SOUTHERN ASSOCIATION OF COUNSELOR EDUCATION AND SUPERVISION

DR. MELANIE IARUSSI
2016-2017

FROM THE PRESIDENT

Dear SACES Members,

As Spring is a time of growth and change, I hope you find an opportunity to check in with yourselves and take time to reflect, be mindful, and seek opportunities for your own growth and positive changes. This year seems to have passed at lightning speed, and I have been humbled to serve as your president. In the fall, the SACES community grew significantly by gaining new members, financially restructuring with ACES, and having record-breaking attendance at the SACES 2016 Conference.

Since my last report, the Executive Committee (EC) met for two days in January for strategic planning, and in her President-Elect report in this issue, Dr. Casey Barrio Minton provides the outcomes of this meeting including the SACES vision, mission, and goals. We were deliberate in the strategic planning process, and we are excited to present these outcomes to SACES membership and to move forward. Since the meeting, the SACES membership survey was distributed, and we will use this data to inform decisions about member services and programs. We value your input and feedback, so please let us know what is important to you as a SACES member.

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President's message continued

This spring, we were successful in filling the SACES Graduate Student Representative position. I would like to congratulate Missy Butts from the University of North Carolina at Charlotte who has accepted the position of SACES Graduate Student Representative for the 2017-2018 year. In addition, Joshua Castleberry from Georgia State University was nominated by SACES to serve as the ACES Graduate Student Representative, and at the ACA Conference, the ACES Governing Council selected Joshua to serve in this role. Congratulations Missy and Joshua!

As always, we encourage SACES members of all levels, types, and interests to get involved, so please consider joining an interest network or committee, and please look for calls later in the year to fill open leadership positions. As I face the end of my term as SACES President, I want to especially thank Drs. Casey Barrio Minton, Shawn Spurgeon, Cheryl Wolf, and Caroline Perjessy for their efforts and contributions as members of the EC, as well as Dr. Natoya Haskins, SACES President-Elect-Elect, who joined us for strategic planning. I have been so fortunate to work with an amazing team. And thank you to all SACES members, committee and interest network chairs and members, and conference volunteers for your contributions to SACES this year that promote SACES as a vibrant, diverse community. I am extremely grateful for the past year, and I look forward to the future of SACES!
All the Best,

Melanie Iarussi, Ph.D.

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Vision, Missing, & Strategic Plan

By Casey A. Barrio Minton

Casey A. Barrio Minton
SACES Elect-President
2017- 2018

This is an exciting time for SACES! We had a record-breaking conference, and regional unification with ACES means our membership is stronger than ever. These changes will bring important opportunities, considerations, and some new challenges moving forward. Your leadership team recently gathered in Atlanta to conduct a strategic planning session. Our planning included discussion of SACES purpose, development of concise vision and mission statement, and articulation of core goals.

During our session, we examined our current activities, identified alignment with vision and mission, found some gaps, and generated possibilities for future growth. Moving forward, we will be strengthening the ways in which we communicate with committees and interest networks to ensure smooth operations and paths of entry into SACES leadership.

We further developed the SACES Graduate Student Representative position to include non-voting participation within the Executive Council and a link to the Graduate Student Committee. Finally, we identified opportunities to more clearly align with that we believe is uniquely SACES; we used the spring membership survey to assess your interest in the possible initiatives. We hope you find your voice and values reflected in the vision, mission, and goals. We welcome your comments and suggestions anytime.

Vision

SACES cultivates an inclusive community of counselor educators and supervisors who develop leaders and counselors committed to professional advocacy and dedicated to client equity and well-being

Mission

The mission is to empower and support diverse counselor educators and supervisors in scholarship, advocacy, community, education, and supervision.

Goals

Our goals support the development of counselor educators and supervisors in order to promote:

1. **S**cholarship - encourage, support, and recognize a diverse range of scholarship and research
2. **A**dvocacy - advocate for the profession and inspire a commitment to social justice
3. **C**ommunity - promote connection, leadership, and service within the profession
4. **E**ducation - foster best practices in teaching and professional development
5. **S**upervision - advance the theory and practice of counselor supervision

Five Suggestions to Incorporate Technology for a more Learner-Centered Classroom

By Karen Raymond

Incorporating technology into the classroom experience is more than just using Power Points or showing YouTube videos related to content material. Technology is a tool which can be leveraged to enhance adult learning and engage many of the millennial students who are skilled users well versed in finding information online (Carter, 2009). More recently, there has been a development of the direct computer-based instruction with the multitude of online courses currently available which have been aiding in blending technology into the teaching environment (Jacobs, 2013).

Many are already familiar with the term "flipped classroom", but educators are often not familiar with ways to make that shift in the counselor education classroom. Flipped classrooms are defined as ones where students are provided with the learning instructive content outside of the class (Chen & Chuang, 2016). That allows for class time activities, discussions, and other experiences to help solidify what was learned. By creating environments of cooperative learning and employing learner-centered models of instruction, students can assist in strengthening individual learning by leveraging their peer's knowledge and understanding of the same material (Chen & Chuang, 2016; Moate & Cox, 2015). One drawback to moving towards a learner-centered model or flipped classroom is the time required of the instructor prior to class. There is more time spent in planning and implementation of creatively designed course material which will engage the learner (Jacobs, 2013). However, by increasing some of the core course material which is learner-centered, a more titrated approach can be helpful.

The following five suggestions may be helpful to work towards a more flipped classroom or learner-centered approach:

1. **Utilize material currently available.** There is some reliable content material already available on the internet. Search on YouTube or open-access sites such as Kahn Academy. Taking the time to explore and view some of the current information already creatively prepared by other higher learning institutions or even some students can be great resources to enhance some reading materials. Finding relevant and reliable information does not always mean that you must create it.

Karen Raymond
Doctoral Student
Virginia Tech

2. **Create problem-based learning and case studies relevant to current times**.
Using a case study is an effective method for students to utilize the theories and techniques they are learning in the classroom in applicable way (Carnegie Mellon University, 2016). Create a case study on a character in a contemporary television show or utilize a situation from the news, or even a fictional situation from a movie, to study as a problem-based learning method. For example, recent ethics cases from the board of counseling are used in some courses as case studies and problem based learning, providing excellent topics of discussion regarding ethical dilemmas and actual situations counselors have experienced.

   By using contemporary and relevant studies, students can engage in exploring methods to learn more about the case by discussion, familiarity with the problem or case, and abilities to employ on-line materials for further reference. Creatively applying these techniques can help to further draw upon including technology and learning that occurs outside of the classroom.

3. **Give students choices on learning material.** Selecting several relevant journal articles, book excerpts, and other reliable material on a specific topic, which are then supplied to the students as resources for them to choose to review on their own and prepare for class can be a way to allow for depth and richness to class discussions. Because the material is connected and students get to choose which items are more interesting to them or salient to their areas of study, the diversity of content and discussion can grow.

4. **Get students blogging.** Most counseling students are familiar with being asked to journal. Try switching up some of the journaling to some online blogging. Having students create blogs of their own relating to specific topics or prompts can allow them to share their thoughts, link in various materials, and create artifacts to draw upon during class meetings (Carter, 2009). Students can read each other's content and comment, continuing the discussions beyond class time.

5. **Have students teach back material.** Taking a constructivist approach and have small teams of students to find information, learn information, and share with the rest of the group can be helpful in the students having active roles in the learning (Carter, 2009). When students are given the task to learn information and have the responsibility to share by teaching back to the class it allows for possible creative and unique methods to present material. Get them involved in their own learning process.

When educators become creative with their methods to engage and instruct students, the students can become engaged with the course materials and strives to make them more self-directed learners. Making these small shifts can go a long way towards creating a student-centered learning environment.

SACES Technology Interest Network

The SACES Technology Interest Network mission is to educate and provide valuable technology related resources that counselor educators, mental health practitioners, and counselors-in-training can utilize in academia and mental health, and to promote counselors' competency in relation to technology. In addition, it provides an engaging learning/social environment forum that members are encouraged to utilize to interact with other members as it relates to technology topics that are being posted on a weekly basis on SACES website.

For more information and to subscribe to the *Technology in Counseling* forum, please visit the SACES website at: http://www.saces.org/technology . If you have any questions or comments you can contact Panagiotis Markopoulos, SACES Technology Interest Network chair at pmarkopo@gmail.com .

SACES Service Learning Interest Network

Are you interested in fostering community engagement in your program and your students? Do you value the practical application of course content to real-life experiences in the community? If so, please join the SACES Service Learning Interest Network! The Interest Network provides an avenue for connection and collaboration for members interested in engaging in service learning in counselor education. Service learning has the potential to contribute needed services in the local community while providing graduate students with valuable experiences fostering their growth and development. Please contact the Interest Network Chair, Kathryn Henderson, at klhenderson7@gmail.com to join.

An Interview with Dr. Thelma Duffey

By Brittany McNear, Western Kentucky University

1. The counseling profession has made substantial progress during the time you have been a member of the profession. In your opinion, what are the three major accomplishments of the profession?

Certainly, the counseling profession has made incredible gains while I've been a member of our great profession. The accomplishments are too many to mention. However, the ones that stand out most for me include counselor licensure in every state. The wonderful work of the 20/20: A Vision for the Future of Counseling, where we came to consensus on important issues, such as the definition of counseling, identifying LPC as the preferred licensure title for counselors, and scope of practice. I'd also include two important decisions made by the ACA Governing Council last year during my year as ACA President. These were in response to a professional advocacy initiative and included recognizing CACREP as the accrediting body for counselors and creating and implementing an aspirational ACA Licensure Portability Model.

2. What do you consider to be your major contribution to the development of the counseling profession and why?

I'd consider spearheading the Association for Creativity in Counseling (ACC) as a division of the American Counseling Association and creating the Journal of Creativity in Mental Health (JCMH) as its flagship journal to be contributions I am delighted to have initiated. From my perspective, I see creativity as central to the way we work with clients, form relationships, educate and supervise students, negotiate challenges, conduct research, and lead our profession. Therefore, having a home base like ACC and JCMH where we can research, write, and create a better understanding of how creativity is developed and the ways it enriches our work is exciting. And from a leadership perspective, strategic vision, collaborative action, and resourcefulness all require creative problem solving, so it is great to have ACC and JCMH as professional forums where we can continue our discussions and explorations of creativity, and continue to create new ways of using our creativity to move our profession forward.

3. What three challenges to the counseling profession as it exists today concern you most?

Thelma Duffy, ACA Past-President (2015 –16)

I'd say that the continuing need to standardize professional training across states, counselor parity, and licensure portability are three important needs that require our continued focus.

4. What needs to change in the counseling profession for these three concerns to be successfully resolved?

I believe we need to continue to work with the unique needs of each state to help universities seeking CACREP accreditation accomplish their goals, which will help tremendously in standardizing counselor training. Not all regions have the same opportunities to build their programs in these ways, and it will take concerted and collaborative efforts of many sectors to support our programs and their constituencies nationally. I believe that collaborative and creative problem solving, supportive financial resources, increased education, and perhaps using technology resourcefully can all help us reach these important goals.

I also believe that envisioning our future with these goals in mind and taking active steps to get there can help us tackle other formidable challenges like licensure portability.

The ACA Governing Council passed the ACA Licensure Portability model last year, and I believe it has the real potential to create important opportunities for all independently licensed counselors. I am hopeful that while we focus our energies on standardizing training across states, we can also work towards dismantling the burdens and roadblocks that counselors now face when they move from state to state and that we look at this issue through a "big picture" and longitudinal lens. Finally, I also believe that as we continue to move the profession forward in these ways, educate the public and legislators on who counselors are and what we do, these efforts will increase opportunities for increased parity for counselors, and professional counseling will enjoy an even greater public presence and understanding across mental health professions.

5. What initiatives have you promoted?

I've invested considerable energy into promoting creativity in counseling (CIC) as a division, journal, and more recently, as a counseling model. In this respect, CIC is based on the idea that our creativity and the quality of our relationships are tremendous indicators of change. This has been very exciting to develop, and I am grateful to my colleagues at home and throughout the country who have partnered in moving CIC forward. As ACA President, I also promoted two national initiatives: professional advocacy and a social action initiative against bullying and interpersonal violence, including the ACA Impact Project. These initiatives have been exceedingly meaningful, and I am grateful for the opportunity to do this wonderful work with friends and colleagues who make it all possible.

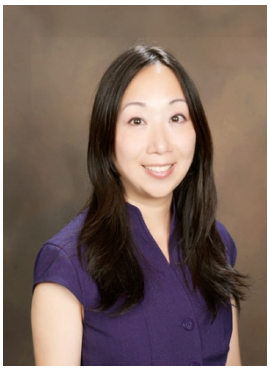
Equip Counseling Students' Competence through ACA Code of Ethics

By Ya-Wen Liang, Karen Furgerson, and Kristopher Garza, Texas A&M University, Kingville

As counselor educators, we aim to help students comprehend the purpose, principles, and implications of the ACA Code of Ethics in their initial semester of the program to enhance their professional identity and promote the autonomy of student clinicians and clients' beneficence. Students are amazed that through a comprehensive review of the Code of Ethics, not only do they acknowledge and appreciate the ethical principles in counseling, but also build their professional identity and commitment to beneficence, client's ultimate welfare. Because of innovative technology and update of the 2014 ACA Code of Ethics, counselor educators are encouraged to address issues of distance counseling, technology, and social media to students ensuring confidentiality in counseling. With the guidance of autonomy, nonmaleficence, and beneficence, counselors in training develop competence to make ethical decisions towards dual relationships. With justice, fidelity, and veracity, counselors in training practice advance technology and ethical guidelines assisting career counseling and assessments services. Counselors in training are reminded to respect privacy and confidentiality using technology, distance counseling, and social media.

Counselors in training might not recognize that the Codes of Ethics are living and evolving documents that change over time, and therefore are inherently reactive in nature and consequently limited. Some standards might lack clarity in diverse populations and cultures (Forester-Miller & Davis, 1996.) What might happen when counselors in training confront dilemmas? In such cases, the moral principles upon which ethical standards are based become the best tool in resolving dilemmas. By applying the principles of autonomy, beneficence, nonmaleficence, justice, fidelity, and veracity included in the 2014 ACA Code of ethics (p.3), counselors in training establish a foundation upon which they can evaluate situations that might be troublesome.

Counselor educators and supervisors can prepare counselors in training to manage these situations by identifying a framework evaluating conflicts and providing scenarios resolving dilemmas when ethical standards alone are insufficient. Counselors in training should practice identifying appropriate principles applying to the situations, reviewing relevant literature, consulting with experienced professionals, and proposing possible plans of action. All potential consequences should be considered and evaluated before a plan is selected. They should consider whether the selected plan might contribute to further ethical issues and is consistent with moral principles prior to implementing.



Ya-Wen Liang
Assistant Professor

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Kristopher Garza
Assistant Professor

Understanding the role of counselors and how to provide appropriate services to clients could be challenging for counselors in training. They strive to define their own professional identity. ACA Code of Ethics is an excellent resource that can be used with this endeavor. Using the Code of Ethics, counselors in training can increase their self-awareness, recognize personal values, and enhance professional identity (Herlihy & Corey, 2015). This process will steer their learning on professional responsibilities and the counselor-client relationship. The counseling field covers a variety of facets of client concerns; therefore, counselors in training might lack confidence in counseling clients. Counselor educators are encouraged to use ethics, practicum, and internship courses to help students identify their responsibilities when ethical dilemmas occur. It is important for counselor in training being thoroughly acquainted with the Code of Ethics.

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SACES Social Media Weblinks Information

SACES Facebook (for professionals):

https://www.facebook.com/SACES2/

SACES Graduate Students (for students):

https://www.facebook.com/groups/SACESgrad/

SACES Twitter: https://twitter.com/SACES2

SACES Linkedin Group: https://www.linkedin.com/groups/4544312

SACES YouTube: https://www.youtube.com/channel/UCuNs-vzD1GQZhVAAFaFXjKw

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Registration for the 2017 ACES Conference is now open.

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Considerations for Distance Counseling Clinical Supervision

By Jonathan R. Ricks and Ki Byung Chae, University of North Carolina, Pembroke

Supervision has been found to be a critical element in the training and development of professional counselors (Bernard & Goodyear, 2014). Supervision consistently promotes counselors' growth and development so that they satisfy the standards of the profession and ensure therapeutic effectiveness (Barrett & Barber, 2005; Bernard & Goodyear, 2014). Many counselor education programs and clinical supervisors have begun to implement distance supervision to counselors in training.

Jonathan Ricks
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Various Types of Distance Supervision

The use of technology based supervision is becoming more widespread (Vaccaro & Lambie, 2007). Some of the technologies that are used for supervision are telephone, e-mail, chat-based, videoconferencing, digital videos or audio recording, and avatar use. Using an online platform can make it possible to offer many of the technology options from a single source. Deane, Gansalvez, Blackman, Safftoti, and Andresen (2015) argued that online supervision can lower the cost for supervisees (e.g., travel cost), provide supervision opportunities in rural areas, provide greater cost effectiveness for educational institutions, and increase diversity of counselor trainees based on accessibility. Supervision may be synchronous, or include live activities where the supervisor and supervisee meet via teleconference, phone, or chat. Asynchronous supervision includes activities when the supervisor and supervisee are completing training tasks at different times and may include written reflections and submission of recorded counseling sessions for later feedback. Many state licensure boards require supervision to be live and interactive.

Considerations for Distance Supervision

With the popularity of technology assisted distance supervision, it is important for clinical supervisors to consider potential obstacles to ensure the best learning experiences for counselors.

Confidentiality. A critical element in counseling and clinical supervision is confidentiality of client and student information. As supervision moves out of the classroom or office walls, it is more of a challenge to guarantee confidentiality. Confidentiality becomes especially important in sharing counseling session video or audio recordings and in case conceptualizations (Byrne & Hartley, 2010). Since the use of the Internet adds extra risks of breaching confidentiality, supervisors should utilize technology that is HIPAA compliant. These encrypted programs will make information more difficult to be intercepted by others. Supervisors must also ensure submitted content is deleted from the online system after discussion in supervision.

Traditional measures of ensuring confidentiality such as using pseudonyms for clients and obtaining permission to record and ydiscuss sessions should still be implemented in distance supervision. One final measure to consider is ensuring the supervisor and supervisee participate in online supervision from an empty room to prevent others from hearing/seeing shared content.

Nonverbal and verbal cues. Asynchronous distance supervision is not live communication and therefore the supervisor will miss the body language that the supervisee may display. Distance supervision practices that are synchronous in nature must include live video for participants to notice verbal and nonverbal cues (Vaccaro & Lambee, 2007). Videoconferencing software programs that utilize encryption are readily available on most college campuses through the learning management system. Supervisors should contact their information technology or instructional technology departments to learn more about the programs available. Downloadable software is also readily available for other counseling supervisors.

Client and student safety. As with face-to-face clinical supervision, procedures to ensure client and student safety should be considered before the supervision experience commences. Supervisors should establish procedures for students to implement when immediate contact is needed. Contact information for supervisees should be collected at the beginning of the supervision relationship to include emergency contact for use in the case of concern for supervisee safety. The supervisor should establish a collaborative relationship with students' site supervisors to enlist support in the event of concerns for client safety.

Supervisory relationship. Using technology to conduct distance supervision effects the important relationship between the supervisee and supervisor as well as the relationship between supervisees in group training programs. While establishing a positive rapport with distance supervision may be challenging, it is possible to accomplish (Chapman, Baker, Nassar-McMillan, & Gerler, 2011). Through intentionality and using counseling skills, supervisors can develop an empathetic relationship through distance supervision.

As more counselor education programs add distance learning field experiences, it is likely that additional standards will become available for supervisors in this relatively new arena. Distance supervision takes additional planning and preparation, but can offer quality professional development for counselors in training.

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Social Justice, Research, and Counselor Education

By Jodi D. Vermaas

In the unifying principles of the *Universal Declaration of Human Rights* (UDHR; 1948), social justice leaders delineated the values of human dignity through standards of freedom, equality, and political, economic, health, cultural, and community vivacity. In the value-laden profession of counseling, awareness and concern for these social change issues remain primary ethical mandates (American Counseling Association, 2014). With unique skills for intervention at the micro (e.g., individual), meta-micro (e.g., family), macro (e.g., school counseling), and meta-micro (e.g., political advocacy) levels, professional counselors remain a pivotal part of the social justice community (Lewis, Ratts, Paladino, & Toporek, 2011). Personal passions and professional skills prompt today's counselors to pursue social justice initiatives that resonate to them both personally and professionally.

Jodi D. Vermass
Base4 Director of Leadership Development

The most basic principle in the counseling field is the idea of self-determination, and counselors attempt to intervene by empowering clients to identify personal challenges, recognize environmental barriers to wellness, and learn and implement various tools and skills to reduce psychological distress (Ivey, D'Andrea, & Ivey, 2011; Kaplan, Tarvydas, & Gladding, 2014). Yet, a problem arises when clients' abilities to effectively address personal problems (i.e., the micro level) cannot occur without broader changes at the meta-micro and macro levels (Lewis et al., 2011). Additionally, and even with increased federal provision of health insurance options, mental health care disparities among certain populations persist in the United States (Mills, 2012). In example, African/Black, Asian, and Hispanic/Latino Americans received fewer mental health services, lower quality of treatment, and more frequent misdiagnoses and stigmatized responses as compared to their majority counterparts (Lopez, Barrio, Kopelowicz, & Vega, 2012; Sue, Cheng, Saad, & Chu, 2012; Snowden, 2012).

In response to this current state of mental health care disparities, some professional counselors and counselor educators engage in participatory action research and community volunteerism to address recalcitrant social issues to create environments that facilitate clients' development (Ratts, Singh, Nassar-McMillan, Butler, & McCullough, 2016; Shupe & O'Connell, 2011). Yet, the problem of deficient training in social justice interventions remains pervasive in the counseling field (Beer, Spanierman, Greene, & Todd, 2012). In fact, counseling students cited disappointment with the current levels of advocacy training, especially including working toward policy changes within state and federal legislatures (Beer et al., 2012). Therefore, even though counselors recognize social injustices and offer their support and empathy, they remain largely untrained for the rigorous pursuit of social just causes. Thus, the current lack of skill development in social justice competencies remains a professional issue important to be addressed among counseling training programs.

To increase social justice research and competence, counselor educators could steer counseling coursework toward social justice causes and shape research agendas for investigating mental health care disparities (Kaplan et al., 2014; Lee, Dewell, & Holmes, 2014). In addition to inspiring new research, counselor educators can discuss and model advocacy competence at the micro and macro levels, including empowerment initiatives for individuals and communities (Toporek, Lewis, & Crethar, 2009). Research and training should attend to practical concerns, such as how to reduce the historical legacy of stigma related to mental health care and increase mental health literacy among under-represented populations. More specifically, research topics for potential interventions could include (a) examining barriers to appropriate help-seeking behaviors among certain populations, (b) best-practice interventions for working with non-majority clients, and (c) dissemination of information regarding mental health literacy. Regarding mental health literacy, my colleagues and I just completed a quantitative research study by which we investigated clergy as potential conduits between currently underserved populations and the formal mental health care system (Vermaas, Green, Haley, & Haddock, 2017, *in press*). Results from studies such as this could inform helping communities how to work together toward positive social change.

For counseling professionals wondering where to start in the drive for social change, look for other concerned colleagues with experience in research, multicultural skills, and cultural diversity (Borders et al., 2012). Several divisions of the ACA (e.g., AMCD, ASERVIC, ACES) provide access to individuals willing to collaborate on social justice initiatives, supervise participatory action research pursuits, and publish and disseminate research

findings in their communities. Such professional collaboration and research mentorship may not only increase competence and confidence but also inspire collective hope and power to exact change at the macrolevel (Borders et al., 2012). Moreover, a diverse base of concerned professionals could identify scientific approaches to shaping learning goals for counseling students as well as effective interventions for reducing disparities among underserved clients in their communities. As counseling professionals continue to ask important questions regarding social injustice, may there also be a unified response to pursue scientifically-sound, ethically-driven, and practically relevant responses.

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Supervising the nontraditional student: The role and psychological impact of perfectionism and self-care

By Nadia G. Barnett and Thommi Odom Lawson

Nontraditional students are returning to college to increase their career options (Chartrand, 1992). The National Center for Education Statistics (NCES) originally defined nontraditional students as those meeting at least one of seven characteristics: delayed enrollment into postsecondary education, attends college part-time, works full-time, is financially independent for financial aid purposes, has dependents other than a spouse, is a single parent, or does not have a high school diploma. The NCES has expanded the definition to include age as the defining characteristic. According to a 2014 report produced by Destiny Solutions, 48% of students on American university campuses were over the age of 24. By 2020, enrollment for this group is expected to grow by 20 percent. However, whether the student is traditional or nontraditional, the college experience is known to be a potential cause of psychological distress (Houghton, Wu, Godwin, Neck, & Manz, 2012; Pritchard, Wilson, & Yamnitz, 2007).

Stress is an omnipresent issue in college students' lives due to the evaluative nature of postsecondary education. Morris, Brooks, and May (2003) noted several possible sources of stress among post-secondary students, citing factors such as adjusting to maintaining a high level of academic achievement and readjusting relationships with family and friends. Nontraditional students have multiple life roles, including parent, caregiver to a parent(s), employee, spouse, or volunteer.

As many nontraditional students are entering the counseling profession to begin second careers, the profession may see more of these students in counseling programs. Counselor educators and supervisors must recognize and understand the differences in stressors that nontraditional students present compared to traditional students. Infusing and emphasizing self-care practices throughout the curriculum, especially in facilitating clinical supervision, may be a first step in preparing nontraditional counselors-in-training to manage academic, professional, and personal demands.

Lambie and Sias (2009) posit that providing clinical supervision to counselors and counselors-in-training is a key factor in preparing counselors to function in their complex working environments. Counselor impairment has consistently been found to reduce the quality of services a counselor provides and to affect the whole counselor physically, emotionally, cognitively, behaviorally, socially, and spiritually (Lambie & Young, 2007). Since all counselors will experience stress of some type, the focus of supervision can include developing positive coping mechanisms for professional development (Gladding & Newsome, 2014). These can be infused into supervision using the Wellness Model of Supervision (WELMS), which focuses on wellness development for personal and professional growth.

Developed by A. Stephen Lenz and Robert L. Smith (2010), the WELMS facilitates education about wellness concepts, self-assessment, planning of goals, and systematic evaluation of progress. The supervisor educates the supervisee by focusing on wellness and what wellness means for the supervisee and possibly his or her clients. The assessment allows the supervisee to gain a more defined perspective on and objective measurement of his or her functioning as it relates to wellness and to learn assessment strategies experientially. The supervisor's role is that of a facilitator in helping the supervisee to develop a personal wellness plan rather than that of an authority on how the supervisee should be living. An organized, strategic developmental plan is an important tool during the evaluation of supervisees' objectives.

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During supervision, supervisors can check in with supervisees to assess progress toward the wellness objectives and facilitate dialogue about how barriers have impacted the supervisees' senses of self and their work with clients. After the initial assessment and the subsequent development of wellness objectives, attention to personal wellness should represent approximately 40% of the supervision agenda. Traditional client management supervision strategies such as case conceptualization, diagnostic concerns, ethical issues, professional development, establishment of helping relationships, and treatment planning should constitute the remainder of supervision.

While the college experience is viewed as an opportunity for one to grow personally and academically, it is laced with transitions and adaptations involving new social, academic, and financial demands. These demands can contribute to the onset of depression and anxiety-related symptoms (Gall, Evans, & Bellerose, 2000). Odom (2015) found that the need for perfection is related to family stress for nontraditional students. The roles and responsibilities that nontraditional students must continue to perform within the family structure while pursuing higher education have a direct impact on their perception of family stress (Odom, 2015).

To ensure attraction and retention of nontraditional students in counselor education, college and university administrators must be willing to expand the hours that support services, such as writing labs and counseling services, are offered. It may be useful for universities to establish partnerships with providers in the community that offer services at various times and in multiple locations for ease of access. Implementing these practices can increase the likelihood of producing nontraditional student counselors who are well. As Witmer and Young (1996) stated, "Well counselors are more likely to produce well clients."

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The Internship Experience: Creating a Collaborative Relationship Between the Faculty and Site Supervisors

By Mary G. Mayorga

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As a counselor educator, I have taught internship many times. I have been an internship coordinator before and after CACREP existed. As a counselor educator, and supervisor I recognize there are standards that both the counselor educator, the site supervisor and the counseling student must adhere to so that the internship is an ethical and fulfilling experience. The goal, of course, in doing this is to give the counseling student the best experience during their internship time so that they are well prepared to enter the realm of their chosen profession.

The standards that we follow are set up by CACREP to make sure that the faculty and the onsite supervisors are credentialed and have the necessary education needed to teach the counseling student how to become a competent, ethical counselor. These standards state that the faculty member and the site supervisor must have the correct educational background, relevant experience and training and the appropriate credentials (CACREP, 2015). Counselor educators also recognize that the site supervisor must be able to provide the appropriate supervision, and the appropriate counseling environment for the counseling student. Without these abilities, the experience may not be fruitful nor ethical for the counseling student. All standards are part of the experience for a counseling student, but does having all of the above in place make it a collaborative relationship between the faculty supervisor and the site supervisor?

What does it mean to have a collaborative relationship between the faculty supervisor and the site supervisor? Collaboration occurs when two, or more people work together to accomplish a task (Rowland, 2017). In its simplest form, it is the act of working together. When people collaborate the message that is implied is that working together gets

more accomplished than any one person or organization can do alone. This would certainly be true of a relationship between the faculty supervisor and the site supervisor; both working together to help the student's experience be one that focuses on bringing out the best in the student and helping that student reach his or her potential.
Taking the strengths that the counseling student has brought into the internship and maximizing those strengths. This requires that this dyad (the faculty supervisor and the site supervisor) be highly disciplined around listening, not pre-judging and working together to help the counseling student reach a high level of motivation and work toward those "aha moments" of insightfulness during the time that supervision is occurring (Zubizarreta, 2015).

Students who are in their internship experience a myriad of emotions. These emotions can range from feelings of disappointment to feelings of frustration and stress because the internship is demanding more of their time, or they might not believe they are as competent as they "should be". During these times, it becomes necessary for either the faculty supervisor or the site supervisor to reach out to each other and dialogue how the student can be guided or mentored during this time. Without a collaborative relationship between the faculty supervisor and the site supervisor the counseling student may falter in their abilities to be fully engaged in their internship experience.

Supervision of a counseling student is intense and time consuming for the faculty supervisor and for the site supervisor. A collaborative relationship established between the faculty supervisor and the site supervisor will help to alleviate some of that intensity because both are working toward the same goal: to help the student succeed in the classroom setting and to help the student succeed in internship.

Here are some ways that a faculty supervisor and a site supervisor can develop a working, collaborative relationship starting with working together:

a. Connect by developing a relationship with each other and share information;
b. Coordinate to develop an agreement to share information;
c. Cooperate by contributing to the process so that the outcome is positive for the counseling student; and
d. Collaborate so that the outcome is an increase in the strengths of the counseling student by both agreeing upon mutual objectives and goals

Ultimately, a cooperative relationship between the faculty supervisor and the site supervisor is a partnership that moves toward three outcomes: a. shared vision; b. strong relationship between partners; and c. a meaningful result for everyone (Rowland, 2017).

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