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## CCAPS Newsletter

June 2010

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## From the Editors

CCAPS Newsletter  
June 2010

### Happy summer to everyone!

We on the newsletter committee hope this edition of the newsletter arrives in your email box on a relaxing warm summer day.

In this edition we wanted to pick up where the national convention left off. We've included the following items for your summer reading enjoyment:

- Getting to know the new Chair of CCAPS – a profile of our Commission Chair, Dr. Jane Bost
- Letter from the Commission Chair
- Updates from your hard working CCAPS Committees
- Updates from our Commission's Liaisons to other groups and organizations
- Summaries from convention presentations
- News about what counseling centers are doing to help with veterans' needs



Wishing everyone a great summer, we will see you again in the fall with our next edition

Your newsletter committee:

Diana Damer (Co-Chair), Eric Klingensmith (Co-Chair), Carolyn Bershada, and Sarah Porter



*Diana Damer, Co-Chair*



*Eric Klingensmith, Co-Chair*



*Carolyn Bershada*

*Sarah Porter*

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## Award Committee Update

*CCAPS Newsletter  
June 2010*

The Awards Committee would like to congratulate our 2009-2010 CCAPS Award Winners:

**Early Career Achievement Award:** Jeffrey S. VanLone, Ph.D. - Hobart and William Smith Colleges Counseling Services

**Mid Career Achievement Award:** Stacey M. Pearson, Ph.D. - University of Central Florida Counseling Center

**Joan Dallum Research Award:** Joe Miles, M.A. - University of Maryland- College Park

**Thomas Magoon Excellence in Counseling Award:** Alaska Native Rural Outreach Program, the Cama-i Room, and the Counselor-In-Residence, University of Alaska Anchorage

More details about these and previous award winners can be found at our [Awards Page](#).

We would like to remind everyone that it is never too early to start thinking ahead about next year's nominations. You can get award descriptions and nomination forms on the [CCAPS website](#).

If you have any questions please contact [Eric Klingensmith](#) or [Sylvia Chen](#).

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## From the Chair

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Greetings CCAPS,

It is with a deep sense of appreciation and excitement that I write my first letter to you as Chair of the Commission for Counseling and Psychological Services. I am grateful to Dr. Chanda Corbett, Past Chair, and the many other Chairs, Directorate members and other CCAPS members who have preceded me and established a strong foundation for our organization. We also have an amazing group of current CCAPS talent and energy which will strengthen our organization and our national contribution to the field of mental health.

What an exciting time to be involved in college mental health! In many ways, it seems our profession has never been in greater demand or in the campus spotlight in more ways---whether that be through innovative outreach, crisis management, policy formation, consultation or a host of other ways. This is even more reason for college mental health to continue to be strongly represented in a possible consolidation between ACPA and NASPA. So---here comes the part where the new Chair outlines some emerging goals and ideas for the next 2 years.... so, the following goals are based on a previous CCAPS task force report, others' input and a sprinkling of yours truly's ideas....

- Strengthen CCAPS membership. One of the biggest “draws” to CCAPS are the relationships—often lifetime—that develop here! We are simply the friendliest, most connecting, talented, inclusive, creative and fun group of mental health professionals. We need to get the word out better about that! Goals include: better articulating the various ways that people can get involved in CCAPS; increasing the numbers involved in CCAPS Directorate elections; increasing ways for committee chairs and committees to connect and communicate between conferences; and restructuring CCAPS conference meetings to better foster relationship building while also streamlining business agenda.
- Increase our “national voice”. Goals include: exploring the idea of position papers and/or other ACPA publications and utilizing our interface more intentionally with HEMHA.
- Celebrate our 50th anniversary! Goals include: involving the CCAPS 50th Anniversary Planning Committee & larger CCAPS community in developing a CCAPS written history and accompanying video, convention program panel and CCAPS convention social.
- Explore idea of CCAPS sponsoring a Diamond Honoree
- Maximizing the power of our CCAPS website. Goals include: keeping our website updated, revising and adding content, considering Facebook/blog

Throughout my tenure as Chair, please feel welcome to [contact me anytime](#) with questions, comments and/or input!

Jane M. Bost, Ph.D.

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## CCAPS Member Profile

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### Jane Morgan Bost, Ph.D. Incoming CCAPS Chair

by Diana Damer

When young Jane (“Miss Morgan”) was teaching English to high school sophomores in the late seventies, her students continually sought her out for advice or support. She discovered that she truly enjoyed this unofficial aspect of her job--and that she had a gift. This inspired her to pursue a Master’s in Student Personnel and Guidance and eventually a Ph.D. in Counseling Psychology. Jane obtained all three of her degrees from Oklahoma State University, where her father, also her greatest mentor, coordinated the Rehabilitation Counselor Training Program. As a practicum student, Jane learned that she loved working with the college population and that she thrived on the hope, promise and energy that the students exuded.



Jane solidified her calling to work with college students by completing her internship at Texas A & M University Student Counseling Services. Then, in 1984, Jane married David Bost, the love of her life, and moved to Austin. There, she was recruited to develop a Counseling Center at Southwestern University in Georgetown, TX—from scratch. Undeterred by the modest accommodations afforded the soon-to-be Counseling Center, she eyed the filing cabinet designated for client records, and declared that her first order of business would be to put a lock on the filing cabinet. Through extensive consultation with other Texas Counseling Center Directors, meetings with all 80 of the Southwestern faculty, and the services of a paid consultant, she developed a thriving counseling center that would become her professional home for the next 8 years. While impressive, this accomplishment was merely a harbinger of things to come. It also summed up her personal motto of “actively making a positive difference—the opposite of waiting for life to happen.” Incidentally, it was during her tenure at Southwestern that Jane first became involved in CCAPS. She was invited by Dr. Janis Booth to participate in a panel presentation regarding issues facing counseling centers at small colleges. The program was such a success that she continued to present annually on this topic at ACPA, until she accepted a position at the University of Texas at Austin (which technically did not qualify as a small college).

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After being hired as a Staff Psychologist at the UT Counseling and Mental Health Center in 1992, Jane was persuaded to take on the coordination of the Program Development/Outreach area. She reluctantly agreed to do it on an interim basis “until a permanent coordinator could be found”. Eighteen years and several promotions later (her current title is Associate Director), under her expert leadership, Program Development/Outreach at UT has blossomed into a well-known and highly respected program that significantly impacts the lives of many thousands of students every year. One of the highlights came when Jane applied for and received multiple grants worth over a million dollars to establish the “Voices Against Violence” Program, UT’s first-ever focused, collaborative, and comprehensive program to address interpersonal violence. More recently, Jane’s Program Development team has launched “Be That One,” a large scale Suicide Prevention Program.

Throughout all her endeavors, Jane feels very fortunate to have the unwavering support of her incredible husband, David, a landscape architect. She is also blessed with two wonderful children, Christopher, age 23, and Morgan, age 19. Christopher is an Environmental Investigator for the TX Commission on Environmental quality. Jane is passionate about the protection of the earth and obviously instilled this value in her son—or vice versa—I’m not sure. She often talks about how humbled she is by what she has learned from her children. “As a child with special needs, Morgan has taught me so much in terms of valuing diversity. When she was born, we were told she might never walk; yet, when she was 8 years old, Morgan hiked down to the bottom of Grand Canyon and back up.” By the way, if you know anything about Jane, then you know that she is an avid hiker, “When I’m hiking in the mountains, I feel so alive; I feel like a part of my soul lives in the Rockies, waiting for me to return”. She has hiked hundreds of miles of mountain trails, including Mount Whitney, the highest peak in the 48 contiguous states at 14,494 feet—twice! She plans another hiking trip to the Colorado Rockies this summer.

As is apparent, Jane’s motto of actively making a difference extends to all aspects of her life, both personal and professional. CCAPS is no exception! She has made substantial contributions to CCAPS (Co-Chairing the Newsletter Committee, Chairing the Awards Committee, and serving as Chair-Elect), and has many visions for new initiatives. Read the Letter from the Chair to learn more about Jane’s plans for working with us.

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## ACPA 2010 in 10 Minutes or Less

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### CCAPS Sponsored Programs: Highlights

#### Innovating Counseling Services through a Stepped-Care Model

*Nelson Binggeli, Mahlet Endale, Jill Lee-Barber, Ruperto M. Perez, & Nadine Robinson*

Like many counseling centers, the Georgia Tech Counseling Center has been faced with the challenge of meeting increasing demands for services with no commensurate increase in resources. Our program at ACPA described how we redesigned our service delivery model to meet this demand. We began with the realizations that (1) we cannot meet the demand entirely with resource intensive interventions (such as individual counseling) and (2) many clients do not need or want intensive interventions (for example we noted that approximately 50% of our clients utilize three or fewer sessions). As a result, we adopted a stepped-care model in which the delivery of services begins with the least resource intensive intervention that is likely to provide a significant gain (Bower & Gilbody, 2005). The client's progress is then monitored and the intensity of the intervention is increased only if necessary.

What is this?

To provide an increased availability of less resource intensive interventions, we implemented three new services: (1) initial consultations; (2) follow-up consultations, and (3) psychoeducational seminars. Replacing the traditional intake, the initial consultation was designed to efficiently assess the client's needs and design an initial plan for stepped-care. Up to three follow-up consultation sessions could be offered to clients who were less likely to require individual counseling. We also offered a recurring series of psychoeducational seminars addressing our clients' most common clinical issues (i.e., stress, depression, relationships, and time management).

The implementation of this model significantly reduced wait times for initial client appointments and for individual counseling, and resulted in more appropriate interventions for many clients, a more efficient use of our resources, improved satisfaction of clients and stakeholders, and increased staff morale.

#### *Reference:*

Bower, P., & Gilbody, S. (2005). Stepped care in psychological therapies: Access, effectiveness, and efficiency. *British Journal of Psychiatry*, 186, 11-17.

#### Supporting First Responders: A Collaborative Training Model

*Jim Dolan, University of North Carolina – Wilmington Counseling Center*

The UNCW Counseling Center in collaboration with Housing and Residence Life (HRL), has taken the lead to develop and implement a training program for both HRL professional and student staff members. The primary goal of the training program is to provide staff members with an overview of the Counseling Center and our partnership with HRL as well as taking a proactive and preventative approach to dealing with students in distress. The training model evolved in response to the increasing number of students with mental health concerns presenting on our campus.

The benefits of a collaborative training model include:

1. Promoting relationships
2. Creating an information-sharing culture
3. Leveraging expertise
4. Learning from each other
5. Serving students

There are eight components to the training:

1. Demystifying the counseling process
2. Describing the process of change in counseling
3. Providing QPR Suicide Gatekeeper training
4. Sharing a collaborative model for understanding and communicating about crisis situations
5. Creating and maintaining liaison relationships
6. Discussing documentation standards
7. Participating in Behind Closed Doors training
8. Evaluation and feedback

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Surviving Culturally Homogeneous Environments: Challenges Faced by Asian Pacific Americans  
*Jocelyn Buhain, University of North Carolina - Wilmington Counseling Center*

This was a roundtable discussion collaboratively presented by four Asian Pacific American women from diverse institutions, including CCAPS member Jocelyn Buhain. The discussion focused on work climate, personal challenges faced as “the only one or one of a few,” and the role of allies and support systems. The attendees, representing various racial/ethnic cultural groups, share personal stories and brainstormed strategies for success. A handout of top 10 strategies for surviving isolated work environments was provided. Some of the suggestions included:

- Question the role of (or invisibility of) Asian Pacific Americans (APA).
- Speak openly with your supervisor, colleagues, or higher administration about your concerns and your interest in finding support as an APA professional on your campus. You may be surprised who may be a valuable advocate and/or resource.
- Practice healthy self-care. Make time to nourish your interests outside of work.
- Learn new life skills, such as stress management techniques and assertiveness training, to enhance your personal and professional sense of being.

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Tackling Test Anxiety: A Brief Group Intervention

*Diana E. Damer and Lauren T. Melendres, University of Texas at Austin*

Our program at ACPA provided attendees with a conceptual framework for and detailed information about how to conduct a brief test anxiety group designed to meet the needs of a student population. Test anxiety is a significant issue affecting 20-35% of the student population (Zeidner, 1998). For individuals with test anxiety, both preparing for and taking a test cause a high level of worry and discomfort. As a result, affected students do not perform to their potential and their test scores misrepresent their level of knowledge and understanding. Test anxiety is negatively associated with overall academic achievement and is often detrimental to the students’ mental and physical health. Given the prevalence and far-reaching implications of test anxiety on college campuses, it is a relevant concern for individuals who work with students in healthcare/health promotion settings.

At the Counseling and Mental Health Center at the University of Texas in Austin, the large number of students seeking help for test anxiety led to the development of a four-session group entitled “Tackling Test Anxiety.” The group is based on the dual-deficit theory of test anxiety, which combines the deficit model (students lack the skills necessary to perform well) and the interference model (students’ preoccupation with negative thoughts, physiological arousal, and task irrelevant stimuli results in

diminished performance). Because the dual deficit model addresses both pathways, it provides a framework for more effective treatment (Musch & Broder, 1999). Each session addresses one or more test anxiety management skills, including cognitive-restructuring, study and test-taking strategies, self-care, and relaxation exercises. During the final session, group members participate in a simulated testing experience in which they practice the skills they have learned. As an added challenge they must cope with an "annoying classmate" who engages in distracting behaviors (e.g., pencil-tapping, throat-clearing, etc.). The group format provides students with opportunities to learn that they are not alone in their struggles and to practice implementing new skills in a supportive environment. Initial outcome data shows a statistically significant reduction in members' test anxiety over the course of the four-week group.

*References:*

Musch, J., & Broder, A. (1999). Test anxiety versus academic skills: A comparison of two alternative models for predicting performance in a statistics exam. *British Journal of Educational Psychology*, 69, 105-116.

Zeidner, M. (1998). *Test anxiety: The state of the art*. New York, NY: Plenum Press

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## Veterans Resources at Counseling Centers

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*Following up on Terry Keane's presentation on PTSD, CCAPS featured speaker in Boston, the newsletter team would like to hear what counseling centers around the country are doing to work with veterans. We received these two good submissions from CCAPS members. If you have questions about their programs please contact them for more information. Thank you Jane and Mark!*

### From Jane Bost at University of Texas Austin

Here are several things that we're doing here at UT Austin:

The university has created a Veteran Services Committee, coordinated by the Registrar's Office. Key stakeholders such as the Counseling and Mental Health Center, Dean of Students Office, Student Financial Aid Services, and others. The purpose of the committee is to share information and ideas about how to meet the needs of student veterans and to increase collaboration among these university departments.

The counseling center has developed specific web content for student veterans <http://cmhc.utexas.edu/veterans.html> This includes information on making the transition from soldier to student as well as helpful information for faculty and staff in working with student veterans.

The most recent development has been the creation of a research-practice team consisting of the Austin VA, the Counseling Psychology Department (a professor who has been doing research on veterans), the Counseling and Mental Health Center, the Dean of Students and the Student Affairs Assessment Coordinator. While early in the process, this group plans to collaborate on an upcoming needs assessment of student veterans as well as possible training of key university faculty and staff around student veteran issues.

Jane Morgan Bost, Ph.D.  
Associate Director  
UT Counseling and Mental Health Center  
[Email](#)

### From Mark Matuszewski at Northern Illinois University

I'm writing to share what we are doing to work with veterans at NIU. Last year, we identified counseling center staff with an interest and/or experience in working with veterans or trauma. We then partnered with our peers in Health Enhancement, Health Services, and Recreational Services to develop a script and conduct focus groups to both listen to and obtain information from veterans, including a "women only" veteran focus group. We are currently summarizing this data. We also met with our very active, NIU Veterans' Club several times, introducing ourselves, asking questions, and providing information about our services. At the same time, we have been contacting and learning about various local/community resources, such as the Vet Center, Vet. Service Commission, vet support groups, and private therapists who can provide long term treatment for trauma. 2009-2010 has been a year of

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gathering information and assessing needs.

Toward the middle of this last semester, a mandate through the governor of Illinois has been met, the hiring of a Veteran Services Coordinator for all NIU students. We are having this individual come to a staff meeting in two weeks to see how we can partner and work together. In the meantime, we have increased the number of veterans seen in our walk-in clinic, and we have either provided them services directly or referred them to providers locally who can better meet their needs. Based in communication and placing ourselves in the public eye, we have increased our accessibility for veterans. It is one of our counseling center priorities for the next year to offer a group treatment experience for veterans, and we will continue to look at our research and talk with our peers and associates on campus to figure out what this should look like. According to several Amvets Members, NIU has more veteran students, 600-800, than any other school in Illinois. We have lots of work to do, but it is exciting! 2010-2011 is the year of developing programming.

Mark S. Matuszewski, Ph.D.  
NIU CSDC Staff Psychologist  
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## Committee Chair Reports & Announcements

CCAPS Newsletter  
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### Continuing Education Committee – Joy Stephens, Chair

The Continuing Education Committee would like to thank all of the volunteers who assisted with the collection and distribution of CE materials at the annual convention. We remain appreciative of your efforts throughout the year. Please contact Joy Stephens, CE Chair, if you would like to get involved with the committee.

### Program Committee – Dwaine S. Campbell, Chair

Greetings CCAPS members! I would like to encourage you to submit a program proposal for the 2011 national conference in Baltimore Maryland (March 26 – 31). The theme for the conference is “Be More In B'More.” The call for programs will go out July 1st. The deadline for program submissions is September 10th. ACPA has developed a great PowerPoint that gives a lot of helpful information on how to submit a program proposal (go to <http://convention.myacpa.org/program/index.php> and click on program submission guidelines). As you consider, please keep in mind that the quality of our programs and CEUs at the conference depends on our members submitting program proposals. In the past there have been great CCAPS programs at the conference. This is one of the reasons I love coming to the conference. If you decide that presenting is not for you, please consider being a program reviewer. I will be recruiting volunteers during the month of August to review programs. The conference this year is extra special as CCAPS will be celebrating 50 years. With your support we will have many great programs to attend at the conference. I want to encourage you all to help CCAPS to Be More In Baltimore. If you have any questions please feel free to [contact me](#).

### Publicity Committee – Emily B. Russell, Chair

At the convention this year, we decided to make editorial changes to the CCAPS Program Sheet for the upcoming convention in Baltimore. Some changes include: adding the presenter name(s), roundtables, co-sponsored programs, and so forth. Additionally, we will work to have the Program Sheet completed at least a month before the 2011 convention. Therefore, the document can be added to the website and listserv. The committee will also be working with making contacts at the universities in the Baltimore and surrounding areas so the Program Sheet, as well as other information, can be sent out to potential convention attendees. Throughout the year, we plan to collaborate with Membership and Program Committees in order to publicize as much as possible. If you have further ideas, please feel free to contact me. Thank you!

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## IACS Liaison Report

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The Coordinator of the IACS Standards Revision Project, Dr. James Spivack, Special Assistant to the Vice President of Student Affairs and Director of the Counseling Center at Towson University, is busy putting the finishing touches on the final draft of the 2010 version of the **Standards for University and College Counseling Services**. The IACS Board of Accreditation is planning to distribute the draft document to the IACS Membership, a Committee of former Presidents of IACS and the Governing Board of AUCCCD for comments before the final document is approved by the IACS Board of Directors with an anticipated publication date in the Fall of 2010.



IACS Board of Accreditation, chaired by Dr. Michael Mond, Director of the Counseling Center at Johns Hopkins University, is proud to announce the newest members of the Board: Dr. Paul Polychronis, Director of the Counseling and Psychological Services at the University of Central Missouri; Dr. Thomas Baez, Director of the Counseling Services at the University of Texas @ San Antonio; Dr. Phillip Henry, Director of the Counseling Center at Shippensburg University of Pennsylvania. In addition, The Board is also very happy to announce that Dr. Robert Lees, retired former Director of the Counseling Center at the University of Illinois @ Chicago, has joined the growing list of application reviewers who are now volunteering their time to assist the Board in its work.

IACS is pleased to report on the newest centers to receive IACS Accreditation: Midshipmen Development Center, United States Naval Academy, Annapolis, MD; Counseling Center, Skidmore College, Saratoga Springs, NY; Counseling and Psychological Services, Florida Gulf Coast University, Fort Myers, FL

Submitted by:

*Nancy E. Ronchetti, IACS Executive Director*  
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## Association for University and College Counseling Center Directors Liaison Report

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### 1. Changes to membership of the organization.

- AUCCCD has 780 institution members (27 Emeriti members)— compared to 677 institutions in 2009
- 31% of directors have less than 3 years experience as a director (27% last year); 18% had more than 13 years of experience as director (27% last year). There is a bimodally-distributed population of directors.
- 42% of centers are from member institutions with enrollments under 5,000 (40% in 2008); 31% from enrollments of 5,000-15,000 (29%, 2008) , 26% from enrollments greater than 15,000 (29%, 2008) - the relative proportion of smaller institutional members to the whole is increasing.
- 75% reported some form of training program (no changes since 2008).
- 12% fully integrated with a health service (compared to 16% in 2008).
- Avg. FTE ratio of staff to students is 1 to 1,738 (compared to the 2008 ratio of 1 to 1,941).

### 2. AUCCCD's Response to changing membership

- Plans are being made to strategically involve emeriti in the organization for example having a proposed "circle of elders" presentation at the annual conference;
- Create consulting resources for new members, provide opportunities for emeriti members to connect at conference.
- An Elements of Excellence group will look to address administrative support for both new and senior directors.
- The Director Development area of the organization has created opportunities for new directors to have a senior director as a mentor, for contact and consultation throughout the year.

### 3. Annual Survey

Victor Barr, University of Tennessee & Robert Rando, Wright State University were assisted by two colleagues Brian Krylowicz, Truman State University and Evelyn Winfield, Western Michigan University in this year's data analysis.

- The 2009 survey results including a public summary are available on the AUCCCD website.

What is this?



- Beginning with the 2008 survey, participants can filter data directly so that comparisons can be made with groups of other institutions.

#### 4. Annual Conference

- The 2009 Conference was held in Asheville, NC.
- 346 institutions were represented, compared with 355 in 2008 at Fort Worth, TX
- Portland, Oregon will be the site for the 2010 conference.

*Submitted by: Linda Locher, Bucknell University*

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## Association for the Coordination of Counseling Centers Clinical Services Liaison Report

*CCAPS Newsletter  
June 2010*

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## ACCCCS

### Association for the Coordination of Counseling Centers Clinical Services

Liaison Report to ACPA CCAPS Summer 2010  
Submitted by Cindy Cook, CCAPS/ACCCCS Liaison

#### Who we are:

We were formed in 1996 and currently include about 118 member institutions. We have a very active listserv and meet yearly for annual conference in May. Last month we met in Snowbird, UT and next year we will meet in Minneapolis, MN. Our purpose is to discuss issues relevant to enhancing provision and management of clinical services in counseling centers. More information on our organization, membership, and our mission statement can be found on our website: [accccs.appstate.edu](http://accccs.appstate.edu)

#### ACCCCS Current Issues

The 2010 Annual Conference focused on many of the issues that ACCCCS is facing across the country. Our keynote presenter was Dr. Jonathan Perry from the University of Arkansas, who presented on "Campus Violence and the Role of the Campus Chief Mental Health Officer". He offered some interesting insights about how violence on campus impacts the role of the counseling center. Other programs included important issues for clinical directors such as research and data collection, records management, crisis management, hospitalization, suicide prevention programs, how direct service is defined, and triage systems along others.

Probably the most pressing issue for many clinical directors continues to be how to meet the increased demand for services that many centers are facing, especially in a challenging economic environment that is not providing new resources for many centers. We continue to struggle with increased severity of presenting concerns and how these get addressed in counseling centers. Finally, many centers struggle with balancing training activities and needs for clinical service and how to balance training priorities with clinical services issues.

ACCCCS continues to discuss how to make the most of our liaison relationships with groups like CCAPS and others we have relationships with (such as ACCTA, AUCCCD, and CSCMH) and perhaps developing one with IACS.



#### 2010-2011 Board

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*We welcome your feedback and our liaison relationship with you! Thank you for continuing to support us by providing CEUs for our annual conference. If you have feedback or ideas for ACCCCS, you can pass your thoughts along to me at [cookc@uhcl.edu](mailto:cookc@uhcl.edu).*

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