



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

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The time is drawing very near for the ACA Conference in Honolulu, Hawaii. I am looking forward to the trip as it will be my first time visiting Hawaii. I look forward to the many education sessions and exploring the offerings on the international focus. But I would be lying if I didn't say I am really looking forward to seeing Hawaii and absorbing the beaches and the warm atmosphere. I've posted the ACES schedule on our list serve and I hope to see many of you at the SACES regional meeting on Saturday, March 29 at 11:00AM in Coral 3.

I've recently written to the committee chairs and interest network chairs about complet-

ing at least one goal toward the SACES theme for this year – Social Justice. This is a topic that I am growing increasingly passionate about. On March 1, I spoke at the Second Annual Student Conference hosted by the Upsilon Sigma Chi Chapter of Chi Sigma Iota. My goal was to encourage them to get involved in social action and to advocate for social justice in any way they could. I gave them some suggestions of some small things they could do to help them meet this goal. I'd like to share that list with all of you. It occurred to me that one of the ways that I could advocate for social justice is to use this forum to promote advocacy among counselor

educators and their students. If you are interested in becoming more involved in advocacy or want to design an advocacy agenda for yourself, it may help to start by using some of the following ideas:

Do more that you are required to do to learn about people who are different from you. Volunteer in schools in low-income neighborhoods, homeless shelters, sexual abuse and trauma agencies, or senior citizens' facilities. If you have done all that, take your experiences to the next step and do more. For example, you may want to commit to becoming fluent a second (or third) lan-

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These are worth a look:

- SACES 2007 Grant Award Recipients
- Research and Best Practices Award Committee Call for Proposals
- 2007 SACES Awards
- SACES Women's Interest Network
- SACES Long Range Planning Committee

***Advocacy and Supervision in Working with Children in Foster Care*** *Amanda C. Healey, Old Dominion U.*

Working with children who have been taken into foster care can be a daunting and difficult task for all involved. The continuum of care present can be vast, possibly including one or more therapists and their supervisors, a psychiatrist, the school system, foster parent(s), child service workers,

and the court system. Counselors must continually balance the developmental and emotional needs of the child with the expectations of the system (Kates, Johnson, Rader and Streider, 1991). This can make treatment difficult and supervision of care even more so. A therapist or counselor in this

role is not only responsible for the mental health of their child client, but they are also responsible for the coordination of their care as well as advocacy of their needs and rights as an individual. This can present unique treatment concerns and ethical issues in the therapeutic

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# President's Address *cont. from p. 1*



guage.

Increase your awareness of inflammatory and discriminatory statements and practices by colleagues and confront them on it. If you already confront people on their inflammatory language, try to confront those who make statements that represent unintentional bias. Even people who think they know better may make these statements and may appreciate learning that they must try harder.

Join professional counseling organizations and become active in their efforts on behalf of clients who are oppressed.

Join and become active in local advocacy groups representing the poor, ethnic minority groups, Gay, lesbian, bisexual and transgendered individuals, or people with disabilities.

Suggest or promote a zero-tolerance policy toward discrimination and racism in your own work environment, in your own homes, and among your friends and extended family.

Encourage your elected representatives to support causes that promote social justice for clients and counselors by writing letters and/or e-mails to them.

Research the availability of resources for clients who experience discrimination and harassment.

Determine the institutional policies at your own institution that are detrimental to groups who are oppressed within your institution and join with student, faculty and staff organizations that are devoted to correcting such policies. If none exist, consider finding like-minded people at your institution and begin such an organization.

Those are just a few ideas taken from the literature and from my own experiences and they represent a starting off place only. There are so many ways to make a difference and I am sure you will all discover the path that is right for you. I'm equally convinced that no counselor educator or counselor education student will sit by and do nothing. There is

far too much to be done. This is an exciting time for Counselor Education and I am



SACES President Dr. Kathy Evans (first row, third from right) with SACES members who were recognized as ACES emerging leaders at the 2007 ACES conference in Columbus, Ohio.



## ALOHA to Hawaii for the 2008 ACA Conference March 26-30.



### ***Spirituality in Counseling and Supervision: Red Sea Experiences in Search of a Ph.D.*** Brenda J. Smith, MSW, M.A. Ed., Old Dominion U.

Individual supervision, group supervision, teaching classes, taking courses, a military spouse, teenage twins, a 10 year old, ministry duties ... the list goes on, almost exemplifying an infinite existence – or so it seems. Obtaining a PhD is not for the faint at heart. I believe that it takes hard work,

dedication, determination, miracles, and God's grace to obtain a PhD; actually, it takes a Red Sea experience to walk through the often bumpy roads or to navigate around the hurdles (sometimes mountains or seas) that exist.

I can remember attending

an orientation at the start of the program that was hosted by the director of the program. In attendance were many of the faculty members at Old Dominion University (ODU). It was so electrifying to listen to their experiences, perspec-

*Continued on next page*

## *Red Sea* cont. from p. 2

tives, and advice. The message that I heard “loud and clear” was, “When going through the PhD program, your life is put on hold. The PhD program becomes your life.” Hearing someone tell you something and actually living it are two different things. The picture is not appropriately portrayed until you “hang it in your life.” After the first semester of the program, my thoughts were...this is not so bad...I can do this...obtaining this degree is similar to the two masters I have obtained. Well, about two weeks into the second semester, I had set my schedule at work (I worked full-time), started to teach my classes at the university, structured my classes and my family life, and I thought I was set! I had a pretty packed schedule, but I thought if I remain organized...I can do this. Needless to say, my cohort and I received a list of master level students that we were to supervise for individual and group supervision. That perfect schedule I had created...tossed out. Quite honestly, I didn’t think I had any more time to give. Of course, not only did we have to supervise, we had to be supervised – that’s right...for group and individual, two more events to add to a schedule that already seemed impossible. Through the grace of God, I got through the semester, along with my cohort...but boy were we talking...which could have easily been interpreted as complaining.

During the fall of 2007, my third semester into the program, I begin to really feel the weight of the program. I had maneuvered around many obstacles, but nothing could have prepared me for the next “sea.” Midway through the semester, I was so excited about my first conference; it was held in Ohio. I had volunteered to help out two of my professors with poster sessions. A couple of days

before the conference I went to my family physician, I was feeling some back pain. My doctor gave me a prescription (treating me for muscle spasms) and cleared me to travel. My husband and I decided to drive to Ohio. As we reached Ohio, my back was very stiff and painful, but I could get around. The night before the conference was to begin, I went to bed in some pain, but I was so excited, my focus was more on the conference than my pain!

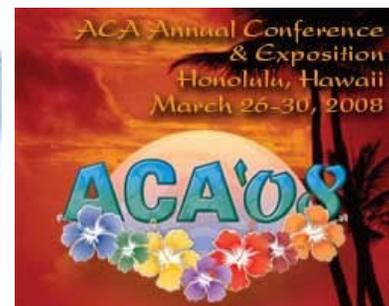
I got through the first half of the day (the morning session only), and I decided to take the second half of the day off to heal. I went to bed early with the expectation that I would get some rest for the next day. To my surprise, I woke up about 2:00 A.M. unable to move. I could not walk; every move caused excruciating pain. I took more medication and prayed...I was determined to attend the poster session the next day. I got up the next morning, with the help of my husband and by God’s grace; I went to the conference moving at a snail’s pace. Of course, I was sent home by a wise professor and some of my cohort members. However, this was only the start of my troubles.

Upon my return to Virginia, I went directly to the emergency room. After several emergency room visits and a MRI, it was determined that I had a herniated disk (bulging out on a nerve). I could not attend classes for several weeks. I was determined not to get behind. Although I could not walk for weeks, my husband would bring me my laptop, and I continued to complete my assignments. As I think back on this experience, I know that without a helpful and encouraging cohort, understanding and empathetic professors, a strong family support system (my children cheered when I took my first steps without assistance), and most importantly,

the grace of God, this Red Sea experience could have turned out much differently.

I have shared some of my obstacles through this PhD journey, because I want to encourage all who are contemplating obtaining a PhD. Yes, you give up a large portion of your life. However, for me, there are no members of my family who currently have a PhD. My 10 year old has already stated, “When I grow up, I want to get a PhD just like my mama.” Hearing those words certainly pushes me to strive harder to be an example to my children that they too can obtain a PhD or be whatever they want in life. Also, upon completion of the program, I will get to work in a role that I thought was only a dream.

Yes, obstacles may block your path, and a huge portion of your life is put on hold; but with good family support, determination, and faith, your Red Sea can be parted to allow you to walk through a program that is challenging and cumbersome, but very rewarding! I have learned so much, and I am learning from some of the best professors in the field. I feel honored to be a part of the program, and I look forward to completing the program no matter how many Red Seas I have to go through; I look forward to obtaining my PhD.





## ***SACES 2007 Research and Practice Grant Award Recipients***

### **An Investigation of a Counselor Education Intervention on Cultural De-Centering**

Dr. Garrett McAuliffe

College of Education, Old Dominion University

[gmcaulif@odu.edu](mailto:gmcaulif@odu.edu)

Dr. Tammi Milliken

College of Education, Old Dominion University

### **Preferences among Counselors-in-Training Regarding Informed Consent Practices within Counselor Education Programs**

Cheyenne Pease-Carter

University of North Texas

[CPease-Carter@coe.unt.edu](mailto:CPease-Carter@coe.unt.edu)

### **A Preliminary Investigation of Factors that Promote the Development of Vocal and Active Social Justice Agents in School Counseling**

Dr. Catherine Packer

University of South Carolina

[PackerC@gwm.sc.edu](mailto:PackerC@gwm.sc.edu)

## ***International Counseling: Challenges and Hopes***

*Ulla Dahlen, Regent U.*

Increasing air travel, internet, and international media news coverage seems to have shrunk our globe and brought the world to our doorsteps. At the same time, international awareness inevitably brings us face to face with not only exotic cultural settings but also unique stories of pain and suffering across cultures. One

challenge for future counselor educators might be fitting the world into our classroom. Another challenge might be how trained North American counselors and counselor educators shift their Eurocentric ideations while immersing into the cultures of other nations.

International counseling, while

### **High School Perception of their School Counselor's Multicultural and Social Justice Advocacy Competence**

Wendy Eckenrod-Green

University of North Carolina at Charlotte

[wleckenr@uncc.edu](mailto:wleckenr@uncc.edu)

### **The Effectiveness of Multicultural Training in Counselor Education Programs: Are Students Getting Enough?**

Tonya M. Jasinski

University of South Carolina

[Tonyajasinski@aol.com](mailto:Tonyajasinski@aol.com)

an exciting prospect, comes wrapped with challenges. Though seemingly exotic at first sight, thinking, perceptions, and behavioral meanings quite different from our own can turn into moments of miscommunication, frustration, and even an unintended of-

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## Foster Care *cont. from p. 1*

relationship that must be continually monitored and addressed not only in session between the counselor and the client, but in supervision as well. This review will briefly focus on the advocacy needs of children in the foster care system as well as the ethical issues that may arise when there are conflicts between the child and their foster care providers. However, the issues presented are more complex and require further study than the scope of this article can provide.

In working with foster children, it is important to be aware of the emotional turmoil and upheaval present as result of their placement with a foster family or residential facility. In a study conducted by Vivienne Barnes (2007) several key factors important to children in foster care were identified in relation to those who advocated for their rights and needs. Those qualities that the children found important included friendliness, trustworthiness, reliability, and the demonstration of respect and interest through listening and valuing them as individuals. The therapeutic relationship is highly important, in that the children being placed into care have been taken from their familiar family environment and placed into a home or facility with strangers. Sometimes, this is not the first time they have been placed into care and they may also experience other placement changes during their time in the foster care system. Therefore, it is important that the therapeutic relationship represent a haven of stability, reliability, and respect for their experience of the client. These are relational aspects children in care likely lack in their current lives which, in turn, contributes to depression, anxiety, and other behavioral issues.

Building a foundation of trust between and respect will help the counselor in working with the child on their emotional and physical needs. Some common issues that arise for children in foster care involve their desire to contact their family of origin, help understanding the opposing decisions of authorities (placement moves, etc.), educational testing and placement concerns, as

well as problems with caregivers. Dealing with caregiver concerns can be particularly difficult in that the foster parent(s) are typically employed by the same agency as the counselor involved. In working and advocating for a child, it can be difficult for a counselor to maintain the boundaries necessary to address the concerns of the foster parent(s) objectively. It is necessary for the supervisor to monitor these boundaries and assess with the counselor their ability to serve the relational environment of the foster home to the benefit of the child. This can be particularly difficult when foster caregivers are struggling with the defiant and oppositional behaviors a child may exhibit during their adjustment period. Foster parents can become overwhelmed by these behaviors, take them personally, and lash out at the child as result. Counselors need to be ready for this eventuality and take time to adequately prepare the foster parent(s) and the child for this adjustment period so as to help prevent a conflict that could result in a placement change. Supervisors must be knowledgeable of the developmental needs of the child, ready for the emotion that will be evoked in supervisees as result of their work with children in care, and be willing to confront the many social systems involved in the client's care in conjunction with the counselor (Neill, Holloway and Kaak, 2006).

It is important that in this complex system of players, counselors and supervisors be aware of their roles and boundaries concerning their work with all involved in the client's treatment and care. Further research is needed concerning the dilemmas faced by clients in the foster care system and those faced by clinicians working to help children in care reach a positive outcome. The complexities of the context in which the child was brought into care need to be considered and understood so that appropriate treatment and supervision of that treatment can take place.

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case for 'caring' advocacy. *Child Abuse Review* 16, 140-152.

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Amanda is a Doctoral Student at ODU.



## ***SACES Research and Best Practices Award Committee 2008 Call For Proposals***

**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:** The 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 Chapter 5 of the Publication Manual of the American Psychological Association (5<sup>TH</sup> ed.) (2001).
- Proposal must be a maximum of four pages excluding the two page application form.

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

- 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.)
  - Research methodology or description of program (25 pts.)
  - Applicable ethical standards for research with human subjects (15 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 the 2010 SACES Conference (site and date to be determined).
- 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 **April 1, 2008**. 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 sent in one email with three attachments to the committee chair, Robin Lee (rlee@mtsu.edu), in an appropriate word processing software.



**SACES RESEARCH GRANT  
APPLICATION FORM  
2008**

**Principal Researcher Name:** \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Work Phone: \_\_\_\_\_ Home Phone: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Institution: \_\_\_\_\_

Please provide the name(s), title(s), and institution(s) of additional researcher(s):

**Title of Research:** \_\_\_\_\_

**Qualifications of principal researcher:**

I am a member of SACES. Student  Professional

I agree to present the research project at the 2010 SACES Conference and am willing to include an acknowledgment of SACES financial support of the project in all reports, presentations, or publications related to the supported project. Yes

**Submit the proposal to:**

Dr. Robin Lee  
Box 87, Psychology Department  
1301 East Main St.  
Middle Tennessee State University  
Murfreesboro, TN 37132  
[rlee@mtsu.edu](mailto:rlee@mtsu.edu)  
615.898.2577

The deadline for submission is April 1, 2008.

## *International Counseling* cont. from p. 4



Ulla Dahlen, Counselor Education and Supervision Doctoral Student. She is from Finland.

fense. Additionally, cultural ways and values unfamiliar and perhaps even distasteful to us might manifest in subtle attitudes of judgment and superiority. These challenges might make someone wonder why one should even engage in international counseling at all. Perhaps because of the hope and healing we counselors and future counselor educators know counseling can bring to hurting people of other nations.

Becoming aware of the needs and opportunities for international counseling, as well as perceiving education as a gift and a tool for helping to improve peoples' lives, appears to be foundational for international counseling and counselor training. While resources may be scarce and the challenges real, international counseling can leave a legacy of healing in communities savaged by conflict, natural disasters, and harmful practices. If you are considering how you

might get involved in counseling within the international arena, the following tips may be helpful:

- As part of your counseling coursework, consider taking an independent study related to international counseling
- Seek to be mentored by a faculty member experienced in and passionate about international counseling
- Consider doing a counseling practicum and/or study course abroad
- Read widely in areas such as cultural anthropology, cross-cultural practices, and world history
- Understand yourself as a cultural being with unique values, beliefs, and behaviors
- Get to know people from cultures different than your own
- Consider doing a counseling practicum/internship among immigrants in the United States

my life as a student and a teacher, one aspect has become particularly meaningful to me. Observing and listening to people in various cultural settings has left me with the impression that most people want to be known and respected for who they are - including their cultural background and values. While being an educator is often associated with being an expert, in matters of international counseling the local people are the experts of their culture. One of the hardest and yet most rewarding challenges for an international counselor/counselor educator is to be a learner.

Having lived abroad much of

**"Get to know people from cultures different than you own"**



## *SACES Long Range Planning Committee*

*Shannon Ray Ph.D., LMHC, NCC, CCMHC, Nova Southeastern U.*

Hi to each of you,

I hope that everyone is well. I wanted to touch base with you regarding the SACES Long Range Planning committee meeting at ACA; we will meet directly before the SACES business meeting at 10:30 a.m. on Saturday, March 29<sup>th</sup> –Coral

3 is the designated room. I know that we typically gather as a committee after the meeting, but the ACES Luncheon is scheduled during that time this year.

If you have any suggestions/requests for agenda items, please feel free to email me

anytime. I am looking forward to seeing you in Hawaii (for those that will not be at ACA, I will email minutes of the meeting to all members as soon as possible after the conference).

Warm regards,  
Shannon



## *Dream Clients Versus the Real World* Katherine S. Moore, Old Dominion U.

What do our counseling students and supervisees picture when they imagine their dream clients? Many students enter into a master's in counseling program with a vision of themselves sitting in a lovely office with a steady stream of worried-well clients coming to talk about issues such as stress, relationship problems and the like. Is this the reality for our students? Is it realistic to assume that their first job following graduation will be in a well-appointed private practice setting? I don't believe it is.

Graduates of master's programs face the challenge of finding counseling work that will allow them to practice without a license as they accrue those necessary direct hours toward licensure. Many students will find themselves working in community agencies, shelters, home-based counseling services, etc. While this is important work, it often does not fit the ideal imagined by counseling students.

In his seminal text, *Psychotherapy: The purchase of friendship*, Schofield (1964) identified what he called YAVIS Syndrome. YAVIS, an acronym standing for the qualities of young, attractive, verbal, intelligent and successful, describes what he believed were preferences of mental health professionals.

Several studies have supported Schofield's (1964) paradigm. For example, in their study of preferences of therapists-in-training, Teasdale and Hill (2006) found that psychological mindedness and similarity in attitudes and values were the two most preferred client characteristics. Further, in his study of counselors' first impressions as they related to case outcomes, Brown (1970) found that for both experienced and inexperienced counselors, personal liking was significantly related to first impressions such as client ease of expression, physical attractiveness, and especially to their assessment of the client's potential for change.

For many of our students and supervisees, race and gender might be their most common reference points for multicultural differences. However, social class differences are an element of multiculturalism that students are likely to encounter

immediately upon entering community agency work. At this point, they are likely to realize that their images ideal clients often do not match the reality of those in need of community services.

According to Liu, et al. (2004), along with race and gender, social class is regarded as one of the three important cultural cornerstones in multicultural theory and research. One can appreciate the need for including social class as an area of multicultural study when one considers Fiske et al.'s (1999) study in which they hypothesized that assessments of competence and warmth could be predicted by group status. They found that welfare recipients were found to be the only group that was both disliked and disrespected, and whose members were perceived to lack both warmth and competence.

As counselor educators and supervisors, we have a responsibility to encourage reflection on the part of our students and supervisees about their ideal clients. Further, we should be talking with them about how those ideals match with the reality of the various types of clients whom they are likely to encounter when they enter the field.

Along with reflection, multicultural training is critical to helping our students and supervisees appreciate and effectively work with a wider variety of clients. We know that multicultural training works. Schrader (1989) found that subjects who scored higher in cultural knowledge were significantly more accepting of low socioeconomic clients than subjects who scored lower in cultural awareness. In addition, Toporek & Pope-Davis (2005) found that counselor trainees who had completed more multicultural courses and workshops were more likely to endorse external and structural causes of poverty.

We have a responsibility to engage our students and supervisees in discussion and reflection about any possible gaps between the types of clients with whom they imagine themselves working and the types of clients who are seeking services in community agency settings. Of course, new counselors are likely to encounter a variety of clients representing a broad spectrum of social class, race, gender, religion, etc. The important point is that, by the time they begin

their first professional role, they have already narrowed the gap between their ideal client and the client sitting before them.

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## 2007 SACES AWARDS *Shari M. Sias Ph.D., East Carolina U.*

The 2007 SACES Awards recipients were recognized at the fall ACES conference in Columbus, Ohio. The awards committee received a considerable number of nominations, and recognized the achievements of one outstanding counselor education program, two exceptional counselor educators, an excellent counselor education graduate student, and an innovative program supervisor. The following are excerpts taken from the recipients' letters of nomination, highlighting some of the recipients' achievements.



Dr. Sias is the SACES Awards Committee Chair.

### Individual Achievement: Program Supervisor

*Dr. Suzan K. Thompson,*

Dr. Thompson is a "...talented and productive counseling practitioner" who is "...well organized and builds lasting relationships with students, faculty, and counselors in the community. She is responsible for the coordination of the practicum and internship programs at her university" and as a result of her work, "doctoral and master's students will begin staffing a community counseling center which is dedicated to a previously underserved segment of the community."

### Individual Achievement: Graduate Student – Doctoral Level

*Amy Land McLeod, Georgia State University*

Ms. McLeod is "...a leader in the counseling profession who demonstrates considerable initiative and creativity. She is also president of her university's chapter of Chi Sigma Iota, has presented at local, regional and national conferences and has five publications either accepted or in press."



### Individual Achievement: Pre-tenured Counselor Educator Award

*Dr. Glenn W. Lambie, University of Central Florida*

Dr. Lambie "...exemplifies excellence in teaching and mentoring of students. He is a rare educator who is successful in establishing a caring, supportive learning environment which empowers students." He has also contributed to the field of counseling "...by publishing thirty-one manuscripts in peer-reviewed journals, organizing the school counselor program at his university and serving on dissertation committees."

### Individual Achievement: Tenured Counselor Educator Award

*Mark E. Young, University of Central Florida*

Dr. Young "...has numerous workbooks, videos, monographs, countless peer-reviewed articles and has presented in national and international conferences including Australia, France, Mexico and the Netherlands. He has turned his passion for counseling into projects that have been funded to support couples counseling." Dr. Young's multiple grants total more than 6.4 million dollars. "Although his vita is impressive, his greatest gift to the profession is his mentoring of students and junior colleagues. He is a kind and gentle person who demonstrates strong passion for the profession and for clients."

### Outstanding Master's Counselor Education Program

*Wake Forest University*

"For almost 40 years, the Department of Counseling at Wake Forest University has provided a unique educational experience for counselors-in-training. Some of the features which make this program unique are its small size, only 15 students are selected out of approximately 150 applicants, its strong financial support from the university, and its outstanding faculty-to-student relationships. The program's size allows for one-on-one mentoring of students in the areas of service, leadership and advocacy." Additionally, faculty members have served as mental health volunteers in New York following Nine-Eleven, in New Orleans after Hurricane Katrina, and at Virginia Tech following the mass shooting last April. Faculty members have held a variety of leadership positions in the broader helping professions community,



including ACA president, ACA president-elect, IAAOC president and AACE secretary.

Every day, counselor educators and supervisors are working to promote excellence in the counseling profession. However, many outstanding professionals, programs, students, and associations never receive their due recognition. I encourage you to think about nominating a colleague, program, student, and/or association for the 2008 SACES Awards.

A call for nominations will be available in a SACES newsletter and on the SACES web page: [www.saces.org](http://www.saces.org). For further information, contact me at [siass@ecu.edu](mailto:siass@ecu.edu).

## *SACES*

### *Women's Interest Network*

The Women's Interest Network (WIN) of SACES is reviving itself. If you are interested in women's issues or would like to support women in general as well as in the field of counseling, then this is the interest network for you. WIN is for women, men, educators, students or supervisors. Anyone within the field of counseling and a member of SACES is able to join WIN, participate, and share ideas as well as offer support. If you are interested, please email Heather Trepal or Kelly Wester to get onto the email group and find about activities, meetings, and conversations.

This year, SACES has come up with a social justice theme and goal for the organization. Each interest network has also been challenged to do the same. Therefore, WIN has come up with the "3 Minute Activist".

#### *3 Minute Activist*

It has been suggested that you can become an activist in as little as 3 minutes, the amount of time it takes to write your name or email address. This year, the WIN challenges you to do even more! Rooted in the 2007-2008 SACES presidential theme of social justice, we challenge you to take 3 minutes and complete a social justice activity related to womens' lives or interests.

Examples of activities include, but are not limited to:

- Educate: Search for a cause that affects women and educate yourself
- Awareness: Choose a cause "close to home"; one that affects your students/clients
- Support: Join or support existing efforts
- Act: Spend time assisting in action – email/phone/rally/inform
- Inform: Pass the information on to your colleagues, students, friends, etc.
- Email us ([heather.trepal@utsa.edu](mailto:heather.trepal@utsa.edu) or [klwester@uncg.edu](mailto:klwester@uncg.edu)) and let us know how you spent your 3 minutes so that we can celebrate your activism and pass this information on to empower others!

How will you spend your 3 minutes?

Heather Trepal ([heather.trepal@utsa.edu](mailto:heather.trepal@utsa.edu)) & Kelly Wester ([klwester@uncg.edu](mailto:klwester@uncg.edu))

SACES WIN Co-Chairs

See you there!!!!



# School Counselor Burnout: Causes and Recommendations

*Crista Gambrell & Agatha Parks-Savage Ed.D., Regent U.*

School counselors perform a myriad of tasks including mediating, testing, and advising just to name a few (Butler, 2005). Role conflict, role ambiguity, and job overload make school counselors particularly susceptible to burnout. I would like to highlight the causes of burnout and propose helpful recommendations.

Role conflict, the first burnout variable, is when two or more pressures make it difficult to comply with both simultaneously (Butler, 2005; Wilkerson & Bellini, 2006). This could be when a school counselor is also a designated disciplinarian. Their primary function is compromised once they are expected to discipline, leading to frustration and burnout.

Role ambiguity, the second burnout variable, is when school counselors are unable to delineate their job roles because they are not clearly defined (Butler, 2005; Wilkerson & Bellini, 2006). School counselors often fill in as needed by substituting for teachers or covering office duties. Without a clear job description they will find themselves performing tasks that surpass those of a counselor and this too can lead to discontent and burnout.

Job overload is another burnout variable in school counselors. This is when there is too much to do and no time to do it (Wilkerson & Bellini, 2006). Job overload

is especially common in districts with only one school counselor to every five hundred students. The lack of a sense of accomplishment leaves school counselors questioning the usefulness of their efforts, which also leads to burnout. These school setting stressors correlate to emotional exhaustion (2006). If school counselors hope to make valuable contributions to the students and school staff they service, they need resources to prevent burnout. Here are some simple recommendations.

### Get involved

Involvement in professional organizations promotes a positive sense of identity among school counselors. The clearer counselors are on their unique professional identity, the more likely they are to set occupational boundaries and minimize role conflict (Butler, 2005).

### Work on self

Self-awareness and adaptability defend against school counselor burnout (Lambie, 2007). Counselors that know themselves can manage anxiety surrounding role ambiguity and face any workplace challenge.

### Prepare ahead of time

Academia does not always equip school counselors for stressors such as job overload. New counselors must maximize field experiences while in school, so the demands of

their job do not overwhelm them.

School counselors must continually negotiate their professional identity within occupational demands. The task is daunting, but the resilient counselor that successfully meets organizational challenges through professional involvement, personal development, and proper preparation are most likely to avoid burnout.

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I want to thank everyone for  
contributing to the Spring  
Newsletter. I will see you at  
the ACA Conference,  
Hawaii!!!!

Dr. Agatha Parks-Savage  
SACES Newsletter Editor



Dr. Ed Neukrug is a Professor of  
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## Share a Story Edward Neukrug Ed. D., Old Dominion U.

In the tradition of National  
Public Radio's "Storycorps  
Recording America," I have  
begun to collect oral histories  
about famous theorists of  
counseling and psychotherapy.  
Therapists and faculty from  
around the country have been  
contacted and asked to submit  
oral stories concerning signifi-  
cant interactions they have had,

or significant events of which  
they are familiar, concerning  
famous therapists. These oral  
histories are now being stored  
on the Internet and can be  
listened to at:  
<http://www.odu.edu/~eneukrug/therapists/index.shtml>.  
You might find some of these  
stories great learning tools in  
your classes.

If you have a story about a  
famous therapist, please con-  
tact me at: [eneukrug@odu.edu](mailto:eneukrug@odu.edu)  
or 757-683-6497. Small sti-  
pends are available for your  
story.

