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## COMMISSION VII NEWSLETTER

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### The Articles:

- [From the Chair](#)
- [From the Editor](#)
- [Managed Care: Closer than we think?](#)
- [The Joan Dallum Graduate Student Research Award](#)
- **ACPA - Atlanta 1999 - Continuing Education Programs**
  - [Pre-Convention Programs](#)
  - [General Convention Programs](#)



[Return To Newsletter Archive](#)



[Return To Commission VII HomePage](#)



[Return To The ACPA HomePage](#)

---

[ [WHAT IS COMMISSION VII](#) ] [ [MEMBERSHIP INFO](#) ] [ [COMMITTEES](#) ]  
[ [SPECIAL INTEREST GROUPS](#) ] [ [DIRECTORATE](#) ] [ [NEWSLETTER](#) ]  
[ [CONVENTION/PROGRAM INFO](#) ] [ [COUNSELING CENTER VILLAGE](#) ]

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**This page was last updated 4/11/05.**



## From the Chair

I hope your Spring '99 is off to a good start and, for those on quarters, that winter quarter has gone well. Many, if not most, of you are probably reading this newsletter on-line -- our first electronic issue! The move to an electronic Commission VII newsletter means that we can get the newsletter out more quickly and with much less expense, opening up possibilities for channeling our financial resources into new directions. Thanks to Thomas DeStefano and Todd Sevig for managing the mid-year transition of editing, and kudos to Todd for getting us on-line!

Congratulations to Chair-Elect Ruperto (Toti) Perez and new directorate members Glen D. Bowman, Kevin F. Gaw, David L. Gilles-Thomas, Connie Matthews, Richard Peagler, and Kathleen B. Uzes. These new leaders have much to offer the directorate and our commission as a whole.

Plans are being finalized for the Atlanta Convention, celebrating ACPA's 75th, Diamond Anniversary. As usual, Commission VII had many more excellent proposals for sponsored programs than spaces; as a result we have both a terrific set of sponsored programs (see elsewhere in the newsletter for a listing of these programs) and some great, counseling-related general convention programs. Thanks to the close coordination of Commission VII CE chairs Kurt Gehlert and Laura Lyn with convention program chairs (and Commission VII members) Don Rosen and Toti Perez we have been able to identify general program offerings which are eligible for not only NBCC continuing education but psychologist CEs as well. This year we are offering a total of 20 convention and pre-convention programs for psychology CEs -- a listing of these programs will be available in Atlanta.

One program note to highlight-- On Sunday afternoon we'll be having a workshop on Critical Incident Debriefing, an role which we are increasingly being called to take on our campuses. And I encourage you to come to the Special Interest Group session on Monday - taking part in one of the SIGs is one of best ways to get involved with Commission VII. For those of you who are unable to join us at the Convention, keep an eye out for the spring/summer newsletter with convention highlights.

See you in Atlanta!

Heidi Levine, Ph.D.  
Commission VII Chair  
Radford University  
Center for Counseling & Student Development



[Return To Spring 1999 Newsletter Homepage](#)



[Return To Newsletter Archive](#)

[Return To Commission VII HomePage](#)





**[Return To The ACPA HomePage](#)**

---

[ [WHAT IS COMMISSION VII](#) ] [ [MEMBERSHIP INFO](#) ] [ [COMMITTEES](#) ]  
[ [SPECIAL INTEREST GROUPS](#) ] [ [DIRECTORATE](#) ] [ [NEWSLETTER](#) ]  
[ [CONVENTION/PROGRAM INFO](#) ] [ [COUNSELING CENTER VILLAGE](#) ]

---

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## From the Editor...

Each newsletter in the world always seems to have a "from the editor" section, so I'll stay with tradition on this one and write a few words. I am honored and excited to be the new editor for our Commission newsletter. I have always enjoyed reading these over the years and look forward to providing coordination and direction in the coming months.

While trying to get a "feel" for our newsletter, I started reviewing older ones, dating back to 1990. I found interesting things (e.g., Heidi Levine, our current chair of Commission VII, being elected to the graduate student representative directorate position in 1990!). On a more serious note, I found themes in these newsletters revolving around ethics, research from a practitioner's point of view, brief therapy, diversity and multiculturalism, post-doctoral training and training in general, and on defining a counseling center's mission -- issues that continue to be relevant to our work.

My hope is that this newsletter continues to be relevant to our professional lives and to our spirit of collegiality as counseling center professionals around the country. In this edition, you will notice an amazing array of programs at the upcoming national convention that relate directly to our work. Thanks to all who made these possible! We have provided day/time/locations for these programs as well as a brief description for each to help you plan your activities.

Thanks to Kurt Gehlert for providing us with this information. In our feature article, Dr. Chuck Klink helps us to slow down for a moment and reflect on the value of carefully defining our mission as counseling centers. In the future, I will be working with many of you to help make our newsletter meet your needs. I will be talking with many of you at the convention to get your ideas or you can e-mail me at the address on the back page.

Finally, many thanks to Tom DeStefano for helping me make this transition. I feel a solid base on which to build due to his previous editorship and talking with me about the subtle points.

See you in Atlanta.

Todd Sevig, Ph. D.  
Commission VII Newsletter Editor  
University of Michigan  
Counseling and Psychological Services



[Return To Spring 1999 Newsletter Homepage](#)



[Return To Newsletter Archive](#)



[Return To Commission VII HomePage](#)



## [Return To The ACPA HomePage](#)

---

[ [WHAT IS COMMISSION VII](#) ] [ [MEMBERSHIP INFO](#) ] [ [COMMITTEES](#) ]  
[ [SPECIAL INTEREST GROUPS](#) ] [ [DIRECTORATE](#) ] [ [NEWSLETTER](#) ]  
[ [CONVENTION/PROGRAM INFO](#) ] [ [COUNSELING CENTER VILLAGE](#) ]

---

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## Managed Care: Closer Than We Think?

Managed care has become a term in our cultural vocabulary as commonplace as El Nino and Prozac. As counseling center professionals we are lured sometimes into thinking of managed care as separate from ourselves and our endeavors. It seems, however, that most counseling centers have been engaged in the practice of managed care from their beginnings. Most counseling centers, regardless of their funding source, receive set funds which they must allocate for a variety of clinical services. The sum received usually is not sufficient to support the plethora of services that a center could offer a university community, so administrators and staff must make difficult choices, explicitly or implicitly, in deciding how to utilize limited resources for seemingly limitless needs.

Unlike many traditional managed care models, the scope of services provided by counseling centers is colossal. Undoubtedly, many counseling centers could not compete financially with managed care competitors offering only individual psychotherapy. These competitors could employ a legion of less credentialed clinicians seeing clients around the clock. Fortunate for us, however, is that the array of services we render, focused both on prevention and treatment, for the monies we receive, would prompt even the most seasoned managed care company to seek shelter. This is both a saving grace and constant challenge.

The most difficult component of our managed care practice is dictating how to utilize our limited resources for campuses awash with psychological needs. We must grapple with the reality that more likely than not, we cannot meet all of these needs. We must struggle with whom we help and whom we do not, because no matter how committed we are we cannot meet all of the complex needs of our students and institutions. Explicitly acknowledging that we are limited in our ability to do everything, can be both painful and liberating. It is indeed an awesome responsibility to decide who becomes the recipient of our services.

The most important factor in the process of resource allocation is a well developed mission statement. Such a statement reflects the values, beliefs, and aspirations of the center across all staff levels situated within the larger institutional context. A mission statement, no matter how articulately composed, is relegated to failure without staff participation, investment, and acceptance. This collective sense of common purpose provides a focus to evaluate the provision of center clinical services. The central responsibility of the counseling center director is to keep the question, "Does this fit with our mission and purpose?" consistently in front of the staff. Without an explicit mission statement that becomes an inherent part of the center's culture, it is a short step to reactive management by crisis and shifting university proclivities.

A well developed mission statement affords a center the ability to develop a structure and plan of action that supports its purpose. This allows center administrators and staff to communicate what they do and why they do it to a wide audience. It helps the larger university community, and those to whom we report, understand the scope of what we can achieve with resources that are finite. This focus and purpose sustains a center over time amidst a tapestry of changing institutional dynamics.

Making and taking time to be thoughtful and planful is of great value when deciding how limited resources are allocated. Setting aside time for administrators and staff to think about what they are doing, what they could be doing, and what they should be doing is essential to avoid the inclination to respond to every seemingly important university

psychological need in an almost reflexive manner. Hasty decisions, actions taken without reflection, and the addition of services inconsistent with center mission and purpose, often result in a chaotic sense of diffuse purpose. Taking time to think and reflect creates the ability to be responsive both to current and anticipated future needs. The discipline of taking time to remind ourselves of our mission and purpose in the midst of our latest invitation to expand our clinical service is difficult to master but essential to our success.

Accepting our limited capacities and providing fewer or less extensive clinical services can be difficult. It can be excruciating to decline participation in a service that we know would have value to our university population, but that does not support our mission. It may be more beneficial for those we serve, however, to maintain our focus and realistically accomplish what we can in a manner that meets our high standards.

Denying that we practice managed care only serves to diminish our responsibility to our constituents and thwarts our efforts to make intentionally mindful decisions about clinical care. We can be seduced into thinking that we can surpass our limits and resources. Lack of recognition that we are faced with tremendously complex decisions regarding resource allocation dilutes our ability to best utilize the resources we do possess. An explicit recognition of what we can realistically accomplish best serves our clients, universities, and ourselves.

If we embrace the concept that we are also in the managed care mix, we find that are afforded significant opportunity to consciously determine what shape our presence will take within our university communities. As a result, we experience a sense of renewed purpose, empowerment, and possibility.

*Dr. Klink is the clinical director at Counseling and Consultation Services at The Ohio State University.*



[Return To Spring 1999 Newsletter Homepage](#)



[Return To Newsletter Archive](#)



[Return To Commission VII HomePage](#)



[Return To The ACPA HomePage](#)

---

[ [WHAT IS COMMISSION VII](#) ] [ [MEMBERSHIP INFO](#) ] [ [COMMITTEES](#) ]  
[ [SPECIAL INTEREST GROUPS](#) ] [ [DIRECTORATE](#) ] [ [NEWSLETTER](#) ]  
[ [CONVENTION/PROGRAM INFO](#) ] [ [COUNSELING CENTER VILLAGE](#) ]

---

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## GRADUATE STUDENT RESEARCH AWARD COMPETITION

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The purpose of the Joan Dallum Graduate Student Research Award is to recognize and encourage high quality research projects by graduate students and entry level professionals in counseling and human development. The award includes a certificate, plaque, and a cash stipend. Membership in ACPA or Commission for Counseling and Psychological Services is not required in order to apply.

*The criteria for eligibility and submission guidelines are as follows:*

- The research must have been completed during the applicant's tenure as a graduate student. At the time of the 2004 convention (4/1-4/5/2004), the candidate must be no more than 18 months post-graduation.
- The research project must have applicability to the counseling and human development goals of ACPA and Commission for Counseling and Psychological Services. For example, research on needs assessment, treatment intervention, outcome and process studies, or preventative programs are appropriate submissions.
- The results of the study must be known at the time of submission.
- The applicant must be the principal author.
- The manuscript, at the time of the deadline for submission (11/14/03), may have been submitted to a journal but may not have been accepted for publication.

The description of the project should be no more than 20 pages in length including introduction, methodology, results, discussion, and implications. The manuscript should be typed and double-spaced following the guidelines for authors found in the *Journal of College Student Development*. The reference style and general guidelines described in *The Publication Manual* (5th Ed.) of the American Psychological Association should be followed. The manuscript should also be written in a formal style suitable for submission to a journal.

An electronic copy via e-mail should be submitted, along with a letter indicating the applicant's student status, major advisor, and graduate program.

The deadline for submissions is November 14, 2003. Please send all materials to:

**Jason Parcover, Ph.D.**  
Counseling Center  
Beatty Hall, Room 203  
Loyola College of Maryland  
4501 N. Charles Street

Baltimore, MD 21210  
Phone: (410) 617-5109 Fax: (410) 617-2001  
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[Return To Commission for Counseling and Psychological Services \(CCAPS\) HomePage](#)



[Return To The ACPA HomePage](#)

---

[ [WHAT IS CCAPS](#) ] [ [MEMBERSHIP INFO](#) ] [ [COMMITTEES](#) ]  
[ [SPECIAL INTEREST GROUPS](#) ] [ [DIRECTORATE](#) ] [ [NEWSLETTER](#) ]  
[ [CONVENTION/PROGRAM INFO](#) ] [ [COUNSELING CENTER VILLAGE](#) ]

---

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## **Pre-Convention Programs**

*Saturday, March 20*

### **The Stressed Student: How Can We Help?**

Fred B. Newton, Ph.D., Ata Karim, Ph.D., Karen Larson, M.S. (3CE)  
1:00-4:00 p.m. Marriott Marquis, Amsterdam

(This program is designed for professional counselors, licensed psychologists, and student affairs worker dealing with college student personal/social concerns.)

Educational objectives: (1) participants will become aware of trends and characteristics of student behaviors as identified by literature review and presenter research; (2) participants will be provided with a model that explains student behavior within a societal change context; (3) participants will experience at least four demonstrations of programs and interventions that staff and faculty may use to respond to current needs of students experiencing stress.

*Sunday, March 21*

### **Supporting African American Men's Leadership Development, Self-Esteem Building and More**

Michael J. Cuyjet, Ed.D., Mary F. Howard-Hamilton, Ph.D., Janice Dawson-Threat, Ph.D., Bruce D. LaVant, Ph.D., Dawn R. Person, Ph.D. (3CE)  
1:00-4:00 pm. Marriott Marquis, Amsterdam

(This program is designed for counselors and student service professionals who provide direct services to African American male clients.)

Educational objectives: (1) acquaint session participants topics related to the problems of college matriculation among African American men; (2) engage session participants in discussion of proposed remedial actions.



[Return To Spring 1999 Newsletter Homepage](#)



[Return To Newsletter Archive](#)



[Return To Commission VII HomePage](#)



[Return To The ACPA HomePage](#)



---

[ [WHAT IS COMMISSION VII](#) ] [ [MEMBERSHIP INFO](#) ] [ [COMMITTEES](#) ]  
[ [SPECIAL INTEREST GROUPS](#) ] [ [DIRECTORATE](#) ] [ [NEWSLETTER](#) ]  
[ [CONVENTION/PROGRAM INFO](#) ] [ [COUNSELING CENTER VILLAGE](#) ]

---

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## **General Convention Programs**

*Sunday, March 21*

### **Critical Incident Stress Debriefing**

Gregory Snodgrass, Ph.D. (3CE)  
1:00-4:00 p.m. Marriott Marquis, Zurich

(This program is designed for counselors and psychologists and other professional student affairs staff who may encounter students with crisis situations. The content of this program might be stressful to some participants.)

Educational objectives: (1) describe appropriate and inappropriate situations for using the Critical Incident Stress Debriefing (CISD) process; (2) state the goals of CISD; (3) describe the preparation process for CISD; (4) describe the seven steps of the CISD process; (5) describe the defusing process; (6) distinguish between CISD and defusing.

*Monday, March 22*

### **Providing Seamless Career Services: Should Counseling and Placement be Together or Separate?**

Douglas H. Lamb, Ph.D., Betty Green Rademacher, M.S. (1CE)  
8:00-9:15 a.m. Marriott Marquis, Madrid

(This program is designed for professional counselors, psychologists, career specialists, placement specialists and student affairs administrators who have involvement with the delivery of career services on a college campus.)

Educational objectives: (1) participants will learn the advantages and disadvantages of combining traditional placement services with counseling services of relatively large size at a public institution. Opportunities will be provided to apply the advantages/disadvantages to the participant's home university; (2) participants will become familiar with a model of career development delivery systems which incorporates all stages of career development (early exploration and clarification; revising and continuing; job search/post-graduate study); (3) participants will learn the processes (logistic, budgetary, political, administrative) involved in both combining and then reconfiguring into separate units, i.e., the experience of merging the counseling and placement services and then separating the two units into two separate entities will be described.

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### **Supervisory Style and Trainees' Counseling Competency: Implications for Training**

Robbie J. Steward, Ph.D., Alfie M. Breland, Ph.D., Douglas Neil, M.A. (1CE)  
8:00-9:15 p.m. Marriott Marquis, Rhine

(This program is designed for counselors and psychologists who are counseling supervisors or training others to become counseling supervisors.)



Educational objectives: (1) increase understanding of the influence of supervisees' perceptions of supervisors on counseling competency; (2) increase understanding of the implications of the findings for developing an appropriate training environment for masters level trainees; (3) increase understanding of the implications of the findings for developing more effective practices in the training of supervisors; (4) provide recommendations for future research.

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### **Innovations in College Counseling - 1999**

Tom Magoon, Ph.D., Pat Alford-Keating, Ph.D., Ronald Chapman, Ph.D., Charles Davidshofer, Ph.D., Rolf Gordhamer, Ph.D., John Hancock, Ed.D., Gilbert Hinga, Psy.D., Dan Jones, Ph.D., Greg Lambeth, Ph.D., Judith Mack, M.S., Fred Newton, Ph.D., Julia Phillips, Ph.D., Beverly Piscitelli, M.S. (1CE)  
9:30-10:45 a.m. Marriott Marquis, Monte Carlo

(This program has been designed for many years for counselors/psychologists interested in counseling service practices and problems.)

Educational objectives: (1) to provide recognition of those colleagues who have experienced innovative/novel psychological practice(s) created at their college/university centers; (2) to disseminate/share those innovative/novel psychological practices with interested fellow colleagues who attend this program (e.g., counselors and psychologists in training, practice, teaching, administration and/or research.); (3) for those attending who may not find the presentations particularly novel/innovative our objective is to stimulate their own innovative thinking about their work setting and their habitual practices.

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### **Sisters of the Hourglass: Our Time Has Come**

Kimberly A. Bowie, M.S., Katrina L. Rodriguez, M.S. (2.5CE)  
9:30-12:15 p.m. Marriott Marquis, Rhine

(This program is designed for anyone who is interested in supporting Women of Color with their issues of Body Image and Eating Disorders on a college campus.)

Educational objectives: (1) to provide awareness about the cultural differences that Latina and African-American women share in the way they have been permitted to view their self-image; (2) to provide an alternative paradigm with which to view Body Image, Self-Perception and Eating Disorders; (3) to provide resources and guidelines to enable participants to become change agents on their campuses.

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### **Integrating Research and Practice in a University Counseling Center**

Traci L. Edwardson, Ph.D., Ellen N. Emerson, Ph.D. (1CE)  
11:00-12:15 p.m. Marriott Marquis, Zurich

(This program is designed for counselors and psychologists who provide services in a higher education setting.)

Education objectives: (1) program content will address implementing a research program in a university counseling center; (2) participants will be more able to effectively target center services to student needs; (3) participants will have a greater awareness of how such knowledge informs the quality of student services development and provides feedback to the learning community.

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### **Rape Prevention: Learning from Our Past to Shape Our Future**

Tracy L. Davis, Ph.D., Debora Liddell, Ph.D. (1CE)  
11:00-12:15 p.m. Marriott Marquis, Danube

(This program is designed for student development professionals and counselors who provide programmatic



interventions aimed at preventing sexual assault. The content of this program might be stressful to some participants.)

Educational objectives: (1) to facilitate a dialogue about effective prevention programming efforts especially for men and potential perpetrators; (2) to look at past research on prevention to see what components are most effective for various students/individuals; (3) to give participants a sense of past research and what still needs to be done.

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### **Students with Eating Disorders: The Need for Campus Collaboration**

Susan R. Stock-Ward, Ph.D., Sara D. Shepherd, Ph.D., Leslie Connor, Ph.D. (1CE)

1:00-4:00 p.m. Marriott Marquis, Copenhagen

(This program is designed for university professionals who work with students with eating disorders.)

Educational objectives: (1) to teach participants about treatment teams and task forces for campus eating disorders intervention; (2) to discuss a realistic eating disorders case, and its impact on all facets of campus; (3) to encourage the application of treatment and educational approaches for eating disorders to participants' home campuses.

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### **Training Practices in Empirically Supported Treatments: A Training Site Survey**

Kimberly A. Hays, Ph.D., Catherine Armstead, Ph.D., Paul A. Jarvis, Ph.D., Annorah Moorman, Ph.D., David Rardin, Ph.D. (1CE)

12:30-1:45 p.m. Marriott Marquis, Monte Carlo

(This program is appropriate for psychologists who are involved with training programs for pre-doctoral interns, and for psychologists in practice balancing effective treatment with managed care press and attempting to be good consumers of research.)

Educational objectives: (1) to understand some of the dilemmas in balancing cost-effective, empirically supported treatments with limitations of research and constraints on clinical practice; (2) to understand the difference between an effectiveness study and a clinical outcome study; (3) to overview findings from our survey regarding training practices related to EST's in different internship training programs; (4) to promote sharing of concerns and ethical dilemmas inherent in this current professional issue through dialoguing with audience members.

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### **Process-Oriented Career Group Counseling: It Can Work!**

Amy Bowers-Eberz, M.Ed., Naomi M. Dogan, Ed.M., Kathleen J. Bieschke, Ph.D. (1CE)

2:00-3:15 p.m. Marriott Marquis, Madrid

(This program is designed for counselors and psychologists who provide counseling to clients with career concerns.)

Educational objectives: (1) increased knowledge of the benefits of group counseling for clients with career concerns and for campus counseling agencies; (2) identification of group principles and ways that process-oriented groups can address the interpersonal aspects of clients' career issues; (3) increased ability to design, implement, and evaluate process-oriented career groups.

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### **Clinical Supervision: Leadership Development for Tomorrow's Counselors**

Sherry K. Lynch, Ph.D. (1CE)

2:00-3:15 p.m. Marriott Marquis, Stockholm

(This program is designed for counselors and psychologists who provide clinical supervision to other professionals, with an emphasis on supervision of new professionals.)

Education objectives: (1) to acquaint participants with Stoltenberg and Delworth's (1987) Integrated Developmental Model of Supervision; (2) to provide participants with a review of the literature concerning practice standards; (3) to familiarize participants with the perceived needs of counselors receiving clinical supervision.

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### **A Case Study in Near "Fatal Attraction" on Campus.**

Edward A. Hattauer, Ph.D., Linda M. Kaczor, Ph.D., William H. Hulseley, James E. Ferrier (1CE)  
3:30-4:45 p.m. Marriott Marquis, Monte Carlo

(This program is designed not only for counselors and psychologists who respond to mental health crises but also for other campus administrators, staff, and helping professionals who may find themselves involved in such situations.)

Educational objectives: (1) describe the nature and extent of obsessive pursuit/fatal attraction cases nationwide and on college campuses; (2) identify and describe the clinical, legal, ethical and law enforcement issues involved in such cases; (3) identify and describe guidelines for clinical risk management of these situations; (4) describe a campus-wide process model for responding to these situations.

*Tuesday, March 23*

### **Supporting Success: A Career Exploration Group for Students on Welfare**

Mary E. Javorek, M.A., Donna L. McDonald, Ph.D. (1CE)  
8:00-9:15 a.m. Marriott Marquis, Monte Carlo

(This program is designed for psychologists or counselors who work with adult students, low-income students or students on welfare.)

Education objectives: (1) to provide participants with an overview of the complex career issues faced by adult learners, and particularly, by students on public assistance; (2) to present the topics and exercises used in a 7 session career exploration group for students; (3) to stimulate further discussion on ways to enhance career counseling services for this student population on the participants' campuses.

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### **Understanding and Addressing Clients' Resistance to Group Counseling**

Emily F. Carter, Ph.D., Sharon L. Mitchell, Ph.D., Mark D. Krautheim, Ph.D. (1CE)  
8:00-9:15 a.m. Marriott Marquis, Danube

(This program is designed for counselors or other student affairs professionals interested in offering group counseling or other group experiences.)

Educational objectives: (1) provision of rationale for the importance of a thorough pre-group orientation; (2) procedures for assessing client beliefs that impact their willingness to participate in counseling groups; (3) ways to more effectively promote group as a viable treatment option.

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### **Using Critical Incidents to Promote Multicultural Sensitivity and Competence**

Cynthia E. Glidden-Tracey, Ph.D. (1CE)  
1:00-4:00 p.m. Marriott Marquis, Thames

(This program is designed for counselors and other professionals who provide services, especially psychotherapy to a culturally diverse clientele.)

Educational objectives: (1) presenter will discuss a conceptual model for addressing miscommunication or conflict between persons of differing cultural backgrounds; (2) presenter will show a set of videotaped critical incidents and



facilitate discussion of how to intervene and interpret such incidents when they occur; (3) participants will learn and share concepts and skills for improving both their own and their students'/clients' multicultural competencies.

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### **Educating Tomorrow's Leaders about Sleep**

Sue P. Conrad, Ed.D. (1CE)

11:00-12:15 p.m. Marriott Marquis, Riviera

(This program is designed for counselors and psychologists who provide educational programming and counseling to college students.)

Education objectives: (1) to provide information about sleep; (2) to introduce recent research; (3) to provide methods for assessing sleep deprivation; (4) to learn strategies for getting optimal sleep; (5) to provide a resource list.

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### **College Student Suicide: Prevention, Intervention, and Postvention**

John E. Westefeld, Ph.D. (1CE)

2:00-3:15 p.m. Marriott Marquis, Bonn

(This program is designed for counselors and psychologists who deal with suicide on the college campus.)

Educational objectives: (1) provide basic info on suicide, i.e., incidence, rates, causes, characteristics of typically suicidal college students; (2) provide training in the assessment of suicidal risk; (3) discussion of counseling interventions for suicidal clients; (4) discussion of prevention/postvention strategies; (5) discussion of myths related to suicide.

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### **Leadership as Collaboration: A Coordinated Counseling Response to Disaster in the Campus Setting**

Wayne D. Griffin, Ph.D., Linda A. Lewis, Ph.D., Michael A. Rollo, Ph.D. (1CE)

2:00-3:15 p.m. Marriott Marquis, Monte Carlo

(This program is designed for agency administrators, counselors, and psychologists who respond to mental health crisis in higher education settings. The content of this program might be stressful to some participants.)

Education objectives: (1) introduction of rationale for inclusion of crisis counseling intervention as component of campus disaster plan; (2) provision of framework for recruitment and cross agency collaboration in provision of services and training; (3) discussion of special needs services, review of a developmental protocol, training model, and use of passive and active simulations.

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*Wednesday, March 24*

### **Career Success in African American College Women: Lesson from the Elders.**

Stacey M. Pearson, M.A. (1CE)

8:00-9:15 p.m. Marriott Marquis, Amsterdam

(This program is designed for counselors and psychotherapists interested in career development issues and deliver services to clients of diversity.)

Educational objectives: (1) participants will gain an understanding on how they can facilitate the career development of African American college women from both empirically-based and theoretical data; (2) participants will learn ways to supplement and accentuate the African American family experience to help their clients choose, pursue, and enter a career; (3) participants will explore how some traditional career theories are applicable to their current work with



African American college women.

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## **Student Counseling Related Concerns at One University: Implications for Others**

Chuck Zanone, Ph.D., Jeff Cochran, Ph.D., Traci Edwardson, Ph.D., Ellen Emerson, Ph.D., Myra Waters, Ph.D. (1CE)  
8:00-9:15 a.m. Marriott Marquis, Stockholm

(This program is designed to help counselors and psychologists better understand students' counseling related concerns and needs.)

Education objectives: (1) the rationale and literature underlying counseling related concerns assessment; (2) aspects of students' counseling related concerns (e.g. most common concerns, characteristics of help and non-help seekers) at a medium-sized rural university; (3) counselors' roles in the learning community, ways to facilitate learning, and improve services offered the role of research in university counseling centers.

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**All times and room assignments are subject to change. Check the convention book and daily updates for any changes.**



[Return To Spring 1999 Newsletter Homepage](#)



[Return To Newsletter Archive](#)



[Return To Commission VII HomePage](#)



[Return To The ACPA HomePage](#)

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