

SACES NEWSLETTER

SOUTHERN ASSOCIATION FOR COUNSELOR EDUCATION
AND SUPERVISION

FROM THE SACES PRESIDENT



"Your vision is what sustains you"

Greetings SACES members!

The quote above is from Iyanla Vanzant (of the show *Iyanla Fix My Life*). I follow her on Twitter because she really speaks to me! She often tweets these amazing little nuggets of wisdom. Somehow, her words touch my soul at just the right, serendipitous time. She encourages and inspires me to be grateful, to release the things and thoughts that I no longer need, and to be a better person. She encourages me to remember my vision. My vision for SACES involves enhancing our sense of community for students, counselors, counselor educators and supervisors in the southern region!

With fall in full swing, it's back to school and conference season. It was great to have so many SACES members attend the ACES conference in Denver last month. I would like to congratulate and welcome our newly elected officers, President-Elect-Elect, Shawn Spurgeon and Secretary-Elect, Sejal Barden. We are so glad to have you on our team.



Dr. Heather Trepal
SACES President

connect our members. We would like to use these platforms to encourage discussion, share ideas and resources, and to build our professional community. Despite the fact that this whole social media world is relatively new to me, I am starting to love it! Aside from following entertaining Tweeters such as Duck Dynasty (@DuckDynastyAE), Iyanla (@IyanlaVanzant) and Pitbull (@Pitbull), I also follow the San Antonio Spurs (@spurs) and the President himself (@BarackObama). Most importantly, Twitter is home to some excellent information and resources for counselors, counselor educators, and supervisors. Check out ACES (@acesonlinenet), NAMI (@NAMICommunicate) and ACA (@CounselingViews). Do you have a favorite Tweeter? If so, tell us about it!

SACES is on Twitter at:
@SACES2.

Heather Trepal

SACES President 2013-2014

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Speaking of conferences, we are getting ready to gear-up for our SACES conference in Birmingham, Alabama. The conference dates are October 9-12, 2014. Be on the lookout for the call for proposals in the next few months. A number of you took me up on my summer challenge to get involved in SACES! We are looking for more folks to help with the committee (e.g., reviewing conference proposals, assisting with various organizational efforts) for the conference in Birmingham. If you are interested in getting involved, please email me at heather.trepal@utsa.edu. Finally, did you know that SACES is on Facebook, LinkedIn and Twitter? Last year, we began our foray into using social media to

2013 SACES Awards

Outstanding Doctoral Student – Daniel Gutierrez

Outstanding Masters Student – Rachel Henesy

Pre-tenure Counselor Educator Award– Jacqueline Swank

Tenured Counselor Educator Award– Daya Sandhu

Locke-Paisley Outstanding Mentoring Award – Cirecie West-Olatunji

Outstanding Teaching Award – Debbie Sturm

Outstanding Doctoral Program – University of Central Florida

Outstanding Master's Program – George Mason University

Courtland Lee Social Justice Award - Tonya Hammer

President's Outstanding Service Award - Andrea Dyben

2013 SACES Research Grant Awardees

1. **Bethany Garr (University of North Carolina-Greensboro)** - Out of Harm's Way: The Role of Clinical Supervision in the Prevention and Alleviation of Vicarious Trauma and Promotion of Vicarious Growth
2. **Caroline O'Hara (Georgia State University)** - The Relationships among the Experiences of Racial Microaggressions in Supervision, Traumatic Experiences, and the Supervisory Working Alliance in Professional Counselors and Counselors-in-Training
3. **Raissa Miller (University of North Texas)** - Experiences in Learning Interpersonal Neurobiology: An Interpretative Phenomenological Analysis
4. **Hanna Lainas (University of North Carolina-Charlotte)** - The Relationship between Supervisory Working Alliance and Supervisees' Client Outcomes
5. **Jessica Lloyd-Hazlett (College of William & Mary)**- Epistemological Ties that Bind: A Developmental Approach for Exploring Counseling Trainees' Constructions of Personal and Professional Identity
6. **Daniel Guterrez (University of Central Florida)**- The Influence of Meditation on the Emotional Intelligence and stress levels, of Student Counselors





Panagiotis (a.k.a. Panos) Markopoulos is a first-year doctoral student at the University of New Orleans and a Counselor Intern.



Maria Haiyasoso is a first-year doctoral student at the University of Texas at San Antonio and LPC Intern.

Hello SACES Graduate Student Members!

We hope that everyone is doing well and having a great semester! As your SACES Graduate Student Committee co-chairs, we are excited to connect with all of you. We want to share with you our upcoming plans for the 2013-2014 year. We have created a SACES Graduate Student Survey that will help us plan for our SACES 2014 conference in Birmingham, Alabama. Our aim is to get your valuable

feedback on what topics, speakers, and events interest you. We hope you will take a moment to complete this brief survey. SACES strives to serve you in areas of education and supervision, and your voice and feedback will ultimately guide our efforts to meet your needs. The survey is available via our SACES social media sites, SACES website, and email. Please refer to the links listed below. We also have ideas for beginning a research connection, workshops and round table discussions, a mentorship program for master's level students, and outreach to non-members. So, please be on the lookout for the survey and more information on these programs!

Keep in mind, SACES offers many opportunities for Graduate Student Members at our bi-annual SACES conference. There will be opportunities to participate as a volunteer and have your conference registration rates reduced. Also, the Emerging Leaders Fellowship program is a chance to connect with many professionals in our field. In addition the career connection is a way for those candidates seeking academic employment to connect with potential employers. Apart

from conference-related opportunities, SACES has a variety of committees and interest networks that we encourage you to join. Additionally, research grants and awards are available annually so please apply or nominate your peers when the time comes. We believe your achievements should be recognized!

Please feel free to contact us at sacesgradstdents@gmail.com if you have any questions, comments, or if you want to get more involved! On behalf of SACES, we would like to thank you once again for your continued support and want to remind you to renew your student membership for only \$5 on our SACES webpage listed below.

We look forward to connecting with you!

Panos & Maria

Check out our website at <http://www.saces.org/>
Find us on LinkedIn and Facebook <https://www.facebook.com/groups/SACESgrad/>

Follow us on Twitter
@SACES2



**Thelma Duffey, Ph.D., Professor and Chair,
The University of Texas at San Antonio
SACES Secretary**



Enhancing Your Professional Presence: A Dialogue with our Emerging Leaders

Imagine spending one afternoon meeting four groups of 8-10 Emerging Leaders in the field of counselor education for 20 minute back to back intervals. You are assigned the topic of “enhancing your professional presence.” While you are speaking to one small group, the other groups are meeting with leaders in other rooms on related leadership topics. This was the charge that my colleague, Shane Haberstroh, and I undertook at this year’s ACES conference in Denver! It was exciting to meet with upcoming leaders in the counselor education field and to brainstorm our ideas on professional identity, leadership, presence, and making a difference. Meeting with students and new professionals to discuss leadership is exciting in and of itself. Meeting with them in this format was not only fast-paced and fun; it provided all of us with opportunities to share our thoughts on leadership presence and practice, and to identify and clarify helpful tips and suggestions for leadership development. Given that we demonstrate our professional presence both physically and interpersonally, it is important to consider the various variables that not only optimize our presence and professional profile but also the professional space we share with others. Below are some recommendations for enhancing one’s professional presence:

1. Commit wisely. Once we identify ourselves as interested in assuming leadership positions, myriad opportunities for participation find us. By considering where our passions lie, what is on our plate, and our resources, we are better positioned to make commitments we can keep, and take on responsibilities that make a meaningful difference.

2. Follow Through.

By committing wisely, we increase our chances of truly following through on our commitments. Follow-through is integral to productive leadership.

3. Cultivate Relationships. We build relationships with people who inspire us, challenge us, and work alongside us. Together we make a difference.

4. Seek Feedback.

By being receptive to feedback we gain clarity, self-awareness, and deepen our capacity to truly hear another person’s point of view. This supports our relationships and the work we do together.

5. Pause Before Sending.

Are we truly expressing what we wish to say in our e-mails and other communications? Pausing before sending protects us from sending reactive or inaccurate responses.

6. Use Social Media, Websites, and E-mails intentionally. We live in a cyber-world! By using technology intentionally, we increase our chances of presenting ourselves accurately and professionally.

7. Be Self-aware and accountable. As we deepen our self-awareness, we increase our capacity to lead responsibly.

8. Recognize your impact. By recognizing our positional power, we increase our chances of using it well. Minimizing our power, on the other hand, can lead to neglect of important issues; or to its careless misuse and harm.

9. Use your power to empower others. We make a difference when we empower others to sit at the leadership table and contribute their own ideas, perspectives, and worldviews.

10. Articulate a clear professional counseling identity. By doing so, we educate the public, other mental health professionals, insurance companies and other third party providers, and our state and federal legislators on who we are and on what we do.

11. Make amends when needed. None of us are perfect. We make mistakes. Acknowledging them helps us all move forward.

12. Enjoy your work! Ours is wonderful profession. We are truly fortunate to be counselors and counselor educators. We thrive in this awareness.

Leadership affords us many opportunities to contribute to our field and our communities. Ours is a profession of service. We lead best when we invest in increasing our awareness, compassion, and clarity, and when we deepen our connections to ourselves and with others. This supports our collaborative work and helps us focus on what truly matters.



**Beronica M. Salazar, MS, LCPC,
NCC**
Doctoral Student
Idaho State University

Working Towards Collaboration in a Competitive Profession

From the start of the professional journey of many students, counselors, and counselor educators, they find themselves competing to gain acceptance to institutions, acquire clients, and attempt to achieve scholarly publications among many others. There are strong rationales and benefits to accomplish all of these. But, how does maintaining a competitive spirit impact us? The drive for these goals can blind us, resulting in missed opportunities for building relationships. The absence of considering relationships could limit the potential for achieving academic and professional goals in the future.

My journey as a doctoral student experience was the confirmation that professional working relationships are an integral part of success as an emerging educator. After acceptance into the doctoral program, I was immediately introduced with the idea of working collaboratively with colleagues. This seemed contradictory to what I had adopted in trying to enter my current program of study, as I had to compete against others as a prospective doctoral student for limited spots.

Moving away from this position was new territory. I wondered how others managed with this transition and with hesitation began embracing a collaborative approach. In collaborating with doctoral students and faculty, I recognized an ongoing theme. I saw that each individual possessed different assets and skills, of course many of us know this. Nevertheless, few of us actually embrace these differences. When I allowed myself to focus on getting to know those around me, I experienced interpersonal and intrapersonal learning in the presence of supportive peers. In a collaborative group, those around me were patient, challenging, and encouraging of my individual talents.

Through this process, I found myself gaining confidence of my own skills and seeing how I could also contribute to others in the group. However, the challenge remained how to achieve the overarching goals (scholarly presentations, publications, and research grants) when we are all trying to obtain these goals and there are limited spots. I understood this idea as there was only one carrot to be had and not everyone was going to attain it. As an emerging counselor educator, I knew there were many things I had to learn and there was no way I was going to be able to obtain all of it on my own. It was impractical to acquire a carrot when you do not possess all the skills to obtain it. I could not do it on my own. The more I collaborated with others; I saw how we complemented each other. We were mutually sharing our skills and these overwhelming goals of an evolving educator began to appear more realistic.

I began to transition from wanting to take the whole carrot (which was idealistic) into recognizing I could enhance my opportunities by surrounding myself with others and getting a piece of the carrot. A team approach provided access to a variety of skills and resources that would otherwise not be there. This helped me to achieve practical goals. Moreover, I discovered something very important: relationships. The process of collaboration had brought me closer to others. This was undoubtedly a new experience for me. I discovered I was not alone anymore and did not have to bear all the weight. In retrospection, I realized the drive for competing was only distancing me from building meaningful relationships.

There was definitely no joy in eating a carrot on my own. A celebration without others can be lonely. At the present time, I have tasted the enjoyment of accomplishments with others through collaboration and have been prized with many more opportunities. With allowing myself to team up with others, I established long standing relationships that were worth more than the carrot. These relationships include individuals that are committed to my growth have enhanced the prospects for a more fruitful future as an educator. This discovery was priceless and probably the most meaningful part of my experience as a doctoral student. I will continue to strive for collaboration to continue to evolve as a professional, and enhance my supports during this very demanding journey. I know that meeting my overall goals of publications, presentations, and other scholarly achievements will come with the relationships I form and nurture throughout my career.

Amy Ghaemmagham, MA

Bridgewater College



“Slouching Toward the PhD”

“I think we are all well advised to keep on nodding terms with the people we used to be, whether we find them attractive company or not. Otherwise they turn up unannounced and surprise us, come hammering on the mind’s door at 4 a.m. of a bad night and demand to know who deserted them, who betrayed them, and who is going to make amends.” from Joan Didion *Slouching Towards Bethlehem*

A recent essay in *The Chronicle of Higher Education* asks: “Do You Know Where Your PhDs Are?” The essay cites employment tracking by some PhD programs and reveals that many people who earned PhDs in the 1990’s are employed in non-academic jobs. Although I began my journey towards a doctoral degree in English over 20 years ago, I did not achieve it. Nevertheless, I have worked in academe for all but 4 years since then. Today, I am a licensed professional counselor working in a college counseling center.

Joan Didion’s quote illustrates the conflict for those of us who started out in one field of academe, only to find ourselves practicing in another. It is only recently, that I listened to what Didion calls the “hammering on the mind’s door,” in order to let in the notion that I might yet complete a PhD. This time, I aspire to a doctorate in Counseling and Supervision at James Madison University. Didion wisely states that we need to “keep on nodding terms with the people we used to be...otherwise they turn up unannounced and surprise us.” So I must give a nod to my former self: the 25 year old doctoral student in English language and literature, newly married and outfitted with a fresh master’s degree in American Studies.

At that time, I pushed forward to continue my work on the underrepresented authors of American literature and hoped to make my mark on literary history. But, as it happened, personal history got in the way, as it does for so many people, and the dissertation was left unfinished. The person I “used to be” gave way to the person who had a baby and got comfortable in the bosom of the family hearth. For many years, I bounced around from adjunct teaching job to adjunct teaching job before realizing, when the second child reached the ripe old age of 5, that it was time to change my academic narrative. I returned to graduate school in a program called “the master’s of art in counseling” with the idea that what I loved best was listening to stories. I had grown up hearing stories about my ethnically diverse family. I went to college and graduate school to study fiction. When I returned to school for a master’s in counseling, it was my intention to listen to “real people’s” stories. The stories our clients tell about their lives are as real as life and death. Now people may dispute whether counseling is an art or a craft, but everyday I try to find not only the art of listening to the client but also the client’s art of storytelling. Recently, I worked with a college student-client who survived childhood sexual assault. She took several sessions to trust the process of counseling and several more months to tell her story. She told it in words, in pictures, even in mime. When she graduated last spring she wrote me a note: “thank you for listening.” Storytelling, however the client arrives at it, is transformational. And so is listening.

So, back to the Chronicle writer’s query: “Do you know where your PhDs are?” Or to rephrase the question using Joan Didion’s advice about keeping “on nodding terms with people we used to be” so they don’t come to our door “on a bad night at 4 am;” let’s ask instead, do you know who deserted their PhDs, who betrayed their PhDs and who will to make amends with their PhDs? You’ll find the answer in people like me. People who made the career switch to counseling and who are finally ready to make amends with the old PhD by sharing scholarship and insight about what it means to practice the art of counseling. The “rough beast,” the dissertation, “its hour has come round at last.”

Debbie C. Sturm
James Madison University
Anne Metz
James Madison University



Donna M. Gibson,
Virginia Commonwealth University



Opening the Discussion on Title IX

The 2013 revision to the Federal Title IX law includes little explored implications for mandatory versus voluntary reporting among counselors and counselor educators working in higher education today.

Under the more recent guidelines, Title IX grants protection for survivors of sexual harassment and sexual assault by requiring universities to provide a prompt and equitable resolution of sexual violence complaints. Higher education institutions are also required to administratively investigate those complaints regardless of whether or not law enforcement is involved. Upon administrative conclusions relating to each situation, institutions must also take steps to ensure a safe and harassment free educational and learning environment for the reporting student. This may include providing alternate housing at a comfortable distance from attackers, removal of the guilty party from shared classes or organization, as well as offer counseling, medical, and academic support.

This relatively new form of mandated reporting offers a different standard of care when it comes to when we must breach confidentiality and serves as a reminder to counselor educators and instructors that we need to develop a higher level of clarity as to which hat we are wearing in a given moment. The collision of obligations, with one coming from our institution of employment and the other coming from our ethical code, has led to a great deal of confusion about Title IX reporting on college campuses. There are a few exceptions to Title IX reporting on university campuses. Medical professionals at health centers, counselors at counseling centers, and clergy are commonly exempt from Title IX mandated reporting. Counselor education program faculty and instructors are not exempt, including adjunct professors and doctoral student instructors. Yet, as counselors and counselor educators, we may feel conflicted by this, especially since we are bound by specific rules in our ethical code when it comes to breaching confidentiality. Our obligations as faculty are quite different from our obligations as counselors.

So what does this mean for counselor educators and counseling programs? At this point, several considerations seem important to discuss.

Know who you are. In the role of faculty and program instructors, we are bound as Title IX mandatory reporters. This includes situations where we are serving as an academic advisor, an advisor to a student organization, an instructor in a course – including practicum, internship, or group process, and as faculty reviewing student progress. Clarification is key.

Understand and determine how to best communicate mandatory versus voluntary reporting roles. It is important to first get clarification from administration on whether any policies exist with regard to notifying students of your role. Then it becomes important to decide to what extent you wish to formally notify students. Some institutions are considering statements added to syllabi reminding students that instructors are mandatory reporters under Title IX. If a student were to report a sexual assault or sexual harassment experience in that course, course instructors are required to notify the Title IX representative.

Balance our clinical knowledge about supporting victims of sexual assault or harassment with federal or university Title IX mandates and policies. As counselor educators and instructors, we bring a unique perspective to understanding the most sensitive and effective ways to support and advocate on behalf of these students. We can be a voice of advocacy, guidance, and support as our colleges and universities seek to create processes that are safe and fair for victims.

Know what to do if a student discloses a sexual assault to you. First, be clear in your role. Second, understand that in most cases you are a mandatory reporter. However, when it comes to fulfilling Title IX obligations, we believe it is preferable for clients or students to make the reports themselves or in partnership with you. Empowering a student to make the report is always best. As faculty members and instructors, we should also educate ourselves about support services offered by the university.

We recognize that these new issues do not have simple answers. However, we hope that our suggestions to, first, clarify our roles, and second, to empower the student to self-report, fit into our professional values and identity. Finally, Title IX processes vary across higher education institutions. Consult with your Title IX representative to learn more.

Study Abroad and Counselor Development: Contributions to Personal and Professional Growth

Dr. Victoria Foster, Chair of the PhD and Couples and Family Counseling Programs at the College of William & Mary, has organized study abroad programs to Edinburgh, Scotland and Ljubljana, Slovenia for Master's and Doctoral-level counseling students. These intensive learning engagements not only promote cultural sensitivity, but also scaffold students' constructions of multiculturalism through new, more holistic lenses. As two students transformed by these international engagements, we sat down with Dr. Foster to reflect on study abroad and its contributions to counselors' personal and professional development. Here are some highlights from this discussion.

Authors: What was your motivation to develop study abroad opportunities for graduate-level counseling students?

Victoria Foster: Although there are commonalities, the field of counseling, and in fact the broader mental health field, is constructed differently outside of the United States. I was hoping to find the opportunity to create and develop programs that would be an adjunct to attending international conferences by facilitating settings where students would be involved with other students and faculty. That was the primary objective – that we meet and learn from other faculty and students about the field of counseling and preparation of counselors and to have that kind of engagement.

Authors: Can you say more about this kind of engagement?

VF: The focus is giving students the opportunity to both share their own perspectives and learn new perspectives with students and faculty from other programs abroad and explore the preparation and the role and practice of counseling ... and to also see how the profession of counseling has emerged in other countries in these different contexts. Counselor preparation and practice services are rooted in particular ideologies and cultural contexts. Experiences to engage with

students and faculty members working in different contexts are, I think, very important. It also affords opportunity to develop a level of collegiality that may be harder to construct when we rely only on meeting people at international conferences. So that was my motivation... and to begin to do it in ways that looked a little bit different from traditional study abroad... to have conversations about common challenges, common agendas and common goals, as well as divergent points of view.

Authors: Relative to multicultural competence, how does study abroad supplement classroom learning?

VF: It broadens perspectives, challenges pre-existing biases or assumptions, and is disruptive – both psychologically and emotionally – in a good way, I think. It disrupts our ideas about multicultural competence... and perhaps we need to go beyond just thinking or talking about multicultural competence and towards a greater perspective of diversity. [These opportunities foster] a more complex kind of empathy and, hopefully, the capacity to develop some sort of comprehension for something that is very different from us. Through these experiences, we are challenged in our own way of making sense, not only about the world but our ideas of the helping field and the strategies that we use... to not just look at differences in race, ethnicity, and social class, but to look at the role of counseling with clients whose circumstances are so different that we perhaps are moved to consider a greater responsibility globally for the welfare of all people.

Authors: It seems to afford learning experiences through healthy challenges?

VF: I think it challenges our assumptions about the field, about what it means to be a human being, and to look at the context of living circumstances that are quite different from our own. I can speak for myself - I know it challenges me to think about the foundation upon which I sometimes thoughtfully and sometimes without thought at all, predicated my life, my beliefs, and assumptions about what a good person

should be and what constitutes the greater good. Hopefully reflections and reconsiderations about all these aspects of our personal and professional selves begin to happen in small ways. Each study abroad program should not be an earth-shattering event. It should be, as the developmental literature asserts, an appropriate match. That is, the experience is a sufficiently disruptive challenge but also is combined with adequate support to help us see our way through these demanding circumstances.

Authors: So perhaps these experiences are the next step for multicultural competence.

VF: Maybe what it does is advance the commitment to developing multicultural competence and the capacity for self-evaluation. I think [study abroad] challenges us not to "do" multicultural competence but to consider what it means to become a counselor who has made a commitment to a comprehensive engagement with a diverse world. Counselors' understanding of their own cultural identity is related to higher multicultural competence. So, opportunities for engaging in global studies may promote respectful intercultural engagement and a more complex cultural identity and commitment.

Author Note: Jessica Lloyd-Hazlett and Eleni Honderich are Doctoral Candidates in the Counselor Education and Supervision program at the College of William & Mary. They travelled to Edinburgh, Scotland in May, 2012 and Ljubljana, Slovenia in May, 2013 as part of comprehensive study abroad programs for graduate-level counseling students. Jessica and Eleni have presented internationally and received a Postgraduate Certificate in Counselling and Psychology from the University of Edinburgh. They look forward to opportunities for travel and scholarly engagement in the future!



Living the Questions with the Thriving Sisterhood

By: Jamie Hoffman

I would like to beg you dear Sir, as well as I can, to have patience with everything unresolved in your heart and to try to love the questions themselves as if they were locked rooms or books written in a very foreign language. Don't search for the answers, which could not be given to you now, because you would not be able to live them. And the point is to live everything. Live the questions now. Perhaps then, someday far in the future, you will gradually, without even noticing it, live your way into the answer.

-Rainer Maria Rilke

As a student in a masters-degree in counseling program, I remember professors mentioning that this was possibly the last time in our careers that we would receive such intense supervision and detailed feedback. My work experiences throughout the nearly five years since I graduated have validated that assertion. At times when my morale has been low or I have not received any external encouragement, I have explored and discovered various ways to become inspired and increase my intrinsic motivation.

In January 2012, I began my employment as a college counselor. This was a challenging transition. I left a job I was passionate about for my dream job. However, like most dreams, it was different in reality. The semester I arrived, the center experienced a significant increase in their caseload. Given the heavy workload and the loss of opportunities for collaboration with my fellow professionals, I became increasingly disappointed with the quality of my counseling services. The signs of burnout were creeping up on me more quickly than I could fend them off.

I began to question my decision in taking on this new position and my skills as a counselor. How could I manage the enormous burden of counseling so many clients in need? How could I grow as a professional? How can I receive the support and mentorship that I need? The questions became overwhelming. During this time, I noticed a large number of my clients had experienced some form of sexual abuse, the aftermath of which was having a negative impact on their interpersonal, academic, and emotional well-being. They all felt isolated and most had kept this trauma a secret from those who were closest to them. Because the university where I worked lacked resources for this population, I decided to create a new counseling group on campus that would address needs of students who had experienced sexual abuse. The group became known as "Thrive." It is difficult to describe the awesome impact "Thrive" has had on its members. Friendships were formed between people who did not run in similar social circles. Healing came in the most unexpected forms. Members selflessly accompanied each other to court hearings and comforted those whose offenders would never face a court of law. They all celebrated each other's strength in the face of adversity. This dynamic group of women now refers to themselves as "The Thriving Sisterhood."

One member felt empowered in creating a song that she performed at our campus' Take Back the Night event this past spring. It caught the eye of a producer and is now available on iTunes. She has given me permission to share it with you.

I will not be held down
I will not accept your excuse
I refuse to be chained down
Physicality does not allow me to be

Chorus:

You won't define me, to who I am
You won't confine me, to who I'll be
I will take the blame for not a thing
You won't have any part of me
Thrive:

I may appear to be small and
meek

I may seem submissive and willing
to comply

But no one will control me

You must have over looked the
fighter that I've got inside

(Repeat Chorus)

And you will just get burned by the
fire that I've got inside,

And I will thrive

The work I have done with the
"Thiving Sisterhood" has surpassed
any expectations I had during its
genesis. I began living the answers to
the questions I had about how to
thrive in my new work environment.
I learned that as I cultivate opportuni-
ties to serve others, I not only in-
spire them, but I also rekindle my
own love for the counseling process.
My passion for the work I do burns
as brightly as ever because my group
and I thrive.



ACES 2013 DENVER COLORADO



Locke-Paisley Outstanding Mentoring Award

ACA President, Cirecie West-Olatunji



Message from SACES President-Elect Mary A. Hermann

My first year as a member of the SACES Executive Board has been exciting! The Board is in the midst of planning our 2014 SACES Conference in Birmingham, Alabama, located in the picturesque foothills of the Appalachian Mountains. The city's website describes Birmingham as the "cradle of the American Civil Rights movement" and the largest city in Alabama (with over one million residents).

Birmingham has been transformed from a major industrial center to a multi-faceted, vibrant city with museums, shopping, and a "world-class culinary scene." We look forward to providing an inspiring conference within the attractions of this great city. See you in Birmingham!

Message from SACES Past-President Anneliese A. Singh

It has been a fast and great start to being SACES Past-President! The position of Past-President entails coordinating the nomination/election process and our Research Grant Awards amongst other duties. In terms of our 2013 SACES Election Slate, I think you will agree that this was one of the strongest slates SACES as each candidate had outstanding qualifications. Thanks to all who ran, and many congratulations to our new President-Elect-Elect, Shawn Spurgeon and new Secretary-Elect Sejal Barden. SACES leadership continues to be in good hands! At our business meeting held at ACES this October, we announced the 2013 SACES Grant Award winners. Each of the six awardees received a \$500 check to fund support for their research. Awardees are required to present their research at the future SACES or ACES conference. We continue to work on establishing the new SACES Journal, and you will receive updates once our editor is selected. Have a wonderful rest of the fall and holiday season!

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

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President Elect: Mary Hermann
Secretary: Thelma Duffey
Treasurer: Don Locke

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.

M e s s a g e f r o m t h e S A C E S N e w s l e t t e r E d i t o r s

Are you trying to find a way to get more involved in SACES? What about mentoring a student by helping them to get published? Think about submitting an article for the SACES newsletter. We would love your involvement!

Here are some simple tips to help you create an article for our newsletter:

1. It needs to be focused on topics related to counselor education and supervision or an editorial.
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 500 words.
6. Attach a picture of you.

Thank you for supporting the SACES newsletter.

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