SOUTHERN ASSOCIATION OF COUNSELOR EDUCATION AND SUPERVISION

From the SACES President

Dr. Shawn L. Spurgeon, 2015-2016

Hello everyone! I am humbled and excited to serve the upcoming year as President for such a strong and vibrant organization as SACES! As evidence from our 2014 conference in Birmingham, SACES is in a phase of growth, development, and refinement. I plan to continue the wonderful initiatives started by my predecessor, Dr. Mary Hermann, and to expand the ways we connect with each other.

Our executive council is meeting this summer to begin the process of planning for the upcoming year, including maintaining a strong and engaged presence at the upcoming 2015 ACES conference in Philadelphia!

I want to take the opportunity to thank all the individuals who have helped to make SACES what it is today, including past and present leaders. I want to thank Dr. Don Locke and Dr. Pamela Paisley for their undying commitment to the development of our Emerging Leaders program. Your work and dedication will truly be missed and we see the imprint of your leadership in the SACES organization and in ACA as well. You certainly cannot be replaced, but our emerging leaders program will continue and will maintain the spirit, enthusiasm, and dedication that you demonstrated during your time as leaders. Thank you!

The upcoming 2015 ACES conference promises to be exciting, fun, and informative! I am asking all of the SACES membership to come and enjoy what ACES has to offer this year in Philadelphia.

Continued on page 2

VOLUME 11, ISSUE 1

In this Issue

President's Message 1

Revising the SACES By-laws 2

It Takes Three: The Fundamentals of Triadic Supervision 4

Two Lessons Learned from a Third Year Doctoral Student 6

Education and Supervision in Conflictual Times: Maintaining Professional Ethics 7

Supporting Trainees in Mandated Reporting 9

Dissertation Support Groups and Distance Education: Retention through Connection 11

School Counselors as Agents of Change: Accountability through Action Research 13

SACES Interest Network 14

Meet the Editors 15

President's Message continued

The conference is scheduled for October 7th – 11th and is focused on the cultural relevance of pedagogy and practice in leadership. From interest networks to presidential initiatives and informative content sessions, it is sure to be a conference to remember, and I am certain that the SACES membership will make its presence felt! We look forward to seeing you there!

We are full swing for the planning of the 2016 SACES conference, which will be held in New Orleans, Louisiana! We are very excited about the multitude of programs and projects we are planning for the conference as well as the variety of content sessions and poster sessions that always provide informative and useful information for our attendees. We are also excited about hosting the conference in the great city of New Orleans. The counseling profession is well acquainted with the city; ACA and ACES have hosted conferences there in the past. We are looking forward to seeing what the city of New Orleans has to offer. Mark your calendars now for October 6th – 10th, 2016 and plan accordingly!

I am very excited about my new role and very much looking forward to working with each of you. SACES needs your energy, your ideas, and your continued commitment to making the SACES region the best region in the counseling profession!

Shawn L. Spurgeon
SACES President 2015 – 2016

Revising the SACES By-Laws

Mary Hermann, J.D., Ph.D.

SACES Past-President

The SACES Executive Committee is proposing several minor amendments to the By-laws and seeking approval of the membership. The SACES By-laws were last revised in 2010 and can be found on the SACES Website. In compliance with Article XI of the By-laws, the Executive Committee's recommendations are listed below. Members will be able to vote on the amendments through an electronic ballot after the SACES Meeting at the 2015 ACES Conference.
The first recommendation of the Committee is to change the reference from *professional guidance worker* to *professional school counselor* on page 2, Article II, Section 3.b.2. As the school counselor role has evolved in the past 25 years, the term guidance counselor is no longer representative of the scope of work of current school counselors (ASCA, 2003, 2005, 2012). School counselors continue to advocate for the use of the term "professional school counselor" to reflect their current role and identity. The Executive Committee recommends that SACES By-laws reflect these advocacy efforts.

Another recommendation is that Article III, Section 2 be revised to reflect current practice. This article provides information about annual meetings of the SACES membership. Currently, annual meetings are held at the SACES or ACES Conference, depending on which conference is being held that year. The Executive Committee proposes that this article be edited to reflect this practice.

Article VII, Section 2 describes the assessment of dues. Annual dues are currently $5 for student members, $10 for new professionals and retirees, and $20 for professionals.

Though dues will remain at the same annual rate, the Executive Committee has voted to collect dues once every two years, thereby simplifying the dues-collection process and maintaining membership rates during non-conference years. Therefore, biannual rates will be $10 for student members, $20 for new professionals and retirees, and $40 for professionals. This practice is consistent with other ACES regional organizations' practices. Accordingly, the Committee recommends the deletion of the word *annual* in this section to reduce confusion.

The final recommendation is to update the By-laws to reflect the most recent guidelines in the *Publication Manual of the American Psychological Association* (American Psychological Association, 2010). Specifically, on page 2, Article II, Section 3.b.2 we recommend adding a comma after the word *state*.

In Article IV, Section 3, the Committee recommends using the lowercase letter "c" for the term *chairperson* to provide consistency within the document. Also, in Article VIII, Section 2, there is an extra "n" in the text. The Committee recommends removing this typographical error.

These proposed changes will be shared with the membership at the SACES Meeting during the 2015 ACES Conference. Voting will be through electronic ballot after the meeting.

References

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

American School Counselor Association. (2003). *The ASCA national model: A framework for school counseling programs* (1st ed.). Alexandria, VA: Author.

American School Counselor Association. (2005). *The ASCA national model: A framework for school counseling programs* (2nd ed.). Alexandria, VA: Author.

American School Counselor Association. (2012). *The ASCA national model: A framework for school counseling programs* (3rd ed.). Alexandria, VA: Author.

ACES Leadership for Culturally Relevant Pedagogy and Practice

Want To Get Involved?

Join Us!

ACES 2015 Conference

October 7-11, 2015

Philadelphia, PA

Philadelphia Marriott Downtown

Learn more: http://aces2015.net

It Takes Three: Fundamentals of Triadic Supervision

By W. Bradley McKibben and Sandi M. Logan

Triadic supervision involves pairing one supervisor with two supervisees simultaneously (Borders, 2012). Current and forthcoming CACREP (2009; 2015) standards list triadic supervision as an acceptable alternative to individual supervision for counseling students in practicum and internship. By establishing triadic supervision as an alternative to individual supervision, an assumption is made that the two modalities are comparable. Researchers have compared triadic to individual and group supervision and found that supervisees viewed triadic as comparable to individual in areas of working alliance, supervisory leadership style, supervision satisfaction and relationship dynamics; however, triadic was rated lower than individual and higher than group on overall effectiveness and meeting supervisee needs (Newgent, Davis, & Farley, 2004). Triadic is best conceptualized as a distinct, yet useful, modality if done correctly, and this article details steps supervisors can take to optimize its effectiveness.

Supervisors and supervisees highlight feedback as a core feature and challenge in triadic supervision (Hein & Lawson, 2008; 2009; Lawson, Hein, & Stuart, 2010). While having a second supervisee can enhance feedback for a supervisee, it can also make giving constructive feedback more difficult for peers and supervisors (particularly if the feedback is personal in nature). Safety and trust are important to supervisors and supervisees in triadic (Stinchfield, Hill, & Kleist, 2010), as are opportunities for vicarious learning, multiple perspectives, synergistic engagement, and shared experiences and growth (Borders et al., 2012; Lawson, Hein, & Stewart, 2009; Stinchfield et al.). Matching peers based on similar styles and developmental levels, noted as a benefit to supervisees and challenge for supervisors, may result in considerable benefit for both supervisees (Lawson et al., 2009; Hein & Lawson, 2009); in contrast, peer mismatch may impact supervisees negatively (Borders et al.).

Most researchers have explored supervisor and supervisee perspectives of triadic, but supervisors need more conclusive evidence of the effectiveness of triadic compared to other modalities (e.g., group, individual). Nevertheless, there are ways that supervisors can structure triadic optimally. First, supervisors should consider how to structure time so that each supervisee's needs are met. Split-focused supervision allots each supervisee 30 minutes to present a case or discuss pressing issues, and single-focused supervision allots each supervisee a full hour on alternating weeks (Nguyen, 2004).

W. Bradley McKibben, Ph.D.
Assistant Professor
University of Alabama

Sandi M. Logan, MA, NCC, NCSC
Doctoral Fellow,
University of Florida

Structuring time can be helpful, yet supervisors should be cautioned not to approach triadic in the same way as individual. The supervisory relationship in triadic has emerged consistently as vital to this particular modality (Borders et al., 2012; Hein & Lawson, 2009; Lawson et al., 2009; 2010; Stinchfield et al., 2010). The lack of supervisor training in triadic is a struggle for supervisors using the approach (Borders et al.). Supervisors must attend to multiple relationships at once (supervisor-supervisee, supervisee-supervisee) to get the best results. Supervisors should consider a triadic structure that emphasizes collaboration and reduces hierarchical relationships; this may best be accomplished by building trust, modeling how to give positive and constructive feedback, encouraging peer feedback, and linking supervisees' experiences. Supervisors need to communicate clear expectations for structure, involvement, and feedback at the beginning of the supervisory process. Additionally, supervisors who use or plan to use triadic need to receive training. Counselor educators need to prepare future supervisors in triadic-specific supervision, and supervisors need to seek continuing education in triadic supervision.

Second, supervisors should consider how to structure interactions in triadic. Stinchfield Hill, and Kleist (2007) proposed a reflective model of triadic supervision, which involved weekly supervision for an hour and a half. Supervisees engage in outer dialogue (with one another to produce meaning) and inner dialogue (ideas constructed internally from listening to outer dialogues) from roles of supervisee, reflective, and observer-reflector. By reflecting from these various roles, supervisees can generate learning and insight about work with clients. Borders, Brown, and Lewis (in press) noted that structuring peer feedback by involving supervisees directly in the feedback process can have multiple benefits to supervisees. Borders (1991) designed a peer feedback model for group supervision that may be useful in triadic as well.

Third, supervisors should match peers intentionally. As noted above, researchers supported that congruent peer matches enhanced the triadic experience while mismatches hindered supervision. Supervisors should strive to match triadic peers based on developmental level (e.g., interns) to optimize richness of feedback and vicarious learning. Peers who are in similar places developmentally not only may normalize one another's experiences, but also are more likely to have similar needs, questions, and feedback.

In sum, triadic is a useful modality that may complement individual and group, though it is appreciably distinct from individual supervision. The presence of an additional supervisee presents unique opportunities and challenges for the supervisor, supervisees, and supervision process. Triadic requires supervisor skills similar to and distinct from individual and group. Above all, it is imperative that careful thought and intentionality go into the preparation and implementation of triadic in order to maximize counselor growth and development.

References

Borders, L. D. (1991). A systematic approach to peer group supervision. *Journal of Counseling and Development, 69*, 248-252.

Borders, L. D. (2012). Dyadic, triadic, and group models of peer supervision/consultation: What are their components and is there evidence of their effectiveness? *Clinical Psychologist, 16*, 59-71.

Borders, L. D., Brown, J. B., & Lewis, L. D. (in press). Triadic supervision with practicum and internship counseling students: A peer supervision approach. *The Clinical Supervisor*.

Borders, L. D., Welfare, L. E., Greason, P. G., Paladino, D. A., Mobley, A. K., Villalba, J. A., & Wester, K. L. (2012). Individual *and* triadic *and* group: Supervisee and supervisor perceptions of each modality. *Counselor Education and Supervision, 51*, 281-295.

Council for Accreditation of Counseling and Related Educational Programs. (2009). *2009 standards*. Retrieved from http://www.cacrep.org/doc/2009%20Standards%20with%20cover.pdf

Council for Accreditation of Counseling and Related Educational Programs. (2015). *2016 CACREP standards*. Retrieved from http://www.cacrep.org/wp-content/uploads/2015/05/2016-CACREP-Standards.pdf

Hein, S. F., & Lawson, G. (2008). Triadic supervision and its impact on the role of the supervisor: A qualitative examination of supervisors' perspectives. *Counselor Education and Supervision, 48*, 16-31.

Hein, S. F., & Lawson, G. (2009). A qualitative examination of supervisors' experiences of the process of triadic supervision. *The Clinical Supervisor, 28*, 91-108.

Lawson, G., Hein, S. F., & Stuart, C. L. (2009). A qualitative investigation of supervisees' experiences of triadic supervision. *Journal of Counseling and Development, 87*, 449-457.

Lawson, G., Hein, S. F., & Stuart, C. L. (2010). Supervisors' experiences of the contributions of the second supervisee in triadic supervision: A qualitative investigation. *Journal for Specialists in Group Work, 35*, 69-91.

Newgent, R. A., Davis, H., & Farley, R. C. (2004). Perceptions of individual, triadic, and group models of supervision. *The Clinical Supervisor, 23*, 65-79.

Nguyen, T. V. (2004). *A comparison of individual supervision and triadic supervision*. (Unpublished doctoral dissertation). University of North Texas: Denton, TX.

Stinchfield, T. A., Hill, N. R., & Kleist, D. M. (2007). The reflective model of triadic supervision: Defining an emerging modality. *Counselor Education and Supervision, 46*, 172-183.

Stinchfield, T. A., Hill, N. R., & Kleist, D. M. (2010). Counselor trainees' experiences in triadic supervision: A qualitative exploration of transcendent themes. *International Journal for the Advancement of Counselling, 32*, 225-239.

Two Lessons Learned from a Third Year Doctoral Student

By Keith J. Myers

During the past two years of my doctoral studies in counselor education and supervision (CES), my experience has come with several personal and professional lessons. Some of those lessons are unique to helping me develop as a counselor educator-in-training. Having worked in the mental health profession for over a decade before entering my CES training program, I quickly learned that the lessons specific to counselor education can be quite different than lessons learned as a licensed professional counselor. As I enter my third year of study this coming Fall, I would like to share at least two lessons that have developed my professional skills and knowledge as I hope to obtain a future career as a full-time counselor educator.

Keith J. Myers
Doctoral Student
Mercer University

Lesson #1: Write a little bit every day

This first lesson learned was probably the most important during my first year of study. Learning the new craft of academic writing was challenging. Actually, it remains challenging! However, writing every day propelled my skills in learning this craft. By writing every day, I mean writing each weekday for at least one hour. Once I figured out that my best writing happened in the mornings, I set aside this sacred time to write first thing in my morning before doing anything else. I get up, grab a cup of coffee, and dive in for one hour. I realize that one hour per day does not sound all that much, but it is a life-changing daily habit! I noticed several changes when I started doing this a little over a year ago. For example, I was able to turn in all of my coursework paper assignments several days early while continuing to work on additional projects (i.e. presentations, publications, assistantship work, etc.). Therefore, this important lesson has greatly enhanced both my writing effectiveness and productivity.

Lesson #2: Do everything with a career in mind

Obtaining a full-time position as an Assistant Professor in CES is the primary reason I began doctoral studies. However, I realize that this task can be daunting and difficult for newly minted PhDs. It is common knowledge that there are more candidates graduating every year than there are faculty positions available. Therefore, the field is extremely competitive for entry-level Assistant Professor positions. So it is vital that I operate from the mindset that everything I do in my doctoral studies is done with a future career in mind.

There are at least two practical and intentional ways that help prepare me for a future career. The first way includes strategizing writing projects in coursework to form the basis of potentially publishable papers. A wise professor told me to do this during my first semester in the program, and I have followed through most of the time. My first doctoral-level course paper eventually became my first peer-reviewed publication in an ACA division journal. This experience taught me a valuable lesson.

Currently, I do not simply write a paper for coursework requirement, but I attempt to tailor it for a peer-reviewed publication submission. Sometimes this means restructuring a paper, creating a clinical vignette, adding a literature review section, or expanding/reducing the abstract. This also involves a conversation with the professor about my intentions of modifying the assignment, and the professor's response includes excitement and helpful feedback. The second way is purposeful networking. Whether it is connecting with a professor at the SACES conference who has a similar research interest or collaborating with a colleague on a presentation proposal, these are practical ways of networking with intention. This kind of networking enhances scholarly inquiry and productivity while forming new relationships that could lead to potential mentoring opportunities.

Thankfully, my program offers multiple opportunities for research, teaching, publication, clinical work, supervision, and service that help prepare competent counselor educators. However, I must take the initiative and engage in those activities that will directly assist me in being competitive for that first faculty job application. Writing a little each day and participating in purposeful activities with a career in mind will help place me in a favorable position. In other words, I am hopeful that these two important lessons will eventually help launch my career as a counselor educator faculty member.

Education and Supervision in Conflictual Times: Maintaining Professional Ethics

By Joshua A. Elliott

Joshua A. Elliott, MA, LPCC, NCC
Doctoral Student
Eastern Kentucky University

There has been plenty of dialogue expressing a variety of opinions related to the recent media coverage of Caitlyn Jenner and the historic Supreme Court ruling on same-sex marriage. Some feel as though same-sex marriage is immoral and conflicts with his or her religious beliefs, while others celebrate wholeheartedly the freedoms granted to a marginalized, American population. Some applaud Jenner's courage to publicize her transition as others challenge her influence. These political debates are situated within a larger societal context that inevitably bleed over into the counseling profession, as evidenced by lively and hostile debates via CESNET-L over the past few weeks. In times of divisible discourse, the responsibilities of counselor educators and supervisors are paramount.

While conceptualizing which ethical standards should influence supervisory practices related to political and cultural values, I was drawn to the following ACA 2014 codes of ethics as distinct descriptors: A.4.b., A.11.b., and C.2.a. The first two codes addressed fall within The Counseling Relationship section, and dictate some very specific provisions for counselors to follow. As supervisors and educators one should strive to instill such ethics into his or her supervisees' professional identity and work.

A.4.b. Personal Values
Counselors are aware of—and avoid imposing—their own values, attitudes, beliefs, and behaviors. Counselors respect the diversity of clients, trainees, and research participants and seek training in areas in which they are at risk of imposing their values onto clients, especially when the counselor's values are inconsistent with the client's goals or are discriminatory in nature (ACA, 2014).

Per this standard, counselor educators and supervisors have an obligation to assist supervisees with gaining insight into their own personal values, in this particular scenario, related to same-sex marriage and transgender expression. If a supervisor or educator deems a supervisee at risk for imposing his or her values onto clients, then an appropriate referral for training and education is warranted.

A.11.b. Values Within Termination and Referral
Counselors refrain from referring prospective and current clients based solely on the counselor's personally held values, attitudes, beliefs, and behaviors. Counselors respect the diversity of clients and seek training in areas in which they are at risk of imposing their values onto clients, especially when the counselor's values are inconsistent with the client's goals or are discriminatory in nature (ACA, 2014).

This standard reiterates the importance of additional training for counselors who are at risk of imposing their values onto clients. This standard also asserts that counselors cannot simply refer prospective and current clients based on their own intrinsic values or beliefs. This suggests that if a counselor holds a traditional value of marriage (i.e., between and a man and a woman) then he or she is still ethically responsible for treating clients who may have conflicting values. Supervisors and educators have a responsibility to ensure this provision is explicitly stated and understood by their supervisees.

C.2.a. Boundaries of Competence
Counselors practice only within the boundaries of their competence, based on their education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Whereas multicultural counseling competency is required across all counseling specialties, counselors gain knowledge, personal awareness, sensitivity, dispositions, and skills pertinent to being a culturally competent counselor in working with a diverse client population (ACA, 2014).

This standard falls within the Professional Responsibility section of the ACA code of ethics. This code is frequently viewed as the golden standard when assessing one's ability to provide treatment or expertise in a categorical specialty. We are all aware that counselors are to practice only within areas of competence, because to do otherwise could situate clients in harm's way. However, this code also reminds us that all counselors are required to be multiculturally competent. This, for me, suggests that a counselor cannot simply exclude treating diverse populations, including sexual or gendered minorities, because he or she does not feel competent. ACA code requires all counselors across all specialties to gain knowledge, personal awareness, sensitivity, dispositions, and skills in order to provide effective treatment to diverse populations.

Given these codes, I feel that we have a relatively clear picture of what is expected of us professionally. All counselors are called to be multiculturally competent, introspectively aware, and vigilant of our values expression within the therapeutic relationship.

This does not mean that a counselor is prohibited from having a differing view or stance than the client; it simply means that a counselor must diligently work to prevent his or her values from negatively affecting the counseling relationship. In a world so divided and confrontational, we counselors must strive to maintain our therapeutic relationships free of interference. I feel that this objective starts with adequate education and supervision.

References

American Counseling Association (2014). ACA code of ethics. Alexandria, VA: Author.

Supporting Trainees in Mandated Reporting

By Krystal Vaughn and Allison Booth

Licensed Professional Counselors, counseling interns, and graduate level counseling students are all mandated reporters. CACREP (2016) standard F.7.d. requires counseling programs to educate students on "procedure for identifying trauma and abuse and for reporting abuse". While all may understand the necessity of reporting, the act of filing out the report may bring about many personal feelings, reluctance, as well as ambivalence due to past experiences. Despite penalties for failure to report, many cases of suspected abuse and neglect go unreported (Child Welfare Information Gateway, 2014a). Notwithstanding the availability of mandated reporting trainings and peer reviewed articles on child abuse and neglect, it is not uncommon for professionals to find that they are anxious about when and how to make reports and to search for additional supports. To help meet that need, this article will outline the reporting guidelines, reasons behind reluctance to report, and methods of supporting mandated reporters throughout the process.

Krystal Vaughn, Ph.D., LPC-S
Assistant Professor
Tulane University

Mandated Reporters

Approximately 48 states have mandated reporter laws that commonly include those routinely in contact with children (Child Welfare Information Gateway, 2014b). Professionals in the fields of mental health, education, medicine, and law enforcement are most often identified as mandated reporters (Child Welfare Information Gateway, 2014b). Out of the approximately 3.5 million initial reports in 2013, 2.1 million received a response from Child Protective Services (CPS) with education employees making 17.5% and social services making 11% of the reports (U.S. Department of Health and Human Services, 2015).

Allison Booth, Ph.D.
Assistant Professor
Tulane University

In addition to professional counselors, graduate students completing practicum and internship experiences are also considered mandated reporters. Therefore, counseling students may be referred to or collaborated with other professionals regarding suspicion of child abuse or neglect.

Reluctant Reporters

Mandated reporters may be reluctant and fail to report for a variety of reasons. For example, Jones, et al. reported that primary care clinicians did not report all suspected cases of child abuse or neglect (2008).

Jones et al. found that physicians used a variety of reasons for determining whether or not to report, including: familiarity with family, relationship, knowledge of previous CPS involvement, and case specific details. Similarly, Bryant and Baldwin (2010) discussed school counselors concerns about reporting in a school system with principals who did not support reporting and found that the school counselors' past CPS experiences negatively impacted their view of the overall CPS system. Additionally, professionals were reluctant to make an abuse report as they had concerns about how reporting may impact the therapeutic relationship and/or had a general lack of knowledge about their professional obligations under the law (Renninger, Veach, & Bagdade, 2002).

Counseling students often work in internship sites where they collaborate with other professionals, such as principals and physicians who may be seen as an expert or in a position of power and control. Therefore, graduate students must have an understanding of the required reporter laws in their home state and support and appropriate supervision prior to, during, and after a CPS report is filed to ensure the reporting laws are followed. Moreover, it is recommended that agencies have the necessary resources policies, and checklists for reporting suspected child abuse and neglect in place (Lambie, 2005; Renninger et al., 2002). Training around checklists or state mandated forms may support graduate students who are less familiar with the practice of mandated reporting and help reduce feelings of confusion and frustration (Bryant & Baldwin, 2010).

While some may believe training on child abuse and neglect are considered standard parts of graduate training programs, Bryant and Baldwin (2010) found that many school counselors wished for more support and education in this area. Therefore, it is recommended that supervisors discuss the required mandated reporting procedures and prior experiences with reporting child abuse and/or neglect with supervisees. In a reporting situation, the supervisor should work to partner with the trainee and seek to understand his or her perspective about the possible report. While the supervisor will make the ultimate decision as to whether to submit a report, supervisees can increase their legal and ethical knowledge by engaging in the decision making process and collaborating with other mandated reporters (e.g., physicians, principals).

References

Bryant, J. & Baldwin, P. (2010). School counsellors' perceptions of mandatory reporter training and mandatory reporting experiences. *Child Abuse Review, 19*, 172-186.

Child Welfare Information Gateway. (2014a). *Penalties for failure to report and false reporting of child abuse and neglect*. Washington, DC: U.S. Department of Health and Human Services, Children's Bureau.

Child Welfare Information Gateway. (2014b). *Mandatory reporters of child abuse and neglect.* Washington, DC: U.S. Department of Health and Human Services, Children's Bureau.

Council for Accreditation of Counseling and Related Educational Programs. (2015). *2016 CACREP Standards.* Retrieve from http://www.cacrep.org/wp-content/uploads/2015/05/2016-CACREP-Standards.pdf

Jones, R., Flaherty, E., Slora, E., Price, L. L., Binns, H., Abney, Harris, D, Christoffel, K, Sege R. (2008). Clinicians' description of factors influencing their reporting of suspected child abuse: Report of the child abuse reporting experience study research group. *Pediatrics*, *122*(2), 259-66. doi: 10.1542/peds.2007-2312.

Lambie, G. (2005). Child abuse and neglect: A practical guide for professional school counselors. *Professional School Counseling, 8*(3), 249-258.

Renninger, S., Veach, P., & Bagdade, P. (2002). Psychologists' knowledge, opinions, and decision-making processes regarding child abuse neglect reporting laws. *Professional Psychology: Research and Practice,* 33, 19-23. doi:10.1037//0735-7028.33.1.19

U.S. Department of Health and Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Children's Bureau. (2015). *Child maltreatment 2013*. Retrieve from http://www.acf.hhs.gov/programs/cb/research-data-technology/statistics-research/child-maltreatment

Dissertation Support Groups and Distance Education: Retention Through Connection

By Laura K. Cunningham and Tara Thomas

Dissertation is the capstone research project for doctoral students and the only path to complete the degree, yet attrition rates remain very high. Approximately 46% to 57%, of students enrolled in online and traditional programs do not finish their degree (Cassuto, 2010; Ewing, Matieson, Alexander & Leafman, 2012; Holmes, Robinson, & Seay; 2010; Spaulding & Rockinson-Szapkiw, 2012). Researchers suggest that students have even more anxiety about completing their research in online environments (Allen & Seaman, 2010). Noting that mentoring is one of the most important factors in retention and completion (Promising Practices, 2008) and the online dissertation process can present additional setbacks in completing the dissertation, the first author developed a solution-focused online dissertation support group to bolster retention through connection.

The purpose of the online dissertation support group is to increase peer support and faculty mentoring. Many students attending the online dissertation support group report that their only connection to anyone that understands the dissertation process is their committee chairs. In the authors' institutional setting, students often reside in different states from their online program's central physical location and may not have any individuals in close proximately conducting dissertation research. In order to increase students' retention and sense of connectedness, the first author developed and facilitates the online dissertation support group using solution focused techniques such as cheerleading useful behaviors, finding exceptions, and setting small obtainable goals (Sharry, 2008). The group was comprised of students currently enrolled in dissertation that responded to a mass email sent to doctoral students in the authors' institution.

The structure of the group is as follows:

- Confidentiality – This is essential, as the information shared should not be used against them academically.
- Check in with each member and listen to weekly successes and setbacks.
- Facilitator highlights and discusses common themes of the group for that day.
- Encourage students to find exceptions and alternatives to setbacks presented.
- Finish the group by having each member set a weekly goal that is holistic and can encompass any thing that helps them stay productive. Goals can included anything from writing or reading articles, all the way to finding daycare, getting better sleep, exercising more.

Online dissertation support groups provide a confidential supportive place for students to vent frustration and seek positive solutions. The themes that most appeared during the first author's groups included:

- Feeling isolated – No one around them understood what they were doing or why it was hard or frustrating.
- Staying on task- Students struggle with how to best ingest large amounts of information and stay organized.
- Managing multiple life roles- Finding ways to create more time to work on dissertation with work and family roles.
- Confusion on how to communicate with their chairs. Students feel unsure about what they can ask for and hesitate due to the power differential.
- Experiencing strong bouts of low self- efficacy. Every stage of a dissertation is a new process to each individual, and therefore their self- efficacy feelings are deeply challenged.
- Feeling overly dependent on their chairs feedback- This can cause the students to stop working when waiting for feedback. They are unaware of what they can proceed with, without their chairs feedback and what they should wait on.

As counselor educators, we can find ways to help doctoral students get to that finish line by offering and providing additional resources such as online support groups.

A benefit to the group process creates a supportive system, guidance for a multitude of steps or obstacles, decreasing the feelings of loneliness, and increasing self-efficacy. Increasing dissertation retention and completion rates is an achievable and valuable goal for the entire University community. Faculty in Counselor Education and Supervision programs can implement this style of support group at their institutions, whether they are at a traditional setting or online. For more specific information on facilitating a support group at your facility, please feel free to email the first author at lkcunningham@argosy.edu

References

Allen, I. E., & Seaman, J. (2010). *Learning on demand: Online education in the United States, 2009*. Babson Park, MA: Babson Survey Research Group. Retrieved from http://www.sloanconsortium.org/publications/survey/pdf/learningondemand.pdf

Cassuto, L. (2010). Advising the dissertation student who won't finish. *The Chronicle of Higher Education*, Retrieved from http://search.proquest.com/docview/756337830?accountid=34899

Ewing, H., Matieson, K., Alexander, J. L., & Leafman, J. (2012). Enhancing acquisition of research skills in online doctoral programs: The Ewing model. *Journal of Online Learning and Teaching (8)*, 1.

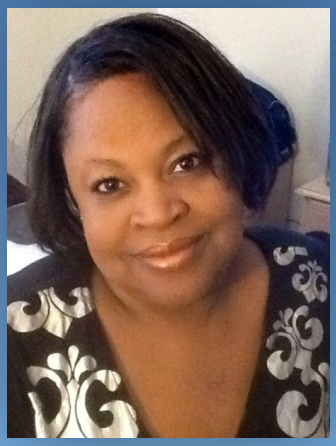
Holmes, B. D., Robinson, L., & Seay, A. D. (2010). Getting to finished: Strategies to ensure completion of the doctoral dissertation. *Contemporary Issues in Education Research (CIER)*, *3*(7), 1-8.

Promising Practices. (2008). Mentoring. Retrieved June 30, 2015, from http://www.phdcompletion.org/promising/mentoring.asp

Sharry, J. (2008). *Solution focused groupwork*. (2nd ed.). London: Sage Publications.

Spaulding, L. S., & Rockinson-Szapkiw, A. J. (2012). Hearing their voices: Factors doctoral candidates attribute to their persistence. *International Journal of Doctoral Studies*, *7*, 199-219.

Laura Cunningham, Ph.D., NCC
Assistant Professor,
Argosy University, Sarasota, FL



Tara Thomas, MA, LPCC
Doctoral Student,
Argosy University, Sarasota, FL

School Counselors as Agents of Change: Accountability through Action Research

By Caroline Lopez and John Bradley

The ASCA National Model (2012) calls on professional school counselors to measure how the school counseling program facilitates student development through short-term, intermediate and long-term data. However collecting outcome data remains a challenge in the school counseling profession. Erford (2010, p.7) states "the uneven application of an outcomes-driven" approach by school-based practitioners presents one of the greatest challenges to a profession that strives to meet the academic, career, and personal-social needs of every student." So how do we prepare future school counselors to be data-driven? How can students connect what they learn in the classroom to what they experience at their fieldwork sites? According to Rowell (2005) action research is a promising method for helping school counselors to link theory to practice and as a method for collecting outcome data.

School counseling students at Chapman University in Orange, California participate in action research by completing a *Systems Change Project*. This capstone assignment provides students with experience as agents of change at a systems level to develop a project that demonstrates data based decision-making and accountability within the K-12 setting. The goal is to develop school counselors who:

- Engage in continual reflection and improvement of professional practice
- Demonstrate current methods of using data to inform decision making and accountability
- Are effective change agents for individuals, families, communities, and institutions

Cycle 1: Program Evaluation

The first cycle of the systems change project starts during the Fall of their second year in a seminar on systems change and leadership. The goal of the first cycle is to complete a needs assessment at their fieldwork site, collaboratively select a needed area of improvement from the data and do a preliminary literature review of best practices in the area that was selected for improvement. The students are taught the program evaluation process (Posovac, 2011) and a number of program evaluation tools. They learn and practice in class: interviewing for data, observation skills, focus group process, survey development, artifact/document analysis and collaborative planning. Both qualitative and quantitative analysis skills are used in the data analysis phase, much of which happens in class in order for the instructor to give ongoing feedback to the student's efforts. Their work is presented in an oral report to the class at the end of the semester along with a written report.

Cycle 2: The Intervention

The second cycle begins in the Spring in a seminar on best practices in school counseling. A large portion of class time is dedicated to developing their research question and designing the intervention. On the first week students provide a brief presentation of cycle one outcomes. Across the semester class activities help support their progression through the second cycle. We discuss readings related to action research in school counseling. Utilizing a shared Google Doc projected on the screen, students work together to develop research questions and provide each other with feedback.

Students have reported that this activity helps them develop a clear and focused question. Prior to designing their intervention, students review the literature to find documented best practice. In the last phase of planning students watch a video lecture on developing classroom guidance lesson plans. Our class time is spent designing the action plan, lesson plan, and data collection instrument. During the implementation phase we use class time to discuss successes and challenges at their sites and connect theory to the realities of the profession. Students are required to blog at various stages regarding their progress. The blog allows students to reflect on their professional practice, its strengths and areas for improvement. Their findings are presented to the instructor in the form of a first draft manuscript.

Carol Lopez
Assistant Professor
Chapman University

John Bradley
Professor
Chapman University

Lastly, students develop and present a mock school board presentation that briefly summarizes their research question, the intervention, findings and recommendations for improvement.

The systems change project encourages future school counselors to become agents of change through data based decision-making and accountability. Integrating the capstone project into our program evaluation seminar, best practices in counseling seminar, and fieldwork experience allows students to connect theory to practice. Students are able to apply their knowledge and understanding of program evaluation, counseling interventions and research methods to "real-world" scenarios while receiving guidance and feedback from instructors. Feedback from our students has indicated that they feel more confident collecting outcome data. As we move forward refining this capstone project and our course instruction, we hope to encourage future students to highlight their work in professional presentations and publication.

References

American School Counseling Association (2012). *The ASCA National Model: A Framework for School Counseling Programs* (3rd Ed.). Alexandria VA: American School Counseling Association.

Erford, B. T. (2010). *Transforming the School Counseling Profession* (3rd Ed.). Upper Saddle River, N.J: Pearson.

Posavac, E. (2011). *Program Evaluation Methods and Case Studies*. Boston: Prentice Hall.

SACES Interest Network

Clinical Mental Health Counseling

Amanda Brookshear, Co-Chair
abroo032@odu.edu
Everett Painter, Co-Chair
epainte2@vols.utk.edu

Multicultural Counseling

Angela James, Chair
ajames4@my.uno.edu

Supervisor Training

Anita Neuer-Colburn, Co-Chair
anita.colburn@waldenu.edu
Karena Heyward, Co-Chair
Karena.Heyward@gmail.com

Ethics and Professional Development

Kim Lee Hughes, Co-Chair
klh14@uga.edu
Nathaniel Brown, Co-Chair
natebrow@uga.edu

Distance/Online Counselor Education

Sherie Malcom, Co-Chair
sheriemalcom@adams.edu
Andrew Burck, Co-Chair
burck@marshall.edu

Technology

Julia Taylor, Chair
taylorjv2@vcu.edu

College Counseling and Student Affairs

Elizabeth Likes-Werle, Co-Chair
LIKISWERLE@mail.etsu.edu
Laura Gonzalez
lmgonza2@uncg.edu

Service Learning

Jolie Daigle, Chair
jdaigle@uga.edu

School Counseling

Clare Merlin, Co-Chair
cpmerlin@email.wm.edu
Lauren Moss, Co-Chair
laurenjeannemoss@gmail.com

Ethics and Professional Development

Kim Lee Hughes, Co-Chair
klh14@uga.edu
Nathaniel Brown, Co-Chair
natebrow@uga.edu

Distance/Online Counselor Education

Sherie Malcom, Co-Chair
sheriemalcom@adams.edu
Andrew Burck, Co-Chair
burck@marshall.edu

International Counseling

Linda Foster
drlindafoster@gmail.com

Women's Interest Network

Mary Hermann, Co-Chair
mahermann@vcu.edu
Donna Dockery, Co-Chair
djdockery@vcu.edu

Social Justice and Human Rights

Alessandra Rhinehart, Co-Chair
arhineh3@vols.utk.edu
Heather Dahl, Co-Chair
hdahl@odu.edu

Meet the Editors

Elizabeth Villares, Ph.D. is an associate professor and the doctoral program coordinator in the Department of Counselor Education at Florida Atlantic University. She has been a counselor educator and training school counselors for over a decade. Her areas of specialization include counseling children and adolescents, integrating technology in school counseling program to improve data driven practices, and collaborating with school counselors to develop action and outcome research and program evaluation projects. Dr. Villares has more than a dozen publications and over 30-refereed presentations. Her current research focus includes implementing school counselor-led evidence-based programs to improve the academic achievement and social-emotional development of students in grades K-12.

Elizabeth Villares
evillare@fau.edu

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

Lacretia Dye
lacretia.dye@wku.edu