



# Commission for Counseling and Psychological Services

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## CCAPS Newsletter

February 2007



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## From the Editors

CCAPS Newsletter  
February 2007

### Letter from the Editors

Welcome to the early Spring 2007 edition of the CCAPS Newsletter. As the 2007 Joint Meeting of ACPA and NASPA in Orlando approaches, we grow increasingly excited about the chance to share experiences with colleagues, hear new ideas, and celebrate the work we do. Therefore, this newsletter will draw attention to events of the upcoming joint meeting and all it has to offer, and we hope it will help increase your anticipation and excitement about this year's conference. If you haven't yet decided to make the trip to Orlando, it's not too late! We'll even throw in some tips for fun events in the area (do you hear Disney?).

This newsletter includes a schedule of joint meeting programs that are either sponsored by or related to the interests of the Commission for Counseling and Psychological Services. We're excited to welcome as our guest, Dr. Mark Freeman, who will be sharing his expertise on using dream interpretation in counseling during the Sunday afternoon 3-hour continuing education program. The newsletter also includes some very important announcements about special events and opportunities to get involved and network with your colleagues. Take a look and make your convention plans early!

We have two excellent feature articles for this edition. The first is *Intimate Partner Abuse in Gay/Lesbian Relationships: Clinical Implications*, written by Amana Carvalho, Psy.D., who is a staff psychologist at University at Buffalo. We hope that this article will provide useful insights in our work with the gay and lesbian population. The second feature article is *Sport Psychology and Performance Enhancement for College Athletes*, written by Cathleen Connolly, M.S., who is currently a pre-doctoral intern at the Counseling Center at University of Central Florida. It is an excellent introduction to understanding the unique issues facing college athletes and performing artists, as well as common interventions and approaches to treatment we can use from this discipline.

Thank you to Jonathan Kandell for his *From the Chair* column, which includes information about the Orlando Joint Meeting and a welcome to join the Commission for Counseling and Psychological Services in service to our profession. Finally, we would like to thank David Gilles-Thomas and the webpage committee for formatting and uploading this newsletter.

See you in Orlando (not soon enough for those of us in the great white north!)

**Andrea Greenwood, Ph.D.**  
Counseling Services  
University at Buffalo



**Vivian Yamada, Psy.D.**  
Counseling Center  
University of Central Florida



**Jane Bost, Ph.D.**  
Counseling and Mental Health Center  
The University of Texas at Austin



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## From the Chair

CCAPS Newsletter  
February 2007



### From the Chair

As I sit looking out the window at the snow and (mostly) ice, my mind starts drifting off to warm, sunny Orlando! It's hard to believe that the ACPA/NASPA Joint Meeting is only a little more than a month away. I'm very much looking forward to seeing many of you at the Meeting, and we have a great schedule of events lined up. Check the rest of the newsletter for the listings of meetings and programs.

Everyone is warmly invited to join us during our Sunday activities (Open Meeting, Networking Lunch, CE Workshop) and for the Open Business Meeting and Social on Tuesday. You don't even need to be a member of CCAPS to take part (though we may try to recruit you!). At the Open Meeting we'll mix some fun with the information updates, and we'll be making our award presentations at the Social on Tuesday evening.

I also wanted to acknowledge the efforts of several people who've been working hard on convention activities. First off, many thanks to Laura Lyn and Sherry Lynch Conrad for overseeing the Program and Continuing Education committees, respectively. After a frustrating time at last year's convention, when we learned that we would only have three sponsored programs, it turns out that we were able to secure approximately 40 programs available for CE credits. That doesn't even count our 3-hour workshop on Sunday following the Networking Lunch. Thanks to Vivian Yamada for helping arrange our speaker for the CE Workshop, Dr. Mark Freeman, who will be offering what's likely to be a very interesting program on the use of dream interpretation in counseling. Also, much gratitude is owed to Stacey Jeanne Moore, our Membership Chair, for organizing a host of activities at the Meeting, including the Networking Lunch and the Showcase. And let's not forget Janis Booth and the Awards Committee.

I'm also anticipating the arrival of our new Chair-Elect, Chanda Corbett, and our new (and in some cases not so new!) Directorate members: Jill Barber, Melissa Bartsch, Leena Batra, Ben Locke, Matt Torres, Craig Woodsmall, and Shantee Foster (Grad Student Rep). Thanks to Sharon Mitchell and the Elections folks for helping provide us with a great incoming group. I look forward to working with all of you. For the incoming people, be thinking of how you want to involve yourself in the Commission. To be successful, we need everyone on board.

For those of you who will not be part of the Directorate for the coming year, we can use you, too. Your experience, your energy, your perspective, all of these can help the Commission prosper in the future. Our Webpage Committee is a great example of this. Sue Stock and David Gilles-Thomas have served as co-chairs of the committee despite neither having been a Directorate member for several years. In addition, Ryan Weatherford, a graduate student from Lehigh University, has joined the Webpage group recently to help out.

I'd also like to acknowledge the Past Chair, Stacey Pearson, for her guidance this year, helping keep me, for the most part, on track. In addition, particular thanks go to Andrea Greenwood, Jane Bost, and Vivian Yamada, the Newsletter crew, for continuing to put out a well-designed and useful publication, and to David Gilles-Thomas for posting it online. And speaking of David, a special thanks goes to him for greatly improving the design and functionality of the CCAPS website this past year. From one

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webmaster to another, nice job!

I hope that everyone's semester progresses well, and I hope to see you soon. Take care and stay warm!

~ *Jonathan Kandell*

Chair, Commission for Counseling and Psychological Services

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## Welcome to Orlando!

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Ahhhhh! Orlando: The City Beautiful. The Orlando-Kissimmee area has so much to offer that you can't possibly do it all while you're in town for the Joint meeting. Many people gravitate towards the most popular theme parks while they are here: Disney World and the Universal Studios parks. But there's much more available. We'll mention some of the others here in case there is something you'd rather do, but might not know about.



Downtown Disney and Universal's "City Walk" provide various shopping, dining, and nightlife options. For example, Cirque du Soleil has a nightly show in Downtown Disney. International Drive and Old Town Kissimmee are streets filled with similar entertainment options including Wonderworks and Ripley's Believe It Or Not Museum. Other local attractions include Sea World, Holy Land Experience, and Gatorland. And there seems to be a Dinner Show to meet almost any diner's genre preference: Arabian horse shows to Pirate's stories to Mysteries. Attractions which are a bit further away include Kennedy Space Center and Fantasy of Flight.

And for those of you who plan on soaking up some warmth to replenish yourself from harsh winter weather, there are various water parks and golfing options galore. For beach enthusiasts, Cocoa Beach (of I Dream of Genie) is approximately an hour away, while Daytona Beach is slightly further.

Some of the attractions events listed above require advance preparation/ticket purchase. While you are in town, pick up a copy of the Orlando Weekly, a local entertainment and event guide that will let you know about shows that are happening that week in many of the above locations and at other venues in the surrounding area.

Here are some websites that provide much more detail about the options above:

<http://www.orlandotouristinformationbureau.com/index.html>

<http://www.floridakiss.com/>

Most importantly, connect to old friends and have lots of fun while you are in Orlando...after all, it's home to the **"the happiest place on earth!"**

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## 2007 ACPA/NASPA Joint Meeting Announcements

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### 2007 ACPA/NASPA Joint Meeting: Save the Date!

Come join us in sunny Orlando, Florida for the 2007 ACPA/NASPA Joint Meeting from March 31 through April 4. This is a great way to exchange ideas, meet and network with other professionals across the nation. Looking forward to seeing you in Orlando!

### Each One Bring One Campaign

We want to remind you of our fantastic EACH ONE BRING ONE campaign. Each year, the Membership Committee encourages all CCAPS members to talk to their colleagues about ACPA and CCAPS and bring them to the national conference. The person who brings the most colleagues with them will get an AMAZING prize during the convention. Clearly, if we each attempt to bring another professional to convention, our CCAPS numbers will continue to grow strong! You can now sign-up on-line for [our new mentoring program](#).

### News about CCAPS at the Joint Meeting. Stay up to date!

We will keep you up-to-date with meeting schedules, CE Programs, and more, in the NEWS panel to the right. You can access this now to see what is in store, and also while at the Convention to plan your days.

#### NEWS:

[Showcase Give-Away!](#)

[CCAPS Meeting Schedule](#)

[CCAPS Continuing Education Programs](#)

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## College mental health email lists: Opportunities for connection and communication

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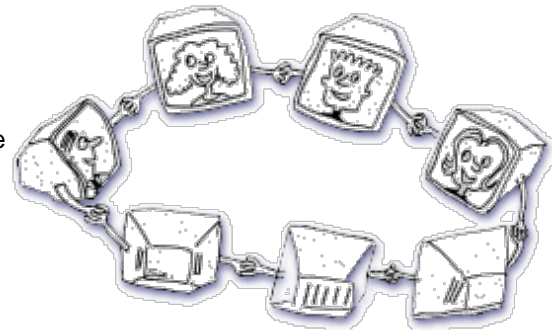
### Groupsinscc@lists.fsu.edu

Groupsinscc@lists.fsu.edu is a list server based discussion group for professionals and graduate students interested in developing group interventions in the college counseling center setting. This discussion group is co-facilitated by

- Anne M. Slocum McEneaney, Ph.D., Associate Director, Rutgers College Counseling Center, (732) 932-3966, Fax: (732) 932-3968, [Email](#).

and

- Joshua M. Gross, Ph.D., CGP, ABPP, Psychologist and Group Coordinator, Florida State University Student Counseling Center, (850) 644-8875, Fax (850) 644-3150, [Email](#).



and is administered through the Florida State University. Please contact Josh Gross who serves as list administrator if you have technical problems and/or questions regarding your subscription.

Anne and Josh have been talking over the past few years about the work of developing group interventions in the college counseling center and have received much feedback from others as to the importance of having a central discussion list dedicated to this work.

Groupsinscc@lists.fsu.edu is borne of this dialog and it is our goal to host an ongoing and useful discussion of all topics relating to the development, initiation, facilitation, education, training, co-facilitation, theory, research, and practice of group work in the college counseling center setting.

### Practicum Coordinators (PRACNET) listserv!

PRACNET is a listserv dedicated to the interests and needs of practicum training coordinators. It was established by Jeff E. Brooks-Harris, Ph.D., Psychologist and Coordinator of Training at the Counseling & Student Development Center at University of Hawaii at Manoa. You may reach him at [his email](#).

Some of the topics and/or projects of interest recently discussed include:

- Establishing Standards and Guidelines for Practicum Training: What kind of environment should be established to train practicum counselors at a university counseling center?
- Compiling Suggestions for Practicum Coordinators: A brief compilation of helpful hints on recruitment, selection, orientation, training, supervision, client assignment, evaluation, etc.
- Identifying Competencies for Practicum Trainees at UCC's: What learning outcomes should result from a UCC practicum experience?

To join, you will need a yahoo id. Go to the following website, and click on "join this group" in the upper

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right corner of the screen: <http://health.groups.yahoo.com/group/PRACNET/>

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**Program Development** listserv!

This group is composed of university counseling center professionals who are involved in the coordination of program development activities at their centers or who have some significant responsibility and/or involvement for program development at their counseling center. The purpose of such a group is to provide a forum to exchange ideas, promote discussion and generally improve the quality of programming at university counseling centers. This listserv has been active for about 6 years.

Please contact Jane Bost, Ph.D., Associate Director at University of Texas Counseling and Mental Health Center, at [her email address](#) to indicate your interest in joining this listserv. Please provide your university affiliation and share your particular interests in outreach and programming.

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## INTIMATE PARTNER ABUSE IN GAY / LESBIAN RELATIONSHIPS: CLINICAL IMPLICATIONS

CCAPS Newsletter  
February 2007



By Amana Carvalho, Psy.D.

*Amana Carvalho is a staff psychologist at the University at Buffalo Counseling Services. She earned her doctorate in Clinical Psychology in 2006 from the Virginia Consortium Program. Dr. Carvalho's research expertise and interests are in gay/lesbian issues. Her clinical interests are multicultural/diversity issues, eating disorders, identity development, and trauma. She is also interested in the use of psychological assessment in therapy.*

Intimate partner abuse (IPA) is a pervasive social problem in the United States. Male-to-female physical violence is perceived as the descriptive norm. Yet, there is growing evidence to suggest that IPA also occurs in gay male and lesbian (G/L) relationships. Male victimization in heterosexual relationships is receiving increasing attention as well. The reality of same-sex violence and female-to-male violence challenges gender-role socialization explanations for IPA. There is a need to move away from the notion of "gendered violence" in order to reconceptualize our understanding of IPA. The research is mixed as to whether physical abuse occurs at the same frequency in G/L and heterosexual dyads. A case has been made for comparable rates across all 3 types of romantic relationships. Yet, other studies indicate higher abuse rates in gay male relationships and lower abuse rates in lesbian relationships.

### **The Impact of Societal Prejudice on Abuse Dynamics**

Several similarities in IPA dynamics have been cited across heterosexual, gay male, and lesbian relationships (e.g., cycle of violence, forms of control, reasons for staying). However, issues unique to same-sex relationships impact IPA dynamics. G/L perpetrators frequently threaten to "out" their partner if s/he reports the abuse. HIV/AIDS status may also be used as a weapon of control. HIV+ victims may struggle with wanting to leave their abusive relationships, while also fearing that their health needs will not be met elsewhere. They may anticipate no longer having someone to care for them. Abusers who are HIV+ could use their status as a way to keep their partners from leaving the relationship. The couple's shared gender also raises distinct concerns for IPA. Lacking visible figures that fit the mainstream image of what IPA "should" look like, it can be more difficult to identify IPA and decipher who the perpetrator is. Moreover, specific to lesbians, the perpetrator may use her gender to excuse violent behavior – arguing that women cannot be abusive.

Gender-role socialization also makes abuse dynamics in same-sex relationships distinctly different from that in heterosexual dyads. Cultural values encourage women to define themselves in relation to others and to seek intimacy. Consequently, it may be more difficult for lesbians to establish a sense of independence and autonomy in their relationships. The lack of societal validation and support for same-sex relationships may cause such women to form unhealthy attachments to one another. Fusion is likely to make the cycle of violence more difficult to break as partners may view themselves as undifferentiated. While women are socialized to be peacemakers, men are taught to be protectors. Consequently, they may be more likely to engage in mutual combat for the purpose of self-defense or retaliation. This could explain why IPA is believed to be more prevalent in gay male relationships than in

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any other type of romantic dyad.

Another issue that raises unique concerns for same-sex IPA relates to the G/L community. There are advantages and disadvantages to having such a small and tight social support network. Speaking out against IPA and/or leaving the perpetrator may result in the victim losing "custody" of his/her friends and/or family members. The victim may fear becoming socially isolated and choose to remain in the relationship for this reason. The closely-knit nature of the G/L community can also impact the victim if s/he chooses to leave the relationship. The victim may feel unsafe going to G/L establishments or events for fear of being seen by the abuser. Sadly, the likely result is social withdrawal.

The final issue unique to violence in same-sex relationships is internalized homophobia. This refers to the internalization and acceptance of negative attitudes, images, and stereotypes relating to G/L identity. Preliminary research suggests a relationship between internalized homophobia and IPA. G/L individuals who hold negative views of themselves are more likely to feel that they deserve abuse. Their self-blame is twofold. Victims experience shame relating to the actual violence (e.g., "It's my fault," "I deserved it") and to their sexual orientation (e.g., "Gay people are sick," "I deserve to be abused"). The resulting combination can be detrimental. G/L victims high in internalized homophobia are less likely to report violence, seek help, and leave abusive relationships.

### ***Responses to Intimate Partner Abuse***

Third party responses can have a considerable impact on whether a victim chooses to leave an abusive relationship. This is both fortunate and unfortunate. A supportive response is likely to empower the victim to leave the relationship and/or report the abuse. A negative response discounts the victim's experience and justifies the batterer's behavior. Societal prejudice against gay men and lesbians may impact third party reactions to IPA. Responses might reflect homonegative or heterosexist values, thus limiting support for G/L victims. A certain degree of trust is necessary in order for these victims to reach out for help. It may require disclosing their sexual orientation and facing potential backlash.

Researchers have begun to examine perceptions of IPA occurring in same-sex versus opposite-sex relationships. Consider individual perceptions as a moral evaluation of the perpetrator and victim. We make automatic judgments about how likeable/dislikeable and justified/unjustified each partner is. The majority of research studies have been conducted using self-identified heterosexual participants. It suggests that IPA occurring in same-sex relationships is largely devalued and discounted. It is perceived as less severe than violence occurring in heterosexual relationships. There are numerous factors that influence our perceptions (e.g., personal factors, situational factors). Research has found that personal factors including gender, race/ethnicity, sexual orientation, religious orientation, gender-role beliefs, and attitudes toward G/L people influence perceptions of IPA occurring in same-sex relationships.

### ***Responses from within the G/L Community***

Qualitative data suggests that IPA is not acknowledged as a serious problem within the G/L community. Gay men and lesbians are generally unwilling to admit that IPA occurs in their relationships. Denial reflects an acute awareness of societal homonegativity. That is, publicly acknowledging IPA may reinforce negative societal attitudes and images of gay men and lesbians. Hence, there is a need to protect the image of G/L people in mainstream society. This us-against-them mentality is common to the survival of oppressed groups. The G/L community's denial has substantial effect on victims of same-sex IPA. Sadly, these victims feel immense pressure to keep abuse silent. Additionally, G/L community members may blame the victim for his/her inability to maintain equal power in the relationship. This is because IPA challenges the idealized notion of equality in same-sex relationships.

### ***Clinical Considerations***

It is important to examine our own biases, so as to not perpetuate negative reactions towards gay/lesbian (G/L) people. As clinicians, we need to be mindful of how our verbal and non-verbal behaviors are impacting our clients. G/L clients who disclose intimate partner abuse (IPA) should receive validation and education from their therapists. There is a need to empower such clients. Information about the occurrence of IPA in same-sex relationships should be provided. Factors contributing to IPA dynamics should be explored with the client.

Therapy can also be a place to address the issue of gay-related stress. That is, all members of stigmatized groups face additional stressful events relating to their minority status in society. G/L people experience distress relating to issues of same-sex marriage, parenting rights, healthcare provisions, and housing discrimination (among many others). Gay-related stress is highly correlated with psychological disturbances (e.g., depression, anxiety, substance abuse). Therapy could function to enhance coping skills. Clinicians can provide resources and promote healthy involvement in the G/L community. This could

serve to strengthen collective self-esteem (i.e., positive social identity). Therapy could also address the issue of internalized homophobia. Clinicians can assist clients in resolving/accepting/celebrating their sexuality. This would entail letting go of feelings of guilt, shame, and inferiority. Clinicians can play an important role in helping to empower members of the G/L community to respond more effectively to this social epidemic.

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## Membership Committee News

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### Joint Meeting Showcase

This year's [Joint Meeting Showcase](#) (formerly Carnival) will be on Monday, April 2 at 6:30. The Showcase theme is "Beach Party" and your membership committee has been working very hard to plan one of our fantastic tables with games and give-aways to promote CCAPS! We would like to ask that as many of you as possible wear Hawaiian shirts to the Showcase as our table theme is a Luau!

We are also asking all new, current and past directorate members to approach their institutions to participate in our give-away drive for Showcase Prizes. Please solicit donations from your institutions and/ or bring give-aways from your counseling centers. In order to be more conservationist in nature, we are doing a raffle with larger giveaways (baskets filled with our donations) instead of lots of small prizes. You can bring item to the Directorate meeting on Saturday, 3/31 or the Open meeting on Sunday, April 1.

### Networking Luncheon

The Networking Luncheon is a great way to meet and greet each other and make great connections with counseling center professionals. We are doing our famous Networking Luncheon a little differently this year at the Joint Meeting. The luncheon will take place on Sunday, April 1 immediately following the Business meeting at 12:00. This time however, we will be staying in the same meeting room – Marriott Puerto Rico and will be having food brought in – pizza, sandwiches and salads. There will be a single price each person will pay for the lunch and it will be very reasonable! Please plan to attend!

### Each One Bring One Campaign

Don't forget about the **EACH ONE BRING ONE** campaign. Basically, you bring as many colleagues as you can to the Joint Meeting!

Even bringing one other person makes a HUGE difference in raising awareness of CCAPS and the important and noteworthy work we do. Imagine if each of our over 300 CCAPS members attended the Joint Meeting and brought one other person! Over 600 college and university Counseling Center professionals would be in one place – LOOK OUT!

AND, the person bringing the most colleagues to the convention will win a FANTASTIC PRIZE at our famous and fun Networking Luncheon on Sunday, April 1, 2007.

### CCAPS Mentoring Program

The Membership committee is currently launching the new and FANTASTIC CCAPS Mentoring Program! The goal of the CCAPS mentoring program is to match seasoned professionals in college and university counseling centers with graduate students and new professionals making their way in the field of higher education and counseling.

The aim is to provide ongoing service to ACPA/CCAPS members by assisting graduate students and new professionals in their growth and development, and offering a way for veterans to provide service to their profession.

What is this?

Thanks to the help of the Webpage committee, you will be able to sign up as a mentor or mentee via the CCAPS website. Your information will be directly submitted to the Membership committee who will then match mentors to mentees and facilitate the beginning of the mentoring relationship! Please check out the mentoring information on the CCAPS webpage and consider submitting an application! We need your help to get this great new program rolling! Information can be found at:  
<http://www.myacpa.org/comm/ccaps/mentoring.cfm>

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## Sport Psychology and Performance Enhancement for College Athletes

CCAPS Newsletter  
February 2007

By Cathleen T. Connolly, M.S.



*Cathleen Connolly is a predoctoral intern at the University of Central Florida Counseling Center. She will complete her doctoral degree in the Combined Program of School Psychology and Counseling Psychology from Florida State University in August 2007, and Cathleen has earned her masters in Sport Psychology from the University of Florida. Her research has examined the relationship between attention, perceived exertion, and flow in athletic performance. Her clinical interests include performance enhancement, positive psychology, eating disorders and body image issues, and developmental issues. In addition to these clinical interests, Cathleen has helped write the first training manual for Titanium at UCF as her internship project.*

 What is this?

Sport psychology is often thought of as a field requiring extensive specialized training, but with consultation and/or relatively minimal training, more counseling center counselors could provide sport psychology and performance enhancement interventions. Counselors tend to employ a holistic view of the individual and take into account the influence of social and external forces on the individual, so their work with athletes and performing artists can be viewed as a natural extension of the counselor's training.

This article will serve as an introduction to the field of sport psychology, which has also been coined mental training or performance enhancement. These latter terms may cause students or individuals to feel more comfortable when seeking services if they possess negative personal or cultural beliefs about seeking "psychological" counseling. The purpose of this article is to briefly define sport psychology, explain some common problems faced by collegiate athletes and performing artists, and present some common intervention tools in the field.

### Definition:

Sport psychology is concerned with the mental factors that affect how one performs and how to enhance these factors. As a discipline, it is comprised of its research-oriented arena, which then affects the applied aspect. Applied sport psychology involves techniques and interventions developed from research, and the focus of these techniques and interventions is to enhance the "performance and personal growth of athletes and physical activity participants" (Williams & Straub, 2001, p.1). Thus, the goals of applied sport psychology are 1) to help an individual consistently perform at his or her potential, and 2) to help an individual stay motivated to become healthy and adhere consistently to exercise.

### Applicable Populations:

Due to its name and main focus of research, sport psychology has mostly been applied to athletes of every age and level (youth, novice, recreational, collegiate, elite, masters) and to consultation work with coaches of athletes. However, in the last 5-10 years, the field has branched into the performing arts, namely musicians, singers, dancers, and actors. Artists also require a mental focus to perform at their potential while possibly being evaluated by others.



### Common Problems for Athletes and Performing Artists in College:

The college athlete and performing artist is forced to juggle many hats during their college years, including academic achievement, continual formation of self, and the negotiation of the time commitments of their sport or craft.

Problems that these individuals may experience, which are similar to other college students include:

- Depression or anxiety during this life transition (e.g., homesickness, fears about future career goals)
- Difficulties in adjusting to college classes (e.g., time management, study skills)
- Using unhealthy coping behaviors (e.g., binge drinking, drug use, unprotected sex)
- Self formation (e.g., clash of values or beliefs, formation of new beliefs)
- Involvement in relationships (e.g., making friends, commitment, deciding on future of relationship)

In addition to these above-mentioned issues, collegiate athletes and performing artists may experience other issues due to the time commitments of their sport/craft and the impact of their sport/craft on interpersonal relationships.

Problems that may be unique to student athletes and performing artists include:

- Performance difficulties (e.g., choking, under performing)
- Concentration difficulties (e.g., lapses, miscues, making mistakes)
- Conflicts with coaches or major professors
- Conflicts with teammates or fellow performers
- Decrease in self-esteem if college performance is worse than high school performance
- Pressure to perform to a certain level due to being on scholarship
- Pressure from parents to perform to a certain degree
- Number of hours required for practice, competition, and other requirements by the department (i.e., study hall, workshops, presentations)
- Pressure or evaluation from fans or the media
- Burnout or loss of desire towards sport or craft
- Questions regarding possibility of transferring to another program
- Loss of confidence in abilities
- Pressure to maintain one's rank or position
- Difficulties in self-identification when the self is defined by achievement or performance

One can see how these above pressures and difficulties could result in mental health concerns in the individual, especially depression and anxiety.

### Examples of Common Sport Psychology Interventions:

Given the specific problems college athletes encounter, the following list of mental training skills and interventions may be helpful to employ with collegiate athletes and performing artists.

- **Goal setting** – This intervention involves assisting the individual in learning how to set specific, measurable, attainable, and realistic short and long term goals.
- **Mental imagery training** – This technique allows the individual to learn how to use imagery effectively by focusing on the sensations, creating a vivid picture, and emphasizing a positive or successful performance. Imagery training can be employed for specific performances or when learning a new skill.
- **Building confidence** – This intervention involves helping the individual become aware of his/her self-talk, how to reframe negative messages, and how to use helpful and positive self-talk.
- **Pre-performance routines** – This technique involves assisting the individual in creating a routine, including physical cues and mental messages or affirmations, that is unique to the person, helps him/her achieve an emotional state that is personally effective (i.e., somewhat relaxed versus being pumped up), and that allows the person to feel confident.
- **Motivation** – This intervention involves assisting individuals in learning what excites them about their activity or performance and how to maintain this enthusiasm over time. An analysis of motivation will also look at the source of the individual's motivation (i.e., internal or external) and how this affects his/her ability to stay motivated.

- **Relaxation training** – This skill assists the individual in learning how to effectively relax and manage anxiety by focusing on different deep breathing exercises. The use of relaxation techniques can help athletes and performing artists regulate their physical responses to their performance to achieve their optimal arousal level.
- **Group cohesion** – This intervention focuses on helping teams or groups build trust and respect for each other, work toward common goals, and learn how to communicate effectively.

A college counselor could incorporate sport psychology in his/her work by providing consultation to coaches, athletic directors, academic advising staff, and major professors of performing artists. Another point of intervention to tailor the skills to the individual would be individual counseling, which incorporated the sport psychology interventions. Finally, in addition to performing individual counseling with athletes and performing artists, counselors could even create workshops that run throughout a semester that focus on specific sport psychology interventions (e.g., guided imagery and/or goal setting) and offer a non-threatening venue for individuals to learn more information about mental training.

Sport psychology can provide athletes and performing artists with interventions and information that can lead to increases in performance, self-esteem, and self-confidence. By framing these interventions as mental training or performance enhancement, more college athletes and performers may feel comfortable in seeking assistance from professionals and attain assistance in excelling during a confusing and important life transition.

### **References**

- Williams, J. M., & Straub, W. F. (2001). Sport psychology: Past, present, future. In J. M. Williams (ed.), **Applied sport psychology: Personal growth to peak performance, 4<sup>th</sup> ed.** Mountain View, California: Mayfield Publishing Company.



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