

SACES NEWSLETTER

SOUTHERN ASSOCIATION FOR COUNSELOR EDUCATION
AND SUPERVISION

SPIRIT OF COMMUNITY

SPECIAL POINTS OF INTEREST:

- SACES
Conference
Information
- Presidential
Messages
- Opportunities
for Learning

Dear SACES Members,

As the incoming SACES President, I am excited to follow in the leadership of the many strong leaders in our division! I feel especially grateful to Jennifer Jordan, our past president. I have been a witness to the incredible amount of time and energy that Jennifer has poured into our 2010 conference, revitalizing our interest networks, and strengthening our membership. You are an incredible woman Jennifer, and your mentorship within SACES has been wonderful! Thanks also to Danica Hays and Deryl Bailey, who both nudged me to run for President – I appreciate your friendship so much!



**SACES President,
Dr. Anneliese Singh**

In planning for the next year in SACES, I have four major presidential initiatives. Infused in each initiative is a focus on students and early career professionals, who play such an important role in our division. The first initiative entails refining some of the ways SACES functions. For instance, the SACES Executive Board will be meeting monthly on conference calls in order to facilitate some of the division's business and strategic planning over the year. In addition, I will continue the emphasis Jennifer Jordan initiated where our interest networks have increased communication with the SACES membership throughout the year and with the Executive Board. Also, in making appointments to interest networks, standing committees, and special committees, I have recruited new leadership from our Emerging Leaders students and early career professionals.

My second initiative focuses on increasing membership services. I have recruited a wonderful new web manager to redesign our website, and hopefully you will find it a greater pleasure to interact with the SACES website! It is my goal that the website truly highlight all the wonderful aspects about our organization and facilitate how we communicate with one another within the division. In this redesign of the website, we have also added social networking (e.g., Facebook, Twitter, LinkedIn). It is my hope that these new ways of interacting through social networking will support SACES student members and early career professionals especially, in addition to being a recruitment method for future members.

Third, the connection between research, practice, and advocacy

within counselor education and supervision has been a value of our division for many years. In strengthening this focus, I have created a Special Committee that will examine the feasibility of developing a SACES Journal. Thanks to Kelly Wester, Natoya Haskins, and Thelma Duffey for leading this charge! Also, we have added two new awards – SACES Mentoring Award and SACES Teaching Award to highlight the best folks in our field who are mentoring and training the next generation of counselor educators and supervisors.

Last, but not least, the fourth initiative is to have a wonderful conference in Savannah! We are a short time away from our conference (September 26-30, 2012), and there has been a tremendous amount of work in planning what will be an engaging and successful conference. I must give special thanks to our President-Elect, Heather Trepal for her incredible leadership and commitment to SACES as our 2012 Conference Chair. Heather – thanks for all you have done and will do in supporting our conference! Remember that there will be important pre-conference sessions on LGBTQQ counseling preparation and ethics, as well as on supervision. Also, I hope you will get involved with the Community Engagement Project with Stand-Out Youth, a LGBTQQ youth-serving organization in Savannah (please email Tonya Hammer for more information: tonya.hammer@gmail.com).

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THE SPIRIT OF COMMUNITY CONTINUED...

Overall, I am looking forward to a wonderful year of growth in our division. Thanks to the current and past leaders of the interest networks and special committees – your service to SACES makes us a stronger division! Please reach out to me at asingh@uga.edu if you have questions or comments about SACES activities. I look forward to seeing everyone in Savannah!

In the spirit of a strong SACES community~

Anneliese A. Singh

SACES President (2012-2013)

AN EXCITING EXPERIENCE



Being President of SACES has been such a profound honor during my 2011-2012 term. Looking back over the past year, I am proud of our accomplishments and the plans we have for the future of the organization. I wanted to make SACES an organization that gives something back to its members and I think we are well on our way to achieving this objective. We have revamped our interest networks in order to serve

members and to provide additional resources and collaborative teams to help you achieve your professional goals. Each network is working toward exciting advancement projects in the field and we encourage you to get involved and see how you too can contribute.

I am very excited about our new leadership team, which has been working diligently to promote the goals set forth by Danica and myself to support and foster the research efforts of our members. Most notably, I am very excited to report that they have selected a powerful group of individuals to spearhead a SACES journal. They are also working hard to keep up with the needs of our members and to get everyone connected through multiple media formats.

It has been an exciting experience to be the President of SACES and to see an organization grow and reflect on the needs of its members. As we near the Fall 2012 conference I look forward to meeting with you all and gaining more valuable feedback that we can use to make SACES an even greater organization. The conference team has worked incredibly hard to make this a memorable learning (and social!) experience for you and I hope you make the most out of it.

Finally, I want to thank the members of SACES for making this such a positive experience for me. I look forward to continuing my relationship with SACES and all of its members.

Sincerely,

Jennifer Jordan

SACES Past President (2012-2013)



ACES Conference 2013

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

EXCITED TO SERVE

Hello SACES members!

As you probably know by now, our bi-annual conference is coming up next month from September 27-29th at the Savannah Riverfront Marriott in Savannah, Georgia. I am excited to report that our committee has been working hard to bring you a great conference! We look forward to hosting you for two days of quality sessions, a luncheon on Friday, and two evening receptions (Thursday and Friday).

Back in March, we received a record number of proposal submissions (over 500!). We've put together an exciting program, full of sessions related to counselor education and supervision. Conference offerings include two preconference sessions on Thursday, September 27th (Sparking up Supervision: A Collection of Creative and Practical Interventions and Developing Zones for LGBTQ Students and Clients: Ethics of Training and Advocacy).



On Friday September 28 and Saturday September 29th, you can choose from over 154 content sessions and over 150 poster sessions and roundtable discussions on topics related to counselor education, supervision, and ethics. CEUs are available. Finally, we will be offering a CACREP team member training and renewal session on Thursday morning. ACES President, Nicole Hill, will also be joining us for a Presidential Session on Saturday.

In other news, SACES President Anneliese Singh and I have already been working closely on a number of initiatives this year. In addition, I will be working with our SACES 2012 Emerging Leaders on some mentoring and leadership projects for the association as well as an initiative to connect our regional state ACES organizations.

I feel privileged to be provided with this opportunity to serve the SACES membership. Please reach out to me if you have any questions or want to get involved.

SACES 2012 CONFERENCE

*Taking action, exploring resilience:
Counselors as social change agents*

September 27-29, 2012

CONFERENCE SCHEDULE

THURSDAY, SEPTEMBER 27

9:00am-12:00pm	CACREP Team Member
Training/Renewal	
10:00am-12:00pm	Pre-Conference I
12:00pm-5:00pm	Emerging Leaders Luncheon & Workshop (Invitation only)
1:30pm-4:30pm	Pre-Conference II
5:30pm-7:00pm	Opening Reception

FRIDAY, SEPTEMBER 28

8:00am-9:00am	SACES Leadership Breakfast (Invitation only)
9:00am-10:00am	Interest Networks and Committee Meetings
8:00-5:00pm	Content Sessions

FRIDAY, SEPTEMBER 28

12:00pm-2:00pm	Awards Luncheon and Business Meeting
2:00 pm	State ACES President/President-Elect Meeting
5:30pm-7:00pm	President's Reception

SATURDAY, SEPTEMBER 29

8:00am-5:00pm	Content Sessions
2:00pm	ACES President Townhall
12:00pm-2:00pm	IRCEP Student Luncheon (Invitation only)



Teaching Tolerance: Does this term match our ideology for 2012?

By Latoya Pierce, PhD, LPC
Assistant Professor
Louisiana Tech University



All of us have heard and possibly used the term “teaching tolerance” to describe the need for equality and acceptance among the races. If you search the term on the internet, there are numerous sites that offer resources and suggestions on how to incorporate this principle into a K-12 curriculum. The Southern Poverty Law Center has contributed a great deal to this movement through its *Teaching Tolerance* program which focuses on “school environments that are inclusive and nurturing – classrooms where equality and justice are not just taught, but lived” (<http://splcenter.org>). They have also provided educational resources to teachers and students ranging from teaching kits, films, an award winning magazine, and various other media designed to propel a new generation towards this diversity initiative. While contributions such as this are commendable and necessary to keep the momentum going to recognize racial disparities and injustices in the past in hopes of creating a new future, we must also pause to ensure that the concepts we use to represent our goals truly represent our ideology. In other words, is *teaching tolerance* really what we strive to do as counselor educators?

I can recall a time growing up when we referred to America as a cultural melting pot. If you look up the term, it implies that all of us can be blended together to create one unit. More specifically, it refers to the promise that all immigrants can be transformed into Americans, a new alloy forged in a crucible of democracy, freedom and civic responsibility (Booth, 1998). As we have experienced cultural

movements and images (i.e. civil rights movements, gay rights movement, women’s rights movement, etc.), are we still adhering to an *old world* way of thinking, that while we may be more aware of differences, our primary goal is to simply *tolerate* them. Think of the word tolerate for a moment. Tolerate means “to put up with” (<http://www.merriam-webster.com/dictionary>). When I think of tolerate, I might think of a dentist’s appointment or worse yet, a root canal. What I don’t think of is cultural differences as I feel this should not be tolerated but appreciated.

As we have moved from the melting pot to a cultural mosaic, so should our conceptual framework for how we perceive and interact with one another. One of my professors would always ask us two important questions: Who am I and Who am I with others? This would get us to pause and think about not only our own identity and worldview but how to I create a space for everyone around us who may or may not have had similar types of phenomenology. All of this being said, I move for a new term that fully incorporates the ideals of counselors, our professional identity, our ethical standards, and the all inclusive mission of ACA. That term may be something like *embrace engagement, encourage exploration, or diverse dialogues* (in keeping with the tradition of both words beginning with the same letter). Or it could be something more of a slogan like *don’t just tolerate, appreciate*. Whatever the case, as we evolve as counselor educators I think it behooves us to consider our personal and professional philosophies on cultural diversity and all it entails. As counselor educators and members of ACA, we have all been exposed to, engaged in, or discussed the concepts of social justice. We may have lobbied for state jobs for counselors or been involved in some form of legislation that solidifies our professional identity. Aligned with that

calling should be a catch phrase that matches that evolution. Similar to the way we have the wellness model as one of our basic tenets, so should there be a term unique to the profession that speaks volumes of our commitment to cultural diversity. A thought just occurred... *noble narratives*. Noble because it means distinguished or grand. Narratives because we all know that everyone has a story to tell and whether it’s good, bad, or ugly, it is liberating to share it with another human being. Storytelling is a longstanding tradition in many cultures and the culture of our profession is no different. Counseling is built on the foundation of allowing the client the space to tell his or her unique story to the therapist. If you research many of the new textbooks that are being proposed in our profession on cultural diversity, some have gone to utilizing storytelling and narratives as the main vehicle for learning and communicating. It is through this dynamic of storytelling that we learn, grow, change, and connect to each other. It is through noble narratives that we share the phenomenology of our cultural selves.

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3. Southern Poverty Law Center. (2012). *Teaching tolerance*. Retrieved from <http://www.splcenter.org>

2012-2013

SACES Standing Committees, Interest Networks, and Special Committees

Standing Committees*** Listed according to SACES bylaws*

STANDING COMMITTEES

Awards Committee

Nancy Bodenhorn (nanboden@exchange.vt.edu)

Budget & Finance Committee

Don Locke (dlocke@ret.unca.edu)

Bylaws & Resolutions Committee

Anneliese Singh (Heather.Trepal@utsa.edu)

Vivia Hill-Scott (vhill-silcott@mail.rx.uga.edu)

Convention Committee

Heather Trepal (Heather.Trepal@utsa.edu)

Anneliese Singh (asingh@uga.edu)

Jennifer Jordan (jordanje@winthrop.edu)

Graduate Student Committee

Gerry Crete (gkcrete@uga.edu)

Sasha Wilhelm (sashawilhelm@yahoo.com)

Media (Social Networking) Committee

Andrea Deyben (ANDREA_DYBEN@pba.edu)

Membership Committee

Kathy Ybañez-Llorente (kybanez@txstate.edu)

Alex Hicks (arocks88@gmail.com)

Nominations & Elections Committee

Jennifer Jordan (jordanje@winthrop.edu)

INTEREST NETWORKS

Women's Interest Network

Mary Hermann (mahermann@vcu.edu)

Donna Dockery (djdockery@vcu.edu)

Ethics and Professional Development Interest Network

Kim Hughes (klh14@uga.edu)

Nathaniel Brown (natebrow@uga.edu)

Clinical Mental Health Counseling Interest Network

Joffrey S. Suprina (jsuprina@argosy.edu)

Suzan Thompson (SKThomps@odu.edu)

School Counseling Interest Network

Gail Roaten (gr17@txstate.edu)

Lauren Moss (MLJ14690@uga.edu)

Supervision and Training Interest Network

Jill Duba Sauerheber

(jillduba.sauerheber@wku.edu)

Anita Neuer-Colburn (ancolburn@regent.edu)

Multicultural Counseling Interest Network

Tonya Hammer (tonya.hammer@gmail.com)

Dee Sloan (sloandee@uhcl.edu)

International Counseling Interest Network

Larry Tyson (ltyson@uab.edu)

Linda Foster (foster_lh@mercer.edu)

Technology/Social Networking Interest Network

KristiAnna Santos (Tianna.santos@gmail.com)

Distance/Online Counselor Education Interest Network

Robyn Trippany (robyn.trippany@waldenu.edu)

College Counseling Student Affairs Interest Network

Laura Gonzalez (lmgonza2@uncg.edu)

Elizabeth Likis-Werle (selikisw@uncg.edu)

Long Range and Strategic Planning Committee Interest Network

Shannon Ray (shanray@nova.edu)

Sejal Barden (Sejal.Mehta@ucf.edu)



An Open Invitation to Those Who are Interested in CAM

An ever-increasing number of Americans are using complementary, alternative and integrative therapies to treat a variety of chronic conditions, including cancer, depression, anxiety, dysthymia, panic disorder, insomnia, chronic pain, substance abuse, and dementia. The 2007 National Health Interview Survey (NHIS), included a survey of complementary and alternative medicine (CAM) use by Americans, indicated that close to 38 percent of adults use some form of CAM. This translates to over \$33 billion in expenditures! The movement toward alternative and complementary care is here to stay.

So, what ARE some forms of complementary and alternative care? Some of them might surprise you! Among the more well-known

approaches are: prayer and meditation, chiropractic, massage, yoga, visualization, creativity, homeopathy, energy psychology and acupuncture. Other approaches include ones that are more culturally acceptable in indigenous traditions: shamanism, Qigong, Tai Chi, Feng Shui, herbal medicine, Reiki, drumming, and dance. See <http://nccam.nih.gov/health/whatisacam/> for more information.

Many health and wellness professions are integrating complementary and alternative treatment protocols into their professional practice. Mental Health Counselors who use a holistic wellness perspective with clients are ideally suited to integrate such practices, but clear guidelines for how to do so ethically and efficiently are lacking.

Presenting at Professional Counseling Conferences: Six Easy Steps to a Successful Proposal



Kasie R. Lee, M.Ed., LPC-Intern, NCC
University of North Texas

As counselor educators it is very important that we are active in professional counseling conferences not only as attendees, but as presenters as well. However, as a current doctoral student in counseling I know that many students who have never presented at a professional conference often feel intimidated about the process and can struggle in deciding how to get started. If you've ever found yourself wanting to present at a conference, but you're unsure where to begin, here are six easy steps to help get you started!

1. **Investigate your options.** There are many local, state, regional, national, and international conferences that you can consider. Talk with faculty and other students in your specialty area to learn more about which conferences they recommend. Some conferences are very selective, while others are more student-friendly and therefore more likely to accept proposals from students without previous presentation experience.
2. **Plan ahead.** The deadlines for some proposals are more than six months before the date of the conference. Plan ahead and find out submission deadlines, locations, and registration fees of the conferences. Avoid planning to present at too many conferences in one semester as this can be very expensive and the traveling can create quite a hectic schedule for a graduate student!
3. **Partner with faculty and other students.** Presenting with a peer or a professor can lessen your anxiety, decrease your workload, and make presenting more fun! For your first presentation, consider partnering with other students or faculty members who have more experience. If going solo, ask others to review your proposal before you submit it. Their feedback can help you to modify the content as well as the language and tone of your proposal to help make it more appealing to reviewers.
4. **Tailor your topic.** Tailoring your topic to fit the annual theme of the conference will likely increase the chances of your proposal being accepted by reviewers. Discuss your ideas with other students and faculty who have attended previous conferences of the particular association that you have chosen. They may be able to share programs from previous conferences that will provide you with examples of past presentation topics. This is also a helpful way to brain-storm for more ideas for your topic.
5. **Know your audience.** When selecting a topic, it's important to tailor your presentation to fit the needs of the intended audience. Ask yourself, "What will be interesting and helpful to them?" "What knowledge do I have that I can share with them?" "What do they expect to gain from my presentation?" Be very clear in your proposal as to what attendees can expect to learn if they choose to attend your presentation.
6. **Follow the rules.** Review the proposal guidelines carefully, and stick to all deadlines, word-limits, and other rules that are given. Be careful not to submit more proposals than are allowed, as many associations limit you to two proposals per conference. No matter how great a proposal, it may be rejected if you fail to follow the rules!

Educating Counselors in Creativity

Kathleen Jones-Trebatoski, PhD, LPC-S, NCC
Texas A&M-Kingsville

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

Counseling is a creative process that focuses on helping the client or student produce appropriate choices and changes. By the very nature of utilizing the creative processes, it fosters different ways of understanding humanity. When used in a clinical or supervisory setting, the counselor educator and the student gain unique perception on their issues possible resolutions (Gladding, 2005; Sullivan, Hsieh, Guerra, Lumadue, & Lebron-Stricker, 2007).

Utilizing a creative process can help explore diversity issues in a safe and secure format. Creativity is a universal occurrence that knows no bounds in regard to ethnicity, culture, gender, age, physical or mental disabilities. It is necessary for the counselor educator to become familiar with the folk art of a particular cultural group as a means to clarify ones' understanding of their worldview (Gladding, 2005; Rubin, 2004). A creative process lends itself to a Client Centered Therapy, by meeting the Core Conditions, such as providing warmth, caring, and genuine interest. There is unconditional acceptance, an atmosphere of safety, the opportunity to reflect the person's feelings, along with the respect of the person's ability to solve problems. In the Gestalt perspective, creativity is an integrative process in which people become more harmonizing with themselves and their situations. While, Imagery theorists would dispute that creativity is a matter of

visualizing pictures and executing these pictures into reality. (Thompson, C.L, & Rudolph, L., 1996).

Creative approaches are being researched in training counselors and counselor educators. It is used in providing structured problem-solving and self-reflective activities in the counseling and supervision arenas, such as the use of the LIBRE Model Stick Figure Tool (Sullivan, Hsieh, Guerra, Lumadue, & Lebron-Stricker, 2007) or Wisdom in a jar (Hundeling & Casado-Kehoe (2006-2007). Creative approaches can be utilized to ensure comprehensive attention to areas for professional development. This will meet a need to attend to crisis preparation per CACREP Standards (Milton, C. & Pease-Carter, C., 2011). Programs and core courses can utilize metaphors into discussions regarding the content and process of crises preparation to increase self-awareness and self-care (Warren, J., Morgan, M., Morris, L.B., & Morris, T.M., 2010).

The use of fictional narratives with students or supervisees, can deepen awareness of personal or group issues. It may provide a bridge for cultural and/or generational issues. It may offer alternatives and timeframes to the narrative conclusion. This permits them to articulate their own understandings and helps them shed light on the meaning of life experiences. The story process aids in the normalization of emotional concerns (Burns, 2008).

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

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Competent Identity Negotiations in Enhancing Therapeutic Alliance

By Heesook Lee, University of New Orleans



Therapeutic Alliance (TA) plays a central role in yielding positive counseling outcomes. Over decades, numerous researchers have conducted extensive studies on TA (e.g., Bordin, 1979; Luborsky, Barber, Siqueland, McLellan, & Woody, 1997; Summers & Barber, 2003). Through rigorous studies, the quality of TA has been proven as a strong predictor of positive counseling outcomes (e.g., Horvath & Symonds, 1991; Martin, Garske, & Davis, 2000). Furthermore, researchers have investigated on various TA ruptures and resolutions in enhancing the TA (e.g., Jeremy D. Safran & Muran, 2000; Strauss et al., 2006; Westra, Constantino, & Aviram, 2011), especially in association with the negotiation process about counseling goals and tasks (J.D. Safran & Muran, 2003). Meanwhile, recently the importance of identity-related issues in the therapeutic relationship has been addressed in counseling by numerous researchers (e.g., Gelso & Mohr, 2002; Parham & Helms, 1981; D. W. Sue et al., 2007). However, little research has been known on the identity negotiation (IN) process and its outcomes in association with the TA (Tandos & Stukas, Jul-Sep2010).

The TA is defined as the reality-based, here-and-now relationship between a client and a counselor (Bordin, 1979). According to Bordin, the TA consists of the following three components: the positive bond which develops between a client and a counselor in the counseling process; agreement about the tasks of counseling treatment; and agreement about the counseling goals. The TA is established through the interpersonal interactions between the counselor and the client in communication process. To reach a working agreement and relationship goals, such communication process involves IN. Identity negotiation (McCall & Simmons, 1966) occurs as the counselor and the client exchange the perceived meanings of the self and the other in counseling settings. In such interpersonal interactions, the counselor and the client appraise each other's identities while establishing a working agreement about counseling goals and tasks. This working agreement is made as a result of negotiations between one's improvised role and the role imputed by the other (Ting-Toomey, 2005). When these identities are negotiated successfully by both parties, there is *competent* IN. Competent IN is defined as "the appropriate, effective, and satisfactory management of desired shared identity meanings and shared identity goals" and possible outcomes of the competent IN include that the client may feel understood, respected, and affirmatively valued (Ting-Toomey, 2005, p.226).

Recently, a body of research has been conducted across various disciplines in attempting to understand the IN process in interpersonal interactions (e.g., Swann & Bosson, 2008; Ting-Toomey, 2005). Along the line, Swann and Bosson (2008) attempted to conceptualize the IN process in association with various identity-related human basic needs and its principles. Clients as social beings consciously or unconsciously may seek to meet their identity-related needs in counseling through the interpersonal interactions governed by the IN principles. To help clients meet those needs, counselors need mindful practice in negotiating identities. Such mindful practice can facilitate appropriate and effective identity-based communication in counseling with establishing a strong TA. As a conclusion, it is worth to note that more empirical studies on IN process and its outcomes on the therapeutic alliance can provide a great help for counselors in enhancing the TA, especially in cross-cultural counseling settings.

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FOR ALL REFERENCES CONTACT THE AUTHOR

A BHUTAN EXPERIENCE

By Sonya Lorelle, PhD

Consider joining counselor educators, counseling practitioners, and counseling graduate students for an institute in Bhutan. Bhutan is a fascinating country and its leaders have determined that the profession of counseling should be established to increase wellness in their country. The experience is scheduled for October 23 through November 4, 2012. Applications are now being accepted and the final deadline is June 15, but it is best to get your application in as early as possible.

The purpose of the institute is to introduce American counselors to the country, to give counselors from the United States an opportunity to provide brief counseling-related services to the citizens of Bhutan, to teach counseling, and to set the stage for institute participants to return to Bhutan in the future to spend a semester or year teaching counselors and providing counseling-related services.

The institute is offered by Old Dominion University. The National Board of Certified Counselors (NBCC) and the government of Bhutan are underwriting some of the expense of the institute and NBCC is instrumental in arranging logistics with the Royal Government. The institute is limited to 12 participants. Counselor educators and counselors who are National Certified Counselors (NCCs) and who have the potential to return to Bhutan and work there as a counselor or counselor educator for an extended period of time (a semester, four months, or a year) without being paid for their services will be given preference.

If you are interested in applying, please send Dr. Remley an email message at tremley@odu.edu and he will send you complete information and an application form. We are seeking counselors and counselor educators who have international living experience and understanding of other cultures. This will not be a luxury trip, but it will be a true lifetime experience for those who attend.



Special Committees

Newsletter Editors Special Committee

Melanie Iarussi (MMI0004@auburn.edu)

Caroline Perjussy (cica12@msn.com)

Community Engagement Special Committee

Tonya Hammer (tonya.hammer@gmail.com)

Kylie Dotson-Blake (blakek@ecu.edu)

Jenny Penny Oliver (jpo@uga.edu)

SACES Journal Exploration Special Committee

Kelly Wester (klwester@gmail.com)

Natoya Haskins (nhaskins@uga.edu)

Thelma Duffey (Thelma.Duffey@utsa.edu)

Technology Consultant Special Committee

Alex Hicks (arocks88@gmail.com)

**SOUTHERN
ASSOCIATION FOR
COUNSELOR
EDUCATION AND
SUPERVISION**

Anneliese A. Singh PhD, LPC
SACES President
The University of Georgia
402 Aderhold Hall
Athens, GA 30602-7142
P. 404.849.8186
E. asingh@uga.edu

Officers:

President: Anneliese A. Singh
President-Elect: Heather Trepal
Past-President: Jennifer Jordan
Secretary: Amanda C. La Guardia
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 at around 500 words.
6. Attach a picture of you.

Thank you for supporting the SACES newsletter.

Editor(s):



Amanda C. La Guardia, PhD, LPC, NCC

New editors will be taking over the publication of this newsletter beginning with the next issue. I appreciate being able to serve SACES as a newsletter editor since 2008 and look forward to continuing to serve the organization in other capacities.