

SACES NEWSLETTER

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

SPECIAL POINTS OF INTEREST:

- Note from our new president
- Call for SACES Awards
- ACES Conference Information
- Highlighting SACES Emerging Leaders

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FROM THE SACES PRESIDENT

Dear SACES Members and Colleagues~

At the end of the school year, my daughter came home from kindergarten with an award: “ Más Trabajador” (Hardest Worker). She was a little upset because she really likes to draw and she wanted the award that her friend Christina was given, “Mejor Artiste” (Best Artist). She asked me why her teacher gave her the award that she did. You see, she is in a dual language program at her school and has struggled quite a bit this year with the biggest challenge in kindergarten, learning to read. She is well aware that she lags behind her peers in reading; however, she is doggedly determined to keep trying. I shared that her teacher recognized that working hard was her *strength*, the special gift or talent that she brought to the classroom that contributed to the community and inspired others. She seemed satisfied with this



Dr. Heather Trepal
SACES President

explanation and even asked me to hang her award up in the kitchen. Several times this summer I overheard her telling her brothers, some friends, and even the swim team coach “Yo soy el más trabajador!” (I am the hardest worker!).

I wanted to share this story with you because sometimes it is difficult to recognize and celebrate our own strengths. I was on a panel presentation at the ACA conference last spring regarding strengths - based leadership and one of the facilitators asked the audience to identify some of the strengths that they brought to the pro-

fession. This was a room full of faculty members, counselors, supervisors, and students and many had a really difficult time coming up with the strengths that they possessed. Given that counseling is strengths-based by definition, it doesn't seem plausible that we don't spend more time articulating our own strengths throughout our professional careers. However, given that our culture is often one that is focused on deficits, it is understandable. We need to actively work to change the paradigm.

So, as we begin a new academic year, I would like to challenge you to identify your strengths: What unique abilities and talents do you bring to your role in the profession? Maybe you are an eloquent speaker, perhaps a gifted writer, an organizational guru, a wiz with social media, or

tenacious like my daughter. The next step is for you to consider is how you can bring these strengths to our profession. Where can you serve? Finally, I would like to encourage you to reach out and encourage others – help identify strengths in your peers, students, and supervisees. Share the strengths that you see with them. It takes many people with different strengths to move any profession forward and I hope that you will take this challenge.

One of the biggest strengths our SACES organization has is our leadership. As I move into my role as President, I would like to offer a few words of appreciation to our 2012-2013 executive board. I am certainly stepping into some big shoes. Aneliese Singh has been an amazing role model and become a good friend. During her presidential year, she has shown grace under pressure with an undeniably fierce spirit! Just in this past year, we've held a successful conference in Savannah, created new teaching and mentoring awards, re-invigorated our interest network leadership, re-done our website, launched a social media initiative, and kicked off a SACES journal! Wow. I would also like to extend my appreciation to Jennifer Jordan. She served as our SACES President from 2011-2012 and did an amazing job with the conferences in Williamsburg and Savannah. A special thank you to our outgoing Secretary, Amanda La Guardia. I appreciate her consistency and communication style. And last, but certainly not least, Don Locke has con-

tinued to serve as a cornerstone for SACES as our long-time Treasurer. I appreciate his "institutional knowledge" and ability to keep calm in uncharted waters. I look forward to continuing to work with and learn from him this year. I would also like to welcome our President-Elect, Mary Hermann and our Secretary, Thelma Duffey, to the executive board. I look forward to working with you both!

This year is going to be a busy one, for sure. This fall, we are looking forward to the ACES conference in Denver. The conference dates are October 17-20. If you are attending the conference, please make sure that you come to the SACES business meeting on Saturday, October 19th at 5:30 p.m. This is our chance to conduct SACES business and celebrate our colleagues with the SACES awards and research grants. Please take time to peruse the ACES conference website for more details (www.aces2013.net).

Given the strengths in the various states in our region, one of my presidential initiatives is going to be a "State of SACES" taskforce. I have asked this group to research professional issues within our region (including licensure requirements, supervision statutes, sanctioning trends, and continuing education requirements). The taskforce should have this report finalized by December and it will be available for members on our website. We have also kicked off

our search of an inaugural editor for the forthcoming SACES journal so look for more information on that process over the coming year. Finally, we are beginning preparations for our conference in Birmingham (October 28-November 1, 2014). Look for the Call for Proposals for the SACES 2014 conference sometime in the spring!

As I suggested earlier, I hope that you will begin to identify some of your strengths and how you can use them to enhance our profession. SACES is a great place to start! Perhaps you might consider joining an interest network. If you have a great idea for a research study, consider submitting an application for a research grant. If you would like to be even more involved, join a committee. Finally, our call for awards is now available on our website (www.saces.org). I hope that you will take some time to nominate and recognize your outstanding colleagues.

If you are interested in being more involved in SACES, please reach out to me at heather.trepal@utsa.edu.

Heather Trepal

SACES President 2013-2014



WHAT HAT ARE YOU WEARING?



Sandi M. Logan
University of Florida

Coming off the heels of the completion of my first year as a doctoral student, I have begun to appreciate the variety of roles that I carry out each day. From student to counseling supervisor to teaching assistant to instructor to writer, my experiences are dynamic and ever-changing. While I am accustomed to the school atmosphere, as I was previously working as a professional school counselor, it has taken some time to acclimate back into the role of student. I have returned to the days of thinking about how I am going to organize my binders and when I am going to schedule time to study and complete projects, not to mention personal time. When I reflect on this past year, I am reminded of how much I enjoy the role of student.

Another role that I perform is that of counseling supervisor. I find this work very rewarding and keeps me connected to my practitioner side. One of the most rewarding aspects of supervision is being able to watch the personal and professional development of counselors-in-training. From practicum to internship to graduation, Master's-level students undergo quite a transformation. Using Bernard & Goodyear's (2009) Discrimination Model of supervi-

sion, I see my responsibility as threefold: 1) to teach students specific clinical skills or interventions, 2) to counsel students and assist them in their case conceptualizations, and 3) to provide consultation to students. Each of these roles allows for reflection and potential growth, for the supervisee, as well as myself.

Yet another hat I find myself wearing is that of teaching assistant. In the role, I am able to observe and learn effective skills and strategies for teaching Master's level courses. Given that our program is CACREP-accredited, I am able to learn the highest level of course expectations for the required counselor education courses. In addition to learning teaching strategies, I am able to learn about the content being presented. For instance, I am currently assisting with our Career Development course. While I am quite knowledgeable about the content area, I was educated about this topic in a very different manner in my own degree program with only school counselors-in training. So, it has been very helpful to see the career counseling information that all counselors-in-training are receiving.

One hat that has consumed much of my time is that of instructor. I have been charged with the task of teaching an undergraduate level course titled *Family & Community Involvement in Education*, which is a course required of stu-

dents in a competitive, dual Bachelor/Master's program. One of the greatest benefits of teaching this course is that I am afforded the opportunity to influence future elementary teachers while simultaneously advocating for the school counseling profession, by showing how the two education professionals can and should be partnering for students' success.

Lastly, I wear the hat of author/writer. Just as being an instructor is time consuming, so is the process of writing. From what I have experienced and observed in my fellow cohort members, writing is a process that is as individual as the writer. I find myself able to write best in areas that provide me with a sense of productivity and a bit of forced alternatives, but not writing in silence or solitude. For example, I am very productive in my writing endeavors when I am at a golf course clubhouse. While this may seem strange, I have absolutely no desire in the sport, nor understand how the game is played. So, the task of writing becomes much easier when I am able to focus. Yet, I am energized and motivated by the fact that there are people around me.

As counselors, we often tell our clients or students the importance of work-life balance. Of course, this is easier said than done. But, I would like think that a year into my program, I have begun to facilitate such a balance with all of the hats that I wear.

2013 SACES AWARDS NOMINATIONS

The SACES Awards Committee is seeking nominations for both individual and program awards in the following categories. All awards will be presented at the SACES meeting during the upcoming ACES conference in Denver.

NOMINATIONS: ALL NOMINATIONS & SUPPORTING MATERIALS MUST BE RECEIVED BY AUGUST 15, 2013. SEND LETTERS OF NOMINATION AND SUPPORTING DOCUMENTATION TO DR. NANCY BODENHORN AT [NANBODEN@VT.EDU](mailto:nanboden@vt.edu). AWARD DESCRIPTIONS AND CRITERIA ARE AVAILABLE AT WWW.SACES.ORG

SACES INDIVIDUAL ACHIEVEMENT AWARDS

LOCKE-PAISLEY OUTSTANDING MENTORING AWARD

OUTSTANDING PROGRAM CLINICAL SUPERVISOR AWARD

OUTSTANDING TENURED COUNSELOR EDUCATOR AWARD

OUTSTANDING PRE-TENURE COUNSELOR EDUCATOR AWARD

*OUTSTANDING GRADUATE STUDENT – DOCTORAL LEVEL
AWARD*

*OUTSTANDING GRADUATE STUDENT – MASTERS LEVEL
AWARD*

OUTSTANDING TEACHING AWARD

SACES PROGRAM AWARDS

OUTSTANDING MASTER'S COUNSELOR EDUCATION PROGRAM

OUTSTANDING DOCTORAL COUNSELOR EDUCATION AND SUPERVISION PROGRAM

SACES OUTSTANDING STATE AWARD

Award descriptions and criteria are available at www.saces.org

Highlighting SACES Emerging Leaders

By Serey Bright

The SACES Emerging Leaders program is designed to help students enhance leadership skills and increase professional development with a focus on the diversity and vitality of ACES and its many leadership opportunities. Participants in the program are nominated by counselor educators and supervisors because of their outstanding leadership, service, and professional potential. The SACES Emerging Leaders Selection Committee reviews nominations each summer and selects emerging leaders for each year. A highlight of accomplishments of 2012 Emerging Leaders include: **Dorothy “Dodie” Limberg and Angie Wilson.**

Dr. Dorothy Limberg



Dr. Dorothy Limberg received her Ph.D. in Counselor Education from University of Central Florida in May 2013. She will begin teaching as an

assistant professor for Texas A&M University-Commerce in August. Dr. Limberg's past work includes middle school and mental health counseling positions at the Walworth American International School in Tel Aviv, Israel and the Leysin American School in Leysin, Switzerland. Her professional awards and recognition include the 2013 ACA Glen E. Hubele National Graduate Student Award, 2012 ACES Outstanding Graduate Student Leadership Award, 2012 SACES Outstanding Doctoral Student Award, and 2012 ASERVIC Research Award. Dr. Limberg has numerous journal publications and conference presentation. Her current research focuses on

measurements for altruism in practicing counselors and counseling students. She is a professional leader and advocate for many counseling organizations including ACA, Professional School Counseling, SACES, and ASERVIC.

Dr. Limberg attributes the SACES Emerging Leadership Program with continued professional development through insight into the structure and leadership of SACES as well as the opportunity to meet past and present counseling leaders from various schools. Dr. Limberg feels “grateful” for the leadership training because it provided an opportunity to become more involved in SACES and its many areas of professional enhancement and advocacy. During the Emerging Leadership Program, Dr. Limberg also connected with colleagues from other schools, increasing her ability to collaborate professionally in future education and research projects. Dr. Limberg says the training provided a “great learning experience” and greatly contributed to her “future role as a counselor educator and hopefully future SACES leader.”

Dr. Angie Wilson

Dr. Angie Wilson is a licensed professional counselor and supervisor. She currently works at Texas A&M University-Commerce after receiving her Ph.D. in counselor education from Sam Houston State University. Dr. Wilson is involved in many professional counseling organizations and committees. She is President-Elect of the



Texas Association of Counselor Education and Supervision and helped to develop a mentorship program for doctoral students and new professionals within this organization. She and her research team were awarded a grant for their work on The Role of Mentoring Relationships among Women in Counseling Programs. Dr. Wilson's research focus includes mentorship for new faculty and doctoral students, success of children from absent father homes, study abroad counselor education opportunities, and process addiction. Her clinical experience includes working with incarcerated adults, sex offenders, and adolescents.

Dr. Wilson said her experience during the SACES Emerging Leader Training was exciting and invaluable to her future career in counselor education. Dr. Wilson appreciated the helpfulness and accessibility of professionals in the field that participated in the training. She felt accepted as a beginning member in the field and motivated to pursue her career in academia and leadership. Dr. Wilson had a “wonderful” experience at the training and encourages all doctoral students to be a part of this important program.

Dr. Limberg and Dr. Wilson uphold high professional, academic, and personal values that emphasize leadership, advocacy, and continued achievement in Counselor Education. SACES honors these emerging leaders in the Counselor Education field and looks forward to the continuation of the Emerging Leadership Program in order to support and enhance the future direction of these incredible scholars and professionals.

Find more information about the SACES Emerging Leaders and new SACES Emerging Scholars programs at www.saces.org.

USING SKYPE TO SHAPE A LEADERSHIP IDENTITY



By Thomas Field, M.Ed., Debbie Sturm, Ph.D.,



Daria White, MA, and Jamie Hoffman, M.Ed.
James Madison University

The upcoming 2017 CACREP Standards list knowledge and skills in Leadership and Advocacy as a core area of knowledge for doctoral students in counselor education programs. Courses are now emerging that train students in leading, serving, and advocating for the profession. Because Leadership and Advocacy is a fairly new content area for counselor education programs, there is a lack of syllabi and materials available for didactic purposes, though some suggestions now exist (e.g., Chang, Barrio-Minton, Myers, & Sweeney, 2013). It therefore remains somewhat unclear *how* to train counselors to be leaders and advocates for clients and the profession.

At James Madison University, a course in Leadership and Advocacy was introduced in the summer of 2013 that used live Skype interviews with current leaders in the counseling profession. These six interviews surveyed leaders from a wide variety of backgrounds and experiences. These included tenured faculty currently leading national associations of the American Counseling Association, clinical supervisors and consultants, and doctoral students researching important social justice topics. Students were given the opportunity to learn about the personal journeys required to become a leader, how leadership is often silent

and occurs by happenstance, and the importance of being a “servant leader.” Such exposure to the personal experiences of leadership provided students with a more holistic and realistic understanding of what leadership and advocacy entails.

While guest speakers and presenters are commonplace in counseling courses, the use of Skype and online tools as a medium for including such professional guests is a fairly novel, if increasingly popular, phenomenon. As any Skype user will attest, this video conferencing software is not always reliable. For almost every interview, the connection had to be re-set because of lag time between speech and on-screen lip movement, the sound cutting out, or screen freeze. At times, the students and instructor reported that this was “frustrating.” Yet, participants were willing to persist because of the opportunity to interview counseling professionals from all over the nation, from Maine to Texas to Florida. One participant was even on vacation, and participated in the discussion via his iPad! Such flexibility in communications and ability to connect with people globally seemed a congruent fit with a course in leadership and advocacy.

In the class, most students reported feeling overwhelmed by the accomplishments of several national-level leaders in the field, and were amazed by how these leaders managed to balance their personal and professional lives. Other students came to understand that personality and personal values often influence the choices we make regarding leadership opportunities. All students agreed

that leadership has many faces, and to best understand leadership one needs more than a definition, but rather an embodied example of what it looks like. Interviews with leaders inhabiting different spaces in the counseling world, who started at different places and had different journeys helped create a three-dimensional image of leadership. Some conclusions among the students included:

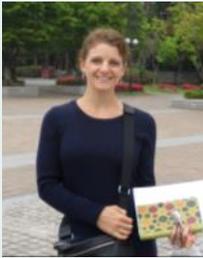
1. People who have achieved a lot, know a lot, are admired and respected by many, are people with challenges and stumbling blocks like the rest of us. One interviewee was interrupted by a call from her mother who was asking how things were. Another revealed at the very end of her interview that she was pregnant and expecting her first child. Another reluctant leader talked about his close encounter with an almost failed tenure submission. Written biographies don't allow such a vivid picture of the human factor in leadership.
2. There was a surprisingly warm, humble, and open demeanor from all of the participants. “Give me a call if you have any questions”, “send me an e-mail for more information,” “would love to meet with you at the conference,” etc. These genuine offers made students personally aware that in the counseling field there are many leaders in important positions that are approachable, would love feedback, and would want to help beginners.

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3. Good work is rewarded by more work, and beginners are sometimes not choosers. Personal and professional balance could be hard with families, health concerns, or any other hurdle encountered when one begins the process. At some point leaders could start sifting priorities and stepping back, but it is difficult to do that at the very beginning. The profession expects a lot – excellence, service, research, publication, teaching, counseling, supervision. And in exchange, it gives a lot.

Hearing current leaders discuss their unique experiences of working in the field was a valuable tool for students to begin envisioning their own leadership identity. The diversity among the interviewees was reassuring of the variety of possibilities available in the profession. All four students felt particularly encouraged by seeing that different niches exist within the field, feeling that one can find an option that will be most congruent with their personality, strengths, and values.

THE CONNECTION BETWEEN OLDER ADULTS, HEALTH, AND COUNSELING



By Juliana Groves Radomski, M.S.
Doctoral student, Auburn University

Health plays an important role in the entrance to marriage; adults who are healthier tend to marry younger, have a higher level of marital satisfaction, and thus lead to lower levels of divorce (Lillard & Panis, 1996; Robards, Evandrou, Falkingham & Vlachantoni, 2012). However we know that health can decline as people age, having the potential to affect all aspects of their lives including their relationships and marriages. Yet counselors are less likely to work with the older population and may not feel as competent or have a desire to counsel married, older adults (Ivey, Wieling, & Harris, 2000). These normative health concerns that older adults are facing have the potential to make counselors feel uncomfortable and could therefore be linked to explaining why older adults have a disadvantage when working with mental health care providers (Ivey, Wieling, & Harris, 2000).

As people age they have to deal with an increasing number of health concerns. More specifical-

ly, men and women both increase in the number of health concerns they have over time but have slightly different trajectories, with men having a lower percent of health concerns that limits their day-to-day activities (Hodes and Suzman, 2007). Also, a testament of differing health between men and women is their life expectancies; women live about five years longer than men (Xu et al., 2010). Even the relationship between marriage and health seems to be different among wives and husbands. For example, in long term marriages the correlation between marital distress and health is stronger for wives than it is for husbands (Levensonet al., 1993). This research leads us to the question of, how do we as counselors address normative health concerns for older adults in a dyadic relationship.

The majority of research on health and marriage has assumed that marriage affects health, and has overlooked how health can affect marriage. Groves (2011) found that health does affect marriages, in terms of whom it affects, and how it is measured. Subjective health was found to affect spouses' own marital satisfaction and their spouses' marital satisfaction. Recently, I counseled an older couple who were

both struggling with normative health concerns. He had a very hard time seeing and hearing and she struggled with arthritic pain. When I asked about how their relationship was doing neither of them knew how to respond. They had given up on having an intimate relationship and felt as though their health was holding them back from doing so. By addressing this concern we were able to move forward and work on regaining intimacy and closeness that both spouses craved.

Counselors that work with older couples who are struggling with health concerns need to remember that the diagnosis itself does not seem to be as important to his/her marriage compared to how that person feels about his/her health. Both of the older adults mentioned above were self conscious about their conditions because they feared judgment and/or rejection from the other. When those fears were addressed they actually found that they both felt a deeper connection to one another because of their health concerns. Therefore, I feel as though more research should be focused on how spouses feel about their health concerns. Lastly, as counselors we should not steer clear of these topics because of our own fear of misunderstanding. These variables should be equally examined and processed both in individuals, couples, and families.

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PRACTICAL TIPS FOR BECOMING A LICENSED COUNSELOR



Lennis Echterling, Ph.D.
James Madison University



Thom Field, M.Ed.
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The purpose of this article is to help you become a licensed counselor with as little stress and as few delays as possible, so that you can maintain momentum as you launch your counseling career. These general strategies outlined below can help you succeed in becoming a licensed counselor:

- **Start preparing early.** Our first recommendation is to begin preparing for licensure when you begin your graduate education. In your portfolio, keep copies of your course syllabi, progress reviews, practicum logs, internship logs, and other counseling-related documents. This information can be invaluable when you begin to complete the licensure application forms.
- **Be fully involved in all facets of your training.** The best preparation for becoming a licensed counselor is to be a successful trainee in your counselor education program. Therefore, make the most of all your learning experiences – introductory classes, skill development courses, practicum, internship, and supervision. When the time comes to take your national examination, the hard work you invested during your counselor education program will greatly assist your examination review and likelihood of passing.
- **Learn about the licensing process.** Throughout your train-

ing, you will be learning about licensing in general, and other regulations regarding counseling. To familiarize yourself with your state's board of counseling, visit its web site regularly. The site provides information regarding its policies, minutes of meetings, and other details about procedures.

- **Keep a licensure folder.** Early in your training, start a folder for licensure. Include in your folder the current forms.
- **Once you have the diploma, immediately go for the license.** When you graduate, you want to keep your momentum for professional development by pursuing the license as soon as you have documentation of graduation and a counseling job that fulfills your residency requirements.
- **Remember licensure in your job hunt.** When you interview for a counseling job, inform every potential employer of your plans to pursue licensure. You need to ensure that your job responsibilities include providing counseling services under the supervision of an experienced, qualified, and licensed counselor.
- **Stay connected to your cohort group.** It's great to keep in touch with your former classmates, and it's also tremendously helpful to share information and

practical tips about the licensure process! You will find it reassuring to realize that you are not the only one to have doubts and worries about becoming a licensed counselor.

- **Keep your relationships with your faculty.** Just because you have graduated does not mean that you should sever your ties with your counselor education faculty. They love to keep in touch with alumni and to hear updates on the professional careers and lives of graduates. Faculty members are also an important resource for providing documentation that the state board of counseling requires during the licensure process.
- **Rely on your residency supervisor.** Your residency supervisor is both a seasoned counselor who is guiding you along in your clinical work and a great resource for helping you through the licensure process. Check with your supervisor when you have questions or concerns.
- **Work long and hard.** There is no quick and dirty way to become licensed. Depending on the state, it may involve up to two years of intense preparation after you have graduated to complete your residency. It also takes hours of work to complete application materials, keep records of your supervision, and prepare for



PRACTICAL TIPS FOR BE- COMING A LICENSED COUN- SELOR (CONT. FROM P. 7)

the examination.

- **Review previous course material.** When you begin preparing for the examination, you will find it helpful to review all the information, concepts, and issues that you have covered in your classes.
- **Ensure that your application materials are complete.** Carefully review all your forms to make certain that you have completely filled out every item, signed on all required lines, and dated the forms. Remember, the board will return all incomplete applications. Ask a trusted colleague to go over your material. Once you're sure that all the forms are correct and complete, make copies of everything except any sealed documents.
- **Take the Examination.** For most states, your final step is passing the National Clinical Mental Health Counselors Examination (NCMHCE). The NCMHCE consists of 10 simulated cases that are designed to assess clinical problem-solving ability, including identifying, analyzing, diagnosing and treating clinical issues. We strongly recommend that you take advantage of the NCMHCE study materials and workshops to prepare. For detailed information, go to: <http://www.nbcc.org/Exams/Study#NCMHCE>.
- **Take care of yourself.** Take time to relax, rest, and enjoy your life! Yes, you are pursuing the dream of becoming a licensed counselor, but you also want to keep your aspirations in perspective. Having a fulfilling personal life brings balance, meaning and joy—the best medicine for preventing burnout and promoting professional vitality.

THE CONNECTION BE- TWEEN OLDER ADULTS, HEALTH, AND COUNSEL- ING (CONT. FROM P. 6)

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WANT TO GET INVOLVED? JOIN US!!!!

2013 ACES CONFERENCE

October 17-20, 2013

Denver, Colorado

Hyatt Regency at the Colorado Convention Center



SACES Interest Networks

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

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

The purpose of SACES shall be to strengthen counselor education and supervision. SACES will serve to advance knowledge in the academic fields of the behavioral sciences, and assist in improving competency both for members and for those counselors with whom the members are working or will work.

Message from the SACES Newsletter Editors

Are you trying to find a way to get more involved in SACES? What about mentoring a student by helping them to get published? Think about submitting an article for the SACES newsletter. We would love your involvement!

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

1. It needs to be focused on topics related to counselor education and supervision or an editorial.
2. You can share information about endorsed SACES, state ACES and ACA activities.
3. If you are a student, have one of your faculty members review your work prior to submitting.
4. Take a look at previous editions of the newsletter located at the SACES website to get a feel for the writing style.
5. Keep it at around 500 words.
6. Attach a picture of you.

Thank you for supporting the SACES newsletter.

Email submissions should be sent to

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