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## CCAPS Celebrates 50 Years!

Happy Birthday CCAPS!

A reception celebrating our 50 years was held at this year's national convention in Baltimore. CCAPS members and invited guests had a chance to mingle at a special reception honoring the past, celebrating the present, and affirming our future as a vibrant, working commission. Celebration highlights can be found on page 16.



## Message From the CCAPS Chair

Summer 2011

Hello CCAPS Colleagues,

I hope that you've successfully navigated through the hectic spring semester and are able to enjoy some well-deserved time off.

For those who were fortunate to be able to attend the 2011 ACPA Convention in Baltimore, you know what a successful CCAPS 50<sup>th</sup> anniversary we had!

Starting with the "Meet and Greet" dinner on Friday night with returning CCAPS "alumni", to our 3-part institute panels featuring the past, present and future of CCAPS/college mental health, to our CCAPS 50<sup>th</sup> anniversary social complete with a video about CCAPS' history, custom-made CCAPS pins, great food and decorations (made possible by our CCAPS corporate sponsors and social committee), CCAPS' celebrations were prominent throughout the convention. Please check out our [CCAPS website](#) to take a look at our CCAPS 50 year historical narrative and "The Faces of CCAPS", profiling CCAPS members. Don't forget our other great website features such as our newsletters, Directorate and committee lists, committee handbooks and much more!



Jane Morgan Bost, Ph.D.  
CCAPS Chair 2011-2012

*ACPA's Commission for Counseling and Psychological Services*



*(CCAPS) provides a home for professionals and graduate students who are interested and involved in counseling and psychological services in higher education.*

### Newsletter Committee Members

Diana Damer  
Jim Dolan  
Irina Diyankova  
Beth Kincade  
Sarah Porter  
Marie Shaw

*(continued on page 15)*

## Committee Reports

### Awards

At the March ACPA convention in Baltimore, the CCAPS Awards Committee was pleased to honor the following lists of distinguished winners for this years CCAPS annual awards:

#### Achievement Awards

- Melissa Bartsch , *CCAPS Early Career Achievement Award*
- Nancy Badger , *Mid Career Achievement Award*
- Heidi Levine , *Lifetime Achievement Award*

The **Joan Dallum Graduate Student Research Award** was given to Yoko Mori for her research titled: Multicultural Supervision: Understanding International Trainee's Perspectives.

The **2011 Thomas M. Magoon Excellence in Counseling Award** was presented to the University at Buffalo Counseling Services for their commitment to providing cutting-edge programming and increasing access to mental health services for International Students.

The CCAPS Awards Committee is seeking out nominations for the 2011-2012 Awards! Deadline for nominations is August 31, 2011. A brief description of the awards follows.

#### *Early Career Achievement Award*

10 years or less experience of providing mental health services (including teaching and training) to the college population. These years do not include experiences gained through academic programs (e.g., graduate school practicum and internship).

#### *Mid-Level Career Achievement Award*

10 to 20 years experience of providing mental health services (including teaching and training) to the college population, not including experiences

gained through academic programs (e.g., graduate school practicum and internship).

#### *Outstanding Lifetime Achievement Award*

20 years or more experience of providing mental health services (including teaching and training) to the college population. These years do not include experiences gained through academic programs (e.g., graduate school practicum and internship).

#### *The Thomas M. Magoon Excellence in Counseling Award*

The Thomas M. Magoon Excellence in Counseling Award recognizes innovative programming or service achievements by a university or college counseling agency.

#### *The Joan Dallum Graduate Student Research Award*

The Joan Dallum Graduate Student Research Award recognizes and encourages high quality research projects by graduate students and entry level professionals in counseling and human development.

Watch your emails for complete awards descriptions and nominations forms. You can also find this information at the CCAPS website .

Contact Sylvia Chen (schen@austin.utexas.edu) or Chetan Joshi (chetan.joshi@fandm.edu) for more information.



## Committee Reports

### Continuing Education



The CE Committee is pleased to report that the handouts and slides from the 2011 Convention CE programs are available for your viewing pleasure. Check out the excellent programs you missed at the [CCAPS website](#). In other news,

the CE Committee is expanding its repertoire. We have begun sponsoring CE credits for other

workshops and conferences in order to raise money for CCAPS and provide a valuable service in the process. If you need CE sponsorship for your workshop or conference, and would like to support CCAPS please contact Diana Damer (ddamer@austin.utexas.ded) or Jade Logan (logan.jade@gmail.com).

### Elections

Exciting times for the Elections Committee!

The nomination period for the Directorate Body ended on July 17. We received 11 nominations. We are currently allowing some time for nominees to consider a position on the Directorate. There may be an election in the near future, depending on how many folks accept their nomination. Information on nominees will be posted for CCAPS members to review.

At the convention, the Directorate discussed and approved a number of changes to the processes

for electing the CCAPS Chair and Directorate Body members. The intent is to simplify procedures as well as improve guidelines for situations when there are fewer nominees than vacancies. The committee has completed a final draft of the new procedures for the handbook, which is under review. The new guidelines will be posted soon.

Jim Dolan, Co-Chair

Emily Russel Slife, Co-Chair

### Programs

On behalf of the Programs Committee, we are excited that the 2012 Convention Theme is "Create Possibilities."

We are encouraging CCAPS members to submit a program for the upcoming convention. The program submission dates are July 5 to September 12, 2011. Consider collaborating with colleagues on your campus as well as with fellow CCAPS colleagues to explore counseling-related themes/issues.

If you are new to CCAPS, have some spare time to



share, and/or would like some experience with the convention-planning process, then we encourage you to volunteer for the Call for Reviewers, with dates scheduled for July 25 to September 9, 2011. The more individuals we have reviewing convention proposals, the fewer proposals we each need to review.

So get your thinking caps on - and let's make Louisville, Kentucky a fantastic Convention!

Jocelyn L. Buhain (buhainj@uncw.edu)



## Liaison Reports

### NASPA

- The 2012 NASPA national conference, "Ignite Leadership, Influence Change," will be held March 10th through 14th in Phoenix AZ. Program submission deadline is September 2, 2011. Information about program submission can be found [here](#).
- A survey was sent to all NASPA members on June 2nd from President Patricia Telles-Irvin and Executive Director Gwendolyn Jordan Dungy regarding the future of our profession and the students and institutions we serve. The survey asked members to express their priorities for the future as they work with the Board to develop a new strategic plan that will facilitate new initiatives in some key areas.
- Applicants are being sought for Executive Editor of the Journal of Student Affairs Research and Practice. Details about applications can be found [here](#).
- NASPA has re-named its Award for Outstanding Contribution to Literature and/or Research in honor of George Kuh. More information can be found [here](#).

Alison J. Black – NASPA Liaison

### ***Association for the Coordination of Counseling Center Clinical Services***

The 2011 Annual Conference focused on many of the issues that ACCCCS is facing across the country. Our keynote presenter was Dr. Gary Christenson, the Director of the Boynton Mental Health Clinic at the University of Minnesota. He presented on "Trends in College Mental Health: A Smorgasbord of Timely Topics". He addressed many key issues such as increasing demands on counseling centers, increasing severity of clients presenting for services, increased administrative, community, and political attention to campus mental health, behavioral consultation teams, guns on campus, stimulant use, and student

financial problems.

Other programs at our conference addressed substance abuse issues, counselor productivity, animal assisted therapy in counseling centers, wellness programs, consultation to ethnic/cultural student organizations, various models for getting students into our services, assessing sleep disorders, an update on the CCMH, and numerous other professional development topics and best practices.



## Profile - Meet Carolyn Bershad, CCAPS Chair Elect

By Marie Shaw

Carolyn stated that she believes in creating narratives to help understand yourself and the world. In speaking with Carolyn, I found her narrative to be intriguing as well as indicative of the multicultural framework she uses as a psychologist. Culture and multiple identities have always been salient in Carolyn's life. She grew up in a black neighborhood in Brooklyn with a West Indian Mother and a Russian Jewish father. Her academic path started as a Chinese Studies major at Binghamton University, which then led her to pursue Master's degrees in Asian Studies and Cultural Anthropology at the University of Hawaii at Manoa. She examined how gender differences were expressed in other languages, how names/ words were used in other cultures, and studied expression through arts and traditions. As she contemplated taking the next logical step to pursue her doctorate in Anthropology, she realized she was most interested in why people do what they do and how they change. Counseling Psychology felt like a natural fit of her curiosity about people and culture.

Carolyn continues to be passionate about culture throughout her professional and personal encounters. She has recently initiated a Multicultural Film Festival for the Staff at Northern Illinois' Counseling and Student Development Center. They will share the experience of viewing a film from another culture, along with food from that culture, and then open a dialogue about their experience to increase their competence. Personally, Carolyn has remained connected with the Hawaiian culture she was immersed in during her Master's training by attending a Hula in Chicago to learn and perform Hawaiian dance. She also enjoys living in a diverse community near Chicago which allows her to explore and experience different immigrant cultures.

As we are all aware, an increasing component of university counseling center's culture has been responding to crisis incidents. A defining moment in Carolyn's career was the 2008 shooting on her campus at Northern Illinois University. It occurred when she was in her current position as Associate Director for Clinical Services for only 6 months, which she optimistically noted "was better than just 6 weeks." She reported receiving an outpouring of support and when asked about a motto, she commented that Irv Yalom's adage "We are all in this together" spoke to her. She described how such tragedy taught her how giving people can be, which she captured eloquently in stating that within all the ugliness you can still find beauty. As counselors we are often presented with horrific, sad, and/or challenging experiences and Carolyn cautioned against losing sight of the beautiful and positive experiences as well.

Carolyn expressed how proud she feels to be selected as CCAPS Chair Elect. She described CCAPS as her professional home and how invaluable it has been to have a counseling center support network to share ideas and great practices with others who understand the issues we face. Carolyn's primary goal is to continue to foster CCAPS growth and development by letting as many people as possible know about how great this organization is!



*Carolyn Bershad, CCAPS Chair-elect*



## Profile - Meet the New Directorate Body Members

We are pleased to welcome our newest Directorate members who will serve in CCAPS leadership positions until 2014. They are a dynamic group of individuals who hold varied roles at colleges/universities across the nation, and all share a commitment to student mental health. Read on to learn more about them!

### **Kelly Case-Simonson, Ph.D.**

Assistant Director of Consultation and Outreach at University of Georgia

*What drew you to a career in college student mental health?*

I was incredibly lucky and found this career very early in my college career. I originally went to school to become a teacher but took an intro to psych class my first semester and fell in love. My second semester, I took an abnormal psychology class which furthered my love for and fascination with people and this field. It was taught by the director of my college's counseling center and he spoke well of college mental health and emphasized the way counseling during college often coincides w/periods of identity development and openness to learning and this got me very excited. Plus, he was combining teaching w/clinical work and so I saw a potential life plan for me and decided then to pursue work in college counseling centers. I'm happy to say I've never doubted my choice.

*What do you see as the most pressing issue in university/college counseling center work?*

Balancing increasing demands (e.g., more severe pathology, fewer resources in terms of people/pay/workspace, more demands from clients and their parents, waitlists) with providing quality care.

*What was your favorite memory from this year's ACPA convention?*

Talking more to colleagues and making new connections with people.

### **Irina Diyankova**

Stress and Wellness Clinic Coordinator and Staff Psychologist at the University of Tennessee at Knoxville Counseling Center

*What drew you to a career in college student mental health?*

Love working with students! They bring in so much energy, curiosity, desire to learn and get better, and tend to get better quicker too. :) In addition, I like training and supervision and a college counseling center is one of the best places to focus on that.

*What do you see as the most pressing issue in university/college counseling center work?*

There are so many of them. Here are the few that are on the top of my head now: being understaffed, increasing demand for services, and increasing severity of students' mental health concerns.

*What was your favorite memory from this year's ACPA convention?*

Reconnecting with all the "old" friends and meeting new ones. :)



## Profile - Meet the New Directorate Body Members

### Chetan Joshi, Ph.D.

Staff Psychologist and Coordinator of Disability Support Services at Franklin and Marshall College

*What drew you to a career in college student mental health?*

I strongly believe that higher education is the key to success. Having said this, the primary motivating factor for me to work in college student mental health was the opportunity to intervene and remove obstacles that have the potential to adversely impact college careers and consequently future prospects. I also love the fact that it allows me to work with diverse people from a variety of backgrounds.

*What do you see as the most pressing issue in university/college counseling center work?*

Threat assessment.

*What was your favorite memory from this year's ACPA convention?*

My favorite memory was the wonderful time that I had interacting with all the CCAPS members at the small 'A Cup of Joe' place that we went to for lunch. Getting the opportunity to reconnect with my ex-colleagues from the University of Maryland was definitely an added bonus!



### Quinton "Bud" Edwards, Jr., Ph.D.

Staff Psychologist and Coordinator of Outreach at the University of North Carolina at Wilmington

*What drew you to a career in college student mental health?*

I had a previous career working with college students and found myself ill-prepared to deal with college student issues, especially the more serious ones. One of my undergrad majors had been psychology and I had wanted to pursue a masters someday. I got the opportunity and found that I enjoyed the coursework and the applied courses and helping students in this way. I started in a small college counseling center out of internship and have been in one ever since.

*What do you see as the most pressing issue in university/college counseling center work?*

As a professional I feel that I am constantly asked to produce more with less – money, time, sometimes energy. This often leads to another pressure: finding a balance between doing a good job at work and getting home in time to have a life outside work. I have to remind myself that higher ed is run more like a business today than a university and that expectations will clash between what I may see as good practice and others (outside counseling center work, usually) may see as frivolous. The powers that be want a good job, a comprehensive job, and want that done in 40-60 hours. 60 hours doesn't allow for much outside time.

*What was your favorite memory from this year's ACPA convention?*

Finally feeling better on the last day of the convention. It was the first day I hadn't run a fever at some point during the day the whole time I was in Baltimore.



## Profile - Meet the New Directorate Members

### Ellie Olson, Ph.D.

Director of Counseling Services at Simpson College

*What drew you to a career in college student mental health?*

I was drawn to this type of work because I have always enjoyed being in an academic setting and I truly love working with college students. I enjoy the collegiality of the college environment and being surrounded by people who have a desire for growth and learning. I feel lucky that my job allows me to engage in a wide variety of activities, including counseling, committee work, consultation, outreach and teaching, professional development and advocacy to and for the campus as a whole. But most of all, I find my work with college students to be energizing and hopeful. It is exciting to work with students who are already in such a natural place of growth and change, which affords them a relatively unique opportunity to truly make decisions for themselves (sometimes for the first time) about who and what they want to be. To be a part of that process is such a privilege.

The CCAPS Directorate body is also pleased to welcome

- Mahlet Endale, Ph.D.  
Staff Psychologist and Outreach Coordinator at the Georgia Institute of Technology
- Beth Kincade, Ph.D.  
Associate Professor and Chair/Director at the Counseling Center at Indiana University of Pennsylvania
- Jade Logan, Ph.D.  
Postdoctoral Fellow at New York University

## 2011 CCAPS Award Winners



Melissa Bartsch , *CCAPS Early Career Achievement Award*



Nancy Badger , *CCAPS Mid Career Achievement Award*



Heidi Levine , *CCAPS Lifetime Achievement Award*



*The Thomas M. Magoon Excellence in Counseling Award presented to University of Buffalo Counseling Center*





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# Programs at the 2011 National Convention

## An Investigation of Multicultural Competence in Higher Education Graduate Students

Susan V. Iverson and Tracy Lara

Kent State University

As colleges and universities are becoming more racially and culturally diverse, counseling centers will need to be prepared to respond to and support students from diverse backgrounds. Practitioners and scholars are calling for increased multicultural competencies in support personnel in order to be responsive to the changing demographics on campuses, a growing trend of campus internationalization, and the increasingly globalized context of higher education. Pope, Reynolds, and Mueller (2004) argue for practitioners to demonstrate multicultural competence, inclusive of *awareness* (of self and the impact it has on others), *knowledge* (of diverse cultures and groups), and *skills* (ability to openly discuss differences).

Pope and Reynolds (1997) note that "future student affairs professionals learn about the profession and higher education in general through student affairs programs; therefore, these programs must include multicultural training" (p. 273). While graduate programs are providing the "educational experiences needed to assist students in developing the knowledge and competencies necessary to fulfill [their] roles" (McEwen & Roper, 1994, p. 86), the overall effectiveness of these educational experiences is unclear, and more specifically, we do not know how different curricular approaches may contribute to the development of multicultural competence. Further, Flowers (2003) observed that "student affairs graduate programs would benefit from having longitudinal data that might be used to evaluate the impact of their courses and related curricular experiences in developing multicultural competent students" (p. 79).

At our ACPA session, we shared preliminary findings from our ongoing study of the impact of

graduate professional preparation programs, and more specifically diversity curriculum, on the development of multicultural competence in graduate students enrolled in three professional preparation programs in student affairs. The sample for this study consists of graduate students enrolled in two student affairs preparation programs: the fall 2009 cohorts of graduate students at Great Lakes University, midsize, public research institution, located in the Midwest; and Cherry Hill University, regional comprehensive institution in the southeast (pseudonyms).

Findings from this study suggest the impact of varied instructional approaches on the development of multicultural competence may have transformative possibilities for teaching and learning. These findings are consistent with others who have observed a strong relationship exists between highly experiential and interactive course structures and students' positive multicultural transformation (Dass-Brailsford, 2007; Hansman et al, 1999). Further study is warranted to discern which curricular approaches best contribute to the greatest gains in multicultural awareness, knowledge, and skills.

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# Programs at the 2011 National Convention

## Conduct Issues for Students with Disabilities: Current Practices – Emerging Issues

Dennis Gregory, Kate Broderick, and Michael DeBowes

It is generally accepted that misconduct need not be excused by a student's disability. However, the increasing presence of students with disabilities on our campuses (and the concomitant complexity of these disabilities) is posing unique challenges for student conduct and disabilities services professionals with regard to the resolution of student conduct complaints. This program examined these issues and raised questions and considerations regarding managing these issues.

As far back as 1985 Gary Pavela, in his monograph entitled *The Dismissal of Students with Mental Disorders: Legal Issues, Policy Considerations, and Alternative Responses*, indicated that in cases where students with psychological and related disabilities were charged with violations of student conduct, that the "behavior" rather than the "disability" be the focus of the process, and that even students with such disabilities were expected to behave in a responsible manner. In the 25 years following publication of this monograph, issues around suicide ideation, interim suspensions and threat assessment have generally held true to this construct and the courts have largely sided with institutions which dealt with students in this manner.

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act incorporated the definition of a person with a disability as: "Any person who has a physical or mental impairment that substantially limits one or more major life activities; has a record of such impairment; or is regarded as having such an impairment." These laws also indicate that "No otherwise qualified individual with a disability...shall, solely by reason of her or his handicap, (may) be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance...."

The problem currently facing institutions is that students, at least in the higher education context, with relatively new disabilities, and more serious disabilities are now coming in ever increasing numbers. Students with Tourette's Syndrome, Asperger's Syndrome, traumatic brain injuries, Post Traumatic Stress Disorder and other psychological conditions, who years ago would not be able to come to college, are now present and seeking appropriate accommodations. Some of these disorders, at least in their most severe forms, and even when the student is receiving treatment and medication, result in the student being unable to control their behavior, As a result we posed

several questions for session participants.

1. Do we need to reexamine the concept regarding whether there are incidents in which the disability IS an acceptable reason for "misbehavior"?
2. Where there is medical or psychological evidence that a behavior is caused by a disability and that the student is unable to avoid such behavior as a result, does failure to make such an exception serve as a failure to provide a reasonable accommodation and thus make this failure a type of unlawful discrimination?
3. If a determination is made that exceptions cannot be given with regards to whether a behavior is excused by a disability, should alternative forms of student conduct complaint resolution be offered as a "reasonable accommodation?" If so, what kinds of alternatives?
4. Should sanctioning be mitigated if it is determined that the behavior is caused by or results from the disability? Could failure to take a student's disability into account when assigning sanctions be regarded as discrimination?
5. How should an institution respond to a student who claims their disability may impede their opportunity to fully participate in a student conduct hearing?
6. Are there circumstances in which an institution should consider modification of its conduct procedures as a reasonable accommodation for students with disabilities who are involved in the process?
7. Are there some cases in which the severity of the disability and/or the inability of the student to control their behavior may result in the student not being "otherwise qualified" to continue as a student?
8. If so, who should make this determination? Should it be Disability Services, Health Center, Counseling Center, Student Conduct Office, Legal Counsel, Threat Assessment Team or someone else?
9. At what point should this determination be made? Before adjudication? After adjudication but before sanctioning? After sanctioning? Once a sanction is completed?

*References on page 13*



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# Programs at the 2011 National Convention

Becoming Strengths-Based in Career & Counseling Services

University of Houston-Clear Lake

Dr. Cindy Cook, Associate Director, Counseling Services

Chuck Crocker, Associate Director, Career Services

The idea of maximizing student success through helping them discover, develop, and utilize their strengths is gaining momentum in the field of higher education. Over the past ten years, the popularity and research support of positive psychology and strengths-based psychotherapy have grown tremendously. The idea of focusing on one's strengths in order to experience greater happiness was made popular by Martin Seligman. Seligman (2002) described happiness as having three components: positive emotion, engagement, and meaning, the last of which involves using ones strengths and talents. If focusing on strengths instead of working to improve areas of weakness leads to greater happiness (Seligman, 2006) and success (Buckingham & Clifton, 2001), then what better way is there to maximize college student success than to help students identify and more fully utilize their strengths (Lopez, 2006)?

Our office is a combined counseling services and career services office and our motto is "Helping You on the Road to Success". One way we try to empower the success of our students is to help students develop their strengths. The initial idea to help students learn about and focus on their strengths came from several observations that we made. First, we had identified that our current Career Exploration Workshop did not explore one's strengths/talents, a component which was needed. In addition, many students found it difficult to identify and communicate strengths to employers. Finally, many students seemed to lack positive self-esteem which impacted them both in their personal lives and vocationally.

A strengths based approach is based on several strengths principles which have been studied by The Gallup Organization (Buckingham & Clifton, 2001). The Gallup organization conducted a three-decade study of success, interviewing two million people about their strengths. From this study they discovered these principles about the most successful people :

- They are all alike in one respect: They build their

lives around their strengths.

- They focus on developing and applying their strengths and managing their weaknesses.
- High achievers don't necessarily have more strengths, but they do more fully develop and apply the strengths that they have.
- Strengths develop best when one can reflect on past success patterns and receive feedback from a trusted friend, supervisor, or mentor.
- Most people are not aware of their strengths and talents because they are so "natural" to them.
- Strengths can have "blind spots" As a result, strengths and talents may be seen as weaknesses.
- Positive relationships are formed when strengths are discussed.
- Developing strengths has a motivating effect on a person and seems to generate hope and optimism about the future.

Identifying strengths that can be used and developed in personal and career counseling can be challenging. Our office utilizes an excellent tool called the StrengthsFinder to help students assess their strengths and identify them in a unique and meaningful way. The StrengthsFinder was developed by the Gallup organization based on their study of success discussed above. From this study Gallup identified 34 strengths themes emerged as the most prevalent themes of human talent (Buckingham & Clifton, 2001). The test is 177 Items and gives the responder 20 seconds for each item. Students who take the test receive a report with their top five strengths (Clifton & Anderson, 2001).

We applied strengths in our services about three years ago though Career Exploration Workshops, Training of Practicum students, Personal Counseling, Interview Coaching, classroom demonstrations / presentations, individual career counseling, Leadership Development (both though a service learning program

*Continued on next page*



## Programs at the 2011 National Convention

### Becoming Strengths-Based in Career & Counseling Services

*Continued from page 11*

for students and a university "Leaders in Action" program for faculty and staff leaders), and in team building for departments on campus.

In personal counseling, this is an effective tool to help clients (especially those who lack self-esteem or self-confidence) identify strengths that they can then build on. It gives students an understanding of their strengths in a very rich manner, which helps them understand how they can use those for their personal growth and how their strengths may play out in relationship with others. We would like to continue to expand our use of the StrengthsFinder in counseling, perhaps using it in couples counseling as well as individual counseling.

We have been utilizing the StrengthsFinder in our 12 hour Career Exploration Workshop for a few years now in conjunction with the Strong Interest Inventory, the Myers-Briggs Type Indicator, and a work values card sort to help students identify a career in which their personality, interests, work values, and strengths can best be utilized. Gallup conducted a study of 1.7 million employees in 101 companies from 63 countries and asked people whether they have the opportunity to do what I do best every day at work. Only 20% felt that their strengths were used (Buckingham & Clifton, 2001). Our goal is to help students identify their strengths so that as they make career decisions, they can identify careers or jobs that will be able to capitalize on their strengths. One learning objective for this workshop is that students identify their strengths and abilities, and students rated this answer at the end of the workshop as an average of 4.76 on a five-point scale for 2008-9 (up from 3.46 on the pretest), 4.82 for 2009-10 (pre-test=3.48), and 4.75 for 2010-2011 (pretest=3.06). The posttest values for identifying strengths were the highest of any of the learning objectives. Students also identify the identification of their strengths as one of the most useful elements of the workshop.

The StrengthsFinder has been used in career counseling, both individually and in group classroom

sessions, to help students both identify particular jobs where their strengths can be fully utilized and help them communicate their strengths in interviews. The use of strengths in organizations is growing, and companies are recognizing the applications of positive psychology in the workplace (Froman, 2010). Thus, as students begin the job search, knowledge of their strengths can help them study position descriptions and profiles of companies they are considering in order to see whether that opportunity would allow them to fully utilize their strengths. Also, when interviewing many answer questions about their strengths in a generic way, not effectively helping a potential employer see what unique strengths they bring. The StrengthsFinder gives them a language and understanding of their strengths in a way that they can market themselves to employers and be more successful in their job search. Appendix A contains some comments from students who took the StrengthsFinder in a classroom interview coaching setting.

We have also used the StrengthsFinder to help with leadership development (of students as well as faculty and staff) and with various offices as a team building/organizational development activity. These types of group workshops are very powerful, in that they not only help the individuals learn about their strengths, but they can apply them specifically to leadership and organizational settings, learning about others and their strengths as well. They can learn to recognize and develop the strengths of others as well, which will help them become better leaders and team members. Appendix A contains some comments from students who took the StrengthsFinder in a leadership workshop for our service learning program.

We continue to learn and expand the various ways that we utilize the StrengthsFinder on our campus. There are a couple of observations that we have that may be useful for other campuses who wish to implement a strengths based approach on their campus. First, we have noticed that using a group

*Continued on next page*



## Programs at the 2011 National Convention

### Becoming Strengths-Based in Career & Counseling Services

*Continued from page 12*

format seems to create more learning. When there is a group discussion of strengths, participants can see the strengths come out more and have a chance to participate in discussions and activities that aren't generally part of the strengths discussion with individual students. Along with this, the use of interactive exercises enables students to identify and appreciate their strengths. For instance, we have used movie clips where students are asked to identify strengths being used in the clip. In settings where the group members know each other, we have the group try to predict the profiles of each member. For these reasons, campuses might want to consider building in strengths assessment into first year experience classes and senior capstone courses. Finally, the challenge that we continue to face is how to intentionally build or develop one's strengths over time. Helping students learn their strengths is the first step, but those strengths will have to continue to be developed and capitalized on for students to really achieve their greatest potential.

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## Featured Article

### Stress and Wellness Clinic Improves College Student Success and Well-being

By Irina Diyankova, Katherine Daly, and Daphne Davis, University of Tennessee at Knoxville

The University of Tennessee at Knoxville Counseling Center established the Stress and Wellness Clinic two years ago in order to meet the needs of students struggling with less severe issues, such as anxiety, mild depression, and stress-related concerns. In this program we presented the model and supporting research. In addition, the presentation included discussion of various interventions used in the clinic, experiential demonstrations of interventions, and a case discussion of a prototypical client.

The theories of positive coping (Cummins & Nistico, 2002; Greenglass & Fiksenbaum, 2009; Shiota, 2006), self-regulation (Folkman & Moskowitz, 2000), and positive psychology (Seligman et al., 2005) inform the model of stress and wellness adopted by the clinic. A client enters the clinic upon referral from a triage. The first step in the process is an intake, which is a 30-minute long individual consultation focused on the assessment of stressors, coping, and general lifestyle. At the end of the consultation, a counselor and client develop an individualized wellness plan that may include several individual follow-ups, a wellness class, a workshop, biofeedback sessions, homework assignments, and reading material. The counselor then follows-up with the client and helps him/her implement the individualized wellness plan.

The SWC model is heavily focused on coping skills and helping client's learn and integrate positive coping into their lives. The skills taught in the clinic align with the current research on the benefits of mindfulness practices (Davis & Hayes, in press), biofeedback (Karavidas et al, 2007), and self-care (Hermon & Davis, 2004). Some of the examples of interventions provided include *Yoga*

*for emotional well-being and Mindfulness for stress reduction and wellness classes, Coping with panic and Improving sleep workshops, Biofeedback sessions, as well as more specific interventions, such as Breath of Joy (mood improvement), Mindful walking (stress & anxiety reduction), and Sleep hygiene assessment and recommendations (sleep improvement & stress reduction).*

Throughout the presentation we followed a case of a female client with high anxiety, self-esteem issues, and difficulties coping with stress. We discussed ways to apply the presented SWC model and learned interventions to her specific case, as well as case outcomes.

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## Message from the CCAPS Chair (continued)

All of these special celebrations were on top of the "usual" CCAPS events, programs and activities such as the 41 CE's that were offered for mental health professionals at the convention, our CCAPS sponsored programs, the awesome CCAPS Showcase display complete with new "wallet cards", our lively and productive CCAPS meetings, our wonderful awards recipients, the induction of 8 new wonderful Directorate members and new CCAPS Chair Elect, Dr. Carolyn Bershad, and more!

Since Convention, we've also been through a historic consolidation vote with ACPA and NASPA membership as most of you know. By DC law, the vote required that each organization have 10% of its membership vote and this threshold was reached. It was also required that 2/3 of the membership of each organization vote affirmatively. 81% of the ACPA membership voted in favor of this and 62% of NASPA membership voted affirmatively and this is the reason that Consolidation was not approved. There are doubtless many different reactions to this outcome. The "bottom line", though, is that CCAPS and ACPA are moving forward into the future, committed to building on our strengths and making a significant difference within higher education student affairs.

### *So, what's ahead for 2011-2012?*

We just co-sponsored, with the Commission on Global Dimensions, a hugely successful "hot topics" conference call on "International Student Adjustment", which registered over 265 phone lines with broad participation from student affairs professionals across multiple disciplines.

We co-sponsored a webinar with the Commission for Academic Affairs Administrators, on June 21, 1:00-2:30 p.m. on "Student Mental Health and Academic Affairs: Principles for Sharing Information".

We are planning for 2-3 more webinars/hot topics conference calls before the end of the year, including topics on counseling center trends/issues, the latest in suicide prevention research/best practices and intuitive eating/size discrimination/weight-ism.

CCAPS members are drafting a position paper addressing the mental health concerns around concealed handgun legislation on campuses.

We are in the process of reviewing nominations for our 20-person Directorate (CCAPS leadership group) the call for nominations is out for our annual awards nomination process.

And of course, CCAPS is known for its quality convention program offerings so keep an eye out for the 2012 convention program solicitation this summer. (We offered 41 CE hours at the 2011 convention for mental health professionals.)

For the 2012 convention, we are also developing a number of additional mental health programs especially tailored for a broad range of student affairs professionals. And, don't forget to check out our greatly informative CCAPS newsletters, published twice a year on our website.

So---lots to look forward to! Please contact me at [jbost@mail.utexas.edu](mailto:jbost@mail.utexas.edu) if you have questions, want to know more about how to get involved in CCAPS throughout the year, have suggestions, etc. May you have a restful, productive and energizing summer.

Jane Morgan Bost, Ph.D.  
CCAPS Chair 2010-2012



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# CCAPS Celebrates 50 Years!



CCAPS Directorate



Directorate members Mahlet Endale and Kelly Case-Simonson are ready to roll at the Showcase.



Sherry Lynch, Jane Bost, & Dale Conrad



Steve Brown, Dan Jones, Todd Sevig, & Toti Perez



Jane enjoys a well-deserved piece of cake.



Directorate members Jim Dolan & Jocelyn Buhain. Thanks for planning a great celebration Jocelyn!



Future, Current, and Past CCAPS Chairs Carolyn Bershada, Jane Bost, Chanda Corbett

More pictures can be found on the [CCAPS website](#).

