

SOUTHERN ASSOCIATION OF COUNSELOR EDUCATION AND SUPERVISION

From the SACES President

Greetings SACES Members!

What an honor it is to be the incoming SACES president. With humility and determination, I wholeheartedly appreciate this opportunity to serve in the footsteps of a long line of admirable SACES leaders.

SACES is a strong organization, and only growing stronger. The financial transition of SACES to be within ACES was official August 1st, and will lead to a significant increase in our membership. However, it is not only our size that makes SACES so strong, it is the energy and work of our members. Thus, the initiatives for this year will aim to provide platforms for SACES members' work to be disseminated, including the biannual conference and further development of the SACES journal.

The 2016 SACES Conference will take place October 6-8, 2016 in New Orleans, Louisiana. With more than 600 sessions scheduled, attendees can anticipate a full conference. We are looking forward to sponsored sessions presented by ACA President, Catherine Roland; ACES President, Heather Trepal; and



*Dr. Melanie Iarussi
2016-2017*

several of the SACES Interest Network Chairs.

The theme of the 2016 SACES conference is "Celebrating Resilience." We arrived at this theme shortly after our visit to NOLA last fall when we began conference planning. The city's ability to rebuild after Hurricane Katrina and to remain steadfast to its culture and livelihood was inspiring. Considering recent events in our country, I hope we can use this conference to come together as a region to help foster resilience in our communities and fight against oppression and violence.

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President's Message continued

From the conference, I hope we carry new ideas and inspirations into our conversations and classrooms, and that our dialogues mature into actions targeted to foster resilience among people affected by tragedy and oppression. I am looking forward to a conference rich with opportunity.

After the SACES conference is behind us, the SACES Executive Committee will appoint a task force to initiate the SACES journal. The idea for a SACES journal began several years ago, and with the recent financial restructuring of SACES within ACES, I believe we are now in a position to see this idea to fruition. Additional information about the work of the task force will be forthcoming later in the year.

In SACES news, the SACES bylaws were revised and voted on by SACES membership; the changes were approved by majority vote and took effect August 1st. We are in the process of appointing SACES Interest Network chairs and Standing Committee chairs, and we have established a structure for the Interest Networks to encourage communication and collaboration among SACES members who have similar interests. SACES President-Elect, Casey Barrio Minton, and I attended the ACES summer meeting June 10th and 11th in San Antonio, which provided us with the opportunity to connect with ACES leadership as well as other regional leaders and to engage in ACES strategic planning. I was traveling to the summer meeting when I received the sad news that past SACES leader, Don Locke, had died. His legacy has permeated SACES, including being a long-time Treasurer and co-facilitator of the SACES Emerging Leaders Program. His imprint will remain steadfast through the SACES Locke-Paisley Mentorship Award. SACES was so fortunate to receive his contributions.

In closing, I wish you all the best in the start of the academic year, and I look forward to celebrating the work of our members at the 2016 SACES Conference. See you in New Orleans!

Melanie M. Iarussi
SACES President 2016-2017

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SACES 2016 Conference

October 6 - 8, 2016
New Orleans, LA

Astor Crowne Plaza
 739 Canal Street
 New Orleans, LA 70130
(877) 408-9661

Hotel booking information is available at:
<http://saces.org/Conference-2016>

Wyndham New Orleans French Quarter
www.wyndhamfrenchquarter.com

The Wyndham is our overflow hotel which is .3 mile from the Astor Crowne Plaza.

SACES 2016 Tentative Conference Schedule

Thursday, October 6

8:00 am – 5:00 pm Registration
 9:00 am – 5:00 pm How to Write a CACREP Self-Study
 Register through CACREP:
cacrep@cacrep.org or
 703-535-5990
 8:30 am – 11:30 am Preconference Sessions 1, 2, 3
 12:00 pm – 5:00 pm Emerging Leaders Luncheon and
 Workshop (Invitation only)
 1:00 pm – 4:00 pm Preconference Sessions 4, 5
 5:30 pm – 7:00 pm Opening Reception

Friday, October 7

8:00 a.m. – 5:00 pm Registration
 Career Connection
 8:00 am – 12:00 pm Content Sessions
 12:00 pm – 2:00 pm Awards Luncheon and Business
 Meeting
 2:00 pm – 5:00 pm Content Sessions
 5:30 pm – 7:00 pm President's Reception

Saturday, October 8

8:00 am – 5:00 pm Registration
 Content Sessions
 8:00 am – 12:00 pm Career Connection



SACES 2016 Conference Preconference Titles

Thursday, October 6, 2016

Preconference 1 (8:30-11:30am)

A Primer on Positive Counseling

Preconference 2 (8:30-11:30am)

Courageous Conversations: Teaching the Diversity Course using Transformational Multicultural Pedagogy; Challenges and Opportunities Note: One registration for the two sessions

Centering the Margins: Applying Culturally Responsive Pedagogy across the Curriculum to Support Students of Color in Counseling Programs

Preconference 3 (8:30-11:30am)

Building a Counseling Profession: The Case of South Korea

Preconference 4 (1:00-4:00pm)

Evaluating Student Learning Outcomes: Mini-intensive

Emerging Leaders Workshop (12:00-5:00pm)

By Invitation Only

CACREP Self-Study (all day)

For more details about the conference, please go to [Conference 2016](http://saces.org/Conference-2016)

Being Gritty: Teaching Counseling Internship and Practicum Students How to Raise their GQ

By Suzan Z. Wasik, Ph.D.

As a professional counselor, corporate consultant, and counselor educator, I especially enjoy supervising students who are about to embark on their first 600 hundred hours of fieldwork. This is a crucial time of transition when students leave the comforts of the classroom and computer screens (just when they got used to them) to face the uncertain challenges of working with real live clients head-on. Often, the practice of being a counselor-in-training in the field is much scarier than anticipated, and supervision class can easily become more of a group counseling session for stressed out graduate students who are wondering (sometimes not so silently) if they have what it takes to actually succeed in this field after all.

This is where the concept of grit comes into play. Grittiness is more than just being resilient. It is about having passion and perseverance for long-term goals (Duckworth, 2013). Grit is the one characteristic that has emerged as a significant predictor of success in a variety of fields such as the military, rookie teaching, as well as in education (Duckworth, Peterson, Matthews, & Kelly, 2007).

Further, cultivating gritty behaviors has wide-reaching positive implications in education, business, and leadership. Counseling graduate students and supervisees are no exception.

The intentional cultivation of resiliency and grit can help not only the counselors-in-training, but it can also provide valuable transferable coping skills and strategies for the clients they serve. So, how can counselor educators help counseling students become more gritty?

Introducing the concept of grittiness can occur at any time of the semester. It can be informally introduced via a brief class lecture or assigned reading, or can be more formally infused intentionally throughout the curriculum on a weekly basis, or can be a hybrid of the two. A good start, however, is to assess the grittiness baseline.

Baseline Grit Score – What is Your GQ?

It has been said that one cannot improve that which cannot be measured. A quantifiable first step in enhancing grittiness in graduate students is to assess where the counselor-in-training is currently measuring along the grit continuum. The University of Pennsylvania offers a free and



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easily accessible *12-Item Grit Scale* that students can take and score on their own prior to being formally introducing to the topic (Duckworth & Quinn, 2009). The maximum score on this scale is 5 (extremely gritty), and the lowest being 1 (not at all gritty). This assessment takes less than 15-minutes to complete and is self-scoring. Once a baseline measure is collected, counselors-in-training can have a clearer understanding of how they measure up, and where there may be room for growth.

For supervisors who are interested in a more formalized and research-based approach to teaching the concepts of resilience and grit, the *12-Item Grit Scale* can be offered to interns at the very beginning of the semester as a pre-test. A post-test can be followed after a semester of intentional and repeated exposure to the topic. Interns can compare pre- and post-training scores to more clearly identify and assess their own personal growth in terms of grittiness.

A Multi-Media Approach

After assessing a counselor-in-training's pre-test grit score, an excellent primer on this topic can be found in a popular TED Talk on grit by Dr. Angela Duckworth (Duckworth, 2013).

In her compelling 6:12 minute TED Talk, Duckworth describes her own personal and professional journey in researching the topic of grit. She explains how she and her research team at University of Pennsylvania collected data from various participants including West Point cadets and teachers, to corporate salespeople. Based on what they have found, Duckworth and her team determined that "grit, in fact, is a better indicator of success than factors such as IQ or family income" (Duckworth et al., 2007). This TED Talk is an engaging way to invite students into a conversation about resiliency and grittiness. Furthermore, it can also serve as an example that counselors-in-training can utilize with clients when appropriate at their internship and practicum sites as well.

Exposure to grit-related concepts in a counselor education field site and supervision course encourages the development of resilient coping resources, strategies and behaviors that can serve graduate students in the academic setting, in their careers as future professional counselors, and can also be translated in their work with clients. By providing opportunities to for counseling students to raise their GQ, it can have a positive, lasting, and far-reaching impact beyond the classroom.

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Black Lives Matter: Counselors, Advocacy, and Social Justice

By Justyn Smith and Angela Powell

As professional counselors and counselor educators we are charged with the responsibility to participate in advocacy and educate the community. According to the *American Counseling Association Code of Ethics* (2014), promoting social justice is included in the core professional values. Black Lives Matter (BLM) represents one population of people attempting to promote social justice and fight inequality in America.

Social justice is defined as the promotion of equity for all people and groups for the purpose of ending oppression and injustice affecting clients, students,

counselors, families, communities, schools, workplaces, governments, and other social and institutional systems (ACA Code of Ethics, 2014). Where are our voices for advocacy and social justice? How can we help a marginalized people inside and outside of our offices?

Black Lives Matter (BLM) History

BLM was created after a neighborhood watch coordinator, George Zimmerman, fatally shot Trayvon Martin, an unarmed African American 17-year-old adolescent, in Sanford, Florida and was acquitted. Zimmerman is a multiple heritage Latin man and was 28 years old at the time of the shooting. The movement was started by Alicia Garza, Patrisse Cullors, and Opal Tometi who self-identify as Black and queer. This is important because BLM is transgender and queer affirming, which was not apparent in the civil right movements during the 1960's.

Purpose. The Black Lives Matter organization is an ideological and political intervention in a world where Black lives are systematically and intentionally targeted for demise (BLM website, n.d.). The organization campaigns and protests against police brutality, violence against the Black population, racial profiling, and racial inequality in America. The organization is “anti-oppression” and does not operate in violence against communities or police authority.

Misconceptions. There are many misconceptions about BLM and the purpose of the movement. The two major misconceptions are:

(a) Myth: The organization is anti-police and its purpose is to bash police authority.

Truth: The organization is campaigning for justice and racial equality in America that includes police treating everyone equally. This includes the expectation for police to not be more aggressive and less accommodating with Black citizens. Recent publicized graphic videos of incidents with Black men being killed in Louisiana and Minnesota depict the need for reform and holding authority accountable for their actions.

(b) Myth: The organization is anti-white.



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Truth: The phrase, “black lives matter”, is not an anti-white slogan.

The perception is that “Black Lives Matter, More,” as in Black citizens’ lives matter more than white citizens. However, the phrase is striving to deliver the message, “Black Lives Matter, Too,” as in Black citizens deserve to be treated as equally as every citizen in America.

Advocacy. Counselors have a moral and ethical obligation to take action against oppression (McAuliffe, G., & Eriksen, K., 2010). Beyond moral and ethical obligations counselors are held to professional standards such as the Multicultural and Social Justice Counseling Competencies developed by The Association for Multicultural Counseling and Development, A Division of ACA. Counselors are offered a framework to implement multicultural and social justice competencies into counseling theories, practices, and research (MSJCC, 2015).

As we witness our society experiencing such ongoing disparity, taking action may seem arduous and challenging. Counselor educators are in a prime position to lay the groundwork in advocating for social justice. Teaching cultural competency can surely be a difficult venture; however, it is a desperately needed paradigm in the counseling curriculum. For counselor educators, practitioners, and supervisors the key to cultural sensitivity is to first, be aware. Being correctly informed of social justice movements such as BLM and educating students on the purpose and cause for such organizations can be included in the essential discussions in the classroom.

Secondly, understand that culture does not only apply to minorities. We all have values and assumptions about the assumed “good life” that should be equally respected. There is also the need to understand that there is an obvious disparity among groups, particularly Black individuals. There is an obvious line that separates power and privilege among groups and subgroups allowing some to have more access to the finer things in life.

Closing

Overall, as a professional community, there is a great deal of work to be done in understanding our role in advocating for cultural competence and social justice. To be certain, the world is changing quickly and staying informed will be pertinent to molding our role in social justice as we continue to advocate. To that end, advocacy is not limited to marching in the streets, but as professional counselors it may include talking to your supervisor about your client or having the essential discussions in the classroom. Whether you align or not with the ideas of BLM or any other social justice organization, we must take our place in advocating for clients and communities.

“Injustice anywhere is a threat to justice everywhere.”

Martin Luther King, Jr.

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References

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The Use of Vision Boards as a Therapeutic Intervention

By Lisa Burton

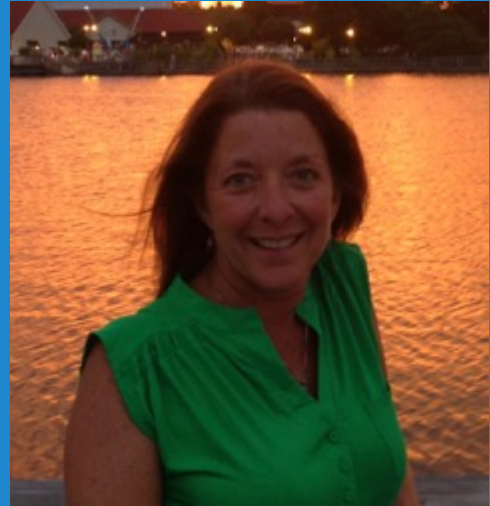
Creative approaches are grounded in research and cover a variety of expressive techniques that utilize all senses (Hess, Magnuson, & Beeler, 2012; Jacobs & Schimmel, 2013; Vernon, 2009). The use of props or counseling tools is an effective and creative way to facilitate this process (Harvill, Jacobs, & Masson, 1984). These techniques have been used with diverse populations and are useful in assisting clients in a variety of areas such as academic challenges, conflicting relationships, developmental transitions, stress, low self-esteem, and goal setting (Gladding, 2005).

One way to introduce creative approaches with clients is through the use of a vision board. A vision board is “an excellent way to engage clients in identifying, defining and clarifying what they really want in their lives” (Mosley, 2010, p. 28). This intervention is innovative and valuable in the counseling process. As with other creative interventions, this helps to facilitate communication between the counselor and client. Beyond increasing communication, vision boards inspire clients and help them to focus on goals, empowering them to create the life they imagine through the identification of goals.

A vision board is a collage of images that represents the things an individual wants out of life. The purpose is to help clients illuminate for themselves what is important to them. A vision board can assist a client to move from difficulties visualizing one’s future to creating a path that is observable and optimistic. Rather than focusing on an in-depth exploration of past problems and concerns, the vision board allows the client to concentrate on the future and to feel positive about what is occurring. Therefore, the use of vision boards fits well within the use of Solution-Focused Brief Therapy (SFBT) because clients are responsible for guiding their outcome goals in counseling. The idea is to create the “vision” that the client wishes to achieve through this intervention process.

Process

There are many strategies and means for creating vision boards depending on the purpose. The counselor begins by asking the client to list several goals that he or she has for his or her or asks the client to think about images that pertain to the changes he or she would like to make in his or her life.



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The client should look for images or words that represent goals that have been identified. This may take more than one session with the client or the counselor may assign this as homework for the client. When completing the vision board, the counselor should be mindful that the client is the one who chooses what to include on the vision board. The only requirement for this intervention is that the images, words, and ideas that are expressed on the vision board must be positive and future oriented. The vision board is not about past regrets.

After all of the images or words are identified, the client can place them in a creative, meaningful arrangement on the canvas. Since creativity and individualized visions are important to the process, the “canvas” can be anything. The counselor may provide blank masks, sheet protectors and folders, flowerpots, different shaped foam boards, covers of journal books, coffee cans, and actual canvases. There are also technological applications that can be used with a computer or smart phone that allows the client to create a virtual vision board.

The next step is to have the client share the vision board to provide a visual depiction of what the client wants to achieve. The vision board will become a visual reminder of the goals and can be changed as goals are achieved.



The counselor may prompt clients to actively think about and discuss each area on the vision board to help clarify any areas that are unclear. The last important step is for the client to find a location for the vision board, for example, home, work, school, their binder, the locker or their smart phone. The vision board needs to be kept in a location that is prominent and will allow the client to see it daily. When the client looks at the vision board daily and focuses on the words and images depicted, it will unconsciously help the client to make choices throughout the day that are consistent with the goals identified.

Conclusion

The vision board intervention discussed in this article can be utilized in a number of ways. This may assist with facilitation of communication, inspiration, and focus on goals. The goal of this intervention is to empower clients to create the life they imagine through the identification of specific goals. This approach is about helping clients change and visualize what they are thinking so they focus on more positive images and virtues.

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, counselors for over a decade.

Her current research focus includes implementing school counselor-led evidence-based



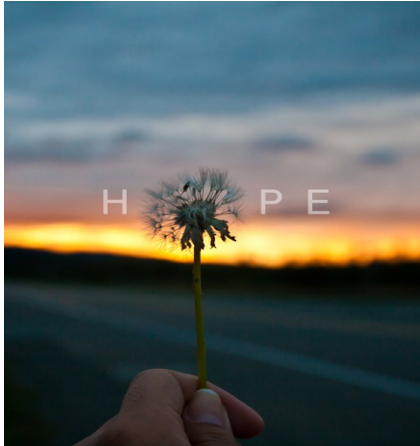
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programs to improve the academic achievement and social-emotional development of students in grades K-12.

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.



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Clinical Mental Health Interest Network

Connect & Join the Conversation

The SACES Clinical Mental Health Interest Network seeks to bring together members to discuss topics and concerns relative to our work in mental health counseling education, supervision and practice. For more information please contact:

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