



FROM THE PRESIDENT



Dear SACES members,

On behalf of the SACES executive board, we would like to extend our positive thoughts to all our members and love ones who are experiencing significant losses and emotional unrest due to the COVID-19 pandemic. Nothing about this transition is easy. As we navigate these uncertain times, I want to thank all our members who have made a concerted effort to demonstrate acts of kindness and empathy toward their students, clients, and colleagues. I hope we remain steadfast in supporting each other and advocating for others.

We anticipate that you have questions about the status of the conference scheduled for this fall. Over the past couple of months, the executive board has met regularly to gather information about our upcoming conference and determine the best way forward. That said, as an organization, the primary challenge we face is deciding on how best to serve you while remaining vigilant about the health and safety of our members. The SACES conference is the primary revenue source for the association, so we are weighing our decisions very carefully.

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Our conference contract was signed two years ago, and we are unable to cancel or postpone without a substantial financial penalty right now. While we secured conference insurance, there are limitations to our coverage, related explicitly to losses resulting from the COVID-19. Consequently, at present, we remain optimistic and plan to host our conference at the Baltimore Hilton from Oct. 21-24, 2020, unless the hotel closes due to COVID-19 or other acts of God. However, we are considering alternate arrangements for hosting the conference if that becomes necessary. As an update regarding conference proposal submissions, I am pleased to share that we received over 850 conference proposals! I am grateful to the 150 conference reviewers who completed their evaluations. We appreciate your continued dedication to SACES and plan to notify presenters when we have more details.

Currently, we are awaiting more information from the hotel and will then review our conference timeline accordingly, which includes dates for proposal dispositions, registration, and other application deadlines. We will share information as it becomes available. We ask that you remain flexible with the timing of our notifications and registration. We will update our conference timeline at [saces.org](https://www.saces.org) as information becomes available.

I would also like to thank the 2019-2020 committee and interest network chairs for their leadership throughout this year. Some leaders will be rotating off at the end of their terms on June 30, 2020. Your service to SACES and our members is much appreciated, and we wish you well as you take on new personal and professional goals. If you would like to become more involved in SACES as a committee or interest network chair, please complete the following survey at <https://forms.gle/x2GFzfsTWh9aQfCEA> by Friday, May 29, 2020.

We are currently accepting applications for our 2020-2022 Emerging Leaders program. The program is open to all active SACES graduate student members or first-year new professionals at the time of application. We encourage individuals with a strong commitment to the SACES vision and interested in developing their leadership skills to apply. See <http://www.saces.org/news/8825780> for a complete description of the program and requirements. Completed applications must be received by 5 PM Eastern Time on May 15, 2020. Special thanks to Dr. Caitlyn Bennett and Joey Tapia-Fuselier for agreeing to serve as the 2020-2022 Emerging Leaders Co-Coordinators.

The SACES Webinar committee has been hosting webinars from 12 pm to 1 pm Eastern Time, on the third Thursday of the month. Attendees may be eligible to receive one CE credit for participation in active, real-time, webinars. CE credits are not available for recorded sessions. Webinars are free for everyone. If you are interested in presenting a webinar, please complete the proposal form located at <http://www.saces.org/webinars>

Even during this challenging and uncertain time, I am reminded daily of how resilient our community is and believe that we will emerge from this experience as a more robust and more responsive association. I hope that you and yours stay safe and healthy.

Best,



Elizabeth Villares
2019-2020 SACES President

2019 – 2020 SACES LEADERSHIP

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SPECIAL INTEREST NETWORKS

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	<u>Summer Kuba</u>	Liberty University
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International Counseling	<u>Shuhui Fan</u>	College of William & Mary
	<u>Amanuel Asfaw</u>	Austin Peay State University
Multicultural Counseling	<u>Sarah Bran-Rajahn</u>	Middle Tennessee University
	<u>Edith Gonzalez</u>	Texas A&M University-Commerce
School Counseling	<u>Natalie Edirmanasinghe</u>	Old Dominion University
	<u>Christy Land</u>	University of West Georgia
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	<u>Malti Tuttle</u>	Auburn University
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Women's	<u>Caroline Perjessy</u>	National Lewis University
	<u>Noelle St. Germain-Sehr</u>	College of William & Mary

Advocating for Minoritized Counselor Education Trainees through Foster Belonging

Claudia Calder, Ph.D., LPC Albany State University



**Claudia Calder, Ph.D.,
LPC Albany State
University**

Advocacy is an essential aspect of the role of counselor educators. The ACA Code of ethics defines advocacy as "promotion of the well-being of individuals, groups, and the counseling profession within systems and organizations. Advocacy seeks to remove barriers and obstacles that inhibit access, growth, and development" (ACA, 2014, p. 20). Within this context, counselors are ethically responsible for becoming agents of social change, intervening for counselor education trainees. One such way of becoming a change agent is taking intentional steps to ensure students have a sense of belonging to their program.

Counselor Education programs historically consists of majority White students and faculty, which can lead to the unintentional oppression of counselor trainees of color at a macro and micro level (Sue et al., 2009). Therefore, it is vital for counselor education programs to advocate for these trainees by developing, establishing, or expanding programs geared towards fostering a sense of belonging. It is crucial that all counselor trainees feel connected to their peers and faculty in their programs. Having this connection is important because sense of belonging appears to be a factor that could play a significant role in alleviating some of the barriers and challenges that counselor education trainees, specifically minoritized counselor trainees, may face.

A sense of belonging in an educational setting is conceptualized as the subjective perception of ones' connectedness to the environmental and social context of an institution or program, suggesting that an individual feels some level of belonging in response to environmental features and social interactions. However, there are cultural and individual differences that influence how people perceive external cues and how they express and satisfy the need to belong (Baumeister & Leary, 1995). Education researchers (Connell & Wellborn, 1991; Deci & Ryan, 1991; Osterman, 2000) identify a sense of belonging as one of the essential needs of students to help them function in all types of environments. Furrer and Skinner (2003) suggest that students who feel that they belong to a learning environment report higher happiness, interest, and more confidence engaging in learning activities, whereas those who feel isolated report higher anxiety, frustration, and sadness during academic engagements.

Additionally, Phair (2014) suggests that a sense of belonging developed from appropriate social and educational support programs increases self-efficacy, intrinsic motivation, task value, and high retention rates among students. It is important to highlight fostering a sense of belonging in a counselor education program, such as, taking efforts to ensure that counselor trainees, specifically minoritized counselor trainees, feel connected with other students and faculty members, and are supported by their program.

Counselor educators are ethically responsible for practicing inclusivity and advocacy. Making it essential to consider fostering a sense of belonging for minoritized counselor trainees in counselor education programs in efforts to minimize the stressors of graduate studies and more so immediately address the isolation that some these counselor trainees may experience.

Counselor education programs should be intentional in assisting these students in achieving this goal of belonging. That is, as opposed to allowing students to navigate the different challenges faced during their enrollment in isolation or leave it to chance that these students would discover pathways to belonging, counselor education programs could provide mentorship, support groups, representation in faculty and connect students with university organizations/associations that could assist in facilitating this process.

Recommendations

Mentorship. Mentoring can help to foster a sense of belonging when mentors are aware of how cultural values shape the behaviors, thoughts, beliefs, and expectations of minority group members (Kim, 2007; Park-Saltzman et al., 2012), in addition to being aware of societal challenges confronting minorities in graduate programs, such as discrimination (Lee & Ahn, 2011), lack of representation (Zalaquett, 2006), language and cultural barriers (Wong et al., 2013), and isolation (Gasman et al., 2008; Schlosser et al., 2011). Additionally, mentorship has been identified as the most critical variable related to the academic and career development of graduate students (Hollingsworth & Fassinger, 2002). In the fields of counseling, mentoring has been significantly associated with the decision to pursue an academic career (Dohm & Cummings, 2002), research self-efficacy (Hollingsworth & Fassinger, 2002), and satisfaction with one's doctoral program (Clark, Harden, & Johnson, 2000). Therefore, counselor education programs can be intentional about assigning senior peer or faculty mentors that can help the sense of belonging that minoritized counselor trainees experience and to help them navigate the difficult experiences that might arise.

Student Organization. Counselor education programs, especially those at predominately white institutions (PWIs), should focus on maximizing the extent to which they connect minoritized counselor trainees to settings that allows them to share their experiences with their minority peers, support one

another, and work together to meet common challenges. The absence or meager existence of such communities at PWIs or in predominately white counselor education programs can force minoritize counselor trainees to withdraw from their program or dissociate with their traditional heritages and suffer negative consequences in personal development and academic performance. Thus, the fostering, maintenance, and expansion of such communities are critical components in validating racial/ethnic minoritized trainees' cultural backgrounds and fostering a sense of belonging not only at the program level but to in the campus community among those students (Museus 2008).

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SACES Multicultural Interest Network

Please join us in promoting the development of culturally competent and culturally responsive supervisors, counselors, and counselor educators. We would love to have you as a member of this growing and diverse group of professionals.

PURPOSE: The Multicultural Interest Network serves diverse supervisors, counselor educators and students to meet their professional goals.

ANTICIPATED ACTIVITIES

- Webinars to share information and knowledge
- Share knowledge and resources through Facebook
- Connecting Mentors to Mentees
- Virtual Writing Retreats
- Connecting with other professionals for scholarship and advocacy

TO JOIN – Please contact Interest Network Co-Chairs Edith Gonzalez or Sarah Brant-Rajahn at multiculturalin@saces.org.

CALL to Action

Danielle A. McGarrh, Sarah A. Silveus, Sarah J. Stillwell,
Sarah L. Colliflower, and Erika. L. Schmit, Texas A&M University-Commerce



Danielle A. McGarrh (Top Left), **Sarah A. Silveus** (Top Middle), **Sarah J. Stillwell** (Top Right), **Sarah L. Colliflower** (Bottom Left), and **Erika. L. Schmit** (Bottom Right)
Texas A&M University-Commerce

and by infusing these values into everything from best practice guidelines to leadership initiatives. Despite ACA's continued dedication to these values, leaders in counseling have acknowledged skill deficiencies and competency issues across all of the counseling domains (Decker et al., 2016; Goodman, 2009).

Advocacy training has been shown to increase advocacy competence (Decker, 2013), yet most professionals lacking in this area are post-graduation. No multicultural social justice (MCSJ) framework exists for supervision (Fickling et al., 2019), minimizing the likelihood trainees are becoming MCSJ competent counselors (Day-Vines et al., 2007). Minimal guidance exists on advocacy competencies or training (Chang et al., 2012; Decker et al., 2016). This leaves only a portion of counselors living the ACA core values of social justice and multiculturalism, despite growing advocacy needs.

Author Note

Our project was funded in part by the TACES Advocacy Grant from the Texas Association for Counselor Education and Supervision.

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CALL to Action

The mission to strengthen the counseling profession resulted in the acknowledgment that these goals are unattainable without the promotion of social justice and multiculturalism through active advocacy (Ratts et al., 2015; Ratts et al., 2018). The leaders of the field support these ideals through ethical codification, core values (American Counseling Association [ACA], 2014),

Current Advocacy Needs

Some of the national concerns of the field include a need to address certain professional issues, such as Medicare billing, license portability, and the educational standards of current licensing laws (Lawson et al. 2017). However, knowledge of the need for change does not necessarily lead to change occurring. Furthermore, as time goes on, new needs arise. ACA has often endorsed CACREP accreditation as an indicator of academic rigor (ACA, n.d.). However, recent updates to the CACREP educational standards (CACREP, 2016) neglected to include specific curricula covering gender identity and sexual orientation, potentially leaving counselors with decreased competency in this area (Troutman & Packer-Williams, 2014).

The issue with educational standards merits attention and, more importantly, needs increased

cohesion as counseling educational standards are not uniform across programs. Cultural competency training has been proven to increase positive treatment outcomes (Sue et al., 2009). Therefore, advocating for coursework that teaches counselors to work with clients from various world religions, sexual orientations, gender identities, and immigrant populations would help counselors better meet the needs of clients.

Finally, there are emerging needs in the South for legislative advocacy. Many southern states are considering or have already enacted policies that negatively affect the LGBTQ+ and immigrant populations, which may negatively affect clients. Policies regarding reparative therapies, hate crime laws, and the use of confidential information of unaccompanied minors represent areas where public policy is clearly not aligned with the values of counseling.

CALL to Action Model

When evaluating this dilemma, two levels of advocacy considerations emerged: the need for increased advocacy and MCSJ competencies amongst practicing professionals and the need for the field to, at minimum, maintain current advocacy efforts across all domains of advocacy. To be part of the solution to this problem, we launched the Counselor Advocates Learning to Lead (CALL) and the CALL to Action model, an easily replicable peer-led advocacy group aimed at increasing the competencies of students and professionals in the field through social justice and professional advocacy mentorship and practical application of the competencies.

This model focuses on having a continuous dialogue regarding issues of diversity and multiculturalism that empowers each member to address the same issues and barriers with clients, so that they may be empowered to advocate for themselves as well as to allow counselors to advocate with them rather than just for them. Additionally, group members are regularly invited to discuss limitations within our respective affiliated

organizations so that we may advocate for changes within.

The group is encouraged to collaborate on social justice advocacy initiatives to increase personal investment and encourage an egalitarian environment where all voices are heard. Members will vote quarterly to decide each subsequent social justice initiative. Social justice efforts at the regulatory, legislative, and organizational levels will evolve, but there will be a consistent focus at the client level.

Each mentor will bring an advocacy initiative and provide mentorship to the members on how to execute related advocacy actions. Members will then complete advocacy efforts for the following three months, resulting in a report being provided to the mentor regarding progress. The initiatives will accumulate over time building a foundation for member advocacy actions.

Conclusion

Advocacy in the counseling profession is the essence, the foundation, and the vehicle through which social justice and multiculturalism are achieved. The Counselor Advocates Learning to Lead (CALL) are currently conducting research on the CALL to Action Model to assist other regions or organizations to adopt this model, subsequently amplifying our collective voices and achieving the goal of our mission, which is to increase the MCSJ and advocacy counseling competencies of students and active counseling professionals, while maintaining and growing the existing advocacy efforts of the field.

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Summer 2020 Newsletter Submission

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

We are looking for submissions for consideration in our Summer 2020 issue of the SACES Newsletter. This issue will be an edition about **Community: Promoting Connection, Leadership, and Service within the Profession.**

Submissions must be between 500 and 800 words 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 Wednesday, July 8th.

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

As we continue to navigate the ins and outs of online learning, we would like to invite you to the Distance/Online Learning IN Coffee Chats! All members are welcome to attend.

August 5, 2020 @ 10 am EST

[Register in advance for this meeting](#)

October 7, 2020 @ 10 am EST

[Click here for the Registration URL](#)

December 2, 2020 @ 10 am EST

[Click here for the Registration URL](#)

January 6, 2021 @ 10 am EST

[Click here for the Registration URL](#)

March 3, 2021 @ 10 am EST

[Click here for the Registration URL](#)

May 5, 2021 @ 10 am EST

[Click here for the Registration URL](#)



Hosted by Dr. Summer Kuba & Dr. Ellen Chance,
Co-Chairs of the Distance/Online Interest Network

Fostering Social Justice Advocacy Identity in Counseling Supervisees

Erin P. Kilpatrick, M.Ed., M.A., LPC, NCC, University of Georgia



**Erin P. Kilpatrick ,
M.Ed., M.A., LPC, NCC
University of Georgia**

Doctoral students in counselor education programs who are involved in the supervision of master's level counseling practicum/internship students are at the forefront of promoting the counseling profession's call for social justice advocacy. Fostering social justice advocacy identity in master's level counseling students is especially critical in the supervision relationships by doctoral student supervisors in counseling education programs. A strong social justice advocacy identity is essential for a counselor to develop a therapeutic, sincere rapport with clients who have experienced cumulative oppressive experiences, such as ableism, heterosexism, nationalism, racism, and sexism (Smith, Foley, & Chaney, 2008). This identity consists of a way in which to view the world and to act in the world in order to empower marginalized individuals and communities to improve access to resources that increase well-being, as well as the ability to counter oppressive policies (Burnes & Singh, 2010; Glossoff & Durham, 2010).

An essential guidepost for doctoral students to promote social justice advocacy identity development in counseling supervisees are the Multicultural and Social Justice Counseling Competencies (MSJCC) (Ratts, Singh, Nassar-McMillan, Butler, & McCullough, 2015). The MSJCC provides a model for counselors (privileged/marginalized) to conceptualize their own social identity group memberships and the

impact of associated power dynamics or disempowering dynamics on the counselor's self-awareness, on client perspectives/worldview, and in the relationship between counselor-client (Ratts et al., 2015). Doctoral students are aware of his/her/their own dominant and marginalized social identities and how those "assumptions, worldviews, beliefs, (and) biases" (Ratts et al., 2015, p. 5) may show up in the supervision relationship, impacting the supervisee and potentially the supervisee's clients.

Effective, social justice-minded doctoral student supervisors facilitate a variety of strategies to build social justice advocacy identity. A fundamental strategy in the ongoing broaching about shared and differing social identities with his/her/their supervisee throughout the supervision relationship. Doctoral student supervisor-initiated critical conversations about his/her/their own privileged identities and even marginalized identities and influence on the supervisee is a way that the supervisee can sense permission to talk about impact of diverse social identities with the supervisor (Burnes & Singh, 2010). Subsequently, such a dynamic model can lead to a supervisee emulating critical conversations in the counseling practicum site with students/clients. Another strategy is the examination of the social/historical context of the oppressive dynamics surrounding and implicit to the supervisee's practicum/internship sites (and impact on clients/students) (Burnes & Singh, 2010; Ratts et al., 2015). Assigning homework in the form of privilege journals, bringing in narratives/readings that decenter the Eurocentric perspective, and attendance of multicultural and social justice-related workshops are additional avenues to build empathy in supervisees, particularly those who are White (Burnes & Singh, 2010; Nelson et al., 2006; Ratts et al., 2015).

Germane to this discussion is that while the population of the United States continues to increase in diversity, the field of professional counseling is composed predominantly of White counselors. While the addition of counselors of Color to the profession is also growing, the majority of students entering counseling master's programs are White (CACREP, 2017; Devine & Ortman, 2014). Alarming, completion rates for students of Color entering CACREP master's programs and doctoral programs is low, despite growth with entering such programs (Meyers, 2017). White counselors make up 81% of American School Counseling Association (ASCA) membership (ASCA, 2018). Novice White counseling master's students, whether entering school counseling, clinical mental health, and/or rehabilitation counseling programs, enter with differing levels of awareness of White privilege, White guilt, empathy toward others possessing different identities, and position in level of White racial identity awareness (DiAngelo, 2011; Middleton et al., 2005; & Spanierman, Todd, & Anderson, 2009; Sue & Sue, 2008). It is imperative that doctoral student supervisors be intentional about highlighting and interrupting White privilege, meritocracy, individualism, and colorblindness in the supervision setting (DiAngelo, 2011).

Individuals of marginalized backgrounds are hesitant and fearful to pursue or even continue mental health counseling due to negative perceptions and even negative experiences in counseling (Sue & Sue, 2008). Lack of cultural competence by mental health counselors contaminates the expected safe space of the therapeutic relationship (Sue and Sue, 2008). Therefore, to prevent this, doctoral student supervisors, regardless of social/cultural backgrounds, are ethically and professionally obligated to utilize social justice advocacy competencies, such as the MSJCC (Ratts et al., 2015) in the supervision relationship with counseling master's students. Intentionally building social justice advocacy identity in counseling master's students will lead to these future professional counselors gaining the competence,

empathy, and effectiveness they need to work with clients of various social/cultural backgrounds. Clients of diverse social/cultural identities deserve well-trained, social justice advocacy competent professional counselors. This outcome begins with counseling master's students receiving social justice advocacy competency support, instruction, and modeling by doctoral student counseling supervisors in both practicum and internship supervision sessions.

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Congratulations to the 2019 SACES Award Recipients

Outstanding Graduate Student - Masters-Level Award: Robyn Honer

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Leading by Example: Characteristics of Servant Leadership in Counselor Education and Supervision

By: Jennifer L. Owen, MA, LPC, NCC, Liberty University



**Jennifer L. Owen,
MA, LPC, NCC
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The concept of servant leadership, at face value, appears to be oxymoronic. Is it possible to be a productive leader by serving? Robert K. Greenleaf argues that servant leadership (the serve first mentality) can produce more positive results than that of traditional leadership practices (lead first mentality) (1970b). Servant leadership is about helping others improve, cultivating empowerment, and promoting positive change towards wholeness (Chang et al., 2011). In doing so, those being led would find themselves to be “healthier, wiser, freer, more autonomous, [and] more likely themselves to become servants” (Greenleaf, 2014, p 21). Wholeness, autonomy, wisdom, and servanthood are all positive qualities that counselor educators and supervisors should promote in the lives of their students, supervisees, and the communities at large.

With this understanding in mind, how can counselor educators and supervisor become more servant minded in their leadership? Based on Greenleaf’s writings, servant leaders must embrace the following characteristics: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of others, and building community (Blanchard & Broadwell, 2018). Counselor educators and supervisors must reflect on the implications of these characteristics within the dynamics of their relationship with students, supervisees, and the community through advocacy.

Just as listening and empathy are basic counseling skills needed in a therapeutic relationship, effective listening and genuine empathy are essential for educational relationships. A willingness to hear the needs of students/supervisees is crucial in order for leaders to know how to best address their needs. Counselor educators and supervisors will be better equipped to help meet the needs of their students/supervisees when they mindfully listen, provide empathy, and find effective ways in order to meet those needs. Counselor educators and supervisors are expected to not only promote change and remove potential barriers for students and supervisees, but also do so for the underserved populations of their community through advocacy (ACA, 2014).

The concepts of healing and awareness are not uncommon for counselors. It is the counselor’s goal for the client to experience some level of healing and awareness. In the educator/student relationship; however, the process of healing looks different than that of a client. Counselor educators and supervisors cannot provide counseling services to students/supervisees (ACA, 2014, F.6.c. & F.10.e.). While healing and growth can come from lessons learned in education and residency, mental health process and emotional healing must be referred to another counselor.

The role of a leader is one that inspires others to follow. Servant leaders do so through persuasion. Although the term persuasion may allude to a sense of deception, persuasion is better described as convincing others, not coercing them (Blanchard & Broadwell, 2018). One of the most powerful ways in which counselor educators and supervisors can persuade students/supervisors to follow is to lead by example. For example, it is one thing for counselor educators to talk about the importance of advocacy. However, it is more impactful for educators and

supervisors to show students their own personal involvement in advocacy projects and how it has changed and improved the community in which they serve.

Servant leaders must have a vision of where they want to lead their followers. The concept of vision can be seen in the characteristics of conceptualization and foresight. Conceptualization is the ability to see the potential of a situation outside of the short-term goals- the ability to dream and see the potential for the future (Blanchard & Broadwell, 2018). Foresight, on the other hand, is the ability to see if the dream is attainable based on past and present factors (Blanchard & Broadwell, 2018). Counselor educators and supervisors must be able to have the vision to conceptualize the possibilities of where their students, supervisees, and advocacy endeavors could go while also having to foresight to know if and how it can be done.

Finally, servant leaders make every effort to promote the growth of individuals as well as the growth of community. Educators and supervisors are entrusted to invest in the personal and professional growth of students and supervisees (Blanchard & Broadwell, 2018). Just as importantly, servant leaders must prioritize the development of their own communities. It is the responsibility of servant leaders to understand the needs of the community and advocate for equitable resources and services.

Servant leadership, though different from the traditional understanding of leadership, has the potential to produce positive outcomes in those being served. Counselor educators and supervisors must consider the implications that servant leadership can have on their teaching, supervision, and advocacy. The implementation of Greenleaf's characteristics of servant leadership have the potential to transform the productivity and effectiveness of education, mentorship, and advocacy for the next generation of counselors and the communities that they serve.

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Is the Training Enough: Advocating for Marginalized groups through the Lens of Social and Restorative Justice Principles

By: Kimberly A. Nelson PhD, Fort Valley State University



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Multicultural training has been at the forefront of standards to help counselors understand the vast differences and similarities across cultures. However, the limited time and exposure that trainees engage in is questionable as to whether they are well prepared to face the diverse clients ahead. There is no doubt that the value of training counselors in cultural competence is a basis of meeting the needs of culturally diverse clients. However, with the only exposure during training in one or two courses places a need for a more immersive and well-rounded plan to help trainees and licensed professionals further develop their cultural skills (Odegard & Vereen, 2010; Steele, 2008).

The counseling literature recognizes that forms of injustice and institutionalized “-isms” (e.g., racism, sexism, ageism, heterosexism, and ableism) impact the clients we serve (Chan, Cor & Band, 2018) and that it is essential for counselors to foster a social justice orientation as well as address identity, marginalization and privilege (Ratts, 2017). Therefore, the Multicultural counseling competency (MCC) committee saw the need to revise and operationalized MCC to include social justice competencies (i.e., multicultural and social justice counseling competencies [MSJCC]) (Ratts, Singh, Massar-McMillan, Butler, & McCullough, 2015), which both the Association for Multicultural Counseling and Development and the American Counseling Association (ACA) have endorsed.

With the timely revision of MCC, it is apparent that the role of professional counselors to include and address social justice advocacy is needed (Ratts et al., 2016). Vera and Speight (2003) affirmed that multiculturalism stands on the shoulders of social justice and the existence of systemic “-isms” within our society. Chang, Crethar, and Ratts (2010) conclude that both social justice and advocacy are necessary for helping clients attain optimal psychological health and well-being. Feather, Bordanada and Nelson (2019) encourages counselor preparation programs to develop a certificate track that will allow counselor trainees and practitioners to be fully immersed in a social justice curriculum.

Moreover, in recent years, we have seen restorative justice take shape in educational settings such as in public school institutions. The shift to restorative justice principles and its effectiveness in these settings outlines strategies in which the victim and offender of an issue or crime can meet, discuss and speak to the effects on the victim.

The Future is Now

Here is a need for counselor education programs to incorporate social justice into pedagogical practices to increase counselor preparation (Odegard & Vereen, 2010; Steele, 2008) as well as restorative justice principles to help counselors, counselor trainees and educators better understand and meet the needs of individuals who have been oppressed. According to Levad (2016) “justice” used in the restorative sense seeks to “repair harm” rather than focus on the punitive nature of justice. Moreover, understanding oppression and social injustices of cultural groups, certain principles can be used to assist counselors and counselor-trainees grasp the depth of the oppressed history of various cultures. Two major questions that are asked in a restorative justice principle perspective are “Who was harmed?” and “What are their needs?”

According to Zehr (2015), a pioneer in the construction of restorative justice movement, found that by asking these questions, whether in training or as a practicing counselor, the results should be, “1) repairing harm, 2) holding offenders accountable, and 3) restoring the community” (p.37).

Plan the Course

It is imperative that every course taught in counseling programs not only address multicultural and social justice concerns but utilize restorative justice principles as a way to further heal and advocate for oppressed groups (Kitchen, 2013). For example, in courses such as introduction to Counseling, Counseling Theories, and Law and Ethics to name a few, counselor educators can attach social justice and restorative justice principles to help trainees develop cultural competence and advocacy initiatives. The principles are simple: (a) repair: crime causes harm and justice is repairing that harm; (b) encounter: parties determine the best way to heal and decide together; and (c) transformation: can cause fundamental changes in people, relationships and communities. (Ferlazzo, 2016). By addressing these principles as it relates to marginalized groups and educating trainees on social justice initiatives within each course, there is a higher likelihood that counselors will have a better understanding of marginalized groups, thus making the interaction, treatment and advocacy better suited.

Conclusion

As Counselor Educators utilize the tips above to incorporate the use of social and restorative justice principles in all courses taught, counselor trainees will be adequately prepared to advocate on behalf of marginalized and oppressed groups. Trainees moving into the profession will have the proper tools to address and help heal some of the issues caused by social injustices. Supervisors, mentors and counselors alike will engage in proper dialogue to not only understand the concerns of marginalized and oppressed groups, but put into practice skill sets to allow the healing to begin.

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Congratulations to the SACES 2019 Research Grant Awards

1. **Adrienne Backer and Nancy Chae** – \$500 (*An Investigation of the Psychometric Properties of the Supervisee's Perception of Supervisor Competence Scale*)
2. **Joanna Rocha** – \$500 (*Best Practices in Clinical Supervision: What Must Supervisees Do?*)
3. **Nicola Meade and Yolanda Dupre** – \$500 (*Fighting Endangerment: Race, Gender, and Power's Affect on Female Faculty Retention*)
4. **Frankie Fanchila** – \$472 (*Private Practice Mental Health Counselors: An Investigation of Predictors for Burnout and Career Commitment*)
5. **Shreya Vashnav** – \$500 (*Racial Microaggressions, Faculty Mentoring, and Social Connectedness within Counselor Education Programs: Implications for Doctoral Students of Color*)
6. **David Moran** – \$500 (*School Counselor Educators: A Grounded Theory of Career Interest and Satisfaction*)
7. **Erika Schmit, Nancy Thomas, and Erin Kaszynski** – \$500 (*The Effect of Suicide Intervention Training on Counseling Students' Perceived Competence: A Mixed Methods Approach*)

Out of the Box: Leveraging Creativity in Cultural Competence and Advocacy

Nancy Thomas and Crystal Brashear, Texas A&M University-Commerce



**Nancy Thomas (Left) &
Crystal Brashear (Right)
Texas A&M University-Commerce**

One thing is certain: culture greatly impacts the way people view counseling and the change process (Hays & Erford, 2014). Some cultural groups hold a great stigma associated with mental health counseling (Das & Kemp, 1997; Hays & Erford, 2014; Yeh, 2001). This stigma leads to a reluctance to even step foot into a counseling office. Despite this reticence, counselors have an ethical obligation to remain sensitive to the needs of all people (ACA, 2014). Herein lies the challenge. How can we sensitively approach the cultural resistance of clients, while still promoting therapeutic progress, if they never enter our doors?

Counselor educators and supervisors are responsible for training up the next generation to become multiculturally competent advocates (ACA, 2014; Ratts, Singh, Nassar-McMillan, Butler & McCullough, 2015). However, advocating for groups who resist counseling requires some serious out-of-the-box thinking. Creativity is key to finding innovative solutions in multicultural counseling and advocacy. As the immigrant population in the United States continues to rise, counselors need an added layer of flexibility and openness to discover how to implement culturally appropriate interventions, maintaining our commitment to social justice (Connolly, 2005). Therefore, counselor

educators and supervisors must provide opportunities for trainees to flex their creative muscles.

Creativity has the potential to enliven the therapeutic experience (Fredman & Sherman, 1987). Without creativity, current approaches can become dated, unable to adapt to changing clients in a changing world (Gladding, 2019). Creative counseling is not limited to visual art, music, drama, etc. It can encompass any number of alternative and complementary modalities (e.g., animal-assisted therapy, ecotherapy, mindfulness practices, sandtray, and storytelling). Innovative interventions encourage right brain involvement among groups of people who are uncomfortable with verbal expression of psychological needs (Hays & Erford, 2014; Yeh, 2001). Creative approaches can make therapy far less threatening for minority clients, reducing the level of shame elicited by delving into matters that warrant exploration, but are forbidden verbal expression according to cultural standards (Das & Kemp, 1997; Yeh, 2001).

The multicultural movement is interconnected with social justice and advocacy (Shallcross, 2010). If traditional talk therapy does not work for a client, the counselor is ethically obligated to find innovative solutions to meet that client's needs. Counselor educators and supervisors can model willingness to innovatively reexamine client needs (Blatner, 2003). They can help trainees increase awareness of various cultural groups' unique strengths and values, thus leveraging that awareness inside and outside of the therapy room. This is not always comfortable or convenient, but counselors who take their ethical obligation to advocacy and multicultural competence seriously have no choice but to be creative.

Innovative practitioners are already leading the charge. Counselors have explored the therapeutic use of Jewish storytelling (Schnall et al., 2016) and of *testimonios* when working with Latino adolescents (Cervantes et al., 2019). World dance has been used therapeutically with adult females (Ali et al., 2017), and group counselors have collaborated with artists to help at-risk African American youth (Goicoechea et al., 2014). Buddhist practices were used to develop an Advocacy-Serving Model (Warren et al., 2011). Music chronologies and emerging life songs have been used to help African American clients experiencing spiritual bypass (Avent, 2016). Counselors have examined the roles of Black churches and barber shops to support African Americans living with HIV/AIDS (Pillay, 2011).

Counselor educators and supervisors are also using creative methods to help trainees develop multicultural competence. Supervisors have used experiential activities to prepare trainees to work with refugees (Houseknecht & Swank, 2019). Film has helped counselors-in-training understand transgender identity development, so they may better meet the needs of transgender clients and their families (Currin et al., 2017). Cinemedication has also been used to help counselors-in-training move past cultural encapsulation, increasing cultural competence (Shen, 2015). One counselor educator humbly published a conversation with a student who encouraged him to utilize more inclusive language when teaching about family roles (Golden & Davis, 2005).

Counselors committed to advocacy continuously search for solutions to this challenge. Advocates take counseling resources into the community when a tragedy has happened. Advocates partner with synagogue, mosque, church, temple, and other spiritual leaders to bring awareness and education to their congregants who highly value religion. Advocates provide pro bono services to community members who cannot afford a counselor and view counseling as a luxury. Advocates bring psychoeducational groups to those that value education but feel ashamed to admit they might be struggling emotionally. Ultimately, advocates will

not let the four walls of the therapy room restrict the services that they offer (Ratts, Singh, Nassar-McMillan, Butler & McCullough, 2015). We challenge you to identify today as an advocate and begin to model the change you want to see happen. Watch what happens in your office, your classroom, and your supervision sessions as a result!

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One Profession

Tabitha Cude, Ph.D. and Claire W. Dempsey, Ed.D., The University of Tennessee at Martin



**Tabitha Cude, Ph.D. (Left) and
Claire W. Dempsey, Ed.D. (Right)
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Recently, Tennessee has joined many other states in separating the counseling association from the school counseling association (Filtner, 2020). Even though our professional organizations may separate, we must remember that our counseling standards encourage us to remember we are all one profession, working for the betterment of our clients (ASCA, 2019; CACREP, 2016).

As counselor educators, it is important to teach and to practice collaboration. More specifically, it is important to teach counselors in training about collaboration between all counselors. As counselors, a critical component of our job is to act as advocates on behalf of our profession and our clients. Advocating that counselors, regardless of specialty area, remember that we are one profession in service to our clients is important in ensuring that counseling specialty areas continue to grow in their collaboration together to better serve our clients, especially our nation's children. One common professional specialty area collaboration is between clinical mental health counselors and school counseling counselors in order to ensure student care.

According to data from the National Center for Education Statistics (2019), there are almost 50.8 million students in our nation's K-12 schools. Those schools are often the first places that children attempt to seek mental health care and the first

place that recognize and identify students who need mental health care (NAMI, 2020). School counselors provide critical mental health care to their students, but when the need is great and time is limited, school counselors are only as effective as the resources available to them. These resources include clinical mental health counselors and the collaborative referral relationship that can be developed between these two groups of counselors (Kaffenberger & O'Rourke-Trigiani, 2013).

The American School Counselor Association (ASCA) recognizes the importance of collaboration, as they write, "As a component of [the comprehensive school counselor program], school counselors collaborate with other educational professionals and community service providers" (2015, p. 72). The Council for Accreditation of Counseling and Related Educational Programs (CACREP) also recognizes the need for collaboration, as standard 2.F.1.b states that counselors will understand "the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation" (2016). CACREP also includes discipline specific standards concerning the knowledge of models of collaboration and consultation (2016).

Even with professional organizations splitting, counseling accrediting bodies are requiring collaboration and consultation to best help students and clients (ASCA, 2015; CACREP, 2016). Mental health is at its peak in school settings, and school counselors are often overstretched and simply cannot get to or spend as much time with all of the students they would like to (Fuschillo, 2018; Novotney, 2014). According to ASCA (2019), the student-to-school counselor ratio is almost double the 1:250 recommended ratio coming in at 455:1 for the 2016-2017 school year. To combat such large caseloads, school counselors are trained to be

advocates, to provide consultation, to be part of collaborative relationships, and to serve as leaders in schools (ASCA, 2015; Hall, 2017; Mathieson, 2017). In order to be leaders, school counselors must advocate on behalf of students, which often includes collaboration with other mental health professionals (ASCA, 2015; Brown et al., 2006). School counselors are often reaching out to mental health counselors out of a need for help, not a luxury. Thus, counselor educators and supervisors alike need to educate those they are training on collaboration and consultation, especially across counseling disciplines (Keyton & Stallworth, 2002; McMahan et al., 2009; Ziomek-Daigle, 2016).

So, while counseling organizations may be separating in various states, the need for advocacy for the counseling profession and within counseling disciplines remains. More specifically, counselor educators and supervisors need to advocate for the understanding and necessity of consultation and collaboration across counseling disciplines as it is needed now more than it has ever been needed before due to the high reporting of mental health issues by students and to the high student-to-school counselor ratio (ASCA, 2019; Keyton & Stallworth, 2002; Ziomek-Daigle, 2016).

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CALLING ALL SACES INTEREST NETWORKS

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



Graduate Student and New Professionals Network


We invite you to join the Graduate Student and New Professionals Network to get connected to other graduate students and new professionals. The purpose of this network is to help graduate students and new professionals to feel supported and to connect with other students and new professionals. The goals of this interest group are to provide opportunities for possible collaborations for writing, accountability partners, and research projects. In the midst of COVID-19, the Graduate Student and New Professionals Network want to create a space for students and new professionals to belong and feel encouraged and connected. Social distancing is not emotional distancing and the Graduate Student and New Professionals Network is here to support you.

Sincerely,
Hannah M. Coyt
SACES Graduate Student Representative (2019-2020)
grad.rep@saces.org

Jan Gay
Graduate Student Interest Network Co-Chair
gradstudent.newprofessionalsin@saces.org

Want to join an interest network?

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

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

Graduate Student Committee

A message from the SACES Graduate Student Committee:

Hello! As I reflect over the last few weeks and the changes that our world is experiencing, I am reminded of how quickly our lives can transform. I have talked with several fellow graduate students during this time who have had to put their research on hold to serve an increasing number of clients experiencing crises, complete a dissertation defense remotely, or wonder how they will be able to complete hours for internship sites that may not be participating in telehealth. When so many aspects of our lives change abruptly, we can often be left with uncertainty and anxiety.

I know that many amazing resources have surfaced to assist counselors and counselor educators in the past few weeks, but even that can be a source of anxiety as we try to engage in every opportunity that comes in our inbox. It's during this time that we need to extend grace to ourselves. As helpers, we often find ourselves focused on the needs of others. That's what makes us who we are. It is important during times like these to remember to extend that same kindness and concern to ourselves. Self-care is important! Remember that we cannot pour from an empty pitcher.

I hope you take some time today to focus on yourself and what you need to be the best helper that you can be. You are important too! Here is a great resource from the CDC on taking care of your emotional health during a crisis. I hope you find something that you can use!

If you haven't joined the graduate student committee meetings before, now is a great time to become involved. Our committee is a good platform to receive support and encouragement in your journey as a graduate student. Watch your email for information on the next meeting. Reach out and let us know how we can support you! We look forward to working with you.

Hannah M. Coyt
SACES Graduate Student Representative (2019-2020)
grad.rep@saces.org