SACES NEWSLETTER

SOUTHERN ASSOCIATION FOR COUNSELOR EDUCATION AND SUPERVISION

SPECIAL POINTS OF INTEREST:

- From the SACES president
- Interest Network and Committee Reports
- ACES Research Grants Call for Proposals
- SACES Conference Information

From The SACES President

**Dr. Heather Trepal
SACES President**

Spring is upon us and that means lots is happening...first some congratulations are in order for Thelma Duffey, our SACES secretary. She was recently elected to serve as ACA's 64th President! For more on Thelma, please see page 3.

In ACES news, Tarrell Portman was elected President-Elect and Susannah M. Wood was elected as secretary. They will begin their terms this upcoming July. The ACES 2015 conference dates were announced. It will be held October 7-11, 2015 in Philadelphia. The ACES leadership team is working hard with a company to upgrade the ACES website. The new site will offer a lot more information and interaction so stay tuned for the launch announcement. Finally, the division recently released the ACES' Position Statement on Educational Standards for Licensure. This is an important step in the pursuit of a national standard for the licensure of professional counse

lors, thus helping with portability and advocacy for our profession.

Conference planning is in full swing. President-Elect Mary Hermann and President-Elect-Elect, Shawn Spurgeon completed the hotel site visit in January. Proposals decisions have been sent out and the link for conference registration is now available on our website at www.saces.org. Committees are now forming and getting ready to work. We are looking forward to another excellent conference full of professional and educational opportunities such as pre-conference offerings, content, poster and

roundtable sessions, and the Career Connection. We hope that you will make plans to join us in Birmingham!

Lots of folks email me with questions about our various SACES offerings and opportunities that take place during the year. Here is the timeline: the nominations and applications process for the 2014 SACES Emerging Leaders are due by May 30th. Our calls for nominations and elections, research grants, and awards will take place over the summer and the winners will be announced at our conference in Birmingham.

Be well,

Heather Trepal

SACES President 2013-2014

SACES Interest Network & Committee Reports

SACES School Counseling Interest Network
Co-Chairs: Clare Merlin and Lauren Moss

School counselor education continues to be a growing and exciting field, and the SACES School Counseling Interest Network is no different. This year, our interest network began work on several initiatives discussed at the 2013 SACES Conference in Savannah. First, we initiated discussions in the SACES LinkedIn group in order to collect informal data about how school counselors and counselor educators are involved in K-12 students' college and career readiness. LinkedIn is a professional networking website that allows individuals to connect, share information, and engage in online discussions. We encourage school counselors and school counselor educators to respond to our ongoing discussion posts on this website in order to share what they are doing or seeing in schools, as well as learn how others are doing the same.

Second, we began exploring the need for or interest in a separate SACES School Counseling Interest Network group on LinkedIn and/or Facebook. If you believe such a tool would be resourceful, or have ideas/ suggestions about how these tools may be best used, please contact either of us to let us know.

Lastly, at the 2013 ACES conference, SACES had a strong presence at the school counseling interest network meeting. This ACES interest network is now called the *Transforming School Counseling and College Access Interest Network* (TSCCAIN), and the ACES conference meeting focused on prominent topics in school counselor education. The liveliest of these discussion surrounded CACREP's (2016) proposed standard for a 60-credit hour minimum for school counseling master's programs. TSSCAIN leaders encouraged school counselors to share public comments with CACREP regarding their opinions about this proposed standard.

Moving forward, we are interested in acting on member suggestions and carrying out member ideas that will help our group better connect and benefit from one another. If you have any suggestions or ideas, please contact us at cpmerlin@email.wm.edu or laurenjeannemoss@gmail.com. We look forward to connecting with any interested school counselor educators, school counselors, and graduate students at the 2014 SACES conference in October. See you in Birmingham!

SACES Graduate Student Committee
Maria Haiyasoso & Panos Markopoulos

Hello SACES Graduate Student Members!

As the SACES Graduate Student Committee, our aim is to represent the student voice within SACES. In an effort to do so, we launched a survey in late fall 2013 to learn more about what you would like to see at the upcoming conference in Birmingham, Alabama. We truly appreciate the time you all took to complete the online survey, and we would like to share a few of the results and themes. Some of the desired topics included social justice, research, theory, motherhood and academia, trauma-work and supervision, pedagogy and many others. Major themes that emerged were requests for networking and professional development opportunities. Ideas for social events included job fairs, mixers, meet and greets, book signings, breakfast and lunch receptions, and much more. Thank you all for contributing your ideas and communicating your needs. As we near closer to the conference, we are excited to bring students' voices into the fold as planning and conference preparation is underway!
Additionally, we want to create ongoing opportunities for mentorship and education. We plan to begin a mentorship program between doctoral and master level students to help support students in their professional development and academic experience. We are working on offering webinars to make information more accessible and affordable for members. This would also be a great opportunity for individuals wanting to share their expertise, disseminate information, or provide training about counseling, counselor education, and supervision. Lastly, we are creating an awards program to recognize students' dedication to service, academic excellence, and leadership. Our goal is to engage all students and to reach the international student community as well. We all benefit from embracing multiple perspectives and learning from our diverse student members!

More information will be posted soon so please check back on our social media sites.
SACES webpage http://www.saces.org/
Facebook https://www.facebook.com/SACES2?ref=hl
         https://www.facebook.com/groups/
         SACESgrad/
LinkedIn http://www.linkedin.com/groups/Southern-Association-Counselor-Education-Supervision-4544312
Follow us on Twitter @Saces2
Thank you all and best wishes for a smooth end-of-the-semester!

Congratulations
Thelma Duffey!

Thelma Duffey, our current SACES secretary, was elected to serve as the American Counseling Association's 64th President!

Thelma has been a longtime member of ACA, ACES, and SACES. She has served her state as the President of the Texas Association for Counselor Education and Supervision among other positions in the Texas Counseling Association. She has served the American Counseling Association as a former member of the ACA Governing Council. She was the Founding President of the Association for Creativity in Counseling (ACC), the 19th division of ACA as well as the Founding Editor of ACC's Journal of Creativity in Mental Health (JCMH). She is a Full Professor and Chair at the University of Texas at San Antonio and has been a private counseling practitioner for 23 years. Thelma's many honors in the counseling profession include: ACA Fellow, ACA Professional Development Award, ACES Counseling Vision and Innovation Award, ACES Distinguished Mentor Award, TCA Research Award, and ACC's Thelma Duffey Vision and Innovation Award. Please congratulate Thelma at Thelma.duffey@utsa.edu.

ACES Research Grant Awards
Call for Proposals 2014-2015

ACES Award recipients will be announced at the Regional ACES Conferences

Purpose: The purpose for this call for proposals is to fund studies that increase understanding of professional development in Counselor Education and Supervision.

Who May Apply: The competition is open to both professional and student members of ACES. Because of their need and because of the limited funding available for student research, student researchers are especially encouraged to apply. Individuals may submit (or be part of a submission team) for only one proposal. Multiple submissions by any researcher (individually or as part of multiple research teams) will not be accepted.

Proposals are due August 2, 2014. Information pertaining to application form and evaluation criteria can be found at https://www.facebook.com/SACES2?ref=stream&hc_location=stream. In the past, research proposals were awarded between $500.00-$1,500.00.

For additional information please contact:
Tracy Stinchfield, Ed.D., NCC
ACES Research Grant Award Chairperson
tstinchfield@immaculata.edu

Members of SACES - COME CELEBRATE IN NEW ORLEANS!!

By **Catherine Roland, Conference Chair**

The Inaugural Conference of the Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling will be held **September 19-20, 2014** at the New Orleans Hilton Riverside Hotel. AGLIBTIC enthusiastically invites your participation in this milestone event.

Our inaugural conference theme is: **LGBT Advocacy over the Lifespan: Celebrating and Moving Forward**, and we are asking for your support, especially because it is taking place in the Southern Region.

Two special, ethics-based, 3-hour intensives will run concurrently with education sessions on **September 19:**

9-12:00 **Dr. Michael Kocet**, former Chair of the ACA Ethics Code Revision Task Force, Past-President of ALGBTIC, and noted advocate, will present a 3-hour intensive on "Integrating the New 2014 ACA Code of Ethics into Practice with LGBTQ Clients."

1:30-4:30 **Dr. Barbara Herlihy**, well-known author, mentor and leader, will present a 3-hour intensive on "Conflicts Between Personal and Professional Values: An Update on Legal, Ethical, and Professional Responses to the Issue"

Education sessions will be available Friday and Saturday for 12-14 CEU's and networking.

For further information please contact:
Dr. Catherine Roland, caroland@gru.edu

Please consult ALGBTIC website for hotel and registration information: http://www.algbtic.org/

Creating Fictional Clients for Diversity-Related Theoretical Case Conceptualization

Carol McGinnis, PhD, LCPC, NCC

Messiah College

Counselor education programs accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP, 2009) must attend to diversity at various program, core, and track objectives according to ethical standards outlined by the American Counseling Association (ACA, 2005). To meet this ethical and professional requirement, multicultural training must occur at various levels of the program to ensure that appropriate awareness, knowledge, and skills are achieved (Pedersen, 2000).

One way to meet these standards is to incorporate a modified version of Hays' (2007) ADDRESSING model in a core theories course. Through fictional client creation that can be conducted in an individual or collaborative manner, students learn to apply theoretical case conceptualization according to specific components of diversity for each client. This experiential method can be presented in a way that mimics a collaborative game facilitating learning that is fun as well as informative (Kim & Lyons, 2003).

Hays' (2007) ADDRESSING Model Modified

Hays' (2007) ADDRESSING model has been used to conceptualize client diversity as components relating to: Age, Developmental/Disability, Religion, Ethnicity, Socio-economic Status, Sexual Orientation, Indigenous Heritage, National Origin, and Gender. To utilize this model in a more dynamic way, several components were modified to allow for more options when treating clients in the United States. These modifications were to add: beliefs and values as a part of the ADDRESSING "R," Adlerian identity relating to birth order, family structure, lifestyle assessment, attire, tattoos, or other factors related to self-concept for "I," and the client's name, nicknames, and gamertags in the "N."

Class Client Creation

Student participation in creating a fictional client for theoretical case conceptualization can be done as a class in a traditional or synchronous environment or individually through online discussion postings. A starting point for this exercise is to create an ADDRESSING template using a chalkboard, whiteboard, document camera, or wiki and begin with the age of a fictitious client for the ADDRESSING "A". This activity may elicit "13" as the data for this first category that would be then placed in the template for everyone to see. It is recommended to then move to the last letter of the ADDRESSING model "G" to select a gender before moving backwards through the rest of the acronym. Figure 1 illustrates how a horizontal version of this template may look at the end of this initial exercise.

A	D/D	R (S)	E	S	S	I	N	G
13	N/A	Reared: Pentecostal Currently: RC (father)	Jamaican-American	Mid	Hetero	3/6 One of 4 girls 2 younger brothers "Emo"	Dolly Gamertag: "Tamale"	F

The next step for this exercise is to have students determine a presenting problem (PP) that might be complicated by one or two other issues, along with three client strengths that would incorporate client interests, hobbies, or desired talents (see Figure 2).

Presenting Problem	Strengths/Hobbies
1. Fighting with other children	1. Plays the violin
2. Cutting	2. Enjoys Twilight series
3. Communication issues/parents	3. Draws tattoo designs
Theory - Psychoanalytic	
Transference – client refers to counselor as "Mom"	
Erikson's "Identity vs Role Confusion" – exploration of R, E, I, N, G	
Ego Defense Mechanism Reaction Formation – laughs when angry	

Theoretical Case Conceptualization

Theoretical case conceptualization begins with the application of one theory using terms and concepts for that particular client. For example, psychoanalytic theory may be practiced for our client "Dolly" by listing three or more concepts that may assist the counselor in attending to specific components of her diversity (see Figure 2). In this case, the terms *Transference*, *Ego Defense Mechanism of Reaction Formation*, and *Identity versus Role Confusion* have been identified as a way to understand Dolly's aggression toward others.

These terms and concepts would then be explored as they would pertain to Dolly's psychosexual and psychosocial development and treatment goals that would then be linked to specific components of diversity. For example, free association techniques could reveal unresolved issues that correlate with one of the early stages of her psychosexual development. Through a psycho-analytical treatment of this fictional client, students would understand her presenting problems as the product of unresolved unconscious conflict from various stages of development.

Over time, students can work toward integrating different theories for a more customized case conceptualization with a foundational theory as the starting point. An example for this exercise might be to use psychoanalytic as the foundational theory for Dolly with Feminist and Choice Theories for an integrated conceptualization relating to Jamaican-American ethnicity that may be a component in her wants and needs (Wubbolding, 2010) or her role as a female (Layton, 2013). These components of diversity may hold elements of oppression for Dolly through environmental constraints that would be recognized through an egalitarian counselor relationship and assessment of external pressures.

Learning Assessment

This technique allows for assessment through online weekly discussions, quizzes, exams, and a final paper by awarding points for each ADDRESSING component identified correctly, the presenting problem (PP), and three client strengths. Also helpful to include in the grading are the theoretical terms or concepts that have been applied with appropriate examples that demonstrate depth of understanding. These tools allow the student to achieve depth of awareness for countertransference, potential biases, boundaries, and multicultural issues that can relate to competency and an ethical practice.

References

American Counseling Association (2005). ACA Code of Ethics. Alexandria, VA: Author.

Council for Accreditation of Counseling and Related Educational Programs [CACREP]. (2009). *2009 standards for accreditation*. Alexandria, VA: Author.

Hays, P. A. (2007). *Addressing cultural complexities in practice: Assessment, diagnosis, and therapy* (2nd ed.). Washington, DC: American Psychological Association.

Kim, B. S. K., & Lyons, H. Z. (2003). Experiential activities and multicultural counseling competence training. *Journal of Counseling & Development, 81,* 400–408.

Layton, L. (2013). Who's that girl? Who's that boy?: Clinical practice meets postmodern gender theory (Vol. 2). Routledge.

Pedersen, P. (2000) *A handbook for developing multicultural awareness (3rd ed.)*. Alexandria, VA: American Counseling Association.

Wubbolding, R. E. (2010). *Reality therapy*. John Wiley & Sons, Inc.

Sing a Song for Supervision

Supervision is a challenging yet rewarding component of being a counseling professional. It allows practitioners to act as educators, mentors, and gate-keepers for the field. The primary purpose of the internship is to provide the graduate student(s) with practical experiences and application of the techniques learned in the classroom. Internship opportunities also help increase and sharpen the counseling and supervisory skills of the practitioner. The majority of my experiences as a supervisor have been enlightening and rewarding; however, they have not come without challenges. Here, I would like to share challenges I experienced as a supervisor and how I approached these challenges.

The Dual Relationship

I supervised an internship student who was also a colleague. I received permission from this student to share our experiences as supervisor and supervisee. However, for the purposes of this article, and to maintain his confidentiality, I will refer to him as "Joe." Unfortunately, this was a dual-relationship that could not be avoided, so it required special attention. Joe and I discussed the concerns about having a dual-relationship with our supervisor, and I consulted with colleagues about the appropriate handling of this unique situation. However, these necessary steps did not help ease the challenges during supervision sessions.

Joe and I talked openly about work-related issues when he and I were acting as colleagues, not as a supervisor and supervisee. However, our supervision sessions were often tense and conversations were superficial. I shared my concerns with Joe and asked him how he was feeling. He agreed that our new roles had caused a shift in how he approached our conversations during supervision.

A Song for Your Thoughts

I was struggling to increase the quality of the internship experience I was providing for Joe. After consulting with a counseling colleague, I realized I had failed to pull from my own experience and training that had become a regular part of my counseling sessions as a practitioner; using expressive arts techniques.

Joe was a literary man who wrote his own poetry and song lyrics. So, at our next supervision session, I asked Joe to find a set of lyrics or a song that he believed encompassed how he was feeling at that point in his internship. Joe stated he was excited about trying something new and said he was looking forward to doing the assignment.

The following week Joe presented the song "The Show" by Lenka. He said this song was meaningful for him because it talked about feeling like you are in the middle of an experience. At that time, Joe had completed his first of two semesters required for his internship. For Joe, this was a major milestone because he had been nervous about not completing the required hours in the specific time frame set forth by the college.

The song also included language about having a support system while going through a challenging time. Joe shared how supportive his wife had been throughout his graduate school experience. We also discussed the support he may or may not have received through his cohort members and how this may differ from the support he received from his wife. I wanted to help him process the various types of support he was receiving and help him identify the key people in his life at that time.

A final point Joe made about the song was a lyric that mentioned feeling scared. Joe said he was scared about what was going to happen with his current job and he was worried he might not get a job as a counselor in the near future.

Implications for Counseling Professionals

The experience of using a creative method as a counseling supervisor was amazing. Joe later shared that using the song during supervision was the best experience he had as a counseling intern. He enjoyed the creativity and appreciated the new approach. It fostered a new working relationship for us as well. When the supervisor-supervisee experience with Joe was at an impasse, I had to rethink my approach. The introduction and use of music in our supervision sessions proved to be a great catalyst for deeper growth for both Joe and I. Joe was able to explain his feelings and frustrations more clearly through the use of music. And, I gained a deeper understanding for how he was feeling and what I could do in my role as his supervisor.

Counseling professionals can use a variety of techniques outside of traditional talk therapy approaches. Creative techniques such as literature, art, movement, and music offer a different avenue for the same therapeutic goals. I highly encourage counseling professionals to learn about these and other creative methods, and encourage openness to trying them with clients and/or students.



Barb Wilson, Ph.D., LPC, NCC

School Counselor,

Hall County Schools

Walking the Spiral Path: A Model to Address Supervisee's Personal Issues

The Shohet and Hawkins supervision model focuses on seven key areas, creating what is referred to as the "Seven-Eyed Model of Supervision." The areas focused on are: (a) the content of the therapy session; (b) strategies and interventions; (c) the therapy relationship; (d) the internal processes of the supervisee during therapy sessions with clients; (e) the supervisory session; (f) the supervisor's internal processes during the supervisory session; (g) and the wider context. The model draws attention to parallel processes – where the supervisee has the tendency to act towards the supervisor as the client acts toward him or her and the supervisee then acts towards the client much like the supervisor acts toward him or her. Modeling is important as the supervisee begins to reflect on their perception of the supervisor when working with their client. This supervision model allows for depth in the supervisee's internal processes.

We offer here our own educational and developmental Seven-Layered Model, an integrative processing tool to use in supervision that incorporates content and process, affect and cognition, and parallel process and countertransference.
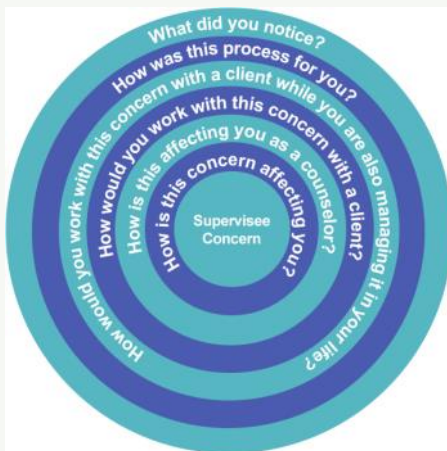
At the core of the model is the SUPERVISEE CONCERN. Supervisees bring to supervision questions and concerns that should be addressed. This could include questions about their client and their issues as well as the supervisee's own personal growth. Our model takes into consideration the latter.

Next is HOW THE CONCERN AFFECTS YOU, the supervisee as a person. Without stepping into a counselor role too deeply, this layer explores what is happening and how it is impacting the supervisee personally. The focus is beginning to understand what might be influencing the supervisee's work with clients.

The third layer is HOW IS THIS AFFECTING YOU AS A COUNSELOR? We are interested in the personal issues the counselor is experiencing and how it is impacting their counseling sessions. This is where parallel process might be examined.

Fourth, HOW WOULD YOU WORK WITH THIS CONCERN WITH A CLIENT? If the supervisee could step outside of themselves and their issue and ask "How would I work with this client?", supervision would then explore possible tools and techniques that might be effective in the counselor's work with the client.

Next is HOW WOULD YOU WORK WITH THIS CONCERN WITH A CLIENT WHILE YOU ARE ALSO MANAGING IT IN YOUR LIFE? We are interested in the supervisee developing further self-monitoring regarding the reality of countertransference. In addition, we are encouraging the supervisee to develop an intentional, proactive approach to interventions informed by the client's goals and frame of reference versus the supervisee's countertransference processes.

Sixth is HOW WAS THIS PROCESS FOR YOU? The supervisee provides his or her emotional response to this process. In this level, we are interested in how the experience of going through the steps with your supervisee was.

Last is WHAT DID YOU NOTICE? This final layer asks for the supervisee's cognitive response to the process and examines what the supervisor did and did not do. This last step allows the supervisee to put the modeling that took place into consideration and provide feedback to the supervisor.

Our model complies with the ACES Best Practices in Clinical Supervision. Supervisors following the Best Practices are encouraged to be intentional and proactive, to individualize supervision according to the needs of the supervisee, and to make cognitive transitions from counselor to supervisor when working with supervisees without taking on the actual role of counselor for our supervisees. This model permits supervisors to appropriately maintain their other roles as counselors, consultants, teachers, mentors, and evaluators.

We hope that this process will serve to assist supervisors who may observe supervisees' personal issues impacting their counseling sessions. This model will serve as an educational tool which will allow the supervisor to address the students personal concerns, discuss how it impacts their counseling, and allow the counselor to brainstorm solutions on how they would effectively work with a client with a similar issue as well as reflect on the process itself.

Suzan K. Thompson, Ph.D., LPC, Brett Kyle Gleason, M.Ed., NCC, Kurtis Hooks M.S., NCC, M.P.H., Andrea J. Kirk-Jenkins, M.S.Ed., NCC, and Kevin C. Snow, M.S.,M.A.

Old Dominion University

Counselor Education and Technology: Using Lecture Capture as a Form of Advocacy

Lee Grimes, Ph.D., LPC, Certified School Counselor and Allan Celik, Instructional Technology Graduate Student

Valdosta State University

Counselor education, like all disciplines in higher education, is affected by advances in technology that change the way instruction is delivered. One such advance, lecture capture or *telepresence* technologies, is changing the way classes are delivered to students across disciplines. Lecture capture takes place when a deliberate system of high-definition cameras, networking equipment, and specialized computers made for handling large amounts of written data work together to record a lecture in whole or in part (Newton, Tucker, Dawson, & Currie, 2014). Through their experience working together as a counselor educator and a teaching assistant from instructional technology, Lee and Allan discovered that lecture capture could be used to enhance the advocacy role of school counselors and counselor educators.

Allan's expertise with high-quality video streaming first introduced Lee to the possibilities in counselor education for video conferencing. However, she learned from Allan that the term *telepresence* is used more widely by professionals today. The high-definition video employed through telepresence allows better communication in terms of verbal tone and body language. Hence the use of the word "presence": the technology makes it seem as if the individual is present. This factor allows professionals to communicate with an even greater dimension of clarity. Non-verbals can be read; media can be uploaded, and classes can be broadcast across the world in real-time. What do all of these good things mean for counselor educators? Advocacy in high definition, of course!

One might not expect a graduate student in instructional technology to have thoughts about lecture capture for counselor educators, but when Allan was introduced to the role of the school counselor as he worked alongside Lee, he realized the implications for his specialty to overlap with hers. Allan observed that he was unaware of the strong advocacy component that is a part of school counselor training. Allan, a teacher education major in his undergraduate program, learned through his work with Lee that school counselors are trained not just to work with individual students but to work at the systemic level of schools and communities to bring changes in policies and procedures that limit and marginalize students. He discovered that the ACA Advocacy Competencies illustrate for school counselors and counselor educators alike that disseminating information at the public arena level is an important means to educate and shape policy (Ratts, DeKruyf, & Chen-Hayes, 2007). Through their discussions, Allan and Lee both realized that many students in other education disciplines are not aware of the various roles of school counselors, especially the one of advocating for change with individuals and in schools, communities, and at the public information level.

Their realization led to a unique collaboration between the two. Allan suggested using lecture capture to record Lee presenting about the ACA Advocacy Competencies to a group of school counselor candidates. Allan suggested they then broadcast this lecture to students in other majors in the college of education such as elementary/secondary education, special education, and educational leadership. The traditional lecture that Lee presents to her students becomes both an educational and advocacy piece in that it is taught to a broad audience of educators, informing them about the important role of advocacy in the work of school counselors. At the same time, the lecture capture presentation becomes itself an advocacy piece for the school counseling profession. Educators across disciplines may use the lecture capture presentation as it fits the scope of their courses, saving both presenting and planning time for all involved.

According to Allan, the really amazing thing about a network connecting a blend of professionals this way is the ability to connect their experiences even at the classroom level. Communication is a great feature of telepresence, but so is the ability to transmit experience. Individuals are like media in the sense that they are capable of storing and recalling valuable facts, statistics, and experiences. Being able to connect educators and students across disciplines so that they are informed about specialties of the profession they might not understand otherwise makes lecture capture a valuable tool for school counselor educators, particularly since school counselors collaborate so closely with other professional educators in schools.

References

Newton, G., Tucker, T., Dawson, J., & Currie, E. (2014). Use of lecture capture in higher education - lessons from the trenches. *TechTrends, 58*, 32-45.

Ratts, M. J., DeKruyf, L., & Chen-Hayes, S. (2007). The ACA advocacy competencies: A social justice advocacy framework for professional school counselors. *Professional School Counseling, 11*(2), 90-97. Retrieved from http://search.proquest.com/docview/213447925.

Supervisee Resistance: Shame in Supervision

Latessa Bayonne, MEd

Yolanda Fountain, M.S., M.Div., LPC, NCC, RPT

Karen D. Row-land, PhD, LPC, NCC

Mercer University

Shame, an interpersonal and intrapersonal emotion that occurs when a positive affect is interrupted "through the non-responsiveness of another person or the sudden realization by an individual that he or she is not as smart, competent, beautiful, or creative as he or she had previously thought" (Yourman, 2003, p. 603). Shame is based on an evaluation of the self by the self and others that diminishes and hides elements of the self, is predicated on one's negative view of the self, and negates separating the self from behaviors (Bernard & Goodyear, 2009).

Shame is an emotion that supervision is likely to elicit because of its evaluation of supervisees and because it requires supervisees to expose themselves and their work In essence, supervision reveals components that the supervisee may prefer to remain hidden. It is therefore, important that supervisors be prepared to recognize, understand, and delicately explore the elements of shame as a possible condition of resistance within the supervision process.

Shameful Resistance in the Supervisory Relationship

Shame within supervision warrants more attention because of its potentially detrimental effects on the triadic relationship. Supervisees may exhibit manifestations of resistance that negatively impact the quality of supervision and inevitably the level of care that the supervisee is able to deliver to clients. Resistant behaviors within supervision may include poor academic performance, poor clinical performance (i.e., power struggles, noncompliance), poor interpersonal skills (i.e., poor boundaries, a lack of self-protective judgment), and unethical or illegal behaviors (Bernard & Goodyear; Yourman, 2003). It may also lead to a failure to disclose pertinent information related to counseling the client. Supervisors need to explore the following questions: "What content is the supervisee most likely to hide?" and "What are the circumstances that inhibit or encourage supervisee disclosure?" (Yourman, 2003).

Supervisees' display of shame as resistance is also significant because it can stifle supervisee self-awareness due to increased shaming of the self instead of understanding of the self. As a result, the client, supervisee, supervisor, and the relationships between them are hindered from growth. In contrast, when shame is managed safely, supervisees experience an improved sense of self and self-worth, effective and open communication within the triadic relationship, and open acknowledgement (rather than hiding) of deficiencies and mistakes.

Supervisee & Supervisor Responses to Shame

Two key elements indicative of shame by supervisees include secrecy and chronic anxiety. Some supervisees are particularly shame-prone because of personal issues such as traumatic experiences or narcissistic/borderline pathologies. Four supervisee responses to shame are; withdrawal (passivity, low eye contact, forgetfulness, tardiness); avoidance (not acknowledging mistakes and failures, withholding information); aggressive behaviors towards others (dismissive attitude, devaluing the supervisor, overt criticism, imposing unfair expectations); and aggressive behaviors towards self (excessive self-criticism to circumvent emotional connections) (Bernard & Goodyear, 2009).

Supervisors can focus on four elements when responding to shame. The first involves creating a safe, trusting, warm, and respectful environment

Strengthening a Culture of Inclusivity in ACES

After a recent conversation with a colleague in private practice, I began to consider how counseling associations such as SACES, ACES, and ACA, and our leadership can work to include more and better represent practicing clinicians and supervisors. The conversation was encouraging and energizing as I thought about the possibilities of those clinicians becoming more involved in our association, taking on leadership positions, and offering their knowledge and wisdom that could enhance our association and its membership.

Tonya R. Hammer, PhD, LPC-S
Oklahoma State University-Tulsa

Counseling and counselor education has spent time working to define and refine it's professional identity as a vocation and organization progressing in developmental stages. I believe we can reconnect with our roots and to those who have been about the business of counseling. We can listen for more voices in the process to become more successful in achieving our mission and purpose. According to the by-laws of SACES our purpose as an organization includes but is not limited to:

> advancing knowledge in the academic fields of the behavioral sciences, and for assisting in improving competency both for members and for those counselors with whom the members are working or will work. It shall be concerned with knowledge, skills, and research which touch upon all aspects of the profession of counseling and supervision at all levels (SACES, By-laws)

I believe at the heart of our organization is a desire to help society by improving the lives of our clients which is done by enriching our counselors and counseling skills. It is time for us as an organization to focus on expanding the voices in the conversation to specifically include the supervisors and counselors in the field. I believe this will take a concerted and concentrated effort on our part to assess the wants and needs of the supervisors and counselors. I realize clinicians at non-profits and in private practice are seldom able to afford to attend national or regional conferences; therefore, we need to see what we can do to help those on the ground in other ways. Counselor educators receive support from our institutions (maybe not as much as we would like) for involvement in these associations and their conferences. We are often required and incentivized to participate and take on leadership positions by the promotion and tenure process. What can we as an organization provide as incentives for all of us to feel included in the conversation and process? Additionally, it would be beneficial to us as an organization to see how we could provide better access to services and encourage more participation on behalf of practicing clinicians and supervisors.

I believe it is imperative that we strengthen our culture of inclusion so that more counselors feel included at the table. I welcome and am eager to hear more voices of counselors and supervisors in the dialogue of our professional associations.

---

so that supervisees feel comfortable exposing themselves. Shame-reduction strategies like granting a supervisee permission to abandon the concept of perfection aid in creating of a safe environment. Second, supervisors need to explore their own shame, recognize and work with resistance as a natural part of the supervisory process, and model safe responses to shame. Third, supervisors need to make sure that the supervisee feels supported as a person with strengths and weaknesses and is affirmed as a clinician who can grow from his/her/zir mistakes. Last, supervisors need to engage in effective and shame-less communication that invites supervisees to critique the supervisory process and provide honest feedback (Yourman, 2003).

Future Trends

Future trends regarding exploring shame in supervision involves increasing dialogical oriented supervision and counseling research. Dialogic contact**,** a meeting between people where neither sees the other as an object to be analyzed or manipulated but rather as an equal in a relationship, is a tool for supervisors who are willing to authentically engage in clarification and exploration of the difficulties and mutual transferences that inevitably occur in the process of supervision (Pack, 2009). Dialogically oriented supervisors openly express their needs, thoughts, and feelings as long as these contribute to the learning process and use existential themes to mitigate shame. Future research should focus on parallel processes in supervisory relationships and on devel-

oping remediation action plans for resistant supervisees.

References

Bernard, J. M. & Goodyear, R. K. (2009). Fundamentals of Clinical Supervision. (4th ed.). Upper Saddle River, NJ: Pearson Education.

Pack, M. (2009). Supervision as a Liminal Space: Toward a Dialogic Relationship. *Gestalt Journal of Australia and New Zealand*, 5 (2), 60-78.

Yourman, D. (2003, May). Trainee disclosure in psychotherapy supervision: The impact of shame. *Journal of Clinical Psychology*, *59 (5)*, 601-609.

Neuroscience in Counselor Education: A Larger Role?

Elliot Isom, MS.
Auburn University

A recent article in *Counseling Today* centered on the new direction of counseling. Counselor educator at Bradley, Dr. Lori Russell-Chaplain, recently completed research treating attention deficit hyperactivity disorder (ADHD) with neurofeedback. Feedback to the brain, viewed in real time through functional magnetic resonance imaging (fMRI), permanently altered key structures of the participant's brain anatomy. Areas of the client's brain, which had previously contributed to mental impairments, functionally and anatomically changed, improving their lives. The take-away from this study, people can actually regulate, and permanently change their own brains. Dr. Allen Ivey, a major contributor to the field of counseling, envisions a more biologically centered practice in the future that coincides with the dramatic shift in technology and research. Through an fMRI, scientists can now see what areas of the brain are impaired for someone suffering from depression, and can witness dramatic changes in a brain that has undergone counseling. Scientists can see an actual picture of what takes place in the brain during counseling, and measure the results.

How has the new landscape of technology and research in neuroscience translated to counselor education? The 2009 standards of the Council for Accreditation of Counseling and Related Programs (CACREP) under common core curriculum cites in G.3.b: "theories of learning and personality development, including current understandings about neurobiological behavior." However, that description remains vague, when you consider the staggering findings in recent years and what the future holds. In contrast, viewing the second draft of the 2016 CACREP standards, the word "neurological" was found six times. In context, the word was used to describe a knowledge component in the areas of mental illness, substance abuse, and disabilities and their impact on the brain. Clearly, there is a shift in how we think about the brain in counseling.

What can counselor educators do to infuse neuroscience and technology into the curriculum? Currently, a foundation of biology is not required to enter counseling programs. Human development is the only required knowledge component for accredited programs, and it barely covers the biological processes of the human brain. Counselors receive a theoretical foundation for counseling practice in their programs. However, foundational counseling theories are dramatically lacking in explaining the neuroscience connected to mental illness like the technology of today can. Adding neuroscience components adjacent to traditional teaching foundations will get students to start thinking about the brain and what happens. For example, initiating a dialogue with students on what happens in the brain when someone undergoes counseling, or diagnosed with mental illness. In addition, implementing discussions about recent research on mental illness and the brain will expose beginning counselors to the current advances in neuroscience and implications for the future.

Some concepts that show how neuroscience impacts counseling:

1. Neuroplasticity: Our brains are malleable, and react to the environment we are in. What does this mean? The human brain can rewire itself, and has the capacity to change based upon our environment and day to day activities. We now know that counseling is an activity which can provoke a person's brain to change.

2. Human Behaviors and Emotions: Our brain is composed of many different parts. Each part acts in making decisions toward our personality, learning tendencies, reactions, and behaviors. The neuroimaging techniques of today have given scientists the ability to actually distinguish between each part of the brain, and its' primary function. Thus, providing a clear route toward describing mental illness and how to better treat it.

References

Council for Accreditation of Counseling and Related Educational Programs [CACREP]. (2009). *2009 standards for accreditation*. Alexandria, VA: Author.

Montes, F. (2013, November). The birth of the neuro-counselor?. *Counseling Today,* n.pag. Retrieved from http://ct.counseling.org/2013/11/the-birth-of-the-neuro-counselor/.

Ivey, A., Ivey, M. B., Zalaquett, C., Quirk, K. (2009, December). Counseling and neuroscience: The cutting edge of the coming decade. *Counseling Today,* n.pag. Retrieved from http://ct.counseling.org/2009/12/reader-viewpoint-counseling-and-neuroscience-the-cutting-edge-of-the-coming-decade/

Tips for the First-Time Supervisor

Charmaine D. Caldwell, PhD, LPC, NCC

Henderson State University

Training to be a supervisor can be difficult to locate unless one is in a doctoral program for counselor education and supervision or has access to specialty seminars or educational programs (Borders & Brown, 2005). Yet, many experienced counselors are called upon to provide supervision for counselors in training (CITs) in schools, agencies, or in other settings where counseling services are delivered, even when never having had training for the unique skills for supervision. Often, the experienced counselor will meet minimum accreditation requirements (CACREP, 2009) for supervision and then be placed in a position to fulfill supervisory responsibilities without the necessary skills and know-how. The purpose of this brief commentary is to provide inexperienced or untrained supervisors with a brief set of guidelines to use in their new role.

An important first consideration is to ascertain if there is a fit in personality and professional ideology, two important elements for the working alliance to be most effective. An interview with a potential CIT before final arrangements are made can help to determine the fit. Some helpful questions for the supervisor to consider in the interview could be:

a) Are there similar values related to the counseling profession? Are there comparable theoretical approaches to use for problem solving? Can compromises be made when theoretical orientations are significantly different?

b) Does the CIT understand the purpose of supervision? Have goals for supervision?

c) Can the function of a supervisor be clearly understood, differentiating between other relationships the CIT has had throughout his/her training?

d) How will the CIT respond to the method of evaluation used in the supervision process?

e) Will the supervisor's model of supervision be compatible with the CIT's learning style?

f) Does the CIT understand logistics involved (for example, time on site, hours for supervision, duties of the CIT at the location, compatible schedule, and other considerations) (Association for Counselor Education and Supervision, 1990)?

There could be many other questions specific to unique situations that would be appropriate to be asked in an interview.

Once supervisor and CIT are contracted for the supervisory experience, the CIT must be made aware of expectations such as:

a) The supervisory disclosure statement the CIT is to sign, as well as the CIT's disclosure statement for clients to sign;

b) The agenda the CIT is to prepare for the supervisory meetings once a week to include such topics as: new cases, discuss current cases and outcomes, evaluation of all counseling outcomes, awareness of cultural influences, crisis issues, ethical and legal issues, and any other general problem the CIT may have in practice. The CIT is to present his or her agenda to the supervisor prior to the meeting;

c) Time to discuss special needs of the CIT; time to discuss the supervisor's observations and to give feedback, and time for the CIT to respond to feedback and discuss goals for the upcoming week (Best practices in clinical supervision . ., 2011).

The role of the supervisor in the supervision hour is to help the CIT clarify issues and to continue the development of counseling skills (Bernard & Goodyear, 2009). Some helpful questions to ask could be: What is confusing to you about this case? What puzzles you about this client? What would you like to see happen with your client as a result of this discussion? Other aspects for the supervisor to consider may be: the skill level of the CIT to conceptualize client issues; the CIT's personal awareness when working with a client, or his or her professional behavior. Supervisors are to answer the CIT's questions and are to see that the CIT's needs are met (Bernard & Goodyear, 2009).

Characteristics common to effective supervisors include: having superior counseling skills; being knowledgeable regarding ethical, legal and regulatory aspects of the profession; being knowledgeable of supervision methods and techniques, and have competency in the evaluation of counseling performance—among many others (Association for Counselor Education and Supervision, 1990). One common discomfort new supervisors may feel is when assuming the role of authority and that of an evaluator. These aspects typically are incongruent with the function of a counselor. Understanding the differences between the roles and responsibilities of being a counselor and those of being a supervisor can help to ameliorate this discomfort (Bernard & Goodyear, 2009).

These are minimum considerations for the beginning supervisor when accepting the responsibilities of supervision and are only an introduction to the unique set of skills needed to be an effective supervisor. It is important to keep in mind that the supervisor must protect the public from incompetent practitioners (Bernard & Goodyear, 2009), and to take seriously their responsibilities for and their role in the development of future counselors.

References

Association for Counselor Education and Supervision (1990), *Standards for counseling supervisors, supervision interest network.*

Bernard, J. M. & Goodyear, R. K. (2009). *Fundamentals of clinical supervision,* (4th ed.). Upper Saddle River, New Jersey: Pearson.

Best practices in clinical supervision: Adopted by the ACES Executive Council (2011). Retrieved April 16, 2011 from http://www.acesonline.net/wp-c

Borders, L. D. & Brown, L. L. (2005). *The new handbook of counseling supervision.* New York: Lawrence Erlbaum Associates.

Council for Accreditation of Counseling and Related Educational Programs (CACREP) (2009). *The 2009 standards.* Retrieved April 13, 2012 from http://www.cacrep.org/

Want to get involved? JOIN US!!!!

2014 SACES Conference

Registration for the 2014 SACES conference in Birmingham, Alabama is now open!

To Register: https://www.regonline.com/saces2014conference

2014 SACES Emerging Leaders

SACES would like to announce the **2014 Emerging Leaders Workshop** to be held at the SACES conference in Birmingham, Alabama, on Thursday, October 9, 2014. Drs. Don Locke and Pam Paisley, who have both been extraordinary leaders in SACES, will conduct the workshop. Lunch will be provided.

The Emerging Leaders workshop is designed to help students and new faculty members discover how leadership can enhance their own professional development, to enhance the diversity of SACES, and to help engage talented and dedicated leaders with SACES. In addition, the presenters will provide an overview of SACES leadership opportunities and introduce participants to current SACES leadership. Invited participants will receive a $200 stipend for attendance to the workshop and conference. A review panel will select attendees with a demonstrated commitment to the profession of Counselor Education and Supervision, leadership experience and potential, and participation in state, regional, and/or national ACES organizations and conferences. Emerging leaders that represent racial and ethnic diversity are particularly encouraged to apply.

Persons interested in being considered as a fellow or individuals submitting a third party nomination for the emerging leaders program, *please forward electronically the nominee's vitae and a letter of nomination to* Dr. Heather Trepal, SACES Emerging Leaders Committee, heather.trepal@utsa.edu

Have a job to give? Looking for a job?

Birmingham is the place to be in October!!

October 10: Candidate Introduction at 8:30 am
9am – 12pm; 1:00 pm to 4 pm
October 11: 9am to 12pm

For more information, contact Catherine Roland, caroland@gru.edu

SACES Career Connection II

SOUTHERN ASSOCIATION FOR COUNSELOR EDUCATION AND SUPERVISION

Heather Trepal, Ph.D.
SACES President
University of Texas at San Antonio
San Antonio, TX 78249
P. 210.458.2928
E. heather.trepal@utsa.edu

Officers:

President: Heather Trepal
Past—President: Anneliese Singh
President Elect: Mary Hermann
Secretary: Thelma Duffey
Treasurer: Don Locke

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

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

Message from the SACES Newsletter Editors

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

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

1. It needs to be focused on topics related to counselor education and supervision or an editorial.

2. You can share information about endorsed SACES, state ACES and ACA activities.

3. If you are a student, have one of your faculty members review your work prior to submitting.

4. Take a look at previous editions of the newsletter located at the SACES website to get a feel for the writing style.

5. Keep it between 500 and 800 words.

6. Attach a picture of you in .jpg, .tif, or .gif format.

Thank you for supporting the SACES newsletter!
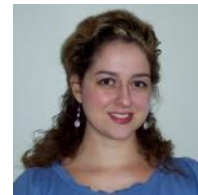
.

Email submissions should be sent to

Caroline Perjessy: cperjess@westga.edu or

Melanie Iarussi: miarussi@auburn.edu

Editors:

Melanie Iarussi, PhD, LPC
Auburn University

Caroline Perjessy, Ph.D., LPC
University of West Georgia

Graduate Student Editor:
Sarah Kitchens, MS
Auburn University