Summer, 2005

SACES Newsletter

Southern Association for Counselor Education and Supervision

"Any attempt to describe a social process as complex as leadership inevitably makes it seem more orderly than it is. Leadership is not tidy."

Chickering, A. & Gameson, Z. (1987, March). Seven Principles for Good Practice in Undergraduate Education. *AAHE Bulletin*, 39:7, 3-7.

Outgoing President's Message

By Victoria Foster

I hold a new position: Past-President of SACES! My term as SACES President has ended, and I confess that this position was rewarding in ways that I never anticipated. I learned a great deal about the extraordinary rewards of collaboration and the responsibilities of leadership. I have new friends and colleagues, and a collection of rich memories and important lessons learned. And while my responsibilities with SACES have now changed, support of the mission and goals of SACES remains a central commitment. The new leadership team brings unique energy and creative vision to direct our organization and I am lucky to still be a part of this group. With

Deryl Bailey as President, Robin Lee as President–Elect, Larry Tyson as Secretary and Don Locke as Treasurer, SACES now has a blend of experience and ability that represents the finest in our field.

While SACES has been a consistently strong voice for counselor educators and supervisors over the years, the 2004-2005 Executive Committee has worked with outstanding enthusiasm this year to advance our organization. A number of our accomplishments include the exceptional SACES 2004 Conference in Athens, Georgia, the development and implementation of our new SACES web site, and the infusion of new leadership in our Interest Networks and other committee/liaison positions. And, as has been our commitment through the Emerging Leaders Workshop for several years, SACES encouraged and supported

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Incoming President's Message

By Deryl F. Bailey

As a doctoral student, I was told that if I intended to become a counselor educator in the southern region of the US I needed to be a member of the SACES. It was at that time that I became a student member of SACES. The following year I was selected to participate in the SACES Emerging Leaders Training. This event provided me with the opportunity to interact with leaders in the field and an opportunity to envision myself as a potential contributor to the professional development of future counselors and supervisors. It was through this experience that I saw the real value of professional mentorship. The combination of my 10 years as a professional school counselor, my internship at the American Counseling Association, my involvement with ACES and the SACES Emerging Leaders Training that my professional identity was born. I am proud to say that I consider SACES, ACES and ACA as my professional family. In retrospect, I would have never consider myself as a leader, but the leaders of these associations saw in me what I did not see in myself. If it were not for them I would have never considered myself worthy of running for president of SACES. However, it was you, the membership of SACES that reminded me of my obligation and commitment to the profession and more specifically to the Southern Region, that I might have something to offer to the profession. I am forever grateful and indebted to the current members of SACES.

As President of SACES, it is my intent to work with the past SACES leadership and build on their commitment to extending the same opportunities afforded to me and to engage those who will follow me as leaders in the strongest and largest division of the Association for Counselor Educators and Supervisors. During my tenure as president, my goal is to increase the participation of graduate students and supervisors in the work of SACES.

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Inside this issue:

Incoming (cont.)

During the last SACES and ACA conferences, it became very clear to me that these two groups of professionals are eager to contribute to the future success of SACES.

I would also like to thank and congratulate the many presenters and attendees of the 2004 SACES Conference held in Athens, Georgia. The conference was a major success, but without you this would not have been possible. Your dedication to the professional growth of future and current practicing counselors, supervisors and counselor educators resulted in a successful conference that allowed for the sharing of research, curriculum, teaching models, and relevant practices. Now that we have shared in this rich experience, it is my hope that we will take what we have shared and learned and continue to enrich the lives of those we serve in our professional communities.

In addition, as a counselor educator, I believe it is extremely important that we continue to be about the business of change for our students and for the communities in which we live. Our students need our support and encouragement, but if they are to become advocates for positive change, then they need to be challenged academically and socially, especially in the area of diversity and multiculturalism. I acknowledge that change is never easy, but our training programs must continue to offer courses and experiences for our students that challenge them beyond their normal comfort zones. It was evident by many of the presentations at our last conference that many programs have already moved in that direction and I applaud their efforts to affect change in the lives of their students.

I would also like to take this opportunity to extend a personal invitation to you to participate in the 2006 SACES conference to be held in Orlando, Florida. Again, thank you for you confidence in me as your 2005-2006 SACES president and I look forward to serving you in this capacity.

Outgoing (cont.)

those students and new professionals who represent the next generation of our profession. We must remain engaged with students who will go on to leadership positions in practice, education, and service in professional organizations.

At this point in the development of our division, we have a relatively stable membership, with slight increases noted this year. At many levels, we have explored the purpose of SACES and how we can coordinate our efforts with other regional divisions and with ACES to advance common goals. We have been working to continually find more effective ways of reaching counselor supervisors in school, community, and private settings, and to determine how we can be more effective as an organization in serving as a advocate for the needs and concerns of supervisors.

In order to sustain SACES, we need to explore ways to keep good people involved while also reaching out to bring in members with new visions and abilities. Is the structure of SACES facilitating good leadership and actions? Are we responsive from year to year to the evolving communities we serve, and to a commitment to social justice? Are we serving our members well? These questions, as well as those issues that you as the membership of SACES raise, will be the core issues of the future of SACES. Our central concern is to ensure that all counselors, supervisors and students have access to professional development and networking opportunities. Your perspective and participation are the most valuable commodities in this organization, and we need your feedback.

The 2005 ACES Conference in Pittsburgh offers many opportunities to learn from colleagues and share expertise, ideas, and experiences in counselor education and supervision. Not only will this meeting provide a time for networking and discussion of critical issues for all ACES regional divisions, but also a visit with old friends. I look forward to seeing many of you there as well. And plan to attend the SACES conference in Orlando in 2006!

Leadership is being aware of the fact that your presence makes a difference in every situation. You need to be a follower in some situations, the "leader" in others and a peacemaker in yet other situations.

Leadership is the art of

facilitating your own growth as well as others both formally and informally in the game we call life.

Chickering, A. & Gameson, Z. (1987, March). Seven Principles for Good Practice in Undergraduate Education. *AAHE Bulletin*, 39:7, 3-7.

Thoughts about Private Practice for Counselor Educators

By Judith Harrington, Ph.D.

"Obviously, be sure to have one's licenses and certifications in place before making the first appointment."

As a full time private practitioner since 1988 who is a sometimes counselor educator (adjunct), I find that there are a variety of ways for both vocational paths to partner yet not without serious considerations about role clarification, business acumen, personal and professional values, and career gratification. This article will review a few of these considerations.

Because SACES membership predominantly originates from counselor education faculty, its readership may include a number of faculty members who came to counselor education from a history of clinical practice, either private practice or other mental health settings such as schools, agencies, government, churches, hospitals and the like. Others may have become a counselor educator and are only now developing a private practice and/or consultation practice. SACES has a small portion of its membership that is comprised of primarily practitioners (presumably with a supervision specialty). No matter one's path, there are a variety of ways that a counselor educator can spawn a private practice that compliments one's vision of "a clinical academic" thus creating a valuable service for one's community and also additional career gratification. As with any undertaking, and private practice is no exception, good planning and clear standards of practice are essential for a problem-free and maximally productive endeavor.

"The Clinical Academic"

Where can you put your skills to use?

- Have a private practice which serves a client population totally unlikely to cross paths with your student population, (if there is such a group) such as in a neighboring community, or a specific clientele like parents of children with ADD, or infertile couples.
- Have a supervision- or consultation-based private practice that serves licensure-seeking counselors, or clinical directors, or other supervisors (a supervision-of-supervision service).
- Conduct training of supervisors who are seeking certification to become a state board approved supervisor (the "full banquet"). Or, consider leading specialized brief in-service programs ("appetizers") to active supervisors, say, on treatment planning, or parallel process in supervision, or evaluation methods in supervision, or metaphors in supervision, etc.
- Develop a specialty in group supervision with special populations, such as the newly licensed population of counselors, or clinical directors, or a multiculturally focused supervision group, etc.
- Develop training retreats on clinical supervision, or care-for-the-caregiver, or personal growth groups. These may not necessitate an actual year-round office space, but commits you only to an event site that is secured for a few days.
- Have a contract-based consultative practice wherein your expertise is purchased by an agency which hires you to come on site to conduct services such as clinical supervision, quality assurance, training and development or in-services, or program development, etc.
- Partner with an established private practitioner to set up an office for individual therapy practice, or co-lead groups.
- Really want to go out on a limb? Form a therapy group for therapists.

A Few Regulatory, Ethical and Legal Considerations

Perhaps the most obvious ethical consideration has to do with role clarification and the prevention of a dual relationship with a client or student or even site supervisors. It is hopefully universally understood that educators do not provide therapy to students, and that practitioners avoid becoming an evaluator of one's clients' professional development, as in supervising a client who then becomes a supervisee. Further protection of the prevention of dual relationships includes navigating carefully a relationship with a student or former student who has served as your Chi Sigma Iota officer under your advisorship, or a former student who is now an alumnus/a who refers candidates to your program routinely, to name a few.

Some other regulatory and legal considerations might be…

- Obviously, be sure to have one's licenses and certifications in place before making the first appointment. Sometimes, a counselor educator is in a position to be securing a license after many years as an educator, and like any other licensure-seeking professional, accruing contact hours may be done in a private practice setting. Finding the "right" qualified person to provide regulated supervision, and/or the "right" office arrangement might prove challenging for a highly visible faculty member.
- Have a clear understanding with one's university and departmental colleagues about the existence of a private practice, and be pre-

"No matter what form your practice takes, you will have to clarify and attend to all of the financial considerations, which is not only a financial issue but often a clinical or therapeutic issue as well."

pared to state provisions for the prevention of conflicts of interest, dual relationships, non-compete clauses if necessary.

- Pay attention to the multiple relationships that might develop with interested parties, such as internship site agencies or grant benefactors. Develop a hierarchy of which "master" is to be served first, such as the primary employer, or the greatest good to the most, as contrasted with, say, the most lucrative opportunity.
- Consider having a mentor or a clinical consultant do a checks and balances review of your planning to see if there are any glaring or imperceptible problems with your plan.

Financial Considerations

No matter what form your practice takes, you will have to clarify and attend to all of the financial considerations, which is not only a financial issue but often a clinical or therapeutic issue as well. Money turns people into stakeholders and as objective as one wants to be, financial considerations will affect one's role. A great review of ethical decision-making models appeared in the *Journal of Counseling and Development* and several of the models refer to stakeholders' involvement in an ethical decision. See Cottone & Claus (2000).

Before and during your exploration of office arrangements, be sure to study your interests, needs, and conceptualization of your venue: do you want to be a sole proprietor, independent contractor or a professional corporation. It is advisable to get an opinion from an accountant or an attorney about the relative advantages and disadvantages of both, but there will be important long term practice requirements if opting for a corporation. No matter which "container" you set up for yourself, there will always be tax implications for accounting for your earnings.

One of the first challenges is to find office arrangements that are realistic given the presumably part time nature of private practice for the full time educator. A few possible scenarios include:

- Percentage of fees collected is the overhead fee to the property manager/practice owner (in my region, these percentages range between 25% and 40%).
- Flat monthly rental fee to hold office space, whether it's used or not.
- A stepwise or combination percentage-then-flat fee until a clientele is established and fees are "do-able."
- A well-written and clearly stated exchange for services provided which overrides a rental or overhead fee. Not to be confused with bartering, this might include an agreement that one would see, for example, an overflow of EAP clients for "x" number of hours per week, in exchange for a specified value of the rent/overhead. Some counselors agree to do this because they are in need of accruing direct client contact hours and are agreeable to foregoing a fee, because the payback is the countable hours. To do counseling "for free" is chock full of philosophical and clinical issues for the client, counselor, and business owner, but not within the scope of this article.
- A "free" office space, perhaps at one's church, or in a physician's office, or in an appropriate professional setting that is adjacent to another place of business, say, one's cousin's financial planning office. (There is rarely a totally "free" arrangement, as there is always a cost to doing business; some are hidden or emotional costs.)
- Other practice considerations include going completely solo and shouldering all of the decisions and costs while also having total freedom to make decisions about the practice, joining with one or two other colleagues for a small group practice, joining a middle-sized or large-group practice (larger equals more bureaucracy), joining a practice with a heavy concentration of managed care/insurance claimants, joining a practice with a multiple discipline roster such as a group with a massage therapist, herbalist, yoga teacher, working within a clinic or treatment setting, etc.

Other financial considerations include all the overhead costs. Here is an inexhaustive checklist of ideas with some notes:

- Whether you see one or one-hundred, liability insurance (be sure this covers supervision and consultation, if necessary)
- General liability insurance for slip & fall, fire, catastrophe, etc.
- Phone service. Several decisions or options exist. Do you need….
  - phone service, land line or cell (that is separate from one's primary employer and one's home)
  - internet connection, DSL, or a web site
  - Answering service or 24 hour coverage
  - Pager service or phone-forwarding option
  - Listing in white pages or yellow pages
- Business cards, brochures, or promotional literature. See Davis (1996) for great ideas, or subscribe to a newsletter *Psychotherapy Finances* (www.psyfin.com) for lots of tips about marketing. Janet Pipal of Advanced Behavioral Solutions also does trainings about how to market in a non-managed care venue; her trainings are coordinated by www.blfmanagement.com.
- Computer and software such as Therascribe or Therapist Helper for practice management
- A group room or conference room, training room, a kitchen or a kitchen corner
- Furniture and office supplies
- Taxes and business licenses, city, county, state, federal, Social Security, and in the case of a P.C., unemployment fees.
- Fund for practice enrichment such as continuing education fees, lunching or entertaining referral

We're on the web:

www.saces.org

Private Practice (cont.)

sources, new carpeting or upholstery

- Administrative assistance and payroll, if necessary
- Accounting fees, attorney's fees, if necessary
- Health insurance, disability insurance, or retirement savings options
- Sick days, days at continuing education events, and vacation days are unpaid
- Office location and features may not necessarily have a cost for these amenities, but rent might increase with desirable features such as good parking, outside lighting, accessibility for persons with disabling conditions, attractive bathrooms, landscaping, private entrance, central location, etc.

Counselor educators are in a unique position to combine up-to-date academic knowledge with clinical service, and I wish those of you much success and good luck as you plan to diversify your vocational life.

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School Counseling Interest Network News

By Larry Tyson

Randy Astramovich of the University of Nevada at Las Vegas facilitated the School Counseling Interest meeting held at the American Counseling Association's national conference in Atlanta, GA. Discussion centered around establishing "research chairs" on state SCA boards. Southern Region is trying to establish such chairs on each of our state SCAs. All Southern Region state SCA boards are asked to develop a board position for a "research chair." This person would be responsible for disseminating national, regional, and state research efforts. They would be asked to network with other state "research chairs," advocate for collaborative research and evaluative efforts between universities and school systems in their state, and provide opportunities for school counselors to present their research and evaluation efforts at state conferences. Another activity this person would coordinate is to make sure there are columns or articles published in their state newsletter regarding research and evaluation. School counseling-counselor educators should plan on attending the school counseling interest meeting at ACES in Pittsburgh. If you are interested in becoming the school counseling interest session chairperson, contact Deryl Bailey, PhD at the University of Georgia using the following email: dbailey@coe.uga.edu.

Multicultural Interest Network (MIN) Report

By Co-Chairpersons: Catherine Y. Chang and Kathy Evans

As you might recall we decided to focus our energies along four main themes: support, networking, education, and social justice/action. In the area of education, the SACES MIN has three proposals accepted for the 2005 ACES conference in Pittsburgh: Multicultural Idea Exchange for Counselor Educators; Examining White Counselor Educators' Role in Multicultural Counseling; and Multicultural Career Counseling.

In the area of social justice and social action, we have received permission from ACES and SACES to collect monies for a local charity in Pittsburgh during the ACES luncheon and the SACES reception. Geneva Gray and Dr. JoAnna White are working on identifying a local charity that we will sponsor during the ACES conference.

In the area of support and networking, we have been busy collecting a list of graduate students and their research interests as well as collecting activities for our resource list. These things will be available on the new SACES website in the near future.

Looking ahead to the future, we will propose a Day of Learning focusing on multicultural issues in counselor education and supervision for the 2006 SACES conference.

If you are interested in getting involved with any of these activities, have an idea for this network, or want to be a member, please contact me at cychang@gsu.edu. We are open to all individuals who are interested in multicultural issues in counseling and supervision.

Moving This Summer?

By Heather Trepal, PhD, Kelly L. Wester, PhD, Nicole Hill, PhD

"For many new faculty members, the process of becoming acculturated...becomes a quest to find out 'what is important' and 'how things are done around here'."

Lucas, C., & Murry, J. (2002). New Faculty: A Practical Guide for Academic Beginners. New York: Palgrave.

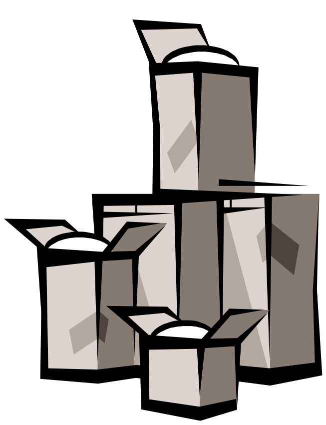
It's that time of year again. The job interviews have been completed months ago, negotiations are over, and the decisions have been finalized. The hustle and bustle of packing up all your belongings, along with the moving vans are in progress. During the summer months many new graduates and some seasoned faculty members pack up their worldly belongings and relocate to new locations – geographically and departmentally. While they may be eager to begin their new university positions, moving can also bring about many different stressors. For example, many people move hundreds of miles away or to a different region of the country. They have to re-acclimate themselves to their surroundings (including finding the closest grocery store and gas station!). There may also be culture shock. For instance, some might move from a small university town where they completed their Ph.D. to a big city environment. Others may move from a counselor education program of strong professional identity to one that is unsure of its identity. During the first meeting of the ACES New Faculty Interest Network (NFIN) this spring at ACA, this topic emerged and members shared the following tips, along with a few additional tips for measure:

- If possible, plan to move a month or two before classes start. You'll have time to acclimate yourself to the city, area, and the university.
- Contact the university Human Resources Department ahead of time to see if you can get a head start on paperwork and basic essentials.
- Keep in contact with a "mentor" or contact person from your new position. This could be someone that you clicked with during your interview process or someone who is assigned to make you feel welcome. This person can become a key informant about practical issues (locating a daycare, finding the best cable rates) as well as entertainment (navigating weekend activities).
- Also, keep in contact with a mentor or friend to talk about the experiences, get some outside support, as well as to be able to joke around with, discuss hardships and good experiences, and/or vent to.
- Make sure that you visit campus early and often. Learn several ways to get to your new job from your home. Include finding your office as well as your classrooms on your early to-do list.
- Drive around the town. Try and get lost (with your cell phone in hand of course – AND someone to call that would know how to get your "unlost"). This way, you can find your way around town and do not have to panic if you get lost on your first day to work, as well as might be able to find some neat shops, restaurants and other parts of the city.
- Join NFIN and get involved!

If you are looking for support, want more information, or just need a few ears to listen, NFIN would be a group of faculty and doctoral candidates that would love to help you out. Join NFINs listserv! See below for details.

Calling All New Faculty and Doctoral Candidates...

By New Faculty Interest Network (NFIN)



There is a new ACES interest network just for you! The New Faculty Interest Network (NFIN) was created this spring to address the needs of pre-tenured faculty and doctoral candidates. The interest network hopes to connect members and to be able to help as a pro-active sounding board. We held our first meeting at the ACA conference in Atlanta and had an overwhelming response. Those present voiced concerns about establishing a research agenda, professional identity, balancing work and family, self-care and mentoring. In response, we have set-up a listserve (join the NFIN listserv by sending an email to listproc@uncg.edu with the message: subscribe NFIN-L yourfirstname yourlastname), and are in the process of constructing a research interest list in order to link members with similar interests. We are also excited about the possibility of developing some programming for new faculty and doctoral candidates at the ACES convention in Pittsburgh this fall!

If you are interested in becoming involved in the network, please contact one of the co-chairs, join the listserve, or come to our meeting at the ACES conference next fall! We hope that you will get involved!

NFIN Co-Chairs: Kelly Wester, UNCG – klwester@uncg.edu; Heather Trepal, UTSA – heather.trepal@utsa.edu; Nicole R. Hill, ISU – hillnico@isu.edu

Starting the Year with a Healthy Balance

It is not always easy to have a healthy balance between your work tasks and responsibilities and your personal life. In May 2005, the TODAY show reported the results of a nationwide survey and found that 46% of Americans took work home on the weekends to do, while 55% of Americans reported that they were not able to relax, recharge their batteries, or do what they wanted to do across the weekends.

Therefore, with the beginning of the semester already here, we asked a few doctoral candidates and faculty to provide how they find that healthy balance between work and life. See what they have to say below:

By Kathryn P. Alessandria, Ph.D., NCC, LPCMH, Assistant Professor

Some of us may wonder how realistic it is to have a balance between work and life as a junior faculty member. However, work-life balance is a necessity if we are to avoid burnout. In our roles as junior faculty we need do the traditional things like balance teaching, research, and service, but we also need to balance those things with life, which includes self-nurturance. Unfortunately, our worlds continue to become increasingly fast paced. While e-mail and the internet are wonderful modern day conveniences, they can certainly add to the workload. We all receive things more quickly as a result of the high-tech superhighway, but as a result others also expect things from us more quickly, including students. It can be difficult to set boundaries with how often to check e-mail, voice mail, and the like. In addition, some of these modern day conveniences can make it difficult to carve out uninterrupted research time. Here are a few suggestions to help with work-life balance.

Since student evaluations are an important part of the tenure and promotion file, you need to balance approachability with setting boundaries. One area this is important is with e-mail. It is important to decide if you are willing to respond to work e-mails in the evening and/or on weekends. If you are not, be up front with students in explaining your e-mail policies. If you tell them when you are not available, it is crucial that you also tell them when (and how) you ARE available. It is also helpful to be clear about what you will accept over e-mail. I have a policy on my syllabi explaining that I will not accept e-mailed assignments or e-mail attachments; students are responsible for submitting hard copies in class. I will often check my e-mail once in the evenings, but avoid work e-mail on weekends.

Setting aside protected time for your research or other work responsibilities is a necessity. Treat this time as if it were a class period. You wouldn't cancel a class for a meeting, nor should you cancel your protected work time.

Find a mentor whom you can trust to help you learn the ins and outs of the culture of the department and the institution. Don't limit yourself to people within your department. People across campus can be great supports. As part of my service, I joined the New Faculty Orientation committee. I enjoy this committee because it is a way to meet new people all across campus. You may consider creating a support group with other junior faculty. To assist with keeping myself on track with research, I meet regularly with a colleague in a different department who was hired with me. We hold each other accountable for our research agendas and timelines, bounce ideas off each other, discuss tenure and promotion timelines and pitfalls, and support each other.

When creating your syllabi, don't forget to pull out your personal calendar along with the academic calendar. Be sure you plan the due dates for your assignments so that you have time to grade and return them to students in a timely fashion. Make note of any personal obligations, conferences, or other commitments that would affect your ability to return assignments. I don't recommend having all the assignments due at the end of the semester or having all your classes' assignments due at the same time. By balancing your grading/prep times, you will find this helps you balance your personal time as well. Finally, there is nothing wrong with using ideas from the instructor's manual. Ask others for help and what has worked in their experience. Frequently individuals write to list serves asking for effective teaching ideas and resources. Use the many available resources. While not everything will work the same for you, perhaps you can tweak an idea instead of reinventing the wheel.

Get involved with an activity outside of work. Whether it's taking a class at the community center, volunteering, or something unstructured, carve out that time for yourself. It is a way to become more established in your community, network, and work toward balance. As counselors we preach self-care and carving out time to nurture ourselves so that we can be fully present when we are with others. While I don't claim to have it all figured out, these are some tips I have come across to assist in the work-life balance as an academician.

By Todd F. Lewis, PhD, NCC, Assistant Professor

I believe that balance is what most of us strive for in life, yet it is interesting how little this is really talked about. As a counselor educator and counselor, it has become more obvious to me that many of the problems we face as humans are problems of improper balance. We may eat to much, not exercise enough, work unrealistically long hours, neglect our families, and engage in addictions of various kinds to assuage our anxieties.

I certainly do not claim to have the answer to the issue of balance. I do believe, however, that each person must find his or her own path toward a more balanced life. Counselor Education is a demanding profession, and finding the correct balance in life has been an emerging process for me. One way that I try to achieve balance is to create "rules" for myself about when and how I work. For example, I make it a point not to work in the evenings. I re-

Starting the Year with a Healthy Balance, cont'd

serve about 3 to 4 hours on the weekends for leftover duties from the previous week. When I am at the office, I try to put in as much quality work time as possible. Of course, if the semester gets a bit overwhelming, I may have to work on a particular evening or weekend, but I try to prepare for these busy times beforehand by working a little more during the week.

I have paid more attention to other aspects of my life in order to achieve a balanced lifestyle. For example, I try to incorporate yoga into my daily routine, along with a balanced diet. I guess another "rule" that I have is that I place family and health high on life's priority list. If either of these two things begins to slip, it is a signal for me to reevaluate or restructure what I am doing in certain aspects of my life.

Achieving balance can be difficult, as it is easy to get swept away in our daily responsibilities. There are times when I feel quite balanced and in the "flow" and other times that I feel like I need a break. Paying attention to my energy levels and motivation clues me in to whether or not I am experiencing balance. I know I have work to do in the delicate area of balance. I try to remain open to possibilities that work for other people.

By Shawn Spurgeon, PhD, Assistant Professor

When I think about this idea of balance, two things immediately come to mind. The first thing is identity. It is very important for me to have some sense of identity in my personal and in my professional life. In my professional life, I identify myself as a Counselor Educator and conduct myself as any dedicated Counselor Educator would. Whether I am doing research, reviewing notes for a class presentation, listening to a supervisee's taped counseling session, or consulting with a co-worker about a student, I am a dedicated Counselor Educator. My energy and focus is on completing the task to the best of my ability. When I am at home or with friends, I identify myself as a husband, father, brother, friend, ally, etc. My energy and focus is on doing the things that make this identity so special and unique to me. I work to be effective in each area of my life, which keeps my personal and professional life separate because of the strong identity I give to each one.

When I think about the idea of balance, the next thing I think about is acceptance. I have to accept the fact that my idea of a Counselor Educator, father, brother, friend, ally, etc. will be different from other people's. This keeps me from comparing my work or lack thereof to the works of other Counselor Educators, fathers, brothers, friends, allies, etc. I can find peace in knowing that I have devoted as much energy and time as I possibly can to a given role, that I have performed to the best of my ability, and that I have nothing to be ashamed about because my work may not be as prolific as someone else's work.

We all strive to maintain some sense of balance in our lives. Often, this issue is at the forefront of decisions ranging from when to go to the grocery store to whether or not to accept an offer from another university. For me, identity and acceptance have been helpful tools in maintaining and creating a balanced lifestyle.

By Malik Henfield, lecturer and doctoral candidate

In a few weeks, I will be gainfully employed at The University of Iowa, as one of the few African American male professors on the campus. Moreover, I will be the sole African American male faculty member in the college of education. As such, there will be many expectations placed upon me by myself and others. Although I am still a student (I graduate June 2006 with a Ph.D. in counselor education from The Ohio State University), by virtue of my status as a faculty member, there will be students who will look to me for mentorship and help with navigating the system of higher education, which so often damages the souls of African Americans, specifically African American males, by robbing them of their confidence and self esteem in terms of their academic performance. Therefore, I plan to be proactive with regards to managing my time in order to meet my personal needs and professional objectives, as well as those of the students who will undoubtedly seek my assistance. For, in the words of a professor at the university, "They're going to find you! No matter how much you may try to hide, they will definitely find you!"

Before accepting the faculty position, my advisor told me, "I'm very excited for you, Malik! However, always remember that if you don't get your Ph.D. next year, this will have been a terrible decision." With this unforgettable notion branded in my mind, the realization of the importance of my situation has been made all the more clear. There is no way I can not graduate! Understanding this, one of the first things I intend to do upon arriving on campus is to re-establish the structure that has worked for me up to this point. One such structure has been a writing schedule based upon production as opposed to time. As a full-time student, I have developed the habit of writing "whenever the mood hits." As such, I set as my writing goal, a specific number of pages per day as opposed to a specific period of time. This practice allows for increased levels of productivity due to the fact that I write at times when I am most inspired. Such a strategy decreases the amount of time spent staring aimlessly at my laptop, and the inevitable feeling of anxiety due to wasted time.

A writing schedule is but one of many examples of time management techniques. It is important to note that while a writing schedule based upon pages written works best for me, someone else may find that a time-based writing schedule allows them to be more successful. It is helpful to try out the various methods and discover which best suits your style while generating the best results; methods in which consistency and productivity are equally prominent.

By Jeffrey Badger, doctoral student

Time demands are heavy on a doctoral student when he or she is trying to balance school, work, family, friends, and leisure activities. For myself, I found that time management was one of two very important keys for me to succeed. I use an old fashion planner that lists every day of the week. What I do is put down things I want to accomplish every week day towards my assignments. This allows me to pace myself when it comes to completing things. For example, if I have six weeks to due a paper, I might write in my planner RESEARCH LIT REVIEW on Monday and Tuesday of week 1. Maybe in Week 2, I will put WRITE INTRODUCTION for the paper on the Wednesday of that week. I do this for all of my assignments. This helps to prevent me from putting everything until the last minute. Sure there are things that come up that cause me to deviate, but I try to stick to it as best as possible.

The second key thing I do is make sure that I find time for family, friends, and other leisure

activities. I love the game of soccer, and play on a local team at least once a week. I do various activities like movies, dinners, and bowling with my friends. I have found that it is particularly important to make sure to do activities outside of school and work. I do these activities in order to get my mind off of school and work, which allows me to recharge and refocus when I come back to my responsibilities.

As a doctoral student, I have found that balance is essential in order to be a productive member in a department. For me, time management is indispensable in juggling the demands of school and work. Additionally, I find time to do enjoyable activities that allow me to forget about school and work for a while. I encourage all doctoral students to examine his or her life and find a balance between work and play. Finding balance is not easy, but will only make your schooling better.

Report from the Graduate Student Liaison

By Kylie Dotson-Blake

Student memberships are strong and students are continuing to be an active force in ACES and SACES. Unfortunately we are struggling to maintain these individuals as professional members following graduation. The transition from student membership to long-term professional membership has proven to be a critical point at which we are losing many members. During the SACES board meeting in Atlanta we discussed this concern and ways to encourage students to continue as active, long-term professional members of SACES following graduation.

State organizations often serve as graduate students' initial contact with professional involvement, introducing students to professional legislation and governance and providing opportunities for networking and learning. We are hoping to utilize the foundation provided through state organization involvement to build a legacy of involvement and personal investment in SACES. Through discussions we have come to the conclusion that we need to develop a stronger foundation of student involvement in order to develop lasting legacies and commitment to the organization. As such, we are hoping to have students chosen within each state to serve as state representatives. These students will ensure the distribution of SACES and ACES information to graduate students throughout their state and will also organize events intended to increase student involvement. Seminars such as the SACES Emerging Leaders workshop are effective at engaging student interest and igniting a desire to be involved. Additionally, some state organizations including VACES (VA) and NCACES (NC) have organized graduate student conferences that provide students with opportunities to gain experience presenting at professional conferences while also providing valuable opportunities for growth and learning. These activities are important for helping students develop a sense of personal investment and commitment to SACES and ACES.

There were many activities organized through ACES and developed specifically for students at the ACA convention. One such activity was a breakfast featuring roundtable discussions led by professionals within the counseling profession. Another, a seminar in which students presented mini-dissertation proposals, receiving guidance and advice from top professionals currently conducting research in the students' specialty area. These activities provided wonderful opportunities for students to interact with and learn from active professional members. We hope to increase attendance at these and other activities in the future. One of the ways we hope to increase attendance at these and other national events is through increased involvement at the state level. A legacy of leadership and involvement will ensure that talented student leaders develop a sense of personal investment in SACES and a sense of personal responsibility for the success of SACES objectives. If you have additional ideas or are interested in becoming involved in our efforts, please feel free to send an email to kylieblake@mac.com.

If you would like to contribute anything to future editions of the SACES Newsletter, please contact Kelly L. Wester, 2005-2006 SACES Newsletter editor at klwester@uncg.edu.

Virginia Counselors Journal Request for Manuscripts

NOW ACCEPTING SUBMISSIONS FOR VCA JOURNAL SUBMISSIONS FOR VOLUME 29 TO BE PUBLISHED IN 2006!

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Categories for consideration in the Journal include but are not limited to counselor preparation, supervision, professional development, counseling theory, current issues, and innovative methods, and book reviews.

Manuscript Guidelines for Submission:

1. Manuscripts are not to exceed 18 pages total, including all references and abstract.
2. Manuscripts should include a cover page with the title of the article, the name(s) of the author(s), the institutional or work affiliation, and contact information (including email) of the first author. Please include job title.
3. A 50-word abstract should be submitted with the manuscript.
4. The manuscript should be typed in *Microsoft Word* 2000 or newer. Font should be 12-point Times New Roman with one-inch margins on all sides. Pages should be numbered in the bottom center of the page. All lines should be double-spaced.
5. All manuscripts must adhere to the guidelines of the *APA Style Manual* (5th edition). This includes the use of any tables, graphics, and all references.
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