

SOUTHERN ASSOCIATION OF COUNSELOR EDUCATORS AND SUPERVISORS

SACES NEWSLETTER

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PRESIDENT'S ADDRESS
-ROBIN LEE, SACES PRESIDENT

Hello SACES members. I hope everyone who attended the recent Orlando conference has recovered and settled back into your normal routines. It was a great conference, and I truly hope everyone had a great time attending sessions, visiting with colleagues and friends, and participating in SACES business. We had fantastic content sessions, successful committee meetings and lots of fun! Thanks so much to everyone who made the conference possible and to those of you who attended. Shannon Ray, our conference coordinator, will be providing us with a conference report. I wanted to share with you some of the conference highlights.

- ◆ Approximately 425 conference attendees—record attendance for a SACES conference! Attendees included 223 SACES professional members, 130 SACES student members, and 37 non-members.
- ◆ We had over 300 sessions and approximately 480 presenters,

with presentations on topics such as counselor education, supervision, multiculturalism, technology, school counseling and many more.

- ◆ All SACES committees and interest networks had successful meetings. Committee and interest network plans of action will be posted on the website (and some can be found in this newsletter).
- ◆ We had lots of fun at the Opening Reception, the President's Reception, and the Business Luncheon.
- ◆ Don Locke and Pam Paisley hosted a very successful Emerging Leaders Workshop, with approximately 30 attendees.
- ◆ SACES awards and research grant receptions were announced at the Business Luncheon. Congratulations to those who received awards or grants. (See page X for full list of recipients).
- ◆ Dennis Jones was presented the President's



Robin Lee, SACES Business Luncheon

Award for Excellence for his outstanding services as the SACES Webmaster.

- ◆ The 2008 conference site was announced. We will be visiting Houston, TX. Dates to come.
- ◆ Please visit <http://www.collages.net/Site/> to enjoy pictures from the President's Reception. Username: SACES Meeting 2006; Password: 1971

If you were not able to attend the 2006 conference, please plan to join us in Columbus, Ohio for the 2007 ACES conference and in Houston, TX for 2008 SACES conference.

After a successful conference, we have wonderful momentum to have a very productive year. Let's keep up the great work.



CREATIVITY AND COUNSELOR EDUCATION: A LOOK AT BEGINNING MASTER'S STUDENTS

-ALLISON SMITH, DOCTORAL STUDENT

When I decided to switch my undergraduate major from theater to psychology, and as I continued into a master's program in counseling, friends and family asked me what I'd do with my love for the arts. For a long time, I struggled with an answer and hoped that I would find a way to somehow do both. During my master's training program, I began to find ways to merge my two interests. This happened without really trying since I had previously learned best by using creativity and experiential techniques. I soon found that I did it in my master's program in counseling as well. Although I didn't have formal classroom training on creativity and counseling; I talked to others and began reading in order to start using it.

In my doctoral program in counseling and counselor education, I've continued my interest in creative techniques. Recently, I have extended this interest and looked more specifically at creativity not only in counseling, but also within counselor educa-

tion. Through reading, I have learned a few interesting pieces of information regarding counselor training and creativity. First, although creativity is important in counseling, training on creativity for beginning counselors is lacking or nonexistent in counselor education programs. Even further, creativity and academia are oftentimes understood as opposites. Creativity is understood as something beginning counseling students might specialize in after the student has an understanding of the more "academic" material, such as traditional theories and techniques.

In order to begin to see creativity as something fundamental rather than a specialty that one acquires later in a counseling career, creative approaches are needed at the beginning of counselor training programs—when master's students are first learning theories and techniques. This may be a curriculum challenge to counselor educators who may struggle to meet the demands from CACREP or may be apprehensive

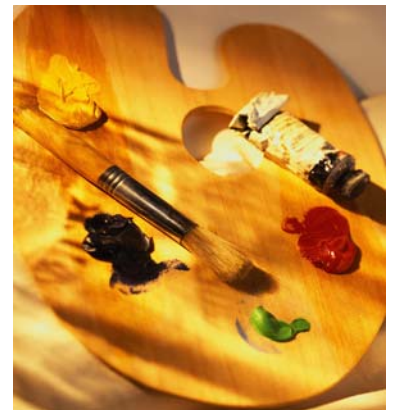
about offering nontraditional courses or material in a counseling program at the master's level.

But what do master's students report about creativity? IN order to investigate the use of creativity and counselor education training programs, I designed a questionnaire to address topics regarding beginning counselors and creative approaches. Research questions examining master's students use of, and thoughts about, using creativity in counseling were addressed using a 19-item survey consisting of a Likert-type scale ranging from "strongly agree" to "strongly disagree". The sample consisted of 27 master's students (24 females; 3 males) seeing their first client. As part of the practicum experience, participants saw their client for 5 50-minute sessions.

Of the 27 participants, 13 reported they used creativity in one or more counseling sessions with their clients. Out of the 13 who used creativity, 94% reported that

Continued on page 4

"The majority of students reported they would have been more inclined to use creativity in counseling if they had more training on creative techniques"



SCHOOL COUNSELING INTEREST NETWORK

-JOLIE DAIGLE & CAROL PARKER, CO-CHAIRS

Since the meeting at SACES, the School Counseling Interest Network has been busy. Several web-hosting providers have been contacted regarding setting up services such as chat rooms, message

boards, listservs and more for the network. We are also working on the ability to video conference, thanks to Larry Tyson, Deryl Bailey and Carol Parker.

If you are interested in helping out with

any of these new developments, or in the School Counseling Interest Network, please contact Jolie Daigle at jdaigle@uga.edu

SEXUALITY AND YOUNG WIDOWS: WHAT COUNSELORS SHOULD KNOW

-JENNY L. BEASLEY PREFFER, DOCTORAL CANDIDATE & AGATHA PARKS-SAVAGE, ASSISTANT PROFESSOR

Imagine that your next client on your schedule is a young woman recently widowed. What questions will you ask? Which issues do you prepare yourself to focus on—grief, guilt, anger, depression, isolation, and...sexuality? Yes, sexuality. Do you feel prepared to take on the topic of sexuality with your young widowed client? Most counselors may not.

A recent count records approximately 425,000 widows in the United States, between the ages of 15 and 44¹; however, a recent search of PsycINFO, Sage Publishing, and ATLA databases reveal fewer than sixty articles related to widows. While six of these spotlight younger widows, they do not address sexuality and instead discuss functional and dysfunctional grieving, loneliness, parenting, sup-

port systems, educational history, and financial resources^{2,3,4,5,6,7}. Sadly, the only articles addressing sexuality issues in widows^{8,9} are from two decades ago and include only widows between 40 and 80 years old. Consider the impossibility of generalizing the needs for sexual expression in post-menopausal octogenarians towards any of the 1,600 young women who lost their husbands September 11, 2001 or during the ongoing war in the Middle East^{10,11}.

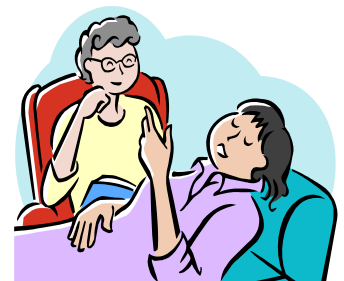
Despite the gap within the literature, a young widow's need for sexual expression is a valid concern. In a book by Stephanie Ericsson, *Companion through the darkness*, she describes when she was pregnant with her first child when her husband died and she kept a jour-

nal during the months following his death. This is a "must-read" for those working with young widows.

Shoemaker¹², author of *Widow's Walk*, affirms these young women stating, "widowhood robs us of our source of affection and intimacy causing sexuality to be a concern...you have lots of silent company." (p. 10). Unfortunately, while we as professionals acknowledge that sexuality is in fact, "a powerful, pervasive drive"¹³ (p. 51), the needs of young widows often go unaddressed.

Several suggest that the young widow often represses her need for sexuality out of desire for social acceptability^{14, 15}. Others feel that asking for help in this area is

Cont'd on page 6



"Several suggest that the young [female] widow often represses her need for sexuality out of a desire for social acceptability."

CREATIVITY AND COUNSELOR EDUCATION CONT'D

the use of creativity benefited their client. In addition, 94% reported that using creativity benefited themselves as counselors. Eighty nine percent of students would have liked to have more creative supplies available to use. In addition, 78% of students reported that they would feel more inclined to use creativity if more supplies were provided to them from the in-house training clinic. The majority of the students (96%) reported they would have been more inclined to use creativity in counseling if they had more training on creative techniques.

What I find to be interesting after looking at these results is the following: participants who used creativity in counseling sessions reported that it benefited both them as counselors and their clients. Thus, in the opinions of counseling students, creativity was an effective technique—in more than one way!

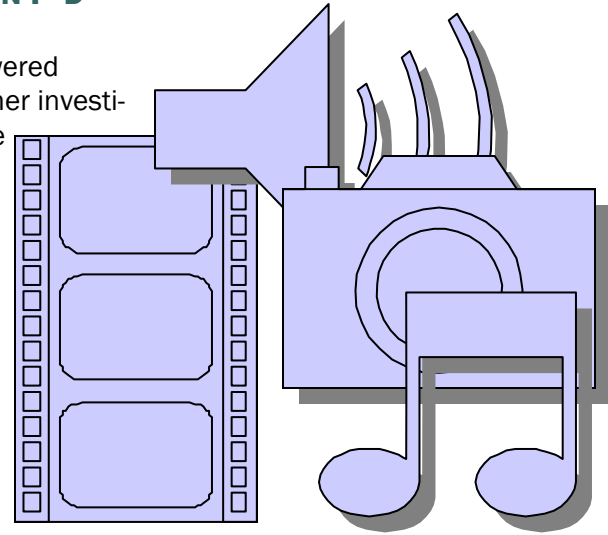
Also significant is the fact that counseling students would have felt more inclined to use creativity if supplies were provided by an in-

house training clinic. With more supplies on-hand students may begin to continue to incorporate creativity into their work. However, the highest percentage of students reported that training on creative techniques would have made them feel more inclined to use them in their counseling sessions. This suggests that training may have a great impact than simply offering creative supplies to beginning counselors to use in their early work.

With this in mind, the question becomes how might counselor education programs integrate creativity into the counseling curriculum? Since CACREP does not require a specific course on creativity, it is not absolutely necessary. Could training on creativity be built into a course such as counseling theories or techniques? Or should an entire course on creativity be offered at the master's level? Future research is needed in order to investigate counseling students' opinions regarding how much and what kind of training on creativity they would like to have. These questions can

only be answered through further investigation on the topic.

Allison Smith is a doctoral student at the University of North Carolina at Greensboro.



CONGRATULATIONS

to

Gerard Lawson

who was elected President Elect-Elect

and

George MacMahon

who was elected SACES Secretary.

COMMUNITY COUNSELING INTEREST NETWORK UPDATE: DEVELOPING A SHARED VISION

-DONNA STARKEY & ED CANNON, CO-CHAIRS

The SACES Community Counseling Interest Network met during the conference this year to begin a very important dialogue. The group indicated a desire for the interest network to be more than a conference meeting and to have real momentum and continuing activity. With ongoing challenges to our professional identity as counselors and, more specifically, as community counselors, we gathered to address the state of community counseling. During this meeting we posted these questions: *What is the state of community counseling today and where does it stand in relation to clinical and mental health counseling? Given that a primary criticism of the overall counseling profession is the lack of a united vision or definition that is easily identified and recognized, how do the divisions within the larger profession contribute?*

As counselor educators, we realize that one of our roles is to train the next generation of master's level counselors who will advocate for their profession—but how do we “practice what we preach” within the realm

of community, clinical, and mental health programs?

Those present began to explore where we are today as counseling faculty and supervisors, despite philosophical and practical differences, and discovered a desire to develop a unified voice. We found that consensus may be difficult given the differences in degree programs, conflicting priorities, and variations with licensure standards. Acknowledging the ever-evolving opportunities and challenges of our profession, the interest network examining the role of the 2008 CACREP standards in the process of clarifying the state of community counseling today.

Throughout the meeting, there was an emphasis on the philosophical roots of community counseling, and how those roots are in concert or conflict with other counselor educators and supervisors in communicating a strong identity to students, the overall profession of counseling, as well as the society in which we practice. As such, the SACES Com-

munity Counseling Interest Network determined to extend an invitation to all faculty members in community counseling programs to participate in the development of this interest network vision. Ideally, such a vision might be addressed next year at ACES through content sessions from those interested in community counseling. In keeping with that idea, the members of the SACES Community Counseling Interest Network agreed to submit an ACES Workshop proposal to discuss the state of community counseling within the larger profession. This proposal will be in addition to our interest network meeting.

Overall, the members of the Community Counseling Interest Network would like to see a strong voice for community counseling via counselor educators and supervisors. As a strong group within the stronger association of SACES, we believe we are well positioned to facilitate the development of a unified vision for the community counseling aspect of our profession.



“What is the state of community counseling today...?”

If you would like to contribute anything to future editions of the SACES Newsletter, please contact Kelly L. Wester, 2005-2006 SACES Newsletter



SEXUALITY AND YOUNG WIDOWS, CONTINUED

doomed to failure. Shoemaker¹² warns widows to expect that people “may be reluctant to discuss this personal problem with you. Or if they do, you’ll likely hear the old bromides about taking cold showers, exercising, praying, and otherwise sublimating by concentrating on work and activities.” (p. 10).

In some instances, professionals may feel untrained or unprepared to address clients’ sexual dilemmas and therefore do not assess them or may focus treatment away from this area. A recent study investigates the amount of quality of training that counseling professionals receive in addressing sexual issues. Ford and Hendricks¹⁶ report that 75% of participants acknowledge receiving some training, but few felt adequately prepared to deal with clients’ sexual concerns. It appears counselors tend to address sexual issues based on their own personal comfort level and may refer clients elsewhere when they are uncomfortable with sexual values differing from their own.

Consequently, it seems the dilemma of young widows revolves around a continuing identity as sexual human beings and the counseling professions’ failure to notice the needs of a significant population. Whether this disregard stems from a deficiency in research literature, a lack of training, or from a conflict of counselors’ personal values surrounding

sexual issues, it appears that professional counselors may encourage these young women to deny an important part of their humanity.

Here are a few things for counselors to consider when working with young widows:

1. **Assessment:** Whether formal or informal, it’s the cornerstone of early counseling sessions as professionals seek to help clients’ prioritize issues that are painful to them. Like psychosocial assessment, taking a brief sexual history provides both client and counselor with openings to discuss the grief and loss issues surrounding the death of a sexual partner.
2. **Training:** Training in grief and loss issues may be helpful, especially when the focus is not limited to the elder generations.
3. **Supervision:** Counselors that do not have experience with this population should seek supervision from experienced counselors in the community. This would provide for a platform to address the counselors’ concerns and comfort level with discussing widows’ sexuality.
4. **Know Yourself:** Counselors need to be aware of their own biases related to discussing the topic of sexuality with their clients. I was once told by a counselor that it

was not necessary to take a human sexuality course because his clients don’t have “those” types of “issues”. This particular counselor works with couples.

Counselors’ acknowledgement of young widows as sexual human beings may be a first step in encouraging research that provides the counseling profession with the direction necessary to reach this population. Certainly, the need for acceptance and support is vital for young widows as they no longer belong to the married world but are far from joining the ranks of the elderly widows with whom we are most familiar.

Jenny Beasley Preffer is a doctoral student, and Agatha Parks-Savage is an Assistant Professor in the department of Counselor Education and Supervision at Regent University.

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COUNSELOR COGNITIVE DEVELOPMENT

-LAURA WELFARE, DOCTORAL CANDIDATE



Client issues in counseling are often complex. Effective counselors are able to identify and integrate multiple factors to

reach an accurate understanding of complex client needs. Identifying and integrating information is a cognitive process. An individual's cognitive system is comprised of conceptual templates can understand varied and intricate experiences; while, individuals with less developed cognitive systems understand experiences more simplistically. Thus, counselors' cognitive complexity is fundamental to effective practice.

As counselor educators and supervisors, we strive to facilitate students' growth in many areas. One of these areas is cognitive development, which has long been identified as an important goal of counselor preparation (e.g., Blocher, 1983). In planning interventions to increase students' cognitive complexity, a few salient aspects of cogni-

tive development must be considered.

First, cognitive complexity is domain specific. That is, an individual could have complex conceptualizations of adolescent boys, but only a simplistic understanding of divorced women. Similarly, cognitive growth in one area does not necessarily stimulate growth in another. To maximize cognitive development students must have learning experiences in multiple domains.

Second, exposure alone is not sufficient for growth; the individual must reflect on the experience to achieve cognitive development. Cognitive development begins when students experience something that does not fit with their existing cognitive system. Counselor educators and supervisors help the student make new meaning of the experience by exploring the student's thoughts and reactions.

Finally, individuals understand their world as best they can with the cognitive system they have in place. Students

frequently believe they understand a client based on their recognition of some basic characteristics (e.g., unemployed, male, cocaine addict). The goal is to help students realize that there are additional factors to be considered (E.g., enabling family, repressed trauma, low self-esteem). Since students rarely know when they have an incomplete conceptualization of a client, their self-reports are insufficient.

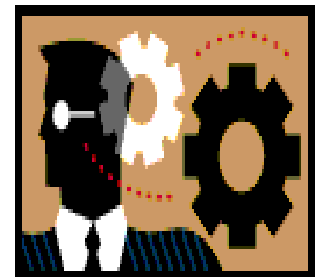
In sum, to facilitate student cognitive development, students need exposure to varied experiences, the opportunity to process those experiences, and an educator, supervisor, or peer to identify teachable moments.

Although the importance of counselor cognitive complexity is clear, only a few interventions designed to encourage cognitive growth have been described. The following techniques are designed for use in individual or group supervision.

Interpersonal Process Recall (e.g., Kagan, 1980) encourages supervisee awareness of

his or her thoughts and feelings that arise during a counseling session. In this technique, supervisors use open-ended questions to explore segments of the student's recorded counseling session. The supervisor plays the role of an inquirer who prompts student self-reflection.

The Reflective Process (Goodyear & Nelson, 1997) is an extension of Interpersonal Process Recall that encourages counselors to seek understanding of what occurs in the counseling session. In this technique, students are asked to reflect on their emotions, thoughts, and interactions with the client. The supervisor anchors the reflection in a dilemma that arises in one of the student's counseling sessions.



Structured Peer Group Supervision (Borders, 1991) also encourages cognitive development.

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RESEARCH AND PRACTICE GRANTS AWARD RECIPIENTS

Teresa B. Fletcher, North Georgia State University

The scripted prejudice-awareness narrative

Dana Griffin, The College of William & Mary

Investigating differences in moral development, multicultural competence and racial identity development in school counselors

Heather Smith, University of Central Florida

The relationship among wellness, severity of disturbance, and social desirability in entering master’s level counseling students

Melanie Drake Wallace, University of Alabama

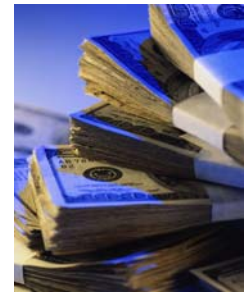
No title submitted

Joshua Watson, Mississippi State University—Meridian

The influence of online instruction on the counseling self-efficacy of counselors-in-training

Jolie Ziomeck-Daigle, University of Georgia

Counselor educator’s perceptions of the gate keeping process



HUMOR IN COUNSELING SUPERVISION: A FIRST LOOK AND A FEW THOUGHTS

-MIKE SILVA, DOCTORAL CANDIDATE

Attempting to provide a comprehensive definition of humor would be an effort wasted. The simple fact of the matter is that not only is humor too broad to explain, but also it varies dramatically from one person to another. In order to better understand humor and its potential benefits in

counseling supervision, one can start by examining popular theory. Three theories emerge from the literature that may shed light on this elusive construct: superiority, relief, and incongruity. Each describes the foundational reasons as to why individuals respond to situations in a humorous

manner.

The first, superiority, describes humor as a means of power. Anything seen as comical is also seen as inferior. An example of this type of humor can be observed on a playground where one child makes fun of another for the pur-

poses of both elevating their own status, and devaluing their target. The second, relief, is seen as a way of releasing tension or uncomfortable feelings in a socially acceptable form. An example of this is incongruity, explains humor as the recognition of expectations not being met. An example

COUNSELOR COGNITIVE DEVELOPMENT, CONTINUED

During a case presentation, each member of the group assumes a specific role and provides feedback from that perspective. The presenter is exposed to new ways of thinking about the case. The supervisor moderates the discussion and summarizes the feedback to help the student learn from the experience.

The thinking-aloud approach allows supervisors to model in-the-moment cognitive processing (Borders & Brown, 2005). For example, “As I watch your client I notice conflicting messages. She reports feeling comfortable at work; but, when she describes the staff meeting her shoulders tense and she wrings her hands. I am wondering what her body language could mean. I have a hunch that her anxiety is not resolved and I am considering how I could address that with her.” This technique reveals the supervisor’s thought process and models how the thoughts drive counseling interventions.

As with much of what we do, describing a

technique is almost as complicated as using it effectively. Hopefully, this woefully brief description has peaked your interest in counselor cognitive development. More complete information about the techniques is available in the sources cited. In counselor education and supervision, we must make “deliberate, proactive choices” in order to maximize our students’ growth (Borders & Brown, 2005, p. 55). With the deliberate goal of facilitating student cognitive development, focused attention on identifying teachable moments, and continued research on cognitive growth we can become even more effective in preparing the counselors of tomorrow.

Laura Welfare is a doctoral candidate in the department of Counseling and Educational Development at University of North Carolina at Greensboro.

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“As counselor educators and supervisors, we strive to facilitate students’ growth in many areas. One of these areas is cognitive development, which has long been identified as an important goal of counselor preparation.”

2006 SACES AWARDS RECIPIENTS

-GLENN LAMBIE, AWARD SACES COMMITTEE CHAIRPERSON UNIVERSITY OF CENTRAL FLORIDA

The 2006 SACES award recipients were recognized at the fall conference in Orlando, FL. The awards committee received a considerable number of nominations and was able to recognize the achievements of two outstanding counselor education programs, two exceptional counselor educators, an excellent counselor education graduate student, and one innovative state ACES association. The following highlights some of the recipients' achievements.

Individual Achievement: Graduate Student—Doctoral Level

Anneliese Singh, *Georgia State University*

Ms. Singh has been an outstanding doctoral student who is committed to advocacy and social justice. Additionally, Anneliese has established an impressive record of scholarly work, including numerous refereed professional publications and presentations.



Individual Achievement: Pre-tenured Counselor Educator Award

Dr. Kelly L. Wester, *University of North Carolina at Greensboro*

Dr. Wester has begun her career as a counselor educator in an exemplary fashion. She has established a strong research agenda and been successful in publishing in highly ranked scholarly journals. Further, Dr. Wester has made excellent service contributions to the counseling profession, including serving on multiple editorial boards and as the SACES newsletter editor.

Individual Achievement: Tenured Counselor Educator Award

Dr. Susan R. Furr, *University of North Carolina at Charlotte*

Dr. Furr has established herself as a leader in counselor education and supervision. She currently serves as department chair and has established a strong line of research. Additionally, Dr. Furr has mentored many doctoral students and junior faculty, while consistently supporting the counseling profession through her service activities.



Outstanding Master's Counselor Education Program

University of North Carolina at Chapel Hill

The counselor education program at the University of North Carolina at Chapel Hill has established and maintained a reputation of excellence. The program's faculty members have been leaders in the field of counseling having served on ACA national, regional and state leadership committees, on state counseling professional boards, all the while maintaining strong scholarship activities including constant publishing in counseling professional journals.

HUMOR IN COUNSELING SUPERVISION, CONTINUED

of this type of humor can be found in the punch line of a joke. The line evokes a humorous response because it forces the listener to accept an alternative, and hopefully funny, reality.

A basic understanding of these theories serves to assist supervisor in better identifying the motives of humor used in their supervision sessions. Gladding (1995) acknowledges that humor is already present in the relationship between the counselor and the client without any effort. The same can be said for the supervisory relationship as well. Given that humor is already being used naturally, there is now the opportunity for the supervisor to use it intentionally. And like any supervisory technique, humor must be used appropriately in order to present itself as an effective tool.

It can not be stressed enough that humor is not always an appropriate approach in supervision. First and foremost, it is crucial that the supervisor recognize that what he or she may

consider to be humorous may not be true for their supervisee(s). With this idea in mind, it would prove beneficial for the supervisor to assess their supervisee's style of humor and make efforts to match this style within the session. It is important as a supervisor to also assess the motives behind the use of humor, both personal and those of the supervisee. Though research does support the beneficial nature of humor across several fields, including counseling, it is acknowledged that more negative forms of humor (e.g., sarcasm, making fun of/putdown humor) have adverse effects on individuals. It is also important not to overuse humor within the session. Thought it may make things more interesting or fun, it will eventually lose its effectiveness and could potentially be interpreted as the supervisor not taking his or her supervisee or the situation seriously.

Instead, it is encouraged that both the supervisor and supervisee employ more positive forms of humor. These

can include a recognition and celebration of mistakes. An example of this is having a supervisee proclaim loud and proud "Boy, that was a bad idea/move!" when discussing concerns with a particular piece of a session with a client. It can also serve as a way to counter a "bad day" the supervisee may be having or have had at an internship site. An example of this could be the supervisor recounting humorous anecdote for the purpose of breaking the tension and normalizing a difficult experience for their supervisee. Also, it is a creative way to point out absurdities in behavior, either on the part of the client or the supervisee, as a way of moving them forward, without self-disparaging undertones. Sometimes it may even be prudent to employ regular laughter breaks during particularly heavy sessions; the expectation of these breaks are set early and provide an opportunity for monitoring supervisee feelings during a session.

The simple premise behind the use of humor in supervision is to rein-

roduce play and creativity as a regular tool. Supervision and counseling are inarguably serious endeavors. However, those who are serious about humor are able to be humorous when things get serious. This proves beneficial in the overall wellness of both the supervisee and supervisor. IT has the potential to increase overall quality of life and decrease feelings of burnout. And above all, it reminds us all that at times, it is alright to have a little fun.

Mike Silva is a doctoral candidate in the department of Counseling and Educational Development at University of North Carolina at Greensboro.

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SACES 2006 AWARDS, CONTINUED

Outstanding Doctoral and Master's Counselor Education Program

University of North Carolina at Charlotte

The counselor education program at the University of North Carolina at Charlotte has established and maintained a reputation of excellence. The program has a multicultural focus; attracting traditionally underrepresented groups to the counseling and counselor education profession. The program's faculty members have been leaders in the field of counseling and maintain strong scholarship activities including constant publishing in counseling professional journals.



Outstanding State ACES Award

North Carolina Association for Counselor Education and Supervision (NCACES)

NCACES has worked diligently to establish itself as an outstanding state counseling association. As an association, members have worked to involve a diverse group of counselor educators and supervisors, many of whom are employed by community agencies or maintain a private clinical practice. Additionally, the association hosted its first annual Graduate Student Conference, entitled *Voice of Tomorrow*, where counselor education students have an opportunity to conduct professional presentations in a warm supportive climate.



All of these award recipients should be recognized and appreciated for their contribution to the field of counselor education and supervision. Many counselor educators and supervisors are working passionately to promote excellence in the counseling profession. However, many of these outstanding professionals, programs, students, and associations never receive their due recognition. Therefore, I would encourage you to think about nominating a colleague, program, student, and/or association for the 2007 SACES Awards.

A call for nominations will be available in a SACES newsletter and on the SACES web page: www.saces.org. Please do not hesitate to contact the new SACES awards committee chairperson, Dr. Shari Sias: siass@ecu.edu

SACES LEADERSHIP, 2006

Officers

Robin Lee, President
Deryl Baily, Past President
Kathy Evans, President-Elect
Don Locke, Treasurer
Gerard Lawson, Secretary (and President-Elect-Elect)

Committees

Kristi Gibbs, Membership
Jennifer Curry & Elizabeth O'Brien, Graduate Student
Shannon Ray, Long Range Planning
George McMahon, Bylaws & Resolutions (and new 2007 Secretary)
Dennis Jones, Technology Consultant
Shari Sias, Awards

Interest Networks

Donna Starkey & Ed Cannon, Community Counseling
Marc Grimmatt & Danica Hays, Multicultural Counseling
Lori Brown & Judith Harrington, Supervision
Mary Hermann, Ethics & Professional Development
Anne Albrecht, Technology
Carol Parker & Jolie Daigle, School Counseling
Joshua Gold, International Counseling
Kelly Wester & Heather Trepal, Women's Interest Network

Please visit the SACES website to find more out about all the committees and interest networks. You can find email addresses and contact information online at www.saces.org