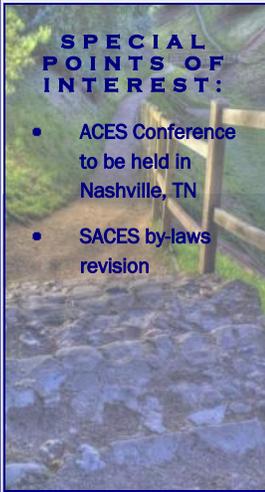


SACES Newsletter

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

SACES President's Welcome



SPECIAL POINTS OF INTEREST:

- ACES Conference to be held in Nashville, TN
- SACES by-laws revision

Welcome to the Fall semester and another active year in SACES! I am really excited to serve as your president, following in the great footsteps of Kelly Wester, 2009-10 SACES President. I am also supported this year by Jennifer Jordan, SACES President-Elect, as well as ACES leaders Deryl Bailey and Gerard Lawson. SACES has a wonderful tradition of strong leadership in various committees and interest networks, and I look forward to working with new and “seasoned” leaders in these venues. I invite you to visit the “Organization” and “Community” tabs on the SACES website to learn more about the 2010-11 leaders of SACES. And, I encourage you to contact them if you are interested in serving.

As this newsletter goes to press, the Executive Council and Conference Planning Committee are gearing up for the 2010 SACES Conference in Williamsburg, Virginia, on October 28-30, 2010. The conference theme is “Learning from our Past and Shaping our Future through Empirical Knowledge.” What I hope is evident in this theme: a focus on honoring our traditions in counselor education and supervision while attending to the role of research in counselor preparation. I am encouraged this



SACES President,
Dr. Danica Hays

conference will continue to build the bridge between research and practice in counselor preparation and supervision. The Conference Planning Committee, which includes site coordinator Victoria Foster, promises that the conference will be active with many opportunities for networking and continuing education.

The Executive Council has three major goals this year: foster collaboration among State ACES organizations and SACES leadership; promote the value of counseling and counselor education outcome research and provide educational opportunities for SACES members; and increase attention to supervision research and practice. To begin to address

the goals at the conference, there will be several events that include the following: a SACES leadership breakfast and meeting to connect leaders at the regional and state levels; a research boot camp and research and grant writing sessions; and a pre-conference on clinical supervision. With over 230 presentations for the 2-day conference, I know you will find many informative sessions on supervision, leadership, advocacy, and research.

Please check out the SACES website – you will find many additional links have been provided, including Discussion Boards. There are also links for programs, universities, and agencies to post jobs – as well as individuals to search those jobs by SACES state.

As this year gets started, and we become more involved in our daily activities and routines, I do invite you to get involved in SACES or your state organizations. Please feel free to contact me, or any of the SACES Executive Committee, the interest network chairs, or other SACES committees in general to get involved! Have a wonderful beginning to your semester, and I will see you in Williamsburg!

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SACES BY-LAWS REVISION

Greetings, SACES members:

The SACES Executive Council is proposing changes to the nominations and elections process, as well as how information regarding by-laws amendments are distributed to the membership. The original content and proposed changes to ARTICLE VIII of the SACES By-laws follow. Wording changes/**proposed revisions** are indicated in bold and *deletions* are indicated in light italics.

If approved the changes would take effect January 1, 2011, so this year's elections will be held the traditional way. Interestingly, SACES By-laws allow electronic voting or postal mail only for this process of changing the by-laws, so the vote will occur electronically. Only current SACES members are eligible to vote. If you are a SACES member, you will receive an e-mail invitation to participate in the by-laws change vote. If you do not receive an invitation, you may want to check your SACES membership status.

Thank you for your consideration,

Danica G. Hays

SACES President

Original Content of SACES By-laws:

ARTICLE VIII

Election of Officers

Section 1. Nominees. The Nominations and Elections Committee shall prepare an official slate of nominees for the position of **Secretary and** President-Elect *and when necessary for the president*. This committee shall take into consideration qualifications for office, the nominee's field of interest, and the nominee's consent. **The Executive Committee shall approve the final ballot to be presented to the membership.**

Section 2. Presentation of the Slate. The slate of nominees prepared by this committee, and approved by the Executive Committee shall be presented to the membership electronically or via postal mail at least 30 days in advance of the regional SACES convention or the national ACES convention, whichever shall be held that year. The ballot shall list all nominees advanced by the Executive Committee, and also allow for members to write-in a candidate of their choosing. Voting may take place via electronic means which are sufficiently secure, allow for only one vote per member, and provide for a **secure secret** ballot, as determined by the Executive Council. Voting shall remain open until it is declared closed by the presiding officer at the SACES business meeting. Members who desire a postal ballot must make that request within five business days of the slate being announced, to allow time for a paper ballot to be delivered and returned no less than one week before the convention opens. *as part of the Executive Committee's published agenda for voting by written ballot during the annual meeting. The presiding officer also shall accept nomination from the floor. Voting shall take place during the annual meeting and officers elected by simple majority of those in attendance.*

Section 3. **Repealed.** *Absentee Ballots. Absentee ballots shall be provided within the registration packets for registered convention attendee members who need to leave before the conclusion of voting procedures.*

Section 4. Reporting of Ballot Results. Officers are elected by a **plurality simple majority** of the eligible members who voted. The chair of the Nominations and Elections Committee shall be responsible for tabulating and reporting the results of the election to the membership *and persons designated to count the ballots shall report the voting by number for each nominee to the general membership*. During years in which there is a SACES regional conference, the results will be announced at the conference in addition to being published in the SACES newsletter after the conference. During years in which there is no SACES conference, the voting results will be announced at the SACES meeting at the ACES conference and through publication in the SACES newsletter.

SACES BY-LAWS REVISION

ARTICLE VIII Continued...

Election of Officers

Section 5. Recount. Any nominee may request that a formal recount of ballots take place following the report of balloting results.

Section 6. Assumption of Duties. Officers so elected shall assume the duties of their offices on July 1 following their election.

Section 7. Vacancies in Unexpired Terms. In case of vacancy in the office of President, the President-Elect shall succeed to the President's unexpired term and continue through the term for which elected. In case of vacancy in any of the other offices, the Executive Committee shall have the power to fill the vacancy until the next regular election.

ARTICLE XI

Bylaws

Section 1. Amendments. These bylaws may be amended from time to time as follows:

- (a) The Executive Committee may propose amendments for approval by the Association.
- (b) Proposed amendments may be submitted to the Executive Committee upon petition signed by at least 25 voting members of the Association.
- (c) At least 30 days prior to the **vote annual meeting**, the proposed amendments and Executive Committee's recommendation shall be reported in the SACES Newsletter. *and made available to all members of the Association.*
- (d) Proposed amendments shall be acted upon by the Association by the affirmative vote of at least two-thirds of the members voting **at an annual meeting**, by *in a* mail, or **a** controlled electronic ballot, provided that the proposed amendment shall have been presented in the SACES newsletter along with the Executive Committee's recommendation and the Committee's rationale for such recommendation.
- (e) The Association may, by action at a scheduled annual meeting provide that a proposed amendment, not supported by the Executive Committee, be submitted for approval by mail ballot in accordance with **(d) (2)** above.





2011 ACES Convention

Nashville, TN

October 26 – 30, 2011

The 2011 ACES Convention will be held October 26 – 30, 2011 at the Gaylord Resort and Convention Center in Nashville, TN. The Call for Proposals will be available in mid-fall, with deadlines for submissions in January 2011.

CALL FOR NEWSLETTER ARTICLES

We are looking for submissions from counselor educators, supervisors, clinicians and graduate students on topics ranging from:

- Summary of conference presentations and experiences
- Graduate student experiences
- Research in progress: supervision, instruction, curriculum development, mentoring, etc.
- Perspectives on supervision and instruction in counseling
- Leadership, advocacy, and student development

Please consider contributing your thoughts, ideas, and perspectives to the SACES newsletter! We hope to hear from you in the future. For questions about topics and submission procedures please contact one of the editors: Agatha Parks-Savage (parksac@evms.edu) or Amanda C. Healey (ahaley@shsu.edu).



SACES 2010

CONFERENCE HIGHLIGHTS

October 28-30, 2010

www.saces.org

Williamsburg, VA

Supervision Pre-Conference * October 28

The Relationship in Clinical Supervision

Dr. Gerard Lawson

This presentation is designed to re-focus supervisors attention on the supervision relationship, and to highlight the important and necessary characteristics of a good supervision relationship. With so many demands on our time and attention in supervision, it is easy to take the supervision relationship for granted, with potentially dire consequences. Whether as a reminder, a refresher, or a wake-up call, this discussion will provide practical strategies for building or enhancing what Watkins (1997) called the "necessary ingredient to the making, doing, and being of the supervision process itself".



Ethical and Legal Issues in Supervision

Drs. Mary Hermann and Ted Remley

This program will assist counselor educators and supervisors in identifying their ethical and legal responsibilities. Topics such as confidentiality, records, counselors in court, and liability of counseling supervisors will be addressed. Strategies for practicing in a manner that will reduce legal liability will be provided.

CONFERENCE SESSIONS & EVENTS * OCTOBER 29 & 30

Emerging Leaders Training

Pam Paisley and Don Locke

HIPAA has Grown New Teeth: An Update for Counselor Educators on Confidentiality, Privilege and Privacy

Burt Bertram and Arne Marie "Nancy" Wheeler

Guidelines for Research Mentorship in Counseling/Counselor Education: An ACES Initiative

Kelly L. Wester, L. DiAnne Borders, Catharina Chang, Danica G. Hays, and Shawn Spurgeon

Writing in APA Style, 6th Edition

Rebecca Michel

Tricks for Treats: Tips and Strategies of Grant Writing

Chrs Wood

ACES Best Practices in Clinical Supervision

L. DiAnne Borders

CACREP Team Member Training

Robert Urovsky

Hundreds of quality sessions on counselor education, supervision, and research topics!



Research Boot Camp

Explore trends and get research tips in the areas of:

- Mental Health Counseling
- School Counseling
- Distance Education
- Multicultural and Social Justice Counseling
- Gender Issues
- Supervision
- Technology
- Ethics & Professional Development
- International Counseling
- Establishing a Research Agenda
- Research Grants and Awards

Register Today! https://www.regonline.com/saces_2010

SACES RESEARCH AND BEST PRACTICES AWARD CALL FOR PROPOSALS 2010

Purpose: The purpose for this call for proposals is to fund innovative best practices and research studies related to counselor education and supervision.

Who May Apply: This grant competition is open to both professional and student members of SACES. Because of their need and because of the limited funding available for student research, student researchers are especially encouraged to apply. Individuals may submit (or be part of a submission team) for only one proposal. **Multiple submissions by any researcher (individually or as part of multiple research teams) will not be accepted.**

Proposal Format: Proposals must adhere to the following requirements in order to be considered for the award:

- Follow the guidelines set forth in the Publication Manual of the American Psychological Association (6TH ed.) (2010). [No title page and abstract needed. The application form will be in lieu of a title page.]
- Proposal must be no more than four pages excluding the application form.

Evaluation Criteria: A panel of reviewers will evaluate Research proposals using the following criteria:

- a. The researcher is a current Professional or Student member of SACES, and the researcher has submitted only one proposal for funding in this year's grant program.
 - b. Points will be awarded according to the following formula:
- Proposed topic is within the scope of counselor education and supervision (30 pts.)
 - Relevance of research or practice to counselor education and supervision as evidenced by the literature review (30 pts)
 - Strength and clarity of the research methodology or description of program (30 pts.)
 - Applicable ethical standards for research with human subjects (10 pts.)

As a condition of the acceptance of the grant award, the researcher is required to

- Submit a copy of the proposal in presentation form and present the research results at a SACES or ACES Conference when the next call is announced. [The next call would be for ACES 2011 conference, or SACES 2012].
- The researcher will include an acknowledgment of SACES financial support of the project in all reports, presentations, or publications related to the supported project.

Deadline for Submission: The deadline for submission is **October 1, 2010**, 11:59 EST.

Submission Instructions:

Your email attachments must include:

- One "blind" copy of the proposal (this copy shall have no author identification on it)
- One copy of the proposal with author identification
- One application form

These must be contained in one email with three attachments to the committee chair, Kelly Wester (saces.grants@gmail.com), in an appropriate word processing software.



The application form is posted on the SACES website: www.saces.org

CALL FOR SACES NOMINATIONS AND ELECTIONS 2010

The Southern Association for Counselor Educators and Supervisors has a call for nominations each fall for President-Elect-Elect and Secretary-Elect. The election this fall 2010 will take place at the business luncheon at the SACES Conference in Williamsburg Virginia.

Currently we are taking nominations until October 1, 2010 to be considered for this position. The committee will check to ensure that all nominees are members of SACES before considering nominees for the final ballot.

Please email nominations to the committee chair, Kelly Wester, at klwester@uncg.edu

WELCOME NEW STUDENT EDITOR TAMEKIA BELL!

The editors of the SACES newsletter would like to welcome our newest graduate student editor, Tamekia Bell. She will be in charge of soliciting and editing articles submitted by master's and doctoral counseling students in the southern ACES region. Tamekia is currently a doctoral student at Old Dominion University in Norfolk, Virginia and received her master's in counseling from East Tennessee State University. We are happy to have Tamekia join our team! If you are a student and would like to submit an article for review in a future newsletter, please e-mail the graduate student editor at tbello18@odu.edu.

PAST 2010 SACES GRANT RECIPIENTS

We would like to extend **congratulations** to the following researchers:

The Influence of Supervisor-Supervisee Cultural Differences and Supervisory Relationship on Supervision Outcomes
Stephanie Crockett, Old Dominion University

Post-master's clinical experience and the pursuit of CES doctoral degrees: A survey of the field.
Nadine Hartig, Radford University; *Nancy Bodenhorn*, *Laura Farmer*, *Michelle Ghoston*, & *Jesse Lile*, Virginia Tech

The Influence of Fees on Supervision of Licensed Professional Counselor Interns in Texas: A Proposal
Marcella Stark, Sam Houston State University

Haiti Disaster Response and Counselor Training
Rachael Goodman, *Cirecie A. West-Olatunji*, & *Angela M. Calderon*, University of Florida

Authorship in Student-Faculty Collaborative Research: Current Practices and Perceptions
Laura Welfare & *Corrine Sackett*, Virginia Tech

Transitioning from Non-CACREP to CACREP: The Impact of an Initial Accreditation Process
April Sikes & *Kristopher M. Goodrich*, Southern Arkansas University



TAKING A LOOK AT THE PAST AND STEPPING INTO THE FUTURE: REFLECTIONS ON WILLIAM & MARY'S NEW SCHOOL OF EDUCATION

By: *Jessica Lloyd, Courtney Holmes, and Karena Heyward, William and Mary*

This fall, the School of Education at William & Mary opened the doors of a new 113,000 square foot facility that houses 14 “smart” classrooms, a learning resource center, and ample space for various ongoing collaborative community projects. This comfortable, high-tech, and flexible building ushers in unique opportunities not only to students and faculty, but also to the communities touched by programs offered at the School of Education. Two vital programs serving the campus and broader Williamsburg communities are the longstanding New Horizons Family Counseling Center (NHFCC) and blossoming New Leaf Clinic. These clinics provide not only community services, but also a place for counseling students to develop personally and professionally.

As a training clinic, we are interested in students’ perspectives. Reflecting on client feedback, one student notes, “The new building is exceptional! The families I have seen love the new space and have commented on how lovely and professional it is.” In the same vein, “clients have reported that they feel they have a private space to explore their thoughts, feelings, and behaviors,” described another student. This tranquil, yet professional environment affords clients and students alike a place separate from the academic classrooms to grow. While the physical environments of NHFCC and New Leaf have drastically transformed, our missions remain constant. As summarized by a doctoral student, “I have seen our clinic grow in size, shape, beauty, and collaborative partners. I consider NHFCC to have played an integral part in my personal and professional growth. Not only have I been able to learn how to be a family counselor, I have learned invaluable leadership and supervisory skills.” Overall, students and clients have been empowered by the new location in the School of Education.



Jessica Lloyd (Master’s Student, Couples & Family Counseling),
Karena Heyward (Doctoral Student, Counselor Education), &
Courtney Holmes (Doctoral Candidate, Counselor Education).



SOLVING THE SUPERVISION RUBIK'S CUBE: ADDING DIMENSION TO CULTIVATING SUPERVISEE DEVELOPMENT

By *Suzan K. Thompson, Ph.D., LPC, Mary A. Sanderfer, MS, NCC, Joe W. Davis, MEd, Helen Runyan, M.S.Ed., NCC*
Old Dominion University



Sometimes focusing on new counselor skills just isn't enough. In our supervision-of-supervision group, we recently developed a multidimensional, integrative model for cultivating supervisee development. There are six sides to this "Rubik's Cube". When one side (element) is not in alignment, the other element(s) will need to be worked on also.

- **SKILLS:** At the simplest dimension – especially for beginning counselors – is a necessary emphasis on counseling skills. After that, viewing development as multidimensional reveals five additional areas for processing and exploration in supervision.
- **CONCEPTUALIZATION:** This includes how the supervisee connects with or understands the affect, content, and themes presented by the client.
- **COUNSELOR SELF-AWARENESS:** At this dimension, the beginning counselor is encouraged to become aware of how their presence – their unrecognized biases, strengths, and internal dialogue – are affecting their work as a counselor.
- **SESSION DYNAMICS:** Supervisors assist the supervisee with hypothesizing how the client concerns are impacting the session. It's important to convey to the counselor that "counter-transference" and projection simply happen in any interaction with another person. The question is, "How is the counselor's background affecting the session dynamics?"
- **PLANNING FOR FUTURE SESSIONS:** Incorporate how the previous dimensions will be used by the counselor to develop a plan for what theory might be applied, how the treatment will progress, and the steps the counselor will take with the client.
- **SUPERVISOR-SUPERVISEE INTERACTION:** There are two components to this dimension. The first relates to how the supervision dynamics affect the counselor and thus the counselor's interaction with the client (parallel process). The second is how the supervision is progressing and a discussion of the interaction between the supervisor and supervisee.

We hope that sharing this metaphor with other beginning supervisors might provide information, a "when in doubt, where to go" with supervisees. It could also be helpful for determining which side(s) of the supervision Rubik's Cube to adjust.

COUNSELOR EDUCATORS & SUPERVISORS ROLE IN FACILITATING A STRONG PROFESSIONAL IDENTITY FOR COUNSELORS-IN-TRAINING

By *Latifey LaFleur, Ph.D., LPC-S, Registered Play Therapist Supervisor*
University of Louisiana at Lafayette



Counseling, psychology, and social work offer a variety of services; however, due to overlap and commonality among these professions, many providers, including counselors, have difficulty articulating just how their profession is unique. This difficulty is not uncommon among seasoned practitioners and is especially prevalent among novice practitioners and students. The difficulty associated with clearly differentiating one's profession from similar professions is reflective of an inadequately developed sense of professional identity.

As Counselor Educators and Supervisors we are called to be the stewards of the profession and to assure a strong professional identity among our students, supervisees, and colleagues by taking an active role in acknowledging and incorporating the important components that contribute to professional identity during counselor training and supervision.

Some helpful tips for Counselor Educators and Supervisors are:

- Move beyond educating counselors-in-training on the history and foundation of the counseling profession and familiarize counselors with the issues confronting professional identity, especially the nature of their relationship with similar mental health professions
- Highlight the unique nature of counselor training programs and credentialing which sets the profession apart from similar disciplines (this should entail becoming familiar with other mental health professions training programs and credentialing)
- Model & emphasize the importance of being active in professional organizations and contributing to research
- Aspiring and practicing Professional Counselors should be able to articulate clearly to other mental health professionals, laypersons, and potential clients, (1) who we are, (2) what we do, and (3) why we are different. A robust professional identity and a keen sense of our common mission is the key to promoting counseling as a vibrant and thriving profession.

10 TIPS TO SURVIVE YOUR FIRST YEAR AS A DOCTORAL STUDENT

By *Becky Michel, MA, LPC, NCC* Old Dominion University

Adjusting to life as a doctoral student can be both demanding and rewarding. These tips are meant to help students navigate the unfamiliar territory of a doctoral program.

1. Decide what you want to be

Counselor educators are faculty members, counselors, supervisors and leaders. Discover your future role and align yourself achieve that goal.

2. Start researching

Doctoral students can get involved in research projects long before they begin their dissertations. Establish your interests and research agenda early. Assist faculty members and partner with students on projects. Attend conferences, submit proposals and start writing!

3. Volunteer to teach

Future faculty members strive to become intentional and effective educators. Doctoral students might guest lecture, teach undergraduate courses, or co-teach with professors.

4. Serve as a leader

Students are the future leaders of the counseling field. Find ways to get involved in SACES, ACES, Chi Sigma Iota and other ACA divisions.

5. Enhance your counseling skills

Gain clinical experience by serving as a counselor. If you aren't licensed yet, work to obtain licensure during graduate school.

6. Reach out to faculty members

Discuss current research, teaching and clinical interests with identified faculty members. Ask how you can get involved with their projects.

7. Connect with doctoral students

Nobody will understand what you are going through like other students in your program. Reach out and connect with colleagues, you may be surprised at how much they can teach you.

8. Remain true to yourself

This is an exciting time of life, as you will likely experience much personal and professional growth. Trust yourself and the process.

9. Find your balance

Find ways to be physically, mentally, emotionally and spiritually balanced. Remember there is a world outside your counseling program.

10. Enjoy the journey

Have fun, work hard, create meaningful connections with others and enjoy the journey!



SOUTHERN
ASSOCIATION FOR
COUNSELOR
EDUCATION AND
SUPERVISION

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

The purpose of SACES shall be to strengthen counselor education and supervision. SACES will serve to advance knowledge in the academic fields of the behavioral sciences, and assist in improving competency both for members and for those counselors with whom the members are working or will work. It would also be useful to include a contact name for readers who want more information about the organization.

Message from the SACES Newsletter Editors

Are you trying to find a way to get more involved in SACES? What about mentoring a student by helping them to get published in the SACES newsletter? We would love your involvement! Here are some simple tips to create the perfect article for our newsletter:

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

Thank you for your support.

**Email submissions should be sent to
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