

Peer Counseling

Mark McLeod
Emory University

Assessing the Receptive Nonverbal Communication Skills of Undergraduate Peer Counselors

Many colleges and universities train peer counselors to supplement professional counseling and mental health services provided to students (Frisz, 1986; Hill, 1990; Nassar & Collins-Eaglin, 1994; Vohra, Rodolfa, De La Cruz, Vincent & Bee-Gates, 1991). Peer counselor programs supplement limited professional clinical services, provide a service that students might feel more comfortable using, and constitute an additional educational experience for students who want to pursue careers in helping professions. While nonverbal communication has been found to be important in forming relationships, especially helping relationships (Grace, Kivlighan & Kunc, 1995; Hall, Harrigan & Rosenthal, 1995; Herring, 1990; Mehrabian, 1972; Regina, 2001), published accounts of peer counselor training programs do not appear to emphasize nonverbal language skills, but rather focus more on verbal listening and reflecting skills (Frisz, 1986; Hill, 1990).

The purpose of this study was to examine the role of nonverbal communication in the peer counseling process. Based upon the assumption that nonverbal communication skill is important in helping relationships it was predicted that nonverbal accuracy would be higher in peer counselors than in a comparable college norm group, would improve as a result of training to be a peer counselor and would be associated with counseling effectiveness.

METHOD

Participants. Students were primarily sophomores and juniors attending a private university in the Southeast. The students were representative of the student

body in terms of ethnicity (7 of the 22 participants were students of color) and age (ranging from 18 to 22), but not gender (only 4 participants were male). The study was approved by the Emory University Institutional Review Board.

Two different student counselor groups were included in the study, a telephone crisis line (Helpline, $n = 13$) and a peer counselor group (Peer Counselors, $n = 9$). Both groups consisted of students who were selected by current group members and their advisor on the basis of a written application and a half-hour interview. The selected students ($n = 22$) were required to take a peer counseling class for academic credit.

Measures. Nonverbal processing ability was tested for faces and voices. To test for faces the Diagnostic Analysis of Nonverbal Accuracy 2- Adult Facial Expression Test (DANVA2-AF) was used (Nowicki & Carton, 1993). It consists of 24 photographs of an equal number of female and male adult facial expressions exhibiting high and low intensity happy, sad, angry and fearful emotions. Faces were selected from an initial pool of 256 faces based on the fact that at least 80 per cent of a group of raters ($n=93$) judged them as reflecting a particular emotion. Construct validity evidence has been obtained from nearly 200 studies and is substantial (Nowicki, 2002). Scores have been found to be internally consistent (coefficient alphas in the high 70s), reliable over time (6 week test retest reliability $.84(n=32)$) and related to depression, external locus of control, and social anxiety (Nowicki, 2002).

The DANVA2-Adult Paralanguage test (DANVA2-AP; Baum & Nowicki, 1998) consists of 24 recorded stimuli in which adult male and female voices say the sentence, "I'm going out of the room now, but I'll be back later" to reflect happy, sad, angry, and fearful emotions of high and low intensity. Stimuli were chosen by their ability to be recognized as a particular emotion by at least 80% of a

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From the President

Mark S. Freeman
Rollins College, Florida

The American College Counseling Association (ACCA) welcomes you to our quality newsletter for college counselors. VISIONS will support and enhance your work as a college counselor. ACCA is **your** professional organization supporting the work you do as professional counselors in all kinds of higher education settings- including vocational/ technical colleges, community colleges, private colleges, and universities. We promote communication, exchange, and networking possibilities for college counselors. We provide a myriad of resources and national continuing education opportunities. As you know we are a well-respected division of the American Counseling Association (ACA).

In April 2005, we will be an active presence at the ACA convention in Atlanta, Georgia. The dates for the convention are April 6-10, 2005. ACCA strongly supports ACA. The theme of the conference this year is: "Counselors: a creative force in the fabric of life." We will offer many relevant workshops on college counseling, a tee shirt exchange from colleges and universities worldwide, a discussion forum on college counseling, an awards recognition brunch, as well as an evening reception for members. Make your plans to attend the Atlanta conference a priority in your professional development. Conferences are a great way to network, renew, and reenergize yourself in our challenging work. We will be located in the Omni Hotel at the CNN center. See the ACA web-site for conference registration and information details.

In early October 2006, ACCA will host our third national conference in Reno, Nevada. We promise you a fun and exciting conference program with relevant and practical continuing education sessions for college counselors. The conference offers you the opportunity to connect with old colleagues and meet new ones. Our collective work benefits all of us. Reno will be beautiful in October.

I want to remind you of all of the great member benefits you receive- our excellent professional journal (Journal of College Counseling), our newsletter- VISIONS, which comes out three times a year, our listserv, on-line continuing education programs for college counselors, and drive-in workshops. We provide an advocacy booklet for members (Advocacy for College Counseling). For graduate students we provide student registration grants for our conferences for eligible student members who are interested in working in college counseling settings. We provide professional awards for meritorious service and other significant contributions to the field of college counseling. Research grants are available that promote and highlight the work of college counselors. Currently, we are accepting proposals for research that examines the retention and persistence of students who use college-counseling services on campus. The award is substantial at \$5000.00.

In closing, we are always seeking potential leaders for our organization and have ample opportunities for you to make an impact in our profession. Contact me personally if you have a desire to lead ACCA into the future. If you have anything you would like to share be sure to let me know. Feel free to contact me at the email address below.

Sincerely,
Mark S. Freeman
ACCA President

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





What Are You Waiting For?

June M. Williams
President Elect
Southeastern Louisiana Univ.

In the president's message, Mark Freeman emphasizes that ACCA is YOUR organization. I'd like to begin by reiterating that message. While the officers, committee chairs, and committee members are often the visible ones, it is you, the members, who are truly the heart of ACCA. Some of the characteristics of ACCA that initially attracted me to become involved were the openness, the welcoming spirit, the enthusiasm, the vision, and the shared leadership. My hope is that these same qualities will encourage you to consider becoming more actively involved within ACCA.

We are all very busy, and often the thought of becoming actively involved in a professional organization can be overwhelming. But there are many different levels of involvement that you may consider:

- ⌘ Applying for one of ACCA's graduate student or research grants;
- ⌘ Attending ACCA events at the ACA conference;
- ⌘ Attending the 2006 ACCA conference;
- ⌘ Submitting a proposal for a presentation at the 2006 ACCA conference;
- ⌘ Volunteering to assist the on-site committee at the conference;
- ⌘ Joining one of several committees;
- ⌘ Submitting articles to VISIONS;
- ⌘ Publishing in the *Journal of College Counseling*;
- ⌘ Serving as a committee chair; and
- ⌘ Running for office.

So what are you waiting for? Please consider this your engraved invitation! Ask yourself, "What level of involvement can I assume at this time?" We have a wealth of knowledge and talent within our membership, and ACCA will become more vibrant and viable as more members step forward to become more actively involved. Perhaps you will be one of them.

June M. Williams
ACCA President-Elect

Opportunity Knocks Twice!!

Roxane Dufrene, NSU &
Deborah Jackson, MSU
ACCA Research Com. Co-Chairs

ACCA announces two research grant opportunities for the 2004-2005 year. 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. The competition is open to all members of ACCA. Students are especially encouraged to apply. The proposals must include a completed application form plus detailed information about the study to be conducted. The deadline for proposal submission is February 1, 2005. Recipients will be announced in early March of 2005.

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. The deadline for the proposal is December 4, 2004.

For further information concerning submission of applications, criteria of awards, qualifications, and financial compensation, please visit ACCA's website at <http://www.collegecounseling.org>. Requests for information can also be directed to either Research Committee Co-Chair:

√ Dr. Roxane L. Dufrene, Northwestern State University, Email: dufrener@nsula.edu

√ Dr. Deborah L. Jackson, Mississippi State University, E-mail: dlj3@colled.msstate.edu



YOU are Needed!!

Chester R. Robinson
ACCA Past President
Texas A&M - Commerce

The American College Counseling Association seeks nominees for the following offices:

- ◆ President-Elect
- ◆ Secretary
- ◆ Member-at-Large

This is a grand opportunity to help lead and guide the future your professional association.

The President-Elect's term is 3 years: 1 year as President-Elect; 1 year as President; and 1 year as Past-President. The Secretary serves a 2-year term and the Member-at-Large serves a 3-year term. All terms begin July 1, 2006.

Please give some thought to nominating yourself or a capable colleague, but be sure to obtain that colleague's permission before nominating him or her.

Speaking from a former (Treasurer) and current (Past President) officer's perspective, being a member of the Executive Council of ACCA is both challenging and rewarding. I have developed working relationships and friendships that will last a lifetime.

It is rewarding to change perspectives as well: from being a member asking, "What does ACCA offer me as a professional counselor?" to being a leader and asking, "What can ACCA offer its members?" Granted, leaders sometimes have to work out and attend to details in order to make things happen, but much of our time is devoted to brainstorming ways to take ACCA into the future, advocating for college counselors everywhere, and maximizing member benefit opportunities. For example, ACCA worked with APA on the Campus Care and Counseling Act. We are negotiating a professional partnership with HPSO to make low-cost, high-quality professional liability insurance available to our members. Recently, we signed a contract to bring college counselor-focused continuing education right to your office and home via the internet.

One program should be available by year's end and a second by mid-summer. After hosting our second successful national conference in Biloxi last spring, we are now planning number 3 for Reno in October 2006.

So, come on and get involved in planning the next great things for ACCA. We need you, your ideas, and your dedication to ensuring that ACCA remains the premier professional association for college counselors. To nominate yourself or someone else just submit the following: Name; Address; Home phone; Work phone; Fax; and, email. We'll take it from there.

Chester Robinson

Chester_Robinson@tamu-commerce.edu

By-Laws Update

Joyce R. Thomas
ACCA Secretary
Ozarks Technical Community College

In response to the unique circumstances which occurred spring 2004 (the president-elect-elect candidate had to vacate his seat), the ACCA Executive Council unanimously voted to propose an addition to the ACCA by-laws. The language for this addition describes a formal process for the ACCA to take, should a vacancy occur again in the president-elect-elect office. The language would be added to Article III, Section 4 and it reads:

(c) If a vacancy occurs in the office of the president-elect-elect, the ACCA Executive Council will, by majority vote, elect a successor.

This By-Laws addition will require a vote by ACCA members at the business meeting during the 2005 ACA Convention in Atlanta. The business meeting and brunch is scheduled for Saturday, April 9, 2005, from 10:30 a.m.-12:00 p.m.

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

Inspired by Diversity

Stephanie Fujii
Estrella Mountain Community College

At the community college, I've seen all types of students. Often, I am inspired by them. Rarely, have I ever been afraid. And, always, I have wanted to help my students. I offer support, guidance and assistance as they attempt to negotiate and navigate their way through going to college, balancing classes, home/work and family responsibilities. However, in the fall of 1998, I encountered a student who made me a bit afraid, who I did not want to help, who I actually wanted to see fail.

He was a walk in appointment into Counseling, and since I was the scheduled counselor-on-call during that time period, he was signed in to see me. The front desk folks notified me I had the appointment, and so I went out to greet him and bring him back to my office.

I am not sure of how a Japanese-American female counselor should best react when the student she is greeting has a swastika tattooed on his forehead, in addition to the many covering his arms. I was completely dumbstruck. At first sight of him, I was overwhelmed by many thoughts and emotions. However, I did not have much time to process my own reactions, and remembering I WAS A COUNSELOR, I was able to check my own issues aside, greet the student, and bring him back to my office.

I introduced myself, and asked how could I help. As he began to articulate his needs and goals, I found myself staring at the swastika on his forehead. You couldn't miss it. He wasn't wearing a hat, had no bangs, there was no effort to hide it. After he talked a bit, and I was reeling (internally), I decided to deal with the situation directly. I gestured to his forehead, and inquired whether his beliefs and my ethnicity were going to be a problem. He said, "No." I asked again, and he responded, "No." At that point, I went straight into "Professional Community College Counselor" mode and provided counseling. After our session, he asked to return and made another appointment to come back and see me. Once he was gone, I promptly went running to my Division Chair, Gary.

Gary let me go off. I shared about my reactions to the student's appearance: my emotions and beliefs about racists, my personal past experiences of harassment by racists, about how I have spent my professional and personal life dedicated to positively promote diversity through teaching and training, and about how I like my racists dumb, dumb as dirt. I did not want them college educated. I liked them poor and ignorant. I ranted and raved, and Gary, like a good counselor let me vent. Then, he began to ask me some questions that caused me to reconsider some things. Gary never validated this young man's beliefs, nor did he dismiss mine, but Gary asked me to reflect on what brought this student to counseling. We talked about an educator as a role-model, about how a counselor provides unconditional positive regard, and we talked about how people can change.

I had a friend in grad school, Alec, who used to tell me that as counselors we get the clients we need. He offered this little nugget up one time when he was consulting with me regarding a client I was seeing. The client was involved in issues that were very close to my own personal experience, and for those reasons, I was unsure if it would be best to refer it out.

I thought of Alec's words again, in regards to my white supremacist. I'm not the kind of counselor who necessarily believes "everyone is good," but rather I do believe, "everyone can change." As an advocate for diversity, it's easy to fight against the ugly, hateful racist, but as the same advocate AND counselor, I found it more important to attend to the young man who was lost, confused and crying in my office.

The young man came back a couple of more times to see me, but eventually he ended up dropping out, and I haven't seen him since. This was among one of the most challenging situations in all the students I have ever counseled and worked with in my career, but for very different reasons. The challenge was not about his issues, but rather about my own. And, what it means to truly means to be a "counselor."

Recognize and Honor a Colleague

Chester R. Robinson Past President

Annually, ACCA recognizes and honors members who make outstanding contributions to the college counseling profession in various ways. Currently, ACCA seeks nominations for the following awards:

Professional Leadership - Demonstrated leadership in some aspect of college counseling as it relates to the purposes and goals of ACCA, or leadership and contributions to ACCA as a professional organization.

Meritorious Service - Demonstrated service to the profession of college counseling and/or to ACCA; this award will be offered in three categories: community/technical college setting; college or university population under 5000; and college or university population over 5000.

Outstanding Professional Contribution to Knowledge - Demonstrated contribution to the advancement of college counseling theory and/or practice by means of a dissertation/thesis, publication, or scholarly presentation.

Graduate Student Meritorious Service - Demonstrated evidence of meritorious service to the profession of college counseling and/or ACCA.

Advocacy for College Counseling - Demonstrated advocacy of college counseling services or an organization which has made a significant contribution to the improvement of college counseling services; may honor a college president, vice president, dean, board member, or legislator who has made a significant impact on the national, state, or local level. Need not be a member of ACCA.

Research Award - Demonstrated evidence of scholarly work; publication of relevant college counseling peer reviewed articles/papers presented advancing the profession of college counseling. Research conducted should add to the improvement of college counseling services on campus for the practicing professional counselor in a university or college setting. Successful nominees possess writing and publication skills that enhance our field.


We're sure you know one or more colleagues who deserve public acclaim for their work and dedication. Take a few moments and prepare a nomination packet for a deserving colleague. Awards will be presented during the annual ACCA Brunch and Business Meeting at the 2005 ACA World Conference in Atlanta. To nominate for any of the awards, send four copies of a nomination packet via post or 1 copy via email containing the following information:

- √ Nominator's name and complete address, including home/fax/e-mail.
- √ The name and complete address of the nominee.
- √ The award for which you are nominating.
- √ A brief description of the nominee's job setting including pertinent demographic information.
- √ The nominee's resume/vita.
- √ Any additional supporting information (e.g., fuller description of relevant activities or research) nominator or the nominee wishes to submit.
- √ All nominators/nominees (except those for the Advocacy Award) must be ACCA members.

All nominations should be marked ACCA Awards and sent to

Chester Robinson, Past President
Texas A&M University-Commerce
Department of Counseling
Ed. North 202
Commerce, TX 75429-3011
Email: Chester_Robinson@tamu-commerce.edu

Nominations must be received by December 15th.



COUNSELING:
A Creative Force in the Fabric of Life

**American Counseling Association
Annual Convention & Exposition
April 6 -10, 2005
Georgia World Congress Center
Atlanta, GA
<http://www.counseling.org>**

The Angry Client

John Hipple
University of North Texas

For many counselors as well as many faculty and staff, it is the angry student who causes us the most internal dissonance. When you think of it, counselors have been taught how to deal with sadness, fear, excitement, frustration, and irritation with a degree of calmness. But for some, put us with a very angry student and some of our skills go right out the window.

From my perspective, the secret of working with angry students is four fold: recognize the possible reasons for their anger, help them vent their feelings, assist them to find the grains of truth in their anger, and develop ways to constructively act on those grains of truth.

In many instances of anger, the feelings emerge because of confusion, loss, thoughts of being let down by someone, invasion of personal territory, loss of personal dignity, not having enough relevant information, receiving lots of criticism and little praise, being kept waiting and not knowing why, need for attention, peer pressure, and threat to status. Of course there are many other 'causes' but these are some I see among my clients and students in general.

Other factors involved in displays of anger arise from the normal developmental goals of late adolescents and young adults. These include: Who am I? Where am I going? How am I going to get there? Who will be with me? And I would rather do it my self (rejection of adult assistance).

Adults have much to offer the angry student/ client. Probably the first is a willingness to listen and trying to understand all accomplished with a sense of calmness and acceptance. Step two focuses on identifying the grains of truth embedded within the angry presentation. Thirdly working with the student in a cooperative manner to identify more positive action steps which will assist the student to regain a more positive sense of control. A key step which is often neglected by adults or the 'receiver' of the anger is a willingness to apologize. Saying 'I'm sorry' can be an effective calming tool. And of course, last but not least is a 'social willingness' to coach the student to

see where he/she was out of line. Setting behavioral limits in a calm fashion and helping the student understand the reasons for these limits is also important.

At UNT, we have offered workshops on how to work with the angry individual to students, staff, and faculty. These sessions have proved to be quite popular.

Legislative Update

Melissa Spriggs, GWU
Executive Council Member-at-Large

Legislative Update: (reprinted from ACA Public Policy Webpage) Suicide Prevention Bill To Be Enacted As Is September 13, 2004. On September 9, the day before what would have been the 23rd birthday of the late Garrett Lee Smith, both the House and Senate passed the Garrett Lee Smith Memorial Act (S. 2634). The legislation, named for the son of bill sponsor Senator Gordon Smith (R-OR) who took his own life last year, would provide grants to state and local agencies and colleges and universities to expand and develop youth suicide prevention programs. After the House passed the bill by a vote of 352-64, the Senate passed the legislation by unanimous consent, with Senator Smith presiding over the chamber.

The House of Representatives amended the original legislation to include language requiring parental consent for minors before they can receive assessment and treatment services. House sponsors included the language as a concession to some members of Congress who feared children would receive treatment over parents' objections.

Some mental health advocates are deeply concerned that the language sets a dangerous precedent by holding mental health interventions to a different standard as medical assessments and thus codifying the stigma against mental health. Original sponsor Senator Jack Reed (D-RI) also raised concerns that the consent language adds a burdensome layer of requirements that personnel must meet before they can get proper treatment for youths.

Ultimately, Reed and others supported the legislation under a unanimous consent agreement as they felt the overall direction of the legislation outweighed concerns about such a precedent. (Dara Alpert: dalpert@counseling.org.

Graduate Student Resources

Melanie M. Bullock
University of Texas - El Paso

Graduate students are important members of ACCA. Each issue includes information that we hope you will find useful. In this issue you will find articles and news items regarding service and funding opportunities. Check them out, become involved, and have a great semester!

The National Association of Graduate-Professional Students membership includes over two million graduate and professional students currently studying in the United States. NAGPS acts as a clearinghouse for graduate and professional student organizations, serves as an advocacy group for graduate-professional student needs and rights at all levels, addresses a broad range of issues via our national committees (international student concerns, human diversity concerns, legislative concerns, and employment concerns), and much more! For additional information visit: <http://www.nagps2.org>

The Department of Education's website offers valuable information concerning student loans, grant information, and an extensive list of links to other sites relevant to graduate students. See: <http://www.ed.gov>

Spectrum, the **Association for Counselor Education and Supervision** newsletter, has great articles in their current issue including: *How to Successfully Navigate the Comprehensive Exams Process*; *Web Page Guidelines for Students and Others in Counselor Education*, and; *ACA is Revising the 1995 Code of Ethics*. See: <http://www.acesonline.net>.

COUNSGRADS has been developed to help graduate students from across the country communicate with one another. Students can talk about classes, internships, papers, and ideas about the profession. Darcy Haag Granello, a counselor educator at The Ohio State University, is the list owner. Questions regarding the listserv can be sent to her at granello.1@osu.edu. To sign up for the listserv, send an e-mail to listserv@lists.acs.ohio-state.edu with the following in the body of the message: subscribe COUNSGRADS (first name) (last name)
 Example: subscribe COUNSGRADS janet smith

Emerging Leader Grant

Harrison Davis, Jr.
Executive Council Member-at-Large

ACCA announces the 12th annual invitation for graduate students and new professionals to apply for Emerging Leader Grants to the 2005 ACA Annual Convention in Atlanta. These grant awards are designated for students currently enrolled in masters and doctoral level counseling programs and new professionals who have recently completed their graduate training.

The ACCA Executive Council oversees the selection process and seeks to encourage student and new professional participation in the 2005 ACA Convention and in ACCA activities. As in previous years, six graduate students and/or new professionals will be reimbursed for their conference registration fee and the cost of the ACCA Brunch and Business Meeting. Grant recipients will be acknowledged and given a certificate at the ACCA Brunch Meeting in Atlanta.

**Deadline for submission of application material is
 December 10th, 2004**

Eligibility Requirements:

Applicants must be student or new professional members of ACCA. Individuals who are not currently members must affiliate with ACCA in order to be considered for this award. The Awards Committee will confirm verification of membership.

Departments may endorse no more than two (2) students per year for the emerging leader grant. If more than two students from a department wish to apply for these grants, the Department must perform an initial screening and forward only two applications. Preference will be given to those candidates who demonstrate a commitment to college counseling through either scholarship and/or service.

For more information and to download an application, visit the ACCA web page at www.collegecounseling.org or contact Harrison Davis, Jr. (hdavis@ngcsu.edu)

College Response

Katherine Cruise
Screening for Mental Health, Inc.

In response to the increased prevalence of behavioral issues and disorders on college campuses along with the rise in student help seeking, Screening for Mental Health Inc. (SMH) created its Comprehensive College Initiative called: College Response.

College Response is a do-it-yourself, affordable program designed to educate and screen students for mental health disorders, as well as refer students to appropriate resources on campus.

College Response is an effective risk management tool that addresses the most common, under diagnosed and treatable mental health disorders that affect college age students: depression, bipolar disorder, eating disorders, alcohol problems, anxiety and post-traumatic stress disorder. The program employs two strategies to promote early detection and intervention: in-person screening and anonymous, online screening.

Following are the results from responding college sites.

In Person Screenings,

using one form (Total Screenings 8206)

- ◆ 39% scored positive for depression
- ◆ 14% scored positive for bipolar disorder (manic-depression)
- ◆ 44% scored positive for generalized anxiety disorder
- ◆ 36% scored positive for post-traumatic stress disorder

Online Screenings

(Results from 6/1/02 - 6/1/03)

- ◆ 61% scored positive for depression (Total Screenings 13,062)
- ◆ 28% scored positive for bipolar disorder (manic-depression) (Total Screenings 4,084)
- ◆ 76% scored positive for generalized anxiety disorder (Total Screenings 6,158)
- ◆ 76% scored positive for post-traumatic stress disorder (Total Screenings 1,119)

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ACCA Listserv

Rick Hanson
Rockhurst University

The ACCA listserv has for many years been a vital source of connection, collaboration, and consultation for professionals interested in college counseling. There are approximately 300 professionals participating on the list. We hope that all ACCA members will join and actively participate on the list!

To subscribe send an email message to:
Majordomo@listserver.tamu-commerce.edu
 In the body type: subscribe acca-l
 (leave subject line blank)

To subscribe to the digest version
 send an email message to:
Majordomo@listserver.tamu-commerce.edu
 In the body type: subscribe acca-l-digest
 (leave subject line blank)

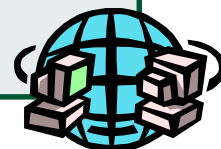
You will probably want to be subscribed to **one or the other, not both**, as you would receive redundant messages. You only need to be subscribed to one to participate in the list.

Rick Hanson
ACCA Media Chair and List Manager

Here is your chance to get involved, cultivate your leadership skills and advocate for the profession!

We are currently in need of a new Chairperson for the Public Awareness and Professional Advocacy Committee.

If you are interested in learning more about this position, contact Melissa Spriggs, Executive Council Member-at-Large, at mspriggs@gwu.edu



From the Editor

Melanie M. Bullock
University of Texas - El Paso

Thanks to all of you that contributed articles, news items, and suggestions during the 2003-2004 year. Thank you for choosing ACCA's *Visions* as a place to share your work. The newsletter would be bare without you!

ACCA's membership includes counselors, students, and educators who work in colleges, universities, and service organizations. One of my goals for *Visions* is to expand the issue to include information that represents all of these areas. We are moving towards this goal as a result of the efforts of many individuals. I would like to extend special acknowledgement and thanks to:

- ★Dr. Derrick Paladino for his work as the Graduate Student Column Editor last year. Derrick completed his doctoral work in 2004 and has joined the faculty at the University of North Texas. Congratulations! I appreciate your willingness to continue as GS Column Editor for 2004-2005. (dpaladino@coe.unt.edu)
- ★Stephanie Fujii for her willingness to be a contributing author to the Community College section of *Visions*. Stephanie is a faculty member at Estrella Mountain Community College. Since 1989 she has worked in higher education in the areas of counseling, academic advisement, recruitment, retention, multicultural student affairs, and residence life.
- ★To our Executive Council for providing *Visions* with articles, association reports, and announcements of participation opportunities in each issue.
- ★A last, but certainly not least, I want to welcome Dr. Ginger Dickson who will be joining our team in the spring as Assistant Editor. Ginger is a faculty member in Educational Psychology at the University of Texas - El Paso. Her research interests include diversity issues.

I would also like to take this opportunity to encourage you to become active in ACCA. I was a member for several years before becoming an active participant. Thanks to the encouragement of my faculty advisor,

I have served on several committees, worked with Harrison Davis as Co-Webmaster, and am beginning my second year as Editor of *Visions*. I have discovered that I did not fully appreciate the value of being a member of ACCA until I became active in the association. In addition, I have been blessed with new friends and colleagues, developed new skills, and had fun in the process! Please consider your skills, talents, and interests to see if there is a committee or project that you would like to join.

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



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

College Response continued from page 6

Participants were screened using the following tools:

- ◆ Depression: HANDS™ (Harvard Department of Psychiatry/ National Depression Screening Day Scale)
- ◆ Bipolar Disorder (Manic- Depression): Mood Disorder Questionnaire
- ◆ Generalized Anxiety Disorder: Carroll-Davidson GAD Screen
- ◆ Post-traumatic Stress Disorder: SPRINT 4

SMH is the non-profit organization that first introduced the concept of large-scale mental health screenings in 1991 with its flagship program National Depression Screening Day. To learn more about College Response and other SMH programs, visit their website at: www.mentalhealthscreening.org.

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group of judges ($n=147$). Construct validity evidence was presented by Baum and Nowicki (1998). Internal consistency in college-aged subjects as measured by coefficient alpha is .78. Higher accuracy on the DANVA2-AP is related to measures of better social adjustment as indicated by lower depression and social anxiety, greater self-esteem and internal locus of control. The DANVA2-AP has been used in over 100 studies (Nowicki, 2002). Students were asked to complete both the DANVA2-AF and the DANVA2-AP prior to and after taking the peer counselor class.

Peer Counselor Class. Students in the peer counselor class learned basic communication skills in a one-day seminar prior to the beginning of spring semester. In this seminar, students learned expressive and receptive nonverbal communication skills. Examples of exercises employed to teach nonverbal communication skills included the following: listening to tapes of various feelings and identifying the feeling state and the intensity of that feeling; watching videotapes of soap operas without sound and identifying the feeling state and intensity being expressed by each actor or actress; searching across campus for specific interactions demonstrating nonverbal expressions of specific feeling states and intensity levels. In addition to learning nonverbal communication skills, students learned basic active listening skills. Students were taught how to reflect both content and process (i.e. feeling states expressed primarily on a nonverbal level), to minimize problem solving and directing, and to engage in appropriate mutual planning.

Following the seminar, students attended weekly lectures on various important topics related to helping college students, e.g. alcohol and drugs, depression and suicide, diversity, stress management. In addition to class, Helpline students and Peer Counselors each attended a weekly lab where their counseling skills were practiced, observed and critiqued. In these labs both nonverbal and verbal listening and reflecting skills were practiced. The class was completed by the middle of the semester or 8 weeks after it began.

Once the class was completed, the professors from both sections, Helpline and Peer Counselors, rated their students ability to reflect both the content and the process

of their client's statements on a 5 point scale (with 5 being the most favorable rating). Professors were unaware of DANVA performances when rating their students. Inter-observer reliability was obtained between the professor and a psychology intern TA for Helpline and between the professor and an undergraduate assistant for Peer Counselors. Inter-observer reliability was .65 for both classes combined, .86 for the Helpline class and .39 for the peer counselor class. The low inter-observer reliability obtained for the peer counselor class may have been due to the relative inexperience of the undergraduate assistant in that class. The professors' ratings were used for all analyses.

RESULTS

Because both classes performed similarly on the dependent measures their data were combined for analyses. The first prediction was not supported. Initial DANVA scores did not differ significantly between students selected for the two peer counseling groups and those that made up the DANVA college age norm sample ($M(\text{study}) = 6.5$, $M(\text{college norm}) = 5.5$, $t(21) = .45$, NS for voices); ($M(\text{study}) = 4.62$, $M(\text{college norm}) = 4.2$, $t(21) = -1.2$, NS for faces).

Consistent with the second hypothesis, instructors rated students who had fewer errors on the DANVA voices scale more positively than students with more errors. This conclusion was based on a median split of faculty rating scores into positive (scores 4 and 5; $n=10$) and negative (scores 1,2 and 3; $n=12$) groups. Students who were rated more positively by faculty made fewer errors to high intensity voices on the DANVA pre-test ($M=1.70$, $SD=1.06$) than students who were rated more negatively by faculty ($M=2.92$, $SD=1.16$), $t(20) = 2.54$, $p<.05$).

Finally, the prediction that DANVA scores would improve as a result of training to be a peer counselor was supported for facial expressions but not for paralinguistic scores. Students made significantly fewer errors recognizing facial emotions after taking the class ($M=3.41$, $SD=2.26$) than before taking the class ($M=4.45$, $SD=1.63$), $t(21) = 2.5$, $p<.05$). No significant difference was found on paralinguistic scale ($M=5.33$ after taking class, $M=5.33$ before taking class).

DISCUSSION

While preliminary in nature, the results from this study show that better paralinguistic processing skill is

associated with being rated more favorably as a peer counselor. This finding is consistent with those suggesting that better nonverbal processing is related to being rated more positively after group interactions (Kleinman, 2003) and with feeling more socially competent and less depressed (Carton, Kessler & Pope, 2001). It may be that identifying individuals with better receptive nonverbal processing skill beforehand would improve the likelihood of developing more adept and effective peer counselors.

If receptive nonverbal processing performance is related to peer counseling excellence, then it may be that directly teaching that skill to prospective peer counselors would improve their job performance. The fact that test-retest data shows that DANVA performance neither improves nor deteriorates over time (Nowicki, 2004) is consistent with the possibility that class training was the source of improved performance on facial expressions of the present study's participants. Of course, the design of the study does not allow for the assignment of cause and effect and it is up to future research to determine causation. It is also up to future research to "tease out" which aspects of the class program may be responsible for better nonverbal performance.

Besides teasing out the potential roles of visual versus auditory nonverbal communication skills in selecting and training peer counselors, further research may also clarify the nature of sex differences in the nonverbal processing abilities of male and female peer counselors. Different teaching strategies may impact males differently than females. While the relative lack of male subjects in the study does not allow for meaningful interpretations of sex differences, there is evidence suggesting that there are persistent sex differences in nonverbal communication skills, in favor of women (McClure, 2000). Finally, DANVA scales employed in this study only examined students' receptive nonverbal cues. An equally important avenue of research is to examine expressive nonverbal skills as they relate to peer counseling skills training.

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