

## College Counseling and Learning Communities

**Mary Finn Maples**  
**University of Nevada - Reno**

### Learning Communities Described

Tinto and Russo (1994) first suggested the idea of learning communities when they introduced their “Coordinated Studies Programs”, followed by Tinto in 1998 when he paved the way for current “Learning Communities”. K. Patricia Cross also provided pioneering efforts in 1998 when she wrote: “Why Learning Communities? Why Now?” (1998).

In 1996, the Washington Center for Improving the Quality of Undergraduate Education received a grant to develop national “learning communities” in several colleges and universities throughout the country. In 2000, this work was reinforced by a grant from the Pew Charitable Trusts. Basically, the purpose of these learning communities was to improve undergraduate education through collaborative commitment by all responsible for higher education (McGregor, J. & Smith B., 2005). In this publication entitled: “Where are Learning Communities Now?” McGregor and Smith listed 15 “Lessons” learned from fifty-six institutions engaged in the Learning Community Project. Among the lessons learned, include:

11. Successful learning communities invest in faculty and staff development.
14. The emotional side of change matters.
10. Successful learning communities depend on leaders drawn from across campus.
3. Learning communities have become location for faculty, staff and student development.
9. Sustainable learning communities require a larger vision. (McGregor and Smith, 2005)

These 5 “lessons” are listed because they provide impetus for the potential involvement of the College Counseling Professionals. However, at no point in this publication are college counseling personnel mentioned. Indirectly, the authors refer to “student development” staff.  
 College Counselor Identity

In the Spring, 2005 issue of Visions. Donald Strano referred to “another aspect in the college counseling world that is discouraging — there remains a lot of debate and conflict around the issue of professional identity” that is plaguing the American Counseling Association (ACA) and the Association for Counselor Education and Supervision (ACES).

As president of ACA (then the American Personnel and Guidance Association) twenty-five years ago, I can attest to the fact that in 1980 (and years before) there were two burning questions facing leaders:

1. What is our professional identity – who and what are we? and
2. What are our roles and functions?

The proliferation of Divisions and Interest Groups within ACA has, to some extent, dealt with the second question. The American College Counseling Association, (ACCA) for example, was born as a division of ACA in 1991, in Reno, Nevada, as a product of the withdrawal of the American College Personnel Association, (ACPA) as a division from the American Personnel and Guidance Association in the late 1980’s. ACPA, in searching for an answer to question #2 above, found that the majority of their members no longer identified themselves as counselors but as “student development professionals”, “student services staff”, “student affairs specialists” and the like. Within those delineations were career development, financial aid, residential life, admissions, orientation, academic advising, judicial affairs, student activities, Greek life and other professionals, most of whom were also members of smaller professional organizations whose goals are more specific to their career roles. In

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## From the President

**June Williams**  
Southeastern Louisiana University

### The ACCA Spirit Shines Through

As many of you know, I live in the New Orleans area. Since Katrina, our lives along the Gulf Coast are forever changed. Often with such disasters we focus on the negative effects of the event, but I would like to focus a bit on the many positive things that I have observed. So often since Katrina blew in and blew out, I've heard the statement that disasters either bring out the very best or the very worst in people. As I reflect upon what I have observed in our ACCA members in the aftermath of Katrina, I can say that Katrina provided yet another opportunity for the spirit of ACCA members to shine through yet again. This is the same spirit that attracted me to ACCA many years ago and that has kept me a part of this wonderful network of professional colleagues.

During the past few weeks I have had an opportunity to witness the caring and generous spirit among our members. Many of our members immediately volunteered to assist with disaster mental health counseling throughout the Gulf Coast, many worked tirelessly at their colleges/universities to help organize efforts to assist displaced students in a variety of ways, and many were involved in efforts to raise funds for those affected by the hurricane. On the listserv, many college counselors shared ideas and resources related to disaster-related and offered assistance to those requesting information. I'm sure that there were even more acts of kindness performed than I am aware of.

The devastation wrought by Katrina has provided us with yet another opportunity to take stock of what is truly important – to re-prioritize things. Isn't that part of our life's lessons! The relationships, the caring, the generosity – isn't that what we are called to be about both as professionals and as human beings. I would like to thank all of you for the opportunity to be associated with not just an outstanding group of professional counselors but with a truly remarkable group of human beings. I am both honored and humbled to represent you as your president. Thank you for the opportunity to serve you.

## Professional Advocacy

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

### Professional Advocacy and Public Awareness: Reauthorization of the Higher Education Act

The U.S. House and Senate began work on Reauthorization of the Higher Education Act (HEA) in September 2005. Some of the issues they may consider during the reauthorization process include:

- post-secondary access
- post-secondary costs (tuition, federal programs, etc.)
- accountability measures for post-secondary educational outcomes
- effect of technology on post-secondary education

In 1965 the Higher Education Act (HEA) authorized major student aid programs from the federal government. These programs include financial aid, aid to special groups of higher education institutions, and support services to disadvantaged students. The focus of these aid programs is student access and success in postsecondary education. The last HEA reauthorization was in 1998.

Additional information about the reauthorization process and what you can do to be an advocate for college counseling issues during the reauthorization process is available at:

[http://www.counseling.org/Content/NavigationMenu/PUBLICPOLICY/HOTTOPICSLEGISLATIVEPRIORITIES/REAUTHORIZATION\\_OF\\_THE\\_HIGHER\\_EDUCATION\\_ACT/Reauthorization\\_of\\_.htm](http://www.counseling.org/Content/NavigationMenu/PUBLICPOLICY/HOTTOPICSLEGISLATIVEPRIORITIES/REAUTHORIZATION_OF_THE_HIGHER_EDUCATION_ACT/Reauthorization_of_.htm)

ACCA members 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)

**Hope, like the gleaming taper's light,  
Adorns and cheers our way;  
And still, as darker grows the night,  
Emits a brighter ray.**

Oliver Goldsmith (1730 - 1774)

## Grant Opportunities

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

The American College Counseling Association (ACCA) announces two research grant opportunities for the 2005-2006 year. For example, 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 production and 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:

**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.

**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, 2006**. Recipients will be announced in early March of 2006. For further information concerning submission of applications, criteria of awards, qualifications, and financial compensation, please visit the *News and Special Events folder* on the main ACCA 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  
Phone: 318-357-5192; Email: [dufrener@nsula.edu](mailto:dufrener@nsula.edu)

Dr. Deborah L. Jackson, Youngstown State University  
Phone: 330-941-7273; E-mail: [dljackson.01@ysu.edu](mailto:dljackson.01@ysu.edu)



## From the President-Elect

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

### In the Bullpen Warming Up

First of all, let me welcome you to this edition of Visions and to the start of another great year for ACCA and I hope for you and your counseling center. We are all so painfully aware of what has been happening to students and colleagues in the Gulf States, and I'm here in Southern California where fire season has just started. All of our courage, strength and determination need to be channeled into not only our survival of these huge challenges, but also in making them true life changing events. My message to each of you is to #1 take care of yourself! Now more than ever pay attention to your balance of mind, body and spirit. Then, and only then, will you be able to really help your students and your colleagues.

In this my president elect year, I am focusing on Public Policy and Legislative issues. So, it is imperative that you keep me informed about what is happening in your community, on your campus, and in your state as it relates to support for you and your center. The best way to reach me is via email: [pfornell@csulb.edu](mailto:pfornell@csulb.edu)

The other major thrust is the planning and preparation under way for our next national conference coming up in October of 2006 in Reno, NV. I had the very pleasant opportunity to meet and work with the on site conference team in Reno this summer during our ACCA board retreat. Your colleagues are working very hard to make this the best conference yet! So, mark your calendars and plan on being there with 1,000 of your college counseling colleagues! Thanks, have a great year, and stay in touch.

## I Am A Community College Counselor

**Stephanie J. Fujii**  
**Estrella Mountain Community College**

The student is an African American male in his fifties. He is frustrated with his developmental English class. I suspect that he has learning and developmental disabilities. I, as others, and have shared with him the possibility of learning disabilities and have provided him with information on services. However, he has never followed through with the referrals for testing to identify how the institution may accommodate him. He is not sure why he struggles so much, despite my best efforts to try and articulate it. After years of past drug use, being in and out of prison, and working odd jobs, he has found his way onto the community college campus. He enjoys coming to school and being in college, even if it is hard and he is not always successful. He just saw a PBS special about W.E.B. Dubois, and he shares with me about what he has learned.

The student is a recent Asian immigrant in his mid twenties. We are meeting at 7am. He has to come in early, before he goes to work as a nail technician. Upon graduation from the community college, he plans on continuing to get his degree in pharmacy. He has a 4.0. We have discussed the time it will take. He can only attend part-time. He has to work full time to send money back home. It will take a long time. He accepts this graciously. He is extremely grateful to meet with me despite me sharing with him that this is part of my job. He understands, but he is grateful that he can see me specifically, that I will come in early, and that my secretary knows him. He has heard horror stories from friends who've taken the wrong classes-wasted money, wasted time. He believes I will help him to make sure he does not waste either.

The student is a young Latina in her early twenties. She first stepped onto campus with her cousin and her aunt about six years ago. Her cousin was going to be coming to the college. She tagged along. It took her almost two years before she could come on her own. After being in and out of juvenile detention centers, pregnant and with a young child, it took a lot of courage to come to the campus. Among her first classes at the college was the entry level mathematics (arithmetic) course. She has completed the fourth course in the calculus sequence for engineering, and is transferring to the university. It is with great reluctance

she allows me to compliment her for these successes. She smiles at this, and I think she may even believe it herself.

The student is a young Anglo woman in her late teens. She is a good student. The student is with her mother who asked her daughter to come see someone for career counseling. The mother is trying to encourage her daughter to pick a major. The daughter is starting her third semester at the college, and her parents would like her to pick something she enjoys, but is also practical for a future career. The daughter shares that she is good at everything, enjoys everything, her interests and abilities are so diverse, that she doubts if I can be very helpful. The mother and I smile at each other at this. Though, mother and I have never spoken together, we have become partners. I ask the daughter to bare with me, and let me see if I can try.

This is a sampling of the faces, the students, which I have seen as a community college counselor. These are the types of students I get to work with. I listen; provide information; offer support; and guide. I am never bored, and often I am astounded- by them and also of myself. I am tested, challenged and encouraged. These students come and let me engage in their world. They invite me in, and let me share in their adversity, their success, their joys and frustrations. It is not an easy job, but one which I find worthwhile, rewarding and am constantly learning. I am a community college counselor.



**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**



## Membership Survey

**Joyce R. Thomas**  
ACCA Secretary

Nearly 2,000 counseling professionals working in higher education settings (within the U.S. and 19 different countries) are members of the American College Counseling Association. The ACCA is an organization dedicated to its members and therefore, providing exceptional member benefits has always been the cornerstone of ACCA's mission.

In our continuing efforts to enhance and improve membership services, the ACCA is asking that you take a few moments to complete a brief, Membership Survey. Whether you are currently a member of the ACCA or are a college counselor who is considering becoming a member, your input is extremely valuable to us. The Survey can be accessed via the ACCA website. Simply go to [www.collegecounseling.org](http://www.collegecounseling.org), and click the "ACCA Membership Survey" link from the main webpage. The Survey will remain open through October 2005. Results of the Survey will be analyzed and made available in November. Thank you for taking the time to give us your feedback!

### CollegeResponse: Screening for Mental Health

Depression, anxiety, bipolar disorder, alcohol problems and eating disorders affect the lives of millions of college students. In fact, Americans between the ages of 15 and 24 are the group most likely to develop a mental illness. Year after year, suicide remains among the leading causes of death among the college age group, while 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 knowledge of the resources available to them prevent many students from learning about these disorders and seeking out the help they need.

College *Response* takes a multi-faceted approach in combating mental illness and alcohol problems on campuses. Through online and in-person screening, CollegeResponse raises awareness about the signs of mental health and alcohol disorders and educates students about the resources available. To learn more: [www.mentalhealthscreening.org/college](http://www.mentalhealthscreening.org/college).

## Reflections on Complexity and Training

**Philip W. Henry**  
Shippensburg University

I must reveal from the outset that most of my professional life has been devoted to clinical practice and community development and it is through this experiential lens I make my observations about college counselor training. Actually my lens is more like a kaleidoscope. Beginning in the early 1970's along with the staid professions of psychiatry and clinical psychology I learned the power and importance of family and community influence on individual mental health. After routine APA training in clinical psychology, I discovered the emerging field of family therapy. Like counseling professionals at this time (late 1970's through early 1980's) family therapy faculty and students were crystallizing and codifying views about human change, intervention, training and supervision. It was a heady time. It was a time of robust creativity and increasing sensitivity to all the members of our community. It was a time when the stress of complexity began to overtake the comfort of simplicity.

A similar pattern was emerging on college campuses. Students revolted and vocalized a discontent about being treated as dependent underdeveloped adults. Universities responded and the dictum of "in loco parentis" disappeared. And while I am certainly not an expert on the historical development of college counseling, I believe this transition continues to influence college counseling today. That is, college counseling seems to be about understanding and supporting the transition of individuals through the college life cycle as life becomes more complex. Historically, new services emerged for college students as they were being appreciated for the individual consumers they were becoming. Therefore the basic purpose of college counseling training seemed to be to create professionals dedicated to helping students to learn more about themselves as they experienced life and "consumed" college. Career counseling, admissions counseling and campus counseling centers were types of services available to the "consumer".

My intent is not to trivialize college counseling training rather I believe that the profession of college counseling exists at intersection of all societal forces impinging on "community" in this country. Each college campus is a community of individuals and families linked by common

## Legislative Advocacy for Counselors

**Paul David Fornell**  
California State University - Long Beach

### Public Policy and Legislation: Legislative Advocacy for Counselors

How do you feel about politics? Do you find it just a little bit hard to comprehend? Do you think that it's just too much to deal with? Perhaps you feel that it's so complex and maybe even corrupt that you just "turn off" when you hear it mentioned in polite conversation! Well, join the club because a lot of your colleagues feel the same way. But, some of us don't and I'm here today to encourage you to get involved. Because if you don't who will stand up on behalf of professional counselors?

For most of us our memories of high school history class and American Government is either a fond memory or a really bad one. Also, for many of us every election cycle seems to produce even more disgusting attack ads. So there may be some good reasons (or, excuses?) for you to lack the motivation to get involved and make public policy and legislation a high priority. But, let me ask you some questions?

Has your college or university counseling center suffered budget cutbacks in recent years? Is there talk about reducing staff? Have you heard anyone in your administration talk about saving money by closing your center or perhaps even outsourcing your services? If so, these are very real examples of how public policy and legislation comes to roost right in your own backyard! Decisions that are made in your state capital or decisions that are made in D.C. impact you and your clients' everyday of the week.

The issue could be the reauthorization of the Workforce Investment Act and the Rehabilitation Act. Maybe the Elementary and Secondary School Counseling Program. Or, perhaps Medicare Coverage of Licensed Professional Counselors. How did licensure get passed in your state? You might have been involved. If you weren't you can bet that many professional counselors worked hundreds of hours to make that happen for you! I'm in one of the last two states without licensure for professional counselors so I know how much time and effort it takes to fight for this critical issue.

So, what can you do? Or, if you have participated at your local level, say by speaking at a school board meeting, how can you get more involved? There are several great staff members at ACA who are highly competent in these areas and are most anxious to get you involved with the public policy and legislative team, both at the national and state levels. Here's their contact information:

- Go to the ACA web page at <http://www.counseling.org/public> or,
- ACA legislative action center at <http://capwiz.com/counseling/home/>
- Contact the ACA Director of Public Policy and Legislation, Scott Barstow at [sbarstow@counseling.org](mailto:sbarstow@counseling.org)
- Other members of the staff are: Chris Campbell, Government Relations Representative, Dara Alpert, Legislative Representative and Christie Lum, Coordinator. Christie is also in charge of the Government Relations Listserv which is an excellent way for you to stay on top of the latest news regarding legislative issues impacting the counseling profession. You should email her at [clum@counseling.org](mailto:clum@counseling.org) to join this listserv.

And, finally remember this:

*"The world is moved along, not only by the mighty shoves of its heroes, but also by the aggregate of the tiny pushes of each honest worker."*

*Helen Keller*

#### ACCA Listserv

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## Engendering Hope and Connection

Yvonne Poley  
Marist College

### You Can't Treat Clients If They Don't Come Back: Engendering Hope and Connection During the Initial Session

I remember painfully and well my one experience at the Counseling Center at my undergraduate college. In a nicely furnished office, the solemn young man to whom I was assigned explained that he was an intern, a counselor in training at the Center. I looked searchingly at this person: he was young; he was black; he was a he; he was skinny. How could he ever understand me? Why couldn't they have given me a seasoned therapist, who at least looked like me? My initial fear about coming to the appointment turned into disappointment and anger. So I said, "I don't think you can help me. I'm a girl; I'm white; I'm overweight and I'm lonely and depressed. I don't think you can possibly understand how I feel." And I waited for a reassuring response. It did not come. His jaw dropped as he stared, wide-eyed at me. There was nothing else for me to say. I did not have the knowledge about or the language for asking to see another therapist. I carefully got up and left the building. I never returned to the Counseling Center during my years in college.

In the thirty years since that experience, and especially during the twenty years that I have worked as a therapist, I have replayed that encounter over many times in my mind. Each time, I make a list of possible reassuring responses that I would have wanted to hear. I try to keep the memory of that failed connection close to my heart so that I am guided by my understanding of what clients are searching for when they come to me. The work of Jean Baker Miller, M.D. and Irene Pierce Stiver, Ph.D. forms the basis of my conception of the power of connections in therapy (Miller and Stiver, 1997).

This paper articulates how the therapist can facilitate an initial appointment with a positive outcome. The most immediate goals of an initial treatment session is for the client to begin to be engaged in the therapy process and that s/he will return for subsequent sessions. A therapist who is able to engender in the client, hope for healing and one who can make a human connection with the client is most likely to be successful in meeting these immediate goals.

In many centers, students are given a several page Intake packet to fill out as they sit in the Waiting Room immediately prior to their initial appointment. The counselor is buzzed by the secretary as soon as the student arrives. So, it is up to the counselor to ensure that the new client spends a minimum of time in the Waiting Room, before being ushered into a therapy office.

A good supervisor will clarify to the therapist that from the moment that the client enters the building, his/her encounters are a part of the therapeutic experience. This includes potentially problematic situations which can occur such as instances in which no one greets the student because the secretary is out of the office, staff or other students talking loudly across the Waiting Room, or the student being recognized by a peer who is sitting in the room. Therefore, clients are welcomed into the therapy office in an expedient manner, and often are gently questioned, "Did your time in the Waiting Room go ok?" If a student answers, "I saw a guy/girl from my floor and it was very uncomfortable; neither of us knew what to say," the student's discomfort is acknowledged and discussed. This is possibly the first instance (of many) in which the client learns that his/her feelings are important to the therapist.

The therapist introduces him/herself and invites the client to peruse the therapy office as the therapist looks over the client's paperwork. This gives the client time to catch a breath and to study the therapist and the room without being watched. Clients regularly comment on their first, positive impression of an office if it is an attractive and welcoming space.

Then the therapist explains about the nature of Confidentiality, about the purpose of an initial appointment (to determine the nature of the problem and where the best help can be found), about the process of the appointment (it runs 50 minutes during which the therapist will ask many questions about the client's life experience), and also the parameters within which students are seen at the Center (session limits, who is treated and for whom referrals are made). This gives clients a space to ask questions like, "Who can access my file here?" and "What will you say if my mother calls you up?" Thus a context for the appointment is assured and the agenda of the appointment is demystified. This eases the client's anxiety which can accompany that which is unknown.

The session continues with inquiry about whether the student has had prior therapy. If the answer is yes, the

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## Prevention and Response to Student Sexual Misconduct

Julie Marion  
York College of Pennsylvania

### A Model for Prevention and Response To Student Sexual Misconduct

Sexual Misconduct is invariably an overwhelming issue and a mixed bag of concerns for college campuses. When allegations arise, college personnel from resident assistants to the college president (and everyone in between) feel the pressure. We all admit that this is one area that is extremely difficult to handle – not only because it is devastating, whether true or not, but also it is so very complex on every front. York College of Pennsylvania began a *visions*-quest 3 years ago when we began to update our approach to sexual misconduct. We received training by those who have gone before us in this endeavor, and to whom we credit! We did research. – And we talked ...**A LOT**. By “we,” I mean, The Dean of Student Affairs, Residence Life (all facets), Public Safety, Judicial Affairs, Counseling Services, Faculty, and The College President. This collaboration, I believe, is vital.

We started with a solid policy (this alone has greatly improved our response(s) on all fronts). A comprehensive policy, I believe, is fundamental. I have pasted our policy/approach below.

Sexual misconduct is a serious violation of the College’s code of conduct. Sexual misconduct includes any sex crime including but not limited to sexual assault, rape/acquaintance rape, sexual harassment, sexual exploitation, sexual coercion, and sexual exposure.

**Sexual Misconduct** is defined by York College of Pennsylvania, as threats of or deliberate physical contact and/or other conduct of a sexual nature, which is against another person’s will or without consent.

Effective **Consent** is informed, freely and actively given, mutually understandable words or actions which indicate a willingness to participate in mutually agreed upon sexual activity. Consent is not effective if it results from incapacitation, the use of physical force, threats, intimidation, or coercion. To have sexual contact with someone who you know to be or should know to be incapable of making a rational, reasonable decision about a sexual situation is

**Incapacitated** sexual behavior. Even if an incapacitated person says, “yes,” by word or action, valid consent for sexual conduct has not been given. Incapacitation can apply to someone who has been drinking; consuming legal or illegal drugs, has been drugged, or is mentally or physically impaired.

**Coercion** exists when a sexual initiator engages in sexually pressuring and/or oppressive behavior beyond reason that causes the victim of the behavior to engage in unwanted sexual behavior.

**Sexual Harassment** can be verbal, non-verbal, and/or physical and is defined as unwelcome sexual advances, stalking, requests for sexual favors, and/or other conduct of a sexual nature.

**Sexual Exploitation** happens when a student takes non-consensual, unjust or abusive sexual advantage of another for his/her own advantage or benefit, or to the benefit or advantage of anyone other than the one being exploited.

If a student reports sexual misconduct the College can file a disciplinary referral, resulting in an investigation and hearing coordinated by the College disciplinary system. The College recognizes that in cases of sexual misconduct, physical and/or emotional consequences may occur for all parties. Medical and mental health resources and preventive education are available free of charge to provide assistance.

#### Any person becoming aware of sexual misconduct should:

**1. Encourage a person reporting sexual assault to seek medical attention.** The person reporting should be referred to the local hospital if an alleged sexual assault occurred within the last seventy-two hours.

The hospital has the facilities and expertise to conduct medical-legal examinations at no charge. This step is important so that s/he receives proper assessment and treatment of any physical injuries sustained in the assault. Furthermore, it is important to determine the survivor’s risk of sexually transmitted diseases or pregnancy and take preventive measures.

This step is also necessary to gather information pertaining to the case even if the person reporting prefers not to prosecute. The person reporting can change her/his mind at any time.

## Professional Schism

**Greta A. Davis**  
**University of North Texas - Dallas**

### **Professional Schism between College Counseling and Student Affairs**

As a professional counselor on a small college campus I find myself at times torn between my identity as a professional counselor and my identity as a student affairs professional. It seems to me that professional counselors who work on larger campuses and only provide counseling services understandably have less awareness of this concern. Historically, professionals who are counselors in residence halls or in career services or in a number of other student affairs service areas may professionally identify with counseling but may not have access to professional growth experiences that are relevant to both the counseling and student affairs aspects of their positions. Due to limited resources, counselors often must make difficult decisions regarding which state and national conferences to attend and often must choose between counseling and student affairs.

As a result of being a member in several national divisions of the American Counseling Association, I found out about the Association of Counselor Education and Supervision (ACES) College Student Affairs Interest Network. This network of professionals met at the 2005 ACA Conference in Atlanta to discuss and identify concerns related to the schism between college counseling and student affairs and how to best address counselor preparation concerns.

At the end of the meeting I reflected on the discussion and came to some tentative conclusions. Development of minimum professional standards and obtaining licensure in most states has given the profession of counseling credibility and reflects the development of the profession. However, the ultimate impact of the professionalization of counseling on higher education campuses is not as clear. Some college counselors have worked very hard to distinguish themselves from other student affairs professionals. Some student affairs professionals are moving toward trying to professionalize student services administration as a separate profession. The separation of college counseling and student affairs within the Council for Accreditation for Counseling and Related Programs (CACREP, [www.cacrep.org](http://www.cacrep.org)) sets

the stage for the separation of college counseling and student affairs and further complicates the issue. Ultimately, counselor preparation programs must choose between the two or try to offer both. Some programs choose the college counseling emphasis and counselors-in-training may not take coursework related to student development theory, outreach programming, and other preventative strategies often used on college campuses. Other programs choose student affairs accreditation and counselors-in-training may or may not be eligible for licensure (depending on state licensure laws) and may choose internships in student affairs areas that do not provide counseling services. Still other programs try to combine the two.

The professional schism is widening and the advantages and disadvantages of such a separation remain to be articulated. Perhaps an advantage of keeping college counseling and student affairs preparation distinct may be that college counselors may have a clearer professional identity, will be license eligible upon graduation, and will be fully prepared to work in college counseling centers with license eligibility. Potential disadvantages of the separation of college counseling and student affairs programs preparation may be less obvious but potentially more devastating. College counselors may not be able to find open counseling positions. Often college counselors find themselves competing against Ph.D. psychologists for college counseling positions and without a student affairs background are not equipped to work as effectively in other student services areas (personal communication, Jacqueline Lewis, Ph.D, 4-9-2005). Likewise, student affairs professionals who do not have training in counseling are not as equipped to recognize developmental and clinical difficulties and are certainly not as equipped to intervene and refer appropriately.

Is it time for college counseling and student affairs preparation to remain separate or be reunited? This question remains unanswered. The ACES College Student Affairs Interest Network team is in the process of tackling this important issue and trying to effect positive change for the profession of counseling and ultimately for the students we serve. If you are interested in learning more about the ACES College Student Affairs Interest Network, please contact Dr. David Hermon at Marshall University at [hermon@marshall.edu](mailto:hermon@marshall.edu) or 304-696-2917.

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>

## Lessons from the Classroom: A Case of the Kind Of's

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Throughout graduate school, we learn that building a counseling relationship and understanding our clients are chief functions in our role as a counselor. This is achieved by accurately reflecting feelings and content, being respectful and genuine, offering unconditional positive regard, and acknowledging and validating our clients' feelings and experiences. In addition, connecting with our clients through empathy and advanced empathy fosters a strong working alliance and intentional environment for growth and change. One of the core basic counseling techniques is reflection and we learn that they should be accurate and congruent with our clients' experiences. In addition, we also learn that we should not minimize clients' feelings as this creates a barrier to building a strong working alliance.

Imagine yourself sitting across from a client that is describing an experience filled with anger. We hear it through their description, we hear it in their tone, and we know in our gut, the feeling is anger. However, our immediate response is, "You're feeling kind of angry." Is our reflection congruent with our client's feeling? The quick answer is no. The feeling word "anger" is congruent, but the phrase "kind of" changes its meaning. "You're feeling kind of angry" is altered to "Your feeling irritated, frustrated, or annoyed". The issue here is that the counselor knows the feeling is anger, but does not say "You are feeling angry". The feeling has been minimized.

This raises a significant question in the education of basic counseling skills. "What makes us use minimizers? After all, didn't we kind of use them; I mean use them during our tenure in graduate school? Is it the myth that we will offend our clients if we amplify their feelings? Is it our level of confidence in our ability to accurately reflect feelings? Are these safe phrases? Are we concerned with how our client's view us? Or is it simply that we use these phrases in our everyday life. Some examples of these minimizing phrases are:

Kind of \* Sort of \* A Bit \* A Little \* Somewhat

After a class discussion on this topic, I decided to survey some first semester graduate students in my Basic Counseling Techniques course. Below you will see a summary of their written thoughts and comments on what might cause them or another counselor to use these phrases.

### Maintaining Self-Confidence

Our confidence is built by continuous success. "Fence sitting phrases" (i.e., sort of, kind of), as described by one student, can offer a level of success because we don't "fail" as long as the feeling word is in our reflection. If commitment is made to a feeling word and our reflection is incongruent, the possibility of "losing credibility with ourselves" increases, therefore, jeopardizing our perception of self-competence. Another student suggested that, "we don't want to be incorrect" or have "a lack of insurance... It seems worth the risk of only being "kind of" right than absolutely wrong."

### Protecting the Working Alliance

We learn that developing a strong therapeutic relationship is vital in the overall process of counseling. Carl Rogers (1951) suggested if a counselor can convey empathy, unconditional positive regard, warmth, acceptance, and genuineness, then client progress can be fostered through the counseling relationship. One student suggested that, "the counselor might be fearful of reflecting an emotion/ observation that they feel the client isn't ready to process." They feel that by not "shocking" our clients and conveying less threatening feelings the working alliance will be protected. Another student described that the foundation of this fear can rest on pleasing our clients.

### Protecting Our Clients

This theme also includes pleasing our clients. A student suggested that, a "counselor might fear creating excess conflict in the world of the client." For example, if a client describes a bad day with several contributing circumstances, the counselor may feel that reflecting the anxious or frustrating feeling will produce more anxiety or conflict in the client's world. By downplaying negative feelings, the client will be protected from deeming their situation hopeless. The question here is, "Is this the client's reality?" By saying, "It sounds like you're kind of having a bad day," there is a missed opportunity to reflect accurate acceptance, acknowledgement, and understanding.

### Not Knowing Ourselves

This theme consists of two parts. The first relying on our ability to recognize and relate to our clients' feelings and the second, assessing our awareness of countertransference. One student reported, "A counselor who has not explored

his [or her] own feelings or who is not in touch with his [or her] own feelings may have a hard time recognizing and describing a client's feelings." The source of a counselor's language is derived from the ability to share empathy with clients. We do not need to have experienced the identical situation to understand a global feeling (i.e. anger, loss). Understanding core feelings is what is significant. Countertransference is defined as, "...positive or negative wishes that the counselor unconsciously directs or transfers to the client (Gladding, 2006, p.38). This can either be elicited by client projection or the counselor's response as though there is a shared life, history, or fantasy (Corsini & Wedding, 2005) For example, when working with an angered couple, or a client that has experienced a tremendous loss, the counselor may minimize feelings to protect their own reaction.

### Attention in Session

One student described that using minimizing phrases can occur, "when [counselors]...haven't been actively listening." Leaving any attempt to accurately reflect the client's story is near impossible. Minimizing phrases can be used as a "safety guard" preventing an inaccurate assessment from the counselor.

### It's Just My Language

"We may also use these expressions because they have become a normal part of English language slang" or natural "fillers" in our dialogue, as stated by some students. The fact is that these phrases are applied in everyday language, therefore making it difficult to alter. In this case there no negative reason for using minimizing phrases, but the counselor must explore client impact. Another student suggested that these phrases arise when there is a deficiency in the counselor's vocabulary level. "Rather than knowing separate words... [and] varying degrees of a certain feeling,...only one general word comes naturally and the phrases are used as qualifiers..." Having a limited feeling vocabulary can alter the intensity and accuracy of any reflection.

### It's a Two-Way Street

Finally, this is a two-way street. Our clients also have the capability of using minimizing phrases. "That makes me kind of angry," may communicate to us that they are having difficulty accepting the full meaning of a feeling. A counselor can assess this by asking the client, "Are you feeling kind of angry or angry" or reflecting "I'm hearing you say that you're kind of angry, but I have the sense that it is more than that. You are angry." Using these responses can

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*Communities**continued from page 1*

ensuing years, these specialized service personnel seem to have established a sense of identity.

For reasons stated by Strano (2005) counselors have been challenged by the existence of two, often cooperating, but frequently conflicting professional identities. There are those who belong to the American Counseling Association (ACA) with its many Divisional specialties, such as ACCA, and whose professional orientation is *counseling*, and there are those whose identity is directed by the American Psychological Association, (APA) and its various Divisions, but whose roots are in *psychology*.

Because *college counseling* as a separate and distinct professional entity is so young, we must pave the way to a distinct identity by the activities in which we engage and the services we provide. Establishing a role and functions within these “learning communities” may provide such an opportunity.

### **Counseling – Integral to the Learning Community**

Because of historical and prevalent attitudes in the twentieth century, that academic faculty were responsible for the student inside the classroom and student development staff provided activities and services outside the classroom, collaboration between these two groups has been challenging at best. Tinto (1994; 1998) and Tinto and Russo (1994), while not advocating specifically for a holistic approach to collaborative learning, shared views of teaching and learning that can be described as developmental. College counselors, many of whom come from either or both a psychological perspective and an educational perspective can offer strategies on motivation, cognition and maturational development, while academic faculty contribute to the subject matter, technology and learning perspective, resulting in a more holistic approach to the learning community.

According to Cross (1998) this type of collaboration can assist students to develop a learning network that Piaget described as a “schema”: Cross (1998) further describes two of the major goals shared by most institutions of higher education: a) Training the future workforce and b) Educating for responsible citizenship. In both goals, college counselors can play a significant role, a) through career counseling and appraisal and in b) through activities designed to help students build confidence, self-esteem and positive outlooks regarding their potential contributions to society.

The need for collaboration between counselors and faculty through learning communities as a potential vehicle, is crucial in these early years of the third millennium. Throughout the twentieth century, the structure of traditional institutions of higher education were adequate for the “top-down” workplace where emphasis was placed on supervision of relatively routine tasks and expectations. However, current foci are on creative entrepreneurs who develop the mechanisms by which employees are able to provide products, systems, structures, reports, and all assignments directly from home. Voice mail, fax machines, the Internet and email have made “responsible citizenship” considerably more of a challenge than an opportunity for academia. Students take coursework online, through distance education and communicate with faculty through email, thereby avoiding, like the employee, face-to-face communication.

This article is suggesting the position that through effective collaboration within learning communities comprised of academic faculty, college counselors and student development staff, students will be provided opportunities to

- √ gain the knowledge and skills necessary to confidently enter the third millennium workforce,
- √ gain the social and interaction skills to be interpersonally effective and
- √ benefit from the collaborative learning community participants to become responsible citizens, thereby responding appropriately to Tinto and Russo’s (1994) developmental learning perspective.

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

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

*Reflections**continued from page 5*

goals contending with these forces, for example sexism, racism, poverty, addiction, mental illness, economic change, the trauma of war and disaster. I am wondering how training might change if trainees and faculty embraced a community development perspective when constructing a college counseling training program. Rather than choosing between training tracks that included either “more pathology” or “more student development” a community development approach would accept that “both” are present in the community. Trainees would become experts on how to improve everyone’s quality of life within the community. The issue of “civility” is an excellent example. For several years our society has been plagued by what P. M. Forni of Johns Hopkins University has described as “a coarsening of social interactions”. This phenomenon can be observed on any university campus as faculty and students both behave in disrespectful, unkind, inconsiderate ways towards each other. Cell phones ringing in class; a faculty member’s sarcastic comment to a student; hazing or a racial slur all diminish the community’s quality of life. These incidents of incivility can contribute to increased depression and anxiety; student retention issues; faculty and administration tensions and poor “town-gown” relationships. Common deterrents to positive community development are attitudes and behaviors that suggest the problem is too big or only impacts the other person or the other person should lead. By utilizing community development based skills trainees could identify community leaders and stake holders; create opportunities for connection; underscore the mutual advantages for all as well as applying counseling skills to reduce tension and teach stress management skills.

Community development is about identifying and serving the all the members of the community whose needs are ignored or misunderstood. I believe the needs of college men are not adequately understood. College counseling professionals can lead the serving of this group by incorporating into training the study of fathering, men’s issues and the valuing of gender differences and development. The members of the campus community are changing. Students who don’t fit the typical administrative business hours are underserved and misunderstood. Commuters and student-parents are examples of these new campus community members. Their families are often praised at graduations by university officials as having been supportive of their graduate. Ironically however many campus support services were unavailable when that student was on campus. This is not only an administrative issue but also a college counseling training issue. At some point consumer pressures will

dictate the availability of support services. Will college counselors understand this student?

The higher education community is changing. Community colleges, technical schools and universities will need the services of college counseling professionals who understand these new communities, their members and their needs. Counselor educators are being challenged to adapt. Perhaps a community development approach would be useful.



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

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

*Connection**continued from page 7*

therapist asks about this prior experience: Was it a positive experience? What was the therapist like? What issues were worked on? Why did it end?

Whether or not this is the student's first therapy experience, the clinician can ask, "How did you feel about coming here today?" As this is the first time in the session that the student has made any real personal input, this is a crucial point in the meeting. We know that clients want to feel **IMPORTANT**, so we turn off all our phones and pagers and we focus intently on the individual. We know that clients want to be **REALLY LISTENED TO**, so we keep good eye contact and we use our active listening responses. We look for an opening to validate **SOME** tidbit of the information that we are being given. We might say, for example, "I wonder if it was hard for you to come here today after having had such a special relationship with your therapist at home?" or "I think you must be very courageous to come here today when no one in your whole family has ever worked with a therapist" or "I'm glad you decided to keep this Intake appointment even when you were feeling better." Sometimes, this becomes a pivotal moment in the session: a little bit of connection is made between therapist and client. This can occur when the therapist offers out a small observation about the client and the client knows that the helper is truly tuning into him/her. Clients visibly relax following this moment and some begin to cry.

The therapist next asks, "Would you be more comfortable telling me about why you made this appointment, or would you rather I asked you my background questions first?" This allows the client to exercise some control in the session, and it demonstrates respect for the client's self-knowledge. Whichever route is undertaken, the therapist's job at an initial appointment is to gather many of the relevant pieces of the individual's life experience.

A therapist might explain to students that the entirety of their experience can be conceptualized as a large, round jigsaw puzzle: all the pieces fit together to make up a whole life. Clients have an integral role in helping the therapist to understand by sharing the stories and memories and nuances that make up their experience. Students report that they have been to therapists who appeared to listen just long enough to be able to fit the person into a cubbyhole with a label like Major Depressive Disorder, or Anxiety Disorder. So, it is important to explain to students that their depression or their anxiety symptoms are only one aspect of the entirety of their personhood. Nineteen year-old Alice may

be a person with an eating disorder, but she is not only a disordered person. She is also a daughter and a friend and a musician and an extrovert.

Throughout this initial interview, the therapist is cultivating an attitude of optimism. The therapist is glad that the student has come for help (and the therapist can say this); the therapist is relieved that the client is no longer alone in his/her torment (which also can be shared with the student); the therapist believes that asking for help when one needs it shows intelligence and strength of character (which also can be told to the client). The therapist can say, "I'm confident that we can figure this out". This is comforting to students when it is said with a certain amount of authority. The therapist doesn't even have to have all the answers during the initial session of the treatment (although the inexperienced counselor may think this is necessary). One seasoned therapist tells a story about what happens when she makes a suggestion to her client and the client reports back that it does not work. This therapist responds, "Don't worry. I have 1000 things more to try." That is a helpful attitude to employ. If the therapist's preferred style is a more mutual one, it is possible to say to the client, "I believe that **WE** can work this out together." The client is the expert authority on her own experience, while the therapist is the expert on treatment. Working together, client and therapist will prove to be a formidable team.

While it is the therapist's job to gain an understanding of the disordered part of the student's life, it is also important to endeavor to connect with other parts of the individual during the initial session. If the student is enjoying a Russian literature class, the therapist can ask him/her about it. If s/he plays a sport at the college, the therapist can ask the student to educate the counselor about how that sport actually works. The student can be asked about his/her experience as captain of the rugby team. A therapist can inquire about what it involves to be on a music scholarship or what the client has learned while off at an internship site. It is possible to ask in detail about the student's enjoyment of a recent new movie or a book. In this way, the therapist can learn a lot about life outside of his/her own experience, and also learn about the student, as well. Most importantly, the therapist has the possibility of connecting with the student in a place where that student is most alive and invested. The therapist has time to hear how things really are for the client. This can be another pivotal moment.

Another way to connect with a student is for the therapist to try to offer something tangible to him/her when the opportunity presents itself. It is helpful to have handouts on many topics: on anxiety and depression and on tips for

falling asleep, on what's important in an interview, on what foreign travel can afford a person, on how the menstrual cycle works, and how to combat dry skin and urinary infections, on the art of making conversation, the dangers of smoking pot, and how to get enough calcium in your food plan. It simply requires creating a regularly updated file system. Then the therapist can give these handouts to a student and they can read them together or the student can be asked to share his/her reaction to the materials. Students will also appreciate access to a therapist's lending library of self-help books, and books on different topics in Psychology, and the therapist's own collection of favorite books.

The work of engendering hope and creating connections requires that the therapist has enough time to be thorough and attentive. There can be a great benefit if the therapist is allowed a little wiggle room in terms of managing time with clients in a college counseling center. If the therapist needs more time with the student, the therapist can then schedule a Part Two of the Intake during a second appointment. This can be explained to the student that it is not possible for the therapist to make a recommendation to the student without their spending a little more time together. The student is asked if s/he would be willing to come back for a second meeting. Students are generally willing to return to complete the Intake process. This technique can also be used when the therapist feels that s/he needs to consult with a cohort about how best to handle a complicated Intake appointment with a student (For example, is a psychiatric assessment in order, or is it in the best interests of the student that a referral be effected to a private practitioner?).

Before summarizing at the end of the initial session, the therapist can ask two final questions. These are "What did I forget to ask that you think might be important?" and "Is there anything that you don't want to tell me, but it might be important?" Sometimes these do not yield anything; but other times a student says, "I used to cut myself" or "What I told you about my friend who was raped, well it really was about me" or "I am planning to study abroad next semester". This allows the therapist to follow up a new line of inquiry. Then the therapist summarizes what the pair has learned together about why the client has come in and what kind of help s/he needs. The therapist can be careful to include his/her observations about the client's strengths: "I am glad you decided to come in and talk about how you were feeling. You seem very determined to do whatever it takes to feel better" or "I understand that you need my support as you go through this transition period. Let's not lose sight of the resilience you have shown in the past and also your many talents."

The initial session with a client is an amazing journey of discovery for both the client and the clinician. The therapist is striving to see the world through the lenses of this new client. The client is looking for verification and for help. A therapist who strives to engender hope for the client's healing, and to extend a human connection with his/her client during the initial session will be most likely to become engaged in an on-going therapeutic relationship.

Miller, J and Baker, I. *The Healing Connection*. Boston, Massachusetts: Beacon Press, 1997.

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**2. Inform the person reporting that confidential advocates are available on campus.** On campus advocates are faculty/staff that are trained in the process of facilitating a person reporting sexual misconduct through available treatment and hearing processes.

**3. Encourage the person reporting to seek emotional support services.** Counseling Services, Health Services, Clergy at York College, and the Victims Assistance Center are working together to assist students who are victims of sexual misconduct. These resources are available at no charge for confidential intervention and guidance. Please be advised that counselors, medical professionals, and clergy at **York College** are NOT mandated by the Jeanne Clery Act to report a sexual misconduct incident. All other college personnel must report sexual misconduct.

Ask the person reporting if there is someone s/he would like to contact or would like for you to contact, a close friend or someone s/he trusts can provide support during this traumatic time.

**4. Encourage the person reporting to contact The Office of Student Affairs and/or Public Safety Office.** At York College, this office will assist the student in reporting the misconduct and refer him/her to the appropriate offices for follow-up regarding the college disciplinary system and/or legal system. In cases requiring urgent measures, persons reporting should contact the local emergency center at 911. Make sure the person reporting is in a safe and secure environment.

**5. Encourage the person reporting to preserve all physical evidence.**

### **Changing Academic or Living Arrangements**

**Academic Schedules.** At York College, any student affected by sexual misconduct wishin to change his/her classroom or academic situation may discuss options with the Office of Academic Affairs or the Office of Academic Advising. Options include total College withdrawal, discrete course withdrawal, or change of section.

**Campus Room or Apartment.** Any York College Student affected by sexual misconduct has the option of changing her/his on campus housing assignment by contacting the Director of Residence Life

## **Procedures at York College**

### **Reporting Requirements at York College**

Official reports are made to the office of student affairs and/or public safety. When a student reports sexual misconduct to these offices the college can file a disciplinary referral. Students may choose to report the misconduct: on campus only, off-campus only, both, or not at all. Officials will encourage the person reporting to actively participate in both campus hearing actions and the legal system off-campus.

### **On –Campus Investigation**

Public Safety will investigate the allegations of sexual misconduct. This may also include information obtained from local police. An informational report will be compiled by The Public Safety Office and passed on to the hearing board. In a situation where the person accused of sexual misconduct is not a member of the York College community, the reporter is only able to pursue charges through the legal system and off campus law enforcement.

### **On Campus Hearing Board**

A hearing board consisting of a minimum of three faculty/staff members will hear reports of sexual misconduct.

The person reporting is encouraged to take the role as the witness in the hearing proceedings, but is not required to be present with the accused during the hearing. The person reporting may bring an advocate to serve as support during any hearing proceeding.

The board members must determine, by a majority vote, whether they have substantial information to make a reasonable conclusion that the accused student violated the sexual misconduct policy.

The board will report with recommendations to the Coordinator of Judicial Affairs who will present the sanction along with the board.

Information concerning the sanction and outcomes of any such proceeding shall be available to the accused and the person who reported sexual misconduct.

Once the case is completed, the accused student has the right to appeal the board's decision. The appeal decision is the final step in the college disciplinary proceeding. Possible disciplinary sanctions for sexual misconduct include, but are not limited to, removal from College housing, suspension and/or expulsion from the College.

### Educational Programming

The College is committed to providing programming to students to increase awareness and encourage behaviors that reduce the risk of sexual misconduct. The following offices at York College work collaboratively to offer educational programming to the College community.

- The Public Safety Office
- The Office of Student Affairs which includes:
  - Counseling Services, Residence Life, Judicial Affairs, Student Activities, and Health Services.

Our main educational initiative is peer education theater – a new and exciting adventure for us.

### Ted K. Miller Achievement of Excellence Award

The Council for the Advancement of Standards in Higher Education (CAS) recently awarded the University of North Texas its most prestigious honor, the *Ted K. Miller Achievement of Excellence*. This award recognizes outstanding accomplishments in advancing standards of practice and quality assurance in educational programs and services in higher education with the goal of enhancing student learning.

Jan Arminio, president of CAS, presented the award citing the selection committee's recommendation, stating "the application of the University of North Texas is impressive. Using CAS standards as part of the planning process is certainly to be commended...their accomplishments, such as the increase in the transfer retention rate are impressive."

Bonita Jacobs, Vice President for Student Affairs and Jan Hillman, Director of Assessment and Planning for Student Development, at the University of North Texas, were present to receive the award. They then offered a presentation showing the strengths of their comprehensive assessment program.

The Ted K. Miller Achievement of Excellence Award is named after Ted Miller, CAS's first president from 1979-1989, a retired professor from the University of Georgia, and CAS's editor until his retirement in 2004.

CAS also honored three of its retiring Board of Directors. Bud Thomas, who was with CAS since its inception in 1979 and representative of the National Association of Student Personnel Administrators, and Don Creamer, a past president of CAS and a representative of the American College Personnel Association, were presented framed resolutions honoring their years of service. Andrea Reeve, a director representing the Council for Opportunity in Education, received a plaque thanking her for her 11 years of service.

In other business, CAS approved the standards and guidelines for College Honor Societies, Service-Learning Programs, and the revised Commuter and Off-Campus Living Programs. CAS is in the process of preparing to release its next edition of the Book of Standards in the fall of 2006. Laura Dean, the ACCA representative to CAS, is now serving as Publications Editor. Questions about CAS can be sent to [ladean@peace.edu](mailto:ladean@peace.edu).

### Lessons

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promote self-awareness in our clients as well as set a model of communication for future sessions.

### Final Thoughts

Beginning counseling students weighed in on rationale of the application of minimizing phrases in counselor language. They suggest that minimizing phrases develop from counselor self-awareness and confidence issues, vocabulary level, and client protection. In addition, the potential influence on working alliance and counselor/client relationship was discussed. For these students, this discussion has been the impetus to raising their awareness on what influences their responses in the counselor role. The impact of minimizing phrases will change with every client. Therefore, what is important is that each counselor assesses their own awareness of how these phrases enter their counselor language.

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