

VISIONS



From the President

Paul David Fornell
California State U. - Long Beach

Thinking about Leadership

As I approach the $\frac{3}{4}$ mark of my presidency of ACCA, I'm taking a few minutes this beautiful Sunday afternoon (yes, leaders sometimes have to work on beautiful Sunday afternoons!) to reflect on what we have accomplished so far, what still lies ahead and then into the future under presidents Hanson and Gaw.

My theme this year of Advocacy has been richly supported by the Executive Council of ACCA, and by many, many members of ACCA. Every week I have spoken to members via email and telephone and have heard your stories about your battles to maintain the integrity of your position and your place in our profession. Hopefully my support and suggestions have helped you with those battles. I have also been contacted by numerous news sources seeking commentary on a variety of issues that impact each and every one of us and especially our student-clients. Again, it's been an honor for me to use those interviews to "lobby" on your behalf and to help educate the members of the media who oftentimes aren't clear about who we are and what we do. Advocacy is an ongoing effort and as long as I'm a practicing Professional Counselor I'm sure that I'll keep fighting. And, advocacy is fueled by integrity.

Integrity is probably the most important characteristic of leadership. A leader must at all times take the high road and always tells the truth. Integrity might mean different things to different people but as a leader in a professional association that represents thousands of dedicated professionals across this country it must always mean the truth. But, the funny thing about the truth is that no two people see the truth exactly the same way. There has been a flurry of emails recently about what constitutes a Counselor Educator, and how they compare to other professionals

in our helping professions. You can bet there has been no lack of commentary and also without surprise the "truth" can be a bit elusive. One thing that I can count on and have come to depend on greatly is the integrity of the members of your Executive Council. They are truly dedicated, thoughtful and sensitive professionals who thankfully aren't afraid of challenging my definition of the truth.

Those of you who know me personally or have at least seen something I might have sent out to the listserv know that a sense of humor is absolutely vital to my surviving and thriving in this volunteer leadership position. A basic tenet of mine working in volunteer and non profit settings is this: "we better all be pulling/pushing in basically the same direction, and we'd better be having fun doing it because the pay stinks!" A dear friend of mine (and, a clinical psychologist to boot!) used to say, "we rarely succeed at anything unless we're having fun doing it!" We had a lot of fun in Reno and I look forward to working hard and playing hard in Detroit too. See other sections of this edition of Visions for information about ACCA programs at ACA in Detroit. Please plan on attending and make sure you introduce yourself. I hope to be able to say come the end of June that we truly worked hard this year accomplishing many important tasks on your behalf, and that we also had fun doing it! And, I must use this opportunity to again thank the incredible team we had on the ground in Reno who put on our best conference yet! Kevin Gaw and his conference committee were the epitome of the work hard, play hard ethic!

Now as I prepare for Detroit and then the eventual passing of the gavel to the most able Rick Hanson, your president elect, let me just thank each and every one of you for your support and the many wonderful warm wishes. None of us take on these leadership roles to become rich or famous. But, I have become very rich in the friendships that have developed over the past number of years as I have held various leadership roles within ACCA. And, as for the famous part, just "Google" yourself and you'll probably find out that we are ALL incredibly famous, and that's not counting youtube, myspace, facebook, your blog and website! It's been an honor and I hope to continue to serve you for many, many years to come. Again, that email is: pfornell@csulb.edu



Counselor Education Column

Donald A. Strano
Slippery Rock University

What happened to career counseling?

At the outset I have to say that my ramblings here are just that... my rambling. This is not a summary of current research or a statement of fact. Instead this is a result of my observations and experience. In the end this column is meant to be a question to Counselor Educators in the hope that they will prove me wrong or at least engage in a dialogue around this topic.

Having worked at a number of universities it has been my experience that what passes for career counseling has evolved predominantly into career placement. This development parallels the evolving emphasis in our culture on higher education being job training rather having a focus on personal and intellectual development. I fear that we have turned many of our colleges and universities into technical schools. As a faculty member and now department chair I regularly deal with a view of higher education that is driven by a business model – that is consumer driven. Pressure is placed on giving the customers what they want when they want it and in the way they want it. If they want class on the weekend give it to them. If they don't want to have to drive to campus - use distance education. If you don't want to have to work in groups, do presentations, write papers, no problem. You want to start later in the semester and end early? OK.

These pressures also impact those of us who provide services to students. Counseling services are expected to take care of crises and make problems go away with minimal staff and resources, career centers are expected to find graduates jobs. How does your service impact the bottom line? The pressure is to function in a competitive market place – to get and hold your customers (i.e., students) and keep ahead of your competitors. The question is not if you are contributing to the student's development but are you a profitable unit in the institution.

Considering career counseling it may be easy for me to point an accusing finger at the administration (they are such an easy target) but they are hardly the only culprit here. As I have talked about before in this column those of us in counseling centers also contribute to this issue. I certainly

don't mean to minimize the pressures we feel from the administrators. However many of us enter the business wanting to deal primarily with mental health issues. We are Counselors and often Psychologists. We see our role as doing counseling and psychotherapy not providing career services. On the other side many of us working in career offices would argue that we aren't Psychologists and aren't here to do psychotherapy. Many professionals in these offices were trained in student affairs and higher education departments that de-emphasize counseling. In my own experience at one university I asked the director of the career center what kinds of counseling they were doing; the answer was none. They didn't have the time or the staff and if we (the counseling center) wanted to do that it would be great.

Of course the reason it is so easy for me to point a finger at the administration first and then those providing the services on campus is it allows me not to point the finger at myself – the Counselor Educator, the person who is responsible for training the counseling and higher education professionals. If there is an opportunity for change it must start with us. While most counselor education programs include a career counseling course, it is no more than one disconnected class. CACREP requires that this content area be included in a program that wishes to be accredited. As with many other content areas (such as social and cultural diversity) this requirement is met in a disconnected way. The proposed revision of the CACREP standards combines the Student Affairs and College Counseling program designations into one College Student Development and Counseling area. ACA's position on the standards revisions as stated by Marie Wakefield is in favor of this combination because it puts the focus on counseling. However I fear that this will also drive a number of student affairs programs away seeing CACREP as not being applicable (reminiscent of the split between ACPA and ACA). The risk here is to drive the worlds of student affairs and counseling even further apart. In relation to the topic at hand I believe this is likely to push career services solely into the realm of student affairs moving it further away from the concept of counseling.

CACREP also continues to have a distinct Career Counseling program area. Yet there are only 8 accredited Career Counseling programs identified by CACREP at this time. It should be noted that CACREP lists only 11 College Counseling and 14 (1994 & 2001 standards combined) Student Affairs programs. What does this say that College Counseling remains a distinct program area from Career

Do You Have a State Division?

Scott Borne
ACCA State Divisions Chair

Interested in forming a state division within the American College Counseling Association? Is your state listed below as inactive or never chartered as a state division? Are you interested in serving with other state division committee members to guide and assist persons wanting to form a state division? Please read below:

ACCA State Divisions Committee is currently seeking interested persons to round out our active committee. The purpose of the committee is to facilitate establishment of state divisions of ACCA in states where a state division has not been established and assist in chartering previously established state divisions.

The committee currently consists of three members including the chairperson. Below is a list of activities you will be involved in as a member of the State Divisions Committee:

- Work with college counselors in states without a division to encourage and facilitate forming a division.
- Serve as liaison to state divisions and facilitate communication b/t division members to participate in ACCA.
- Work closely with the membership committee to encourage state division members to actively participate in ACCA.
- Work closely with leaders of state divisions to facilitate growth and professionalism of state divisions.
- Provide written report of your activities to the State Divisions Chair.
- Maintain and communicate to the State Divisions Chair the current ACCA state leaders.
- Maintain schedule of state division meetings by conference call or in person when feasible.

Essentially, you will be asked to maintain contacts (e.g., parties in other states) via email and phone (and in-person where convenient) regarding interested persons in forming and maintaining state divisions around the country.

If you would like to see what's involved with forming or rechartering a state division in your state, please contact the state divisions chair below. ACCA looks forward to hearing from you.

Active state divisions (8). Inactive or never chartered states: WA, IA, OH, OK, RI, SD, TN, WI, AK, AZ, CA, CO, DE, FL, HI, ID, NH, NM, UT, VT, KY, MN, MO

Scott Borne
ACCA State Divisions Chair
sborne@dcc.edu.

Emerging Leader Grants

Sparkle Greenhaw
Texas Christian University

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 Savannah, Georgia. 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 (poster session, 20-minute, 1.5 hour or 3 hour) for the ACCA Conference by the proposal deadline (See the enclosed Call for Programs for instructions).
- 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 June 1, 2007.

Questions? Contact Sparkle Greenhaw at k.greenhaw@tcu.edu.

Survival Guide for College Students

Tracy Calley & Michelle Duran
Texas A & M University, Corpus Christi

This survival guide will assist college counselors with some simplistic steps for the transitioning college student. Every-day we are faced with the stresses students' experience in the first years of their college career. As counselors, we want students to continue the matriculation process and increase retention across our campuses; the way to best assist these students is by providing a best practice foundation that can be incorporated into various college programs. The 6 Ps Model can normalize the transition process and give students helpful tips to follow while adjusting to the changes they are encountering.

A Survival Guide for College Students: 6 Ps or Perish

So you have been accepted into college, now what? How will you survive the new roles you are faced with and educational challenges that you must endure in this new place? College is not easy; however, there are 6 Ps that can assist you on this journey. Personal care, partnering, persistence, pursuing your passion, participating, presenting and progressing professionally are all constructs that can aid any student with their academic endeavors. These 6 Ps are simplistic steps that can be utilized by students to foster their development and progress in counseling graduate programs.

- **Personal care-** Personal care incorporates a holistic wellness approach for students. Taking care of one's self by exercise, eating right, and managing stress allows students to function and achieve at higher levels. This P is founded on the following concept: "you can't take care of others unless you take care of yourself."
- **Partnering -** Partnering and collaborating with a mentor (faculty or peer) is an essential part of student development within higher education. Allowing current students to mentor new students fosters their growth and can potentially reduce anxiety by eliminating "the fear of the unknown." Partnering with faculty and/or community members in the field enhances the connection to their future profession.

- **Persistence-** Students can become overwhelmed with the many personal and academic challenges that they are faced with. Once their motivation and persistence decrease, it becomes more difficult for them to persevere. When there is persistence instilled and an intrinsic motivation to keep the student going, despite the tribulations, they have a higher probability of completing their degree.
- **Pursing your passion-** College students initially are reluctant to decide their major or may decide on something because of personal or societal influence. If a student chooses to pursue a career based on the aforementioned influences, the risk of non-completion potentially can increase. Career counseling is of great importance in assisting the student in their decision on what major to follow. In order to increase persistence and motivation, students should be inspired to continue in a major or degree that they are passionate about.
- **Participating-** participating within you particular school consists of not only being an active member in the classroom, but also engaging in external scholarly activities. Avenues that should be pursued include memberships in organizations and participation in campus activities. By participating in organizations and school related activities, students are not only able to build a support network with peers and professionals within their field, but are broadening their knowledge base.
- **Professional Presence-** As a student becomes more proficient in their area of specialty, professional presence opportunities should be explored. An example of this is presenting at conferences. Presenting expands professional capabilities and establishes the student as a point of contact to audience members who share interest in the topic. If students are interested in pursuing graduate school, this is a great way to add information to their curriculum vitae. Establishing a professional presence includes components of community mentoring or job shadowing, research opportunities in the chosen field of study, and internships as well.

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The man who removes a mountain
begins by carrying away small stones.
Chinese Proverb

ACCA 4th National Conference Savannah, Georgia February 6-9, 2008

“Opening New Channels in College Counseling”

That's right! ACCA is having its fourth conference in *Savannah, Georgia, February 6-9, 2008* at the beautiful Hyatt Regency, Savannah, Georgia. The conference is being co-sponsored by the Georgia College Counseling Association, which is a strong and vital state college counseling organization, and GCCA will be celebrating their 15th Conference!

The convention will feature:

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

It is the goal of the ACCA to support Professional Counselors who work in college counseling settings 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.

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.

Should you receive more than one of these invitations, please share it with friends and colleagues, post it in your department, and share it with those persons responsible for educating future college counselors.

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!

Directions for Submitting Proposals

Please follow the outline provided below for all proposal submissions.

1. Save the proposal in MS Word with the first several words of the title of the proposal as the title of the document.
2. 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
3. Deadline for submission: All proposals must be received by **April 2, 2007**. Send e-mail submissions to Sylvia Shortt: sshortt@westga.edu
4. **Each presenter must attach her/his vitae or résumé.**

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) Poster Session d) 20 minute (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.



**America Counseling Association's
Annual Convention
Detroit
March 21 - 25, 2007**

It is hard to believe that its time for another ACA conference! Time again to choose from the plethora of educational sessions, workshops, meetings, social events, networking opportunities, and sight-seeing activities. Good luck fitting it all in!

There are events specifically sponsored and offered by the American College Counseling Association. On the following pages you will find information regarding these events. While it is impossible to list each of the sessions and events that interest all college counselors, I have attempted to list sessions identified as having a college counseling focus. Best wishes for a successful and educational convention experience!

*Melanie Bullock, Editor
University of Texas, El Paso*

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ACCA Events

Rooms are located in the Detroit Marriott at the Renaissance Center.

**Committee Meetings/
Community College Counseling
Task Force**

Room: Richard A
Friday, March 23, 7:30 - 8:30 AM

**Forum on College Counseling/
Resource and T-Shirt Exchange**

Room: Duluth A
Friday, March 23, 1:00 - 2:00 PM

Emerging Leader Training

Room: Marquette A
Friday, March 23, 2:30 - 3:30 PM



**2007 - 2008 Executive Council Meeting and
Committee Meetings**

Room: Duluth B
Friday, March 23, 4:00 - 5:00 PM

Reception

Room: Cadillac B
Friday, March 23, 5:30 - 7:00 PM

Breakfast and Business Meeting

Room: Marquette B
Saturday, March 24, 7:30 - 9:00 AM

Journal Meeting

Room: Richard B
Saturday, March 24, 1:00 - 2:30 PM



**Assessment and Counseling Strategies for College Students
Affected by Dating Violence**

Friday, March 23, 11:00 am - 12:00 pm
60-Minute Program, COBO Center, Room 69
Kerrie N. Kardatzke, University of North Carolina

Counselors who work with college students are likely to encounter students who have been victims or perpetrators of dating violence. The presenters will discuss the incidence and prevalence of physical, sexual, and psychological violence in college students' dating relationships and risk factors and relationship dynamics associated with dating violence.

**Body Dysmorphic Disorder (BDD): When Body Image Becomes a
Disorder**

Friday, March 23, 11:00 am - 12:00 pm
60-Minute Program, COBO Center, Room 68
Ashlea Rebecca Worrell, St. Mary's University

Body Dysmorphic Disorder (BDD) occurs when an individual becomes obsessed with an imagined or minor defect in his or her appearance. Studies suggest that more than 2% of the U.S. population is affected by BDD, equally distributed between sexes and ethnicities. BDD often appears during adolescence and preoccupation with only one body part is rare. Participants will examine multiple facets of BDD, beginning with how to diagnose and progressing into effective treatment techniques.

**Counseling Clients Who Self-Injure: Research-Based Treatment
Strategies for Counselors**

Friday, March 23, 2:00 pm - 2:30 pm
30-Minute Project/Research Poster Session, COBO Center
Exhibit Hall, Booth PS6
Victoria White Kress, Brandy Kelly, Rachel Hoffman, & Carrie, Hess, Youngstown State University

This session will provide an overview of research-based treatment and intervention strategies that counselors can use when counseling clients who self-injure. An overview of the research findings of the efficacy of various approaches and interventions in managing SIB will be provided. The implications of this literature base for counselors working with people who self-injure will be addressed. Specific techniques, interventions, and resources related to each of the addressed treatments will be provided.

The Experience of Married International Students with Culture Shock: A Qualitative Study

Friday, March 23, 3:00 pm - 3:30 pm
30-Minute Project/Research Poster Session, COBO
Exhibit Hall, Booth PS2
Adriana Fox, Western Michigan University



This program will include an overview of a qualitative study focusing on the experience of married international students with culture shock. The poster session will be comprised of a thorough description of the study, including pertinent theoretical foundations, research question(s), and methodology used. Partial findings of this study will also be included. The study will aim to capture two aspects: the impact of culture shock on marital relationship of international students, as well as the mediating role of marital relationship in the experience with culture shock.

International Students' Language Barriers and Mental Health Concerns

Friday, March 23, 3:00 pm - 3:30 pm
30-Minute Project/Research Poster Session, COBO Center, Exhibit Hall, Booth PS7
Jungeun Lee, University of Florida

This presentation is based on the qualitative research using grounded theory methods to generate a description of how international students experience communication-associated psychological distress due to their language barriers. Although the literature reports language difficulties as the most challenging issue for international students, not many researchers focus on how language difficulties affects their mental health and how they deal with distress. As a result, little is known about effective counseling interventions to help them with this issue. This presentation aims to meet the emerging need to take a close look on the factors around the issue of language barriers and international students' mental health concerns.

Assessing the Potential for Depression-Related Issues Among College Student-Athletes

Friday, March 23, 3:00 pm - 3:30 pm
30-Minute Project/Research Poster Session, COBO Center Exhibit Hall, Booth PS3
Jeffrey K. Badger, Western Michigan University

Major depression is a problem that university counseling centers commonly face. Student-athletes are particularly at risk due to the stress and pressure associated with their role in the campus setting. The situation-specific stresses that student-athletes deal with are discussed and highlighted. This presentation also includes the diagnostic criteria, current treatment methods, gender differences of major depression, and locating treatment options.

Finally, suggestions are made for future research in order to further the discussion on major depression and college student-athletes.

Increasing Black College Students Utilization of Counseling Services on Campus

Friday, March 23, 3:00 pm - 3:30 pm
30-Minute Project/Research Poster Session, COBO Exhibit Hall, Booth PS5
Harrison Davis & James Martin, North Georgia College

Because of social stigmas associated with seeking psychological help, Black college students are underutilizing counseling services on campus. This phenomenon has a number of possible consequences. This program will offer strategies College Counselors can use to attract Black students to the university counseling center. The goal is to help college counseling centers with diversifying their clientele.

Stress Management Interventions for International Students

Friday, March 23, 3:00 pm - 3:30 pm
30-Minute Project/Research Poster Session, COBO Center, Exhibit Hall, Booth PS6
Shedeh Tavakoli-Moayed, Wayne State University

The implications of two counseling interventions on the mental and physical health of international students are examined. Both approaches have developed separately and their impact on the acculturative stress of international students will be discussed.

Overall Wellness of Missionary Kids: A Comparative Study of College Students

Friday, March 23, 3:00 pm - 3:30 pm
30-Minute Project/Research Poster Session, COBO Center, Exhibit Hall, Booth PS8
Teresa Behrend Fletcher, North Georgia College and State University

Presenter will define the third culture, identify its various populations, and focus on the Missionary Kid (MK) population, which typically lives more immersed within host cultures. It will specifically focus on differences in overall wellness as measured by the 5FWel and subscales comparing MKs, Christian college students, and traditional college students.



Special attention will be given to identifying strengths and areas for growth as students transition back to the U.S. culture while attending college. Emphasis will be given to assist college counselors develop a multicultural approach to address and provide treatment to this unique population. Handouts will be provided.

International Students, Acculturation, Depression, and Active Coping

Friday, March 23, 3:00 pm - 3:30 pm
30-Minute Project/Research Poster Session,
COBO Center,
Exhibit Hall, Booth PS9
Kimberly K. Asner-Self, James B. Schreiber, &
Cindy L. Anderton, Southern Illinois University



International students attending U.S. universities face stressors related to financial concerns, academic success, social support, and acculturation. Addressing stressors affects mental health and subsequent success in school. In this program, we present research findings on acculturation, depression, and coping styles for 223 international students. Implications for how results can be used in developing and enhancing current programs targeted for international students as well as future research will be discussed. Active participation encouraged.

Comprehensive Understanding of International Students' Counseling Issues

Friday, March 23, 3:00 pm - 3:30 pm
30-Minute Project/Research Poster Session, COBO Center,
Exhibit Hall, Booth PS10
Insoo Oh, The Pennsylvania State University

The number of international students in U.S. has been increasing and many international students experience diverse adjustment problems, so it is evident that the need for counseling for international students is increasing. This presentation reviews comprehensive current literature on counseling international students and introduces a case study illustrating their unique concerns in terms of academic, social, and personal areas. Effective coping skills and counseling strategies are explored as well.

Optimizing Career Counseling with Social Cognitive Career Theory

Friday, March 23, 3:45 pm - 4:45 pm
60-Minute Program, COBO Center, Room 37
Patrick J. Rottinghaus, Southern Illinois University

Social Cognitive Career Theory (SCCT) is a unifying theory explaining interest development, career choice, and performance within particular cultural contexts. An overview of SCCT will be given, followed by current advances and case studies. This presentation highlights progress in SCCT research, assessment, and counseling. The critical roles of learning experiences, self-



efficacy, barriers, and social supports across diverse groups will be emphasized. Participants will discuss cases demonstrating how a social cognitive framework can help optimize counseling.

Ethics, Suicide, and the College Counselor

Friday, March 23, 3:45 pm - 4:45 pm
60-Minute Program, COBO Center, Room 66
Perry C. Francis & Mary Jeanne Raleigh, Eastern
Michigan University

Awareness of suicide on college campuses has risen with much publicized cases. This program deals with the common and not so common ethical issues that surround working with these students.

An Overview of Coexisting Substance Abuse and Mental Health Disorders: A Snapshot of Current Trends for Counselors

Friday, March 23, 3:45 pm - 4:45 pm
60-Minute Program, COBO Center, Room 44
William R. Sterner & Genevieve N. Weber, Penn State University

Coexisting substance abuse and mental health disorders continue to pose treatment challenges for counselors. This session will explore current issues and treatment approaches related to commonly identified coexisting disorders. Participants will be provided with a brief overview of the signs and symptoms of coexisting substance abuse and mental health distress. Finally, demographic and cultural factors will be discussed along with prevalence rates and differential diagnosis issues.

Implementing a Career Exploration Group for College Students with Disabilities: A Social Cognitive Approach

Friday, March 23, 5:00 pm - 6:00 pm
60-Minute Program, COBO Center, Room 37
Amy Milsom, University of North Carolina at Greensboro

Individuals with disabilities tend to be less successful in transitioning to careers and more often unemployed than their peers without disabilities. A psychoeducational group grounded in social cognitive career theory can be used to address career decision self-efficacy and career maturity in an effort to improve career outcomes for these individuals. Attendees will leave this presentation with a template for a psychoeducational career exploration group that can be implemented with high school or college students with disabilities.

Sample activities used in the group will be provided and pre/post measures will be shared. Considerations for designing and implementing the group will be discussed and case examples will be shared.

Psychopharmacology and College Counseling

Saturday, March 24, 10:30 am - 12:00 pm
90-Minute Program, COBO Center, Room 68
Beth Hall, South University School of Pharmacy

College counselors must be familiar with psychopharmacology. This session will focus on the fundamentals of the science and art of working with physicians as well as other medical professionals and the student client.

The Multiracial College Student: Exploring Perceptions of College Adjustment, Alienation, and Cultural Fit

Saturday, March 24, 10:30 am - 11:00 am
30-Minute Project/Research Poster Session, COBO Exhibit Hall, Booth PS1

Derrick A. Paladino, Rebecca A. Newgent, & Harrison Davis, University of North Carolina

In light of the 6.8 million individuals in the 2000 census who identified with having two or more racial identities, many college counselors are seeing more individuals from a multiracial background. These individuals are diverse in nature and face unique issues that require greater insight from the college counselor. This presentation will review a current national study that explores multiracial student's perception of adjustment, alienation, and cultural fit. In addition, salient issues, developmental processes, and experiences of multiracial individuals will be presented. Effective counseling and outreach strategies for the multiracial population will be discussed.

Learning by Doing: Experiential Activities for Life Career Development Groups and Classes

Saturday, March 24, 10:30 am - 12:00 pm
90-Minute Program, COBO Center, Room 66

Jane Goodman, Dennis Engels, Sunny Hansen, Tracy Lara, Mark Pope, Mark Savickas

Experiential activities access different learning styles from lecture and discussion. In career development graduate classes and in career groups, members can learn from participation in such activities. The members of the NCDA/ACES Commission on the Preparation of Career Counselors will lead participants in several of these activities. Handouts will be provided.

The World of Career Development Continues to Expand

Saturday, March 24, 2:00 pm - 2:30 pm
30-Minute Project/Research Poster Session, COBO Center,

Exhibit Hall, Booth PS4

Martha M. Russell, Russell Career Services

Career Development across the lifespan continues to reach new audiences, settings, and directions across the globe. Information on some of current international programs and concepts will be discussed. From China and India to smaller countries across Europe, career services are on the move in education and workforce development. International stories, implications for collaborative efforts and usable resources will be offered for

those wanting to learn more about the relationship between career development theory and practice across the globe.

The Effects of Self-Efficacy, Career Interests, and Career Thoughts on Career Decidedness and Satisfaction with Career Choice

Saturday, March 24, 2:00 pm - 2:30 pm
30-Minute Project/Research Poster Session, COBO Exhibit Hall, Booth PS10

Michael G. Railey, Florida State University

The purpose of this session is to increase knowledge about the relationship between self-efficacy, career interest structure, and dysfunctional career thinking. There will be specific emphasis in the realm of career decision-making and how interests and dysfunctional thoughts influence and relate to self-efficacy. The measurement of self-efficacy independent of career interests will be explored.

A Narrative Approach to Multicultural Career Counseling

Saturday, March 24, 2:00 pm - 2:30 pm
30-Minute Project/Research Poster Session, COBO Center, Exhibit Hall, Booth PS11

Robert C. Chope, San Francisco State University

Career planning is often related to specific factors that are meaningful within a client's culture. Race and class also play a substantial role in how the world of work is perceived regardless of whether or not a client is from a selected ethnic group, established family or happens to be a recent immigrant. The therapeutic telling of life narratives is shaped by different cognitive processes that stem from language and culture and allows clients to structure their cultural and perceptual experience to organize their thoughts about work, and to use their personal histories to give meaning to their vocational identities. This poster will present a guide for counselors to use in narrative career counseling with a multicultural focus.

Predicting Academic Performance and Retention of College Students Using SAT Scores and Non-Cognitive Variables

Saturday, March 24, 2:00 pm - 3:00 pm
60-Minute Program, COBO Center, Room 64
Raymond Ting, North Carolina State University

The program reports a study (n = 2150), across four university campuses, examining the effectiveness of the Non-Cognitive Assessment Model in relation to college freshmen's academic performance and student retention. The model assesses students' adjustment, motivation, perceptions of their experiences and expectations on university studies. The presenter will describe the theory and related evidence, the study findings, and implications for college counselors and student development professionals. Future research and policy issues will also be discussed.



The Hidden Relationship: Intimate Partner Violence on College Campuses

Saturday, March 24, 3:00 pm - 3:30 pm
30-Minute Project/Research Poster Session, COBO Center, Exhibit Hall, Booth PS14
Carol Klose Smith, The University of Iowa

During the past 25 years awareness of relationship violence has increased substantially. Recent research suggests that between 30 and 60% of college students have experienced some form of physical violence in a dating relationship at least once. Several predictors have been found, however, the most powerful predictors of relationship violence are associated with the dynamics of the relationship. This session will review the cycle of violence, the role of power, and provide recommendations for programming efforts.



ASVAB's New Career Exploration Program Guides Students to Careers, Vocations, and College Majors!

Saturday, March 24, 4:30 pm - 6:00 pm
90-Minute Program, COBO Center, Room 30
Daniel W. Correll & Jane S. Styer, Department of Defense, Tampa

Imagine a world-class, cost-free, comprehensive career exploration and planning program based on current career development theory and practice that presents a full-spectrum of career opportunities to high school students, regardless of their gender, ethnicity, or ability level. The new (2006) ASVAB Career Exploration Program informs and empowers students to explore the world of work, matching their aptitudes and interests, gaining confidence in making career decisions. Come see for yourself!

A Wellness Approach Toward Counseling College Student-Athletes

Sunday, March 25, 8:00 am - 9:00 am
60-Minute Program, COBO Center, Room 40
Joshua C. Watson & Daniel B. Kissinger, Mississippi State Univ.

Each year over 377,000 students participate in intercollegiate athletics. For many of these students, their participation can be both a most rewarding and most stressful endeavor. Previous research shows that student-athletes are likely to be more susceptible to physical and mental distress than their non-athlete peers are. This workshop will demonstrate how college counselors can incorporate a wellness paradigm into their work with student-athletes using practical interventions designed to improve their total well-being.

Counseling Survivors of Domestic Violence

Sunday, March 25, 8:00 am - 9:00 am
60-Minute Program, COBO Center, Room 37
Karyn Jones, University of Central Florida

Approximately one-third of all American women are victims of domestic violence. It remains the leading cause of injury to women, and approximately 50% of clinical populations include

domestic violence survivors. As a result, mental health counselors need to be knowledgeable about appropriate assessment and treatment for this population. This presentation will provide information about domestic violence as well as effective assessment and treatment information for this population. Counselor Education and Supervision Academy

When Thin is In: Understanding and Responding to College Women's Eating, Body Image, and Adjustment Concerns

Sunday, March 25, 9:15 am - 10:45 am
90-Minute Program, COBO Center, Room 35/36
Alan M. Schwitzer & Amanda Ferrier, Old Dominion University

Girls as young as six years old, adolescents, midlife and older adult women all report body dissatisfaction, trouble with self image, and concerns about eating and weight control. Eating and body image concerns are especially prevalent for college women. Based on current research, this program first provides a profile of the most common eating disorder scenarios among young adult college women and suggests the developmental, adjustment, mood, stress, and relationship problems often accompanying eating concerns. The program then introduces a three-part response plan that includes preventive, developmental, and treatment approaches, emphasizing education and building body image resilience. Participants will engage and join the conversation.

The African American College Student Experience: Implications for College Counselors and Advisors

Sunday, March 25, 9:15 am - 10:45 am
90-Minute Program, COBO Center, Room 39
Doug Guiffrida, University of Rochester

In this presentation, research that has explored the experiences of African American college students who attend predominantly white colleges is presented for assisting counselors in higher education programs to support African American students more effectively. Participants will learn the ways in which families, friends, faculty, and student organizations can become both assets and liabilities to African American students.

A National Examination of LGBT Counseling Services That Are Provided at Historically Black Colleges and Universities (HBCUS)

Sunday, March 25, 9:15 am - 10:45 am
90-Minute Program, COBO Center, Room 70
Titus S. Tucker & J. Fidel Turner, Jr., Second Genesis, Inc.

Effective counseling and student support services are connected to effective personal/social development, positive self-identity as well as academic and career goal setting for the LBGT student. Panelists will share data from a national study that examined the status of counseling and supportive services for LBGT students at historically black universities and colleges. This presentation is geared towards university/college counselors, student support professionals, and university/college administrators.

Internet Strategies for College Counselors

Sunday, March 25, 11:00 am - 12:00 pm

60-Minute Program, COBO Center, Room 66

Melanie M. Bullock, University of Texas at El Paso, El Paso, TX,
Michelle Duran, Texas A & M University, Corpus Christi, TX

Staying current with the rapidly evolving technology packages can be overwhelming. Presenters will demonstrate various software programs that can support the counseling mission of higher education counselors. Session will include reports and demonstrations of how university and college counselors are utilizing technology. Discussion will include technology applications for online and face-to-face sessions. Participants will walk away with resources, examples, and a renewed confidence about adding or increasing the use of technology to enhance their counseling programs.

Internationalization of Career Counseling and Services

Sunday, March 25, 11:00 am - 12:00 pm

60-Minute Program, COBO Center, Room 70

Y. Barry Chung, Martha Russell, & Cheryl Butler, Georgia State University, Atlanta, GA,

As President of the National Career Development Association, the presenter will discuss his presidential initiative on internationalization of career counseling and services. He will address the career development statuses and needs of various countries and collaborative efforts being implemented. Issues of education and training, practice, credentialing, and international ethics will be discussed.

Graduate Student Programs**Second Annual Graduate Student Summit: Emerging Leaders**

Friday, March 23, 2:00 pm - 3:30 pm

90-Minute Program, COBO Center, Room 46

Amney Harper, ACA-GSA President, Bengu Erguner-Tekinalp, Belinda Colon, Kim Snow, Sophie Maxis, Gabrielle Hargrove, Abigail McNeely, Anneliese Singh, Erin Doolin, Courtland Lee, Samuel T. Gladding



The ACA's Graduate Student Association (GSA) is holding its 2nd Annual Graduate Student Summit bringing students together with needed resources. Students will be provided with leadership training by prominent ACA leaders. The Mentorship and Diversity Committees of ACA-GSA will also provide information on establishing mentorship relationships and diversity initiatives within ACA-GSA. The participants will be given the opportunity to ask questions and share their needs and concerns about the future of ACA-GSA.

What Can I Do with My Counseling Degree? Career Options for Graduate Students and New Professionals

Friday, March 23, 3:45 pm - 4:45 pm

60-Minute Program, COBO Center, Room 46

Mark Pope, Patricia Arredondo, Samuel T. Gladding, Jeffrey Kottler, & Quincy Moore

Are there career choices for counselors beyond teaching, agency work, and private practice? How will the profession of counseling change during your career? Join a Who's Who List of ACA dignitaries for a discussion of career options and strategies for graduate students and new professionals.

Envisioning Our Future: Progress and Goals of the ACA Graduate Student Association (ACA-GSA) in the First Year

Saturday, March 24, 11:30 am - 12:00 pm

30-Minute Project/Research Poster Session, COBO Center, Exhibit Hall, Booth PS12

Amney J. Harper, Bengu Erguner-Tekinalp, Belinda Colon, Kim Snow, Sophie Maxis & Auburn University

The ACA Graduate Student Association (ACA-GSA) was designed to safeguard the future of the counseling profession, to be a voice for counseling students in ACA and the counseling community, and to facilitate and promote a successful transition from graduate student to professional counselor practitioner and/or educator. ACA-GSA promotes leadership and advocacy among students and endorses the highest standards in research, teaching, and practice. This session will focus on the progress of ACA-GSA in its first year, as well as the goals and direction of the next year. We will also discuss the structure and principles of ACA-GSA, benefits of becoming a member, and how to get involved.

How to Find Post-Graduate Supervision on a Shoestring Budget

Saturday, March 24, 2:00 pm - 3:00 pm

60-Minute Program, COBO Center, Room 46

Cynthia J. Osborn, Pamela O. Paisley, Jack Culbreth, & Thelma Greaser, Kent State University

It's the Catch-22 of this generation of counselors: Post-Graduate Supervision. In this session, a panel of experienced counselor educators, supervisors, and recent veterans of the process will share what you need to know about finding, interviewing, affording, contracting, and preparing for this crucial phase of the licensure process.

Survival of the Fittest: The Evolution of Surviving and Thriving in a Doctoral Counseling Program**Program**

Saturday, March 24, 4:30 pm - 6:00 pm

90-Minute Program, COBO Center, Room 46

Victoria Anne Sardi, J. Fidel Turner, Jr., & Rhonda Jeter-Twilley, The George Washington University

Navigating through a counseling doctoral program is a challenge that requires the development of strategies to cope and survive the process. Panelists will share their stories, lessons learned, and resources for selecting the right doctoral program, obtaining an internship, completing the dissertation process, and securing a job upon graduation. This presentation is geared toward graduate students and counselor educators.

Academy Sessions

In addition to earning CE Credit for attending Education Sessions, ACA is offering a certificate for completing a learning track of Education Sessions at the 2007 ACA Convention.

To earn a College Counseling/Student Personal Services Academy Certificate, you must complete the following requirements:

1. Attend at least six (6) 90-minute/60-minute Education Sessions for the approved list for the Academies. Poster Sessions are not included in the approved list.
2. Attend the Opening Session on Friday, March 23.
3. Visit the Exhibit Hall for at least 30 minutes.

Academy Certificate Form and additional information will be included in your registration tote bag.

College Counseling/Student Personnel Services Academy Sessions

Friday March 23, 2007

Program ID # 121

Assessment and Counseling Strategies for College Students Affected by Dating Violence

11:00 am - 12:00 pm: COBO Center, Room 69

Kerrie N. Kardatzke, University of North Carolina

Program ID # 198

Ethics, Suicide, and the College Counselor

3:45 pm - 4:45 pm: COBO Center, Room 66

Perry C. Francis & Mary Jeanne Raleigh
Eastern Michigan University

Saturday, March 24, 2007

Program ID # 271

Psychopharmacology and College Counseling

10:30 am - 12:00 pm: COBO Center, Room 68

Beth Hall, South University School of Pharmacy Program

ID # 319

Predicting Academic Performance and Retention of College Students Using SAT Scores and Non-Cognitive Variables

2:00 pm - 3:00 pm: COBO Center, Room 64

Raymond Ting, North Carolina State University

Sunday, March 25, 2007

Program ID # 414

A Wellness Approach Toward Counseling College Student-Athletes

8:00 am - 9:00 am: COBO Center, Room 40

Joshua C. Watson & Daniel B. Kissinger, Mississippi State

Program ID # 434

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Alan M. Schwitzer, Old Dominion University
Laura Hensley Choate, Amanda Ferrier

Program ID # 437

The African American College Student Experience: Implications for College Counselors and Advisors

9:15 am - 10:45 am: COBO Center, Room 39

Doug Guiffrida, University of Rochester

Program ID # 452

A National Examination of LGBT Counseling Services That Are Provided at Historically Black Colleges and Universities (HBCUS)

9:15 am - 10:45 am: COBO Center, Room 70

Titus S. Tucker & Fidel Turner, Jr., Second Genesis, Inc.

Program ID # 472

Internet Strategies for College Counselors

11:00 am - 12:00 pm: COBO Center, Room 66

Melanie M. Bullock, University of Texas at El Paso & Michelle Duran, Texas A & M University- Corpus Christi

Public Policy & Legislation Events

ACA Public Policy & Legislation Committee Meeting

Friday, March 23rd : 3:00 pm – 6:00 pm

Detroit Marriott @ the Renaissance Center, Monet Room

Federal Policies Affecting Counselors:

What's Happening and How You Can Help

Saturday, March 24th : 10:30 am – 12:00 pm

COBO Convention Center Room 40

Public Policy Booth, COBO, Wayne Exhibit Hall

- Thursday, March 22nd 5:00 pm – 7:00 pm (Reception)
 - Friday, March 23rd 10:30 am – 6:00 pm
 - Saturday, March 24th 10:00 am – 6:00 pm
- Free materials will be available

*Survival**continued from page 4*

- **Progressing Professionally** – Once a student has been an active learner and engaged in the previous P's, professional development is the final component to success. Progressing professionally utilizes all of the previous components of the Ps and continues to build upon them. It addresses the multiple roles that students and professionals take on: developing one's personal identity, and continuing to progress in the field by contributing to the existing body of knowledge as well as advocating for the profession.

The 6 P's are formulated around the experiences that students have faced while completing their degree as well as discussion with notable professionals. These steps are being researched for further implications and strategies that we hope to share in the near future.

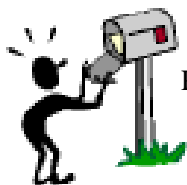
From the Editor

Melanie M. Bullock
University of Texas - El Paso

Thanks to all of you that contributed articles, news items, and announcements for this edition of *Visions*!

Our goal is to create a valuable resource through which we disseminate information of interest to college and university counselors. To meet this goal we need your help! Please submit articles, mini-case studies, literature reviews, and announcements on what is happening in the "world of college counseling."

Visions is published November, March, and July.
Submissions are due four weeks prior to publication.



Send submissions for
mmbullock@utep.edu
Please include *Visions* in your
email subject line.

*Career**continued from page 2*

counseling while we are going to eliminate Student Affairs from the counseling world?

Career counseling is one of the foundations of the field of counseling. It is easy to trace the roots of counseling to vocational counseling. The National Vocational Guidance Association (now NCDA) was founded in 1913 and identifies itself as a founding member of ACA. A quick look at a classic counseling texts such as Tyler's *The work of the Counselor* first published in 1952 underscores this point. Adler emphasized the role of career in his theory by considering work as one of the three primary life tasks individuals face (Ansbacher & Ansbacher, 1956). Even more important to this discussion, Adler's definition of work goes beyond the concept of a job to having a sense of contribution and accomplishment in one's life.

Why then is it that we focus so little on career in our human development courses, theories courses, treatment planning courses, techniques courses etc.? Do we include this aspect of the individual beyond trait factor considerations (what is their Holland code and what careers does that fit). Career and vocation are central to the individual's identity and sense of self. In a college age population the task of identity development is prominent in a variety of theories. The work life task should be integrated as a central part of our training program. We should be constantly asking our students to consider this aspect of the individuals they will be working with. When our students do case presentations (which my students must as a comprehensive examination) we should require them to include career development as we do other aspects of development. When we think of the individual, that person's world of work, that aspect of their identity must be part of the whole.

References

- Ansbacher, H. L. & Ansbacher, R. R. (1956), *The Individual Psychology of Alfred Adler*. New York: Basic Books.
- Tyler, L. E. (1969). *The Work of the Counselor (3rd ed.)*. Englewood Cliffs, NJ: Prentice-Hall, Inc.

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