



# SACES

**SOUTHERN ASSOCIATION FOR COUNSELOR  
EDUCATION AND SUPERVISION**

*Newsletter*

Spring 2019

**Volume 14, Issue 1**

## FROM THE PRESIDENT



Greetings SACES Members,

As we come to the end of another presidential year. It is my hope that this year has been one where you have had the opportunity to take advantage of new experiences, experienced personal growth, and professional accomplishments. When I reflect on my time as your president for 2018-2019, I feel honored and humbled to have served in this role. Over the last year

SACES has grown in membership, expanded its emerging leader program, actualized the goal of creating an official peer-reviewed journal, and hosted a successful conference, despite of Hurricane Michael.

Since my last report in January, we have been working on several important areas. First, the Executive Board met in January at our 2020 conference location for our yearly strategic planning meeting. During this meeting we conducted a SWOT analysis of the conference experience and discussed lessons learning and opportunities for growth for the 2020 conference, these changes will be reflected in the development and implementation of the 2020 conference. At this meeting we also discussed changes in several bylaws, which we hope to share with the membership in the next year. Next, led by Dr. Kelly Wester, the TSC journal editor, we were excited to be able to publish our first edition of Teaching and Supervision in Counseling. This edition featured students and faculty from across the region, on various topics, ranging from cross cultural issues in teaching and supervision to career decision making and addressing addiction in training. Additionally, we hosted our second webinar, conducted by Dr. RJ Davis, on Examining Bias, Power, and Privilege. This year was our webinar kick-off and we hope to continue to expand our webinar topics as well as their frequency. Lastly, we are in the process of streamlining our social media processes for our board, committees, and interest networks, so look out for the full roll out in the fall.

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This spring, we will be sending out the call for SACES Graduate Student Representative, the applications will be open until June 1st. Our current SACES GSR, Jose “Joey” Tapia-Fuselier from University of North Texas was nominated by SACES to serve as the ACES Graduate Student Representative, and at the ACA Conference, the ACES Governing Council selected Joey to serve in this role. Congratulations Joey! As we begin to look at a new year, we encourage you to get involved with our committees and interest networks. A call for those interested in leadership opportunities will be posted this summer and we hope that many of you will consider stepping into one of these roles or joining a committee or interest network.

This year has come and gone so quickly but it would not have been possible without the support of board, I would like to specifically thank Drs. Elizabeth Villares, Cheryl Wolf, Casey Barrio Minton, Janelle Bettis, and Mr. Joey Tapia-Fuselier for their efforts and contributions as members of the EC, as well as Dr. Dodie Limberg, SACES President-Elect-Elect, who joined us for strategic planning. This has been a great team to work with this year and SACES has been the richer for all of their efforts. I would also like to thank all of the committee and interest network chairs as well as the conference planning team, who implemented their charges with efficiency, efficacy, and passion, your work has helped to cultivate a SACES community that is diverse, responsive, and supportive. As I reflect on what is to come, I am excitedly anticipating all that lays ahead for SACES.

Yours Truly,

Natoya Hill Haskins, Ph.D.  
SACES President 2018-2019  
Associate Professor  
The College of William and Mary

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[saces.org](http://saces.org)

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## 2018 – 2019 SACES LEADERSHIP

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### EXECUTIVE COUNCIL

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	<a href="#"><u>Lacey Ricks</u></a>	University of West Georgia
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Bylaws & Resolutions	<a href="#"><u>Casey Barrio Minton</u></a>	University of Tennessee, Knoxville
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	<a href="#"><u>Missy Butts</u></a>	The University of North Carolina at Charlotte
Emerging Leaders	<a href="#"><u>Casey Barrio Minton</u></a>	University of Tennessee, Knoxville
Social Media	<a href="#"><u>Panagiotis Markopoulos</u></a>	University of New Orleans
	<a href="#"><u>Erin Abigail Marden</u></a>	Texas Tech University
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	<a href="#"><u>Christine Ebrahim</u></a>	Loyola University New Orleans
Nominations & Elections	<a href="#"><u>Casey Barrio Minton</u></a>	University of Tennessee, Knoxville
Research & Practice Grants	<a href="#"><u>Casey Barrio Minton</u></a>	University of Tennessee, Knoxville
Newsletter Co-Editors	<a href="#"><u>Brandee Appling</u></a>	Auburn University
	<a href="#"><u>Andrea Kirk-Jenkins</u></a>	Western Kentucky University
Webmaster	<a href="#"><u>Cheryl Wolf</u></a>	Western Kentucky University

### SPECIAL COMMITTEES

Webinars	<a href="#"><u>Susan Foster</u></a>	The Chicago School of Professional Psychology
Journal Editor	<a href="#"><u>Kelly Wester</u></a>	University of North Carolina, Greensboro

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## SPECIAL INTEREST NETWORKS

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Clinical Mental Health Counseling	<a href="#"><u>Tony Michael</u></a>	Tennessee Tech University
College Counseling & Student Affairs	<a href="#"><u>Marcella Stark</u></a>	Texas Christian University
Distance/Online Counselor Education	<a href="#"><u>Andrew Burck</u></a>	Marshall University
Ethics & Professional Development	<a href="#"><u>Janee Avent Harris</u></a>	East Carolina University
	<a href="#"><u>Lonika Crumb</u></a>	East Carolina University
International Counseling	<a href="#"><u>Shuhui Fan</u></a>	College of William & Mary
	<a href="#"><u>Amanuel Asfaw</u></a>	Austin Peay State University
Multicultural Counseling	<a href="#"><u>Dilani Perera</u></a>	University of Houston - Clear Lake
	<a href="#"><u>Edith Conzalez</u></a>	The University of Texas at the Permian Basin
School Counseling	<a href="#"><u>Clare Merlin-Knoblich</u></a>	The UNC at Charlotte
	<a href="#"><u>Christy Land</u></a>	University of West Georgia
Service Learning	<a href="#"><u>Lacey Ricks</u></a>	Liberty University
	<a href="#"><u>Laura Pignato</u></a>	College of William & Mary
Social Justice and Human Rights	<a href="#"><u>Regina Finan</u></a>	The University of Georgia
	<a href="#"><u>Malti Tuttle</u></a>	Auburn University
Supervision	<a href="#"><u>Seth Hayden</u></a>	Wake Forest University
	<a href="#"><u>Raul Machuca</u></a>	Barry University
Women's	<a href="#"><u>Caroline Perjessy</u></a>	West Georgia University
	<a href="#"><u>Noelle St. Germain-Sehr</u></a>	

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# Dual Role Supervisors in Community Behavioral and Mental Health Agencies: An Understudied Practice in Clinical Supervision

Andrea M. Fleming, MA, LPCS, LPC, LAC, MAC, CACII



**Andrea M. Fleming**  
University of South Carolina

Clinical supervisors serve in several crucial roles in the clinical training and professional development of future behavioral and mental health counselors. They teach, mentor, share their experience and wisdom, help guide supervisees' in discovering their professional identity, and serve as gatekeepers of the profession (Bernard & Goodyear, 2014). The purpose of clinical supervision, as defined by Bernard and Goodyear (2014) is to ensure client safety, refine clinical skills, improve case conceptualizations, and orient the supervisee to the counseling profession. Clinical supervision is the capstone activity that connects theory to practice and is viewed as the signature pedagogy of mental health professionals (Dollarhide & Granello, 2016; Barnett et al., 2007). In recent years, an increased emphasis has been placed on clinical supervision for licensure in various scopes of counseling practices, particularly in community behavioral and mental health agencies. For this reason, it is important to highlight the experiences of dual role supervisors providing both administrative and clinical supervision to their supervisees seeking licensure within the workplace.

Standard 5.c.iii in "Best Practices in Clinical Supervision Guidelines", adopted by the Association of Counselor Educators and Supervisors (ACES) Executive

Council (2011) states that the boundaries of the supervisory relationship are to be clearly defined and that multiple/dual roles should be avoided to minimize potential negative influences on the supervisory relationship. If the multiplicity of roles cannot be avoided, it is incumbent upon the supervisor to responsibly and effectively manage these roles. Tromski-Klingshirn (2006) identified that one of the major ethical challenges facing supervision amongst counseling professionals is that nearly half of practicing counselors are receiving clinical supervision from their administrative supervisor within the workplace. Thomas (2010) emphasized that if a dual supervisor fails to give appropriate attention to the supervisee's clinical activities and skills during supervision as a result of administrative responsibilities, there is an increased risk of: (a) limited disclosure on behalf of the supervisee; (b) minimization of potential ethical issues regarding client care; (c) lack of immediacy for feedback regarding application of theoretically-based interventions, and; (d) omission of mutual evaluative practices regarding the supervision process (Erera & Lazar, 1994; Kreider, 2014, Pack, 2012). Bernard and Goodyear (2009) recognize that very little is done to discern between clinical and administrative supervision. Moreover, much of the existing literature explores the phenomenon of dual role supervisors providing clinical supervision from the perspective of the supervisees who are the recipients of this common practice.

In a study conducted by Tromski-Klingshirn and Davis (2007), they found that 82% of the supervisees reported that having a clinical supervisor who also served as the administrative supervisor was not problematic. The positive aspects reported by supervisees who have dual role supervisors state that he/she: a) understands agency policies and procedures; b) knows their job responsibilities, c) is familiar with the population of clients served, d) have first-hand knowledge of agency culture, and d) are trained in the preferred evidenced-based best practice theoretical models for treatment utilized by the agency. Overall, those supervisees believed that their dual role supervisors were more knowledgeable of their clinical skillset and professional

development. While it is logical that a majority of supervisees see benefits in their administrative supervisor also serving as their clinical supervisor, this may lead supervisees and their supervisors to not acknowledge or address the critical ethical issues that are inherent, or may arise such as (a) overuse of authority due to power differential, (b) minimal use of various supervision methods and interventions, and (c) lack of mutual evaluative practices (Tromski-Klinshirn, 2006; Thomas, 2010; ACES, 2011).

Considerations for this specialty practice may begin with a content analysis of clinical supervision courses and trainings that are required of licensed supervisors. There is minimal literature that examines how the specific topic of dual role supervision is addressed as a real practice in many agencies versus how licensed supervisors are advised by American Counseling Association Code of Ethics (2014) and Association of Counselor Educators and Supervisor (ACES) Best Practices in Clinical Supervision Guidelines (2011). Other areas to explore that could address the gap in the literature would be workplace culture amongst community behavioral and mental health agencies. Gaining this insight may shed light on how agency policies and expectations coincide with resources and the actual value placed on clinical supervision being executed in a manner that exhibits best practices. Clinical supervision is a growing profession which requires a high level of ethical practice, competency and consistency. As clinical supervisors and counselor educators, these expectations do not waiver based on the setting in which supervision is rendered. However, moving forward, perhaps additional considerations could be made within the classrooms and the workplace to ensure that dual role supervisors are informed, positioned, equipped and supported in their quest to provide quality and ethically sound clinical supervision to emerging novice counselors and supervisees seeking licensure, regardless of their work setting.

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## ACES 2019 Conference

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The ACES 2019 conference is quickly approaching. This year's conference will take place at the Sheraton Grand Hotel in Seattle, WA October 10-13, 2019. ACES is honored to have nationally acclaimed author and lecturer, Gregg Levoy, as the keynote speaker. Plan to attend and gain professional knowledge through education sessions, panel discussions, round tables, poster sessions, and career focused sessions. In addition to educational experiences, there will be ample opportunity for professional networking and socializing. Career Link services will be available for job seekers. For the first time, a wellness area and meditation room will be offered. A significant change for 2019 will be an altered conference schedule. Due to the Yom Kippur holiday, there will be no pre-conference sessions. Instead, the traditional pre-conference events will be held post conference on Sunday, October 13, 2019. Post conference will include events such as ACES Inform, ACES Emerging Leaders workshop, a School Counseling Interest Network presentation, a Clinical Directors and Placement Coordinators Interest Network presentation, and a CACREP self-study workshop. New for 2019 is an ACES sponsored ACA Deep Dive Ethics presentation, also offered on Sunday. The ACES Women's Retreat will occur in a mini-retreat format held Saturday afternoon and evening on-site at the conference hotel.

Conference registration is now open, with the early bird ending July 31, 2019. Student volunteer applications are being accepted until May 31, 2019. For access to registration, the volunteer application, or general conference information, please visit [www.aces2019.net](http://www.aces2019.net). If you have additional questions, contact Holly Branthoover, ACES Conference Coordinator, at [holly.branthoover@iup.edu](mailto:holly.branthoover@iup.edu). Hope to see you in Seattle!

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## Summer 2019 Newsletter Submissions

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

We are looking for submissions for consideration in our Summer issue of the SACES Newsletter. This issue will be an open edition with no singular focus and will include multiple topics that apply to practitioners, supervisors, and counselor educators.

Submissions must be between 500 and 800 words and sent electronically as a Word document to [sacesnewsletter@gmail.com](mailto:sacesnewsletter@gmail.com). Please include the author name(s), credentials, affiliation(s), and photo(s) in .jpg, .tif or .gif format.

Students are encouraged to contribute with the support of a faculty member. For questions or more information, please contact the editors at [sacesnewsletter@gmail.com](mailto:sacesnewsletter@gmail.com). You can also check out previous newsletter issues available from the SACES website.

Contributions are needed by Monday, July 1st, 2019.

All the best,  
Brandee Appling and Andrea Kirk- Jenkins  
Co-Editors SACES Newsletter

## The Heart of Supervision

By: Lacey Ricks, Ph.D., NCC, Liberty University, Lynchburg, Virginia,  
Tashaunda Hannor-Walker, Ph.D., LPC, NCC, Liberty University, Lynchburg, Virginia,  
Sarah Kitchens, Ph.D., NCC



**Lacey Ricks (left)**  
**Tashaunda Hannor-Walker (middle)**  
**Sarah Kitchens (right)**

The supervision relationship is the heart and soul of the supervision experience (Borders & Brown, 2005; Lyon & Potkar, 2011). Building a strong and positive working relationship with each supervisee “will enhance the supervision experience and serve as a buffer for those challenging moments that inevitably will occur” (Borders & Brown, 2005, p. 25). Although the counseling supervision relationship is vital to the learning process, the dynamics of each supervisory relationship are unique and what works with one supervisee will not always work with another. Each supervisee brings their own unique personality, life experiences, professional goals and motives to the supervisory context which will impact the supervisory relationship (Borders & Brown, 2005; Lyon & Potkar, 2011). Likewise, the supervisor’s supervision style, interpersonal power, disclosure and nondisclosure can impact the supervisory relationship (Lyon & Potkar, 2011). In order to build a positive working supervision relationship, the supervisor must recognize challenges to the supervisory relationship and address them within the supervision sessions.

First, in order to build a positive supervision relationship, supervisors must work to build a safe environment for supervisees where they can self-disclose and develop as a practitioner (Bradley & Ladany, 2001; Lyon & Potkar, 2011). “Positive supervisory relationships are likely to occur when supervisors offer support, encourage the exploration of behaviors, attitudes and feelings, convey acceptance, and openly discuss and work toward the resolution of conflict” (Bradley & Ladany, 2001, p. 32). If supervisees are afraid to disclose or ask questions within the supervision environment, learning is inhibited (Emerson, 1996). It is also essential that a strong working alliance is created (Emerson, 1996). Getting feedback from the supervisee on the quality of the relationship is important because the supervisor’s perceived working alliance may differ from the supervisee’s perspective (Emerson, 1996). Additionally, supervisors must be flexible within the relationship; adjusting their supervision style to meet the needs and characteristics of their supervisee, as well as, immediately addressing the clinical issues and culture of the counseling environment are imperative (Borders & Brown, 2005).

Supervisors should similarly establish a supervision model that will match the supervision needs of the supervisee; supervision models provide a framework for organizing knowledge and skills for conducting supervision (Broders & Brown, 2005). One prominent model discussed in counseling supervision books is the Discrimination Model of Supervision (Broders & Brown, 2005; Hess & Kraus, 2011). This model has strong empirical support and can be viewed at simple and complex levels (Broders & Brown, 2005; Hess & Kraus, 2011). Within the Discrimination Model, the supervisor may play the role of the teacher, counselor, or consultant (Broders & Brown, 2005; Hess & Kraus, 2011). The model allows the

supervisor to assess the supervisee in three skill areas: (a) intervention or observable behaviors; (b) conceptualization or cognitive processes, and (c) personalization or personal awareness and applies the appropriate role (i.e. teacher, counselor, consultant), feedback, and support based on the individual and specific needs of the supervisee (Crunk & Barden, 2017). While the Discrimination Model is both empirically validated and situation-specific, supervisors should strive to be trained in a variety of approaches to enhance the chances that the best approach will be selected to meet the circumstances (Hess & Kraus, 2011, Crunk & Barden 2017). Ultimately, an effective supervisor-supervisee relationship is one that encourages supervisee performance and overall professional development, which can be achieved when supervisors foster a safe environment for self-exploration, model a healthy working alliance, demonstrate flexibility in practice and utilize best practice supervision models.

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## Cross Cultural Supervision with International Students

Malvika Behl, West Texas A&M University



Malvika Behl

### Introduction

International students (IS) are defined as non-United States (US) citizens, who have moved out of their nation and are currently studying in the US on a F1 or M visa (Foreign Academic Students, 2011). There are approximately 311 international students enrolled CACREP accredited programs (CACREP, 2015). There are a diverse group of ISs enrolled in counseling programs (Nilsson & Wang, 2008) and this population is increasing (Reid & Dixon, 2012).

Leong and Wagner (1994) identified that it is important to increase cross-cultural supervision knowledge for supervisors to be able to train supervisees better. In the field of counseling, maximum attention has been paid to multicultural counseling, but there is a lack of focus on cross-cultural counseling (Estrada, Frame, & Williams, 2004). Most supervision theories are European American, which makes it difficult to apply when the supervisor is working with ISs (Daniels, D'Andrea, & Kim, 1999).

Leong and Wagner (1994) defined cross-cultural supervision as "a relationship in which the supervisor and supervisee are from culturally different groups" (p.118) and stated that there is a difference between the cultural norms and personality of an individual. Additionally, race, culture, and ethnicity play a major role in the learning process of counselors-in-training (Leong &

Wagner, 1994). Young (2004) pointed out in supervision it is imperative to understand the effect of culture on a client-counselor relationship.

ISs face various issues while in the US. ISs had issues with spoken English as well as written English (Mittal & Weiling, 2006), which could affect their counseling sessions when trying to understand and respond to clients (Nilsson & Wang, 2008). Mittal and Weiling (2006) found that ISs in their study felt that people around them were unaware about their culture which made them feel stereotyped. Additionally, ISs felt like representatives of their culture and would have client's cancel on them, requesting American counselors which could be due to the supervisee's accent and culture (Mittal and Weiling, 2006). Reid and Dixon (2012) indicated that ISs lack resources when they move to the US due to the absence of family and friends, causing them to feel lonely and homesick.

There are two cross cultural models that are present for supervisors to be able to work with international supervisees. The first model discussed by Morgan (1984) discussed a model of cross-cultural supervision with minorities in the US and trainees from a non-western culture. The model discusses the supervisor's responsibilities to discuss the effects of culture on supervision and counseling, be sensitive of the cultural needs of the supervisees, be trained to work with supervisees of a different cultures and create an open environment to help supervisees address any concerns they face in a clinical setting. The second model by Reid and Dixon (2012) discussed a model of supervision which mentions the need for developing a trusting relationship with the supervisee for an open conversation, discussing cultural differences in supervision, discussing the goals, roles, responsibilities, and expectations of both the supervisor and supervisees, and discussing the supervisory relationship to address the effect of this on the supervisees' learning process.

### Recommendations for the Model of Supervision

In a clinical setting, it is important for the counselor to review the knowledge of the IS because ISs with a higher understanding of their coursework had a better relationship with their supervisors (Nilsson, 2007). It is important in supervision that the supervisor encourage the supervisee to address their acculturation process and its effect on the supervisee (Nilsson & Wang, 2008). In a supervisory relation, it is important for the supervisor to genuinely want to learn about the supervisee's culture and its effects on the assessments and treatments with clients. The supervisor could also be the cultural mentor for the supervisee to be able to understand the culture and environment of the US. Additionally, it is also essential for the supervisor to discuss any intervention and/or assessment techniques the supervisee might have learned during education in their country, in order to develop a relationship with them and help them correlate their cultural techniques with techniques in the US (Nilsson & Wang, 2008). ISs face language challenges after they travel to the US which could be a discussion between the supervisor and supervisee. A continuous discussion of the supervisees' language needs in relation to addressing needs of the client and writing client notes, can be helpful for the ISs training.

### Conclusion

As the population of ISs is increasing, it is important for educators and supervisors to focus on issues and needs of ISs during supervision. Even though there is a model to help supervisor's work with international student supervisees, there is still scope for further developing a cross-cultural supervision model to assist counselors-in-training learn and understand these concepts in preparation for the field.

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## Challenges and Considerations for Site Supervision Among Master's Level Counseling Preparation Programs

By: Kimberlee Mincey, M.S., LPC Intern; Odunola Oyeniyi, M.S.; Liesl M. Hecht, M.S., NCC, LPC-Intern; Abran Rodriguez, M.S., NCC, CSC; Renita Newton, BGS; Kristina Nelson, PhD, NCC; Carole Salsberry, BA., EC-12, EC-6 Texas A&M University-Corpus Christi

Clinical supervision of counselors-in-training (CITs) is a pertinent process in the professional and personal development of novice counselors (Bernard & Goodyear, 2014). Barnett and Molzon (2014) described the purpose of clinical supervision is to foster growth and development within supervisees. Supervisors have the responsibility to teach, share personal experiences, promote actions to enhance supervisee's personal wellbeing, provide encouragement and direct feedback, and impart their knowledge and wisdom (Eryilmaz & Mutlu, 2017). By doing so, supervisors prepare CIT's to self-supervise, effectively self-reflect, develop self-awareness, as well as encourage supervisees to achieve their desired professional goals as a counselor (Barnett & Molzon, 2014; Bernard & Goodyear, 2014; Falender, Shafranske, & Ofek, 2014).

### Challenges for Site Supervision Among Master's Level Counseling Preparation Programs

Site supervisors are ethically required to undergo extensive training to ensure they are appropriately overseeing their supervisees. Barnett and Molzon (2014) suggested adequate training of equip site supervisors to practice ethically, legally, and competently. Challenges for site supervision among master's level counseling programs include:

- Site supervisors may not receive proper training and preparation. Inadequate supervision training may potentially lend itself to poor evaluation of supervisees and limit their levels of progression within the practicum and internship stages of their master's programs (Bjornestad, et. al., 2014).

- Inability to maintain a collegial relationship once the supervisory relationship starts (Rust, Raskin, & Hill, 2013).
- Failure to recognize ethical problems as well as conflicting advice from internal and external supervisors (Lannin, & Scott, 2013).

### Future Considerations for Site Supervision Among Master's Level Counseling Preparation Programs

Given the caring and dedication that brings supervisees into the field of counseling, American Counseling Association (ACA) and Council for Accreditation of Counseling and Related Educational Programs (CACREP) encourage supervisors to support growth and development for CITs. Regardless of supervisors' counseling specializations (such as clinical mental health counseling, addiction counseling, school counseling, or marriage, couple, and family counseling), they are to be of service to their supervisees and the clients they help (ACA, 2014; CACREP, 2016). Suggestions to consider for effective site supervision among master's level counseling programs include:

- Allow counselor educators within counseling preparation programs to offer individual supervision sessions prior to practicum, and as needed beyond what occurs within group supervision, and doctoral level supervision. Having the opportunity may be effective in allowing faculty supervisors to review each supervisee's current strengths, evaluate their current skill level, and assess if their

supervisees are prepared personally and professionally to enter counseling practice.

- Counselor educators and faculty supervisors could assess and assign supervisees to sites that best meet their needs and skill level. Doing so will give opportunity to collaborate effectively with the site supervisors and help to gather necessary information regarding paper work and documentation.
- Training programs could consider implementing compulsory training for all site supervisors and counselor educators in their various states by inviting a guest lecturer multiple times a year or by incorporating specialized training.
- State counseling associations could also implement a minimum of one-hour supervision training in their yearly conference to promote professional identity. This will assist them to be knowledgeable and committed to better help the supervisees.
- Counselor preparation training programs can provide site supervisors training to help supervisees recognize counseling and ethical dilemmas by giving them examples of what dilemmas look like, what events can lead to the occurrence of dilemmas. They can also review ACA Code of Ethics' training and supervision section, the Association for Counselor Education and Supervision (ACES) Code of Ethics and the Approved Clinical Supervision Code of Ethics together in their first meeting to help familiarize the supervisees with ethical and legal codes and cases.
- Faculty supervisors can also aid in site supervisor development by encouraging site

supervisors to incorporate wellness practices such as allowing and supporting supervisees to take mental health days when they are overwhelmed or are in fear of burning out. This process is likely to have a therapeutic impact on the supervisor and the supervisee.

### Conclusion

Supervision is a significant process for CITs developmentally. Currently, there is a lack of unification between site supervision and counselor educators within counselor preparation programs. It is imperative to discover and implement standards that can improve the level of competency that CITs graduate with. Site supervisors play a vital role in the development of CITs and they often see CIT skill use significantly more often than faculty supervisors. The counseling professional should aim to unilaterally incorporate effective communication and training practices between counselor preparation programs and site supervision as a way to ensure client welfare and the growth of the field of counseling.

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# Trauma among School Aged Children: Ethical Concerns and Implications for Counselor Educators and Supervisors

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## Trauma Cases in Schools

Trauma refers to an experience or set of experiences that result in intense and stressful physical and psychological impact on an individual (SAMSHA, 2014). Trauma may be naturally caused (such as hurricanes or wildfires) or human caused (such as physical abuse or neglect) (SAMSHA, 2014). Each year, hundreds of thousands of children are faced with trauma in the United States (Reinbergs & Fefer, 2018).

The lifelong impact of trauma has been highlighted by the Adverse Childhood Experience (ACE) study (Felitti et. al, 1998). Trauma can also have an impact on the social and cognitive development of students during their early adolescent development (Scott Frydman & Mayor, 2017). Some of the social impact may appear as having poor social boundaries or relational avoidance and some of the cognitive impact of trauma may result in emotional dysregulation or lowered frustration tolerance (Scott Frydman & Mayor, 2017). School counseling professionals will come across situations where understanding the cause, impact, and treatment of trauma is valuable in effectively delivering services to their student population. Due to their role in shaping the development of children, school counselors have a responsibility to recognize the impact of trauma among their students (Bell, Limberg & Robinson, 2013). Those who are in

supervisory roles, such as counselor educators and supervisors, also have a responsibility in providing services to school aged children.

## Ethical Concerns

When working with school aged children, school counselors' practice within the framework of the American Counseling Association (ACA) Code of Ethics (2014) and the additional standards set forth by The American School Counseling Association (ASCA) Standards (2016). There may be some helpful areas to consider, particularly in working with those school aged students who have encountered trauma. Section F of the ACA Code of Ethics (2014) specifically outlines the areas that are focused on supervision and teaching. Monitoring the welfare of the client becomes a responsibility of the supervisor (ACA Code of Ethics, 2014). Additionally, graduate students who are training to become counselors are held to the same obligations to their clients (ACA Code of Ethics, 2014).

For school counselors in particular, there are many ethical concerns that can develop. Mostly, as this pertains to ASCA Code of Ethics (2016), every part of the Code of Ethics is important to consider in counselor all students, and particularly those who are dealing with trauma. More specifically, the ASCA Code of Ethics (2016) has specific areas that are focused on for school counseling interns and supervisors. As is evident in the standards and code of ethics for school counselors, the responsibility to provide counseling services, especially in trauma cases in of great importance. Trauma that goes unrecognized by adults can turn into future problems in academic and in other areas of the child's life (Bell, Limberg, & Robinson, 2013). In terms of ethical concerns, counselors in the school system also have to maintain and uphold FERPA laws and the confidentiality in schools.

## Supervisors and Counselor Educator

The role of supervisors and counselor educators is complex, as it requires the ability to guide and support supervisees in their current roles as counselors or counselors in training. Trauma, among school aged students, can also have impact in the form of secondary traumatic stress for staff members who work with students in high needs schools (Reinbergs & Fefer, 2018). According to SAMSHA (2014), secondary trauma occurs from exposure to another individual's traumatic experience. Working in these environments would therefore likely provide a challenge for counselors. Counselors and supervisors should not only be aware of the impact this can have on their supervisees but also find ways to advocate on behalf of counselors. This presents an opportunity to implement and advocate for trauma informed school counseling courses.

## Supervision techniques

The discrimination model of supervision is ideal in a situation what would require flexibility in its application (Bernard & Goodyear, 2014). The diverse needs of supervisees and their clients can be met with a flexible model of supervision (Carnes-Holt, Meany-Walen, & Felton, 2014). This model can allow supervisors to focus on the areas that require more skills, such as intervention, conceptualization and personalization (Bernard & Goodyear, 2014). Additionally, this model of supervision allows the flexibility of the role that is assumed by the supervisor (as teacher, counselor, and consultant) which requires flexibility, especially in working with school aged children. For example, if a school counselor wants to apply mindfulness-based therapy to work with students who have experienced trauma, in the consultant role, the supervisor may provide resources about this type of technique and might also help the counselor in coming up with new ways to apply mindfulness-based interventions. Another creative way to implement the discrimination model in supervision is to use sand tray therapy (Carnes-Holt, Meany-Walen, & Felton, 2014). During this process, supervisors can utilize sand tray therapy to examine

dynamics of relationships (Carnes-Holt, Meany-Walen, & Felton, 2014).

Due to the time restraints often faced by school counselors, another style of supervision that may be ideal when working with school counselors is cognitive behavioral supervision. This type of supervision style is more guided with step by step template, developed by Liese and Beck (1997) for the supervisor to follow in their approach (Bernard & Goodyear, 2014). With a cognitive based approach, supervisors can follow a template and steps to work with their clients (Bernard & Goodyear, 2014). This model of supervision also allows supervisors to give their supervisees homework, such as trying a new technique, and the outcome of this process is followed up in later meetings between the supervisor and supervisee (Bernard & Goodyear, 2014).

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## Preparing CITs for Supervision

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### Preparing CITs for Supervision

Supervision allows for a junior counselor in regard to their supervisor, also known as a counseling student or counselor in training (CIT), to learn from the process of supervision. A supervisor's main roles with a supervisee are to educate and empower the junior counselor to grow professionally (Arbuckle, 1965). As a result, the supervisee must understand that there is a difference within the supervision relationship compared to that of a counseling one. Since the supervisor must evaluate the supervisee, the supervisor has a status power (Arbuckle, 1965). So how do counselor educators and supervisors effectively prepare counselors in training for the process of supervision? Counselor educators and supervisors need to not only educate CITs about our role change but also highlight the importance of CIT awareness in understanding their personal development.

### Education for Role Change

For supervisees to truly grasp the difference of seeing their instructors as a supervisor and understand the process of supervision in the field, counselor educators and supervisors have the ethical duty of educating our CITs regarding the process. So, what should be said? First, explain that a main duty of the supervisor is to not only help guide the supervisee but to also protect the welfare of the

supervisee's clients (Association for Counselor Education and Supervision [ACES], 1993). This obligation requires the supervisor to provide the supervisee with ongoing feedback in order to monitor their client's welfare, encourage compliance with relevant legal, ethical, and professional standards for clinical practice, and oversee supervisee performance and professional development.

Second, explain that in this phase of CITs' development, learning opportunities are derived from experiential learning. Experiential learning provides the supervisee with real-world situations in which simple answers are not available and the learner needs to apply skills and knowledge while utilizing the supervisor as only a resource (Svinicki & McKeachie, 2011). The learner has to become immersed into the situation and actively become engaged to problem solve as well as consider the ramifications of a real event. Additionally, throughout the process, the supervisee will need to reflect in order to make sure the progress is efficient and appropriate. However, the supervisee will spend an equal amount of time reflecting about their final solution in order to gain feedback and grow as a professional (Svinicki & McKeachie, 2011). Supervision will not only help counseling students handle ambiguity within the counseling process but also help supervisees become alert to appropriate boundaries (McAuliffe & Eriksen, 2011).

Another major responsibility of the counselor educator is to impart the necessity of the practice of CIT self-awareness. Furthermore, the counselor educator should explain how it is the role of the supervisor to practice gatekeeping of their supervisees' awareness. According to Eriksen (1999), an essential element of being a counselor is that counselors need to have an established professional identity in which they are aware of

their skills, values, and personalities that make them effective counselors. Therefore, counselors need to be knowledgeable about theories, techniques, and modalities, and well as cultural competencies and ethics in addition to being self-aware. If a counselor lacks this awareness, conceptualizing clients and/or students from a coherent, unified perspective can be particularly challenging (Spruill & Bensoff, 2000). The American Counseling Association's (ACA) code of ethics (2014) advises counselors that they must refrain from offering services in areas they are personally impaired (C.2.g.; F.5.b.). If not self-aware of these impairments and address them in order to grow professionally (C.2.d.), the counselor cannot be effective for their clients.

### **How CITs can Recognize Development**

Counselor educators simultaneously have the responsibility of not only gatekeeping and having supervisees address areas which need remediation (ACA, 2014, F.6.b.) but also, of equal importance, is for supervisees to understand how they can personally assess their capabilities. Supervisees ethically must be aware of their strengths, areas in need of growth, improvements, and continued struggles (F.5.b.). The supervisor has the responsibility to assess where their supervisee is and meet them in their here and now. Best practice for the supervisor is to differentiate supervision for their supervisees to promote effective supervision practices.

When first beginning the supervision experience, supervisees may feel more comfortable with private feedback as navigation of the challenges present. It provides supervisees with a sense of comfort to have a direct connection with someone to help aide them in their efforts to grow professionally. At this stage, counseling students tend to answer questions based on their own experience and are only concerned with immediate fixes for clients (McAuliffe & Eriksen, 2011). Therefore, counselors in training are not yet fully considering the comprehensive dynamics. Initially, supervisees benefit from instruction and affirmation from the supervisor as well as observation of techniques through role plays. At this stage, providing the

student with intensive supervision as they discuss current case studies or exercise participation in role plays is most beneficial (McAuliffe & Eriksen, 2011). As a result, being able to gain feedback from various peers who may have been experiencing or have had experience with certain scenarios can be extremely beneficial. Students are able to support each other in their efforts for professional growth. Furthermore, CITs are comforted by the known role of teacher from the counselor educator and supervisor while trying out the supervision dynamic without the pressure of working with real clients. However, as one gains experience, their needs, in regard to supervision, change.

As supervisees begin to progress, they begin to understand that counseling is a dynamic approach in which the client's well-being is their responsibility. Furthermore, they begin to feel more confident in being able to handle ambiguity, set boundaries, and can apply counseling theory with clients' needs (McAuliffe & Eriksen, 2011). CITs begin to be able to act independently by being able to navigate through the counseling relationship. In order to be endorsed for successfully meeting the requirements of graduation, the supervisor should be able to feel confident that the supervisee is now on their own path with the skills necessary to counsel independently. Furthermore, the supervisor will feel that the supervisee truly embraces the profession's ethical responsibility to embrace learning as being ongoing. Supervisees endorsed by their supervisors should have the necessary tools to navigate ambiguity by consulting, seeking supervision, or further educating themselves in order to gain more confidence to continue to be effective.

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## When Helping Hurts: Compassion Fatigue in Counselors-in-Training and How Supervisors Can Help

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Counselors-in-training cannot merely memorize a set of hard skills or concepts to be successful in the field. Rather, they must learn to counsel as an art form, wrought with ambiguity, uncertainty, and scant clear feedback from clients regarding their success or failure in therapy (Levitt & Jacques, 2005). In a best-case scenario, these complex skills are difficult for counselor educators to teach (and frustrating to learn), and in a worst-case scenario, counselor educators must prevent unfit students from entering the field and inflicting harm on their clients. Through strategic course sequences and training methods, counselor educators can maximize the students' early classes and experiences to provide a foundation for good counseling skills and simultaneously screen for concerns about students' professional dispositions.

Levitt and Jacques (2005) noted the necessity, and difficulty, of teaching trainees about ambiguity. Indeed, even seasoned counselors often struggle with ambiguity, as connecting with each individual client is a unique experience that cannot be translated into a clean set of guidelines or rules that work every time. Beginning trainees also lack confidence in their untested counseling abilities, and they will strive for certainty in learning defined skills, pushing counselor educators to give them facts and dictums, rather than leaning into complexity and ambiguity. Levitt and Jacques

recommended teaching trainees the skills of counseling (prior to the theories) and using in-class practice and videos to show them how the skills work in early classes.

Research is scant on the relative benefits of having students do skills practice using their real-life experiences versus role playing a fake persona as the "client." However, Shepard (2002) recommended teaching students screenwriting skills to enhance the quality of role playing a fake persona, and Bayne and Jangha (2016) similarly recommended teaching improvisational acting skills for the same purpose. The fact that these authors recommend going to such great lengths to improve the role plays indicates that role playing is a less desirable method of skill practice. Though more investigation is needed in this area, intuitively educators might conclude that real practice serves the dual purpose of making the students' skill-practice more realistic and nuanced, and it may encourage a felt-sense of empathy for future clients. If the real practice is clearly limited in scope (stopping well short of processing traumas), the complexities that arise from this practice might be immensely useful. When a student becomes triggered, the instructor can step in with interventions to ensure that the student can regulate emotions and contain them. This is potentially a valuable learning experience, not just for the other students, but for the faux "client" who experiences the safety of being reined in by a competent practitioner. Shepard (2002) expressed concern that using students' genuine experiences in skills-practice is ethically problematic; however, a close reading of the 2014 ACA code of ethics reveals that counselor educators must inform students that "self-growth and self-disclosure are part of the training process" (p. 14). To ensure ethicality, educators should include disclaimers and consent in the

admissions process that trainees will be required to present during practice sessions as themselves, and educators can emphasize the students' choice in how much to share (ACA, 2014).

Of course, such real-life practicing might illuminate, very quickly, unresolved mental health issues for the trainees, and this serves as a potential opportunity for counselor educators to begin recommending personal therapy for those trainees that have difficulty managing the in-class exercises. While it would be unethical to dismiss a student solely based on mental health challenges, it would also be unethical to pretend that counselor trainees do not have mental health problems that may impair them, as future counselors (De Vries & Valdez, 2006). Wolf, Green, Nochajski, and Kost (2014) noted in their literature review that masters level counseling students had more mental health problems than the general population. The ethical code does not preclude counselor educators from using knowledge gained about students during real-life skill practice to help inform their decisions to recommend personal counseling for students. Even for students that do not need counseling, real-world practice may helpfully illuminate the personal issues that will present for each new trainee in their future counseling sessions – for example, the perfectionist trainee can realize that working harder than clients is a danger for counselors that are new in the field and striving to prove themselves to authority.

In short, early skills-focused classes using real-life experiences might serve a dual purpose of giving new trainees a foundation of skill, enhanced self-awareness, and empathy – and/or it might give educators a faster view of potential problems with professional dispositions of students. These “problems” can either be a hindrance, the elephant in the room, or an asset to the trainees’ growth.

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# Revisiting gatekeeping, remediation, and evaluation in clinical supervision

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Supervision focuses on the training of supervisees by helping improve their clinical skills (Gaete & Ness, 2015). Supervisors also have the responsibility to evaluate the supervisees interpersonal, intrapersonal, and clinical skills throughout supervision. The purpose of this practice is to ensure the welfare of the clients that the supervisees are serving (ACA, 2014). It is the supervisors' responsibility to ensure that supervisees meet minimal standards of clinical practice and competence, address areas of concern, and not certify supervisees who are not meeting the developmentally appropriate standards. This form of informal evaluation is called gatekeeping (Gaete & Ness, 2015). Gatekeeping and remediation are described by the ACA Code of Ethics (2014) as a way for supervisors to provide consistent evaluation of supervisees progress or the lack thereof. Supervisors are to assist supervisees in securing remedial assistance when needed. When supervisees are unable to demonstrate that they are competent to provide professional services to a range of diverse clients, the supervisor will recommend dismissal from training programs, state or voluntary professional credentialing and applied counseling settings. Decisions must be documented, and

supervisees must be aware of what options they have.

Gatekeeping and remediation are practiced to protect novice counselors from harming their clients. It is the responsibility of the counselor-in-training supervisor to communicate to the counselor the progress, or the lack thereof. Foster & McAdams (2009) proposed a framework intended to promote transparency in professional performance assessment. The framework for achieving clarity in supervisory relationships include (a) developing fair and accessible expectations and procedures, (b) providing regular opportunities for top-down and bottom-up discourse, and (c) emphasizing a commitment to assistance and remediation. They believe that this framework is critical to students' accurate perceptions of the assessment process, their trust for faculty members, and their future investment in protecting the welfare and the ethical integrity of the counseling profession. Having transparency in supervisory relationships will make it easier to conduct evaluations of students' performances. They will be more receptive, and more importantly, they will not be surprised by their feedback.

The Counseling Competence Scale (CCS) is an evaluation tool that “provides students and supervisors with concrete expectations regarding supervision and matching new supervisees’ developmental needs” (Swank, Lambie, & Witta, 2012, p.7). It was developed to assess supervisees' level of competence as measured in their counseling skills, dispositions, and behaviors. The scale provides supervisees with explicit information on what to expect of them in their practicum experience. It is also to be used to support consistency and validity in the supervisory evaluation of supervisees within counseling programs and the counseling profession (Lambie & Ascher, 2016).

Furthermore, evaluation can be defined as the supervisors' responsibility to provide supervisees ongoing feedback regarding their performance throughout the counseling program. (ACA, 2014).

Counselor educators must assess students' personal characteristics and clinical skills throughout their practicum and internship experience. There should be an awareness of the possible damage caused by counselors-in-training who do not possess the necessary, basic counseling skills or personal qualities. There are ethical and legal mandates relevant to developing and implementing a gatekeeping model and providing summative and formative evaluations (DePue & Lambie, 2014). The specifics of these mandates may vary by university.

Gatekeeping, remediation, and evaluation all work together to protect the counseling profession and the clients they serve. There is much research that speaks to these different processes. The American Counseling Association (ACA) and the Council of Accreditation for Counseling and Other Related Educational Programs (CACREP) are very clear of the standards, and the ethical and legal mandates regarding protecting the profession from harmful counselors and the role of the supervisor in such cases. Also, these processes should not start at practicum courses, but upon entry into any counseling program. As stated before, evaluation is an ongoing process. The transparency of the program in informing students about their performance would be valuable to the supervisee and supervisor when deciding about remedial services. For some students, knowing earlier in the program if they will be successful is helpful. They can possibly decide to move on to another profession and supervisors can protect the profession from harmful counselors.

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