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## COMMISSION VII NEWSLETTER

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## From the Chair

After an amazingly long and mild autumn, winter has finally come to southwest Virginia. The cold, gray days make me long to snuggle up on the couch with a good book and a cup of tea, to hibernate. But I'm also aware that underneath the snow my bulbs are biding their time and that the earliest bloomers will be sending out green shoots before too many more weeks have passed. Things are happening, even if I can't see them, and the renewed energy of spring is just around the corner.

I think that this time of year within ACPA is very much like that. The mid-year leadership meeting and the flurry of activity which inevitably follows now seem like distant memories. And it's been a very long time since many of us saw each other. But things have been happening, and the energy which convention brings is coming into view.

One of these "green shoots" is the new Commission VII research grant. Elsewhere in this newsletter is the call for proposals, which includes guidelines for submissions. While Commission VII has a long history of recognizing the importance of graduate student research through the Joan Dallum award, to actively support new counseling-related research is an exciting development. Most of us endorse the concept of the "scientist-practitioner" model, but the reality for most counseling professionals is that the resources needed to carry out the scientist part of that model are in short supply. This grant should help to supply the financial support needed to engage in this important activity.

Many of us have also been hard at work preparing for convention. Continuing our tradition of offering a speaker or workshop during the Sunday afternoon prior to the opening session, the directorate discussed topics which we thought would be timely and of interest to the widest possible range of Commission VII members. Themes which emerged through our discussion dealt with the growing difficulties we perceive our students to have in establishing both their own identity and interpersonal intimacy. Around this same time I had the opportunity to hear Dr. Richard Keeling speak to student affairs staff and faculty on my own campus. Dr. Keeling addressed these very issues, touching on societal trends which have contributed to and exacerbated these difficulties, resulting mental health issues, and how we can best respond to our students and their needs. I am thrilled that, in coordination with the ACPA national office and convention planning committee, we are able to bring Dr. Keeling to convention and have him speak with us on Sunday afternoon. I know that his session will be highly engaging, thought provoking and motivational, and I look forward to the discussions which I am sure will follow.

For those of you who will be at convention, be sure to check out the list of sponsored and CE-bearing programs, as well as Commission meetings and events taking place in Washington. Please plan to attend as many of these as possible, including our open and business meetings. It is through the committed involvement of our members that Commission VII remains a vital professional home to counseling and psychology professionals and a strong voice for these issues within the broader field of student affairs. And to those members who are unable to be at convention, the spring newsletter and Commission VII listserv will continue to be great avenues for staying connected and "in the loop" about commission activities and projects.

Finally, I want to extend a hearty congratulations and welcome to our new directorate members: Emily Carter, University of Delaware; Keisa King, graduate student representative

from Ball State University; Linda Lewis, University of Florida; Kip Matthews, University of Georgia; Stacey Pearson, University of Michigan; Matt Torres, University of Maryland — Baltimore; and Naijian Zhang, Westchester University. We had the largest slate of nominees and highest level of participation in voting that I can remember for some time.

Have a great semester, and see you in DC!

## From The Editor

Welcome to this edition of the Commission VII newsletter -- I hope you will find the contents helpful and interesting to you in your work. Thanks as always needs to go to Annie Tomlin, a senior at the University of Michigan, who has helped put this in a web friendly format — her work is much appreciated. As we did last year, this edition is focused on helping us all prepare for the upcoming ACPA National Convention in Washington, D.C., April 1-5. There is an extensive listing of programs, which have qualified for CE credits for psychologists, with accompanying abstracts. Thanks so much to Kurt Gehlert and Laura Lyn for providing this information to us all — it helps immensely as we wade through the program book. We also have highlighted and described in depth a workshop which will be presented by Dr. Richard Keeling for our Sunday afternoon time slot. Please consult flyers and the program book for specifics on times/rooms/changes once you get to the convention.

Also in this edition is a brief piece from three of our Commission VII members -- Kathy Bieschke, Sharon Bowman, and Jim Croteau -- on how belonging to Commission VII and ACPA is meaningful to them as faculty members. It is my hope as we read their very personal and illuminating statements, that we as a commission keep maintaining and nurturing the bridge between science and practice. Their words will also help broaden the landscape of our professions and hopefully stimulate us all to see new ways of connecting with each other and new roads as we progress as a Commission. I also appreciate the implicit theme they wrote about -- engaging in personal work and journeys yet also connecting with our larger professions -- be they academia, counseling, psychology, social work, administration, etc. In an age where travel budgets may be shrinking, we do have to make choices about "professional homes" and conventions -- ultimately it comes down to "what can I gain by being a member, by going to a conference?". The answer for many of us to what the ACPA national convention means is that it is a time of connecting with the expanding circles of our work. We all know how wonderful it is to connect with people that we see once a year at the convention, to talk with others about issues we all struggle with, to hear fresh ideas and new ways of looking at practice issues, and ultimately, to connect with our broader student affairs profession. It is a time of professional renewal, of re-connecting with the meaning and purpose of our work, and maybe most importantly, to have fun and laugh. Have a great convention!

## Commission VII Research Award

Commission VII announces the availability of the 2000 Research Award to encourage original research relevant to the work of counseling centers in higher education. One award of up to \$750.00 will be made during the spring of 2000. Competition for the award is open to all members of Commission VII. Student members are welcome to apply, however, the award may not be used to fund dissertation research. Deadline for receipt of proposals is March 29, 2000. The Award will be announced following the 2000 American College Personnel Association Conference.

Proposals should be single-spaced, adhere to the guidelines set forth in the APA Publication Manual, Fourth Edition, and follow the outline below. The proposal should clearly indicate how consideration of diversity will be built into the research project. The project does not necessarily need to target specific diverse groups or issues, however, it does need to recognize and appropriately consider diverse populations in relation to the topic under study. The proposal, including references, is to be no more than 15 pages.

Five copies of the proposal, along with a cover letter, should be submitted to Connie Matthews, Ph. D., Department of Counselor Education, Counseling Psychology, and Rehabilitation Services, 332 CEDAR Building, The Pennsylvania State University, University Park, PA 16802. The cover letter should include the title of the proposal, contact information for the principal investigator, and the principal investigator's ACPA membership number. Proposals must be received by March 29, 2000, and may not be faxed or emailed. For more information about the award or the application process, contact Connie Matthews at [cxm206@psu.edu](mailto:cxm206@psu.edu) or (814)863-6153.

### **I. Rationale (3 page maximum)**

This section should address the theoretical underpinnings of the project (if appropriate to the nature of the project), as well as the potential it has to contribute to the work of college and university counseling centers. The rationale should be supported by appropriate reference to the professional literature and there should be a clear explanation of how the project contributes to the existing knowledge.

### **II. Research Plan (7 page maximum)**

This section should provide a detailed description of the methods to be used. It should include description of the participants, data collection methods and/or any instruments to be used (with justification of their appropriateness for the study), procedures that will be followed, and steps to insure protection of research participants. Approval by the applicant's Institutional Review Board will be required prior to distribution of funds, although this does not have to have occurred prior to submitting the proposal. This section should include clear and specific research questions and a preliminary indication of anticipated quantitative or qualitative analyses.

### **III. Budget Summary**

Provide an outline of major budget categories and the amount requested (e.g. Postage, \$242; Copying, \$180). The total can exceed the \$750.00 that is available from this award. If the total does exceed \$750.00, the source of funds being used to supplement this award should be clearly indicated as well as evidence that the additional funds are available for the project.

Please note that no funds from this award may be allocated for institutional indirect costs. Funds for equipment from the award may not exceed 20% of the award total or \$150. Equipment would include anything of a permanent nature, whose use would exceed the duration of the research project (e.g. software, books, manuals, re-usable test booklets, recording or computer equipment, etc.).

#### **IV. Budget Narrative**

Provide a more detailed description of items outlined in Section III. For example, the postage section might include:

Postage	\$242
Mailing Surveys	
300 surveys x 33¢	\$99
300 reply envelopes x 33¢	\$99
200 follow-up postcards x 22¢	\$44

#### **V. Dissemination of Results**

Since the purpose of this award is to support research that is relevant to the work of college and university counseling centers, it is important that a plan for communicating the results to those who might benefit be built into the plan. Applicants are encouraged to submit a proposal for presentation at the American College Personnel Association annual conference, however, acceptance should not be assumed, nor should this be the sole method of dissemination of results.

#### **VI. Agreement to Submit a Final Report**

The applicant(s) should indicate agreement to submit a final report to Commission VII upon completion of the project. This report should be written in the form of an article that can then be submitted by the applicant to a professional journal whose readership might include counseling center professionals. The final report will be due October 15, 2001.

## Pre-Conference Programs

This program information is tentative and subject to change; be sure to check out the convention program and Commission VII publicity for final program confirmation.

### **Asian Pacific Americans: The Invisible Student Population**

Sunny Lee, Corinne Maekawa, Daren R. Mooko

Asian Pacific Americans (APA) are the fastest growing racial group in higher education. Despite increasing numbers, APA's are the most overlooked constituency of any color. This program will address a wide range of issues APA students contend with today, including the model minority myth, academic and career choices, racial identity development, and psychosocial development. This interactive session will infuse the questions and experiences of participants as well as case studies to incite discussion and learning.

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

Fred B. Newton, Ata Karim

Students are facing high levels of complexity in their lives that is greater than with any previous generation. The apparent results are increased incidents of stress related behaviors including violent outbursts, binge drinking, despair, and a "live for the moment" philosophy. This workshop will overview recent studies of factors affecting college students and suggest a model of explanation. Demonstration ideas will follow, on what student affairs staff and academic faculty can do to help. An opportunity will be provided for participants to interact from their own experience.

### **Changing Campus Culture: Promoting Behavioral Health and Social Justice**

Alan D. Berkowitz

How can we transform our campuses into healthy and tolerant places? To do so requires that we use environmental change strategies and address our own role as effective change agents. The Social Norms approach that has been used to successfully reduce binge drinking, can also be applied to other health and social justice issues. This session reviews the theory underlying the model, provides suggestions for the role of student affairs professionals as change agents, offers case studies of its successful application, and discusses common problems and difficulties encountered in applying the model.

### **Deconstructing Whiteness as a Part of a Framework of Multicultural Education**

Anna M. Ortiz, Robert A. Rhoads

A challenge in a multicultural education is creating change in perspective and understanding among White students on college campuses. White students must first be "convinced" to attend programs on racism, ethnicity, or diversity and then must be motivated to continue further exploration, change, and action. Thus, this session is designed to help provide session participants with a model and tools to begin exploring Whiteness as a cultural construction which leads has the potential



to enhance the outcomes of multicultural education efforts.

## **Commission VII Sponsored Programs**

### **Counseling Students with Disabilities: Promoting Leadership, Scholarship, and Citizenship**

Nancy Badger, Katherine Schneider, Barbara Palombi

Students with disabilities comprise a group, which has the capability to become emerging leaders, scholars, and contributing citizens to our communities. Counseling Services can assist this group in achieving their full potential by merging theory related to people with disabilities with counseling practices. This program will review some theoretical underpinnings of counseling people with disabilities, discuss therapeutic issues and suggest implications for practice in counseling. Adjustment to disability, diversity, and accommodations in services will also be discussed.

### **Group Counseling in College Counseling Centers: An Exchange of Ideas**

Emily F. Carter, Sharon L. Mitchell, Kurt M. Gehlert, Jason A. Parcover

Group counseling is often advocated treatment modality. Yet many group counselors at college counseling centers face the dilemma of filling their groups each semester. Possible factors contributing to this dilemma include clients' myth about group counseling, limited advertising of groups across campus, and conflicts between clients' needs and group format. This program address these factors as presenters from three college counseling center share how such issues have been addressed within their agencies. Presenters will invite participants to share ideas from their counseling centers.

### **The Ethical Use of Touch in Counseling: Feminist Perspective**

Carolyn Bershad

Counselors are often warned against the use of touch, but research shows that many practitioners employ some form of touch (whether a handshake or hug). This program will address the ethical use of touch in the counseling relationship. Working from a feminist perspective, issues of power, caring and boundaries will be explored. Special attention will be paid to multicultural differences. Finally, case materials will be used to facilitate discussion and provide examples of ethical decision-making process.

### **Innovations of College Counseling-2000**

Thomas Magoon, Stave Brown, Ed Delgado-Romero, Kari Ellingson, Karen Forbes, Andrea Greenwood, Ernie Nees, John Sherry, Linda Tipton, Franklin Westbrook, Barbara Zuber

Since 1984 this program has been a part of all but two ACPA Convention Programs. The content is selected from the Annual Counseling Center Directors' Data Bank list of novel and innovative practices. This year the innovations focus on four targets: Students, Faculty, Students' Parents, and the Counseling Center. Examples of the ten include: Student Advocates as Peer Allies, Developing Faculty Liaison, a Soap

Opera Video to Market Counseling Center Services, and a College Parent Survey: What do Parents Expect from Colleges and Universities.

## **Acceptance and Commitment Therapy: An Overview**

Kevin Gaw, John Blackledge

Acceptance and Commitment Therapy (ACT), combining elements of behavioral, gestalt, existential, cognitive, and client-centered therapies, is a conceptually coherent, empirically derived treatment designed to have broad applicability. ACT was developed to treat instances of experiential avoidance that work to interfere with the pursuit of individually held values and goals, and is appropriate for both short and long term therapy. This program will introduce the essential ingredients of ACT, as well as a brief overview of its theoretical and empirical underpinnings.

## **Feminist Theory: Strategies for Interventions**

Kimberly Gorman

This program will provide a focus and training on interventions consistent with feminist therapy. Participants will learn the theory and methods of interventions. These interventions will be discussed as they relate to the university population. Specifically the interventions will be modeled as they apply to working with individuals with eating disorders and who have experienced date rape. Participants will be offered the opportunity to practice using these interventions with college populations related issues.

## **Counseling Web Babies: Information, Integration, and Isolation**

Richard P. Keeling

Today's students are integrative learners: nurtured in the flash of electronic information, they have adapted to a multi-source 'datascape' that births the "web babies" who incorporate and process information in fundamentally new ways. Demographic, economic, and academic diversities have redefined students and their roles; the meaning of "community" is both strengthened and undermined as a new pluralistic generates cohesive but shifting social networks. Isolation is both the greatest challenge and the most striking paradox of these students' lives; issues of intimacy, connection, and identity float unresolved. What will our relationship with emerging generations of students be? How will we counsel them?

## **Commission VII Co-Sponsor With Commission VIII - Wellness**

### **A New Workshop: "Feel Better Fast: Helping Depression, Stress, Insomnia"**

Bert Epstein

This presentation details a newly created workshop for college campuses. Originally created and successfully implemented at an HMO, Kaiser Permanente Medical Center, the workshop has been modified for college students. "Feel Better Fast" is a

90- minute workshop that helps students who are suffering from forms of depression, stress, or insomnia. The workshop uses an innovative "star chart" that organizes the key ingredients of relaxation, pleasurable activities, self-care (including exercise, nutrition, time management and good-sleeping), and restructuring of thoughts.

## **Commission VII Co-Sponsor With Commission X - International Dimensions of Student Development**

### **Intercultural Communication Styles: A Critical Variable toward Leadership and Citizenship**

Kevin Gaw, Jim Abe

On the increasingly diverse college campus, it is imperative for college professionals to mode active intercultural/multicultural competencies. One such competency is the ability to recognize, value, and work with a wide range of intercultural communication styles. Using video, case studies, and experimental activities, this program introduces intercultural communication styles, conveys key markers of the styles, and how to enter interactions when the styles differ. This program is for all professionals, and in particular, therapists, outreach presenters, diversity trainers, and campus leaders.

## **Commission VII Co-Sponsor With Commission XVI - Academic Support in Higher Education**

### **Citizens of the Internet in 2000 and Beyond**

Jane Bost, Jonathan Kandell, Ellen Maurer, David Gilles-Thomas, Sherry Lynch

In 2000 and beyond, student affairs professionals will be challenged to find ways to utilize the Internet as a vehicle for addressing students' needs and issues. This program will present models of four programs, administered through different university counseling centers, which model such innovative interfaces with the Internet.

## **Standing Committee for Lesbian, Gay, Bisexual, and Transgendered Awareness**

### **Critical Incidents Contributing to the Development of Lesbian Identities in College**

Annie Stevens

What are the nature and types of critical incidents that shape lesbian identity development in college? What can we learn from the experiences of lesbian women in college? A qualitative research study was conducted to capture voices of self-identified lesbian women and reveal their shared experiences in order to gain a

more comprehensive understanding of their development process. The methodology and findings of this study will be described with opportunities for participants to make further connections from theory to practice.

### **Understanding Multiple Social/Cultural Group Identities: Capitalizing on a Qualitative Study**

Teresa Lance

This program will report findings of a qualitative study of student affairs professionals' experiences of their multiple social/cultural group statuses (race/ethnicity, gender, and sexual orientation). The study examined the combination of a "marginalized" status (e.g. being a Person of Color or lesbian, gay, bisexual) and a "privileged" status (e.g. being White or male) affected these professionals' multicultural experiences. After the findings are presented, those in attendance will discuss the implications of the study for their own awareness, work with students and colleagues, or possible further research.

## **Standing Committee for Women**

### **Student Adjustment and Eating Disorders**

Jeffrey S. Van Lone, Cynthia R. Kalodner

This program will examine disordered eating in first year college women living in residence halls. The presenters will introduce research that demonstrates a relationship between student adjustment to college and disturbed eating attitudes and behaviors. This will be followed by a group discussion that explores: 1) The etiology of disturbed eating attitudes and behaviors, 2) The social contagion of disturbed eating attitudes and behaviors in residence hall communities, 3) Recommendations for interventions and future research.

## **General Programs**

### **A Group for Women: Self-Authentication as Foundation for Citizenship**

Suzanna Adams

Before students can participate fully as citizens of a community, they require self-awareness and the subsequent ability to practice assertive presentation of self. Many women students still struggle with knowing themselves fully and presenting a truly authentic self to others. This program will present a model for a psychoeducational group for women focused on the development of self-authenticating lifestyle and subsequent participation in community as a citizen. Various theories of women's identity development, especially those of Charlotte Kasl will be discussed briefly. As a result of participating in this program, conferees will learn how to present this kind of group.

### **Access to Work: Career Counseling for students with Disabilities**

Marilyn Petrich, Mera Kachgal

An in-depth overview of Access to Work, a project designed to offer career planning and experiential learning opportunities for students with disabilities at University of Minnesota, will be presented. The project is funded by the Office of Special Education and Rehabilitation Services and is in the third and final year. Information on cutting edge research and best practices in the field of disability services will be addressed. Participants will be provided information and resources to build their own disability specific programs.

### **Alcohol Interventions with Adjudicated Students: Understanding Behavior in Context**

Marian E. Kreiger, James N. Nolan

In conjunction with Judicial Affairs and Residence Life, our Counseling Center designed an innovative intervention for students who violate campus alcohol rules. Combining alcohol screening, stress assessment, and global concern instruments, we offered a broad, contextual, and interpretive summary of students' situations. Our program describes the intervention and walks participants through the process with a role-play, case study, and copies of the instruments used. Presenters share a year's worth of data and experience with this program, including future directions.

### **Computerized Charting at University Counseling Centers**

Jackie Sproat

Scholarship often begins with data collection and analysis. This program is designed for university counseling center staff, who wish to collect data quickly and accurately and transform a paper-based record keeping system to a computerized system. We will review predictors of success in moving from paper to computer, typical costs, benefits, and the pros and cons of developing a system in-house or buying off-the-shelf software. This session will include a live demonstration of computerized data charting software.

### **Critical Incident Stress Debriefing: Applying a National Model to College Campuses**

Mary Beth Mackin, Sandi Scott Duex

As both university and community environments grow increasingly complex, critical incidents occur more often and result in stress and disruption of individuals as well as the community. Research has shown that individuals exposed to such incidents have a need to process these experiences in order to return to normal functioning as soon as possible. In this session, participants will learn how the University of Wisconsin-Whitewater has adopted the international model of Critical Incident Stress Debriefing (CISD) to respond quickly and effectively to campus crises.

### **Designing Workshops with Experimental Learning Activities**

Susan Stock-Ward, Jeff Brooks-Harris

This program will present a model of workshop design that emphasizes four types of learning activities, which correspond to Kolb's (1984-1985) learning styles. Learning activities that meet of visual, auditory, kinesthetic, and tactile learners will also be presented. Participants will learn how and when to use them in workshops,

and how to design their own activities. The content of this program is based on the presenters' 1999 book, *Workshops: Designing and Facilitating Experiential Learning*.

## **Implementation Difficulties Associated with the Social Norms Approach to Binge Drinking**

Alan Berkowitz

The social norm approach has been widely implemented to reduce binge drinking and address other health problems through reduction of misperceptions. Numerous conceptual and implementation difficulties are encountered when attempting to implement the model. This session provides an overview of such difficulties along with the recommendations to avoid them. Topics include: populations and settings in which the model is effective, data collection, message design and delivery, evaluation issues, and common mistakes. Case studies are provided to illustrate the model and potential problems.

## **In Her Words: Lakota Women Relate Their Tribal College Experiences**

Ruth Harper, Rebecca Caldwell, Marianne Decorah, Rick Roberts, Stephanie Danielson

America's thirty-one tribal colleges exemplify the connection that higher education can have with the goals and hopes of a community and its people. This presentation focuses on the student development and mental health concerns of women students at one tribal college. Participants will learn about the place that higher education holds in the lives of a group of Lakota women, who range in age from 18 to over 70. Discussion will examine whether and how these issues are evident on other tribal and non-tribal campuses.

## **OUT OR IN? The Challenges of the Campus Closet**

Douglas Cureton, Joe Giuffre, Dr. Diane Tarricone, Dr. Jamie Washington

Are you challenged by the decision of coming out on campus? Are you out on campus and willing to share some of the positive and negative issues you have faced? Are you an ally that supported colleagues who have come out? This panel discussion and interactive session will address some of the personal, professional, and institutional factors that shape the decision of coming out on campus. A Campus Checklist, the Relationship Issues in the Workplace Survey, and a question and answers segment to share information, ideas, and strategies for creating a safe and satisfying workplace environment will be conducted.

## **Surfing the Web Without Getting Caught in the Net**

Donn Marshall, Debra Goldfine, Jonathan Kandell, Charles Morrison

Rapidly changing technology is altering the ways in which students study, conduct research, recreate and engage in relationships. These alterations result in a 'virtual citizenship', bringing potentially limitless resources for connection, sharing, and learning. These changes also carry potential for disconnection, alienation, abuse, and addiction. This program introduces the

conceptualization, research and treatment of Internet addiction, describes unique

characteristics of electronic communication that contribute to the development of problematic relationships, and presents clinical and prevention interventions for campus applications.

### **The Men's Program: How to Lower Men's Likelihood for Raping**

John D. Foubert, Brian J. Kraft

Lowering men's likelihood of raping has long been a goal of Student Affairs professionals. "The Men's Program" provides a significant step in that direction. Come hear how to implement a program shown by a recent study to lower men's likelihood of raping for seven months.

### **Thinking Styles, Learning Approaches and College Success in Three Cultures**

Albert B. Hood, Li-fang Zhang, David Braveman

Theories dealing with differences in thinking styles and learning approaches, along with their substantiating research findings are becoming increasingly prominent in the literature field of educational psychology. These concepts have relevance for student affairs practitioners. They are presented on this program through examining the results of cross-cultural studies utilizing these concepts with university students in three cultures: the United States, Hong Kong, and Mainland China.

## Commission VII Invited Workshop

### Workshop by Dr. Richard Keeling

Sunday afternoon, 1-4 p.m.

On Sunday afternoon, Commission VII is pleased to host a workshop given by Dr. Richard Keeling on issues related to college student health (for location, please check schedule at the conference). Dr. Richard P. Keeling is Executive Editor of the Journal of American College Health and is Past-President of the Society for the Scientific Study of Sexuality, the American College Health Association, the Foundation for Health in Higher Education, and the International Society for AIDS Education. After 7 years as the Director of University Health Services at the University of Wisconsin-Madison, Dr. Keeling founded The College Health Hub, an Internet-based health resource for both students and health and counseling professionals on campus.

As a leader in the field of college health (and as one of the first physicians in the United States to respond to the needs of people with HIV/AIDS), Dr. Keeling developed a deep understanding of the critical connections between individual health and the life and values of communities. For more than a decade, Dr. Keeling has been a popular, inspiring speaker and provocative, effective consultant about the major health concerns of young people in America -- binge drinking, drug and tobacco abuse, HIV/AIDS, sexually transmitted disease, sexual assault and relationship violence, unwanted pregnancy, and disordered eating.

Realizing that "health" means something far greater than fitness, wellness, and medical parameters and that it always happens in context Dr. Keeling challenges us to think about health, learning, and communities ecologically. He encourages us to think beyond traditional models of prevention - beyond information and self-defense -- to focus on relationships, investments, community, and meaning. He sees a future in which we all have a stake a future built by small acts of leadership.