue to develop. The world of college counseling is a wonderful training setting because it is a defined system which we have access to. To act in a reductionistic way rather than an inclusive one limits the possibilities.

**"Education is not the filling of a pail,
but the lighting of a fire."**

William Butler Yeats



By-Laws Update

Joyce R. Thomas

ACCA Secretary

Ozarks Technical Community College



Jump Ship or Leadership?

Carol Holland

ACCA State Divisions Chair

Slippery Rock University

In response to suggestions and requests made by numerous ACCA members, the ACCA Executive Council unanimously voted to propose a change to the Membership section of the ACCA By-Laws. The proposed change would affect Article II (Membership), Section 2, (b). The current language of this section of the By-Laws reads:

ACCA Membership only (non-voting)

Open to those who support ACCA's goals but do not hold membership in ACA. They shall not have the right to vote or hold office.

The proposed change would read:

ACCA Membership only

Open to those who support ACCA's goals but do not hold membership in ACA. ACCA-only members shall have the right to vote, but not to hold office.

This proposed change will require a vote by ACCA members at the business meeting during the 2005 ACA Convention in Atlanta.

The business meeting and brunch is scheduled for Saturday, April 9, 2005, from 10:30 a.m.-12:00 p.m.

In addition to this proposed change, we will also be voting on another By-Laws amendment at the Business Meeting: one which concerns procedures to follow in the event that a vacancy occurs in the office of the president-elect-elect [Article III, Section 4 (c)]. A full description of this proposed By-Laws addition can be found within the Fall 2004 edition of *VISIONS*.

If you have any questions regarding these proposed amendments to the By-Laws, please contact me at thomasj@otc.edu

The *College Counseling Advocacy Booklet* is a valuable tool for promoting college counseling services among students, parents, administrators, campus personnel, and the general public. Available at: <http://www.collegecounseling.org/about/index.html>

The American social/political activist, Faye Wattleton once said, "The only safe ship in a storm is **leadership**." Some ACCA state divisions have had to weather stormy conditions as memberships dwindle, mutinies occur and our divisions jump ship. Feel like you are on a deserted island? a fish out of water?

Many of us have just returned from our national ACA conference reely refreshed and reenergized. I challenge each of you who are members of a state division to cast renewed energy into your state division, shore up your leadership, tie up loose ends and keep your eye on the horizon. The horizon will lead you to a destination that will help you to feel less isolated, more sure-footed personally, politically and professionally. Some state divisions have taken the plunge.

WV The West Virginia Counseling Association in conjunction with the West Virginia College Counseling Association will be hosting a conference entitled, "Ethics: The Soul of the Profession" and "Psychopharmacology: Drug Information for Counselors," on Friday May 20th at West Virginia University.

LA The Louisiana College Counseling Association, in conjunction with ACCA, will host a drive-in workshop on April 22 in Baton Rouge. ACCA's own Dr. Karen Humphrey of Texas A&M will be the present two workshops: "Adaptive Grieving Styles" and "The T-F-D Model for Counseling."

MI The Michigan College Counseling Association and its president, Tyrone Collins, are developing membership recruitment and retention strategies.

GA In February the Georgia College Counseling Association held its 12th annual conference entitled "Counselors: Making a Difference One Student at a Time" at St. Simons Island. Their keynote speaker was ACCA President, Dr. Mark Freeman. Participants enjoyed dozens of exciting educational presentations while tackling CEUs. Grants were awarded for students, including the Graduate Student Meritorious Service Award to barge into the professional

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Is College Really for Everyone?

John Hipple
University of North Texas

Over and over again I hear discussions on how we must get and keep more and more young people in college. President Bush says it, state legislators say it, college presidents say it, and the popular press beats the drum loudly. But, is that really the 'right' thing to do?

From my perspective we need to use a significantly different term. We need to talk about post secondary education and opportunities for life long learning. In my experience when many high school students, their parents, and teachers hear the term college, it gets translated into Four Year College. I think that is way off the mark.

In our complex society we need citizens who have been educated in many different ways. We need to validate that gaining a certificate in welding or heating and air conditioning is a worth while endeavor. Additionally we have to recognize how important union trade programs are. Then too, many great jobs are best learned through on the job training. And of course there is always the two year associate arts degree.

Over the many years I have worked as a counselor in a large university, I have talked to hundreds of young adults who are just not making it in college. They came to the university because they thought going on to college was the thing to do. It was the ticket to a good life. But for often complicated reasons they failed. Some were just not interested in what a four year college had to offer. Some were not adequately prepared and did not have the ability to compete and complete at this level. Consequently high numbers of these young people were believing they were failures. They were discouraged and disillusioned. All this often resulted in them starting over on their adult educational pathway with feelings of weakness and self judgments of inadequacy.

I believe it is our responsibility as counselors working in post secondary educational institutions to actively advocate and educate that there are many ways to get an education. This may mean we have to stand up to administrators who are pushing and pushing for higher enrollments and are calling for us to find ways to keep kids enrolled for longer and longer periods of time. We probably need to work

Counseling the Whole Person

Amy Lenhart
Collin County Community College District

Counseling the "whole person" can be a challenge. Consider foreexample, the individual who has just lost a job, is going through a divorce, and is presenting with symptoms of depression. Which should counselors attend to first: the client's career concerns or the adjustment concerns? Alternatively, how might a counselor address these issues simultaneously?

Make no mistake-career counseling and "personal counseling" are tied closely together. Ignoring the connection between the two does a disservice to the client and presents ethical challenges, namely, neglecting the serious adjustment concerns like depression or ignoring other career transition concerns.

How do counselors appropriately attend to the client who presents with career concerns and adjustment concerns? First and foremost, counselors need to be educated in both domains. All too often, persons who possess the title 'career counselor' at colleges do not have master's degrees in counseling. Consequently, clients who present with complex career and personal concerns do not receive the service they need. For persons who have been educated as professional counselors it is important to acknowledge that humans come as a package; counselors can not separate them into nice little compartments. The majority of people spend more time at work than they do in other areas of their lives, and ignoring this is a mistake.

John Krumboltz was right when he said "the problems of finding a new direction and seeking a new job are so monumental that they create panic reactions just as severe as those associated with agoraphobia or any other phobia" (1993). Many clients are not sure how to reach out, and helping them find new direction requires many of the same skills required for "personal" counseling.

Finally, being able to work with a client as a "whole person" means having an understanding of developmental concerns, career development theories, and counseling theories. It also requires expertise in applying these theories and techniques in the context of individual concerns.

Krumboltz, John D. (1993). Integrating Career and Personal Counseling. The Career Development Quarterly, 42,143-148.

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College/University ACA Sessions

Melanie M. Bullock
University of Texas - El Paso

In addition to the great events sponsored and recommended by ACCA, there are 592 Educational Sessions at this year's ACA conference! In this issue we have highlighted those that we believe will be of interest to college counselors.

CHOICES: A Brief, Indicated Prevention Program for High-Risk Drinking Among College Students

Friday, April 8, 2005, 8:00 a.m. - 9:00 a.m.

Georgia World Congress Center, Room A409

Mark S. Woodford, The College of New Jersey,

Joe Hadge and Melissa MacDonald

High-risk drinking on college campuses can result in accidents, risky sexual behavior, poor grades, and violations and/or arrests. Indicated alcohol abuse prevention programs target those students who are already engaging in high risk behaviors and are experiencing significant problems from drinking alcohol. This presentation will be an introduction to the implementation of CHOICES, an indicated prevention program for high-risk drinking among undergraduates.

The Quality of Relationships Between Academic Counseling Programs and College Counseling Centers: A National Survey

Friday, April 8, 2005, 11:45 a.m. - 12:15 p.m.

Georgia World Congress Center, Exhibit Hall, Booth: PS1

Bruce S. Sharkin, Kutztown University, and Lisa P. Coulter

Although academic counseling programs and college counseling centers within the same university often collaborate and share similar goals for supervision and training, there has been no assessment of how well these two departments work together. This national survey of academic counseling programs and counseling centers was done to examine the quality of the relationships between these two departments.

College Counseling Care: What Do Our Minority Students Need From a Counselor?

Friday, April 8, 2005, 11:45 a.m. - 12:15 p.m.

Georgia World Congress Center, Exhibit Hall, Booth: PS8

Monica Z. Osburn, University of North Carolina - Pembroke, and Derrick Paladino

Research shows that African-American, Latino, and Native-American students use college-counseling centers

We Are Not Alone

Stephanie J. Fujii
Estrella Mountain Community College

I have just got back from New York. It is a wonderful city- so diverse, so many activities, things to do, shows to see, music to hear, places to shop and they seem to have a Starbucks at every block. The lights, the action, the food- the extreme bitter cold which seemed to freeze this poor AZ girl's body to the core... Awesome place. But, while I enjoyed the city tremendously, I was not there just for play, but to attend the League for Innovation in the Community College 2005 Conference. "The League is an international organization dedicated to catalyzing the community college movement." (website: http://www.league.org/league/about/about_main.htm) and despite having been at a community college for nearly nine years, I had never attended. I am so glad I did, if for one main reason (there are actually a lot, but this was the one which left a huge impact on me): It AFFIRMED counseling services ("real" counseling- master degree level professionals) as being an important priority for the future vitality of student development services in community colleges!

As many of us, ACCAers have lamented the future of college counseling in light of events happening on college campuses and the abolishment of counseling centers and counselors across the country, it was so refreshing and exciting to hear a group, the National Council on Student Development, (an affiliate council of the American Association of Community Colleges), discuss their support and belief in counseling services. This was at a session presented by Dr. Joseph Watson of Columbia Greene Community College and Dr. Rosemary Woolley of St. Louis Community College. It seems we, college counselors, spend so much time preaching to the choir, that I was thrilled to find others (not in counseling) who share our passion- who get what it is we do!

Now, an important part of the information presented addressed the issue of how we, as community college counselors, must work with our college leadership to "reaffirm, or redefine, the role that counselors play in the learning and development of students focusing on critical roles in three key areas: direct service to students, institutional support and assessment and continuous improvement." (NCSD report, *Toward the future vitality of student development services: redefining the legacy in*



Announcements!

Changes in the ACCA Executive Committee

President-elect: Paul Fornell - Paul is the associate director of the Career Development Center at California State University - Long Beach. Paul is currently serving his second term as ACCA treasurer and is also president-elect of the California Association for Counseling and Development. Paul has been the recipient of the ACA Professional Service Award and the NMCA Outstanding Leadership Award.

Treasurer: Cynthia Bing - Cynthia is the associate director of the Counseling Services at the University of Texas - Arlington. Cynthia is the past-president of the Texas College Counseling Association and was the recipient of the Outstanding Counselor of the Year Award for TCCA in 2002-2003.

Board Member-at-Large: Greta Davis - Greta is the Student Development Coordinator at the University of North Texas Dallas Campus. She is pursuing her doctoral at the University of North Texas. She has served as secretary and president of the Texas College Counseling Association. She has published in JCC and has also presented at the ACCA national conference.



American College Counseling Association
Third National Conference

**Exploring New Frontiers in
College Counseling**

Reno, Nevada

October 3-6 2006

John Ascuaga's Nugget Casino Resort

New Faculty Interest Network

A new ACES interest network has been developed titled the "New Faculty Interest Network" (NFIN). This network is designed to provide support, mentoring, networking, and other connections to new counselor educators (untenured and/or not promoted) and doctoral candidates thinking about becoming counselor educators. NFIN is a new interest network that is just beginning to surface in the ACES organization.

NFIN's first meeting will occur at ACA on Friday April 8, 2005 from 11:00 a.m. to Noon in the ACES suite. We hope that new counselor educators and/or doctoral candidates will join us. NFIN has also set up a listserv. To join the listserv please send an email message to listproc@uncg.edu and in the body of the email message, please write subscribe NFIN-L YourFirstname YourLastname. If you have any questions about the interest network, please feel free to contact the Heather Trepal heather.trepal@utsa.edu

Public Awareness and Professional Advocacy

ACA Conference attendees, we need YOU! The Public Awareness and Professional Advocacy (PAPA) Committee will be meeting during the ACA conference on April 8th from 8am to 9am in the Birch Room of the Omni Hotel's South Tower. One of our current projects is to revise the "Advocating for College Counseling" document and we need your input on that and many other important projects. If you plan to attend or have questions, please contact Melissa Spriggs at mspriggs@gwu.edu.

LCCA & ACCA Drive-In Workshop

LCCA and ACCA Join Forces for First Drive-in Workshop The Louisiana College Counseling Association, in conjunction with ACCA, will host the first drive-in workshop on April 22 in Baton Rouge. ACCA's own Dr. Keren Humphrey of Texas A&M will be the present two workshops: "Adaptive Grieving Styles" and "The T-F-D Model for Counseling." ACCA hopes that this is the first of many collaborative drive-in workshops between ACCA and state divisions.



ACCA On-line Continuing Education Programs

Two new online continuing education courses are now available from ACCA & Professional CEU.

A Creative and Collaborative Approach to Test Anxiety Counseling

Joyce R. Thomas, LPC, NCC

Director, Counseling & Career Resources




Ozark Technical Community College

3 Contact Hours

\$30 for ACCA Members

\$45 for non-members

“Test Anxiety” is NOT a new phenomenon on campuses of higher education. Participants in this on-line course will:

-  have a clearer understanding of what test anxiety “looks like” among college students,
-  add numerous, effective test-anxiety counseling techniques to their repertoire, and
-  have a renewed understanding of how collaboration with other departments can be a win-win situation for all involved.




Ethical and Policy Issues When Dealing with Suicidal Behavior on the College Campus

Perry C Francis, Ed.D., LPC, NCC.

Texas A&M University-Commerce and

Mary Jeanne Raleigh, M.A. New England College

This course consists of three modules:

-  Ethical considerations when working with students who present with suicidal behavior.
-  Suicide assessment with college students.
-  Policy and procedure considerations for counseling centers and colleges/universities.

For additional information and to register for one of these convenient online continuing education courses visit:
www.collegecounseling.org or www.ProfessionalCEU.com

New Resource for Campus Counselors

Arri Sendzimir
The Jed Foundation

The Jed Foundation has developed a UDBD.org to help campus counseling and other healthcare professionals better distinguish between bipolar disorder and depressive disorders in the college-age population. It is hoped that this website will guide professionals toward the appropriate identification of these potentially life-threatening disorders.

Each year, approximately 15 percent of the nation’s 15 million college students suffer from a depression that renders them incapable of functioning normally. They skip classes, isolate themselves from their friends, and turn inwards in a downward spiral of hopelessness that for some, if left untreated, may lead to suicide. It is estimated that 1,100 college students commit suicide annually on U.S. campuses. Quite often, mental illnesses go undetected in college students, and even when symptoms of a mental illness are recognized, they may be misdiagnosed. For example, one-quarter to one-third of all people who present with symptoms of depression actually suffer from bipolar disorder, not unipolar depression.

“The Jed Foundation is committed to reducing the suicide rate of college students,” says co-founder Donna Satow. “It is very important to equip college counseling and other healthcare professionals working with students with additional information about these conditions that, when untreated or inappropriately treated, may lead to suicide. The Jed Foundation is grateful for the support of Eli Lilly & Company in the development of www.udbd.org.”

UDBD.org is a free online resource that includes general information about depressive and bipolar disorders, tips for differentiating between these conditions, case studies, and risks factors for suicidal behavior.

The Jed Foundation is a nonprofit organization dedicated to reducing the young adult suicide rate and improving the mental health support provided to students by universities nationwide. Phillip and Donna Satow established the Jed Foundation in 2000 after the loss of their son, Jed, a sophomore in college. The Satows discovered that far too few mental health resources were available to college students, and there was inadequate evidence-based programming for colleges to adopt. The Satows have turned their personal tragedy into a nationwide effort to help mental health services on college campuses.

Strong Interest Inventory

Sparkle Greenhaw
University of North Texas

In my work with college students, I am always looking for new and effective assessments and inventories. I have recently become reacquainted with the Strong Interest Inventory and have found it to continue to give insightful feedback to college students. The Strong measures client interests in a variety of areas and matches these interests with specific careers. The Strong assesses clients' Holland Themes, evaluates their Personal Style Scales, and suggests occupations that best fit their interests. College counselors can use the Strong to help students in a variety of ways.

Obviously, the Strong can be used to help students decide what career to pursue. The results provide feedback on how similar the students' interests are to more than 100 occupations. The Strong provides students with ten occupations that best fit their interests, and feedback on how their interests compare to other career areas. Also, this information can guide students in choosing coursework in the specific areas of their interests. College counselors can review the results of the Strong with students and facilitate movement toward goal setting and student growth.

The Strong can also help to verify or validate that students are on career paths that fit with their interests. I recently administered the Strong to 17 graduate and undergraduate students studying Counselor Education. All but one of these students' interests matched clearly with the counseling profession. Because of these results, many of them reported feeling reassured of their decision to pursue counseling as a career. This reassurance may have facilitated greater confidence and self-esteem in the students as well.

One of the counseling students reported very diverse interests. She was interested in both counseling and culinary arts and was trying to decide which to pursue as a career. The results of her Strong reflected these distinct interests. Through reviewing and discussing her results, the student decided to pursue counseling as her career and satisfy her interest in culinary arts by taking cooking classes on the weekends. This insight seemed to clarify the student's career goals and provide a way to satisfy both of her interests. College counselors can help to provide students with this type of feedback, clarification, and reassurance.

The Strong can give students insight into their ideal work environment. The Personal Style Scales measure comfort levels regarding leadership, risk taking, learning environment, and work style. This feedback may help to ensure students' that their interests and career aspirations translate realistically into satisfying, day-to-day work environments.

Although the Strong Interest Inventory has been used with college students for many years, it can still provide them with contemporary and insightful feedback. College counselors, who are not already utilizing the Strong, should consider adding it to their list of helpful inventories. The Strong can be administered manually or online (www.cpp-db.com/), and can be utilized by college counselors in a variety of ways.

From the Editor

Melanie M. Bullock
University of Texas - El Paso

Thanks to all of you that contributed articles, news items, and suggestions for the Spring 2005 issue of *Visions!* Thank you for choosing ACCA's *Visions* as a place to share your work.

Welcome to Dr. Donald Strano of Slippery Rock University who has graciously agreed to be the editor for our new Counselor Educator Column.

The goal of *Visions* is create a valuable resource through which we can disseminate information of interest to current and future college and university counselors, as well as the latest news from the ACCA and ACA. To meet this goal we need your help! We invite you to submit articles, mini-case studies, literature reviews, and announcements or reports on what is happening in the "world of college counseling." In addition, please let us know what you would like to see in future issues! *Visions* is published November, April, and July. Submissions are usually due four weeks prior to publication.



Send submissions for the summer issue to mmbullock@utep.edu no later than **June 1, 2005** Please include *Visions* in your email subject line.

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scene. Numerous awards were also presented including the Advocacy Award, Outstanding Professional Contribution and the Professional Leadership Award. GCCA's buzz word was BIGGER, EVER, and it was.


If you do not have a state division or region, embark on that journey. Cast a wide net for others with enthusiasm, reel in others and don't flounder alone. You don't have to surf the net far to the ACCA website to find the State Division Chair, Scott Borne (sborne@dcc.edu) to find that professional oasis that you have been searching for. Happy sailing!

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more closely with counseling organizations, teacher groups, parent organizations, and the media to help them recognize that just talking about going on to college is not enough. Our youngsters need to have a realistic view of all of the post secondary educational opportunities that are available to them

It is also important to recognize that all labor has value. Right now U.S. census data indicates that among adults only 26% +/- hold a four year college degree. That means there are millions of individuals who are making a satisfactory life with less.

And of course, this definitional pathway I am suggesting requires that well education and experienced counselors be available to students at all level of their secondary and post secondary experience. Counselors have to well aware of all aspects of the world of work and be able to articulate this information to students, parents, teachers, administrators, and the public at large. It may be a bit self serving, but I don't think educational institutions can cut corners by employing under trained individuals to serve as counselors.



COUNSELING:
A Creative Force in the Fabric of Life
American Counseling Association
Annual Convention & Exposition
April 6 -10, 2005
Georgia World Congress Center
Atlanta, GA
<http://www.counseling.org>



CAS promotes quality programs and services for students and provides standards and guidelines for accreditation self-studies, assessment of student learning and development, and program development.

Our association supports the work of CAS and is a member of CAS and is a member of the CAS Board of Directors. For further information visit www.cas.edu

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2004, recommendations from the 2004 colloquium) This means we, as counselors, need to consider how we provide services- No more sitting on our offices, waiting for the students to come and do "therapy." We need and we can do so much more! Direct service can be through teaching, through programming (orientation, retention, undecided students, at-risk, etc.) and through counseling (workshops, career development, groups and yes, some appointments). We need to consider in what ways we can provide our colleges support in their institutional priorities through the unique and specialized skills and training we, as counselors, have and can contribute. If, the college is going to pay more for counselors (our salaries typically being higher than an academic advisor- what kind of "return"- bang for the buck- can they get from us?) And, finally, we must be actively involved in assessing and surveying our students about our services and be able to adapt to best address their needs, thus serving the needs of the college.

The website for the National Council on Student Development (NCSD) is <http://www.ncsdonline.org/default.asp> To learn more about the report mentioned earlier and the role of community college counseling, you can check out the NCSD website: http://www.ncsdonline.org/resources/Redefining_Legacy/presentations.asp

It's exciting to know that we are not out there alone. There are folks who value us and recognize our worth. YEAH!!!

ACA Sessions continued from page 5

less than their Caucasian counter parts. Are we doing something wrong? Are there needs of this population we are missing? How can we get these students to our centers for help? This presentation will focus on answering the above questions as well as providing specific examples of how to be a culturally competent center that is inviting to all students. The presenters will teach detailed approaches to addressing diversity and culture as it relates to the individual student and counselor.

Preventing Premature Termination From Counseling in University Counseling Centers

Friday, April 8, 2005, 11:45 a.m. - 12:15 p.m.

Georgia World Congress Center, Exhibit Hall, Booth: PS10
Greg Hatchett, Northern Kentucky University

The research literature increasingly supports a dose-effect relationship for counseling. In other words, better outcomes have been associated with counseling duration. Unfortunately, most college students will complete only a handful of sessions, and nearly 50% of students will exit counseling prematurely. Attendees of this program will learn more information about the counseling outcome literature and eight specific strategies for reducing the incidence of premature termination from university counseling centers.

Black and White College Students' Psychological Well-Being and its Relation to Their Assertiveness and Self-Concept

Friday, April 8, 2005, 11:45 a.m. - 12:15 p.m.

Georgia World Congress Center, Exhibit Hall, Booth: PS11
Harrison Davis, North Georgia College & State University,

This program discusses a research study that investigated the relationship of assertiveness and self-concept to the psychological well-being of Black and White college students. In addition, this study explored cultural differences regarding assertive behavior and self-perceptions between the two groups of students. The results of this research study are expected to assist counselors on college campuses with their efforts to help students from diverse racial backgrounds who suffer from various forms of psychological distress.

Psychoeducational Stress Management Groups for College Students

Friday, April 8, 2005, 11:45 a.m. - 12:15 p.m.

Georgia World Congress Center, Exhibit Hall, Booth: PS14
Deborah Jackson, Mississippi State University, and Roxane Durfrene

This presentation presents information regarding a psychoeducational group experience for college students that provides the student with (a) an introduction to the

physical and psychological impacts of stress, (b) identification and assessment of stressors and coping strategies, (c) an orientation to strategies for stress management, and (d) methods of application and practice of stress reduction and coping techniques to increase resiliency to stress. The target audience for this presentation is college counselors.

Counseling College Women for Body Image Resilience

Friday, April 8, 2005, 11:45 a.m. - 12:15 p.m.

Georgia World Congress Center, Exhibit Hall, Booth: PS16
Laura Hensley Choate, Louisiana State University

There is little literature that examines the protective factors that buffer some college women from the development of negative body image. It is important for counselors to understand these factors to work effectively with all women in building resistance to strong cultural pressures that influence the majority of women to be dissatisfied with their bodies. In this session, participants will discuss the presenter's holistic model of body image resilience that can be specifically applied to both counseling interventions and outreach presentations for college women.

ACCA Sponsored**A Creative & Collaborative Approach to Test Anxiety Counseling**

Friday, April 8, 2005, 11:45 a.m. - 12:15 p.m.

Georgia World Congress Center, Exhibit Hall, Booth: PS17
Joyce R. Thomas, Spokane, MO

Through creative collaboration with math faculty, the presenter, a college counselor, has witnessed an increase in acceptance and understanding for students' test anxiety issues on her campus. Countless students have been positively influenced by the collaborative strategies that will be presented at this poster session. These same strategies have produced positive by-products for the Counseling Department's reputation as well! Come add effective test anxiety counseling strategies and instructional techniques to your repertoire and renew your understanding of how collaboration with other departments can be a win-win-situation for all involved.

ACCA Sponsored**College and University Counseling Centers Online**

Friday, April 8, 2005, 11:45 a.m. - 12:15 p.m.

Georgia World Congress Center, Exhibit Hall, Booth: PS18
Melanie Bullock, The University of Texas at El Paso

Exploration of the effective use of the Internet in providing services is an ongoing concern for counseling professionals. This session will present research findings of how college and university counseling centers in the United States utilize the Internet to support and provide counseling services.

Needs Assessment for Latino Undergraduates: Describing a Growing Population

Friday, April 8, 2005, 1:00 p.m. - 1:30 p.m.

Georgia World Congress Center, Exhibit Hall, Booth: PS14
Laura Gonzalez, North Carolina State University

Latino college students are a growing population, and universities may need to collect more data to learn about them. Descriptive data will be presented from a fall 2004 survey at a large, public university in the southeast. Data will be shared regarding campus resource utilization and satisfaction, as well as student demographics, ethnic identity, acculturation, and self-efficacy beliefs.

ACCA Sponsored

Global Nomads: Mental Health Concerns and Student Success of an Invisible Population

Friday, April 8, 2005, 1:15 p.m. - 2:45 p.m.

Georgia World Congress Center, Room A305
Kevin F. Gaw, University of Nevada

Yearly, thousands of students step off planes from around the globe to enroll in North American colleges and universities. Many hold U.S. passports, sound "American," and look like the majority culture - yet most feel out of place. These students encounter challenging and sometimes overwhelming hurdles, impacting mental health and academic, personal and social success. These students are global nomads - having spent a significant portion of their developmental years abroad and have now returned "home." This presentation explores global nomad identity development, common adjustment challenges, reported clinical concerns, and how colleges can engage this population on our campuses.

ACC Sponsored

Creativity, Connection and Change: Perspectives from Relational-Cultural Theory

Friday, April 8, 2005, 1:15 p.m. - 2:45 p.m.

Georgia World Congress Center, Room A307
Dana Comstock, St. Mary's University and Georgia Klamon-Miller

Relational-Cultural theory (RCT) posits that healthy psychological development and well-being occur in the context of growth-fostering relationships characterized by mutual empathy and mutual empowerment. RCT also suggests that a primary goal of human development is to enhance and enlarge our relational capacities over the lifespan. This program is designed to increase participants' understanding of the experience of connections and disconnections in relational movement and the role of creativity in fostering relational resilience. Experiential techniques will be used to assist participants identify their strategies of disconnection and the role of creativity as a means for relational transformation will be explored.

Athletes Are People Too: Meeting the Performance, Developmental, and Psychological Needs of College Student-Athletes

Friday, April 8, 2005, 2:45 p.m. - 3:30 p.m.

Georgia World Congress Center, Room R1
Megan Neyer, Performance Systems, Inc., and David Marshall

Student-athletes represent a diverse and dynamic population on many college campuses. Due to the uniqueness of the athletic their lifestyles produce an array of stressors, which are often misunderstood or overlooked by family, friends, teammates, coaches, and mental health professionals. This presentation highlights student-athletes' developmental, psychological, and performance needs, discusses potential barriers to meeting these needs, and describes special considerations to take into account for mental health service providers who may find themselves working with student-athletes. Additionally, an array of potential services designed to assist and support studentathletes throughout their college careers will be proposed.

Multicultural Group Counseling and Psychotherapy: Converging Forces of Development and Healing

Friday, April 8, 2005, 3:00 p.m. - 4:30 p.m.

Georgia World Congress Center, Room A405
Donald Anderson, Radford University

The program is designed for group work and multicultural counselors in varying practice settings including clinical, school and university settings. The integration of the two specializations in counseling — group work and multicultural counseling — offers considerable promise for marshaling resources of the behavioral sciences to facilitate future human development in the context of cultural diversity. Culture is defined as the context within which diverse human behavior should be assessed and understood. Multicultural and group counseling are defined and key variables are delineated. Multicultural group counseling is outlined in relationship to key functions of screening, assessment, diagnosis and treatment planning.

Emotional Intelligence and Well-Being of International Students

Friday, April 8, 2005, 4:45 p.m. - 5:15 p.m.

Georgia World Congress Center, Exhibit Hall, Booth: PS12
Nancy Bodenhorn, Virginia Tech, and Carlos P. Zalaquett, Kok-Mun Ng

Participants will learn about the emotional intelligence, well-being, and adjustment issues of international students in U.S. universities gleaned from a large-scale Web-based survey. The research sought to address the lack of literature regarding international students' EI, well-being, and the

interaction of these factors in adjustment. The international student population is approximately 4.5% of college students, yet little is known about their mental health needs in relation to their emotional intelligence, which has been found to correlate positively with mental health in western populations. Counselors in community and college settings and counselor educators will benefit from this background knowledge in order to appropriately serve this population, which does not tend to access mental health services.

Using the MBTI in Career Counseling and on a College Campus

Saturday, April 9, 2005, 8:00 a.m. - 9:00 a.m.

Georgia World Congress Center, Room A316

Jennifer Nivin Williamson, Baylor University and Daniel Williamson

The objective of this presentation is to provide practical information concerning utilizing the MBTI in career counseling and on a college campus. We will discuss the role of the MBTI in the career counseling process at Baylor University, and how its uses have expanded beyond the doors of the career office to be used in courses geared toward aiding in retention, staff development, and leadership training.

Diversity From a Different Angle: First-Generation American Status

Saturday, April 9, 2005, 8:00 a.m. - 9:00 a.m.

Georgia World Congress Center, Room A406

Kathryn P. Alessandria, West Chester University

Research on White immigrant groups is missing from counseling literature. This presentation attempts to address this gap by presenting research on White ethnic groups and first-generation Americans. Immigration status can play a significant role in an individual's ethnic identity development, regardless of ethnic group. Qualitative and quantitative research regarding the development of FGAs' ethnic identity, and the optionality of ethnicity for White ethnics will be shared. The research focused on participants' experiences in college, however several experiences from elementary and secondary school settings were expressed that may have implications for school counselors. Case examples will be discussed. Handouts will be provided.

The Spirituality of Career Choice: Helping Your Client Live a Life That Matters

Saturday, April 9, 2005, 10:45 a.m. - 11:30 a.m.

Georgia World Congress Center, Room R3

Nancy Taylor, John Carroll University

In the aftermath of 9/11 an uncertain and often frightening world causes us to question what is important and

what matters. The answers to these soul-searching questions might be found at the point where spirituality and career choice intersect. At this crossroad one's personal vocation might be found and through it the key to living a life that matters. This session proposes a model for a creative process in which the counselor facilitates a client's progress through three stages of attention, discovery, and direction with the end result of living a life that matters. All counselors are welcome to come and discuss the application of this process to four cases. Discover how what we do as counselors to help clients find meaning and purpose in their lives becomes what makes our own hearts sing.

ACCA Sponsored

Body Image and Eating Disorders: Beyond the Basics

Saturday, April 9, 2005, 12:00 p.m. - 1:00 p.m.

Georgia World Congress Center, Room A301

Susan Belangee, Psychology & Counseling Associates

The purpose of this workshop is to go beyond the basics of body image and eating disorders by providing hands-on demonstrations of techniques that practitioners can readily use with clients. Attendees will receive a packet with complete instructions of how to use each technique with individual clients or with groups. This workshop would benefit practitioners working in settings such as schools, college counseling centers, and private practice.

Adult Development and Wellness: Implications for Non-Traditional Students

Saturday, April 9, 2005, 12:00 p.m. - 1:00 p.m.

Georgia World Congress Center, Room A406

Monica Zozone Osburn, University of North Carolina at Pembroke, and Richard S. Balkin

There are many factors that contribute to adult student's success. Some of these factors include (a) maintaining wellness; (b) balance of school, job, and family; (c) developmental readiness for re-entering college; and (d) the YAVIS factor. This program will address barriers to progress for the adult learner. Specific counseling strategies and tools for this population will be addressed. Research with culturally diverse adult learners will also be discussed.

Working With Prospective First-Generation College Students: A Primer for Counselors

Saturday, April 9, 2005, 12:00 p.m. - 1:00 p.m.

Georgia World Congress Center, Room A407

Melinda Gibbons, University of North Carolina at Greensboro,

Prospective first-generation college students, those who would be the first in their family to attend college, are a growing population with specific needs. Unfortunately,

these students are less successful entering and completing postsecondary education than their peers. The goals of this presentation are to (a) provide counselors with an awareness of and knowledge about first-generation students, and (b) help them understand both what is needed by this population and ways others have found success in providing this assistance. Components of successful college preparatory programs will be shared with discussion of how to help these students while attending middle and high school.

Peer Counseling: Costs and Benefits

Saturday, April 9, 2005, 12:00 p.m. - 1:00 p.m.

Georgia World Congress Center, Room A408

Melanie Bullock, The University of Texas at El

Paso, Michelle Duran and Ginger Dickson

Peer Education Groups on college campuses are not a rare commodity and can be one of the strongest assets a campus counseling center can have. This session will highlight the steps in establishing a successful peer education network on a college campus; explore how peer counseling groups may be utilized to increase interaction between graduate and undergraduate students; and affect recruitment and retention.

Iconography: Appropriate Use of Technology for Career Counseling and Teaching

Saturday, April 9, 2005, 12:00 p.m. - 1:00 p.m.

Georgia World Congress Center, Room A310

Marla Peterson, University of Tennessee and Aaron

Oberman

The presentation is based on theory and practice. Cognitive information processing theory will be used to show how graphic portrayals of one's life, hopes, and dreams can be used with clients and to show graduate students how to transfer Super's career development theory into practice. Each participant will receive: (a) the www address for downloading a template that students or clients can use to develop an iconographic matrix of their life based on Super's notion of recycling of career development stages, (b) a list of www addresses that are particularly good for locating images and graphics that can be used to develop the iconographic matrix, (c) an example of an iconographic matrix, and (d) a list of simple steps for using the technology required for developing the matrix.

Presidential Featured Session

Using Life Themes in Counseling

Saturday, April 9, 2005, 1:15 p.m. - 2:45 p.m.

Georgia World Congress Center, Room A305

Mark Savickas, Northeastern Ohio Universities College of Medicine

In response to changes in the social organization of

work and occupations, many career counselors are now using narrative counseling models and methods. Looking at lives as novels being written focuses attention on the themes that activate and characterize individuals in both their work and relationships. This presentation will discuss and demonstrate practical techniques for using stories to crystallize psychosocial identity, foster personal development, ease career decision-making, and improve work adjustment.

NECA Sponsored

Putting Light on the Career Path

Saturday, April 9, 2005, 1:15 p.m. - 2:45 p.m.

Georgia World Congress Center, Room A411

Michael Lazarchick, Burlington County One Stop Career Center and William Fenson

Expect a penetrating look at Employment Counseling, the Job Search Process and the Marketing of One's Career, meeting the demands of the 21st Century labor market. The presenter will provide very practical information in an entertaining format. Points will be clarified with short interactive processes and story telling. The approach will be holistic drawing from the physical, mental and spiritual realms. Content will be appropriate for helping street people through corporate executives and will certainly provide inspiration for your own person career path.

The Impact of Psychological Well-Being on Career Thoughts in a College Population

Saturday, April 9, 2005, 2:00 p.m. - 2:30 p.m.

Georgia World Congress Center, Exhibit Hall, Booth: PS12

David Strauser, University of Memphis, and Daniel Lustig

A major task of college students is to make effective career decisions. Psychological well-being is a construct that has been linked to positive psychological functioning and would appear to be an important construct related to effective career decision and reducing the level of dysfunctional career beliefs. This study examined the relationship between psychological well-being and dysfunctional career thoughts and continues to emphasize the importance of combining psychological and career counseling. The impact of psychological well-being on career thoughts is discussed in terms of counselor strategies.

Qualitative Research With African American College Women

Saturday, April 9, 2005, 4:30 p.m. - 5:00 p.m.

Georgia World Congress Center, Exhibit Hall, Booth: PS12

Angela Coker, The University of Alabama at Birmingham

The purpose of this presentation is to disseminate research findings regarding a qualitative study conducted at the University of Alabama at Birmingham, which involved

exploring issues and concerns of African American college women. Topics include: career development, relationship issues, financial stress, and academic attainment, and perceptions about counseling services. Issues related to doing qualitative research with African American college women are discussed.

The Sands of Creativity: An Experiential Approach to Career Exploration

Saturday, April 9, 2005, 4:45 p.m. - 5:45 p.m.

Georgia World Congress Center, Room A310

Smita Ruzicka, The University of Texas at Austin and Darin Ford

Career counseling assists clients in finding their true calling in the world of work. Career development issues have been typically explored in counseling through talk therapy. Clients may be challenged in finding their voice through this model as it could limit the affective expression of career issues. Play therapy, especially Sandtray methods have been successful in accessing the emotional and conceptual worlds of children and adults. Research and practice is limited when considering Sandtray techniques in career exploration. This dynamic presentation will examine the creative aspects of the Sandtray method and how it can be effectively integrated into career counseling.

Ethical Dilemmas Involving Confidentiality in College Counseling Centers

Sunday, April 10, 2005, 8:00 a.m. - 9:30 a.m.

Georgia World Congress Center, Room A301

Lisa Coulter, Kutztown University, Bruce Sharkin and Perry Francis

Panelists representing diverse college counseling settings will discuss the unique ethical dilemmas regarding maintaining client confidentiality that counselors often face given the fact that both they and their clients are members of and interact within a larger campus community. Case examples will be presented for discussion. Topics will include counselor handling of client information that arises from non-client sources, sharing of client information among staff counselors, and managing client confidentiality in merged counseling/health centers. An ethics representative on the panel will share their perspective and suggestions. Attendees will enhance their understanding of the ethical management of such situations.

College Counselors with Multiple Roles and Unique Considerations of Informed Consent: Implications for Counselor Preparation and Practice

Sunday, April 10, 2005, 9:45 a.m. - 10:45 a.m.

Georgia World Congress Center, Room A405

Greta Davis, University of North Texas

Special considerations exist regarding use of informed consent in college counseling settings, especially when counselors work outside a counseling center or serve in multiple roles on campus. College counselors who serve in dual roles (e.g., counselor and academic advisor) may especially have difficulty knowing when a counseling relationship begins. Ethical considerations of the use of informed consent in these unique counseling situations will be explored and implications and suggestions for counselor preparation and counseling practice will be discussed.

Considering the Vocational Development of U.S. Immigrants: Implications for Career Counseling

Sunday, April 10, 2005, 9:45 a.m. - 10:45 a.m.

Georgia World Congress Center, Room A407

Oula Majzoub, Kent State University, and Ljubica Malinajdovska

U.S. immigrants are unique populations that have not received attention in research on vocational development and choice. In the 1990s an average of 950,000 immigrants were arriving each year in the United States. Over 15 million immigrants are active in the U.S. labor force, earn over \$300 billion a year and contribute more than \$100 million in taxes. The presentation will include an overview of the U.S. immigrants' vocational needs, problems, and barriers. An overview of interventions to dealing with this population will be presented. The presentation will be based in theory and practice and provides implications for future research.

NCDA Sponsored

Career Development Facilitator (CDF): From Concept to Future Vision

Sunday, April 10, 2005, 9:45 a.m. - 10:45 a.m.

Georgia World Congress Center, Room A408

Martha Russell, Russell Career Services, & Judith Hoppin

The Career Development Facilitator (CDF) program meets the needs of those delivering career services in a variety of settings. It enables individuals to develop the skills and abilities and meet professional standards, guide lines and ethical behavior in order to work with the career counselors, the clients and the employers of today. This session will present an overview of the CDF program from the beginning to a vision of the future. Twelve CDF competencies will be outlined as well as the content of the 120 hour training program. Participants will be encouraged to

Marketing Strategies for College Counseling Centers by Bob Mattox

<http://www.collegecounseling.org/about/index.html>
(click on Advocacy for College Counseling)

ask questions and engage in selected CDF activities. They will also receive materials for further exploration of the NCDA Career Development Facilitator project.

Transcending the Barriers of Occupational Segregation: Career-Counseling Strategies for Traditional-Aged African American College Students

Sunday, April 10, 2005, 11:00 a.m. - 12:00 p.m.
 Georgia World Congress Center, Room A409
 Lisa Montgomery, The Pennsylvania State University

This proposal examines the potential impact of occupational segregation on the career decision-making process for African American college students. Job Queuing theory will be the primary focus. The presentation is designed to help career counselors develop sound strategies that will facilitate the expansion of career choices for African American college students, especially in the area of engineering and science-related fields in light of occupational segregation. These areas are selected, as it is these fields, which are generally associated with high prestige and high income (HPHI) and in which African Americans are traditionally underrepresented.

Barriers to the Achievement of African American Students on White College Campuses

Sunday, April 10, 2005, 12:15 p.m. - 1:15 p.m.
 Georgia World Congress Center, Room A412a
 Calvin Woodland, Bergen Community College

This presentation addresses the growing crisis of declining graduation rates of African American males in

America's colleges and universities. Educational attainment levels continue to be substantially lower for African American males in comparison to their female counterparts and other racial-ethnic groups. Qualitative data obtained through interviews with African American males will be examined to identify those institutional characteristics reported by this group as contributing to stress, which undermines students' ability to persist and complete their degrees. Recommendations for workshop participants to implement programs to increase student persistence and graduation rates will also be provided.

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