

INTRODUCTION

The Counseling Center marked its 62nd anniversary at the close of the 2000-2001 academic year. Maryland's Counseling Center consists of five divisions and one designated program as indicated below. The Center is directed by Dr. Vivian S. Boyd, Associate Professor of Education.

This is the 42nd Annual Report of the Counseling Center, a division of Student Affairs, providing services for students (undergraduate and graduate) and other members of the University community at College Park.

The Center is administered by the Administrative Group, which consists of the Director, the five Assistant Directors, Pat Moreland, Gary Freitas and Stacey Holmes (Administrative Graduate Assistants).

Counseling Service	Dr. Jonathan Kandell (Affiliated Assistant Professor, Education), Assistant Director
Disability Support Service	Dr. William Scales (Affiliated Associate Professor, Education), Assistant Director
Learning Assistance Service	Dr. Marcy Fallon (Affiliated Assistant Professor, Education), Assistant Director
University Parent Consultation & Child Evaluation Service	Dr. Beth Warner, (Affiliated Assistant Professor, Education), Assistant Director
Testing, Research, Data Processing & Evaluation Unit	Dr. William Sedlacek (Professor of Education), Assistant Director

During 2000-2001, demographic characteristics of budgeted Counseling Center personnel included the following:

<u>Positions</u>	<u>EFT</u>	<u>NO.</u>
No. of Doctoral Staff	18.05	20 (Females 13=65%)
No. of Total Professional Staff	24.05	27 (Females 20=75%)
<u>Categories of Budgeted Staff</u>		<u>NO.</u>
Faculty Rank Only		2
Faculty Rank & Exempt Staff		5
Exempt Staff Only		20
Non-Exempt Staff		10 (2 non-state supported)
Interns		4
Graduate Assistants		16
Total		57

COUNSELING CENTER GOALS

- I. Remediating and Rehabilitating for Individuals with Problems: The bulk of our individual and group counseling activities span emotional-social and educational-career concerns, learning skills problems, and difficulties with disability access. This goal is concerned with the provision of services that enable students to overcome learning blocks, anxieties, confusion or indecision which, if left unattended, would inhibit learning and personal development.
- II. Promoting Psychological Development Through Outreach and Prevention: This goal focuses on well-being and prevention. It calls for fostering the psycho-social and educational-career identity development of individuals and groups. Our consultation, counseling, and educational skills development activities serve this goal as do our classroom demonstrations offered at the request of faculty members.
- III. Developing Non-traditional Treatment Modes: This goal entails creating an increasing array of new treatment modes that offer delivery of services more promptly and to a wider proportion of the campus community. These services are provided articles in the campus daily newspaper, public service announcements over the campus radio station, and distribution of pertinent mental health information through our website
- IV. Providing Campus Consultation: The purpose of our consultation is to enable those with whom we consult to be more informed and better equipped to resolve issues of concern to them, such as organizational development, disability access, and psychological well-being. This goal involves our formal consultation as well as informal interactions with individuals and groups on campus, including student organizations, faculty, academic departments, Residence Life, and other administrative units.
- V. Identifying New Personnel Sources: This goal involves developing new sources of personnel for the delivery of services and programs provided by the Center (e.g., 1) faculty from the College of Education as well as the departments of Psychology, Mathematics, and English who qualify as Center Associates; 2) spouses of University faculty and staff members; 3) retirees; 4) high school counselors; and 5) students in peer roles
- VI. Developing Accountability and Evaluation Procedures: This goal entails developing systematic means to describe and evaluate the results of the Center's activities, services and programs, including traditional and non-traditional modes of intervention and treatment.
- VII. Improving Campus Ecology: This goal calls for the utilization of our collective skills and experience to identify and strive to ameliorate those environmental characteristics of the campus that frustrate rather than facilitate student learning and development, including barrier and accessibility issues. As such, this goal emphasizes prevention and remediation of individual-environmental problems.

- VIII. Offering Instruction, Training, and Supervision: This goal addresses our responsibility for contributing to undergraduate and graduate education on campus, including teaching undergraduate and, particularly, graduate courses; advising graduate students; maintaining our APA-accredited internship program; our externship program; using the Counseling Center as an on-campus practicum facility for the departments of Counseling and Personnel Services and Psychology; and supervising students selected for Counseling Center graduate assistantships.
- IX. Extending Research Knowledge: The Counseling Center is committed to a broad-based program of systematic data gathering and research studies yielding findings that advance knowledge of students and their development, counseling processes and outcomes, and campus policies and practices. Results contribute to campus planning, decision-making, and change as well as to the knowledge of behavioral scientists, educators, and other student affairs specialists.
- X. Maintaining the Center's Administrative and Professional Development Functions: This goal involves the administrative functions that serve to develop and maintain the Center's diverse activities. It fosters the professional development of individual staff members and encouraging their continued contributions to both the campus and broader community.
- XI. Developing Support Services for Students with Disabilities: This goal involves providing specific support services for disabled students to ensure that they will have equal access to University programs, services, and facilities.
- XII. Providing Off-Campus Professional Services: Both our formal and informal interactions with outside individuals, groups, institutions, and professional organizations are the focus of this goal. These interactions includes consultation, counseling, mediation, testing, and instruction. In priority, it is secondary to our primary goals which focus on the campus community.

2000-2001 Counseling Center Personnel
Vivian S. Boyd, Director & Associate Professor of Education

DIRECTOR EMERITUS

Thomas Magoon

NON-EXEMPT STAFF

Patricia Moreland
Mary Cauffman
Amina Dafala
Lynette Garrison
Bob Giannelli
Margaret Gibbs
Lupe Molina
Gaynor Sale
Marvella Soumare
Kathleen Wilcox

COUNSELING SERVICE

Jonathan Kandell (AD)
Sharon Kirkland
Margaretha Lucas
Arnold Medvene
Yvonne Oslin
Akira Otani
David Petersen
Pepper Phillips
Brenda Sigall (PT)
Linda Tipton
Franklin Westbrook
Kathy Zamostny

INTERNS

Patrick Feehan
Cicely Horsham-Brathwaite
Meera Rastogi
Tina Van Puybroeck

DISABILITY SUPPORT SERVICE

William Scales (AD)
Peggy Hayeslip (Coord.)
Lillie Ransom
Martha Pugh

LEARNING ASSISTANCE SERVICE

Marcy Fallon (AD)
Shirley Browner
Barbara Goldberg
Beverly Greenfeig
Vera Holder
Elizabeth Shearn

RESEARCH and DATA PROCESSING

William Sedlacek (AD)
Diane Adelstein

UNIVERSITY PARENT
CONSULTATION and CHILD
EVALUATION SERVICE

Beth Warner (AD)

RETENTION STUDY GROUP

Patricia Hunt

GRADUATE ASSISTANTS

Renee Baird Snyder
Michelle Bondima
Wendy Castro

Gary Freitas
Stacey Holmes
Kavita Kalatur
Jill Kamenetz
Ian Kellelms
Mary Beth Malone
Kath Miller
Samir Pathak
Lew Schlosser
Tanya Shuy
Robyn Stefanski
Suthakaran Veerasamy
Kristy Vernille
Yingji Wang

STUDENT EMPLOYEES

Anne Abao
Matthew Abers
Kirsten Behnke
Nick Bennett
Megan Betters
Jon Bierman
Evelyn Boettcher
Zachary Bookman
Robin Boucard
Hollie Breedlove
James Brown
Renee Brown
Heather Bustard
Lorraine Butler
Tracy Byrnes
Gibril Cham
Rosa Cheuk
Breckin Chinn Swartz
Charles Cicchetti
Brenice Crissman
Carlos Cruz
D. Raquel Cumba
Tracy Dallal
Rachel D'Angelo
Stacey Dashiell
Laura Del Vecchio
Felicia Diggs
Karen Earl
Melissa Edwards
Shelli Embree
Jonathan Englehart
Karyn Entrop
Becky Farber
Carlene Farris
Julie Ferrero
Ruth Fishman
Bridget Frande
Nadine Frederique
Eric Fulton
Sarah Fulton
Kimberly Garson
Jayne Gillespie
Alexey Gorokhov
Sean Hairston
Sarah Hale
Kristina Hartman
Kalryna Hayden
Kelly Hayeslip
Allison Hennig

Tesheya Hoist
Kimberly Holmes
David Hudson
Sairah Ijaz
Jennifer Johnson
Keisha Jones
Rafiquel Karim
Lauren Karlin
Yusef Kasim
Mary Lou Kitchen
Yoshimi Komiyama
Nana Kwakye
Mariya Levin
Jena Levy
Gary Libbin
Kimberly Litman
Anna Lucas
Ryenne Ludke
Jennie Lui
Angela Ly
Crystal Lynch
Jennifer Malter
Maureen Malvar
Seth Mandel
Jennifer Matter
Sune McConnell
Nicholas McDermott
Jessica Meisenbach
Lisa Miller
Lucy Mineweaser
Maurice Montgomery
Patricia Moody
Sarah Mutchler
Vered Natanzon
Patty Neff
Marcie Nitzberg
Shannon Otakie
Mary Paist
Anthony Parkinson
Gail Patricelli
Kara Pitt-d'Andrea
Sumera Qureshi
Roberto Ramirez
Patricia Rapuzzi
Jamie Reed
Jill Roth
Ivy Roth
Deena Rubinstein
Aaron Saks
Mario Salas
Nina Semwanga
Doug Sharp
Kelly Shockey
Aindree Sircar
Michelle Sit
Jill Smollen
Karen Snell
Ivelisse Sotomayer
Sheri Stewart
Shahrazad Taavoni
Nancy Taylor
Michelle Thompson
Joseph Tucker
Victoria Wellington
Claudette Williamson-Taylor

Janelle Wood
Jason Wrang
Miriam Yarmolinsky
Max Zaretsky

DSS

Sarah Blattberg
Chris Brown
Carlos Budding
Carole Cangiano
Margaret Di Mario
Venita Dzime-Assison
Marti Edelman
John Mark Ennis
Evan Fleishman
Elizabeth Graham
Barbara Gray
Michael Hartman
Martin Hiraga
Dionne Jackson
Rhonda Jacobs
Alison Jacoby
Nancy Kowalski
Anne Leahy
Timothy Lee
Mark Leitson
John Lewis
Gail Nathanson
Derwood O'Quinn
Marisa Saunders
Susan Schleicher
Kay Souza
Connie Spells
Kelli Stein
Patricia Tesar
Cindy Valchar
Jennifer Wagner

EXTERNS

Lisa Baker
Mary Alice Silverman
Susan Woodhouse

COUNSELING CENTER

ASSOCIATES

Javaune Adams-Gaston (CS)
Charles Gelso (PSYCH/CS)
Janet Helms (PSYCH/CS)
Karen O'Brien (PSYCH/CS)
William Shildknecht (LAS)
Janet Schmidt (STAFF/CS)
Jeanne Steffes (LAS)
William Strein (UPCCES/CAPS)
Hedwig Teglasi (UPCCES/CAPS)

UPCCES TRAINEES

Penny Asay (CAPS)
Kate Cramer (CAPS)
Cicely Horsham-Brathwaite (Intern)
Larry Johnson (Towson University)
Karen Jones (CAPS)
Sherri King (McNair Scholar)
Sonya Lanier (CAPS)
Linda Mende (CAPS)
Sonja McKenna (CAPS)
Stephanie Rahill (CAPS)
Meera Rastogi (Intern)
Cindy Ross (FMST)
Michael Sloan (GW University)
Suthakaran Veerasamy (CAPS)

Ricia Weiner (CAPS)

STUDENT ADVISORY BOARD

Nick Bennet
Mike Kaplan
Jamie Reed
Nina Semwanga
Claudette Williamson-Taylor

NATIONAL TESTING

SUPERVISORS

Amina Dafala
Keith Eiche
Jill Schultz
Regine Talleyrand
Sutha Veerasamy

LAS VOLUNTEER PROFESSIONALS

Deirdre Barnwell
David Bauckham
Marian Bellama
Margo Bryant
Catherine Burnight
Dan Cabirac
Ruben Carrasco
Helen Chang
Young-Jin Choi
Ellen Cohen
Rose Colby
Beverly Comstock
Brenda Cooley
Jenny Dao
Bernie Davis
Cecilia de la Garza
David Dougherty
Sonya Euell
Judy Fahnestock
Bob Friedman
Michael Geiss
Nelly Geiss
Marjorie Gray
Paul Higgins
Carl Hirsch
Donald Hirsch
Penny Hool
Damian Jones
Jack Kleiman
Ron Luftman
John Luttrell
Rashmi Mathur
Bibi Meer
Mohammad
Adrienne Montgomery
Sharita Morse
Deirdra Neville
Harise Poland
Ruth Ricucci
Alan Rogers
Louis Rogers
Murray Rogofsky
Cindy Rosenberg
Lauri Ross
Joan Ruuska
Donald Ryan
Eleanore Sadacca
Margaret Sheer
Asante Shakuur
Sharon Solaire
Anna Swab
Karen Thornton

Lisa Verikios
David Wacks
Thomas Webb
Natalia White
Felicia Williams
Harry Zubkoff

STUDENT VOLUNTEERS

Goel Abishek
Steve Adler
David Bauckham
Alison Chandler
Augustin Cherng
Andrea Comiez
Molly Delaney
Tina DeNunzio
Elizabeth Hartley
Wendy Higgins
Julie Jacoby
Lynette Jackson
Arlyn Javer
Bruce Johansen
Monisha Lad
Kimberly Laroca
Jennifer Logue
Colleen Marlott
Veronica Martin
Kristie Martinsen
Jocelyn Mason
Sean McGee
Michelle Meyers
Sejal Mistry
Pamela Morse
Parikh Neehar
Anoma Nellore
Katie Nicholson
Emily Pan
Rachel Rich
Lauri Ross
Svetlana Shargoronskay
Margaret Sheer
Sam Smith
Melanie Starkey
Michelle Tan
Shamyla Tareen
Peggy Wood

GRADUATE VOLUNTEERS,

TUTORS, and TEACHING

ASSISTANTS

Melchin, Beth

DSS STUDENT WORKERS

Amanda Ackerman
Latanya Adams
Sarah Alexander
Esther Altshul
Ruchira Asthana
Rosemary Atwell
Ron Baker
Patricia Beacham
Michelle Bean
Inbal Becker-Reshef
Marlies Beerli
Laliev Ben-Auraham
Jodie Bessich
Erin Bogan
Carrie Boron
Robin Boucard
Michelle Brandon

Joi Brown
J E Brown III
Meghan Burke
Anna Carawanawte
Gibril Cham
Chhomthya Chhuan
Karen Chu
Carmela Clendenning
Andrea Cohen
Erin Cohen
Brandy Cox
Bernice Crissman
Terry Crowder
Bridget Cummiskey
Makia Day
Kathryn Deckert
M. Deutsch
Janette Devine
Felicia Diggs
Cameron Dixon
Julia Downs
Susan Dziedzic
Samantha Erickson
Julie Ferrero
Robert Finley
Sarah Fischer
Sarah Fulton
Bree Garcywski
Evi Georgiou
Veronica Ghelardi
Stephanie Goldberg
David Goldsmith
Kevin Grishkot
Sara Gustafson
Alissa Hanshew
Rebecca Harris
Sarah Harrison
Kelly Hayeslip
Lindsay Hencit
A. Henning
Brenna Hogan
Jennifer Holland
Nicole Horsford
Niav Hughes
Deborah Jacobson
Franklin Johnson
Michael Kaplan
Yusuf Kasim

Orsolya Kraut
Lacy Kridler
Eugenie Lagda
Rachel Lax
Alan Lederman
Miriam Lederman
Cheryl Leishear
Michelle Lerner
M. Levin
Jena Levy
Marjorie Lewis
Jill Lipsky
Rachel London
Erin Lustig
M. Malvar
S. Mandel
Margorie Manne
Nelson Marr
Monica Martinez
Tiffany Mathis
J. Matter
Rebekah Mayer
Meisenbach
J. Miller
L. Meineweaser
Beth Mizerek
S. Mutchler
Ashley Osborne
Karis Painter
M. Paist
Anthony Parkinson
G. Patricelli
Nicole Pavlos
Rachel Philofsky
Sarah Pogue
Emily Poley
Kelly Poliquin
Soroush Rais-Bahrami
Patricia Rapuzzi
A. Reddington
Haleema Rehman
L. Reid
Tina Rezaian
Jackqueline Richardson
Jen Richter
Michelle Rinas
Michelle Robie
Gidon Rosenthal

M. Rubinstein
Rebecca Sandler
Vilma Sandoval
Behnaz Serrami
Alison Schlenger
Aaron Schwartz
Jenny Schwartzman
J. Shane
Vikash Sharma
Kelly Shockey
Shane Sigle
A. Sircar
Robyn Skuraton
R. Smollen
M. Snell
W. Sotomayor
Cara Staley
Kara Stambach
Jennifer Steele
Tonya Stellar
Monise Stephenson
Eric Sternberg
Tyrone Stewart
Jennifer Storipan
B. Strickler
Shirley Suder
Shelley Sullivan
Jacelyn Sutphin
Brechen Swartz
Ada Szczepaniec
K. Taavoni
Alissa Telchin
Suman Thareja
N. Thompson
Alanna Turner
Kitichia Weekes
V. Wellington
Deborah Wheat
Amy Williams
Kelly Winkel
Yvette Word
Stephanie Young
Amy Yu
Jong-un Yu
Kimberly Zaikov
Dusty Zima
Anthony Zuccaro

SIGNIFICANT CHANGES IN PERSONNEL

Leaves/Resignations/Retirements/Deaths

1. William Scales, Assistant Director of the Counseling Center's Disability Support Service, retired June, 2001. (See The Year in Review section).

New Appointments

1. Marcy Fallon was appointed Assistant Director for the Learning Assistance Service.
2. Lynette Garrison was hired as Administrative Assistant II for the University Parent Consultation and Child Evaluation Service.
3. Bob Giannelli was hired as Administrative Assistant II for the Disability Support Service.

DIRECT SERVICE TO HELPSEEKERS

The Counseling Service: While the Counseling Service engages in many other activities (e.g., consultation/outreach, training, teaching, research), its primary mission remains serving clients' psychological and vocational needs through individual, couples, and group counseling. During the 2000-2001 year, counseling was provided to 1,445 clients, virtually identical to the number seen last year (1,443). Client demand remains high, and we continue to provide service as quickly as possible to students seeking help. One aspect of our commitment to such timely service is the use of both Intake and client "overload". Overload refers to times where counselors must provide additional time(s) during the week (at the expense of other activities) to either see additional Intake clients or to pick up additional ongoing clients. Both types of overload were instituted this past fall. More significantly, in spring the Counseling Service raised the minimum number of both clients (from 15 to 16 per week) and Intakes (from three to four per week) that counselors were required to see. The addition of these available client times helped the Service maintain its smallest waiting list in recent memory. The increase in counselor direct service load will become a permanent change.

The Counseling Service was able to remain on par with last year's total despite being down one full-time staff member (the late Stanley Hunt). While we were even more short-handed of permanent staff last year, at that time we hired two part-time temporary counselors and four Creative Counselors. We did not have such replacements this year, however, though we did continue our Externship and had two trainees helping the cause. The Service also offered the Life Skills Development workshop (for those on the waiting list) again this fall.

The distribution of clients based on their academic level or status remained fairly consistent over the last two years. The proportion of undergraduate students decreased by 2% (75% to 73%), with Sophomores rising from 16% to 18%. Dropping were Juniors (22% to 20%) and Seniors (22% to 21%). The proportion of Freshmen remained constant (15%). Graduate student demand increased from 16% to 17%.

Counseling Service Initiatives: Alternative treatment modes (those different from the usual individual and group counseling) are an important way to serve both specific client populations and the overall high demand for client services. Highlights among these theme-oriented groups included the return of the Adult Children of Alcoholics group (Oslin and Feehan), the development of the Lesbian/Bisexual Women's Empowerment group (Phillips and Van Puymbroeck), and continuing career exploration workshops (Westbrook). Several groups remain standards for the Service, including Women, Food, & Obsession with Thinness (Sigall), Circle of Sisters (Kirkland and Horsham-Brathwaite), Meditation and Writing Practice (Medvene), and Assertiveness Training (Tipton).

Trends in Client Characteristics: The ethnic and racial breakdown of clients remained fairly consistent over the past year. Among helpseekers to the Counseling Service in 2000-2001, the proportion of African Americans was 14%, a drop of 1% from last year, while the frequency of Asian/Asian Americans returned to 12% after rising to 13% last year. The proportion of Latino clients increased this year (from 5% to 6%), as did those

who indicated they were Bi/Multiracial (from 3% to 4%). The Counseling Service remains committed to diversity and continually seeks opportunities to serve all students and to make the Center a place where all are welcomed and valued.

A prominent issue students bring to the Center is their concerns about their major and career choice. One-third (33%) of Counseling Service clients last year reported significant Educational/Vocational problems. Vocational counseling, the bedrock of our profession, remains a major focus for the Service. Through outreach (Strong and Myers-Briggs interpretations), consultation (Assistant/Associate Dean Dyad), instruction (EDCP 108W), and group (Career Exploration) and individual counseling, the Counseling Service assists a broad population of students in thinking about their futures.

Disability Support Service (DSS): The total number of clients who received services from DSS during the 2000-2001 year was 727, a decrease of 9% from last year. The DSS population is comprised of 666 students, 7 faculty/staff, and 54 visitors who primarily received interpreting services for various events on campus. The majority of clients had a documented learning disability, 37% of the DSS population. Of the remaining clients, 11.4% had psychological disabilities, 10.5% had physical disabilities, 13% had an Attention Deficit Disorder (ADD), 9.6% had an Attention Deficit Hyperactivity Disorder (ADHD), 7.4% had medical disabilities, 4.5% were blind or visually impaired, 3.2% were Deaf or hard-of-hearing, and 1.7% had head injuries. The remaining 0.8% consisted of students who had other disabilities. DSS provided administration of accommodated classroom examinations, recorded books and materials, interpreting services, notetaking services, laboratory assistants, interpreters, advocacy and referral.

Learning Assistance Service (LAS): The total number of students taking part in LAS programs during 2000-2001 decreased 1% from 1999-2000. In 2000-2001, 2,764 students participated in LAS programs as compared with 2,794 who participated in LAS programs last year. While the absolute number of applicants for LAS services remained virtually unchanged, a larger percentage of students are accessing the LAS website for information on study strategies. LAS saw an increase of 152% in the number of hits to the website between 1999-2000 and 2000-2001. In 1999-2000, the LAS website received a total of 30,102 hits; 10,229 of these hits came from UMCP and 19,873 came from off-campus. In 2000-2001, the website received 75,921 hits; 34,329 hits came from UMCP and 41,592 came from off-campus.

Attendance in LAS workshops and groups was 1,205 during 2000-2001, which is a 19% increase over the 1999-2000 total of 986.

The number of academic classes taught by LAS staff this past year was 14; this is down from the 1999-2000 total of 19 classes taught by LAS staff. Despite the fact that fewer classes were taught in 2000-2001, more students enrolled in LAS classes. A total of 384 students enrolled in LAS classes, an increase of 14 (4%) from the 370 students enrolled in 1999-2000. (See Table 6, Counseling Center Staff Teaching at UMCP).

The total number of students coming for individual educational skills counseling during the past year decreased from 1,832 in 1999-2000 to 1,632 participating in 2000-2001. This is an 11% drop from the previous year.

Students with problems related to math, learning disabilities and ADD/ADHD continue to be the largest groups served by LAS either individually or in classes and groups (see Math Learning Program and Learning Disabilities Services). International students' participation in LAS programs continued to be strong (see ESOL Conversation Program). The Summer University Retention Program and the Winter Study Skills Program had a combined total of 117 undergraduate student participants.

Testing Office (Adelstein): The Counseling Center has the largest testing program in the region. We administered 15,620 tests during 2000-01.

Community Service

The testing office continued its credit-by-examination programs administering 182 CLEP tests. Credit by examination programs are of primary benefit to other local and non-local students, some of whom are in external degree programs.

National Testing Program: Other National test administrations have served candidates from a five-state area. Eighty-five proctors and supervisors worked in the administration of the National Testing Program, totaling over twenty-seven hundred hours of testing during the year. The size of our proctoring staff continues to go down in direct proportion to the reduction in paper-and-pencil testing. However, considerable ethnic and racial diversity is still represented in this group. Nineteen percent of the testing staff is African American, 13 percent are Hispanic and an additional five percent are Asian. Many of the staff members are international graduate students.

Demand for Paper-and-Pencil Tests: The University of Maryland testing center was recruited to be a test site for a few new programs. These programs included certification examinations for Eye Bank Technicians and IRB professionals, and examinations for the Association of Clinical Research Professionals, among others. While many testing programs continue to convert to computer testing, we are still being approached for new paper-and-pencil testing opportunities.

Distance Learning: We have recently joined a Consortium of College Testing Centers, supporting Distance Learning. This is a means by which students enrolled in distance or other courses can take examinations required by those courses at a local institution of higher learning, rather than having to travel to the original institution for evaluative purposes. While we have always provided this service, College Testing personnel are beginning to organize for professional purposes and there is now a Website where students, schools and agencies can locate participating institutions.

Saturday Sabbath Observers: Special administrations of the Medical College Admission Test, the Regulatory Affairs Certification Board Examination, the Intravenous Nurses Certification Corporation, and the Commission for Health Education Credentialing were arranged for Saturday Sabbath observers. In addition, individual accommodations were

made for 42 candidates needing special modified testing conditions for national testing programs, both paper-based and computerized.

Testing was arranged at the request of other schools, companies and agencies including:

- Athabasca University (Athabasca, AB Canada)
- Brigham Young University (Provo, UT)
- British Broadcasting System (London, England)
- Canadian Institute of Financial Planning (Toronto, Canada)
- First Bank (Lakewood, CO)
- Holborn College of the University of Wolverhampton (London, England)
- International Electrical Testing Association (Morrison, CO)
- Lake City Community College (Lake City, FL)
- Michigan State University (East Lansing, MI)
- Psychological Consultants (Richmond, VA)
- Thomas Edison State College (Trenton, NJ)
- University of Alabama (Tuscaloosa, AL)
- University of Birmingham (Birmingham, England)
- University of Kansas (Lawrence, KS)
- University of Kentucky (Lexington, KY)
- University of Maryland University College (College Park, MD)
- University of Warwick (Warwick, England)
- University of the West Indies (Kingston, Jamaica)
- Virginia Commonwealth University (Richmond, VA)

More than a third of the testing indicated above was undertaken on behalf of institutions outside of the United States. This is quite a change, and can most likely be attributed to our participation in the Consortium of College Testing Centers. Tests administered were used for purposes of admissions, selection, proficiency and credit by examination, diagnostic evaluation or independent study courses.

Computer-Based Testing

We have now completed the second year as a Computer-Based Testing (CBT) center for the delivery of Educational Testing Service (ETS) tests. Two of the CBT program's major objectives are to provide our undergraduate students with access to graduate admissions exams and to support the recruitment process for our graduate programs.

During the past year, seven CBT sessions were offered each week. In the peak months of November and December, testing was offered seven days a week and included ten test sessions each week. With the exception of a few weeks in the summer, the CBT test sessions were full all year. From October through January, the lead time for appointments was approximately six weeks.

A total of 4,244 testing appointments were made during the 2000-2001 year - a 48% increase over last year. Of these appointments, less than 6 percent were classified as no-shows.

The testing office provided CBT test administration services for a total of 13,888 test hours last year. Program evaluations provided through exit questionnaires indicate that CBT candidates evaluate the University of Maryland's CBT staff and services in an

overwhelmingly positive manner. For example, 89% of survey respondents indicated that they had no difficulty in registering for their examination, and 99% stated that the CBT staff was efficient and courteous when they arrived for their test. Ninety-nine percent of respondents who requested additional information from CBT staff indicated that the staff members were knowledgeable.

In terms of specific program totals, the CBT staff administered 1,365 Graduate Record Examinations (GRE), 425 Graduate Management Admissions Tests (GMAT), 788 Tests of English as a Foreign Language (TOEFL), and 1,536 Professional Assessments for Beginning Teachers (PRAXIS I). CBT staff also administered a total of 130 other tests that included the Graduate Record Examination Writing Assessment (GRE-W), the GRE-Replacement Test (GRE-Replacement), the College Board Scholastic Aptitude Test (CBSAT), the National Board for Professional Teaching Standards (NBPTS), National Board for Podiatric Medical Examiners (NBPME) and the North American Pharmacist Licensure Examination (NAPLEX).

Campus-Based Competency Testing

The testing center continued its competency testing program for selective majors. Students wanting to major in Journalism or Education must pass basic skills tests as a prerequisite (TSWE and PRAXIS I respectively). Education majors now have the choice to take their PRAXIS tests on the computer or in the traditional paper based format. Four hundred twenty-seven pre-journalism students registered to take the Test of Standard Written English as a prerequisite to admission to the program.

Vocational Testing: In addition, over 1,400 vocational interest and personality tests were administered to classes and other groups at the request of other campus faculty and staff members or in jointly sponsored programs. Groups served include the Office of Minority Student Education, the Athletic Academic Support Unit, the Career Center, the College Bound Program, Financial Aid Office, college of Letters and Sciences, Maryland Day, Conference and Visitors Services, Residence Life, and various graduate and undergraduate psychology, behavioral and social sciences and education classes.

One hundred twenty-two clients from the Counseling Center and 86 from the Career Center were given a total of 556 tests as part of their counseling. Fifty-seven percent of the testing was vocational interest and skills inventories. The balance of testing was comprised of various personality and diagnostic measures.

Miller Analogies Testing Clientele

The Miller Analogies Test continues to be given regularly through the Counseling Center's testing office. There were a total of 23 sessions, testing 232 candidates. Only about nine percent of these test takers were currently registered students.

There do not appear to be any marked differences between last year's and this year's typical MAT candidate. The modal MAT candidate is a 23 year-old white female applying to a

master's degree program in education, although the population is certainly becoming more diverse.

University Parent Consultation and Child Evaluation Service (Warner): This division of the Counseling Center was established in 1964, and was restructured in 1999. The 2000-01 academic year was the redesigned service's first full year of operation. Under the new structure, the primary direct service component involves providing psychological services for children, adolescents, and parents who are University-connected, the Parent Warmline (see On-going Campus Consultation/Outreach Programs) and Consultation to Disability Support Service staff, as listed below.

Psychological Services to Children and Adolescents

During the 2000-2001 academic year, the client population was University-connected. The number of clients seen was double when compared to last year's statistics, increasing from 27 to 58 clients this year. There were 44 new cases this year. Families served were affiliated with the University primarily as employees, with approximately equal numbers of students and alumni using the Service. Children and adolescent clients ranged in age from 3 to 18, with most children between the ages of 6 and 12. Prior to the 1999 restructuring, the Service was available for children up to age 12. However, UPCCES now has psychological services available to very young children (age 3 to 6, 26% of clientele), and to adolescents (age 13 to 18, 22% of clientele). Clients were of diverse racial/ethnic and cultural backgrounds. Approximately half of the clients were Caucasian, with the other half from other ethnic minority or cultural groups, including African-American, Latino/Hispanic, Asian, and biracial. Presenting concerns included parent-child communication, substance abuse, developmental delays, learning and school achievement, attention deficit hyperactivity disorder, school and home behavioral concerns, acculturation issues, peer relationships, grief and loss, domestic violence, divorce, abuse and neglect, parenting issues, and chronic illness. The majority of client hours were individual child and adolescent therapy sessions, followed by parent consultations, and psychological evaluations. Two group therapies were held this year (the first groups for the newly restructured service); one was a social skills group for kindergarten children at the campus' Center for Young Children and the other was a boys social skills/Attention Deficit Hyperactivity Disorder group.

Psychological services continued to be provided at the Center for Young Children, an on-campus preschool for children age 3 to 6. A comprehensive school-based mental health program was established, which included classroom observation, and teacher and parent consultation, individual and group therapies, mental health education, and general consultation to the Center's administration. The majority of the services were provided on-site at the Center for Young Children. Referral reasons included single parenting, learning and achievement, home and school behavioral concerns, toileting issues, grief and loss, and peer relationships. UPCCES staff provided consultation to staff regarding handling the children's reactions to, and concerns about, the threat of school violence. In concert with such concerns, a doctoral School Psychology student worked with UPCCES and the CYC to create an emergency response guide for the CYC teachers to use in the case of a critical incident such as death of a teacher, parent or child, suicidal ideation, and

intruder violence. Future plans involve continuing to expand the full range of services available, and to provide workshops for parents and teachers on reducing barriers to learning, mental health issues in the school setting, and school violence.

Advanced graduate students in psychology-related fields have historically received training through involvement with UPCCES, and have been the primary source of UPCCES staff. Graduate students provided the majority of psychological services to children and adolescents. Beth Warner provided weekly clinical supervision for each student and case. Future plans are to continue to build relationships with on-campus psychology-related departments, with the goal of recruiting high quality advanced graduate students interested in providing supervised direct services.

Consultation with Disability Support Service

Beth Warner of UPCCES consulted regularly with Peggy Hayeslip of the Disability Support Service about college students with learning disabilities and Attention Deficit Hyperactivity Disorder. Future plans are to streamline the process of referral for, and determination of disability status, partially by updating and reviewing our recommended list of assessment referral resources.

SPECIAL COUNSELING CENTER PROGRAMS

Counseling Service Group Programs (Medvene): The Counseling Service group program includes both general counseling and structured theme-oriented groups. The goal of the program is to further enhance the students' academic, personal and interpersonal development at the academy. As students understand more about themselves and the various worlds in which they live, i.e. roommates, academic environments, family, faculty, and friends, their capacity to mobilize and integrate their personal resources to achieve greater success is increased. All groups have, of course, their own process and dynamics, but the overarching goal is to assist in the empowerment and success of each student.

Groups Conducted in 2000-2001

<u>Name of Group</u>	<u>Number of Groups</u>	<u>Total Number of Students</u>
Adult Children of Alcoholics	2	12
Assertiveness Training	2	9
Career Exploration	2	6
Circle of Sisters	2	12
General Counseling Groups	10	51
Lesbian/Bisexual Women's Empowerment	1	4
Meditation & Writing Process	1	6
Stress Management	2	12
Women, Food & Obsession With Thinness	2	12
Total	24	124

LAS Group Programs (Fallon): During the 2000-2001 academic year, group participation in Learning Assistance Service programs increased from 986 students in 1999-2000 to 1,205 students in 2000-2001. This 22% increase is all the more notable since the actual number of groups offered decreased from 108 in 1999-2000 to 95 in 2000-2001. A large factor in this increase was the "Getting the Grades You Want" workshops conducted in conjunction with the 2000 Summer Orientation Program. A total of 207 students attended the 9 workshops that were offered over the course of summer orientation.

LAS Group Programs: During the 2000-2001 academic year group participation in Learning Assistance Service programs were:

	Number of Groups	Attendance
Academic Assertiveness	2	21
Academic Enhancement	1	12
Coffee and Conversation	3	65
Dissertation Support Group	1	12
English as a Second Language	30	232
Exam Anxiety	5	26
Examination Skills	8	85

Financial Aid	6	24
Getting the Grades You Want	9	207
Listening and Notetaking	2	18
Save Your Semester	11	98
Stress Management	4	64
Study Skills	6	40
Test Taking	1	17
Test of Standard Written English Preparation	15	130
Time Management	12	88
Write to Read	5	13
Writing	2	8
Totals	123	1,160

Alternate Treatment Modes (Structured Groups): Alternative Treatment Modes (ATMs) are group programs that consist of workshop and group experiences. Some ATMs are only one session (e.g., Time Management, Study Skills), while others are time-limited multi-session (e.g., Procrastination Prevention, Multiple Roles for Women). Still others, such as the Black Women’s Support Group and Dissertation Support Group, are ongoing long-term groups.

	<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>% Change</u>
No. Modes Offered	101	81	125	123	- 2
No. Different Modes	34	30	26	28	+ 8
No. Modes Providing Evaluations	57	62	75	66	- 12
No. Student Providing Evaluations	323	339	497	625	+ 26
Total No. of Students Served	1222	966	1054	1160	+ 10

LAS ATM Users’ Mean Evaluations: (Based on a 5-point scale with five indicating the highest rating): Evaluation forms completed by 625 group members following participation in LAS ATMs reflect a uniformly high level of satisfaction with LAS structured groups at the Counseling Center.

	<u>1997-1998</u>	<u>1998-1999</u>	<u>1999-2000</u>	<u>2000-2001</u>
To what extent were the program’s goals achieved? (“Almost Fully”)	4.4	4.2	4.2	4.3
How helpful did you find the program? (“Quite Helpful”)	4.2	4.2	4.2	4.1
Would you recommend the program to a friend? (“Highly Recommend It”)	4.3	4.3	4.3	4.3

Dissertation Support Groups (Holder): Three men and ten women participated in Dissertation Support Groups in 2000/2001. While they came from departments as diverse as American Studies, Biochemistry, Art History and Civil Engineering, these students offered one another tremendous support as they met bimonthly to review progress, set new goals and share strategies for successful completion of their doctoral programs. Among these students, one successfully completed her dissertation proposal. Another moved from uncertainty regarding her selection of a research topic to completion of an article in press based on the research she has pursued for her doctoral thesis. A member of the group from prior years stopped in to let her peers know that

she did, after many vicissitudes, finally finish and further will be shortly moving to a tenure-track position in the mid-west.

Services for Speakers of Other Languages (ESOL) Program (Holder): The ESOL Conversation Program served 232 members of the international community this past year. Registration was almost even in the summer and spring sessions with 65 and 64 students respectively registering for a speaking partner and/or a small conversation group. However, in the fall semester there was a 62% increase in program registration totaling 103 students, international faculty, and their spouses served. These data suggest that there is both an ongoing interest among international students at the University of Maryland for conversation with native speakers and a more acute need at the beginning of the academic year for the language and social support this program offers.

We are grateful for the contributions of the volunteers who help make the ESOL Conversation Program a success. Volunteers represent a diverse cross-section of the campus community. In 2000/2001, 34% of the ESOL volunteers were undergraduate students from the Honors, Civicus, and Community Service Programs. Volunteers from the Retired Volunteer Service Corps made up 29% of the volunteers this past year. This year, 11% of the program volunteers came from faculty and staff positions at the University. Additionally, career professionals in the College Park area made up 20% of the volunteer conversation partners and group leaders. International spouses with native fluency in English and graduate student volunteers made up the remaining 6% of the volunteer population.

Website - LAS (Holder): Students at the University of Maryland demonstrated greater sophistication in their electronic access of Learning Assistance resources this year than last. This sophistication is reflected not only by the increase in the number of accesses, but also by a one month time shift in terms of highest interest in our resources. A total of 61,465 accesses from both on and off campus were recorded in 2000/2001. The months with the highest number of on campus accesses changed from October and March in 1999/2000 to September and February in 2000/2001, suggesting that students are seeking out resources earlier in the semester. The total number of on-campus hits from June through March in 2000/2001 represents a 145% increase in access to Learning Assistance information from the previous year. Off-campus accesses to Learning Assistance web pages increased by an even more dramatic 204%.

Math Learning Program (Shearn): The Math Learning Program in LAS has two main goals: 1) to help students develop math learning strategies that deal with the affective, behavioral and cognitive dimensions of learning math; and 2) to provide students with supplementary materials that help prepare them for their credited math course or assist them in math courses in which they are presently enrolled.

The Math Learning Specialists provided a continuation of outreach to various departments and colleges during the past year. The Math Cluster Program began with the College of Behavioral and Social Sciences in spring, 1998. This past year, three sections were offered, two for BSOS and one for the College of Arts and Humanities students. This Cluster consists of MATH 110 and EDCP 108M – *Building Self-Confidence and Study Skills in Math*. A total of 94 students registered for the Math Clusters. Follow-up on the success of these students in MATH 110 will

be done during summer '01. Over 80% of students taking the EDCP 108M that was attached to a MATH 110 class in the past have successfully completed their Fundamental Studies Math Requirement by passing MATH 110 during that semester. Most of these students were high-risk students with very low GPAs. Students schedule five hours per week for these clusters. The regular MATH 110 is offered for three of the five hours with the additional two hours spent on the concepts from EDCP 108M along with working on math assignments in small groups. The emphasis here is to get students to work together so they have an opportunity to “talk” math and not just “do” it. The instructor acts as a facilitator for the small groups.

MATH 001L is a course that is a computer based interactive math program which originated in LAS in 1992 as a preparation program for students who had difficulty passing MATH 001. Although it was intended to prepare students for MATH 001, it was found that students who completed the computer program were able to place into MATH 110 and complete their Math requirement. The Athletic Academic Support unit provided the computer lab space for 13 students to take MATH 001L from 9:00-3:00 during the Winterterm. Eleven of the thirteen students earned a C or better in MATH 001L. Of the ones who successfully completed the MATH 001L course, 86% completed their fundamental studies math requirement the following semester.

Because of the long-term success of this program, the Fundamental Studies Math Committee, formed by the Campus Senate, approved this computer program to replace part of the present MATH 001/002 sequence. A new course, MATH 003 (the computer version of MATH 001/002) has been created and will be implemented in the Fall 2001 semester. In this course, students will take a five-week, five day per week preparation course to be followed by a five day per week credited math course (MATH 110, 111, 113, or 115). This will enable students to complete their Fundamental Studies Math Requirement in just one semester. The LAS Math Specialists have been actively involved in the creation of the curriculum, the construction of the computer labs where instruction will take place, the writing of the course workbook and the publicity for the program across campus.

Eating Disorders Program (Sigall): The Eating Disorders Program, headed by Brenda Alpert Sigall, provides evaluation and assessment, individual and group therapy, medical and nutritional consultation, training and supervision, education, outreach, consultation, program development, and the coordination of the campus observance of Eating Disorders Awareness Week.

The UMCP Panhellenic Task Force on Eating Disorders (PTFED), founded by Brenda Sigall and Patricia Preston of the Health Center in 1992, and currently directed by Sigall and Julie Parsons, L.C.S.W. of the Health Center, continued to function as a program of primary and secondary prevention of body image problems and eating disorders in the Greek community. The Task Force, consisting of elected representatives from campus sororities and holding a cabinet seat on the Panhellenic Council, provides information, resources, and educational programming to sororities, and trains representatives to serve as support persons and liaisons to campus mental health services for their houses. The Task Force served the campus as a whole by presenting Body Wars and a Mind-Body-Spirit Fair for Eating Disorders Awareness Week, events which drew 600 students.

College-Bound Program (Browner): For 2000-2001, twenty-nine high school students participated in the College-Bound Program. Students come from a variety of public and private high schools in Montgomery, Prince Georges, Howard and Anne Arundel Counties. In Summer 2000, 6 males and 11 females attended the program; in Spring 2001, 6 males and 6 females participated in the group sessions. The participants were quite diverse in terms of race and grade level.

Programming continued to include a series of study skills workshops, led by Learning Assistance Service study skills, math and writing skills counselors; a transition session planned by a Counseling Service staff psychologist; visits to campus lecture classes, the Career Development Center, and McKeldin Library; and interactions with a variety of college students throughout the program. The high school students were given many other opportunities to learn about the college experience and about themselves. In addition to all of the group sessions and campus visits, students spoke to counselors, took the Self-Directed Search for career exploration, analyzed their learning styles, and planned how they would apply new study strategies for future academic success.

Services for Students with Learning Disabilities/Attention Deficit/Hyperactivity Disorder (Hayeslip): Services for students with learning disabilities and/or attention deficit disorder are offered through both the Learning Assistance Service and Disability Support Service. Housed in LAS the service is staffed by Peggy Hayeslip, coordinator, and two graduate students, Mary Beth Malone and Tanya Shuy. In addition, Tricia Rapuzzi, student, provided support in activities such as data collection, database entry, development of marketing materials, receptionist duties, and coordination of the database and mailing for the Nation's Capital Area Disability Support Services Coalition. This year an intern from the Counseling Service, Patrick Feehan, did a year's rotation in our area, and Lisa DaDeppo, Learning Specialist in the Athletic Department, provided direct services to student athletes with learning disabilities.

During the 2000-2001 academic year, 160 new students with learning disabilities were seen for review of documentation, determination of accommodations and other support. In addition, 174 students were seen as pending status, meaning that they did not have documentation but required assistance in obtaining testing as well as help with study strategies, referral and consultation with faculty. A number of families came in for assistance during the year. About 21 were new families who were either on tours with their high school age prospective students or were meeting with staff to clarify the need for accommodations for entering students. Staff also met with 82 returning students for a variety of services including coaching, study skills assistance, determination of accommodations, advising and referral information. About another 20 students were seen by staff who did not identify the need for support because of learning disability. A total of 437 students and/or families were seen by the staff during 2000/2001.

New initiatives for students with Learning Disabilities/Attention Deficit Disorder over the past year have included the development of the LD/ADD website, the creation of a new database, the development of a new support group called SUCCESS which will begin in Fall, 2001, and the development of two half-day orientation programs for students with LD/ADD. In addition, EDCP 108K has been expanded to include three sections, two of which are being offered to individual admits and students with learning disabilities who are athletes.

The Adaptive Technology Lab in McKeldin Library continues to provide services to students. Peggy Hayeslip and Dan Newsome of the Lab have worked together to develop referral and follow-up strategies for students who use the Lab. Finally, this year saw the adoption of a math substitution policy by the Maryland Higher Education Commission patterned after the University of Maryland's policy. By adopting and publishing its usage, students will be able to move from one college/university to another without the problem of the completion of the math course if the learning disability interferes with the ability to complete this requirement.

The visibility of the Disability Support Service at the University of Maryland, College Park continues to expand with Peggy's nomination to the CAS Standards Committee (Council for the Advancement of Standards), as well as her nomination to be part of the planning team for the national AHEAD Conference (Association on Higher Education and Disability) to be held in Washington, DC in summer, 2002.

Returning Students Program (Goldberg and Greenfeig): The Returning Students Program of the Counseling Center provides services and programs designed to meet the needs of students 25 years of age or older who are beginning college or returning after a break in their education. On the national level according to the U.S. Department of Education, one-third to one-half of today's college students are returning students. At UMCP, 11% of the total undergraduates and 79% of the graduates are 25 years of age and over.

During the 2000-2001 academic year, the Returning Students Program publicized its group offerings to a larger audience. The goal was to provide opportunities for the students to realize that they are an important, integral part of the campus and to expand their network of peers and resources. A new collaborative program between the RSP and the Office of Re-enrollment was a phone-a-thon to welcome back students age 25 and over who previously attended UMCP and re-enrolled in Fall 2000. At present there is no formal program available for these students to ease their transition after a break in their UMCP education. The seventy-five students who were contacted by phone were appreciative of the information and support. In addition, participation in the weekly Coffee and Conversation program increased from 51 to 65 in 2000-2001. Two End-of-Semester celebrations were held to celebrate the accomplishments of returning students.

In addition to increasing the visibility of RSP group programs, an effort was made to increase the number of scholarships available to returning students. In 2000-2001 a total of \$16,500 was awarded to returning students in the form of scholarships and emergency funds. Two new sources of financial aid were available. The National Council for Jewish Women Scholarship donated \$1000 to be used to fund two \$500 scholarships. In addition, a new emergency fund, the Gerald G. Portney Emergency Fund in the amount of \$800, was made available. Since financial concerns are the greatest problem faced by returning students, these additional sources of support were much appreciated.

Students of Color Walk-In Hour Program (Kirkland): The Walk-In Hour for Students of Color is a direct service provided for African-American/Black, Asian/Asian American, Hispanic/Latinos, Native American students, and any other student who identifies as a student of color at the University of Maryland. One of its primary goals is to increase the retention of particular groups who have been identified as "at risk" for withdrawing or being academically dismissed from the

University. The Walk-in Hour for Students of Color was instituted to meet the emotional-social and educational-vocational needs of these groups by offering an immediate contact with the Counseling Center that does not require the student to schedule an appointment in advance. Another characteristic that makes the Walk-in Hour unique, is that it is staffed by members of the counseling staff who represent a visible racial/ethnic group. This year's staff was comprised of five African-Americans, one Japanese American, and one Asian American. The Walk-in staff included the following individuals: Vivian Boyd, Yvonne Oslin, Franklin Westbrook, Akira Otani, Sharon Kirkland, Cicely Horsham-Brathwaite and Meera Rastogi (doctoral interns).

During the 2000-2001 academic year, 27 students sought services through the Walk-in Hour and were seen for a total of 27 contact hours.

Guided Study Sessions (Fallon): Guided Study Sessions (GSS) were introduced at the University of Maryland in the Summer of 1997, with the objective of aiding in the retention of students who are enrolled in courses with a high rate of D and F grades and withdrawals. The program is modeled after the Supplemental Instruction program from the University of Missouri-Kansas City, which has been implemented at over 800 campuses in the United States and abroad. GSS leaders are current undergraduates who have previously taken the course and earned an A grade. They are specially trained to facilitate active learning and discussion among the students taking the course, rather than simply "re-teach" content. During the 2000-01 academic year, GSS was offered in CHEM 103, 113, and 233, CCJS 200, and SOCY 201. The number of students who participated in GSS jumped from 310 in 1999-2000 to 1,171 in 2000-2001, an increase of 277%.

Evaluation data are collected every semester, and students who attended GSS sessions had a higher mean course grade point average (GPA) than students who did not attend any GSS sessions. Furthermore, students who attended GSS generally had a higher rate of A's and B's and a lower rate of D's, F's and W's than students who did not attend any GSS sessions. Generally, students who participate in GSS are earning better grades than students who do not participate. The results of the analyses on our campus are consistent with those observed nationally for Supplemental Instruction.

We continue to work with the academic departments implementing Guided Study Sessions through training of their student leaders. The Fall training session was coordinated by Peggy Hayeslip and Ian Kellems, GSS Grad Assistant. Student leaders from Chemistry, Sociology and Criminal Justice attended the training and were introduced to the program. Supervision and evaluation of these leaders continued throughout the semester. For the spring training, Marcy Fallon and Ian Kellems collaborated with Marsha Youngblood of Academic Achievement Programs to do the training for AAP student leaders as well as those from Chemistry. Marcy Fallon did a special session with Chemistry GSS leaders on how to implement study skills instruction into their GSS sessions. In addition, we collaborated with the Chemistry Department in doing two conference presentations about Guided Study Sessions as a retention strategy.

Marcy Fallon and Vera Holder attended the Supplemental Instruction Supervisor workshop at the University of Missouri-Kansas City in April. This brings to four the Center staff who have been trained as SI supervisors. Future plans for the program include expanding it to two lower level

core courses in the humanities, improving our data collection and analysis, and improving the training and supervision of the student leaders.

Minority Clientele Served: The number of minority clientele (African-American, Asian/Asian-American, Hispanic/Hispanic-American, and Native American) seen at the Center last year increased from 1,643 to 1,711. This is a 4% increase over 1999-2000. The proportions for African-American, Asian, and multi-ethnic students increased slightly, while those for Native American and Hispanic students decreased slightly.

Table 2
Minority/Ethnic Groups Served 2000-2001
Counseling Center Clientele by Division

<u>Service</u>	<u>Total Clients</u>	<u>Native American</u>	<u>African American</u>	<u>Asian</u>	<u>Hispanic</u>	<u>Multi/Other</u>	<u>Minority Totals</u>
CS	1,445	8	183	154	76	83	504
DSS*	727	3	61	30	26	7	127
LAS	2,764	13	522	248	133	137	1,053
UPCCES	58	0	12	1	5	9	27
Total	4,994	24	778	433	240	236	1711
% of Total		0.5	15.6	8.7	4.8	4.7	34.3
Campus % figures:	30,819	.3	12.1	11.8	4.4		28.7

*Ethnicity and international status for DSS clientele is reported for DSS students only. Data for faculty/staff and visitors utilizing DSS services were not recorded.

International Clientele Served. The number of international clients participating in Center programs, currently 9.5% of Center clientele, declined slightly as compared to last year,.

Table 3
International Students Represented in 2000-2001
Counseling Center Clientele by Division

<u>Service</u>	<u>Total Clients</u>	<u>Visa</u>	<u>Immigrants</u>	<u>Refugees</u>	<u>Visa non-Immigrants</u>	<u>Intl. Totals</u>
CS	1,445	38	55	4	9	106
DSS	727	0	0	0	0	0
LAS	2,764	115	221	9	22	367
UPCCES	58	0	0	0	0	0
Total	4,994	153	276	13	31	473
% of Total		3.1	5.5	0.03	0.06	9.5
Campus % figures:	2,950					9.6

*Ethnicity and international status for DSS clientele is reported for DSS students only. Data for faculty/staff and visitors utilizing DSS services were not recorded.

THE INSTITUTION AND CAMPUS COMMUNITY AS CLIENT

The Counseling Center's mission extends far beyond the walls of the Shoemaker Building. Through its consultation and outreach efforts, the Center maintains a reassuring and informative presence, on and off the campus. Center staff help campus individuals and groups resolve a broad range of psychological, organizational, educational, and disability-access issues. This year the spotlight falls on the Center's two Warm Lines, its traditional phone service for faculty and staff, and the recently-developed Parent Warmline, specifically created for parents of UM students.

Warm Line (Medvene): The total number of Warm Line calls received in 2000-2001 was 77. The overall reduction in total calls from the previous year was due in part to the formation of a separate service (see below). The rate of faculty and staff calls during the year mirrored that of 1999-2000. The group of topics included career and vocational information, conflict resolution inquiries, disruptive student behavior in the classroom and living environment, academic policies regarding University rules, addictive behavior, advising questions and mental health facilities on campus. Follow-up contacts are made to assist with programmatic assessment and evaluation.

Parent Warmline (Warner): The Parent Warmline is a major component of UPCCES, and is coordinated by Beth Warner. The 2000-2001 academic year was the first full academic year the Parent Warmline service was in operation. The Warmline provides phone and email consultation and support for the parents of currently enrolled college students. This year, a total of 76 inquiries were received (only 4 could not be reached for consultation), which more than doubles last year's total of 33 inquiries. The majority of consultations were via telephone, non-emergency, made by mothers, pertained to freshmen (and then sophomores), male students who lived on campus, and were from out-of state. Consultation was provided to parents who were concerned about their students' academic adjustment, mental health, and general adjustment to college, and who wanted general information about Counseling Center and campus resources and on how to support their children during their college years. Data were systematically gathered on all inquiries. In addition, meetings were held, and information was disseminated, throughout the campus with "key" offices such as the Parents Association, Admissions, Orientation, Resident Life, the Athletic Department, and Advising to identify the concerns of parents of college students, and to market the Warmline to campus officials and to the parents themselves. Information was also disseminated through the Counseling Center's Dyad programs with Resident Life and the Assistant Dean Dyads. Beth Warner responded to the great majority of Warmline inquiries. The remainder of the inquiries were responded to by the Counseling Service and by Counseling Center Associate, Dr. William Strein.

Additional On-Campus Consultation/Outreach

Admissions Department

- Consultation regarding initiation of program for at-risk students from Baltimore
 - Baltimore Incentive Awards (Boyd, Warner, Kirkland, Shearn)
- Ongoing consultation regarding admissions processes (Hayeslip)

Athletic Department

- Ongoing consultation regarding student-athletes with LD/ADD (Hayeslip)
- Ongoing consultation on needs of parents of college students (Warner)

Consulted on development of math program to address individual admit students during summer (Shearn)

Center for Young Children

Ongoing consultation on personnel and administrative issues; and strategies to improve emotional, behavioral, and academic adjustment of children and families (Warner)

College of Arts and Humanities

Ongoing consultation concerning students with foreign language and learning problems (Hayeslip)
Supervision of math study skills course (Shearn)

College of Behavioral and Social Sciences

Presentation on Returning Students issues and LAS (Goldberg)
Revision and supervision of math study skills course (Shearn)

College of Computer, Math, and Physical Sciences

Presentation on Returning Students issues and LAS (Goldberg)

College of Education

Presentation on Returning Students issues and LAS (Goldberg)

College of Journalism

Presentation on Returning Students issues and LAS (Goldberg)

College of Letters and Sciences

Presentation for PRAXIS preparation, including test anxiety (Browner)
Presentation on Returning Students issues (Goldberg)
Ongoing consultation regarding advising of students with LD (Hayeslip)
Presentation on Parent Warmline (Warner)

College of Life Sciences

Presentation on Returning Students issues and LAS (Goldberg)

Commuter Affairs and Community Service

Presentation on issues and opportunities for Returning Students (Greenfeig)

Department of Agronomy

Consultation regarding student with learning issues (Fallon)

Department of Counseling and Personnel Services

Development of strategic plan for outreach activities to minority students in Community Rehabilitation Counseling (Kirkland)
Provided orientation to UPCCES to School Psychology program (Warner)

Department of Government and Politics

Consulted with GVPT class on difficulties with multiple-choice exams (Browner, Goldberg)

Department of Psychology

Consultation regarding guidelines for diagnostic services (Hayeslip)

Dining Services

Presentation on UPCCES services (Warner)

Engineering and Architectural Services

Consulted on campus review of physical facilities (Scales)

Facilities Management

Presentation on UPCCES services (Warner)

Faculty and Staff

Consultation with faculty and staff with concerns about students with eating disorders (Sigall)

Financial Aid

Team-building workshop (Kirkland, Tipton)

Freshman Writing Program

Part of panel discussion on campus resources for ENGL 101 instructors (Phillips)

Greek Life

Rho Chi training, referral source, and mental health backup (Tipton)

HELP Center

Consultation on child/adolescent, developmental, and abuse/neglect issues (Warner)

Individual Education and Development

Consultation on needs of students in the program (Oslin)

International Education Service

Consultation on international students on campus (Otani)

McKeldin Library

Ongoing consultation concerning further expansion and development of the Adaptive Technology Lab (Hayeslip)

Office of Multi-Ethnic Student Education

Introduction to LAS services – especially on listening/notetaking (Browner)
Discussions on working with at-risk student populations (Browner)
Consultations regarding referred students (Kirkland)

Orientation

Presentation on Parent Warmline (Warner)

Panhellenic Council

Ongoing consultation regarding eating disorders in Greek community (Sigall)

Parents Association

Ongoing monitoring of Parent listserv, consultation regarding parents of college students (Warner)

Personnel Office

Ongoing marketing and resource sharing at New Employee Orientation (Warner)

Resident Life

Presentations on effective communication skills and peer counseling (Feehan)
Consultation on residence hall management (Otani)
Continued work on follow-up of Math Success Program (Shearn)
Consultation with Resident Life staff regarding students with eating disorders (Sigall)
Ongoing consultation on needs of parents of college students (Warner)

Shady Grove Campus

Presented workshops on academic success (Greenfeig)

Upward Bound (Project Talent)

Process/expert consultation on outreach activities with underrepresented groups on campus (Boyd)

Women 2 Women

Advisor and consultant to student group (Van Puymbroeck)

On-Going Campus Consultation/Outreach Programs

Many of the above-listed consultations demonstrate different types of “one-shot” workshops provided various campus groups and offices. However, several of the consultation/outreach programs provided by the Center run on a continuous basis. Center staff provide consultation/outreach services relevant to their area of expertise. Some programs require an entire division (e.g., Assistant/Associate Dean Dyad program), while some involve only one staff member.

Department of Resident Life (Oslin): The Counseling Center and Resident Life Dyad System has been in place for more than 25 years. Counselors are paired with the director, assistant directors, community directors and resident directors in Resident Life as ongoing consultation partners. The counseling staff provide mental health consultation and crisis intervention. In addition, the dyad system allows us to provide psychoeducational programs throughout the year. We also participate in summer training and orientation of new Resident Life staff.

Director and Assistant Director Dyads

Pat Mielke/Yvonne Oslin
Deborah Grandner/Linda Tipton
Jacinta Felice/Linda Tipton

Counseling Center Dyad Members by Housing Area

Denton Community (Westbrook, Feehan)
Ellicott Community (Petersen, Rastogi)
Cambridge Community (Medvene, Holmes, Freitas)
North Hill/Leonardtown (Otani, Van Puymbroeck)
South Hill (Phillips, Horsham-Brathwaite)

Assistant/Associate Dean Counseling Center Dyad Program (Tipton): The Counseling Center consultation program with assistant/associate deans seeks to enhance retention efforts, provide mental health consultation, and improve services to academic departments. Staff members work with their dyad partners to determine the needs of each college and to provide appropriate outreach services. For example, Sharon Kirkland provided emergency mental health consultation to administrators working with troubled students in ARHU. She also continued to work with them on developing their peer mentoring program. Kathy Zamostny worked with advisors in BSOS on such issues as promoting career development of students and managing difficult students, and also served as a referral source for BSOS students who were having psychological problems that interfered with academic progress. Linda Tipton worked with CMPS advising staff to assist students in academic and emotional trouble.

Assistant/Associate Dean Dyad Pairings

<u>College</u>	<u>Asst./Assoc. Dean</u>	<u>CC Staff</u>
AGNR	Leon Slaughter	Franklin Westbrook
ARCH	Stephen Sachs	Arnie Medvene
ARHU	Gabrielle Strauch	Sharon Kirkland
BSOS	Kathy Beardsley	Kathy Zamostny
BMGT	Patricia Cleveland	Linda Tipton
CMPS	Deborah Bryant	Linda Tipton
ENGR	Horace Russell	David Petersen
HHP	Jerry Wren	Akira Otani
JOUR	Grieg Stewart	Franklin Westbrook
LFSC	Bill Higgins	Yvonne Oslin
LTSC	Javaune Adams-Gaston	Jonathan Kandell
EDUC	Dick Jantz	Bill Scales
PBAF	Susan Schwab	Margaretha Lucas
CLIS	Diane Marlow	Margaretha Lucas

Parent Orientation (Zamostny): For well over 15 years, the Counseling Center has presented a workshop called “Transitions” to parents during summer and mid-year orientations. Transitions sessions are designed to help parents understand and better cope with their student’s matriculation to college. The parents continue to find the sessions enjoyable and helpful. We are also able to link parents to our Parent Warmline, a phone consultation service that many parents use during the year. During the summer 2000 orientation season, 19 presentations were made to approximately 2,000 parents. Two additional presentations were made at mid-year to approximately 150 parents. The 2000 Parent Orientation team consisted of: Barbara Goldberg, Beverly Greenfeig, Peggy Hayeslip, Sharon Kirkland, Arnie Medvene, Akira Otani, David Petersen, Linda Tipton, and Kathy Zamostny.

First Look Fair (Sale): The Counseling Center’s First Look Fair booth was a popular stop for students and staff alike. Everyone who came by the booth received a personalized fortune cookie and the opportunity to win an entry into a drawing for gift certificates and other prizes. We especially thank the area merchants who helped support the booth by donating gift certificates and other items. Staff from all five divisions of the Center eagerly handed out information and answered questions about Center services. This activity provides an excellent opportunity for students and staff to learn about the opportunities available at the Counseling Center.

University Honors Program and Gemstone (Tipton): Linda Tipton provides mental health and organizational consultation to the Honors program and the Gemstone program. Dr. Tipton works with Traci Dula, of Honors, Rebecca Schenk of Gemstone, and the HONR 100 instructors to troubleshoot developing mental health concerns in first year Honors and Gemstone students. She was part of the September 2000 weekend training for all HONR 100 instructors, addressing them on Counseling Center resources, making referrals and the special concerns of Honors students. Her appearance at this training and ongoing contact through the year has led to easier referrals from instructors and staff in the Honors and Gemstone programs.

HELP Center (Boyd): The student-run telephone crisis hotline, the HELP Center, was created by Counseling Center staff (in concert with other campus members) concerned with the wellbeing of students unwilling to seek counseling assistance from professional help-givers on campus. This year, the HELP Center was led by Sarah Blumenthal, a graduating senior. Elections for the Administrative Board resulted in a full slate of candidates for all positions. Training involved more than 40 students, with all, save one, of the trainees successfully passing the basic criteria required for membership in this volunteer organization. Crisis intervention work for callers reporting various forms of child and adolescent sexual abuse was a major focus this year. Beth Warner, Counseling Center Assistant Director for the University Parent Child Consultation and Evaluation Service, acted as consultant for student volunteers confronted with these issues.

New Faculty Initial Contact Program: The aim of the New Faculty Program is to extend a personal welcome to newly appointed tenure-track faculty and administrators. Center staff usually reach faculty by phone to set up a meeting over lunch if possible. In the meeting, staff introduce the Center’s Warmline consultation service, inform faculty of the Center’s services, and offer a copy of “Helping Students in Distress” and the Campus Resource Directory. Of the approximately 80 new appointments to the faculty and administration this academic year, Center staff were in contact with 18 of these new employees. Faculty who arranged for a personal meeting expressed a need for more such activities which would bring them in contact with other service providers on campus. Most new faculty were experiencing an easy transition and were fully supported by their departments.

Psychological Educational Programs (P.E.P) (Tipton and Goldberg): Counseling Center staff provided psychoeducational programs (P.E.P.s) in the classroom and other campus settings. P.E.P. programs are designed to improve academic and psychological functioning of students.

There were 3,131 participants in P.E.P. programs in the 2000-2001 academic year, a 21% decrease from last year’s high of 3,956. This decrease is entirely accounted for by changes to the Math Learning Skills presentation schedule. That change accounted for a 40% decrease in the number of participants in classroom based P.E.P.’s. Presentations to organizations actually increased by 7% this year, moving from 1,537 to 1,645. Overall, 93 presentations were given, approximately evenly divided between organizations (20), classrooms (38) and math classes (35).

2000-2001 P.E.P. Organization Programs

Organization	Presenter	Topic	Number of Participants
Academic Enhancement	Goldberg	Study Skills	12
Academic Enrichment	Tipton	Stress Management	28
American Nuclear Society	Fallon	Time/Stress Mgmt.	10
Annapolis Hall	Fallon	Save Your Semester	9
Annapolis Hall	Medvene	Stress Management	20
ARHU Peer Mentors	Kirkland	Communication Skills	15

ARHU Peer Mentors	Tipton	Counseling Ctr. Services	30
Beta Theta Pi	Fallon	Test Taking	46
Black Engineers Society	Fallon	Stress Management	3
Black Business Association	Kirkland	Stress Management	30
Black Engineers Society	Greenfeig	Time Management	30
Black Engineers Society	Van Puymbroeck	MBTI	35
Black Student Union	Fallon	Exam Skills	10
Black Student Union	Horsham- Brathwaite	Peer Counseling	10
Cambridge Community	Petersen	Center Services	100
Caroline Hall	Van Puymbroeck	Stress Management	12
Carroll Hall	Van Puymbroeck	Women's Wellness	65
Cecil Hall	Goldberg	Stress Management	14
Cecil Hall	Goldberg	Study Skills	13
College Park Scholars	Rastogi	Stress Management	40
College and Dept. Advisors	Shearn	FSM Developmental Prog.	270
Commuter Students	Browner	Time Management	21
Commuter Students	Browner	Time Management	39
Commuter Affairs	Fallon	Conflict Resolution	20
Delta Delta Delta	Goldberg	Save Your Semester	26
Delta Sigma Phi	Goldberg	Time Management	18
Delta Tau Delta	Goldberg	Save your Semester	25
Drew Pre-Med Society	Fallon	Exam Skills	13
Drew Pre-Med Society	Fallon	Save Your Semester	8
Engineering Bridge Prog.	Feehan- Van Puymbroeck	MBTI	28
First Gen. College Bound	Fallon	Academic Support Services	15
First Year Student Leaders	VanPuymbroeck	Stress Management	25
Graduate School	Browner	Exam Anxiety	100
Greek Affairs HDs	Zamostny	Co. Center. Services	20
HELP Center	Kirkland	Co. Center Services.	30
HNR 100 Instructors	Tipton	Making Referrals	100
IRIS	Medvene	Workplace Conflict	27
LGBT Students	VanPuymbroeck	Services for LGB students	40
Maryland Day	Feehan	Career Counseling	40
Math 001-002 Instructors	Shearn	Math Resource in LAS	18
Math Tutors- Res. Life	Shearn	Strategic Tutoring	18
Minority Science Program	Horsham- Brathwaite	Stress Management	16
OMSE Campus Mentors	Goldberg	Academic Survival	10
OMSE College Success	Kirkland	Cultural Tolerance	21
RD Training	Tipton	Counseling Services	10
RA Training	Rastogi	Suicide Prevention	50
Rho Chis	Tipton	Counseling Skills	45
South Campus Ras	Interns	Effective Communication	20
Sigma Chi	Goldberg	Exam Skills	10
Undergrad. Women Leaders	Sigall/Goldberg	Balancing Roles	30

Total Participants in Organizational P.E.P. Presentations 1,645

2000-2001 P.E.P. Classroom Presentations

Class	Professor	Presenter	Topic	Number of Students
BSOS 188A	Bryant	Medvene	Stress Management	22
BSOS 388C	Demes	Tipton	MBTI	15
BSOS 388C	Demes	Zamostny	MBTI	15
CMPS 299	Jones	Holder	Writing Skills	15
CMPS 299	Jones	Horsham- Brathwaite	Stress Management	10
CMPS 299	Cass	Goldberg	Academic Assertiveness	17
CMPS 299	Cass	Goldberg	Exam Skills	18
CMPS 299	Rollinson	Shearn	Math Learning Skills	25
CMPS 299	Rollinson	Shearn	Math Learning Skills	25
EDCP 108N	Thomas	Browner	Listening, Notetaking	9
EDCP 108R	Greenfeig	Browner	Writing Skills	6
EDCP 108R	Goldberg	Browner	Writing	6
EDCP 108R	Goldberg	Feehan	MBTI	20
EDCP 108R	Greenfeig	Browner	Writing	3
EDCP 108R	Goldberg	Browner	Writing	3
EDCP 108R	Goldberg	Browner	Writing	70
EDCP 108G	Greenfeig	Browner	Writing	16
EDCP 108M	Bondima	Greenfeig	Exam Anxiety	14
EDCP 108M	Witcher	Shearn	Math Learning Skills	25
EDCP 108N		Otani	MBTI	3
EDCP 108O	Business School	Horsham- Brathwaite	SII	18
EDCP 108O		Goldberg	Exam Skills	18
EDCP 108O	Steen	Goldberg	Academic Success	20
EDCP 108O	McFadden	Goldberg	Time Management	12
EDCP 108X	Holder	Horsham- Brathwaite	Stress Management	3
EDCP 108T	Greenfeig	Shearn	Math Learning Skills	20
EDCP 642	Schmidt	Horsham- Brathwaite	Multicultural Counseling	4
EDCP	Alimo	Kirkland	Exploring Racism	28
EDSP 442	Browne	Fallon	Time Management	32
EDSP 498	Malloy	Browner, Hayeslip, Scales	LAS/DSS Resources	5
EDSP	Browne	Browner	Time Management	30
HESP	Worthington	Fallon	Stress Management	12
HNR100	Lucas	Goldberg	Stress Management	14
MATH 645	Gulick	Shearn	Math Learning Skills	36
MATH 001	35 Sections	Shearn	Math Learning Skills	759
PSYC 432	Linn	Petersen	Group Counseling	40
UNIV 101	Johnson	Feehan	SII	17
UNIV 101	Lichter	Greenfeig	Time Management	12
UNIV 101	Naseem	Woodhouse	MBTI	19
Total Participants in Classroom P.E.P. Presentations				1,436
TOTAL P.E.P. Presentations (Organizational and Classroom)				3,081

Outreach Programs (Fallon): Center staff participated in a wide variety of programs outside of those offered within Shoemaker Building. Table 4 summarizes the number of participants in these programs.

Table 4
Outreach Programs

Outreach Programs	1997-98	1998-99	1999-00	2000-01	Year-to-Year % Change
Supplemental Instruction Guided Study Sessions			310	1,171	+ 278
First Year Orientation	466	293	399	392	- 1
Orientation Service Express				1,185	*
Parent Orientation	2,800	4,000	3,138	1,990	- 37
Orientation Subtotal	3,266	4,293	3,537	3,567	+ 1
Outreach Career Workshops	184	628	646	728	+ 13
Teaching	783	910	792	876	+ 11
P.E.P./Lecture Presentations	3,404	3,172	3,956	3,081	- 22
Outreach/P.E.P. Subtotal	4371	4,710	5,394	4,685	- 13
Grand Total	7,637	9,003	8,931	9,423	+ 6

* New Program

Off-Campus Consultation

Baltimore Museum of Art

Involvement with “Feast, Famine, and the Female Form”, annual lecture on body image (Sigall)

Boys Latin School

Consultation regarding college application process (Hayeslip)

Council for the Advancement of Standards (CAS)

Consultation regarding disability standards (Hayeslip)

Defense University

Consultation regarding services (Hayeslip)

East Baltimore Mental Health Partnership

Consultation on providing psychological services to preschoolers (Warner)

Frederick County Public Schools

Consultation on transitioning to college (Hayeslip)

House of Ruth

Presented two workshops (w/ Dr. Karen O'Brien) on goal setting and program development (Kirkland)

Howard County Public Schools

Consultation on transitioning to college (Hayeslip)

I Have A Dream Foundation

Recommendation of resources for D. C. middle-school students (Browner)

Institutional Reform and the Informal Sector Center

Presentation on conflict in the workplace (Medvene)

Loyola College Counseling Center

Presented three-hour staff development on supervision (Kirkland)

Maryland, District of Columbia, and Virginia Universities and Colleges

Consultations on programming, prevention, and treatment of eating disorders (Sigall)

Maryland Higher Education Commission

Consultation regarding disability standards (Hayeslip)

Maryland State Department of Education

Consultation regarding post-secondary school and transitioning (Hayeslip)

Montgomery Community College

Consultation regarding transitioning students to UM (Hayeslip)

Montgomery Learning Disability Association

Consultation with parents regarding college application process (Hayeslip)

Museum of Language

Assessment of displays at Newseum regarding suggestions for exhibits at Museum of Language (Holder)

New Jersey Treatment Group

Consulted with psychotherapy treatment group regarding eating disorder services (Sigall)

River Hill High School (Howard County)

Consulted with class in the high school (Lucas)

Thomas W. Pyle Middle School PTSA

Facilitated discussion on needs of adolescents and the transition to middle school (Fallon)

Washington D. C. Center for Psychology and the Healing Arts

Presented twice on stress, anxiety and Eastern meditation (Medvene)

Community Service

Academic Champions of Excellence Program (ACE) – Morgan State University -- Director
Avon Breast Cancer Program
Baltimore City Community Relations Commission
B'nai Israel Mitzvah Committee
College Park Book Discussion Club – Facilitator
Community Churches – Various
Community Computer Lending Program – Manager
Counselors Helping Asian Indians
Eating Disorders Awareness and Prevention – Maryland State Co-Chair
Eating Disorders Awareness Week – State Co-Chair
FREED (Family Resources for Education on Eating Disorders) – Vice President
Gilda's Club of Greater Washington
H.O.P.E. for Kids
H.O.P.E. Volunteer Program for the Elderly
Jewish Community Center (D. C.) Volunteer Committee
Maryland Association for Anorexia Nervosa and Bulimia
Maryland State Department of Education – Respite Care Trainer
Montgomery County Mental Health Association
National Council for Negro Women
National Women's History Museum
United Nations Environmental Issues for Women and Children
Washington, DC Center for Psychology and the Healing Arts

Table 5

**COMMITTEE WORK RESPONSIBILITIES
OF COUNSELING CENTER STAFF MEMBERS
2000-2001**

Center staff serve on a large number of campus committees. Center presence on these committees and task forces permits our staff of psychologists, learning specialists, and researchers to have an impact on the well being of students and other members of the campus community who may not otherwise seek services on-site at the Shoemaker Building or through formal consultation.

COUNSELING CENTER COMMITTEES

Administrative Group
Advertisement of Center Services Committee
Building Enhancement Committee
Career Clarification Task Force
Career Cluster
Cluster Chairs Committee
Community Referrals Committee
Consultation Committee
Direct Service Committee
Equal Education and Employment Committee
Externship Committee
Fall Retreat Planning Committee
First Look Fair Committee
Group Committee
Holiday Party Committee
Human Subjects Committee
Intern Reunion Planning Committee
Library Committee
Marketing Committee
Online Document Databank Committee
Orientation Committee
Parent Warmline Committee
Record Disposal Group
Research Committee
Retention Study Group
Retreat Committee
Retirement Celebration Committees
Search Committee: DSS Assistant Director
Search Committee: CS Clinical Psychologist
Security and Confidentiality Committee
Staff Development Committee
Social Fund Committee
Students of Color Walk-In Committee
Summer Dyad
Technological Services Committee
Training Committee
UPCCES Extern Training Committee
Web Committee

CAMPUS COMMITTEES

Academic Success Network
Ad Hoc Committee on Surveying the Campus
Concerning Disability Needs
American Counts Task Force
Athletic Department Search Committee-
LD Specialist
Award Committee for Service to the Schools
Baltimore Incentive Awards Program Advisory
Board
Campus Assessment Working Group (CAWG)
ACE (Assessing the Campus Experience)
Beginnings
Diversity Research
Marketing
Profiles
Retention
Steering Subcommittee
College of Letters & Sciences: Advise 5
Commencement Planning Committee
Diversity Initiative Steering Committee
Eldercare Committee
Enrollment Management Committee
Family Weekend Planning Committee
Mathematics Review Committee
Panhellenic Task Force on Eating Disorders
Parental Notification Task Force
Peer Mediation Initiative
President's Advisory Committee on Equity Issues
President's Commissions
Disability Issues
School/University Connections
Women's Issues
Resident Life Math Success Advisory Board
Resident Life Research Director Search
Retired Volunteer Program Advisory Board
Sexual Assault Task Force
Student Affairs Committees
Computer Coordinating Committee

EEEE Committee
Safety and Security
Scholarship
UMCP Senate – Faculty Affairs Committee
Undergraduate Studies Advisory Board
Undergraduate Studies Multicultural Curriculum
Committee
Vice President for Student Affairs Search Committee
Women’s Forum Scholarship Selection Committee

ACADEMIC DEPARTMENT COMMITTEES

CAPS Department:
CAPS Chair Search Committee
CSP Admissions Committee
CSP Fieldwork Committee
CSP Steering Committee
Community/Rehabilitation Faculty
Committee
Diversity Consortium
Human Subjects
Rehabilitation Counseling Advisory
Committee
Salary Committee
Search Committee-School Counseling and
CSP faculty

College of Education Fundraising Committee

College Park Scholars Retention for Commuter
Students Committee

Mathematics Department:
Remedial Math Program

PROFESSIONAL COMMITTEES

American Association of Colleges and Universities
Advisory Board-Diversity Committee
American College Personnel Association
Emerging Scholars Committee
Professional Issues Core Council
Association of Higher Education and Disability
Association of American Medical Colleges-
Multicultural Advisory Board
Center for the Study of the Freshman Year
Educational Testing Service
CBT Finance Advisory Committee
Experience and Students in Transition: Freshman
Advocate Committee
Consortium of Universities of the Washington Metro
Area
Council for the Advancement of Standards
Gates Millenium Scholars-Research Advisory
Committee
Maryland Disability Higher Education Network
Maryland Eating Disorders Awareness & Prevention
National Postsecondary Education Cooperative
Nation’s Capital Area Disability Support Services
Coalition
Nation’s Capital Area Coalition of DSS Directors
SEE(D)
Washington DC Center for Psychology & Healing Arts

CENTER STAFF TEACHING ACTIVITIES

Center staff taught 37 courses, 11 of which were graduate and 26 undergraduate, during the 2000-2001 academic year. The number of graduate students taught was 100, and the number of undergraduates 776. Although we taught one less course than in 1999-2000, there was an increase in both the number of graduate students and undergraduates taking the courses. Our graduate student enrollment increased by 26 and the undergraduate student enrollment increased by 72.

Table 6
COUNSELING CENTER STAFF TEACHING AT UMCP
2000-2001

<u>Staff</u>	<u># of Students</u>	<u># of Credits</u>	<u>Course Number and Title</u>
Bondima	90	1	EDCP 108M Confidence Building & Study Skills in Math
	42	3	*Sci 106 –Oceanography
	18	3	*Sci 100-Earth Science
	41	4	*Chem 103-General Chemistry
	22	0	*Chem 103-General Chemistry Lab
	15	3	*Sci 110-Environmental Science
Boyd**	4	3	EDCP 619U Practicum in Counseling
Fallon	42	1	EDCP 108B Reading & Study Skills
	57	1	EDCP 108B Reading & Study Skills (Winterterm Study Skills Program)
	47	3	EDCP 616 Counseling Theories
	3	3	*COUN 630 Practicum in Community Counseling
	8	3	*COUN 640 Internship in Community Counseling
Goldberg	3	1	EDCP 108G Transfer Students
	8	1	EDCP 108R Returning Students
Greenfeig	17	1	EDCP 108G Transfer Students
	9	1	EDCP 108R Returning Students
Hayeslip	30	1	EDCP 108K Reading at the College Level
Holder	8	1	EDCP 108X Academic Skills for International Students
	6	0	English as a Second Language: Conversation Class
Kellems	32	1	EDCP 108B Reading & Study Skills
	8	1	EDCP 108L Listening & Note taking

Lucas**	60	1	EDCP 108B-Reading & Study Skills (Summer University Retention Program)
	7	3	EDCP 619C – Career Practicum
Miller	14	1	EDCP 108M-Confidence Building & Study Skills in Math
	17	0	*MEED 092 – Intermediate Algebra
	17	3	*MEED 206 – Introduction to Statistics
Otani	8	3	*EDUC 861.712 DSM-IV in Counseling
	5	3	*GC 704 Advanced Techniques
	41	3	*SOCY 202 Abnormal Psychology
Phillips	6	3	EDCP 684-Didactic Practicum in Consultation
Ransom**	65	1	CPSP 118R-Colloquium in American Cultures
	52	3	CPSP 386-Colloquium in American Cultures
Scales	4	3	EDCP 888R – Internship in Rehabilitation Counseling
Shearn	60	0	Math 001L-Elementary Algebra
	2	1	EDCP 288M – Tutoring Skills for Math
Warner	3	3	EDCP 798 – Special Problems in Counseling & Personnel Services
Zamostny	5	3	PSYC 680 – Basic Didactic Practicum in Counseling Psychology

*Classes taught at other area colleges

**Split budgeted staff

Totals

Total number of classes taught by Center staff:	37
Total number of students taught:	876
Total number of graduate classes taught by Center staff:	11
Total number of graduate students taught:	100

GRADUATE STUDENT TRAINING REPORT

Advising, Training, Supervision

Accomplishments/Trends: The primary mission of the Counseling Center is the support of enrolled students. Training new professionals, however, is also a strong component of our efforts. The time and energy put toward the training program is amply rewarded through both our ability to treat more clients and the benefits derived from our trainees' fresh ideas and perspectives. Our extensive training program includes an American Psychological Association (APA) – accredited doctoral Internship in psychology. Other training opportunities include: the Externship program for doctoral level graduate students; practicum placements for students in Counseling Psychology, School Psychology, and College Student Personnel; Creative Counseling; and non-practicum traineeships.

Graduate Student Advisement and Research Direction: The Counseling Center continues to foster its long-standing relationship with several campus graduate programs. As part of these contributions, Center doctoral staff served as academic advisors to graduate students (N=13) and on research/oral committees (N=57).

Table 7

Member	Graduate Student Advisees			Research/Oral Committees		
	Masters	Doctoral	Total	Masters	Doctoral	Total
Boyd*	4	0	4	2	2	4
Fallon	1	0	1	2	0	2
Kandell	2	0	2	0	0	0
Kirkland	0	0	0	0	1	1
Lucas*	1	2	3	0	4	4
Magoon	0	0	0	1	1	2
Medvene	0	0	0	0	2	2
Petersen	0	0	0	0	1	1
Phillips	0	0	0	1	2	3
Ransom	0	0	0	0	1	1
Sedlacek	0	2	2	5	20	25
Shearn	0	0	0	1	1	2
Tipton	0	0	0	0	3	3
Warner	1	0	1	0	1	1
Westbrook	0	0	0	1	2	3
Zamostny	0	0	0	1	2	3
Totals	9	4	13	14	43	57

*Split Budgeted Staff

Counseling Center as a Field Placement Site: According to the National Counseling Center Data Bank, the University of Maryland Counseling Center hosts one of the largest training programs in the country. The Center is an ideal location for the clinical training of counselors. The ready availability of clients, paired with the presence of highly qualified supervisors, make the Center's training placements highly sought after.

Counseling Practicum Site and Related Counseling Supervision (Oslin and Warner):

Table 8

Supervised Trainees Per Semester

<u>Semester</u>	<u>Counseling Service</u>	<u>Parent Consultation & Child Evaluation</u>	<u>Total</u>
Summer, 1999	3	non-operational	3
Fall, 1999	22	non-operational	22
Spring, 2000	<u>20</u>	<u>9</u>	<u>29</u>
	45(33)	9	54(42)
Summer, 2000	0	2	2
Fall, 2000	13	11	24
Spring, 2001	<u>20</u>	<u>11</u>	<u>31</u>
	33(33)	24(16)	57(49)

Since many trainees are supervised over more than one semester, the numbers in parentheses indicate the total number of individual trainees.

Table 9

Academic Department of Trainees

<u>Department</u>	<u>Counseling Service</u>	<u>Parent Consultation & Child Evaluation</u>	<u>Total</u>
CAPS	25	10	35
PSYC	7	0	7
Other	1	6	7
TOTAL	33	16	49

Counseling Service Internship Program (Kirkland):

Training Committee Members: Sharon Kirkland (Chair & Training Director), Vivian Boyd (Counseling Center Director), Yvonne Oslin (Practicum Coordinator), David Petersen (Externship Coordinator), Linda Tipton (Staff Psychologist, ad-hoc member), and Cicely Horsham-Brathwaite (doctoral intern).

The mission of the doctoral internship program is to provide intensive, broad-based, generalist training experiences to doctoral students in the practice of psychology. As such, we provide experience and supervision in the provision of individual and group counseling, consultation and outreach, supervision, research, administration, and professional development. This level of training prepares interns for professional careers or positions in college or university settings, primarily in counseling centers and/or as faculty members.

Four interns were hired as full-time trainees this year via the match selection process. The members of the intern class of 2000-2001 are from counseling psychology programs that are accredited by the American Psychological Association. They are as follows:

Patrick Feehan	University of Missouri-Columbia
Cicely Horsham-Brathwaite	TempleUniversity
Meera Rastogi	The Ohio State University
Christina Van Puymbroeck	Arizona State University

All members of the 2000-2001 class successfully completed the internship on June 30, 2001.

Training Staff, Other Agency Supervisors, and Other Contributors to the Program:

The Training Staff is comprised of members of the Counseling Service staff who provide supervision in the areas of individual, group, consultation, and practicum supervision, and who are involved in the planning and implementation of the internship program. Other agency supervisors are non-clinical supervisors in most cases, and who are external to the Counseling Service. These supervisors are not involved in the planning or implementation of the internship, but provide supervision for placements or rotations in other settings (e.g., Office of Human Relations, Testing, Research and Data Processing Unit). Other contributors are faculty, staff, and campus administrators who have provided training opportunities and /or didactic experiences or seminars only.

Intern Selection – Class of 2001-2002

One hundred and seven applicants applied to the internship program for the year 2001-02. The Training Committee, with ad hoc member, Linda Tipton, narrowed the applicant pool to 24 applicants who were included on our rank-order list for the match. On Monday, February 26, 2001 the University of Maryland internship program successfully matched with four interns:

Madelyn “Nikki” Coleman	University of Missouri-Columbia
Kenya Thompson-Leonardelli	The Ohio State University
Jacob Levy	IndianaUniversity
Nathan Smith	VirginiaCommonwealthUniversity

Intern Supervision of Practicum Students (Petersen): The Counseling Center’s four pre-doctoral interns gained experience serving as supervisors of graduate students enrolled in counseling practica. During the spring semester, four master’s students in the Department of Counseling and Personnel Services’ (CAPS) Counseling Student Personnel program received weekly supervision from an intern. Although these supervisees were not heading for careers as counselors per se, the opportunity to gain supervised experience with actual clients helped prepare them for future positions working with college students in which the effective use of basic counseling skills will be essential.

Interns reported on their supervision sessions with the master's students, presented segments from audiotapes of the sessions, offered each other helpful feedback and suggestions, and discussed their professional development as supervisors during supervision-of-supervision meetings with a senior staff member. This training experience was designed to help the interns develop and strengthen skills they will likely use in their future professional roles as counseling psychologists.

University Parent Consultation and Child Evaluation Service (Warner):

Training and experience: Beth Warner built an interdisciplinary service team this year. Graduate students from School Psychology (7), Counseling Psychology (CAPS) (2), Counseling and Student Personnel (1), the University of Maryland Counseling Center Internship program (2; one performed a year-long rotation, and the other performed psychological evaluations and received consultation on projective testing), UPCCES Externship program (1) and local universities (2) were involved in UPCCES research, and in conducting and observing therapy and psychological evaluations. An undergraduate Family Studies Intern also participated in similar activities. Warner provided clinical and research supervision for the students, and provided regular opportunities for case discussions for clinical cases which were observed.

School Psychology Program: In her first year as Affiliate Assistant Professor in the School Psychology Program, Counseling and Personnel Services, College of Education, Beth Warner provided research opportunities and supervision for two first year School Psychology graduate students who were involved with UPCCES as Research Apprentices. Warner taught two Independent Study courses with two separate School Psychology graduate students (one independent study was year-long and focused on Adolescent Development; the other was one semester-long, with a focus on Crisis Intervention). In Spring, 2001, Dr. Warner gave a presentation to the School Psychology Intern Seminar on "Nonverbal Therapies with Children". Warner is also serving on the master's thesis committee of one School Psychology student.

School Psychology Psychological Assessment Course: Beth Warner collaborated with Dr. Hedy Teglasi, Center Associate and School Psychology Professor, to continue UPCCES' 22-year involvement in the graduate-level course. Beth and Dr. Teglasi engaged in cross-referral (given that UPCCES clients are strictly University-connected) and co-supervised one School Psychology student for three psychological evaluations. As the numbers of referrals of University-connected families increase, there will be greater opportunity for collaboration.

Hearing and Speech Department (HESP): Beth Warner gave a presentation to the Hearing and Speech Department (HESP) graduate students on "Psychological Evaluation: Process, Uses, and Referral". The presentation was attended by an audience of approximately 15 people, consisting of approximately 11 graduate students and 4 faculty members. Throughout the year, Warner and HESP provided cross-referrals and collaborated on several cases which involved children in need of both hearing/speech and psychological evaluation and treatment. HESP graduate students have been invited to

observe UPCCES therapy and psychological evaluation sessions. UPCCES has been invited by HESP Clinic staff to observe assessment and intervention conducted at HESP.

Family Studies Department: During Spring, 2001, under the supervision of Beth Warner, a Family Studies undergraduate Intern participated in and observed provision of clinical services, and participated in UPCCES research. Family Studies graduate students have been invited to observe UPCCES clinical services, but did not participate as they had last year. In addition, the Family Service Center and UPCCES engaged in cross-referral.

Externship (Petersen, Kirkland, Warner): For the fourth year, the Counseling Service offered advanced clinical training to two upper-level doctoral psychology students. The externship is a “pre-internship” program, in which trainees spend 10 to 12 hours per week providing counseling to clients, receiving supervision, participating in seminars presented by senior staff members, and attending case conference. Additional opportunities to provide outreach programs and attend monthly staff development programs round out the experience. This year’s externs were Lisa Baker and Susan Woodhouse, Counseling Psychology students from the University of Maryland.

During the 2000-2001 academic year, UPCCES had one Extern, Mary Alice Silverman, a Clinical Psychology graduate student at Catholic University. Mary Alice participated in research, conducted individual and group therapies, parent consultation, psychological evaluations, and provided a full range of school-based mental health service at the campus preschool, the Center for Young Children.

Two externs, Shawn Rhine and Cindy Park, have been recruited for UPCCES for the 2001-2002 academic year. Both are students in the Clinical Psychology graduate program at Gallaudet University. A summer extern, Michael Freed of American University’s Clinical Psychology graduate program, has been selected to provide psychological evaluations during Summer, 2001.

STUDENT EMPLOYEES

Student Workers: Student Employees, both graduate and undergraduate, make substantial contributions to the work of the Center. For many it is a part of their education. They learn skills, participate in on-the-job training, and have the opportunity to receive mentoring from the regular staff. Center funds committed to student employees in 2000-2001 were as follows:

(a) Counseling Center	
Labor and Assistance:	\$ 51,250
Work-Study	7,982
Graduate Assistants`	163,835
(b) Disability Support Service	
Labor and Assistance	\$ 32,864
Work-Study	3,952
Graduate Assistants	28,598

PRESENTATIONS AT CONFERENCES AND CONVENTIONS

American College Personnel Association

Magoon, T. M. Innovations in college counseling.

Rastogi, M. Career issues of Asian Indian American women.

Sedlacek, W. E. Locating research resources.

Sedlacek, W. E. Research roundtable.

Sedlacek, W. E. Emerging scholar research studies.

Sedlacek, W., Benjamin, E., Liang, C., & Suthakaran, V. Noncognitive variable assessment for student development.

Sedlacek, W., Kish, K., & Wawrzynski, M. Transfer student orientation: Race and gender differences.

American Counseling Association

Sedlacek, W. E., & Suthakaran, V. Relationship between types of counseling and attitudes toward religion.

American Psychological Association

Benishek, L. A., Kim, S., Horsham-Brathwaite, C. A feminist analysis of prophylactic mastectomies.

Petersen, D. A. Issues for counseling centers in 2000 and beyond.

Veerasamy, S., & Sedlacek, W. E. Gender differences on religious views among different racial groups.

Association of Counseling Center Training Agencies

Dressel, J. Cornish, J., Danley, L., Kirkland, S. E., Saito, G., & Rogata, R. Provision of supervision training: Issues and concerns.

Association on Higher Education and Disability

Hayeslip, M., Malone, M. Randall, G., & Sedlacek, W. E. Differential characteristics and retention of college students with learning disabilities and attention deficit disorder.

Community Research Action

Warner, B. S., & Silverman, M. A. It's never too early: Prevention and promoting mental health in a preschool setting.

Eastern Psychological Association

Lucas, M. S. Counseling needs of university students: A focus on gender and ethnicity.

Eating Disorders & Prevention National Training

Sigall, B. A., & Pabst, M. S. Gender inequity in education and the development of female pathology: Further thoughts and elaborations.

Forum on Volunteerism, Service and Learning

Sedlacek, W. E. Reactions to the Holocaust Museum

International Association of Administrative Professionals-Open House: P.G. Chapter

Greenfieg, B., & Goldberg, B. Work smarter, not harder.

Learning Disability Association

Hayeslip, P. Postsecondary options.

Hayeslip, P. A collaborative approach to transition planning.

Maternal/Child Health Nursing

Warner, B. Handling adolescent mental health concerns in health care setting.

Maryland Student Affairs

Baird-Snyder, R. & Sedlacek, W. E. 10 things you probably don't know about students: Perspectives for action.

Fallon, M. V., Berkowitz, D., Kellems, I., & Hibbert, T. Active collaboration to insure student success: Guided study sessions as a retention strategy.

Harris, N., Linn, S. G., Kirkland, S. E. Coordinating sexual assault prevention, treatment, programs and policy on a university campus.

Schlosser, L. Holmes, T., Ullmer, H. & Sedlacek, W. Religious holidays on campus: Moving toward a policy that truly appreciates diversity.

National Association of College Admissions Counselors

Hayeslip, P. Counseling students with learning disabilities: A panel presentation

National Capitol Area Disability Support Services Coalition

Hayeslip, P. Transition: A collaborative approach.

National Assembly on School-Based Health Care

Warner, B. S., & Morris, L. Counseling inner city youth in school based health centers: Strategies for intervention.

National Coalition for Campus Children's Centers

Warner, B. S., & Silverman, M. A. A mental health approach to reducing barriers to learning in a campus preschool.

National Spelman-Morehouse College

Kirkland, S. E. Depression and suicide in the African American community.

Noncognitive Assessments for Graduate Student Admissions

Sedlacek, W. E. Why we should use noncognitive variables for graduate students.

Professional Concepts Exchange

Fallon, M. W. Precious time: Time management and anti procrastination tips.

Greenfig, B., & Goldberg, B. Is college for you?

Retention 2000

Fallon, M. V., Kellems, I., Berkowitz, D., & Tibbert, H. Guided study sessions and their role in promoting student retention and success: It worked for chemistry and it can work for you.

Hayeslip, M., Malone, M. Randall, G., & Sedlacek, W. E. Differential characteristics and retention of college students with learning disabilities and attention deficit disorder.

Sedlacek, W., Benjamin, E., Liang, C., & Suthakaran, V. Measuring noncognitive variables in admissions and financial aid programs.

State Universities and Land-Grant Colleges

Sedlacek, W. E. Noncognitive measures of academic potential.

The Girls Project

Sigall, B. A. It's a girls' thing.

Undergraduate Advising

Warner, B. S., & Anderson-Wright, L. Confidentiality in advising.

Undergraduate Women's Leadership

Sigall, B. A. & Goldberg, B. Getting real and lancing roles.

Wakonse Conference on Teaching

Ransom, L. Feminists teaching strategies.

West Virginia University Annual Hypnosis Workshop

Otani, A. Anxiety and hypnotherapy.

World Congress of the International Association for Educational and Vocational Guidance

Lucas, M. S., & Hunt, P. F. Career exploration in different identity stages: An investigation of diffusion and moratorium.

Lucas, M. S., & Hunt, P. F. Career exploration in career counseling: Obstacles and facilitators.

RESEARCH ACTIVITIES

Cooperative Research: The Testing, Research, and Data Processing Unit (TRDPU) has engaged in cooperative research studies with a number of units on campus. For example, Matt Wawrzinski from the Orientation Office and TRDPU are doing studies on transfer student needs, perceptions and demographic variables. They have also cooperated in gathering data from new freshmen through the University New Student Census. A study of campus racial environments is being conducted by Warren Kelley of the Vice President for Student Affairs Office, William Sedlacek of TRDPU, and Velma Cotton, a graduate student. The Campus Assessment Working Group and TRDPU have worked together in developing items for the University New Student Census. Studies with personnel in the Campus Diversity Initiative are also underway. Contact has been made with Linda Clement, Vice President for Student Affairs, to provide research information needed in a systematic way.

University Parent Consultation and Child Evaluation Service (Warner): During the year, the data collection procedure for the Parent Warmline was revised, and a coding manual was developed to allow for data analysis. Data were systematically collected on all telephone and email inquiries to the Parent Warmline. In the upcoming year, the plan is to begin implementing the coding manual and to analyze the data. With regard to the psychological services provided to children and adolescents of University-connected families, an intake packet to gather client clinical and demographic data for both clinical and research purposes was developed over the year. A Client Checklist was developed, as well as a Coding Manual for the Intake packet. Plans are to further develop the intake packet, finalize and begin utilizing the Client Checklist, and to finalize and begin utilizing the coding manual to store client data.

Counseling Service Research Committee

The 2000-2001 Research Committee consisted of Margaretha Lucas. She analyzed the counseling evaluation project data, and is currently writing the results.

Other Research Activities

Retention Study Group (RSG): Year 18 of the Retention Study Group involved both constants and brainstorming of new interventions. Two examples of constants are: 1) a revised edition of the *University of Maryland Resource Directory*, and 2) surveying students who are withdrawing from the University of Maryland during the semester. An example of brainstorming is a structured group teaching skills to overcome: 1) shyness, seen to be related to loneliness, 2) feeling like giving up when receiving a low grade, and 3) expecting to have a hard time adjusting to the social life in college - all factors that are related to attrition. This year's membership consisted of Vivian Boyd, Marcy Fallon, Patrick Feehan, Vera Holder, Pat Hunt, and Tom Magoon.

Counseling Center Human Subjects Committee: The Committee reviewed a total of nine proposals in the past year. Studies on career issues, student attitudes, transfer student issues, and counseling supervision were among the topics covered. Four of the proposals were for dissertations, and three for other units on campus. Bill Sedlacek chaired the Committee.

RESEARCH AND PUBLICATIONS

Center staff produced a total of 17 Counseling Center Research Reports and 19 journal and book publications in 2000-2001.

Counseling Center Research Reports – July 2000-June 2001

- 1-01 Snyder, R., & Sedlacek, W. E. A profile of the University of Maryland incoming student class 2000-2001.
- This student profile was generated from the responses of 3021 incoming first year student who completed the University New Student Census during the 2000 summer orientation program. Fifty-one percent of the respondents were men and 495 were women. Most students expected to live on campus and 10% with parents or relatives. Top reasons for deciding to attend college were to gain an education, to prepare for graduate or professional school, and to get a better job.
- 2-01 Schlosser, L. Z., & Sedlacek, W. E. Religious holidays on campus: Policies, problems, and recommendations.
- An examination of the current policies at the University of Maryland concerning the observation of religious holidays is presented, accompanied by a critique of those policies.
- 3-01 Suthakaran, V., & Sedlacek, W. E. Drug counseling interests of students by religious orientation.
- Students that are interested in career counseling are studied in relation to their religious orientation.
- 4-01 Suthakaran, V., & Sedlacek, W. E. Religious perceptions and career counseling.
- Results of a study on the relationship between the two concepts is presented and discussed.
- 5-01 Sedlacek, W. E. Why we should use noncognitive variables with graduate students.
- Research is discussed on the use of alternatives to the Graduate Record Examination. Policy implications are discussed.
- 6-01 Suthakaran, V., & Sedlacek, W. E. Religious self-perceptions and personal social counseling interests.
- Students who are most concerned with their religious values tend to seek personal/social counseling.
- 7-01 Suthakaran, V., & Sedlacek, W. E. Stress reduction counseling and student values.
- A profile of students who are interested in stress reduction counseling is presented and discussed.
- 8-01 Suthakaran, V., & Sedlacek, W. E. Relationship between preference for religion and tolerance for diversity among whites.
- Tolerance toward diversity varied by student religious preference.
- 9-01 Suthakaran, V., & Sedlacek, W. E. Differences in values between student with and without a religious preference: Implications for counseling.
- Students varied on a number of value dimensions by their religious preferences.

- 10-01 Suthakaran, V., & Sedlacek, W. E. Relationship between attitudes toward lesbian, gay, bisexual and transgender students and religious attitudes.
- Attitudes toward religion and sexual orientation are studied and discussed.
- 11-01 Schlosser, L. Z. & Sedlacek, W. E. Religion matters: Exploring college student attitudes toward religious issues and valuing diversity.
- Student religious preferences were related to their views on a variety of diversity issues.
- 12-01 Van Puymbroeck, C. M., Horsham-Brathwaite, C., Feehan, P., & Rastogi, M. Presenting concerns of clients at a university counseling center by ethnicity and gender.
- Results indicated few differences between ethnic groups, but several differences among ethnic groups by gender were found.
- 13-01 Suthakaran, V., Sedlacek, W. E., & Rastogi, M. An assessment of the needs of senior international students.
- Coping with stress, career plans, job opportunities, writing skills, speaking English, and meeting U.S students were the six major concerns of senior international students.
- 14-01 Van Puymbroeck, C. The mentoring web: A model to increase retention of lesbian, gay, and bisexual undergraduates.
- The mentoring web model described in this article uses resources within the LGB community to provide one-on-one mentoring, focus groups for support and psychoeducation, and a network of resources to support career development and life-planning.
- 15-01 Van Puymbroeck, C. M., Brzuzny, S., & Ewing, K. Assessing the climate for lesbian, gay, and bisexual faculty, staff, and students at an urban southwestern university.
- Although relatively happy with the level of service from various campus agencies (e.g., counseling services, health center, police), participants reported non-disclosure of sexual orientation at health services, and under-utilization of career services.
- 16-01 Rastogi, M. South Asian American mental health.
- Literature and unique issues and problems that affect the mental health of South Asian Americans are discussed.
- 17-01 Rastogi, M. The process of defining herself: The South Asian American woman experience.
- A qualitative study of experiences of South Asian American women is presented and discussed.

Journal and Book Publications

Fuertes, J. N., Miville, M. L., Mohr, J. J., Sedlacek, W. E., & Gretchen, D. (2000). Factor structure and Short Form of the Miville-Guzman Universality-Diversity Scale. Measurement and Evaluation in Counseling and Development, 33 (3), 157-169.

Garcia, M., Hudgins, C., McTighe Musil, C., Nettles, M. T., Sedlacek, W. E., & Smith, D. (in press). Assessing Campus Diversity Initiatives. Association of American Colleges and Universities: Washington, D.C.

Kinnier, R. T., Kernes, J. L., Tribensee, N. E., Van Puymbroeck, C. M. (in press). What eminent people have said about the meaning of life. Journal of Humanistic Psychology.

Liu, W. M., & Sedlacek, W. E. (in press). Differences in leadership and co-curricular perception among male and female Asian Pacific American college students. Journal of The First Year Experience and Students in Transition.

Lucas, M. S. (2000). Matching counseling environment with type: An exploration of differential treatment approaches. In M. Pope and C. Minor (Eds.) Experiential Activities for Teaching Career Counseling (pp 129-139). Columbus OH: National Career Development Association.

Lucas, M.S., Timko Skokowski, C., & Ancis, J. R. (2000). Contextual themes in career decision making of female clients who indicated depression. Journal of Counseling and Development, 78, 316-325.

Lucas, M. S., & Hunt, P. (in press). Career exploration of academically dismissed students: A developmental view. Journal of College Student Retention: Research, Theory, and Practice.

Majors, M. S., & Sedlacek, W. E. (2001). Using factor analysis to organize student services. Journal of College Student Development, 42 (3), 272-278.

Mohr, J. J., Israel, T., & Sedlacek, W. E. (2001) Counselors' attitudes regarding bisexuality as predictors of counselors' clinical responses: An analogue study of a female bisexual client. Journal of Counseling Psychology, 48, 212-222.

Noldon, D. F., Kim, S. H., & Sedlacek, W. E. (2000). The best and the worst: College seniors' experiences with academics and services. Journal of the First Year Experience and Students in Transition, 12(2), 89-106.

O'Brien, K. M., Friedman, S. M., Tipton, L. C., & Linn, S. G. (2000). Attachment, separation, and women's vocational development: A longitudinal analysis. Journal of Counseling Psychology, 47, 301-315.

Perrone, K., & Sedlacek, W. E. (2000). The relationship of group cohesiveness to client satisfaction and symptom relief in theme and general therapy groups. Journal for Specialists in Group Work, 25(3), 243-251.

Perrone, K., & Sedlacek, W. E. (in press). Barriers and facilitators to meeting career goals among women and ethnic minority college students. Career Development Quarterly.

Ransom, L. S. (2000). Navigating sex, sexuality, and Christian values. Sexuality and Culture, 4(3), 65-79.

Sedlacek, W. E. (2000, Spring/Summer). A campus climate survey! Where to begin. Diversity Digest. Association of American College and Universities. Pp. 24-25

Sedlacek, W. E. (in press). Negotiating admissions to graduate and professional school. In V. L Farmer (Ed.), The Black students' guide to graduate and professional school success. Westport, Connecticut: Glenwood Press.

Schlosser, L. Z., & Sedlacek, W. E. (2001). Hate on campus: A model for evaluating, understanding, and handling critical incidents. About Campus, 6(1), 25-27.

Schlosser, L. Z., & Sedlacek, W. E. (in press). The relationship between undergraduate students' perceived academic self-efficacy and attitudes towards higher education. The Journal of the First-Year Experience and Students in Transition.

Schlosser, L. Z. (in press). Christian privilege: Breaking a sacred taboo. Journal of Multicultural Counseling and Development.

RESEARCH AND DEVELOPMENT PRESENTATIONS

The Center's Research and Development meetings are the longest standing brown-bag lunch forum at the University. These meetings serve as an integral source of information and professional development for Center staff and the campus community at-large. This section lists the speakers and topics presented during Fall 2000 and Spring 2001. This 2000-2001 schedule was developed by Stacey Holmes, a Counseling Psychology doctoral student and Graduate Administrative Assistant to the Center Director and to the Assistant Director of the Counseling Service.

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| September 20 | Topic: "Programs for Undergraduate Minority Students at the University of Maryland"
Speaker: Dr. Alice Murray, Associate Director, Academic Achievement |
| September 27 | Topic: " The Children at Risk [CARing] Project: A community and campus learning experience"
Speaker: Rev. Elizabeth Platz, Chaplain, Lutheran, University Chaplains |
| October 4 | Topic: "Issues Facing Families with Communication Disordered Members"
Speaker: Dr. Nan Bernstein Ratner, Chairman, Department of Hearing and Speech Sciences |
| October 11 | Topic: "The Asian Indian American Woman: Defining Herself"
Speaker: Meera Rastogi, Psychological Intern, Counseling Center |
| October 18 | Topic: "Lesbian and Gay Families: What the Research Tells Us"
Speaker: Dr. Pepper Phillips, Psychologist, Assistant Professor of Education, Counseling Center |
| October 25 | Topic: "CIVICUS and Living and Learning Programs"
Speaker: Dr. Sue Briggs, Lecturer, College of Behavioral and Social Sciences |
| November 1 | Topic: "The Emergence of the University of Maryland as <u>the</u> Public Research University in the Mid-Atlantic Corridor"
Speaker: Dr. William Destler, Dean, Graduate School |
| November 8 | Topic: "Enhancing the Campus Climate for Racial/Ethnic Diversity: A Framework for Institutional Success"
Speaker: Dr. Jeffery Milem, Associate Professor, Department of Counseling and Personnel Services |
| November 15 | Topic: "Humor as Unifying and Divisive"
Speaker: Dr. Lawrence Mintz, Associate Professor and Director, Department of American Studies |
| November 29 | Topic: "Becoming and Unbecoming White: Owning and Disowning a Racial Identity"
Speaker: Dr. Christine Clark, Executive Director, Office of Human Relations Programs |
| December 6 | Topic: "Love and Work: An Attachment- Theoretical Perspective of Career Exploration"
Speaker: Patrick Feehan, Psychological Intern, Counseling Center |
| February 7 | Topic: "Guess Who's Coming to LAS? Student Use of Campus Learning Services"
Speaker: Marcy Fallon, Ph.D., Director, Learning Assistance Service |

- February 14 Topic: “Health Center Mental Health Services Update: Referrals and Co-Treatment?”
Speaker: Jerome E. Kaufman, MD, Assistant Director, Mental Health Service
- February 21 Topic: “When Advising is Not Enough: The Important Role of Counseling Center
Services”
Speaker: Katherine Pedro Beardsley, Ph.D., Assistant Dean, College of Behavioral
and Social Sciences
- February 28 Topic: “How about Diversity Beyond Our Borders”
Speaker: Valerie Woolston, Ph.D., Director, International Education Services
- March 14 Topic: “How school integrated transition programs affect post-school outcomes for
students with disabilities”
Speaker: Ellen Fabian, Ph.D., Associate Professor, Department of Counseling and
Personnel Services
- March 28 Topic: “Living in a High Risk Family: A Breast Cancer Odyssey”
Speaker: Zora Kramer Brown, Founder and Chairperson, Breast Cancer Resource
Committee, Inc., and founder of "Rise-Sister-Rise" A breast cancer
support group model for African American women
- April 4 Topic: “Suicidal Ideation and Depression Among College Age Students: Epidemiology
and Treatment”
Speaker: Jeremy Kisch, Ph.D., Senior Director for Clinical Education, National Mental
Health Associates
- April 11 Topic: “Prevention with Our Youngest Terrapins: School-based Mental Health at
UMCP’s Center for Young Children”
Speaker: Beth Warner, Ph.D., Assistant Director, Counseling Center
- April 18 Topic: “Research on the Role of Religion in Counseling”
Speakers: Sutha Veerasamy, Graduate Assistant, Counseling Center, and William
Sedlacek, Ph.D., Professor of Education, Assistant Director,
Counseling Center
- April 25 Topic: “The Career Development of Lesbian, Gay, and Bisexual Undergraduates:
A Comparative Analysis”
Speaker: Christina Van Puymbroeck, Psychological Intern, Counseling Center
- May 2 Topic: “Asian American Adherence to Asian Cultural Values and Attitudes Toward
Counseling Services”
Speaker: Bryan Kim, Ph.D., Assistant Professor, Department of Psychology
- May 9 Topic: “Factors Affecting Employment Success Among African American Women
Making Welfare to Work Transitions”
Speaker: Cicely Horsham-Brathwaite, Psychological Intern, Counseling Center

STAFF DEVELOPMENT

University Parent Consultation and Child Evaluation Service (UPCCES): Beth Warner participated in a number of continuing education activities in the areas of child and adolescent psychology, legal and ethical considerations in clinical service provision, and University of Maryland Student Affairs issues. The conferences attended were as follows: International Association of Play Therapy, International Association of School Psychology, National Assembly on School-Based Health Care, and the University of Maryland College Park's Student Affairs Conference. She attended the following workshops and seminars: "Selected Topics in Ethics and Practice", "Childrens' Record Law in Maryland", Clinical Treatment of Dissociative Identity Disorders", Counseling and Psychotherapy with Asian-American Clients", "Woodcock-Johnson III Training", and "Sports Psychology". Discussion and supervision meetings were also held with graduate and undergraduate students, including Interns and Externs who involved in the provision of clinical services. Students were given the opportunity for formal and information supervision in research, program development, provision of individual and group therapies, psychological assessment, and school consultation.

Testing, Research and Data Processing (Sedlacek): Staff attended biweekly staff development meetings covering research and content topics. Presentations were by TRDPU staff, others from the Counseling Center or other units on campus such as the Orientation Office or Human Relations Office. Topics included racism, cultural issues, career concerns, and statistical problems in research.

Learning Assistance Service Staff Development (Fallon): LAS started off the academic year by sponsoring a teleconference on student success to which we invited a variety of campus colleagues. Out of this effort, LAS was instrumental in strengthening our relationships with colleagues across campus, and in forming an Academic Success Network of individuals across campus with concerns about issues related to students' academic experiences on campus. In our LAS Staff meeting times devoted to staff development, Dr. Jeanne Steffes (Residence Life) presented on the academic support services provided in the residence halls, Martha Baer Wilmes (Commuter Affairs) talked about issues of commuter students and the services of her office, and Britt Reynolds (Reenrollment Office in Undergraduate Admissions) presented on reenrollment policies and procedures. LAS Staff also held a retreat to look at program development issues. Michelle Bondima, a Math graduate assistant in LAS, organized and presented a grant-writing workshop for LAS Staff and colleagues from Harford Community College presented a workshop for us on Learning Styles. Finally, Barbara Goldberg and Marcy Fallon attended a teleconference on Commuter Affairs.

Counseling Service: The 2000-2001 Counseling Service Staff Development Program coordinated by Brenda Alpert Sigall, consisted of weekly Case Conferences, half-day Staff Training Programs, and four one-hour Special Topics Seminars. Sigall coordinated the case conferences, and she Akira Otani, and Arnold Medvene managed the training programs and seminars.

Case Conference: Counselors were divided into two groups which met weekly from September to April, with 50 formal case presentations and four group process and

evaluation meetings. Consultants were hired to facilitate the formal presentations, each serving for a three or four week rotation. Case protocols were prepared by each presenter and submitted to the group members and the consultant one week prior to presentation. Clinical issues considered in this year's conferences encompasses emotional, social, educational and vocational areas, and included posttraumatic stress, anxiety, obsessive-compulsive and affective disorders, phobic reactions, suicidality, eating disorders, career decisions, interpersonal conflict, abuse, grief and loss, and dissociative identity disorder. This year's program again included discussions, focusing on treatment dilemmas, ethical considerations and various treatment modalities.

Case Conference Consultants for the 2000-2001 year were:

Steve Stein, Ph.D.

Barbara Wood, Ph.D.

Frederick Brewster, Ph.D.

Robert Coursey, Ph.D.

Norman Wilson, M.D.

Mary Leonard, Ph.D.

Joe Collins, Ph.D.

Special Topics Seminars: This is a new element that was added to our programming this year with the following invited speakers and topics:

Dissociative Identity Disorder, Mary Leonard, Ph.D., November 3, 2000

Dealing with Chemical Addictions, Ronnie Brown, L.C.S.W., November 16, 2000

Counseling Asian Clients, Bryan Kim, Ph.D., December 14, 2000

Diagnosis and Treatment of Borderline Personality Disorder, Barbara Wood, Ph.D.,
April 12, 2001

Staff Development Workshops: The half-day training workshop topics were selected in consultation with staff to provide learning and exploration of theoretical approaches and treatment modalities of professional interest that reflect the needs of the campus community.

2000-2001 Staff Development Workshops:

Coping with Guilt: A Cognitive Model, Aphrodite Matsakis, Ph.D., September 13, 2000

Ethical and Professional Issues in Clinical Practice, Robert Brown, Ph.D.,
November 15, 2000

SAT: Alternate Views of Ability: Research on Noncognitive Variables,
William Sedlacek, Ph.D., April 25, 2001

Sports Psychology, Deborah Wilson, Ph.D., May 23, 2001.

ADDED SOURCES OF HELPING PERSONNEL

Counseling Center Associate Program: The Center's Associate program, now in its 30th year, offers to interested faculty and other professionals an opportunity to engage in ongoing professional activities for which they have been trained. The typical Associate is a fully trained psychologist holding a full time position as a faculty member in the academic departments of Counseling and Personnel Services, Counseling Psychology or Clinical Psychology. Associates perform a wide range of activities, such as individual or group counseling, structured groups, program development, research, consultation, and supervision. The advantage to the Center of the Associates Program is the additional personnel time and the added stimulation from interaction with these colleagues.

During the 2000-2001 academic year, there were eight Counseling Center Associates, each of whom invested one to three hours of weekly work in the Center (See listing at the beginning of this Annual Report under Counseling Center Personnel).

Student Advisory Board (SAB) (Holmes): The Center's Student Advisory Board is a student organization whose members have served as a liaison between the Center and the student population since 1969. Coordinated by the Administrative/Counseling Service Graduate Assistant, the SAB is composed of a diverse group of students representing a variety of majors. The primary function of the SAB is to provide the Center with a student perspective on various needs, concerns, and opinion of the student population. This year served as a rebuilding year for the SAB because most of the previous year's members graduated. Current members directed their efforts toward recruiting new members and exploring the possibility of becoming a recognized student organization with funding from the Student Government Association. Also, as an outreach initiative, SAB members disseminated information (e.g., program brochures) about the Center to the campus community in an effort to increase the Center's visibility on campus and to reach out to more students.

DSS Volunteer Books on Tape: The Disability Support Service utilizes over 90 volunteers to read books onto tape for students. The Reading Coordinator, who is a graduate student, solicits volunteers through College Park Honors, College Park Scholars, and CIVICUS, as well as other students, staff, and faculty through advertisements. Volunteers are given training about the specific reading requirements for each disabled student. The volunteers are provided tape recorders to use in the comfort of home to record the text onto cassette tape. The volunteers read a total of more than 778 hours for DSS. Additionally, for the second year in a row, CIVICUS has sponsored a semi-annual Read-A-Thon; this year, more than 85 hours of reading was completed.

Student Aides for the Counseling Center

College-Bound Program Aide (Browner): Jennifer Wohl, a freshman psychology/pre-med major, acted as an aide for the Spring 2001 College-Bound Program. She helped to organize records of participants onto computer spreadsheets and reviewed students' time schedules, study skills assignments, and notebooks. Moreover, she sent information about the Summer program to high school counselors in surrounding counties and D.C. Jennifer contributed to each

workshop, sharing her experiences in the transition to college, especially study strategies and campus resources to use for success.

Research Aide and Class Aide (Greenfeig and Goldberg): Beth Melchin, a Masters level student in the CAPS program, helped with the Returning Student Program, doing research on program evaluation and acting as a teaching assistant for EDCP 108G, College and Career Advancement for Transfer Students. She also worked with students from the class in group sessions and on an individual basis.

Returning Students Program Aide: Wendy Higgins, a junior family studies major, helped to organize and facilitate weekly meetings for the Coffee and Conversation Program for Returning Students. Moreover, she assisted at a session of the Professional Concepts Exchange Conference to interest staff in returning to school.

LAS Support/Internships (Fallon): Arlyn Javer, a senior family studies major, assisted with EDCP 108B, a study skills class for undergraduate students. Shamyra Tareen, a senior family studies major acted as a resource panelist for EDCP 108G, a supportive course for transfers. In addition, both Arlyn and Shamyra helped at the LAS desk – answering phone calls, making appointments, duplicating handouts and fliers, and distributing materials.

Upward Bound Interns (LAS Staff): During the Summer of 2000, four interns from the Upward Bound Program gave their time to assist counselors and to help with some organizational tasks at LAS.

EEEE COMMITTEE 2000–2001

EEEE Committee 2000–2001 (Browner): Committee members for the current year were as follows: Shirley Browner (Chair – Learning Assistance Service), Peggy Hayeslip (Disability Support Service), Pat Moreland (Counseling Center), and Linda Tipton (Counseling Service). Shirley Browner was a member of the Student Affairs EEEEO committee. The numerous Counseling Center programs and outreach activities specifically aimed at diverse student populations were included in a 2000-2001 Diversity and Accountability Plan (DAP). This plan was submitted to the Division of Student Affairs.

During the 2000-2001 year, there were two searches for Counseling Center staff. A member of the EEEEO committee sat on each search committee. Diane Adelstein was the EEEEO representative on the committee for selection of an Assistant Director of the Counseling Center and Director of the Disability Support Service. Shirley Browner was part of the Committee charged to select a staff psychologist for the Counseling Service.

Each year the EEEEO Committee plans a program dealing with diversity on campus. This year seven participants were part of a special program about Latino students. Helen Alatorre, from the Office of Campus Programs and Carolina Rojas Bahr from the Office of Multi-Ethnic Student Education presented information about the issues, concerns, and retention of Latino students on campus. After a review of recent literature, five panel members were introduced: Maritza Gonzalez, Latin American Business Organization; Ariel Oxman, Latino Student Union,

SGA Liaison; Julie Sarmiento, League of United Latin American Citizens Student Chapter; Janel Vaughan, Lambda Theta Alpha Latin Sorority, Inc., President; and Cristian Videla, Latino Student Union President. Each college student shared personal experiences related to campus climate, financial constraints, and family support.

TABLE 10
CULTURAL-RACIAL AND DISABLED STATUS OF
COUNSELING CENTER STAFF
2000-2001

	Gender	Am Ind	Afr Am	Asian	Hisp	Cauc	Other	Disabled	Total
Admin									
Professional	Female		1						1
	Male								0
Support	Female					2			2
	Male								0
Counseling									
Professional	Female		2			5			7
	Male		1	1		3			5
Support	Female					2			2
	Male								0
Interns	Female		1	1		1			3
	Male					1			1
Retention									
Professional	Female					1			1
	Male								0
DSS									
Professional	Female		1			2			3
	Male					1		1*	1
Support	Female								0
	Male					1			1
LAS									
Professional	Female					6			6
	Male								0
Support	Female		1			1			2
	Male								0
UPCCES									
Professional	Female		1						1
	Male								0
Support	Female		1						1
	Male								0
TRDPU									
Professional	Female					1			1
	Male					1			1
Support	Female		1		1				2
	Male								0
Grad Asst									
	Female		1	1		9			11
	Male			2		3			5
Totals		0	11	5	1	40	0	1*	57

*Indicates staff in two categories

PUBLIC INFORMATION

The Blue Demon Newsletter: The official newsletter of the Center, the *Blue Demon*, reports the Center's activities and accomplishments, agenda items from the Administrative Group meetings, the schedule of weekly Research and Development presentations, and recent staff publications and presentations. In addition, it lists the weekly statistics on clients seen, consultations by Center staff, and monthly hits on the Center's website. One page of the *Blue Demon* is devoted to highlighting items from the University New Student Census survey for first-year students. For example, one recent issue presented data on incoming students' help-seeking expectations. Edited by the Administrative Graduate Assistant Gary Freitas, the *Blue Demon*, is published several times each semester and once during the summer.

Academic Majors on Tape: In 2000-2001, as in past years, the Center's Academic Majors on Tape, a collection of audiotaped interviews with the department chairs of all undergraduate and graduate majors on campus, were utilized by undergraduates. Graduate administrative assistant, Gary Freitas, worked this past year toward updating the tapes of the top ten undergraduate majors. This will be an ongoing process to insure that all tapes are current. Judging from previous evaluation forms submitted by users of the tapes, the system was effective in providing answers to students' questions about various majors including Biology, Engineering, Criminology, Economics, and Psychology, to name a few. Many users indicated that they felt better about choosing a major after listening to the tape and that they planned to follow up by seeking additional information. The tapes were used by walk-in clients as well as by clients in career counseling with a Center counselor. Another set of tapes is also available in the Non-Print Media room of Hornbake Library.

UM Counseling Center Guides (Kandell): Currently, there are six Guides to Emotional Health, covering the following topics: Depression, Drug Abuse, Eating Disorders, Loneliness, Stress, and Suicide. These guides are available for browsing and/or printing on the Counseling Center's website at the following URL: www.inform.umd.edu/CC/Selfhelp. During the 2000-2001 year, the article on Loneliness received the most hits (1,273), while Suicide and Stress pages were each visited more than 950 times. The Guide for Drug Abuse was accessed 675 times, Eating Disorders 606 times, and Depression 486 times (Note: There are two self-help articles on Depression, of which this is one). The total number of hits received for the six guides increased by more than 6% this past year to more than 5,000.

Cyberspace – InforM (Kandell): The Counseling Center's presence on the World Wide Web (www.inform.umd.edu/CC) continues to expand. Most prominent this year has been the development and implementation of an online version of the Annual Databank Survey for the Association of University and College Counseling Center Directors (AUCCCD). This survey is the first of several planned web-based questionnaires, made possible by our acquiring space on a secure server. Redesign of the Center's main website is nearly complete, and this coming year will see the new look debuted. Once the design and content changes are implemented, the site will migrate from INFORM to the secure server. The site continues to be popular for those looking for self-help, specific answers to difficult questions ("Paging Dr. WEBster"), and general information about the Center and its training programs. The AUCCCD Document

Databank pages also remain among the most visited. See the Overview section for more information on the Counseling Center's website.

Campus Resource Directory: The 2000-2001 year was the 18th year for the University of Maryland Resource Directory, compiled annually by Pat Hunt and designed this year by Sune McConnell. Intended to take into account both the diversity and commonality of students' needs, the Directory lists a variety of campus resources for 34 barriers to academic success typically confronting college students on a large campus. The Directory is available on-line and in hard copy. A hard copy is sent each fall to all assistant and associate deans, all academic advisors listed in the Schedule of Classes, Residence Hall staff, and all agencies mentioned in the Directory. Further, it is used in EDCP 108O classes and by the Center for Teaching Excellence.

Making the Grades You Want (Fallon): The LAS staff continues to be heavily involved in the Summer Freshman Orientation Program. Counselors present a workshop to orientation participants on how to reach their maximum academic potential. In addition, students learn about the Counseling Center units and services and are encouraged to utilize these valuable resources. During Summer 2000 orientation, 392 incoming students attended the Making the Grades You Want workshop.

Visitors: During 2000-2001, the Center was visited by professionals from other colleges, universities, and organizations who came to consult with Center staff (see below):

Jay Adler, Director of the Princeton Review SAT Test Program.
Dr. Dana Falk, University of Puget Sound
Dr. Mary Fiedler, Resident Dean of University College in Mannheim, Germany
Dr. Paul Grayson, New York University, IACS accreditation site visitor
Dr. Scott Green, University of Maryland, Baltimore County
Joan Harms, Institutional Analyst, University of Hawaii
Kim Harris, Trinity College, Washington, DC
Dr. Dennis Heitzman, Penn State University, IACS accreditation site visitor
Mae Hwang, visiting scholar at the University of Missouri-Columbia from the University of Seoul, South Korea
Bonnie McClellan, Catholic University
Dr. Shungu M'gadzah, an Educational Psychologist from East London University, UK
Akihiro Tanabe of Recruit Inc., Tokyo, Japan and other members of the company.
Dr. Brian Warren, Director of the Schiffert Health Center and Cook Counseling Center, and others from Virginia Tech.
Susan Willemin, Towson University
Several visitors from Defense University in Washington, DC

DSS Liaison Network: Established in 1983, the liaison network facilitates communications between DSS and administrative and academic departments on campus. There are 47 offices involved.

Campus Office

Admissions
Architecture and Construction Engineering
Bursar
Business and Management
Campus Ministries
Campus Parking
Career Center
Counseling and Personnel Services
Faculty/ Staff Assistance Program
Financial Aid
Foreign Language
Graduate Admissions
Graduation/ Commencement
Guest Services
Health Center
Human Relations
Intensive Education Development Program
Math Department
McKeldin Adaptive Technology Lab
McKeldin Library
Personnel
Police Department
Records and Registration
Resident Life Training and Development
Resource Planning
Scheduling
Special Education
Student Government
Student Union Program Committee
Tawes Theater
University Book Center
University College
University Relations
Work Control and Physical Plant
Writing Center

Liaison

Britt Reynolds
Arshad Mughal
Shirley M. Noel /Dorothy Calloway
Steve Loeb
Jerry Buckner
David Allen
C. Bryan Kempton
Paul Power /David Hershenson
Tom Ruggieri
Jennifer Martin
Roberta Lavine/ Teresa Cabol
Trudy Lindsey
Jessica Davies
Sue Warren
Sacared Bodison
Gloria Bouis
Alice Murray
Karen Laumann
Dan Newsome
Deborah Stefany
Ladonna Hopkins
Heidi Custer
Jackie Vander-Velden
Scott Delo
Julianne Simpson
Tim Malone
Joanne Corbin
Kelly Newsome
Marsha Redd
Bill Patterson
Call Stan Loeman or Jacob Wormley
Noelle Atwell
Barbara Quinn
Barbara Roberts
Leigh Ryan

DATA GATHERING & DISTRIBUTION

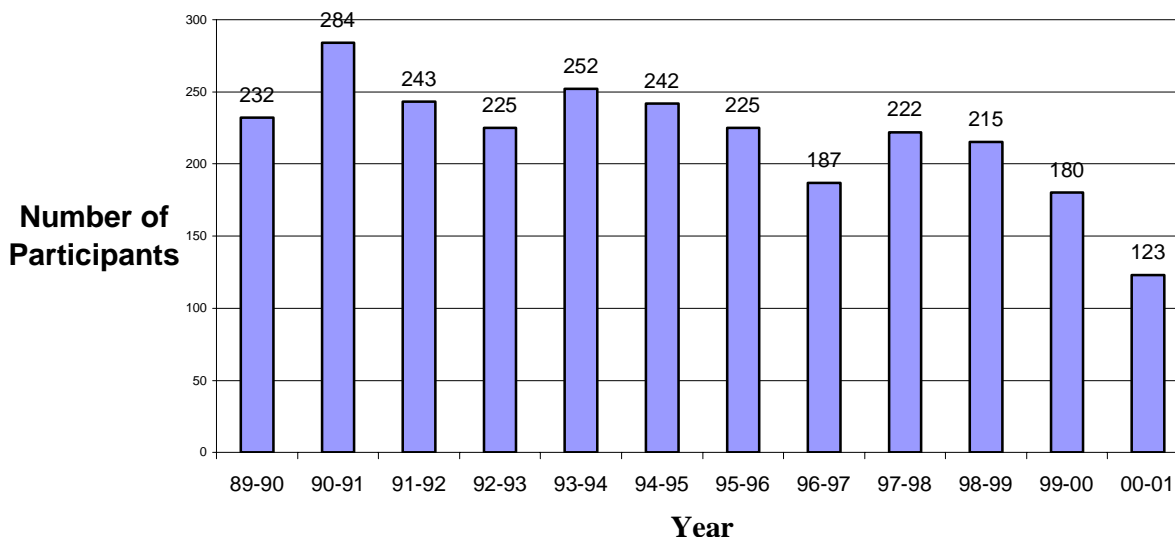
NATIONAL DATA BANKS

The Counseling Center has achieved national recognition for the Counseling Center Directors' Annual Data Bank Survey, which collects information from university and college counseling centers. Three additional data banks, The Data Bank for Mental Health Professionals of Color, the Disability Support Service Directors' Annual Data Bank, and the Returning Students' Data Bank, are other valuable information sources maintained by the Center for use by the campus and other institutions of higher learning.

University and College Counseling Center Directors' Annual Data Bank: The Counseling Center is the primary source of information about the administration, practices, and trends of counseling centers throughout the United States and Canada. Since 1966, the Center has conducted an annual survey that collects information about counseling center budgets, staffing patterns, salaries, policies, client trends, training issues, and innovative programs and practices. Participants in the Data Bank are members of the Association of University and College Counseling Center Directors (AUCCCD) and other interested directors. The report packet includes a detailing of responses to qualitative questions and an analysis of the data based on enrollment (i.e., large and small centers). An additional analysis of the data from the *top twenty centers* based on enrollment is sent to those centers.

A major change in this year's survey included offering directors the option of completing the survey online. About two-thirds of directors chose this innovative option. This change in the survey's format required additional preparation time this year, resulting in a later than usual release of the survey. Such a change likely led to the lower response rate this year. In the near future, the Center hopes to make survey results available online, eventually enabling directors to run additional analyses on the results. Thomas Magoon, Director Emeritus of the Counseling Center, directs the annual survey. Tom was assisted this year by Administrative Graduate Assistant, Gary Freitas. In the 2000-2001 survey, 123 counseling centers participated.

Participants in the University and College Counseling Center Directors' Data Bank



Data Bank for Mental Health Professionals of Color (Boyd): For the past 25 years, the Counseling Center has coordinated a data bank for mental health professionals of color employed in college and university counseling centers. Annually, survey data is collected on the roles and functions of these professionals. On average, the 160 respondents who participate in the data bank each year represent the following racial/cultural backgrounds: African-Americans approximately 50%; Latino-Latina Americans, 35%, Asian Americans 12%, Native Americans and Pacific Islanders 3-5%. The most frequently requested information concerns retention and transition programs for racially and culturally different students at the undergraduate level; information on researchable topics, and problems that mental health professionals of color encounter in carrying out their professional roles. Plans to computerize this data bank, in a manner similar to the counseling center director's data bank, are underway.

Disability Support Services Director's Annual Data Bank: The Disability Support Service conducted its 19th annual survey of disability service programs. A total of 68 post-secondary institutions paid to participate in this year's survey. The results are tabulated and returned to the participating institutions for use in comparing their programs with peer institutions on issues such as budgets, staffing, clients served, and the number of graduates. Examples of the findings will be included in Volume II of the Center Annual Report. Plans are underway to put the DSS Data Bank online for the 2001-2002 school year.

COUNSELING CENTER GOALS AND OBJECTIVES FOR 2001-2002

Counseling Center objectives are developed in conjunction with Center goals that appear earlier in this report.

Of the 52 objectives listed for 2000-01, 20 were fully accomplished, 25 are in progress and 7 were not attempted. A summary of the outcomes of the objectives is included in Volume II of the Center's Annual Report Appendices. This year, as in the past, objectives that have become institutionalized over time are omitted from this report.

In our continuing effort to establish specific objectives for each academic year, we have defined two categories: (1) recurring, or stable continuing objectives designed to meet overriding Center goals, and (2) point-in-time objectives, or objectives designed for the calendar year only. An example, of the former would be "developing a cost-effective service for students" (each year). An example of the latter would be "prepare for fall accreditation site visit" (one time only). An objective to be completed for the year is marked with an asterisk (*). The designation [N] is used when a "new" objective has been added. The designation [S] indicates objectives linked with Student Affairs strategic initiatives. The designation [R] is used to refer to retention related objectives. Staff responsible for accomplishing each objective are noted in parentheses following the objective.

Goal I. Remediating and Rehabilitating for Individuals with Problems Objectives –

- a. Evaluate Counseling Service's new 6-session life skills development workshop series.
[N][S] (Kandell, Lucas – Research Committee)
- b. Reduce wait for services. Achieve the goal of 90% of counseling requests assigned within two-week period, and 100% of intake requests accommodated within the week of the request.
[S][R] (Kandell, Counseling Service staff)
- c. Expand Guided Study Sessions to high DWF gatekeeper courses (e.g., SOCY 201; CRIM 200; CHEM 103, 113, and 233; PSYC 200 and Intro to Philosophy).
[S][R] (Fallon, Westbrook, Kellems, Hayeslip and Holder)
- d. Revamp Wintermester 108B curriculum: Students to identify self-perceptions of barriers to their academic success, and integrate these perceptions with the curriculum.
[S][R][N] (Fallon and Kellems)
- e. Collect 4th semester data on the impact of the Wintermester (Math and EDCP 108B section) on academically dismissed student enrolling in Learning Assistance Service sessions.
[S][R][N] (Hunt, Retention Study Group)
- f. Design and implement a one-day workshop for newly admitted transfer students entering from 2-year community colleges.
[S][R][N] (Greenfeig and Goldberg)
- g. Expand LAS contact in all colleges and schools. Letters to be sent in early fall.
[S][R][N] (Fallon)
- h. Determine impact of 4-week summer retention program.
[S][R] (Fallon, Retention Study Group)
- i. Expand psychological services for child and adolescent populations (e.g., group therapies on selected topics for various age groups).
[S] (Warner and UPCCES Externs)

Goal II. Promoting Psychological Development Through Outreach and Prevention

Objectives –

- a. Redesign Center's involvement in major campus outreach programs (e.g., (First Look Fair, Maryland Day) with interventions that are user friendly for large audiences.
[N][R] (Zamostny, Fallon)
- b. Monitor more closely the initial contact program for new teaching faculty.
[S][R] (Admin Group)
- c. Develop marketing plan targeted at parents of University students, and University connected families.
[S][N] (Warner and Externs)
- d. Continue the Parent Warmline and email contact program with the assistance of faculty Associates working with UPCCES.
[S] (Warner)

Goal III. Developing Non-traditional Treatment Modes

Objectives –

- a. Administer Career Clarification short forms. Revamp TESTUDO questions in collaboration with the Director of Registrations and Orientation for transfer students.
[S][R][N] (Kandell, Hunt, Riggs)
- b. Design a new LAS English and writing skills web-based Self-help intervention.
[S][R][N] (Holder)
- c. Expand the self-help resources for Center's Website for parents of University students
[S] (Warner, Technological Services Committee)
- d. Expand "Paging Dr. Webster" Internet site.
(Kandell, Gallor, Center's Student Advisory Board)

Goal IV. Providing Campus Consultation

Objectives –

- a. Develop and implement a module for BSOS instructors' Orientation Course.
[N][R] (Fallon, LAS Graduate Assistant)
- b. Monitor the Center's Follow -Up evaluation system for consultation work.
[S] (Tipton, Consultation Committee)
- c. Establish a periodic report for the Center's Dean Dyad retention intervention.
[S][R] (Tipton, Consultation Committee)
- d. Provide on-going consultation for Letters and Science Advisors using the new ASTRO advising system on recognizing students' distress and making referrals.
[S][R] (Kandell, Hunt)
- e. Provide on-going consultation for HELP Center student volunteers on cases involving child and adolescent sexual abuse.
[N] (Warner)

- Goal V. Identifying New Personnel Sources
Objectives –
- a. Review Center associates in each division. Identify other potential associates. Include 3-year informal and 5-year formal (written) review of Center associates.
(Admin. Group)
 - b. Expand Center volunteers involved in the Disability Support Service and the Learning Assistance Service.
(Admin Group)

- Goal VI. Developing Accountability and Evaluation Procedures
Objectives –
- a. Involve the Counseling Service staff in the second Outcome OQW-45 evaluation study.
[S] (Lucas, Kandell, Counseling Service Research Committee)
 - b. Include Center mini-reports and Research Highlights on Center’s web site.
[N] (Kandell, Boyd)
 - c. Institute a new computerized client data base system in LAS for the 2001-‘02 year.
(Fallon, Kandell, Technological Services Committee)
 - d. Transfer Center files from the mainframe to SPSS or SAS for Windows.
(Hunt)
 - e. Follow-up System returns to be increased by 10 to 15 percent. Explore feasibility of conducting the Learning Assistance Service follow-up via by email.
[N] (Admin Group, Defala)
 - f. Compare Rutgers’ database system relative to the Center’s Goldmine system.
[N] (Kandell, Cauffman, Technological Service Committee)
 - g. Re-establish the Learning Assistance Service Faculty Advisory Board.
[S][R] (Fallon, Boyd)

- Goal VII. Improving Campus Ecology
Objectives –
- a. Analyze data from the Retention Study Group’s (RSG) withdrawal survey carried out in concert with the Office of Registration. Work with the Undergraduate Dean in the dissemination of findings to address needed system changes on behalf of students.
[N][S][R] (Hunt/ RSG)
 - b. Administer the “Worry Index” second semester a part of the Center’s periodic need assessment of undergraduate students.
[N][R][S] (Hunt /RSG)

- Goal VIII. Offering Instruction, Training, and Supervision
Objectives -
- a. Expand the University Parent Consultation and Evaluation Services training options.
[N] (Warner)
 - b. Complete the re-designed library project such that Staff has easy access to holdings.
[N] (Wilcox /Admin. Group)

Goal IX.

Extending Research Knowledge

Objectives –

- a. Measure the impact of divisional services on the Retention rates of its help-seekers.
[S][R] (Sedlacek, Fallon, Kandell)
- b. Identify the necessary Databases to determine the portion of each graduating class that has used at least one of the Center's Service divisions (e.g., Counseling Service, Learning Assistance Service, and Disability Support Service).
[N][S][R](Hunt)
- c. Continue the joint research programs with relevant campus departments and groups (e.g., CAWG, Human Relations, Orientation, etc.).
[S] (Sedlacek)
- d. Produce at least three research highlights from Center's New Students Census Data.
[S] (Sedlacek)
- e. Develop a mini-report for campus distribution on the Center's National Testing Program and Educational Testing Service (ETS) computerized program.
[N][S] (Adelstein)
- f. Orientation Office - extend New Student Census to spring, 2002 transfer students.
[S] (Sedlacek, Balon, Wawrzynski)
- g. Study the transition issues of Latina/Latino students.
[N][S] (Sedlacek)

Goal X.

Maintaining the Center's Administrative and Professional Development Functions

Objectives –

- a. Convert client data to in-house databases for end-of-the year statistics.
[N] (Kandell, Fallon, Technological Services Committee)
- b. Monitor record disposal system for Counseling Service and Learning Assistance Service. Inform Admin Group of the status of this on-going function.
(Warner/Assistant Directors of Direct Service Divisions)

Goal XI.

Developing Support Services for Students with Disabilities

Objectives –

- a. Complete the cost analysis of DSS operations in terms of auxiliary staff (free-lance interpreters, readers for the visually impaired, etc.).
[N] (Evans, Boyd, Moreland)
- b. Update current listing of learning disability evaluators. Improve the referral process and the quality of final reports.
[N][S] (Warner, Hayeslip)

**COUNSELING CENTER
Shoemaker Hall**

Director
Dr. Vivian Boyd

Counseling Service	Learning Assistance Service	Disability Support Service	University Parent Consultation & Child Evaluation Service	Testing, Research & Data Processing Unit	Other Center Programs
Dr. Jonathan Kandell	Dr. Marcy Fallon	Dr. William Scales	Dr. Beth Warner	Dr. William Sedlacek	
Personal/Social Counseling/Therapy	Reading & Study Skills	Disability Services	UM Faculty/Staff/Alumni Service	Research on Student Development	Returning Students Program
Career Counseling/ Career Assess./Interest Test Interpretation	Credit Academic Skills Courses Math Skills	Interpreters, captioning, and assistive learning devices for the Deaf	Counseling Children and Adolescents	Annual Student Census	Retention Study Group
Group Counseling/ Workshops	Learning Disabilities Support	Readers for the Blind & Learning Disabled	Psychological Evaluation Learning Disabilities and ADHD Consultation	Computerized National Testing Program GRE, TOEFL, Etc.	National Data Bank Surveys
Campus Consultation/ Outreach/Mediation	English as a Second Language	Adapted Classroom Testing	Support for Parents of College Students	Psychological Assessment	
Crisis Intervention	Academic Retention Programs	Note Taking Services		Vocational Assessment	
Faculty/Staff Consultation	Writing Spelling/Grammar	Learning Disabilities Consultation	Training: Affiliate Teaching & Supervision	Research Consultation	
Assessment/Referrals		Barrier-Free Access	Public School Consultation	Teaching Graduate/Undergraduate	
Graduate Student Training: Practica/Assistantship APA Internship	Dissertation Support Groups College Bound Program Pre-Professional Test Programs Supplemental Instruction	Data Bank ADA/504 Coordinator Rehabilitation Counseling Internship, Supervision Campus Consultation/ Disability Access		Graduate Student Training Assistantship	

