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ADVOCACY:

advocate for the
profession and
inspire
commitment to
social justice

FROM THE PRESIDENT

Humbled. This is the word that resonates within me as I begin my term as President of SACES. It has been an honor to call SACES my home for over a decade. As I serve this year, I would be remiss not recognizing the shoulders on which I stand. In 1997 Dr. Debra C. Cobia, 47th President of SACES, wrote a history on SACES Presidents from 1949-1998. I will serve as the 74th President of SACES. I have the privilege of serving as President because of individuals who I consider heroes in the counselor education field. I stand here because of Dr. Don C. Locke, Dr. Deryl Bailey, Dr. Kathy Evans, Dr. Shawn Spurgeon, and Dr. Natoya Haskins. Our history is a great reminder of where we have been so we can learn how to navigate the future and hopefully be thankful for where we are today.



MICHAEL JONES
SACES PRESIDENT
2023-2024

As you read this newsletter this month, I want you to focus on why counselor education and supervision was the career that called you. As you focus on your “why”, take inventory on the activities you have participated in during your career. Did these activities lead to the growth of the CES field? It is my hope that your answer is a resounding “Yes!!”. If not then I have some things we can do together to facilitate growth in our field.

We need loud, educated, passionate and somewhat articulate (sometimes articulation goes out the window when you get passionate about a topic) individuals in our field who are willing to stand up and fight against the attack on counselor education! Throughout the United States we continue to see legislation that is attempting to ban “divisive concepts.” Many of these concepts are critical to the education and development of the next generation of counselors and counselor educators. We are losing our First Amendment right in the classroom. This will hinder us from being able to train ethical counselors who understand the importance of implementing counseling from a lens of diversity, equity, inclusion, and justice. We need to join as a united voice in SACES as we see this legislation come to light. In an effort to combat this harmful legislation, we will begin compiling and disseminating information via our website, newsletter, and other social media outlets to make you aware of the threats that we face. It is my hope that this will help as we fight together to see this legislation challenged and eradicated.

In This Issue

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FROM THE PRESIDENT (CONT.)

We have a great year ahead of us in SACES and it is my goal that we do it with transparency. As an Executive Council we will share more information with our membership so that each of you has an opportunity to see the involvement of SACES from a financial, social justice, and decision making perspective. We think it is important that you know where your dues are going and we want to be ever mindful of our responsibility to use these funds in a way that will strengthen counselor education, supervision, student support, and the research that each of you are involved in.

Finally, I want to share my excitement about the SACES Executive Council for the 2023-2024 year. Special thanks goes out to Dr. Sejal Barden for her previous leadership and passion she showed as immediate past president last year. Thanks to Dr. Hannah Bowers for showing me the ropes last year and being patient as I learned my role. She serves as our Immediate Past President this year. I am excited about the vision of Dr. Isabel Farrell as she steps into the role of President-Elect of SACES. I am so happy about the return of Dr. Noelle St. Germain-Sehr as she begins her second year as SACES Secretary. We have three new faces: Dr. Derrick Shephard begins his role as SACES Treasurer. His goal is to keep us financially sound and responsible with the funds that have been entrusted to us. Dr. Joseph Campbell joins us as the Secretary-Elect. He comes with a great deal of leadership experience and growing into his role quickly. We also have Laura Sladky who will be serving as our graduate student representative. I am excited about her passion for this role.

Thanks to each of you again for trusting in us as we seek to continue the legacy of excellence that has been laid before us in SACES!

Sincerely,

Dr. Michael Jones, LPC-S, NCC, BC-TMH

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SACES President (2023-2024)
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Call for Submissions: Fall 2023 Issue

The editorial team is seeking submissions for consideration in our Fall 2023 issue of the SACES Newsletter. The issue's theme is **Community: Promote connection, leadership, and service in the profession.**

Submissions must be between 500 and 800 words (not including references) and sent electronically as a Word document to newsletter@saces.org. Please include the author name(s), credentials, affiliation(s), and photos in .jpg format. Submissions must be received by **October 31, 2023**.

For questions or more information, please contact the editorial team at newsletter@saces.org.

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New Newsletter Formatting

The editorial team has decided to drastically upgrade our newsletter formatting to better showcase the scholarly contributions of this publication. We sincerely hope you enjoy the content in its new presentation.

Please contact the editorial team at newsletter@saces.org if you notice any errors and we will make those corrections.



A HIGHER LEVEL APPROACH TO RACIAL SOCIAL JUSTICE ADVOCACY DEVELOPMENT

Philippa Chin, Ph.D., LPC, LMFT, NCC

On June 29, 2023, the Supreme Court of the United States ruled against affirmative action in higher education. One year earlier, the Supreme Court overturned *Roe vs. Wade* which has disproportionately affected Women of Color (Coen-Sanchez et al., 2022). Two years prior saw the Black Lives Matter protests of the murders of several Black people including George Floyd. For People of Color, these events represent systemic racial injustice that utilizes established institutions to oppress minority communities (Castle et al., 2019). Such covert racial injustice leads to higher rates of depression, anxiety, and general psychological disturbance (Carter et al., 2013).

Counselor education facilitates the acquisition of Multicultural Social Justice Counseling Competencies (MSJCC), which is an approach that conceptualizes oppressed identities with a focus on social justice advocacy practice (Ratts et al., 2016). MSJCC attempts to instill a macro-level view and social justice advocacy (SJA) through the aspirational competencies of attitudes, knowledge, skills, and action. The counseling literature highlights the implementation of MSJCC and SJA into clinical therapy (Chen, 2020; Singh et al., 2020), school counseling (Dowden et al., 2021; Brown & Shin, 2020), and correctional settings (Rio et al., 2022). However, some studies found an increase in the awareness competency, but no significance around SJA skills and practice (Field et al., 2019).

With racial injustice reoccurring, the counseling field must increase the development of SJA in counseling students (Chang et al., 2010; Swan & Ceballos, 2020). SJA as an innate practice, is fundamental for counselors providing mental health services for the racially marginalized. SJA acquisition will require a higher-level approach that includes third order thinking and consideration of a student's life stage.

Third Order Thinking

Third order thinking is an approach that considers a wide-angle view of the processes of the dominant systems that impacts the individual (McDowell et al., 2018). First order thinking is described as solutions to problems within an existing maladaptive system. The solution does not affect change in the system, resulting in the continuation of oppression and those in power maintaining their privilege. With second order thinking individuals in the existing system

shift how they understand problems and solutions and have a clearer view of the dynamics and workings at play. Third order thinking creates a meta view of how one sees the world in which maladaptive systems are created. Third order thinkers look at the impact of culture, societal systems, and power on problems (McDowell et al., 2019). Therefore, the fatigue, anger, and depression felt by People of Color are not seen as their fault, but rather as symptoms created by the injustice of existing political and social systems. The cries of Blacks Lives Matter supporters are not seen as criminal behavior or grounds for mental health medication, but rather a call to action to transform the dominant culture.

Life Stage Development

Third order thinking may commence in late adolescence and early adulthood stage. Here logical thinking develops, one can identify personal beliefs and associates as a member of a particular culture or system (Baxter Magolda, 2002; Debold, 2002). At this stage one constructs a set of values connected with the culture or system in which one is identified (Kegan, 2003). If that particular culture (counselor education) is social justice oriented, anti-racist, and values affirming the rights of the minority community, then its participants (counseling students) will reflect this in their skills and practice.

After 25 years of age through middle adulthood, one reaches a stage of reflection, thinks about how to contribute to society and contemplates one's legacy (Erickson, 1986). This stage may lead to the elusive fourth consciousness (Hagström & Stålné, 2015). A transformation wherein one does not instinctively follow what is expected by the culture or system but can make independent decisions where one is able to "respond to the claims and expectations...and make decisions about which ones [one] will and will not follow" (Debold, 2002 p. 8; Kegan 2003). As most counseling students fit within



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early adulthood or the adulthood/middle adulthood stages, they are prime to develop third order thinking and possibly a fourth consciousness transformation that will sustain SJA practice.

SJA Development

Racial injustice calls for the counseling field to intentionally incorporate the higher-level approach of third order thinking and life stage consideration in developing SJA in future counselors. A deeper awareness and learning of oppressive systems which will foster the critical consciousness of self, others, and the world (Kumagai & Lypson, 2009; Malott et al., 2014). Research has shown a direct correlation between field experiences with increased SJA and implementation into practice (Killian & Floren, 2020; Lee & Kelley-Petersen, 2018). Counselor educators should develop student's organizational skills around creating systemic change, designing assignments to identify racial and systemic injustices, and encourage participation in racial social justice oriented field experiences. Killian and Floren (2020) conducted a study that found the pedagogical approaches of didactic, experiential, and community service learning were significant in acquiring SJA. Field et al. (2019) studied how to implement SJA into the counseling program along with the appropriate pedagogical strategies during the practicum and internship experiences.

Conclusion

Developing and obtaining racial SJA requires a new approach and a new way of being. Counselor educators are tasked with training future counselors to identify and recognize racial injustice. Through a higher-level approach, future counselors will organize against, publicly support, and act in changing racist and oppressive policies and laws.

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EXPLORING THE CRITICAL NEED FOR PROFESSIONAL ADVOCACY IN SCHOOL COUNSELING: CONSIDERATIONS FOR SCHOOL COUNSELOR PREPARATION AND PRACTICE

Crystal Hatton, Ph.D., NCC, NCSC, ACS

A Case for Advocacy

The American School Counselor Association (ASCA) clearly identifies professional advocacy as an integral part of the school counselor's role. The ASCA Ethical Standards (2022) note that school counselors have an ethical obligation to "strive to address and remedy the work environment and conditions that do not reflect the school counseling profession's ethics, using advocacy and problem-solving skills" (Section B.2.r, p. 8). In addition to the ASCA Ethical Standards, the ASCA School Counselor Professional Standards and Competencies (2019) assert that school counselors are to demonstrate advocacy efforts by articulating appropriate roles to stakeholders, seeking to discontinue inappropriate roles, and explaining the benefits of a school counseling program. Lastly, ASCA's position statement on "The School Counselor and School Counseling Programs" further solidifies the professional organization's stance by stating that school counselors should utilize advocacy skills to foster systemic change (ASCA, 2017). Thus, to fulfill the professional obligation to advocate as outlined by ASCA, it is imperative that school counselor educators and supervisors teach and train both pre-service and in-service school counselors how to advocate for their professional roles.

Professional Obstacles

Although school counselors should spend 80% of their time providing direct and indirect counseling services to students (ASCA 2019a), they are often unable to fulfill this obligation due to other non-counseling duties being assigned to them (Havlik et al., 2019b). In addition, issues such as role ambiguity, large caseloads, and tense work environments also interfere with the school counselor's work and confirm the urgent need for professional advocacy. These issues are discussed in detail below.

Role Ambiguity

The role of the school counselor varies from school to school (Cigrand et al., 2015; Havlik et al., 2019b), and this variation contributes to role ambiguity and role conflict (Blake, 2020;

Cigrand et al., 2015). Although school counselors are integral members of the educational team, their jobs often come into question when districts face budgeting decisions because others do not understand their value (Cigrand et al., 2015; Goodman-Scott et al., 2022). Furthermore, when school counselors must perform non-school counseling related duties that dominate their time, they have few opportunities to make meaningful connections with students (Blake, 2020). This impacts school counselors' job satisfaction and can lead to feelings of stress and burnout (Blake, 2020; Holman et al., 2019; Maor & Hemi, 2021). To advocate effectively, it is essential for both pre-service and in-service school counselors to understand their professional role and clearly articulate it to administrators and other stakeholders.

Large Caseloads

The recommended school counselor to student ratio is 1 to 250 (ASCA 2019a), still, school counselors often have caseloads that far exceed this number (Goodman-Scott et al., 2022; Havlik et al., 2019a). As a result, it is difficult for school counselors to identify students in need of services, devote adequate time to address their needs, or follow up with them accordingly (Cigrand et al., 2015; Havlik et al., 2019a). Like role ambiguity, large caseloads also impact school counselors' job satisfaction (Goodman-Scott et al., 2022; Havlik et al., 2019a). It is also quite possible that this raises the potential for legal and ethical issues to occur because significant and urgent student needs can be unidentified or mishandled. Consequently, it is critical that pre-service and in-service school counselors know how to engage in local and statewide advocacy efforts to decrease large caseloads to better serve students.



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Tense Work Environments

While school counselors possess the skills to advocate, they may avoid doing so due to apprehension or fear of repercussion (Havlik et al., 2019a; 2019b). Similarly, they may also experience resistance and advocating can be uncomfortable (Goodman-Scott et al., 2022). Moreover, the current political climate has yielded strong opinions about the school's role in addressing topics related to race, gender, or sexuality. Unfortunately, the school counselor's role has also become politicized, and this has led to misinformation regarding how school counselors serve students (Edirmanasinghe et al., 2022). Therefore, it is necessary for both pre-service and in-service school counselors to know how to objectively articulate their roles in tense work environments to ensure that students who need support will be able to receive it accordingly.

Considerations for School Counselor Educators and Supervisors

School counselors are in a unique position to support students and address their academic, career, and social-emotional needs if they have the space and opportunity to implement their training and exercise their skillset. The following recommendations may be helpful for school counselor educators and supervisors as they prepare both pre-service and in-service school counselors to advocate for their professional roles. Based on the literature (ASCA 2019a; Havlik et al., 2019a; 2019b) and the author's professional experience, it may be beneficial for school counselor educators and supervisors to:

- Ensure that school counselors understand how to define advocacy.
- Inform school counselors of their ethical obligation to advocate.
- Introduce school counselors to ASCA's resources for advocacy (i.e., ASCA National Model, ethical standards, school counselor professional standards and competencies, position statements).
- Equip school counselors with advocacy skills through practice (i.e., role play a conversation with administration or a discussion with a contentious parent who feels apprehensive about school counseling).
- Demonstrate how to conduct an annual administrative conference using ASCA's resources (i.e., administrative conference template, appropriate and inappropriate duties document).
- Encourage school counselors to join their local, state, and national associations to stay current regarding professional trends and advocacy opportunities.
- Teach school counselors how to accurately define their role and correct any misinformation.
- Discuss ways to utilize data to inform stakeholders about the school counselor's work (i.e., analyze use of time on tasks and outcome data from student interventions).
- Teach school counselors how to advertise their comprehensive school counseling program and highlight the impact of their work (i.e., school website, brochure, social media).
- Identify key moments to exercise advocacy efforts in schools (i.e., faculty meetings, classroom guidance, parent workshops, advisory council meetings, annual administrative conference).
- Strategize ways for school counselors to build meaningful professional relationships with stakeholders.
- Assist school counselors with developing leadership skills needed to advocate within their schools, communities, and professional organizations (i.e., presentation opportunities, conference participation, mentorship groups).

When pre-service and in-service school counselors are prepared to engage in professional advocacy, they are better able to protect their role and fulfill their ethical obligation to serve their students well.

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NAVIGATING ADVOCACY IN ADVERSARIAL POLITICAL CLIMATES: A TRANS, NONBINARY, AND GENDER EXPANSIVE ADVOCACY CASE STUDY

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Sherrie Brunner, Ph.D., LPC-MHSP-S

Jordan B. Westcott, Ph.D., NCC

The American Counseling Association (ACA; 2014) calls on counselors to advocate when they see barriers to wellbeing. Counselor advocacy in the public arena often focuses on preventing the passage of harmful policies or supporting inclusive policies (Lewis et al., 2002; Toporek & Daniels, 2018). However, there is less guidance for counselors navigating challenging contexts where harmful policies are already in place. This is especially relevant for transgender, non-binary, and other gender-expansive (TNG) people who have been the targets of more than 200 pieces of legislation, 70 of which were enacted into law (Peele, 2023). In addition, numerous executive actions (e.g., Dey & Harper, 2022), school district policies (e.g., Virginia Department of Education, 2022), and social attitude changes (e.g., Carlisle, 2021) threaten TNG people's well-being.

To illustrate the practice of advocacy in contexts where legislative efforts have broadly been unsuccessful, we provide a case study of an advocacy effort to offer guidance and non-sequential strategies for counselor advocates and accomplices to TNG communities. Our case study focuses on the need for safe and affirming bathroom spaces in a counselor education program building.

Open Your Ears

Identifying advocacy needs begins with listening to affected groups. TNG students, faculty, staff, and clients identified a need for a safe and affirming restroom within an educational and mental health service building. In response, a doctoral student, "Sparkles," led the way in a forum for students to talk with college leadership about the need for a TNG-inclusive restroom.

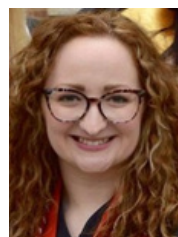
When to Ask, When to Tell

Sometimes, advocates ask for policymakers to make a change; at others, they tell powerbrokers what is needed. Although it might be appropriate to ask if a particular solution is feasible, Sparkles knew that this was a problem that needed to be solved, not a request that could be dismissed. Rather than

asking if it were possible to create a gender-neutral bathroom, Sparkles used a forum between stakeholders and administration to collaboratively identify solutions. She continued the conversation over several months to identify creative solutions to barriers, even when she was informed that the community's need could not be addressed due to building codes and "capital outlay."

Barriers: Yield, Don't Stop

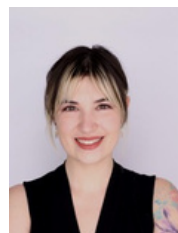
The barriers raised by leadership were beyond the scope of Sparkles's knowledge as a counselor, as are many other barriers we encounter in our work as counselor advocates. Counselors engaging in advocacy should be prepared for barriers and varied levels of institutional motivation to find solutions. Advocacy often requires understanding rules and regulations outside our immediate context. When we encounter supposedly insurmountable barriers, we yield (or look for other solutions) rather than stop. Although these



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barriers ended previous advocacy efforts, Sparkles took this as an opportunity to contact a facilities leader and local building code experts to learn about the identified problematic building codes. She expanded her knowledge to identify solutions that fit within the institutional limitations.

Community Attunement: Risk-Benefit Analysis

Privileged counselors can leverage their voices on behalf of TNG people, yet it is equally important that they are sensitive to the risks this may pose. Community members and advocates who are already engaged with these issues have knowledge to share about how to mitigate negative impact. Advocates should be intentional in speaking alongside the groups for which they advocate, rather than only speaking on their behalf. Sparkles knew that advocacy had the potential to cause unintended harm through increased attention on TNG. As such, Sparkles contacted a local organization focused on TNG advocacy and worked closely with a Pride Center member and TNG faculty and students.

Escalation

Advocacy requires persistence, especially in oppressive contexts. Over a period of months, Sparkles communicated with university leadership and administration, city experts, and powerbrokers. There were periods of silence, sometimes months-long, during which she continued outreach efforts. Counselor advocates may encounter similar gaps in communication; persistence, including repetitive asks and outreach, is critical to supporting marginalized groups. More than six months after initiating the advocacy process, Sparkles learned that college leadership planned to convert an existing multi-stall restroom to a family/assisted use restroom. However, two months after this decision, Sparkles and other advocates continue to wait for a timeline from the institution and, more importantly, for the promised change to occur.

TNG people across the U.S. face oppressive contexts negatively impacting their well-being. Counselors can serve as co-conspirators to materially change institutions that seek to exclude them. The case study above is one example of a needed change, requiring persistence, community organization, knowledge-building, and relationship-building with people with power. These suggestions may be useful to other counselor advocates aiming to support this population.

"Never doubt that a small group of thoughtful, committed citizens can change the world: indeed, it's the only thing that ever has." – Margaret Mead

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SCHOOL COUNSELOR INTERSECTIONALITY AND ADVOCACY: PERSONHOOD, PROFESSIONALISM, AND SYSTEMS OF SUPPORT

Lisa Rickman, LMHC, PMH-C

Jessie Yanson, LMHC, LMFT, NCC, CRC

The last several years have been a time of sweeping changes from laws and policies to reforms that impact what can be taught and discussed in the K-12 public school system. These changes in policy include changes to course curriculum taught by teachers and the nature of discussions that can be had by school-based counselors. Therefore, there is an increasing need for school counselors to be engaged in advocacy work for their students, families, and their profession. While professional organizations such as the American School Counselor Association (ASCA) have provided ethical standards for school counselors, many school counselors are left attempting to bridge a gap between their personal and professional ethics and those of the ever-changing legal landscape.

Ethics in School Counseling

The ASCA (2022) ethical standards provide a stepwise approach to ethical decisions which counselors can use to aid them when facing an ethical dilemma. One such step asks school counselors to consider the rights of the parents/guardian, minor, and the settings in which they counsel (ASCA, 2022). This may leave many to wonder what those rights are and how this may change based on the school setting or state counselors find themselves in. This ethical quagmire is not the only challenge school counselors face. An analysis by Kim and Lambie (2018) found that school counselors faced a variety of stressors including large caseload, lack of supervision, fewer direct students hours, and having greater non-counseling school duties which served as risk factors for burnout. Given these findings, many are left wondering how further demands on counselors due to recent legislative changes may create increased risk for burnout.

Effects of Burnout on School Counselors

As a critical resource to students and families, school counselors play an important role in supporting the academic and emotional needs of their students (Martinez, et al., 2017). According to Social Construction Theory (Martinez, et al., 2017), students' social worlds are shaped and maintained by the interactions within their relationships inside and outside of

school (Martinez, et al., 2017). The school counselor's role, therefore, places a level of responsibility on them for the influence they have on their students and the critical need for providing a safe, inclusive environment for navigating real-world issues effectively and promoting advocacy. School counselors are impacted by the demands of the students and families they serve and various authorities and administrative bodies. This may lead to a sense of overwhelm that is detrimental for one's mental and physical health and is one contributing factor to the experience of burnout that affects school counselors across the United States (Fye, 2022). Burnout among school counselors is a significant issue in our schools and is defined in the literature as an overwhelming sense of exhaustion, inefficacy, and detachment from one's job role (Bardhoshi & Um, 2021). Fye and colleagues (2022) explored specific indicators of stress using multiple measures for assessing burnout. In their findings, role stress, which incorporates role ambiguity, incongruence, and conflict placed counselors at higher risk for experiencing burnout (Fye, et al., 2022).

Currently, school systems all over the country are dealing with a push by politicians, parents, and other stakeholders to examine and potentially ban the use of particular reading and lesson materials that discuss LGBTQIA+ and historical issues related to race, gender, sexuality, and oppression such as



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House Bills 7, 1467, and 1557 in Florida (Florida House of Representatives, 2023). Diversity, inclusion, and equity programs are under scrutiny and called into question about the influence and impact their messages send students, which is placing additional pressures on counselors in professional settings to know how to navigate these conversations in ways that support their students and protects their own professional practices from being scrutinized by those in power. Taking the work of Fye and colleagues (2022) into consideration, one must wonder how this push from stakeholders and conflict between counselor's ethics, personhood, and the law may be contributing to school counselors rates of burnout.

Systems of Support

While counselors as a singular group may not be able to change the tide of politics or rates of burnout, several opportunities to support school counselors from a variety of systemic levels are offered below (Table 1). In essence, research shows us that school counselors are at an increased risk for developing symptoms of poor mental health that impacts their overall wellness and the quality of care they are able to provide their students. It is important, as our leaders and changing public policies continue to focus on school systems and creating efforts that affect the lived experience of marginalized groups, especially those counselors whose own personhood is under scrutiny, that we address this concern and increase levels of support. Raising awareness on this subject, but also implementing specific strategies to mitigate burnout is imperative while moving forward as an organization that wants to see our school counselors and the students and families they serve truly thrive.

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Systemic Level	Action Items
Personal	<ul style="list-style-type: none"> • Joining professional memberships • Staying aware of changes to legislation and policies • Checking in with counselor peers • Creating peer support groups
Workplace	<ul style="list-style-type: none"> • Cultivating workplace culture that values counselor community members that identify as LGBTQIA+ and BIPOC • Promoting peer support and formal/informal wellness practices
Administrative K-12	<ul style="list-style-type: none"> • Understand school counselors' scope of practice • Reduce role conflict by aligning duties with scope of practice • Provide support for increased peer group and wellness meetings/social activities • Increase self-awareness and knowledge of multicultural issues and specific needs of school counselors/staff/students
Higher Education	<ul style="list-style-type: none"> • Conducting research that supports and informs macro and microsystemic levels of the counseling profession • Utilizing platforms to advocate for change and support of community counselors
Professional Groups	<ul style="list-style-type: none"> • Donating to or supporting professional lobbyists that advocate for the ethics of the counseling professions • Sending updates to members about legislation changes that impact practice • Creating training or informational bulletins for members regarding ways to address conflict between ethics and laws prior to the effective date of legislative changes to increase preparation and feelings of self-efficacy

THE BILLION DOLLAR ASSET: ACCOMMODATING INTERNATIONAL STUDENTS' EDUCATION IN US INSTITUTIONS OF HIGHER LEARNING

Hilda S. George, MA, LMHC, NCC

Tremaine N. Leslie, Ph.D., LPC, NCC

International students traverse various geographical boundaries to undertake the challenges of navigating the vast, complex, and foreign United States (US) higher education system. Currently, 948,519 international students are enrolled in US higher education institutions, a 4 percent increase compared to the 2020/2021 academic year (Open Doors, 2022). International students' decision to study in the US is primarily predicated on achieving social mobility goals, and the prospect of improving job opportunities (Hazen & Alberts, 2006). The globally envied reputation of the United States' provision of high-quality education (Chao et al., 2017), and the prevalence of scholarships, assistantships, and internships (Miller, 2012), entice international students to US higher learning institutions. Urban and Palmer (2016) and Chao et al. (2017) concurred that career-related reasons and personal growth factors also attract international students to the US.

Bowman and Park (2014) noted the growing number of international students in the US has had profound economic and cultural effects on American higher education institutions. International students are considered "rich natural resources for developing global competency in US higher education" (Siczek, 2015, p. 5). Their presence provides US campuses, faculty, and students with a finer understanding of the world and its cultures and is one of the most influential tools of diplomacy and development (Johnson & Banks, 2017). International students bring academic prestige (Altbach & Knight, 2007), new divergent ways of thinking, and innovative academic competition (Celleja, 2000) to US higher education.

The most tangible benefit of international students to the US, however, has been their contributions to the economy. International students contribute significantly to research and entrepreneurial leadership in the US (Anderson, 2016) through expenditure on tuition and living expenses. These students furnished the US economy with 45, 39, 28.4, and 33.8 billion dollars in the 2018/2019, 2019/2020, 2020/2021, and 2021/2022 academic years respectively. The decline in revenue attributed to the decrease in enrollment caused by the COVID-19 pandemic has ceased and an

increase in revenue has begun (NAFSA, 2020, 2021, 2022). This revenue stimulates local and state economies, creates thousands of jobs across the US annually, fuels the US technology industry, subsidizes domestic students' education, and solitarily keeps public colleges and universities buoyant (Kapadia, 2016). Thus, international students are often conceptualized as commodities and the largest funding source for higher education, making recruitment efforts a lucrative business (Altbach & Knight, 2007).

The value of international students does not negate the challenges and existential hardships endured throughout their academic journey. Stanley and Bhuvaneswari (2016) and Mori (2000) cited academic and non-academic challenges including complications with linguistics, educational, financial, interpersonal, and intrapersonal problems, and preconceived expectations of student life on US campuses. Additional stressors profoundly impacting college success and holistic well-being, include acculturative stressors, racism, nativism, racial schisms, and discrimination which also result in self-isolation and academic withdrawal (Karuppan & Barari, 2010; Poyrazli & Lopez, 2007; Smith & Khawaja, 2011). Furthermore, the differential treatment of international students by peers and faculty is further exacerbated by anti-immigration hostility and bureaucratic roadblocks (Kim & Kim, 2010).



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The unfamiliarity with the American educational system is often problematic for international students (Thomas & Althen, 1989) and overall adjustment can be a major struggle. Institutions of higher learning therefore posit that academic integration of international students is not well-aligned with institutional requirements (Russell et al. 2010). This often engenders the questioning of international students' academic credibility (Lee & Rice, 2007). The onus is consequently placed on international students to address their own cultural and academic adaptation issues, and "persist, overcome their discomfort, and integrate into the host society" (Lee & Rice, 2007, p. 388) since attention to these students wanes upon their arrivals to host institutions.

The challenges experienced by international students communicate the urgent need for universities to conscientiously attend to the concerns, institutional support, and intentional inclusion of international students. Heikinheimo and Shute (1986) attested that this necessitates a learned and clear understanding of cross-cultural differences. Gaining an understanding of international students' cultural backgrounds, diverse learning styles, frustrations acclimating to academic life, and related culture shock can be helpful for stakeholders (Wan, 2001). Institutions of higher learning can help international students successfully integrate (Berry, 1991, 1997) through the provision of an environment that is conducive to learning, utilizing culturally responsive curriculums, and fostering campus and classroom cultures that are inclusive and culturally responsive (Oxner & Bandy, 2020). These measures can generate support and awareness for international students' unique experiences and enhance learning outcomes.

It is evident that without international students, American educational institutions are faced with a huge financial loss, endangering their ability to sustain academic standards of excellence and produce quality innovative research. Like their domestic counterparts, international students need to feel valued, safe, and accepted, to maximize their potential, and attain set goals (Mamiseishvili, 2012). Host institutions can actualize these endeavors and address issues affecting international students by providing appropriate support structures and facilitating the integration of international students into campus communities (Mamiseishvili, 2012).

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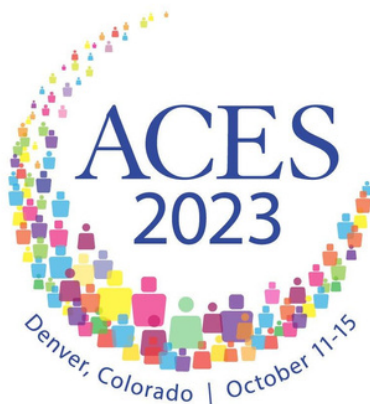
Updates & News

Announcement of the new Graduate Student Representative-Designee coming soon.

Be on the lookout for the call for nominations for SACES President-Elect-Elect.

This past Summer the new SACES bylaws were approved by ACES. These will be added to our website so that each member can be aware of the new bylaws.

The SACES Executive Board will be reviewing and updating the SACES Operations Manual at our Winter Strategic Planning Meeting in Spring 2024. Any suggestions for possible revisions can be sent to Dr. Michael Jones at president@saces.org. Suggestions from members will be accepted until November 30, 2023.



We are looking forward to seeing all of our members at ACES in Denver!

There will be an awards ceremony and recognition of award winners.

There will also be a reception for SACES members. More details to follow.

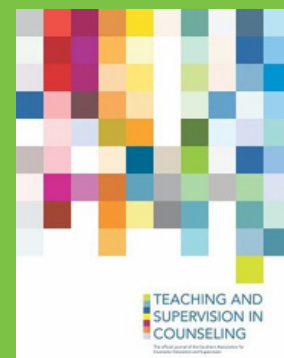
Special Thanks

As Co-editors of the Newsletter, we would like to extend a very special thank you to Lisa Whitehead, our newly appointed Editorial Assistant. Lisa has been an instrumental part of this editorial team and we look forward to having her on the team this year. Welcome and thank you, Lisa.

-- Kara & John



LISA WHITEHEAD, MA,
LPC, LMFT, LCDC, RPT
SACES NEWSLETTER EDITORIAL
ASSISTANT



CHECK OUT THE LATEST ISSUE
OF **TEACHING AND
SUPERVISION IN COUNSELING**

2023-2024 EXECUTIVE COUNCIL

Michael Jones

President



Dr. Michael Jones is an associate professor of counseling at the University of the Cumberland. He is a licensed professional counselor in Arkansas, board-certified by the National Board for Certified Counselors, and a board-certified telemental health provider (BC-TMH). His research and clinical interests focus on biracial adults, African American men, ethics, and telemental health counseling. Dr. Jones is a previous member of the American Counseling Association Ethics Committee. He is currently the President for the Southern Association for Counselor Education and Supervision. He has also been the President of the Arkansas Counseling Association, and the Arkansas Association for Counselor Education and Supervision. He has won numerous awards for contributions to counselor education, supervision, and research. He presents multiple times a year at conferences and is currently writing two books. Outside the classroom, Dr. Jones enjoys fishing, creating humorous videos for social media, and spending time with his family.

Isabel Farrell

President-Elect

Dr. Isabel Farrell, Ph.D, NCC, LPC (OK) is an Assistant Professor of Counselor Education at Wake Forest University. Dr. Farrell received her undergraduate degree in psychology and her master's degree in counseling psychology from Northeastern State University. She earned her doctorate in counselor education from the University of Tennessee, Knoxville. She has worked in a variety of clinical settings, including community counseling with bilingual Latinx children and families, domestic violence and sexual assault survivors, and career counseling.

Her research agenda focuses on social justice, professional advocacy, and underserved populations, with a focus on immigrant communities. Dr. Farrell is the past recipient of the SMCA 2017 Outstanding Counseling Advocate of the Year award, the SACES Courtland Lee Social Justice Award, and the 2023 American Counseling Association Carl D. Perkins Government Relations Award. Dr. Farrell served as ACA Public Policy and Government Affairs Committee chair for two terms, served on the board for NCAMCD, and has served on various committees for CSI, CSJ, ACES, EBACA, SACES, and TLPCA.



Dr. Farrell lives in Winston Salem, NC with her husband and 2 daughters. She enjoys traveling and is an amateur baker.



2023-2024 EXECUTIVE COUNCIL



Hannah Bowers

Immediate Past-President

Dr. Hannah Bowers is an Associate Professor of School Counseling at Florida Atlantic University. Dr. Bowers has been working with children and families for over a decade, both as a marriage and family therapist and a school counselor. Her research has focused on investigating school counseling programs and interventions that are aligned with the ASCA National Model, and which advocate for the school counseling profession, and engage the entirety of the school system. Dr. Bowers has previously been selected as an Emerging Leader for the Association of Humanistic Counseling and promoted to Associate Editor of the Journal of Humanistic Counseling.

Derrick Shephard

Treasurer

Dr. Derrick Shephard started his role as SACES Treasurer in July. Dr. Shephard is an Assistant Professor of Counseling at the University of Tennessee, Martin. Dr. Shephard's research interests include pedagogical practices surrounding social class awareness, knowledge, and skills in counselor education. Dr. Shephard has presented on social class in the counseling profession on the state, regional, and national levels.

On a personal note, Dr. Shephard enjoys spending his free time with his wife, Tara, and reading. Although his reading interest is broad, from comic books (shot to DC) to books on financial literacy and investing, he prefers to read anything unrelated to his counselor educator identity. The last book Dr. Shephard read was *After the ivory tower falls: How college broke the American Dream and blew up our politics-and how to fix it*. In these times of rising student loan debt and divisiveness, I would recommend the book from a historical perspective.



Laura Sladky

Graduate Student Representative

Laura is a Licensed Professional Counselor and completed a master's in counseling from Southern Methodist University and is a current doctoral candidate, pursuing a degree in Counselor Education & Supervision. Laura represents Texas in her SACES appointment and is the Graduate Student Representative for SACES for this academic year and is elated to fulfilling this role. In her free time, Laura enjoys traveling with her family, reading, baking, walking her dogs, and watching college football.



2023-2024 EXECUTIVE COUNCIL

Noelle R. St. Germain-Sehr

Secretary



Dr. Noelle R. St. Germain-Sehr is a Clinical Associate Professor and Counseling Clinical Experience Director for the Online Counseling Program at William & Mary. She received her doctorate from St. Mary's University in San Antonio in 2003 and has thirty years of clinical experience working with diverse client populations in a variety of settings including community mental health clinics, employee assistance programs, and private practice. She has extensive experience overseeing the clinical field placement aspects of counselor training having served as the Director of Training at Argosy University Dallas for eight and a half years prior to joining the Tribe in May of 2019.

Dr. St. Germain-Sehr is a Licensed Professional Counselor Supervisor in Texas, a National Certified Counselor, a Board-Certified Telemental Health Provider (BC-TMH), and an ACISTE Certified Mental Health Professional (ACMHP) trained to assist individuals with the integration of spiritually transformative experiences. She currently serves as the Secretary for the Southern Association for Counselor Education and Supervision (SACES), served five years as the Co-Chair of the SACES Women's Interest Network (SACES WIN), and is the Executive Director of The Center for Traumatic Grief and Loss and The International Induced After-Death Communication (IADC®) Therapy Board overseeing training in IADC® therapy. She is on the Editorial Board for Counselor Education and Supervision and is an active presenter at professional conferences.

Joeseeph Campbell

Secretary-Elect

Joseph H. Campbell, Ed.D., received his doctorate in Counselor Education and Supervision in 2017 from Argosy University Chicago. He began his work as a school counselor providing consultation to programs in Chicago. He currently serves as Health, Education, and Social Sustainability Program Coordinator at Henderson State University in Arkadelphia, Arkansas. He is married to his lovely wife Nichole (she made him write that) and has two boys Joe (17) and Josh (15). His hobbies include watching movies, playing video games, playing with his dogs (Freyja and Luna), and barbequing.

