

SOUTHERN ASSOCIATION OF COUNSELOR EDUCATION AND SUPERVISION



DR. CASEY BARRIO MINTON
2017-2018

FROM THE PRESIDENT

Dear SACES Members,

It is an honor to serve you as SACES president for the upcoming year! This is an exciting and transformational time for our organization. SACES is one year into financial restructuring and reorganization with ACES. Our membership doubled last year, and your leadership team has been hard at work examining what we do and why we do it. We move forward with this 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.

As we settle into our new structural and operations, we must find strategies for staying connected to the very personal meanings of SACES membership while developing methods for reaching a much larger constituent base, including those who may be developing a relationship with SACES for the first time. Several individuals have provided crucial service to SACES during this transition. Melanie Iarussi, past-president, provided exceptional leadership as she modeled patience, flexibility, and intentionality and moved us forward in a quickly changing organization.

www.saces.org

VOLUME 13, ISSUE 2 IN THIS ISSUE

President's Message	1
2017-2018 SACES Leadership	2
Special Interest Networks	4
SACES Technology Interest Network	4
Cohort Based Educational Programs	5
Human Trafficking: Theoretical Approaches for Survivors	7
SACES Service Learning Network	8
Before the Tides Rise: A Counselor's Guidance to Leadership Opportunities in Crisis and Disasters	9
Preparing Counselors-In-Training for Professional Advocacy	12
SACES Graduate Student Committee	14
Meet the Editors	15

President's message continued

Cheryl Wolf, treasurer and webmaster, spent countless, tedious hours working through financial records and updating our member database so it could be aligned with the new system. Kathryn Henderson and Lisa Burton, Membership Committee Co-Chairs, and their team were instrumental in developing, implementing, and analyzing a member survey that provided us with important information about your needs and interests.

We start the 2017-2018 fiscal year with a full leadership roster featuring 42 individuals in positions of leadership representing 29 different universities and 13 of 14 states in the SACES region. This includes two new newsletter editors (welcome and THANK YOU!), a new graduate student representative who will be serving as an ex officio member of the executive council throughout the year, a full slate of committee chairs, and an engaged group of interest network chairs, including a think-tank for the Distance/Online Counseling Interest Network and the possibility of a new Interest Network focused on supporting community for women of color. I have also appointed two special committees to pursue charges that grew out of initiatives taken under Dr. Iarussi's leadership. One group has been charged with exploring aims, scope, and methods for beginning a SACES journal, and one group will explore methods for implementing continuing education webinars. I know these servant leaders will represent you well. To learn more about SACES member services and leadership structure, please visit www.saces.org.

Last, but not least, mark your calendars for our next SACES Conference! We will be meeting October 11-13, 2018 in North Myrtle Beach. Dr. Natoya Haskins, president-elect, is already hard at work planning this event. You can expect to see a call for conference planning leaders and an open portal for conference proposals mid-year.

I am honored to serve you in this role. Please be in touch with ideas and suggestions that may help us to better serve you (cbarrio@utk.edu). The ACES Conference is just around the corner - I hope to see you in Chicago!

Casey Barrio Minton
SACES President, 2017-2018



Visit <http://www.saces.org/Conference-2018> for more information

2017 – 2018 SACES LEADERSHIP

EXECUTIVE COUNCIL

Past-President	<u>Melanie Iarussi</u>	Auburn University
President	<u>Casey Barrio Minton</u>	University of Tennessee
President-Elect	<u>Natoya Haskins</u>	The College of William & Mary
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Awards	<u>Lacey Ricks</u>	University of West Georgia
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Graduate Student	<u>Janelle Bettis</u>	Argosy University, Northern Virginia
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Newsletter Co-Editor	<u>Andrea Kirk-Jenkins</u>	Western Kentucky University
Webmaster	<u>Cheryl Wolf</u>	Western Kentucky University

SPECIAL COMMITTEES

Webinars	<u>Susan Foster</u>	The Chicago School of Professional Psychology
Journal Exploration	<u>Dodie Limberg</u>	University of South Carolina

SPECIAL INTEREST NETWORKS

Clinical Mental Health Counseling	<u>Tony Michael</u>	Tennessee Tech University
College Counseling & Student Affairs	<u>Marcella Stark</u>	Texas Christian University
Distance/Online Counselor Education	<u>Andrew Burck</u>	Marshall University
Ethics & Professional Development	<u>Nathaniel Brown</u>	University of Georgia
International Counseling	<u>Wendy Greenidge</u>	Lamar University
International Counseling	<u>Amanuel Asfaw</u>	Austin Peay State University
Multicultural Counseling	<u>Dilani Perera</u>	University of Houston - Clear Lake
Multicultural Counseling	<u>Michael Jones</u>	Messiah College
School Counseling	<u>Clare Merlin</u>	The UNC at Charlotte
School Counseling	<u>Christy Land</u>	University of West Georgia
Service Learning	<u>Lacey Ricks</u>	University of West Georgia
Social Justice and Human Rights	<u>Candice Norris-Brown</u>	Indiana Wesleyan University
Supervision	<u>Seth Hayden</u>	Wake Forest University
Supervision	<u>Raul Machuca</u>	Barry University
Technology	<u>Panagiotis Markopoulou</u>	University of New Orleans
Women's	<u>Caroline Perjessy</u>	Argosy University - Tampa
Women's	<u>Noelle St. Germain-Sehr</u>	Argosy University - Dallas

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. The network 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 visit the *Technology in Counseling* forum at <http://www.saces.org/technology>. Please direct all inquiries and comments to Panagiotis Markopoulos, SACES Technology Interest Network chair at pmarkopo@gmail.com.

- ❖ **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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Cohort Based Educational Programs

By Kevin Doyle, Shekila Melchior, and Jenna Hayes

Cohort based educational programs are a pedagogical strategy to promote collective learning within higher education and an effective way to prepare students for the professional environments of their future careers (Beck & Kosnik, 2001; Sathe, 2009). Their use creates environments in which students are more willing to participate and take risks, connect with group members and exercise more inclusive practices, and engage in both personal and professional growth (Beck & Kosnik, 2001). Cohort based graduate programs show particular promise in meeting the unique needs of Counselor Education Doctoral students

Minor, Pimpleton, Stinchfield, Stevens & Othman (2012) highlight the risks to wellness that doctoral students take on as they attempt to navigate the multiple roles expected of counselor education doctoral students (e.g., student, supervisor, researcher, and counselor). Minor and colleagues discuss how the stress of navigating these roles are heightened by the individualistic nature of most North American cultures (2012). Their recommendation for alleviating the effects of these stressors, increasing peer support with other doctoral students (Minor et al., 2012), is one of the primary benefits of a cohort model (Beck & Kosnik, 2001). Further, with appropriate structure and community development, the interactions between group members can increase their commitment social justice principles and advocacy efforts (Paisley, Bailey, Hayes, McMahon, & Grimmer, 2010). However, the use of a cohort based model does come with potential disadvantages.

Concerns regarding the development of cohort based graduate education programs specifically focus on the competitiveness of individual students, cohort divisions or cliques, and the expenses involved in the development of such a program such as time, faculty commitment, and administration (Beck & Kosnik,

2001; Sathe, 2009). While cohort models are centered on group work (Beck & Kosnik, 2001; Paisley et al., 2010; Sathe, 2009), there are portions of a program that needs to be individualized, where students will work independently. Typical elements of a counselor education program that are personalized for each cohort member include internships, tests, and writing assignments. In an individualistic society, the nature of competitiveness is hard to break. Competitiveness can lead to fissures in a cohort and create cliques and subgroups that can negatively affect group dynamics (Sathe, 2009). To alleviate these potential stressors, faculty members should attend to cohesive group dynamics, including community building exercises, selectivity in cohort selection/admissions, and coordination and intentionality in course scheduling (Beck & Kosnik, 2001; Paisley et al., 2010, Sathe, 2009).

Recommendations

With these concerns in mind, the authors pose the following recommendations to incoming doctoral students entering cohort model programs to increase group cohesion and peer support.

1. Invest time in your relationships. Doctoral studies are intensive, exhaustive, and straining, and in the authors' experiences, much more challenging if experienced alone. Take time to learn about those with whom you are going through this process, in both structured ways (class projects, group activities) and during "down time." These are the people who are immersed in the experience with you; they are experiencing the same stress, anxiety, and mental fatigue you are. Also, when possible rely on your peers who are further along their studies, who have "been there," for advice and understanding. Taking the time to invest in each other and sharing your experience will make the subsequent steps much easier.



Kevin Doyle, Doctoral Candidate
Virginia Tech (Right in the photo)

Shekila Melchior, Ph.D., Assistant Professor
University of Tennessee at Chattanooga
(Center in the photo)

Jenna Haynes, Doctoral Candidate
Counselor Education
Virginia Tech
(Left in the photo)

2. Value disagreements and differences. A different perspective is a good thing. Most of the questions posed in doctoral studies are not “yes or no” questions, and have much more complex answers. Take time to listen to each other, and revel in those disagreements. Often, disagreeing and discussing is how we reach new levels of understanding and generate new knowledge. Don’t get hung up on who is “right” or “wrong.”
3. Find value in differences, whether that be cultural differences or specialty areas, doctoral students

bring a unique set of skills and abilities that could strengthen the cohort as a group and facilitate individual growth. Growth in isolation is limited.

4. Don’t compete, collaborate. If you are entering into a cohort model doctoral program, chances are the faculty took a lot of time and energy to develop an environment of cooperation. Don’t be overly competitive; it is a sure way to alienate your peers. Keep your high expectations, but collaboratively use them. As people, we all have different strengths and need to rely on each other; a doctoral cohort is no different. Instead of going into your career with people who don’t want to work with you, you will enter the field with a ready-made list of collaborators. Doctoral programs are designed to challenge you and make you grow both as an individual and as a professional. Peers and cohort members can play a vital role in prompting your development and providing support along the way.

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Human Trafficking: Theoretical Approaches for Survivors

By Maria Istre

Human trafficking is a global epidemic that is estimated by the Global Slavery Index to affect 45.8 million people, which was a significant increase from the 2014 estimation of 35.8 million enslaved people (Mohsen, 2016). Human trafficking is defined by, “the force, fraud, and coercion exercised on a person to compel the person to perform or remain in service to a “master”” (Stotts & Ramey, 2009, p. 4). Often, victims are bound by violence and enslaved by a trafficker who is seeking a monetary gain. There are many names for this heinous crime that claimed the lives of millions; a few include sex slavery/trafficking, human trafficking, labor trafficking, and modern slavery. Immigrants, homeless youth, and runaways are the most susceptible to be coerced into human trafficking. Other risk factors include poverty, English language limitations, addiction, political unrest/war, and childhood trauma or abuse (Schwarz et al., 2016). This fast-growing business has left millions abused, traumatized, and neglected. Therefore, there is a significant need to equip counselors with the knowledge and trained to care for these victims.

As a counselor, examining the various therapeutic interventions for this population is essential to provide them with the most effective treatment. In human trafficking survivors, a diagnosis of Post-Traumatic Stress Disorder (PTSD), or a trauma-related disorder is common as well as co-occurring diagnoses of depression or anxiety. Furthermore, addressing the complex trauma resulting from repeated traumatic exposures should be considered when selecting therapeutic interventions (Johnson, 2012). Employees in aftercare programs such as mental health professionals, medical professionals, and all staff interacting with human trafficking victims need the skills and education to deliver a trauma-sensitive approach (Johnson, 2012). Thus, providing essential training will ensure that aftercare programs create a safe therapeutic environment as this is a critical determinant in the recovery process.



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Trauma-specific therapy has been the central focus of mental health professionals, employed in non-profit aftercare organizations. One therapeutic approach that has been found to be effective is Trauma-Focused Cognitive-Behavioral Therapy (TF-CBT). The TF-CBT approach was developed in 2003 by Judith Cohen, Anthony Mannarino, and Esther Deblinger. TF-CBT's primary population is children, adolescents, and their families as treatment are structured and provides caregivers relief from secondary gains. The model includes eight components which are abbreviated by the acronym PRACTICE: Psychoeducation, Relaxation and stress management skills, Affective expression and modulation, Cognitive coping and reprocessing, Trauma narration, In vivo master of trauma, Conjoint child-parent session, and Enhancing future safety and development. These phases are meant to provide the client with gradual exposure to the traumatic experience. This evidence-based approach has been shown to decrease symptoms of PTSD as well as other symptoms caused by trauma such as depression and anxiety (Jackson-Cherry & Erford, 2014).

The insurmountable growth of human trafficking victims creates a cause for concern within the mental health profession. Ensuring proper training for mental health professionals and other medical professionals should be a focus when treating this population. Accurate diagnosis and treatment are essential for

survivors as their long-term recovery may require more time and care. The development proper housing programs for survivors has increased as the awareness of modern slavery has grown substantially within the last decade. Counselors desiring to work with this population can implement evidence-based treatment protocols to encourage recovery among human trafficking survivors.

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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, [Lacey Ricks](#) to join.



Before the Tide Rises: A Counselor's Guide to Leadership Opportunities in Crisis and Disasters

By Matt Burkowski

Between 1990 and 2015, the reported incidence of natural disasters doubled, and hundreds of thousands of people worldwide continue to be affected by disasters each year (CRED, 2015). Most graduates from a Master's program in Counseling are aware that counselors regularly respond to national and international crises and disasters. While many practitioners express interest in disaster relief work, learning how to get started and navigate the systems that utilize counselors can be challenging. This article provides practical guidance for individuals who aspire to assume leadership roles at the local, national, and international levels.

Opportunities for Students and Entry-Level Professionals

Counselors have numerous and expanding opportunities to provide leadership, advocacy, and support in response to disasters and traumatic events. In general, practitioners may serve as front line clinicians, program assessors, trainers, and consultants. The first place for entry-level counselors and students to start is with basic training toward providing front line crisis or disaster response in their local community. The Substance Abuse and Mental Health Services Administration (SAMHSA) provides free online training and links to other national organizations on its website, as does the Federal Emergency Management Agency (FEMA). FEMA also has a Crisis Counseling Assistance and Training program that funds individual and group crisis counseling, assessment and referral, development of educational materials, and public communications (FEMA, 2011). This program may be especially attractive to professional counselors because it aligns with counseling principles such as a strengths-based perspective and the enhancement of existing community support systems. FEMA and SAMHSA collaborate to award and evaluate grantees, and the information is available at www.fema.org.

Second, entry-level counselors may be able to participate in Crisis Intervention Team (CIT) training and activities, depending on the specific credentials required. These programs can be researched online and may be more or less active depending on the area's needs and priorities. Some websites may be out of date, in which case counselors can contact their local emergency services team for more information.

A third community scale opportunity is within your local American Red Cross chapters. The American Red Cross employs counselors as Disaster Mental Health Workers with varying levels of training and responsibility from a service associate all the way up to supervisor or chief (American Red Cross, 2011). These opportunities typically require a state license or supervision, specific competencies, and training in psychological first aid to be eligible to apply for service. Disaster Mental Health Workers usually debrief only Red Cross volunteers, rather than work directly with survivors of the catastrophe. Guidance documents for American Red Cross positions are available at www.redcross.org.

The International Medical Corps (IMC), a non-profit organization that operates out of Los Angeles, provides disaster recovery services, including mental health support (International Medical Corps, 2015). This organization offers paid positions for experienced professionals and leaders with titles like "Emergency Mental Health Officer." The IMC approach to intervention may be particularly compatible with counseling's multicultural and social justice. The IMC's mission and model emphasize the need to train local providers to increase communities' self-sustainability, rather than fostering dependence on outside providers and knowledge (Ratts et al., 2015).



Matt Burkowski
James Madison University

Opportunities for Advanced Professionals

For advanced practitioners, there are opportunities to volunteer abroad using clinical specialties such as EMDR through organizations like the Trauma Resource Network (TRN; www.emdrhap.org). These positions require an independent clinical license and training in both disaster intervention and EMDR. Other clinical specialties, such as group work and play therapy, have developed a strong research base, and lend themselves particularly well to the non-traditional setting of disaster relief. Play therapy interventions can allow for the survivors to connect with others and express emotions in safe creative, physically active ways (Stewart, Echterling & Mochi, 2015). Finally, non-play group interventions can be appropriate, but will usually be more loosely defined, spontaneous and temporary than typical counseling process groups (Bemak & Chung, 2011). As always, when working cross culturally, counselors will want to know and respect the cultural norms of the community they are serving (Goodman & West-Olatunji, 2009).

Conclusion

While there are many leadership roles available to counselors, they all require a fair amount of research, experience, and interest to locate and fulfill. Entry level counselors can participate in free online training and familiarize themselves with relevant literature in

the field. Independently licensed counselors may wish to contact their local CIT or Red Cross chapter to be considered for future volunteer deployments locally or nationally. Even though emergencies can trigger the desire for instant action, the reality is that prepared and well-organized help is essential for assisting the survivors of a disaster to begin the recovering and healing process.

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FORGING THE FUTURE OF PROFESSIONAL COUNSELING

Registration for the 2017 ACES

Conference is now open.

Visit <http://aces2017.net> to explore information such as Scheduled events, Session descriptions, Keynote, Sponsors/Exhibitors, Graduate Student, Career Link, Emerging Leaders, Women's Retreat, Transportation, and Attractions

To register, please visit the following: <https://www.regonline.com/2017ACES>

Preconference: Wednesday 10/4/17

Conference: Thursday to Sunday 10/5-10/8/2017

Sessions will begin at 10:00am on Thursday and run through 12:00pm on Sunday.

Conference Hotel:

Hyatt Regency Chicago

(limited days - sold out on Tuesday October 3rd and Saturday Oct. 7th)

151 East Upper Wacker Drive, Chicago, IL 60601

Overflow Hotel:

Swissotel Chicago

323 E Upper Wacker Dr, Chicago, IL 60601

Contact:

Holly Branthoover, Conference Coordinator

holly.branthoover@iup.edu or aces-conference@iup.edu

Preparing Counselors-in-Training for Professional Advocacy

By Charmaine Connor and Ana Reyes



Charmaine Conner, MS (Left in the photo)
Ana Reyes, MA (Right in the photo)
Doctoral Candidates
University of North Texas

The revitalization of advocacy and social justice energy in the counseling profession is likely due to the current national political climate. Counselors at every level are expected to engage in professional and client advocacy. Unlike client advocacy, professional advocacy has received limited attention (Myers, Sweeney, & White, 2002). Chang, Barrio Minton, Dixon, Myers, and Sweeney (2012) defined professional advocacy as an action with “the direct intention of benefiting the counseling profession” (p. 95-96), which may indirectly aid clients and the larger society.

Some overarching professional concerns related to advocacy and social justice include consensus regarding professional identity, promoting a positive public image, networking and collaborating with other professions, and preparing counselors to participate in advocacy activities (Chang et al., 2012; Myers et al., 2002). Additionally, some master’s and doctoral counseling students lack knowledge and skills related to professional advocacy (Ancis &

Marshall, 2010; Chang, Hays, & Milliken, 2009). Therefore, some professional counselors may not have developed or refined their advocacy skills in their graduate training program.

Nonetheless, professional counselors and counselors-in-training are called to advocate for client populations experiencing oppression (Lewis, Arnold, House, & Toporek, 2002). Professional advocacy can include lobbying for or against the legislation, engaging in social policy reform, and creating community engagement opportunities through professional counseling organizations (Lewis et al., 2002; Ratts, Singh, Nassar-McMillan, Butler, & McCullough, 2015).

To implement advocacy efforts at the local and state level, the University of North Texas’ (UNT) Rho Kappa chapter of Chi Sigma Iota (CSI) and UNT Counselors for Social Justice (CSJ) student chapter participated in the Texas Counseling Association’s (TCA) 2017 Advocacy Day. Advocacy days are bi-annual statewide public policy lobbying events hosted by TCA. Professional counselors, counselor educators, and counselors-in-training are encouraged to participate in supporting and challenging senate and house bills during the general session in Texas. Hundreds of professional counselors, counselors-in-training, and counselor educators in the state of Texas gathered at the state capitol in Austin to meet with legislators.

Based on the authors’ training experience of other doctoral and master’s students, in addition to their collaboration with TCA during the 2017 Advocacy Day, we propose the following steps for integrating professional advocacy training into Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited programs. Each step is followed by specific examples the authors have implemented successfully.

Advocacy Training Steps

1. Identify challenges in the counseling profession at the local, state, regional, and national level.
 - ✓ Research public policy issues that impact professional counselors and client populations.
 - ✓ Review state legislation, public policy, and prepare for a general session by reading senate and house bills. These legislative proposals may be readily accessible on some State websites, whereas other States may require in-depth research.
 - ✓ Check professional counseling organizations and their divisions' websites, newsletters, and listservs for action alerts (i.e., American Counseling Association [ACA], American Mental Health Counselors Association [AMHCA], TCA). Action alerts provide a practical understanding of current and pending legislation impacting the counseling profession.
 - ✓ ACA's Action Center:
<https://www.counseling.org/government-affairs/actioncenter>
 - ✓ AMHCA's Advocacy Center:
<http://www.amhca.org/advocacy>
2. Plan a professional advocacy day designed to increase students' ability to address professional issues at the local, state, or national level.
 - ✓ Seek support from professional counseling organizations to subsidize costs of your advocacy efforts.
 - ✓ Professional counseling organizations may provide funding in the form of research grants and fellowships (i.e., ACA, state counseling association).
 - ✓ Generate a discussion defining professional advocacy.
 - ✓ Explain the difference between professional and client advocacy.
 - ✓ Reference the Professional Counseling Excellence through Leadership and Advocacy text (Chang et al., 2012).
 - ✓ Train students on how to understand Senate bills and meet with legislators.

- ✓ Create a 2-hour training discussing policies and laws impacting counselors. Describe professional advocacy and the importance of counselors advocating for the profession. Be creative! For example, you can host a video contest that encourages students to bring attention to issues in the counseling profession.
3. Debrief the experience!
 - ✓ Students may journal about their experiences.
 - ✓ Students may share their experiences at the end of the training.
 - ✓ Students may complete an evaluation form on the professional advocacy day.

Implications for Counselor Educators

Counselor educators are tasked with the “goal of ensuring that all counselor education students graduate with a clear identity and pride as professional counselors” (Chang et al., 2012, p.96). By hosting a professional advocacy training, counselor educators are directly addressing the lack of knowledge and training counselors-in-training receive during their master's programs. Advocacy training may increase counselors-in-training professional identity as they learn multiple levels (local, state, national) of professional engagement and advocacy efforts. Additionally, advocacy training can foster collaboration among students and counselor educators as they actively advocate for the counseling profession.

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Graduate Student Committee



Janelle Bettis, Doctoral Candidate (Photo on the left)
Argosy University, North Virginia

Missy Butts, Doctoral Student (Photo on the right)
University of North Carolina at Charlotte

Hello All! SACES 2017-2018 Graduate Student Committee is excitedly anticipating a fruitful and productive year to meet the needs of student members in SACES. This year the committee will be headed by Janelle Bettis and Missy Butts.

Janelle Bettis is a Nationally Certified Counselor (NCC), Approved Clinical Supervisor (ACS), and Maryland Board Approved Clinical Supervisor and Licensed Clinical Professional Counselor (LCPC) in The State of Maryland. Ms. Bettis obtained her Masters of Arts in Community Counseling from Argosy University, Northern Virginia. Ms. Bettis is currently a doctoral candidate and pursuing her Doctorate of Education in Counselor Education and Supervision at Argosy University, Northern Virginia. In addition to working with SACES, Ms. Bettis is Secretary for Maryland Counseling Association and will serve as an upcoming ACES Emerging Leader.

Ms. Bettis has ten years of experience working with children, adolescents, and adults with a myriad of diagnoses such as bipolar, depression, anxiety, ODD, ADHD. Ms. Bettis has worked in a variety of settings including school, in-home, clinic, and within the community. Research interests include clinical supervision, wellness, professional development, in-home therapy, religion/ spirituality, multiculturalism/diversity and counselor education, and distance learning/ clinical supervision.

Missy Butts, M.A, NCC is a doctoral student in Counselor Education and Supervision at the University of North Carolina at Charlotte. Ms. Butts received her Masters of Arts in Professional Clinical Counseling from La Salle University in Philadelphia, PA. In addition to her role as the Graduate Student Representative for SACES, Ms. Butts serves as the President of the Mu Tau Beta chapter of Chi Sigma Iota International Counseling Honor Society and the Webmaster and Webinar Chair of the Association of Spiritual, Ethical, and Religious Values in Counseling (ASERVIC). She has clinical experience providing individual, couples, and family counseling in schools and outpatient settings and has worked with children, adolescent, and adult populations with a variety of presenting concerns. Her research interests include counselor development, integrating spirituality into counseling, and counselor stress and burnout.

For the upcoming year, we have a number of goals we wish to accomplish. We would like to increase the overall involvement of students in SACES, access to opportunities within SACES, and identify student needs within SACES. As the co-chairs of the graduate student committee, we hope to create an SACES

Graduate Student ListSERV to use as an outlet to connect graduate students within the southern region and to disseminate information about opportunities for involvement within the organization. In addition, we plan to distribute a graduate student survey that provides graduate students the opportunity to voice their needs and concerns as student members of the organization. Lastly, we aim to use the results from

the survey to plan a webinar during Spring 2018 that addresses graduate students' topics of interest.

We look forward to serving the students of SACES in the upcoming year and look forward to working collaboratively with each student!

Meet the Editors

Elizabeth Villares, Ph.D. is a professor and the doctoral program coordinator in the Department of Counselor Education at Florida Atlantic University. She has been a counselor educator and training school counselors for over a decade. Her areas of specialization include counseling children and adolescents, integrating technology in school counseling program to improve data driven practices. Her current research focus includes implementing school counselor-led evidence-based programs to improve the academic achievement and social-emotional development of students in grades K-16.



Lacretia "Cre" Dye, Ph.D. is an assistant professor in the Department of Counseling and Student Affairs at Western Kentucky University. As a Licensed Professional Clinical Counselor and a National Certified Counselor, Dr. Dye has served her local, regional and national community with Heart, Mind, and Body Wellness for over 15 years. She regularly gives workshops with parents, teachers, students, and community professionals in the areas of healing, shamanic healing, yoga & drumming therapy, trauma releasing activities in counseling, urban school counseling and professional self-care. She has published and presented at national and international conferences on these topics. Dr. Dye is a Certified Yoga Calm Instructor & Trainer, Adult Yoga Instructor (RYT-200) and a Licensed Professional School Counselor. She is currently conducting research on mindful yoga and graduate student well-being.



A message from the editors

We would like to thank the leadership teams of the past few years and all the wonderful authors we had the pleasure to work with during our time as editors. As of Fall 2017, the new SACES newsletter editors will be Drs. Brandee Appling and Andrea Jenkins. We wish you much success!

Submissions will continue to be accepted at sacesnewsletter@gmail.com