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### Letter from the Newsletter Committee

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**H**i everyone! On behalf of the Newsletter Committee we hope everyone is having a good start to their summer! Whether it is while you are lounging by the pool, in-between building sand castles, or just waiting to board your flight to an exotic vacation location please enjoy reading the latest CCAPS newsletter. We hope you will find the summaries from the conference informative in case you had to miss them and also learn what is going on with other associations and organizations from our liaisons.

Please have a great time over this summer recharging your batteries and resting.

*Marie, Eric, Meggen, Melissa, Marilia, Sarah, Sean, and Kathleen*

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### Letter from the Chair

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Greetings CCAPS members,

I am deeply honored to be serving as Chair of the Commission for Counseling & Psychological Services. I came to CCAPS while on internship and have found it invaluable as I have grown in my own career. I am grateful to Dr. Jane Bost, current Past Chair and to the other past Chairs who have offered support and kind words of wisdom as I move into this new role. Many of you, as Directorate members, CCAPS members and Past Chairs have worked hard to strengthen CCAPS and move us into a strong position to continue good work for our organization and our field. There are many talented and bright people who make up CCAPS, and who are committed to making a national contribution in the field of college mental health. All your talents will be called upon in the years ahead as we work together to increase our voice in our home communities as well as nationally.

Given continued national tragedies, regional crises, and local events, college and university counseling centers are looked to more and more for answers by various campus constituencies

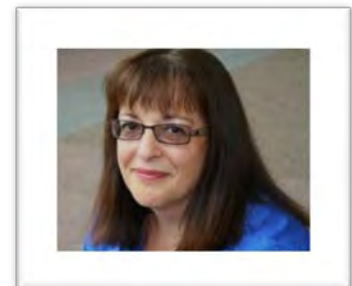
and beyond. And CCAPS is positioned to provide input and ideas for how college and university counseling centers might respond, while also providing support and professional development for all members of our association. CCAPS has already established strong relationships with other organizations like the Center for Collegiate Mental Health and the Higher Education Mental Health Alliance, as well as with other ACPA entities in order to provide webinars, publications and other professional development opportunities for CCAPS members, and we will continue this work in years ahead. Building and strengthening our partnerships across the field will be an important ongoing goal.

CCAPS also has worked to provide programming across career levels, relevant to mid/senior-level professionals as well as new professionals, and continuing this trend is vital in order to grow and maintain our membership. This year at convention, due to the hard work of Dr. Sue Stock and others, and the support of Dr. Heidi Levine (our past president) we had an Institute on collegiate mental health. One goal for my tenure is to continue to encourage CCAPS members to develop and present annual Institutes at convention, thereby increasing our programming for CCAPS and other ACPA members. Given the vital importance of our field, having an ongoing venue where current and critical issues can be discussed and best practices shared is crucial.

Other goals include increasing involvement in CCAPS, and doing more recruitment for CCAPS to increase membership. We are only as strong as our numbers and assuring that our membership feels connected and served by what we do is important. CCAPS also has great collective wisdom, and we should be moving to share that wisdom nationally, through programming as well as publications. I will encourage CCAPS members to consider writing thought pieces, for this newsletter and for ACPA's publications to increase our visibility.

CCAPS has celebrated its 50<sup>th</sup> birthday, and can now start thinking about what the next 25 years might look like. I encourage each of you to think about what you see as important for CCAPS, and to share your voices through attending convention, using the listserv, writing for the newsletter, or just letting me or a directorate member know your thoughts. This is a time of opportunity, and I look forward to continuing to work with you to make the most of those opportunities and to overcome any challenges we might face. Throughout my time as chair, please feel free to contact me with questions, concerns or comments. Thank you again for this opportunity to serve and work with you.

*Carolyn Bershad, Ph.D.*  
Chair, Commission for Counseling & Psychological Services



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**Hot Topics Webinar**

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**The Intersection of Stress, Connection & Suicide: How Some Students Reach Out, and Why Others Do Not** was a free Hot Topics Conference call sponsored by the American College Personnel Association's Commission for Counseling and Psychological Services (CCAPS). The call was attended by approximately 200 phone lines. The presentation discussed findings from recent studies in 2006 & 2011 conducted by The National Research Consortium of Counseling Centers in Higher Education. The presentation explored college student self-report data on help-seeking and methods of connection either during a recent stressful time period or during a recent suicidal crisis. Implications for prevention and interventions germane to student services personnel were explored, with a specific focus on methods of increasing crucial aspects of social connection and help-seeking to reduce distress across the entire campus.

If you are interested in accessing the recording of the CCAPS Sponsored Conference call **The Intersection of Stress, Connection & Suicide: How Some Students Reach Out and Why Others Do Not**, please use the following instructions:

Dial: (805) 399-1099

Input code: 808085

Unfortunately, recording was not initiated until 10 minutes into the call. However, only the beginning slides were missed, which you can review in the Powerpoint provided at the link below (the recording begins with slide 13). Please follow along with these slides as you listen to the recorded call. The recording lasts for approximately 50 minutes.

[PowerPoint Link](#) 

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## Committee Chair Reports

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### Continuing Education Committee

2012 is a year of transition and continuity for the Continuing Education (CE) Committee. Marilia Marien took over the CE Chair role from Diana Damer after the ACPA Convention in Louisville. Continuing the fine work of the CE Committee, there were 37 programs sponsored for continuing education credits during the convention. In addition, the CE Committee provided CEs to psychologists and counselors who participated in the “Uniting Science & Practice: Implications of the CCMH 2011 Annual Report” webinar. This year, the committee looks forward to continuing to sponsor programs at the convention in Las Vegas and we encourage everyone to participate in the evaluation of programs that are submitted for sponsorship. After programs are accepted for next year’s conference, a call for volunteers to review programs for CE sponsorship will be made in late December or early January. Please volunteer -- it is a rewarding way to participate as a member of CCAPS!



Marilia Marien, Chair

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### Elections Committee

The Elections Committee is actively seeking nominations to the commission's Directorate. These Directorate members serve a total of three years on the governing body of CCAPS, representing psychologists, counselors, social workers and other mental health providers working on college and university campuses. The positions are elected by the general membership. Nominees must currently be CCAPS Members at the time of the election. To learn more about this fantastic leadership opportunity, including the qualifications and responsibilities of Directorate members, take a look at the following link:

<http://www2.myacpa.org/ccaps-directorate/ccaps-nominations>

Please nominate yourself or others for this wonderful chance to serve the profession! Nomination forms are available via the link above, or on the webpage.

Seth Christman, Co-Chair  
Sarah Porter, Co-Chair

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**Liaison Reports**

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**Association for University and College Counseling Center Outreach (AUCCCO)**

Greetings from AUCCCO! We want to encourage colleagues to attend the 5th National Outreach Conference for Counseling Centers from June 6-8 in Chicago, Illinois. Also, we are encouraging new members to join AUCCCO as well as renew membership dues for the 2012-2013 year. The new membership year begins on June 1st.



Dwaine S. Campbell, Ph.D., AUCCCO Liaison  
University of Michigan  
[dscampbl@umich.edu](mailto:dscampbl@umich.edu)

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**National Association of Student Personnel Administrators (NASPA)**

- The 2013 NASPA conference, “Bold without Boundaries,” is scheduled for March 16-20 in Orlando, FL. Register by June 30<sup>th</sup> to lock in 2012 rates.
- The Student Affairs Development Conference is scheduled for July 22-24 at the University of Louisville; early bird registration deadline is June 22<sup>nd</sup>. The purpose of the conference is to share and exchange strategies, ideas, and resources, and to discuss issues related to fundraising for student affairs.
- Dr. Kevin Kruger started his position as NASPA’s first executive-level President on March 15, 2012. Prior to this role, Dr. Kruger served as associate executive director of NASPA since 1995.
- Levester Johnson, Vice President for Student Affairs at Butler University, serves as the current Chair of the NASPA Board of Directors; his term ends in March of 2013. Dr. Laura A. Wankel, Vice President for Student Affairs at Northeastern University, serves as the Chair-Elect.
- Follow NASPA on Twitter: @NASPATweets

Alison J. Black, NASPA Liaison  
Franklin W. Olin College of Engineering  
[Alison.Black@olin.edu](mailto:Alison.Black@olin.edu)

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### Association for the Coordination of Counseling Center Clinical Services (ACCCCS)



- On Friday, 5/18/12, ACCCS concluded its 17th annual conference at the University of North Carolina-Chapel Hill. Hosted by Maureen Windle and held in the gorgeous and charming historic Carolina Inn on the campus, this year's conference was one of the very best conferences yet. Delightful southern hospitality and delicious southern cooking rounded out a wonderful event!
- Though the work of clinical directing is diverse enough to belie a unitary conference theme, this year's conference seemed to revolve significantly around issues of groundedness and rootedness.
- Allen O'Barr's (Director of Counseling and Wellness Services, UNC-Chapel Hill) keynote address was entitled "Finding Meaning in an Increasingly Technological and Chaotic World."
- Our organization's founder, Charles Klink (Associate Vice Provost for Student Affairs and Enrollment Services, Virginia Commonwealth University) was invited back as a guest of honor to participate in a program that traced the organization's roots and reflected on how counseling center clinical services are evolving.
- Other programs dealt with coping with trauma, stress, and workplace conflict -- issues that certainly can cause us to become unmoored -- while still others dealt with the deepening roles of art, religion, spirituality, and group methods in our work.
- Having time to communicate with each other is always a high priority at the conference, both individually and by means of roundtable discussions by institutional size.
- The conference included sessions on IACS site visit training by Cindy Cook (University of Houston-Clear Lake), and an update on Center for Collegiate Mental Health (CCMH) developments by Ben Locke (Penn State).
- This year for the first time in the history of ACCCS, awards were presented at the conference banquet honoring members whose service to the organization has extended over several years. The most notable honoree was Carol O'Saben (Appalachian State), who received a fond farewell after twelve years of Executive Committee service in various capacities, and who is leaving us to become the Director of Counseling Services at Northern Arizona University.
- Next year's conference will be held in the San Francisco area, and will be hosted by Gloria Saito (University of California-Berkeley)!
- Our organization website: [www.accccs.org](http://www.accccs.org)

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### Association for University and College Counseling Centers (AUCCCD)



#### Membership:

- 709 institutions, 2011-2012 (about a 10% increase over last year). AUCCCD has grown about 27% in membership over the past five years.
- Three new board members were elected to three year terms.

- The membership voted for a bylaws change in membership eligibility. This change will open membership to many community colleges.
- The membership voted for a bylaws change in the definition of emeritus members. The change allows former directors to be part of the organization, with the limitation that the former director is not currently in a supervisory or oversight role with the current director.

#### Conferences:

- 62<sup>nd</sup> Annual AUCCCD Conference was held in Phoenix, AZ - “ Let the Sun Shine”
- 349 directors attended (354 in 2010, Portland)
- Special attention to the issues of inclusion and immigration:
  - Board published a statement of Inclusivity “Compassion Knows No Boundaries”
  - The Board and Conference hosts provided several diversity initiatives:
    - An outreach opportunity – Members had the opportunity to donate books to the Anne M. Lindbergh Elementary School in Mesa, AZ, a school under-resourced and with a majority of students on assistance programs and are English Language learners.
    - Member roundtable discussions – Members met in roundtable discussion of issues of immigration and racial and ethnic discrimination and oppression prompted by the conference keynote speakers.
    - Media roundtable discussion – Invitation was extended to Arizona media to meet with the conference keynote speakers and the association board members and conference chair to discuss how colleges and universities ensure compassionate treatment of all students they serve.
    - Display of articles and writings of AUCCCD members on the topic of immigration and its relations to mental health, human rights, privilege and discrimination.
  - Keynote speakers:
    - “Expanding Latina/o cultural knowledge for effectiveness and impact”, Dr. Patricia Arredondo, Assoc. Vice Chancellor for Academic Affairs, Dean for the School of Continuing Education and Professor of Counseling Psychology in the School of Education, University of Wisconsin-Milwaukee.
    - “Immigration: Challenges and considerations for psychology”, Dr. Melba J.T. Vasquez, president of the American Psychological Association.
- The 2011 Diversity Scholars Award recipients attended and presented at the conference. Their presentation was titled: “Multiple identities of aspiring directors and effects on leadership style”.
- Emeritus directors’ presentations:
  - “Giving back after retirement: Why? To whom? How?”, Presenters: Robert Lees, Barbara Hammond, Tom Seals, Bob Gallagher

- “Can they be reduced to five? Identifying underlying principles and truisms about psychotherapy”, Presenters: Doug Lamb, Barbara Hammond, Rorte Lees, Catherine Steel.
- 63<sup>rd</sup> Annual AUCCCD Conference will be hosted by the northeast schools in Newport, RI, October 20-24, 2012. The 2013 conference site: San Diego, CA

New business/Organization actions:

- **Presence at ACPA.** In response to CCAPS’ input, and at CCAPS’ invitation and with the assistance and oversight of Susan Stock, Board members will be presenting findings from the annual Director’s survey at the 2012 ACPA Convention.
- **Membership expansion.** With changes to the bylaws, as noted above, the organization expects an increase in member institutions.
- **Membership equity.** A membership equity task force was formed in response to members’ input to consider how the organization represents the interests of non-psychologists.
- **Executive assistance.** Following membership recommendations and a review of alternative approaches to addressing the organization’s management needs, the Board is negotiating with an association management group to provide executive assistance to the organization and Board.
- **CU Thrive.** AUCCCD continues to develop its collaboration with NAPSA and the creation of CU Thrive, a mental health educational website for college students.
- **Response to Varlotta article.** The Board sponsored a response to Lori Varlotta’s article. Published in the NASPA Leadership Exchange, the article was entitled “ A Response to ‘Seven Assumptions That Can Lead to Counseling Center Mismanagement.’”

Linda Locher, Ph.D., AUCCCD Liaison  
Bucknell University  
[lloch@bucknell.edu](mailto:lloch@bucknell.edu)



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**Summaries of Presentations  
from the 2012 Convention in Louisville, KY**

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**Arab and Muslim Women: Stereotypes and Misconceptions, Reality and Hopes**

Hind Mari & Abed Jaradat

Arab and Muslim women are conflated in the Western mainstream media. They are seen as one homogeneous entity that is male dominated, silenced, covered, and submissive. This presentation clarified issues related to the conflation of Arab and Muslim; discussed real issues that Arab/Muslim women struggle with versus what western feminists often discuss on their behalf; and showed brief conversations with a few Arab, Arab American, and Muslim women living in the US discussing their daily struggles with stereotypes.

Since the early writings of European Orientalists who visited the Arab world in the early nineteenth century, Arab and Muslim women have been stereotyped in western countries. Hollywood's movies for over the last 100 years have been depicting Arabs through these stereotypical lenses (Shaheen, 2001). As higher education professionals striving for social justice and the inclusion of our students, we often find ourselves to be ill equipped to understand our Arab, Arab American and Muslim students. They are treated as one homogeneous group, that in recent years has been seen as the symbol of terrorism. They can be singled out in the classroom and misunderstood around campus.

This presentation aimed at addressing the conflation issue, and the diversity that exists among members of these groups. It also offered information that could help professors, residence staff members, counselors, women centers and other administrators to see these students how they truly are despite their images in the media.

Arab and Muslim women's issues remain absent of much of the discourse on Multiculturalism, Social Justice and Women's issues. Despite the fact that there are three million people in the United States who trace their ancestry to Arab countries and 5-6 million Muslims living in the US, these two groups are seldom included in the discussions or curricula (Zogbi, 1984). For example, Arab Americans are not mentioned at all in Takaki's (1993) "A Different Mirror: A History of Multicultural America" that is considered one of the most respected source books on the experiences of the underrepresented ethnic groups in the US.

Arab women have been seen as "docile, male dominated, speechless, veiled, secluded, subdued, and unidentifiable beings (Sabbagh, 1996, p. xi)". At the same time, Muslim women have always been conflated with Arab women, and are also seen as exotic and sometimes as "princess from a faraway land (Afzal-Khan, 2005)". In recent years, there has been a slow shift in the stereotypes within academic spheres. The new images are affected by the perceptions of what western feminists consider as important issues for Arab/Muslim women (Sabbagh, 1996). Leila Ahmed argues that "Just as Americans "know," that Arabs are backward, they know also with the same flawless certainty that Muslim women are terribly oppressed and degraded. And

they know this not because they know that women everywhere in the world are oppressed, but because they believe that, specifically, Islam monstrously oppresses women (Ahmed, 1982, p. 522).

Mona Fayad (1994), an Arab-American academic, discusses how difficult it is for her to constantly be confronted by stereotypical images that are supposed to represent her. She contends how the west invented a certain image of "The Arab Woman" and considers each one a representative of all Arab women, ignoring the vast diversity that exists among these women.

A United Nations report published in 2004 discusses the progress of Arab women in terms of gender equality. It sites various social and political issues that are of most importance to Arab women. Because the report was conducted by Arab women mostly, it had a more accurate representation of the areas where there has been some considerable progress versus the areas that are still lacking. The report concentrated on real issues instead of what is considered "as the "hot spots" of anthropological research on Arab women, the exaggerated emphasis on all that makes Arab women different (Sabbagh, 1996, p. xi). Those stereotypical images of Arab/Muslim women have very little in common with the lives of real Arab and Muslim women, that many do not recognize themselves in them.

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### **Male Body Image: Exposing the Growing Dilemma among College Men**

Lewis Bozard, Ph.D., M.Div., NCC, ACS, LAPC

Higher education professionals may be familiar with body image as a female concern without realizing that male students experience body image distress as well. Male body dissatisfaction increased by 187% at the end of the 20<sup>th</sup> century, from 15% in 1972 to 43% in 1997 (Garner, 1997). One study found that male college students, on average, believed they should possess 25 pounds more muscle and 8 pounds less fat to meet their perceived ideal of male physique (Olivardia, Pope, Borowiecki, & Cohane, 2004). Whereas female body image concerns typically focus on the desire to be lean, male body image may be bi-directional, focused on leanness and/or muscularity.

Male body image disturbance has been linked to a range of problems from disordered eating to depression to suicidal ideation (Eaton, Lowry, Brener, Galuska, & Crosby, 2005; Whetstone, Morrissey, & Cummings, 2007). College-age men are particularly vulnerable to body image disturbances. Exacerbating the problem is the fact that men tend to be more reluctant to admit to another person that they feel dissatisfied with their bodies because of traditional gender notions which hold that men are not supposed to care about their appearance. Finding support

for body image disturbances and related problems can be especially difficult for men. Furthermore, student affairs and mental health professionals may not realize they should screen for male body image disturbances.

Gay and bisexual men are believed to be at greater risk for body image disturbance and related conditions such as disordered eating and steroid use than straight men (Chaney, 2008; Morgan & Arcelus, 2009). Social factors including media, peers, and social location (i.e. heteronormative culture and gay culture) influence male body image, with gay and bisexual males likely to be more severely impacted. Within gay culture, the body plays a critical role in gaining social acceptance and finding and keeping romantic/sexual partners.

To enhance our understanding of the nature of body image development, especially among college-age sexual minority males, I chose for my dissertation research to study the role of experiences with family members, friends, and romantic/sexual partners in body image formation. In-depth qualitative interviews with eight bisexual and gay participants revealed that romantic/sexual partners, family members, and friends all played significant roles in body image development. Partners appeared to be the most significant of the relationship types, as explained by one participant: "I don't care nearly as much what friends or family think. But coming from a romantic or sexual partner definitely gets me emotionally." Modalities of influence varied across a broad spectrum, including verbal comments, social observation/comparison, social evaluation/rejection, nonverbal actions, sexual interest, sexual performance, sexual rejection, seeking sex for affirmation, public performances involving display of the body, and physical touch. Overall, the findings suggest that the process of body image development is relatively unique to individuals, with few generalizations possible. Further research is needed to better understand, treat, and prevent male body image disturbances.

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### **Actively Caring for Inclusive Excellence: Fostering a Culture of Civility and Inclusion**

Taris G. Mullins, Shane M. McCarty, Deepu V. George, & Frank S. Shushok

In the aftermath of the April 16, 2007 tragedy, a group of Virginia Tech students and psychology professor E. Scott Geller initiated a movement, *Actively Caring for People (AC4P)*, designed to create a more compassionate culture at Virginia Tech. As one story from the movement sparked another, the tenets of Actively Caring have spread via the “AC4P wristbands” to notice, thank, and recognize the interpersonal compassion of others. Students would notice caring behavior, thank someone for caring, and recognize the interpersonal compassion by passing on a green AC4P wristband. Since its inception, thousands of wristband stories have emerged from student leaders, resident advisors, family members, school-age children, faculty, friends, and strangers from 76 countries and all fifty states, spreading the movement far beyond the Virginia Tech community ([www.ac4p.org](http://www.ac4p.org)). The AC4P Movement uses the Actively Caring for Inclusive Excellence (AC4IE) framework as a model for an institutional culture shift that aims to cultivate a sense of community, compassion, interdependence, and appreciation of differences.

Inclusive practices serve essential roles in fostering excellence of education, discovery, and innovation. Indeed while the effective recruitment, integration, and retention of non-majority students (e.g., minority students, women, historically underrepresented populations) is still facing difficulties, higher education administrators are launching a strong response to address concerns of diversity on their campus. Consequently the tenets of Inclusive Excellence (AAC&U, 2005) provide a comprehensive approach to inclusion on the American college campus. In tandem, the Actively Caring for People movement mobilizes and fosters grassroots student involvement intent on improving institutional culture.

The session explored the AC4IE model and its application to engage students both in the educational and social contexts. Throughout the discussion, educators were encouraged to connect with the AC4IE model and recognize its applicability to their campus community. True stories taken from students and campus administrators displayed the scope and breadth of the movement while illuminating its impact on the campus community. Concurrently emerging research results were explained and discussed to convey actualized results from the initial efforts into the movement.

Pike, Kuh, and Gonyea (2003) highlight that transforming the institutional mission into a tangible representation for students is critical to the success of our colleges and universities.

This shift extends far beyond the reaches of the classroom, and must be acknowledged in all aspects (i.e., residence halls, student activities, etc.) of the institution. AC4IE accomplishes this by reimagining how our institutions address issues of incivility and exclusive practices. By shifting the university's culture to reinforce positive tenets among students, the university creates an environment that celebrates inclusion at all levels. Bauman, Bustillos, and Bensimon (2005) furthered this belief by concluding the critical role the institution serves within the student experience and the university's ability to influence inclusive practices by directly engaging students in the educational process. Ultimately, the AC4P movement and AC4IE model provide a tangible representation of an institution's commitment to Inclusive Excellence by actively engaging students to perform inclusive behavior and recognize the caring behavior of others with an AC4P wristband.



### **What's Your Major? The Certainty of Uncertainty**

Tracy M. Lara, Ph.D., Patrick Jackson, David Gregory, & Roberta Sue Parrigin, Ph.D.

Are your students distressed when asked about their major or career plans? Are your institutional resources limiting your reach to these undeclared/exploratory students? "What's Your Major? The Certainty of Uncertainty" presented at the 2012 ACPA Convention held in Louisville, Kentucky highlighted a model career guidance course based on the Chaos Theory of Careers. The Chaos Theory of Careers is a theoretical framework for understanding the relationships between planning and chance, order and disequilibrium, and pattern and uncertainty (Pryor & Bright, 2011). The course offered at a four-year public university and regional campuses enables students to develop planning skills as well as coping skills for the unpredictability of the world of work. Within the course students learn how to link planning with chance happenings to remain flexible and adaptable as they navigate their careers.

The question "What's your major?" haunts students from the time they decide to attend college until they actually declare a major. Momentary relief afforded by that final decision regarding choice of major is soon eclipsed by the next question "What are you going to do with your degree?" In the face of unstable economies, technological advances, and global interconnections finding a place in the world of work is complicated at best.

On September 8th 2011, President Barack Obama addressed a joint session of Congress regarding job creation. President Obama pointed out that America's economic future hinges on the workforce. Colleges and universities contribute to the development of the workforce and a crucial aspect of this process involves assisting students in making career choices leading to productivity and job satisfaction. Students need assistance in developing lifelong skills to navigate their careers and compete in a constantly changing global marketplace (Chen, 2003; Grier-Reed, Skaar, & Conkel-Ziebell, 2009). Keenan and Gabovitch (1995) found that curricular approaches to career development lend themselves to increased student career maturity, ability to set realistic career goals and make career decisions. Mechur Karp (2011) indicated "the key [to curricular approaches] is to find ways to help students understand what their future might look like, and then give them the tools to get there" (p. 14).

Most career education has focused on developing planning skills (Borg, Bright, & Pryor, 2006) and outmoded person – environment matching models and over reliance on self-report interest, values, and skills inventories (Bright & Pryor, 2005). Despite the obvious attention to career development planning, research findings suggest that chance events are highly influential regarding individual career decision making (Betsworth & Hanson, 1996; Williams et al., 1998). Bright, Pryor, and Harpham (2004) revealed the variety of terms such as happenstance, chance, and serendipity in the literature describing the unpredicted events influencing career decision making. While the concept of chance events have been a mainstay in the career development literature, there are relatively few empirical studies oriented to the role of chance in career decision making. Nonetheless, Bright, Pryor, Wilkenfeld, and Earl (2005) identified chance events among the major influences regarding students' career development. Thus, in order to maximize adaptation to the complex and dynamic world of work, students need to learn how to incorporate both planning and chance into career decision making (Borg, Bright, Pryor, 2006). Career guidance is a vital resource for students as they prepare to contribute more fully to our nation's workforce. Career guidance courses are resource efficient. Career guidance efforts oriented to contemporary career development approaches grounded in theory are necessary to address the career development needs of diverse students. Chaos Theory is counted among the constructivist approaches of career development which provide a more inclusive understanding of career. Constructivist approaches emphasize holism and consider "the individual as central to the construction of their lives and careers" (Patton & McMahon, 2006, p.13).

The model one credit hour graded half-semester career guidance course meets twice weekly in a face-to-face format and enrollment is capped at 20 for each section. The course is recommended for second semester freshmen at the earliest and is suitable for students trying to choose a major, trying to identify a career trajectory within a major, or making a career change. Students enter the class searching for that one thing they would enjoy doing for the rest of their lives and have not considered that life will likely not follow the plan they set forth as a college student. Course objectives are oriented to broadening students' perspectives regarding career and life. Students explore the complex, dynamic, and unpredictable nature of work, reflect on career and life themes that influence their decision making process, identify overly rigid, narrow, or restrictive thinking patterns, gain skills to navigate change and chance encounters, and apply flexibility and adaptability to goal setting and attainment. Experiential teaching strategies are employed to energize the classes and assist students in making meaning out of the lesson contents to progress in their career development. See Borg, Bright, and Prior (2006), Bright and Pryor (2005), or Pryor and Bright (2011) for sample strategies related to the Chaos Theory of Careers. See also Lara, Pope, and Minor (2011) for sample experiential teaching strategies related to career guidance. For the model course discussion, reflection assignments, exploration and decision making activities through in class activities and homework empower students to add meaningful work to their lives.

While career guidance is not a new phenomenon in the collegiate environment, new approaches are needed to maximize resources and to support students facing the dynamic

world of work. Career guidance courses grounded in contemporary theories and career development practices, such as the model course presented at ACPA, enable practitioners to transform career education into impactful experiences that focus students on career development as a process rather than an outcome.

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