



SACES NEWSLETTER

Southern Association of Counselor Educators and Supervisors

SUMMER 2007, JULY

President's address

-Robin Lee, SACES president

Hello SACES members.

I would like to thank you for the opportunity to serve as SACES president. Serving a group I have such admiration for has truly been an honor. It has been a pleasure to work with this year's committee and interest network chairs. They are a wonderful group of professionals, and I appreciate their efforts. I would also like to thank those SACES members who served on committees and participated in interest networks. SACES would not function without the interest of its members.

Reflecting on the year, I believe we have accomplished a great deal of what we set out to do. We had a wonderful conference in Orlando with record attendance. We worked hard but had some fun too. I began the process of developing a Leadership Handbook. I hope to continue to work with your new president, Kathy Evans, on our technology. I would like to thank Dennis Jones for his continued commitment to our website. Hopefully, you will begin to see some changes to the website soon.

Our next conference is in Houston in October 2008, and I expect it to be as

exciting as our Orlando conference. I want to thank the Executive Committee (Kathy Evans, Gerard Lawson, Don Locke, and Deryl Bailey) for making my presidency productive and exciting. I would also like to wish Kathy the best in her presidency. I know she will do a great job.

Again, thank you for the opportunity to serve SACES. I look forward to working with each of you in the future.

Warmest Regards,
Robin Lee

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School Counseling Interest Network

Greetings from the SACES School Counseling Interest Network! The network spent a great deal of time *connecting* this past year. The University of Georgia became a proud host to the network's first listserv. We have had some lively discussions and informational exchanges regarding school counselor education and practice. If you are interested in joining the listserv, please contact Jolie Ziomek-Daigle at jdaigle@uga.edu. In addition, several members are working with their College's technology departments to secure videoconferencing in the upcoming year.

Many of the network members were deeply affected by the shootings at Virginia Tech. The tragedy was a salient reminder of how important our work is with the nation's youth. And, that school counselors are often the only trained professionals on school campuses in the area of identification and management of children in crisis. Our thoughts and prayers continue to be with our colleagues at Virginia Tech.

On a lighter note, the network is looking forward to continue many of these discussions in Columbus and Honolulu! Enjoy the summer.

Respectfully,
 Jolie Ziomek-Daigle
 School Counseling Interest Network
 Co-Chair
 University of Georgia

SACES Long Range Planning Committee

The Long Range Planning Committee will meet during the upcoming ACES conference in Columbus, Ohio. The specific date/time to be determined as the conference dates approach. Email notification will be sent to keep everyone in the loop. If you are not currently serving on the committee and would like to, please email Shannon Ray at shanray@nova.edu. Also if there are any suggestions for agenda items, please email Shannon and she will make sure they are included.

Community, Clinical, and Mental Health Counseling Specialties: Working to Establish a Solid Counselor Identity

-Edward Cannon and Donna Starkey, Co-Chairs

The SACES Community Counseling Interest Network met during the conference this year in Orlando to begin a very important dialogue. The group indicated a desire for the interest network to be more than a conference meeting and to have real momentum and continuing activity. With ongoing challenges to our professional identity as counselors and, more specifically, as community counselors, we gathered to address the state of community counseling.

During this meeting we posed these questions:

- ◆ What is the state of community counseling today and where does it stand in

relation to clinical and mental health counseling?

- ◆ Given that a primary criticism of the overall counseling profession is the lack of a united vision or definition that is easily identified and recognized, how do the divisions within the larger profession contribute?
- ◆ As counselor educators, we realize that one of our roles is to train the next generation of master's level counselors who will advocate for their profession—but how do we “practice what we preach” within the realm of community, clinical, and mental health programs?

Continued page 3

Throughout the meeting, there was an emphasis on the philosophical roots of community counseling, and how those roots may be in concert or conflict with other counseling identities. The dialogue ultimately resulted in a focus on the role of counselor educators and supervisors in communicating a strong identity to students, the overall profession of counseling, as well as the society in which we practice. As such, the SACES Community Counseling Interest Network extends an invitation to all faculty members in counseling programs to participate in the development of this interest network vision. We will be discussing these issues in Columbus at the upcoming ACES Convention. Our session is titled **“Community, Clinical, and Mental Health Counseling Specialties: Working to Establish a Solid Counselor Identity.”** Please join colleagues for an exchange of ideas for counseling faculty to discuss the current state of our programs. Our goal is to encourage a united voice across all community/mental health/clinical counseling faculty. How can we work together as counselor educators to ensure a shared vision in light of the 2008 CACREP revisions? What would that vision look like, and is it achievable?

Finally, at this year's ACA Convention in Detroit, members of the ACES Community Counseling and Mental Health Interest Networks joined together for a dialogue about what the 2008 CACREP standard revisions mean for the future of community and mental health counseling. As a result, we have put together a very brief survey of attitudes regarding proposed changes to these programs. Please take a few minutes to share your thoughts with us. You can find the informed consent and survey at the following link: <http://www.counselingsurveys.org/do.php?survey=s132152>. We plan to share the results at our session in Columbus.

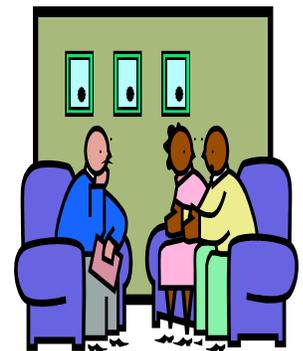
Thank you!

Neophyte Group Therapists: Needs, Training, and Supervision

-Amanda J. Rockinson-Szapkiq, Lucinda C. West, & Anita M. Castillanos, Regent University; and L. Zoe Payne, Northern Arizona University

In the United States, utilization of group therapy as a treatment modality continues to expand (Christensen & Kline, 2001). Despite the growth, three factors adversely impact the future utilization of group therapy: (a) the training requirements of group therapists is not consistent across mental health disciplines, (b) the availability of group work training is incongruent with the demand of group therapists, and (c) little empirical data exists on current training methods and supervision models for group work (Fuhriman & Burlingame, 2001; Rubel & Atieno Okech, 2006). Therefore, as counselor educators and supervisors, it would serve us well to consider the needs, training, and supervision of novice group therapists. Through our own educational and training processes, we discovered practical, effective ideas and methods we want to share.

“Our goal is to encourage a united voice across all community/mental health/clinical counseling faculty..”



“The first contract with the search committee will often be a phone interview so BE PREPARED.”

Neophyte Group Therapists, cont'd

To facilitate discussion of the challenges and needs of neophyte group therapists, we could look at the operational definition; however, no such definition appears in the limited literature. References to neophyte group therapists include “inexperienced,” “beginning group therapists,” “supervisees,” and “trainees” (Fuhriman & Burlingame, 2001; Gallagher, 1994; Yalom, 1966). For our purposes, the term neophyte group therapist (NGT) will be defined as an inexperienced individual who is training to be a group therapist.

In our experience, we found that NGTs usually experience anxiety about primary challenges. Some say they have difficulties tracking multiple clients and become overwhelmed, express a sense of being inadequately prepared to run groups. And indicate they do not have needed skills and have difficulty conceptualizing group processes and group dynamics. Some NGTs experience intense guilt and sense of failure when group members drop out. And if the supervisor or educator does not address the feelings and skill needs of an NGT, the group could depreciate and group members could be harmed. Education and supervision which address NGTs' needs could vitally influence the development of effective group therapists and the promotion of quality group work.

To serve as a framework in the training of NGTs, two models are helpful.

- (1) Gallagher's (1994) “dynamic group psychotherapy” model of supervision focuses on meeting the developmental needs of trainees. This model conceptualizes supervision in three hierarchical, sequential stages—technical, enrichment, and personal—and proposes different needs and strengths of supervisors and supervisees at each stage.
- (2) A second supervision model, a conceptual system that fuses aspects of the discrimination model and group systemic levels, offers supervisors of NGTs a framework for making decisions about the supervision focus and the role of the supervisor (Rubel & Atineo Okech, 2006).

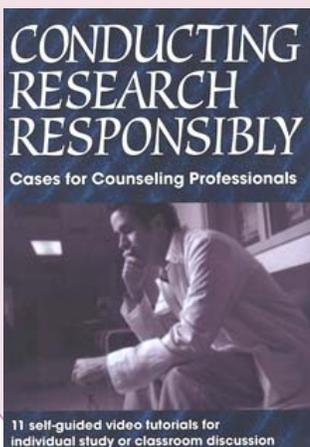
In consideration of these models and response to NGTs needs, we have found the following methods of intervention useful:

- ◆ Develop an empathic rapport. Empathic rapport is key to an effective working relationship. When present in the supervisor-supervisee relationship, the supervisee feels safe to think, reflect, and tolerate uncertainty.
- ◆ Be real and open. By disclosing your own relevant experiences, you normalize the trainee's experiences and feelings.

Research Ethics

Teaching research? Teaching ethics? Or simply mentor upcoming researchers in the field of counseling? A DVD and handbook on teaching research ethics in the field of counseling is available!

For more information please visit the website <http://www.uncg.edu/ure/news/stories/2005/Oct/ethics100705.htm> or contact Kelly Wester at klwester@uncg.edu to receive your free copy now. Free copies only while supplies last.



- ◆ Utilize skill training that accounts for the various learning styles of each NGT. Some NGTs learn by observing and others learn by doing. Ask your NGT how he/she learns best.
- ◆ Encourage self-reflection through the usage of journals and discussion on video-taped sessions. Other methods of self-reflection include letters to oneself, self-evaluations, and a learning log.
- ◆ Discuss case scenarios. Develop case scenario cards and discuss how the NGT might feel and act in each case. Discuss “What if...”

While this is just a brief summary of the challenges and needs of NGTs and the potential models of supervision, some recommended training interventions are provided. However, further identification of the needs and challenges of the NGT, and effective training interventions and models are warranted. A distinct need for additional research to ensure the quality of the development of NGTs, their group training and supervision, and the promotion of quality group work exists.

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SACES Women's Interest Network

During this past year, the SACES Women's Interest Network has been attempted to revive itself! A meeting took place at the SACES conference in Orlando to discuss next steps. The individuals at the meeting discussed aspects around being proactive, creating mentoring relationships, and getting together at conferences. Thus, a SACES Women's Networking meeting/get-together will take place at the ACES conference in Columbus, Ohio this fall. Please stay tuned for more details and information. Currently there is a “group” email for those who are members of the SACES Women's Interest Network. If you are interested in being part of this “group” email—or if you have any ideas or suggestions for the network, please email Heather Trepal heather.trepal@utsa.edu.

Co-Chairs
Heather Trepal
University of Texas at
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Kelly Wester
The University of North Carolina at
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If you would like to contribute anything to future editions of the SACES Newsletter, please contact Kelly L. Wester, 2006-2007 SACES Newsletter editor at klwester@uncg.edu



The Value of Experience: A Lesson in Multicultural Instruction

- Lisa Schulz, Georgia Southern University

I felt ready. I had done the preparation. My plan for the first class meeting was solid, having passed muster with my mentor. This was to be my first class as a counselor educator. The journey to this place and this time was a long one, literally as well as figuratively. My move to Georgia was deliberate and the fruition of a desire to move beyond my circumstances, embrace another way of being as a counselor educator, and learn about life

in the South. And now my very first class was upon me. I walked nervously down the hall, noticing the echo of my footsteps, the rhythm of each breath. I entered the classroom, arranged my materials, and prepared to greet the students as they arrived.

The composition of the class epitomized what I believed I

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

The infusion of multicultural competency standards in my counselor education program at both the Master's and Doctoral level was one of its most attrac-

tive and profound components. Yet confronted with this first session, I suddenly wondered how I could be culturally competent when I had no real idea about how these people lived their lives. So what did I do? Well, I decided to be the authentic person I had committed myself to be and disclosed the newness of the situation. To my relief and gratitude, the students were interested, intrigued and curious about this new instructor who had limited experience and had never seen Collard Greens before, much less eaten them. They in turn were willing to share some of their lived experiences as southern women, from both the black and white perspectives, and share how these perceptions impact what we bring into the room with our clients and one another.

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



CALL FOR **SACES** AWARDS NOMINATIONS

The SACES Awards Committee is seeking nominations for four areas of service. Awards will be presented at the 2007 ACES Conference in Columbus, Ohio.

Awards & Criteria

Individual Achievement: Individuals nominated for this award should demonstrate consistent service to the counseling profession through publications (scholarly works), leadership and administration (service), and an on-going research agenda.

Four categories:

1. Pre-tenure counselor educators
2. Tenured counselor educators
3. Graduate Student -- Master's Level
4. Graduate Student -- Doctoral Level



Outstanding State ACES Award: States nominated for this award should demonstrate consistent membership or a substantial percentage increase in membership within the last year, and evidence of service to members (i.e. newsletters, conferences, workshops).

Outstanding Program Supervisor: Individuals nominated for this award should demonstrate efforts towards extending and strengthening counseling services to recipients, developing standards for service delivery systems, improving the quality of services delivered, developing and implementing in-service programs which improve counselor skills and knowledge, developing and implementing assessment and evaluation of counselor competence and program implementation.

Outstanding Counselor Education Program: Programs nominated for this award should demonstrate outstanding pre-service and in-service training in areas such as: counseling and technology, career development, counseling supervision, practicum and internship, evaluation and training methods, and counseling exceptional populations.

Two categories:

1. Master's Counselor Education Programs
2. Doctoral and Master's Counselor Education Programs

- For Individual Achievement Awards: Submit 3 copies of nominee's vita along with a letter of nomination
 - For State Award: Submit 3 copies of membership documentation for the last two years, and 3 copies of your newsletter, program flyers/agendas, or any other materials as evidence of service to members, along with a letter of nomination
 - For Supervisor Award: Submit 3 copies of a letter detailing nominee's efforts in each of the five areas along with a letter of nomination
- For program Award: Submit 3 copies of your program catalog, brochure, or any other supporting documents along with a letter of nomination

Send letters of nomination & supporting documentation to: Dr. Shari M. Sias: SACES Awards Committee
East Carolina University
SAHS, Dept. of Rehabilitation Studies, Health Sciences Building
Greenville, NC 27858

ALL NOMINATIONS & SUPPORTING MATERIALS MUST BE RECEIVED BY

July 15, 2007

If you have any questions, please contact me at: sias@ecu.edu or (252) 744- 6304



“...even though it wasn’t my problem, it was my responsibility [as an educator]. While it wasn’t my creation, the situation existed among people in my class who were trained to be counselors and this was a teachable moment if there ever was one.”

The Value of Experience, cont’d.

This particular class was full of exceptionally gifted people. I was feeling a greater sense of confidence in my ability to be an effective counselor educator and things were going along swimmingly. Or so I thought until the date two white students approached me in order to bring to my attention what they deemed disruptive behavior on the part of two black students. I blinked at them, for in that moment I had no idea what I was supposed to say or do. I had been unaware of any “black” behavior untenable in the classroom. My training in counselor education and supervision didn’t seem to cover such a moment, at least not from an instructor’s perspective. So I took a deep breath and did what I help students learn to do, I trusted my inner voice and I consulted with one of my mentors. A most wise individual, he helped me know that even though it wasn’t my problem, it was my responsibility. While it wasn’t my creation, the situation existed among people in my class who were trained to be counselors and this was a teachable moment if there ever was one. So what happened next? Well, long story short, they eventually spoke to one another. And again, while not comfortable or emotionally, 100% safe, their conversation led to a greater degree of mutual understanding with regard to issues of privilege, power, and oppression, and cross cultural communication.

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

An Ethical Basis for Informed Consent in Counselor Education

- Cheyenne Pease-Carter, University of North Texas

Counseling professionals recognize the established practice of informed consent, the process of providing information to potential participants in professional relationships in order to empower them to make fully informed decisions to proceed in the relationship. The concept of informed consent has been applied within the counseling field to counseling, supervisory, and research relationships. Recently, scholars have highlighted the role of informed consent within counselor education programs. Remley and Herlihy (2007) asserted that counselor educators have the ethical responsibility to facilitate student informed consent, while Wilkerson (2006) explained that program policies and procedures should be presented so that students could make informed decisions to enter counseling programs. Ethics experts recently revised and expanded Section F, Student Welfare, within the 2005 American Counseling Association Code of Ethics. This section emphasizes the responsibility of counselor educators to promote student welfare by providing matriculating students essential information related to program orientation (F.7.a) and expectations for personal growth (F.7.b). Underlying this section is the belief that students retain the right to have crucial information offered to them prior to matriculation and throughout coursework.

Because student informed consent is an emerging construct, it is vital to consider the ethical foundation. Counselor educators may gain an understanding of informed consent with students through

applying five common ethical principles often reflected in the literature: autonomy, nonmaleficence, beneficence, justice, and fidelity.

Students have the right to self-determination. Counselor educators respect *autonomy* by enhancing students' abilities to make free choices. These choices are influenced by pertinent information. For example, if a student is unaware that personal counseling is a program requirement, is his or her choice to enter the program fully informed? As counselor educators promote student autonomy, they must also consider cultural differences. Autonomy is a value reflected in the dominant culture. Therefore, counselor educators must understand the meaning of autonomy for diverse groups in order to best implement culturally responsive practices.

Counselor educators have the ethical responsibility to practice *nonmaleficence* or "do no harm". Risks within the curriculum must be considered and communicated to students. Counselor preparation is inherently different from other academic fields. Students are asked to engage in self-growth, examine their belief systems, and take on client roles (i.e., role plays, etc.). While these activities are vital to student development, they also pose risks. Through informed consent, counselor educators reveal these and other risks to students in order to give students the opportunity to decide if they are willing to accept the risks involved. This effort works to reduce the chance of doing harm to students.

"Counselor educators may gain an understanding of informed consent with students through applying five common ethical principles...autonomy, nonmaleficence, beneficence, justice, and fidelity."



Ethical Basis for Informed Consent, cont'd.

Beneficence, doing good, is also associated with informed consent. Respecting this principle, counselor educators seek ways to enhance student well-being. Informed consent helps students consider the various facets of training program, understand their roles, align personal and program expectations, and choose programs that reflect their preferences for graduate training. Counselor educators have an important role in empowering student success; this task can begin with informed consent.

Justice is an important element as counselor educators treat students fairly. Students enter programs with various exposure to the field; some students have limited experience with counseling while others have previous experience through personal counseling, undergraduate coursework, etc. Counselor educators may find that informed consent can promote justice by providing all students, regardless of background or previous exposure, with the necessary information to be successful in counselor preparation.

The concept of *fidelity*, or keeping commitments, is inherent to informed consent. Counselor educators have an ethical duty to be faithful and truthful within their professional relationships. Informed consent sets the foundation for this practice as counselor educators outline that which they pledge to students. This is paramount as students often assert that expectations or requirements have changed while in the program. Counselor educators may find that written documentation of informed

consent may provide protection against unjust student claims.

These ethical principles highlight the rationale for student informed consent. As informed consent emerges as an ethical duty, continued dialogue is needed. Specifically, counselor educators need to explore best practices. Programs often provide information within program handbooks and ask students to document reading and understanding the material. However, this practice does not equate to standards of practice with clients, supervisees, or research participants; written and oral facilitation is the expected practice. In addition, ethicists emphasize informed consent as a process, not a one time event. Counselor educators would be remiss to overlook points throughout the counselor preparation when informed consent should be revisited.

As students return for the fall semester, counselor educators might consider how they can facilitate informed consent. Informed consent may take place during student orientations or course introductions. Counselor educators have a responsibility to model professional behavior and conduct ethical counseling preparation programs (ACA, 2005, F.6.a). Incorporating student informed consent is one way to uphold these ethical mandates.

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“As students return for the fall semester, counselor educators might consider how they can facilitate informed consent...during student orientation or course introductions.”

Helping First Responders for Student-Athletes

- Gary Miller & James Mensch, University of South Carolina

Recently the American Counseling Association approved the development of the Sports Counseling Interest Network. For a number of years, counselor educators have attempted to address the needs of student-athletes through the ACES Interest Network for Counseling Students-Athletes. Numerous individuals from SACES have met over the years and discussed ways to prepare interested counselors in this area.

Counselor educators have much to offer individuals who work with student-athletes, yet, the tendency of some athletic departments to resist bringing an "outsider" aboard may make possible interrelationships difficult. There are some athletic directors and coaches who would prefer that only individuals employed by their athletic department work with student-athletes. Therefore, individuals seeking to interface with student-athletes may wish to consider an alternate route and work with the some individuals who are "accepted" by the athletic community to assist student-athletes.

Over the past several years, the first author of this paper has collaborated with Dr. James Mensch, who co-ordinates the Athletic Training Program at the University of South Carolina, regarding ways to help Certified Athletic Trainers (ATC) meet the core requirement of their profession regarding the psychosocial aspects of their preparation for working with student-athletes, athletes, and individuals undergoing rehabilitation from athletic injuries. The professional athletic trainer is the first responder for many student-athletes assisting them in injury prevention, or through direct involvement in the student-athlete's rehabilitation from an injury.

The ATC preparation guidelines are quite specific regarding the competencies needed by their profes-

sionals and providing such information has resulted in an adaptation of the course Counseling Student Athletes to meet these needs. Drs. Miller and Mensch have edited a book, The Athletic Trainer's Guide to Psychosocial Interventions and Referral that will be available for ATC professionals and counselor educators in an effort to meet the various psycho-social educational expectations of athletic trainers. Several counselor educators in the SACES region have participated in the preparation of this book and see it as a way to interface with other professionals on their campuses involved in educating the Certified Athletic Trainers or who work directly with student-athletes. The book will be available from Slack Incorporated later in 2007.