SACES NEWSLETTER

SOUTHERN ASSOCIATION FOR COUNSELOR EDUCATION AND SUPERVISION

Greetings from the SACES President

Happy holidays SACES members,
As the year comes to an end I find myself reflecting upon my personal and professional goals, thinking about what I did well and what I can improve on in the coming year. As the SACES president I am very pleased with the changes that have been made in the last year. I want to thank *Danica Hays*, our past president, for all her efforts in making the year so successful. I think she had an incredible vision for where she wanted to see SACES go and was able to set the ground work for it to come to fruition. I want to especially thank our SACES members who made the ACES conference in Nashville such a success. I don't know if many people know this, but in the past we have hired ACA to help coordinate our conferences and this year we did it all by ourselves! The amount of time and effort that is put into running a conference that big is enormous. These are services provided with no compensation or release time from the faculty and students involved. I have included a list of the committee members and   volunteers from the SACES region. If you see these people or have contact with them, do me a favor, and give them a big THANK YOU! I would also like to congratulate and welcome our new officers;

SACES President,
Dr. Jennifer Jordan

Heather Trepal our new president elect-elect and *Amanda Healey* our new secretary elect.
One of the reasons I ran for SACES president was to be a voice for many of members I have connected with that I think are not often heard. We, as an organization do a good job recognizing and awarding members that excel in the areas of research and publication yet I think there are far more members that need to be acknowledged and celebrated. I want SACES to be an organization that can help you become the best educator, supervisor, counselor, and writer that you can be. We have such a plethora of talent in our region that needs to be shared and exposed in a way that all can benefit. I want SACES to acknowledge and

celebrate the strengths of all of our members and offer opportunities for members to grow in areas with which they struggle.
One of my first goals as President is to revamp the interest networks to provide more opportunities and benefits for members of SACES. This year I am charging the interest networks with the goal of enhancing member benefits by providing opportunities for collaboration and ultimately the production of manuscripts, presentations and/or grants.
As your President this year I want you to know that I am passionate about SACES and I want to do everything I can to make SACES a place where you feel at home. In the upcoming months I will be announcing service and scholarship opportunities that I come across and encourage you to reach out to your fellow SACES members and do the same. As the new year approaches I would like to see us focus on building relationships, complimenting each other's strengths, and supporting one another to reach our goals.

Jennifer Jordan

Jennifer Jordan
SACES President
2011-2012
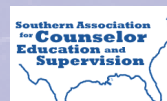
ACES Conference Volunteers and Committee Members

Volunteers

Adria Chamber
Winthrop University

Amber Hughes
University of Tennessee Knoxville

Edward Wahesh
University of North Carolina at Greensboro

Conference Committee

Robin Wilbourn Lee,
Middle Tennessee State University
Conference Chair

Jennifer Jordan, *Winthrop University*
On-Site Coordinator

Kelly Wester, *University of North Carolina Greensboro*
Program Chair

Jeannine Studer, *University of Tennessee Knoxville*
Program Co-Chair

Shannon Ray, *Nova Southeastern University*
Conference Registration Chair

Tara Jungersen & **Carolyn Berger**,
Nova Southeastern University
Conference Publicity/ Promotion Chair

Michelle Stevens,
Middle Tennessee State University
Publications Chair

Andrew Jones, Amber Jones & **Paige Sanders**
Middle Tennessee State University
Chantrelle Varnado-Johnson,
University of New Orleans

Christine Kasten,
University of North Carolina Greensboro
Sarah Jane Hearn, *Middle Tennessee State University*
Shabnam Etemadi, *Middle Tennessee State University*

Ginny Dansby, *Middle Tennessee State University*
Exhibitors Chair

Lu Annette Butler, *Austin Peay University*
ACES Career Link Chair

Susan Lahey, *Trevecca University*
ACES Career Link Co-Chair

Kristi Gibbs, *University of TN Chattanooga*
Volunteer Coordinator/Graduate Student Activities

Brian Dew
ACES Treasurer/Conference Treasurer

Danica Hays, *Old Dominion University*
Emerging Leaders Coordinator

Delena Dillman-Taylor, *University of North Texas*
Tecola Downs-Cross, *Virginia Tech*
Brenda Edwards, *Argosy Atlanta*

Panagiotis Markopoulos,
Eastern Kentucky University
Emily Scott, *Virginia Tech*
Christine Robertini, *Argosy Nashville*

Adina Hertzberg, *Virgnia Tech*
Tim Hortin, *DePaul University*
Felicia Pressley, *Auburn University*

Thank You

Competent Identity Negotiations in Enhancing Therapeutic Alliance

By Heesook Lee, *University of New Orleans*

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

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

Recently, a body of research has been conducted across various disciplines in attempting to understand the IN process in interpersonal interactions (e.g., Swann & Bosson, 2008; Ting-Toomey, 2005). Along the line, Swann and Bosson (2008) attempted to conceptualize the IN process in association with various identity-related human basic needs and its principles. Clients as social beings consciously or unconsciously may seek to meet their identity-related needs in counseling through the interpersonal interactions governed by the IN principles. To help clients meet those needs, counselors need mindful practice in negotiating identities. Such mindful practice can facilitate appropriate and effective identity-based communication in counseling with establishing a strong TA.

As a conclusion, it is worth to note that more empirical studies on IN process and its outcomes on the therapeutic alliance can provide a great help for counselors in enhancing the TA, especially in cross-cultural counseling settings.

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Educating Counselors in Creativity

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

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

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

Utilizing a creative process can help explore diversity issues in a safe and secure format. Creativity is a universal occurrence that knows no bounds in regard to ethnicity, culture, gender, age, physical or mental disabilities. It is necessary for the counselor educator to become familiar with the folk art of a particular cultural group as a means to clarify ones' understanding of their worldview (Gladding, 2005; Rubin, 2004). A creative process lends itself to a Client Centered Therapy, by meeting the Core Conditions, such as providing warmth, caring, and genuine interest. There is unconditional acceptance, an atmosphere of safety, the opportunity to reflect the person's feelings, along with the respect of the person's ability to solve problems. In the Gestalt perspective, creativity is an integrative process in which people become more harmonizing with themselves and their situations. While, Imagery theorists would dispute that creativity is a matter of visualizing pictures and executing these pictures into reality. (Thompson, C.L, & Rudolph, L., 1996).

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

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

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

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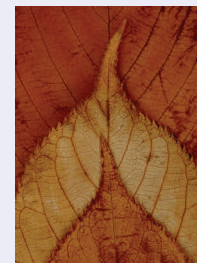
SACES 2012 Call For Proposals

September 26—30, 2012 ~ *Savannah, Georgia*

TAKING ACTION, EXPLORING RESILIENCE: COUNSELORS AS SOCIAL CHANGE AGENTS

The SACES executive committee is please to announce the call for Proposals for SACES 2012. We invite proposal for the conference that address all areas of counseling, counselor education, and supervision.

Deadline: January 31, 2012

Submit Electronically At: https://coe.winthrop.edu/counseling/proposal_submission.htm

Program Title: *Limit to 12 words or less for inclusion in the conference. Your title should clearly and accurately describe the focus of your presentation.*

Indicate Type of Session: *(1) 50 minute content session; (2) poster session; (3) 50 minutes roundtable discussion session*

Synopsis: *Provide 200 word (max) synopsis of the content of your program. Be as clear and concise as possible, with the goal of providing participants with a brief overview of goals, objectives, content, and presentation format of your program. PLEASE verify your word count.*

Program Chair

Dr. Heather Trepal (heather.trepal@utsa.edu) - Decisions by March 15, 2012

SACES 2011 Research and Practice Grants

By Danica G. Hays, Research and Best Practices Grants Committee Chair

Every year SACES funds up to six innovative best practices and research studies related to counselor education and supervision. The Research and Best Practices Grants Committee, made up of 7 counselor educators across the United States, were instrumental in selecting six recipients from a very competitive pool. A special thank you goes to these   individuals for their careful review and selection.

The following grant proposals were selected for 2011:

Enhancing Counselor Empathy and Mindfulness Qualities Using Web-based Training
Julie Ballinger and Dr. Casey Barrio-Minton, University of North Texas

The Relationships between Multicultural Competence, Cultural Immersion, and Cognitive/Emotional Developmental Style: Implications for Multicultural Counseling Training
Laura Shannonhouse and Dr. Jane Myers, UNCG

An Exploration of Self Efficacy and Service Learning Among Counseling Students
Dr. Melissa Alvarado, University at Texas- Brownsville

Spirituality in Higher Education: Exploring Counselor Training and Practice
Abigail Conley, North Carolina State University

The Effects of a Wellness Supervision Intervention on Master's Students' Levels of Wellness and Burnout
Drs. Johnathan Ohrt and Elizabeth Prosek, University of North Texas

The Experiences of Female African American Counselor Educators: A Research Proposal
Ariel Winston, Georgia State University

The above recipients have received $500 to fund their projects. The next call for SACES Research and Best Practice Grants will be Summer 2012.

Congratulations again to all recipients!

Destination Dissertation: Ten Steps to Completing Your Dissertation

By Angie D. Wilson, M.A., LPC-S, LSOTP, Doctoral Candidate,
Sam Houston State University

1. Choose a topic and stick to it

It is important to select a topic that is reasonable and manageable. Often times students choose to change their topics after many hours and dedication. It is important to stick with your topic unless advised by your dissertation chair.

2. Start research on your topic and/or pilot studies during course work

Some students choose to begin selecting literature and begin their dissertations during their coursework. This may be helpful and may decrease stress and could even be helpful if you would like to conduct a pilot study.

3. Select a chair

Selecting a dissertation chair is one of the most important things you will do during your doctoral program. It is important that you select a chair or co-chairs that you trust and that you work well with. Having a working relationship with your dissertation chair will make the process less stressful.

4. Have a plan and set small goals along the way

Create a reasonable timeline of when you would like to have each chapter complete. Remember this is just a timeline and it may have to be adjusted based on feedback from your chair, responses from your editor, and life circumstances. It is important to note that your chair may need several weeks in order to provide feedback. Continue working on the next section or chapter while waiting for feedback from your chair.

5. Treat your dissertation like a job and make a weekly schedule

Dedicating yourself to your study as if it were a job (part-time or full-time) is one of the key ingredients to completing it. Make a weekly schedule and commit yourself to the schedule. Refer to your timeline and decide how many hours each week is right for you and follow through with your schedule.

6. Have an accountability group or partner

Start an email with a few other students who are also writing and communicate via email on a weekly basis. Share your goals and weekly schedules with each other. The next week check in with each other to discuss if goals were accomplished. If goals were not accomplish discuss what could have been done differently and how the problem will be solved in the future.

7. Meet with your chair at least once each month (email, Skype, face-to-face)

It is important that your chair knows you are actively involved in this process and that you are working diligently. In emails or meetings discuss your timeline and any questions you may have about the process and ask when you should expect feedback.

7. Reward yourself

After completing a milestone and goals reward yourself with a short break. You have a life outside of coursework and dissertation. However, it is important to get back to writing after your break.

8. A new perspective

First, after putting the document down for a few days read it with a fresh perspective. You may catch mistakes and gaps that you missed during the writing process. Second, an editor can also help with grammar, sentence structure, and mechanics. Third, have an agreement with a friend from your dissertation support group to read your document a chapter at a time.

9. Don't take it personal

Everyone involved in this process wants to help you meet the goal of completing your dissertation. Don't take the feedback personal, it is to help you and make your dissertation better.

10. Be confident and prepare for your defense

Know your study and be confident. It is important that you are able to provide rationalizations for your study. Know the details of your study but understand it is not possible to cover everything during the defense. Good luck and congratulations on completing your dissertation.

SACES 2011 Award Winners

Awards were provided to recipient's during this year's morning business meeting at the ACES conference in Nashville, TN. Nancy Bodenhorn chaired the awards selection committee and facilitated the awards ceremony.

The **SACES Doctoral-Level Graduate Student** award was presented to:

Ken Jackson
University of Georgia

The **Pre-tenured Counselor Educator** Award was presented to:

Dr. LaWanda Edwards
Alabama State University

The **Tenured Counselor Educator** Award was presented to:

Dr. Richard E. Watts
Sam Houston State University

The **Outstanding Program Supervisor** Award was presented to:

Dr. Craig Cashwell
University of North Carolina, Greensboro

The **Courtland Lee Social Justice** Award was presented to:

Deryl F. Bailey
University of Georgia

The **Outstanding Master's Counselor Education Program** Award was presented to:

Middle Tennessee State University

The **President's Special Merit** Award was presented to the SACES Newsletter editors:

Drs. Amanda C. Healey and Agatha Parks-Savage and graduate student editor Tamekia Bell

Committee Members included:

Keith Davis, *Appalachian State*

Sandy Terneus, *Tennessee Tech*

Shawn Spurgeon, *University of TN: Knoxville*

Tracy Jackson, *Old Dominion University*

A Novice Counselor Educator

By M. Ann Shillingford, PhD, *The College of William and Mary*

As novice counselor educators, it is often frustrating and overwhelming to juggle the myriad of responsibilities expected from us. It becomes a regular balancing act of publishing, teaching, service, and oh yes, there's also family life. I have often wondered why would one choose to endure such a lifestyle. Do we really need the headaches when a student confronts us about changing that "A" to an "A+"? What about that research study that you've wondered if anyone will actually read it once it's published? And then there are those endless meetings; service, service, service!!!! You may ask yourself, do I really want to be on a committee to select committees? OR, are folks really going to come listen to me present on this topic AGAIN? And goodness gracious, there are those faculty meetings (sigh, breathe). Let's just leave that one alone.

I have been told that "wellness" helps. Well I have tried wellness and it sometimes seems like it gets in the way. Who wants to sit around chatting on Facebook with friends when there are three articles waiting to be finished, papers to review (don't mention those never-ending 3 ½ page journals when you TOLD them that you wanted only a one-page journal), and of course, there is that report that you need to read through before the department meeting tomorrow morning? I've found that wellness does help though as long as I am persistent and intentional about what I do.

Why go through all of this though? Well, I was told so that I can earn tenure and promotion. WHAT??? You mean that process that no one can

really say how many articles that I need to publish or how much service is too much or too little? Well, I wondered whom the genius was that came up with this idea and what I found was that the tenure and promotion process actually grants us academic freedom. That is, we earn job security over time based on the merits of our hard work. For me and other beginning counselor educators, it is a challenging process and requires time, energy, and effort. The end results appear to be quite rewarding but today, I can only see the articles waiting, the students standing outside my door waiting, the conference participants waiting, and of course, my family standing at the door waiting.

Someone might wonder, so why do you do it? Why not go back to school counseling? I could!!! But the self-fulfillment when I look back at the end of the day and recognize that I made it through makes it worthwhile. When I think about that student who took ownership for her grades after I've taken the time to explain her grades to her. I also experience that sense of fulfillment when I get a positive response from a journal about my articles or the participant who thanks me for the information shared after my presentation. Then there's my family who rejoices with me when they see my name in print or when I bring home carry-out for dinner after a long day. (that's a big deal). At the end of the day, the demands are still there, the frustrations patiently await the morning light, but my resolve to succeed over-powers them all because MY WORK MAKES A DIFFERENCE.

THE POWER OF THEORY

By Tara Jungersen, PhD, LMHC, NCC, Assistant Professor, *NOVA Southern*
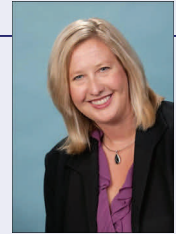
My discovery of the importance and power of theory was not a sudden conclusion. I remember my first doctoral teaching internship. I anxiously awaited the coordinator's decision on which counseling class I would be assigned to co-teach. I repeated the mantra in my head, 'Please not the Theories class. Please, oh please, not the Theories class.' Naturally, whether by fate or intention (I may never know), I found myself muddling through teaching this seemingly infinite survey class called 'Counseling Theories and Practice'.

In my relatively new career as a counselor educator, my view on theories has transitioned from anxiety to adoration. Counseling theories define the lens through which we perceive others, our world, and ourselves. Some days, it almost appears as if I can literally see light bulbs above the students' heads at that moment of intellectual catharsis when experience, knowledge, and emotion come together in shared insight. My androgogical philosophy requires me to remain neutral in my presentation of the different theories. My goal is to present each theory, from Freud to Feminist, with equal passion and appreciation, in order to allow each student to critically analyze his or her personal theory of helping without undue influence from me.

As I pause to consider the impact of theory on my students, I also recognize the impact of theoretical orientation within a larger university department. I am fortunate to work with colleagues who possess a variety of theoretical viewpoints and expertise. As counselor educators, we have distinct theoretical lenses through which we perceive the challenges and opportunities nascent in today's higher education. Obviously, faculty members possess preferred theoretical orientations, which may differ among colleagues. However, these differences are essential to our students' critical thinking development and to a thriving program.

While navigating the administrative duties within a department with wide-ranging theoretical orientations, I cannot stress enough how invaluable the variety of these philosophical leanings are for our students. I can empathize that students may sometimes find differing theoretical orientations among faculty confusing, as they perceive that different professors may be sharing diametrically opposed viewpoints. However, at the end of the day, not only do these experiences promote critical thinking, but they also allow students to revisit this diverse theoretical information in years to come as their own theoretical perspectives develop.

Stoltenberg (1984) acknowledges that counselors develop different theoretical orientations across our careers. I ponder whether these orientations develop in response to our employment/counseling settings, life experiences, or our unique maturation process. Nevertheless, the lenses through which counselors and counselor educators view seemingly infinite challenges and opportunities allow new and improved 'light bulb' moments, where ideas are generated and creativity flows. In these moments, I am reminded of my deep appreciation for the variety of theories that color our views, and am grateful for this critical foundation in my development.

School Climate and Service Learning – Exploring Avenues for Connecting School and Community

By Carrie Lynn Bailey, PhD, LPC, NCC Assistant Professor, *Georgia Southern University* & Kristi Lee, PhD, LPC, NCC Assistant Professor, *Seattle University*

Research supports that school climate is essential to a school's success in educating its children and preparing them for life (Noonan, 2004). Proponents of educational reform argue that the goals of education need to be reframed to reprioritize not only academic learning, but also social, emotional, and ethical competencies (Cohen, 2008). School-family-community partnerships have been explored in recent school counseling literature as one form of collaborative initiative proven effective at increasing the overall school climate (Bryan & Holcomb-McCoy, 2007) as well as increasing the academic, emotional, and social success of students. Further, community engagement and leadership have been highlighted as central components of school climate (Noonan, 2004). Research also indicates that student involvement in service learning programs contributes to closing the achievement gap, as well as providing students a meaningful way to positively connect with the school environment (Scales & Roehlkepartain, 2005).

Service Learning is an innovative and exciting method of meeting these reframed and reprioritized goals of education. It seeks to connect the learning in the classroom with service in the community and can provide hands-on applications of knowledge and skills to meet real life community needs (Institute for Global Education and Service Learning, 2008). As a flexible and powerful intervention, service learning can be incorporated into nearly all subject areas and can be used with all grade levels. Service learning models also connect well with the goals of the ASCA National Model in that both can focus on academic, career, and personal/social development while a service learning approach adds an additional goal of civic development and that critical community connection (Stott & Jackson, 2005). A critical piece of successful service learning is guided reflection on the connections between the service experience and academic content. School counselors can be collaborative partners with teachers and use basic counseling skills to facilitate deeper student learning and growth. An added bonus is that counselors can incorporate into the service learning design opportunities to collect and report on data regarding the impact of the program on student success.

Factors that have been identified as contributing to a healthy school climate include relationships, role models, consistency, depth, democracy, community, engagement, and leadership (Noonan, 2004). It is easy to see how these factors can easily overlap and be intentionally built into a service learning approach. This type of approach is an "inclusive intervention that has the potential to meet the many needs of at-risk students, to change student behaviors as well as the way at-risk students are viewed by others, and to raise the expectations of these students to a level of achievement that is competitive with their more privileged peers (Nelson, 2007, p.5)."

A successful model of a service learning intervention was conducted in the Sullivan County, Tennessee School district, http://www.scribed.com/doc/40092468/School-Climate-Through-Student-s-Eyes. In this program school counselors worked as advocates for improved school climate while collaborating with the district leadership to recruit student leaders, coordinate leadership teams, establish workable goals, and report on outcomes. From one student's perspective, "Inviting young people to serve their schools and communities as partners in action research creates an exciting sense of students' ownership and control (Preble & Taylor, 2009)." In Texas, students who were involved in the Texas Title IV Service-Learning Grant identified positive outcomes including better relationships with teachers, stronger engagement in academics, increased leadership activity, and greater acceptance of diverse people and ideas (RMC Corporation, 2005). School counselors appreciated the increased ability to enhance the educational experiences of behaviorally at-risk students from a solution-focused than a problem-focused approach.

So – our challenge to you is this: How can you as a counselor educator, a school counselor, or a community counselor work with the community to improve the school climate where you live? How might you be able to be a partner in promoting successful service learning in your local schools? According to Sweeney (1988), "a winning school climate provides the very foundation for a sound educational program. When the climate is right, people are inspired to do their best. Teachers and students... do what needs to be done to stimulate learning [and] achievement generally rises." In our current educational environment, where so much is at stake and so many pressures felt, service learning may serve to provide the opportunities our students need to build connections with their community and gain skills for healthy growth and development.

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SOUTHERN ASSOCIATION FOR COUNSELOR EDUCATION AND SUPERVISION

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The *Southern Association for Counselor Education and Supervision* (SACES) is the southern region of the Association for Counselor Education and Supervision (ACES). ACES is a division of the American Counseling Association (ACA). ACES consists of five regions, with SACES being the largest region. Other regions include North Atlantic, North Central, Rocky Mountain and Western.

The purpose of SACES shall be to strengthen counselor education and supervision. SACES will serve to advance knowledge in the academic fields of the behavioral sciences, and assist in improving competency both for members and for those counselors with whom the members are working or will work. It would also be useful to include a contact name for readers who want more information about the organization.

Message from the SACES Newsletter Editors

Are you trying to find a way to get more involved in SACES? What about mentoring a student by helping them to get published in the SACES newsletter? We would love your involvement! Here are some simple tips to create the perfect article for our newsletter:
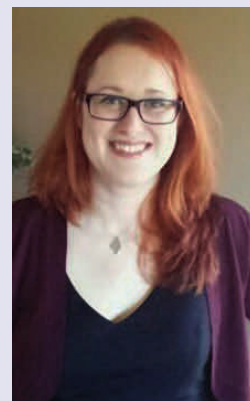
1. It needs to be focused on topics related to counselor education and supervision.
2. You can share information about endorsed SACES, state ACES and ACA activities.
3. If you are a student, have one of your faculty members review your work prior to submitting.
4. Take a look at previous editions of the newsletter located at the SACES website to get a feel for the writing style.
5. Keep it at around 300 words.
6. Attach a picture of you.

Thank you for your support!

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