

SACES SUMMER 2008

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PRESIDENT'S ADDRESS

KATHY EVANS PH.D., U. OF SOUTH CAROLINA

It seems like the year has just flown and this, my final message to you as President of SACES, has come way too soon. I want to thank you all for allowing me the opportunity to serve in the capacity of President. It has been both exciting and humbling. Membership on the Executive Council of ACES was an amazing experience. I am more impressed with our leadership and the organization now than I ever was.

More than anything, I have cherished meeting and working with so many of you, the members of SACES. I loved seeing you at the ACES and ACA conferences and I was overwhelmed by the large numbers of you who have volunteered to work for SACES. Your help has been tremendously appreciated. It has been a fast year but we have already accomplished a great deal and we are working on completing remaining tasks.

One of my goals was to develop a policy and procedural manual for SACES and the first draft

has been completed. I hope to have the final draft before the ACES Executive Council meets in June. The Awards Committee is working on criteria for the Courtland C. Lee Award for Social Justice and I had heard from several Interest Networks who have included social justice in their activities this year. I am very touched by all of your efforts on social justice. It is an important issue to me and one I hope to keep in my heart until we no longer have a need for it.

Well, the Evans year is quickly coming to a close and we will move on as an organization to our next tasks. Right now the fall Conference planning is well under way for Houston and I hope to see many of you there. We are also looking ahead to 2011 when ACES will be back in the Southern region.

It has been a pleasure to serve you, my colleagues. As I graduate to the position of Past President, I want to leave you with the words of two people who have been inspirational to me in my career and in my life. The

first is Dr. Derald Wing Sue who, in his Presidential Address to APA's Division of Counseling Psychology, stated, "How can we possibly live our lives, day in and day out, with the knowledge of our complicity in the dehumanization of [oppressed persons]? And how can we possibly sit at home and do nothing about it? The second quote comes from the Reverend Dr. Martin Luther King, Jr. who stated "Our lives begin to end the day we become silent about things that matter."



Dr. Kathy Evans, SACES President

SUPERVISORY IMPAIRMENT AND THE IMPACT ON SUPERVISEES JEREMY LELEK, REGENT U.

The fall of 2005 proved to be one of the most arduous seasons in my professional career. Whereas I had just begun the first semester towards my Ph.D. in Counseling, Education, and Supervision (a time of extreme excitement and challenge), that October I found myself jolted by the shock of what I now know to be called the conduct of an "impaired" supervisor: some-

one who once exhibited adequate levels of professional competency, but due to infringing behavioral or environmental issues, exhibits a significantly diminished proficiency in professional or supervisory conduct. It was a difficult time but was an experience I needed to prompt a deeper awareness of an issue that tends to receive very little attention within the

professional literature: impaired supervisors, and the impact on supervisees.

A cursory search of the literature using the words "impaired" and "supervisor" will likely point curious researchers to articles exclusively focused on impaired supervisees. Given the nature of counseling supervision in which the supervisor is respon-

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CALL FOR ATTENTION TO IN-HOME COUNSELING SUPERVISION SH'NAI BENNETT-SIMMONS, REGENT U.

In 1980 the federal government instituted the Federal Adoption Assistance and Child Welfare Act (Public law 96-272) requiring states to demonstrate efforts to safely maintain children in their homes before out of home placement is considered. Efforts to address this legislation resulted in the proliferation of family preservation programs (FPP) also known as home-based services and in-home counseling services (Christensen, 1995). The central goal of these programs is to minimize the risk of substitute care and equip families with the necessary skills to remain together (Christensen, 1995). Home-based services are often intensive (5-10 hours per week), short time (6 months or less), and received by multi-problem families. With concrete needs such as transportation, financial assistance, housing, and child care in addition to the mental health challenges of the identified child, families are in need of well-trained human service professionals.

It is very common in the Tidewater region of Virginia for the plethora of FPPs to serve

as the entry point for novice counselors seeking to enter the mental health profession. Unfortunately, researchers have indicated that family therapy training programs have not been diligent in providing adequate preparation to equip student counselors for home-based coun-



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seling (Gordon & Arbutnot, 1988; Brosman, 1990). Thus, it becomes more essential for home-based worker supervisors to ensure services provided are efficacious.

Limited data on home-based worker supervision prompted an internal study in one local Virginia FPP. The supervisors were interviewed about their experience with home-

based supervisees and the approaches they employ to address unique challenges evident in this work cli-

mate. First, overall frequency of supervision was not reported as consistent or sufficient. For instance minimally clinicians meet face to face with supervisors once a month but some may have more regular phone contact based upon need. This is consistent with the study done by Lawson and Foster (2005) revealing a supervision "feast or famine" in which home-based workers received extremely low or high amounts of supervision. Weekly supervision is recommended as a preferred standard within FPPs (Lawson & Foster, 2005). Secondly, "highly unstructured environments" and "numerous simultaneous demands" experienced by in-home workers were found to cultivate demoralization. Unfortunately, supervisors reported relying heavily on their supervisees to disclose this uncomfortable truth. Adams and Maynard (2000) found this to be an unreliable strategy as their study echoed previous re-

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ETHICS AND TRAINING: SUPERVISEES WORKING WITH RELIGIOUS COUPLES KRISTIN RUSSELL MOUTTET, REGENT U.

How does the supervisee respond in situations where religious couples present a shared or conflicting worldview? And how does the supervisor prepare to address such challenges? Recent interest in the study of *religion and spirituality* (R/S) has generated further dialogue and research as terminology and application are also explored. For additional reference, regulatory bodies such

as the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2001), and the International Association of Marriage and Family Counseling (IAMF, 2006), a category within the American Counseling Association cite standards for supervision, ethical practice, and multicultural issues relevant to R/S issues.

Questions to Ask

In order to develop clear objectives when using spirituality in supervision, several questions should be asked. What are appropriate R/S training perimeters in supervision and counseling? What is needed in order to prepare students to work both clinically and ethically? Graduate students frequently express concern regarding the ethical

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SUPERVISORY IMPAIRMENT CONT. FROM P. 1

sible for determining the readiness of supervisees to enter the profession, the emphasis of impairment has mostly resided on the supervisee not the supervisor. While it is imperative to train supervisors in the skills of identifying and addressing supervisee impairment, it seems equally important for supervisees to enter the supervisory process with an understanding of impairment as it pertains to potential supervisors. Unfortunately, this was not the case for me until I completed my internship and entered into the process of becoming a state approved supervisor. It would have been much more helpful had I gained a proper understanding of one of the most significant aspects of my professional development (i.e., the supervisory relationship) prior to entering into a formal relationship with a supervisor.

Drawing from personal experience, I have cited several points that may serve as a springboard of ideas for further concentration in this area among professionals. These include:

- Offering Masters level courses highlighting the

- supervisory structure including the rights and responsibilities of supervisors and supervisees.

- Offering Masters level courses outlining various theories of counselor development that will promote self-understanding for supervisees during the supervisory process.

- Develop protocols for supervisors to equip them in assisting and assessing supervisees who have previous experience with an impaired supervisor.

- Develop further research regarding the impact of impaired supervision on the supervisee.

The supervisory experience is usually a time of great challenge and excitement. It is an occasion when the theoretical morphs into the practical. Though most supervisors exhibit high standards of professionalism, as a profession, counseling would be well served by developing a broader and deeper knowledge base in the realm of supervisor impairment, and the impact on supervisees.

While we may aim individually to offer the highest quality supervision as professionals, it is incumbent upon us as we continually seek to strengthen the profession, to develop training, resources, and research that will help us recognize our own deficiencies as supervisors as well as help those who have been adversely impacted by such deficiency.

Jeremy Lelek is a Ph.D. student in Counselor Education and Supervision at Regent University.



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THOUGHTS ON BEING A COUNSELING STUDENT: ARE YOU BEING REFINED OR UNDERMINED?

CHRISTOPHER HULL, REGENT U.

“To help a narcissist you must become a narcissist,” my highly esteemed supervisor told me.

“A narcissist will only listen to someone who is more credentialed, confident, and arrogant than they are,” he continued.

“What in the world?” I thought. “Become a narcis-

sist to help a narcissist?”

“Great,” I concluded in my mind, “there’s no chance I’ll be helping many narcissistic clients.”

Boy was I wrong!

Have you ever had one of those “moments” as a counseling student when you simply could not believe what you were hearing, seeing, or

experiencing? The intensity of graduate level counseling training can wreak havoc on a student’s physical, mental, emotional, and relational wellbeing. Counseling educators and supervisors often press students to be introspective and identify personal shortcomings or “problem areas” to en-

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REFINED OR UNDERMINED? CONT. FROM P. 3

sure the protection of client welfare while heading counter-transference issues off at the pass. Thus, counselors-in-training may feel eerily similar to one diving off a cliff with a bungee-cord tied to their ankles. A student's confidence may skyrocket or freefall with each new counseling experience. Not unlike bungee-jumping, coaxing a tentative, insecure counseling student to "help themselves" as a means to truly "helping others" may result in unadulterated excitement or utter terror. I propose that the process of attaining a counseling degree can either *refine* or *undermine* one's success as a mental health counselor.

How to know when the process is "Undermining" you:

When your performance as a student/intern becomes the thermometer for your self-esteem. Let's be honest, we've all had horrible moments when we've "missed" a client, bombed a test, or messed up an assignment. I clearly remember a "live supervision" session where my client reported she had (allegedly) been raped over the weekend. As I provided her with what I thought was appropriate amounts of empathy, my very experienced supervisor entered the session and confronted the client on her seductive ways. I sat for the next 30 minutes feeling embarrassed, knowing this client had manipulated me (as she did her sexual partners) in front of my supervisor and classmates. I wondered if my supervisor would tell me I was a "bad counselor." She did. But she also said I was going to be an amazing husband.

When your personal pathology goes "unchecked." You are not doing yourself (or your clients) any favors by sneaking through an entire counseling program or internship without confronting some debilitating aspect of your personality, temperament, or behavior. Uncovering your pathology is inevitable; what you do with it once uncovered, is crucial. As hard as it was to receive negative feedback from my supervisors, addressing my inadequacies led to a deeper under-

standing of my strengths and limitations as a counselor. Through honest evaluation of my "issues" I learned why I was easily manipulated by certain clients and why I struggled when faced with certain disorders. I learned that I could only expect my clients to engage with their problems inasmuch as I engaged with my own. I learned that by looking in the mirror, I could better help my clients. Yes, even the "narcissistic" ones.

When you find yourself alone. Being a counseling student is no time to practice being a hermit. You need a lot of relational support from family, friends, and colleagues to make sense of your experience. Others will provide you with the necessary feedback to contextualize who you are during those "freefalls" into self-doubt. A pivotal moment in my counseling career occurred after a bad day at my internship site. I called my dad and began questioning my abilities as a counselor. After I ranted for awhile, my dad told me stories of how from a young age I encouraged and helped others through painful times. My dad reminded me of who I was. Who speaks this kind of truth into your life? You will need to rely heavily upon these "truth-tellers" during your life as a counselor-in-training.

How to know when the process is "Refining" you:

When it hurts. Being refined is a process that includes pain. Steelworkers refine their metals by introducing them to fire. Surgeons slice their patients open to repair damaged organs. Athletes put their body and minds through excruciating "four-a-day" preseason workouts in hopes of winning the championship. As I began my doctoral studies a professor provided my peers and I with these words of wisdom: "To gain a PhD is to lose your health." Losing your health will hurt. Hopefully it will refine you in the process!

Mental hurt: It goes without saying that graduate studies can cause mental strain on the best of students. Doing doctoral level re-

search has seemingly led to my recent development of hypersomnia. All joking aside, "exercising your brain" will naturally enhance its functioning. However, "brain strain" may also lead to more serious mood disorders, eating disorders, substance abuse disorders, sleep disorders and other conditions needing serious attention. Most of us will experience symptoms of one or all of these disorders at some point in our studies. I sought professional counseling during my first year of doctoral studies when I realized I was having some situational anxiety. Being able to self-diagnose and seek help will allow you to maintain your mental health despite your mental hurt.

Physical hurt: It is difficult to find the balance between graduate school commitments (course load, internship hours, time spent studying) and physical health (exercise, rest, diet, laughing). As my schoolwork increased I began drinking more coffee, eating more junk, and exercising less. I found myself staying up later to finish school assignments only to wake up overtired. Counseling clients on 2 hours of sleep is hardly admirable. I was heading down a road that could only end with me gaining 20 pounds or lying in a hospital room. Allow your physical "aches" to motivate you into physical action. I have learned to set aside time each week to "hit the trail" for a jog, lifts weights, and play on a community soccer team. My wife helps me eat healthy foods and get to bed on time. I'm still working hard to avoid that third cup of coffee in the morning (yaaaaaaaaaaaaa)!

Emotional hurt: There came a point in my doctoral studies when my wife called for a "sit-down" with me. It didn't take a rocket scientist (or licensed therapist) to make the connec-

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IN-HOME COUNSELING SUPERVISION CONT. FROM P. 2

search indicating home-based workers underreport their feelings of inadequacy and burnout.

The Association for Counselor Education and Supervision's (ACES) *Ethical Guidelines for Counseling Supervisors* establishes that supervisors are to protect client welfare and

rights as well as ensure that supervisees are trained properly for their designated tasks. As Lawson and Foster stated the work of the home-based worker is "too intense and dynamic" not to receive greater attention from counselor supervisors (2005); thus, rendering the month to month model of supervision

an inappropriate counseling practice which is virtually unethical. Research and preliminary study of one Hampton Roads agency suggests additional research is warranted to assist FPP administrators and counselor educators in tackling their challenges in this area and minimizing their susceptibility to potential liability claims.



SACES 2008 Houston: Counselors Answering the Call
October 22-25, 2008
Hilton Post Oak Hotel
Houston, Texas

PROTECTIVE FACTORS FOR PREVENTING VICARIOUS TRAUMA IN COUNSELORS: UTILIZING GROUP SUPERVISION CHELSEA CLAY AND JENNIFER DEL CORSO, REGENT U.

In 2003, a task force was assembled by the American Counseling Association to study counselor wellness in order to reduce counselor burn-out and vicarious trauma (VT) (Lawson, 2007). VT occurs when counselors are repeatedly exposed to clients' traumatic experiences and subsequently alter the way they perceive themselves, others, and the world (Figley, 1995). Symptoms include problems relating to: trust, control, intimacy, self-esteem, safety, and intrusive imagery (Trippany, Kress, & Wilcoxon, 2004). VT is often conceptualized in one of four ways: 1) The counselor's level of empathy or connection with the victim, 2) the lack of training and education of the counselor on the

occupational hazard of the job and how to ensure self-care is employed, 3) the counselor's trauma history causing emotional reactions to the client, and 4) the client's extreme load of trauma cases and their inability to practice a work-life balance. Effective supervision has frequently been cited as a protective factor against vicarious trauma (Pearlman & Saakvitne, 1995b). In a qualitative study, sexual abuse counselors indicated they "valued a supervisor who acknowledged, validated, and recognized that vicarious traumatization existed" (Sommer & Cox, 2005). Supervisors that are aware of vicarious trauma uphold their responsibility to protect against counselor

impairment. Group supervision may offer a unique opportunity to help prevent vicarious trauma. Everly, Jr, Boyle & Lating (1999) found that group psychology debriefing reduced the effects of vicarious psychological stress in emergency care providers. Normalization helps lessen the impact of VT and helps to offer social support to other counselors (Trippany, Kress, & Wilcoxon, 2004). Furthermore group supervision is not only cost-effective and efficient; it provides an opportunity for vicarious learning/training (Bernard & Goodyear, 2004). The combination of supervision with peer support is

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tion between the tears in her eyes and my shortcomings as a husband. It became clear to me that I was neglecting some very crucial relationships and emotional commitments in my life. As I lay in bed that night I came to the conclusion that I had to "toss in the towel" on the PhD. I let go of the degree... Thankfully, my wife did not want me to drop out of school. She simply wanted me to get my priorities straight. She needed me to be

emotionally and relationally connected to her, our son, our relatives, and our friends. Realizing how my dedication to (or obsession with) school affected those around me was an emotional moment. It hurt. But it allowed me to build deeper emotional attachments with those I love rather than a framed piece of paper.

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WORKING WITH RELIGIOUS COUPLES CONT. FROM P. 2

boundaries of their personal views of faith and those of their clients. As a result of such concerns, supervisors share equal responsibility to the supervisee and their clients to explore, process and prepare supervisee's.

Personal Exploration

Supervisor's share the responsibility of inquiring about a supervisee's assessment and perception of the couple's R/S. Supervisors may help supervisee's gain greater understanding of their personal R/S language, values, theological assumptions such as sin and grace, and R/S perspectives of marriage (Weld & Eriksen, 2006). If the supervisee creates meaning out of their own R/S experience, they may be more inclined to provide clients with the same atmosphere of freedom to explore (Myers & Willard, 2003).

Spiritual & Ethical Genograms

One useful method in developing personal awareness within supervision is the Spiritual Genogram (SG). Genograms may be applied in classroom curriculum, supervision, and with clients. The SG provides supervisors with a practical method for

exploring R/S views and history. Couples in counseling often present more complex R/S histories, making the SG user-friendly and accessible to new clinicians. Likewise, the Ethical Genogram (EG) provides an added dimension to the SG. In using the EG during supervision, supervisee's may gain insight into the values and beliefs that shape their decision while exploring issues also presented within the family: divorce, separation, patterns, end-of-life issues, and violence (Kaslow et al., 2005; Peluso, 2003). Many institutions contract this portion of supervision to an adjunct in order to allow students the freedom to further explore personal issues. This may also propel supervisee's to enter into counseling to further explore personal issues (Peluso, 2003).

Supervision provides a natural environment to process personal material that is raised in client work. Through such development in the field, practitioners will grow in their ability to develop personal awareness and therefore serve the needs of clients.

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Supervision provides a natural environment to process personal material that is raised in client work.



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SACES 2008 Conference
“Counselors Answering the Call”
October 23-25
Hilton Post Oak Hotel, Houston Texas

Is it time to get excited yet?

Spring has sprung, the school year is winding down, summer vacation plans are in the works, and still all that people are talking about is the SACES 2008 Conference in Houston. Orlando was great, and Columbus was in Ohio (it was great too...), but the SACES conference in Houston offers all of the following to get excited about:

- **BARGAIN rates for students! \$120 for registration until August 1st, and then only \$150 until the conference. This early-bird registration represents a savings of 33% for students over the last SACES conference. And yes, professional member registration costs (\$185) are less in 2008 than they were in 2006. The savings don't end there...**
- **Room rates at the BEAUTIFUL Hilton Post Oak are just \$149! The Hilton Post Oak is within walking distance of the Houston Galleria, the Promised Land of shopping. You think we are kidding? This is what the Galleria folks say, “The Galleria has established itself as the #1 shopping and tourist destination in Houston with over 24 million annual visitors....The Galleria features more than 375 fine stores and restaurants... including Neiman Marcus, Cartier, Gucci, Macy's, Tiffany & Co., Saks Fifth Avenue, The Sharper Image, Ralph Lauren Collection, Louis Vuitton and Houston's only Nordstrom.”**
- **Travel expenses have you concerned? We have good news. Houston has two (count 'em) two major airports, including William Hobby Airport and Bush International. More choices for travel means better prices, but booking your flights now may save money over waiting.**

AND, just because the costs are lower, doesn't mean you will be attending a low budget conference. In fact, we are planning pre-conference workshops in both Ethics and Clinical Supervision designed to help meet the continuing education needs for counselor educators and supervisors. These workshops are scheduled for Thursday afternoon (concurrent with the Emerging Leaders workshop), and we KNOW you will want to be there for the Welcome to Texas reception Thursday evening. And then there is the conference itself. We will have 140 content presentations, 68 Roundtable discussions, and 62 Poster Presentations.

So, now that your appetite has been whetted, what can you do until the fun, festivities, learning, and networking begin? I'm glad you asked. Register! You can register for the conference at www.regonline.com/SACES_2008 and you can reserve your room at the Hilton Post Oak at (<http://www.hilton.com/en/hi/groups/personalized/IAHWSHH-SAC-20081022/index.jhtml>).

In addition, your program or school may consider sponsoring one of the events (in part or full) or some of the convention materials. For example, every convention participant will get a convention bag and an assortment of SWAG (Stuff We All Get). How cool would it be to have your school or organization's name on the Bag? Or the SWAG?!? Contact Gerard Lawson at glawson@vt.edu for more information.

At the end of the day, we are very excited about what promises to be a great conference, at a great venue, and at a great rate. The dates are set (Pre-Con, Emerging Leaders, and Welcome to Texas Reception Thursday October 23rd, Conference Sessions, Business/Awards Luncheon, and President's Reception on Friday the 24th, and yet more sessions on Saturday the 25th), and registration is open. Now I know you are excited...

We're on the Web

www.SACES.org

**SOUTHERN
ASSOCIATION FOR
COUNSELOR
EDUCATION AND
SUPERVISION**

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Hello SACES Members,

We are in the process of transition with the SACES website. The SACES Spring 2008 newsletter was not posted to the website back in March. I forwarded the newsletter to as many contacts I had so individuals could send the newsletter out to our members. We thank you for your patience as we go through this process.

I have some news of my own to share with you. My last day at Regent University will be June 30, 2008. I have accepted a position with Eastern Virginia Medical School's Department of Family and Community Medicine, located in Norfolk, Virginia. I will be their Director of Research and continue as one of their clinical counseling faculty members for the department. This is a wonderful career opportunity for me where I get to blend all my interests as a researcher, counselor, counselor supervisor, and educator. I am also anticipating serving as an adjunct professor for Old Dominion University and the College of William and Mary. I have been asked to continue to serve as the SACES newsletter editor and I am honored to serve SACES in this capacity. After June 30, I can be reached at: 757-446-7323 or parksac@evms.edu

Put these dates in your calendar....

Fall 2008 Newsletter Submission Deadline: Friday, September 12, 2008

Spring 2009 Newsletter Submission Deadline: Friday, February 13, 2009

Summer 2009 Newsletter Submission Deadline: Friday, April 17, 2009

*Send your submission to me via email: parksac@evms.edu

Have a wonderful summer!



**Dr. Agatha Parks-Savage,
SACES Newsletter Editor**

CONTINUING EDUCATION OPPORTUNITY TED REMLEY PH.D., OLD DOMINION U.

The Counseling Graduate Program at Old Dominion University (ODU), in conjunction with the ODU Chapter of Chi Sigma Iota, is launching a counseling workshop series this fall. The title of the series is "The Big Splash: Making Waves in Counselor Continuing Education."

The first three workshops have been scheduled for Fall Semester of 2008. The workshops will be held on Saturdays from 9 am to 4 pm in the Webb Center on the ODU Campus in Norfolk. The first three workshops are:

"The Many Facets of Grief" by Dr. David Capuzzi from Penn State University on September 20, 2008;

"Advanced Multicultural Counseling" by Dr. Courtland Lee from the University of Maryland on October 18, 2008; and

"Legal and Ethical Issues in Counseling and Social Work" by Dr. Ted Remley from Old Dominion University.

The cost per workshop is \$59 for professionals and \$29 for undergraduate or graduate students. Each workshop will provide 6 continuing education hours.

If you are interested in more information on these workshops, please contact ODU counseling doctoral student Kelly Emelianchik at kemelian@odu.edu.



VICARIOUS TRAUMA CONT. FROM P. 5

efficacious in reducing vicarious trauma within counselors that work often with trauma clients. It allows counselors social support, an opportunity to understand trauma theory, normalization of emotions/feelings, and an opportunity to learn from others.

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