



FROM THE PRESIDENT



Greetings SACES members!

It is my honor and privilege to serve as your 2019-2020 President. Our association continues to grow in members and expand our influence across our region. As part of our ongoing operational efforts, SACES has qualified for a Google Non-Profit G-Suite account. One of the advantages of having a G-Suite account is that we can bring all the SACES business under one platform. Having one

common platform will allow future board members and association leaders access to historical documents and archived materials. We are also able to standardize our methods for issuing calls for leadership, committee and interest network onboarding and reporting, reviewing requests, and granting approvals. Using common forms and templates will save a considerable amount of time for our leaders as we no longer will have to recreate the resources each year. This work would not be possible without the help of Cheryl Wolf and Kristy Christopher-Holloway. I am grateful for their leadership in this time of transition.

As I begin my tenure, I am pleased to acknowledge some of the significant contributions and initiatives of my predecessors. Dr. Natoya Haskins focused on expanding leadership opportunities for our minority and underrepresented members. Carrying on that work, we have a strong and diverse

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group of volunteers that have graciously agreed to serve this year as Committee and Interest Network Chairs. Any member of the association is eligible to join an interest network. To join a network you need to sign in to your account at www.saces.org, select the Person Icon on the upper, and then Edit Profile. From your profile page, you can choose from the committees and interest network listed under the Personal Information portion of the page. More opportunities will become available when we issue calls for our 2020 conference committee.

Two of the previous presidential initiatives that began under the presidencies of Dr. Melanie Iarussi and Dr. Casey Barrio Minton have now come to fruition. First, members can now contribute to and enjoy reading SACES official journal, Teaching and Supervision in Counseling (TSC). Under the editorial leadership of Dr. Kelly Wester and Dr. Bradley McKibben, the journal is now accepting manuscript submissions for the Fall issue. Manuscripts should not exceed 25 double-spaced typewritten pages, including the title, page, abstract, references, and all tables and figures and adhere to the American Psychological Association (APA) 6th edition. Manuscripts should focus on teaching, clinical supervision, mentorship, as well as current issues and topics relevant to the SACES. Second, SACES is now offering CEU credits through the SACES webinar series. Members can submit training topics related to the teaching, supervision, and research needs of students, professional counselors, supervisors, and counselor educators. Please forward all webinar topic submissions and inquiries to webinars@saces.org

My primary goal for the year is to create a space where members can expand their knowledge of rigorous research methods and evidence-based counseling practices. Central to this goal, and in collaboration with our President-Elect Dodie Limberg, is to create a two-year task force that will examine and make recommendations to the Executive and Conference Committees methods for enhancing our members' practitioner-scholarship identity, propose activities to provide advanced research-focused sessions at our conference, and increase access to resources for our counselor educators, graduate students, practitioners, and supervisors. Working closely with other ACA divisions, ACES regional and state associations, committee chairs, and interest network leaders, our hope is to impact our members' needs both in the classroom and out in the field.

The leadership team has already begun planning our next SACES conference, which will be held in Maryland at the Hilton Baltimore from October 22 to 24, 2020. Known as the "Charm City," Baltimore has a unique vibe that will offer our members many opportunities to engage in professional development as well as enjoy the city. When not attending sessions, members can explore the many attractions Baltimore has to offer. Baltimore is known for its renowned museums, a national aquarium, award-winning restaurants, the world-famous Inner Harbor, and historic neighborhoods we are confident you will have an enjoyable experience.

Finally, we are looking forward to the ACES bi-annual conference scheduled from October 10 to 13, 2019 at the Seattle Sheraton Hotel. If you are planning to attend, please join us for the SACES regional meeting from 5:30 pm to 6:30 pm on Friday, October 11, 2019. At this time, we will announce the SACES President-Elect-Elect and Secretary election results, as well as the recipients of the SACES Awards and Research Grants. I welcome each of you to get involved in the many opportunities SACES have to offer and invite you to contact me at president@saces.org with your ideas and suggestions.

Elizabeth Villares

SACES President, 2019-2020

2019 – 2020 SACES LEADERSHIP

EXECUTIVE COUNCIL

Past-President	<u>Natoya Hill Haskins</u>	William & Mary
President	<u>Elizabeth Villares</u>	Florida Atlantic University
President-Elect	<u>Dodie Limberg</u>	University of South Carolina
Secretary	<u>Caitlyn Bennett</u>	University of North Texas
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Graduate Student Rep.	<u>Jose “Joey” Tapia-Fuselier</u>	University of North Texas
	<u>Hannah Coyt</u>	Lindsey Wilson College

COMMITTEE CHAIRS

Awards	<u>Ken Shell</u>	Clark Atlanta University
	<u>Lacey Ricks</u>	University of West Georgia
Budget & Finance	<u>Cheryl Wolf</u>	Western Kentucky University
Bylaws & Resolutions	<u>Natoya Hill Haskins</u>	William & Mary
Conference	<u>Dodie Limberg</u>	University of South Carolina
Graduate Student	<u>Jose “Joey” Tapia-Fuselier</u>	University of North Texas
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	<u>Hannah Bowers</u>	Florida Atlantic University
Nominations & Elections	<u>Natoya Hill Haskins</u>	William & Mary
Research & Practice Grants	<u>Natoya Hill Haskins</u>	William & Mary
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	<u>Andrea Kirk-Jenkins</u>	Western Kentucky University
Webmaster	<u>Kristy Christopher-Holloway</u>	Lindsey Wilson College

SPECIAL COMMITTEES

Webinars	<u>Susan Foster</u>	The Chicago School of Professional Psychology
	<u>Janelle Bettis</u>	Bowie State University
Journal Editor	<u>Kelly Wester</u>	University of North Carolina, Greensboro
Publications	<u>Casey Barrio Minton</u>	University of Tennessee, Knoxville

SPECIAL INTEREST NETWORKS

Clinical Mental Health Counseling	<u>Jessie Guest</u>	University of South Carolina
	<u>Genee` Glascoe</u>	University of South Carolina
College Counseling & Student Affairs	<u>Marcella Stark</u>	Texas Christian University
	<u>Chris Pisarik</u>	University of North Georgia
Distance/Online Counselor Education	<u>Ellen Chance</u>	Capella University
	<u>LoriAnn Stretch</u>	The Chicago School
Ethics & Professional Development	<u>Christine Ebrahim</u>	Loyola University New Orleans
International Counseling	<u>Shuhui Fan</u>	College of William & Mary
	<u>Amanuel Asfaw</u>	Austin Peay State University
Multicultural Counseling	<u>Sarah Bran-Rajahn</u>	Middle Tennessee University
	<u>Edith Gonzalez</u>	Texas A&M University-Commerce
School Counseling	<u>Natalie Edirmanasinghe</u>	Old Dominion University
	<u>Christy Land</u>	University of West Georgia
Service Learning	<u>Rebecca Cowan</u>	Old Dominion University
	<u>Laura Pignato</u>	College of William & Mary
Social Justice and Human Rights	<u>Regina Finan</u>	The University of Georgia
	<u>Malti Tuttle</u>	Auburn University
Supervision	<u>Raul Machuca</u>	Barry University
Women's	<u>Caroline Perjessy</u>	National Lewis University
	<u>Noelle St. Germain-Sehr</u>	College of William & Mary

Impact of Dual Relationships in Counseling Supervision

By: Shama Panjwani, LPC, NCC, CCHHC, Mercer University; L. Nicole Ayers, APC, NCC, Mercer University; Karen D. Rowland, PhD, LPC, NCC, ACS, Mercer University



Shama Panjwani, LPC, NCC, CCHHC, Mercer University (top left)
L. Nicole Ayers, APC, NCC, Mercer University (top right)
Karen D. Rowland, PhD, LPC, NCC, ACS, Mercer University (bottom left)

Supervisors must be knowledgeable regarding the ethical, legal, and regulatory aspects pertaining to dual relationships and be comfortable applying this knowledge. According to *ACA Code of Ethics* (2014), Counseling supervisors are required to follow the ethical guidelines in the areas of social, personal, and professional relationships with their supervisees. Supervisors create appropriate boundaries and take precautions by considering the risks and benefits of going beyond the conventional limitations of a supervisory relationship so that they can remain objective and no harm occurs.

Although it may be difficult to avoid dual relationships at times, boundary violations and boundary crossings must be addressed and clarified. Boundary crossings are defined as instances in which a supervisor steps outside the expected limits of the supervisory relationship (Kozlowski et al., 2014). Some boundary crossings can be beneficial or lead to positive outcomes, however, boundary violations, which have the potential to be harmful to the supervisee, can lead to abuses of power (Dawson & Akhurst, 2015), role confusion

(Krieder, 2014), and ethical violations (Lee & Cashwell, 2001). Although it is best to avoid dual relationships, this is not always possible. Due to the complex nature of the supervision relationship, it is recommended that supervisors maintain clear boundaries, discuss potential role and relationship changes upfront, attempt to practice within the ethical guidelines, and refer out when appropriate.

Types of Dual Relationships

Sexual Relationships

Sexual attraction in supervision is common and important to address. Sexual relationships can lead supervisors to abuse their power where they may expect or request sexual favors from supervisees leading to a potential situation of sexual harassment. Hence, sexual relationships between supervisors and supervisees are prohibited. Supervisees should have a clear understanding of harassment in supervision.

Academic Relationships

Often a clinical supervisor will serve as the academic professor for supervisees. Master's students can experience dual relationships with faculty through school associations, classes, and collaboration on research projects. The existence of power differential and the negative experiences that may come have to be acknowledged, roles must be clearly defined, and boundary issues should be addressed.

Administrative Relationships

A clinical supervisor may also play an administrative role at a supervisee's work site. According to Tromski-Klingshirn and Davis (2007), 49% of clinical supervisors also were the administrative supervisor in their study. Kreider (2014) explains that the administrative supervisor's role is to ensure the supervisee follows program policies while the clinical supervisor focuses on client welfare and supervisee's professional growth.

Business Relationships

Although there is not much literature regarding business relationships and supervision, business relationships can be viewed as the supervisor and supervisee opening up a private practice together. A proper contract and boundaries would be beneficial to avoid conflict.

Friendships and Family Connections

There may be times when a friend or family member may be looking for a supervisor. Supervisors can have impaired judgment with family and friends, and evaluations can become problematic. Additionally, a supervisee and supervisor may have a professional relationship but cross boundaries by attending social events together, especially if the supervisory relationship is taking place in a rural area. Confidentiality and role definitions are important in this situation.

Supervision Issue Trend and Direction

Supervisors are responsible for considering the risks and benefits of extending supervisory relationships. Supervisors are also responsible for taking precautions to ensure that judgment is not impaired and that no harm occurs regarding dual relationships (ACA, 2014). Currently, only sexual relationships and supervision relationships between family members or friends are prohibited. Cobia and Boes (2000) recommend safeguarding oneself as a supervisor through the use of professional disclosure statements and formal plans. Professional disclosure statements and supervision contracts as well as formal plans should include the risks associated with dual relationships and strategies that can reduce risks to both parties. Supervisors can also safeguard from potential ethical violations by having clear boundaries and communication with the supervisee.

Although supervisors are encouraged to safeguard themselves, some boundary crossings in supervision can be beneficial. Supervisors who hold too rigid of boundaries are likely to deprive supervisees of more authentic relationship in supervision. Although counselors and supervisors are required to follow specific ethical guidelines,

many times the guidelines can be misinterpreted or unclear. It is best to address boundary crossing and dual relationships within supervision so that the supervisee does not feel exploited or harmed and so that the roles are clearly defined to avoid confusion and conflict.

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ACES 2019 Conference

The ACES 2019 conference is quickly approaching. This year's conference will take place at the Sheraton Grand Hotel in Seattle, WA October 10-13, 2019. ACES is honored to have nationally acclaimed author and lecturer, Gregg Levoy, as the keynote speaker. Plan to attend and gain professional knowledge through education sessions, panel discussions, round tables, poster sessions, and career focused sessions. In addition to educational experiences, there will be ample opportunity for professional networking and socializing. Career Link services will be available for job seekers. For the first time, a wellness area and meditation room will be offered. A significant change for 2019 will be an altered conference schedule. Due to the Yom Kippur holiday, there will be no pre-conference sessions. Instead, the traditional pre-conference events will be held post conference on Sunday, October 13, 2019. Post conference will include events such as ACES Inform, ACES Emerging Leaders workshop, a School Counseling Interest Network presentation, a Clinical Directors and Placement Coordinators Interest Network presentation, and a CACREP self-study workshop. New for 2019 is an ACES sponsored ACA Deep Dive Ethics presentation, also offered on Sunday. The ACES Women's Retreat will occur in a mini-retreat format held Saturday afternoon and evening on-site at the conference hotel.

Conference registration is still open. For access to registration, the volunteer application, or general conference information, please visit www.aces2019.net. If you have additional questions, contact Holly Branthoover, ACES Conference Coordinator, at holly.branthoover@iup.edu. Hope to see you in Seattle!

The Wounded Healer: Self-Care through Forgiveness

By: Sarah Irvn, University of Holy Cross New Orleans



Sarah Irvn
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Ethical counselor self-care is echoed in the counseling research by counselor educators, supervisors, and in many ethical codes. Despite the importance of self-care, some counselors may neglect their self-care needs while attempting to manage their busy schedules. However, there are many ways counselor educators, supervisors, and clinicians can properly care for themselves, and due to this self-care, work for many years in the counseling field. Some self-care strategies might include journaling, regularly visiting with friends, silently drinking tea out of a favorite mug, or utilizing forgiveness for a past hurt.

The key piece of learning about forgiveness is developing an understanding of the attributes of the forgiveness process. Forgiveness is a trying, personal decision to discard negative thoughts and actions towards the transgressor or undesirable situation, with an increase in neutral and positive reactions towards the negative event (Carr & Wang, 2012; McCullough, Fincham, & Tsang, 2003). Forgiveness does not involve forgetting, but it is a process of liberation from the damaging consequences related to the preservation of resentment, deceit, and disappointment throughout a person's life (Enright & Fitzgibbons, 2015; Meyer-Drawe, 2009). As counselors, we are ethically required to utilize self-care tactics, such as forgiveness. If self-care methods are not utilized, then counselors may increase their risk of unethical

behaviors (Cvetovac & Adame, 2017; Stone, 2008; Tillman, 2006) and mental and physical health issues (Farber, 2017; Toussaint, Owen, & Cheadle, 2012; Webb, Hirsch, Visser, & Brewer, 2013).

Although there is no fixed definition of forgiveness, researchers have developed their own methods of forgiveness. Jacinto and Edwards (2011) recommend focusing on the following therapeutic stages of forgiveness of self and others, which include "recognition, responsibility, expression, and recreating."

1. Recognition involves mindful self-observance and includes deep thought about the transgression. A person may become aware of the need for self-forgiveness and notice the unwarranted blame placed on other people. Moreover, the person may develop an awareness of unexpressed emotions towards the self or the transgressor.
2. During the responsibility stage, the person moves towards an understanding of the negative event, and the person begins to accept some responsibility for the transgressions that led to the necessity of forgiveness. This stage also encompasses an increase in empathy and compassion due to an awareness of intrinsic human imperfections.
3. Next, the expression phase involves open and honest extracting of repressed emotions brought about by rumination of the transgression. The person expresses difficult emotions through a renewed awareness and does not resort to the previous blame. Progressing through the expression stage may also involve an internal dialogue that addresses the adverse emotions and situations from an empathic point of view.
4. The final stage, recreating, involves a restored view of the self or the bond with the transgressors. Achievement of this stage suggests that the person has acknowledged

responsibility in the transgression, openly expressed emotions, and developed empathy for the self or the transgressor. In addition, the person makes a personal decision to forgive, along with an external demonstration of the forgiveness process (Jacinto & Edwards, 2011).

Regardless, of how a person processes forgiveness, deciding to forgive will likely justify the benefits for the layperson and the counselor (Moorhead, Gill, Minton, & Myers, 2012; Peterson et al. 2017). Ultimately, each of us controls the choice of how to react to negative encounters. When you feel upset with a client, a friend or sibling, or a memory of a past hurt returns, remember the four stages of forgiveness. As counselors, we must care for ourselves through forgiveness or other self-care techniques. If we, as counselors, do not properly care for our mental and physical health, then who will?

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SACES
SOUTHERN ASSOCIATION FOR COUNSELOR
EDUCATION AND SUPERVISION

CONFERENCE 2020

Hilton Baltimore, Maryland
October 22-24

Call for Proposals will be in December 2019. Registration will open in May 2020.

Location: Hilton Baltimore
401 West Pratt Street
Baltimore, MD 21201

The group guest room rate of \$205 (+15.5% taxes) per night based on double occupancy. This will be available through September 29, 2020.

Visit [SACES.org](https://www.saces.org) for updates on:

- Tentative Schedule
- Career Connection
- Day of Service
- Emerging Leaders program
- Preconference workshops
- Sponsors
- Presenter guidelines for accessibility and inclusion



Using Culturally Relevant Pedagogy to Meet International Student's Academic Needs

By: Malvika Behl



Malvika Behl
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Ladson-Billings (1995a) explained Culturally Relevant Pedagogy term as strategies that supports development of students critical thinking skills that help challenge the inequalities that could exist in schools while addressing student achievement and affirming and accepting student cultural identity. Ladson-Billings (1995a) stated that students who learn through culturally relevant pedagogy, are able to achieve greater academic success. Teachers who practice culturally relevant pedagogy use culture as a tool for acquiring and imparting knowledge (Ladson-Billings, 1995b).

International students (IS) are defined as non-U.S. citizens, who have crossed national borders for the purpose of education in that United States (US) on an F1 (student study visa) or J1 visa (cultural and educational exchange opportunities visa). In the academic setting, IS face language barriers (Yeh and Inose, 2003; Mittal and Wieling 2006; Hernández-Castañeda, 2008; Behl, Laux, Roseman, Tiarniyu, & Spann, 2017), issues developing relationships with peers and colleagues (Zhai, 2002; Mittal and Wieling 2006; Behl, Laux, Roseman, Tiarniyu, & Spann, 2017), and Discrimination and Prejudice (Mittal & Weiling, 2006; Yeh & Inose, 2003). It is vital for counselor educators (CE) to be able to address international student issues inside and outside a classroom setting (Ng, 2006).

Burlew and Alleyne (2010) proposed a pedagogy for CE to work with IS in a community counseling setting. The qualitative study with four

participants led them to conclude that IS have a lack of understanding about the field of counseling, the culture, and the classroom norms in the US. The pedagogy has five phases (a) pre-entry education, (b) point of entry into the counselor education program, (c) teaching methods and strategies, (d) internship experience, and (e) preparing for practice in the home country. The pedagogy focuses on helping CE develop an inclusive learning environment to help IS acculturate to the US.

Recommendations for pedagogy

Ladson-Billings (1995a) suggested creating an intellectually challenging environment by providing students with a platform to learn and grow. Counselor education programs would be able to help IS's acculturate with the help of an orientation with information on the academic and cultural issues that past students have faced and the services that are available to them (Zhai, 2002). The counselor education program can use this opportunity to collaborate with the international office and conduct an orientation for ISs to discuss the academic expectations and requirements to graduate, including the internship (Burlew and Allene, 2010). The orientation can also include strategies of success from previous international and domestic students (Zhai, 2002). Acculturation for IS is easier with the help of an academic and cultural advisor (Hernández-Castañeda, 2008). The academic advisor could discuss any shortcomings in the academic arena and the cultural advisor could help the international student learn the mannerisms of American culture.

In a classroom setting, it is imperative that culturally relevant educators help IS be successful academically, as well as maintain cultural integrity (Ladson & Billings, 1995a; 1995b). CE can encourage IS and domestic students to share their experiences with counseling and related fields to help them learn from each other. This will help create a culturally collaborative environment (Ladson-Billings, 1995a).

In an academic setting, IS are not taught ways to address cultural issues they might face (Estrada, Frame, & Williams, 2004). Cultural and academic advisors can work with IS and supervisors to develop a model helping with language barriers, discrimination, and/or prejudice. As the internship comes to an end, it is important for IS to review their future plans regarding going back to their home country or considering a future in the US. If the international student intends to stay in the US, CEs can help ISs learn about job opportunities and also help them grow their professional network.

Implications for Counselor education programs

Ng (2006) reported that the finding of his study supports the need to pay attention to the training needs of IS. Behl, Laux, Roseman, Tiamiyu, and Spann (2017) suggested developing teaching practices to help IS with acculturation and meeting their academic needs like language issues and adjustment to classroom norms. It is critical for universities and educators to address IS' needs and the barriers they have to academic and personal success while studying in the US (Reid & Dixon, 2012). With the increasing number of international counseling students, counseling programs and CE are faced with the challenge of better understanding the specialized training needs of IS (Reid & Dixon, 2012).

Summary

Culturally relevant pedagogy developed by Ladson-Billing (1995a) is a helpful teaching strategy when working with individuals from different cultures. IS in the United States face issues relating to language, discrimination, prejudice, and relationships with peers, colleagues, and faculty. Culturally relevant pedagogy focusing on the needs of IS in a counseling program would be helpful for IS to acculturate and also assist CE to connect with them.

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Counselor Educators and Supervisor's Role in Preparing Counselors-In-Training for Working with Spiritual African American Women Diagnosed with Infertility

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Historically, seeking formal mental health services has been considered taboo and plagued with stigma for many in the African American community. While several factors such as stigmatization, cultural mistrust, belief systems, and access to care contribute to the mental health help-seeking behaviors of African Americans, religion and spirituality have been viewed as important influences in the mental health of many African Americans (Holt, Clark, Debnam, & Roth, 2014; Koenig, 2010; Ward, Wiltshire, Detry, & Brown, 2013). This is also true when it comes to navigating reproductive disorders such as infertility.

Research shows that 12% of reproductive age couples experience complications associated with infertility (Resolve, n.d.; Townsend, 2011). Defined as a reproductive system disease, infertility is a failure to achieve and carry a clinical pregnancy after 12 or more months of unprotected sexual intercourse (Zegers-Hochschild et al., 2009). While infertility affects all races and ethnicities, African American women are more likely to be diagnosed with infertility than their counterparts, being 1.5 times more likely to

experience the disease than other races (Chandra, Copen, & Hervey-Stephen, 2013).

Rather than using formal mental health supports, African American women often cope with infertility through silence and isolation (Ceballo et al., 2015). Additionally, some African American women rely heavily on religious coping (i.e., church attendance and involvement, devotion time, listening to gospel music) and speaking with clergy or pastors when facing issues related to reproduction (Ceballo et al., 2015; Roudsari & Allan, 2011). While a psycho-emotional impact associated with an infertility diagnosis exists (Holloway, 2018), infertile African American women tend to use mental health services at low rates (Ceballo et al., 2015).

The psycho-emotional impact infertility has on the well-being of religious or spiritual African American women has been disregarded in the literature, with most infertility research consisting of clinic-based samples of educated, high-income Caucasian women (Bell, 2009). Research by Holloway, (2018) revealed that cultural and religious beliefs about infertility, coupled with the stigma about receiving formal mental health services resulted in African American women feeling the need to be strong and silent about their infertility. Furthermore, many of the study's participants were not aware that mental health services existed to address their needs. The author also found that mental health experiences of infertility exposed symptoms of anxiety, depression, grief, and trauma.

Because African American women experience mental health issues at similar rates to their counterparts, report high numbers of religious coping, and are diagnosed with infertility at greater rates, it is extremely likely that at some point in

their career, mental health counselors will encounter and work with a woman fitting this demographic. Counselors-in-training must be equipped to work with this unique population and help address the psycho-emotional impact of infertility, as well as work to mediate the usage gap in formal mental health help-seeking.

Holloway, (2018) suggests that counselor educators and supervisors play a pivotal role in preparing highly trained clinicians to properly assess, treat, and advocate for religious or spiritual infertile African American women. The researcher identified several implications for counselor educators and supervisors to equip counselors-in-training to work with this population.

- Counselor education and supervision (CES) programs should recruit more counselors of color and of diverse backgrounds to improve access to culturally diverse mental health professionals. Having faculty from diverse marginalized backgrounds and incorporating core or elective courses with a focus on this population are a few ways counselor educators and CES programs can recruit and retain diverse counselors-in-training.
- Counselor educators should engage in more transcultural and social justice immersions that promote counselor-in-training competence and advocacy.
- In alignment with CACREP standards and the American Counseling Association *Code of Ethics*, counselor educators should ensure

that social and cultural diversity classes and lessons fully incorporate objectives to provide a comprehensive understanding of the salient influences of religion or spirituality when working with African American women.

- Counselor educators should provide learning opportunities that ensure the application of evidence-based counseling approaches that align with the Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC) competencies for addressing spiritual and religious issues in counseling.
- Counselor supervisors should engage in professional development training that focus on the unique needs and experiences of infertile African American women in order to best supervise counselors-in-training working with this population.
- Counselor supervisors should provide supervision that educates counselors-in-training how to utilize culturally adapted interventions that address the marginalization of infertile African American women during therapeutic treatment.
- Counselor supervisors should provide learning experiences for counselors-in-training that develop an understanding of how the client's held worldview may influence their decision regarding mental health help-seeking.

In summary, research by Holloway (2018) illuminates the unique mental health help-seeking experiences of religious or spiritual African American women diagnosed with infertility. These experiences of this population are entangled with fear, mistrust, lack of awareness of formal counseling options for infertility, and lack of culturally similar counselors. The depth of the psycho-emotional impact reveals anxious and depressive symptoms, as well as symptoms related to grief and trauma as these women cope with being African American, religious or spiritual, and infertile. Counselor educators and supervisors can use their knowledge, skills, and awareness to better prepare counselors-in-training to work with this population.

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Acting Like a Counselor: Does Hollywood Get it Right?

By: Chris Baxter, M.Ed and Quentin Hunter, PhD



Chris Baxter, M.Ed (left)
Quentin Hunter, PhD (right)

Acting like a counselor: Does Hollywood get it right?

Considering the myriad of ways individuals are persistently influenced in their choices (e.g., family, friends, personal experience, mass media), it is valuable to think specifically as to how these influences help shape our perceptions of certain careers – specifically, the career of professional counseling. A number of studies have revealed that media influences individuals' perspective on possible careers and subsequent career selection (Saleem, Hanan, Saleem, & Shamshad, 2014; Steinke, et al., 2009). Considering recent examples of the counseling profession in media (e.g., *Big Little Lies*, *13 Reasons Why*), counselors and counselor educators should evaluate depictions of counseling and target advocacy efforts in ways that may better reach the public.

What's in a name? Before evaluating specific elements of counseling and the ways actors accurately or inaccurately portray those skills, counselors should develop a passing mindfulness for the professional titles used in media. For instance, when watching the latest season of *Chilling Adventures of Sabrina*, or another popular series, notice if the term *guidance counselor* is used, a term which is still widely used in media as a professional title rather than the more appropriate term *school counselor*. For many individuals, the

difference between the two may not be obvious, but for those professionals in the field, there is a striking difference between the two, both in professional identity and in practice. Similarly, when mental health professionals appear in films, take note of their titles: Are they called a counselor, or are they a psychologist, therapist, or social worker?

What does a counselor do, anyway? Furlonger, Papadopoulos, Chow, and Zhu (2015) compared the depictions of counseling between a television series and a YouTube video collection. Unsurprisingly, they found that the television series would sacrifice accuracy for dramatic or comedic gains in the storytelling, while the YouTube videos tended to more accurately depict the counseling process. More recently, Wahl, Reiss, and Thompson (2018) found that counselors and therapists in current films were depicted as well-meaning with some positive characteristics; however, they also often behaved in unethical or manipulative ways and demonstrated limited benefit to their clients. The researchers noted that while this is an improvement from the films of earlier decades, in which mental health professionals were regularly villains or obstacles to success, there are other specialty characteristics and skills within the counseling profession that film could depict to enhance public mental health literacy.

How might we begin to advocate and raise awareness? Ensuring that counselors receive additional and accurate representation may require advocacy and multiple levels. At the larger, organizational level, advocating for specific guidelines and positionality regarding the accurate portrayal of counselors by the American Counseling Association and other professional counseling organizations may be a positive step.

Counselors and counselor educators are encouraged to contribute to the portrayal of counseling in popular media. Scripted short films, YouTube videos, and conversational podcasts are some of the ways counselors can contribute to public understanding of the counseling process. With more ways to create than ever before, counselors do not need to wait for a film studio to produce a quality representation of counseling and the counselor-client relationship.

It is especially important to get more representation of minority counselors in popular media as they are noticeably absent (Furlonger, Papadopoulos, Chow, & Zhu, 2015; Wahl, Reiss, & Thompson, 2018). With the increased visibility of minority counselors, the public will see the diversity of the profession and the unique contributions of minority counselors, potential clients will see that there are counselors who share their identities, and prospective students from minority populations may better envision themselves as future counselors. Supporting existing media like the podcast "Between Sessions" produced by *Melanin and Mental Health* (2018) is a great first step and may be used as a template for future projects.

Finally, counselor educators should encourage counselors-in-training to critically examine depictions of counseling in popular media: What resonates? What is problematic? What is effective/ineffective? What could be done better? Then, counselor educators and their students can

take the next step and create content that addresses these issues or presents an alternate depiction.

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Women in Counselor Education: Intersections of Gender, Class, Sex, Age and Race

By: Courtney Potts, M.A. and Janelle Jones, M.S., NCC



Courtney Potts, M.A. (left)
Janelle Jones, M.S. NCC (right)

Gender, class, sex, age, race, and other social identities converge in higher education institutions to foster synergistic or oppressive assemblages. These intersections create significant barriers to overcome for all women in higher education but predominantly for women of color and individuals identifying as a multi-minority (Zinn, Cannon, Higginbotham, & Dill, 1986). Historically, women's studies and feminist research have placed focus on the perspectives of privileged white women. This creates disparities in research, power, and leadership for women of color as well as a specific viewpoint of women's lived experiences and perceptions. Focusing on a singular view of women's studies also denotes that race, age, sex, and class are not as influential or even necessary to consider. In this regard, there is potential for

developmental pitfalls, bias and even the possibility to affect progress in the field of counseling. These implications transgress to pedagogy, curriculum, training, education, and supervision as there is an androcentric bias present throughout.

In Bell's (2014) review of Gutiérrez Niemann, González, and Harris's *Presumed Incompetent* (2012), Bell discusses the need for students to see faculty and administration that is representative of them in identity. There are also inequalities in higher education concerning invisibility, race and gendered stereotyping, bias, having to prove oneself more as a woman, and the compounded reality for women of color. Women in higher education also have to consider and fight against social milieus influences (Constantine, Hage, Kindaichi, & Bryant, 2007), creating a potential for students to evaluate women on a scale that is unfair or stemming from socially ingrained oppression. An example of social milieus influence can be found in the concept of "presumed incompetent" (Gutiérrez Niemann, González, & Harris, 2012) where it is assumed that a woman is more incompetent than a man. This can also be expressed with aversion racism (Bell, 2014) where one is evaluated from a white male baseline, rather than accept the existence of racism and sexism, competency and "fit" are used to justify disparities such as presumed incompetency. These considerations can be extended into microaggressions, power dynamics in supervision, and co-teaching roles in counselor education.

Focusing on multicultural and systemic issues in counselor education, Zinn, Cannon, Higginbotham, and Dill (1986) identified prominent organizational barriers that exclude women from society and hamper equality. This exclusion is carried over into counselor education. While much

progress has been made with feminist research, scholarship and activism, there is still a presence of an androcentric bias in psychology that is exclusionary to women and minorities within systems, institutions, and society (Yoder & Kahn, 1993). Systemically, this can be viewed with examples such as the “glass ceiling” effect (Jackson & O’Callaghan, 2009) and other ways in which women are marginalized, particularly in higher education. This effect can be experienced with a lack of diversity in leadership positions and advancement which is reified through discriminatory practices and socialized beliefs. Another consideration to be aware of is the culture or expectation of motherhood within womanhood. Many women are not promoted or placed in certain positions due to the desire or perceptions of a desire to become a mother. While women can be considered as having an independent culture that can include alliances (Constantine et al., 2007) there is still the potential for the “outsider within” dynamic when you are a woman of color (Collins, 1986). This phenomenon relates to being treated with an outsider status even when associated with a given group, such as being a woman of color or owning another minoritized identity in a group of women. There is a plurality of experiences as an individual with a dual minority as well as a hierarchy within identity matching. This creates idiosyncrasies that cannot create an ontology of shared experiences of womanhood or being from a specific community.

While women can be visible in positions of pseudo- power, they are often “token” positions and more ironic than actual (Zinn et al., 1986). Perceptions of women in academia can be viewed as influential and even concerning when considering career development and reception with students. There are established stereotypes with women in contemporary culture that create an unattainable resolution to the issue at hand. Risks such as bias, perceptions of incompetency and having an oppressed “place” are ingrained in much of global culture, making these issues more than just systematic and not secluded to higher education. Constantine, Hage, Kindaichi, & Bryant (2007) identified that there is a need for mental

health professionals to adapt services to the nuanced needs of the populations they are serving, specifically the unique issues related to women.

The need for social change and activism is present, including one’s awareness of power, both internal and external to counseling, education, supervision, and research. Furthering this, identifying the ability to educate others is vital to mental health counselors. Constantine et al., (2007) also described the potential for leadership in identifying and implementing multicultural competencies within the field and viewing clients from more of an ecological perspective to reduce the risk of a single viewpoint of women. In consideration of multicultural components, self-awareness and meta-competence is necessary to overcome one’s own privilege and worldview orientations, if not overcome then be able to reduce the bias as much as possible to better serve women. Social justice change requires fostering an environment that works towards and values equity as well as acknowledge that most value systems are done from a white, male, privileged viewpoint. As counselors, our professional identity must foster a community culture of mentorship and empowerment rather than buying into the perpetuated dominant worldview.

When considering what can be done to incorporate social justice and advocacy into the counselor training curriculum, adaptations should be made systemically to create a culture of inclusivity and awareness. Social justice and advocacy can be enmeshed into pedagogy, counseling, mentorship, and supervision (Chang et al., 2012). Encouraging students, faculty, and educators to put focus on researching social justice and advocacy can prove to be beneficial to adopting this theory into identity and practice. Counselor educators need to bridge the missed connections of professional identity and social justice and encourage more rich discussions on these topics.

Leadership and advocacy are perpetually enmeshed and cannot be separated from the other in totality. According to Chang et al. (2012), advocate and leader is a multifaceted role as counselor’s act

on behalf of clients and strive to promote positive change in their lives. It is important to be mindful that an individual's moment as a leader or agent of change is temporal, making it imperative to create a living legacy. Establishing a culture of social justice, advocacy, and community outreach as being professionally normative can help inspire others to pick up where a leader leaves it and carry this legacy into its next evolution. Including students is imperative, since they are practitioners and educators in training, they will ultimately shape the future culture of the counseling field.

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Leadership Roles for Counselor Educators in Crisis Situations

By: Hannah M. Coyt, M.Ed., LPCC-S, NCC, MHE, CCMHC



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Counselors-in-training cannot merely In the field of counselor education, leadership is an essential areas of focus. As counselor educators, the level of accountability to be active participants in this area, as well as promoting students and counselors in training to become involved, is of great importance. Counselor educators are expected to have training, experience and engagement in order to advance the next generation of counselors on a meaningful journey into the profession.

Leadership Roles and Responding to Crises and Disasters

According to Lussier & Achua (2015), crisis leadership is an important component of any organization. In addition, they posit that an effective leader may not necessarily have the skills needed to lead in a crisis situation. Therefore, leadership skills in crises are viewed as a specialized type of leadership, in which training and application of skills is required. Lussier & Achua offer a strategic crisis leadership plan which incorporates using environmental monitoring, integrating crisis management into the leadership framework and establishing a culture that embraces crisis awareness and preparation.

According to *Journal for Professional Counseling: Practice, Theory and Research*, counselor educators are responsible for several leadership roles in response to crises and disaster ([Minton, 2011](#)). The core areas that identify counselor education roles in crises and disasters within the CACREP standards include professional counseling orientation and ethical practice, human growth and development, and counseling and helping relationships (2016).

The counselor educator's role under professional counseling orientation and ethical practice is to be an active member of an interdisciplinary outreach and emergency management response team. This is to ensure that counselor educators play a vital part of providing assistance to the community in times of crisis or disaster. In addition, if counselor educators are involved, students in counselor education are more likely to become engaged via their role models.

Becoming part of an interdisciplinary outreach and emergency management response team can look different, depending on where counselor educators are instructing. Some communities offer outreach crisis and disaster programs that link with local colleges or universities. By becoming involved with this interdisciplinary team, counselor educators in training are offering assistance as a proactive component to decrease crisis situations such as suicide among the student body. In the event of a crisis or disaster, the connections already in place among student affairs, counselor educators in training and community mental health center counselors would be beneficial in developing strategies for effectively developing a plan to quickly manage the situation (Minton, 2011).

Additionally, counselor educators in training can be involved in these interdisciplinary teams by

seeking internship placements where they can serve in leadership roles, under supervision (Guo, Wang, Lok, Phillips, & Statz, 2016). These internship placements can be helpful in both crisis intervention training, as well as identifying strengths in crisis leadership roles among counselor educators in training. According to Morris and Minton (2012), CACREP standards require counselor educators in training to possess skills in crisis assessment, referral and interventions, however many often feel unprepared to handle these situations in a real world setting. Counselor educators in training have an opportunity to increase their knowledge and skills in crisis situations by participating in internship placements that allow them to engage in this type of work (Foster & McAdams, 2009).

The next CACREP area that addresses the counselor educator's role in crises and disasters is human growth and development. This section states that counselor educators should be preparing counselors to handle the effects of crisis, disasters and trauma on diverse individuals across the lifespan (2016 CACREP Standards, n.d.). This entails a great deal of accountability and can present in several forms. One opportunity for counselor educators to meet this standard is through curriculum. By incorporating crisis intervention into course curriculum for human growth and development, counselor educators are providing accessible and timely information to counselors in training. CACREP standards highlight the counselor educator's role in preparing curriculum that places emphasis on addressing crises and disasters across the lifespan. Although there are opportunities in numerous areas of curriculum, human growth and development provides a platform for addressing various crises and disasters at different times across the lifespan. Counselors in training will be more equipped to handle a wider diversification of problems that occur in these areas by exploring situations that occur at each stage in life.

Under the area of counseling and helping relationships, CACREP posits that counselor educators possess the roles of educating counselors in training on effectively providing counseling in

crisis intervention, trauma-informed treatment and community based strategies (2016 CACREP Standards, n.d.). Although these areas are addressed in a myriad of courses within counseling program curriculum, the role of counselor educators is to be intentional about how the information is presented. This could include adding a real world component to instruction, in order to better prepare counselors in training on how to respond to such crises or disasters within their occupational context. This could be accomplished by utilizing case vignettes that describe crises or disasters that are probable in their areas and ask the counselors in training to identify steps they would take to manage these situations effectively.

As counselor educators, the CACREP standards are clear regarding our obligations to address leadership roles within crisis situations. As leaders in the field of counseling, especially as it applies to educating counselors and counselor educators in training, developing a strong framework for how we will address crisis situations is a must. After all, counselor educators are tasked with engaging in leadership, and are expected to engage in these roles on behalf of students, as well as the public at large (Myers, Sweeney, & White, 2002).

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Fall 2019 Newsletter Submissions

Dear Counselors, Counselor Educators, Supervisors, and Graduate Students,

We are looking for submissions for consideration in our Fall 2019 issue of the SACES Newsletter. This issue will be an edition about Scholarship with topics that apply to practitioners, supervisors, and counselor educators.

Submissions must be between 500 and 800 words and sent electronically as a Word document to newsletter@saces.org. Please include the author name(s), credentials, affiliation(s), and photo(s) in .jpg, .tif or .gif format.

Students are encouraged to contribute with the support of a faculty member. For questions or more information, please contact the editors at newsletter@saces.org. You can also check out previous newsletter issues available from the SACES website.

Contributions are needed by Monday, October 28th, 2019.

All the best,

Brandee Appling and Andrea Kirk- Jenkins
Co-Editors SACES Newsletter

Social Media and its Impact on Mental Health and Body Image of Women

By: Kathleen E. Bazile, M.A., ABD, LPC, NCC



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Historically, media has portrayed women based on their appearance rather than their capabilities or personality (Aubrey & Frisby, 2011). This tendency to focus on the physical aspects has produced pressure for women and young girls alike to become more aware of their physical appearance (Fredrickson & Roberts, 1997). The increased awareness of physical appearance can cause women to reevaluate their body image against society's standard of beauty. Society's beauty standard for physical attractiveness emphasizes the thin ideal; an unrealistically thin body size while still being curvaceously slender and physically appealing (Tiggemann, 2011; Holland & Tiggemann, 2016). Some would even add that the thin ideal is now including a toned or athletic look (Benton & Karazsia, 2015). Nonetheless, this ideal body image has been called "unrealistic and unattainable" (Holland & Tiggemann, 2016, p. 101) due to the

biological fact that women are created to have widening hips and body fat as they develop; yet, many women strive for and internalize the thin ideal (Holland & Tiggemann, 2016; Tiggemann & Slater, 2014; Tiggemann & Zaccardo, 2015).

The internalization and drive for thinness is perpetuated by social media platforms like Facebook, Instagram, SnapChat, and Pinterest which are inundated with messages that are meant to inspire fitness ("fitspiration") and thinness ("thinspiration"). Social media is a daily part of people's everyday lives, with seven in ten Americans engaging with social media at least once per day with the most common activity on social media reported being uploading and viewing photos (Espinoza & Juvonen, 2011; "Social Media Fact Sheet," 2018). Research has shown that media is a powerful and pervasive communicator of sociocultural beauty ideals (Tiggemann, 2011). Social media is the latest innovative form of media that continues to transmit sociocultural messages and ideals. Because social media platforms provide a format where body image related content can be created and exchanged through online communication, it has been shown to be consistently and positively associated with negative body image (Fardouly & Vartanian, 2016; Perloff, 2014). Social media is also an opportunistic place for appearance-focused comparisons, and for internalization of unrealistic appearance ideals (Holland & Tiggemann, 2014; Keery et al. 2004; Perloff, 2014).

Brown and Tiggemann (2016) found that images from social media of attractive celebrities and peers harm women's self-image. Furthermore, the inspirational images are often associated with messages that promote dieting and restricting, inducing guilt, and are objectifying (Boepple & Thompson, 2016). A study by Dove showed that 56% of all women noted the impact of a 24/7 social

media culture driving the pressure of perfection (Nathan-Tilloy, Shann, & Bradley, 2016). Striving for the unattainable thin ideal has also led to an increase in negative body image, body dissatisfaction, lower self-esteem, and higher rates of eating disorders, anxiety, and depression (Perloff, 2014). Social media has become a new media tool that is also being linked with mental health problems like depression, psychological distress, and suicidal ideation among adolescents (Sampasa-Kanyinga & Hamilton, 2015).

With mental health issues being associated with social media, it is advantageous for practitioners and counselor educators to become more aware of this relationship and find creative ways to reduce social media's impact on the mental health and body image of women and young girls. Since social media and beauty standards impact children and adolescents first, it is suggested that school counselors implement body positive programs and interventions to educate children and adolescents on the falsities of social media and encourage acceptance of all body types and appearances. *Happy Being Me* (Richardson & Paxton, 2010) and *Media Smart* (Wilksch & Wade, 2009) are two classroom-based body image interventions that have been studied and shown to be effective in reducing body image concerns (Diedrichs, Atkinson, Steer, Garbett, & et al., 2015). Parent education will be just as important. Teaching parents to be mindful of language and concepts they reinforce when it comes to beauty standards may significantly help since parents are a primary communicator of sociocultural standards (Smolak, 2011). In the counseling office, teaching clients to practice acceptance and self-compassion of their body image will be helpful so that the client can learn to be proud of her genuine and authentic self. Implementing advocacy strategies to help change the unrealistic beauty standards for the next generation by embracing the body positive content on social media. Some of these advocacy strategies can be seen in social media ads already from companies like Dove and Johnson & Johnson. However, more of these strategies need to be encouraged to reduce the effects of social media on mental health and body image. Change is needed in the way women are

influenced to view themselves, so that one day, the bikini body is everybody.

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Reframing Perceptions of Millennials: Implications for Pedagogical Practices

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Introduction

Who are the millennials? According to the U.S. Census Bureau (2015), millennials are those born between 1981 and 1997 and the largest American age group as of 2015. The substantial representation of millennials has created both a need and opportunity to research the vast areas this generation encompasses, including education. As counseling programs continue to diversify, special attention to the instruction of diverse millennial learners must be given. Counselor Educators are tasked with developing bright, eager students into well-rounded clinicians. Teaching methods are changing to implement more active learning to promote class interaction, real life application, and use of technology. Counselor Educators have both heard and witnessed some of the challenges associated with millennials in the classrooms such as difficulty receiving and applying feedback, entitlement, disengagement and imposters syndrome (Koltz, Smith, Tarabochia, & Wathen, 2017; Mazer & Hess, 2016; Twenge, 2009).

According to Mazer and Hess (2016) millennials bring contrasting attitudes, views, preparation, advantages and drawbacks into

classrooms more so than past student generations. Koltz et al. (2016), suggests counseling students want recognition for their counseling work, evaluation, supervision and structure; however, this is contrary from traditional graduate expectations for students to be self-motivated. Millennials are dynamic learners that require Counselor Educators to be intentional about the way course materials are facilitated both in and outside of the classrooms to promote retention and meaning to program content (Mazer & Hess, 2016).

Relevant Characteristics and Background of Millennials

Millennials are currently the largest population in enrolled in college and more likely to focus solely on school (The Council of Economic Advisers, 2014). They have witnessed first-hand monumental historic events such as 9/11 and the election of the nation's first Black president (Dimock, 2018). Dimock (2018), proposed that these events have created a keen self-awareness and interest to social justice and advocacy topics due to impact the youth vote had in electing the first Black president. The U.S. Census (2015) has documented them as being more racially and ethnically diverse than any other adult generation in the nation's history, having grown up in a technologically advanced society with an "always on" mentality and "high achieving" nature (Dimock, 2018). In essence, with technology has greatly impacted the way millennial generations communicate, with shifts in attitudes and behaviors (The Council of Economic Advisors, 2014). Millennials have had exposure to significant shifts that shape our current societies, are of diverse composition and embody technological savviness.

Experience as Best Practice in Pedagogy

Counselor Educators who are mindful of the varying needs of millennials and appreciate how they differ can aid in producing competent

counselors that benefit the profession and consumers as a whole. Exploring the learning needs of Millennial populations can be helpful in guiding best pedagogical practices (Koltz et al., 2016). Researchers have found an integration of Gowin's (1981) theoretical framework "creates knowledge through shared meaning" (pg.144) and can assist in providing a more interactive education experience for millennials (Koltz et al., 2016). Perna's (2015) article entitled "*Enroll, Retain and Graduate More of the Right Millennials*" offered specific points to regard when teaching Millennial learners such as preference to group work or one-on-one interactions, collaboration and teamwork, implementation of social networks to feel and stay connected, stimulating environments, and activities that require multitasking, and highlighting "experience" as a necessary element to education. Counselor Educators may consider implementing experiential assignments and activities in order to grant millennials with opportunities to digest and implement content in and from various sources, while also allowing for flexibility in the classroom to increase unique mastery of content (Mazer & Hess, 2016). Developing curriculums that allow more options, flexibility, and are customized towards their educational is valued (Koltz et al., 2016). In addition, it may be helpful for Counselor Educators to pay special attention in selecting topics that are relevant and meaningful to millennials.

As mentioned, millennials have extensively encountered and been impacted by social issues and events that continue to be relevant. Incorporating current events that are impactful and representative of colleagues and individuals they will serve is vital. Tending to the diverse backgrounds in the classroom as means of inclusivity allows for growth and understanding of the importance of multicultural competency in counseling. Counselor educators may also incorporate social justice and advocacy opportunities that extend beyond the classroom for additional experiential learning.

Conclusion

Millennials have created an opportunity for Counselor Educators to expand their skill sets and explore methods and theories to engage students.

This allows for continuance and development of active learning academic environments promoting richer experiences and the ability to shift with generational changes. Millennials may contribute to making Counselor Educators more exceptional when engaged and committed to tackling the obstacles faced with instruction.

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CALLING ALL SACES INTEREST NETWORKS


The SACES membership wants to hear from you! Don't forget to submit your interest network submissions during each newsletter cycle. This is a great way to advertise what your interest network is all about as well as upcoming events and other pertinent information.

Want to join an interest network?

SACES members self-identify and affiliate with an IN by noting their Interest Network preferences on the SACES Profile page using the following process:

- Go to the SACES home page (www.saces.org)
- Click the Profile icon 
- Click on *View profile*
- Click the *Edit Profile* button
- Select checkboxes to indicate Interest Network preferences

Attention SACES Graduate Students



Are you a graduate student?

Are you looking for leadership opportunities with SACES?

Do you have a strong passion for leadership?

If you answered yes to any of those, keep reading!

SACES has an opportunity for graduate students to become more engaged within the organization through the Graduate Student Committee. The Graduate Student Committee has created opportunities to address student's interests. Join the Graduate Student Committee and get involved in various ways:

Helping to develop graduate student focused newsletter submissions

Blogging about events related to the graduate student experience

Interview counselor educators and other professionals in the field to get answers to questions we have

Develop and identify content for our social media platforms and website

The Graduate Student Committee as a whole meets digitally once every month and based on your interests, you may meet with a group of students working on a particular task. This is a great way to participate in leadership while you are still in school and connect and grow with your fellow students.

If you are interested in joining one of these subcommittees, contact SACES Graduate Student Representative and co-chair of the Graduate Student Committee Hannah Coyt at coyth@lindsey.edu

Look for more information regarding a SACES graduate student meet up at ACES in Seattle Friday October 11, 2019. If you are planning to move out of the SACES region, other regional representatives will be hosting meets up the same day!