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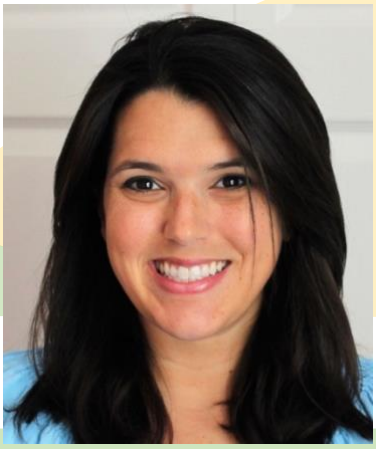
THEME: EDUCATION - FOSTER BEST PRACTICES IN TEACHING AND PROFESSIONAL DEVELOPMENT

IN THIS ISSUE:

FROM THE PRESIDENT



Greeting SACES members!

I am truly honored to begin my term as the 2022-2023 SACES President. Throughout my time within SACES, I have had the privilege to work alongside incredible educators, counselors, and scholars. While we all have our own individual backgrounds and research agendas, I am astounded with SACES and the sense of community within our membership. SACES has always been my home and I look forward to having the chance to give back by serving.

In staring the new term, I want to acknowledge all that are serving as committee chair or interest network chairs, many of which are returning for another year. Each of these leadership roles are invaluable to the function of our organization, allowing us to engage in essential tasks such as communicating to members or enhancing the community around a shared interest. These volunteer positions take countless hours of service. Thank you for all that devote time through your leadership to our organization.

In keeping with the goal established by Past-President Dr. Sejal Barden, and supported by President-Elect Dr. Michael Jones,

Treasurer Dr. Mario De La Garza, Secretary Dr. Noell St. Germain-Sehr, and Graduate Student Representative Laruen Flynn, we continue as an executive committee to focus on the encouragement, support, and recognition of a diverse range of scholarship and research that improves the lives and livelihoods of individuals in our community. While much of this will be celebrated at the 2022 SACES conference, we also plan to enhance opportunity for continuing education, research grants, and award recognition of excellence in the profession.

The 2022 SACES conference will be held in Baltimore, Maryland from November 3-5. Through this planning process, I have witnessed impeccable support from our SACES community. Volunteers range from doctoral students, counseling professionals, and counselor educators. We come together with the goal of hosting an incredible conference where our community can come together as a region and celebrate our work within the field of counselor education. I want to thank all of those involved in this planning process and encourage others interested in attending check out our conference website on attending.

Our focus with the 2022 conference is accessibility. Narrowly defined, accessibility references the quality of being easy to use. Considered within the conference setting, we are seeking to create an environment in which everyone feels easily understood, appreciated, and celebrated. Much consideration has gone into the role of doctoral students at our conference and how we can support professional development and engagement. Sessions from our special issue on *Anti-Racist Counselor Education* within the journal of *Teaching and Supervision in Counseling* are featured throughout as well as an editorial panel from our Editor, Dr. Bradley McKibben, and Associate Editor, Dr. Christian Chan. We also have the incredible opportunity award 5 diversity scholarships for attendance at the SACES conference! The SACES conference is an opportunity for all attendees to celebrate our growth and encourage our continuous development.

As your president, I seek to lead by representing your wants and needs. Please do not hesitate to reach out to me at president@saces.org. I am here to support all SACES members!

Sincerely,

Hannah Bowers
2022-2033 SACES President

Interested in Joining a SACES Interest Network?

Follow these quick steps to connect and engage with us:

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

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Registration is NOW OPEN for the SACES 2022 Conference. ALL PRESENTERS must register by the early bird deadline of **August 1, 2022** in order to be listed in the conference program; a completed registration includes final payment.

HOTEL: Hotel reservations for the Hilton Baltimore Inner Harbor can be made online using the Group Code: SAC. There's a guest room rate of $205 plus tax for single/double and self-parking is available for $35 per day. At the time of booking, the guest will be charged a deposit equal to one night's stay. Cancellations made within 72 hours of arrival will forfeit one night's room and tax.

SPONSORSHIP & EXHIBITORS: Join us with your exhibition and/or sponsorship at the SACES 2022 Conference! View the 2022 Sponsorship Exhibitor Information including the levels, benefits, and sponsorship packages. If you are interested, please contact Kori Babel, co.conferencecoordinator@saces.org.

For more information, please check out the conference's website at http://www.saces.org/conference-2022.

See you in November!

Parallel Paths: The Importance of Improving Performance Feedback for Masters Students to Help the Helping Profession

Brenda Everett, MA, LPC, NCC, Bryan Bankes, MA, and Rayelle Davis, M.S. Ed., LCPC, NCC, BC-TMH, Duquesne University

Brenda Everett (left), Bryan Bankes (middle), Rayelle Davis (right)

Performance feedback is a fundamental aspect and tool to help facilitate the development and identity of emerging counseling students in master-level counseling programs. Emerging counselors tend to work in settings with diverse populations which require a plethora of clinical interventions, self-efficacy, and skill sets that are first developed in the classroom. Performance feedback is defined as, any form of assessment that is structured or unstructured that allows counselor educators the ability to provide feedback of developing knowledge and familiarity with counseling application, concepts, and skills. This structured or unstructured feedback may evaluate progress in counseling techniques, theories, group work, assessment, and other requirements from the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2009). Performance feedback further allows counseling students to begin developing their own identities and formulating their own ability to conceptualize future clients, provide clinical interventions, develop theoretical knowledge, and demonstrate confidence in their abilities as they approach their clinical practice and internship experience.

Professional development and identity have been shown to begin in master's level counseling training with the continuation of growth throughout the counselor's career (Woo et al., 2017). With the proper approach, feedback has been shown to motivate knowledge, skills, and behaviors that are congruent in fostering professional development and identity (McKimm, 2013; McKimm & Swanwick, n.d.). Many study findings align with and reinforce that professional development can influence how counselors perceive their ability to navigate challenges, increase skills and competencies, and clarify their professional identities (Luke & Goodrich, 2010; Ronnestad & Skovholt, 2003). Further, studies suggest that master-level counseling students use validating and disconfirming feedback from external sources whereas more advanced clinicians utilize self-assessment to develop their professional identities (Woo et al., 2017; Prozek & Hurt, 2014). Given this evidence, counselor educators might begin to examine how their own pedagogical approaches to feedback are reflected in an effective and inclusive cultural manner that creates avenues of growth and reflection. It is possible that improving performance feedback for master's level students can contribute to strengthening the counseling field. Despite the increased efforts surrounding evidence-based practice in psychotherapy, studies show that the overall outcomes have not improved in more than 40 years. Research shows that counselors do not get better with time. Instead, their effectiveness plateaus and steadily declines (Miller, et. al., 2018). If students are given the appropriate feedback to strengthen their counselor identity, it may help to guide them towards a career of deliberate practice. Deliberate practice, which has been shown to improve therapeutic outcomes, includes establishing a baseline of effectives and spending time outside of daily work on focused efforts for improvement (Miller, et al., 2018).

In addition, studies regarding performance feedback have predominantly been correlated within the supervisory process aligned with the practicum and internship component of master-level counseling programs. Existing study findings indicated that novice practicum students did not want feedback

(predominantly negative feedback) about their counseling behaviors from supervisors until they perceived their clinical skills to be more experienced and indicated that barriers to perceiving feedback on their performance were based on the perception of the relationship between the supervisor and supervisee (Worthington & Roehlke, 1979 & Larson, 1988). The CACREP (2016) Standards and the ACA Code of Ethics (ACA, 2014) further emphasize the necessity to promote future reflective practitioners with autonomy and skills beyond graduate studies into clinical practice. Continuing to create awareness and understanding of the nature of perceptions and barriers that may exist within the feedback process, counselor educators can further enhance the way learning objectives are supported.

"improving performance feedback for master's level students can contribute to strengthening the counseling field."

In conclusion, by using intentional performance feedback processes, counselor educators can better prepare novice counselors for the field. More well-rounded novice counselors can assist CACREP as an entity to fine-tune its feedback practices, thus creating a more focused understanding of the importance of feedback in the master's level classroom. By understanding the perceptions, process, and implementation of performance feedback, we can better support and understand the lived experiences of master-level counseling students and further assist counselor educators in providing pedagogical approaches that foster conducive professional development and identity that leads to success in the field.

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Rupture Prevention and Resolution Strategies when Racial Microaggressions Occur in the Classroom

Sheldon G. Aaron, LPC, NCC; University of Central Florida, Bianca Augustine, Ph.D., CCTP, RIC (VA); Upper Iowa University, and Jessie D. Guest, Ph.D., NCC, LCMHC-S, RPT-S; University of South Carolina

Sheldon G. Aaron (left), Bianca Augustine (middle), and Jessie D. Guest (right)

Sue and colleagues (2007) defined racial microaggressions (RMAs) as "brief and commonplace daily verbal, behavioral, and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults to the target person or group" (p. 273). These oppressive experiences can create rupture in the classroom and have drastic, negative effects on historically marginalized students' experience and development in the classroom (Morales, 2021). Research related to RMAs have identified that students underperform and minimize their educational and professional aspirations due to fear of confirming disparaging societal stereotypes (Pennington et al., 2016). A sad reality is educators are intentionally and unintentionally often perpetrators of RMAs (Berk, 2017; Suárez-Orozco et al., 2015). Because counselor educators have a responsibility to engage in student development in a culturally aware and sensitive manner (ACA, 2014; CACREP, 2015), it is pertinent that counselor educators have strategies to prevent and resolve ruptures resulting from racial microaggressions in the classroom.

Rupture and Repair of RMAs

Prior to identifying strategies to mitigate ruptures caused by RMAs between instructors and students, an understanding of rupture and repair within the counseling profession needs to exist. Within the counseling profession, rupture and repair have been studied in relation to the counselor-client relationship (Yeo & Torres-Harding, 2021). Rupture has been defined as a deterioration or disconnection occurring within the therapeutic relationship (Safran & Muran, 1996). Repair has been defined as a collaborative process in which the counselor and client both work to raise awareness of unconscious processes impacting their relationship (Long et al., 2020). The rupture-repair process involves the clinician practicing cultural sensitivity and taking ownership of the hurt they caused, validating the client's experience, and renegotiating the therapeutic relationship with the client to determine how to move forward in the relationship (Aspland et al., 2008; Long et al., 2020).

"It is a counselor educators' responsibility to engage in strategies to prevent or manage rupture when it occurs."

The rupture-repair process is vital when considering race-based ruptures within the therapeutic relationship (Yeo & Torres-Harding, 2021). Reports of attrition increase when race-based ruptures occur, and clients have expressed distrust in the therapeutic relationship and process, as well as feeling misunderstood and unsafe (Long et al., 2020; O'Keeffe et al., 2020; Yeo & Torres-Harding, 2021). As evidenced by the research, the effects are equally salient when looking at historically marginalized students who experience racial

microaggressions in the classroom. Students who have experienced instructor enacted RMAs report feeling self-doubt, isolated, disempowered, and difficult or unable to learn in the hostile environment RMAs create (Berk, 2017; Suárez-Orozco et al., 2015; Sue et al., 2007). Due to this reality, it is a counselor educators' responsibility to engage in strategies to prevent or manage rupture when it occurs.

Applications for Instructor-Student Relationships

Significant research on cultural awareness and sensitivity identifies reflexive practices as an initial step in raising individual awareness of implicit and explicit bias that impact RMAs (Davis et al., 2016; Hook et al., 2016; Ratts et al., 2016; Sue et al., 1992). Ratts and colleagues (2016) multicultural and social justice counseling competencies are a fundamental first step in counselor educators' participating in their own reflexive teaching practices. Though the competencies are outlined for the therapeutic relationship, counselor educators can utilize the same concepts to process their positionality between themselves and their students. By addressing positionality and developing a professional relationship with the students; the classroom becomes a safer place to have challenging and reflexive conversations. An additional preventative strategy to minimize RMAs is to engage in specific microaggression training workshops so that instructors have a better understanding of the complexity of microaggressions (Berk, 2017). The education and awareness of microaggressions should enhance cultural awareness and sensitivity.

A last critical strategy in preventing RMAs and managing RMAs when they occur is broaching. When an educator is intentional about addressing race, ethnicity, and culture (REC), (i.e., broaching), students feel seen and appreciated (Day-Vines et al., 2007). Though broaching has been studied in conjunction with therapeutic practices, the modality holds many implications for counselor educators. Day-Vines and colleagues (2021) addressed the multidimensional model of broaching behavior (MMBB) which can aid educators in exploring the experience of students being minoritized inside and outside of the classroom and provides strategies for implementing the MMBB. The strategies Day-Vines and colleagues (2021) identify can foster educators' reflexive practices, enabling them to be most prepared to broach REC with students in a constructive and appropriate manner.

The above strategies can enhance counselor educators' ability to prevent and address RMAs in the classroom setting. As stated, RMAs will occur due to the colonized and racialized society in which we live; however, the strategies we implement to prevent and manage when they occur are vital to student development. Educators are leaders within the profession, and it should be their mission to model effective strategies that enhance student learning and development.

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Personal Counseling as a Tool for Student Wellness and Enhanced Learning

Meg E. Gay and Deena Shelton, PhD, LPC-S, ACS, Concordia University Irvine

Meg E. Gay (Left) and Deena Shelton (Right)

Researchers in the counseling profession routinely encourage counselors to pursue personal therapy because it fosters resilience and effective helping (Bennett-Levy, 2019; MacKay, 2017). The decision to "spend time in the other chair" is a practical way for counselors to uphold the standards of self-care described in the American Counseling Association's (ACA, 2014) ethical code and can be a preventative measure against an understood susceptibility to burnout. While in training, counseling students can experience burnout before completing their degree programs due to the intense nature of client interactions and the tension of school-work-life balance while in training (Dye et al., 2020; MacKay, 2017). Counselor educators are tasked with preparing future counselors to resist burnout and build healthy self-care skills before completing programs and seeking licensure (Wardle & Mayorga, 2016). Though requiring counseling students to pursue individual counseling has been debated due to the ethics of mandating professional help, program administrators are more open to using personal counseling when concerns of impairment require remediation (Roberts & Franzo, 2014). While it is not common for counseling programs to require it, participating in personal therapy could benefit students in protection against burnout and in their education, which requires a conceptual understanding of counseling and practical application in the professional world.

Counseling trainees experience high levels of stress during their programs, and recent research suggests that teaching mindfulness practices successfully reduces stress and may also motivate students to pursue personal therapy and gain a more profound understanding of personal dynamics, fostering long-term change (Dye et al., 2020). This growth is essential in graduate school because the training process requires students to balance the emotional and intellectual toll of graduate education and client care.

"participating in personal therapy could benefit students in protection against burnout"

Personal therapy may also enhance students' cognitive complexity, expanding their understanding of the therapeutic process and the strategic options available to them in the therapeutic moment. Cognitive complexity can be best understood in two parts: differentiation and integration (Gentner & Stevens, 2014). Differentiation refers to mental expansion to generate additional information (i.e., identifying disparate client characteristics), and integration is identifying themes across the content generated through expansion (i.e., compiling multiple streams of information into a case conceptualization). Wilkinson and Dewell (2019) explained that while simple clinical experience increases differentiation, integration develops through articulating personal subjective experiences. They suggested that students move from conceptual knowledge to experiential knowledge by confronting assumptions with lived experience. Participating in counseling can allow students to challenge their perspectives of the process and create a more accurate map for engagement in therapy.

Personal counseling for students may also enhance skill and creativity in interventions in practice later. When studying creativity, Chou and Tversky (2020) found that when participants considered mindfully how different people might use an object, they generated more ideas for how to use the object. Interacting as the client in sessions gives students exposure to a counselor in action, which develops the integration component of cognitive complexity and creates a framework for their engagements as a counselor.

From a social constructivism perspective, interacting with new concepts with other people creates knowledge (Merlin-Knoblich & Camp, 2018). Using strategies like the "flipped classroom," educators require students to digest assigned content outside class and use class time to employ that new knowledge in a meaningful way. Within a therapy setting, students can actively experience the information and skills they learn through their courses, offering an engagement-based practice outside of the classroom.

Personal therapy during graduate school may be an opportunity to explore the personal dynamics that could undermine a fruitful career and to find new ways of being that foster resilience prior to beginning practice. Personal therapy has been associated with positive career development and protection against countertransference through knowledge of personal dynamics (Ziede & Norcross, 2020), long-term resilience and health (Lakioti et al., 2020; MacKay, 2017), stronger interpersonal skills (Bennett-Levy, 2019), and better client outcomes (Firth et al., 2019; Pereira et al., 2017). Self-knowledge and awareness aid counselors in remaining healthy under stress by maintaining differentiation of self from clients' problems and thus avoiding over-functioning (Dye et al., 2020).

While counseling educators may not require personal counseling for students in general, the evidence supporting its benefits should encourage programs to promote and encourage the practice intentionally. Aside from the benefits of self-care and burnout prevention, personal therapy offers a unique opportunity to observe clinical practice and translate what students learn in the classroom from concept to lived reality (Ziede & Norcross, 2020). While exploring their inner world, a counseling student can glean what it practically looks like to help clients grow and heal.

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Implementing Trauma-Informed Education within CES Programs

Susan Fetcho, Ph.D., LCPC, ACS, BC-TMH and Elizabeth Meier Thornton, PhD, MA, LPC, NCC, University of the Cumberlands

Susan Fetcho (Left) and Elizabeth Meier Thornton (Right)

Emerging from an era of a global pandemic, tensions over social injustice, political uncertainty, and economic instability, communities need additional mental health supports. Counselor educators face the challenge of equipping counselors in training (CIT) to serve clients affected by these ongoing concerns. Increased demand for mental health care underscores the importance of counselor education programs that provide trauma-informed education to equip counselors to address both the high demand for their services and the risks to their wellbeing (Lanier & Carney, 2019; Sommer, 2008; Neswald-Potter & Simmons, 2016). The PTSD (posttraumatic stress disorder) Alliance (2016) estimates that 70% of the U. S. adult population has experienced a traumatic event. This data suggests that not only will CITs eventually counsel those with trauma histories, but many of those CITs will present with trauma histories of their own (Jenkins et al., 2011; La Mott & Martin, 2017). In a study of over 3000 college students, 66% reported having experienced at least one traumatic life event (Read et al., 2011). The combination of personal trauma history and the experience of working with clients' trauma puts CITs at risk of vicarious trauma (Sommer, 2008). Novice counselors report being significantly

affected by hearing clients' accounts of trauma. Those CITs who have trauma histories of their own may experience more significant distress when doing trauma work with clients (McCann & Pearlman, 1990; Pearlman & Mac Ian, 1995). Integrating education about trauma treatment, vicarious trauma and self-care can help minimize the effects of vicarious trauma on CITs and increase their sense of efficacy in working with traumatized clients (VanAusdale & Swank, 2020). While not all students will take a trauma-focused course, counselor education programs can integrate a trauma-informed perspective into their programs (VanAusdale & Swank, 2020).

"Increased demand for mental health care underscores the importance of counselor education programs that provide trauma-informed education to equip counselors to address both the high demand for their services and the risks to their wellbeing"

Carello and Butler (2015) propose that higher education, particularly in mental health disciplines, adopts a trauma-informed perspective for delivering instruction. Such a perspective, termed Trauma-Informed Educational Practice (TIEP), would include some established principles of trauma-informed care: ensuring safety, establishing trustworthiness, maximizing choice, maximizing collaboration, and attending to cultural, historical, and gender issues (Carello & Butler, 2015; Imad, 2020). Here follows a brief explanation of these principles and examples of how to incorporate them into TIEP:

Ensure Safety
Physical and emotional safety is the single most crucial element of a learning-conducive environment. Instructors can design course content and assignments to minimize the risk of retraumatization, vicarious traumatization, or new traumatization for students. Adopting a learner-centered approach that elicits and responds to student feedback, teaches self-care, and regulates and paces exposure to potentially distressing material, is consistent with TIEP practices (Carello & Butler, 2015). To begin each term, Dr. Alcia Freeman at the University of the Cumberlands gives students a non-graded assignment of writing a paragraph on Course Climate Safety. The assignment allows students to describe what they need from the course, the instructor, and classmates to feel safe to participate in the class. Responses are collected and discussed in class (with anonymity maintained), then posted as part of the course content (Freeman, 2021). Starting a course with this assignment communicates concern for student safety and affirms the importance of self-care.

Establish Trustworthiness
Establish clear expectations of what is required in assignments and how student work is evaluated. Class assignments must unambiguously connect to course objectives and standards, so students recognize they are not arbitrary, not "busy work." These practices communicate respect for students' time and effort.

Maximize Choice
Look for ways to de-pressurize assignments when possible. Some students may be overwhelmed by the intense course content and may appreciate extra time on a project as they process the feelings it elicits. Consider offering a one-day grace period that students may use without penalty to extend the deadline on an assignment of their choosing.

Maximize Collaboration
Find out what students want to learn about the subject matter and incorporate that where possible. Consider reserving flexibility in your syllabus for a student-created assignment. Have small groups of students design a project together, then give students a choice of completing an assignment created by one of their peer groups.

Attend to Cultural, Historical, and Gender Issues
Commit to implementing accessible, equitable, and antiracist teaching and learning strategies (Imad,

2021). Recognize the impact of intergenerational or race-based trauma, to prevent inadvertently stressing or retraumatizing marginalized students. Learn to recognize and respond to microaggressions in the classroom and help students do the same. Understand students' challenges through an intersectional lens, identifying the different identities they inhabit and how these may predispose them to retraumatization or vicarious traumatization (Imad, 2020).

TIEP recognizes the likelihood that students have experienced some form of trauma, whether personal or vicarious. TIEP acknowledges the potential for post-traumatic growth, and how processed and integrated trauma experiences can become a personal and professional strength (Gentry et al., 2017).

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What If We Took Kohlberg Seriously? Designing a Developmentally Centered Theories Curriculum

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Alexandra Frank (Left), James Rujimora (Middle), and Andrew Finch (Right)

What if we took Kohlberg seriously? In 1972, Kohlberg and Mayer presented an argument for designing curriculum through an explicitly developmental lens. Counselor Educators (CE) may well-relate to the call to design curriculum with students' development in mind. Developmental considerations are not only appropriate pedagogical pursuits (Kohlberg & Mayer, 1972), they are also in line with CACREP standards, with the most recent update calling for explicit instruction in "theories of individual and family growth and development across the lifespan" (2016). CEs, particularly those instructing master's students in theories courses, can intentionally provide developmentally centered curriculum while also adhering to CACREP standards by applying Bronfenbrenner's Ecological Systems Theory (BEST) to course design and development.

Bronfenbrenner's (1979; 1986) nested theory of development represents the interaction between the environment and the self through gradually broadening domains (see table below). Within each broadening domain, interactions influence one another and become more complex. CEs may recall student development as the semester progresses– in which students similarly experience greater capabilities for nuanced, complex, and abstract thought. The nested theory then provides a framework for CEs to adjust and tailor instruction, allowing for a scaffolded experience toward more abstract thinking. Such broadening is reminiscent of Perry's model of learning which suggests that young-adult learning and thinking follows a path of dualistic to multiplistic thinking (Love et al., 1999). Integrating both theories present an interesting opportunity to strategically develop theories curriculum with students' development in mind. Currently, little research exists regarding curriculum development as it specifically relates to theories courses. However, a review of the available counseling theories syllabi listed under the ACA-ACES Syllabus Clearinghouse indicates that courses are typically designed either sequentially, beginning with psychoanalytic theory and ending with postmodern approaches, or thematically based

on an instructor preference or choice. While such approaches are in-line with CACREP standards and undoubtedly lead to positive learning experiences for instructor and student alike, they are not specifically developmentally centered.

While there appears to be limited research that specifically delves into developmental considerations for theories curricula, there is ample research on the benefits of creating counseling curriculum with student development in mind. Responding to newly established CACREP standards, Granello and Hazler (1998) discussed the benefits of designing course sequencing within counselor education programs in alignment with student's ongoing development to the extent that developmental models (i.e., Perry's) serve as the "foundation" (pg. 97) of counselor education programs. Granello and colleagues (2006) then expanded on the benefits of developmental models in counselor education programs, calling on programs to guide students toward more complex cognitive development. Lau and Ng (2014) applied Bronfenbrenner's theory by defining the counseling training environment through Bronfenbrenner's systems, which the researchers highlighted how counselors-in-training are engaged in a "dynamic, ongoing, and developing process" (Lau & Ng, 2014, pg. 432).

"The nested theory then provides a framework for CEs to adjust and tailor instruction, allowing for a scaffolded experience toward more abstract thinking."

CE's that wish to take Kohlberg and Mayer (1972) up on their challenge and provide curriculum that is dynamic, ongoing, and developmentally centered, can specifically design their theories curriculum through the lens of BEST. Doing so will support and challenge student development by scaffolding their learning in line with Perry's scheme. In the following table, we present a sample curriculum outline that presents theories in a developmentally centered approach by matching content to Bronfenbrenner's domains:

BEST	Proposed Theories Curriculum	Core Components
Ecological Systems Theory	• Overview and introduction to Bronfenbrenner's theory and approach	Development is the result of complex interactions between an individual and their environment.
The Self	• Intersectionality • Neurobiology • Positionality	An individual navigating the increasingly complex systems of their environment.
Microsystem	• Behaviorism • Developmental Approaches • Cognitive- Behavioral Approaches • Solution's Focused Theory • Reality Therapy	A system including an individual's innermost environmental context and primary meaningful relationships.
Mesosystem	• Systems Theory • Family Systems Theory • Relational- Cultural Theory	A conglomeration of microsystems, which the individual has both active agency and includes the interrelation of two or more environments, such as home and work, or home, work, and school.
Exosystem	• Existential Therapy • Logotherapy	Two or more environments, or social networks, in which the individual does not have agency, but instead are influenced by other individual's

		experiences, such as the relationship between an individual and other peers' home and work, or an individual and school personnel.
Macrosystem	• Multiculturalism • Social Cultural Identity	Abstract in nature, this is "a societal blueprint for a particular culture, subculture, or broader social context … the developmentally-instigative belief systems, resources, hazards, life styles, opportunity structures, life course options, and patterns of social interchange" (Bronfebrenner, 1979, p. 228).
Chronosystem	• Narrative Therapy • Constructivist Approaches	This system portrays the developmental nature of the self in relation to ever-changing socio-historical landscapes and life transitions.

CEs, particularly those instructing theories courses, have a unique opportunity to align CACREP Standards with curriculum through a developmental lens using Bronfenbrenner's theory of human ecology. In doing so, CEs can specifically meet their student's developmental and support and encourage further development. While there are many noble aims of education, designing an intentionally developmental curriculum represents a best practice benefiting students, instructors, and future clients alike.

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Establishing the 'New Normal' in Higher Education

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James Rujimora (Left), Kara Hurt-Avila (Middle), and Amanda DeDiego (Right)

Since 2020, global and political events have underscored diversity, equity, and inclusion issues in higher education (Kotini-Shah et al., 2021). The shift to online learning and virtual meeting spaces in response to the pandemic highlighted pre-existing inequities in the structure of higher education (Kotini-Shah et al., 2021). Thus, the reactionary redesign of higher education may have benefited previously excluded higher education faculty, specifically counselor educators. The structure and values of higher education have shifted to accommodate the workforce's need for increased flexibility and opportunities for integration of home and work life (Eaton et al., 2015) to the extent that faculty seek work environments with cultures of support, inclusion, and transparency (Trower, 2010).

Conflicts exist between significant developmental life events (i.e., having children, managing health issues, or caring for loved ones) and academic career trajectory (Tower et al., 2015). To support career recruitment and success, faculty need intentional mentorship and perceived support to achieve work-life balance (Eaton et al., 2015). Flexible work policies support faculty of all gender expressions who have various caregiver responsibilities. Single faculty attending to work-life balance experience less agency in navigating life and career responsibilities, and often feel that higher education structure does not account for their needs for career success (Culpepper et al., 2020). Care for family and attention to career is a difficult balance to navigate that disenfranchises both faculty with children and faculty without children. Additionally, counselor educators may have family caregiving responsibilities beyond care for children. Women who were untenured junior faculty with young children were more likely to experience increased work and home stress during the pandemic (Kotini-Shah et al., 2021). Institutional policies are a focal point in balancing attention to career and attention to life events (Tower et al., 2015), because social support is not enough.

"The reactionary redesign of higher education may have benefited previously excluded higher education faculty, specifically counselor educators."

In developing initiatives to support faculty success and work-life balance, policies need to address aspects of the workplace: structural elements of work including flexible design, higher education policy, and workplace culture (Kossek et al., 2010). To implement long-term flexible work policies, administrators may consider department culture and the peer perception of faculty who take advantage of alternative work structure policies. Prior to COVID-19, counselor education (CE) faculty may have been reluctant to take advantage of policies such as the Family and Medical Leave Act (FMLA), which provided accommodation for important life events (O'Meara & Campbell, 2011). For example, tenure-track faculty may fear being "mommy-tracked" because of taking advantage of tenure clock flexibility options associated with

FMLA leave to accommodate births, deaths, and illnesses (O'Meara & Campbell, 2011). CE faculty who take an FMLA leave may be "strongly discouraged" from referencing those life events in their promotion narratives as rationale for limitations in scholarly productivity. CE faculty may experience similar concerns in taking advantage of tenure clock flexibility due to the impacts of COVID-19. Unwritten expectations of department culture can influence how faculty explain the impact of life events in their promotion and tenure packets. However, impacts to productivity warrant considerations of flexibility in the future (Kotini-Shah et al., 2021).

Collegiality, community, and broader networks foster empowerment in the tenure process for CE faculty with various life responsibilities and marginalized identities (Trower, 2010). CE faculty with marginalized identities experience disproportionate impacts of life events based on systemic factors. In compliance with health mandates, most CE faculty roles and responsibilities have moved to flexible formats, which has increased inclusivity for faculty who have different abilities, accessibility needs, and experiences of otherness. Pandemic-imposed changes in workplaces have supported CE faculty as they strive for some semblance of work-life balance and inclusion. These changes offered flexibility to faculty who have been navigating increased demands in their personal lives that infringed upon traditional or customary work hours (Bender et al., 2022). For example, CE faculty with chronic illness or immunocompromised health statuses may have experienced greater levels of affirmation and validation with the expanded flexibility that was seen during the pandemic. The adaptations to where and when work tasks are completed may have afforded these colleagues greater protection to preserve their health and wellness.

\The shift to a "new normal" provides an opportunity to examine departmental and university policies that promote flexibility and foster support for cultures of inclusion. Inclusion of virtual options for departmental and committee meetings may offer unprecedented levels of meaningful interaction with colleagues for CE faculty located at satellite campuses as they are not the sole participants being remotely included. The shift to online spaces creates opportunities to develop community among faculty across disciplines and departments. This enhances opportunities for CE faculty with marginalized identities to find social support, mentorship, and advancement opportunities for new scholarly pursuits. However, simply moving meetings to Zoom does not create equity and access – the design of departmental environments is crucial. To enhance pedagogy and professional development opportunities, it is necessary to integrate intentionality when utilizing online spaces and navigating a "new normal."

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Summer Greetings from the SACES Women's Interest Network (WIN)!

Noelle St. Germain-Sehr (Left) and Niko Wilson (Right)

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.

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 (there is a how-to tutorial on our Facebook page). This will ensure that you receive emails from the WIN leadership about upcoming meetings and events.

The WIN Facebook group is used to post meeting updates, share information of interest to WIN members, and foster community and collaboration among WIN members. The Facebook group name is SACES Women's Interest Network (WIN): https://www.facebook.com/groups/630818851134352/?ref=share

Recap of 2021-2022 WIN Activities

The goals of the WIN last year were focused on fostering connection and support among female counselor educators. Several WIN members joined together to provide a group panel presentation at the ACES conference. We also conducted a virtual interview with Dr. Natoya Haskins, ACES President-Elect, and posted the interview in the WIN Facebook group (dated May 17, 2021).

Self-Care Resources

We hope that you all have a chance to get some much-needed rest and relaxation this summer. Whether we are graduate students, 12-month clinical faculty, tenure-track, or tenured, we all know the challenges we experience in trying to engage in regular self-care practices. We wanted to share a few resources with you as encouragement and reminders to prioritize your well-being this summer (and always).

- ACA - Self-Care Resources for Counselors
- Refilling Your Cup: A School Counselor Self-Care Routine
- CAMFT Self-Care Resources for Therapists
- 10 Self-Care Tips for Psychologists, Therapists, and Counselors
- Self-Care for Therapists: 12 Tools to Prevent Counselor Burnout
- Self-Care Strategies for Faculty
- Self-Care Resources for Faculty

We hope you all find strategies that help you recharge and care for yourself. We wish you all a wonderful and healthy summer!
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

Best Practices for Supporting Challenging Students in an Online Environment

Andrea Barbian, PhD, LCMHC, NCC; Laura Daniel, PhD, LPC; Arleezah Marrah, PhD; and Natasha Moon, PhD, LPC, CMHC, ACS, NCC, Liberty University

Andrea Barbian (Left), Laura Daniel (Middle Left), Arleezah Marrah (Midle Right) and Natasha Moon (Right)

Many academic challenges are amplified by the unique format of online learning. These challenges include academic and interpersonal challenges. Online counselor educators must provide additional support for students with low motivational skills, ineffective time-management and weak writing abilities. This responsibility coupled with the educator's deadlines, assigned classes, and research obligations can contribute to counselor burnout.

Addressing Academic Challenges
Success in the online environment requires students to possess skills in executive functioning, time management, technology proficiency, reading and writing (Malott et al., 2014). The length of time since their most recent educational experience can exacerbate these concerns. Further, online students in graduate school are tasked with completing a rigorous academic schedule while balancing multiple personal responsibilities (Trepal et al., 2007). To best support this unique student population, faculty must be aware of the challenges that impact each student uniquely and then target interventions to address specific concerns.

Students diagnosed with learning disabilities that impede their ability to sustain focus and attention, such as ADHD, will struggle with executive functioning and time management tasks; missing assignment deadlines could be the first indicator of this type of concern. Faculty should understand and communicate the referral process to the Office of Disability Services for new students and proactively approach students with accommodation plans to offer support. Developing effective study skills is especially important for online graduate students balancing multiple commitments; providing information on effective study strategies to all students can address this challenge proactively, helping grade performance to reflect a true understanding of the material and not ineffective learning strategies (Trepal et al., 2007). Referring students to university-based Academic Success Centers that provide workshops on study skills is another effective intervention. A discomfort with

technology can form a barrier in student learning. Faculty can inform students that the learning curve with technology is greatest at the beginning, and that practice and persistence will bring confidence. Proactively providing students with tutorial videos to learn how to use common platforms in the course can be a prevention strategy. For students with specific questions, referral to the university-based Help Desk is needed. Many universities have resources available to help with the writing and research process, from libraries that offer tutorials, email, and phone support for online students to Writing Centers that offer feedback on specific assignments. Faculty can also proactively provide example papers for each assignment and then offer to review an assignment and give feedback prior to submission for a grade. Relying on existing university-based resources, approaching online students proactively, and offering individualized support are all ways faculty can meet the needs of challenging students (Malott et al., 2014).

Addressing Interpersonal Challenges

Forming a productive teacher-student relationship is an essential first element to properly assess challenges, create interventions, and then support students through plans of action. Immediacy, presence, and feedback, all fundamental components of developing the therapeutic relationship, are also important aspects of student-faculty interaction (Paul & Cochran, 2013). There is a greater need to connect with and engage with students in an online learning environment. It is important to strike a balance between connecting with students and maintaining appropriate boundaries, as it has been suggested that rigid boundaries create distance and diminish the professional relationship (Schwartz, 2011). It is important to remember that the goal is to facilitate collaborative and positive interactions with students, even during conflict.

Brown-Rice and Furr (2016) created a term called *empathy veil* which describes counselor educators who empathize with their problematic students while struggling to challenge them. This conflict leads to the counselor educator being less likely to implement gatekeeping policies with problematic students and increases personal distress for the faculty member. However, once a counselor educator understands the empathy veil, it will assist them in balancing providing support while challenging their students to grow (Brown-Rice & Furr, 2016).

Self-care and Burnout in Counselor Education and Supervision

Burnout is defined as emotional exhaustion, prolonged stress and decreased feelings of personal accomplishment (Maslach & Leiter, 2008). Left unaddressed, it can negatively impact emotional and physical health. Burnout may become overwhelming when also dealing with challenging students. Students who consistently ask questions that can be found independently, constantly challenge the rubric and instructions as incorrect, frequently submits late assignments and appears to have your number on speed dial.

"Relying on existing university-based resources, approaching online students proactively, and offering individualized support are all ways faculty can meet the needs of challenging students"

Both counselor educators and students can become casualties of burnout. Students may receive ineffectual teaching, poor gatekeeping and lack of rapport building; while counselor educators may experience depression and or anxiety, job dissatisfaction and a diminished view of self (Maslach & Leiter, 2016). Faculty can lessen burnout and empower students by promoting student efficacy and sharing class expectations throughout the term to remind students of class obligations. This promotes a strong student work ethic and can be a predictor of future job performance. Counselor educators must manage challenging students while prioritizing self-care.

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Necesitamos Apoyo: Supporting Bilingual (Spanish/English) Counselors-In-Training

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Bilingual counselors (Spanish/English) are needed for the provision of counseling services for Spanish-speaking clients. Bilingual counselors offer a specialized skill set that is imperative for the increased mental health treatment of Hispanic/Latinx/e clients (Cleary et al., 2018; Caballero et al., 2017, Andrés-Hyman et al., 2006; Duarté-Vélez et al., 2010). Outside of the provision of counseling in Spanish, bilingual counselors engage in interventions that integrate cultural values such as the use of communication as practiced in Hispanic/Latinx/e culture. The communication skills that are needed to establish culturally sensitive therapeutic interventions include but are not limited to: appropriate physical closeness, disclosure from therapist, appropriate physical touch, introduction of new provider when

transferring, understanding the role of respect and dignity, integration of family in treatment goals, and the use of forms and handouts in the Spanish language (Andrés-Hyman et al., 2006; Duarté-Vélez et al., 2010).

Yet, bilingual counselors-in-training do not receive enough specialized training within counselor training programs to provide compatible services to their Spanish-speaking clients as opposed to their English-speaking clients (Vega et al., 2019; Fields, 2017; Gonzalez, 1997). The lack of training can lead to bilingual counselors often leaving counselor education programs underprepared to provide therapeutic services to their Spanish-speaking clients. As counselor educators and supervisors, we have a responsibility to provide training and supervision to bilingual counselors-in-training that is rooted in provision of equitable services for all.

"Outside of the provision of counseling in Spanish, bilingual counselors engage in interventions that integrate cultural values such as the use of communication as practiced in Hispanic/Latinx/e culture"

For bilingual counselors-in-training, formal education is important to provide equity between the services provided for Spanish-speaking clients and English-speaking clients. Currently, there are a few Latinx/e or bilingual counseling certification programs in the United States. Of these programs, there are five fundamental elements that exists within the training programs: cultural sensitivity, linguistic competency, live experiences such as practicum, culturally specific supervision, and access to resources for working with the Hispanic/Latinx/e population (McCaffrey & Moody, 2015; Ramirez & St. David, 2021). Advocating for counselor education programs to provide a certification for bilingual counselors is a first step to helping bilingual counselors-in-training feel supported by the profession of counseling. Additionally, the provision of supervision for bilingual counselors-in-training in English and Spanish is needed for the continued growth of clinical skills. Supervision provided in English and Spanish reduces supervisee's extra responsibilities when case conceptualizing clients whose preferred language is Spanish, reduces the need to translate sessions that are recorded or transcribed in Spanish, and provides modeling for the supervisee regarding the provision of counseling services in Spanish (Perry & Sias, 2018; Verdinelli & Biever, 2009; Gonzalez et al., 2015). In other words, current counselor training programs have the duty to provide bilingual supervisors to counselors-in-training that are expected to provide therapeutic services in Spanish.

Having bilingual counselors-in-training within programs requires advocacy from current counselor educators. We must advocate for equitable training and supervision in English and Spanish by increasing the provision of formal and informal training. There is an opportunity to provide bilingual counselors-in-training with the tools to increase their skill set as they provide therapeutic services to Spanish-speaking clients. As the Hispanic/Latinx/e population grows within the United States the need for qualified bilingual counselors will increase. Enacting efforts to address this gap will prove to be beneficial on a multisystemic level from client care to university and institutional needs.

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Understanding the Role of Motivation in Adult Learning

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It is essential for counselor educators to understand the role motivation plays in adult learning and how motivation impacts initiation, success, and sustainment. The research surrounding motivation and the assumptions of adult learning have direct implications for how counselor educators can support students in the classroom. Counselor educators can effectively apply the research related to motivation in adult learning to program planning and retention, curricula, and interactions with students.

Beck (2004) explained that "The word *motivation* is derived from the Latin verb *movere,* which means *to move.* Motivation is then concerned with our movements, or actions, and what determines them" (p. 3). Today, the literature offers varying definitions of the concept of motivation. According to Merriam and Bierema (2014), "Motivation is the drive and energy we put into accomplishing something we want to do" (p.147). As it relates to education, Kuh (2003) defined motivation as "the time and energy students devote to educationally sound activities inside and outside the classroom, and the policies and practices that institutions use to induce students to take part in these activities" (pp. 24-25).

Motivation can be extrinsic or intrinsic (Sogunro, 2015; Merriam & Bierema, 2014). Extrinsic motivation originates from an external source, such as a raise, good grades, and recognition (Gom, 2009; Merriam & Bierema, 2014). Conversely, intrinsic motivation comes from internal factors, such as a drive to increase knowledge, better oneself, or simply the love of learning (Gom, 2009, p.18). It is important to consider the role motivation plays in the academic success of adult learners and the implications motivation has for academic settings.

Bye et al. (2009) explored motivational factors for traditional and nontraditional students (defined in this study as individuals over the age of 28). They found that nontraditional students reported higher levels of intrinsic motivation related to learning. According to the National Center for Education Statistics (NCES, 2015), nontraditional students (defined by the NCES as individuals over the age of 24) are on the rise in educational institutions across North America. This trend is likely to increase due to the personal and societal changes brought on by the Covid-19 pandemic. Therefore, considering the motivational factors for adult students is relevant to today's changing world.

It's crucial to understand that adult learning is different from children's learning to effectively identify the factors that increase interest in learning and intrinsic motivation for adult learners. Knowles' (1984) andragogical assumptions of adult learning explain that adult learners tend to be self-directed and use their experiences as a resource for learning. In addition, adults are interested in learning things that have direct application to their lives. Therefore, a person's developmental stage in life influences the reasons they seek education, the source of motivation, and how knowledge is integrated. Lastly, Knowles believed that as people mature, motivation to learn is internal (p. 12).

Instructors play a key role in student motivation and demotivation, thus influencing retention (Petty & Thomas, 2014). However, despite the scholarship on adult learning, instructional delivery in higher education is still primarily grounded in pedagogy

which inadvertently demotivates adult learners (Sogunro, 2015). This points to the importance of professional development for instructors centered on adult-learning principles (Sogunro, 2015). With the understanding that motivation plays a vital role in adult learning (Gom, 2009), there are things counselor educators can do to support the success of students.

Counselor educators can use the research on adult learning to inform teaching practices. Sogunro (2015) identified the following motivating factors to enhance academic success for adult learners: quality instruction, quality curriculum, relevance and pragmatism, interactive classroom and effective management, progressive assessment and timely feedback, self-directedness, conducive learning environment, and academic advising (p.26). Further, Wlodkowski (2008) explained that "If something can be learned, it can be learned in a motivating manner…every instructional plan also needs to be a motivational plan" (pp. 46-47). Instructors who teach with enthusiasm, clarity, cultural responsiveness, and expertise motivate learners (Wlodkowski, 2008). Understanding andragogical principles and implementing motivating factors and conditions can enhance adult education programs and increase academic success for adult learners.

The changing world of higher education and student demographics calls for educators to be creative and up to date with best practices. Educators play a central role in fostering the motivation of adult learners, and awareness of andragogy is vital (Petty & Thomas, 2014; Sogunro, 2015). Fortunately, the literature gives guidance for fostering creative and enriching teaching environments to motivate, value, and meet the unique needs of adult learners. It is the educator's responsibility to seek this knowledge and implement it in the classroom. Due to the interpersonal nature of the counseling profession, counselor educators have an advantage in understanding and meeting the needs of students to facilitate learning in a motivating manner. Meeting the unique needs of adult learners contributes to the overall success of counseling students and the profession.

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Fall 2022 Newsletter Submission

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

We are looking for submissions for consideration in our Fall 2022 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 newsletter@saces.org. Please include the author's name(s), credentials, affiliation(s), and photo(s) in .jpg, .tif or .gif format.

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, Oct 9th**.

Isabel Farrell
Editor SACES Newsletter

Farewell Note from Dr. Jenkins

2017-2022 Newsletter Co-editor

It has been an honor and privilege to serve as the SACES newsletter co-editor from Spring 2017 until Summer 2022. Thank you to my co-editor Dr. Isabel Farrell for helping to make this such a successful partnership over the last two years. To our past newsletter graduate assistant, Bowen Lader, thank you for all your hard work and assistance.

Dr. Andrea Jenkins