

SACES NEWSLETTER

SOUTHERN ASSOCIATION FOR COUNSELOR EDUCATION
AND SUPERVISION

SPIRIT OF COMMUNITY

"Put into the world what you wish were there." ~ Dr. Pauline Rose Clance

SPECIAL POINTS OF INTEREST:

- Presidential Messages
- SACES Conference Highlights
- ACES Conference Information

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It was such a wonderful experience to see so many of you at our SACES 2012 conference in Savannah just a few months ago! It was our largest conference attendance to date, and I am thankful for our conference planning leads, Heather Trepal and Jennifer Jordan, as well as for our conference committee. I was so impressed with the strengths and talents of our membership that were on display at the conference. From our vibrant student Emerging Leaders to the 2012 award winners and our amazing conference committee and student volunteers, I truly believe we have so much to be proud of as a division. Most importantly, I was struck by the commitments our student and professional members have to multiculturalism and social justice in counselor education and supervision. I hope each of you left the conference feeling inspired and renewed about our field and our identity as counselors!

I included a quote from one of my mentors – Dr. Pauline Rose Clance – who is a fierce feminist and freedom fighter. As we move into winter and feel pulled to hibernate a bit, I am reminded of her quote. I hope each of you takes some time to review and celebrate your own contributions to our field. Then, I hope you take some time to “hibernate” and consider what you would like



SACES President,
Anneliese Singh

to “put into the world” next. What will be your role in ensuring counselor education and supervision continues to take the next steps to ensure multiculturally-responsive and socially just counselor training, research, practice, and service? What do you need in terms of support and/or resources to feel more inspired and rejuvenated in your work as a student or professional? I encourage you to take some time to consider these questions in order to put into the world what you wish were there for you as a graduate student or as a professional. Then, drop me an email so I can brainstorm with our SACES Executive Board about how to support your good ideas and inspiration!

I also want to give special kudos to our Graduate Student Committee Leaders, Sasha Wilhelm and Gerry Crete, who are working hard to ensure our student members feel connected in our division to one another and to counselor educators and supervisors throughout SACES and ACES! Sasha and Gerry have been active in using social networking to facilitate these connections – and I hope each of you gets involved with our social networking (e.g., Facebook, Twitter, LinkedIn) as well! Social networking is a great way to get information out there about research, practice, and service opportunities, in addition to job listings and other postings of interest to counselor educators, supervisors, and students.

Finally, I want to thank each of you for your membership in SACES! It is my goal that you feel that you are not only a valuable member of our division, but that you also feel confident knowing that the SACES leadership places your needs at the forefront of our decision-making.

In the spirit of community~

Anneliese A. Singh
SACES President

PRESIDENT-ELECT REPORT



**SACES President-Elect
Heather Trepal**

Hello SACES members!

This fall has been a whirlwind of SACES activity. We had a very successful conference in Savannah. I hope that you found reflection, learning, and renewed connections with each other. As a summary, we had record-breaking attendance of 531, 300 quality sessions (content, roundtable, posters) reflecting our theme: Taking action, exploring resilience: Counselors as social change agents.

I wanted to take this opportunity to say a big **THANK YOU!!!** to our conference committee: Jerry Mobley (Local Conference Coordinator); Melanie Iarussi and Jaqueline Parsons (Sponsorship and Exhibits Co-Coordinators); Amanda Evans (Volunteer Coordinator); Jennifer Jordan (Registration Coordinator); Teah Moore (Evaluation Coordinator); Sasha Wilhelm (Proposal Review Coordinator); Kylie Dotson-Blake, Tonya Hammer, and Jenny Penney-Oliver (Community Engagement Co-Chairs) and Jane Rheineck and Catherine Roland (Career Connections Coordinators). Also, we are very grateful for the work of Gerry Crete and Sasha Wilhelm, our SACES Graduate Student Committee Co-Chairs, who did a phenomenal job of reaching out to our grad student attendees. They even held a mixer at a local establishment that was very well attended. Finally, I would like to extend our appreciation to our conference sponsors: Augusta State University, University of Texas at San Antonio, The University of Georgia—Gwinnett Campus, Texas A & M University at Corpus Christi, and Educational

Management Services (EMS). We look forward to our fall 2014 conference in Birmingham.

As you probably know, SACES is comprised of fourteen states (AL, LA, TN, AR, MS, WV, GA, TX, KY, SC, NC, VA, MD, FL) and Latin America. Lots of interesting things related to counselor education and supervision are happening at the individual state level (e.g., changes in licensure supervision issues, etc.). One of the things that we have noticed is that some of our ACES chapters are in various states of flux. For example, MACES (Maryland ACES) and KACES (Kentucky ACES) are in the process of being re-vitalized. Thelma Duffey, our SACES State ACES Liaison, met with available presidents and president-elects who were available at the SACES conference to hear some of their concerns as well as their successes. I am hoping that our more established state SACES chapters can be a resource for each other and especially for those chapters that are in the process of re-vitalization. If you are interested in connecting with other state ACES chapters in our region, please email me (heather.trepal@utsa.edu).



ACES Conference 2013

October 17-20, 2013 | Hyatt Regency at the Colorado Convention Center | Denver, CO

RECOGNIZING SACES MEMBERS' CONTRIBUTIONS

One of my goals for being involved in SACES was to acknowledge all the hard work our members put into our professions. I would like to take some time to recognize various individuals for the great work they are doing. Many SACES members and professionals are putting in considerable effort into their communities and the acknowledgement of their work is well deserved.

Dr. Marc Grimmett at NCSU is doing amazing work by not only teaching his students about advocacy, but also being an active advocate on *behalf* of his students. Additionally, to Dr. Grimmett's is currently working on a documentary about rape and sexual violence that will serve as an educational piece for boys and men, particularly in African American communities.

Dr. Linda Webb and colleagues are currently executing a 2.7 million dollar US DOE grant to provide evidence that school counselor interventions can effect academic and behavioral outcomes for students. Since the program began in 2001, this is the first large award of its kind awarded to counselor educators whose goal is to advocate for the school counseling profession by linking school counselor interventions to academic achievement and behavior outcomes For more information on Dr. Webb's project, she can be contacted at webb@fsu.edu

The Northern Kentucky School Counseling Program has founded the first annual national Evidence-Based School Counseling Conference. The Evidence-Based School Counseling Conference provides school counselors with critical information about successful practice, evaluation, and relevant research to create dynamic and powerful school counseling programs. The conference uses a unique format incorporating both peer-reviewed research presentations and professional workshops by leaders in the field. More information can be found by contacting Brett Zyromski at zyromskib1@nku.edu

Kristin Higgins and The University of Arkansas were recently awarded a \$1.5 million grant for the program Razor C.O.A.C.H. (Creating Opportunities for Arkansan's Career Hopes) which has been able to pay for 15 MS and PhD level graduate assistants to serve as College and Career Coaches in the surrounding area High Schools. For more information please contact Dr. Kristin Higgins at kkhiggins@uark.edu

Shanita Brown, is a second year doctoral student at North Carolina State University and Licensed Professional Counselor Associate. She is President-Elect of Nu Sigma Chapter of Chi Sigma Iota. Shanita's community involvement includes volunteering at Interact of Wake County. Interact of Wake County is a non-profit agency that provides safety, support, and awareness to victims and survivors of domestic violence and rape/sexual assault. She provides counseling for women and children at Interact's homeless shelter. Shanita is a recipient of the 2012-2013 Best Practices Grant for a program titled: Economic Empowerment for Survivors of Domestic Violence: A Career Skills Program.

Jennifer Jordan
Past President



SACES 2012 CONFERENCE



CONGRATULATIONS SACES AWARD WINNERS

SACES 2012 Awards Plaques & Nominations

Plaque #1

SACES 2011 President

Dr. Jennifer Jordan

Plaque #2

SACES 2012 Outstanding
Doctoral Student

Dodie Limberg

Plaque #3

SACES 2012 Outstanding
Masters Student

Panagiotis Markopoulos

Plaque #4

SACES 2012 Locke-Paisley
Outstanding Mentor Award

Dr. W. Bryce Hagedorn

Plaque #5

SACES 2012 Outstanding
Teacher Award

Dr. Danica Hays

Plaque #6

SACES 2012 Pre-tenure
Counselor Educator Award

Dr. Kathy Ybañez-Llorente

Plaque #7

SACES 2012 Tenured Counse-
lor Educator Award

Dr. Catherine Yun Hui Chang

Plaque #8

SACES 2012 Courtland Lee So-
cial Justice Award

Dr. Sara Meghan Walter

**SACES 2012 President's Spe-
cial Merit Award In recogni-
tion of her outstanding con-
tributions to counselor edu-
cation**

Dr. Mary Jane Anderson-Wiley

**SACES 2012 President's Spe-
cial Merit Award In recogni-
tion of her outstanding con-
tributions to counselor edu-
cation**

Dr. Paulette Schenck

**SACES 2012 President's Spe-
cial Merit Award In recogni-
tion of his outstanding con-
tributions to counselor edu-
cation**

Dr. Richard Deaner

2012 Research Grant Award Winners

Chastity Hope Bell, Janee' R.
Avent, Patrick R. Mullen, Lucy
Lewis





**2013 ACES CONFERENCE
October 17-20, 2013**

Denver, Colorado

Hyatt Regency at the Colorado Convention Center

The conference theme is "Promoting Unity While Affirming Diversity." Complete information on the program proposal development and submission is available on the conference website www.ACES2013.net. The deadline for submission is January 31st, 2012.

CALL FOR NEWSLETTER

ARTICLES

We are looking for submissions from counselor educators, supervisors, clinicians, and graduate students on topics ranging from:

- *Summary of conference presentations and experiences
- *Graduate student experiences
- *Research in progress: supervision, instruction, curriculum development, mentoring, etc.
- *Perspectives on supervision and instruction in counseling
- *Leadership, advocacy, and student development
- *Social justice and advocacy in counseling and counselor education

Please consider contributing your thoughts, ideas, and perspectives to the SACES Newsletter! We hope to hear from you! For questions about topics and submission procedures, please contact one of the editors: Caroline Per-jessy (cica12@msn.com) or Melanie Iarussi (miarussi@auburn.edu)

Heightening Career Advocacy Efforts Within the School Environment for Students From High-poverty Communities

Chantrelle D. Varnado-Johnson, LPC-S, NCC
The University of New Orleans



As a school-based clinical mental health counselor, I have seen how educational obstacles are created that negatively affect the educational opportunities and academic success of students growing up in high-poverty communities. This article is a personal reflection of my experience as a licensed professional counselor advocating for systemic change in order to support career development for students attending high-poverty schools in Louisiana. The aim of this article is to motivate other professional counselors to advocate for the academic success of every student which is the key role of the school counselor and places them as leaders in promoting school reform.

There is a “shift in school counseling from a position of comfort or maintaining the status quo to one of cutting-edge social action, advocating for access, and support for success for all students, especially those that have not served well in the past,” (Martin, 2002, p. 152). As counseling professionals, our mission is to facilitate the removal of external and institutional barriers to clients’ well-being (Toporek, Lewis, & Crether, 2009). However, counselor professionals must think critically about how to serve as an advocate for all students and families, by creating a safe, therapeutic environment that fosters: (a) students development of self, (b) expose students to a wide range of occupations, (c) and motivating them in avoiding the early abandonment of their career exploration.

One approach to promoting opportunities to learn for all students is to facilitate a career development program. Career development interventions provide counseling professionals an effective mechanism that promotes self-knowledge, academic self-concept; and awareness of skills, interests, and motivations in relations to careers (ASCA, 2005). Personally, I have used career development interventions in my attempts to counteract environmental factors that pressure students to prematurely commit to educational and occupational options.

According to the ASCA Model, school counselor’s advocacy efforts may take the shape of eliminating barriers impeding student’s development, creating opportunities to learn for all students, ensure access to a quality school curriculum, collaborating with others within and outside the school to help students meet their needs, and promoting positive systemic change in the schools. As a licensed professional counselor, I believe I am responsible for encouraging all of my students to get the most education possible.

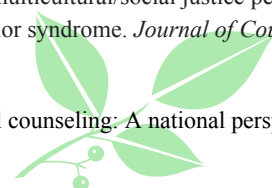
Utilizing a Systemic Advocacy Approach (SAA), I look at how systems in which students from this population exist and how those systems can work together to assist students in fulfilling holistic needs which can have far-reaching impact on

career development needs (Nugent, 2000). I provide colleagues with resources that offer support in creating and structuring lessons that are geared to students learning needs and interest, i.e., sharing information about culturally relevant curricula. Additionally, I work on fostering relationships with administrators and teachers that they are able to offer input into curricular and pedagogical opportunities. Plus, I advocate for students by being involved in administrative meetings to encourage school administrators to implement curricula that are relevant and meaningful to our students’ lives and that draw on their experiences and surroundings.

In sum, school counselor as individual advocates for students from high-poverty communities means transforming or enhancing our consciousness and practice. Consequently, it becomes important to challenge ourselves, our biases and prejudices, by obtaining information about the cycle of poverty and classism throughout the educational system in our country. We can be the social justice advocates or agents of organizational change (Bemak & Chung, 2008). School counselors can: (1) serve as a cultural bridge between families and teachers by sharing information that counters teachers’ deficit views of poor families and blocking blaming of families, (2) model how to reach out to families and build on their strengths, and (3) mediate between the conflicting cultural expectations of the home and the school (Amatea & West-Olatunji, 2007). Therefore, we can remain effective as advocates by engaging in active and consistent reflection regarding our skills and their effectiveness when working with high poverty populations.

References

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- Martin, P.J. (2002). Transforming school counseling: A national perspective. *Theory Into Practice, 41*(3), 148.
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Advocacy for Clients Experiencing Intimate Partner Violence in Same-Sex Relationships: Tasks for Professional Counselors



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Violence in relationships cuts across all social and cultural groups impacting individuals and the community at large. Media and academic literature, for the most part, have focused on domestic violence in heterosexual couples. In these instances, men are often depicted as the abuser and, conversely, women as the survivors or victims. More recently, however, attention has turned to abuse that occurs in same-sex couples leading to the substitution of the term domestic abuse to intimate partner violence (IPV) in many quarters. The latter, more inclusive term, includes violence (e.g., sexual, physical, and emotional abuse) that occurs in any gay or lesbian couples—encompassing individuals who have begun dating, been in long-term, and ended their relationships. Although there may be overlapping issues among gay and lesbian couples experiencing IPV, it is important for professional counselors to understand the unique experiences of each in order to be an effective agent of change. This article will briefly outline simple, concrete ways that counselors can advocate for both groups and foster social change through their counseling service and within their community.

In the clinical setting, it is important for counselors to actively seek ways to enhance their competency in working with this population. Specifically, counselors should seek to:

- Understand the dynamics and characteristics of IPV (e.g., power differentials, potential risk factors, victim safety);
- Pay attention to multicultural issues (e.g., how survivors or victims define and cope with abuse, community and institutional responses, power and privilege within the therapeutic relationship); and
- Acknowledge the group's unique needs (e.g., barriers to help-seeking, whether the victim has disclosed her sexuality, the impact of cultural oppression and heterosexual privilege)

In tandem with these competencies, professional counselors can promote grassroots advocacy efforts that facilitate a social change through their service; for example, using affirmative language, creating a safe space for survivors or victims, and helping to provide office training to ensure that staff promote a welcoming and supportive environment. In addition, counselors can connect with available community resources, and other professionals, to meet the unique needs of this population (e.g., support groups, referrals). Lastly, counselors can seek out various learning opportunities to enhance their levels of competence. These learning opportunities may entail attending educational trainings or seeking supervision, as well as participating in the activities sponsored by gay and lesbian community (e.g., pride day), to increase one's knowledge of IPV and diversity experiences.

Within the community, a counselor can offer to provide outreach and education. These efforts may entail writing for newspapers or using other media (e.g., television or radio) to increase public awareness and promote accessible services, resources, or events to individuals who have been the victims or survivors of same-sex IPV. The promotion, or development, of support groups within the community is one way to foster connection and resiliency among survivors or victims; whereas, the promotion, or development, of educational programs for abusive partners is one way to prevent or reduce violence within intimate relationships. In addition, a counselor's outreach can extend beyond those directly involved with IPV to other professionals within the community. For example, workshops focusing on the characteristics and nature of same-sex IPV can be offered to police officers who respond to incidences of IPV. Additional trainings can be tailored to health care providers at battered women's shelters to ensure that these community services provide safe, accessible, and affirmative care. Lastly, counselors can participate in advocacy movements concerning this issue such as being aware of legislative actions in their states.

In all their various roles, counselors can serve as sources of empowerment and support for same-sex victims or survivors of IPV. Thus, it is important for each of us to stay abreast of current knowledge in order to tailor our treatments and to promote our advocacy efforts. Despite advances in the academic literature concerning lesbian IPV, there is a need for increased research surrounding this social issue. By listening to the voices of same-sex victims and survivors, and working with this population, counselors can help to facilitate social change and reverse the cycle of social injustice.

Advocacy in Action: Finding your Inner Advocate

Janee Both Gragg, Ph.D., MFT
University of Redlands



The ideas and concepts embedded in social justice and advocacy counseling, themselves, are not new. Still, there is a growing movement in the field toward the practice of counseling from a social justice and advocacy perspective. Counselors working from this lens are charged with assessing the unique needs of their individual client within the larger social, political and cultural context. Counselors then move beyond their work with the individual to simultaneously consider their role in creating larger systemic

change. All too often, counselors are limited in their work with clients when they realize that their circumstances are deeply entrenched within the larger sociopolitical context.

Advocacy will look different for everyone. I am comfortable attending rallies, holding signs and chanting, but not everyone will be. Consider for a moment what advocacy would look like for you. It may be a private conversation where you are willing to be vulnerable by sharing your ideas or respectfully disagreeing. I regularly teach social justice and advocacy concepts to my counseling students. A couple weeks ago a student contacted me stating that she was excited about advocacy but wanted to know, "How do I do it, where do I start"? Advocacy, to me, begins with four critical steps.

First: FIND YOUR PASSION

Use this passion to motivate yourself and inevitably it will become contagious; creating energy and movement in those around you. What issues inspire you, discourage you or enrage you? That is a good place to start. I believe that much of my success, if you would call it that, to this point is directly related to my passion for training and educating counselors. My students and I talk about "goose bump moments". Those moments in the classroom where we are inspired by one another to be bigger and do more, resulting literally in having goose bumps. This passion has seen me through both challenging and rewarding times. Don't lose sight of what gives you goose bumps!

Second: BE WILLING TO LEAD

Just like advocacy itself, the act of leading will look differently for everyone. Find areas and ways to actualize your passion and get involved. Being a leader often requires a willingness to go against the grain. There is no doubt value to effectively joining the systems within which we work and live but change often comes from the outside. Understandably, then, change is likely to come with great resistance. Are you willing to disagree, have a difficult conversation, be the lone person standing-up for what you are passionate about? Being a leader will likely require that you embrace conflict. I do not consider engaging in conflict to be a pleasant experience. It often stimulates uncomfortable physiological responses causing my heart to race, my armpits to sweat and creates a lump in my throat. Still, I deliberately choose to tolerate these symptoms, rather than avoiding them, when I am standing up for something that I am passionate about or when I believe that my voice is required to help create necessary movement. Will you tolerate personal discomfort for the sake of systemic change? Will you let your armpits sweat?

Three: BE PART OF THE SOLUTION

I know from experience that it is easy to get bogged down by everything that is wrong. But you must ask yourself what you can do, no matter how seemingly small the contribution, to making things right. Maintain a flexible stance on the possible solutions that may exist. Keep an open mind and be willing to think outside the box. Unavoidably, as we engage in our work as advocates, we become personally invested in possible solutions as much as the outcomes. But there is little room for ego in advocacy. It is never about you...about us, less we become the obstacle to the very solution we seek. It is about the greater good; large scale systemic change that will alter society in lasting ways. Trust that these efforts, no matter their size, will make a difference in the lives your clients, their families and our communities.

Finally: WALK THE TALK

As a counselor educators, counselors and counselor trainees do we walk the talk? The ability to model social justice and advocacy requires bravery, self-reflection, intentionality and integrity. Do you fully embody what it means to be a transformational leader and a reflective practitioner? I certainly have my good days but more times than not, I analyze what's wrong, reassess my intentions and identify what I could do better next time. Have you committed to the life long journey of your own personal growth? Engaging in this deliberate behavior will model for those around you that you are not content to simply talk the talk.

**SOUTHERN
ASSOCIATION FOR
COUNSELOR
EDUCATION AND
SUPERVISION**

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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.

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.

Email submissions should be sent to **Caroline Perjessy** (cica12@msn.com) or **Melanie Iarussi** (miarussi@auburn.edu)

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