



COMMISSION VII NEWSLETTER

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From the Chair

[This column was written and submitted prior to the violent acts of Sept. 11, 2001. Since that time, I issued a joint statement with Sue Stock-Ward (Chair-Elect), and Heidi Levine (Past-Chair) to our membership on our listserv and was shared with the ACPA Commission Chairs group. We extend our sentiments to those whose lives have been affected by our national tragedy.]

I hope that everyone has had a wonderful summer and that the start of the new academic year has gone well. A major thrust of our discussions during the ACPA convention in Boston was to begin to collaborate with other professional organizations and to raise the visibility of Commission VII to other groups and institutions. There have been a number of initiatives and efforts that have supported this goal and I would like to take the opportunity now to report on some of these developments.

One effort has been Heidi Levine's collaboration with the National Mental Health Association's (NMHA) *Finding Hope and Help* college initiative that is designed to raise awareness of depression among college students and to educate students about signs and symptoms of depression and where to get help. I would like to take this opportunity to thank Heidi for her involvement and efforts in this important and significant partnering initiative on behalf of our Commission. You can find Heidi's column in this issue of the newsletter and provide more details about this initiative. I encourage everyone to read it.

Another effort was a response to student events of racial harassment and prejudice on the University of Florida campus that was brought to the attention of our Commission through our listserv. In an effort to support members of the University of Florida Counseling Center and members of our Commission at UF, Commission VII sent a letter to the counseling center at UF as well as to the VP for Student Affairs and the President at UF. The letter stated the Commission's support of the counseling center's efforts to address the needs of diverse students and its efforts and commitment in multiculturalism. This letter was met favorably by a response from the director of the counseling center thanking Commission VII for its support and expression of concern. In addition, the VP for Student Affairs also responded with a letter of appreciation and support.

Another major development was the establishment of a formal liaison with Division 17 (Counseling Psychology) of the American Psychological Association. I requested that a formal liaison relationship be established between Division 17 and Commission VII and the request was openly and favorably received and confirmed at the recent Division 17 Executive Board meeting at the American Psychological Association Convention this past August. I will serve as Commission VII's liaison to Division 17 through my term as current chair and for one year after as past-chair. Subsequently, it will be important for our Commission to continue a liaison to Division 17 and to attend future Executive Board Meetings of the Division at the APA conventions.

Another development that has increased the visibility of our Commission to other organizations was the invitation for Commission VII to have a representative on the Council of the Specialty of Counseling Psychology (CSCP). CSCP was established in 1999 at the

request of the Council of Specialties of APA. As part of the CSCP, Commission VII now joins with representatives from Division 17, Division 17 Student Affiliate Group, the Association of University and College Counseling Center Directors (AUCCCD), the Council of Counseling Psychology Training Programs (CCPTP), the Association of Counseling Center Training Agencies (ACCTA), the Special Board of the American Board of Professional Psychology (ABBP), and the Academy of Counseling Psychology.

Also I have been able to have continuing discussions with Division 17's VP for Professional Practice, Mary O'Leary Wiley about how Commission VII and Division 17 can begin some collaborative efforts. As well, Sue Stock-Ward serves as a member of the Advisory Committee to Division 17's VP for Professional Practice and I would like to thank Sue for her ongoing efforts at representing Commission VII as a member of this committee. In addition, during the APA Convention, the Division 17 Special Interest Group on College and University Counseling Centers met to formally propose their formation to a Section within the Division. Both Stacey Pearson and I attended this meeting to begin dialogue with the Chair-elect Karen Lese, about ways that our two groups could work collaboratively while maintaining membership in either or both groups. There was a very favorable response to begin some collaborative relationships between our two groups as a result of our meetings. As a result, I have asked Stacey Pearson to serve as our liaison to the Special Interest Group to continue our relationship with them. In addition, I have invited Karen Lese to speak to our Commission during our open Commission meeting at ACPA in Long Beach and she gladly agreed.

On another note and yet another major development is Commission VII's response to mycybershrink.com. During the Convention in Boston, a response to mycybershrink.com was drafted and reviewed by the Commission during its business meeting. After a subsequent call for comments and feedback, Commission VII's response was placed on the Commission Chairs agenda during the ACPA Summer Leadership meeting this past July. In overwhelming support, the Commission Chairs met Commission VII's statement with unanimous support. A number of follow-up suggestions were made to further increase the visibility of our Commission's concerns. One suggestion that I will follow-up on is to publish our statement in the next edition of *Developments*. Another suggestion was to offer a program in Long Beach on the topic of on-line counseling. I would hope that our roundtable program on technology and the Internet could focus on this topic during the next Convention.

As you can tell, Commission VII has begun to make itself more visible nationally and has initiated efforts to collaborate with other professional organizations in an attempt to strengthen the viability of our Commission and to continue our commitment to our members. Within ACPA, Commission VII continues to be a strong presence in representing the needs of counseling centers and their professional staff. As we begin and continue our collaborations both within and outside ACPA, it is important that we also continue to explore collaborative relationships with other professional organizations that represent the professional diversity of our Commission's membership. I will soon be asking for your comments about pursuing liaison relationships with the American Counseling Association. Realizing the history between our two organizations, I recognize the delicacy in exploring this venture. I welcome any feedback and counsel that all of you can provide. And as always, I continue to feel proud in my association with our Commission and the strength and vitality of our members.

Toti Perez

From the Editor

My initial plan for this column had been to focus on the beginning of the school year – the end of the summer, the increase in activity on campus, the influx of new students. However, the tragic events of September 11th make a focus on these seasonal variations seem trite and inappropriate.

The horrible tragedies/atrocities of the 11th have of course been overwhelming and devastating for the families and friends of the victims of the attacks, and I send my heartfelt sympathy to any commission members who may have lost loved ones. These horrible events have also had a powerful psychological and emotional impact on all of us. As college counselors, we have hopefully been able to ease the pain and anguish of many of our students during this difficult time. Especially with military response looming on the horizon, feelings of uncertainty, anxiety, confusion, and grief will linger on our campuses for some time to come. I have felt a clear awareness as I work with students on campus that, perhaps more than ever, I am helping them to work through issues that are very present in me as well. I feel I have a renewed appreciation of the critical role of mutual support among us help-givers, and I hope that all of you are experiencing such nurturing support.

Several weeks ago, I asked Dr. Cherian Verghese to write this newsletter's feature column on the experiences of international students and our work with them. While the column does not directly address the most current and immediate stresses and anxieties relevant to international students during this time of crisis, this seems like an excellent time for us to reflect upon their experiences and our provision of services to them.

As usual, this newsletter includes a column from the Commission VII Chair (Toti Perez). It also includes the Commission VII statement concerning on-line counseling. I want to thank Toti for these portions of the newsletter and Jonathan Kandell for formatting and uploading the newsletter to the Web.

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Working With International Students: cross cultural and psychodynamic perspectives

Cherian Verghese, Ph.D.

Imagine yourself as a student in a foreign university. You are sitting in class with students who are distinctly different from you in physical appearance, hair style, clothing and most of all in the way they talk and express themselves. The professor arrives and begins speaking -in a language in which you had developed a fair degree of mastery and comfort before undertaking the sojourn. However, because of the professor's strongly accented speech, which is so different from what you had learned in the language courses you passed with flying colors back home, as well as her liberal use of local slang phrases and words, you are forced to focus intently and intensely. Fear of embarrassment keeps you from acting on your strong desire to frequently ask the professor to repeat what she had just said or explain what she meant. Imagine also that the professor then asks a question and directs you to respond. You rapidly translate the question silently in your mind, think of an answer in your native language and translate that back into english. As you begin to answer, you become aware of the incredible awkwardness of expressing yourself in this foreign tongue, taking away any possibility of feeling spontaneous or free. You are also aware of the puzzled look on your professor's face, and a few looks of impatience, perhaps even a snicker, from somewhere behind your left shoulder. You realize that your face is flushing and, with horror, notice that you are starting to feel paralyzed, unable to think. You become quiet and are only vaguely able to recollect the rest of what follows. This is a scenario is played numerous times in US institutions of higher education.

Of course, it is well known to college counselors and psychotherapists that a variety of changes, voluntary or involuntary, can cause significant psychological and physical stress, taxing the individual's capacity for coping. College students encounter a multitude of changes as they leave home and familiar educational environments and emotional support systems to attend college, often in a different part of the state or country. Those who excelled in highschool typically find themselves up against stiffer competition and often have to settle for less prized positions in college. They may have to negotiate tight living quarters with other students while also consolidating a personal identity, charting a career and life path, and beginning to explore deeper and more intimate interpersonal and sexual relationships. While international students have to deal with most of the concerns faced by US students, they are confronted with a host of additional requirements that challenge the notion of resilience. Typically, international students have to adjust to drastically different food, climate, educational systems, social values, and language. It is not easy for them to maintain contact with their support systems back home. They generally lack the resources to visit or call home with the type of regularity that US students are able to do. Add to this the all too frequent taboos against disclosing personal/emotional matters to strangers, including to mental health professionals, lack of an emotional language to communicate their problems, and a propensity for presenting with somatic complaints, and it becomes clear that counseling/psychotherapy with this population can present special challenges for the mental health professional. In this article, I will briefly discuss the process of adjustment that international students experience during their sojourn; factors that affect the quality of their adjustment in the host country; and implications for counseling and psychotherapy with this population.

Adjustment patterns

As early as 1955, Lysgaard suggested a U-curve in the adjustment pattern of international students, based on self-reports of attitudes toward their host country after completing programs of various lengths in the US. Results indicated generally positive attitudes (a "honeymoon period") for those returning home after a 6 month; negative and critical attitudes for students returning home after one year, and more positive attitudes for students who returned home after 18 months. Similar patterns of adjustment were also later identified for international students over their individual courses of stay in the US, i.e., longitudinally, at six, 12, and 18 months. A general interpretation of those studies related to the U-curve hypothesis is as follows. At the start of the sojourn, the international student is likely excited by finally getting to the US and all the stimulations from the new environment, and generally feels optimistic and positive toward the host. However, soon the reality of academic work in a foreign language, difficulty making close friendships, hassles of everyday tasks that don't yield to tried and true methods of problem-solving, all combine to generate feelings of frustration, self-doubt and negative attitudes toward the host country and educational system. The student's self-esteem and sense of efficacy plummets, leaving him/her vulnerable. (Psychoanalyst Heinz Kohut's concept of narcissistic injury and loss of sustaining selfobject functions can help us understand this phenomenon at an even deeper level). This downturn accounts for the trough in the U-curve. Gradually, as the student gains in the

requisite understanding and competencies for successfully meeting the challenges of the host country social and educational environment, find a few friends, etc., his self-esteem and general attitude and emotions also improve. This last phase is enhanced by the prospect of returning home, especially for those students who have bright futures back home.

(Although it does not directly deal with the temporary stay of international students, Salman Akhtar's 1999 book Immigration and Identity, provides an excellent description of the process of splitting, projective-identification and, finally, the development of an integrated bi-cultural identity among those foreigners who immigrate, more or less permanently, to a new country).

Further research has yielded somewhat limited support for the U-curve hypothesis, and other shapes to this adjustment curve have also been identified. For example, unlike the Scandinavian students in the earliest studies, some non-European students from Asia and Africa were shown to follow an upsidedown U-curve in their adjustment, raising some questions and speculations. It is likely that international students who resemble US ideals of attractiveness, such as the blond blue-eyed Scandinavians, experience greater initial acceptance, accounting for the honeymoon period, which is not necessarily experienced by Asian and African students whose personal and cultural characteristics are less valued by US culture. Perhaps, students from these latter groups come to the US expecting different treatment than the former. Support systems may be differentially made available to, or utilized by, internationals from different nations. Finally, a W-shaped curve has also been identified when the process of readjusting to their home country post-sojourn was also included. Americanization can have differential effects on these students as they re-enter a home culture which may exhibit differential levels of tolerance, or intolerance, for the student's new found identity and attitudes.

Factors Determining Quality of Adjustment

Perhaps the most obvious aspect of the international student's process of adjusting to the US culture is the one related to the *degree of difference between her home and host cultures*. Those arriving from English speaking countries with a predominant Christian orientation are likely to experience less problems in adjustment than those from non-English speaking countries where Christianity is either not well known or is viewed with suspicion. Gary Weaver (1987) provides a continuum of contrasting cultural perspectives from abstractive to associative world-views. Differences can be small to large between two countries in areas of social structure, philosophic outlook, patterns of thinking, as well as interpersonal/interactive styles. Alan Roland (1988) identifies several differences that separate Indian and Japanese Cultures from the United States and other western nations. Some of the factors specific to the Indian culture include an acceptance of open expression of dependency needs vis-a-vis elders and those in hierarchically superior positions; need for a benefactor; the concept of the "familial self"; and a belief in destiny as opposed to individual efforts. Self expression is often viewed negatively and marriages are arranged by family making dating unnecessary and an unfamiliar aspect of most Indians experience. In contrast to US cultural emphasis on encouraging people to be independent and to stand out from others, Japanese believe in the notion that children are born independent and need to be trained to become social and group orientation. Individuality is clearly discouraged in the Japanese saying, "the peg that stands out will be hammered back in". Differences that distinguish one culture from others are what provides individuals of the first culture with a unique sense of cultural identity; they are impossible to replicate in a foreign country. Therefore, the loss of such cultural selfobjects as the symbolism of the national flag, music and art, as well as numerous other background aspects of the home culture can have significant impact on the international student's quality of adjustment in the new environment.

Given the simultaneous and multiple losses of selfobject experienced by the international student's sojourn, it is important that the student have *access to sustaining selfobjects* (supportive individuals and environment) in the host culture. The degree to which this is available to the individual international student can vary depending on the student's country of origin, as well as where he ends up in his host country. In small colleges in the US, access to advisors and administrators can be relatively easy, while finding other international students, especially from one's area of the world, may be difficult or even impossible. In large institutions which enroll significant numbers of international students, not only will there be other internationals but there may even be a substantial group of co-nationals, including nationality groups that can help celebrate home cultural events, as well as provide a safe haven where the student can freely express herself in her native tongue. Margaret Mahler's concept of "refueling" which she uses to describe the toddler's separation-individuation process, applies to the student's touching home base before returning to the alien landscape. It also allows for "twinship selfobject" (i.e., "We are alike") experiences and can further facilitating the international student's adjustment. Obviously, there is also the potential complication that the

international student may defensively use the co-national group as a way of avoiding the anxieties of making inroads into the host culture. Boyer and Sedlacek (1988), studying non-cognitive factors which predict academic success for international students report that, along with self-confidence, the availability of a strong support person is consistently related to grade point averages and predictive of international students' persistence in college.

Finally, *pre-arrival personal characteristics* of the individual international student will have a significant impact on his/her adjustment in the host culture. Along with personality and history of emotional problems, the student's reasons for coming to the US, source of financial support, specific family circumstances, can all have significant influence on adjustment. It is important to note that certain personality traits that were valued positively in the student's home culture may be viewed critically in the host culture, or vice versa. The phenomenon of the 'geographic cure', i.e., "Let's send him abroad to study; it will be good for him" is familiar to international educators.

Counseling and Psychotherapy

Getting international students to utilize counseling/psychological services can be a challenge and having a strong collaborative relationship with the campus International Services Offices (ISO) can be critical.

Counselors/psychologists can be mental health consultants to the ISO staff who in turn can be our cultural consultants. Since international students often use ISOs as their home base in the host country, their staff is accorded considerable trust which helps facilitate referrals. At times the international student advisor may walk the student over to the counseling center and may initially even facilitate the beginning of a counseling process by their very presence. International student orientations provide excellent opportunities for counseling staff to be seen by international students, and learn about counseling in a non-threatening setting, normalizing counseling within the American culture. Cultural adjustment-focused small groups co-lead by the two staffs can play a supportive function. Brief psychoeducational and academic skills based groups also serve as an entre for international students who otherwise are not likely to seek counseling except as a last resort, and when compelled by someone else. Besides ISO staff members, at times international student clients' significant others or co-nationals may serve as helpful adjuncts and culture-brokers for the counseling dyad.

Once the international student is in our consulting room, how to help them can be an even greater challenge. Our theories of counseling and psychotherapy are generally based on the assumption that all human beings are alike - i.e., are like the Anglo-Europeans by and upon whom such theories were developed. This can pose considerable problems when such a world-view is broadly applied to our work with international students, the largest proportion of whom are from non-European cultures that espouse values, customs, mores, attitudes and behaviors that vary a little or a great deal from predominant US cultural values. Harwood, et. al. (1995) comment that "... the concept of inner security, with its emphasis on the importance of self-sufficiency and inner resourcefulness and finding satisfaction in relationships with other autonomous, bounded individuals, is an ideal peculiar to dominant U.S. culture - a culturally constructed developmental endpoint that is not shared by much of the rest of the world" (p.37). Obviously, holding our theories lightly and learning about the international student client's culture and world view will go a long way in bridging the cultural-divide. Asking them to whom they would have gone if confronted with problems similar to the ones that brought them to counseling can help the therapist to have access to potential transference issues. Learning about the student's country of origin, especially values regarding emotional problems, interpersonal relating, and culturally accepted methods of healing can be enormously helpful. Understanding our own cultural identity and awareness of the biases we hold regarding the "other" is a vital aspect of competence in working with this population. Unconscious and disavowed prejudices and stereotypes, as with most unexamined aspects of the therapist's inner life, are the most likely countertransference pitfalls. Given that many of these students will have difficulty expressing their thoughts, emotions and concerns in English, it is of considerable importance that we at times encourage them to go ahead and express themselves in their native language and then struggle with them to understand its meaning. This also creates a reversal in the power dynamic between counselor and client, patient and therapist, in a way that we can better experience being the "outsider", not quite able to say the foreign word or phrase correctly, be the one who doesn't "get" the meaning of the client's experience and need his help. Clearly, much of the above requires that we remain open to bending the therapeutic frame to accommodate the specific needs and backgrounds of our "non-traditional" clients, of whom international students, and increasingly immigrants and second generation hyphenated populations, make up a significant proportion.

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On a personal note: At present, I am in full-time private practice as a psychologist in Washington, DC. I am also on the faculty of the Institute for Contemporary Psychotherapy and Psychoanalysis, and the Clinical Social Work Institute, both in DC as well. In 1970, I came to the US as a foreign (undergraduate) student from India. Since then, I have completed masters and doctoral (counseling psychology from Temple University) degrees here. Over the past 23 years, I have also worked in US colleges and universities as foreign student advisor, counselor/psychologist and as teacher, supervisor, and liaison to international service offices. Most recently, for almost 13 years, I was a staff psychologist at the George Washington University Counseling Center, and clinical assistant professor in GW's Psychology department.

To all Commission VII Colleagues:

We wish to express our deepest sadness at the horrible and violent acts of terrorism that shook this country on Sept. 11, 2001. Our comfort and condolences go out to those who have been affected by our nation's tragedy. As well, our support goes out to those who are providing comfort and care, both on your university and college campuses as well as in your own personal lives.

In the wake of these acts of terrorism, it is also helpful and important to have resources available to assist us in helping other cope with the trauma of these events. The following links are included as beginning resources for information. If you have other resources, please share them with the rest of your Commission VII colleagues and others:

- <http://ub-counseling.buffalo.edu/vpc.html>
- <http://helping.apa.org/therapy/traumaticstress.html>
- <http://helping.apa.org/daily/tassey.html>
- <http://www.mentalhealth.org/schoolviolence/parents.htm>
- <http://www.nimh.nih.gov/publicat/violence.cfm>
- <http://www.paper-clip.com>
- <http://www.aap.org/advocacy/releases/disastercomm.htm>
- <http://www.aaets.org/arts/art87/htm>

We recognize the pain and grief of all of us who have been affected in some way by these tragic events. We also recognize the importance in our roles as helping professionals to respond in empathic, healing ways to those who voice retribution and intolerance. During this time, we echo our Commission's continuing affirmation and valuing of diversity and human dignity. Commission VII is a varied, diverse community and our members share a common belief in valuing diversity and individual differences. Let us continue to maintain the values of our Commission and to reflect them in the work that we do and the lives that we touch.

Peace.

Toti Perez
Chair, Commission VII

Sue Stock-Ward
Chair-Elect, Commission VII

Heidi Levine
Past-Chair, Commission VII

mycybershrink.com

During the recent ACPA Summer Leadership meeting in Long Beach, CA, Commission VII's statement regarding the services provided by mycybershrink.com was submitted to the Commission Chairs for their comment and review. In an overwhelming show of support, the Commission Chairs unanimously supported the following statement by Commission VII regarding the services advertised by mycybershrink.com.

Statement on the Services Provided to College Students by mycybershrink.com **(As unanimously endorsed by ACPA Commission Chairs, July 22, 2001)**

The members of Commission VII are a diverse group of counselors, psychologists, social workers, and other mental health professionals. The mission of Commission VII: Counseling & Psychological Services is to provide leadership and support for professionals dedicated to providing counseling and psychological services in settings of higher education within the context of a student development philosophy. Commission VII is committed to promoting human development in community college, colleges, and universities by providing quality and ethical counseling and psychological services to students who are served by our membership.

Commission VII recognizes the current growth of communications technology and the increased development of alternative avenues of counseling and psychological services that are made available to the general public through such means (e.g., *OnlineClinics.com*). More specifically, Commission VII recognizes the increased visibility of *mycybershrink.com* on college and university campuses. *Mycybershrink.com* markets its services to college students as an alternative to campus or local area mental health counseling and psychological services. In its review of the information provided by the *mycybershrink.com* website, Commission VII would like to address ethical concerns associated with services provided to students in institutions of higher education. These concerns are based on the ethical principles of the American Counseling Association (ACA) and the American Psychological Association (APA).

In 1999, ACA established ethical standards for counseling on the internet (ACA, 1999). The following areas were addressed in the document: privacy information, informational notices, client waiver, records of electronic communications, electronic transfer of client information, the appropriateness of on-line counseling, development of counseling plans, continuity of services, boundaries of competence, verification of client competence to enter counseling and informed consent, and legal considerations. The guidelines were developed for use in association with the recent ACA Code of Ethics & Standards of Practice.

In 1997, the Ethics Committee of the APA issued a statement concerning psychological services delivered by telephone, teleconferencing, and the Internet. In a review of the 1997 ethics code, the Ethics Committee concluded that the code is not specific with regard to the delivery of psychological services by internet and has no rules prohibiting the offering of these services, though complaints regarding such services are to be reviewed on a case by case basis. These issues are under review and will be considered for further revision of the Ethics Code. Until such time, the Ethics Committee recommends that psychologists abide by the following standards to guide their use of providing psychological services via the internet: boundaries of competence, assessment, therapy, structuring the therapeutic relationship, informed consent to therapy, and confidentiality. Additionally, the following general standards are applicable: professional and scientific relationship, boundaries of competence, basis for scientific and professional judgments, describing the nature and results of psychological

services, avoiding harm, fees and financial arrangements, and standards of advertising. As well, the APA Ethics Committee stated that psychologists who are considering providing psychological services via the internet, "must review the characteristics of the services, the service delivery method, and the provisions for confidentiality. Psychologists must then consider the relevant ethical standards and other requirements, such as licensure board rules" (APA, 1997).

Based on the ethical standards of the ACA and APA, Commission VII would like to address its concerns with the services that mycybershrink.com reports to provide to college students. Specifically:

- Commission VII is concerned about possible misrepresentation of the nature of "therapy" provided by mycybershrink.com. The nature of therapy as provided by mycybershrink.com is not clearly defined and, in some instances, appears to be misleading. As advertised in the General Disclaimer,

"mycybershrink.com presents educational information related to certain current and/or controversial events on college campuses as well as the issues that can arise surrounding these events. The information contained in mycybershrink.com is for educational purposes only. The information is not intended to and does not provide professional advice for mental health counseling nor is it a substitute for professional mental health counseling or therapy."

However, as advertised on their current homepage (www.mycybershrink.com), the public can "Get online therapy from our unique professional community. Whether you want to schedule an online session or learn more about online therapy, mycybershrink.com offers a viable solution."

- Commission VII questions the qualifications and the training of professionals who are a part of the professional community on mycybershrink.com to competently provide online counseling and psychological services based on ethical principles of boundaries of competence.
- Commission VII is concerned with the methods used to "recruit" clients into online therapy by mycybershrink.com that may be in questionable compliance with the ethical standards of advertising and recruitment of clients.
- Commission VII questions the methods utilized by mycybershrink.com to assess the mental status of potential clients. These methods are not clearly available on the present homepage and may be in questionable compliance with the ethical standards concerning reliable and ethical assessment of clients.
- Commission VII is concerned with how therapy relationship is defined and structured by participants of the professional community of mycybershrink.com with potential clients and may be in questionable compliance with ethical standards of defining the nature and results of psychological services.
- Commission VII questions the degree to which client information is secure and confidential given the interactive nature of the services provided and that these services may be in questionable compliance with ethical standards of securing information via

appropriate encryption and security methods.

- Commission VII is concerned with the way in which records are maintained and the procedures that are implemented to ensure the safety and confidentiality of client information acquired through mycybershrink.com and may be in questionable compliance with ethical standards of archival procedures of electronic records and communications.

In sum, Commission VII expresses serious reservations with the services provided by *mycybershrink.com* that are aimed specifically towards college students. The concerns presented here are not necessarily conclusive or exhaustive, but represent the Commission's initial response to the practice of counseling and psychological services offered by internet sites that advertise online counseling and psychological services. We hope that these concerns will be addressed by the operators and owners of *mycybershrink.com* and we welcome further dialogue on these issues and concerns.