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## CCAPS NEWSLETTER

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



## From the Chair

Happy New Year to everyone! It is hard to believe that it has been almost a year since I was elected to the office of Chair of our Commission. Since that time I have been able to represent our field and commission several ways and had the opportunity to continue the work that has been firmly established by my predecessors.

In October, I had the opportunity to represent ACPA and CCAPS at the 2nd annual conference of the Historically Black College and Universities Counseling Centers. It was a joy for me to be with this dynamic group and introduce them to the work and benefits of ACPA and CCAPS. We look forward to a continued strong relationship in the coming years. I have also been privileged to serve on the ACPA ethics committee. I encourage you each to take a look at the revised ethics that will be released soon. As I write this, I am currently in our nation's capitol for a meeting with ACPA's governance structure taskforce. My role is to be the representative for all of the commissions as ACPA looks to improve the functionality of its organization.

In addition to these external activities, the internal work of CCAPS moved steadily forward. First, the strategic plan taskforce has moved into the evaluation/research stage. If you have not been able to participate in the survey, please visit the website today and let your voice be heard as we seek to improve the commission. In addition, the continuing education committee has continued its work to provide integrated CEUs for social workers.

Last but not least, I would like to congratulate your newly-elected directorate members. Jonathan Kandell, of the University of Maryland, has been selected as our chair-elect. Jonathan has been a very active part of the commission for years, including spearheading our technological efforts. We are also grateful for his recent work in helping revive our flagship program, "Innovations in College Counseling". I am truly looking forward to working with him.

In addition, we elected six new directorate members who are sure to make a significant contribution to CCAPS:

- Joy Bressler, Virginia Commonwealth University
- Janis Booth, Millsaps College
- Andrea Greenwood, State University of New York-Buffalo
- Carlos Hernandez, University of Florida
- Myra Waters, Morgan State University
- Phyllis Weatherly, Floyd College

As we move rapidly toward the middle of the semester, our annual convention is also approaching. Highlights of this year's convention are the opportunity to receive over 30 hours of continuing education credits for psychologists, social workers and counselors. CCAPS is featuring a 3-hour CEU workshop on Integrating the Multicultural Counseling Competencies into counseling center work. Dr. Yolanda Harper has agreed to join us to help with this work. Dr. Harper is a long-time counseling center professional who recently joined the staff of the Vice Presidents Office at University of Memphis. Please be sure to join us for this workshop on Sunday afternoon. I'm sure you'll also find our networking luncheon on Sunday and membership meetings on Sunday and Tuesday will also be of great value to you.

I look forward to seeing you all in Nashville.

Sincerely,

Stacey M. Pearson, Ph.D.

Chair, Commission for Counseling and Psychological Services

University of Michigan Counseling and Psychological Services

## From The Editors

Welcome to the 2005 pre-convention edition of the CCAPS Newsletter. As the 2005 ACPA Convention in Nashville approaches, we grow increasingly excited about the chance to share experiences with colleagues, hear new ideas, and celebrate the work we do. Therefore, this newsletter focuses on the upcoming convention and all it has to offer, and we hope it will help increase your anticipation and excitement about this year's conference. If you haven't yet decided to make the trip to Nashville, it's not too late!

This newsletter includes a schedule of convention programs that are either sponsored by or related to the interests of the Commission for Counseling and Psychological Services. It also includes some very important announcements about special events and opportunities to get involved and network with your colleagues. Take a look and make your convention plans early!

Our feature article for this edition is *Applying the Tripartite Model of Multicultural Counseling Competency to the Internship Training Program*. It was written by Nicole Coleman, Ph.D. who is an Assistant Professor of Counseling Psychology at the University at Albany - SUNY. We hope this article will provide some useful insights for those of you working in centers with training programs. In addition, this article will stimulate your thinking about how to apply the multicultural competencies in your counseling center work, which will be the topic of our 3-hour feature workshop during the Nashville Convention.

Thank you to Stacey Pearson for her *From the Chair* column, which includes information about the Nashville Convention and our new directorate members. Finally, we would like to thank Jonathan Kandell for the list of CCAPS-related convention programs and for formatting and uploading this newsletter. See you in Nashville!

Cynthia Cook, Ph.D.  
Career and Counseling Services  
University of Houston - Clear Lake

Kenya Thompson-Leonardelli, Ph.D.  
Toronto, Ontario

## **Applying the Tripartite Model of Multicultural Counseling Competency to the Internship Training Program**

M. Nicole Coleman, Ph.D.

University and college counseling centers serve a major function in providing mental health care to their increasingly diverse student bodies. In addition, these counseling centers provide valuable clinical training experiences for graduate students pursuing degrees in professional psychology. One long-standing and predominate form of training that many university and college counseling centers provide is the predoctoral internship. The predoctoral internship serves as the culminating clinical practice experience for doctoral candidates in counseling, clinical, and school psychology programs. Most counseling centers that provide internship programs include multiculturalism to varying degrees in their training curricula (Murphy, Wright, & Bellamy, 1995). In the most comprehensive sense, multiculturalism refers to a complex array of cultural variables such as racial/ethnic heritage, sexual orientation, religious/spiritual orientation, disability, and other defining cultural characteristics of one's identity. Unfortunately, there is little research examining the role of multicultural training in university and college counseling centers. Despite this dearth of research, the American Psychological Association (APA; 2002) requires that internship programs provide culturally relevant training (i.e., knowledge and practical experience) in its criteria for accreditation. This article presents a description of the implications for those providing training for pre-doctoral students, reflects on one theory of multicultural competencies, the Tripartite Model, and describes how one training approach addresses these issues.

The predoctoral internship has been referred to as a gatekeeping experience: the internship training program has the responsibility to determine a candidate's competency to practice independently as a professional psychologist (Holloway & Roehlke, 1987). Most counseling centers expect their interns to "hit the ground running" in that they are expected to provide an array of services as an integral member of the counseling center staff while at the same time being active participants in their professional training. The training and support interns receive should serve as supplements to their established level of competence with general counseling skills. Counseling competency is a multidimensional construct of which multicultural competency is an aspect (Coleman, 1998; Constantine, 2002) and counseling centers can serve a distinct purpose in providing appropriate multicultural training to their interns. Indeed, Holloway and Roehlke (1987) in their seminal article on the predoctoral internship for counseling psychology trainees asserted that the need for quality training of interns to work effectively with racially/ethnically diverse clients would be of particular concern as the number of racially/ethnically diverse clientele increases. Additionally, effective multicultural training should attempt to inform and train interns to work in a culturally-competent manner with a broad range of cultural variables given that multiple cultural variables may be simultaneously relevant in clients' lives, and likely their presenting concerns.

As the field of counseling psychology has embraced the importance and value of multicultural counseling, several theories defining and measuring multicultural competency have evolved. However, the most widely used theory has been the Tripartite Model of Multicultural Counseling Competency (MCC; see Sue, Bernier, Durran, Feinberg, Pedersen, Smith, & Vasquez-Nuttal, 1982). This theory includes three aspects of multicultural competency: knowledge, awareness, and skills. Despite criticisms about the limitations of this model, (see Constantine and Ladany, 2001; Ponterotto, Fuertes, & Chen, 2000) the basic tenets of the Tripartite Model may provide a valuable resource for university and college counseling centers' development of appropriate multicultural training programs for interns, other graduate trainees, and staff alike.

Despite the diversity of multicultural coursework, previous practica with culturally diverse clients, and other cross-cultural experiences that the intern brings to bear on his or her graduate training, the predoctoral internship experience may have the greatest direct impact on the development of the skills component of the Tripartite Model of MCC, (e.g., Coleman, submitted manuscript; Constantine, Ladany, Inman, & Ponterotto, 1996; Ponterotto, 1997). It is safe to assume that when a cadre of interns begin their year of internship each of them is in a different place in terms of their development of multicultural competencies (Ponterotto, Fuertes, & Chen, 2000; Sevig, 2001); this has best been documented for MCC specifically in the area of working with racial/ethnic minority clients. One can only extrapolate to the development of competency with other forms of cultural diversity given the status of the research. Therefore, an

internship training approach which is able to flexibly address the needs of a wide variety of interns may be most useful.

In a recent article by Todd Sevig (2001) of the University of Michigan Counseling and Psychological Services, a model of a year-long seminar for counseling center interns is presented that while primarily focusing on the cultural variable of race/ethnicity, is able to speak to the development of interns with differing levels of multicultural competencies. Using the research established by Murphy et al. (1995) on multicultural training in counseling centers, Sevig presents a multi-format model of training that includes didactic presentations, guest speakers, case presentations, discussion and experiential exercises. Sevig's model is flexible and comprehensive enough for any internship program to adapt to their specific services and clientele.

In addition, the basic components of the Tripartite Model; knowledge, awareness, and skills; are easily incorporated into the underlying objectives of Sevig's model (2001). The two main objectives of the training model: (a) to use multiple learning approaches to accommodate and respect the different learning styles represented in the trainee group and (b) to assist trainees in using personal awareness as a learning tool for their development as practitioners (Sevig) serve to build all trainees' multicultural counseling skills. Most importantly, this seminar model can meet each intern at his or her own level of MCC development. The seminar meets weekly for one and a half hours for 30 weeks over the course of the year. Clinical supervisors provide feedback to interns, as is common practice for counseling center internships, on their progress throughout the year. The feedback includes commentary on their performance (i.e., multicultural skills) and adherence to the training provided in the seminars (i.e., multicultural knowledge and awareness). In addition, interns are provided with an opportunity to demonstrate their evolving multicultural knowledge formally through written feedback on their professional development communicated to the training program twice during the year and informally through weekly journal entries communicated to the seminar facilitators.

APA (2002) states for accreditation purposes, the internship program, "engages in positive efforts designed to ensure that interns will have opportunities to learn about cultural and individual diversity as they relate to the practice of psychology. The avenues by which these goals are achieved are to be developed by the program" (p. 20).

Consequently, training directors have the responsibility to determine both the needs of their trainees and the avenues through which trainees can meet the demands of the counseling center. Despite the varying levels of established multicultural competence each intern brings to the internship experience, training directors can incorporate education, training, and opportunities for developing personal awareness into the multi-method seminar proposed by Sevig. This can be done in a manner that is not additionally burdensome to the training program itself or the intern by incorporating culturally relevant material into established training seminars, supervision, and the intern's clientele. Indeed the growing practice of incorporating more formalized, multi-method multicultural training approaches into the internship experience may be the best way to meet the diverse needs of both trainees and the clientele at college and university counseling centers.

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#### Author's Note

M. Nicole Coleman, Ph.D. is an Assistant Professor of Counseling Psychology at the University at Albany - SUNY. Her research and teaching interests include multicultural counselor training and racial ideology in the US. Additionally, Dr. Coleman works as a consultant to school districts in the Albany, NY area on multicultural issues in the schools. Prior to joining the faculty at the University at Albany, Dr. Coleman worked in the counseling center at the University of Maryland-College Park as an intern and for an additional year as part-time staff.



## **Announcements from the CCAPS Membership Committee**

### **Each One Bring One**

The Membership Committee is having an "Each One Bring One" Contest. Registration for the conference ends on February 24, 2005 for the ACPA'S 81st Annual Convention scheduled for April 2nd - 6th in Nashville, TN. We encourage you to invite and come with as many professionals as you can to this convention. The person who brings the most people to this convention will receive a prize!!!! We will have something special for your guests too. So, start networking today!!!!

### **Networking Luncheon**

On Monday, April 4, 2005 from noon to 2pm, we will be hosting our 2nd Annual Networking Luncheon. This is a great opportunity to take a break during the convention and to network with old and new colleagues. Don't forget to bring some colleagues or your business cards!

## 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

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—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.

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#### **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.

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**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.

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**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.