

SACES NEWSLETTER

SOUTHERN ASSOCIATION FOR COUNSELOR EDUCATION
AND SUPERVISION

2011: IT'S ALL ABOUT GRATITUDE

SPECIAL POINTS OF INTEREST:

- ACES Conference Information
- Buy your ticket for the ACES Luncheon at ACA in Pittsburgh!
- ACES honors two social justice advocates

INSIDE THIS ISSUE:

It's About Gratitude	2
SACES Updates	2
SACES Awards	4
Homework	5
Metaphor & Allegory	5-6
Social Advocates	7
Walking the Talk	8
Student Experience	9
Call for Award Nominations	10
Role Models	11
Diversity	11
Self-Care	12
Submission Information	13

SACES Members and Friends,

I hope your new year is off to a wonderful start! As I reflect on the New Year, it reminds me of how energized I am by the work we do in SACES and the counseling profession in general. Our association has such a strong and rich tradition in preparing, mentoring and supporting counselor educators and supervisors. I write this piece with gratitude and reflection on the collective commitment SACES has to trainees, colleagues, clients, and community members.

To trainees, SACES offers networking and continuing education opportunities. For educators and supervisors in training, SACES is a solid beginning to establishing social and scholarly connections. It is also an inviting venue to learn, respond, and interact with others while discussing and processing important trends and topics in the counseling profession. I recall my first SACES Conference 10 years ago when I presented professionally for



SACES President,
Dr. Danica Hays

the first time. I remember feeling supported by attendees, and having Garrett McAuliffe (who I would later have the privilege of having as a colleague) speak particularly well about the presentation. I treasure all of the conferences and presentations since then, and I have learned so much from the many distinguished counselor educators and supervisors (too many to list) that call SACES home. While co-coordinating the 2010 conference in Williamsburg, VA, and having doctoral and master's level trainees I

have mentored attend and participate in various SACES activities, I continue to be reminded of these important connections and learning opportunities. It is quite evident that SACES plays a significant role in so many trainees' lives.

With respect to colleagues, I am appreciative of the regional "family" I have in SACES. While there are several hundred members in SACES, the family is fairly close-knit. We connect in conference presentations, committees, interest networks, and community and national events. And yes, we connect at the occasional reception or breakfast. Oftentimes, we connect in even more personal ways. I can count many close friends and colleagues in SACES, and I am sure many of you can, too. What I am most grateful for is the sense of loyalty SACES members have to each other and the vision it promotes.

Continued next page...

2011: IT'S ALL ABOUT GRATITUDE

PRESIDENT'S MESSAGE CONTINUED...

SACES continues to expand its family, and we become more invested in tradition and innovation as we approach the work we love and interact with the ones we value so much. I encourage you to connect with colleagues in various ways if you have not done so already.

To clients we and our students serve in a variety of settings, we continue our devotion to supervision and clinical training. We continue to value the role of outcome research, high standards of training, and social justice in the betterment of clients' lives. It was clear to me from the 430+ attendees and 230+ presentations at the SACES 2010 conference that attendees are actively involved in preparing trainees, providing quality supervision, and positively affecting clients. I am thankful for the trend in our profession and association toward outcome-based and culturally-relevant work. SACES is definitely a strong leader in this work.

Finally, when I reflect on our impact on community, I think of not only the clients with which we work and train others to work, but also of the important advocacy role SACES plays. Having a strong presence in ACES and ACA, our members shape the community's views of counseling and counselor and supervisor preparation. Our committees and interests networks are promoting

the professional identity of counselors, and are directly assisting communities in need. I hope you are able to join our parent organization ACES and take part in ACA's Giving Back to the Community and Leadership Development Academy on March 24 in New Orleans.

I would like to share with you about some past as well as upcoming SACES activities in 2011 and 2012.

First, congratulations to the newly elected SACES officers: Anneliese Singh (President Elect-Elect) and Kylie Dotson-Blake (Secretary-Elect). On behalf of other members of the Executive Committee, I want to extend a warm welcome to them as they serve SACES in the future! We are confident you will lead us well.

Second, the SACES 2010 Conference was held October 28-30 in Williamsburg, Virginia, with a conference theme of "Learning from our Past and Shaping our Future through Empirical Knowledge." This was a successful conference on all fronts: there was a large attendance, several continuing education sessions, a supervision pre-conference, emerging leaders workshop, and research and grant writing sessions.

Also, I would like to announce an update to the Emerging Leaders Program. As you may know, the

Emerging Leaders program is designed to 1) help students discover how leadership can enhance their own professional development, 2) enhance the diversity and vitality of ACES leadership, and 3) provide an overview of ACES leadership opportunities. In addition, presenters introduce participants to current SACES leadership and help connect these talented and dedicated fellows with opportunities within SACES. To help provide additional support to emerging leaders, two emerging leaders for a respective year will be selected as **emerging scholars**. Emerging scholars will be the two top-ranked nominees, will receive an additional stipend, and may play a role in the program activities throughout that year.

Here is one final announcement: **Please attend the SACES Business meeting, Friday, March 25, 2011, at 8am at the ACA Conference in New Orleans, LA.**

Thank you all for your support and leadership in various ways in 2010. As we move forward in 2011, I hope that we continue to attend to each other and with service and scholarship that is so important to our profession.

Danica G. Hays

Danica G. Hays
SACES 2010-11 President

SACES Committee and State Updates

VACES (Virginia) sponsored a student graduate conference in February that provided graduate students the opportunity to present on counseling topics of their choice. Over 50 submissions were reviewed and over 40 presentations and posters were delivered by both masters and doctoral students. The conference had 85 in attendance and every university with a counseling program in the state was represented. The conference was supported by the VCA and counselors who attended could receive CEU's for the day. In addition, VACES was able to award three graduate student research grants of \$300 each for research projects being conducted this year.

- Reported by President Mark Rehfuß



The SACES Women's Interest Network invites you to join our network by sending your contact information and e-mail address to Donna Dockery [at djdockery@vcu.edu](mailto:djdockery@vcu.edu) or Mary Hermann at mahermann@vcu.edu. Several of us met during two different sessions of the 2011 SACES Conference in Williamsburg to discuss our research and concerns related to women and counseling. We continue to share emerging information and research regarding women and gender issues through our list serve and invite you to join us.

- Reported by co-chair Donna Dockery

The Media and Technology Committees this year have been working on a comprehensive listing of technology to support research. The listing includes bibliographic management tools, survey software for gathering data, quantitative and qualitative tools, transcription tools and speech recognition software along with links to sites for exploration or purchase/rental of the tools. We hope that this will enable more students and faculty

to conduct efficient and effective research. If you have suggestions for additions to the listing or would like to participate on the committee, please contact me at jsuprina@argosy.edu.

- Reported by chair Joffrey S. Suprina

Graduate Student Committee reports that the VACES Graduate Student conference was held this past February as a success. The conference is an excellent opportunity for masters and doctoral students to learn the process of submitting a proposal, preparing for a presentation and presenting to their peers. Students also have an opportunity to network with other graduate students and faculty members with similar research interests. Content session topics included vicarious trauma, biofeedback, prescription drug abuse, self-injury and working with military children. The poster presentations highlighted research on increasing father's involvement in family therapy, African-American students in higher education and health in pregnant teens. Graduate students were clearly knowledgeable, prepared and excited to present at the conference. Many graduate students gained confidence presenting their research and plan to submit proposals at state and national conferences in the future.

- Report by co-chair Becky Michel

ACA BUSINESS MEETINGS AND LUNCH

The SACES business meeting will be held on Friday, March 25th from 8-9am

The ACES business luncheon will be held on Saturday, March 26th from 12-2pm. In order to attend, you will need to purchase a ticket. You can purchase your ticket through ACA. Visit the ACA website at www.counseling.org for more information. If you are planning to attend but have not purchased your ticket, please email Deryl Bailey, ACES president, at dfbailey@uga.edu for planning purposes.



SACES & ACES AWARD WINNERS

Research and Practice Grants:

Sejal Mehta
University of North Carolina-
Greensboro

Laura Boyd Farmer
Virginia Tech

Robyn Lowery
University of North Carolina -
Greensboro

John F. Kennedy
Regent University

Veronica Motley
Argosy University

Kathryn Henderson
University of Texas –San Antonio

SACES Awards

Doctoral Student

Stephen Lenz
Texas A&M Corpus Christi

Pre-Tenured Counselor Educator

Anneliese Singh
University of Georgia

Tenured Counselor Educator

Tony Cawthon
Clemson University

Outstanding Supervisor

Victoria Foster
College of William and Mary

State ACES Organization Award

Texas Association of Counselor
Educators and Supervisors – TACES

Outstanding Program Award

Southeastern Louisiana University

President's Special Merit Award

Don Locke and Pam Paisley

Service Recognition

Kelly Wester

ACES Awards

Outstanding Dissertation Award

Amanda Healey

Outstanding Counselor Education and Supervision Award

Sandy Magnuspm, Ken Norem,
Thomas Lonneman-Doroff, Paige
Bentley Greason and Craig Cashwell

Publication in Counselor Education and Supervision Award

Dennis Engels, Casey Barrio Minton,
and Dee C. Ray and Associates

Lifetime Achievement award

Patricia Henderson

Pictures from the 2010 Conference



“Homework” in Counseling: Increasing Client Follow-Through



By Suzan K. Thompson, Ph.D., LPC, Tamekia Bell, M.A., LaShauna Dean-Nganga, M.A., CSAC, NCC *Old Dominion University*

As students learn advanced counseling skills, including how to develop “homework” with their clients, many don’t recognize the need to assess clients’ level of readiness to accomplish goals. We developed a worksheet to assist with this process, based on the *Adaptive Counseling and Therapy Model* (ACT) by Howard, Nance and Myers (1986).

According to ACT, task readiness has three dimensions: **Willingness**, **Ability**, and **Confidence**. Our worksheet, titled “Self-Assessment for Goal Readiness Worksheet” begins with identifying overall counseling goals.

Our worksheet assists both counselor and client with first evaluating (on a scale from 0 to 5) a dimension, then includes space for exploring a low score on the dimension as well as a place to assist counselor and client with discussing how to increase the score.



Dimensions:

Willingness looks at the client’s willingness to engage in the work. Willingness is related to motivation, so the counselor and client would explore how a client would become motivated (if they aren’t already) to complete the goal.

Ability assists the counselor and client with assessing the client’s ability to reach their goal. The two would analyze the level of competence or skill the client believes they have for realizing their goal. The worksheet helps them think of ways to break a larger task into smaller, more manageable steps.

Confidence involves determining the client’s level of confidence in their skills toward goal-completion. A low self-evaluation leads the counselor to explore the role of self-criticism that would hold an individual back from accomplishing their goal.

We hope that counselors will be inspired to view goal setting as a collaborative process, enriching counseling sessions and the client’s investment in the process. If you would like a copy of the worksheet we created, please email Dr. Thompson at skthomps@odu.edu.

Reference: Howard, G.S., Nance, D.W. & Myers, P. (1986). Adaptive counseling and therapy: An integrative, eclectic model. *The Counseling Psychologist*, 14, 363-442.

WHERE’S THE METAPHOR: THE USE OF ALLEGORIES IN COUNSELOR EDUCATION

By Kathleen Jones-Trebatoski, PhD, LPC-S, NCC *Private Practitioner*

“The Soul never thinks without an image”- *Aristotle*

Often times when we enter into the world of counseling, we feel the need to act seriously, sometimes resulting in a suppression of our complicated way of being. We often utilized the rational or conscious parts of our minds. However, the unconscious may have some valuable insight into our work with clients, students, or supervisees. By tapping into our creative self and our internal resources, we may be better able to build connections.

Counseling is a creative process that focuses on helping the client or student produce appropriate choices and changes. By the very nature of utilizing the creative processes, it fosters different ways of experiencing the world. When used in a clinical or supervisory setting, the counselor and the student

gain unique perspectives on their issues and possible solutions (Gladding, 2005; Sullivan, Hsieh, Guerra, Lumadue, & Lebron-Stricker, 2007).

Therefore the creative processes serve as both a catalyst and conduit for understanding oneself in the present. The student or client may give form to their thoughts, behaviors, and feelings and become more empowered. A central feature of creativity is divergent thinking, which is a broad, flexible, and an exploration of one’s world (Gladding, 2005).



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Therefore the creative processes serve as both a catalyst and conduit for understanding oneself in the present. The student or client may give form to their thoughts, behaviors, and feelings and become more empowered. A central feature of creativity is divergent thinking, which is a broad, flexible, and an exploration of one's world (Gladding, 2005).

Utilizing a creative process can help explore multicultural issues in a safe and secure format. Creativity is a world wide phenomenon that knows no bounds in regard to ethnicity, culture, gender, age, physical or mental disabilities. It is necessary for the counselor educator to become familiar with the art history and folk art of a particular cultural group (Gladding, 2005; Rubin, 2004). A creative process lends itself to a Client Centered Therapy, by meeting the Core Conditions, such as providing warmth, caring, and genuine interest. There is unconditional acceptance, an atmosphere of safety, the opportunity to reflect the person's feelings, along with the respect of the person's ability to solve problems (Thompson, C.L., & Rudolph, L., 1996).

Creative approaches are being researched in training counselors and counselor educators. It is used in providing structured problem-solving and self-reflective activities in the counseling and supervision arenas. Creative approaches can be utilized to ensure comprehensive attention to areas for professional development. This will meet a need to attend to crisis preparation per CACREP Standards (Milton, C. & Pease-Carter, C., 2011). Programs and core courses can utilize metaphors into discussions regarding the content and process of crises preparation to increase self-awareness and self-care (Warren, J., Morgan, M., Morris, L.B., & Morris, T.M., 2010).

Counselors can facilitate self-awareness in counselors-in-training through the use of allegories (Davis, 2008; Kim, 2010). One such metaphor is the Story of the Monkey and the Fish (Alvarado & Cavazos, 2007).

Once upon a time there was a monkey that lived in a lush jungle by a wide flowing river. One day while, swinging from tree to tree, he noticed a fish watching him. They soon struck up a wonderful friendship and would meet daily to discuss their issues and provide entertainment for each other. Then came the monsoons, the tranquil river became a swollen raging current, with the winds ripping at the tree limbs. As the monkey was struggling to hold onto the tree branch, he looked down and saw Fish swimming vigorously up river. Monkey thought, "Oh, no! My friend is in trouble! I must save him!" So without a second thought, Monkey reached down and scooped up Fish from the river....with dire consequences. How would this allegory relate to a supervisee? Perhaps taking short cuts to save the client? Did the client need to be saved? Was the client already working on their problem-solving skills?

Creativity is seen as natural, playful and non threatening. It enables one to create a sense of order out of chaos. It is humanistic in approach, a means to be accepted and valued. Appeared to be effective in helping the student to identify a pressing issue, monitor the progress of finding strategies, implementing strategies of both the counselor and the client. It is flexible, empowering, and dynamic interaction (Alvarado & Cavazos, 2007; Sullivan, Hsieh, Guerra, Lumadue, & Lebron-Stricker, 2007).

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ACES Honors Two Social Advocates: Bemak and Chung

By Danica G. Hays, PhD, LPC, NCC
SACES President

In 2007, under the leadership of then SACES President Dr. Kathy Evans, the Executive Committee initiated the Courtland Lee Social Justice award to honor Dr. Lee and other counselor educators and supervisors engaged in social advocacy. Since its inception, the Executive Committee for each respective year reviewed nominations and determined recipients. Previous recipients include Drs. Courtland Lee (University of Maryland), Barbara Herlihy (University of New Orleans), and Brian Dew (Georgia State University). A donation is made by SACES to the charity of a recipient's choice.

For 2010 the SACES Social Advocacy Award belongs to two outstanding contributors: **Dr. Fred Bemak** and **Dr. Rita Chi-Ying Chung** of George Mason University.

Drs. Bemak and Chung are Professors in the College of Education and Human Development at George Mason University. Each has a distinct, rich history of social advocacy locally, nationally, and internationally. They have published extensively in the fields of cross-cultural and multicultural psychology and counseling, working with at-risk youth, and immigrant and refugee mental health and

psychosocial adjustment. They co-authored a book that will be published later this year entitled *Beyond Multicultural*

Counseling: Social Justice from a Multicultural Perspective as well as a text with Dr. Paul Pedersen entitled *Counseling Refugees: A Psychosocial Approach to Innovative Multicultural Interventions*. Drs. Bemak and Chung have authored numerous

journal articles and book chapters in these areas, approximately 150 collective works.

Dr. Bemak is Founder and Director of the Diversity Research and Action Center. The Center, established in 2005, focuses on issues of cultural diversity and provides research, training, consultation, and program evaluation with a wide range of national and international experts. Dr. Bemak has directed federal, state, and privately funded human services programs, and had done consultation, training, and research with culturally diverse populations and public and private human services organizations locally, nationally, and internationally (35 countries and counting).



As a part of DRAC, Dr. Bemak founded Counselors without Borders. Counselors without Borders is committed to providing culturally responsive humanitarian counseling in post-disaster emergency situations. Recent activities of Bemak and Chung involve work related to the California wildfires, Hurricanes Katrina and Rita, Cyclone Nargis in Burma, and Haiti earthquakes.

For the past few years Drs. Bemak and Chung have worked as consultants for Save the Children, UK, assisting with issues of child protection and trafficking in Burma (Myanmar).

Dr. Chung is also currently analyzing data collected on interethnic race relations with African American and Asian Americans and will be working on a larger study of inter-ethnic group relations with

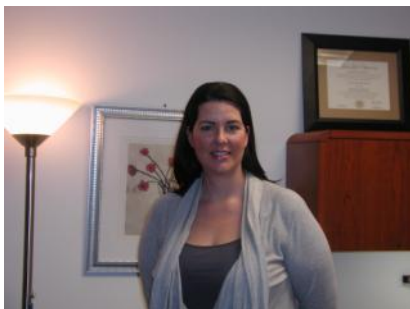


African Americans, Asian Americans, and Latino Americans. She has consulted throughout Asia, the South Pacific, and Latin America. Given her work on child trafficking Dr. Chung was invited to present at the United Nations in New York on cultural perspectives on children trafficking, human rights and social justice.

We congratulate Drs. Bemak and Chung for their worldwide social advocacy efforts!

Walking the Talk: Lessons for Modeling Transformational Learning

By Janee Both Gragg *University of Redlands*



There have been times in my life when what I claim to believe and assume is evident in my actions actually is incongruent. As I become conscious of the misalignment, I experience both vulnerability and humility. Developing such insight occurs within the context of reflection based on the following principle I embrace: Integrity necessitates continual reflection of one's actions. Although this can generate a sense of anxiety, it also provides the impetus for transformational change. As an assistant professor working in higher education, I want to model this reflective practice for students pursuing a career in counseling to promote transformational learning experiences.

Teaching future counselors requires more than peaking student's interest and enthusiasm. Counselor education must also be transformational. As a counselor educator, do you walk the talk? Chris Argyris and philosopher Donald Schön (1974) described this process as "theories-in-use", where beliefs align with behavior as opposed to "espoused theory" where language is used to convey to others what we want them to believe.

Transformational learning requires reflection on both what went wrong and the appropriate corrective action. For example, double loop learning, which is reflective in nature, considers past experiences and behaviors to address underlying assumptions promoting change to the status quo (Argyris & Schön, 1978).

The following is a description of a real case scenario. A colleague sent me an email and the content concerned me. I did not want to be impetuous and respond back impulsively. I wanted my response to be reasoned. Because of the tone of the email, I felt perplexed and inferred that the colleague was possibly upset with me. I, therefore, wanted to check-out my perception with my faculty mentor given I was in my second year of teaching. I met in his office, the door remained open. The colleague who sent me the email overheard me expressing my frustration.

Knowing my colleague overheard my conversation was devastating to me because I have great respect for this person. Before, during and after a series of heart-felt apologies, I recommitted to a process of self-reflection. I examined my frustration and realized I felt insecure perceiving the email as being overly critical. I explored my need to triangulate my mentor into consultation, my emotional reactivity and words of frustration. I sought ways to restore the relationship with my colleague.

As I engaged in a process of self-reflection, I thought about my own experiences of learning in graduate school. While earning my Masters, I was surrounded daily by professors who saw my potential as a counselor and challenged me to not only work hard and continue my educational journey but to learn more about myself, appreciate difference and grow. It was more than their commitment to the field and passion for the content that drew me in and changed me. They modeled genuineness, open mindedness, vulnerability, humility, and were open to critique, traits considered vital to the process of being reflective (Dewey, 1933; Schön, 1983) This transformational learning experience motivated me to become a counselor educator myself.

The value of the incident with my colleague is that I recommitted to weekly self-reflection out of

commitment to being a model for my students. As a counselor educator, I want to "walk the talk" of being a reflective practitioner (Donald Schön, 1987). I want future counselors to understand the importance of personal transparency. Engagement of transformative learning such that my students and I, like my mentors, walk the talk is crucial, sharing appropriate personal experiences of transformational learning that empowers personal and professional growth.

Transformational learning goes beyond basic knowledge and competency skills. It is a process of transforming self and world view resulting in greater openness and less defensiveness (Taylor 1998). Instead of simply creating processes for learning the content, I want to ensure that adult learning occurs in a context whereby each person is empowered to move beyond unexamined assumptions and misalignment of espoused belief and practice to identifying how they know what they know (Mezirow, 1994).

References

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Graduate Student Experiences in Leadership

By Stacey Gaenzle, GoEun Na & Roxanna Pebdani, Doctoral Students
University of Maryland

Importance of Leadership

As doctoral students in counselor education, we are expected, by the faculty around us, to do everything we can to become leaders in our field. Having mentors who have held leadership positions in local, state, national and international counseling organizations, shows us the value of becoming leaders in the profession. We also see leadership positions as a means to give back to the counseling profession, which is important not only to us as graduate students, but in our future careers as counselor educators.

Becoming a leader as a graduate student holds many benefits. We have the opportunity to develop our leadership skills, network with others in the field, contribute to the counseling profession, learn more about how organizations operate, and most importantly, practice leadership roles under the mentorship of experienced counselor educators.

In taking on these leadership positions, we have had the benefit of seeing ourselves grow, building our confidence as professionals, and having the opportunity to network with other graduate students and other prominent leaders in the field. This allows us the opportunity to maintain contact with professionals in the field and branch out beyond the university. We believe all of these benefits will help us in our future leadership roles and our careers as counselor educators.

The three of us are currently third year doctoral students in the Counselor Education program at the University of Maryland. We would like to share some of our leadership experiences with you:

GoEun

As an international student, it was not easy to think about taking leadership positions. However, with support from my faculty advisor and colleagues, I challenged myself to become a leader. I have served as Vice-President of our CSI chapter and closely worked with masters' and doctoral



students to organize conferences and events. Additionally, I have been selected as a CSI Fellow for 2011-2012. This opportunity will allow me to build relationships with other graduate students and leaders in this field, develop my leadership skills and gain confidence as a future counselor educator. Based on my technological skills, I also have been appointed as Webmaster for the Maryland Association for Counseling Development. These leadership experiences are valuable and exciting experiences that will help me to grow as a professional in the field.

Roxanna

When I joined CSI as a Master's student, I had no idea what kind of leadership opportunities it would afford me. In the second year of my Master's degree, I served as the social chair for our chapter, allowing me to see first hand how the executive committee worked while giving me an opportunity to be more involved in the organization. During my PhD, I served as president of our CSI chapter. This allowed me the opportunity to work with master's students, help organize conferences, and work closely with our faculty advisor, which will help me as a future Counselor Educator.

Stacey

Leadership is a critical piece of development towards becoming a counselor educator. As such, I sought out positions of leadership early on in my program. During my second year, I was nominated as the president of the Alpha Delta Chapter of CSI at UMD. I found this position to be a challenging, but an enjoyable learning experience and one

that helped me to grow as a leader. This year, I have joined the board of the Maryland Association for Counseling and Development (MACD). As Program Coordinator of MACD, I have gained a wealth of experience in coordinating programs and learning the challenges of running a large organization. I have learned that being a leader has many rewards, but takes hard work to achieve success.

How to get involved

As graduate students, we often look up to the leaders in the field, but are unsure of how to get there ourselves. The following are some suggestions from us on how to get leadership positions at your school:

- Talk to faculty
- Research what's available at the university, local, state and national level
- Join organizations related to the counseling profession
- Apply for positions available
- Talk to leaders in those organizations
- Put yourself out there and don't be intimidated

Becoming a leader in the field of counseling is often a daunting process. It begins by getting to know people in the field and locating opportunities based on your interests. Leadership experiences during graduate programs are invaluable and important to the growth of counselor educators, and hopefully using our suggestions on how to get involved, you will have the opportunity to become a leader in your program and in our field!

2011

SACES**AWARDS NOMINATIONS**

The SACES Awards Committee is seeking nominations for four areas of service. Awards will be presented at the SACES during the 2011 ACES conference in Nashville.

AWARDS & CRITERIA

Individual Achievement: Individuals nominated for this award should demonstrate consistent service to the counseling profession through publications (scholarly works), leadership and administration (service). Evaluation will be based on: an on-going research agenda for the first two categories; demonstration of direct social justice advocacy efforts for the third category; involvement in scholarship in addition to the dissertation, and enrollment as a doctoral student as of the deadline date, for the fifth category.

Five categories:

1. Pre-tenure counselor educators
2. Tenured counselor educators
3. Courtland Lee Social Justice Award
4. Graduate Student - Master's Level
5. Graduate Student - Doctoral Level

Outstanding Program Supervisor: Individuals nominated for this award should demonstrate efforts towards extending and strengthening counseling services to recipients, developing standards for service delivery systems, improving the quality of services delivered, developing and implementing in-service programs which improve counselor skills and knowledge, developing and implementing assessment and evaluation of counselor competence and program implementation.

Outstanding Counselor Education Program: Programs nominated for this award should demonstrate outstanding pre-service and in-service training in areas such as: counseling and technology, career development, counseling supervision, practicum and internship, evaluation and training methods, and counseling exceptional populations. Two categories: 1. Master's Counselor Education Programs
2. Doctoral and Master's Counselor Education Programs

Outstanding State ACES Award: States nominated for this award should demonstrate consistent membership or a substantial percentage increase in membership within the last year, and evidence of service to members (i.e. newsletters, conferences, workshops).

NOMINATIONS: ALL NOMINATIONS & SUPPORTING MATERIALS MUST BE RECEIVED BY AUGUST 16, 2011

- For Individual Achievement Awards: Submit electronically the nominee's vita along with a letter of nomination highlighting the nominee's achievements.
- For Supervisor Award: Submit electronically a nomination letter detailing nominee's efforts in each of the five areas
- For Program Award: Submit 4 hard copies of your program catalog, brochure, or any other supporting documents along with a letter of nomination (no electronic submissions)
- For State Award: Submit 4 hard copies of membership documentation for the last two years, and 4 copies of your newsletter, program flyers/agendas, or any other materials as evidence of service to members, along with a letter of nomination (no electronic submissions) **Questions? Please contact me at: nanboden@vt.edu or (540) 231-9704**

Send letters of nomination & supporting documentation to:

Dr. Nancy Bodenhorn: SACES Awards Committee
312 East Eggleston Hall (0302), Virginia Tech
Blacksburg, VA 24061-0302

For nominations that can be submitted electronically, submit to: nanboden@vt.edu

BEING ROLE MODELS FOR FUTURE ROLE MODELS

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As supervisors, we may not take time to reflect on how our own experience in supervision shaped us as supervisors. If we were to take the time to think back to our own experiences in supervision, would we be able to recognize aspects of our work with supervisees that are influenced by what our previous supervisors demonstrated? Without consciously thinking about it, we have likely internalized different skills and behaviors that our supervisors modeled for us, including multicultural competence and knowledge of skills and behaviors associated with multicultural supervision. It is important to focus on how what we are doing in supervision now can influence our supervisees' development as future supervisors.

For many supervisors, the only supervision training they receive is through the observation of their own supervisor. The Council for Accreditation of Counseling and Related Educational Programs ([CACREP]; 2009) indicates that counseling students should have exposure to "counseling supervision models, practices, and process." How this orientation to supervision occurs and to what depth is at the discretion of the department. Beyond academia, counselors who are selected to become supervisors are often selected based on their counseling skills and not based on their knowledge of supervision. The assumption frequently being that a good counselor will make a good supervisor (Worthington, 2006). This may not be the best method for selecting supervisors as counselors who have been in the field for years indicate uncertainty around being supervisors (Nelson, Oliver, & Capps, 2006). This uncertainty may come from a lack of formal training in supervision (Bernard, 1992), which could be compounded by the modeling of previous supervisors who also lacked formal supervision training (Ladany, Lehrman-Waterman, Molinaro, & Wolgast, 1999).

With the expectation that supervisees may not receive future training in supervision, it is exceedingly important for supervisors to practice multicultural supervision. Supervisees' multicultural competence is related to supervisors' multicultural competence (Constantine, 2001a), which supervisors help develop by being willing to address multicultural issues in supervision (Hird, Tao, & Gloria, 2004). In addition to improving supervisees' multicultural competence, practicing multicultural supervision decreases microaggression (Constantine & Sue, 2007; Murphy-Shigematsu, 2010) and power differentials (Hernández, Taylor, & McDowell, 2009; Hird, Cavalieri, Dulko, Felice, & Ho, 2001; McRae & Johnson, 1991; Nelson, Gizara, Hope, Phelps, Steward, & Weitzman, 2006) creating safety in the supervision relationship where supervisees have the opportunity to gain a sense of their cultural selves and gain confidence in their own multicultural competence (Gatmon et al., 2001). When supervisees gain confidence in their multicultural competence, it helps prepare them to address these issues as future supervisors. Failure to develop a level of comfort with the culture self can cause supervisees, in their future roles as supervisors, to suppress or avoid cultural discussions (Burkard et al., 2006).

Developing ourselves as supervisors is a process of self-betterment and an investment in the future of the profession. Workshops and courses on supervision and diversity issues are good starting points, serving to increase awareness of attitudes towards diversity and knowledge of diversity issues (Constantine, 2001b; Pope-Davis, Reynolds Dings, & Ottavi, 1994). Supervisors should also engage with diverse clients and supervisees to increase skills in working with diversity issues (Ottavi, Pope-Davis, & Dings, 1994). Supervisors' multicultural competence and



skills as multicultural supervisors will serve as models for the future of the profession, making it imperative that supervisors continue to develop themselves throughout their duration as supervisors.

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Getting Technical about Self-Care

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Although technology is *supposed* to make our work and communication more efficient and convenient, saving us time, energy, and headaches, it can in fact have the opposite effect. As counselors and educators, it is likely that many of you are devoting at least one hour per day or more simply responding to emails before you ever get started making a dent in your own work load. So much for efficiency! It would seem as if too much technological convenience actually does not improve our likelihood of meeting productivity goals.

It is easy to feel that technological communication through mediums such as email, texting, and social networking are now more in control of your day than you may like. Just as it is important to establish personal and professional boundaries in our relationships, it is equally important to set limits on your relationship *with* technology and your responsiveness *to* technology. By doing so, you can

implement a basic, relatively costless self-care strategy that may have great impact on your mood, productivity, and work satisfaction.

Before we decide to hit the power button once and for all, consider that technology also brings us resources that can actually be utilized quite easily to encourage and implement our self-care behaviors, if you know where to look. For example:

Twitter: consider self-care or spiritual or revitalizing daily affirmations sent to your phone.

Podcasts: Search *iTunes* for FREE self-care activities and information: learn a language, listen to a stimulating lecture, practice yoga or tai-chi, download meditations, affirmations, and guided imagery. Google Calendar. An excellent FREE tool for planning and reminders. Each month, plan your self-care activities and block off any extra time for travel if needed. You can share calendars with family, friends or peers to set up get-togethers and encourage support with your time management efforts.

Audibles.com has thousands of digital audio books including novels, poetry, and publications on a variety of interests. Play during your drive time for a literary escape.

Utilize the web for FREE relaxation and other self-care resources:

- innerhealthstudio.com
- freerelaxationexercises.com

- www.loyola.edu/campuslife/healthservices/counselingcenter/relaxation

Involve friends and family by making self-care goodies and services a part of your online gift/wish lists. Think Amazon.com or Groupon.com deals. Set goals and track self-care behaviors in a quick and easy way:

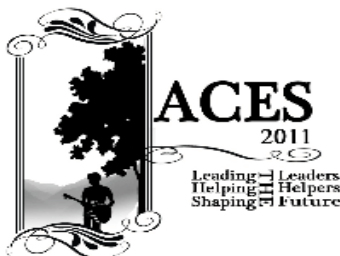
- achieve-goal-setting-success.com
- effective-time-management-strategies.com

PLAY. HAVE FUN. GO OUTSIDE.

(Play time during the day is best spent outdoors):

1. Consider purchasing a game console like the Wii or PSP.
2. Play indoor games with friends and family after dark or in poor weather.
3. Group-games.com: for fun games to play inside and outside.

Consider that this is only a short list of options to develop or enhance self-care practices. Technology is supposed to be helpful. When the convenience of technology begins to interfere with the very purpose of using it, we can choose to revoke the 24/7 unlimited access package and re-negotiate our relationship with technology in ways that better contribute to self-care and wellness with laser-like precision.



The 2011 ACES Convention will be held October 26 – 30, 2011 at the Gaylord Resort and Convention Center in Nashville, TN.

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The Southern Association for Counselor Education and Supervision (SACES) is the southern region of the Association for Counselor Education and Supervision (ACES). ACES is a division of the American Counseling Association (ACA). ACES consists of five regions, with SACES being the largest region. Other regions include North Atlantic, North Central, Rocky Mountain and Western.

The purpose of SACES shall be to strengthen counselor education and supervision. SACES will serve to advance knowledge in the academic fields of the behavioral sciences, and assist in improving competency both for members and for those counselors with whom the members are working or will work.

Message from the SACES Newsletter Editors

Are you trying to find a way to get more involved in SACES? What about mentoring a student by helping them to get published? Think about submitting an article for the SACES newsletter. We would love your involvement!

Here are some simple tips to help you create an article for our newsletter:

1. It needs to be focused on topics related to counselor education and supervision or an editorial.
2. You can share information about endorsed SACES, state ACES and ACA activities.
3. If you are a student, have one of your faculty members review your work prior to submitting.
4. Take a look at previous editions of the newsletter located at the SACES website to get a feel for the writing style.
5. Keep it at around 500 words.
6. Attach a picture of you.

Thank you for supporting the SACES newsletter.

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