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CCAPS Newsletter

February 2006

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From the Editors

CCAPS Newsletter
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Welcome to the 2006 pre-convention CCAPS newsletter. Just a few more weeks until the convention, which will take place from March 18-26 in Indianapolis. Although the early bird deadline has passed, it's never too late to register. When planning your time in Indianapolis, be sure to check out the list of the CCAPS-related programs in this issue of the newsletter.

Our feature article focuses on the use of technology in Counseling Centers. Thank you to David Gilles-Thomas of the University at Buffalo Counseling Services for his informative look at current and future innovations that reflect our work as counseling center professionals and the clients we serve.

As an added bonus in this issue we have a book review written by Nancy Rolfsrud of Minnesota State University Counseling Center. The book she has focused on is Forgive for Good by Dr. Frederic Luskin, an intriguing look at the role of forgiveness in emotional well-being.

We on the newsletter committee would like to extend our gratitude to Stacey Pearson for her remarks from the CCAPS Chair and, more importantly, for her leadership over the past two years. It seems silly to thank her for only two years since she has been a leader in the Commission long before her tenure as chair and we are sure, she will continue for many years to come. We wish her all the best, and perhaps some much needed rest, after our time in Indianapolis.

Once again, the website committee has come through by uploading the newsletter to the website. As you can see, the newsletter has an updated look and we are thrilled with the addition of the CCAPS logo.

Finally, we, the outgoing newsletter committee, would like to express how much we have enjoyed bringing the CCAPS news to you over the past 3 years. Thank you to everyone who has lent their voice and we look forward to reading and contributing to future issues.

See you in Indianapolis!

Kenya Thompson-Leonardelli , Ph.D.
Toronto, Ontario, Canada

Cynthia A. Cook, Ph.D.
University of Houston - Clear Lake

Andrea Greenwood, Ph.D.
University at Buffalo

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From the Chair

CCAPS Newsletter
February 2006

WOW! It is hard to believe that it has been two years since I began my tenure as chair for the Commission. As I reflect on the last two years, I am excited about the work that we have been able to accomplish, sad to be leaving the role and hopeful about the future. A few of the accomplishments for the commission for the past two years include: increasing the number of members who attended our networking luncheon, expanding our CEU program to include social workers, continuing to honor the work of our colleagues by adding to our awards programs, reaching out to our colleagues in the local universities near convention sites, adding an edition to our newsletter, expanding our liaison relationships to include both NASPA and ACCCS and increasing our visibility within the Association at large. Lastly, I am excited by the work of the Strategic Plan Task Force - for the way they were able to help us set ambitious goals and come up with innovative programs.

In particular, this year we will feature a special theme track concerning suicide assessment, treatment and prevention. The track will highlight a three hour workshop that will look at some of the current research and methods in the field. In addition to this program, the theme track will also feature a one hour roundtable discussion time, and a program on multi-dimensional assessment of at-risk students. These programs provide our members the opportunity to go in depth around a topic that has generated a significant amount of attention in the past year.

I am also excited about the ways in which we have encouraged our members to converse more openly with each other, including a membership awards reception, a networking lunch and a newly added luncheon for counseling center directors, which will be held on Tuesday of the convention. My wish for the commission is that it will become an even higher priority for all members, and that we will continue to build on our strength of being a multidisciplinary, multigenerational, multicultural group. I am also hopeful about the leadership of Jonathan Kandell and his ability to take us to the next place as a commission.

I am so grateful for the opportunity I have had to serve each of you and the field of college mental health. Our work is vital to the success of the students we serve and the world they will impact. I also want to say thanks to our outgoing directorate members: Jodi Caldwell, Cindy Cook, Chanda Corbett, Mary Beth Javorek, Liz Snider, and Kenya Thompson-Leonardelli and all of the members of the directorate body that I have had the pleasure of serving with over the years. It has been an honor.

Sincerely,

Stacey M. Pearson
Chair, Commission for Counseling and Psychological Services
University of Michigan

ACPA Commission

2006 ACPA Convention Program Offerings

Commission for Counseling and Psychological Services

—CE programs listed are approved for APA CE credit; NASW CE credit is pending—

The CCAPS 2006 program theme-track: For the first time, CCAPS is offering a theme-track across three programs. The theme-track is designed to provide an in-depth experience with a particular issue facing college and university mental health professionals. This year's theme-track is suicide assessment, treatment, and prevention. Programs are offered on this theme-track in three modalities: the longer Sunday afternoon CE program (with a one-hour follow-up on Monday), one regular convention program on Monday, and a follow-up roundtable discussion opportunity on Tuesday. These programs are marked with an asterisk (*) below.

You can also view the schedule for CCAPS Meetings, Socials, etc by clicking [here](#).

Sponsored/Co-Sponsored Programs and Roundtables

[?] [Download Schedule](#)

SUNDAY, MARCH 19, 2006

Suicide Assessment, Prevention, and Intervention: Three Cutting Edge Programs [3097] *
Part I: 3 CE credits
Presenters: Paul Joffe, Ph.D., University of Illinois-Urbana-Champaign
                      Kerry Hope, Ph.D., Texas A &M University
                      Joanna Locke, M.P.H, M.D., The Jed Foundation
Sponsor: Commission for Counseling and Psychological Services
Date/Time: Sunday, 3/19/06, 02:00 - 05:00 PM
Building/Room: Westin—Grand II
Program Abstract: Over the past several years college student suicide has received a great deal of attention in the media, literature, and on our campuses.   In addition, the Surgeon General's national strategy for suicide prevention recommends that mental health workers make efforts to close the gap between training and skills regarding the assessment and treatment of suicidal students. This workshop will examine the latest in programming and treatment, to help prevent, treat, and assess suicidal ideation. Three cutting edges programs will be presented that examine treating at risk students, empowering your campus community to serve as partners to prevent suicide, and developing an institutional protocol for helping the acutely distressed or suicidal college students.

MONDAY, MARCH 20, 2006

CCAPS Roundtable: First Generation Students [2346]
No CE credit
Facilitator: Joy Lane, Ph.D., Morgan State University
Sponsor: Commission for Counseling and Psychological Services
Date/Time: Monday, 3/20/06 07:30 AM - 08:30 AM
Building/Room: Marriott – Atlanta
Program Abstract: Counseling first-generation students presents unique challenges as these students are often

unaware of how colleges and universities work, and may be facing particular family and personal issues. Please join this discussion of how to best serve these students in the counseling realm.

CCAPS Roundtable: Training [2694]
No CE credit
Facilitator: Jodi Caldwell, Ph.D., Georgia Southern University
Sponsor: Commission for Counseling and Psychological Services
Date/Time: Monday, 3/20/06 07:30 AM - 08:30 AM
Building/Room: Westin – Cabinet
Program Abstract: Please join this open and interactive discussion on clinical training in university counseling centers. Participants are invited to share current challenges, questions, and innovations related to practicum and internship training.

Creating Social Justice for Women with Disabilities [2804]
1 CE credit
Presenter: Barbara J. Palombi, Ph.D., Grand Valley State University
Co-Sponsor: Standing Committee on Disability
Date/Time: Monday, 3/20/06, 8:45 AM - 10:00 AM
Building/Room: Convention Center - Room 113
Program Abstract: This presentation will explore the unique experiences of women with disabilities and the societal manifestations of social oppression. As part of this program the presenter will discuss how the lack of social justice affects women with disabilities on the college campus. The presenter will also address how attitudes toward women with disabilities help to maintain their experience of social oppression. The presenter will introduce a community model which will outline how these issues may be addressed on the college campus.

Innovations in College Counseling 2005-2006 [2252]
1 CE credit
Presenter: Jonathan Kandell, Ph.D., University of Maryland
Sponsor: Commission for Counseling and Psychological Services
Date/Time: Monday, 3/20/06, 11:45 AM - 1:00 PM
Building/Room: Convention Center - Room 116
Program Abstract: Since 1964 this program, started by Tom Magoon and coordinated by the University of Maryland Counseling Center, has been a part of all but three ACPA Conventions. The content is selected from novel and innovative practices submitted to the Annual Counseling Center Directors' Data Bank Survey. Approximately 10-12 innovative ideas are presented by center directors during the program, covering a wide range of practices. Targets for these innovative ideas include students, staff, and faculty.

The New Millennium: Biracial and Multiracial Students on College Campuses [2637]
1 CE credit
Presenters: Todd D. Sevig, Ph.D., & Felicia A, Brabec, Psy.D., M.S.W., University of Michigan
Sponsor: Commission for Counseling and Psychological Services
Date/Time: Monday, 3/20/06, 1:15 PM - 2:30 PM
Building/Room: Convention Center - Room 108
Program Abstract: The number of biracial and multiracial individuals is increasing on our college campuses. We have an opportunity to develop awareness and respond to the unique strengths and needs of the biracial/multiracial population. This presentation will discuss relevant literature and results of a survey addressing the mental health history and current coping and distress of bi-/multiracial individuals. Additionally, strengths and needs of the clinical population, as well as, implications for student affairs, including counseling centers and clinical work, will be discussed.

Embracing Multiculturalism in Counseling Services: Conducting a Cultural Audit [2411]
No CE credit
Presenters: Kimberly A. Hays, Ph.D., & Richard T. Scott, M.A., Illinois State University
Co-Sponsor: Standing Committee for Multicultural Affairs
Date/Time: Monday, 3/20/06, 2:45 PM - 4:00 PM

Building/Room: Convention Center - Room 114
Program Abstract: An organizational assessment of cultural issues was attempted by a team of counseling center staff to identify strengths and growth areas for organizational development. Goals included enhancing awareness of staff, increasing cultural sensitivity of counseling center practices, developing priorities for future programs, and building a greater sense of cohesion and commitment to the process of valuing diversity. This program overviews our project and will facilitate discussion regarding challenges and rewards of organizational development in multicultural issues.

[Assessing for Self-Harm: A Multidimensional Competency](#) [2270] *
1 CE credit
Presenter: Wayne D. Griffin, Ph.D., D.Min., University of Florida
Sponsor: Commission for Counseling and Psychological Services
Date/Time: Monday, 3/20/06, 4:15 PM - 5:30 PM
Building/Room: Convention Center - Room 116
Program Abstract: This workshop introduces participants to a model for lethality (suicide) assessment based on multidimensional perspectives. It is specifically designed to address the dynamics involved when campus mental health providers engage in lethality assessment in an out-of-office environment during crisis. Content includes a conceptual framework based on the works of James and Gilliland (2000), Hoff (1995) and Lazarus (1997). Additional factors related to the campus community including legal and ethical concerns will be discussed. A case study will be presented.

CCAPS Roundtable: Small College Issues [2668]
No CE credit
Facilitator: Mary Beth Javorek, Ph.D., John Carroll University
Sponsor: Commission for Counseling and Psychological Services
Date/Time: Monday, 3/20/06 05:30 PM - 06:30 PM
Building/Room: Westin – Cabinet
Program Abstract: Counseling center professionals at small colleges and universities face unique challenges in providing mental health services to their campus communities. Concerns over dual role relationships, limited resources, and professional isolation are a few of the topics that will be addressed in this discussion. In addition, this roundtable offers opportunities for professionals to share strategies and resources for improving counseling center services and to network with colleagues from similar settings.

Suicide Assessment, Prevention, and Intervention: Three Cutting Edge Programs [3098] *
Part II: 1 CE credit
Presenters: Paul Joffe, Ph.D., University of Illinois-Urbana-Champaign
Kerry Hope, Ph.D., Texas A &M University
Joanna Locke, M.P.H, M.D., The Jed Foundation
Sponsor: Commission for Counseling and Psychological Services
Date/Time: Monday, 3/20/06, 5:30 PM - 6:30 PM
Building/Room: Marriott - Santa Fe
Program Abstract: Over the past several years college student suicide has received a great deal of attention in the media, literature, and on our campuses. In addition, the Surgeon General's national strategy for suicide prevention recommends that mental health workers make efforts to close the gap between training and skills regarding the assessment and treatment of suicidal students. This workshop will examine the latest in programming and treatment, to help prevent, treat, and assess suicidal ideation. Three cutting edges programs will be presented that examine treating at risk students, empowering your campus community to serve as partners to prevent suicide, and developing an institutional protocol for helping the acutely distressed or suicidal college students.

TUESDAY, MARCH 21, 2006

CCAPS Roundtable: New Professionals [2700]
No CE credit

Facilitators: Jocelyn Buhain Ph.D., U of North Carolina Wilmington, Joy Lane, Ph.D., Morgan State University, & Thomas Berry, Ph.D., Utah State University
Sponsor: Commission for Counseling and Psychological Services
Date/Time: Tuesday, 3/21/06 07:30 AM - 08:30 AM
Building/Room: Westin - Cabinet
Program Abstract: Making the transition fro graduate student to new professional can be challenging. For counseling center professionals it can feel like a particularly quick change, as one may go from trainee to senior staff member in a matter of months. Please join other graduate students, interns, and new professionals in this sharing of ideas, advice, and support.

CCAPS Roundtable: Self-Care [2679]
No CE credit
Facilitators: Phyllis Weatherly, M.Ed., Southern Polytechnic State University & Chanda Corbett, Ph.D., University of New Hampshire
Sponsor: Commission for Counseling and Psychological Services
Date/Time: Tuesday, 3/21/06 07:30 AM - 08:30 AM
Building/Room: Westin - Chamber
Program Abstract: Self-care is imperative for clinicians. However, many clinicians struggle to balance self-care and the care for others. This roundtable will address multiple aspects of self-care and discuss ways in which clinicians can better care for themselves and for others. We will explore and discuss definitions of self-care, and share ways to meet emotional, mental, physical, social, spiritual and vocational needs. The importance of addressing and modeling self-care in training and supervision will also be discussed.

Using Web-Based Interventions to Supplement Counseling Center Services [2588]
1 CE credit
Presenters: Wendy Wolfe, Ph.D., & Prentiss Price, Ph.D., Georgia Southern University
Sponsor: Commission for Counseling and Psychological Services
Date/Time: Tuesday, 3/21/06, 8:45 AM - 10:00 AM
Building/Room: Convention Center - Room 109
Program Abstract: One option for meeting increasing campus needs with limited resources is to use technology to supplement more traditional counseling services. Providing some services via the internet is a means of capitalizing on a communication/information resource most students find to be familiar and readily accessible. This presentation will discuss our center's use of online workshops, relaxation exercises, screening tools, and psychoeducation to supplement our outreach and counseling services. Research data also will be reviewed to highlight the efficacy of the interventions.

CCAPS Roundtable: Mid/Senior Level Professional Development [2712]
No CE credit
Facilitator: Jodi Caldwell, Ph.D., Georgia Southern University
Sponsor: Commission for Counseling and Psychological Services
Date/Time: Tuesday, 3/21/06 05:30 PM - 06:30 PM
Building/Room: Marriott – Texas
Program Abstract: This roundtable will address the professional development of counseling and psychological service providers in higher education. Participants will discuss concerns related to current trends in continuing education and professional certification, growth factors and budgetary restraints on service delivery, and sources of stress that influence burnout and secondary stress. Participants will also discuss ideas for understanding development and transitions over the course of their work life and the importance of support, mentoring and peer interaction in sustaining personal and professional vitality.

CCAPS Roundtable: Suicide Assessment, Prevention, and Intervention [2900] *
No CE credit
Facilitator: Sherry Lynch Conrad, Ph.D., Virginia Tech
Sponsor: Commission for Counseling and Psychological Services
Date/Time: Tuesday, 3/21/06 05:30 PM - 06:30 PM
Building/Room: Westin - Senate III
Program Abstract: Students at risk of suicide raise the concerns of counseling center staff, parents, peer students, and university staff and administrators. Please join this discussion to share strategies used at your university to

assess, prevent, and intervene with suicidal students.

WEDNESDAY, MARCH 22, 2006

CCAPS Roundtable: Outreach Services [2714]
No CE credit
Facilitators: Stacey Moore, Ph.D., University of Akron & Thomas Berry, Ph.D., Utah State University
Sponsor: Commission for Counseling and Psychological Services
Date/Time: Wednesday, 3/22/06 07:30 AM - 08:30 AM
Building/Room: Marriott - Boston
Program Abstract: Outreach programming on college campuses in an integral function of counseling centers across the country. These programs serve a variety of functions—increasing awareness of psychological and wellness issues on campus, prevention of future problems in these areas, and marketing and raising awareness of counseling resources on campus. This roundtable discussion will allow participants to discuss current issues in outreach programming as well as an opportunity to share programs and strategies that have been particularly effective on their campuses.

CCAPS Meetings, Socials, etc.

Commission for Counseling and Psychological Services

A Division of the American College Personnel Association

ACPA ⊕ CCAPS

2006 ACPA Convention

Saturday, March 18

6:00 PM-8:00 PM
Directorate Meeting
Westin State Room

Sunday, March 19

8-9:30
All Directorate Breakfast
Westin-Grand V

10:00 AM-11:00 AM
Directorate Meeting II
Convention Center – Room 203

11:00 AM-12:00 PM
Membership Welcome
Convention Center – Room 202

12:00 PM-12:15 PM
Networking Luncheon
Marriott – Front entrance by water cooler

Tuesday, March 21

12:00 PM-12:15 PM
Directors Luncheon
Westin – front entrance by Bell Captain's Desk

3:00 PM-4:00 PM
Directorate Meeting III
Marriott – Atlanta

4:00 PM-5:00 PM
Membership Meeting
Convention Center – Room 144

7:30 PM-9:00 PM
Social/Awards Reception
Marriott – Illinois

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Book Review
Nancy S. Rolfsrud, M.A., L.P.
Counseling Center, Minnesota State University

FORGIVE FOR GOOD: A Proven Prescription for Health and Happiness by Frederic Luskin, Ph.D., (2002; HarperCollins Publishers, Inc., New York, NY; ISBN 0-06-251721-X).

Life is messy, and life is not fair. Life disappoints us, and people in our lives hurt us. Some of these disappointments and hurts are trivial (a friend cancelling a movie date) and some are significant (a parent being chronically neglectful or a business partner cheating us). Some individuals have made peace with the fact that life is unfair and are able to quickly bounce back from being disappointed or hurt, but others have not learned these skills. Dr. Frederic Luskin's book, Forgive for Good, teaches these skills. Dr. Luskin has a Ph.D. in counseling and health psychology and is the cofounder and director of the Stanford University Forgiveness Project, an interpersonal forgiveness training research study.

The following four questions are asked in the first chapter of Forgive for Good: "Do you think about a painful situation more than you think about the things in your life that are good?" "When you think about this painful situation, do you become either physically uncomfortable or emotionally upset?" "When you think about this situation, do you do so with the same old repetitive thoughts?" "Do you find yourself telling the story about what happened over and over in your mind?" Dr. Luskin reports that it is likely that we have formed a grievance if we answer yes to any one of these questions.

According to Dr. Luskin, a grievance emerges when something happens in our lives that we did not want to happen, and we cope with it by thinking about it too much. Emphasis is placed throughout the book on the following three-step process needed to form a grievance: taking something too personally (which causes us to "rent too much space in our mind" to our disappointment); blaming the offender for how we feel (which takes away our power); and creating a grievance story. Each of these three steps is explained thoroughly with many examples of each step.

Dr. Luskin then asks the following important question: "What is it that causes some situations and not others to become grievances?" This question is answered by describing the mistake made by those who form grievances. This simple mistake is that those who have grievances try to enforce rules which are not enforceable. An unenforceable rule is an expectation we have for other people or for the world that we do not have the power to make happen. Examples of such rules are: people should be kind; hard work and loyalty to a company will be rewarded; a spouse must be faithful; a business partner has to be honest; colleagues should be punctual; a friend must always be available at times of need; and a parent needs to treat all siblings equally. Unenforceable rules can also be as trivial as: the weather should always be wonderful during a vacation; people should always have twelve or less items in the express lane; and adolescents should keep their rooms clean. We can certainly state our expectations and boundaries and make choices about our relationships based on others' responses to our expectations and boundaries; however, we have no control over whether other people have our same expectations or whether they abide by the boundaries we set. When we try to change things which cannot be changed or try to influence people who do not want to be influenced, we cause our own distress.

This distress has significant consequences. Grievances take a heavy physical and mental toll. Dr. Luskin tells us that each and every time we think of our grievance, our body reacts in the same primitive way by releasing stress chemicals. These chemicals cause our heart to speed up, our blood pressure to rise, our

liver to drop cholesterol into our bloodstream, our digestion to stop, our muscles to tense, our breathing to become more shallow, our senses to heighten, and our brain's electrical activity and its blood flow to go to the more primitive parts of our brain in order to cope with the problem at hand. Because our body does not know whether our upset occurred now or twenty years ago or whether we are thinking about our upset for the first time or the 600th time, our body reacts the same way every time.

We cannot change the past nor can we control others; however, we can control the way we feel in the present. Dr. Luskin defines this concept as forgiveness -- that is, forgiveness is the experience of peace that comes from understanding that we are responsible for how we feel in the present moment. Dr. Luskin emphasizes that forgiveness is not forgetting what happened to us, ignoring problems, denying that people hurt us, excusing poor behavior, repairing what occurred, or reconciling with the offender. He states that we can forgive and choose to return to the relationship or we can forgive and choose to never speak to that person ever again. Forgiveness is a choice we make that is only for us - it is not for the offender. Realizing that how we feel in the present is more important than holding onto a grievance from the past gives us the opportunity to regain power over our lives.

How do we control how we feel in the present? What we focus on in our minds affects how we feel, and we have control over that focus. Dr. Luskin likens our mind to a television screen. He encourages us not to focus on our grievances on this screen but to instead change the channel to something we can control - something which is positive and constructive. He teaches us cognitive-behavioral techniques to change the channel on our screen.

Dr. Luskin summarizes his nine-step program of forgiveness in the last chapter of his book. The following list is a paraphrased form of that summary:

1. Know exactly how you feel about what happened, be able to articulate what about the situation is not okay, and tell only a couple of trusted people about your experience.
2. Make a commitment to yourself to do whatever you need to do to feel better. Forgiveness is for you only - not anyone else.
3. Understand your goal . . . your goal is peace.
4. Get the correct perspective on what is actually happening -- your primary distress is coming from what you are suffering now, not what upset you two minutes ago or ten years ago.
5. At the moment you feel upset, practice the Positive Emotion Refocusing Technique (PERT) to soothe and refocus. (PERT is a simple cognitive-behavioral technique in chapter nine which includes relaxation training. Variations of this technique are offered, also.)
6. Give up expectations of others and of life over which you have no control.
7. Shift your energy away from that which has hurt you and towards getting your positive goals met.
8. Focus on the positives around you.
9. Amend your grievance story into a story of forgiveness.

In summary, Forgive for Good offers a secular, practical, wise, and step-by-step approach to forgiveness. Because the book is filled with wisdom and life experience, it is helpful to read the book slowly in order to fully absorb the wisdom and to integrate the book's concepts into one's life. I cannot recommend this book highly enough. It is book that is well worth reading.

Nancy S. Rolfsrud, M.A., L.P., Counselor, Counseling Center, CSU 245, Minnesota State University, Mankato, MN 56001. Phone: 507.389.1455; E-mail

Counseling Centers and Technology
David L. Gilles-Thomas, PhD
Counseling Services, University at Buffalo

CCAPS Newsletter
February 2006

Students today can't prepare bark to calculate their problems. They depend upon their slates which are more expensive. What will they do when the slate is dropped and it breaks? They will be unable to write!
(Teacher's Conference, 1703)

In this article I will attempt to address the topic of technology, broadly defined, and how it fits into the work we do in our college and university counseling centers. While drafting this article I decided to approach it as an opportunity to raise some topics that I have been thinking about, rather than make an attempt to develop an exhaustive review of this field. So, let me first begin with some caveats:

- This is a hodgepodge of reflections, I'll be the first to admit.

- I am not going to attempt a balanced presentation of the pros and cons of technology. I wore rose-colored glasses when I wrote this.

- I will focus on possibilities and maybe even a few predictions if you will allow me.

- I will forget to mention important things.

Initially I had thought about writing this using the voice recognition system on my office computer, thereby illustrating the use of technology, but I couldn't get it to work well enough to make it worth the effort. So there is your first lesson regarding technology: lots of promise; doesn't always work the way you hoped. On the other hand, I did write this article using a computer running the latest word processing software. So, the other lesson is, sometimes it works wonderfully.

History

Technology is not new in the work we do.

The Beginning:

- Audio: Carl Rogers, Fritz Perls, B.F. Skinner...used to record sessions with students
- Video: Rogers, Perls, Skinner, Satir...used to film demonstrations of therapeutic techniques
- Microcomputers: Began in the 1980s
  - Santa Clara California, County Office of Education, began publishing annual directory of counseling software
  - 1989, the first Counseling Software Festival in Boston, Mass.
- Use of Networks: Caught on during mid-1990s
  (from: James E. Merryman, Counseling and Technology)

The frequency with which we use technology and the variety of ways we use it has, however, increased exponentially over the past two decades.

What do your clients know?

Do you assess internet and other technology use with your clients? Our clients are very tech savvy, and this can have a direct impact on their lives as well as their experience of counseling.   For example, they have access via the internet to information about mental health diagnoses, treatment approaches and protocols, research, and even information about *you.* This is access to a breadth and depth of information unimaginable a few years ago. This is also information that is easily available, and that has no guarantee of accuracy. Without bringing into our interactions with clients discussions about the information they are accessing and believing in, we may be missing a significant factor impacting (interfering with?) the work we do.   And then there are the newly developing social technologies, such as the cell phone, instant messaging, and websites such as facebook.com. College students spend increasing amounts of time with these technologies; these technologies are becoming integral parts of their social world; but to what extent are we aware in our clinical work of the impact these technologies are having on our clients?   CNN.com has an interesting article on how technology is changing people's lives.

What do you believe?

I have noticed among clinicians a subtle (sometimes not so subtle) bias that these technologies, by definition, are incompatible, or at least interfere, with truly healthy social relationships, personal development, and overall mental health. Interestingly, most of the students I meet with express the entirely opposite view.   As clinicians, what do we truly know about these technologies, versus what are we assuming? A recent and very interesting study conducted by the Pew Charitable Trusts (2006) suggests our students may be the ones who are right: "The internet helps maintain people's social networks, and connects them to members of their social network when they need help." The text of the entire study is available here. Concern about technology's impact on our lives is certainly not new. Nor is the fact that such concerns are often more emotional than warranted. In the 1880's, when the telephone was in its early days of development, concerns were common about its widespread use. Here are some of the concerns that were raised. They sound familiar:

- Modern inventions such as the telephone could harm character and health.
- The telephone might break up home life and destroy the old practice of visiting friends.
- The phone was considered an intrusion in people's lives.
- The phone was a threat to young people's morals.
- People of the time couldn't imagine communications not being visual.
    (Source: Luker, 2000)

Web design

In the early days of counseling center web design everything was coded by hand, and done between appointments and when a client no-showed. Things are a lot more complex today when it comes to web page design. Thankfully there now exist relatively easy-to-use web authoring software to make web design more akin to word processing than to learning a foreign language.

It is really no longer an option whether or not a counseling center is going to have a web site, it is only a matter of when. Students expect it. Parents expect it.   Interns expect it. And our colleagues and administrators expect it.   A place to start exploring the issues of counseling center web design can be found at the Counseling Center Village. There is also a listserv that provides a forum for discussion about counseling center web resources: SCC-Web.

Interconnection

I have long been interested in the use of technology in the world of mental health, and, in particular, of finding ways to more effectively collaborate as professionals. Some of my early thoughts about this can be found on the web in an article I wrote in 1999. What particularly motivated me in those earlier years was finding ways to capitalize on the internet so that we could more effectively share our resources and collective wisdom, and reduce the duplicated efforts we so often engaged in.   Several important internet projects emerged during the 90's, such as the Virtual Pamphlet Collection, the Counseling Center Directory, and the Counseling Center Village. These resources, and others, have connected the counseling center world in ways not possible a few years prior.

Insularity

Although the internet landscape has changed dramatically since the 90's, it is still interesting that about one third of the centers listed in the Counseling Center Directory website remain isolated, providing no links to other resources at other schools or elsewhere on the internet.

Electronic Data Collection

I see this as one of the fastest developing technologies in counseling centers over the next few years. We will increasingly reconsider the traditional paper-and-pencil assessment formats, and consider new technologies and products. A lot of this change is already occurring:

- Scheduling and Electronic record keeping: Here's a 2005 survey of CC directors listing the software (if any) their center uses. Of the 179 centers represented in this survey, approximately three fourths are using some form of electronic scheduling, and about one half are using electronic record keeping.
- National mental health screenings: Screening for Mental Health, Inc.
- Web based satisfaction surveys. For example, Penn State provides an anonymous and encrypted survey for their center.
- On-line assessments / Web-based paperwork. While most Centers still conduct their assessments in the office, and often still with paper and pencil, there is a growing trend to use web-based assessments or make paperwork forms available for download.   Some counseling center examples: Abilene Christian University, Appalachian State University, California Polytechnic State University: San Luis Obispo.
- In-house Electronic Intake paperwork: There is a growing trend to have Intake paperwork conducted in the waiting room on computer workstations. A variation on this theme is to use a PDA or laptop/tablet PC provided to the client when s/he arrives for an intake, and handed back to the front desk so the data can be uploaded to the desktop computer for analysis and integration with the desktop client management software.
- The OQ45 outcome assessment inventory is an example of a traditionally paper-and-pencil format being translated to electronic forms. For example, a Palm OS PDA can be used to administer and score the OQ45. Counseling Centers have used this with "great results and good outcome data." (National Survey of Counseling Center Directors, 2001). See also this document at Texas A&M for an example.
- Portable assessment: Web-based and in-office electronic instruments offer many advantages, but some clinicians are turning to PDAs for more immediate real-time assessments: A client can carry a PDA during the week and record emotions or other variables of interest *as they occur*. The PDA can then be returned to the clinician to upload the data to a desktop computer. Here are some examples.
- To simplify and expedite client check-in, some centers have employed systems that automatically process a student's ID card that s/he swipes through a card reader. (e.g., Medicat is one such software product that provides this functionality).

Clinical Applications

- Online therapy: I suppose the technology development many of us are still the most concerned about (effectiveness, ethics, licensing, risk management, liability) yet also cautiously intrigued by is the idea of online therapy. This is a small term for a large and still ill-defined technology.   A good place to start with understanding online therapy is the International Society for Mental Health Online. I've also tried to collect some information about online therapy on one of my own webpages.   As technology develops, so too will the sophistication (and acceptance) of online therapy, whatever that ends up meaning.
- Adjunct services: Here there are many possibilities, usually easier to embrace by those of us raised before the world wide web burst on the scene. These approaches would not replace face-to-face therapy, but would assist it. Examples are the uses of technology in eating disorders treatment, smoking cessation, and obesity treatment (click here for examples). At the end of this article you will find a list of books that will explore this area in much greater depth.
- Examples of other areas where technology is only beginning to be tapped:
    - Disability services
    - Reaching underserved populations
    - Virtual Pamphlets
    - Web-based suicide education/prevention/intervention: e.g., Ulifeline
    - The use of campus radio and TV stations
    - Online Q/A forums

Staff Resources, Office Management, & Training

- PDA's allow clinicians to carry with them Drug databases, Treatment Manuals, DSM diagnostic criteria, Client databases, and Schedules synced with desktop.
- Digital video recording can enhance supervision and treatment. Example at Penn State.
- Use of in-house "intranets" for staff to share confidential materials via their web browser (documents, forms, help files, manuals, reports, links)

Improving how we inform the campus community of local referrals by creating a web-based Private Practice Database that our local community could use and clinicians can refer to.

- Training can be enhanced in many ways with technology. See the Counseling Center Village Training section.
- Synchronizing scheduling software with MS Outlook and with PDA's. Several software packages do this: e.g., Meeting Maker (now known as PeopleCube). Titanium is working on this and is in beta testing.
- Wireless networks allow access to electronic data when we are away from our desktop computers.

Staying up to date

In addition to the suggested readings at the end of this article, here are few websites that should be useful in staying up to date with technology in the world of counseling.

- Counseling Center Village Research Section
- Center for the Study of College Student Mental Health (CSCSMH)
- International Society for Mental Health Online (ISMHO)
- Telemedicine websites:
  - Association of Telehealth Service Providers
  - The American Telemedicine Association
- 2006 Center for the Study of College Student Mental Health Conference
- Journal of Technology in Counseling

- The Research Consortium of Counseling and Psychological Services in Higher Education

Just as we begin becoming comfortable with these new technologies, they will undoubtedly evolve and transform further. True "technological convergence" seems likely to be just around the corner, and then we'll have some more learning to do, as well as new opportunities. It should be fun.

FURTHER READING

Web links:

Ainsworth, M. (no date). *E-Therapy: History and Survey.*
http://www.metanoia.org/imhs/history.htm

Benderly, B.L. (2005). The Promise of e-Therapy. *Scientific American Mind*, December, 2005. http://www.sciammind.com/article.cfm?articleID=00037A7F-71C0-136B-B1C083414B7F0101

Dingfelder, S.F. (2005). I/O psychologists get wired, *APA Monitor*, Vol 36 (7). http://www.apa.org/monitor/julaug05/wired.html

Gilles-Thomas, D.L. (2005). *Basic Issues For Counseling Center Web Design.* http://ccvillage.buffalo.edu/Village/Assist/assist.html

Greene, R.T.; Lawson, G.; Getz, H. (2005). The Impact of the Internet: Implications for Mental Health Counselors, *Journal of Technology in Counseling*, Vol 4 (1). http://jtc.colstate.edu/Vol4_1/Lawson/Lawson.htm

Hall, E.M. (2005). Technology in Counselor Training: An innovative Website for Building Case Conceptualization Skills, *Journal of Technology in Counseling* Vol 4 (1)*.* http://jtc.colstate.edu/Vol4_1/Hall/Hall.htm

Horrigan, J.; Boase, J.; Rainie, L.; Wellman, B. (January 2006). *The Strength of Internet Ties: The internet and email aid users in maintaining their social networks and provide pathways to help when people face big decisions.* Washington, D.C.: Pew Internet & American Life Project. http://www.pewinternet.org/PPF/r/172/report_display.asp

Maddux, C.D.; Torees-Rivera, E.; Smaby, M.; & Cummings, R. (2005). Revisiting Style and Design Elements of Word Wide Web Pages: Dealing with Multicultural Counseling. *Journal of Technology in Counseling,* Vol 4 (1). http://jtc.colstate.edu/Vol4_1/Maddux/Maddux.htm

Rahim, A. & Spivak, F. (no date). *Personal Digital Assistants: Which One is Right for Me?* American College of Physicians. http://www.acponline.org/counseling/which_pda.htm

Books:

Bloom, J.W. & Walz, G.R. (eds). (2000). *Cybercounseling and Cyberlearning: Strategies and Resources for the Millennium*. Alexandria, VA: American Counseling Association

Fink, J. (1999). *How to Use Computers and Cyberspace in the Clinical Practice of Psychotherapy*. Lanham, MD: Jason Aronson

Goss, R. & Anthony, K. (eds) (2003). *Technology in Counselling and Psychotherapy : A Practitioner's Guide*. New York, NY: Palgrave Macmillan

Hsiung, R.C. (2002). *E-Therapy: Case Studies, Guiding Principles, and the Clinical Potential of the Internet* . New York, N.Y : W. W. Norton & Company

Kraus, R.; Zack, J.; Stricker, G. (2003). *Online Counseling: A Handbook for Mental Health Professionals*. Burlington, MA: Academic Press

Maheu, M.M.; Pulier, M.L.; Wilhelm, F.H.; McMenamin, J.P.; Brown-Connonlly, N.E. (2004). *The Mental Health Professional and the New Technologies: A Handbook for Practice Today*. Mahwah, NJ: Lawrence Erlbaum Associates

Maheu, M.M.; Whitten, P.; Allen, A. (2001). *E-Health, Telehealth, and Telemedicine : A Guide to Startup and Success*. New York, NY: Jossey-Bass.

Special thanks to Ben Locke and Bob Hsiung for their thoughts on this topic.

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