



CCAPS NEWSLETTER

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From the Chair -- Pre-Conference 2003

Hello, CCAPS folks! I write this column eagerly anticipating our Convention in Minneapolis. I look forward to seeing many of you in person at our exciting Commission activities (see link below).

I want to begin by welcoming our new Directorate Members, who will be joining us at their first Directorate meeting in Minneapolis. Congratulations to:

- Jodi Caldwell, Georgia Southern University
- Cindy Cook, University of Houston-Clear Lake
- Chanda Corbett, University of New Hampshire
- Mary Beth Javorek, John Carroll University
- Angela Londono-McConnell, University of Georgia
- Kenya Thompson-Leonardelli, University of Illinois at Chicago

And special congratulations to Stacey Pearson of the University of Michigan on her election as Chair-elect for the Commission for Counseling and Psychological Services. Stacey has served as an enthusiastic and energetic Directorate member, and I know we will benefit from her talents as Chair-elect and Chair. I am eagerly looking forward to continuing to work closely with her and our new Directorate members during this upcoming year.

Our Commission has much to offer at the upcoming Convention. Please check out this link to the CCAPS webpage (</c7conv.htm>), which provides the titles, dates, and times of many important sessions and events. I particularly want to highlight our Commission continuing education workshop which will be held on the afternoon of March 30th from 1:30pm-4:30pm. We are fortunate to have Gary Schroeder as our speaker. Gary is a nationally known expert and expert witness in the areas of professional boundaries and ethical decision-making. The title of his presentation is "NOT as a Stranger: Ethics and Boundaries in Counseling and Supervision."

Lastly, I want to encourage you all to make sure and read the article that Bob Gallagher has contributed to this edition of the newsletter. Bob, who is widely known in the counseling center world and recently was the featured "speaker" in a Chronicle of Higher Education on-line discussion about working with troubled college students, offers his perspective on the aftermath of 9/11 and the potential impact of the U.S. going--or not going--to war on our campuses and students.

I know that we will have many important discussions in Minneapolis about the topics that Bob raises in his article, and about many other issues relevant to counseling center professionals. Hope to see you there!

Sue Stock-Ward, Ph.D.

Chair, Commission for Counseling and Psychological Services

From The Editor

Welcome to the latest edition of the CCAPS (Commission for Counseling and Psychological Services) Newsletter. I am very much looking forward to the upcoming 2003 ACPA Annual Conference in Minneapolis, March 29 - April 2. The conference is such a great opportunity to benefit from the wisdom and experience of other counseling centers, as well as to reconnect with old friends and make new ones. This newsletter includes a link to a listing of CCAPS presentations and other offerings of likely interest to CCAPS members. As always, the presentations look very interesting.

Our feature article for this edition is *The Psychological Impact of 9-11 on College Students and Suggestions for How Counseling Centers Can Prepare for War and/or Future Terroristic Attacks*. The author is Robert Gallagher, Ph.D., who has recently retired from his position as Vice Chancellor for Student Affairs at the University of Pittsburgh. Previously he had served as the Director of the University of Pittsburgh Counseling Center for 25 years. I know that all of us have been wrestling with these issues at our respective Counseling Centers and I look forward to the chance to exchange ideas at the upcoming conference.

Thank you to Sue Stock-Ward for her *From the Chair* column. Thank you as always to Jonathan Kandell who formatted and uploaded this newsletter. Here's to a fun, informative and rejuvenating conference in Minneapolis! I hope to see you there.

Matthew Torres, Ph.D.
Coordinator of Clinical Services
American University Counseling Center

THE PSYCHOLOGICAL IMPACT OF 9-11 ON COLLEGE STUDENTS AND SUGGESTIONS FOR HOW COUNSELING CENTERS CAN PREPARE FOR WAR AND/OR FUTURE TERRORISTIC ATTACKS

Robert P. Gallagher
University of Pittsburgh

Much has been written about the emotional impact the 9-11 tragedy has had on Americans as well as on citizens of other countries. Most of the media reports on this subject have been based on anecdotal evidence. A question for those of us who work in higher education relates to whether there was any measurable psychological impact on the students in attendance at our institutions immediately following the attack on the twin towers. The results of survey data will be reported followed by a report on how counseling centers can or are already preparing for future crises.

Late in November of 2001 a survey was sent to approximately 400 directors of college and university counseling centers who are members of a national Internet listserv. About 20% (82) of these administrators responded and they represented schools that were large and small, public and private, sectarian and non-sectarian and from all sections of the country.

Directors were asked a series of questions about the nature of their client caseloads in the month following 9-11 and the impact this increase had on their centers. The vast majority of respondents (88%) reported that the influx of students to their counseling programs during this time period was considerably greater than it had been during the same time period the previous year. As anticipated, the impact was greater in schools on the eastern seaboard as compared to the rest of the country because of their proximity to ground zero (93% versus 84%). On average, the percentage increase in caseload was 21% with a range a range of zero to 62%. The percentage of increase for the eastern schools was 29% as compared to 15% for schools from other parts of the country. This difference is significant.

This increase in client usage of counseling centers across the country created a number of problems for these centers. 87% of the surveyed schools reported that the increased caseload put added burdens on already busy staffs. At 67% of the schools counselor's schedules filled so rapidly that many students had to be placed on a waiting list before they could be seen and 34% of schools reported that it impacted on the waiting list problem for psychiatric staff.

Those schools with the available resources to do so, added part-time counselor (33%) or psychiatric hours (22%) to help with the increased number of clients. One school reported that that the cost of psychiatric consultations for students following 9-11 had almost doubled over the money expended for these services over the same time period the previous year.

As noted above the impact on client caseloads were greatest at schools located on the eastern seaboard. Directors from these schools also report more examples of students who saw a direct connection between the events of 9-11 and the problems they were experiencing. These students exhibited anxiety attacks, nightmares, fears of additional attacks, fears of anthrax, and fears of attending public events, going through tunnels, crossing bridges, or riding on subways. A number of students indicated that they had a great deal of difficulty focusing on their studies.

These students, however, both on the East Coast and in other parts of the country did not account for the great increase in the number of new students seeking psychological help. Most students who came to counseling centers during this time period arrived with concerns typical of a counseling center population. They presented with a wide variety of developmental concerns common for this age group or with problems such as generalized anxiety, depression, somatization, sleeplessness, or concerns about their future but without being able to identify a precipitating event that brought them into counseling. In fact 97.6% of the responding directors (all but two) believed that the vast majority of the new students coming for counseling during this period presented not specifically with problems associated with the crisis but with general problems that may have been stirred up by the climate of fear and vulnerability that followed 9-11.

Several of the responding directors suggested that 9-11 "lowered the threshold" for students who were struggling with other problems. Others spoke of a "psychological fault line" that may be present in more fragile students (although it may well be that such fault lines exist in all of us if the cumulative stresses in our lives are great enough). Nevertheless, the attacks on 9-11 do seem to have precipitated or exacerbated dormant symptoms in many students. While these students were able to function reasonably well prior to this time, in spite of their personal issues, the emotionally charged atmosphere that developed after 9-11 seems to have made it more difficult for students to ignore these problems.

Most of the directors responding to this survey (86.6%) believe that their centers will be working with the aftershock of 9-11 for a considerable period of time. These directors anticipate that there will be a delayed psychological reaction by many students in the months ahead, especially in those who were most affected by the tragedy (nearness to site, family or friends injured or killed, etc.).

In addition to the psychological impact that 9-11 had on students the crisis also brought forth the best in many of those who provide services on college campuses and in the students themselves. In addition to the many hours of additional direct service to students that were required by the increase in demand 96.3% of the responding centers reported that their staffs took part in "outreach" programming on their campuses in response to 9-11. Counselors offered debriefing and other support groups in residence halls, classrooms and wherever else on campus that students gathered. They set up consultation booths in accessible areas, wrote articles in campus newspapers, spoke on campus radio stations, manned crisis telephone lines, and also served as trainers and background support for faculty and many other college personnel who were on the front lines with students immediately following the crisis.

Events since 9-11 have made it clear that the uneasy atmosphere experienced following the twin towers attack is not likely to go away in the foreseeable future. The threat of war, and the fear of further acts of terrorism will continue to impact the work of college counseling centers. While most centers put their skills in crisis intervention to good use, as demonstrated in the examples given above, many are pro-actively preparing for anticipated crises down the road. Based on initiatives already underway at counseling centers such as the University of Delaware, Fairfield University, Mount Holyoke College, the University of Virginia, Ohio State University, the University of Georgia, Woodbury University, the College of ST. Catherine, Northeastern University, Central Michigan University, California State University at Hayward and others the following suggestions are offered.

1. If you do not already have a crisis planning team in place, establish one for your center and establish or participate in one that involves other critical offices on campus and in the community.
2. Obtain training for staff in Critical Incident Stress Management (CISM). Some centers have sent one staff member to a training program and then assigned that person to train other staff. Such training should really not be done except by a fully certified CISM trainer. The author knows of one Counseling Center (Grand Valley State University) where all staff have been trained by the International Critical Incident Stress Foundation (ICISF) and function as a certified team. They are well positioned not only to help their own student body but are prepared to assist other colleges or universities during a crisis.
3. Prepare strategies for working with special student populations; international students for example, especially those most likely to be affected or at risk in this highly charged atmosphere. Another group of students that might be overlooked are those being left behind as family members or other loved ones are deployed.
4. Prepare your center for a possible emergency as you are being asked to prepare your home. Have available water, food, flashlights, emergency aid kits, and other items recommended by the office of Homeland Security.
5. Have identification badges for staff who may have to go into areas where they are not known. Also have two-way radios available so that staff may communicate with one another since cell phones, pagers and other devices often become essentially non-functional in a crisis because of over-utilization.
6. One Counseling Center (Southern Illinois University at Carbondale) has petitioned the administration to provide special identification badges for counseling center staff that will allow access to the stage two perimeter if a

disaster occurs. Stage two is the area just outside the actual scene of a disaster where people are sent for holding and transport. This will enable counselors to do immediate triage and make appropriate referrals for further treatment. Not all centers may feel prepared to provide this kind of assistance.

7. Work with other offices to establish systems so that students from specified geographical locales can be identified.
8. Distribute copies of the "Road to Resilience" brochure from the American Psychological Association to all staff and to all Student Affairs Directors.
9. In the event of damage to the center back up any electronic records and store them somewhere else on campus.
10. In line with the above, identify a certain place on campus for staff to gather in order that staff activities can be coordinated.
11. Petition the administration to have the Counseling Center included in the institutions broad emergency plan, including access to money to hire part-time help to meet the anticipated increase in demand for services following a major crisis.
12. Identify professionals in the community that would be willing to take temporary employment at your center in the event of a major crisis.
13. Provide crisis response information on the center's web site. Examples of how homepages can be used to access other sources of current information can be seen on the web sites of California State University at Hayward (<http://wwwsa.csuhayward.edu/~capsweb/Terroralert.shtml>) and Central Michigan University (<http://www.counsel.cmich.edu/resource.htm>).

In summary, the evidence from this brief study is clear. Traumatic national or regional events such as 9-11 can and do impact in significant ways on the work of college counseling centers. Because of the specialized training and experience of counseling center staff, many centers were able to respond to the 9-11 crisis in creative and helpful ways. Most, however, seem to recognize that because of the uncertainty of the times we live in counseling centers need to be more planful in preparing for future crises. A number of suggestions for doing this were offered.

Note: While the information in this report came from the responses of a large number of counseling center directors several people made particularly important contributions. Special thanks to Edward Hattauer, Northeastern University, John Bishop, University of Delaware, Ilene Blaisch, Woodbury University, Janet Coffman Southern Illinois University, Diana Pace Grand Valley State University, Steve Brown, University of Georgia, Louise Douce, Ohio State University, and Dennis Heitzmann, Penn State University

About the Author:

Robert P. Gallagher recently retired from the University of Pittsburgh where he had been the Vice Chancellor for Student Affairs. Prior to that position he served as the Director of the University Counseling Center for 25 years. He currently works one day a week as a psychologist at the Counseling Center where he conducts the National Survey of Counseling Center Directors. The results of this survey are published annually in monograph form by the international Association of Counseling Services (IACS). Copies of the 2002 survey can be obtained through IACS (iacs@gmu.edu). Earlier surveys can be accessed through the following web site: <http://www.pitt.edu/~dsurvey>

2006 ACPA Convention Program Offerings



Commission for Counseling
and Psychological Services
A Division of the American College Personnel Association

Commission for Counseling and Psychological Services

—CE programs listed are approved for APA CE credit; NASW CE credit is pending—

The CCAPS 2006 program theme-track: For the first time, CCAPS is offering a theme-track across three programs. The theme-track is designed to provide an in-depth experience with a particular issue facing college and university mental health professionals. This year's theme-track is suicide assessment, treatment, and prevention. Programs are offered on this theme-track in three modalities: the longer Sunday afternoon CE program (with a one-hour follow-up on Monday), one regular convention program on Monday, and a follow-up roundtable discussion opportunity on Tuesday. These programs are marked with an asterisk (*) below.

You can also view the schedule for CCAPS Meetings, Socials, etc by clicking [here](#).

Sponsored/Co-Sponsored Programs and Roundtables



SUNDAY, MARCH 19, 2006

Suicide Assessment, Prevention, and Intervention: Three Cutting Edge Programs [3097] *

Part I: 3 CE credits

Presenters: Paul Joffe, Ph.D., University of Illinois-Urbana-Champaign
Kerry Hope, Ph.D., Texas A & M University
Joanna Locke, M.P.H., The Jed Foundation

Sponsor: Commission for Counseling and Psychological Services

Date/Time: Sunday, 3/19/06, 02:00 - 05:00 PM

Building/Room: Westin—Grand II

Program Abstract: Over the past several years college student suicide has received a great deal of attention in the media, literature, and on our campuses. In addition, the Surgeon General's national strategy for suicide prevention recommends that mental health workers make efforts to close the gap between training and skills regarding the assessment and treatment of suicidal students. This workshop will examine the latest in programming and treatment, to help prevent, treat, and assess suicidal ideation. Three cutting edges programs will be presented that examine treating at risk students, empowering your campus community to serve as partners to prevent suicide, and developing an institutional protocol for helping the acutely distressed or suicidal college students.

MONDAY, MARCH 20, 2006

CCAPS Roundtable: First Generation Students [2346]

No CE credit

Facilitator: Joy Lane, Ph.D., Morgan State University

Sponsor: Commission for Counseling and Psychological Services

Date/Time: Monday, 3/20/06 07:30 AM - 08:30 AM

Building/Room: Marriott – Atlanta

Program Abstract: Counseling first-generation students presents unique challenges as these students are often

unaware of how colleges and universities work, and may be facing particular family and personal issues. Please join this discussion of how to best serve these students in the counseling realm.

CCAPS Roundtable: Training [2694]

No CE credit

Facilitator: Jodi Caldwell, Ph.D., Georgia Southern University

Sponsor: Commission for Counseling and Psychological Services

Date/Time: Monday, 3/20/06 07:30 AM - 08:30 AM

Building/Room: Westin – Cabinet

Program Abstract: Please join this open and interactive discussion on clinical training in university counseling centers. Participants are invited to share current challenges, questions, and innovations related to practicum and internship training.

[Creating Social Justice for Women with Disabilities \[2804\]](#)

1 CE credit

Presenter: Barbara J. Palombi, Ph.D., Grand Valley State University

Co-Sponsor: Standing Committee on Disability

Date/Time: Monday, 3/20/06, 8:45 AM - 10:00 AM

Building/Room: Convention Center - Room 113

Program Abstract: This presentation will explore the unique experiences of women with disabilities and the societal manifestations of social oppression. As part of this program the presenter will discuss how the lack of social justice affects women with disabilities on the college campus. The presenter will also address how attitudes toward women with disabilities help to maintain their experience of social oppression. The presenter will introduce a community model which will outline how these issues may be addressed on the college campus.

[Innovations in College Counseling 2005-2006 \[2252\]](#)

1 CE credit

Presenter: Jonathan Kandell, Ph.D., University of Maryland

Sponsor: Commission for Counseling and Psychological Services

Date/Time: Monday, 3/20/06, 11:45 AM - 1:00 PM

Building/Room: Convention Center - Room 116

Program Abstract: Since 1964 this program, started by Tom Magoon and coordinated by the University of Maryland Counseling Center, has been a part of all but three ACPA Conventions. The content is selected from novel and innovative practices submitted to the Annual Counseling Center Directors' Data Bank Survey. Approximately 10-12 innovative ideas are presented by center directors during the program, covering a wide range of practices. Targets for these innovative ideas include students, staff, and faculty.

[The New Millennium: Biracial and Multiracial Students on College Campuses \[2637\]](#)

1 CE credit

Presenters: Todd D. Sevig, Ph.D., & Felicia A. Brabec, Psy.D., M.S.W., University of Michigan

Sponsor: Commission for Counseling and Psychological Services

Date/Time: Monday, 3/20/06, 1:15 PM - 2:30 PM

Building/Room: Convention Center - Room 108

Program Abstract: The number of biracial and multiracial individuals is increasing on our college campuses. We have an opportunity to develop awareness and respond to the unique strengths and needs of the biracial/multiracial population. This presentation will discuss relevant literature and results of a survey addressing the mental health history and current coping and distress of bi-/multiracial individuals. Additionally, strengths and needs of the clinical population, as well as, implications for student affairs, including counseling centers and clinical work, will be discussed.

[Embracing Multiculturalism in Counseling Services: Conducting a Cultural Audit \[2411\]](#)

No CE credit

Presenters: Kimberly A. Hays, Ph.D., & Richard T. Scott, M.A., Illinois State University

Co-Sponsor: Standing Committee for Multicultural Affairs

Date/Time: Monday, 3/20/06, 2:45 PM - 4:00 PM

Building/Room: Convention Center - Room 114

Program Abstract: An organizational assessment of cultural issues was attempted by a team of counseling center staff to identify strengths and growth areas for organizational development. Goals included enhancing awareness of staff, increasing cultural sensitivity of counseling center practices, developing priorities for future programs, and building a greater sense of cohesion and commitment to the process of valuing diversity. This program overviews our project and will facilitate discussion regarding challenges and rewards of organizational development in multicultural issues.

[Assessing for Self-Harm: A Multidimensional Competency](#) [2270] *

1 CE credit

Presenter: Wayne D. Griffin, Ph.D., D.Min., University of Florida

Sponsor: Commission for Counseling and Psychological Services

Date/Time: Monday, 3/20/06, 4:15 PM - 5:30 PM

Building/Room: Convention Center - Room 116

Program Abstract: This workshop introduces participants to a model for lethality (suicide) assessment based on multidimensional perspectives. It is specifically designed to address the dynamics involved when campus mental health providers engage in lethality assessment in an out-of-office environment during crisis. Content includes a conceptual framework based on the works of James and Gilliland (2000), Hoff (1995) and Lazarus (1997). Additional factors related to the campus community including legal and ethical concerns will be discussed. A case study will be presented.

CCAPS Roundtable: Small College Issues [2668]

No CE credit

Facilitator: [Mary Beth Javorek, Ph.D., John Carroll University](#)

Sponsor: Commission for Counseling and Psychological Services

Date/Time: Monday, 3/20/06 05:30 PM - 06:30 PM

Building/Room: Westin – Cabinet

Program Abstract: Counseling center professionals at small colleges and universities face unique challenges in providing mental health services to their campus communities. Concerns over dual role relationships, limited resources, and professional isolation are a few of the topics that will be addressed in this discussion. In addition, this roundtable offers opportunities for professionals to share strategies and resources for improving counseling center services and to network with colleagues from similar settings.

Suicide Assessment, Prevention, and Intervention: Three Cutting Edge Programs [3098] *

Part II: 1 CE credit

Presenters: Paul Joffe, Ph.D., University of Illinois-Urbana-Champaign
Kerry Hope, Ph.D., Texas A & M University
Joanna Locke, M.P.H., The Jed Foundation

Sponsor: Commission for Counseling and Psychological Services

Date/Time: Monday, 3/20/06, 5:30 PM - 6:30 PM

Building/Room: Marriott - Santa Fe

Program Abstract: Over the past several years college student suicide has received a great deal of attention in the media, literature, and on our campuses. In addition, the Surgeon General's national strategy for suicide prevention recommends that mental health workers make efforts to close the gap between training and skills regarding the assessment and treatment of suicidal students. This workshop will examine the latest in programming and treatment, to help prevent, treat, and assess suicidal ideation. Three cutting edges programs will be presented that examine treating at risk students, empowering your campus community to serve as partners to prevent suicide, and developing an institutional protocol for helping the acutely distressed or suicidal college students.

TUESDAY, MARCH 21, 2006

CCAPS Roundtable: New Professionals [2700]

No CE credit

Facilitators: Jocelyn Buhain Ph.D., U of North Carolina Wilmington, Joy Lane, Ph.D., Morgan State University, & Thomas Berry, Ph.D., Utah State University

Sponsor: Commission for Counseling and Psychological Services

Date/Time: Tuesday, 3/21/06 07:30 AM - 08:30 AM

Building/Room: Westin - Cabinet

Program Abstract: Making the transition from graduate student to new professional can be challenging. For counseling center professionals it can feel like a particularly quick change, as one may go from trainee to senior staff member in a matter of months. Please join other graduate students, interns, and new professionals in this sharing of ideas, advice, and support.

CCAPS Roundtable: Self-Care [2679]

No CE credit

Facilitators: Phyllis Weatherly, M.Ed., Southern Polytechnic State University & Chanda Corbett, Ph.D., University of New Hampshire

Sponsor: Commission for Counseling and Psychological Services

Date/Time: Tuesday, 3/21/06 07:30 AM - 08:30 AM

Building/Room: Westin - Chamber

Program Abstract: Self-care is imperative for clinicians. However, many clinicians struggle to balance self-care and the care for others. This roundtable will address multiple aspects of self-care and discuss ways in which clinicians can better care for themselves and for others. We will explore and discuss definitions of self-care, and share ways to meet emotional, mental, physical, social, spiritual and vocational needs. The importance of addressing and modeling self-care in training and supervision will also be discussed.

[Using Web-Based Interventions to Supplement Counseling Center Services](#) [2588]

1 CE credit

Presenters: Wendy Wolfe, Ph.D., & Prentiss Price, Ph.D., Georgia Southern University

Sponsor: Commission for Counseling and Psychological Services

Date/Time: Tuesday, 3/21/06, 8:45 AM - 10:00 AM

Building/Room: Convention Center - Room 109

Program Abstract: One option for meeting increasing campus needs with limited resources is to use technology to supplement more traditional counseling services. Providing some services via the internet is a means of capitalizing on a communication/information resource most students find to be familiar and readily accessible. This presentation will discuss our center's use of online workshops, relaxation exercises, screening tools, and psychoeducation to supplement our outreach and counseling services. Research data also will be reviewed to highlight the efficacy of the interventions.

CCAPS Roundtable: Mid/Senior Level Professional Development [2712]

No CE credit

Facilitator: Jodi Caldwell, Ph.D., Georgia Southern University

Sponsor: Commission for Counseling and Psychological Services

Date/Time: Tuesday, 3/21/06 05:30 PM - 06:30 PM

Building/Room: Marriott – Texas

Program Abstract: This roundtable will address the professional development of counseling and psychological service providers in higher education. Participants will discuss concerns related to current trends in continuing education and professional certification, growth factors and budgetary restraints on service delivery, and sources of stress that influence burnout and secondary stress. Participants will also discuss ideas for understanding development and transitions over the course of their work life and the importance of support, mentoring and peer interaction in sustaining personal and professional vitality.

CCAPS Roundtable: Suicide Assessment, Prevention, and Intervention [2900] *

No CE credit

Facilitator: Sherry Lynch Conrad, Ph.D., Virginia Tech

Sponsor: Commission for Counseling and Psychological Services

Date/Time: Tuesday, 3/21/06 05:30 PM - 06:30 PM

Building/Room: Westin - Senate III

Program Abstract: Students at risk of suicide raise the concerns of counseling center staff, parents, peer students, and university staff and administrators. Please join this discussion to share strategies used at your university to

assess, prevent, and intervene with suicidal students.

WEDNESDAY, MARCH 22, 2006

CCAPS Roundtable: Outreach Services [2714]

No CE credit

Facilitators: Stacey Moore, Ph.D., University of Akron & [Thomas Berry, Ph.D., Utah State University](#)

Sponsor: Commission for Counseling and Psychological Services

Date/Time: Wednesday, 3/22/06 07:30 AM - 08:30 AM

Building/Room: Marriott - Boston

Program Abstract: Outreach programming on college campuses in an integral function of counseling centers across the country. These programs serve a variety of functions—increasing awareness of psychological and wellness issues on campus, prevention of future problems in these areas, and marketing and raising awareness of counseling resources on campus. This roundtable discussion will allow participants to discuss current issues in outreach programming as well as an opportunity to share programs and strategies that have been particularly effective on their campuses.