SACES

SOUTHERN ASSOCIATION FOR COUNSELOR EDUCATION AND SUPERVISION

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FROM THE PRESIDENT

Hello SACES Members!

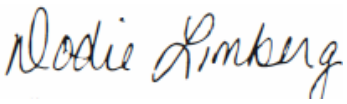
We have had an action-oriented and intentional fall in SACES! The SACES Executive Committee and the SACES Webinar Committee collaborated to provide the SACES Virtual Professional Development Series. The topics and presenters include: Antiracist and Feminist Pedagogy (Drs. Allison Levin and Travis Andrews), Telemental Health Counseling and Supervision (Drs. Nicole Arcuri Sanders and Theresa Kascsak) Virtual School Counseling (Drs. Summer Kuba, Kerry Bowles, Capri Brooks, and Brandi Chamberlin) and Grant Writing (Drs. Ryan Carlson and Naomi Wheeler). Additionally, we hosted a SACES Presidential sponsored panel presentation, moderated by Dr. Marlon Johnson, with two prominent higher education and counselor education leaders, who are both SACES members: Dr. Kent Butler UCF's Interim Chief Equity, Inclusion and Diversity Officer and President-Elect and Dr. Andrew Daire, Dean of the VCU School of Education. A special thank you to all the presenters and to Drs. Mickey White, Nancy Thacker, Janelle

Cox, and Jessie Guest on all of their hard work to organize the professional development series. We will be continuing the virtual professional development series in the Spring, and we are excited to announce that our 2022 SACES Conference in Baltimore November 3-5th!

We received over 65 proposals for our special issue of *Teaching and Supervision in Counseling* focused on Anti-Racist Counselor Education, which is being guest edited by Drs. Paul C. Harris, Erik M. Hines, and Renae D. Mayes, along with the TSC editor Dr. Kelly Wester and the associate editor Dr. Bradley McKibben. The tentative publication date will be June 2021. Galaxina Wright, the SACES graduate student representative, and members of the graduate student committee are planning a SACES Graduate Student Virtual Writing Session that will be held in January. This will be a great opportunity for doctoral students to develop and improve their academic writing skills and learn from current scholars in Counselor Education. Look for more information about this opportunity in the near future! Additionally, we are excited to welcome 22 new SACES Emerging Leaders, who participated in a leadership workshop on October 23rd lead by Dr. Caitlyn Bennet, Joey Tapia-Fuselier, and Dr. Elizabeth Villares. Additionally, the 2020-2021 SACES committee and interest network chairs have been very active engaging members and providing them opportunities to connect. I would like to send a special recognition and thank you to Drs. Isabel Farrell and Andrea Kirk-Jenkins, the newsletter co-editors for all their time and effort in putting together such a great resource for SACES members. Thank you leaders for all your time and hard work! Please consider getting involved with a committee and/or interest network.

It is my pleasure to announce that Dr. Hannah Bowers, from Florida Atlantic University has been elected as SACES President-elect-elect and Dr. Kaprea Johnson, from Virginia Commonwealth University will serve as the next SACES secretary. Their terms in office will begin on July 1, 2021. The SACES Executive Committee is excited about all the work that has been done this fall by members and leaders, and we are looking forward to a productive spring. We remain committed to supporting the SACES members however we can. I'm planning to continue to lead with grace, flexibility, and doing my best and believe that everyone else is doing the same. I hope everyone has a wonderful and well-deserved break. Please don't hesitate to contact me at president@saces.org

Sincerely,



Dodie Limberg
2020-2021 SACES President

2020 – 2021 SACES LEADERSHIP

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	Monica Lepma	University of West Virginia
Women's	Caroline Perjessy	National Lewis University
	Noelle St. Germain-Sehr	College of William & Mary
Technology	Frankie Frachilla	Trevecca Nazarene University
	Angie O'Gieblyn	

Supervision Interest Network

The SACES Supervision Interest Network includes counselors, educators, and students who share information with one another regarding supervision. This interest network serves as a point of connection for individuals with different identities and professional interests, through a common interest in supervision.

Co-Chairs

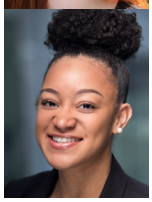
Kenya G. Bledsoe, Ph.D., LPCS, NCC, NCSC
University of Mississippi
kbledsoe@olemiss.edu

Andrea M. Fleming, Ph.D., LPCS, LPC, LAC, CCS, MAC, CACII
University of South Carolina
andreamf@email.sc.edu

Monica Leppma, Ph.D., LMHC, NCC
West Virginia University
monica.leppma@mail.wvu.edu

Emerging Leaders

Alex Gantt, M.A., NCC
Old Dominion University
agant002@odu.edu



Ashlei Rabess, M.A., LAPC, NCC
Georgia State University
arabess1@student.gsu.edu

Upcoming Events

Let us know what you'd like to see from the SACES Supervision Interest Network! Email supervisionin@saces.org with any ideas or topics of interest surrounding supervision. We look forward to hearing from you!

Interested in Joining SACES Interest Network?

Follow these quick steps to connect and engage with us:

1. Go to SACES home page at www.saces.org
2. Log in to your profile using the icon in the top right corner of the page.
3. Click on View Profile link.
4. Click on Edit Profile button.
5. Place a check in the box next to your desired Interest Network, under Interest Network preferences.

Affirming Transgender and Queer People of Color and Their Experiences Through the Inclusion of Multicultural and LGBTQ+ Theories in Counselor Education

Frank Gorritz, APC, NCC, University of Georgia

Frank Gorritz

The lives of Transgender and Queer Communities of Color (QTPOC) are essential to understand when fostering best counseling, teaching, research, and supervision practices throughout counselor education. Including QTPOC experiences and cultural needs within counselor education is vital because counselors report feeling unprepared in working with QTPOC in counseling work (Killian et al., 2019). Furthermore, QTPOC experience stigma when receiving counseling services, discouraging these communities from seeking out further counseling support (Morris et al., 2020; Singh et al., 2020). By including theories that illustrate and affirm QTPOC experiences in counselor education, counselor educators provide future counselors with essential tools and perspectives to provide affirmative care to QTPOC in counseling.

To promote best teaching practices about QTPOC experiences in counseling work, counselor educators must teach students about culturally responsive theoretical frameworks that affirm QTPOC and their minoritized experiences. For example, counseling theories such as Queer Theory can speak to the lived and minoritized experiences of QTPOC (Drcar & Patsey, n.d.). Queer Theory asks counselors and clients to deconstruct heterosexism and cisgenderism to embrace a diverse spectrum of queer experiences (Drcar & Patsey, n.d.). Furthermore, counselor educators must educate their students about QTPOC-affirming ethical guidelines such as the ALGBTIC standards of competence and the ACA Multicultural and Social Justice Competencies (ALGBTIC, 2009; Ratts et al., 2015). By understanding these concepts, counselors in training develop enhanced understandings about QTPOC lives and ethically serve QTPOC in counseling.

To develop teaching competence among counselor educators in training, counselor educators must incorporate culturally responsive teaching pedagogies into counselor education curriculum. Specifically, counselor education students must learn about theories such as Critical (Multi)Racial Theory and Intersectionality Theory to disrupt hegemony rooted in racism and trans antagonism within educational spaces (Delgado & Stefancic, 2017; Spitzman & Balconi, 2019). These theories encourage teachers to create spaces of empowerment and learning for QTPOC by understanding how intersectional forms of minoritized stress present themselves in educational spaces and supporting students when they experience intersectional stress in the classroom (Delgado & Stefancic, 2017). Without these understandings in the classroom, minority stress can go unnoticed among counselor educators as they work with QTPOC students.

As counselors in training engage in research practice, counselor educators must teach students how to engage in culturally responsive research with QTPOC. Counselor education students must be aware and knowledgeable about culturally responsive epistemologies, such as Critical Race Theory and Quare Theory, which speak to the lived experiences of QTPOC and place their lived experiences at the center of research production (Delgado & Stefancic, 2017; Johnson & Henderson, 2005). Counselor educators must also teach students about culturally responsive methodologies, such as PhotoVoice and Life History, which utilize

photographs and life histories that defy Eurocentric positionalities to tell stories about QTPOC lives when engaging in research (Leung & Flanagan, 2019; Wright, 2019). Without these forms of knowledge, counselor educators can risk misinterpreting QTPOC experiences and further stigmatizing them throughout the research process.

Counselor education must also consider the needs of QTPOC when engaging in supervision work, mostly because counseling supervisors struggle with utilizing social justice knowledge in their supervision work (Kassan et al., 2015). Students should be learning about multicultural forms of supervision to analyze systems of oppression and how oppression impacts QTPOC in the supervision relationship (Robinson et al., 2000). Specifically, multicultural supervision allows supervisors to co-construct the supervision process through recognizing the plurality and diversity of knowledge between the supervisor and supervisee, rather than only from the supervisor to the supervisee (Robinson et al., 2000). Multicultural supervision reduces power distance between the supervisor and supervisee, allowing QTPOC supervisees and their experiences to be fully heard within supervision settings.

Without further training in affirming QTPOC experiences as part of counselor education, QTPOC can become further disenfranchised from receiving counseling support, which puts their communities at additional mental health risk (Singh, 2020). QTPOC can also become disenfranchised from seeking out counselor education when counselor education training does not affirm QTPOC experiences. By developing these areas of focus, counselor educators can provide affirmative support and treatment to QTPOC throughout various counselor education areas. Through providing education and theoretical frameworks rooted in QTPOC lives and experiences, the field of counselor education can dismantle heteronormative and trans antagonistic perspectives in counseling practice and enhance teaching practice in affirming QTPOC in counseling work.

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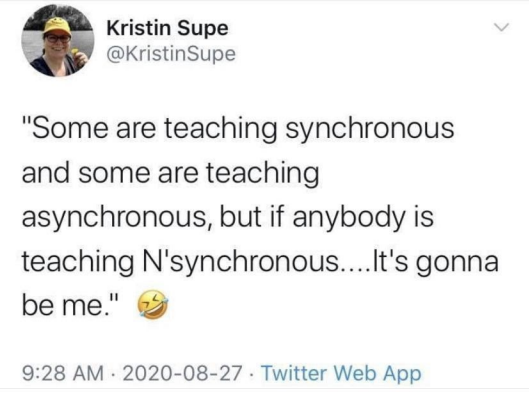
Invitation to Join the Technology Interest Network!



We are a group of counselor educators, supervisors, and practitioners seeking support and community as we utilize technology to accomplish our professional goals. In the age of Covid-19, technology is more important than ever. We plan to hold two meetings in the spring semester to support YOU! Our meetings will focus on best practices for using technology for supervision and education as well as interactive experimentation and practice sessions. Please email us at technologyin@saces.org if you'd like to get involved, be added to our email list, or want to let us know how we can best support your use of technology!

New Leaders Bring Timely Ideas to the Ethics and Professional Development Interest Network

Monica L. Coleman, MS, PLPC, CRC, NCC, BC-TMH, Caroline E. Trustey, MS, LCMHCA, LCAS-A, NCC, Brooke Wymer, PhD, LISW-CP/S, and Anthony J. Vajda, Ph.D., NCC

Fall has come and so have new Co-Chairs and Southern Association for Counselor Education and Supervision (SACES) Emerging Leaders within the Ethics and Professional Development Interest Network which hopes to increase its engagement and activity. Our interest network is a place for connection and collaboration of SACES members who have an interest in ethics and professional development in the field of counselor education and supervision. Drs. Brooke Wymer and Anthony J. Vajda now serve as Co-Chairs while mentoring 2020-2022 SACES Emerging Leaders Caroline E. Trustey and Monica L. Coleman. Dr. Wymer is a Clinical Assistant Professor of Counselor Education at Clemson University. Dr. Vajda is an Assistant Professor of Counselor Education at the University of Arkansas – Fayetteville. Trustey and Coleman are both doctoral students in Counselor Education programs at University of North Carolina at Greensboro and The University of Mississippi, respectively.

In planning goals for the year, it became clear to the new team that this is both an opportune and unique time for the Ethics and Professional Development Interest Network to reconnect and engage with its members, as well as all members of SACES. The onset of the twin pandemics of Covid-19 and nation's reckoning with systemic racism have prioritized the need to offer guidance on ethical and professional development matters to ensure we are prepared to do no harm in helping all of our clients. For example, most clinicians found themselves working in telemental health almost overnight during Covid-19 despite have little or no training, experience, or supervision for this specific modality. As another example, the American Counseling Association (ACA) issued a statement this summer on anti-racism (ACA, 2020), which warranted a need for taskforces to figure out how to create pathways for achieving this within our profession. These major events and others highlighted the need to: a) better understand the intersection of ethics and multicultural and social justice competencies, b) increase awareness on the need for empirically-based ethics in supervision research, and c) strengthen and expand our network's efforts to provide mentorship focused on ethics.

Coleman will lead the initiative to better understand the intersection of ethics and multicultural and social justice competencies. More specifically, she seeks to understand counselor educators', counselors', and counselors'-in-training behaviors and perceptions of ethical responsibility to intervene with, and on behalf of, clients at the intrapersonal, interpersonal, institutional, community, public policy, and international/global levels, as per outlined in the Counseling and Advocacy Interventions of the Multicultural and Social Justice Counseling Competencies (Ratts et al., 2016).

Trustey will lead in planning and executing a call to the profession for empirically-based ethics in supervision research. To date, ethics-based supervision literature is overwhelmingly conceptual (e.g., ACA, 2014; Barnett & Moltzen, 2014), despite the ACES Task Force Report of Best Practices in Supervision (2011) noting limitations and inadequate investigation of aspects of supervision. Trustey hopes to form a collaboration with *Teaching and Supervision in Counseling* in this effort.

Drs. Wymer and Vajda will support Coleman and Trustey while also developing programming aimed at expanding the network's reach and mentorship efforts. We will be holding three interest network meetings across fall and spring semesters and will have information upcoming about additional initiatives and ethics mentoring sessions.

Feel free to contact us at ethicsin@saces.org.

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Spring 2021 Newsletter Submission

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

We are looking for submissions for consideration in our Spring 2021 issue of the SACES Newsletter. This issue will be an edition about ***Supervision - advance the theory and practice of counselor supervision***

Submissions must be between 500 and 800 words (not counting references) and sent electronically as a Word document to sacesnewsletter@gmail.com. Please include the author name(s), credentials, affiliation(s), and photo(s) in .jpg, .tif or .gif format.

Students are encouraged to contribute with the support of a faculty member. For questions or more information, please contact the editors at newsletter@saces.org. You can also check out previous newsletter issues available from the SACES website. Contributions are needed by Sunday, March 21st.

Andrea Kirk- Jenkins and Isabel Farrell
Co-Editors SACES Newsletter

Strategies for Student Engagement in Online Learning during the COVID-19 Pandemic

Melissa R. Mecadon-Mann, M. Ed., LAPC, NCC; Elizabeth B. Dennis, M.Ed., ALC, NCC;
Malti Tuttle, PhD, LPC, NCC, NCSC, Auburn University

Melissa R. Mecadon-Mann (left), Elizabeth B. Dennis (middle) & Malti Tuttle (right)

The current COVID-19 pandemic has impacted the modalities of instruction in counselor education. Courses that have previously been taught face-to-face on campus quickly transformed to online teaching modalities. Students who were accustomed to being on-campus learners were now adapting to a new learning environment. Park and Kim (2020) describe the main difference between online learning and face-to-face learning to be interaction between student and instructor. The presence of an instructor sets the tone for the class and promotes cooperation and conversation; therefore, it is imperative that counselor educators strive for interaction and foster relationships in the online learning environment. In online learning, discussion boards are typically used to promote interaction between students and the instructor. However, students describe online discussion board assignments as the least engaging strategy in online learning (Martin & Bollinger, 2018). This strategy has been described as part of the "holy trinity of online instruction" (Craig, 2015, para 8, as cited in Tanis, 2020), which includes lecture, discussion posts, and a weekly assignment. Online instruction which follows this pattern may leave students feeling isolated or alone.

Research has shown that students are more engaged in online learning when there is open communication between student and instructor, when they are provided with interactive learning activities, when they receive constructive and timely feedback from instructors, and when they are held to high standards (Martin & Bollinger, 2018). The COVID-19 pandemic forced colleges and universities to transfer face-to-face instruction to online instruction; some institutions made the transition overnight. This rapid and unpredicted transition allowed little time for instructors and students to prepare for a shift in their learning environment (Adnan & Anwar, 2020). This article poses to provide strategies which exercise high-order cognitive skills in the online classroom.

Creating Connection from Afar

As transitions to online learning become more long-term, counselor educators must acknowledge and name the challenges created including a lost sense of community, disconnect from peers and faculty, and ease of access to distraction (Park & Kim, 2002; Vayre & Vonthron, 2017). Disengagement and disconnection are highlighted in extended transitions to online learning and it is the role of the counselor educator to find creative pedagogical practices that are most effective for adult learners (Kahn et al., 2017; Vayre & Vonthron, 2017). Student disengagement in online learning is primarily linked to a disconnect from peers and instructors (Park & Kim, 2020; Vayre & Vonthron, 2017). As counselor educators adjust to online environments, fostering a sense of connection and community is imperative to training the next generation of counselors. Instructors are tasked with engaging students with open lines of communication that best meet students' needs, even if that goes beyond emails and announcements throughout the semester (Trepal et al., 2007). The more students feel disconnected from the classroom, rapport is likely to decrease, leading to

less genuine and insightful student discussion (Kahn et al., 2017). Online tools that engage students anonymously are a good option to break the ice for discussions. Smaller interactive groups or breakout rooms create less intimidation for speaking than in a large group of online students. Additionally, expressive and creative techniques provide a lower-risk and more engaging chance for students to reflect on their emotional and cognitive reactions to course material (Kahn et al., 2017; Warren & Nash, 2019). As classes and cohorts begin counseling programs at a distance, these same gradual introductions to class discussions and creative techniques will help build a sense of community and greater group dynamics to increase engagement overall (Vayre & Vonthron, 2017).

Classroom Setup, Creativity, and Humor

Several creative pedagogical practices can be utilized to foster connection and improve engagement. Flipped-classroom settings provide recorded lectures outside of synchronous meetings and reserve valuable time for student connection and discussion to occur with instructors and peers (Merlin-Knoblich et al., 2019; Trepal et al., 2007). In addition, integrating creativity and humor into learning material and activities fosters a sense of engagement and genuine connection needed between students and their learning communities (McGhee et al., 2019; Warren & Nash, 2019). Finally, adult learners in counselor education programs bring a wealth of life experience into the classroom that can be tapped into; this engages students and provides real-world reflection and learning for students and instructors (Kahn et al., 2017).

As counselor educators continue to adjust to the new normal created by COVID-19, it is imperative to embrace the changing learning environment. Incorporating best practices in online learning can help create connection and build rapport even from a distance. Additionally, including creativity, humor, and life experience in the online classroom contributes to positive learning outcomes. As we prepare the next generation of counselors, we must lead by example in how we adapt to challenges and changes within the greater society.

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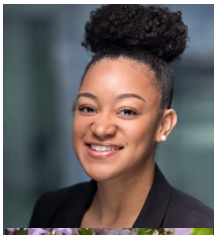
International Counseling Interest Network

The SACES International Counseling Interest Network includes counselors, educators, and students who share information with one another regarding international counseling, supervision, and counselor educator issues. The interest network is meant to serve as an avenue for connection and community for those interested in topics related to international counseling.

Co-Chairs
Ashlei Rabess, M.A., LAPC, NCC
Doctoral Student
Georgia State University
arabess1@student.gsu.edu



Nicole Silverio, M.A., LMHC, LMFT
Doctoral Student
University of North Carolina in Greensboro
njsilver@uncg.edu

Emerging Leader
Paula Lazarim, M.S.
Doctoral Student
University of Tennessee
plazarim@vols.utk.edu

Get Involved

Join our Facebook group titled "SACES International Counseling Interest Network" to connect and stay up-to-date.

Give us your feedback on how the International Counseling Interest Network can grow and improve, by completing this brief survey! We will also use the results of this survey to determine the best meeting times for future events.

Competency of Online Instructor's Influence Student Learning Experiences

Tara Fox Ph.D., LPCS. Midwestern State University

Tara Fox

Many undergraduate, master's, and doctoral programs are utilizing the benefits of distance learning. While this can be a beneficial addition to face-to-face opportunities, the community's sense may get lost in digital communication. Widespread internet access has allowed distance education has become a common delivery method for learning worldwide (Martin et al., 2020a). With the availability of online courses continuing to expand globally, the need for competent online instructors continues to increase (Roddy et al., 2017). There are many unique competencies required to succeed in online teaching (Alvarez et al., 2009; Roddy et al., 2017). Effective communication, managing technology, and access to content becomes especially essential when venturing into distance learning (Alvarez et al., 2009; Roddy et al., 2017). Transitioning from a face-to-face delivery method to distance learning provides its challenges. Online instructors have an essential role in influencing student learning experiences (Roddy et al., 2017).

Effective communication between online instructors and students has become a critical factor in successful student learning. Academic institutions must prioritize effective communication methods within the online learning environment (Roddy et al., 2017). There are several ways to combat the possible disconnect that online learning environments may bring. Trespalacios and Rand (2015) explained that asynchronous activities, such as utilizing video posts and online discussion forums, can help online instructors decrease feelings of isolation and build a sense of community. Due to the potential challenges when online learning, it becomes critical for students to feel supported within their learning environment (Roddy et al., 2017).

Each academic institution implements its own systems and software to provide an online learning environment. Since technology is embedded within online content delivery, online instructors' technical competence is equally important compared to content proficiency, and pedagogical knowledge (Roddy et al., 2017). The demands for teaching in an online learning environments are increasing. Online instructors facilitate a transparent technology environment that allows online students to focus on academic tasks and learning activities (Berg, 1995; Martin et al., 2020b). Online instructors need to understand their institution's specific systems and software to manage technology effectively and create a better learning environment for students.

A key factor in creating effective online learning environments is increasing student's access to course content. When students complete courses wholly online, it can limit their access to various content areas, such as support services (Lee, 2010; Roddy et al., 2017). By featuring online access to digital resources, online instructors create a more effective learning environment for students. Lack of student engagement with the course content is a barrier that often leads to increased attrition (Roddy et al., 2017). Part of an online instructor's job is to enhance course content to give it purpose and meaning.

In the past, academic success was exclusively seen as the student's responsibility; however, today, academic success is considered a shared responsibility between students and instructors (Seery et al., 2021). Building effective relationships within an online learning environment are vital and

can lead to higher student satisfaction ratings (Boling et al., 2014; Kritzer & Bogan, 2020; Serdyukov & Serdyukova, 2015). Building productive relationships can be done by providing peer or instructor feedback during the course (Kitzer & Bogan, 2020; Ku et al., 2013). It is necessary for students to feel connected to their classmates and instructors to accept feedback on their work (Kim et al., 2015; Kitzer & Bogan, 2020; Serdyukov & Serdyukova, 2015). Utilizing multiple communication levels between instructors and classmates increases student engagement and impacts academic success (Dixson, 2010; Kitzer & Bogan, 2020). These communication tools may include video conferencing software, collaborative software such as Google Docs or Dropbox, and discussion board posts.

Many academic institutions are currently embracing distance learning. The need for competent online instructors increases as online offerings' availability continues to expand (Roddy et al., 2017). Academic institutions need to ensure that their online instructors can effectively communicate with students, manage the institution's technology, and provide appropriate student access to course content and resources. Online instructors carry great responsibility regarding student effectiveness in online learning (Roddy et al., 2017).

The lives of Transgender and Queer Communities of Color (QTPOC) are essential to understand when fostering best counseling, teaching, research, and supervision practices throughout counselor education. Including QTPOC experiences and cultural needs within counselor education is vital because counselors report feeling unprepared in working with QTPOC in counseling

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More than Talking the Talk: Counselor Educators as Models of Anti-racist Work

Eva M. Gibson, Ed.D.; Jessica A. Fripp, Ph.D., Austin Peay State University; Cecily R. Moore, LPC-MHSP, LMHC, LPCC, University of the Cumberlands; Derrick L. Shepard, M.A., The University of Tennessee, Knoxville; Sierah M. Campbell, M.S; NCC; LPC-MHSP, Austin Peay State University.

Eva M. Gibson (top left), Jessica A. Fripp (top middle), Cecily R. Moore (top right), Derrick L. Shepard (bottom left), and Sierah M. Campbell (bottom right)

Historically, counselor educators have encouraged counselors-in-training (CIT) to "do the work" and placed an emphasis on knowledge, awareness, and skills to become anti-racist counselors. While counselor educators may be vocal as they "talk the talk", it is unknown to what degree they actually "walk the walk". While teaching the content is important, equally important is the ability for CITs to observe exemplars of this in practice (Havlik et al., 2019; McMahon et al., 2009). Faculty members are expected to demonstrate evidence of effectiveness and contributions in teaching, scholarship, and service. In an effort to set a precedent of anti-racist practice, counselor educators should model this within each of these areas. Additionally, a similar approach should be applied to supervision.

Counselor educators should take a reflective stance and evaluate their approach to teaching in relation

to an anti-racist lens (Arredondo et al., 2020; Moss & Singh, 2015). As such, there is a need for an assessment of the materials and resources used while teaching. In the event that diversification is warranted, approaches to andragogy that elevate the voices of Black, Indigenous, and People of Color (BIPOC) should be explored (Kinloch et al., 2010). It is also important for counselor educators to work toward developing anti-racist knowledge across the curriculum and connect learning outcomes to practice (Locke & Kiselica, 1999; Moss & Singh, 2015).

Counselor educator research and scholarly activities are important as they serve to enhance the profession as well as services rendered to the community. In light of this, counselor educators should maintain active engagement within the field through the creation of anti-racist publications, presentations, and intentional grant work. In regards to publications and presentations, counselor educators have a significant impact on the content as they often serve as major contributors in these areas. This provides a prime opportunity to incorporate the contributions and perspectives of BIPOC scholars and elevate these voices. Grant work should also contribute to these efforts in a meaningful way. As counselor educators are engaging in the grant writing process, applicants should consider the needs of marginalized students and groups within the community. In this manner, they can actively work to address systems of oppression and enhance community investment through involvement and outreach (Burnett et al., 2004; Langellier et al., 2020; Takakjy, 2020). The infusion of this anti-racist intentionality within the scholarly work of counselor educators would further benefit CITs as they observe cultural considerations applied to the work of program faculty.

Counselor educators are also expected to contribute service to the institution, local community, and discipline. Potential activities include facilitation of campus anti-racist activities, participation in events hosted by BIPOC student organizations, or even the provision of support to BIPOC student organizations. At first glance one may not initially see the connection between these activities and an anti-racist approach; however, research indicates that BIPOC students are less likely to have this support and face additional barriers than White students do (Lareau, 2015). This focused approach helps ensure that BIPOC students receive adequate support to help alleviate institutional barriers and address social capital disparities. On a broader level, service to the community can also be an effective method to model anti-racist practices. This may look like reaching out to marginalized groups to offer service and consultation and initiating community collaborations (Burnett et al., 2004; Langellier et al., 2020). Service to one's discipline is also a responsibility within the profession.

Oftentimes counselor educators are called on to serve as manuscript or conference reviewers. As such, they operate as the gatekeepers for the professional literature and conferences. As program reviewers, counselor educators can evaluate submissions for culturally relevant content and applications. Many counselor educators also have the opportunity to serve in leadership positions in professional organizations. With this privilege also comes the responsibility of evaluating the scope of diversity within the organization as well as the leadership heading the organization. These leaders can provide contributions that serve to combat systems of oppression and function as an advocacy model for CITs (Meyers, 2017).

Supervision through an anti-racist lens is vital to the training process as educators work to prepare counselors to serve diverse clients. While CITs are introduced to relevant knowledge through coursework, supervision allows for a deeper reflection of anti-racist beliefs and assessment of skills (Bernard & Goodyear, 2004; Constantine, 2001). If program faculty do not adequately outline a procedure that promotes an anti-racist gatekeeping structure and commit to its successful implementation, students may fall victim to wrongful gatekeeping practices rooted in an Eurocentric perspective (Ziomek-Daigle & Bailey, 2010).

This manuscript is a call to action for counselor educators. As they "talk the talk" of anti-racism,

they must also "walk-the-walk". Intentional practices reinforce the content taught within the walls of the counselor education programs. Counselor educators who model anti-racist work are more likely to produce anti-racist counselors.

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Racial Battle Fatigue Among Counselor Education and Supervision Students

Bianca Augustine, M.A., CCTP, Resident in Counseling, Old Dominion University; Genee' Glascoe, MA, LPC and Jessie Guest, N.C.C., LCHMC, RPT-S, QS, University of South Carolina

Bianca Augustine (left), Genee' Glascoe (middle), Jessie Guest (right)

In this new era of heightened racial tensions and a call for racial justice, counselor educators and supervisors (CES) must be aware of how their students, supervisees, and mentees may be experiencing racial battle fatigue. Racial battle fatigue refers to the emotional, physiological, and psychological distress inflicted on Black, Indigenous, and People of Color (BIPOC) through the macro- and microaggressive conditions in which they are forced to live within a predominantly White society (Smith et al., 2011). These microaggressive conditions include the pressure faced by BIPOC to avoid perpetuating stereotypes and tropes related to their racial/ethnic identity (Corbin et al., 2018). The constant energy spent attempting to "identify, judge, predict, and jettison racially motivated microaggressions" also causes racial battle fatigue (Profit et al., 2000, as cited in Corbin et al., 2018). For example, a Black male student may spend significant energy attempting to identify and predict ways in which he may be perceived as aggressive by White peers and instructors. For instance, he tries to share a contradictory belief in class, self-advocate, or correct racially insensitive behaviors, thus feeling drained or irritable at the end of class. According to Smith and colleagues (2016), the psychological and emotional stress responses resulting from racial battle fatigue often include "frustration, sadness, shock, anger, defensiveness, apathy, academic disidentification, hypersensitivity, hypervigilance, anxiety, irritability, depression, and feelings of helplessness or hopelessness," (Smith et al., 2016). However, racial battle fatigue may impact BIPOC differently, vacillating in degrees of physiological, psychological, and physical stress across minoritized groups (Franklin et al., 2019). Therefore, institutes of higher education must address the needs of all minoritized student populations.

Literature in other fields within higher education illustrates how students' racial battle fatigue may present and the various ways it may be exasperated or unintentionally fostered by faculty (Corbin et al., 2018; Smith et al., 2011). As universities operate through a Eurocentric framework, White privilege is naturally embedded in college campuses' culture, leading to continuous microaggressions against BIPOC (Franklin, 2016).

Faculty may microaggress against BIPOC by failing to address microaggressions inflicted by peers in the classroom setting. This leads BIPOC to make the difficult choice of whether or not to speak up, as they struggle to balance their hypervigilance and self-policing, which often acts as a form of self-preservation and safety measure (Corbin et al., 2018). Similarly, BIPOC are frequently asked to explain their pain related to socio-political issues that disproportionately impact BIPOC, such as the #BlackLivesMatter (#BLM) movement or regarding underrepresentation, discrimination, and historical injustices (Corbin et al., 2018). In allowing this to occur or engaging in these actions themselves, faculty allow additional racial burdens to be placed upon the shoulders of BIPOC. As a result of these

micro- and macro-aggressions, BIPOC students spend copious amounts of energy coping with these stressors, thereby decreasing the energy available to dedicate to academics (Franklin, 2016).

To assist with minimizing racial battle fatigue for BIPOC, the following recommendations should be taken into consideration. Universities and institutions should establish policies and programs that address students' health due to racism and its impact on not only mental health but also the physical health of BIPOC students (Franklin, 2016). Additionally, universities and programs should create race-conscious programs to dispel negative stereotypes and racial microaggressions that can lead to racial battle fatigue (Franklin, 2016; Johnson et al.,2014). Universities and programs need to identify resources that BIPOC may use when experiencing racial battle fatigue, while also providing training to faculty and staff to recognize when students may be impacted by racism and how to address overt and covert microaggressions and racism in the classroom (Franklin, 2016).

In particular, CES programs can provide and support safe and accountable spaces for BIPOC students to have difficult conversations about cultural differences with other students (Wang et al., 2019). Counselor educators can achieve this by addressing culturally/racially insensitive comments made by students to hold students accountable for their biases and insensitivities. In doing so, BIPOC students will know that they are supported by faculty and may experience increased comfort in engaging in conversations about race and culture with peers. Guest speakers who study BIPOC experiences can also be invited to share their expertise and facilitate class discussions. Furthermore, counselor educators can provide assignments that use multiple forms of media to enhance students' understandings of racial issues. For example, educators can instruct students to listen to podcasts, watch movies or video clips, or read articles and book chapters that help to convey the experiences of BIPOC, followed by a reflection paper. In using these multiple resources produced by BIPOC scholars and individuals, educators reduce the responsibility of BIPOC students to educate their peers. This will encourage students of majority identity (i.e., White students) to reflect on racial issues while minimizing feelings of guilt associated with their privileged identity and without requiring BIPOC students to educate their peers, thereby potentially being retraumatized (Wang et al., 2019). However, there also needs to be support for groups that will allow similar racial/cultural backgrounds to get together to minimize retraumatization for BIPOC (Wang et al., 2019).

Literature is currently lacking regarding the experiences of racial battle fatigue in CES students. Therefore, further research is needed to explore and illuminate BIPOC students' experiences in CES programs, as well as the experiences of students belonging to other minoritized and oppressed identities. Specifically, additional research into the various ways in which racial battle fatigue impacts the mental and physical health outcomes of BIPOC in CES is needed. Further, studies examining protective factors and mediators of racial battle fatigue would help identify more concrete ways to address and support students in higher education.

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The Women's Interest Network (WIN) Highlights

The Women's Interest Network (WIN) serves to support female counselor educators and graduate students and promote research about women. The WIN strives to promote scholarship related to women's experience, foster mentoring opportunities for women within counselor education and supervision, promote collaboration among female graduate students and female counselor educators, and encourage open dialogue regarding our experiences as female counselor educators and graduate students.

The Co-Chairs of the WIN are Caroline Perjessy and Noelle St. Germain-Sehr. Caroline (pronouns: she/her) is an Associate Professor at National Louis University in Tampa. Caroline's scholarship regarding women relates to how they experience and navigate career and graduate education, how women of color experience systemic and oppressive dynamics within higher education organizations, and how best to mentor women of diverse backgrounds. Noelle (pronouns: she/her) is a Clinical Assistant Professor and Counseling Clinical Experience Director at William & Mary. With regard to topics related to women, she is particularly interested in topics related to sexual identity, gender identity, gender roles, media representation and identity development, and transpersonal counseling.

The WIN is excited to welcome our new Emerging Leader, Niko Wilson. Niko (pronouns: she/her) is a doctoral candidate earning her PhD in Counselor Education and Supervision at the University of Central Florida. She is currently conducting her dissertation on researching couples who have experienced infertility.

The goals of the WIN this year are focused on fostering mentorship and connection among female counselor educators. We will be sending out a very brief survey to all SACES members gathering names and interest areas of female counselor educators who are interested in serving as mentors and female faculty and graduate students who are interested in working with a mentor. Our aim is to facilitate opportunities for mentors and mentees to connect around shared interests and professional goals, which we hope will grow into more extensive mentor-mentee relationships.

We are also developing a closed SACES WIN Facebook group, which will serve as an ongoing forum for us to communicate with SACES members

interested in connecting with others on research projects, presentations, or other topics of interest related to our experience as female counselor educators and supervisors. The Facebook group name is SACES Women's Interest Network (WIN): https://www.facebook.com/groups/630818851134352/?ref=share

If you are interested in joining the SACES WIN, please go to your SACES Profile page and indicate your interest in the WIN so that you can be added to the WIN member list. This will ensure that you receive emails from the WIN leadership about upcoming meetings and events.
The WIN will hold quarterly meetings via Zoom for anyone interested in attending from 12:00-1:00pm ET on the following dates:

- January 5, 2021
- April 6, 2021
- July 6, 2021

We will also be holding monthly gatherings we are calling "WIN Meet-Your-Needs Support Group" at 12 pm Eastern on first Monday of the month, beginning Monday Dec. 7th via Zoom where individuals can engage in any of the following activities in breakout sessions with other interested colleagues:

- Collaborative writing/editing support
- Mentor/mentee sharing
- General support and sharing of experience
- Fun, celebration, socialization
- Sharing what members are doing at their universities and in their communities
- Collaboration on webinars and conference presentations

These are drop-in meetings for any interested female counselor educators.
The Zoom link will be the same for every meeting: https://cwm.zoom.us/my/dr.sgs (Meeting ID: 455 393 2027). We hope you can join us!
If you have any ideas or suggestions for what you would like to see offered or sponsored by the WIN, please email us at womensin@saces.org. We look forward to hearing from you!

Counselor Educators and Supervisors Addressing Eco-Anxiety and Climate Change

Carol Teuton Benoit, LPC, University of Holy Cross

Carol Teuton Benoit

As the impacts of climate change are increasingly felt by counselors and clients experiencing extreme weather events and natural disasters such as wildfires, heat waves, and floods, counselor educators and supervisors are called upon to navigate these challenges and assist students and supervisees in doing the same. Responses to psychological distress of sudden traumatic events such as hurricanes have received much attention in mental health; however, slowly occurring and more insidious impacts of climate change are mostly overlooked (Berry et al., 2018). Examples of less immediately palpable effects of climate change include increases in vector born diseases, reduction in nutritional value of food, changes in growing seasons, and land loss due to subsidence, events that cause significant disruption to the lives of individuals and communities (Gifford & Gifford, 2016). These occurrences though less immediately detectable, pose significant threats to mental health such as increased inter-community conflicts, suicides, child abuse and neglect, and domestic violence (Clayton et al., 2017). As first responders in the climate change crisis, counselors are at the forefront in dealing with the mental health impacts of climate change. Counselor educators and

supervisors therefore are tasked with understanding and addressing the clinical implications of climate change (Meyers, 2020; Sturm & Echterling, 2017).

Eco-anxiety, though not a formal diagnosis, has been recognized by both the American Psychological Association and the American Counseling Association as a portentous phenomena related to climate change (Clayton et al., 2017; Meyers, 2020). The term refers to anxiety specifically related to adverse environmental changes and can include symptoms of debilitating worry and fear, sleep and appetite changes, hopelessness about the future, resignation, frustration, depression, and grief (Gifford & Gifford, 2016; Meyers, 2020). Eco-anxiety can be elicited not only when clients directly experience the effects of climate change (such as disasters), but also when they observe others having these experiences in the media, or upon learning about consequences of climate change (Burke et al., 2018). Experiencing multiple overt effects such as repeated extreme weather events can incur eco-anxiety that persists even during lulls between events. Exacerbation of eco-anxiety can occur when individuals gain understanding that climate change impacts *can* be mitigated, but such activity appears absent (Clayton et al., 2017). Observed lack of adequate prevention measures, such as policy changes or efforts to prevent flooding, have been found to exacerbate eco-anxiety, erode community cohesion, and elicit feelings of failure and despair related to self and others (Clayton et al., 2017).

Counselor educators and supervisors can provide education and guidance to students and new counselors in preventing and addressing eco-anxiety. To this end, the following tips are offered.

1. Prepare students to recognize, assess, and treat climate change related mental health symptoms and problems in clients. Instruct in use of reflections that validate rather than minimize or over-pathologize clients' thoughts and feelings. In recognizing that these responses are normal in facing the real threats and losses of climate change, counselors lay the foundation for further interventions that promote optimism and self-efficacy in clients (Bednarak, 2019; Clayton et al, 2017).

2. Ensure counseling student competence in environmental impacts on mental health through inclusion of the topic within course content. Continuing education and reading of professional literature can assist in staying abreast of environmental issues that affect mental health (Gifford & Gifford, 2016). Resources for diving deeper into mental health and climate change are listed below.

3. Increase counseling students' awareness of both prevention and postvention strategies that address negative mental health effects of climate change. Teach intervention strategies that address the impacts of both traumatic and insidious events as well as those that increase resilience. For example, pre-traumatic growth can be induced through techniques that access strengths of shared values, spirituality, and culture. This approach can fortify cohesion and build strong community networks that increase individual, familial, and community resilience (Bednarak, 2019; Berry et al., 2018; Clayton et al., 2017).

4. Teach counseling students the important role of *self-efficacy* in climate change related mental health. Self-efficacy, a trait that buffers negative mental health effects, can be explored through classwork and classroom experiences. Instructors can demonstrate self-efficacy to students by role modeling through activism or by completing conference presentations or seminars about mental health impacts of climate change (Clayton et al., 2017; Reese et al., 2019)

5. Introduce students to the therapeutic utility of increased awareness of successful environmental activity. Becoming aware of efforts that resulted in tangible positive change may promote mitigating effects on eco-anxiety that can arise from learning about deleterious environmental practices, policies, and events. Thus, counseling students and clients can benefit from heightened awareness of successful environmental pursuits (Clayton et al., 2017).

6. Facilitate informative and constructive dialogue with and between students, faculty, and other professionals who share environmental concerns. Sharing successes, ideas, and best practices allows for development of knowledge, optimism, and self-efficacy in individuals as well as collective experiences of empowerment (Clayton et al., 2017).

7. Encourage students directly and through role modeling to join forces with existing local, national, and global groups or form new groups that aim to make a difference in addressing climate change and its mental health effects (Clayton et al., 2017).

8. Advocate with students for policies on local, regional, and national levels that address the unique climate change related mental health needs of vulnerable groups including those with disabilities, communities of color, women, children, older people, and those living in communities with fewer resources, strained mental health systems, and weaker infrastructure (Gifford & Gifford, 2016).

Resources

- https://www.apa.org/news/press/releases/2017/03/mental-health-climate.pdf
- https://www.counseling.org/knowledge-center/mental-health-resources/trauma-disaster#ctonline
- https://www.niehs.nih.gov/research/programs/geh/climatechange/health_impacts/mental_health/
- https://climatechange.ucdavis.edu/what-can-i-do/18-simple-things-you-can-do-about-climate-change/)

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Pedagogy, Andragogy, and Heutagogy Continuum

Clare H. Harris, MA, LCMHCA, LCASA, University of the Cumberlands

Clare H. Harris

Until Malcolm Knowles' publication of *The Modern Practice of Adult Education: Andragogy Versus Pedagogy* in 1970, the standing educational theory in the United States was based upon the teacher having all the knowledge (Merriam & Beirema, 2014). The teacher's responsibility was to fill their student with wisdom of the instructor. This single pedagogical view was the standing theoretical framework on education regardless of one's developmental or chronological age (Akyildiz, 2019; Blaschke, 2012; Chacko, 2018; Glassner & Back, 2019). From Knowles' work, educators began to change their philosophical ideology and learning became to be seen as developmental (Merriam & Bierema, 2014). Practices began which supported the andragogical schema of adult students are self-directed learners who desire to have input into their own educational content, goals, and outcomes (Blaschke, 2012). Andragogy opened adult educators to transformative, social, motivational, and reflective models of teaching (Chacko, 2018).

Expanding upon pedagogy and andragogy is the pedagogy-andragogy-heutagogy continuum (PAHC). The PAHC expands andragogical practice of self-reflection within learning (Akyildiz, 2019), addresses an intrinsic desire to learn more (Glassner & Back, 2019), and develops students to teach themselves (Blaschke, 2019). Expanding student development to the extent students question their own beliefs and assumptions (Akyildiz, 2019). Current research outlines the PAHC as shifting instructor directive learning to a lesser degree of instructor control as learner autonomy increases (Akyildiz, 2019; Blaschke, 2012, & Chaco, 2018). Critical in advancing student development is the understanding that the PAHC is not linear; students shift back and forth in their need for teacher driven instruction or learner determined instruction (Chacko, 2018) as the material and/or advanced understanding and application changes.

Rasi (2018) presents the imagery of a dance between pedagogy, andragogy, and heutagogy, within the context of adult education. Metaphorically the author uses the illustration of a dance between student and teacher to emphasize the various roles and parts which interchange along the PAHC. Currently, counselor education programs tend to lean towards a developmental perspective (Hoshmand, 2004). In providing direction for the development of counselors, McAuliffe and Eriksen (2011) explore teaching strategies which can allow the counseling student to participate in the development of what the student learns. In order for self-determined learning to occur, the instructor must "be willing to take the risks of encouraging inquiry, contradiction, and spontaneity in the learning space" (p. 74). Thus, the dance continues along the PAHC with a shift between who is leading the direction of the learning.

Heutagogy, is currently gaining attention in graduate and post-graduate instructional development (Akyildiz, 2019; Blaschke, 2012; Chacko, 2018; & Glassner & Back, 2019). However, Glassner and Back (2019) bring to light that "heutagogy goes against the current" (p. 43). Counselor educators balance the institutional pressures of their college/university "to deliver competencies required for accreditation and credentialing" (Hoshmand, 2004, p.89) so that value-based and social well-being instruction is reflective of societal diversity.

As counselor educators "knowing how adults learn across different phases of professional education during formal and during early professional development" (Chacko, 2019, p. 281) allows for faculty to guide and develop internally motivated,

autonomous learners. This non-linear integration of the PAHC could enhance counselor educators' understanding and application so that "heutagogical methodologies . . . become the methods of choice by the proficient professional in search of gaining further expertise" (Chacko, 2018, pp281-282). Thereby enhancing the lifelong educational development of counselors.

Graduate counselor education is only the baseline to begin one's career in counseling. Compounded with the fact that counseling is fluid, done in the moment, has a unique set of circumstances for each client, and rarely is performed with another professional present. The question arises as how then to ensure counseling students are prepared to learn in each stage of the PAHC? The challenge for future counseling educators is to develop motivated and capable counselors who direct and determine their own learning. For in the end, counselor educators need to find the catalyst in those they teach to take control of their own life-long learning. The importance of students developing an ability to stay engage in learning, analyze areas in which they need growth, reflect where they desire further knowledge, and possess the internal desire to gain the knowledge cannot be stressed enough.

Moving from traditional delivery of pedagogical education to an andragogical stage moves a student to collaborative learning. Yet, in developing counselors for professional life following graduate work, developing heutagogical educational capabilities in today's world seems a must for the counseling profession. While faculty may well be integrating components of heutagogy (Akyildiz, 2019), without understanding the PAHC educational leaders may stop short of potential student development and fall short of advocating for stronger development of self-determined learning within their university's administration.

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The Importance of Teaching Counseling Students Basic Assessment Skills Before They Get to Practicum or Internship

Clay E. Peters II, EdD, LPC, CFMHE, NCC; Liberty University

Clay E. Peters

One of the critical skills that students must learn as part of their counseling program are the basics of learning accurate assessment techniques. This significance is illustrated by the Council for Accreditation of Counseling and Related-Educational Programs (CACREP) making it one of the common core curricular areas, being emphasized in the National Board for Certified Counselors (NBCC) and American Counseling Association (ACA) ethics codes, and contained within the content areas assessed in the National Counselor Examination (Peterson, et al., 2014), as well as the Counselor Preparation Comprehensive Examination (CPCE) given as the comprehensive exam in many graduate counseling programs.

While there are a number of states that have certain prohibitions in place regarding specific assessment categories (i.e,, intelligence and projective/personality testing) reserved for licensed psychologists, the majority of states do allow licensed counselors to use many types of assessment instruments in the diagnosis and treatment of clients. The downside is that research seems to show that the most experienced counselor educators are reluctant to teach assessment classes (or are thrilled that they do not have to teach them anymore), so it is not surprising that their students seemingly dread the prospect of taking the class as well (Davis, et al., 2005). This outlook then carries on into practicum/internship where many licensed professionals supervising students also do not place a high value on the use of assessments, believing that psychologists are focused on tests and assessment while counselors should focus more on counseling skills (Mellin, et al., 2011). Then these students, who, not seeing their supervisors using assessments as part of their practice, go on to follow the same example in their own practices.

A bright spot to this is the finding by Neukrug et al. (2013) that the majority of the top 20 assessment instruments taught by educators in their assessment classes were the same as what Peterson et al. (2014) later discovered were being used by a decent percentage of practicing counselors in their work with clients. Additionally, the top four instruments: *Beck Depression Inventory, Myers-Briggs Temperament Indicator, Strong's Interest Inventory*, and *Self-Directed Search*, being taught by counselor educators in Neukrug et al.'s research were ranked in the same order of usage by practicing counselors surveyed in Peterson, et al.'s 2014 study.

One of best ways to learn about assessments is to actually practice giving them, and utilize that philosophy in teaching undergraduate, graduate, and doctoral courses. Assessment instructors have to learn to be innovative and creative in teaching assessments to our students so they are able to see that this subject is intriguing and interesting, not a "dry" topic to suffer through. One way is to do case studies on famous people throughout history who are believed to have suffered with mental illness (e.g., Lincoln with depression, van Gogh with schizophrenia, etc.) with the instructor putting together various narratives and have students fill out different instruments based on the narrative, score them, and then explain the results in the class. Another method that this writer uses is to put together several narratives, give them out to students divided into dyads (making sure they have different narratives, of course), and have them each role-play doing a clinical interview, mental status exam, and several different instruments assessing for depression, anxiety, trauma, substance use, etc., and then scoring and writing up the results of their

work. With more and more data indicating how Covid-19 lockdowns and quarantining has negatively affected mental health issues to an alarming degree (Panchal et al., 2020), using digital formats is a new excellent avenues of learning to assess, such as the class practicing giving questionnaires and inventories via online "Telehealth-type" sessions as an assignment.

Teaching students how to use screening instruments (questionnaires, checklists, etc.) to identify differential diagnoses how they help steer us towards more in-depth assessments that lead to greater accuracy in diagnosing as well as facilitating in building effective treatment plans (Drummond, et al., 2016). As more and more state health and human service agencies (as well as third-party payers and consumers) require that counselors show outcomes (preferably positive) as part of their treatment protocols for reimbursement, being able to utilize assessment instruments before, during, and post-treatment allows counselors to measure the efficacy of their treatment plans and client progress (Gosselin & Joanisse, 2016).

For those teaching assessments, do not stop! For those who are supervising practicum and internship students, seek to introduce them to some basic assessment techniques (even if it is just a mental status exam, checklists, or questionnaires) to help provide greater insight into the client, and assist in more accurate diagnosing enabling more effective treatment plans for those who are hurting in our communities.

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2020 Research and Practice Grants

Congratulations! to the six SACES research and practice grants recipients. See below for the titles and researchers funded.

- **Exploring the Collaboration Experiences of English as a Second Language Teachers and School Counselors**
  Lucy L. Purgason and Glenda Johnson, *Appalachian State University*

- **Process and Outcomes of a Skill-based Group for Counselors Committed to Anti-racism**
  Kelly M. King, *North Carolina Central University*

- **Understanding the Embodiment of Micro-skills in Counselors in Training (CITs)**
  Amirah R. Nelson, Seneka R. Arrington, Aishwarya Joshi, Lindsay Vik, and Kelsey Sarasqueta-Allen, *Idaho State University*

- **A Multiple Case Study of Counselor Educators' Social Class Awareness and Pedagogy in Multicultural Counseling Courses**
  Derrick L. Shepard and Laura S. Wheat, *The University of Tennessee, Knoxville*

- **Counseling Supervisors' Best Practices in Integrated Behavioral Health (IBH) Supervision: A Q-Methodology Approach**
  Yesim Giresunlu, *Old Dominion University*

- **A Path Analysis of Cultural Humility Between Multicultural Knowledge, Attitudes and Beliefs, and Skills (MCKAS) and Social Issues Advocacy among Master's Counseling Students**
  Christian D. Chan, *The University of North Carolina at Greensboro*, Tahani Dari, *University of Toledo*; Ching-Chen Chen, *University of Nevada, Las Vegas*; Peitao Zhu, *Northern Illinois University*; Ne'Shaun J. Borden, *Idaho State University*

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- Outstanding Graduate Student - Master's Level Award: **Madelyn Duffey** *The University of Texas at San Antonio*
- Outstanding Master's Counselor Education Program: **Texas A&M University-Corpus Christi**
- Locke-Paisley Outstanding Mentoring Award: **Kaprea Johnson** *Virginia Commonwealth University*
- Outstanding Pre-Tenure Counselor Educator Award: **Michael Schmit** *Texas A&M University-Commerce*
- Courtland Lee Social Justice Award**: Debbie Sturm** *James Madison University*
- Outstanding Teaching Award: **Kelly Emelianchik-Key** *Florida Atlantic Unversity*