

SACES Newsletter

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

A Note from the SACES President

SPECIAL POINTS OF INTEREST:

- ACA Conference Pictures and SACES member ACA award winners
- Information about SACES 2010 conference
- Online supervision of Group Leaders

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Hello SACES Colleagues,

Just a couple weeks ago, I returned from the ACA National Conference in Charlotte, N.C. and as with so many conferences, I came home with the strangest mix of fatigue and excitement. Fatigue, because it included four long days of meetings, most of them business, and excited because I was able to reconnect with friends that I see only occasionally, and see the good work that we do as counselors, counselor educators, and supervisors on display. In many ways that is a nice parallel for my term as SACES president, and I'd like to take this opportunity in my last newsletter to draw out a few of those parallels.

First, SACES members were out in force in Charlotte. That should be no surprise this year, since the conference was in the southern region, but it seems to happen year in and year out. SACES members show up. And history is made by those who show up, which is why, when you look back through the history of ACA, ACES, and the counseling profession, SACES members have been the leaders. Now is no different. There are serious discussions about the future of the counseling profession couched in the 20/20 process, and SACES members have been in the meetings as facilitators and delegates, and active behind the scenes trying to ensure that our future is strong, inclusive, and well defined. And, in case you missed the news, our very own Deryl Bailey is our ACES President-elect-elect and Robin Lee our ACES Secretary elect-elect? Talk about leaders shaping the



SACES President,
Dr. Gerard Lawson

future! Congratulations to Deryl and Robin, and thank you for your willingness to serve.

SACES members also shape that future everyday. We shape the future through our teaching and training, but also through our advocacy and efforts at social change. There were DOZENS of education sessions at ACA led by SACES members who were demonstrating for a large audience the skills and talents they practice everyday. SACES members shape the future of the profession in the classroom, and in supervision and counseling sessions everyday, and periodically we get an opportunity to celebrate their contributions. For example, six of the ten ACES Research Grants, and six of eight ACES Awards went to SACES members. In addition SACES members were well represented in the ACA awards; 12 of 15 Ross Scholars, and four of six Student

Ethics Competition team winners are from institutions in the SACES region, along with eight other major award winners, and three of the new ACA Fellows from the SACES ranks. More details can be found later in this newsletter, but please join me in recognizing all of the outstanding work that SACES members do, and congratulating those who were recently honored.

The final parallel between my conference experience and my term with SACES is that as I leave both I am tired due to the volume of work in managing this association and participating in the management of the national association, but more so, I am excited; excited about the new ideas and the new energy that conferences and SACES generate. We have a number of new initiatives to support our members and student members, and to continue to highlight the good work from around the region. In addition to all of that, I have already seen our next SACES president, Kelly Wester, working to maintain momentum on so many projects, and thinking ahead to include Danica Hays early and often in shaping the direction of the association. I know that there are good things to come for SACES, and that our association is in good hands.

Thank you for all that you do, and for the opportunity to serve.



SUPERVISING SCHOOL COUNSELORS-IN-TRAINING

By Brandy Kelly Richeson,
PhD Counseling Student
Old Dominion University



As a professional school counselor for the past six years, I have learned that supervision is a great tool to enhance counseling techniques. While supervising school counselors-in-training can be rewarding, it can also be a challenging venture. Counselors-in-training go into the school with ideas about what the world of school counseling has to offer and it is essential that supervisors are knowledgeable about the role that they will play in the development of the supervisee. This "on-the-job" training provides an atmosphere where supervisees learn the professional standards of practice of school counselors.

Drawing from my supervisory experiences, below are a few tips that

can be helpful in setting the stage for a successful supervisory experience.

- Create a strong working alliance with your supervisee. This is done by encouraging your supervisee to visit the school before he or she begins working in the building. This allows them the opportunity to be introduced and it gives them a chance to become familiar with the school and the population they will be working with. This is also an opportune time for discussion about the role of culture as well as other pertinent factors.
- Have a plan. Supervisors want to create opportunities for growth for counselors-in-training and this is done through preparation. Planned opportunities for counselors-in-training to observe in the building, attend counselor meetings, and to also shadow other school counselors are helpful so that they are able to see different perspectives of school counseling.
- Discuss expectations. Counselors-in-training have ideas about what school

counseling is and it is important to engage them in conversation about those expectations and how they plan to address them when necessary.

- Encourage your supervisee to do some self-evaluation. Have him or her assess their skill level before they start working with students, while working with students, and again after they are done. This will provide you with insight and assist you in creating a plan for your supervisee.
- Schedule site visits. As the supervisor, it is imperative that you are in contact with the site supervisor. Collaboration with the site supervisor helps you to have a better understanding of your supervisee's role in the school. It also assists you in working through problems that he or she may be encountering.

These suggestions have been very beneficial in helping me to create positive experiences with supervisees. I hope that they will be helpful to you as you

BALANCING ACT: TIPS FOR JUGGLING FULL-TIME WORK WITH DOCTORAL STUDY IN COUNSELING

By Jasmine Knight, Doctoral Student, Old Dominion University



A doctoral program in counselor education is full of challenges and stresses. It requires time, commitment, and effort. The end result is worth the work, but the journey can be an arduous process. Although many choose to leave their current employment or continue straight from their master's program, still a significant number of students decide to pursue doctoral study while working full-time jobs.

As a practicing school counselor and full-time doctoral student, I'm a proud member of that population. Upon entering the program, I found I wasn't ready to leave the work that I love and choose to stay. This decision was a tough one, but the real challenge was learning to balance school, work, and a personal life. Here are a few tips to guide the working student as they navigate this path:

- *Invest in a blackberry, or any organizational tool.* Organization is not only the key to success, but to sanity! Plug in due dates for assignments, meetings, even class times and cancellations. Keep your organizational tool with you at all

times, to make scheduling quick and easy.

- *Find ways to stay connected.* It's tempting to go to class and run straight home, especially when one is juggling a hectic schedule. However, staying involved in your program helps you to make the most of the experience. Consider joining CSI, a research team, or participating in professional development workshops.
- *Identify a mentor.* Connecting with a faculty willing to mentor you, especially one who shares your research interest can be an invaluable source of information and assistance.
- *Don't be afraid to ask for help.* Every doctoral student feels lost at times. Be active in seeking information.
- *Schedule time to relax.* Self care is important to be an effective counselor, good student and productive worker. Make time to relax or enjoy friends and family.

Attending school and maintaining a full-time job is not easy. These are just a few tips that may help you along your way. However, be sure to find what works for you!

COUNSELING INTERNSHIPS IN EMPLOYEE ASSISTANCE PROGRAMS: MAKING IT HAPPEN



By Rob Hinshaw,
Master's Student
University of North Carolina at Greensboro



With the additional challenges presented by the current economic climate, employees face serious personal concerns that can affect wellness and organizational productivity. Employee Assistance Programs (EAP) will likely see increased utilization rates and play an important role in assisting workers coping with these additional stressors and helping organizations to minimize the deleterious effects on productivity. From an internship supervisor perspective, an internship at an EAP allows for growth and development for the supervisee in brief as well as long-term therapeutic modalities, crisis intervention, and non-clinical, business-oriented roles typically performed by EAP counselors.

EAP counselors utilize a unique hybrid of skill sets including clinical counseling, management consulting, and coaching skills. For the Master's level counseling student, an internship in an EAP offers a rich learning experience for both clinical skills and the business skills necessary to be successful as a counselor in this setting. While there can be challenges in identifying and setting up an EAP internship, you can make it happen! Several tips and strategies can be helpful:

- Start by identifying potential EAP internship sites in your area. The Employee Assistance Professionals Association (EAPA) has a provider directory by state located on the web: <http://www.eapassn.org/public/providers/>
- Some questions that can be helpful to ask when researching EAPs: Does the site only offer telephonic EAP counseling? Does the EAP allow for continuity of client care (unlimited sessions with a client), or is it strictly an 'assess and refer' model (typically 3-6 sessions)? Is it possible to see community clients who self-pay? Does the site allow the intern to conduct face-to-face, long-term counseling with clients?

- If you are unable to find an EAP that can allow you to provide counseling services as an intern: Talk to your program's internship coordinator about performing direct hours at another community mental health agency, and performing mostly non-direct activities at an EAP internship site. Some unique activities outside of counseling you can perform as an intern at an EAP site include: Critical incident debriefings (CISD), management coaching and consultation, employee and manager training, EAP marketing and sales activities, coordinating management referral of employees to the EAP, and crisis intervention at worksites; these activities strengthen business skills and complement the clinical counseling experience.

A counseling intern in an EAP setting can acquire clinical training as well as additional skills and training which are valuable for a counselor in any mental health agency or private practice. While EAP internships are not common placements for counseling students, the experience provides unique opportunities to develop skills not traditionally utilized in mental health agencies. My experience as an intern in an EAP has been a defining one as a counselor-in-training, and the above strategies helped me make it happen.

SUPERVISION: OBSERVATIONS FROM A FIRST YEAR STUDENT

By Lawrence Osborn
Masters Student
College of William and Mary



First year students begin hearing about supervision and the mysteries that surround this process early in their program. Programs often do an excellent job of telling students that they will be involved in supervision, who will supervise them and how many hours they will need to complete their practicum requirements. Enough time, however, is not given to explain *what* supervision is and its *function* in the counseling profession. I walked into my first session not

knowing what to expect. My feelings are consistent with the findings of Berger and Buchholz (1993) who report that supervisees rarely are told what is expected of them. Anxieties can be greatly reduced by counselor educators, doctoral students and professionals giving more time to explain what supervision is and its purpose in helping students prior to their first sessions. It would be helpful for students to know if supervision should feel like a therapy session, or if the focus is on oneself, the clients, or both. Not knowing this upfront, I found it awkward discussing my feelings and reactions with my on-campus supervisor when I thought the focus was supposed to be on my caseload and clients. I have since learned that a gentle mixture of focusing on the supervisee's case load, problems, and their reactions is greatly desired. Additionally, supervision provides a time to explore my theoretical orientation as well as assess and reflect on my personal growth.

Additionally, to meet the students' needs, it may be necessary to move from

conventional (a closed room) to non-conventional locations (going to lunch or for a walk) to conduct supervision sessions. Going for a walk, for example, has provided me with a relaxed, effective supervisory session without the constrictions of a formal, one-to-one, face-to-face meeting, allowing for a more conversational dialogue. Lastly, by my supervisor being receptive and open to my needs about the *type of feedback* I wish to receive (direct), my supervision experience has been greatly enhanced.

Berger, S.S., & Buchholz, E.S. (1993).

On becoming a supervisee: Preparation for learning in a supervisory relationship. *Psychotherapy*, 30, 86-92.



PLANS ARE UNDERWAY... SACES 2010!

We know that many of you are looking forward to sunny San Diego and the ACES conference this fall, but rest assured that plans are already underway for the SACES 2010 Conference in beautiful and historical Colonial Williamsburg, Virginia. We have finalized and signed the contract with the Williamsburg Hospitality House as the primary venue for the conference, and the College of William and Mary will be serving as our host. If you aren't familiar with Colonial Williamsburg, it has a fabulous blend of historical sites, unique shopping, and family friendly entertainment. And apparently Karaoke....

So if you have a calendar that reaches this far, save the date, for October 27-30, 2010.



George Wythe House,
Williamsburg

THE CHALLENGES AND REWARDS OF CONDUCTING DISTANCE-BASED SUPERVISION

By Shannon Ray, Ph.D., Nova Southeastern University



I recently conducted a workshop at the 2009 ACA conference titled "Engaging Online Counseling Students: Enhancements to Learning". While the general topic was the overall counselor education curriculum delivered in the online format, one foci of the workshop included facilitating distance-based practicum and internship supervision.

Studies have reported that online instruction represents a viable deliv-

ery format and is comparable to face to face instruction in meeting student learning outcomes. NSU's online counselor education program has seen exponential gains in student enrollment since its inception in 2003, while the residential program maintains its numbers. This emphasis on online instruction provides flexibility and opportunities students from varying geographic areas or with limited access to residential campuses. Prior to joining NSU in 2006, I had zero experience with online supervision. This resulted in a significant learning curve for me. With frequent advances in applications, this learning curve continues. As a result, I have gained appreciation for the benefits of technology in

utilizing online supervision and in meeting the challenges that accompany it.

Chickering and Gamson, in 7 Principles to Good Practice, posit the following as necessary for effective student learning regardless of the format: (1) student/faculty contact; (2) co-operation; (3) active learning; (4) prompt feedback; (5) time on task; (6) high expectations; and, (7) diverse learning styles. Systematic methods to address these principles in practicum/internship courses include: synchronous and asynchronous communication, set office hours and availability via internet and phone, administrative support for site visit travel, and staying abreast of new technologies.

Challenges commonly include: scheduling synchronous discussions, addressing the varied nuances of communicating via technological mediums, assessing interpersonal interactions in a spontaneous manner, and demonstration of clinical skills.

There are clear advantages to supervising online that are not limited to: opportunity to work with students across the nation, fostering connections with site supervisors, learning about community mental health outside of one's geographic area, and the clear documentation that inherently results from the online environment such as postings and chat recordings.

FROM DOCTORAL CANDIDATE TO ASSISTANT PROFESSOR

By Kevin Glavin, PhD
NOVA Southeastern University



Relaxing at my local Starbucks in Glasgow, Scotland, I felt comfortable and content, a far cry from the stress and discomfort I felt just months earlier in the very same place. As normal, I had returned home to spend the holidays with my family. However, this year (2009) it felt different, and for good reason. Upon returning to the states I knew I had to defend my dissertation and find a job. Unfortunately, the plentiful demand for counselor educators predicted just one year earlier had quickly changed as the economy entered into recession. Knowing I would graduate in May 2009, I felt increasingly anxious over where I would find work, or if I would find work at all.

Most doctoral candidates will experience similar feelings as they make the transition to assistant professor. I felt lucky after receiving an offer from my first on site interview at NOVA Southeastern in Ft. Lauderdale, FL. Upon giv-

ing the news to my advisor, he stated "you know, the harder I work, the luckier I get". I reflected upon these words, and thought about what I had done to become so fortunate, hoping that maybe my experiences may help others.

Most importantly, I began presenting at conferences early and often. I gave my first presentation as a Masters student, and proceeded to average five presentations a year. The presentations not only helped polish my public speaking skills, they provided me with opportunities to network with potential future employers. Unbeknownst to me, I met faculty from my current employer two years earlier at a conference in Ohio. The advice here is to always remain open and willing to meeting new people, and to be polite and professional to those you do meet.

Although networking remains the best way to find a job, I also engaged in several other activities that I believe enhanced my chances of finding work. With help from a great mentor, I published a number of articles prior to my search for work. Even one publication in a good journal demonstrates you have the potential to conduct quality research. I also became involved with local counseling organiza-

tions. In particular, I worked with the Ohio Career Development Association, first, as their web developer, and ultimately as President. In addition to these activities I highly recommend teaching as an adjunct faculty member before graduating because this shows employers you already have experience as an educator.

Looking back, I can see how my hard work paid dividends. With the experiences mentioned herein I entered my first interview confidently, knowing that I had already successfully met the challenges of educator, researcher, advisor, and leader. I believe these experiences made me marketable, and strongly encourage other doctoral students to do the same. Come interview time, it is your time to shine, so think about what makes you shine, and start polishing your resume. As I prepare to return to the US this time, I feel excited about my new position, and eager to begin life as an assistant professor.



ONLINE PEER SUPERVISION OF GROUP LEADERS: CAN THIS WORK?

By Ashleigh Bruns, MA, NCC,
Susan Childers, MS, LAC,
Ruth Senyonyi, MA
Regent University, Online Doctoral Program



Supervision presented in a group format provides several benefits, but can an online community conduct peer supervision effectively? As three Ph.D. students, our online peer supervision group spans the globe from Uganda, to Philadelphia, and onto Japan. A few obstacles exist including different time zones and problems with technology in peripheral countries. Despite these obstacles, however, we have found the following benefits in the online environment.

- **Worldwide learning:** Students otherwise unable to participate in peer supervision have the opportunity to join an online group. For example, Ruth in Uganda leads a support group

for HIV positive adolescents. The online peer supervisory group helps her feel attached to a bigger support community and gain a valuable educational experience in a diverse culture.

- **Convenience:** Busy professionals can continue employment while scheduling online peer supervision in the convenience of their home. Susan in Philadelphia leads a stress management group for graduate students and conducts the peer supervision sessions in the evenings.
- **Organization skills development:** Peers are from different geographical locations, creating

the need to stay organized when planning sessions. Ashleigh in Denver schedules peer supervision on weekends during off peak times to avoid interruptions.

- **Exposure to online technology:** Students enjoy utilizing state-of-the-art Horizon Wimba and Skype technology to create the peer supervisory communication system.

Online peer supervision groups have been found to be a viable means of providing support to counselors in training. This experience has been valuable to us in our training.



A MINDFUL MODEL FOR FEEDBACK: CENTERING, FOCUSING AND RECEIVING

By Suzan K. Thompson, Ph.D., LPC,
Sherry Todd, LPC, ATR-BC, CTS
Cynthia Jenkins, ED.S, NCC

The feedback process often brings with it feelings of vulnerability, resistance to showing recordings in supervision and potential defensiveness on the part of the supervisee. In group supervision-of-supervision, we developed a set of steps to reduce the anxiety for feedback so that it could be heard and taken in effectively.

The process allows the supervisee to identify their goals, needs and outcomes for reviewing recordings of sessions, increasing their self-direction and confidence.

Pre-feedback: The student showing the recording is the one who is in charge; they set the tone, outlining how they feel and what they want or need from the feedback.

Step 1: CENTERING. Everyone in the group takes a few deep breaths, centering themselves. The student who is showing the video states how they are feeling in the moment and what they're thinking as they prepare to show their recording.

Step 2: FOCUSING. The supervisee lets others know what they want from the feedback as well as how they like to get feedback. They also explain why they chose a particular segment and provide background. They stop the recording when **they** want to. Group members should "look for mastery" in the recording, focusing on what the supervisee has done well, rather than solely on what needs improvement.

Step 3: RECEIVING. Group members are mindful of how they make comments, in tune with what the student requested in step one. Each states an observation about what was successful in the session, ideas for improving or strategies that might also be helpful.

Step 4: GOAL SETTING. The supervisee takes a few minutes to integrate the feedback and decide what parts of the feedback they will incorporate.

We hope that in sharing this model other supervisors can experience the level of group cohesion, trust and growth that our students have come to expect. It's truly a powerful process!

ACA HIGHLIGHTS

The American Counseling Association's annual conference in Charlotte, NC was a huge success with over 4,000 ACA members in attendance. Many SACES members were recognized for their contributions to the profession. We look forward to see you all in Pittsburgh next year!



REMINDER

2009 ACES CONFERENCE

San Diego, CA

October 15th—18th

To register, please go to the ACES website at: <http://acesonline.net>

The conference this year will be held at the Town and Country Resort and Conference Center. The focus of the conference will be on creating transformative actions through creating social awareness in our work as counselor educators and supervisors. Spaces at the conference hotel are going quickly, so make your reservations today and register! The keynote speaker for this event will be Dr. Dana Comstock who will speak on Relational-Cultural Theory and how it can assist Counselor Educators in creating a global community. The women's retreat is scheduled to run from October 13th through the 15th and a social justice summit will be held on October 16th.



SACES MEMBERSHIP ACA AND ACES AWARD WINNERS

2008-2009 ACES Awards

Distinguished Mentor Award -
Robert Smith *Texas A&M
Corpus Christi*

Robert Frank Outstanding Coun-
selor Education Program -
*Virginia Tech Counselor Educa-
tion Program*

Outstanding Dissertation Award -
Amy McLeod
Argosy University—Atlanta

Outstanding Graduate Student
Leadership Award -
Amanda Healey
Old Dominion University

Distinguished Professional Service
David Spruill
University of Mississippi

ACES Professional Leadership -
Heather Trepal
UT- San Antonio and
Kelly Wester
UNC-Greensboro

2009 ACA National Awards

Ross Scholars - Masters

Kristine Doyle -
Wake Forest University

Matthew Ganderson -
Old Dominion University

Kimberly Gibson -
Radford University

Helen Kruskamp -
University of Georgia

Patrick Mullen -
University Central Florida

Rebecca Newell -
*University of North Carolina,
Chapel Hill*

Katie Winder—
Stetson University

Ross Scholars - Doc

Eric Davis -
University of Florida

Rebekah Farris -
Old Dominion University

Jessica Fournier -
University of New Orleans

Kara Ieva-
University of Central Florida

April Sikes -
Old Dominion University

Student Ethics Competition Winners

Masters Level

First Place -
College of William and Mary

Third Place -
Eastern Mennonite University

Doc Level

Second Place -
Old Dominion University

Third Place -
University of North Texas

ACA Awards

Glen E. Hubele National Graduate
Student Award -
Amanda Healey
Old Dominion University

Courtland C. Lee Multicultural Ex-
cellence in Scholarship Award -
Chinwe` Uwah Williams
Georgia State

Ralph F. Berdie Memorial Research
Award -
Alan "Woody" Schwitzer
Old Dominion University

Counselor Educator Advocacy
Award -
Danica Hays
Old Dominion University

ACA Professional Development
Award -
Darren Wozny
Mississippi State University

Arthur A. Hitchcock Distinguished
Professional Service Award -
*Dennis Engels University of North
Texas*

David K. Brooks, Jr. Distinguished
Mentor Award -
Richard Watts
Sam Houston State University

Don Dinkmeyer Social Interest
Award -
Deryl F. Bailey
University of Georgia

2009 ACA Fellows

James M. Benschhoff -
UNC- Greensboro

Gerald A. Juhnke -
University of Texas, San Antonio

Pamela Paisley -
University of Georgia

James Sampson, Jr. -
Florida State University



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

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

Message from the SACES Newsletter Editors

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

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

We will announce the submission due dates for 2009-2010 later this summer. Thank you for your support.

Email submissions to Agatha Parks-Savage:

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