

## Training for Diversity: A Constructivist Perspective

**Riley Venable**  
Texas Southern University

Over the last 60 years the number of students attending college has increased, and will likely continue to increase as the “Baby Echo” generation starts to enter college. With these increases has also come an increase in the diversity of the US population. This increase in diversity is also already evident on campus, and is likely to continue.

These changes force us to re-evaluate our models of College Counseling. The old argument of choosing between a “more developmental” or a “more pathology based” model of training and service delivery may no longer be the important dichotomy. A new model is needed, one that is more “emic” or “diversity based.” One solution to the development of such a model could be the use of more constructivist techniques in training College Counselors, assisting them in the delivery of services to the future student populations they serve.

All of us have heard the term “diversity” over and over, and have probably been to numerous “diversity trainings.” In my experience this training seems to focus too much on “racial sensitivity” and not on other topics of diversity. To help students progress past this basic level, they will need to understand the differences in culture between themselves and every client they serve. The concept of diversity must extend beyond race, gender, language, or social class.

Even when we are aware of the racial diversity on campus, we frequently miss instances of sexism, religionism, abilityism, ethnism, and languageism. We and our trainees all too often assume that the students to be served will be like us; White, Christian, primarily English speaking, and from the middle class. The interventions we use, the stories we tell, and the metaphors we use tend to be from and for people like us. In the past this was probably a good assumption. It is beginning to become less useful.

Colleges, like most large institutions, tend to be very ethnocentric and etic in orientation. College students are viewed as a monocultural mass of people, with the institution expecting them to operate in expected ways to expected situations. Most of us don’t think twice when we mention “Christmas Break” or “Easter Break” as being part of the college schedule. We also know that many college students will be visiting family at this time. We know how to help them prepare for the stress this may create, and how deal with difficulties that may have occurred after they return.

How many of us even consider a “Diwali Break,” a “Ramadan Break,” or a “Yom Kippur Break?” These are important family centered religious holidays, and are likely to cause the same set of anxieties before family visits and difficulties after family visits that we see in Christian students. How many of us teach our trainees what these are, much less how to find them on the calendar?

We also need to pay attention to the metaphors, phrases, and cultural references we use. We all tend to use the same perspective and references with our friends, family, trainees and colleagues that we teach trainees to use with their prospective clients. The clients may not understand these references. The phrase “Being blinded by the light” probably doesn’t mean much to someone who doesn’t know the story of St. Paul (or Bruce Springsteen).

It seems to me that we need to train College Counselors to pay more attention to the sayings and metaphors that come from clients. The stories, fables, mythology, and “common knowledge” they operate from may be very different from ours. We can use these as tools for work with students, even if we don’t understand them as well as the person who presents them to us.

How do we learn to do this? Basic listening and attending skills are the start. Pay attention to both what is said and how it is said. If English is the client’s second language, teach trainees to have the client explain the problem or difficulty in their primary language first. Even if you don’t speak Farsi or Mandarin, you can learn a lot by listening to tone, rate, and intensity of speech, as well as watching body

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## Critters on Campus

Cheyne Pease-Carter, &  
Dana O'Callaghan  
University of North Texas

### Incorporating Animal-Assisted Therapy into University Settings

*"I have found that when you are deeply troubled there are things you get from the silent, devoted companionship of a dog that you can get from no other source." - Doris Day*

For anyone who has ever loved an animal, the above quote will resonate somewhere deep within. Pets provide us comfort, acceptance, and unconditional love. As lifetime pet owners, the value of an animal's presence is something we never personally questioned, but it is now gaining worldwide attention as the field of animal-assisted therapy (AAT) grows in popularity and prominence.

#### What is AAT?

AAT incorporates trained and certified animals into the therapeutic process. It is a goal directed intervention facilitated by trained human service providers working within the scope of their profession (Delta Society, 2004). AAT may incorporate specific activities within the counseling session, or it may involve the mere presence of a therapy animal during talk therapy. Therapy animals are often dogs or cats but can also include others such as rabbits, guineas pigs, and birds.

AAT is not a new concept. Its roots can be traced back to the late 18<sup>th</sup> century when a residential home for the mentally insane in England, York Retreat, integrated animals into its treatment approach (Trivedi & Perl, 1995). During the mid 1900s, Dr. Boris Levinson, a child psychologist, noted how one of his patients, an uncommunicative boy, willingly talked Dr. Levinson's dog, Jingles (Fawcett & Gullone, 2001). Following this experience, Dr. Levinson began to chronicle the therapeutic benefit of animals. Currently, AAT is commonly used at many locations including hospitals, schools, agencies, nursing homes, and juvenile detention centers. Human-animal teams have also offered therapeutic assistance in the wake of the Columbine shootings, the World Trade Center's destruction, and following the Hurricane Katrina disaster.

Some of the benefits of human-animal interactions include:

- ☛ Physiological effects - increased serotonin levels; decreased heart rate and blood pressure; slowed breathing
- ☛ Emotional effects - increased experience of unconditional positive regard and acceptance through the animal; increased trust in counselor
- ☛ Behavioral effects-increased motivation to participate in therapy (Chandler, 2005)

#### Why University Settings?

We believe expanding AAT into college and university counseling offices is a logical step. Many students leave behind their four-legged best friends when they move away to college. Some try to fill the void by adopting a new pet, though this can often lead to problems due to residence hall restrictions and increased time demands for pet care. Even with good intentions, college students may cross several barriers to maintaining their commitment to the animal. One of the authors volunteered at a human society while in her undergraduate program, and she and the organization's staff consistently noted an increase in animal releases to the shelter at the end of each school semester due to this difficulty in providing adequate pet care. Incorporating AAT in counseling centers on campus can provide an avenue for bonding with a new animal without students having to make a lifetime promise to a new pet.

Many benefits of animal-assist therapy speak to the needs of college students. Animals can assist students who have high levels of stress, who are experiencing an increased sense of isolation and loneliness, and who need the comfort of touch. The opportunity for animal interaction may increase motivation levels for students to consistently attend their weekly sessions. For some students, college might be their first experience seeking counseling services. The presence of an animal can help reduce the anxiety and fear that often accompanies those initial visits.

#### Roxy, the Therapy Dog

Dr. Pam Flint, a psychologist at the University of North Texas's Counseling and Testing Center, already believes in the power of AAT (personal communication, May 1, 2006). Her therapy dog, Roxy, interacts with the array of students who enter the counseling center office. Dr. Flint states that, "Roxy is an ambassador of good will. Her job involves greeting clients, helping them feel more relaxed and providing unconditional positive regard and affection." Dr. Flint explained that clients have the option of inviting Roxy into the counseling room and that many of them enthusiastically do so. One client specifically asked for Roxy to stay near



## The Intentional Counseling Center

Carol Holland  
Slippery Rock University

### When Your Waiting Room Speaks, What Does it Say?

Utilizing the services of the Counseling Center can be an enriching experience for a student. Students are growing and developing from adolescents to adults, from students to professionals, all the while building a strong foundation for their lives. These transitions are not always seamless. Students may recognize their need for guidance and support but their perception of counseling may be colored with stigma, fears, or uncertainty. And when a student decides to seek services from the Counseling Center, it may be a difficult one. So, when your waiting room speaks, what does it say?

I offer this challenge. Leave your office, take a walk and return with “fresh eyes.” Take a careful mental survey of your waiting and counseling area. What is *your* first impression? Would you feel comfortable if you entered this office off campus? Does it have an administrative feel? Sterile? Cluttered? Do you trust that this is a confidential space? Is the staff friendly? Harried?

It is imperative that the first impressions of our environment provide silent messages of an open, inviting, welcoming, confidential and comfortable atmosphere. These characteristics may determine if the student will return for services, recommend services to others, and perhaps persist to graduation. The physical and ecological environment reflects the values of the university in supporting the mission of student-centeredness and the value it places on the Counseling Center.

Improvements to the physical environment need not be expansive or grand as this is neither necessary nor possible. But inexpensive and intentional improvements can assist students to feel valued and part of a larger caring community. Small considerations, such as signage, as well as symbols of inclusion i.e. artwork can ease anxiety. Specifically, the sign to the Counseling Center may be creative to contradict any confusion that it is an administrative office. The receptionist must be easily assessable but also seated behind a window to afford maximum confidentiality in speaking with students, staff and parents. The Counseling Center waiting area must be professional and

not institutional to emphasize that services are an extension of their living/learning environment and development. The overall décor should underscore holistic well-being. Comfortable furniture can be arranged in a relaxed setting to offer both solitude and intentional nooks to encourage casual interaction. Artwork displayed must be diverse, reflecting the Counseling Center’s value of elevating understanding, appreciation and inclusion of everyone on campus.

It’s hoped that your Counseling Center environment fosters and highlights an appreciation of the students themselves as well as their community. It is also intended that the Center blurs the psychological distance between the student, their university community and beyond.

## CollegeResponse

Melissa Spriggs  
George Washington University

Depression, anxiety, bipolar disorder, alcohol problems and eating disorders are all too real for millions of college students. In fact, Americans between the ages of 15 and 24 are the group most likely to develop a mental illness. According to a recent survey of counseling center directors, there is a marked increase in the number of students with severe mental health disorders seen in campus counseling centers, many of these students arriving with a history of mental illness. Year after year, suicide remains among the leading causes of death among the college age group, an unsettling number of college students diet using unhealthy methods, and pervasive alcohol abuse leads to injuries, sexual assaults and deaths. Yet despite their prevalence, these disorders remain severely under-diagnosed among the college population. Social stigma, confusion and a simple lack of awareness of available resources prevent many students from learning about these disorders and seeking out the help they need.

CollegeResponse takes a multi-faceted approach in tackling mental illness and alcohol problems on campuses. Through online and in-person screening, CollegeResponse raises awareness about the signs of mental health and alcohol use disorders, and helps to connect students with the resources available to them. Over 730 colleges and universities participated in CollegeResponse in the 2005/2006 academic year with support from a number of higher education organizations including the American College Health Association, American College Counseling Association,

## Promoting Wellness

**Rachel Collins**  
Southern Connecticut State University

### Looking at Eating Disordered Behavior on College Campuses

National Eating Disorders Awareness Week was February 26 – March 4, 2006. It is one week a year that the focus is on raising awareness about a prevalent issue, especially on a college campus, that of eating disordered behaviors.

At any given time, 91% of women on a college campus are trying to control their weight through some form of dieting (Shisslak, Crago, Estes, 1995). Eating disorders can affect any female or male throughout the life span. They are not only disorders about food; they are serious psychiatric disorders. In the Diagnostic and Statistical Manual IV there are 3 types of eating disorders classified: Anorexia Nervosa, Bulimia Nervosa and Eating Disorder Not Otherwise Specified (Binge Eating Disorder).

Wendy D. Hoyt and Steve D. Ross (2003) surveyed 555 clients upon admission to a college counseling center and found that:

- 12.9% scored high on the Eating Attitudes Test or had a Body Mass Index of 18 or less
- Over 50% of those found with at-risk behavior engaged in bingeing and purging
- Of those considered to be at-risk, only 25% chose to disclose the information found on the survey to his or her counselor
- Counselor's who knew of the results of the survey diagnosed 84% of clients with an eating disorder, most often Eating Disorder Not Otherwise Specified

A need for an effective model of prevention/intervention on the college level is evidenced by statistics like these and research on the prevalence of eating disorders among this population.

The *Integrated Intervention/Prevention* Program is one such model, which was developed by Dr. Kathy Hotelling (1999) at the University of Illinois. Its premise is the development of an Eating Disorders Task Force based on a multi-dimensional three-tiered approach. Primary prevention focuses on targeting groups that are currently functioning in healthy ways in an effort to help them continue functioning

in that way. Focus groups on self-esteem, stress reduction, assertiveness, handling anger and body image are started in an effort to teach students life skills that increase resiliency. Secondary prevention focuses on early identification and treatment of health problems. Finally, tertiary prevention focuses on treating health problems once they have developed in an effort to prevent the problem from getting worse and enhance recovery (Piran, Levine, & Steiner-Adair, 1999).

There is a need on college campuses for intervention and prevention programs that involve the campus community as a whole. There are several programs that have been developed for middle and high school students. One such program, *Everybody's Different*, developed by Jennifer O'Dea focuses on nine lesson plans on various aspects of eating disordered behavior. This group-oriented approach aims to improve body image and self esteem with the goal of respect for one's body and the development of life skills. Students take several surveys at three different times during the program, as in the study done by Hoyt and Ross (2003), this program utilizes survey's such as the Eating Disorders Inventory, Physical Appearance ratings and body image questionnaires among others. This program produced the first long-term changes in attitudes and self-image among adolescents. At a 12 month follow up, body image dissatisfaction remained decreased and showed significant improvements in weight losing behaviors. This programs draws comparison to aspects of Hotelling's (1999) model in which the focus is on body image, self-esteem and respect for one's body.

Programs that have been developed such as *Everybody's Different*, can be adapted to fit the needs of college students, both male and female. The Hotelling (1999) model has been utilized in various forms but there is little research to back up its validity and reliability. On this front more needs to be done to combat the issue on college campuses to find out the best way to help students. National Eating Disorders Awareness Week is one week out of fifty-two that is dedicated to this issue, however, it is an issue that must be dealt with all year long.

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>



## Issues Facing Performing Artists

**John Hipple**  
**University of North Texas**

The University of North Texas has the largest College of Music in the nation. While we are most noted for our jazz program, we have a very note worthy classical program as well as a strong music education department. Acceptance to the College of Music is a challenging process which requires auditions prior to enrollment. Slightly less than half of those who apply are accepted, and less than half of those of enroll as freshmen go on to graduation according to our six year statistical tracking system.

Our music majors, from the beginning, face a rigorous performance and academic schedule. Class, practice, audition, and performance demands are extremely high. It takes a well adjusted and efficient student to survive the program.

Our Counseling Center has a well developed relationship with the College of Music. Consequently faculty as well as students know of our services and referrals are common. We also work closely with the Academic Advisors in the College and participate in various educational experiences and make presentations in classes through out the year.

Many new music majors are, for the first time, faced with a very high performance standard and a level of competition that can be overwhelming. While each student is talented, they are most frequently use to being the 'big frog in the little puddle' and this is not the case here. Students come with the dream of auditioning and being placed in our top tier performance ensembles. And when this does not happen, the sense of failure and the blow to self esteem can be heavy. Helping freshman students (especially), as well as their parents, have realistic expectations is key to keeping self esteem intact. Some assistance in formulating appropriate goals can be accomplished during orientation sessions and the academic advising process.

Performance failure is often labeled as 'performance anxiety or stage fright'. From my perspective there are two very common underlying causes of this dissonance. For the new music major this situation is probably caused by a lack of preparation both from a technical as well as an emotional playing perspective. Many students have difficulty formulating a quality practice schedule. The other cause is what I choose to call "straws that break the camels' back"

anxiety. Being a music major is like juggling hot potatoes. You can only keep so many in the air until you drop one. And often the drop takes place during a performance so it is labeled anxiety. I find that as students can first identify all of the stressful straws and then take behavioral steps to remove a few of them, their actual musical performance improves.

Symptoms of performance anxiety can be varied. In simple terms, physical, cognitive, and emotional patterns are common. Some performing artists will experience all of these, while others will only experience only one. Some will experience these symptoms in only certain playing situations. It is my contention that interventions be designed to fit the symptom which is more disruptive. I don't find that one style of intervention will fit all.

The use of beta blockers of one form or another to deal with the physical symptoms of anxiety are well entrenched in the world of music. Many younger students are easily influenced by older musicians to see medication as being the quick fix. And for some, medication certainly is a very practical and quick way to bring some symptoms under control. Sharing of these medications is not uncommon. It is important that physicians have a working knowledge of how beta blockers differentially impact various players. Since there are so many new medications constantly coming on the market, developing an educational program for faculty and students which outlines the pros and cons of medication use is a valuable prevention tool.

Having unreasonably high standards of performance is a common client presentation. It seems that most musicians are use to focusing on what they are doing wrong as they make music. There is often little time spent on helping them see what they have done right. Consequently they are very self critical and many get caught up in this pattern to the detriment of their self esteem. Helping musicians see that improving musical performance is a pathway which never ends and it is just as important for them to always be aware of how far they have come as it is to be looking ahead to making more gains. This concept alone seems to help musicians be more balanced in their self judgments.

Being a member of a musical ensemble requires a grasp of good communication and problem solving skills. It seems to me that performing artists are most comfortable in communicating through their music and consequently their verbal skills are wanting. The 'shut up and play' mentality is quite common. For the ensemble player to receive some



## From the President

**Paul David Fornell**  
California State U. - Long Beach

### *Advocacy, Advocacy, Advocacy!*

Just as our friends in real estate talk about location, location, location, we in college counseling must talk about Advocacy, Advocacy, and Advocacy. ACCA's overarching goal this year is Advocacy. Advocacy will be the fuel that powers everything we do. And, as a member you are also a partner on the leadership team, because in ACCA everyone is in the "in crowd!"

Advocacy is doing everything we can to help our students. Are you the most competent, committed and caring professional counselor you can be? If you are an ACCA member and take advantage of all of your member benefits (i.e. ACCA conference - October 2006, *Visions Newsletter*, ACCA-L listserv, on line professional development opportunities, etc.) then you most certainly are. Continue to do all that you can for your students. You know that it pays off!

Advocacy is doing everything we can to support our profession and position on campus. Merely helping your students, while the most important part of your job, isn't enough. You've got to make your personal and professional presence felt on your campus. Does every department head, every dean, every faculty member know who you are and what you do? And, how important that work is? Take your president to lunch and make sure they know who you are and how absolutely vital and necessary your contribution is to each and every student and the campus as a whole!

And, advocacy is doing everything we can to promote professional counseling in our community, our state and our country. After you've poured your heart and soul into your students and your campus community, do you have enough left in the tank to take on your community, your state, your country? I hope so because without your efforts on those bigger playing fields you may not survive on campus. Please get involved at both the local and state level in public policy and legislative efforts. Keep informed about what is going on at the national level and make sure you take the time to go and see your representatives when they are home from Washington!

Advocacy, Advocacy, and even more Advocacy. Let me hear from you about your efforts – small and big. Send me an email about your successes and also when your position or program may be in jeopardy. I'm here to help along with the rest of the ACCA board. Finally, remember that you are in the "in crowd." Let's have an awesome 2006-2007!

Contact information:

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## From the Past- President

**June Williams**  
Southeastern Louisiana University

### **Stepping Up**

Even though we are in the midst of summer, we are looking forward to the spring when we will be submitting our candidates for the 2008-2009 ACCA Executive Council. The positions that we are seeking to fill are president-elect, secretary, and graduate student member-at-large.

The president-elect should have held a leadership position (e.g., elected office, committee chair position, conference planning coordinator) at the national or state division level. The graduate student member-at-large must be a graduate student at the time of the election. Please think about some of the leaders that you know, and consider nominating them for one of the available offices. Self-nominations are always welcome.

Please contact June Williams, ACCA Nominations and Elections Chair, via e-mail at [<jwilliams@selu.edu>](mailto:jwilliams@selu.edu) to submit names or to inquire about nominations.

**I've come to believe that each of us has a personal calling that's as unique as a fingerprint and that the best way to succeed is to discover what you love and then find a way to offer it to others in the form of service, working hard, and also allowing the energy of the universe to lead you.**

*Oprah Winfrey,  
O Magazine, September 2002*

## Becoming An Advocate

**Julia Y. Porter, Chair**  
**Professional Advocacy & Public Awareness**  
**Committee**

Forty-eight counselors from twenty-three states attended the 2006 ACA Legislative Institute February 25-28 in Washington, DC. The institute included advocacy training sessions, counseling issue update sessions, and appointments on Capitol Hill to advocate for counselors and counseling issues. Those of us who were fortunate enough to attend got a great inside view of how Capitol Hill works. We also had a wonderful opportunity to network with professionals from across the country.

The advocacy training sessions focused on awareness of current legislative issues that affect counselors and on effective techniques for advocating for these issues. Key points for being effective advocates are:

- 1. Knowledge about the issue.** You need to be able to explain clearly how the issue affects the constituents of the legislator you are talking to, how the issue affects you personally as a counselor, and how the issue affects the organization you represent such as ACCA.
- 2. Brevity.** Senators, representatives, and their aides are very busy people. Often you only have 10-15 minutes to present your case.
- 3. Specific request(s).** Each senator and representative receives hundreds of contacts each day. It is important to state specifically what you are requesting the legislator to do.

The 2006 institute issues focused on legislative funding for counselors. Specific legislation that was being considered during the time the legislative institute met related to funding for counselors as care providers in education, TRICARE, Medicare, and Rehab.

Each institute attendee chose the legislative issue they would focus on during their Capitol Hill visits on February 28. As a representative of ACCA, I chose education issues. Chris Campbell, Government Relations Representative, American Counseling Association, specializes in education issues. Chris and I visited the offices of Senator Trent Lott, Senator Thad Cochran, and Representative Chip Pickering. The focus of our visits was FY 2007 funding for the Elementary and Secondary School Counseling Program

(ESSCP). Funding for ESSCP is still in the legislative process. The Senate Appropriations Subcommittee on Labor-HHS-Education is scheduled to consider funding for ESSCP on July 18, with full Appropriations Committee consideration on July 20.

If we are not advocates for counseling, others will not know what we do and how we are helping to improve society. I encourage each of you to get involved at the local, state, and national level to make legislators aware of the contributions of counselors. I also encourage you to attend the 2007 ACA Legislative Institute.

### 2007 ACA Legislative Institute

The ACA Legislative Institute will meet in Washington, D.C. around the end of February. The institute includes advocacy training sessions, counseling issue update sessions, and appointments on Capitol Hill to advocate for counselors and counseling issues. ACCA will be funding a representative to attend the 2007 Legislative Institute. Applications will be available in the Fall 2006.

ACCA members who have a legislative issue or who are interested in serving on the ACCA Professional Advocacy and Public Awareness Committee may contact Dr. Julia Porter, Committee Chair, at [jporter@meridian.msstate.edu](mailto:jporter@meridian.msstate.edu)



The main feature of Counselor Audio Source is a weekly podcast designed for practicing counselor's personal and professional development. The CAS Podcast typically features a 20-40 minute interview with a practicing counselor or counselor educator on a topic relevant to the support and growth of the practicing counselor.

The weekly audio program can be streamed to play on your desktop computer, downloaded and stored for future playback. This site also supports an RSS link which will allow for free subscription management and capture for play on any MP3 audio device.

Visit [CounselorAudioSource.net](http://CounselorAudioSource.net) to learn more about the available sessions or to learn how you can contribute.

## ACCA State Divisions Committee

**Scott M. Borne**  
**Delgado Community College**

Greetings and a “Where y’at?” from the New Orleans area! We are currently seeking four members to serve on the State Divisions Committee of ACCA.

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 divisions.

The committee consists of five 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 and 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 when possible) regarding interested persons in forming and maintaining state divisions around the country. Additionally, you will record and submit progress and contact information to the Chair.

Following is a brief formal description. ACCA looks forward to your service on the state divisions committee. If you are interested in joining this committee please contact:

Scott M. Borne  
 Student Affairs  
 Northshore Delgado Community College  
 207 East Lockwood Street  
 Covington, LA 70433

The purpose of the State Divisions Committee is to facilitate establishment of state divisions of ACCA in those states where a state division has not been established.

The State Divisions Committee shall consist of five members. The chairperson of the State Divisions Committee shall be appointed by the President of ACCA and approved by the Executive Council or Executive Committee. Additional members shall be recommended by the chair and the Executive Council and appointed by the President. Committee members will represent the diversity of ACCA membership. An Executive Council Member-at-Large shall serve as liaison and adhoc member of this committee.

### Activities

- Work with college counselors in those states where a state division has not been established to encourage and facilitate forming a state division.
- Serve as liaison to state divisions and facilitate communication between state division members to actively 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 the state divisions.
- Provide written report of the committee activities to the Executive Committee and to the membership via *VISIONS*.
- Maintain and communicate to Executive Committee of current ACCA state leaders.
- Request copies of all state newsletters and other correspondence be shared with the ACCA President.
- Maintain schedule of state division meetings and share with Executive Committee.

### Marketing Strategies for College Counseling Centers by Bob Mattox

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

## ACCA Continuing Education

**Perry C. Francis**  
**Eastern Michigan University**

### **ACCA Provides Continuing Education at The Counseling Centers of New York 24<sup>th</sup> Annual Conference**

Preventing suicide on the college campus as well as what to do with students who are presenting with suicidal ideation or behavior is topic of growing concern on college campuses. Recent court decisions (Jain v. State of Iowa, 2000 & Schieszler v. Ferrum College, 2002) as well as the many publicized completed suicides at MIT and New York University, as well as other locations, are being discussed not only in college counseling centers, but in the administrative and legal council offices. The ACCA recognizes this issue and seeks to promote education about suicide on college campus as well as other subjects that help college counselors provide the best services to their clients.

It is the strong belief of the leadership of our organization that ACCA serve the profession by insuring that college counselors are well informed and educated practitioners. This is reflected in a section of our mission statement that states we are "to support and enhance the practice of college counseling..." We do this through our journal, (Journal of College Counseling), providing on-line continuing education units, a national convention (this year in Reno Nevada, Oct 3-6), and the Visions Newsletter. These services are often provided as a benefit of membership or at a reduced cost to the membership. Additionally, we reach out to the professionals who are not members of the organization through our service of providing well informed speakers for workshops, presentations, and speeches. These speakers are paid for by ACCA as a service to the profession and as a way to recruit new members. In this way we try to live up to our mission of enhancing the profession.

Recently, the ACCA provided to the Counseling Centers of New York 24<sup>th</sup> Annual Conference two of our members to present a 6-hour pre-conference workshop at Rensselaer Polytechnic Institute in Troy, New York. Perry C. Francis (former board member and past president) and M.J. Raleigh (former board secretary) joined up with Lydia H. Meunier, attorney at law, to highlight the benefits of membership in ACCA and present a workshop on "Suicide on

*the College Campus: Issues of Treatment, Intervention, Policy, and Law."*

Perry C. Francis is an associate professor of counseling and coordinator for counseling in the College of Education Clinical Suite at Eastern Michigan University. He has written and presented about suicide in the college student population and ethics in college counseling. M.J. Raleigh is Director of Health Services and Assistant Director of Counseling at New England College. Both have presented at ACA & ACCA conventions in the past at the invitation of ACCA. Lydia H. Meunier is an attorney practicing in the Troy area and specializes in working with hospitals and schools in areas around mental health.

Their presentation focused not just on assessment of treatment issues, but on the need for counseling centers and universities to work together in coming up with workable policies and procedures to help students who present with suicide issues. They pointed out that colleges and universities must be more proactive in their interaction with student, providing prevention education, appropriate assessments and interventions, and consistent leave/withdrawal and reinstatement policies that focus on helping students be successful. Additional discussion was centered on parental and family notification, especially when a student needs to be hospitalized or sent home. Parental notification is one of the more perplexing issues faced by administrators and counselors because of the dynamics within families, confidentiality issues, and FERPA laws.

The ACCA has other presenters who are willing to share their expertise at conferences and workshops as part of our continuing commitment to support the profession and the student we serve. Contact the leadership for more information.

### **California Association for Counseling and Development 2007 Annual Conference**

February 16-18, 2007

Embassy Suites - San Francisco Airport

*Theme: California Dreaming: 40 Years of Counselors  
 Making the Dream a Reality*

Go to: <http://www.cacd.org> for more information and to view the 2007 Call for Presenters, Invitation to Exhibit, and Conference Registration.



## Membership Benefits

**Joyce R. Thomas**  
ACCA Secretary

During the months of April, May and June, I was fortunate to serve as ACCA's Interim Membership Chair. After having previously served as your Membership Chair from 2003-2004, I was reminded what an important AND busy position this is!

During the past three months, many of you either renewed your membership or became new members. On behalf of the ACCA Executive Council, we extend our sincere thanks to the 290 who renewed their membership and to the 112 who became members for the first time. A hearty WELCOME to you!

I am confident you will find your membership with the ACCA well worth your dues. Membership in ACCA means so much more than just a notation on the resume! Our 1,570 members can take advantage of countless membership benefits, which include:

- √ A comprehensive ACCA web site, which was recently redesigned and enhanced and includes a plethora of relevant information and links ([www.collegecounseling.org](http://www.collegecounseling.org)).
- √ Opportunities to develop leadership skills while helping to advocate for and shape the college counseling profession by joining one of the thirteen ACCA committees.
- √ Opportunity to participate in ACCA's formal Survey of the Membership. Our most recent membership satisfaction survey was completed during the fall 2005 and spring 2006. Please visit the spring 2006 edition of *VISIONS* (available on-line) to view the results of our most recent Membership Survey. Results provide valuable insights and suggestions and have a strong impact as ACCA leaders continue to enhance membership services.
- √ Subscription to the *Journal of College Counseling*, which is published in the spring and fall. The JCC continues to be the fastest growing journal in the ACA's library. It contains practical and theory based information and research that is of great benefit to the college counselor, educator and practitioner.
- √ The ACCA listserv. Our listserv allows members to communicate with other professionals throughout the country and get rapid responses to questions, advice on how to handle tough situations, recommendations on products and ideas for new approaches to college counseling. To subscribe, members need only send an email to listerv manager, Marcia Hanlon ([mhanlon@aurora.edu](mailto:mhanlon@aurora.edu)), or visit [collegecounseling.org](http://collegecounseling.org) website and click on the "Resources" button.
- √ Subscription to ACCA's newsletter, *VISIONS*. Published three times a year, *Visions* contains information about the organization and relevant, current practices in the field of college counseling. *Visions* can be accessed on-line on the ACCA website.
- √ Access to the ACCA booklet: *Advocating for College Counseling* booklet. This on-line resource, created by members of ACCA's Professional Advocacy and Public Awareness Committee, is designed to help you interpret the world of the college counselor to your college and university officials and to the public at large. To download your copy of this informative booklet, simply go to [www.collegecounseling.org/members/login/publications/index.html](http://www.collegecounseling.org/members/login/publications/index.html) and click on the 'Advocating for College Counseling' .pdf link.
- √ Continuing education opportunities at reduced cost to ACCA members. Check out [www.ProfessionalCEU.com](http://www.ProfessionalCEU.com) for the on-line courses currently available and visit our website to learn about upcoming Drive-In Workshops that may be coming to your region in the future.
- √ Grant opportunities for graduate students (in the form of registration grants for both the ACA Conventions and ACCA Conferences) and for scholarly research to those studying to promote and highlight the work of college counselors.
- √ National recognition through professional awards for meritorious service and other significant contributions to the profession of college counseling.
- √ Opportunity to participate in ACCA's National Conferences. Our Conferences take place every two years, with the next being held October 3-6, 2006 in Reno.

### *New Membership Chair*

In April 2006, member Shannon Andreas had to hand over her responsibilities as ACCA Membership Chair. Since August 2004, Shannon served as our Membership Chair with enthusiasm, professionalism, vision and tremendous

care for the members she served in the ACCA. I am speaking for the entire ACCA Executive Council (past and present) when I extend a sincere THANK YOU to Shannon. She truly went far above the responsibilities of the totally volunteer, but critically important, Membership Chair position.

I am so thankful and pleased to announce that Dr. Carol Holland of Slippery Rock University has volunteered to step in to the ACCA Membership Chair responsibilities beginning July 1, 2006. Many of you might recognize Dr. Holland's name and perhaps her consistent dedication to the profession of college counseling, as she has actively served on the ACCA Executive Council for the past three years as Member-at-Large. Her ACCA leadership position included (among many other things!) serving as liaison to our very active State Divisions committee. With Dr. Holland, ACCA membership will be in highly qualified, organized and dedicated hands. If you have Membership questions, please direct them to carol.holland@sru.edu. Thank you, Carol!

## Journal of College Counseling

**Laura Choate, Editor**  
**Louisiana State University**

Applicants for positions on the editorial review board of the Journal of College Counseling are currently being sought for three-year appointments. The Journal of College Counseling is the professional journal of the American College Counseling Association (ACCA) and publishes articles focusing on professional issues, innovative practice, and research that have implications for the practice of counseling in higher education. Counselors who represent all of the various specialty areas in college counseling, particularly those with a record of writing and publication, are encouraged to apply, as are those from underrepresented groups in the profession. Applicants must be members of the American College Counseling Association and must be willing to provide quality reviews on a timely basis.

Interested applicants should submit a letter of application describing qualifications and areas of expertise; a Vita; recent publications; and the names/emails of three professional references. Reviewers with special expertise in college counseling are encouraged to apply. Applications can be mailed to Laura Choate, Editor at 122 Peabody Hall, Counselor Education, Louisiana State University, Baton Rouge, LA 70803.

## Calling All Files! The ACCA Archive Needs You!

**Laura A. Dean**  
**University of Georgia**

Now that ACCA is 15 years old, there are lots of you out there who have served in leadership positions or worked on ACCA projects. If you still have files that you haven't quite known what to do with, we can help! ACCA has established our organizational archives at Bowling Green State University, in the *National Student Affairs Archives*.

ACCA is now one of 14 national (plus four regional & six state) professional associations to have established archives at Bowling Green. Along with ACPA, NASPA, CAS, and a number of other organizations, ACCA has begun the process of making sure that the records of our development and history as an organization are not lost, but are preserved and organized where they can be accessed if needed. For future reference, and for research by graduate students and others, the archives will serve as a repository of minutes, officer lists, annual awards, committee reports, proposals, newsletters (every issue of Visions!), membership and financial information, and other important ACCA records.

Thanks to the efforts of Amy Ertel, Joyce Thomas, and others, we have already sent a significant amount of records to be catalogued and archived. If you have documents or materials that you think might be appropriate to submit, please contact the ACCA Archivist, Laura Dean, at ladean@uga.edu. I'll be happy to talk with you about what you have and how to submit it. The next time you clean out your files, remember ACCA!

ACCA has been a member of CAS since 1993, and our involvement and voice at the table continues to be valuable. On a personal note, I am grateful to ACCA for the opportunity to serve as the representative to the CAS Board. Having recently become the CAS Publications Editor, I especially appreciate being able to represent ACCA in that capacity and to contribute both to the work of ACCA and the work of CAS. For further information on CAS, go to the CAS Website or contact Laura Dean, the ACCA representative to the CAS Board of Directors, at ladean@uga.edu.

I was always looking outside myself for  
 strength and confidence,  
 but it comes from within. It is there all the time.  
*Anna Freud (1895 - 1982)*

## GLBT Students: What is the Connection?

Martina Sternberg & Michael Zucker  
University of Texas - San Antonio

What is the connection? There is a connection between identity development and career development of GLBT students/clients. Counselors can be instrumental in helping their GLBT students go through identity and career development with ease.

One of the most crucial tasks for college students is in choosing their major and mapping out their life career path. Identity development must happen so career development can follow (Bordin, 1984; Holland, Gottfredson & Power, 1980). GLBT students may be going through their coming out process while in college and it can last for a number of years (Cass, 1979). This can be a time of great dissonance and turmoil. A recent study suggests a large majority of GLBT students feel behind their heterosexual counterparts in terms of their career trajectories. This could be, in part, because GLBT students are redefining their identity development and sexual identity development which can take priority to their career development process. In fact, many times students who “come out” in college, experience a delay in their professional or educational careers.

Statistics show that:

- suicide is at least 3 times higher among people in the GLB community
- 33% of GLB students report harassment, 48% experienced verbal abuse
- lesbian and gay men are at a much higher risk for substance abuse
- 53% of students have heard homophobic comments by school staff
- 80% of teachers report negative attitudes towards GLB people
- 52% of teachers would feel uncomfortable working with an openly gay/lesbian colleague

It is no wonder that GLBT students have difficulty progressing through their identity development. Counselors can assist GLBT students in progressing through their identity development and career development with less interruption in their education and professional careers by being aware of issues surrounding this population of students.

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## Foresight's 20/20

Scott M. Borne  
Delgado Community College

### A report from the 20/20: A Vision for the Future of Counseling symposium

I accepted an invitation to represent the ACCA at a symposium titled, “20/20: A Vision for the Future of Counseling” at the ACA convention in Montreal, Canada. Not knowing exactly what to expect, in addition to this being my first day out of the U.S. in a mostly French speaking city, I felt a bit intimidated and anxious as I made my seat with about 21 other division representatives and looked across at Sam Gladding, the group facilitator. From the information I had gleaned, the task of licensure portability seemed to be the soup du jour; however, another subject surfaced above the rest. As the symposium title indicates, the group identified major issues to be adopted in bringing the profession of counseling forward by the year 2020. Before addressing the paramount subject emerging from the group, I would be remiss not to list the other important issues deemed a priority or mode for improvement of the counseling organization as a whole:

- ✦ **Counselor identity** (e.g., counselor as a term to identify professions and persons not providing counseling services, distinguishing the counseling profession from other fields)
- ✦ **Unified standards** – presently too broad based
  - ✦ CACREP/Licensing boards allow too many different areas to attain licensure
- ✦ **Access** by all socioeconomic groups to counseling services
- ✦ **Licensure portability**
- ✦ **Advocating** the counseling profession to students in undergraduate studies
- ✦ **Improved marketing and media relations**

After identifying the major issues, the task group was then asked to offer “What if’s” in offering new ideas for moving the organization forward. Here are several: **What if...**

- ... *ACA membership was required for licensure?*
- ... *the ACA convention had a press room?*
- ... *practitioners took a leadership role in ACA?*
- ... *the symposium task force became an ACA “think tank?”*

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## Student Development Counseling & Chicken Little

Stephanie J. Fujii  
Estrella Mountain Community College

I offer the following as one who is experiencing concern about community college counseling and it's disconnect from student development theory and practices. So, be prepared friends, I've decided to go for scandal. Well, not so much scandal, maybe more so controversy. Okay, maybe not controversy, or actually maybe so... I'm not sure. But, actually, what I want to do is encourage folks to think. Think about the work we do, about what student development means, and about... Chicken Little.

While I do not have the experience of some, I like to think that I have a fair amount. And, here's the thing, ever since I have been involved in counseling, it seems like we, our profession, have always been talking about how folks want to get rid of us. Heard it in 1994 and still hear about it in 2006. So, like Chicken Little, "the sky is falling, the sky is falling." And, to be honest, I fear (and I include myself as well) feel like we have become the student/client who is the constant victim. And me, being the Albert Ellis-kind-of-counselor, am ready to administer a harsh slap of reality.

1. Yes, we attend to the mental health of the students. No, we should not be the administrators/trackers, etc. of mental health drugs. That is complicated business, and frankly, not the institution's responsibility. Refer it out. We are counselors, not psychiatrists. That's why we're called "counseling centers," not "psychiatric wings." Thus...
2. The days of doing therapy (one-on-one, individual) are over. Gone just like knit ties and mullets. Though some may be very invested in it, and it is and can be done in variation - it simply does not serve the profession, the institution or the student body well. Just like Jimmy Choo shoes - Love 'em, but way too expensive. Thus, this evolution brings us to...
3. We need to diversify. Counselors can be leaders - programming, teaching, group work, retention, and yes, some variation of counseling. I don't put all my money in one stock, but many to yield maxim results. That's what many colleges have to do, so we need to respect that. Counselors can and should have influence all over campus, but to do so, we...

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## Upcoming CAS Initiatives

Laura A. Dean  
University of Georgia

### New Publications & National Symposium

The Council for the Advancement of Standards in Higher Education (CAS) will be releasing two updated publications and one brand-new one this August. The 2006 edition of the *CAS Professional Standards for Higher Education* (the "blue book") contains 14 new or revised standards, along with two newly developed resources. The book, which is the sixth edition, contains new standards for College Honor Societies, Education Abroad, Health Promotion, Internships, and Service-Learning. Revised standards include Academic Advising, Campus Religious/Spiritual Programs, Clinical Health, Commuter & Off-Campus Living, Housing/Residence Life, Multicultural Student Programs, Orientation, Student Conduct, and Women Student Programs. Each of the 35 functional area standards contained in the book is also accompanied by a contextual statement that provides background information, current issues, and additional resources. Additionally, CAS has included two new documents: Characteristics of Individual Excellence and the CAS Statement of Shared Ethical Principles, which was reviewed by several ACCA members.

To make the standards more user-friendly, CAS also produces the *Self-Assessment Guides* (SAG) for each set of standards. The SAGs are presented in a workbook format to help practitioners who are using the standards for self-study or program assessment. The SAGs are available individually or on an interactive CD-ROM that also contains the contextual statements, information about using the SAGs, an e-learning course, and a PowerPoint presentation.

Finally, CAS is also introducing the *Frameworks for Assessing Learning and Development Outcomes*, or the "FALDOs," designed to be a companion piece to the Standards book. Figuring out how to assess outcomes is something that all of us grapple with, and the emphasis on learning outcomes in the 2003 edition of the CAS standards made it clear that there was work to do in this area. The FALDOs take each of the 13 learning and development outcome domains listed in the Program section of every CAS standard and provide theoretical background on the concept (e.g., realistic self-appraisal, enhanced self-esteem,

*continued page 22*

## ACCA Grant Opportunities

### Roxane Dufrene & Deborah Jackson Research Co-Chairs

The American College Counseling Association (ACCA) announces two research grant opportunities for the 2006-2007 year. These grants can provide various financial support methods to you and your research team such as:

- ◆ Pay yourself a salary
- ◆ Hire a research design or statistical consultant
- ◆ Compensate your participants
- ◆ Compensate secretary(ies)
- ◆ Pay for web services
- ◆ Pay for professional production & copying of materials
- ◆ Hire graduate students

Individuals may submit, or be a part of a submission team, for only one proposal. The following is a general description of the two types of awards available:

1. **Annual Research Grants.** ACCA seeks to support 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 two \$500 grants for research in the area of college counseling. These investigations include counseling at community, vocational, and technical institutions as well as colleges and universities.
2. **Funded Research Award:** This funded research is designed to recognize and honor individuals who are seeking to complete a comprehensive research study (e.g., thesis, dissertation, or major research project) investigating the "effects of college counseling practices on *college student retention*". The Funded Research Award provides a cash award of up to \$5000.00.

Both of the financial supports are open to all members of ACCA. Students are especially encouraged to apply. The deadline for both of the proposals is **March 1, 2007**. For further information concerning submission of applications,

criteria of awards, qualifications, and financial compensation, please visit <http://www.collegecounseling.org/>. Go to the *News and Special Events* folder on the main webpage.

ACCA is looking forward to supporting their members. Please don't hesitate to contact the chairs of the research committee regarding any questions you may have:

Dr. Roxane L. Dufrene  
Northwestern State University  
Natchitoches, LA 71497  
Phone: 318-357-5192  
Email: [dufrener@nsula.edu](mailto:dufrener@nsula.edu)

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Youngstown, OH 44555  
Phone: 330-941-7273  
E-mail: [dljackson.01@ysu.edu](mailto:dljackson.01@ysu.edu)



## 2006 Awards

### \$500 Awards

#### Award 1

Dr. Joshua C. Watson  
Mississippi State University, Meridian  
&  
Dr. Shawn L. Spurgeon  
Western Kentucky University

#### Award 2

Dr. Heather Trepal  
University of Texas at San Antonio  
&  
Dr. Kelly Wester  
University of North Carolina at Greensboro

### \$5000 Award

Ms. Eunah Lee & Dr. Sue Braton  
University of North Texas (*Awarded \$3,000*)

*Visions* is published in April, July, and November by the  
American College Counseling Association, A Division of the American Counseling Association

Melanie Bullock, University of Texas - El Paso  
Stephanie Fujii, Estrella Mountain Community College  
Derrick Paladino, University of North Texas  
Donald Strano, Slippery Rock University,

Visions Editor  
Community College Column Editor  
Graduate Student Column Editor  
Counselor Educator Column Editor

## Conference Networking

**Jim Bauer**  
**Eastern Michigan University**

My first American Counseling Association conference was actually an international conference held in conjunction with the Canadian Counseling Association in Montreal.

Excitement ran through me as I arrived at the Detroit metro airport for a 9:15 am flight. Due to technical difficulties my flight was delayed until 1:30 pm. Not a great start as I was to attend an emerging leaders training seminar and by the time the plane touched down in Montreal the seminar had already begun!

Once past customs it was a race to get to the convention center. I dashed to the registration booth, picked up my tote bag and name tag and inquired as to where ACCA was located. I was off to the Sheraton hotel with my luggage and all. Once at the Sheraton hotel I frantically looked all over for Greta Davis who has been my extremely helpful contact throughout the emerging leaders grant process. I explained my situation to her and several other people among ACCA who all were very understanding and appeared to be happy that I made it.

I was pretty nervous about coming to this conference. I had catastrophizing thoughts that all of the people that I would meet would not be interested in speaking with a masters degree level student and that maybe they would not take me seriously. Other thoughts included worries about basic counseling skills and technical vocabulary that I would possibly misuse in a conversation. A general worry of competency was flooding my mind and body as I continued to have automatic negative thoughts of “these are my potential future employers, don’t mess up!”

Once I was able to rationally think I then was able to approach other counselors and found that all of the members who I spoke with at the conference were extremely friendly, approachable, and very helpful. Who would have guessed that I would have run into such a friendly group of people at a counseling conference!

I was able to speak with counselors from all over the United States and Canada. Having a keen interest in college counseling, I asked where each counselor received their training, what it was like for them, what they are currently doing now, and what advice would they offer to someone just starting out.

Surprising for me was that the majority of the counselors that I met during the conference were all either professors or therapists in a college or university. I anticipated that conference participants would be masses upon masses of school and community counselors and only a handful of college counselors. I was pleased to have met so many college counselors! The conversations that I engaged in were all very encouraging to hear. Many people shared their stories about earning a Ph.D. or masters degree and others offered tips for success including being willing to try new things, pursue what you love, and networking.

Networking was the one consistent recommendation. The idea is plain and simple; make your world smaller. I found out that creating a smaller world takes work, energy, and enough guts to stick your hand out and introduce yourself.

So, I shook a lot of hands and met many new people. What I found is that time management is an important element in networking! After the wonderful keynote speech delivered by Tipper Gore, I ran into my first networking snafu. I was to attend an ACCA brunch, but lost track of time as I continued to shake new hands and meet new people. So many people, so little time!

Waiting for my flight home, I had time to perused the terminal bookstore and an orange colored book entitled *Work the Pond* by Darcy Rezac caught my attention. This book was essentially a how-to-guide for positive networking. I started to critique my networking performance during the conference and found that there were a few things I did right and a few that I did wrong.

Rezac suggests that when we network we should take an interest in what others have to say, figure out if there is something that we can offer them, have plenty of business cards available and hand them out. Rezac suggests that networking opportunities happen daily, but we don’t always take advantage of them when they occur. So make them happen! I am anxiously waiting for the ACCA Conference in Reno Nevada so I can try out new networking skills!

I take this opportunity to share some of the lessons learned from my first conference experience.

1. If you fly to your destination, fly a day in advance!
2. Allocate enough money to stay more than just one night once you have reached the conference.



## ACCA Conference

**Kevin Gaw**  
University of Nevada, Reno

**3rd National ACCA Conference**  
**Reno, Nevada \*\* October 3-6, 2006**

Want to continue your professional development on the edge of the Sierra Nevada? Interested in meeting other college counseling colleagues? Then join other college counseling professionals from across the country at the 3rd National ACCA Conference, themed: "Exploring New Frontiers in College Counseling."

This dynamic and personable conference will offer 16.0 CEUs, 6 of which are law and ethics. Practitioners from 4-year, 2-year, as well as public and private institutions will attend. In addition, the members of ACCA represent all types of mental health providers, from counselors to social workers, from psychologists to family therapists, from graduate students to seasoned practitioners. Join us for an excellent conference that will be full professional development opportunities and among dedicated colleagues.

We are excited to have Maria "Paahpoo" Balbuena, MA and Thomas Balistreri, EdD, as the keynote speakers; their keynote is titled, "Sacred Time, Sacred Space, and Sacred Relationships in the College Counseling Profession." Many other exciting presentations have been scheduled and they can be viewed on the online registration webpage.

One of the joys about the ACCA conference is that it is not one of those huge, overbearing conventions where you are anonymous by default. At the ACCA conferences, participants have the opportunity to connect with diverse colleagues and engage in meaningful and professionally invigorating dialogue.

In addition to the wonderful conference sessions and connections with colleagues that will happen, the on-site team has developed some casual tours of the area, for those staying through the weekend. Why? Because we love our part of the world and are excited to share some of the beauty with colleagues! Details are on the conference registration form. To register online or to obtain conference and hotel information, go to: <http://www.collegecounseling.org/conferences.html>



### Conference Networking *continued from page 15*

3. Map out your days. Find interesting workshops and figure out where you need to be and if there is enough time to get from A to B.
4. Set an alarm on your watch or phone to alert you of where you need to be located and when you should be there.
5. Don't pack a swimsuit it's a waste of space.
6. Get business cards even if you're not a working professional, you can make your own. Don't be bashful handing them out!
7. Always carry a pen!
8. Dress for success.

I look forward to seeing everyone in Reno!

## Conference Preview

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

It's hard to believe that summer is quickly drawing to a close! As I schedule fall projects and activities, I realize how much I look forward to attending the ACCA Conference in Reno. It promises to be a wonderful learning event and a great opportunity to see old friends, make new friends, and visit a new city!

The following information is just a quick preview of the great sessions that will be available at the conference. Complete program information and instructions on registration and travel reservations can be found on our website at <http://www.collegecounseling.org> Don't delay, add the ACCA Conference to your fall schedule today!

**Theme:** Exploring New Frontiers in College Counseling

**Location:** John Ascuaga's Nugget Casino Resort  
Reno, Nevada

**Date:** October 3-6, 2006

### Reno: The Biggest Little City in the World



A world-class tourist destination with a rich arts scene and year-round outdoor activities. Reno has something for everyone inside its 85.2 square miles (and we're

a mere 45 minutes away from Lake Tahoe and some of the country's best ski resorts.)

#### Climate

Reno rests at a comfortable 4,400 feet above sea level, and gets over 300 sunny days each year. We get about 12 inches of precipitation annually, with lots of snow falling at the 15 easily-accessible ski resorts in the Lake Tahoe area. The average high in October is 56 and the average low is 26. For additional information visit City of Reno website <http://www.cityofreno.com/vis/>



#### John Ascuaga's Nugget Casino Resort

Here at John Ascuaga's Nugget Casino Resort you will experience our genuine hospitality throughout our hotel, great nightly entertainment, award-winning restaurants, impeccable service, wireless internet access, and the friendliest hotel casino in the Reno area. Our 1,600-room hotel with two 29-story towers features sweeping views of the Sierra Nevada mountains and surrounding valley. The Nugget Hotel offers everything you need for the perfect business or vacation destination.

**Complimentary Shuttle from Reno/Tahoe International Airport.** The Nugget Hotel offers free shuttle service every half-hour to and from the airport daily beginning at 4:30am and ending at 12:00 Midnight. The shuttle runs from the Nugget on the half-hour and on the hour. From the airport, the shuttle runs on the quarter-hour and on the three-quarter-hour. Shuttle pickup and drop-off at the airport is at the far end of baggage claim D (the North side of the building). Shuttle pickup and drop-off at John Ascuaga's Nugget Casino Resort is at the Valet area in the Hotel Lobby.

### Session Preview Tuesday, October 3, 2006

- 3:00 pm - 6:00 pm:** Registration
- 6:00 pm - 6:30 pm:** Graduate Student Reception
- 6:30 pm - 8:30 pm:** Early Arrivals Reception

### Wednesday, October 4, 2006

#### 8:30 am – 10:00 am

- *Spirituality in College Counseling*
- *Using the NEO-PI-R in College Career Counseling*
- *SuicideTALK, safeTALK, ASIST*
- *The CAS Standards*
- *Coordinating Counseling & Student Health Services*

#### 10:15 am – 11:45 am

- *Spirituality in College Counseling*
- *Using the NEO-PI-R in College Career Counseling*
- *Keeping Up With the Counseling Profession*
- *Short-term Therapy for Anger Management*
- *The Distressed, Disruptive or Dangerous Student*

#### 12:00 noon – 1:30 pm

##### Banquet and Keynote Speech

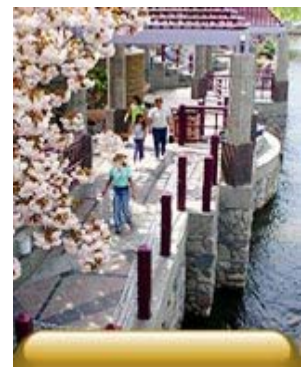
*Sacred Time, Sacred Space, and Sacred Relationships in the College Counseling Profession*  
Maria "Paahpooh" Balbuena, New Mexico &  
Thomas Balistrieri, Lees-McRae College

#### 1:45 pm – 3:15 pm

- *Ethics Practice: Assessments & Evaluations (Part I)*
- *Disasters from Inside Out (Part I)*
- *Career Transitions in the Modern World of Work*
- *Dissociative Identity Disorder on a College Campus*
- *Recoloring the Present, Refiring the Past*

#### 3:30 pm – 5:00 pm

- *Ethics Practice: Assessments & Evaluations (Part II)*
- *Disasters from Inside Out (Part II)*
- *Suicidal Students on the Small College Campus*
- *Technology for College Counselors*
- *Sweaty Palms & Awkward Answers: Job Interview Skills*



## Thursday, October 5, 2006

**7:30 am - 8:30 am:** Past Presidents  
Breakfast

**8:30 am - 10:00 am**

- *College Student Mental Health: A Blue Print for Action (Part I)*
- *Enhancing Performance from the Heart*
- *Suicide on Campus: Viewing Prevention Through a Systemic Lens*
- *The Millon College Counseling Inventory (MCCI)*
- *Career Development for International College Students*

**10:15 am – 11:45 am**

- *College Student Mental Health: A Blue Print (Part II)*
- *College Counselors and Federal Education Policy*
- *Counseling Men: Issues and Attitudes*
- *College Students and Their Experience of Grief*
- *Interpreting Flat Profiles on the Newly Revised Strong*

**12:00 Noon – 1:30 pm:** Lunch and Business Meeting

**1:45 pm – 3:15 pm**

- *Counselor Burnout (Part I)*
- *Prevention vs. Privacy: Legal Issues in Higher Ed. (Part I)*
- *A Discussion of the Keynote Speech*
- *Multicultural Competency Fact, Fiction, or Fallacy*
- *College Counselors and the New 2005 ACA Code of Ethics*

**3:30 pm – 5:00 pm**

- *Counselor Burnout (Part II)*
- *Prevention vs. Privacy: Legal Issues in Higher Ed. (Part II)*
- *Publishing in the Journal of College Counseling*



## Graduate Student Presentations

**3:30 pm – 3:50 pm**

*Assessing the Potential for Depression-Related Issues among College Student-Athletes*

**3:50 pm – 4:10 pm**

*The Hidden Relationship: Intimate Partner Violence on College Campuses*

**4:10 pm – 4:30 pm**

*Cognitive Behavior Therapy and Math Anxiety: A Group Intervention for Female College Students*

**4:30 pm – 4:50 pm**

*A Change in Career Counseling Perspective from Student to Professional*

*Group Expressive Arts Therapy with International College Students Experiencing Cultural Adjustment Difficulties*

## Friday, October 6, 2006

**8:30 am – 10:00 am**

- *Identification & Treatment of Intentional Self-Injury (Part I)*
- *The Social Media Diet of College Students*
- *Needs & Attitudes of International Students towards Counseling*
- *Multiple Roles in Small College Counseling Centers*
- *Suicidal Students: Prevention, Ethics and Standard of Care and Liability*

**10:15 am – 11:45 am**

- *Identification & Treatment of Self-Injury (Part II)*
- *Creative Arts Therapies in College Counseling*
- *New Frontiers in College Counseling: A New Way to Identify and Utilize Student Strengths*



10:15 am – 11: 45 am (continued)

- *Smart Choices: Responsible Drinking for Life*
- *How College Counselors Can Promote Effective Campus Response to Students in Distress*

1:00 pm – 5:00 pm: ACCA Executive Board Meeting

*Diversity*

*continued from page 1*

language and facial expressions. Then ask the client to explain the problem again in English. Listen closely for metaphors, and cultural references. If you don't understand, ask for more help understanding the cultural context of the problem.

This allows for a much more “emic” system of helping. If you can begin to understand a problem or difficulty from within the client's context, you have much better leverage to facilitate change. This change is also much more likely to occur within a cultural frame of reference, and be more likely understood and attempted by the client.

Even when language is not a variable, generational references can provide similar difficulties. Few of us are likely to know the lyrics from the newest 50 Cent, Shakira, Kenny Chesney, Los Lonely Boys, and Nickelback release. We may not even know who these people are. College students do, and can likely recite the lyrics *ver batum*. These are the “poets” of a generation, and are a rich source of metaphors for college students. Asking “What is your favorite song?” may yield lots of information for understanding the client's cultural landscape, and in helping them out of their difficulties. Their favorite song or artist was likely chosen for some reason that is valuable and important to them. Lines from songs can be powerful tools to leverage change. These tools are “emic” by design, and assist us in being more culturally specific.

We only know one thing for sure. College campuses are going to continue to be more and more diverse. The America I was trained in is gone, and the one I train counselors to work in is changing fast. Only by preparing for using the new constructions students bring with them (or create with us) will we be able to help them quickly and effectively.

*CollegeResponse*

*continued from page 3*

National Pan Hellenic Conference, and the National Collegiate Athletic Association. *CollegeResponse* is a program of Screening for Mental Health, the nonprofit organization that spearheaded mental health screening over 15 years ago with its flagship program, National Depression Screening Day. To learn more about *CollegeResponse* or to

register for the program, call (781) 239-0071 or visit [www.mentalhealthscreening.org/college](http://www.mentalhealthscreening.org/college).

20/20

*continued from page 12*

... *there was a pipeline to graduate schools in counseling from undergraduate programs, such as psychology?*

Finally, the task group was asked to propose “We might’s” in brainstorming ways to follow-up on the concerns of the organization. A few of these include: **We might...**

... *offer free membership to first year graduate students.*

... *hold a mega conference as opposed to individual conferences.*

... *have a “sliding fee scale” in determining CACREP fees for institutions.*

As strange as it may sound, the matter that came to light as a primary concern is that of divisiveness linked to divisions within ACA. The theme of unity among the organization was pervasive throughout the task force group. The “splintering” of the association was identified as a problem area and how divisiveness impairs instead of promotes the organization as a whole; in particular, how the association is viewed by other organizations, employers, clients, and students. An identified major issue is, “bridging ACA divisions,” for better communication and collaboration in working toward a common goal of enhancing the organization while maintaining our focus on what makes each division unique. Fittingly, the question arose from the process, “What if specialties worked closely together instead of a divisive mindset?” and ideas sprung from the questions such as, “We might hold a mega conference as opposed to individual conferences,” and “We might be issue driven instead of “difference driven” in bringing the ACA back to a more unified organization. The result of this issue is the tip of the iceberg in developing a plan to catapult ACA into the next decade and beyond.

Our meeting in Montreal was the first phase of three and much was learned regarding the direction we should take in view of the immediate future; among this the discussion of how the organization can be more unified by collaboration among its divisions. Overwhelming information in a four hour period to say the least, yet invigorating to be a part of a process affecting a national association. On the surface, the matter at hand seems logical and manageable; however, for the “vision” of counseling in 2020, in particular linking divisions, there may be more than meets the eye.

*Artists**continued from page 5*

coaching as to how to say what is on his/her mind in a timely fashion and to be able to work through disagreements in a calm fashion can be very helpful.

Music has its own language so I work to adapt my vocabulary to theirs. As I work with music students as well as faculty, I tend to use the term 'coaching' rather than 'counseling'. Musicians are use to taking lessons and participating in coachings as opposed to being in counseling. I also do 'master classes' on stress and performance anxiety.

Dealing with authority can be an issue for students. A confident musician will find ways not only to adapt to his/her teacher/coach/conductor/section leader/first chair, but also develop strategies of 'teaching' ways in which the teacher can more directly meet the unique needs of the student. This requires learning good communication styles and identifying ways to be appropriately flexible and experimental as new musical approaches are explored with the teacher/conductor.

The relationship between music students and their teachers is a very special one and often quite emotionally intimate. Teachers who have a good sense of their students' emotional perspective can often be the most productive in their musical instruction. One potentially negative side of this very personal relationship is that teachers are often reluctant to turn over their student to a counselor. Parental possessiveness can be a bit high.

A musician's social life is often far different from the typical college student. The hours of practice, rehearsal, and performance do not allow for a great deal of social interaction. Musicians are often 'making music' when others are socializing. For the student who is dating a non music major, this can be stressful and create couple problems. This situation can become even more stressful for the engaged or married musicians who find themselves passing their partners in the night.

Financial demands are extremely high in the world of music. First of all you are playing with an instrument which costs thousands of dollars. You are enrolled in an academic program which is very long, and you are also paying for private lessons and coachings. As you advance to a level where you are taking part in competitions and auditions, the costs of travel to the audition sites become very high. Many seniors and graduate students along with their parents can amass huge debt as they work to advance in the field.

Being a counselor/coach in the performing arts is often facilitated by learning the language of the art form. Music students are faced with "juries" and "barriers" as well as many public performances each and every year. For an "outsider" even the language seems foreboding. It is also helpful for the counselor to have an accurate operational understanding of lessons, rehearsals, performances, recording sessions, competitions, auditions, juries, and master classes. From my perspective, each of these presents the student with a variety of musical, academic, performance, and emotional demands. I don't think we as counselors have to be musicians, but it is helpful to work hard at having a clear concept of their world.

*GLBT**continued from page 12*

The first and most important step is to become self aware of our own feelings towards GLBT students. One study suggests 2/3 of guidance counselors felt uncomfortable working with GLBT students and harbor negative feelings towards gay/lesbians.

Counselors can educate themselves and other counselors by attending GLBT workshops, research GLBT resources on the web and become an educated advocate of GLBT issues and available resources. A great resource to begin looking into is the human resource campaign website.

Counselors should understand the barriers that GLBT students face in asking for career counseling assistance. Look around your office. Do you have resources available on your website or in your office for GLBT students? Do you have the GLBT icon on your website or on handouts that let GLBT students know you are an advocate and they can come to you for assistance? Do you understand the unique issues and concerns that GLBT students face when they are going through the job search process? Do you include mock interview questions that GLBT students may encounter in an interview? Are you aware of states that have anti-discrimination laws based on sexual orientation and the states that can fire a GLBT person without cause? Do you have a workshop for GLBT students that raise their awareness of job search issues and strategies for success?

When GLBT students talk with you about their self identity and career development identity concerns, help them to normalize their feelings. As counselors, we can talk to GLBT students and let them know what they are feeling and going through is OK and normal in their developmental process.

As a counseling professional, it is in our best interest and that of our students or GLBT clients to be aware of issues facing this population and strategies to assist them through the identity development stages so they will be less likely to feel behind their heterosexual counterparts and less likely to experience a delay in their educational and professional careers.

psycho-social and intellectual development of students in an educational setting.

The needs, and thus my role and function, are articulated by the students and the institution. I tire of talk of the sky falling, because I believe energy can be on student development counseling. If we, counselors, ground our counseling practices in student development, there is no way for the sky to fall. Student development is the means by which counselors and the profession can sustain and proactively demonstrate our value because it is intrinsic in mission of the community college.

If we continue to play Chicken Little, folks tune us out and we lose credibility. Chicken Little's energy and attention focused on only one thing. He failed to notice the sun, the clouds, the stars- all the other parts. Yeah, the sky may storm, but it also makes an awesome rainbow too.

*Chicken Little* *continued from page 13*

4. Need to spend as much time OUT of the office as in. Be visible. I heard Vince Tinto talk about the how students value college personnel KNOWING them individually by name. Counselors can be great ambassadors, resources, but no one knows that. No "Field of Dreams" here - Building it won't make them come. Rather than be passive, let's get active and get out there. And...
5. We need buddies. The Lone Ranger had Tonto, Batman had Robin, and we, too, need to partner up. Counseling cannot operate in a vacuum, or attempt to be some island by itself. The more we are attached to programs, department, the greater investment in our services by others and vice versa. This results in greater influence of good work for students.

At the community college, limited resources and competition for those resources are the reality by which our profession operates. I do not have the luxury of only attending to the mental health needs of students, nor am I limited by them. Rather by my training and experience as a student development counselor, I am able to attend to the holistic

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

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### 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.
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For additional information and to register for one of these convenient online continuing education courses visit:  
[www.collegecounseling.org](http://www.collegecounseling.org) or [www.ProfessionalCEU.com](http://www.ProfessionalCEU.com)

## CAS

*continued from page 13*

meaningful interpersonal relationships), assessment examples, a list of possible instruments, and additional resources. The FALDOs will be produced as a book with a CD of the content included so that users can take advantage of links to resources provided.

Another new CAS initiative is the first *National Symposium on Standards, Self-Assessment, and Student Learning Outcomes* to be held in Washington, DC, at the Crystal City Hilton, on November 12-14, 2006. Designed to train professionals how to use the CAS Standards and FALDOs and to assist you in your institution’s assessment efforts, the symposium is limited to the first 300 registered participants, so there will be plenty of time to learn from the experts and from other professionals. There will be keynote speakers (Richard Keeling, Judith Eaton, and Susan Komives), roundtable discussions by institution type and functional area, and content sessions on measuring learning outcomes, using the FALDOs, preparing for institutional accreditation, and creating a culture for assessment on your campus. If you’re new to using CAS, there will also be an optional introductory session on CAS Basics. You can download the Symposium brochure or the registration form on the CAS website.

For anyone attending the ACCA conference in Reno in October, there will also be a session there on using the CAS standards on Counseling Services.



American College Counseling Association  
 Third National Conference

**Exploring New Frontiers in  
 College Counseling**

Reno, Nevada  
 October 3-6 2006

John Ascuaga’s Nugget Casino Resort

*Critters**continued from page 2*

him in session and reported an immediate decrease in his anxiety. In addition, she reported that some clients just stop by the office to visit Roxy. Dr. Flint also noted the effect of Roxy on staff members at the center. She remarked that staff members seem to be more relaxed and in a better mood when they have the opportunity to interact with Roxy. With the high demands and stress that often accompany a college counseling office, the potential benefits for staff members should also be considered.

**Want to Learn More?**

The field of animal-assisted therapy is growing. Research is actively taking place around the world, and many practitioners are being trained to utilize this adjunct to talk therapy. This is a prime time to discover how you can add this form of therapy into your work on college campuses. Below are some helpful resources for finding out more about the field of AAT. Your students, staff, and you will surely reap the benefits.

**Websites**

- Center for Animal Assisted Therapy, University of North Texas, Dr. Cynthia Chandler, Director; Center offers training opportunities (in person and online) and also includes a great list of universities which are involved in AAT research.  
<http://www.coe.unt.edu/CDHE/AAT/>
- Delta Society- This is an entity that provides training for humans and evaluations for pets. Those who complete the training and evaluation receive the certification of a Pet Partner Team.  
<http://www.deltasociety.org/>

**Books**

- Becker, M., & D. Morton (2002). *The healing power of pets*. New York: Hyperion.
- Chandler, C.K. (2005). *Animal assisted therapy in counseling*. New York: Routledge.
- Fine, A. H. (Ed.). (2000). *Handbook on animal-assisted therapy: Theoretical foundations and guidelines for practice*. San Diego, CA: Academic Press.

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- Trivedi, L., & Perl, J. (1995). Animal facilitated counseling in the elementary school: A literature review and practical considerations. *Elementary School Guidance and Counseling*, 29, 223-235.

**From the Editor**

**Melanie M. Bullock**  
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*Thank you* to all of the counseling professionals 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."

Submissions should be in a word document that includes your name, affiliation, and contact information. Since we are an online newsletter, page length is flexible — no books or chapters please! Submissions tend to run 1- 2 pages.

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**Submissions for the fall issue are due October 15th.**



**Send submissions to**  
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