

V I S I O N S

ACCA



Performance Anxiety

John Hipple
University of North Texas

Performance Anxiety: Letting Go of the Tiger's Tail

Performance anxiety or stage fright is alive and well in the world of music. Within all genres of professional music, as many as 30% of artists struggle with this emotional pain.

Many studies show even higher rates among student musicians. Because the College of Music at the University of North Texas is so large, I have the opportunity to speak with many students who experience disruption in their playing ability. The following information comes from a handout which I provide for music students who present with the problem of performance anxiety..

Step One

Recognize that anxiety is only energy: emotional, physical, and intellectual. Energy is essential for good performance. The goal then becomes not eliminating anxiety, but re-directing it.

Step Two

Recognize and know that making music is your way of communicating. Be confident that the story you are telling is important and you have the talent, technique, and emotional energy to make your mark on the music and get that message to your audience.

Step Three

Remember that no matter how, what or where you play; you are not alone. You are part of an artistic team and a critical function of the team is to help each other.

Step Four

Acknowledge the fear, first to yourself and then to others in your life. Going public and not being secretive, minimizing, or denying in and of itself can be calming.

Step Five

Clearly identify your unique symptoms of anxiety. They may include sweaty palms, shallow breathing, racing heart, upset stomach, forgetfulness, social withdrawal, inappropriate use of substances (self medicating), avoiding fear producing settings (such as not singing in public), or a host of others.

Step Six

Your symptoms give you clues as to what intervention is required. If you are forgetting, are you totally and completely prepared and comfortable with the music? Are you as well rehearsed as you need to be? Seriously, there is a big difference between true performance anxiety/stage fright and preparation anxiety. If you have rapid breathing or heart rate, learning a set of relaxation techniques, which can be implemented prior to your performance may be required. If you have nausea or other stomach problems, something as practical as taking medication to stabilize your gut might help. Negative thinking and a sense of dread can be reduced by learning to remind yourself of your strengths and successes and this will place you in a positive rather than a pessimistic position. Prior to performing, taking some alone time in order to do deep breathing, positive fantasy, or meditation will help your sense of focus and concentration. Finding the 'right' combination of interventions may take some experimentation, but it is important to realize that you are taking charge of your anxiety rather than letting it take charge of you.

Step Seven

Step back and take into account what other stressors are going on in your present life. The anxiety, which interferes with performance, may be the final straw on a tall stack of other straws. By removing or resolving any of the other straws, the stress of performing can become less dramatic and anxiety while on stage will no longer be so great.

Step Eight

If there are historical issues which make up some of the back breaking straws, seeing a psychotherapist may be helpful in putting a new order and perspective to ancient issues.

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From the President

Mark S. Freeman
Rollins College, Florida

What a Great Ride!

As your outgoing president of ACCA I am happy to report we are doing marvelously as a division. We are one of the strongest and most cooperative divisions of ACA. Whew, Thank God! Frankly, I am relieved because I felt the burden of the mantle of responsibility this year. On a personal note, I have really enjoyed being your president and serving you and the profession of college counseling. Honestly, I was scared to death to lead our division before I started. I can tell you unequivocally that serving, as your president has been the **best professional and developmental experience** of my professional life this year.

Our Board is simply phenomenal. We all worked together and succeeded in achieving all of our goals this year. Everyone worked tirelessly for you. We practiced as “**servant leaders**” for you. I enjoyed leading so much that our Board nominated me for president of ACA in April. Leadership is such an important role for us to provide for our profession. My greatest wish would be for you to step up and advance yourself as a leader in ACCA. You, like me, have so many great ideas that if you commit yourself to ACCA we can excel together with your drive. We need your ambition and commitment for college counseling. It is up to us to make a mark in our profession. I must say it has been truly fun and rewarding. I can tell you that I have grown so much from all of the wonderful people who care deeply about our profession.

As your stewards we have been able to bring you many new member benefits this year. Here are a few initiatives this year among many.

- ☑ We have for members the professional CEU program that provides discounted continuing education credits for educational workshops-relevant to you as college counselors.
- ☑ You can read our journal and get continuing education credit for your own professional development!

- ☑ We support and host the counseling center director’s survey on our web-site for you to download at any time.
- ☑ We have research grant money for you and your graduate students to advance the profession of college counseling.

What more can you ask for? Well, watch out because here comes June Williams an awesome leader—ready to take ACCA from **good to great**. Keep your eyes open for our casebook in college counseling, a resource no college counselor should be without! Good luck June- you will be awesome! Thank you for supporting my vision and me- it has been a great ride filled with new true friends, colleagues, and great memories- go ACCA!

Warm Regards, Mark

Research Award Opportunities

Roxane Dufrene
Northwestern State University

ACCA will soon be announcing their annual research award opportunities for the 2005-2006 year. We encourage individuals to submit or be a part of a submission team for these great financial opportunities.

ACCA seeks to support innovative practice ideas and current research that fosters a greater understanding of professional counseling as it relates to college student populations and the professionals who serve those populations. Therefore, ACCA will award financial support in the area of college counseling. These investigations include counseling at community, vocational, and technical institutions as well as colleges and universities.

The competition is open to all members of ACCA. Students are especially encouraged to apply. STAY TUNED, information regarding applications, criteria of awards, and proposal content will be posted on ACCA’s listserve or website soon! Go to the **News and Special Events folder** on the main webpage: <http://www.collegecounseling.org/>. Requests for further information can also be directed to Dr. Roxane L. Dufrene, Northwestern State University Natchitoches, LA 71497; Phone: 318-357-5192, Email: dufrener@nsula.edu



From the President-Elect

June Williams
Southeastern Louisiana University

As I contemplate the day two weeks from now when I assume the presidency of this dynamic organization, I am experiencing excitement and perhaps a bit of anxiety. In the midst of the excitement I sometimes lapse into thinking such thoughts as “How in the world can I fill the shoes of Mark Freeman, an outstanding person and leader?” or “What if somehow I let the organization down?” or other similar thoughts. Then rational thinking returns, and I realize: It’s not about me! It’s about the organization.

I’d like to share with you a story that I hope exemplifies my thoughts on leadership – because, once again, it is not about me it’s about each of us and the organization as a whole. Some of you may be familiar with “Lesson from Geese.” I would like to briefly relate each of those lessons to ACCA. (I am sure that there are many versions of this. According to the website www.businessfundamentals.com/answer.htm, “Lessons from Geese” was transcribed from a speech given by Angeles Arrien at the 1991 Organizational Development Network and was based on the work of Milton Olson.)

Lessons From Geese

Fact One: As each bird flaps its wings, it creates an uplift for the bird following it. By flying in a V-formation, the whole flock adds 71% greater flying range than if it flew alone. That’s a fact. Seventy-one percent greater flying range than if each bird flew alone.

Perhaps for the upcoming year I may be the most visible “point” of the formation; however, without your support, encouragement, and involvement, I won’t go very far. My hope is not only to carry forth “my” vision, but rather the common vision of ACCA.

Fact Two: Whenever a goose falls out of formation, it suddenly feels the drag and resistance of trying to fly alone and quickly gets back into formation to take advantage of the lifting power of the bird immediately in front.

One of the things that has always attracted me to ACCA is that the emphasis of the leaders is on serving the organization rather than themselves. There is a unity and a

commitment within ACCA that I have not witnessed in many other professional organizations.

Fact Three: When the lead goose gets tired, it rotates back into the formation and another goose flies at the point position.

There’s wisdom to how ACCA is structured. We have an extremely strong executive council structure as well as healthy committee structures, truly a shared leadership. We rely on each other and support each other as we fly towards our goal.

Fact Four: The geese in a formation honk from behind to encourage those in front to keep up their speed.

I absolutely love this one! I invite you and encourage you to honk away to keep us on the right track and also to encourage us to keep going. Make your voice heard! If you are not in the formation, it will be hard for us to hear you!

Fact Five: When a goose gets sick, or wounded, or shot down, two geese drop out of formation and follow it down to help and protect it. They stay with it until it is either able to fly again or dies. Then they launch out on their own with another formation or catch up with the flock.

Certainly we hope that this doesn’t happen, but if it does, we must continue to support each other and step forward to take on additional responsibilities. We pick up slack when someone is having a difficult time.

I hope that “Lessons from Geese” gives you a sense of how I view my role as president of ACCA. In my goal statement, I outlined my vision for the organization, which included providing quality services to members, strengthening state divisions and regional networking, and pursuing a research agenda related to college counseling. Your leadership team will be meeting in late July to make plans for the upcoming year. We welcome your input. If you have any issues or concerns that you would like for us to consider, please e-mail me at jwilliams@selu.edu.

In conclusion, I ask you: Where are you in our organization’s formation? How can you support the flock? Have you “honked” to support your leadership and provide input? How does that compare with where you would like to be? I hope that you will accept the challenge to be an active and vital part of ACCA’s flying formation. With all of us together, no telling where we’ll end up!

Supporting the Academic Mission

Rick Hanson
Rockhurst University

How Counseling Centers Can Support the Academic Mission of the University

At my university there is increased pressure to demonstrate our effectiveness and show how we benefit students and/or the university as a whole. Part of this means doing a better job of assessing client satisfaction and clinical outcomes. This trend has been underway for several years and most counseling centers have made significant progress in terms of assessment efforts. However, since most administrators do not fully understand or appreciate the contribution of college counseling centers, it is easy to minimize our relevancy and view us as an ancillary service. For a good review on this topic, check out the Advocacy for College Counseling booklet on the ACCA website (About ACCA section).

If we aren't careful it is possible to spend a lot of time and energy showing that we are providing quality mental health services, only to have our work marginalized by the powers that be. This became very apparent to me this year when I received the annual report form from my Vice President. All of the Student Development departments were to "identify the specific goals for 2004-2005 which reflected some of the University-wide strategic goals/priorities – including leadership formation, assessment, and enrollment." I was then to identify specific goal related accomplishments (note that we were not given this directive at the beginning of the school year). No where was I asked for the number of students we had served, the types of mental health concerns reported by students, or the consultations we were providing to faculty and staff. The satisfaction surveys and outcome data we collected were included in an appendix as examples of assessments we used.

Having anticipated this trend on our campus several years ago, the counseling center began articulating our mission *not only* in terms of providing emotional support and mental health services, but also in supporting the academic mission of the university. The personnel in our Counseling Center have great relationships across campus, and we are well respected and valued for our mental health expertise. However, as conversations emerged, terms like "student formation" (understanding and developing one's

gifts and talents), retention, and enhancing academic success continued to be at the forefront.

Students' personal development and emotional wellbeing are foundational for optimal learning. We began conceptualizing some of our outreach in terms of helping students succeed academically. For instance, during the past four years we have offered a program for incoming first year students. We call the program Jumpstart and market it as a college survival skills program. Participants pay \$50.00 each for the eight week program. Topics include such college counseling staples as values clarification, time management, stress management, organization, study skills, and maintaining balance. This past year we collaborated with our Learning Resource Center and the Director of our provisional admission program to provide this resource for the student admitted under that criteria. This coming year we have been asked to repeat the program in the spring semester for those students who end up on academic probation after the first semester. It is very much a developmental college counseling program, but it was developed and marketed around helping students succeed academically, and thus aid in retention.

Another area where counseling professionals can enhance academic success is in the area of test anxiety. If you haven't received any training in this area, I would recommend that you consider the online CEU workshop available through the ACCA webpage. Occasionally we see students who find us on their own, but the majority of our referrals for test anxiety come from faculty. Students who perform poorly on tests frequently approach faculty about what they can do to improve. If the conversation reveals that the students really do know the material, faculty are often at a loss for what to recommend. Through intentional conversations and collaboration we have forged relationships with the departments where we know students are likely to experience or struggle with anxiety. For our campus that means math and nursing. Faculty are now quick to make referrals to the counseling center and view us as a great resource for themselves as well as the students.

I don't believe that we should abandon our traditional role as mental health providers. Trends suggest that students need us now more than ever. We have simply found it beneficial to remember that within the college setting mental health is not the end goal. The university exists to educate and train young adults. The degree to which we are perceived as being a vital link in the process only serves to strengthen our position and broaden our influence.

Prevention and Promotion

Donald A. Strano
Slippery Rock University

Prevention and Health Promotion: A Necessary Part of the Curriculum and Campus

We as counselor educators have a responsibility to assume a leadership role in our field. It is not our job to “buy into” an external agenda driven by other constituencies or economic forces but instead to give voice to the best practices and current knowledge base in the discipline. Practitioners in the field have the (unenviable) task of balancing the pragmatic realities of the workplace and demands of an organization with the scholarly messages from counselor educators. The practitioner is the one who must make the transition of knowledge to the workplace. However, counselor educators have a responsibility to be of assistance in that process.

I have previously emphasized the importance of expanding our definition of college counseling – particularly as it relates to the entry-level counselor’s professional identity. Counselor educators play a significant role in this process through curriculum development and the philosophy of helping presented to students. The title of a course alone provides a voice for how we view the profession. What do we value enough to include in our curriculum? Meeting the demands of accreditation standards still allows room for us to set an appropriate tone. Programs with visible emphasis on diagnostics, abnormalities and pathology speak in a clear voice – perhaps not the voice we should be using. Few things will speak more loudly about our view of college counseling than an emphasis on the pursuit of optimal health in all aspects of one’s life and within the campus community. Prevention of high risk behaviors through building healthy communities can be a successful strategy.

How and where in the curriculum to address prevention and health promotion as an approach to counseling is a difficult decision. The CACREP standards for College Counseling Programs do not help. No structure is specified, instead they require the inclusion of “knowledge of issues that might affect the development and functioning of college students (e.g., attention deficit hyperactivity disorder, sexual assault, various disabilities, eating disorders, substance abuse, stress) and methods and procedures that are designed to prevent, cope with, and/or deter them and promote healthful living.” While a common approach is to

include a topic in one course, a valuable alternative may be to infuse prevention and health promotion across the curriculum. If a counselor’s role in a higher education setting is to enhance and promote the student’s development then prevention and health promotion should be an underlying theme in all aspects of the curriculum.

There is a growing body of knowledge emerging around prevention strategies (some effective and some not so). This includes the adaptation of theories and models from the counseling world such as Motivational Interviewing and Cognitive Behavioral approaches to prevention efforts. Other popular approaches have emerged from research spurred by grant funding in these areas. The United States Department of Education Office of Safe and Drug-Free Schools has annual grant competitions to fund prevention programs addressing high-risk drinking, violent behavior, and to promote the development of alcohol and other drug prevention models. These are relatively large awards given to a number of institutions of higher education each year. In addition, a number of other departments in the United States government (e.g., the Department of Justice) also fund prevention efforts.

One notable approach to emerge is that of Social Norms Marketing introduced through the work of Wes Perkins at Hobart & William Smith Colleges in New York. The emergence of normative approaches emphasize the need to focus on organizations and systems within the curriculum. Understanding the campus culture and how to change that culture are essential. Training college counselors to be experts on organizational change is as important as their basic counseling skills.

There are a variety of other useful, if not essential skills in the area of prevention and health promotion. These include many connected to program development such as needs assessment, the creative design of program materials, marketing strategies and skills in adult education. Other relevant skills include program evaluation, and grant writing. We as counselor educators need to not only touch on these topics but present them in a practical and experiential way that connects them to efforts on our campus.

Training students to be counselors in higher education settings presents a unique opportunity. These trainees are living and functioning in the very community in which they are being prepared to work. Their entire program could be seen as a practicum experience. For example a prevalent

LGBTQ Students

Ginger L. Dickson
University of Texas - El Paso

Making Your Campus Safe and Affirming for LGBTQ Students

The right of students who are lesbian/gay/bisexual/transgender or questioning their sexual identity (LGBTQ) to enjoy a safe and enriching educational experience is becoming increasingly recognized on college and university campuses across the nation. More and more colleges and universities are establishing policies that prohibit discrimination based on a person's sexual orientation, and on these campuses the LGBTQ community is becoming more visible and viable (Lambda Legal, 2000).

Adoption of policies and practices that are supportive of LGBTQ people is an essential step toward creating a safe and affirming campus in which all individuals are valued and nurtured in their personal and academic development. Reports from many LGBTQ people indicate, however, that despite such measures, they continue to experience incidents of harassment and discrimination on campus (Rankin, 2003). Obviously, eradicating homophobia and heterosexism on campuses will require more than policy changes.

College counselors are in a position to affect positive change both within the counseling center and across the campus community. First, counselors have an ethical responsibility to ensure that the services that they provide are affirming and in the best interest of LGBTQ clients. In addition, counselors can participate in outreach and advocacy activities and collaborate with other campus departments to facilitate the development of a safe and affirming campus experience for everyone.

Counselors in campus counseling centers should examine current practices to determine if the services they provide are in fact affirming of LGBTQ students. Eldridge and Barnett (1991) provided the following guidelines for counselors to assess the appropriateness of services to lesbian, gay and bisexual students.

Written Acknowledgement

- ★ Are LGBTQ students acknowledged positively in center documents, websites, and advertisements? Do intake check-lists offer space to identify relationships with a significant partner/lover?

- ★ Are relevant support groups and services publicized so that students other than those already connected to the counseling center will receive the information?
- ★ Do problem check-lists include LGBTQ issues, and, if so, does the language used convey a respectful attitude toward the students facing these issues?

Verbal Recognition

- ★ Are LGBTQ concerns recognized verbally?
- ★ Are client requests to be assigned a gay or lesbian counselor honored? How are these requests handled by staff?
- ★ Are center counselors prepared to discuss the subject of sexual orientation comfortably with clients?

Visible Resources

- ★ Are topics of special interest to LGBTQ included as part of the informational pamphlets and brochures offered by the center?
- ★ Does the center have an updated list of local resources for LGBTQ students?

Outreach

- ★ Are counselors and/or staff of the center involved as a liaison or ally with LGBTQ organizations on campus?
- ★ Is the language used in any outreach program or training, including handouts, free of heterosexist bias?

Advocacy

- ★ Do staff members of the center actively work toward the abolishment of heterosexism and oppression on campus?

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Inspired Despite 100 Degrees

Stephanie J. Fujii

Estrella Mountain Community College

This past May, I was selected to be the faculty commencement speaker at my college's graduation. While I was immediately honored by the privilege to represent my peers, it was not until I was on stage, watching and seeing our students' faces that I was truly moved by the occasion.

My college does an amazing show at graduation. It's outside, despite the excruciating heat (it's Phoenix, in May, in 100 degrees, in full black regalia). The campus looks beautiful - little white lights on the trees, incorporation of music, and a big fireworks closing. For the past eight years (minus one for when I was birthing my son, so I was excused from attending), I have sat passively among the faculty in the rows behind the students. I have always appreciated graduation for what it represents: successful completion of degree requirements by our students. However, when I was up on the stage, where I could really SEE the action, my appreciation for graduation grew beyond the event. My appreciation was renewed and re-energized, because of the students.

The students are amazing. More than amazing, I am awed by them. You name it, we see it. While I was on that stage, I saw not only the few I had helped and worked with, but I got the opportunity to see them ALL. All who have benefited from the community college. I saw the first-generation, "working poor," single parents, teen parents, non-native English speakers, returning adults, re-careering adults, high school drop outs, a variety of cultural and ethnic backgrounds, etc. The diversity of the students was so rich and vibrant. They are brilliant, determined and disciplined students! After graduation, the students continue to do amazing things. Whether it be the non-native English speaker who will be spending this summer at Stanford doing research, or the learning disabled straight. A student who is continuing his education to become a teacher, or the twenty year old single mother who got her degree to ensure a better life for herself and her young daughter.

That's what we're about at the community college. Building better lives, one life at a time. As a counselor and a teacher, I've always known that at the personal level. At graduation, seeing those many faces, I saw ALL who have triumphed, changed, and who are actively building and investing in their futures. Wow! I am inspired and awed by them.

One Counselor's Journey

Jon Bolaski

Ross University, Dominica

On August 13, 2002 I arrived on the small Caribbean Island of Dominica. Years before I considered employment outside of my small town in western Massachusetts, only to have other influences, building a career, family responsibilities, and financial considerations become more central. Each of these responsibilities, at one time or another had an effect upon my "dream". Yet in the back of my mind I continued to hold out for that "one opportunity".

That dream became more of a reality with the support of my now grown children and a spouse (who has a career of her own).

I was invited to an interview on the east coast where I met several educators and medical professionals expressing interest in establishing a counseling service for students attending their medical school. Here I became aware of the schools twenty-six year history and over 4,000 graduates have entering U.S. residency programs. As I arrived to this interview I soon discovered that at mid career I was in for an opportunity that would challenge me personally, culturally, and clinically. The initial interview questions were basic and clearly presented: "our students need direction and support in dealing personal adjustments, social support, as well as clinical treatment options". With this a brief series of discussions assessing the scope of services as well as planning a comprehensive examination of the needs of professional students moving to a developing country in their pursuit of a medical education was initiated. I can recall that there was an expressed interest that the scope of practice that was to include students (and spouses), faculty, and their spouses as well as that of staff. This was somewhat daunting, for I began to consider and review possible boundary situations and wondering what I was getting into.

My initial visit to the island was both exciting and eye opening, in that it was evident that clinical services were the primary responsibility of the University and the referral options were close to non-existent. I soon discovered that there might be some measure of dual roles. Being aware of the possible dual role concerns was useful prior to beginning counseling as it became apparent that teaching and honor council and disciplinary roles were to be avoided. This allowed for academic and clinical team review to

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Masks College Students Wear

Steve W. Johnson
University of Texas - El Paso

There are my types of emotional problems among college undergraduates and many have a combination of emotional and behavioral problems. One of the greatest challenges college students face in coping with emotional problems is their struggle with self-concept. Unfortunately, many college students learned to hide their emotional problems in late elementary or middle school and were never identified as having any type of emotional disturbance. Long-term consequences of avoiding working through emotional issues often create doubts or uncertainties about themselves and how others perceive them.

Self-concept is an internal source of evaluation involving the totality of attitudes, opinions, and learned beliefs an individual holds to be true about his or her personal existence (Purkey, 1988). As such, it plays a dominant role in identity development and our perception of self in relation to others and the world in which we live. An important aspect of this discussion is the relationship between self-concept and psychological distress. Because self-concept is often associated with healthy functioning, such as greater academic achievement or a sense of general well-being, there is a need to consider if there is a connection between poor academic performance or emotional difficulties and student's self-concept.

Throughout childhood we receive a myriad of messages about desirable and undesirable aspects about self. These messages contribute to the development of a narrative of self. Recurring themes regarding specific attributes appear to be believed, internalized, and provide support for self-concept. Situational contexts during late adolescence and early adulthood that elicit similar messages affirm these narratives about self that were constructed in childhood.

Felt inadequacies common during times of emotional distress motivate us to compensate by engaging in behaviors that mask negative perceptions of self from others. Such compensatory behaviors include attempts of appear competent or helpless, avoidance, attention-seeking or distracting behavior, indifference, excessive pleasure-seeking activity, contempt, rigidity, and illness or injury.

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Six Emerging Leader Grants

Greta A. Davis
University of North Texas - Dallas

Purpose

The purpose of the grant is to provide financial assistance to encourage graduate students who are interested in the college counseling profession to present at the ACCA Conference in Reno, Nevada. Recipients will receive a grant that covers the cost of the conference registration fee (which includes two meals).

Eligibility

- Graduate students in counselor preparation programs who are interested in pursuing careers in college counseling.
- Emerging Leader Grant applicants must be members of ACCA.

Submission Requirements

Grant applicants must:

- Submit a program proposal (20-minute poster, 1.5 hour or 3 hour) for the ACCA Conference by the proposal deadline (See the Call for Programs included in this newsletter).
- At the top of the program proposal (before the program title) type the following:

I am a graduate student. I want to apply for the Emerging Leader Grant.

Notification

Grant recipients will be notified no later than January 31, 2006.

Questions?

Contact Greta A. Davis at gdavis@unt.edu or 972-780-3640.

**It does not matter how slowly you go,
so long as you do not stop.**

Confucius

Path of Persistence

Jamie Walters
University of North Texas

Getting accepted to graduate school may feel like the path of persistence and proceeding through graduate school may seem like an uphill battle due to the strenuous demands placed on students. Perhaps this explains why less than 10% of the U.S. population attains graduate degrees. You have probably already discovered that one must exhibit a great deal of tenacity and knowledge to get into graduate school, but what are some additional tools to enhance your success? Whether you are embarking on your first semester or have finished defending your dissertation and are beginning a new chapter in life as a faculty member, or a counselor, you may benefit from some helpful tips. Before traveling through your new role let's pack our bags with some tools for success. Four things that will ease your journey include finding a mentor, building friendships with classmates, joining professional organizations, and taking care of yourself.

Finding a mentor will help pave the way through graduate school, counseling sessions, or through your new role as a graduate teaching assistant. A mentor may provide you with the foundation of knowledge and experience to assist with guidance on your journey. Mentors may come in the form of student service employees, faculty, seasoned graduate students, or someone closer to home such as a parent or close friend. Remember, mentors may provide knowledge about classes and internships, resources such as editing or may act as a sounding board for conceptualizing new theories and techniques. Finding someone who will share life lessons and helpful tips can enhance your experience in graduate school.

Just as counselors confer and consult with colleagues, classmates also benefit from sharing experiences, fears, and uncertainties about taking on new and unfamiliar roles (i.e. such as becoming counselors). We never know when a semester long classmate may grow into a life long friendship or colleague. Whether for daily support, publishing in the future, or opening a practice, it is important to keep in touch with your classmates. Strong social support networks will be vital to your successful progression through the counseling profession.

Building friendships and a professional family beyond the classroom makes the journey much more enjoyable. Professional networking at conferences is a great way to

stay current on counseling research and techniques, explore universities for graduate programs, potential jobs, or to meet some of your favorite authors. You may gain opportunities from attending regional, state, and national conferences including presenting your own research and gaining cutting edge information in the field. Graduate programs encourage students to become active in counseling organizations and may provide financial assistance to foster this involvement, So Ask! Attending conferences is a great place to inspire others and be inspired for professional development. In addition, this experience can broaden your connections with scholars from across the globe. It is easy to gain a sense of belonging with your new academic family when you see colleagues at various conferences year after year. You may access conference information by getting on the ACCA and ACA websites. The third National Conference for the American College Counseling Association will be in Reno, Nevada on October 3-6, 2006. You may access current information regarding our organization, in addition to how ACCA assists graduate students at collegecounseling.org.

Finally, and perhaps most important in your personal and professional growth through your graduate counseling experience is to remember to laugh. Life and school may get stressful so laugh at yourself, laugh at the bumps in the road, and laugh with your clients and colleagues. Laughing and exercise release endorphins that help minimize the stress you may encounter in school or in the counseling profession. Whether you garden, meditate, run, or watch cartoons, keeping a balance through relieving stress will foster both personal and professional growth.

Remember that as thriving counseling graduate students we will be most helpful to our clients if we maintain a healthy balance in life. Four ways to enhance success include connecting with mentors, classmates, colleagues, and remembering to laugh. Life and graduate school are about taking on new opportunities and stepping out of our comfort zone. The following suggestions have helped me when taking on new challenges and have eased the uncertainty that accompanies stepping into new roles. So remember that the next time you begin a new journey you have the traits and skills you need to stay on the path of perseverance.

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>



2005 Awards

During the 2005 ACA Conference in Atlanta, the American College Counseling Association recognized several members for their accomplishments and dedication to the profession. Congratulations to all ACCA professional awards recipients.

ACCA Research Awards

- ★ Joshua Watson, Mississippi St. University, Meridian
- ★ Ruth Chao, University of Missouri

Outstanding Contribution to Professional Knowledge Awards

- ★ Harrison Davis, North Georgia College & State University
- ★ Derrick Paladino, University of North Texas

Meritorious Service Awards

- ★ Melissa Spriggs, George Washington University
- ★ Shannon Andreas, Rollins College
- ★ Kevin Gaw, University of Nevada-Reno
- ★ Harrison Davis, North Georgia College & State University

2005 ACCA Emerging Leader Grants

- ★ Lisa Flint, University of North Carolina-Greensboro
- ★ Pamela Jenkins, University of Florida
- ★ Sang Min Lee, University of Arkansas
- ★ Melanie Purdy, University of Nevada-Reno
- ★ Jennifer Whitney, Ohio State University



2005 Election Results

President-Elect: Paul Fornell



Assistant Director, Career Development Center, California State University - Long Beach. Current ACCA Treasurer

Treasurer: Cynthia Bing



Associate Director, Counseling Services, University of Texas - Arlington. Her areas of expertise include personal counseling, career counseling, study skills, and academic problems.

Member-at-Large: Greta Davis



Student Development Coordinator for the University of North Texas Dallas Campus. Her responsibilities at the include coordinating career services, personal counseling, disability accommodations, learning services, and student activities and organizations.

ACCA Events at the 2005 ACA Conference in Atlanta



ACCA Booth



Mark Freeman, President
June Williams, President - Elect



ACCA Brunch



Mark your calendars!

ACCA's Third National Conference Exploring New Frontiers in College Counseling Reno, Nevada, October 3 – 6, 2006

Our conference will be held at the beautiful John Ascuaga's Nugget Casino Resort. This event is being co-sponsored by the Nevada College Counseling Association, which is a strong and vital state college counseling organization. The convention will feature:

- Practical sessions that support your professional growth
- Continuing education relevant to the practicing college counselor and psychologist (with CEU credits)
- Opportunities to gather with fellow professionals for learning and networking
- Fine food and entertainment
- A relaxed atmosphere for learning and recreating.

It is the goal of the ACCA to support the profession of College Counseling by offering quality opportunities for development, growth, education, and networking. This convention is your chance to partake in the benefits that ACCA provides. It is also your chance to share with your colleagues the programs, information, and education that you have acquired in your career. This is your conference, focused specifically on the needs of the profession of College Counseling, designed to help you be the best professional you can be!

Call for Programs

We are seeking programs that are practical and relevant to the practice of college counseling at all levels of higher education. In particular we want proposals in career counseling and personal counseling. Please consider this your invitation to attend the convention and share your knowledge with others in the field.

Directions for submitting proposals:

1. Follow the outline provided below for all proposal submissions.
2. Save the proposal in MS Word with the first several words of the title of the proposal as the title of the document.
3. All proposals must be submitted electronically as an e-mail attachment using MS Word. If you have concerns about this format, contact Sylvia Shortt at the Student Development Center, 678.839.6428; University of West Georgia: sshortt@westga.edu
4. Send e-mail submissions to Sylvia Shortt: sshortt@westga.edu
5. Each presenter must attach her/his vitae or résumé.
6. Deadline for submission: All proposals must be received by **October 3, 2005**.

Format for proposal submissions:

- I. Program Title
- II. Program Description (not to exceed 300 words)
- III. Abstract (exactly as you would like it to be printed in the conference program; do not exceed 150 words)
- IV. Goal(s) of session
- V. Session/learning objectives
- VI. Program length: a) 1 ½ hr. b) 3 hrs. c) 20 minute poster (graduate students only)
- VII. List A/V equipment needs (Overhead, flip chart, TV/VCR available, but **MUST** be requested in advance, using the program proposal. Presenters using PowerPoint or other presentation software must provide their own laptop computer. If you have a portable PowerPoint projector, help ACCA reduce significant conference costs and bring that, too. Otherwise, the projector must be requested with the proposal – last minute requests cannot be honored.)
- VIII. Lead Presenter Information
 - A. Name
 - B. Degree
 - C. License or certification (specify abbreviations)
 - D. Title
 - E. Institution
 - F. Phone number
 - G. Fax number
 - H. E-mail address
- IX. Co-presenter(s) Information (same as above for each co-presenter)

Please note: All presenters must attach a vitae or résumé along with the proposal. For additional information visit the conference pages on our website at <http://www.collegecounseling.org>

*Performance**continued from page 1***Step Nine**

Medication may be necessary. This will require finding a qualified psychiatrist who has at least some familiarity with the art and physiology of making music so an appropriate medication can be introduced.

Step Ten

Carefully think through the situations in which your performance anxiety kicks in. For some musicians, they may do quite well in performance situations, but only get anxious/fearful in auditions or juries. If this fits, prior to the situation in which you are anxious sit back, relax, and in your mind's eye remind yourself of your strengths and successes. Get a clear picture of your last successful musical performance: think it, feel it, hear it, 'touch' it. And it is from that positive mental position you step out on stage to audition.

Step Eleven

If you are a perfectionist and believe that every time you play/sing you have to be perfect, get a grip. Live music is rarely perfect. Your challenge is to play as best you can at the moment, be ready to play through 'mistakes', and remember that the vast, vast proportion of the audience is there to be 'entertained' and is not interested in criticizing you or finding fault.

Step Twelve

Give yourself credit for caring about the quality of your music. If you did not care, you would not be anxious.

Step Thirteen

Finally, recognize that a major part of performance anxiety is fearing the fear; by being less afraid and taking charge you will be less anxious.

This information is the basis for both individual and group presentations with students. I am often asked to speak about stress and anxiety during the students' studio classes or departmental meetings. I am also very committed to working with Teaching Fellows, who carry large teaching loads, and helping them see how they can work with their students who experience anxiety. I believe that by educating 'gate keepers', I can actually cut back on the numbers of students who need to seek the services of a professional counselor.

Dr. John Hipple is a Counselor in the Counseling Center at the University of North Texas. He works primarily with student and professional musicians. He may be contacted at hipple@dsa.admin.unt.edu

*Prevention**continued from page 5*

approach on many campuses is that of service-learning; incorporating an experiential/service component into the curriculum. The college counseling student's community is the campus. Incorporating active efforts on campus through relevant courses serves multiple purposes. It provides numerous opportunities for students to transfer knowledge from the classroom to practice, to develop real skills in prevention, at the same time providing valuable service to the university and supporting the efforts of student service offices on campus.

*Journey**continued from page 7*

consider possible pitfalls as well as opportunities in advance, but no matter how effective that preplanning may be there can be surprises, here the implementation of supervision, support, and clarification of needs allowed for one's survival.

Prior to this point there had not been a needs assessment to determine the clinical and support needs of the community. Working with the campus psychiatrist (also a member of the Behavioral Science department) we coordinated the development of an instrument to assess medical school stress, support, and substance abuse as a tool to provide more information into the needs of our student community. This survey was developed initially through a pilot project then the entire campus of 1200 students was asked to participate in responding to the questionnaire. The results were both expected and unexpected with individual and family needs being factors in adjustment, housing, wellness and safety concerns, as well as financial. What was interesting was the low number of students indicating substance abuse issues/concerns as well as involvement in counseling (this was discussed as a possible issue associated with perceptions/misperceptions with confidentiality as well as fear of utilizing services in relation to inclusion in academic records). While the focus of services has been supportive, there are the traditional here, possibly more so due to the stress associated with academic performance; anxiety, adjustment, depression, eating disorders, suicidal thinking, decompensation, and loss. Also, many of these students hold undergraduate, graduate and professional degrees (DMD, DC, PhD, MA, BS, and an assortment of certifications: Registered Nurse, EMT, RT, etc) which potentially becomes a concern as one's ability to seek out and utilize counseling support may be mediated by perceived [lack of] acceptance by students and potential future colleagues). Yet, working with students and (hopefully)

future colleagues in a welcoming country that has limited financial services and resources has proven to be an exciting opportunity in the exploration of skills that future physicians seek personally and professionally: listening skills, establishing trust, a working relationship, as well as compassion.

This department has gone through several changes during my tenure with the resignation of two clinicians (one psychiatrist and psychologist, returning to practice elsewhere) to the hiring of additional clinical staff (in addition to teaching responsibilities).

As we enter the beginning of our third year we have implemented a comprehensive intake procedure, including an internal network of review and complimentary service provision that includes, coordination of services with the Health Center, the University Emergency Response Service, and Administration (we are in the Caribbean and tropical storms and hurricanes, and recently earthquakes, result in a heightened sense of vulnerability), as well as internal procedures for referral for medication review/assessment.

This system is not perfect and there are many areas to expand and to consider (students at the University, many of which are first or second generation) make for a truly multicultural needs and require sensitivity to beliefs and expectations. With students from Europe, the Middle East, Asia, and North America you can expect adjustments as well as multiple opportunities to learn clinically while assisting students in their journey to become practicing physicians in the States.

How does a clinician take both personal and professional risks? Why leave one's "zone of comfort" to relocate and to work with individuals from diverse cultures in a contrasting culture? And what expectations, as well as beliefs, require challenging in this journey?

We all have opportunities, every day and in many situations, that growth and change does happen over the whole lifespan one can attain some measure of satisfaction in the awareness that we can shape our own future.

Marketing Strategies for College Counseling Centers by Bob Mattox

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






ACCA
On-line Continuing

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

LGBTQ*continued from page 6***Staffing**

- ★ Is there a nondiscrimination statement within the institution and/or counseling center that includes sexual orientation?
- ★ What efforts are made to recruit LGBT counselors in order to effectively serve LGBT&Q students?
- ★ Are position vacancies advertised in media likely to be read by LGBT candidates?
- ★ What attempts are made to screen out applicants who may hold heterosexist attitudes or who may not be committed to ending discrimination and oppression of all groups?

Answers to these questions will help counselors identify current practices that are LGBTQ affirming, practices that need to be changed, as well as additional areas that can be pursued in promoting a safe and affirming campus for LGBTQ students. A periodic assessment of services will help to ensure that counseling centers are maintaining a proactive stance in the elimination of a heterosexist and homophobic campus environment.

These guidelines should not be considered to be all inclusive, nor should they serve to justify in-action. Once the practices within the counseling center meet the guidelines established above, advocacy and outreach efforts can be expanded. For example, counseling center staff can advocate for the implementation of institutional policies that are nondiscriminatory on the basis of sexual orientation, provide equal access and equality in all benefits and services provided to all employees and students, and encourage the active recruitment of LGBT and/or LGBT-sensitive administrators, faculty and staff (Blumenfeld, n.d.).

In addition, a number of outreach and advocacy programs can be implemented to educate the campus community and to provide support and guidance for LGBTQ students, specifically. Following is a list of programs and activities in which counseling centers can provide a supportive function or initiate independently.

Activities that Promote an LGBTQ Affirming Campus:

- ★ Establish mentoring programs for LGBTQ students
- ★ Create safe spaces for discussion of LGBTQ issues-Safe zone programs.
- ★ Create an office for LGBT issues and concerns.

Activities that Promote an LGBTQ Affirming Campus:

- ★ Establish support groups for LGBTQ groups for minority populations.
- ★ Provide training sessions to the entire campus community regarding homophobia/heterosexism.
- ★ Provide training that addresses LGBTQ issues and concerns to administrators, faculty and staff.
- ★ Provide consultation to faculty regarding the integration of LGBTQ issues into courses throughout the curriculum.
- ★ Provide training to campus health care professionals regarding special health needs and concerns of LGBTQ students.
- ★ Other activities that fit the needs of your campus community.

Resources that Promote an LGBTQ Affirming Campus

- ★ Education-Related Lesbian, Gay, Bisexual, Two Spirit and Transgender Links
<http://www.lgbtstlearning.org/links.html>
- ★ Making Colleges and Universities Safe for Gay, Lesbian, Bisexual and Transgender (GLBT) Students and Staff
<http://www.outproud.org/articlemakingsafe.html>
- ★ An Introduction to University Anti-Bias Policies A Companion to Lambda's Guide to Student Advocacy for University Anti-Bias Policies that Include Sexual Orientation
<http://www.lambdalegal.org/cgi-bin/iowa/documents/record?record=658>
- ★ Why Do We Need Safe Zone?
<http://www.campuspride.net/whysafezone.asp>
- ★ Making Colleges and Universities Safe for Gay, Lesbian, Bisexual, and Transgender Students and staff
http://www.lgbtcampus.org/resources/making_colleges_safe.html
- ★ LGBTQ Mentoring Program Celebrating one year of helping gay, lesbian students
<http://chronicle.uchicago.edu/020110/lgbtq.shtml>
- ★ UCSB's Gay, Lesbian, Bisexual, Questioning or Transgender Mentoring Program
<http://career.ucsb.edu/students/lgbmentoring.html>
- ★ The Work of LGBT Campus Resource Centers: By Ronni Sanlo, UCLA
<http://www.campuspride.net/ronnisanolgbtresourcecenter.asp>

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Masks

continued from page 8

Most often, it is compensatory behaviors that are identified when counseling undergraduates with emotional problems. In working with these students, it may be useful to identify what purpose or function such behaviors serve. Helping students identify motives for such behaviors provides an avenue for them to examine their narratives of self. While there may not always be a direct cause-and-effect relationship between self-concept and their specific emotional problems, it is likely that constructions of self may influence the way in which the student copes with such difficulties. Often, identifying the narratives that influenced the development of self-concept can provide possibilities in resolving emotional distress.

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