



Commission for
Counseling and
Psychological Services

[Member Login](#) | [Site Map](#)

[ACPA Home](#)

[About ACPA](#)

[Standing Committees](#)

[Commissions](#)

[State/Int'l Divisions](#)

[Membership](#)

[Professional Development](#)

[Annual Conventions](#)

[Publications](#)

[Career Advancement](#)

[Research](#)

[ACPA Foundation](#)

[Ethics](#)

[Partnerships](#)

[Home](#) [Newsletter](#) [Membership](#) [Directorate](#) [Convention](#) [Activities](#) [Resources](#)

CCAPS Newsletter

October 2006



[From the Editors - Jane Bost & Vivian Yamada](#)

[Working With Asian American College Students - Leena Batra](#)

[From the Chair - Jonathan Kandell](#)

[2007 ACPA/NASPA Joint Meeting Announcements](#)

[Rock the Vote: CCAPS Elections](#)

[From Soldier To Student: Making the Transition - The University of Texas at Austin](#)

[CCAPS Awards Nomination Applications Are Due Soon!](#)

[CCAPS Listserv Changes: Don't be Left Behind](#)

[What is this?](#)

ACPA - College Student Educators International
 ACPA is a registered trademark of the American College Personnel Association
 National Center for Higher Education • One Dupont Circle, NW • Suite 300 • Washington, DC 20036 • USA
 telephone: 1.202.835.2272 • fax: 1.202.296.3286 • e-mail: info@acpa.nche.edu
 Copyright © 2004-2011 American College Personnel Association (ACPA) All Rights Reserved


[ACPA Home](#)
[Home](#) [Newsletter](#) [Membership](#) [Directorate](#) [Convention](#) [Activities](#) [Resources](#)
[About ACPA](#)
[Standing Committees](#)
[Commissions](#)
[State/Int'l Divisions](#)
[Membership](#)
[Professional Development](#)
[Annual Conventions](#)
[Publications](#)
[Career Advancement](#)
[Research](#)
[ACPA Foundation](#)
[Ethics](#)
[Partnerships](#)

From the Editors

CCAPS Newsletter
October 2006

Welcome to the 2006 fall edition of the CCAPS newsletter! We know that everyone is in full swing with the fall semester and hope that you are taking the time to look forward to the spring "Joint Meeting" with NASPA and ACPA in Orlando, Florida. Please remember that early registration begins October 30. We hope that many of you submitted program proposals so that CCAPS will be well-represented in the program.

For this fall edition, we have a "double feature" that we hope will be helpful in your work with two special populations: Asian American students and returning student Veterans. Dr. Leena Batra, from The University of Texas at Austin, shares some valuable perspectives about issues that are particularly relevant to understanding and working with Asian American students within both clinical and outreach contexts. Our feature on "Soldier to Student" provides information about a population that has often been overlooked and not well understood...and a group whose number are growing larger each year. Our hope is that this feature can help counseling center staff facilitate the transition from soldier to university student status. Thanks to the Austin Vet Center for providing much of the material for this feature.

Take a look at other entries which highlight ways that you can become involved in and influence the course of CCAPS.

- **Rock the Vote: CCAPS Elections** informs you about how to place your very important votes for Chair-Elect, Directorate Members, and Student Representatives.
- The **CCAPS Awards Nominations** section gives you the opportunity to recognize someone for the remarkable work they do. We all know deserving individuals, so please take a few minutes to look at the awards and complete a nomination form.
- We would really like to see you at the Joint Meeting in Orlando. So, please check out *the 2007 Joint Meeting Announcements* to learn about registration information and opportunities to impact CCAPS' presence at the meeting through the Each One Bring One program and Continuing Education Credit reviews.
- Lastly, please be sure to continue your contact with CCAPS colleagues through the CCAPS listserv. If you have not yet signed up for the new upgraded listserv, please see information in the **CCAPS Listserv Changes** section.

Thanks to Jonathan Kandell for his **From the Chair** column and his leadership and coordination of the behind the scenes work, which is carried out by various CCAPS members. His column provides an overview of this work and reminds us about the listserv updates.

Kudos again to the website committee for formatting and uploading this newsletter. We are fortunate to have such talented folks to make us look so technologically sophisticated!

Be kind to yourselves through the challenging times that fall semesters can bring! We'll see you again in our early spring edition. Remember to vote in CCAPS elections and to register for the joint meeting so that we will see you in April.

Jane Bost, Ph.D.

What is this?

*Counseling and Mental Health Center
The University of Texas at Austin*



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



ACPA - College Student Educators International
ACPA is a registered trademark of the American College Personnel Association
National Center for Higher Education • One Dupont Circle, NW • Suite 300 • Washington, DC 20036 • USA
telephone: 1.202.835.2272 • fax: 1.202.296.3286 • e-mail: info@acpa.nche.edu
Copyright © 2004-2011 American College Personnel Association (ACPA) All Rights Reserved

From the Chair

CCAPS Newsletter
October 2006



Hi Folks,

I hope everyone's Fall semester has started off well. There are a few areas I'd like to cover in this edition's column. First, I'll relate some of the efforts in which Commission members are currently engaging. Second, I'll mention some upcoming events. Finally, I'll discuss the changeover of the listserv.

Much has been occurring behind the scenes during the last couple of months. Since returning from the Summer Leadership Meeting in St. Louis, I've been working on ways to increase the number of programs that will be relevant and available for Continuing Education credits at next year's Joint Meeting. While the Commission has been reduced to only three Sponsored Programs this coming year, I'm optimistic that we'll have other opportunities through other Commission's Sponsored Programs and those in the general pool. It's worked out well that the Joint Meeting's Program Chair works on my campus, and I've already pleaded my case. My understanding from Laura Lyn is that quite a few programs have been submitted to the Commission, and over half of the reviewers are from counseling centers. Thanks to Laura and the Program Committee (Myra Waters and Kelly Simonson), and especially to those who submitted programs and/or agreed to review programs. We'll all benefit from your efforts at next year's Meeting. Thanks also to Sherry Lynch Conrad, who made sure that the Commission was able to maintain its ability to provide its members with Continuing Education credits.

The Elections Committee (Sharon Mitchell, Carlos Hernandez, Mark Fleming) also has been hard at work preparing for the upcoming CCAPS elections. We have candidates for Chair-Elect, the Directorate, and Graduate Student Representative. I was amazed at the energy around the nominations this past Spring (and the sheer number of them as well), and remain so. I'm excited that more and more people are interested in being involved with the Commission, both in leadership roles and as members. Kudos to the Elections team for their hard work and incredible slate of nominees!! And for the rest of the Commission – DON'T FORGET TO VOTE!!

Speaking of elections, information about the CCAPS election process is included in this newsletter. Please check out that article for the details. The main thing I'd like to say here is that the election will run for 11 days, starting October 2nd and ending October 13th. Again, take the time to read the election statements, consider the candidates, and make your voice heard.

The other event I wanted to mention (also noted elsewhere in the newsletter) is registration for the Joint Meeting. Early registration opens October 30th, and you must register for the Joint Meeting before you will be able to make reservations at either of the Joint Meeting hotels. With both ACPA and NASPA members coming to the Meeting, my advice is to register and make reservations early.

Several people have written me and said that they are unable to post to the CCAPS listserv anymore. I sent out an e-mail several weeks ago involving the changeover of the listserv due to ACPA's need to change their computer server (having major problems). The changeover requires that anyone interested in being on the listserv re-subscribe to the list. Here is the note I sent out to the list before the changeover with the instructions to make the change:

Dear Listserv Member,

In order to continue to provide quality service to you through this listserv we will be upgrading the listserv system. This upgrade involves the movement of this list to a new server and a change in the listserv email address.

The new address is now commission7@lyris.acpa.nche.edu effective immediately. Please note the LYRIS in the address not LISTS.

In order to complete this transition we must ask that you sign-up on the new list by visiting <https://members.myacpa.org/Scripts/4Disapi.dll/4DCGI/person/Listserv.html> and logging in with your myACPA username and password. Find the line for "Commission for Counseling and Psychological Services," verify your email address and select an option from the drop-down menu. Failure to perform this step will prevent you from receiving future mail for this list.

If you have any questions regarding this process please contact the International Office at 202.835.2272 or info@acpa.nche.edu.

You can also contact me at 301-314-7658 or jkandell@umd.edu, and I'll help walk you through the process.

Finally, thanks to Jane Bost, Vivian Yamada and the Newsletter Committee for putting out this edition of the CCAPS newsletter, and to David Gilles-Thomas, Sue Stock and the Webpage group for getting it posted so we all can enjoy and learn from it.

That's it for now. Have a great rest of the semester and MAKE SURE YOU VOTE!!

Jonathan Kandell

Chair

ACPA - College Student Educators International
ACPA is a registered trademark of the American College Personnel Association
National Center for Higher Education • One Dupont Circle, NW • Suite 300 • Washington, DC 20036 • USA
telephone: 1.202.835.2272 • fax: 1.202.296.3286 • e-mail: info@acpa.nche.edu
Copyright © 2004-2011 American College Personnel Association (ACPA) All Rights Reserved



2007 ACPA/NASPA Joint Meeting Announcements

CCAPS Newsletter
October 2006

2007 ACPA/NASPA Joint Meeting: Save the Date!

Hello from the Publicity Committee! Come join us in sunny Orlando, Florida for the 2007 ACPA/NASPA Joint Meeting from March 31 through April 4. Yes, it about time to register for our Joint meeting with NASPA. Early registration opens on October 30, 2006 to January 31, 2007. Remember you must register for the conference before you can reserve a hotel room! Invite and encourage your colleagues to join ACPA and the Commission for Counseling and Psychological Services (CCAPS). This is a great way to exchange ideas, meet and network with other professionals across the nation. Looking forward to seeing you in Orlando!

NEWS:

[Showcase Give-Away!](#)

[CCAPS Meeting Schedule](#)

[CCAPS Continuing Education Programs](#)

Each One Bring One Campaign

Greetings from the Membership Committee! We hope you have all had a very restful summer and a smooth entrance into the Fall semester. As the joint conference registration approaches – October 30!!!, we wanted 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! Have a great semester and look out for the launching of our new, online professional mentoring program soon!

Continuing Education Credits at the Joint Meeting

Are you interested in having a voice in which programs are offered for Continuing Education Credits (CE's) at the 2007 ACPA/NASPA Joint Meeting? If so, this volunteer opportunity is for you. Based on previous years, the time commitment for reviewing programs to determine CE status will be in the neighborhood of 5 - 10 hours between December 26 - January 10. I know the timing is bad, but it is determined by when all of the programs are put online for the committee to access and when the program book has to be at the printers. Unfortunately it is a very small window of time. So, if you know that you'll be around during the holidays and have a little extra time to donate to the CCAPS CE committee, please contact Sherry Lynch Conrad, CE Committee chair at sklynch@vt.edu We would love to have a number of volunteers as this will reduce the number of programs each person has to review and also we can increase the number of reviewers for each program.



From Soldier To Student: Making the Transition

CCAPS Newsletter
October 2006

The Counseling and Mental Health Center at The University of Texas at Austin recently became aware that we needed to do more about addressing the issues and needs of returning student veterans...a group that is often overlooked and likely to increase in numbers over time. We invited the director of the Austin Vet Center and a student veteran to do some successful training for our staff since many of us had little or no military experience or understanding of military culture. In addition, with permission from the Austin Vet Center to use some of their materials, we developed a brochure tailored to this population. The following text is the content of that brochure which other universities may feel welcome to use/tailor to their community.

From Soldier To Student: Making the Transition to UT

Tips for returning veterans as they transition from military service to the home front

Counseling & Mental Health Center

100A W. Dean Keeton St., 5th Floor SSB

512-471-3515 • www.utexas.edu/student/cmhc

© 2006

Homecoming is a Process

Homecoming is a process, not an event. Whether returning from active combat or Homeland Security missions, the return to a university atmosphere from active duty is almost always a severe shock to the system.

It may feel strange to return to school to find that others are going through their everyday motions, while you just returned from a life-altering experience. Relationships change quickly, and many old friends may have graduated or moved on when you return. Readjustment means overcoming obstacles and making small but important changes. A vital change for the returning veteran is allowing yourself

What is this?

to relax and be more patient with those around you.

Each individual will experience their own obstacles. Some of these may include:

- Combat stress reactions
- Boredom—missing the thrill or adrenaline that's not part of the usual college experience.
- Bow frustration tolerance or impatience. Rules may seem meaningless, and simple questions or comments may cause unexpected reactions.
- Frustration over missed or lost time due to length of deployment.
- Difficulty concentrating, including recurring thoughts of war experiences or anxiety around finding meaning in activities.
- High alertness—difficulty relaxing or finding safety in your current environment.
- Feeling out of place or having difficulty developing new relationships. You may find it very hard to feel close to others or connect with people who haven't gone through the same experiences as you.
- Anxiety about being redeployed.

Self-Care Checklist

- Don't take too big a course load initially. Ease into it, and try not to overwhelm yourself.
- Take notes to help you stay focused on course materials and lectures.
- Get involved in school activities as a way to break down barriers between you and your classmates.
- Take advantage of school services available to you, including academic assistance and counseling services.
- Talk to the Veterans Representative in the Office of the Registrar to utilize your veterans benefits.
- Limit exposure to traumatic information (including watching news, reading the paper, etc.).
- Talk with peers and/or professionals. Recognize that others may not agree with you or understand your service in the military.
- Take care of your physical needs. Get plenty of sleep and rest, eat a good diet (at least 3 nutritious meals a day), and get exercise (physical exercise is great in reducing stress).
- Decrease unhealthy behaviors such as using alcohol, nicotine, or illegal substances.
- Have fun! Engage in healthy, pleasurable activities.
- Focus outside of yourself and give back to the community (volunteer work, etc.).
- Seek spiritual fulfillment through prayer, meditation, fellowship, etc.
- Follow a daily schedule to help yourself stay organized.
- Set reasonable boundaries for yourself.
- Pay attention to your reaction to things that happen in ordinary life situations. Learn to recognize the physical and emotional signs of stress.
- Visit the Counseling & Mental Health Center!

Combat Stress

Combat Stress is a normal set of reactions to a trauma such as war. When feelings or issues related to the trauma are not dealt with, they can lead to problems readjusting to community life. A delayed stress reaction may surface after many years and include some or all of the following problems:

- Anger, irritability, and rage
- Feeling nervous
- Depression
- Difficulty trusting others
- Feeling guilt over acts committed or witnessed, failing to prevent certain events, or merely having survived while others did not

- Hyperalertness and startle reactions
- Feeling grief or sadness
- Having thoughts and memories that will not go away
- Isolation and alienation from others
- Loss of interest in pleasurable activities
- Low tolerance to stress
- Problems with authority
- Problems feeling good about oneself
- Nightmares
- Substance abuse
- Trouble sleeping
- Anxiety
- Paranoia

Note: At this point in the brochure, we included a fairly extensive list of campus and community resources.

Working with Asian American College Students

CCAPS Newsletter
October 2006

WORKING WITH ASIAN AMERICAN COLLEGE STUDENTS

By Dr. Leena Batra



Dr. Leena Batra is a staff psychologist at the University of Texas in Austin Counseling and Mental Health Center. Her primary specialty area at UT is with Asian American college students. Dr. Batra earned her doctorate in Counseling Psychology in 2001, from Southern Illinois University.

The Asian American population is one of the fastest-growing racial groups in the United States and in higher education (Hune, 2002). Though a large and diverse group of individuals from differing ethnicities, the term "Asian American" originated in the 1960s as a panethnic identity to form political coalitions for equity and empowerment (Wei, 1993). In the last few decades, Asian Americans have been attending and graduating from college in dramatic numbers, well above their overall proportion in the total U.S. population (Hune, 2002). Popular images of Asian Americans affect the self-concept of students: as a "model minority," Asians are often expected to be thin, wealthy, and intelligent. However, the reality for many Asian American college students is different from the myth of the "model minority": While AA students are more likely than White students to attend and graduate from college, they are also more likely to go on medical leave in college and to experience college dissatisfaction (Wong, 2005). However, Asian American students report being subjected to expectations that they fulfill the model minority stereotype, both from non-Asians, as well as from within their Asian communities (Suzuki, 2002). The negative consequences of this positive image is that Asian American students are often believed to be "self-sufficient" and not in need of counseling services, when in fact their level of distress is quite high (Suzuki, 2002; Wong, 2005).

The Chickering (1969) model is typically the identity model used for examining college student psychosocial development. It indicates that students' identity development follows 7 stages, or 'vectors': development of competence, management of emotions, development of interdependence, forming relationships, forming identity, finding purpose, and development of integrity. However, when working with Asian/Asian American college students, such Western identity models are inadequate (Kodama, McEwen, Liang, & Lee, 2001).

The Chickering model is based on data from Harvard males in 1969/1993, and emphasizes the need for college students to explore their autonomy and individualism. The model assumes that college is seen as a time for self-exploration, and that there is a prescribed/healthy way to negotiate developmental tasks. Further, the model assumes that deviation from this pattern is not healthy or normal. One criticism of the Chickering model as applied to Asian Americans is that it does not take into account the effect of external influences (i.e., racism, stereotypes, and the effect of these on one's development).

 [What is this?](#)

In response, Kodama, et al. (2001) developed a model to explain the psychosocial development of Asian American students. The researchers believe that a theory for Asian American students needs to take into account the effect of traditional Asian values, family influence, and external factors on a student's development.

Two traditional Asian values which are central in the upbringing of many Asian students are those of collectivism and filial piety. Collectivism values the success and welfare of the group as more important than that of the individual, and is characterized by interdependence and group connectedness. Filial piety is the value for respect and obedience of a child to his/her parents; it is based on a system of hierarchy within the family and society. The influence of these depends on environmental and contextual factors (i.e., immigration experiences, generational status, level of acculturation, etc.). For example, a fourth generation AA student is more likely to identify with Western values than a 1st generation Asian American student. Conversely, an Asian American student growing up in a small Midwestern town may perceive identity differently than one growing up in an Asian community of Los Angeles.

Purpose and identity are core to the Asian American student's development, and both inform each other (Kodama, et al., 2001). This differs from the Chickering model which emphasizes identity and purpose as the outcome of successful negotiation of previous tasks. Identity is often based on the student's chosen sense of purpose (i.e., major, chosen career path, expectations about family/marriage). For many Asian Americans, the influence of family and society run through the core of identity and purpose. For example, external factors (racism, social expectations, model minority assumptions, etc.) as well as family influences (such as parental expectations) often strongly affect one's identity and chosen sense of purpose (Kodama, et al., 2001).

Implications for Clinical Services and Campus Outreach:

It is important not to automatically apply Western models of psychosocial theory (i.e., Chickering model) to a discussion regarding Asian American students' development. Data which were used to develop the Chickering model were not derived from an Asian American sample and do not adequately explain the experiences of this student group.

Further, it is important to consider the diversity within an Asian American student group. Consider students' differing immigration histories and levels of acculturation. Experiences of bicultural students and Asian American adoptees may pose challenges regarding identity and culture for some students. Traditional Asian values and culture are experienced differently by students, and not all Asian American students will have tradition emphasized in their families.

Consider students' experiences with stereotypes and racism. Clinicians and programmers should examine expectations and potential for stereotyping Asian American students (i.e., model minority myth, etc.)

It is important to remember that Asian American students generally report low satisfaction with their college experiences and may experience "achievement stress." Major and career choice is central to the concerns of many Asian American students; this should be emphasized in program development objectives with Asian American student groups.

Some campus outreach areas to consider when working with this population could include the following:

- Religion and spirituality as a coping source for Asian American students (Yeh & Wang, 2000). This is an area that has been underemphasized when working with Asian students, and is often ignored as a source of coping for students (Yeh & Wang, 2000).
- Body image concerns of Asian American students. The internalization of Western notions of beauty impact Asian American youth and have led to an increasing prevalence of eating disorders and body image disturbance (Wang, 2005). Eyelid surgery to create an upper eyelid for Asian Americans is the country's third most popular cosmetic surgery, according to the American Society of Plastic Surgeons (Scheidnes, 2000).
- Relationship and sexual violence among Asian American students. 12.8% of Asian and Pacific Islander women reported experiencing physical assault by an intimate partner at least once during their lifetime; 3.8% reported having been raped (Tjaden & Thoennes, 2000).
- Sexuality and gender identity concerns and conflicts. Asian American students from traditional family structures may experience tension from families regarding dating and relationships, particularly as they relate to family identity and carrying on the family name (Kodama, et al.,

2001).

Conclusion

Individual barriers such as shame, stigma, and lack of credibility, combined with institutional barriers, such as the use of traditional developmental and psychological models may prevent Asian American students from seeking mental health services. Counselors can assist Asian Americans by helping them to examine traditional values for personal restraint and reservation (Kim, Atkinson, & Umemoto, 2001), and to make decisions about when silence is self-damaging rather than strength. In addition, clinicians and Student Affairs professionals can facilitate the utilization of counseling services by Asian American students by examining and challenging traditional models of helping. Professionals should consider the impact of racial/ethnic identity on other areas of Asian American students' development (Kodama, et al., 2001).

References

- Aoki, B.K. (1997). Gay and lesbian Asian Americans in psychotherapy. In E. Lee (Ed.), *Working with Asian Americans: A guide for clinicians* (pp. 411-419). New York: Guilford.
- Chickering, A.W. (1969). *Education and identity* (2nd ed.). San Francisco: Jossey- Bass.
- Chickering, A.W., & Reisser, L. (1993). *Education and identity* (2nd ed.). San Francisco: Jossey- Bass.
- Gupta, S.R. (Ed.), (1999). *Emerging voices: South Asian women redefine self, family, and community*. Thousand Oaks, California: Sage.
- Hong, M. (Ed.), (1993). *Growing up Asian American*. New York: Guilford.
- Hune, S. (2002). Demographics and diversity of Asian American college students. In McEwen, M.K, Kodama, C.M., Alvarez, A.N., Lee, S., & Liang, C.T.H. (Eds.), *Working with Asian American college students*. *New Directions for Student Services*, 97, Jossey-Bass.
- Kim, B.S.K., Atkinson, D.R., & Umemoto, D. (2001). Asian cultural values and the counseling process: Current knowledge and directions for future research. *The Counseling Psychologist*, 29/4, 570-603.
- Kodama, C.M., McEwen, M.K., Liang, C.T.H., & Lee, S. (2001). A theoretical examination of psychosocial issues for Asian Pacific American students. *NASPA Journal*, 38 (4), 411-437.
- Lee, C.L., & Zane, N.W.S. (Eds.), (1999). *Handbook of Asian American psychology*. Thousand Oaks, California: Sage.
- Lee, E. (2000). *Working with Asian Americans: A guide for clinicians*. New York: Guilford.
- Leong, F.T.L. (Ed.), (1985). Career development of Asian Americans. *Journal of College Student Development*, 26, 539-546.
- McEwen, M.K., Kodama, C.M., Alvarez, A.N., Lee, S., & Liang, C.T.H. (Eds.), (2002). *Working with Asian American college students*. *New Directions for Student Services*, 97, Jossey-Bass.
- Mori, L., Bernat, J.A., Glenn, P.A., Selle, L.L., & Zarate, M.G. (1995). Attitudes toward rape: Gender and ethnic differences across Asian and Caucasian college students. *Sex Roles*, 32 (7/8), 457-467.
- Scheidnes, J. L. (2000). Asian community has double vision of eyelid surgery. *Columbia News Service*. Available at: <http://www.modelminority.com/printout740.html>.
- Suzuki, B. (2002). Revisiting the model minority stereotype: Implications for student affairs practice and higher education. In McEwen, M.K, Kodama, C.M., Alvarez, A.N., Lee, S., & Liang, C.T.H. (Eds.), *Working with Asian American college students*. *New Directions for Student Services*, 97, Jossey-Bass.
- Tjaden P, Thoennes N. (2000). *Extent, Nature, and Consequences of Intimate Partner Violence: Research Report*. Washington, DC: National Institute of Justice and the Centers for Disease Control and Prevention. Available at: <http://www.ncjrs.org/txtfiles1/nij/181867.txt>.
- Tung, M.P-M. (2000). *Chinese Americans and their immigrant parents: Conflict, identity, and values*.

Binghamton, NY: Haworth Clinical Practice Press.

Uba, L. (1994). *Asian Americans: Personality patterns, identity, and mental health*. New York: Guilford.

Wang, Y., Sedlacek, W.E., & Westbrook, F.D. (1992). Asian Americans and student organizations: Attitudes and participation. *Journal of College Student Development*, 33, 214-221.

Wei, W. (1993). *The Asian American movement*. Philadelphia: Temple University Press.

Wong, W-K. (2005). Asian American mental health at Cornell.

Available at: http://www.rso.cornell.edu/mindsmatter/Asian_American_Mental_Health_at_Cornell.pdf.

Yeh, C.J., & Huang, K. (1996). The collectivist nature of ethnic identity development among Asian American college students. *Adolescence*, 31 (123), 645-661.

Yeh, C.J., & Wang, Y-W. (2000). Asian American coping attitudes, sources, and practices: Implications for indigenous counseling strategies. *Journal of College Student Development*, 41, 94-103.

ACPA - College Student Educators International
ACPA is a registered trademark of the American College Personnel Association
National Center for Higher Education • One Dupont Circle, NW • Suite 300 • Washington, DC 20036 • USA
telephone: 1.202.835.2272 • fax: 1.202.296.3286 • e-mail: info@acpa.nche.edu
Copyright © 2004-2011 American College Personnel Association (ACPA) All Rights Reserved


[ACPA Home](#)
[Home](#)
[Newsletter](#)
[Membership](#)
[Directorate](#)
[Convention](#)
[Activities](#)
[Resources](#)
[About ACPA](#)
[Standing Committees](#)
[Commissions](#)
[State/Int'l Divisions](#)
[Membership](#)
[Professional Development](#)
[Annual Conventions](#)
[Publications](#)
[Career Advancement](#)
[Research](#)
[ACPA Foundation](#)
[Ethics](#)
[Partnerships](#)

Rock the Vote: CCAPS Elections

CCAPS Newsletter
October 2006

Rock the Vote! It's that time of the year in which your input is important! Your actions may only take a few minutes; the results can last a life time!

CCAPS election for Chair-Elect, Directorate Members, and Student Representatives are just around the corner. Voting will start on, Monday, October 2, 2006 through Friday, October 13, 2006. We have a wonderful list of candidates that are worthy of your vote and consideration. Candidates' bios and position descriptions can be found at:

http://www.myacpa.org/comm/ccaps/election_statements.cfm

In order to vote, however, you must be an active member of CCAPS. If you are not currently an

active member, you must join the Commission prior to the start of the election in order to be eligible to vote. Below are instructions to help you find out if you are officially a member of CCAPS, and if not, how to join.

ARE YOU AN OFFICIAL MEMBER OF CCAPS?

- 1) Go to the ACPA website (<http://www.myacpa.org>)
- 2) Click on Member Login
- 3) Enter your Membership Number as Login and your Last Name as Password
 - Click Log On
- 4) Scroll down the page almost all the way. In the middle of the page you'll see a section for Committees. Click on the link under the picture that says "View those committees you are currently a member in."
- 5) The next page will show your current ACPA involvements. Check to see if CCAPS is listed, and if so, that your membership in the Commission will not expire before the election. If CCAPS is listed, and your membership won't expire before October 2nd, you're eligible to vote in the election!

HOW TO SIGN UP TO JOIN CCAPS:

- 1) Do first three steps above (or if already logged on, proceed to next step).
- 2) Under the section on "Committees" there's a link "To join a committee." Click on the link ("list of committees") to reach the list of ACPA Commissions, Committees, etc.
- 3) Click on the "Commission for Counseling and Psychological Services" link
- 4) At the next page you'll see a "Join Committee" right under the header. Click that link. If you don't see the "Join Committee" link, then you're already a member of CCAPS.
- 5) When you click the "Join Committee" link, you'll be asked to > confirm your interest in joining

What is this?

CCAPS. Click the "Join Committee" button to confirm.

6) That's it! You're now an official member and can vote in the election!

HOW TO VOTE:

- 1) Please go to the ACPA website (<http://www.myacpa.org>) and click on Member Login.
- 2) Enter your Membership Number for Login and your Last Name for Password
- 3) Once you're in (at your Membership page), click on the Elections link.
- 4) When you reach the Elections page, it will show you the Elections that you are able to access and vote in. Continue on to view the list of candidates and the link to the candidates' Election Statements.
- 5) You can vote for one (1) Chair-Elect, (1) Student Representative, and up to six (6) Directorate Body Members.

If you have any questions about this process, please contact Jonathan Kandell, Chair, Commission for Counseling and Psychological Services at jkandell@umd.edu.

Your vote is critical to the success of the commission! Please forward this announcement on to a colleague or friend!

ACPA - College Student Educators International
ACPA is a registered trademark of the American College Personnel Association
National Center for Higher Education • One Dupont Circle, NW • Suite 300 • Washington, DC 20036 • USA
telephone: 1.202.835.2272 • fax: 1.202.296.3286 • e-mail: info@acpa.nche.edu
Copyright © 2004-2011 American College Personnel Association (ACPA) All Rights Reserved



Commission for
Counseling and
Psychological Services

[Member Login](#) | [Site Map](#)

[ACPA Home](#)

[About ACPA](#)

[Standing Committees](#)

[Commissions](#)

[State/Int'l Divisions](#)

[Membership](#)

[Professional Development](#)

[Annual Conventions](#)

[Publications](#)

[Career Advancement](#)

[Research](#)

[ACPA Foundation](#)

[Ethics](#)

[Partnerships](#)

[Home](#) [Newsletter](#) [Membership](#) [Directorate](#) [Convention](#) [Activities](#) [Resources](#)

CCAPS Awards Nomination Applications Are Due Soon!

CCAPS Newsletter
October 2006

The CCAPS Awards Committee requests (no, begs) your assistance in recruiting nominations (self and otherwise) for our various professional awards. The deadlines for all awards but the Dallum Graduate Student Research Award were originally October 3, 2006. Because it's such a busy time for everyone, those deadlines for submission will be extended to October 31. The CCAPS professional awards and their deadlines are:

<i>Outstanding Lifetime Achievement Award</i>	Oct. 31
<i>Mid-Level Career Achievement Award</i>	Oct. 31
<i>Early Career Achievement Award</i>	Oct. 31
<i>Agency Award of Excellence</i>	Oct. 31
<i>Thomas M. Magoon Innovations Award</i>	Oct. 31
<i>Joan Dallum Graduate Student Research Award</i>	Nov. 15

Please just e-mail a copy of this newsletter or the CCAPS awards webpage link below to academic graduate programs in your area or to individuals who might be interested. Thanks in advance for your support.

<http://www.myacpa.org/comm/ccaps/2006CallForAwardNominations.cfm>

What is this?

ACPA - College Student Educators International
ACPA is a registered trademark of the American College Personnel Association
National Center for Higher Education • One Dupont Circle, NW • Suite 300 • Washington, DC 20036 • USA
telephone: 1.202.835.2272 • fax: 1.202.296.3286 • e-mail: info@acpa.nche.edu
Copyright © 2004-2011 American College Personnel Association (ACPA) All Rights Reserved


[ACPA Home](#)
[Home](#)
[Newsletter](#)
[Membership](#)
[Directorate](#)
[Convention](#)
[Activities](#)
[Resources](#)
[About ACPA](#)
[Standing Committees](#)
[Commissions](#)
[State/Int'l Divisions](#)
[Membership](#)
[Professional Development](#)
[Annual Conventions](#)
[Publications](#)
[Career Advancement](#)
[Research](#)
[ACPA Foundation](#)
[Ethics](#)
[Partnerships](#)

CCAPS Listserv

*CCAPS Newsletter
October 2006*

CCAPS Listserv Changes: Don't be Left Behind

In order to continue to provide quality service to you through the CCAPS listserv, the listserv system was upgraded. This upgrade involved the movement of this list to a new server and a change in the listserv email address.

The new address is now commission7@lyris.acpa.nche.edu effective immediately. Please note the LYRIS in the address not LISTS.

In order for you to participate on the listserv, you must sign up on the new list if you have not already done so. You can sign up by visiting the link below and logging in with you're my ACPA username and password. Find the line for "Commission for Counseling and Psychological Services," verify your email address and select an option from the drop-down menu. Failure to perform this step will prevent you from receiving future mail for this list.

<https://members.myacpa.org/Scripts/4Disapi.dll/4DCGI/person/Listserv.html>

If you have any questions regarding this process please contact the International Office at 202.835.2272 or info@acpa.nche.edu.

What is this?