



# Counseling Psychology Hosts Professional Development Series

On September 11th and 12th, the Division of Counseling Psychology hosted a Professional Development Series on racial and ethnic minority research. Elizabeth Vera, Ph.D., from Loyola University in Chicago, and Le’Roy E. Reese, Ph.D., from the Centers for Disease Control and Prevention, were visiting scholars.

Dr. Vera and Dr. Reese spoke to students and faculty about methodological advancements in psychology-related research with racial and ethnic minority populations, and how to

design culturally relevant and sensitive research projects with racial and ethnic minority populations. In addition, Dr. Vera and Dr. Reese presented a colloquium on “Developmental Contextualism and Community Based Preventive Outreach: Working with Latino Youth in their communities.”

Graduate students in Counseling Psychology had the opportunity to meet with the visiting scholars at an informal breakfast, and a reception was held at the home of Helen Neville for all students and faculty.

The series was funded in part by a grant from the APA Commission on Ethnic Minority Recruitment, Retention, and Training in Psychology (CEMRRAT).



*Let it snow, let it snow, let it snow...*

## Dr. David Williams Presentation: Race, Racial/Ethnic Bias, and Health

Dr. David Williams, Harold W. Cruse Collegiate Professor of Sociology, Senior Research Scientist at the Institute for Social Research, and Faculty Associate in the Center for Afro-American and African Studies at the University of Michigan, presented “Race, Racial/Ethnic Bias, and Health: Evidence and Needed Research,” on December 4. The event was sponsored by the Department of Educational Psychology, Center of Democ-

racy in a Multiracial Society, Afro-American Studies Research Program, and the Department of Sociology.

Dr. Williams’ research has focused on social influences on health, as well as trends and determinants of socioeconomic and racial differences in mental and physical health. He is the author of more than 100 scholarly papers in scientific journals and edited collections, and his research has appeared in

leading journals in sociology, psychology, medicine, public health, and epidemiology. In 2001, he was elected as a member of the Institute of Medicine of the National Academy of Sciences.

He also was a member of the Institute of Medicine Committee on Understanding and Eliminating Racial and Ethnic Disparities in Health Care and also serves on its Panel on Race, Ethnicity, and Health in Later Life.

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### Special points of interest:

- *Reactions From First-Year Students*
- *Five Counseling Students Applying for Internship Across the Nation*
- *Counseling Students Receive Awards*
- *Program Hosts Guest Speakers*
- *September 11 Remarks from Nancy Cantor*

# Student Rights Regarding Confidentiality

From *The Psychiatric/Legal Newsletter*

Mental health professionals understand that their clients possess a right to confidential mental health services. According to the Illinois Mental Health and Developmental Disabilities Act, “[all] records and communications shall be confidential and shall not be disclosed except as provided in [the Confidentiality] Act.” Records are defined as “any record kept by a therapist or by an agency in the course of providing mental health or developmental disabilities services to a recipient” including information indicating that the person is a recipient of mental health services. However, a therapist



may disclose a record or communication without the recipient’s consent to “the therapist’s supervisor, a consulting therapist, members of a staff team participating in the provisions of services, a record custodian, or a person acting under the supervision and control of the therapist.” Once information has been disclosed, either with or without the recipient’s consent, the information cannot be redisclosed unless the Confidentiality Act provides otherwise.

In addition, educators must understand

that students possess a right to confidentiality regarding their student school records. In the Illinois case, *Norskog v. Pfiel*, the Illinois Appellate Court found that a student does not waive his/her confidentiality privilege when he/she shares his mental health treatment records with his/her school. Thus, even when a student voluntarily shares his mental health information with school personnel, this information cannot be redisclosed except as provided under the Confidentiality Act. The School Records Act does not apply to private or non-public schools.

# When Do I Have to Report Child or Elder Abuse?

From *The Psychiatric/Legal Newsletter*

Mental health services have been expanding to reach more children and elders. As these services expand, the law surrounding reporting child abuse and elder abuse has also expanded. These mandated reporting laws are one exception to the psychotherapist-client privilege.

Illinois law requires professionals working with children and elders to report any suspected instances of abuse or neglect. The Abused and Neglected Child Reporting Act (“ANCRA”) states that “[t]he

privileged quality of communication between any professional person required to report and his patient or client shall not apply to situations involving abused or neglected children, and shall not constitute grounds for failure to report.”

The mandated reporting laws require the mental health professional to report suspected abuse or neglect when the professional has “reasonable

cause to believe” that a child was abused or neglected. Reasonable cause is defined as known or suspected abuse or neglect.

A mental health professional that fails to report suspected cases of abuse or neglect may incur penalties, such as termination from a job, civil liability, or criminal penalties.

*“The mandated reporting laws require the mental health professional to report suspected abuse or neglect...”*

# Are Personal Notes Personal Anymore?

From *The Psychiatric/Legal Newsletter*

The Illinois Appellate Court, 2nd District, ruled in the 1998 case of *The Estate of Bagus* that a psychiatrist’s legal notes are subject to a private camera inspection by a judge. This case greatly emasculates the entire issue of personal notes.

Historically, a therapist’s personal notes were separate and distinct from a patient’s records or chart. Personal notes had never been subject to discovery al-

though a patient’s records were subject to disclosure with proper authorization or court order.

Personal notes were always thought to be separate and apart from entries in the patient’s chart. The appellate court found that although personal notes are “not discoverable,” they are still subject to in camera inspection by a judge. It is up to the

judge to determine what notes are “personal notes” and what notes are subject to discovery.

All therapists should be forewarned that personal notes may be seen by other parties. Therefore, if you write something down, assume a judge, the patient, and attorneys may see that entry in the future.



*Winter in Champaign-Urbana can be harsh, but the snow-covered landscape is beautiful.*

## Student & Faculty News

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**Euna Oh** will be presenting a poster about her research on Korean rape acceptance at Teachers College at Columbia University in New York.

**Vaile Wright** is excited to note that her paper symposium was recently accepted at the Society for Industrial-Organization Psychology (SIOP) in April in Orlando, Florida.

**Suzanne Ward** gave a poster presentation at the APA Conference in August, and is participating in a paper session at the upcoming AERA Conference. She is also busy with her diagnostic practicum at Rush Presbyterian in Chicago.

**Hsin-ya Liao** made the Incomplete List of Teachers Ranked Excellent by their Students in Spring, 2002, for her instruction in "Career Development Theory and Practice." She also presented a poster at the Annual APA Convention in August.

**Amy Isaia** passed her prelims and completed her dissertation data collection in

December, 2002. She also presented at the 2002 AERA Conference.

**Chris Meno** and **Jenni Gerlach** were recipients of the Mendelson Fellowship for Counseling Psychology students this fall. In addition, **Chris** received a Graduate Student Poster Award at the Illinois Psychological Association Convention, and **Jenni** received a research grant from the College of Education Research Bureau.

**Cara Hale** is very happy that she passed her prelims in November, and is busy preparing for data collection.

**Anita Hund** has a new cat named Maya and she's gorgeous! Anita passed her qualifying exam, and is thrilled that she is going to be the Educational Psychology representative on the College of Education Graduate Advisory Committee.

**Chi-Ping Deng** is excited that he started teaching this semester. He is planning on going home this winter but reports that he is too lazy to look for a ticket. He misses

his family, so if anyone is heading that direction...

**Doug Lowe** presented papers on attributions of racism at both the APA Conference and the Society for the Psychological Study of Social Issues Conference this year.

**Ying-Fen Wang** is excited about the potential research topics she can pursue as a graduate student in Counseling Psychology.

**Whitney Kingsbury** is happy that she survived, and even thrived in, her first year of graduate school.

**Dorothy Espelage** had publications accepted in *Psychological Assessment* and *Child Development*. In addition, she is editing a book on bullying to be published by Lawrence Erlbaum Associates.

**Louise Fitzgerald** will receive APA's 2003 Public Interest Award for Distinguished Contributions to Research in Public Policy.

## Internship Application Process Underway

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Five graduate students in Counseling Psychology are participating in the AP-PIC Internship Application Process this year.

**Amy Isaia, Amy VanBoven, Jessica Walters, Chris Meno, and Jenni Gerlach** have submitted their applications and are anxiously awaiting notice from prospective internship sites to find out whether they

have been selected for interviews.

The five students have applied to various sites across the country and are hoping to be selected to attend their first choices. Applicants may apply to a variety of APA-accredited sites, including university counseling centers, VA Hospitals, military sites, community health centers, and other hospitals.

Match day is set for February 4th, at which time students will be informed where they have been placed for the 2003-2004 academic year. Most internships begin in early to mid-August, and last for 12 months.

Congratulations, and best of luck!!

## First Year Students' Perceptions

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First year students **Jeremy Henn, Xuhua (Sue) Qin, Ying-Fen Wang, Sean Cheng, Tiffany Schiffner, and Whitney Kingsbury** have survived their first semester of graduate school. So what has it been like?

**Whitney Kingsbury** writes, "I'm happy to say that not only did I survive [this semester], but I feel like I'm adjusting well. I certainly felt overwhelmed at certain

points in the semester, but found that somehow, the work always managed to get done and my sanity was preserved."

**Ying-Fen Wang** has met many people from different countries and exchanged different and similar worldviews with them. She is inspired by their spirit!

**Xuhua (Sue) Qin** notes that she needs a new watch to help her catch the bus and meet deadlines! She is also thankful the

first-year cohort potlucks

**Jeremy Henn** 'learned' several things, including that students in the program are valuable resources, that bookstores are all part of a black hole from which money cannot escape, and that all students should be wary of emails from Jenni that involve rap songs or newsletters!

Look for more highlights in the Spring Newsletter!

# Counseling Center Hosts International Student Discussion Group

The Counseling Center at the University of Illinois Urbana-Champaign hosted an International Student Discussion Group this semester. This group was open to undergraduate and graduate international students at UIUC and was a forum for facilitating adjustment to the local campus and community.



Don't forget your hat, scarf, and mittens!! It's cold!!

This is an open group that people can join at any time during the semester, and the focus is on helping members through problem solving, exchanging information, offering support, and engaging in ongoing discussion of their experiences as international students.

This group can be a resource for students who are adjusting to:

- academic structures and expectations

- living in the United States

- cultural differences in attitudes toward time, interpersonal relationships, and communication

- day to day practical matters of living, such as dealing with credit, setting up living arrangements, and understanding the health care system.

The group meets weekly on Mondays from 3:30-5:00 at the McKinley Foundation Geneva Room at the Corner of Fifth and Daniel. The room is wheelchair accessible. There is no fee for this group. Please call the Counseling Center at 333-3704 for more information.

Note: The International Student Discussion Group acknowledges that various political perspectives may be represented among group members. While they remain respectful of people's backgrounds, the group is not intended to be a forum for taking a stand on political issues.

## Chancellor Nancy Cantor's Remarks, "Together ... 2002"

*Excerpted from Chancellor Nancy Cantor's remarks on September 11, 2002, Krannert Center for the Performing Arts.*

For many of us, 9/11 is still very much a presence, still there. Too many people died, too many words were changed, here and around the world, and too many of us feel vulnerable as we hear about the possibility of war.

If our experiences of 9/11 have taught us anything, it is that we are all prisoners of our preconceptions, drawn apart, and not together, by what we assume about the motives, beliefs, ideas, ways of life, of others. So, it is time, urgently so, to go back, not blindly forward, to the recreation of just what was, but rather back to uncover, to excavate the voices and lives

of those with whom we must build a stronger sense of common purpose, common fate.

We have to see each other more clearly; we must. Doing that is hard work, and it comes to us in very personal ways. In our university community... we aspire to know others as they would want to be known; as we would want to be known. We share our common search for insight, and we value the different knowledge and experience that each person brings to that common enterprise. Let us use this luxury of academic freedom well, as we try to see each other without the blinders of

*"Let us use this luxury of academic freedom well, as we try to see each other without the blinders of our preconceptions..."*

our preconceptions and hear each other out, moving closer together without needing to relinquish our uniqueness.

The horror and outrage of the September 11th attack only reinforces our resolve to find ways to better get to know one another as we come together as a community. As we do so, though, let us not push forward too fast or too mindlessly; let us not thoroughly rebuild, until we have taken the time to go back and look carefully at each others' faces; hear each others' voices; then we can hold each others' hands and move again.

## Do You Have News to Share?

The Counseling Psychology Newsletter is published twice annually, once in the fall semester and once in the spring semester. All students, faculty, and alumni are invited to share their news with us to be posted in the Newsletter.

If you would like to share your news, please email the student administrative assistant, Jenni Gerlach, at

[jgerlach@uiuc.edu](mailto:jgerlach@uiuc.edu)

All submitted material will be reviewed and may be edited for space.

The Spring Issue of the Counseling Psychology Newsletter will feature awards, papers, and presentations. Please submit your materials no later than April 15th, 2003.