



SACES FALL 2007

Southern Association For Counselor Education And Supervision

President's Address Kathy Evans Ph.D., U. of South Carolina

It is with the greatest pleasure that I greet you as President of the Southern region of the Association for Counselor Education and Supervision. It promises to be a fantastic year beginning with the national conference in Columbus, OH. I look forward to seeing many of you at the conference and I am sure that SACES will be well represented among the many presentations and awards.

It has been two years since I submitted my goal statement to the membership to be elected for this office and I would like to remind everyone of those goals. My vision for SACES is to develop a workable agenda for social justice and advocacy as regards the training and supervision of culturally competent counselors and supervisors. Towards that end I have asked that interest networks and committees establish social justice goals in this year's action plans. In addition I have asked that SACES develop an award with a social justice theme and that we recognize and highlight the social justice efforts of our membership in our newsletters this year.

For those of you who are attending the convention, I hope that you will attend the Social Justice Summit on Sunday, October 14 from 9:00AM- 12:00PM. It promises to be an amazing event and I would love to see a substantial SACES presence there.

Another of my goals is for SACES to continue not only to encourage new leaders but also continue to provide leadership to ACA and its divisions through purposeful action and an advocacy agenda. I was pleased that ACES stressed the importance of diversity among our Emerging leaders because it is one of my personal goals for SACES. I am pleased to announce that our Emerging Leaders for the ACES convention workshop are a very diverse group. They are:

Shelley Elizabeth Goins, Chattanooga, TN

Tonya M. Jasinski, Laurinburg, NC

Jung (June) H. Hyun, Chamblee, GA

Allison C. Langfitt, Atlanta, GA

Christopher Lawrence, Davenport, FL

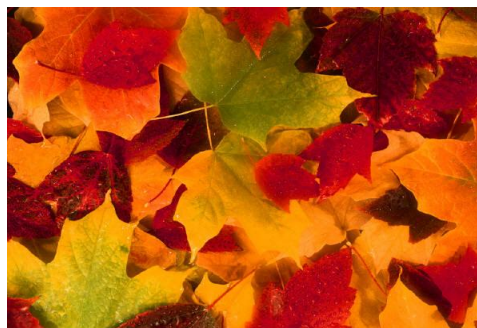
Insoo Oh, Columbia, SC

Amy Leigh Bigbee, Greensboro, NC

Shannon Trice-Black, Sandy Hook, VA

Joffrey Scott Suprina, Ph.D., Atlanta, GA

Congratulations to our Emerging Leaders! I look forward to seeing you in Columbus and working with you this year.



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Special points of interest:

- *Tips for Mental Health Counselors in Training* Pg. 8
- *New Emerging Leaders for the ACES Convention*
- *Your New SACES Officers*

President's Address, *cont. from pg. 1*

Our current SACES Leaders are as follows:

Officers

President

Kathy M. Evans

University of South Carolina

Past President

Robin Lee

Middle Tennessee State University

President-Elect

Gerard Lawson

Virginia Polytechnic University

Secretary

George McMahan

Georgia State University

Treasurer

Don Locke

North Carolina State University

Committees

Nominations and Elections

Robin Lee

Budget and Finance

Don Locke

Long Range Planning

Shannon Ray, Nova Southeastern U.

Graduate Student

Amy Bigbee, U. of North Carolina
Greensboro

Tonya Jasinski, U. of South Carolina

Newsletter

Agatha Parks-Savage, Regent U., VA

Membership

Kristi Gibbs, U. of Tennessee at Chattanooga

Technology

Ann Albrecht, Tarleton State U.

Research Awards – ACES Liaison

Ed Neukrug, Old Dominion U.

Awards

Shari Sias, East Carolina U.

By Laws

Allison Langfitt, Georgia State U.

Interest Networks

School Counseling

Carol Parker, Sam Houston State U.

Jolie Daigle, U. of Georgia

Ethics and Professional Issues

Mary Herman, Virginia Commonwealth U.

Community Counseling

Ed Cannon, Marymount U.

Donna Starkey, Delta State U.

Multicultural Counseling

Marc Grimmett, North Carolina State U.

Danica Hayes, Old Dominion U.

Supervision

Judith Harrington, Counseling Supervi-

sor Practitioner

International Counseling

Julia Bryan, College of William and Mary

Rick Gressard, College of William and Mary

Women's Mentoring

Kelly Wester, U. of North Carolina at Greensboro

Heather Trepal, U. of Texas San Antonio

Other equally as important but, perhaps, more mundane goals are to continue to work on a policy and procedures handbook and improve conference planning. It is going to be such a pleasure to serve as your president this year. I look forward to the progress we will make in terms of social justice and the impact it will have on the Counselor Education profession. I encourage you all to become active on a committee or interest network so that you can be an integral part of the SACES agenda. See you in Columbus!



Dr. Kathy Evans, SACES President

HEADS UP!! ACES 2007 CONFERENCE IS COMING

Vanguards for Change: ACES and Social Justice

Columbus, Ohio

Mark Your Calendar for October 10-14, 2007

Access Information About the Conference at <http://www.aces2007.net>



The Value of Experience: A Lesson in Multicultural Instruction

Lisa Schulz Ph.D., Georgia Southern University

I felt ready. I had done the preparation. My plan for the first class meeting was solid, having passed muster with my mentor. This was to be my first class as a counselor educator. The journey to this place and this time was a long one, literally as well as figuratively. My move from the Northwest was deliberate and the fruition of a desire to move beyond my circumstances, embrace another way of being as a counselor educator, and learn about life in the South. And now my very first class was upon me. I walked nervously down the hall, noticing the eco of my footsteps, the support of each breath. I entered the classroom, arranged my materials, and prepared to greet the students as they arrived.

The composition of the class epitomized what I believed I had been prepared for: 8 Southern women, 7 of them African American, 1 Euro American. Believing myself to be culturally competent and possessing the skill to effectively instruct such a group in the ways of counseling, I swallowed hard, took a deep breath, and began the encounter.

The infusion of multicultural competency standards in my counselor education program at both the Master's and Doctoral level was one of its most attractive and profound components. Yet confronted with this first session, I suddenly wondered how I could possibly be culturally competent when I had no real idea about how these people lived their lives. So what did I do? Well, I decided to be the authentic person I had committed myself to be and disclose the newness of the situation. To my relief and gratitude, the students were interested, intrigued and curious about this new instructor who had limited experience and had never seen collard greens before, much less eaten

them. They in turn were willing to share some of their lived experiences as southern women, from both the black and white perspectives, and share how these perceptions impact what we bring into the room with our clients and one another.

Though not always comfortable or easy, the continuing discussions around our lived experience and cultural competence in relation to the course content were a successful endeavor. (The course evaluations were pretty good anyway.) And personally, I was rewarded with important information regarding the racial tension and dynamics in this region of the Southern United States. However, it was an episode the next semester that really helped me know how pervasive and insidious prejudice and bias remain.

This particular class was full of exceptionally gifted people. I was feeling a greater sense of confidence in my ability to be an effective counselor educator and things were going along very well. Or so I thought until the day two white students approached me in order to bring to my attention to what they deemed disruptive behavior on the part of two black students. I blinked at them, for in that moment I had no idea what I was supposed to say or what I was supposed to do. I had been unaware of any "black" behavior untenable in the classroom. My training in counselor education and supervision didn't seem to cover such a moment, at least not from an instructor's perspective. So I took a deep breath and did what I help students learn to do, I trusted my inner voice and I consulted with one of my mentors. A most wise individual, he helped me know that



Lisa Schulz is an Associate Professor of Counselor Education at GSU

even though it wasn't my problem, it was my responsibility. While it wasn't my creation, the situation existed among people in my class who were training to be counselors and this was a teachable moment if there ever was one. So what happened next? Well, long

story short, they eventually spoke with one another. And again, while not comfortable or emotionally 100% safe, their conversation led to a greater degree of mutual understanding with regard to issues of privilege, power and oppression, and cross cultural communication.

Questioning what methods of instruction could be effective with a diverse population is a challenge I didn't quite anticipate, but am pleased to welcome. Instructors in multicultural classrooms face unique challenges in co-creating an appropriate classroom environment and high standards of instruction which foster not only academic achievement, but also culturally competent counselors. I've been doing a lot of extra reading about multicultural instructional methodology, a lot of consulting, and a lot of personal processing about my own comfort level in how to address multicultural concerns in the classroom. So far I've learned the design of the intervention can provide both support and challenge when structured in ways that reflect the process and not just the content. Being in a new place, learning a new way of being is indeed exhilarating, and this new place is unpredictable to say the least.

Challenges Experienced By International Students Funmi Akinyele, Regent University

International students have similar aspirations as American students. This aspiration is to get a solid college education. Typically, international students complete their college education and then return to their home countries where they will practice their professions to the benefit of the people in their home country. Unfortunately, international students are presented with many challenges that are not experienced by American college students. College professors can help facilitate awareness and sensitivity, thereby fostering and embracing a truly culturally diverse classroom.

What you may not know about international students and how professors can be helpful:

- In many cultures, names mean something and are important. If you do not know how to pronounce a name, ask the student to give you a phonetic translation, and practice it until you are able to get it right. Even if you get it wrong, it demonstrates sensitivity if you at least try.
- For many international students who come to the United States directly from their home country, there is a major culture shock. The food, language and use

“In many cultures names mean something and are important”

of slang are just to name a few. Encourage students to ask questions. In some cultures, it is not acceptable to speak up in class or express a different opinion of the professor. Engage international students in class by asking specific questions about how concepts are used in their home country.

See Challenges on pg. 5

First Year Lessons: Navigating the First Year of Teaching

Denise Daniel Ph.D., Liberty University

I successfully defended my dissertation and moved within two days to start my first job as an Assistant Professor in a Master's Community Counseling program. By the time classes had begun, I had yet to find the hardware to my bed so that I could finally assemble it. It think you are getting the picture, right?

During my first semester I was assigned both traditional class room and online classes in Research Methods and Statistics. When I was a teaching assistant in my doctoral program, I was told by my mentors that if I learned how to teach research and statistics, I would be a stand-out applicant for



Denise Daniel is an Assistant Professor of Counseling at LU

any faculty position in counseling. At the time, I wasn't truly convinced by what my mentors were telling me. I thought they were just saying this to me so that I would feel good about teaching these two courses that most professors avoid. This was the first lesson: **My experience teaching Research and Statistics opened academic doors.**

When I had interviewed I noticed a pattern in the responses to reading my curriculum vitae. It usually included a look of a hungry cat that had just cornered a mouse accompanied by the purr, “Ahhhhh!! I see you have taught statistics!”

After the spring semester, I had been given the online Research and Statistics course, (which has many sections taught by adjunct faculty), to manage. After having

taught it multiple times that year, I decided to make changes to the course requirements that would then be followed by all the adjuncts.

I quickly learned the second lesson: **Even if the buck stops with you, always get the input of the people your decision may impact.** For some reason, (perhaps it was my make-a-decision-on-your-own mentally left over from emergency room nursing), it never entered my mind to get input from the adjunct faculty before making changes. My email was quickly flooded by rather angry adjuncts who were not pleased with my “command” changes.

See First Year on pg. 6



Davis Receives National Award

Dr. Tammy Davis, a counselor educator in the School Counseling program at Marymount University, has been awarded the American School Counselor Association's 2007 Counselor Educator of the Year Award.

Davis has a Bachelor of Arts in Early Childhood Education and a Master of Education in School Counseling from the University of North Carolina at Chapel Hill. She received an Education Specialist degree in Educational Administration in 1992 and her Doctor of Education in Counselor Education at Virginia Tech in 1997.

Dr. Davis began her school counseling career in 1990 and was a school counselor at both the elementary and high school levels un-

til 1999 when she began her current position at Marymount University. She is in her ninth year at Marymount.

The national award is based on accomplishments in and contributions to the field of school counseling. Davis is a past President of the Virginia School Counselor Association as well as the Virginia Association for Counselor Education and Supervision. She has authored two text books, several book chap-



Dr. Tammy Davis (left) receiving her award from Dr. Carolyn Stone, President of the American School Counselor Association

ters, and journal articles in professional publications.

Dr. Davis has keynoted at conferences in Pennsylvania, Arkansas, and North Carolina and has presented more than 75 professional workshops for school counselors at the local, state, and national levels.

Dr. Davis was presented the award at the annual conference of the American School Counselor Association on June 25, 2007 in Denver, Colorado.

Challenges, *Cont. from pg. 4*

- Do not assume that if a person is from a particular cultural group that they fully embrace all aspects of that culture. It is helpful to ask how their cultural background has influenced or shaped their views. Essentially, be sensitive to the student's particular experience within their culture.
- Going home for holiday breaks is not the same for international students. Jumping five or more



zones in less than 24 hours is not easy task. Spending a few days with family during the semester break and then flying to get back to get to classes on time can be emotionally and physically exhausting. Creating some travel flexibility with international students is a way to remedy this issue.

- Try to identify potential peer mentors in your class that can serve as cultural ambassadors and translators. The inner workings of the educational system can be very confusing and many international students will appreciate the help.
- Be sympathetic to concerns about immigration status if students are comfortable enough to share it with you. Be aware of the appropriate place on campus to direct students with concerns related to this matter.

Culture shock is a reality for many international students and it is embraced as an expectation. College professors can make a significant impact on how international students transition within the American culture. My hope is that this article will enhance ones awareness and sensitivity to the challenges of international students.



Funmi Akinyele is an International Student from Africa in the Graduate Counseling program at RU.

I had no sooner navigated those waters when I found myself faced with my next lesson: **Always include in the syllabus the proper procedure for resolving conflict and grievances.** While teaching counseling skills that first summer, I assigned a failing grade to a student's video demonstration of counseling skills. The student panicked and wrongly assumed this meant she failed the entire course. Suddenly, from the program director, I received a copy of an email sent by the student, (also sent to the department chair, vice provost and university president), outlining

my overwhelming failure as a professor and my punitive and unjust grading practices. The student had never come to me to let me know that she was upset and what she was thinking. I wish this miscommunication never happened, but it did. I am glad I created a process that is noted within my syllabus so that another student does not experience this situation in the future.

So there you have it. I have just completed my first year as an Assistant Professor. I have made many more mistakes and learned many more lessons that would take

up too much space in this newsletter. Perhaps the most important lesson I have learned is mistakes are inevitable. Learn to ask for forgiveness and embrace the thought that you will make more mistakes. Keep a close mentoring support system near you so that you can learn from the wisdom of other professors and be open to the idea that you can learn few more things from your students.

Connecting Through Community in the Online Classroom

Sara Wood, Regent University

Recently, I had an opportunity to observe the technologically savvy family eating a late dinner. Dad had his bluetooth, the daughter was chatting away on her cell phone, and mom was watching the corner television. It amazed me how three people so close in physical proximity could seem so emotionally distant. However, in our current technologically advanced society, this form of isolation is becoming the norm. We "spend time together" while maintaining separation through our ipods, blackberries, laptops and a myriad of other personal technologies. Now, even academia is transitioning from the close community of the traditional classroom to the appropriately named "distance education" of the online environment.

While this transition may seem like a positive expansion of our educational realm, moving to the online classroom also presents



Sara Wood is a Graduate student from RU.

several challenges to both students and professors. Most obvious is the lack of face to face contact afforded by the traditional classroom environment and the subsequent effects this new position may have on immediacy, or the behaviors that increase psychological closeness (Wiener & Mehrabian, 1968). Now, as students and faculty may be countries, or even continents, away from each other, the usual office meetings, class discussions, and positive non-verbal immediacy behaviors like smiles or eye contact are practically non-existent.

Recognizing the significance of psychological closeness in relation to the learning process (Pogue & AhYun, 2006), one possible remedy to this issue is building interactive communities to span the gap of distance education. Practically speaking, what can professors and students do to connect through community in the online classroom?

Tips for Professors

Be Intentional: As counselors, we are taught to be intentional with clients in our sessions and treatment plans (Ivey & Ivey, 2007). Why not apply the same principles to the on-line classroom? Plan and structure the course from the very beginning with the distance factor in mind. Rovai (2001) studied a five-week graduate-level course to explore the dynamics of an online classroom community and found instructor emphasis, or intentionality, to be a likely factor in increasing student participation. Create opportunities for students to interact, both with you and each other, through electronic discussion boards, group projects, and online chat sessions.

See Community on pg. 7



Be Available: In addition to being intentional, making yourself available to distance students is a great way to build community. Collecting data on 73 courses, Swan (2002) discovered a significant relationship between online students' perceived interactions with their instructors, their perceived learning from the instructors, and their level of satisfaction with their courses. Being available for interactions can range anywhere from synchronous chat sessions to simply posting, and committing to, telephonic office hours. Take the time and energy to survey your students' perceptions of your availability through periodic evaluations and proceed accordingly. Specifically, interaction in any form between instructor and student is key.

Be Experienced: One of the most concrete ways to learn how to enhance community in your on-line classroom is through firsthand experience. Bickford and Wright (2006) encourage on-line instructors to take an on-line class for professional development or personal interest to gain their own view of distance education. If you choose to do so, take the opportunity to evaluate the sense of community in your class. Was there adequate interaction among instructor and students? Was interaction even a priority? Did you feel invested in the class? Were there things you might have done differently to build community? Use this experience to modify your on-line course to build better connections with and among your students.

Tips for Students

Be Immediate: In the traditional classroom, students are able to communicate in person with other

students and professors. Utilizing verbal and non-verbal behaviors, students are often able to gauge both the literal and emotional components at play during classroom discussions or personal conversations. However, since the online classroom lacks physical proximity, the opportunities for cultivating immediacy are often difficult to find. Written words can be easily misconstrued and cut-offs from the community can result. To remedy this challenge, Swan (2001) suggests employing verbal immediacy behaviors to authentically express yourself in the online world. Emoticons like J or L and using font size, color, or thickness can be utilized to add a tone to your words that would usually be indicated by non-verbal cues. An extensive list of emoticons is maintained by Computer-User.com (2007).

Be Inventive: The introduction of online classes is still relatively new and allows for creativity for both students and professors. If you want to create community within your on-line classroom, be inventive in the ways you express yourself academically and personally. As Weller (2007) relates, an "[online] community is only as successful as its members make it" (p. 157). Utilize any networking technology your class may have in place, such as personal web pages where you can upload appropriate photos and exchange biographical information like your current areas of interest, favorite books, and educational history. You can also employ free internet tools like Yahoo groups to connect with your classmates.

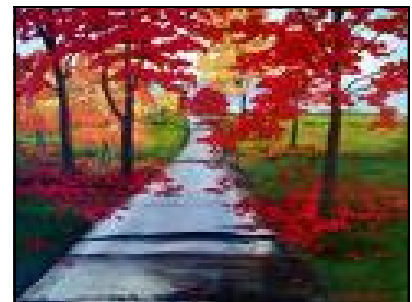
Be Assertive: One of the challenges of the on-line environment is that it is easy for students to feel detached from the course without the constant observation of a tradi-

tional classroom instructor. Consequently, this challenge requires students to be more assertive about their academic and social needs relating to the course. Thus, if you want more student interaction, be the first one to suggest a synchronous chat group or ask the professor to create an open discussion board to discuss matters outside of course content. If you are having trouble understanding a concept, try to keep in mind that the professor cannot see your dazed facial expression and make the first contact through email or phone. Asserting yourself may be uncomfortable at first, but students who demonstrate a willingness to communicate and hold central positions within the on-line social network also tend to display higher levels of learning (Cho, Gay, Davidson, & Ingraffea, 2007).

Summary

The transition to the online classroom is imminent as the field of education attempts to stay technologically current. However, as we develop the online learning environment, may we not neglect the significance of the social context in traditional classrooms. Together, as members of the academic community, may we continue to build connections through community whether it be face to face or computer to computer.

See Community on pg. 8



Resources

Bickford, D.J., & Wright, D.J. (2006). *Community: The hidden context for learning*. Retrieved on September 9, 2007, from <http://www.educause.edu/Chapter4.Community%3ATheHiddenContextforLearning/11902>

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Swan, K. (2002). Building learning communities in online courses: The importance of interaction. *Education, Communication, & Information, 2*(1), 24-45.

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View of Columbus, Ohio.

ACES 2007 in Columbus, Ohio Come Represent Your “SACES” There! October 10-14, 2007

Tips for Mental Health Counselors in Training

Hallie Stein & Shannon Ray Ph.D., Nova Southeastern University

As a counselor in training, I have created the following tips to help keep me focused. I would like to share them with other counselors in training as well as professors and counselor supervisors that are our mentors. I have found this to be helpful to me and I hope you find it meaningful to you, too:

- It is important to be a good listener; you have two ears and one mouth for a reason.
- Self-care is critical—you can only help others if you are taking care of yourself.
- You cannot go wrong by being a Rogerian at heart.
- Being a counselor is a craft and it takes decades to master so don't expect to be an expert right away.
- Communication, communication, communication.
- Don't bite off more than you can chew.
- Personal counseling is a beautiful thing and will help you be a better clinician.
- Self-disclosure can deepen the therapeutic relationship but it should never take the focus off of the client.
- Licensure is your ticket to autonomy.
- **Keep your eyes on the prize—graduation is a great feeling!!!**



Hallie Stein is a Masters student in Mental Health Counseling at NSU.



Dr. Shannon Ray is an Assistant Professor at the Center for Psychological Studies at NSU.

Southern Association For Counselor Education And Supervision

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www.SACES.org



I just want to thank everyone who contributed to the newsletter. I know it gets busy and asking for your writing submission is typically not the first thing on your “to-do” list. Thank you for your time and energy. Just to remind you, the newsletter is not just for faculty submissions and reading. Contributions from students, clinicians and supervisors are welcomed! There might be times when we have a newsletter “theme” and I’ll request for articles related to the topic. Otherwise, feel free to send me your writing ideas and I would be happy to work with you on getting into the newsletter. There are a lot of folks doing wonderful things related to counselor education and supervision so consider the SACES newsletter as an avenue to keep people informed.

*Dr. Agatha Parks-Savage
SACES Newsletter Editor*



Take Note of These Upcoming Events

SACES Long Range Planning Committee

The Long Range Planning Committee will meet during the upcoming ACES conference in Columbus, Ohio. The meeting will take place directly after the SACES breakfast on Friday, October 12th. The meeting minutes will be sent to all committee members. If you are not currently serving on the committee and would like to, please email Shannon Ray at shanray@nova.edu. Also, if there are any suggestions for agenda

items, please email Shannon and she will make sure they are included.

Upcoming ASERVIC Conference

The Association for Spiritual, Ethical, and Religious Values in Counseling will host a national conference from June 15th to 17th 2008 at the beautiful setting of Lake Junaleaska, North Carolina. The conference will focus on the ASERVIC competencies of spirituality and counseling with an emphasis on practice and

counselor education. If you would like more information please contact ASERVIC board member Shannon Ray at shanray@nova.edu.

