

SACES NEWSLETTER

SOUTHERN ASSOCIATION FOR COUNSELOR EDUCATION AND SUPERVISION

FROM THE SACES PRESIDENT



Greetings!

I am writing this letter from my sunroom. The morning light is streaming in, and I'm fully present and peaceful as I sip my coffee and experience the beauty of Spring. Sounds of birds and lawnmowers remind me that Spring will soon transition to Summer. As the seasons change, my career will experience transitions as well. My year of serving as SACES President will come to a close; and I will step down as chair of my department, a position I have held for five years. I have enjoyed each of these roles, and I am excited about having time to pursue other activities as life slows down a bit. I hope your transition to Summer presents you with many



Dr. Mary Hermann
SACES President

won- shopping, and other cultural activities. The SACES Women's Interest Network will be exploring ways to make the conference family-friendly. Mark your calendars!

The 2015 ACES Conference will be held in Philadelphia. You can check out the new ACES website for more information about the conference. We look forward to seeing our SACES members there. Many thanks to all of you for your dedication to SACES. It has been an honor to serve as your President.

Mary A. Hermann
SACES President 2014-2015

derful opportunities. In SACES news, the SACES Executive Board is in the process of planning the 2016 conference. The conference will be held October 6 through October 8, 2016 at the Astor Crowne Plaza in New Orleans. The conference hotel is located on the perimeter of the French Quarter and has spectacular views of French Quarter architecture and balconies. The hotel is close to great restaurants, coffee shops,

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“Supervision is a Forever Necessity?”

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Supervision provides novice counselor educators with an opportunity to gain feedback from experienced counselor educators. The Supervisor is primarily concerned with the growth of the supervisee. However, the supervisor must also provide supervisees with an opportunity to gain confidence that encourages professional growth (Friedlander, Siegel, & Brenock, 1989). Additionally, the supervisor will be guiding supervisees to protect the well-being of their counseling students, supervisees, and clients. The primary responsibility of counselor is to protect the welfare of their clients/students and it is the primary responsibility of the supervisors to monitor the counselor's client/student welfare (ACA, 2014, A.1.a., F.1.a., F.8.). According to the Association for Counselor Education and Supervision (ACES, 1993), the supervisor's primary role is to assist supervisee's by monitoring client welfare, encourage compliance with relevant legal, ethical, and professional standards for clinical practice, and oversee supervisee performance and professional development as well as evaluate and certify current and potential performance. Therefore, the supervisor will perform varying roles in order to help their supervisee attain professional growth, but when should supervision of becoming a counselor educator supervisor be terminated? The Watkins model allows for the supervisor to be in varying roles in which they actually model supervisee growth and always maintain the goal of client well-being throughout the supervisee's learning continuum. The Watkins model of supervisor development perceives Counselor Educator and Supervisor (CES) doctoral students as developing through supervision stages. The Watkins model suggests that supervisors develop when they are presented with challenges across varying dimensions. As a result, novice situations are presented from varying descriptors which challenge the CES doctoral student's supervisor's practices in regards to four principal developmental areas:

(1) competency versus incompetency, (2) autonomy versus dependency, (3) identity versus identity diffusion, and (4) self-awareness versus unawareness (Bernard & Goodyear, 2008). This model is also known as the complexity model due to the varying dynamics. It is not until stage 3 when supervisors become comfortable in their own skin as their role consolidates and they become consistent in thinking and acting as a supervisor (Bernard & Goodyear, 2008). Therefore, the supervisor's continual self-appraisal is now at a level in which they feel as if they truly are providing good supervision. Yet, stage four, role mastery, is at the stage in which the supervisor feels competent to be introduced with new and unforeseen events because they believe they have the tools to effectively navigate the unknown territories while guiding others. When new situations, arise, CES doctoral students are encouraged to seek supervision in order to gain more confidentiality to continue to be effective; Counselors and Counselor Educators and Supervisors are only to practice in the boundaries of their competence (ACA, 2014, C.2.a.). Therefore, even though a Counselor Educator and Supervisor may have an abundance experience, when novel situations present themselves, it is their ethical responsibility to seek supervision and/or consultation. “Successful transitions and effective decision making require intentionality” (Carlson, Portman, & Bartlett, 2006, p. 128). Therefore, it is imperative that even experienced supervisors seek consultation and supervision. As students grow, the counselor educator also grows; learning is ongoing. The world is unpredictable in nature, providing each individual with unique life experiences. When the unique individuals interact, a matchless experience occurs. When the experience presents variables that are not comparable to other previously presented scenarios, the counselor educator must seek the guidance of another who has more experience with the situation in order to be most effective for their supervisee and/or their supervisee's student/client.

Due to the nature of the CES profession ethically mandating ongoing supervision, it is important for CES doctoral students to network for on-going supervision purposes. The CES doctoral student's supervisor models that the experience can also be mentoring because an experienced person can serve as a role model and teacher to promote personal and/or professional development not only for the required time but for the duration that they are a professional and they seek development (Black, Suarez, & Medina, 2004). In turn, supervision is a forever necessity for past, present, and aspiring counselor educators and supervisors.

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Applying a Constructivist Career Counseling Exercise to a Group Counseling Class



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In today's postindustrial culture, the majority of people in the United States will, on average, hold 10 different jobs throughout their lifetime (Savickas, 2012). Job stability is more difficult for people to achieve. This dynamic work world has caused some individuals to question their purpose in life. This has added disparity to peoples' lives, which has led many individuals to feel uncertain of career options. Consequently, a special form of counseling has evolved to meet the needs of this group of people. Constructionism, a post modern approach to career counseling, can help people turn their occupation into something that reflects their essential values and interests. Constructionist career counseling explained by Savickas (2011) is: ... a relationship in which a career is co-constructed through narration. Stories serve as the construction tools for building narrative identity and highlighting career themes in complex social interactions. As they tell their stories, clients feel that the stories become more real. The more stories they tell, the more real they become. (p. 38)

The Career Story Interview created by Savickas evolved over three decades of practice and is the foundation of constructivist career counseling. Based on intuitive thinking and inductive logic this type of assessment seeks to find the themes that run throughout the client's life story. In the interview, Savickas asks the following five questions in the following order so that the client remains actively engaged in self-reflection as they describe themselves to the practitioner: 1.) name three childhood role models; 2.) name three magazine, radio shows, TV shows or websites you like; 3.) in your own words tell me your favorite story or book; 4.) name a motto you live by; 5.) tell me three of your earliest recollections as a child. The counselor must "serve as an attentive audience for the client's stories because good listeners improve a story"(Savickas, 2011, p. 70). Throughout the session the counselor takes notes on what the client is saying looking for themes that run throughout their stories. The meaning behind the first question, "Who are three of your childhood role models?" "signifies a blueprint or original pattern that individuals use to design themselves"(Savickas, 2011, p. 84). The role models are the templates the client has used to understand their place in the world. The purpose of the 2nd question, "Name three magazine's, radio shows, or websites you like to visit", is to discover the persons ideal work setting. By looking at the person's primary space where they spend their free time unconsciously the client reveals where he would like to spend his time, what topics he is interested in, and the type of people he prefers to be around. The third question, "In your own words tell me your favorite movie, book, or story" lays out the client's current problem, and how they presently plot to address their current dilemma. The story, told in their own words, lays out how the client foresees to move from the problem they are facing to an active solution.

"Name a motto you live by" propels the client forward to address the reason why the client came to counseling. It gives direction to what needs to be done in order for the client to garner up the strength to push forward and take control of his/her future career journey. The dominant motto that comes to mind for the individual helps can advise him/her about the right course of action. Lastly, Savickas' career assessment interview asks for the client to "Share three early recollections that happened in early childhood". This question is the most personal and revealing question, hence it is saved for last. The early recollections (ER) illuminate the problems the client has tried over and over again to solve throughout their life. ER could be the areas where the client is stuck. In summary, the counselor uses the five questions listed above to address the first question he asked the client when they met: "how can I be useful to you?" and "what would you like to accomplish by our talk? The counselor reflects themes they have picked up throughout the assessment. Explaining the meaning behind the questions, the counselor guides the client to bring their dreams to life. The counselor demystifies the clients presenting problem by offering a plausible understanding of it.

Exercise in a Group Counseling Class

This career activity was applied to a group setting within a group counseling class composed of master's level counseling students. In this class, the writer divided the group into eight dyads. The students role-played a career counselor and client for 20 minutes while administering the interview to one another. While they interviewed their clients, the career counselors took in-depth notes. Following this, the group reconvened into a circle and a volunteer of the class served as a client with the writer acting as the career counselor in the center of the group. The career counselor and client role-played the Career Story Interview and the counselor shared the symbolic meanings of the questions. Following this, all returned to their position within the group circle and processed the experience. Students were able to adapt the symbolic meanings of the questions to their individual responses and gained increased awareness and insight. All the students found it to be a meaningful experience and engaged in dialogue related to adapting the Career Style Interview to various group settings in schools, universities, and clinical settings.

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Counseling Third Culture Kids

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Where are you from? This is a seemingly simple question, but for a growing number of adolescents this simple question is hard to answer. Third culture kids (TCK's) are defined as children that are raised in families with parent(s) from different cultures and are living in a third culture.

An example of a TCK is a family involved in missionary work in Uganda, where the mom is American and dad is Korean. According to the Association of Americans Resident Overseas, in 2007, an estimated 6 million Americans lived overseas. As our world becomes more global, counselors have to focus attention on a new population of children and their needs. We will address traits associated with TCK's and suggest counseling methods to enhance the therapeutic relationship. TCK Traits and Challenges

TCK's have many traits that are factors for wellness, resiliency, and successful adjustments. First, based on their various experiences and exposure to different cultures, many TCKs are able to look at situations from several different perspectives giving them a broader and more developed worldview. TCK's are often more able to vividly and accurately describe other cultures, which makes them appear more culturally aware and sensitive. This is often referred to as having a three-dimensional view of the world. Another area that TCKs can excel in is interpersonal sensitivity and they have more self-awareness and control over emotions. Exposure to various perceptions allows TCK's to quickly gain awareness of different societal and social norms, which in turn, makes them more aware of

their own emotions. Last, TCKs have exposure to many different cultures, points of views, and cultural norms that increases TCK's desire to learn the complexities and idiosyncrasies of other cultures. All of the above traits of TCK's illustrate how they may appear more mature than a peer who has had no overseas experience.

TCK's can also experience challenges that create counseling needs. TCKs can experience difficulty and confusion about politics, patriotism, and values. These issues can be observed when a child goes from a collectivistic to individualistic culture, or vice versa, because the values of each society are directly opposite. A painful awareness of reality can happen when a TCK moves to a culture where the only culture that is discussed or focused on is itself. As an illustration, a TCK who moves to America from Korea may suffer a painful awareness that American culture focuses solely on what's happening here and not anywhere else in the world. Additionally, TCK's can experience a lack of knowledge about their home culture. For example, a TCK might be challenged by the sense of humor or personal space norms when returning to the home culture. There are also societal norms that the TCK may not have an awareness of, though these can generally be taught. They may experience difficulty transitioning to adult life. The mixture of influences from various cultures may cause difficulties in developing an identity, as well as a sense of belonging. TCK's may have feelings of rootlessness and restlessness, as well as grief and depression when transitioning to a new culture. Finally, TCK's may have difficulty creating and sustaining meaningful relationships. They are often perceived as intense when they begin to build a relationship. TCK's may appear unconcerned with boundaries by inquiring about a person's religious affiliations, political views, or societal values to determine whether or not they want to pursue the relationship. In many cultures, these kinds of topics would not be discussed until a friendship is already developed.

Counseling Interventions Issues related to depression, grief, lack of identity, sustaining meaningful relationships, and much more can create a need for counseling services. TCKs experience complex stressors with compounded loss, grief, and acculturation issues.

When children move they lose much more than just their friends, they may lose their sense of identity within that culture, their home, part of their family, the ability to communicate, and many other things. Allowing time and space in session for a TCK to identify the different kinds of loss experienced and process the emotions connected with that loss in a non-judgmental environment may prove extremely beneficial to the child. Younger children may benefit most from being able to identify a certain loss and connect that to a specific emotion and meaning. This type of process may prove too exhausting though, so counselors must be cognizant of taking time away for soothing, healthy, and pleasurable activities throughout the therapeutic relationship. Counselors can encourage acculturation and cultural literacy by encouraging TCK's to become engaged in community or school activities. While new social dynamics are commonplace for TCK's, they may benefit from the diffusion of ideas and breadth of exposure that can be reaped from extra-curricular involvement.

We have defined, identified several traits, and recommended counseling methods for the effectively working with TCK's. As more and more TCK's matriculate back to the United States, counselors need to continue to search for effective methods to encourage their unique experiences and help establish a healthy identity.

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**The Journey toward
Becoming
a Doctoral Candidate**

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The journey toward becoming a doctoral candidate began during the second half of my master's program. Two of my professors and my mentor asked me if I had ever considered continuing my education in order to become a Counselor Educator. My answer was "yes" because becoming a Counselor Educator has been my long-term career goal. After all, what is the purpose of being knowledgeable and skilled if you do not pass that knowledge on to the next generation? I began to research different doctoral programs in the United States, and as I looked through the applications, I noticed that there were a few spaces on each doctoral application that would remain blank if I had submitted my application. This daunting application process had the potential to deter or encourage prospective students. The purpose of this article is to assist other potential candidates in preparing to apply to doctoral programs.

I consulted with my mentor about the daunting application process and we formulated a plan that would help me continue on my journey to becoming a doctoral student. The first step was to become a member of different counseling organizations. According to the American Counseling Association (2014), "counselors actively participate in local, state, and national associations that foster the development and improvement of counseling" (p. 8). I was already a member of the American Counseling Association (ACA) and a chapter leader of Chi Sigma Iota (CSI), so I joined the Association for Counselor Education and Supervision (ACES), the Southern Association for Counselor Education and Supervision (SACES), and the Association for Lesbian, Gay, Bisexual, and Transgendered Issues in Counseling (ALGBTIC).

The second step was to start networking and attend workshops and conferences. I began networking

within our community, and I established connections within the university community. Next, I presented our chapter of Chi Sigma Iota (CSI), Gamma Zeta, at CSI day at the 2015 ACA conference. Here, I had the honor of meeting prominent leaders in the counseling community as well as sharing ideas with other CSI chapters and leaders.

The third step was to become familiar with the different newsletters and journals and to begin to work with professors in their research and to begin writing submissions to newsletters and journals. The Council for Accreditation of Counseling and Related Educational Programs (2009) reported that doctoral candidates demonstrate "professional writing skills necessary for journal and newsletter publication" (p. 56). This is the step that I am working on at the present time.

The fourth and final step on the journey to becoming a doctoral candidate will include continuing to gain experience in the field through counseling individuals and groups as well as beginning to assist and lead presentations. The Council for Accreditation of Counseling and Related Educational Programs (2009) reported that counselor educators demonstrate "the ability and submit a program proposal for presentation at state, regional, or national counseling conferences" (p. 56). Additionally, Swank and Smith-Adcock (2014) found that "in doctoral program admission, the review of information concerning applicants' research and clinical experience and competencies is routine" (p. 56). Although this journey is not a fast process, I believe that the result of completing these steps will help me become a more experienced professional who is competent and prepared to become a doctoral candidate.

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Discourse and Narratives From a Counselor Educator on Practicum and Internship: Preparing Students, Building Relationships with Sites, and Student Growth



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Many masters level counseling students enter a degree program focused on the craft of learning to be an effective counselor. As they journey through lectures and coursework, they envision themselves sitting across from a client, actively listening to their story. In a pre-practicum or techniques course, students get their first opportunity to demonstrate skills with another individual. Previous students have stated that this is both exhilarating and anxiety-provoking. But at the end of the course, students mostly feel a sense of accomplishment and validation. They have the “I can do this” feeling or at least the “I know what I can work on to improve” feeling prior to entering the clinical portion of the program. Once students are ready for practicum, there is typically a paradigm shift in their thinking. The techniques course was mostly role plays with classmates geared towards learning the basic skills of counseling. However, practicum and internship focuses on the student’s ability to apply what they have learned for which they receive a performance based grade. Many students are anxious in being able to convert their conceptual learning to experiential learning. Auxier, Hughes, and Kline (2003) provide a poignant example of this phenomenon as one student stated “...I mean, I could spout off theories all day long, but actually having to apply it, that’s a whole other thing and that’s what you need to be able to do” (p. 32). Auxier, Hughes, and Kline also describe a student’s worry about continual feedback in group supervision: “...and as it (group supervision) went on, it was exciting, but of course (it was an) emotional roller coaster of learning more about myself and dealing with personal garbage...it was more fear-producing...it was uncomfortable” (p. 33). Jordan and Kelley (2004) explored some of the recurring worry themes for beginning practicum students as well. Those worry themes ranged from competence and effectiveness to client relations and ethics. One additional theme that emerged in their research was preparedness. As counselor educators, we always strive to prepare our students to work with clients in the best way possible. One idea that I have found useful is orienting students to clinical work throughout the degree program, not simply the semester/quarter before they begin seeing clients. The embedded content might include expectations for the clinical experience, professional dress, ethics, transitioning from theory to application, and social media. In particular, having a specific social media policy helps students understand responsible technology use and how posts on Facebook, Twitter, etc. may impact their professional reputation. Many of these topics can be covered in a new student orientation, embedded in coursework, and revisited in a mandatory pre-practicum seminar or workshop. Repetition and reinforcement of all of this information will likely set a precedent and tone for its relevance. As students begin their practicum experience, I require them to read Halbur and Halbur’s book titled *Developing your theoretical orientation in counseling and psychotherapy* (2011).

This short text is a great way to help students revisit what they learned in their theories class, explore their personality traits relative to theory, and utilize case studies to solidify learning.

A critical part of a successful clinical experience is having a variety of clinical sites available to students. This requires program faculty to build relationships with supervisors out in the community. The first part of this process is streamlining site approval requirements. For example, a clear policy on this process helps potential supervisors understand the expectations of the program and their role. Once sites are approved, a training video for site supervisors placed on the program webpage might also be helpful. The video could entail program faculty members discussing practicum and internship policy, expectations, FAQs, etc. The next requirement is establishing a solid site agreement. This contract between the student, site, and program provides transparency and protects each entity. It is equally important for program faculty to conduct site visits and to acknowledge the important roles of site supervisors. Site visits communicate buy in and investment from the program and emphasize commitment to student learning, development, and growth. Likewise, site supervisors provide an invaluable experience for students which merits recognition. An annual supervisors’ banquet is a great way to acknowledge their continued service and commitment to your program. Once students are in their clinical experience, it is incumbent upon us as counselor educators to help them flourish by normalizing anxiety and worry about the clinical experience, providing feedback on skills, engaging students in self-evaluation, and emphasizing boundaries and self-care/wellness. Discourse about performance anxiety as a normal, developmental part of the process can help to ease many of the students’ worries. In addition to instructor feedback, it is also helpful to engage students in self-evaluation. This can be accomplished by using a structured form, having students self-critique their tapes or transcribe sessions, and having the students discuss strengths and weaknesses during individual supervision. Last but not least, self-care and wellness have been present in counseling literature for quite some time. We are especially grateful to have had such an active proponent of wellness as the late Dr. Jane Myers, whose contributions in this area are both remarkable and unparalleled. Helping students maintain appropriate boundaries with clients and incorporate self-care routines sets the stage for future clinicians to circumvent burnout and compassion fatigue. It also preserves their helping spirit, a necessary characteristic of future practitioners.

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The LGBT Community and Counselor Trainees: How to Move from Knowledge and Awareness to Skills

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As a counselor educator, we are charged with teaching our students how to become aware and recognize our personal biases and how they may impact the therapeutic relationship. Our multicultural counseling courses do a respectable job of illuminating the counselor trainee's knowledge and awareness around the Lesbian, Gay, Bisexual, and Transgender (LGBT) communities, but the cognitive complexity associated with analysis, synthesis, and skill-set falls behind. Because the curriculum within most master's level counseling programs are already compact, it is important for educators to be creative in the development of classroom activities to increase cognitive complexity around multicultural competencies. The leadership at the Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling (ALGBTIC) has done a great job at outlining competencies with the curriculum. However, educators from all backgrounds may be at a loss of how to incorporate activities within the classroom context to aid reflective practices and incorporate the ALGBTIC competencies. In my classroom, I have found that students have an awareness and knowledge base of the LGBT communities, but they self-disclose a lack of skills on how to work with this invisible minority. Within the literature, I have

found great examples of how to increase a counselor trainee's self-efficacy. I have used and modified the skill training model proposed by Kocarek and Pelling (2003) in my counseling techniques class. As proposed by the authors, using the clinical experience of the instructor, the students are presented with scenarios increasing in the level of complexity, which provides a desensitization of the material and provides the class with a safe and positive environment to process any anxiety related to the activity. I have found this activity to increase not only the skills set, but foster a greater sense of knowledge and awareness. Additionally, it is important to explore what your university has to offer. I have previously utilized the university's SpeakOUT group. As described by Crouteau and Kusek (1992), the use of LGBT panels can help individuals ask questions that they may have otherwise been uncomfortable asking in a safe space. Later, as a group, we participated in a process group that explored any assumptions, biases, and stereotypes that arose during the panel's presentation. During the process group, I have used the article by Chen-Hayes (1997) to explore common stereotypes associated with the LGBT communities. If your university does not have a SpeakOUT program, or does not have an LGBT center, I would encourage inviting an individual that identifies with part of the LGBT communities to come into the classroom to discuss their coming out experience, their sense of community, and the fact that 'coming out' is not a one-time experience.

Furthermore, I have encouraged students to participate in 'cultural plunges'. I encourage them to attend campus talks, community events, and participate in experiential exercises that may extend further than their current level of comfort. A reflection paper followed by a process group within the classroom helps students synthesize their learning outcomes. Being cognizant of the little changes that we as educators can do within the classroom context can have an exponential impact on a counselor trainee's self-efficacy when counseling individuals within the LGBT communities. I challenge all educators to help their students move from knowledge and awareness to skills by providing a safe place within the classroom setting to discuss LGBT affirming scenarios, role-play, take part in experiential exercises, and engage in reflective writing practices. My students have gained personal insight into their own biases and how those biases could impact future therapeutic relationships.

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Experiential Learning Through Civic Engagement and Service Learning

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According to the Experiential Learning Center at the University of Colorado Denver (2015), “experiential learning is a process through which students develop knowledge, skills, and values from direct experiences outside a traditional academic setting.” The basis of the experiential learning model is the work of David Kolb, who was a proponent of promoting optimum learning through experience (Kolb, 1984). Civic engagement has been defined by the Association of American Colleges and Universities (2010) as, “a variety of approaches intended to benefit a person, group, or community, including community service or volunteer work, academic work.” The Office of Civic Engagement and Service Learning at Fayetteville State University (2015) defined service learning as, “a teaching and learning strategy that integrates meaningful community service with instruction and reflection.” As counselor educators, responsible for teaching and training tomorrow’s mental health professionals, a combination of each of these concepts appeared to make this module an ideal way of infusing hands-on learning into the counseling techniques class at Texas A&M University – Kingsville. When paired with the opportunity to obtain a grant, which provided funds for civic engagement projects, the counseling techniques class had an opportunity to develop new knowledge and skills by partici-

pating in a class project outside of their academic setting. This new learning module utilized the funds to develop a children’s area in both the Kingsville and Alice, Texas sites of the Coastal Plains Mental Health and Mental Retardation (MHMR), community mental health service centers.

It was the intention of this learning module to reinforce, through a real-life experience, a regular lesson included in the counseling techniques class that focused on providing a therapeutic environment to enhance the counseling process. The areas would provide safe and secure places for children, who are there at the agencies to obtain services, or are there in the company of their families, who are receiving services.

This project allowed the master’s-level counseling students to learn how the not-for-profit agencies functioned. It also provided an opportunity for students to get their foot in the door of local service provision agencies...looking forward to practicum, internships, and future employment. The responsibilities of the students were:

- researching and developing an area to accommodate children’s activities that were age appropriate
- researching and developing an environment based on counseling theory that addressed aesthetics and safety needs
- participation in the enlistment of community support through the acquisition of donations of all kinds from businesses and interested individuals, also known as “creative begging”

The students had the opportunity to become effective mental health providers, and gain an understanding of community-based service in the area. Additionally, this was an opportunity for the students to learn the value of community service.

The project budget allowed for:

- supplies needed for the physical improvement of the existing space
- age-appropriate toys
- reading material, and play therapy supplies

Donations, obtained by the students from community vendors, supplemented the grant funds. Local artists and artisans donated their talents and creativity to the project, also. Students supplied the “sweat equity.” While the students earned course credit for the work activities, the experience was also developed

into an article, and submitted for publication to a peer-reviewed journal. The result was that a large difference was affected with limited funds. Both sites utilized an underwater theme and some of the counseling students demonstrated their own artistic talent, and painted murals at the Kingsville MHMR site. The student “managers” provided feedback concerning the experience: Zelina Zavala, the student site manager for the Alice project stated, “There are no manuals or textbooks that could have taught me what I learned through this project. Being responsible for a budget, making phone calls, and acquiring donations are one thing, but actually taking part in the physical transformation of the space was very rewarding. In the end, not only did we accomplish our goal by creating a safe and welcoming environment for young clients, I was left with several invaluable lessons that I now use in my present career” (Z. Zavala, personal communication, 3-31-2015). Marwa Kelley, the student site manager for the Kingsville project stated, “We were truly able to grasp the importance of what goes on behind the scenes when creating a therapeutic environment for children. We kept all

the therapeutic elements in mind when creating this space. We were able to apply what we learned in the classroom, see it come to life, and put our creativity to use to adequately appropriate the funds provided. I feel proud that I have been a part of this project. This hands-on experience was one of the most unique experiences I have been a part of” (M. Kelley, personal communication, 3-27-2015). This civic engagement project was a win, win, win experience for the students, the school, and the community mental health agencies!

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Addressing Diversity in Clinical Supervision

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Chen (2001) insightfully noted that all supervision efforts are naturally multicultural or diverse. In contrast, Gatmon (2001) found that only 12-37% of supervisors initiate racial discussions within supervision. Additionally, Bernard and Goodyear (2014) identified that many supervisors unintentionally model avoidance of racial discussion with supervisees and that this may mirror and model counselor discomfort or unfamiliarity with broaching racial discussions with their clients. Inman (2006) posited that the effective and successful supervisory alliance both necessitates supervisor multicultural competence and leads to enhance supervisee satisfaction.

In this spirit, a diverse group of three first year counselor education doctoral students and a faculty supervisor reflect on their hopes, fears, and anticipations related to group clinical supervision from diverse lenses. Collective participants' backgrounds reflect diversity to the supervision paradigm. We wrote these reflections at the beginning of the supervisory experience and they portray preliminary perspectives. Our intent was to share these expectations with each other to initiate these conversations early in the supervision process.

Derrick (38, full-time professional/part-time student, Birmingham, AL upbringing, African American, engaged, and from lower SES). In beginning this process, I hope to develop my interpersonal awareness and work towards a greater understanding of my personal bias with individuals from a higher socioeconomic class than myself. As I have experience as a counselor prior to entering the doctoral program, I felt my counselor efficiency was high; however, my personal self image was low. I fear my real self will be revealed and my time in the program will be short. I believe my fear of failure and bias towards higher socioeconomic class individuals stem from being raised in a single parent household with limited means. This fear to overcome my own self-imposed limitations has driven me most of my life, but the challenge of a doctoral program constantly brings it into the forefront.

Nathan (25, Caucasian, Florence, AL upbringing, married, and limited professional counseling experience)

I am hopeful that in this supervision experience I will encounter new perspectives that challenge and broaden my view of the world, and thus improve my counseling skills and interpersonal presence. I hope we all experience this group as a safe place to be open about

differences, even when this is uncomfortable. My greatest fear is that I would say or do something that offends another member. I fear that I might be seen as difficult, insensitive, naïve, or incompetent—especially given I am a member of the “dominant” or majority demographic of our culture. This is closely related to a deep-rooted fear that I would not be accepted in the group.

Knowing the group, I anticipate the members will create a warm and supportive environment. I believe all of us genuinely desire that the group members experience growth and success.

Jennifer (29, Cuban-American, Miami, FL upbringing, female, bilingual, and single). There is an element of initial excitement as well as anxiety coming into this group supervision setting. I expect challenges; however, I hope our diversity will broaden our personal and professional viewpoints. I hope to gain perspective and facilitate growth in the group's members, as well as myself. Some of my fears revolve around the ability to be open and direct with not only the group but myself about some of the issues revolving around the diversity I bring to the group and the dynamic it creates. I have trepidations around the possibility of uncovering boundaries and barriers I may have built as a defense of my differences through time, however anticipate the group developing into a safe and understanding space to explore that.

Joel (54, supervisor, Eau Claire, WI upbringing, experience, husband and father of adult children).

My hopes are that we will be honest, sincere, and open to each other, especially in terms of divergent worldviews and experiences. I hope we will listen carefully, learn from one another, respect each other's perspective, change, and be better counselors/supervisors because of this experience. My main fears express themselves in self-questioning related to my supervisory skills and style. Will I demonstrate sensitivity and competence in addressing issues that unite and separate my supervisees, their clients, and us? Will I attend to and constructively address these issues regularly? Will I remain self-aware enough to balance exploring supervisees' worldview and experiences while retaining my own identity and perspective? Will my majority culture perspective blind me to differing worldviews? I anticipate the group supervision process to be challenging, dynamic, energetic, interactive, and perspective changing.

We all plan to continue to chronicle our supervision experience, producing ongoing written reflections to provide our supervisory meetings with an informative precedent prompting overt discussions of diversity. We share our plan via the newsletter in hopes it will hold us accountable, keep us candid with one another, and encourage others to consider a similar process.

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**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.

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.

The newsletter Co-Editors would like to say "thank you" for the wonderful opportunity to serve the SACES community. Look for new newsletter editors starting Summer, 2015!

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