

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

A Note from the SACES President

SPECIAL POINTS OF INTEREST:

- ACES Conference in San Diego, CA
- Ireland Counseling and Diversity Institute
- ACES Pre-Conference Research Mentorship

Dear SACES Members and Friends –

I hope your semester has gotten off to a good start after, optimistically, having a relaxing, fun-filled summer. Beginning the semester always ends up being a busier time than we typically expect, but also tends to be filled with excited students commencing or returning to our programs, and new activities and opportunities being offered on the horizons. The latter is no exception to this year with SACES.



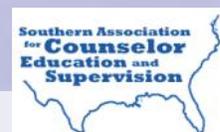
SACES President,
Dr. Kelly Wester

hear the new business, see which friends and colleagues have received awards or grants, and to vote on next years nominated individuals who will be your SACES representatives. These, of course, are only a few of the many activities and offerings that ACES will have in San Diego this year – so I do encourage you to check the conference highlights out on the website.

Another recent adoption by ACES was the Research Mentorship guidelines. These are guidelines for educators, supervisors, and students in regards to ethically and appropriately mentoring others in the area of research – as well as how to be an effective and ethical mentee. These guidelines will soon be posted on the ACES website, as well as will be passed out or briefly discussed at the ACES conference. At SACES we are hoping to take these Research Mentorship guidelines and implement them among our membership in a way that hopefully will connect individuals to assist more with research and writing.

SACES also has many new activities and offerings on the forefront, and hopefully more to come!

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As I write, the 2009 Association for Counselor Education and Supervision conference planning committee are busy finalizing the details for this upcoming ACES conference this October in San Diego, California. I invite you to visit the ACES website to see the conference highlights – it will be a very active conference with many opportunities! For example, you will find a new pre-conference offering, which is the ACES INFORM – an assortment of invited presentations being offered on methodological aspects of research (see more information on the ACES INFORM later in this newsletter). The ACES INFORM is a response to the 2007 research initiative by ACES in their strategic plan. Along with the ACES INFORM, the Emerging Leaders training, which will also occur on Wednesday October 13, 2009 –

of which eight of our SACES students have been recognized as fellows and will be attending this training! We look forward to each of these students becoming involved in SACES in the near future! In addition, during the conference, the Social Justice Summit will also be offered again this year (as it was in Columbus in 2007). Some of our SACES members have been very active in helping with the planning of the Social Justice Summit this year.

In addition, SACES State Presidents should keep in mind that there is a breakfast in their honor on Thursday, October 14, 2009 from 8:00-9:00. And finally, don't forget about our SACES business meeting on Friday – bright and early from 7:30-9:15. We hope that you will be able to come so that you can

President's message continued...

For example, SACES has just initiated small grant awards to the SACES interest networks. The goal of these awards is to support interest networks in carrying out innovative ideas, including research projects, development of programs, and activities that are specifically related to the goals and missions of their SACES interest network. Each of the interest networks have been apprised of these awards just recently – so if you are a member of one of these interest networks and have an idea, I encourage you to contact your interest network chair (this information can be found on the SACES website).

In addition, please check out the SACES website – you will find that last spring and over the summer many additional links have been provided. These include things such as the Discussion Boards – which are open for discussion by any member and includes boards such as a suggestion box (I would love to hear some of your opinions and suggestions for SACES!), a board for each interest network and committee, and a board for each state SACES. There are also links for programs, universities, and agencies to post jobs – as well as individuals to search those jobs by SACES state, and a new photo gallery of SACES events and members! Please take a moment to check it out!

As this year gets started, and we become more involved in our daily activities and routines, I do invite you to get involved in SACES or your state organizations. Please feel free to contact me, or any of the SACES Executive Committee, the interest network chairs, or other SACES committees in general to get involved! I look forward to working with each of you throughout this year! Please stop by and say hello to me, Gerard Lawson, SACES Past-President, or Danica Hays, SACES President-Elect, in San Diego!

“New Age” or Old?

By Suzan K. Thompson, Ph.D., LPC
Old Dominion University

“Alternative” or “complementary” therapies have hit mainstream media in recent years. Do you know what they are?

Increasingly, Americans are using complementary, alternative and integrative therapies to treat a variety of conditions: cancer, depression, anxiety, dysthymia, panic disorder, insomnia, chronic pain, substance abuse, dementia. A 1993 Harvard study indicated that nearly one-third of Americans were using *complementary and integrative therapies* (CIT), spending almost \$13 billion in out-of-pocket expenses and the numbers have been rising since then.

So, what ARE some forms of CIT? Some of them might surprise you! Included are: prayer and meditation, chiropractic, massage, yoga, visualization, homeopathy and acupuncture. Ask anyone you know



Dr. Thompson is Clinical Coordinator for Old Dominion University's Graduate Counseling Program; she also has a private practice where she uses forms of CIT with clients.

and someone has bound to have at least tried one of these approaches in their life.

Others? Qigong, Tai Chi, Feng Shui, herbal medicine, Reiki, drumming, and dance. More modern spin-offs: Emotional Freedom Techniques (EFT), acupuncture, Eye Movement Desensitization and Reprocessing (EMDR), and breath work. Creative

forms include Music, Drama, Humor, Creative Writing, and Storytelling.

NIH established the National Center for Complementary and Alternative Medicine in 1999 to support and conduct research. Researchers can't keep up with studying the effectiveness of CIT – there are so many and more are evolving. Their studies show that about 40% of people who seek medical attention also work with other kinds of providers. In many instances, clients are often more likely to choose CIT over conventional health care.

Ultimately, CIT is all really a more holistic approach to healing that also recognizes the validity of indigenous modalities. As we create our own mind-body-spirit health and healing, we need to be aware of the tools that are available to us and our clients. CIT offers us a multitude of choices for managing our plan for healing and wellness.

CROSS-CULTURAL SUPERVISION: IMPROVE YOUR COMMUNICATION

By Veronica Hardy, PhD
University of North Carolina at Pembroke



When thinking about cross-cultural supervision, both race and ethnicity are issues that come to mind. Yet, how do these factors really affect supervision? Well, both the supervisor and supervisee can have different verbal and nonverbal communication styles. This can range from tone of voice, facial expressions, hand gestures, or even the timing of when a person speaks. If the supervisor does not have a clear understanding of these differences, then the supervision session may not be as

productive and hinder the growth of the supervisee. So, what does it take to improve communication in cross-cultural supervision? Here a few tips that can be helpful:

- As a supervisor, be sure to examine your own cultural value and belief systems to better understand the differences that may arise during supervision,
- Do not avoid initiating discussion of multicultural issues during the supervision session as it is important to bring these topics to the forefront,
- Take time to discuss the supervisee's cultural values, beliefs, and

stereotypes, to better understand his/her perspective, and

- Open a dialogue to clarify any communication nuances between you and the supervisee as this will help to improve information sharing.

Cross-cultural supervision is an opportunity to teach the supervisee how to address racial and ethnic issues during counseling sessions.

While such topics may be challenging to discuss, the outcome can be immensely beneficial.

Overall, keep in mind how important it is to address cultural differences during supervision and consider how the above tips can be helpful in promoting competency in the novice counselor.



The Ireland Counseling and Diversity Institute: An Immersion into Experiential Learning

By Rebekah Byrd, M.S.Ed., LPC, NCC
Old Dominion University



Twenty-eight students of counseling, counselor educators, and practicing counselors spent ten days this August immersed in Irish culture and counseling. Drs. Garrett McAuliffe and Ted Remley of Old Dominion University led the first Ireland Counseling and Diversity Institute. This experience caused me to reflect on the nature of powerful learning in counseling.

As both a doctoral student and an instructor, I am constantly engaged in thinking about teaching and learning. I ponder how I learn,

how others learn, and how I teach (in hopes that others will learn). In that premise, I believe experience and reflection are key requirements for deep learning; concepts that were the foundation of the Ireland Counseling and Diversity Institute. As an instructor, I believe teaching requires much more than lecturing and presenting information. Teaching requires providing opportunities for students to experience and then reflect upon their experience for a deeper understanding and integration of information. Yet McAuliffe and Erikson note the lack of experiential teaching in higher education (2002). Having the opportunity to go to Ireland and experience the culture while learning about counseling abroad was an immersion that gave me a unique perspective into both the counseling field and another culture.

According to McKeachie, it is likely that students learn most outside of the classroom (2006). If this is so,

experiential learning activities and projects are of utmost importance in personal growth, development, and academic understanding. Study abroad can trigger such deep learning when the experiences are integrated into the academic discourse. (McKeachie, 2006). The Ireland Counseling and Diversity Institute combined both “study” and “abroad” as students of counseling from around the U.S. plunged into Irish experiences of ethnic conflict, suicide prevention, substance abuse work, and counselor credentialing.

I will never forget this experience. More importantly, I am changed as a counselor, a student and an instructor because of it. I hope to have the opportunity to do more studying abroad! I encourage everyone to take the time for this type of experience. Your other work will still be waiting for you when you get back!



PLANS ARE UNDERWAY... SACES 2010!

We know that many of you are looking forward to sunny San Diego and the ACES conference this fall, but rest assured that plans are already underway for the SACES 2010 Conference in beautiful and historical Colonial Williamsburg, Virginia. We have finalized and signed the contract with the Williamsburg Hospitality House as the primary venue for the conference, and the College of William and Mary will be serving as our host. If you aren't familiar with Colonial Williamsburg, it has a fabulous blend of historical sites, unique shopping, and family friendly entertainment. And apparently Karaoke....

So if you have a calendar that reaches this far, save the date, for October 27-30, 2010.



George Wythe House,
Williamsburg

Triadic Supervision: What's it all about?

By Susanne E. Preston, LPC, NCC
Old Dominion University

Triadic supervision (TS) is approved by CACREP as an alternative to individual supervision. It entails a supervisory relationship that includes one supervisor and two supervisees. The research shows it is as effective as individual supervision and has specific advantages when compared to individual supervision.

There are two common forms. In the *single focus* form, each supervisee takes turns being the focus of a supervision session (i.e. the presenting supervisee). The supervisor would decide what role the non-presenting supervisee plays. In the *split focus* form, time is split equally between each supervisee during the session.

Another alternative is the reflective model of TS. In this model, the non-presenting supervisee silently reflects on his or her observations of the supervisor and presenting supervisee for a period of time. Then, the supervisee in the reflector role shares and processes those reflections.

Several advantages of using TS compared to individual supervision have been found:

TS saves time!

TS is more effective at enhancing supervisees':

- understanding of clients
- developmental level
- self awareness
- other awareness



TS use entails some special considerations:

- Pair supervisees according to those who work well together or by developmental level.
- Speak individually with supervisees about sensitive, personal issues.
- Extend the time to 90 minutes.
- Also meet individually with each supervisee three times a semester.

Triadic supervisors also need to be aware of any triangulation that may occur, including any alignments and/or power issues that may be present, and then address them immediately in supervision.

Balancing a PhD Program and Life

By Angelia D. Dickens, MA, LPC
PhD Candidate at Regent University

It has been some time since I have heard the term “superwoman” in the field of counseling. Recently, I have been called “superwoman” quite a bit. No, I am not superwoman; smart woman is more accurate. Today’s woman plays many roles in her life and I am no exception. I tried my best to balance a part-time career, teaching assistant duties, class work, house work, being a wife and a mother, and an unexpected pregnancy. Upon completion of my courses and teaching assistantship, I added a full time job, new baby, and dissertation to my plate. In my honest opinion, equally balancing a doctoral program and life is just an illusion. Fortunately, I realized how to prioritize and sacrifice in order to succeed. Listed below are some helpful tips:

- *Prioritize*
- *Get Organized*
- *Use Time Management*



Skills

- *Develop Study Skills*
- *Avoid Procrastination*
- *Break Down Tasks*
- *Delegate Duties*
- *Set Boundaries and Limits*
- *Find a Supportive Colleague or Mentor*

Typically, when you prioritize the important things, you also have to make some sacrifices. Some things you can delegate, but others you may need to give up, at least for the time being. For example, I had some difficulty with my pregnancy and realized I

needed to cut down on my internship hours. I received an incomplete and finished the internship after the baby was born. It seems to all pay off in the end. I have more confidence, a great education, and am on the way to a great career. My children also understand the value of an education and know they are important. There is a way to balance your life; the key is to figure out what your priorities are and what you are willing to sacrifice.



The Mental Health Sisters: Helping Students Conceptualize the Distinctions among the Mental Health Disciplines

By Tiffany Rush-Wilson &
Robyn Layton Trippany
Walden University



Beginning counseling students may be confused about professional identity and have difficulty distinguishing the field of counseling from other mental health disciplines. The metaphor of a family allows students a context in which to understand and conceptualize the distinctions that exist. Following is an introduction to the mental health sisters:

- Psychiatry, the oldest sister, has a medical degree. She understands and prescribes medications, may not do much talk therapy, but has the proper credentials to do so.
- Psychology, the second sister, is distinct from her older sister but acknowledges general similarities in values. Usually, she is REQUIRED to have a doctorate. She has many subspecialties (e.g., industrial/ organizational, clinical, school, developmental, cognitive, sports, media, and counseling psychology).

- The fraternal twins, Counseling and Social Work (SW), are interested in helping people identify strengths and secure resources. The twins are especially aligned with the wellness philosophy .

o Many people know SW because of her work helping those in need, protecting children and securing safety for elder persons.

o Counseling, while having a long history, is becoming more well-known among the general population. Both SW and Counseling learn clinical skills, but Counseling specializes in the theory and practice of individual and group counseling, while SW specializes in securing resources.

o While a doctorate can be obtained in Counseling or SW, both allow direct clinicians to practice at the Master's level.

- The fifth sister, Marriage and Family Therapy (MFT), is interested in interpersonal and family systems. She considers the experiences of the individual, how they fit into their system, the impact they have on that system, and its influence on the person.

It is important to note that the sisters are a family. As with any other family there can be tension, and great cohesion with fierce defense of one another if an "outsider" attacks.

Many members of the lay public do not seem to focus on the differences between the sisters and outcome studies do not favor one degree or discipline over another; the working alliance seems to be the most salient predictor of therapeutic success.



HANDLING DUAL RELATIONSHIPS AMONG GRADUATE STUDENTS

By Chery Neale-McFall, Doctoral Student, *Old Dominion University*

Every once in a while, you will likely encounter both Masters students and PhD students in some of the same classes. It is also likely that throughout the multiple semesters of practicum and internship supervision, you will come across a supervisor who is also a classmate. I have personally encountered this situation twice while being supervised in my own Masters program and both times the experience was positive and beneficial for both me and my supervisor.



Dual Relationships may prove to be an uncomfortable situation at first, but it's all in how it is handled. Your attitude and decisiveness can prove to be beneficial in this situation. The ACA Code of Ethics states that if supervisors must assume other professional roles with supervisees, they work to minimize potential conflicts and explain to supervisees the

expectations and responsibilities associated with each role. With this being said, here are a few recommendations if you do find yourself in a similar situation.

First, be open and honest about this relationship, its roles and boundaries. If you have concerns, express them politely but also keep an open mind. Realize that although this may be a classmate of yours, they have also had training to be in the supervisory position. Second, be mindful that both supervisor and supervisee are responsible for open communication to create a successful and valuable experience. Revisit the dynamics of the relationship regularly with your supervisor in meetings. Talk about any uncomfortable feelings and ask questions about any unclear roles and responsibilities.

Although the Code of Ethics does give us guidelines concerning dual relationships, it does not give us any black and white answers as how to address these likely occurrences. We are all reaching towards the same goal of becoming well-rounded and well-trained counselors, so make the most of it!

ACES CONFERENCE



REMINDER

2009 ACES CONFERENCE

San Diego, CA

October 15th–18th

To register, please go to the ACES website at: <http://acesonline.net>

The conference this year will be held at the Town and Country Resort and Conference Center. The focus of the conference will be on creating transformative actions through creating social awareness in our work as counselor educators and supervisors. Spaces at the conference hotel are going quickly, so make your reservations today and register! The keynote speaker for this event will be Dr. Dana Comstock who will speak on Relational-Cultural Theory and how it can assist Counselor Educators in creating a global community. The women's retreat is scheduled to run from October 13th through the 15th and a social justice summit will be held on October 16th.



Important Events

Thursday, October 15th

- | | |
|-------------------|---------------------------------|
| 10:30am – 12:00pm | Opening Session – Dana Comstock |
| 5:15pm – 6:15pm | ACES General Assembly |
| 6:30pm – 9:00pm | Welcome Reception |

Friday, October 16th

- | | |
|-----------------|------------------------|
| 7:30am – 9:15am | SACES Regional Meeting |
|-----------------|------------------------|

Transformative Actions:

Expanding Social Respect and Relational Consciousness

The theme of the ACES 2009 conference is one that invites a holistic consideration of informative policies and practices that enhance transformative changes that ultimately benefit the greater society. Our conference theme has at its heart an interest greater than academic or curricular experience alone and speaks to the heretofore-unmet needs that our collective past and rapidly changing times calls forth. Thus, the theme centers upon the social commerce of our organization at its most fundamental level, the authentic relationship. By placing our focus upon the development of relational competencies we truly increase the likelihood that our aspired efforts, in what we hope to accomplish as an association, will reach fruition. Such is the power of relationship where no one person can bring to realization transformative change unless it is through an expanded social respect and elevated relational consciousness.



◆ACES INFORM 2009◆

A Preconference Institute for Research Mentorship

Wednesday, October 14th, 2009

8:00 AM ~ 5:00 PM

ACES INFORM 2009 is the first pre-conference institute offered by counselor researchers for emerging researchers or researchers in transition who wish to advance their skills or change direction. Our dream is to help advance the scholarship of our profession. There is no charge for the institute but participants are expected to pre-register. Lunch is provided by a sponsor. In the spirit of advocacy and mentorship all presenters have donated their time.

Contained below is a 'preview' of some (but not all) of the research programs being offered at the preconference institute.

- GROUNDED THEORY DATA ANALYSIS:
 - NAVIGATING THE INTRAPERSONAL AND INTERPERSONAL PROCESS OF DEVELOPING THEORY
- UNDERSTANDING STATISTICAL POWER: HOW TO ENSURE A SUFFICIENT SAMPLE SIZE FOR YOUR STUDY!
 - PROMOTING THE QUALITY AND WORTHINESS FOR PUBLICATION OF SURVEY RESEARCH
- BEING A QUALITATIVE RESEARCHER: THE IMPORTANCE OF RELATIONAL CONGRUENCE BETWEEN THE RESEARCHER AND THE RESEARCH PROCESS
 - HOW TO CONDUCT AN EVIDENCE-BASED INTERVENTION RESEARCH DESIGN
 - PROVIDING A ROAD MAP FOR QUANTITATIVE DISSERTATIONS: A WRITING TEMPLATE
 - RESEARCH IN COUNSELING: A SUMMARY OF OUR PROFESSIONAL RESEARCH
- APPLYING RESEARCH WITH CHILDREN: A GUIDE TO ASSIST COUNSELOR EDUCATORS CONDUCTING COLLABORATIVE RESEARCH WITH CHILDREN IN SCHOOLS
 - WRITING YOUR QUANTITATIVE RESULTS FOR EXPERIMENTAL AND CORRELATIONAL RESEARCH
 - CONDUCTING SINGLE CASE EXPERIMENTAL RESEARCH IN COUNSELING
 - RESEARCH MENTORSHIP: WHAT IS HAPPENING IN COUNSELOR EDUCATION TODAY
 - STATISTICAL, PRACTICAL, AND CLINICAL SIGNIFICANCE IN COUNSELING RESEARCH
 - CREATING AN EFFECTIVE COLLABORATIVE FOR QUALITATIVE RESEARCH
 - STATISTICAL, PRACTICAL, AND CLINICAL SIGNIFICANCE IN COUNSELING RESEARCH
 - WHY SHOULD WE BELIEVE YOU?: MAXIMIZING TRUSTWORTHINESS IN QUALITATIVE RESEARCH
 - RESEARCH PARITY, RESPECT AND ACCOUNTABILITY: THE STATE OF COUNSELOR EDUCATION
 - CONCLUSION VALIDITY: DETERMINING WHETHER YOUR RESULTS ARE REASONABLE
 - SUPPORTING A COUNSELING RESEARCH IDENTITY
 - TRENDS IN COUNSELOR RESEARCH PREPARATION
- PREPARING TO ENTER THE ACADEMY: WHAT NEW COUNSELOR EDUCATION FACULTY NEED TO KNOW TO ESTABLISH A DYNAMIC RESEARCH AGENDA



Stay tuned, there are more proposal coming in so please...

Check out program listing on the ACES website on August 1st, 2009

For questions email Dale-Elizabeth Pehrsson at dale.pehrsson@unlv.edu

SOUTHERN
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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. It would also be useful to include a contact name for readers who want more information about the organization.

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 in the SACES newsletter? We would love your involvement! Here are some simple tips to create the perfect article for our newsletter:

1. It needs to be focused on topics related to counselor education and supervision.
2. You can share information about endorsed SACES, state ACES and ACA activities.
3. If you are a student, have one of your faculty members review your work prior to submitting.
4. Take a look at previous editions of the newsletter located at the SACES website to get a feel for the writing style.
5. Keep it at around 300 words.
6. Attach a picture of you.

Thank you for your support.

Email submissions to Agatha Parks-Savage:

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