

SACES SPRING NEWSLETTER

S O U T H E R N A S S O C I A T I O N F O R C O U N S E L O R E D U C A T I O N
A N D S U P E R V I S I O N

SPECIAL POINTS OF INTEREST:

- SACES Conference Information
- Buy your ticket for the ACES Luncheon at ACA in Pittsburgh!
- Working with children who are experiencing homelessness

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A Note from the SACES President

Dear SACES Members and Friends –

First, before we get down to business, I would like to wish all of our members well with hopes that none have been negatively affected by all of the adverse weather we have been having throughout the majority of our states. I know that this weather has caused many to have snow days, be stuck at home, have cancelled flights and other travel plans. So I hope that all are doing well at this point in time, and those that have been stuck inside, have done so under comfortable conditions.

Although some have had adverse weather conditions that have caused some juggling acts to take place between work, appointments, life, and families of course that has not stopped things from rolling forward (with or without us). Again, that is similar to what is going on behind the scenes for SACES.

I just recently came back from the Texas Association for Counselor Educators and Supervisors conference in Austin and was pleasantly greeted by many of TACES' members. It was a pleasant conference with much activity, collegiality, and excitement. While SACES was in Houston in Fall 2008, it was nice to actually go to a Texas Association conference to see what all of the clamor has been about – and yes, TACES did have an active, very alive conference with well over 100 members attending.

When TACES asked me to join them at their conference, they had asked that I speak of leadership and how to get involved. It was a wonderful opportunity to speak in regards to leadership in our field, while also creating an opportunity to allow me to reflect on leadership in general. I felt that I wanted to share some main points to our general members, along with what I shared and spoke of at TACES.

Some of the main points I wanted to make here includes that everyone has the ability and opportunity to be a leader. While we tend to conceptualize and think about leaders in the sense of positional leaders (e.g., Presidents, elected officials), leaders can be found anywhere in our field. A leader is anyone who has a vision or a goal they are working toward, communicates that goal to others in an



SACES President,
Dr. Kelly Wester

effective manner, moves toward that goal with honesty and integrity, has motivation to continue working toward their goal in the face of adversity or barriers (e.g., look how long it took to get California licensure, yet leaders in our field continued to fight that battle until they recently won it in Fall 2009), and has the background knowledge to understand the profession and history of an organization or a position.

With the combination of these traits, leadership can entail anything – of course it does entail elected positions, but also some of the greatest visions and movement in our profession have occurred by others in our field that have not held "elected" positions. It has been counselors who have forged through and helped us to achieve evidence-based practice for our clients, created supervision standards and competencies in counseling, developed and initiated ACES INFORM at the ACES 2009 conference, and more. Thus it is our practitioners, supervisors, advocates and educators in this field – including those not in an elected position – that propels our field forward. I hope that these individuals continue to do so, but also mentor and give others the opportunity to grow, share their visions, and engage in leadership in our field to continue to thrust our counseling profession in positive directions in the near and distant future. I also encourage those who are currently not in leadership

positions or leading others to get involved, share their visions, and unite counselors around a particular task or goal. As well as those who have no desire to be leaders, but wish to be individual contributors to get involved in committees and activities they believe in – as leaders can not do much without others willing to be united around their vision. As I mentioned in Texas, one can be a leader, but one cannot lead oneself.

Considering leadership and getting involved, I would like to bring to our members' awareness some of the activities SACES has going on. First of all, we are planning our 2010 Conference, which will be held in October 2010 in Williamsburg, Virginia (please read more about it later in this newsletter). Danica Hays (SACES President-Elect) and Jennifer Jordan (SACES President-Elect-Elect) are working diligently in ironing out the details for this conference. SACES is always looking for volunteers to assist with various aspects of conference planning, including proposal review and volunteering to help last minute details at the conference itself. This is also a good way for students to get involved and typically receive a 50% discount on conference registration. I encourage you to get in touch with Danica or Jennifer to ask more if you are interested in volunteering or helping out with the conference.

SACES has also been actively talking about how to provide additional benefits to its members. Some of the discussions we have been having include providing free continuing education credits to members on the SACES website during non-conference years, motivating good research through research grants, and more. While these are all still in the works, if you, as a member, have an idea of what you would like to receive as a benefit from SACES, I would love to hear your ideas!

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USING YOUR COUNSELING SKILLS TO HELP THE WOUNDED WARRIORS

By Frank Browning, Ph.D., LPC, NCC
Lieutenant Colonel, US Army Reserve, Retired
Troy University, Augusta, Georgia

A recent Public Television segment of *NOW* with David Brancaccio reviewed the mental plight of returning wounded warriors from Iraq and Afghanistan. It is estimated that one in three soldiers return from combat with mental health issues. As professional helpers, we know that these combat issues impact a much wider arena than the soldier. Every day, and for many years to come, combat-related mental and behavioral health issues will continue to impact families, organizations, and the society of the United States as a whole. The needs greatly exceed the capability of the Military and the Veteran's Administration to address a plethora of issues.

As licensed counselors, we in numerous situations, can help. The uniformed services health care program (TRICARE) is for active duty service members and their families, retired service members and their families, and National Guard and Reserve members and their families. The behavioral and mental services for all impacted members and their families except active duty service members are contracted out to civilian insurance organizations. [Active duty service members are generally required to receive their mental health services at military installations]. Once certified to provide mental health services by one of the civilian insurance organizations, a licensed professional counselor is authorized to counsel a broad-brush of mental health/behavioral issues (e.g., substance abuse, family systems, mood disorders, PTSD, parenting, etc.).

SACES licensed professional counselors who are interested in providing services in this much needed arena should contact the following:

TRICARE South Region

Humana Military Healthcare Services, Inc.

Customer Service Line: 1-800-444-5445

www.humana-military.com

My wife and I, as licensed professional counselors in Georgia, have assisted in this process for the last six years. Our clients have consisted of family members (spouses and children) and retired service members and their families still suffering from the trauma of war, separation, and loss. Counselors seeking to make a difference are encouraged to participate.



BECOMING A COUNSELOR EDUCATOR

By Carolyn A. Berger, Assistant Professor, NOVA Southeastern University

In August of 2009, I made the switch from being a school counselor to a counselor educator. I prepared for this change to the best of my ability. However, there were some things that I had to learn on the job that I'd like to share with those of you who are either new to the field or in the preparation stage. I created the acronym "GROWTH PLAN" to illustrate my points.

- *Give yourself a break!* Stop comparing yourself to others! They are in completely different situations than you.
- *Read about becoming a new counselor educator-* try *Advice for New Faculty Members* by Robert Boice
- *Overplan for classes-* It's better to have too much than too little.
- *When in doubt- Ask!* Don't be afraid to say you don't know, whether it be to students or colleagues.
- *Technology trainings-* Take advantage of these- they will save you time!
- *Have a plan-* Set realistic timelines.
- *Put together a portfolio-* this will greatly help you with faculty reviews.
- *Lean on others-* Find mentors and people who understand what you're going through.
- *Assess how you're doing-* Periodically survey your students.
- *Never assume anything-* While this is redundant from one of the points above, I feel it deserves extra stress as it will save you time and could potentially prevent embarrassment!

While some of these points are common sense, in the stress of being a new counselor educator sometimes I would forget to do basic things that could have made my life easier. My #1 aid has been "leaning on others" and I'm very grateful to all the people who helped me get through my first semester. I realize I have a long way to go, and will keep my *GROWTH PLAN* in mind in the upcoming months and years. I wish you well in becoming a counselor educator!

INAUGURAL WORKSHOP: SUPERVISION TRAIN THE TRAINER

*By Julie Rae Hammtree, Graduate Student
University of North Carolina Greensboro*

As members of the Professional Development Committee of the Licensed Professional Counselors Association of North Carolina (LPCANC) in the early 2000s, Dr. Shirley Huffman and Dr. Dwaine Phifer endeavored to expand the state-wide pool of skilled supervisors. Both professionals had received training and inspiration from Dr. L. DiAnne Borders at UNC-Greensboro. Borders, a leader in counselor education and supervision, had impressed upon Huffman and Phifer the value of professional supervision to forge counselor competency, to guard client welfare and to provide gate-keeping for the profession.

Professional guidelines and ethical standards established supervision as a pillar for safe and effective practice in counseling. However, with NC's new licensure law, supervisor training became urgent. The NC LPCS license is one

of, perhaps the most, rigorous in the United States. LPCANC's Train-the-Trainer program ensures that future workshop leaders can offer standardized didactic material and conduct *in situ* practice of supervision skills and procedures.

Developed by Phifer and Huffman, and administrated by Dr. Denauvo Robinson, LPCANC's Professional Development Chair, the inaugural presentation of Train the Trainer was implemented in January in Greensboro, NC. Experienced supervisors from various counseling domains and locations across the state gathered to learn and practice the foundations and techniques of the program. Supervisor participants, equipped with formal training, manuals and participation in the "Mirror in the Mirror" exercise unique to this program, have been bestowed with the responsibility for further development and co-facilitation of successive workshops throughout

North Carolina. Statewide supervision workshops should begin in June 2010.

The implications and latitude of this educational development extend beyond the borders of North Carolina. As other state counseling associations formulate standards for supervisor training and licensure, the NC workshop model can serve as an effective training model.



PRESIDENT'S MESSAGE CONTINUED...

Finally, as mentioned in the business meeting at ACES this past fall, in the movement from paper-pencil registration for membership to an electronic online membership application, we have lost access to some of our previous members. Through speaking to some individuals, what we have realized is that some of our previous members thought they were still members, when in fact they were not – and because they do not hold current membership status, they were not getting renewal notices. With that being said, and conference registration coming up, we are currently working on getting our database set up so that members can look online to see their current membership status with SACES. However, before that occurs if you have any questions regarding if you are a current member or not, please do not hesitate to contact me to inquire. I will either be able to answer the question for you, or direct you to the location to find the answer.

Again, we thank our SACES members for being loyal members, leaders and contributors – not only to our organization and ACES, but also to our field overall. Keep up the good work and I hope to see continued activity on all levels!

THE BLACK FAMILY AND ADOLESCENT'S CAREER DEVELOPMENT: UNDERSTANDING AND UTILIZING THIS UNTAPPED RESOURCE

By Cheryl Smith, LPC
Doctoral Student at Regent University



Career and life planning are more difficult for Black adolescents (Brown, 1996). While there have been many advancements for Blacks/African-Americans in the United States, Blacks still remain underrepresented in the areas of education and the workplace; and as such, continue to encounter obstacles in the area of career development. Thus, traditional approaches may not be appropriate for assisting members of diverse groups in their development (Niles, & Harris-Bowlsby, 2005). There are some key areas that counselors and family therapists can begin to implement.

- First, be aware that some of the present career development models and interventions do not thoroughly address the nuances within the Black family and society at large. Given the family and communal value system commonly inherent in Black culture along with its history and plight concerning education, career and economics, the focus on the family and community should be recognized and then assessments and interventions which take these factors into account.
- Second, the most significant career constructs which are impacted by the family are: career aspirations, career expectations, vocational identity, goal setting, and career decision-making self-efficacy. Interventions should center on working with students and families to explore these and understand their significance.
- Third, interventions that focus on income and status with Black adolescents may be instrumental in facilitating student participation and buy-in in the career counseling process.
- Fourth, incorporate parents, siblings, extended family and community including their local church. Help the student to identify positive role models in their family and community. Mentoring was found to be a vital asset in developing career aspirations and expectations.
- Fifth, identifying and discussing family values regarding ethnic identity which also serves to facilitate and strengthen career aspirations, expectations and goal setting (Cheatham, 1990).
- Lastly, more school based career initiatives are needed due to limited family and community resources (Chung, 1999)

Overall, since this is a growing area, remember the importance of cultural differences when providing career assessment and intervention. Seek first to understand the adolescent and the family, then help them to understand and use their strengths as a resource.

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Chung, Y., B., Baskin, M., L., & Case, A., B. (1999). Career Development of Black Males: Case Studies. *Journal of Career Development*, 25, (3), 161-171.

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Hear Ye! Hear Ye! SACES is coming to Williamsburg in 2010

We have begun plans for the SACES 2010 conference in beautiful and historic Colonial Williamsburg, Virginia. Williamsburg offers the amenities of a larger city, with the small-town intimacy that seems fitting for the SACES conference. You will find great food, great shopping, great golf, and more history than you can pack into a textbook (you can see where Thomas Jefferson, James Monroe, and John Marshall studied), all within a few miles of our hotel. Speaking of the hotel... The Williamsburg Hospitality House is walking distance from the historic Colonial Williamsburg district, and from tons of great restaurants and attractions. The Hospitality House is offering us a fabulous room rate of just \$139.00 per night. And lest we forget; In addition to all of that, SACES will have a conference, with all of the educational sessions, networking, career searching, and socializing that you have come to expect from SACES.

So save the date now, Thursday October 28 - Saturday, October 30, 2010.

SACES 2010 CONFERENCE

“LEARNING FROM OUR PAST AND SHAPING OUR FUTURE THROUGH EMPIRICAL KNOWLEDGE”

By Danica Hays, SACES President-Elect

SACES is heading to Colonial Williamsburg, and there are several quality presentations and events for you! Here are some of the highlights:

- Join us for a great pre-conference on October 27! This 5-hour event will showcase two quality workshops on ethics and professional issues in **clinical supervision**. This continuing education opportunity is well suited for the beginning as well as the most seasoned supervisor.
- Conference attendees will notice a major focus on **research** this year! In addition to the many excellent presentations that will feature research in counselor preparation, the conference committee is coordinating several trainings on various research methodologies and current issues in counseling research and evaluation. These trainings will be presented as content sessions and roundtables organized by content and technical expertise. Expect to see the best of the best share their research knowledge.
- There have been lots of exciting changes in counselor education and supervision recently! The conference committee is planning special sessions related to exploring many topics, including the **CACREP 2009 standards, APA Style 6th edition, and best practices in research, supervision and teaching.**



- Planning for the October 27 **Emerging Leaders workshop** is underway! We are grateful to have two great leaders- Don Locke and Pam Paisley- facilitate this leadership event. Victoria Foster, our wonderful site committee member, has secured the Wren building on the William & Mary campus. For those of you who aren't familiar with the campus, this historic building is a sight to see and is the perfect intimate backdrop for the training. Look for more details on the program this summer!

Writing a dissertation and job searching can be anxiety-provoking for graduate students, and we are working to create unique opportunities to discuss these topics. No matter what stage of the process graduate students are, we are confident that students will find sessions specific to their needs.

The Williamsburg Hospitality House will host our conference. With a room rate of \$139 per night, it is an affordable venue just steps away from Colonial Williamsburg, the College of William & Mary campus, and great shopping and restaurants! Conference registration will be available at www.saces.org very soon.

We look forward to seeing you in Williamsburg this Fall!

SACES AWARD WINNERS

This year's awards were given to some exceptional counselor educators, supervisors, and students. It is our hope that in 2010 many more counselors will be nominated for these prestigious SACES awards. Please make sure to check the website for nomination information and deadlines.

Those recognized by SACES in 2009 were as follows:

Pre-Tenure Counselor Educator:

Dr. Casey Barrio-Minton

Tenured Counselor Educator:

Dr. Harriett Glasoff

Doctoral Level Graduate Student:

Kara P. Ieva

Outstanding Program Supervisor:

Dr. Mark Young

Courtland C. Lee Social Justice Award:

Dr. Brian Dew

President's Outstanding Service Award:

Dr. Shannon Ray

Dr. Gerald Lawson (*recognition*)

Not Awarded for 2009 due to lack of applicants:

- Master's Level Graduate Student
- Outstanding Counselor Education Program



PREPARING COUNSELORS TO WORK WITH CHILDREN EXPERIENCING HOMELESSNESS

By Sonya Lorelle, Doctoral Candidate,
Old Dominion University

I worked as a children's counselor at a homeless agency, I became aware of the multifaceted problems homeless children face. Researchers have confirmed the increased risks of mental health and academic difficulties that I witnessed. For example, homeless children were two times more likely to have depression compared to the general population (Zima, Wells, & Freeman, 1994). Between 40-45% of homeless children were reported to be below grade level in math or reading (Gewirtz, Hart-Shegos, & Medhanie, 2008).

There are several ways counselor educators and supervisors can equip students to work with and advocate for this population. First, we can begin to challenge potential biases that students may have towards homeless people. Students may unknowingly hold a view that assumes homeless individuals have some inherent flaw such as laziness that has solely contributed to their housing situation. An alternate view compares the issue to a game of



musical chairs. When the music stops, there will always be a certain number of people left without homes when there is limited affordable housing (Shinn, 1997). Next, counselors should be informed about the McKinney-Vento Act which outlines the rights of homeless students and created requirements that aim to reduce the barriers for academic success. Discussions in supervision about the best ways to advocate within schools and how to educate parents regarding these rights can also be beneficial. Finally, students can be encouraged to educate themselves about the social and

political forces that have led to the ongoing issue of homelessness. The National Coalition for the Homeless website has "Action Alerts" where counselors can stay informed about policies that affect homeless families. As our profession continues to ask counselors to attend to social issues, we can all challenge our own assumptions and increase awareness to effectively advocate for this marginalized group.

Gewirtz, A., Hart-Shegos, E., & Medhanie, A. (2008). Psychosocial status of homeless children and youth in family supportive housing. *American Behavioral Scientist, 51*, 810-823.

Shinn, M. (1997). Family homelessness: State or trait? *American Journal of Community Psychology, 25*, 755-769.

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A METAPHOR FOR DOCTORAL STUDENT DEVELOPMENT

By Lindsay P. Meyers, Doctoral Student, The College of William & Mary

A doctoral experience is similar to the search for the Wizard of Oz. You embark on a journey with others by setting out to ask Oz for things that each finds they lack. The scarecrow symbolizes the doc student's desire for more knowledge. The Lion, provided with all the tools to take leadership of a kingdom (competence as a counselor/professor/supervisor), lacks the self confidence to do so. The Tin man wanting a heart speaks to a doc student's desire to find one's passion. And Dorothy serving as the glue who brought everyone together wants to go home. Home in dreams represents the self, the condition reflecting one's psyche. Dorothy's loss of home can represent a doc student's loss of identity and the search to find oneself, while each character represents aspects of one's identity. Toto serves as the security blanket during the journey, which may represent family, loved ones, friends, and other sources of support. The journey on the yellow brick road is not an easy one, filled with many twists and turns. The Wicked Witch of the West serves to stop Dorothy and friends on their journey. The WWW represents the critical voice in doc students. The saying "I'll get you my pretty and your little dog too" symbolizes the critical voice and needing to denounce the support from others in order to succeed in stopping one's progress. The Good Witch of the North serves as encouragement and support (hence the ruby slippers), representing one's inner confidence. A constant battle transpires between WWW and GWN, further emphasizing the struggle that doc students experience within themselves. The Emerald City is similar to the program- welcoming, supportive, and guiding one to the Oz. Oz represents the ultimate accomplishment, i.e., will acquire what one desires by defeating one's critical voice (bringing the broomstick of WWW to Oz). Empowerment is the main theme, i.e., having Dorothy figure out for herself that she doesn't have to run away to find her heart's desire but instead to tap into her power (ruby slippers) and she'll be right at home.



NAVIGATING THE INEVITABLE INSTANCES OF INSECURITY IN SUPERVISION –A SUPERVISOR PERSPECTIVE



By Chris Hull, PhD, LMHC, NCC
Assistant Professor, Argosy University Tampa

Supervisees often find it frightening when faced with a client situation they do not know how to handle (Bernard & Goodyear, 2009). Supervisors must prepare for these inevitable instances of insecurity, ensuring the supervisee does not feel alone in their fear.

A supervisee recently approached me with concerns about her inpatient group at a psychiatric hospital. A client had requested this supervisee facilitate meditative exercises in the group. While the supervisee agreed this modality would be useful for the group, she had never received training or performed such interventions. The supervisee indicated that, on her own accord, she had reviewed some research on the topic. I was impressed by my supervisee’s dedication to best practices and encouraged her to share some of her findings with me in a special individual supervision session.

The individual supervision session was used to review best practices as delineated in the research on meditation and mental health. We also discussed the supervisee’s hesitancy to utilize “spiritual or religious” interventions based on her own cultural identity. The supervisee was encouraged to process her own belief system and how she integrates her values into counseling. I provided the supervisee with a book on spiritual listening and discussed how I use meditation in my own clinical practice.

Supervisor Tips for Navigating the Inevitable Instances of Insecurity in Supervision:

1. Take your supervisee’s concern seriously - listen
2. Normalize their experience - empathize
3. Foster a working alliance around the area of concern - relate

4. Identify resources for best practice – encourage
5. Follow up, follow up, follow up – commit

Admitting insecurities is a vulnerable task. Supervisors need be respectful of each supervisee concern. Committing to the relational aspects of supervision (see tips) will best communicate to the supervisee that they are not alone in their uncertainty.



NAVIGATING THE INEVITABLE INSTANCES OF INSECURITY IN SUPERVISION –A SUPERVISEE PERSPECTIVE

By Lauren Register, Master’s Student
Argosy University Tampa

“Fake it until you make it!” This is a common initial reaction of counseling interns working in diverse clinical settings.

I am a student intern working with chronically mentally ill patients in a hospital setting. I provide individual counseling, family sessions, and lead psychotherapy groups. Prior to a recent group session a client asked about incorporating meditation into our process. I thought I was prepared to address most group topics, but when this particular intervention came up I immediately became anxious.

In the classroom we learn many theories and techniques and are taught when and how to use them. However, I never took a course addressing meditation or spirituality in counseling. “What am I supposed to do when I have no experience and have to react in that moment?” I wondered.

So, adhering to the “fake it until you make it” mentality, I lead our group in a meditative exercise. I received great reviews but I felt I needed some supervision. This is the course of action I would recommend to counseling interns faced with any clinical situation that causes discomfort:

Supervisee Tips for Navigating the Inevitable Instances of Insecurity in Supervision:

1. Contact your supervisor as soon as possible
2. Set up a supervision appointment to process situation further
3. Research in reputable places
4. Implement using best practices
5. Practice within your scope as an intern

I know I will continue facing issues like this one and I look forward to solving them. Knowing that I have a strategy and support in the matter is half the battle.



A PERSPECTIVE ON THE DIFFERENCES BETWEEN A CHRISTIAN COUNSELOR AND A COUNSELOR WHO IS ALSO A CHRISTIAN

*By Jonathan Impellizzeri, M.S.Ed., NCC
Doctoral Student, Regent University*

In the United States, it is estimated that 76% of the population identify themselves as Christian. This prevalence in religious orientation has given rise to a litany of questions and interest from the public surrounding the nature of Christian counseling.

What is Christian counseling and do all counselors who are Christian practice Christian counseling? Christian Counseling is unique from counselors-who-are-also-Christian's (CWAAC) in at least two ways: their epistemological method and their degree of self-disclosure.

With respect to epistemology, Christian counselors enact the Christian worldview as the underlying filter by which all counseling theories and techniques are evaluated. The Christian counselor's world view encompasses every area of thought and life and as

such it is brought to bear on how the clinician thinks about health, relationships, change, psychiatric illness and so forth. This approach does not lead to a posture of professional isolationism in the same way that thoroughgoing feminism and/or existentialism does not automatically disregard significant contributions to the field produced from rival schools of thought. CWAAC, on the other hand, assume that counseling theory and the Christian worldview have unrelated areas of inquiry. This theoretical dialectic lends itself to adopting theories and interventions which are personally and/or professionally appealing rather than sifting through to see which ideas comport with the Christian worldview.

Regarding self-disclosure, Christian counselors tend to be overt about their religious perspective. They acknowledge that their faith shapes the way in which they think about mental health, and they affirm the

best practices within the mental health profession. CWAAC tend to privatize their faith, guided by the lofty ideal of clinical neutrality. Often the goal for the CWAAC is religious compartmentalization and for the Christian Counselor, religious integration. By way of definition, CWAAC are professional counselors who work in a variety of settings, practice indistinguishably from their secular colleagues, and who are Christian in their personal life. Christian counselors are professionals usually employed by Christian organizations who seek to have a unified theory of the human person and who draw from one's faith system, the empirical method, and the mental health profession.

It is my hope that this article is helpful in providing a perspective on developing an understanding of some of the differences between a Christian counselor and a counselor who is also a Christian.

INTRODUCING ENERGY PSYCHOLOGY

By Suzan K Thompson, PhD, LPC, Clinical Coordinator, Old Dominion University

A new therapeutic modality, based on ancient Chinese medicine, is Energy Psychology. The foundation of this approach is meridian-based: the body has energy (electromagnetic) pathways, called meridians. The notion is that when we experience any kind of disruption in that energy flow, we experience disease of all sorts. This includes physical as well as mental, cognitive or emotional upset. To "reset" the energy flow, a series of acupressure points are lightly tapped while focusing on the issue.

The most useful way I've discovered to describe to my clients and colleagues how Energy Psychology (EP) might work is to start with the ABC steps offered by the cognitive-behavioral model. It's an easy paradigm to follow: an activating event leads a person to develop beliefs about it, which then results in consequences, including feelings about the event or events like it.

The twist that EP brings is in explaining (and treating) those intractable beliefs that CBT somehow doesn't seem to be able to shift. EP suggests that beliefs are stored in our body's energy system and tapping on the acupressure points while focusing on the beliefs releases the extra "charge" that has somehow locked in the belief and event.

Does it really work? In my experience – and I've used the technique since 2001 – not all the time. Neither does CBT or any other approach for that matter. But for those clients and others I've introduced the method to, it offers a useful way to frame how life experiences affect us and provides a strategy for dealing with them that can be helpful.

To find out more about EP, I recommend *The Promise of Energy Psychology: Revolutionary Tools for Dramatic Personal Change* (Feinstein, Eden & Craig, 2005). The Association for Comprehensive Energy Psychology (energypsych.org) offers information and resources.



TIPS FOR COUNSELING INDIVIDUALS WITH DISABILITIES

*By Sabrina Singleton, Rehabilitation Counselor
Master Student, Southern University A & M*

Counseling individuals with disabilities can be very challenging. For individuals with recent injuries the adjustment may be difficult in the beginning but with time, proper counseling, and family support the adjustment can be made successfully. As a current rehabilitation counselor with future aspiration to educate and supervision other students, counselors can benefit from some helpful tips when working with individuals with disabilities.

- In working with individuals and family members with traumatic brain injury, structure is important and be mindful of the cognitive and physical changes the individual has experienced. As a counselor, you may be required to reinforce statements or goals in counseling.
- For individuals with mobility impairments, it would be a good idea to sit at the same level as the individual. Making the client feel comfortable as possible is important in building counselor-client rapport.
- Counselors' working with individuals with speech impairments, patient is very important. You may initially feel the need to help the individual with completing sentences but don't do so unless the individual asks for help. Also don't pretend you understand what the individual is talking about. If you don't understand, please ask the client to clarify or to write their response down.
- Hearing impaired individuals may use hearing aids but others may rely on an interpreter or lip reading. Some individuals may have their own interpreter, who may be a family member, which can be used in the counseling session. Maintaining good eye contact while talking is also important.

These tips have been very beneficial to me in working with individuals with disabilities. Unfortunately I had to learn the hard way by making mistakes and learning from them when working with other individuals with disabilities.



BUY YOUR TICKET FOR THE AGES LUNCHEON!



RESERVE A PLATE at ACA

Sunday, March 21st 2010

12—2pm

\$40

WWW.SACES.ORG

**SOUTHERN
ASSOCIATION FOR
COUNSELOR
EDUCATION AND
SUPERVISION**

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Secretary: Marc Grimmet
Treasurer: Don Locke

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.

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? Think about submitting an article for the SACES newsletter. We would love your involvement!

Here are some simple tips to help you create an article for our newsletter:

1. It needs to be focused on topics related to counselor education and supervision or an editorial.
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 supporting the SACES newsletter.

Email submissions to Agatha Parks-Savage:

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