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CCAPS Newsletter

June 2007



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CONVENTION AMBASSADORS

Headed to a convention or conference during the year? Meeting with a group of new counseling professionals? Working with a training program? If the answer to any of these questions is yes, then **WE NEED YOU!** Convention Ambassadors are members who will assist in promoting CCAPS to others in the field.

So, contact *Phyllis Weatherly* before you leave for a convention/conference and she'll be happy to provide you with brochures to distribute. Wearing your "Ask Me About CCAPS" button is another easy way to promote our group.

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From the Editors

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We hope you are finding some rest and personal and professional renewal as you settle into summer. We trust that you understand the decision we made as a committee to delay the late spring 2007 edition of the CCAPS Newsletter. As we were working on it, the Virginia Tech tragedy occurred and became an overwhelming focus for each of us, as well it did for counseling center professionals around the country. We continue to send thoughts and support to the Virginia Tech community, and specifically our professional colleagues who were so profoundly impacted by this tragedy. It is our hope that we will have opportunities to provide ongoing support, and also to engage in conversations about how the college mental health community can learn from so devastating a loss and how communities can grow through crises. Sue Stock has shared some thoughts, and has graciously compiled an article on *Responses from University and College Counseling Centers to the Virginia Tech Tragedy*.

This edition of the newsletter will also reflect on some of the highlights of the past convention as well as look to the coming year. Check out the CCAPS *Awards Committee announcements*, which feature the winners of the 2007 Joan Dallum Graduate Student Research Award, the Thomas M. Magoon Innovation Award, and the Outstanding Lifetime Achievement Award. This announcement also includes information and links to the 2008 Awards nomination information. We hope that you'll review this early, and consider making a nomination this summer when you may have time to think about honoring the professionals and outstanding work in our field.

We have an excellent feature article for this edition. Written by Dr. Linda Young, staff psychologist at Seattle University, *Me, My Avatar and I: Massive Multiplayer Online Games and College Student Well-Being* is an excellent introduction to understanding the potential impact of gaming in a college student population. Dr. Young shared an excellent presentation entitled *Gaming, Gawking and Gabbing* at the 2007 Joint Meeting in Orlando, and those who attended shared feedback that it was an eye-opening and well-balanced review of some of the potential benefits as well as concerns about students' online behavior. She offers a great list of resources at the conclusion of the article as well as some recommendations about how counselors can assess risk and leverage benefits of gaming when online behavior may be impacting students' wellness.

Thank you to Jonathan Kandell for his *From the Chair* column, which includes a brief review of some of the changes facing ACPA as we implement the new governance structure, as well as a warm welcome to new commission directorate members, and recognition and appreciation to outgoing commission directorate members. Finally, thanks again to David Gilles-Thomas for formatting and uploading this newsletter.

All the best for a healthy summer – we encourage you all to be actively considering submitting programs for review for the 2008 ACPA Conference in Atlanta in March 2008! We encourage you to look over the brief review of the *Call for Programs* – the theme of the 2008 Conference is **Professionalism with Purpose ~ Advancing Inclusion and Expertise**, and the deadline for program proposals is September 14, 2007.

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



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


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



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



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From the Chair

CCAPS Newsletter
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Under typical circumstances this From the Chair column discusses and raves about the past convention (or in this case Joint Meeting). In fact, this newsletter is called the “post-convention newsletter.” I will talk about the Joint Meeting in a minute, but these, as I’m sure you all realize, are not typical circumstances.

A couple of weeks after the Joint Meeting ended, a highly disturbed gunman took the lives of the 33 people at Virginia Tech, including his own. Even after the flurry of media coverage, high-level meetings, and individual soul-searching, this event continues to haunt our campuses, and due to the nature of our work, ourselves.

While no one (or group) can do enough to make things “normal” again at Virginia Tech, I am proud to acknowledge the efforts of the Commission, and its individuals, in providing support and assistance to the staff at Virginia Tech’s Cook Counseling Center. I’d like to thank Don Rosen of the Texas Women’s University Counseling Center for the idea (relayed through our own Kelly Simonson) to get a debit gift card for the Virginia Tech staff. In this way, their Center can use the funds for whatever they need. Two gift cards were purchased (due to continuing donations) totaling \$500. The Commission itself contributed \$200, with the remaining \$300 donated by various staff members at counseling centers across the country.

Equally important was the effort spearheaded by former Commission Chair Sue Stock, who collected names of counseling center staff willing to act as counselors/debriefers for the Cook Counseling Center staff. The Virginia Tech staff have been living what is all college counselors’ worst nightmare. “There, but for the grace of God, ...” It’s easy to come to the convention, catch up with old friends, get some CE credits, and have fun. It’s times, like these, though, that show the Commission for what it is – a group of dedicated colleagues able to reach out to each other, as we reach out to our clients, to help the healing process begin. I am truly struck by the caring and commitment shown by CCAPS members to helping one of our own (former Chair and recent Directorate member Sherry Lynch Conrad) and her Cook Counseling Center colleagues.

I’d also like to thank David Gilles-Thomas for putting an acknowledgement of our support on the CCAPS website.

Now, on to the Joint Meeting. It was great seeing all who came and participated in our Directorate and Open Meetings, and our Social! I was honored to preside over our Awards Ceremony, noting the accomplishments of Bettina Hoepfner (Joan Dallum Research Award), and the counseling centers at the University of Central Florida (Larry Marks) and University of North Carolina - Wilmington (Jessica Walker) who were both awarded the Thomas Magoon Innovations Award). Our highest recognition, the Outstanding Lifetime Achievement Award, was presented to David Drum, former Director at the counseling center at the University of Texas at Austin, by current Directorate member Jane M. Bost, Associate Director at the UT center.

Several items from the Joint Meeting are worth mentioning. There were quite a few strong programs, including the Keynote (Al Gore) and Invited Speakers (e.g., Jonathan Kozol, Kay Redfield Jamison).

In terms of policy, ACPA as a whole will be changing leadership this year, with Vasti Torres taking over as President from Jeanne Steffes. Vasti has initiated a discussion about who ACPA is and where we are

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(and should be) going as a group. This process will continue through the Summer Leadership Meeting (which I will be attending) and likely throughout her term as President. A second initiative at the Association level is ACPA's focus on Sustainability. This effort has been going on for more than a year, and ACPA has joined with many other organizations in Higher Education (though, interestingly, not NASPA) to stress campus efforts in reducing energy use and waste. ACPA, in fact, has been acknowledged as the leader in this effort.

A final note regarding ACPA is the implementation of the Governance Task Force's model for changing the Association's organizational structure. Implementation of the new structure will take place on July 1st of this year. The main impact to the Commission is that we will now be participating in the Assembly (a body consisting of the Commissions, Standing Committees, and State and International Divisions). The exact nature of Assembly meetings has not been fully determined, but the first meeting of the Assembly will take place at the Summer Leadership Meeting. I will keep you posted on what the Assembly means to us after SLM when I know more. The other aspect of the new Governance Structure is the end of the Core Councils (e.g., Professional Development, Professional Issues). While these functions will not disappear within ACPA, CCAPS involvement in these areas remains unclear.

At the Commission level, I'd like to acknowledge the beginning of the terms of our new Chair-Elect, Chanda Corbett, and our new Directorate Members (Jill Barber, Melissa Bartsch, Leena Batra, Ben Locke, Matt Torres, Craig Woodsmall, Shantee Foster (Graduate Student Representative)). On the flip side, I want to thank our Past-Chair, Stacey Pearson, and the outgoing Directorate Members (Vivian Barnette, Sherry Lynch Conrad, Laura Lyn, Sharon Mitchell, Rene Monteagudo, Stacey Jeanne Moore, Jeff VanLone, and Grad Student Rep Oula Majzoub) for their efforts over the past several years.

In regards to next year's convention, several items deserve mention. The 2008 Convention will be in Atlanta, and hopefully significantly less expensive than this year's. We discussed looking for a theme track for next year's programs (similar to last year). We are also looking at creative methods for bringing back our popular roundtables. We will be allowed only one roundtable slot next year, along with five sponsored programs. For those who want to submit programs for next year's convention, the inside scoop is to write your proposal to include the theme and objectives listed in the Call for Programs.

A new CCAPS program also deserved acknowledgement. The Commission has introduced a Mentoring program (see information on our website) to help recruit new members and keep existing members involved.

Finally, I want to remind people to make sure that they are part of the CCAPS listserv. Instructions for determining your status on the list, and how to join, are in the October 2006 newsletter (<http://www.myacpa.org/comm/ccaps/06OctCCAPSLis.cfm>).

Have a great summer, talk to you again in the Fall!

~ *Jonathan Kandell*

Chair, Commission for Counseling and Psychological Services



CCAPS AWARDS COMMITTEE ANNOUNCEMENTS

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Awards for 2007



CCAPS was pleased to honor four awards winners at the joint conference in Orlando in April. The winner of the Joan Dallum Graduate Student Research Award is MS (or is it now Doctor) Bettina Hoepfner of the Cancer Prevention Research Center at University of Rhode Island. Her research study, "Examining Trends in Intake Rates, Client Symptoms, Hopelessness and Suicidality in a University Counseling Center over 12 Years", examined twelve years of archival intake records of a New England University counseling center to determine if linear trends in monthly counts of intake clients' reported symptoms, feelings of hopelessness, and suicidal ideation were present.

The Thomas M. Magoon Innovation Award recognized two winners this year – the University of North Carolina Wilmington's Sound Body/Sound Mind program and University of Central Florida's Strengths Screening Day program. The Outstanding Lifetime Achievement Award was awarded to Dr. David Drum, who retired last year after 28 years as Associate Vice President for Student Affairs and Director of Counseling, Learning, and Career Services at the University of Texas. Dr. Drum, who has received numerous professional awards for his many contributions to the profession of psychology and to higher education, is now a professor in the Department of Educational Psychology at University of Texas @ Austin.

To learn more about each of the award recipients, click on their names on the Awards Page of the CCAPS webpage provided below.

CCAPS Awards Nomination Applications

The CCAPS Awards Committee has made some changes to (hopefully) encourage CCAPS members to submit nominations more frequently for awards. The changes include:

- Making the applications available on-line in June to allow members to submit applications when they hopefully have a little more "down" time during the summer months.
- Extending the deadline to Oct. 5 for all individual awards, Oct. 31 for agency awards, and to Nov. 15 for the Joan Dallum Graduate Research Award.

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- Requiring less information from a person nominating someone for an individual award. The Awards Committee will contact all nominees to request vitae and additional information.
- Allowing/encouraging members to nominate themselves or their programs for awards.
- Creating nomination forms to provide more structure for those nominating someone.

We need your help to make our awards program successful. Don't postpone nominating because "someone else will do it." We need **you**. It would also be beneficial if each of you would take the time to e-mail the graduate student research announcement to the appropriate graduate programs in your respective States. You can do it in five minutes! Thanks in advance for your support.

Learn more at the [CCAPS Awards page](#).

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Mentoring Made Easy

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CCAPS' mentoring program is designed 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. Our 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.



One of CCAPS primary initiatives is to attract and retain graduate students and new professionals in ACPA and CCAPS and in the field of counseling and psychological services on college and university campuses. Matching will be completed by the beginning of fall semester.

Please visit the CCAPS website at <http://www.myacpa.org/comm/ccaps/mentoring.cfm> for more info about this exciting program. You may also contact Phyllis N. Weatherly [via email](#) or call 678.915.7391.

For information about membership to CCAPS, please visit <http://www.myacpa.org/comm/ccaps/> Note: Membership to CCAPS is free, but membership to ACPA is at a cost.

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Me, My Avatar and I: Massive Multiplayer Online Games and College Student Well-Being

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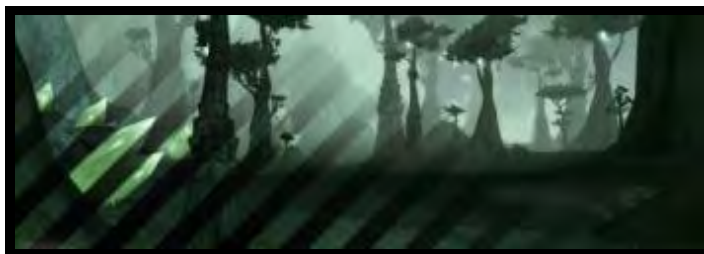
Me, My Avatar and I: Massive Multiplayer Online Games and College Student Well-Being

By Linda R. Young, Ph.D.
Seattle University

"I used to be very quiet and withdrawn. In school, I was extremely insecure about myself and my abilities. After picking up World of Warcraft in ninth grade, I developed the extroverted side of myself and became way more outgoing... Now I'm the one who's drawing out the quiet ones, because I still know how it felt to be that shy. I am also much more confident in my own intelligence and abilities."

-16 year-old girl, from N. Yee, [online gaming research, 2006](#)

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Sixty-five percent of college students were regular or occasional players of video, computer or online games by 2003 (Jones, 2003). The popularity of massive multi-player online role-playing games (MMORPGs) such as *World of Warcraft* continues to grow, with the number of games online doubling every 18 months (Castronova, 2006). Are these games harmful? Beneficial? Benign? In this article, I will offer an introduction to the world of MMORPGs and how they may be influencing our students' personal growth and well-being.

What are Massive Multi-Player Online Role-Playing Games?

MMORPGs are computer games in which many thousands of players may participate simultaneously from around the world, in virtual environments that endure and change whether an individual player is signed on or not. For the player, the vast communal environments of MMORPGs make them psychologically and socially very different from games played alone or with a partner on consoles such as Sony X-Box, PlayStation or Nintendo Wii. I have chosen to focus on MMORPGs because I believe they have been given a bad rap, often lumped together with less social games. Anecdotally, I've heard psychologists and counselors dismiss them as a waste of time at best, and a serious addiction threat at worst. I have even heard Multiple User Domains (MUDs) like MMORPGs referred to as "Multiple Undergraduate Destroyers".

In the MMORPG, each player chooses a fictional character, or “avatar”, whose appearance and activities he or she controls. Most MMORPGS are progressive, meaning that characters advance their skills through levels or get closer to goals through “quests”. Often players join “guilds” or “clans” of other players with whom they play frequently and form social networks. Guild members can take on roles such as becoming leaders, protectors or healers of other guild members. Players often build social relationships with others inside and outside the game via chats, community forums and real life events. Players can also spend real money on game coins and various items to help them get ahead. Virtual economies have become enormous and complex, mimicking real life economies. MMORPGs first made their mark with Ultima Online, created in 1997, followed by Everquest in 1999.

Some MMORPG’s are not based on competition and advancement, but are simply alternative worlds in which players control the appearance and actions of their avatars, which can be customized to look much like users in real life, embody their ideal selves, or represent fantasy creatures. In the game, avatars work, play, buy, design and sell property, have sex, sustain friendships, go to church, shop and just about anything else one does in real life.

These non-competitive games are even more appealing to females than males, whereas competitive fantasy games are overwhelmingly preferred by males. Some examples of popular non-competitive MMORPGs are *Second Life*, *There*, and *The Sims Online*. Real businesses, concerts, university classes and news programs have been sprouting up in SecondLife at breakneck pace this year, and there is an educational community forum in which college instructors, administrators and counselors have begun to congregate. For a glimpse of the fascinating possibilities of the new virtual world see Second Life video at <http://youtube.com/watch?v=b72CvvMuD6Q>



Then view how Ohio University is using SecondLife at <http://youtube.com/watch?v=aFuNFRie8wA&mode=related&search=>

How Popular are MMORPG’s?

- MMORPGs are a billion dollar per year industry in the U.S (Harding-Rolls, 2007).
- World of Warcraft, has 8.5 million members worldwide (Blizzard Entertainment, 3/7/07) and Second Life almost 7.5 million members. (<http://www.secondlifeinsider.com/2007/06/19/today-in-second-life-monday-18-june-2007/>)
- \$1.8 billion real dollars were traded in virtual items worldwide last year (New York Times Magazine, 6/17/07, p.38).

Player Characteristics

- The average player is about 26 years old. Female players are typically older than male players, with 27% over age 35. 25% of males are between 18 & 22, while only 15% of females are in this age range. (Yee, 2006b). Yee also found that the average player is politically liberal, non-religious, keeps up with current events and is more often first-born than by chance. <http://www.nickyee.com/daedalus/archives/001556.php>
- An exact read on how many hours a week gamers play is hard to capture since time online depends on the game and the sampling method. In Yee’s self-selected online sample, the average time was 22 hours/wk. In *Everquest’s* marketing material the median time was 20 hours. According to The Entertainment Software Association, in 2007, males played 7.6 hours per week on average, while females played 7.4 hours/wk. (retrieved from http://www.theesa.com/facts/gamer_data.php)
- 48% of online gamers are male & 42% female according to the Entertainment Software Association. But this also depends on the game. For competitive MMORPGs, the ratio is about 85% male and 15% female, and for non-competitive games about 60% female and 40% male.
- Players are ethnically diverse, but the largest percentage of players are in South Korea and China.



What's the Allure?

- **Mastery** – Clear rules are set for achievement of goals and there is concrete feedback on one's competitive status. Players can control the degree of challenge. For males, this is the most common motivation for playing (Yee, 2006a).
- **Socializing and Relationship Formation** – Males and females are just as likely to be social in online games but females are more likely to become involved in more intimate online relationships, and play with their real-life romantic partners (Yee, 2006a).
- **Escape, Immersion in Fantasy** - "For gamers, the thrill of the game is the virtual experience, the chance to escape reality and, to a degree, control their destiny. Gaming, whether online, mobile or console-based, lets players be a part of the storyline and live in an alternate reality. [...] It allows the player an experience that generates real emotions" (Bruce Friend, executive VP, OTX, retrieved from http://promomagazine.com/marketing_in_the_game/, May 12, 2007).
- **Instant gratification** - Stimulating entertainment is accessible twenty-four hours a day, is cheap or free, and endlessly varied.
- **Anonymity** – Players can conceal their true identities, although some reveal much personal information to others in-game.
- **Teamwork** - Players of competitive games must work together to advance well.
- **Honing Visual Processing Skills** – People who play video games process visual information faster and can monitor a larger field of vision more accurately. (Dingfelder, 2007)

All of these factors make a compelling case for MMORPG benefits. A few more testimonials from Yee's "Daedalus Project" illustrate the power of such highly social and diverse games:

"I had never really thought of myself as a leader, or someone who naturally takes charge. After pouring myself into being a WoW guild leader for almost 2 years, I find myself taking on the role of arbiter, overseer for projects, personal counselor, and friend to a lot of people whom I've never actually met. This has translated into my personal life a great deal, as I've gained the confidence to begin acting upon leadership impulses in my workplace

which have recently led to a promotion to upper management” – Anonymous



“I don't particularly want to be an angry person, especially in real life - it raises blood pressure and stress and tension levels. It makes you insult people for no good reason and gives you intent to cause the same anger (and depression really) in other people. It's nothing I want to be a part of, and playing World of Warcraft and controlling these emotions has taught me some aspects of Anger Management, I find myself feeling less tense in real life now and I'm thankful for it.” – 19 y.o. male

“I honestly think the ability to understand current events a lot better thanks to Guild Wars, my good in game friend happens to be Muslim, and I (an American) don't get any interaction with Muslims outside the internet, and he has really helped me understand just how ... ignorant so many people are, and how powerfully destructive the media is. I've also met many British gamers, who have helped me understand that America isn't the center of the world.” - 15 y.o. male

What are the Risks?

Addiction?

Internet addictions have no classification (yet?) in the DSM IV – TR. There is some ongoing controversy about whether Internet Addiction, including online gaming, is a true addiction. See John Grohol's *Internet Addiction Guide* at <http://psychcentral.com/netaddiction/>, which makes the case against addiction. He views the Internet as a benign medium, and makes the point that we probably wouldn't get overly concerned about young adults who tune out the world to immerse themselves in books for many hours a week, but there is a stigma attached to gaming. If gaming does not involve harmful substances, or negative financial or biological consequences, Grohol suggests it is not a true addiction. If other life arenas do suffer from too much time spent in MMORPGs, Grohol suggests that compulsive use be treated with CBT, like other compulsive behaviors, and underlying issues be addressed that playing online is masking.



A somewhat opposing view is presented by Kimberly Young, the director for the Center for Internet Addiction Recovery at <http://www.netaddiction.com>. Young says “Like a drug, gamers who play almost every day, play for extended periods of time (over 4 hours), get restless or irritable if they can't play, and sacrifice other social activities just to game are showing signs of addiction.” Common warning signs include:

- A preoccupation with gaming
- Lying or hiding gaming use
- Disobedience at time limits
- Loss of interest in other activities
- Social withdrawal from family and friends
- Psychological withdrawal from the game

- Using gaming as an escape
- Continuing to game despite its consequences

Young's self-test at http://www.netaddiction.com/resources/online_trading.htm may be a useful tool for initially determining if and how online gaming may be interfering with a student's other life arenas in harmful ways.

Wan & Chiou's (2006) Taiwanese research noted a significant difference between addicted and non-addicted players, which can be useful to counselors. "Addicted" players were compelled to play to relieve dissatisfaction and "non-addicted" players reported playing primarily to pursue increased satisfaction. If the motivation to play is to escape one's life offline, other mental disorders such as depression, anxiety and relational problems, which preceded game immersion, may be the root problems that need to be addressed.

Delayed Developmental Tasks?

In a Taiwanese study, students who played more than ten hours per week were significantly more likely to have unsuccessful resolutions of Erickson's Identity and Intimacy tasks of young adulthood than those who played infrequently (Huang, 2006). The directionality of this finding is impossible to determine, but can also be considered when working with students with developmental delays.

Missing Real Life Social Cues and Increasing Compensatory Cues?

When people aren't face-to-face it's possible to lose accuracy of detection of non-verbal cues and engage in compensatory behaviors such as revealing more intimate details about their lives than they would face-to-face. This is why some suggest that online games, social networking sites and weblogs often reveal surprising levels of intimacy. In one of Yee's studies, he found that 43% of female and 28% of male 18-22 year-old gamers revealed personal issues or secrets to MMORPG friends that they had never told to real life friends (2006b). He also found that they reproduced non-verbal habits with avatars online that are common in real life. For example, male-male avatar conversational pairs used greater social distance than female-female avatar pairs.

How Can College Mental Health Practitioners Assess Risk and Leverage Benefits of MMORPGs?

1. During initial individual counseling assessments, routinely ask any students who are failing academically, having relationship issues or exhibiting any obsessive or compulsive symptoms about their online behavior. Find out how much time they spend online and what, specifically, they are doing on the Internet.
 - If a student presents with compulsive online gaming habits, find out (1) what he or she finds most exciting about the game itself (2), what he or she escapes feeling or thinking about during the time spent online. Offer Sirgy et al's *Measure of Internet Well-Being* (2006). It was designed to "identify all the perceived benefits and costs within salient life domains of college students".
 - Use what the student finds exciting to create CBT interventions that offer alternatives for gratifying the same needs offline in a more balanced way.
 - Use information about what the student is escaping through online play to treat underlying emotional and relational issues as you normally would.

2. Facilitate an online gaming forum for idea exchange with students, rather than focusing on risks and addiction, or assuming they need help. (This approach is likely to produce better attendance). Be open to learning more about the costs and benefits of gaming directly from them!
3. Read to get yourself up to speed. Some recommended books are below.
4. Try playing an MMORG yourself if you haven't already!

Recommended Books

Castronova, E (2007). *Exodus to the Virtual World: How Online Fun Is Changing Reality*. Pelgrave MacMillan

Castronova, E. (2006). *Synthetic Worlds: The Business and Culture of Online Games*. University of Chicago Press

Cooper, R., Spaight, T., & Dibbell, J. (2007). *Alter Ego: Avatars and their Creators*. London, U.K.: Chris Boot

Guest, T. (2007). *Second Lives: A Journey Through Virtual Worlds*. London, U.K.: Hutchinson

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Yee, N. (2007). The Unbearable Likeness of Being Digital: The Persistence of Nonverbal Social Norms in Online Virtual Environments. *Cyberpsychology and Behavior*, 10 (1), p. 115-121

Yee, N. (2007) "The Daedalus Project" available at: <http://www.nickyee.com/daedalus>



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Virginia Tech: Responses from University and College Counseling Centers

CCAPS Newsletter
June 2007

The tragedy which transpired on April 16th, 2007, on the Virginia Tech campus reverberated throughout counseling centers, college campuses, and the world. A Virginia Tech student, Seung-Hui Cho, shot and killed 32 fellow students and faculty, and many others were injured. In the subsequent months, there has been much discussion about the safety of our campuses, the regulation of access to firearms, the laws regarding release of mental health information, and the xenophobic reactions of some to Mr. Cho's Korean heritage. Clearly, this is an incident that will exist in our collective consciousness for a long time, in multiple ways, and this article will not try to capture all the implications in their entirety. Rather, I will attempt to explore some of the reactions of counseling centers and counseling center professionals in the wake of this tragedy.



(Please note: Staff members from the Cook Counseling Center at Virginia Tech were unable to contribute to this article, due to the ongoing investigation on their campus.)

For many of us, our initial responses to hearing of the events of April 16th were multifaceted yet also similar. Jonathan Kandell, CCAPS Chair and Assistant Director at the University of Maryland, reported initially being "stunned and saddened that this would happen on a college campus." "Horried," said Bert Epstein, Director of the Psychological Counseling Services at California State — Sacramento. "The fact that this occurred on a college campus certainly gave me chills." Mark Harris, the Clinical Director at the University of Iowa, described "sadness, but not surprise" and concern for his Virginia Tech colleagues. "I hoped they had never had contact with the shooter. I could only imagine what it would feel like to be a therapist that had provided service to him."

We also responded uniquely based on our professional roles and the types of campuses in which we work. Cyndy Boyd, the Training Director at the University of Illinois at Chicago (UIC), was concerned about trainees feeling additional responsibility to predict lethality in clients, and quickly clarified with them what was expected of trainees and the Counseling Center in general. Mary Beth Javorek, the Training Coordinator at John Carroll University, noted the active and visible role their center plays on their small campus, and her concerns at the time that the Counseling Center would be asked to be "experts in the moment" and "handle everything." At Iowa, where a similar shooting took place 16 years ago, Mark Harris was worried about re-traumatization for faculty and staff.

Our centers and professional groups also responded, with emotional and tangible supports. Volunteer counselors came from all over the country to assist the Virginia Tech community, making themselves available with armbands that read "May I help?"

Student affairs and mental health organizations issued statements of concern and support. In our counseling center position-related organizations such as ACCTA and AUCCCD, support was offered in particular to the Virginia Tech staff member that is a member of that organization, as well as to the staff as a whole. On our own campuses, many counseling centers offered individual and group services, consultation to faculty, staff, and administrators, and information via webpages and handouts.

A specific way that many counseling center staff members across the country were asked to respond to the Virginia Tech tragedy was via the media. Many of us were asked to respond to the legitimate but difficult questions such as "How could this happen?" and "Are we really safe on our campuses?" in our

[What is this?](#)

own local and campus media, and I will highlight two important examples of national media exposure here. First, Chris Flynn, the new Director at Virginia Tech, gave a moving and thoughtful television interview in which he expressed his own sorrow and horror, yet also made a point of characterizing Mr. Cho as troubled rather than evil. Bert Epstein served as the guest “speaker” in a live online discussion moderated by the Chronicle of Higher Education on April 18th. The discussion focused on models of crisis response and the best ways for counseling centers and colleges and universities to support their communities when tragedy occurs.

In addition to being part of the multiple efforts outlined above, as well as many others not discussed in this article, CCAPS members responded in several ways. First, similar to many of our other professional communities, there was much discussion on the CCAPS listserv about our own reactions to the shootings and how our centers would provide appropriate responses and services to our home campuses. CCAPS members also expressed concern for our colleagues at the Cook Counseling Center, and offered two specific efforts to support them: First, CCAPS members quickly offered themselves as support resources for the professional staff at Virginia Tech, recognizing a need to provide emotional support to those who were being asked to provide so much to that impacted community. In less than 48 hours after the shootings, a multipage document with names and contact information of those willing to help was provided to the staff of the Center. Also, CCAPS members gave monetarily and a gift card was purchased and presented to the Cook Counseling Center staff. The intention of this gift was to provide help with additional personal costs that might be incurred—for example, purchasing dinners on the nights when the Center staff were on campus until 9:00pm and later, providing service.

We are still certainly experiencing the ripple effect of the events of April 16th, 2007, and the complete impact will likely not be evident for several years. Many colleges and universities are actively reviewing existing crisis management policies, and some of us may begin the fall semester with new procedures, programs, and/or staff in place. There is active discussion on some campuses about performing “risk assessments” as the role of Counseling Centers in performing such assessments. One positive aftereffect, noted by many CCAPS members on our listserv, has been the opportunity to come together in a crisis and support our colleagues. Jonathan Kandell and others have described CCAPS and the Counseling Center community as a family, and it was truly heartening and gratifying to participate in the active demonstration of those personal and professional ties in the wake of the Virginia Tech shootings.



*Sue Stock, Ph.D.
Counseling
Center
University of
Illinois at Chicago*

Professional Outcomes

Leadership * Administration/Management * Professional Foundations * Ethical and Legal Issues
* Fundamental Skills * Student Development Theory * Multicultural Competence * Teaching
and Learning * Generating and Using Data * Advising

I. Emphasize the Theme – **Professionalism with Purpose ~ Advancing Inclusion and Expertise**

A. It is deliberate and action-oriented – ACPA delivers Purposeful Professionals

B. It encourages each member to:

- Reflect on and commit to the fundamental purposes of our work as a collective and as individual members with distinctive campus conditions;
- Create an intentional, purposeful professional development plan that addresses particular knowledge, skill, and values;
- Contemplate new ways in which our campuses and our profession can foster meaningful inclusion across the wide array of diversities in ethnicity, age, ability, income, educational background ;
- Build professional expertise that is based on the best research in our profession

II. Different Program Formats

- Pre-convention Workshops – are workshops of extended length (half-day or full-day) to be presented prior to the convention beginning.
- General Convention Programs – are 75 minutes in length and are selected based on their relevance to the program theme and focused areas.
- Convention Institutes – a series of programs that are connected to provide convention attendees with an intensive learning experience.
- Sponsored or Co-Sponsored Programs – are similar to general convention programs, but are sponsored by one of the commissions or standing committees (5 total for each group)
- Roundtables – are 60 minutes in length and are expected to allow for an in-depth discussion of current events, trends, issues, or related topics.
- Graduate Student Papers – a program slot for this type of program includes three 20 minute presentations of graduate student papers followed by discussion (75 minutes total).
- Graduate Student Poster Sessions – provide a forum for presenters to engage in active discussion about a completed research project or about a project in developing stages. Poster presenters will display their research on a large bulletin board that is provided at the conference

III. Reviewer and Selection Process

- Call for reviewers will start in June - need about 1000 reviewers - encourage your members to be a reviewer
- Reviewers are assigned; will review 5-6 programs
- Program acceptance in mid-November.
- Program committee meets in October to review all program reviews and make selections
 - Outline and description – on the website at www.myacpa.org

IV. Please target the **Professional Outcomes** (see list above) whenever possible.

- We need your program submissions to ensure we have enough sessions in all Professional Outcomes areas.
- Please encourage your members to be Program Reviewers, too.
- Programs submission deadline is September 14, 2007
- Graduate Papers deadline is October 5, 2007.
- Graduate Poster Session deadline is October 19, 2007
- Ancillary Space Requests deadline is October 19, 2007
- Questions? acpa2008@gatech.edu

March 29 – April 2, 2008
Atlanta, Georgia

Call for Reviewers will begin June 2007

www.myacpa.org