

SOUTHERN ASSOCIATION OF COUNSELOR EDUCATION AND SUPERVISION



FROM THE PRESIDENT

Dear SACES Members,

As we come to the end of the fall semester, I hope your fall has been productive and that you are looking forward to enjoying the holiday season with family and friends. This year in SACES, we have had several significant accomplishments to include, the

launch of our new journal, *Teaching and Supervision in Counseling* (TSC), the expansion of the Emerging Leaders Program to a two-year leadership development program, the implementation of our webinar series, more than 20 new committee and interest network appointments, a successful conference, and signing contracts for 2020 SACES conference. We are excited about all that is to come.

I would like to thank everyone who was able to attend, present, and/or volunteer at our bi-annual conference. Our thoughts continue to be with those that experienced losses this hurricane season. While we had some significant challenges this year, as a result of Hurricane Michael and more cancellations than we typically have for conference years, we did have a total of 698 attendees; which included 247 cancellations. In full transparency, we considered all options during the conference planning process and due to hotel obligations and insurance requirements we were required to move forward with the conference; in this regard we are currently exploring ways we can handle inclement weather in the future, to ensure that as few members as possible are impacted. That said, the breadth and depth of sessions offered were inspiring, and the feedback we received complimented the quality sessions offered by our membership.

SACES members donated \$548 for the Day of Service Project, which benefited the Family Justice Center, and SACES matched that amount for a total of \$1,100 donated. Congratulations to all SACES [award winners](#) for being recognized for the significant and meaningful work you contribute to our profession (www.saces.org/awards_recipients).

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I would also like to congratulate all of our SACES [research grant award recipients](http://www.saces.org/research) and look forward to hearing how your research will enhance the fields of supervision and counselor education (www.saces.org/research).

Last but not least, I would like to welcome and congratulate Dr. Dodie Limberg as the SACES President-Elect-Elect and Dr. Kaitlyn Bennett as the SACES Secretary-Elect!

We are excited to announce that we have finalized the SACES 2020 contract with the Hilton Baltimore, Oct 21-24, 2020. We are looking forward to being in our northernmost state, near the Baltimore Harbor.

This year we are continuing our efforts in enhancing leadership development opportunities for our membership. Our leadership taskforce is currently identifying ways that we can augment member services by providing leadership training, webinars, and resources to support all of our leaders. In addition, they are in the process of developing ways we can address disparity concerns related to counselor education leadership opportunities. Furthermore, our committees and interest networks are continuing their work and will turn in their midterm reports at the beginning of 2019. They have also been a part of the webinar rollout and just in case you missed this first one, hosted by the Social Justice and Human-Rights interest network last month, we anticipate holding several more in the spring.

As we move into the New Year, I hope that you take this opportunity to explore ways you can continue to actualize the work that we embodied at this year's conference related to fostering equitable communities. In addition, take time for renewal and revitalization as we cannot pour into others if we are empty. Have a great winter break!

Natoya Hill Haskins
SACES President 2018-2019

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2018 – 2019 SACES LEADERSHIP

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President	<u>Natoya Hill Haskins</u>	William & Mary
President-Elect	<u>Elizabeth Villares</u>	Florida Atlantic
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	<u>Andrea Kirk-Jenkins</u>	Western Kentucky University
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SPECIAL COMMITTEES

Webinars	<u>Susan Foster</u>	The Chicago School of Professional Psychology
Journal Editor	<u>Kelly Wester</u>	University of North Carolina, Greensboro

SPECIAL INTEREST NETWORKS

Clinical Mental Health Counseling	<u>Tony Michael</u>	Tennessee Tech University
College Counseling & Student Affairs	<u>Marcella Stark</u>	Texas Christian University
Distance/Online Counselor Education	<u>Andrew Burck</u>	Marshall University
Ethics & Professional Development	<u>Janee Avent Harris</u>	East Carolina University
	<u>Lonika Crumb</u>	East Carolina University
International Counseling	<u>Shuhui Fan</u>	College of William & Mary
	<u>Amanuel Asfaw</u>	Austin Peay State University
Multicultural Counseling	<u>Dilani Perera</u>	University of Houston - Clear Lake
	<u>Edith Conzalez</u>	The University of Texas at the Permian Basin
School Counseling	<u>Clare Merlin-Knoblich</u>	The UNC at Charlotte
	<u>Christy Land</u>	University of West Georgia
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Social Justice and Human Rights	<u>Regina Finan</u>	The University of Georgia
	<u>Malti Tuttle</u>	Auburn University
Supervision	<u>Seth Hayden</u>	Wake Forest University
	<u>Raul Machuca</u>	Barry University
Women's	<u>Caroline Perjessy</u>	Argosy University - Tampa
	<u>Noelle St. Germain-Sehr</u>	Argosy University - Dallas

Implications of the Aging Brain on Teaching Strategies

By: Elizabeth R. Brookamp



Elizabeth Brokamp
University of Cumberland

A common misconception about the brain is that it undergoes a certain and steady decline in functioning as a person advances into old age. However, current research reveals a much more complex picture of the aging brain and its capacity to acquire new knowledge than was previously known. This nuanced understanding of how, what, and to what degree the older brain learns has significant implications for teaching. Instructors of adult learners – through thoughtful choices in structure and methods – can create learning environments that are tailored to the success of older students.

Characteristics of the “Normal” Aging Brain

Many of the popular misconceptions about the aging brain have resulted from the conflation of normal aging with neuropathology. A primary example of neuropathology in older populations is dementia, an umbrella term for disorders – including Alzheimer’s disease -- involving abnormal cognitive decline (Alzheimer’s Association). While age is correlated with dementia, it is not considered causal.

Overall, in fact, the incidence of dementia in the U.S. has declined from 11.6% in 2000 to 8.8% in 2012 (Langa et al., 2017), indicating a significant improvement in brain health for individuals 65 and older. Studies have also found that throughout a person’s lifetime, despite changes in the brain, his or her overall measure of intelligence remains the same.

The normal brain of an older learner -- while not diseased -- does, however, differ from its younger counterparts in important ways. The older brain typically experiences:

- A decrease in fluid intelligence, which includes response speed, pattern recognition, and abstract reasoning (Merriam & Bierema, 2014).
- An increase in crystallized intelligence, which is reliant on education and life experience (Merriam & Bierema, 2014).
- A decrease in the ability to encode new information into working memory (Merriam & Bierema, 2014).
- A decline in the ability to retrieve past memories, which researchers speculate could be attributable to the quantity of memory information that older adults possess (Merriam & Bierema, 2014).

Implications for Teaching

Teachers of older adult learners can use research findings regarding the aging brain in order to craft meaningful learning opportunities for their students. Specifically accommodating known brain changes reflects responsive, responsible stewardship of the aging population.

Suggested Strategies

Decrease in response speed:

- Instructors can address the decline in response speed by offering tests that may be taken home, avoiding “pop quiz” scenarios, and giving students advance warning with time to formulate their thoughts before being required to answer questions in class.
- Providing clear, complete course materials and offering a relatively predictable structure for a class meeting can help avoid a negative surprise element.

Decline in retrieval ability:

- Teachers can offer multiple choice tests, which generally test recognition, not retrieval.
- If assigning essay tests, instructors should consider allowing students to complete them open-book, open-note so that ability to synthesize concepts is tested, not memory.
- Using portfolio assessments, comprised of work completed over time, also minimizes the need for quick information retrieval.

Decrease in ability to encode new information to working memory:

- Instructors should consider offering a brain “warm up” activity at the beginning of class to prepare students to receive new information.
- Lessons should be multi-sensory and appeal to different learning styles to enhance storage in working memory.
- Instructional scaffolding – providing systematic supports to aid students in learning new concepts – can also help aging brains to encode new information by making connections to prior knowledge.

Increase in crystallized intelligence:

- Designing lessons that incorporate prior learning and experience can help older learners highlight their strengths.

- For content delivery, use of storytelling methods may be helpful for providing a context that may be relatable to a student’s past history.
- For written work, it may be a helpful strategy to give students some choice regarding the topic, which allows them to make use of their wisdom and experience.
- Reflection papers are another way to showcase the quality of thinking based on experience, rather than relying on rote learning.

Final Thoughts

Research has shown that participating in learning activities in older age can help stave off some of the cognitive decline that is associated with typical aging (Lenehan et al., 2016). Teachers, therefore, who already have an opportunity to make a significant difference in the lives of senior learners, can heighten the positive benefits to their students with thoughtful choices informed by brain research. As neuroscience research into the aging brain advances, it will be important to continue studying the implications for teaching and learning.

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ACES 2019 Conference Proposals and Proposal Reviewers

ACES 2019 Conference Proposals and Proposal Reviewers

Proposal Submissions

The ACES 2019 Conference Proposal Portal is now until Thursday, January 31, 2019, 11:59pm PST.

We are excited to review proposals geared toward counselor educators, supervisors, and graduate students in a variety of presentation formats: Education Sessions, Roundtables, Posters, Career-Focused Sessions, and ACES INFORM Sessions. Be sure to check out and consider our new proposal format, 80-minute Panel Discussion!

Please review the [proposal guidelines and proposal questions](#) document as well as the [proposal review rubric](#) to inform your submission process. **Please be sure to read all the information provided carefully because some things have changed since the 2017 conference.** All proposals will be submitted on the [Cvent website](#).

The ACES 2019 Conference will be held October 10-13, 2019 at the Seattle Sheraton. ACES INFORM will be held as a post-conference on Sunday, October 13. For further information about the conference (e.g., registration, hotel), please visit the [conference website](#).

Proposal Reviewers

Are you interested in being a conference proposal reviewer?

Please consider if the following is a fit for you as you are contemplating being a reviewer:

- Proposals will be reviewed between February 10, 2019, and March 8, 2019. You must be available to review during this time period.
- Reviewers will review no more than 20 proposals.
- Only current ACES members in good standing are eligible to be reviewers; you will be asked for your ACES membership number during the survey.
- Professional members (any type) are especially encouraged to apply; advanced doctoral students with review experience are encouraged to apply as well.
- All reviewers must hold at least a master's degree to be accepted.

To express your interest, please complete the [Qualtrics survey](#). The survey will be available from December 3, 2018, through January 17, 2019, 11:59pm CST. Please note, not all individuals who express interest will be invited to review.

If you have any questions about proposals or proposal reviewers, please contact Jennifer Cook, 2019 Conference Proposal Chair, jennifer.cook@marquette.edu

From Students to Educators: Doctoral Interns' Transition Experiences to Counselor Educators

By Krista E. Kirk, Ph.D., Patricia L. Kimball, Ph.D., LPC-S, John J. S. Harrichand, Ph.D., CCC, & Joy M. Mwendwa, Ph.D., NCC, ACS.



Patricia L. Kimball, Liberty University (left) & John J.S. Harrichand, The College at Brockport-SUNY



Joy M. Mwendwa (left) & Krista E. Kirk (right) Liberty University

It is likely that a counselor education and supervision (CES) student will spend the majority of her or his professional career in a classroom setting. Be it residential, intensive formats, and/or on-line, CES doctoral students must be skilled at teaching students effectively (McKeachie & Svinicki, 2014). With the pressure of knowing that CES faculty search committees are requiring prospective faculty to demonstrate competent teaching skills as a part of the interview process (Hall & Hulse, 2010), it is essential to understand the doctoral student's internal perspective of their own development (Protivnak & Foss, 2009) as doctoral counselor education programs seek to meet the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2015) nine teaching standards, Section 6.B.3a-i. Although there is a growing body of literature that explores different avenues in developing an effective counselor educator (Atieno Okech & Rubel, 2019; Chang, Minton, Dixon, Myers, & Sweeney, 2012; Dollarhide, Gibson, & Moss, 2013; Hoskins & Goldberg, 2005; Lambie & Vaccaro, 2011), there is minimal research that seeks to understand the experiences of CES students and their views on how their own development has been influenced (Limberg et al., 2013; Protivnak & Foss, 2009).

The current paper provides an exploration of three CES doctoral students' experiences through the thematic analysis of memos and summary

questions recorded during the semester they completed their doctoral level teaching internship. The three participants taught in various formats, including residential, on-line and intensive based on-line courses. Two primary themes were uncovered that impacted the development of teaching competencies: faculty mentorship/support and personal experiences.

The first theme discovered was the importance of mentorship by faculty. One doctoral intern stated "I felt like mentorship really started after I felt safe with my supervisor. In that space, I was able to honestly talk about some of the struggles and barriers in and out of the classroom without fear, which enabled my mentor to give me honest and accurate feedback." For this intern, it appeared that having a relationship characterized by a safety with the faculty supervisor enabled open and honest communication and increased the intern's ability to be transparent and receive faculty feedback. Not surprisingly, the same need for safety was reported in the intensive based online courses, as these doctoral students said their faculty supervisor was "encouraging" yet "direct." Through the parallel process (Bernard & Goodyear, 2019), this experience encouraged the CES interns to consider the role of safety in the classroom while working with master's level students.

In addition to the power of mentorship for the interns, being able to take theoretical learning and try it out in a lived experience revealed the

second theme of “personal experiences.” All three doctoral interns, whether they were teaching residually, intensively, or online, saw value in how they began to view their students as they moved from the role of student to the role of the educator (McKeachie & Svinicki, 2014). One intern stated, “this is not a lesson that is taught through PowerPoint... students having this interpersonal experience is more powerful than just learning about it intellectually.” Another intern identified the role of an educator as a “responsibility in meeting the student developmentally.” Paralleling the development of the master’s counseling student, teaching internship experiences provide the platform for doctoral students to transition from being consumers of theory and knowledge to distributors of theory and knowledge (Rockinson-Szapkiw, Spaulding, & Sosin, 2018, in press).

This preliminary study provided helpful information for doctoral counselor education program administrators and faculty seeking to develop competent counselor educators specifically in relation to teaching competency. Exploring the development of doctoral student teaching interns’ competency in three different teaching formats, revealed that the nine CACREP (2015) doctoral teaching standards could be demonstrated by participating in teaching internship regardless of modality. In addition, faculty mentorship and flexibility were found to be helpful mediums through which doctoral teaching interns’ transition from “students” to “faculty.”

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SACES Multicultural Interest Network 2018-2019

Please join us to promote developing multiculturally skilled supervisors, counselors, and counselor educators. We would love to have you as a member of this growing and diverse group of professionals.

PURPOSE: The Multicultural Interest Network serves diverse supervisors, counselor educators and students to meet their professional goals.

ANTICIPATED ACTIVITIES

- Webinars to share information and knowledge
- Meeting at SACES to network and connect
- Round Table Discussion at SACES, Oct. 13 at 8, am on Infusing Multicultural Sensitivity, Humility, and Competence into Teaching and Research
- Share knowledge and resources through LINKEDIN & Website
- Connecting Mentors to Mentees

TO JOIN – Please contact Interest Network Co-Chairs Dilani Perera at perera@uhcl.edu or Edith Gonzalez at gonzalez_e@utpb.edu.

Have We Met Before?

By Nicole Arcuri Sanders, Ph.D., LPC, ACS, NCC, BC-TMH, SAC, & Jennifer Lange, CMHC Graduate Student

Have you ever felt as though you had met someone, but you cannot seem to remember exactly when? What about knowing that you have never met that person, but it still feels like you have known them for years? Well, the latter is a common challenge that online counselor educators face. Counselor educators who teach online must foster a collaborative learning environment. Allowing students to become active participants within a learning experience fully permits students to become responsible for their own learning through their ability to engage (Svinicki & McKeachie, 2011). The most perceived barrier to online education for students is the lack of social interaction (Brocato, Bonanno, & Ulbig, 2015; Muilenburga & Bergeb, 2005). Communication is the primary feature important to student success in online learning (Jackson, Jones, & Rodriguez, 2010). The online counselor educator is responsible for using effective communication and rapport development to motivate students in this unique learning environment.

Growth is a goal for students in any graduate counseling program. When students and their respective personalities are grouped into classes, they need to be led as a unit by the course instructor. A counselor educator, therefore, needs to devise a goal for the collectivist aspect for all students to come together as a cohesive group (Pierce & Newstron, 2011). Empowerment of all participants leads to the feeling of inclusiveness, as well as the undertaking of responsibility in promoting opportunities for the benefit of the group (Pierce & Newstron, 2011). Ultimately, students look up to their professors as leaders within the field and as their guides in attaining their personal goals. Creating an open and comfortable environment engages learners and fosters learning (Svinicki & McKeachie, 2011).

But how do counselor educators know whether their approaches are effective? As counselor educators, it is our responsibility to

ensure effective teaching practices with our counselors-in-training. Evaluating the learning atmosphere is a first step in ensuring counselors-in-training are afforded the environment to reach their protentional. The following section highlights anecdotal evidence that the counselor educator did succeed in defying the barrier of distance for their online students by offering an open, comfortable, and engaging learning environment. The example will offer an understanding from a student's perspective of when an online environment is successfully created to reflect the proximity of interaction a face-to-face setting can offer.

Is it Really You?

This past October at the 2017 ACES conference in Chicago, a student had the opportunity to co-present with one of their program's counselor educator and supervisors. This student had a multitude of courses over the past 2 years with this specific educator. All courses were taught from a distance, and the student and the educator had never actually met in person. Below you will receive the student's firsthand account about this experience:

I first saw my professor as I was giving a poster presentation. When she came into the room, my thoughts were more along the lines of "Wow, she's smaller than I remember" than "She's smaller than I thought." We chatted. The ease of our interactions was remarkable yet not; after all, she had always been very personable and present in the "classroom." I thought nothing of it. It wasn't until during the presentation when my professor remarked to the participants that it was her first time meeting me in person that I realized the profundity of the experience.

I had initially fostered misgivings about attending an online program because of the uncertainty of face-to-face experience in a field that demands its proficiency. The past few years,

however, had proven that instructors had the ability to minimize those concerns by how they approached teaching in an online environment. Being available was, perhaps, the most salient aspect. This professor had stayed after class to talk, remained responsive to student questions, and had even allowed cell phone communication in times of emergency. I experienced a family emergency, and she was there for me. I didn't feel distance; I felt supported.

Her teaching style was comprehensive as well. Each student was given the opportunity and encouraged to participate. Video cameras, presentations, and experiential activities gave us the opportunity to share with others. Integrating and responding to near-weekly discussion posts not only developed cohesion among students, but her participation also contributed to an environment of mentorship and respect – one that transferred to our in-person encounter (J. Lange, personal communication, October 24, 2018).

Summary

From the experience noted above, I would like to highlight that online learning environments have the ability to foster student-educator relationships without being impaired due to a barrier of distance. I encourage each counselor educator who teaches online to consider the following questions if my student met me outside of the courseroom,

- a) Would they recognize me?
- b) Would they know me?
- c) Would they feel comfortable approaching me?
- d) Would it feel normal to engage in a conversation with this student when the barrier of a computer is removed?

If you can answer yes to all of these questions, then you are truly fostering a collaborative online

learning environment for your students. If you answered no to any of these questions, consider what you can do to change and more effectively establish rapport with your students.

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Spring 2019 Newsletter Submissions

Dear Counselors, Counselor Educators, Supervisors, and Graduate Students,

We are looking for submissions for consideration in our Spring issue of the SACES Newsletter. This issue will focus primarily on Supervision, fostering best practices in supervision, ethics, supervision training, and professional development. These topics can apply to practitioners, supervisors, and counselor educators.

Submissions must be between 500 and 800 words and sent electronically as a Word document to sacesnewsletter@gmail.com. Please include the author name(s), credentials, affiliation(s), and photo(s) in .jpg, .tif or .gif format.

Students are encouraged to contribute with the support of a faculty member. For questions or more information, please contact the editors at sacesnewsletter@gmail.com. You can also check out previous newsletter issues available from the SACES website.

Contributions are needed by Friday, March 1, 2019.

All the best,
Brandee Appling and Andrea Kirk- Jenkins
Co-Editors SACES Newsletter

Developing a Creative Case Conceptualization Map with Counselors in Training

By Lisa Sosin, Ph.D., LPC, LLP, BACS



Dr. Lisa Sosin
Liberty University

Accurate case conceptualization provides a working model of client's presenting concerns and establishes an evidence-based plan for effective counseling (Stevens & Morris, 1995). Case conceptualization skills are foundational to ethical and effective counseling and are among the most difficult for new counselors to learn (Sperry, 2010). The ACES Supervision Best Practices Guidelines (ACES, 2011) emphasize case conceptualization, and Deaver and Shiflett (2014) found that creativity in supervision promotes supervisee knowledge and skill. This article describes the Creative Case Conceptualization Map (CCCM) (Sosin, 2017), a creative and theoretically integrative assessment tool that helps supervisees develop advanced case conceptualization skills.

CCCM Supplies

1. A large piece of white paper (i.e., 20 x 24)
2. Magic markers, colored pencils, and crayons

CCCM Phases

When clients place their presenting concerns in a multi-systemic context that gives voice to their identity and experience in the presence of a warm, attuning counselor, a meaningful moment of social justice and advocacy occurs (Chung & Bemark, 2012). In supervision, the supervisor

teaches the CCCM process and creates the CCCM with the supervisee, based on information gathered during the supervisee's first sessions with a client. Later, when developmentally ready, supervisees create the CCCM with their clients themselves and share it in supervision, along with a video of the CCCM counseling session.

CCCM Phase One. In phase one, the counselor and client create a visual, graphic expression of the client's life and history on the large white paper using the art supplies. The following four assessments are depicted on the paper:

1. **Family Tree:** The client provides historical information while the counselor, starting on the top of the paper, draws a three-generation family tree (genogram). The tree should include the client's ethnicity, gender, sexual orientation, socioeconomic status, privilege, ability status, family characteristics and dynamics, country of origin, language, historical processes, etc. (McGoldrick, 2011). These can be depicted with colors and images on the map by the client or, if the client prefers, by the counselor with the client's direction.

2. **Life Line:** On the bottom of the paper, leaving space between the Family Tree and the Life Line, the counselor draws a long line. The client provides historical information while he/she, or the counselor, depicts significant experiences, relationships, identity variables (i.e., gifts, talents, personality, interests, the "things that make you, you"), high and low points, helpful and hurtful people, abuse, traumas, wounds, and future hopes chronologically across the Life Line. Again, color and images can be used as desired (Brenner, 2010).

3. **Circles of Emotional Safety:** In the space between the Family Tree and Life Line, at the center of the paper, the counselor draws a set of five concentric circles and asks the client to write the names of all the significant people in his/her life (i.e., partner, family members, friends, employer, etc.) in the circles. In the inner circle belong the safest people, the people who can be counted on for emotional support, acceptance, and love. In the outer circle, the least safe people are placed. The circles in-between represent gradations of safety (Adapted from Parker, 2010).

4. **Caregiver Connection:** The counselor asks the client to recall and then write down what the relationship he/she had with primary caregivers felt like growing up (during childhood and adolescence). This can be depicted in words or pictures and is then described (Adapted from McCollough, 2003).

CCCM Phase Two: Brainstorm and Dialog. During this phase, the counselor and client collaboratively discuss the CCCM. Questions to consider may include: “What do you think and feel as you look at your CCCM?” “What impact do you believe these experiences had on you?” “How might what is depicted on your CCCM relate to your presenting counseling concerns?”

CCCM Phase Three: Treatment Planning and Data Gathering. The counselor and client work on co-creating measurable goals.

1. The counselor and client collaborate to develop a list of goals that are specific and measurable (i.e., “What thoughts, feelings, behaviors, relationships, and situations, does the client want to work on in counseling?”). This information is depicted in the left center of the CCCM.

2. To confirm goals, the counselor introduces the client to a chart to record thoughts, feelings, and behaviors, using scaling

(1-10) to monitor their frequency and intensity between sessions (See, for example, Sosin & Rockinson-Szapkiw, 2016).

CCCM Phase Four: Developing a Preliminary Treatment Map. The goal of phase four is for the counselor to use the information collected during the CCCM process, along with other intake assessments, to develop a comprehensive case conceptualization and evidence-based treatment plan that is collaboratively discussed with the client. Developing a CCCM serves to bond the counselor and client and provide a hope-filled and richly meaningful foundation for the counseling journey ahead.

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Pouring into Professional Development: Establishing a Culture of Mentorship in Counselor Education

By Ashlei Rabess, MA, NCC, Giscard Petion, B.S., & Michelle D. Mitchell, Ph.D., LPC (Pa), NCC



Ashlei Rabess (top left)
Georgia State University



Giscard Petion (top right)
University of Central Florida

Michelle D. Mitchell (bottom left)
Wake Forrest University

Throughout literature, mentorship has been defined and understood in various ways. However, according to the International Mentoring Association (IMA, n.d.), mentorship encompasses distinct components, including (a) a series of tasks focused on the promotion of professional development; (b) a trusting relationship that encourages risk taking concerning new topic areas while establishing an environment of mutual feedback and challenging; and (c) a developmental process that supports and guides protégés through necessary career transitions, encouraging career-long learning. Most notably, the IMA acknowledges the mentor-mentee relationship to be a collaborative “partnership”, with less of an emphasis on a hierarchical affiliation, where both parties are learning from one another throughout their respective developmental processes. It is through the utilization of IMA’s mentoring approach that counselor educators can further employ the teacher-

scholar model as a means to push the overall field of counselor education and supervision forward.

Positive outcomes and benefits to mentorship include increases in competence, research productivity, career growth, and satisfaction (Baranik, Roling, and Eby, 2010), as well as professional and personal identity development and socialization (Ngara and Ngwarai, 2012); thus, integrating a culture of mentorship as an essential component of professional development can serve not only individuals, but the collective counseling community at large. Further, mentorship provides an opportunity for (a) discussion and modeling of a healthy work-life balance, (b) guidance in understanding and navigating politics, (c) insight into the tenure and promotion process, and (d) feedback regarding scholarly work (Boswell, Wilson, Stark, and Onwuegbuzie, 2015). Specific to counseling, a mentor has been defined as, “someone with experience and expertise in the counseling field who is willing to share knowledge and offer advice to foster professional development” (American Counseling Association, 2012, p. 68). Thus, supportive mentoring climates can provide essential tools for success amidst navigating the academic arena for counselor educators and counselor educators-in-training.

What is a “Culture of Mentorship”?

To foster a culture of mentorship, one must understand that mentor-mentee relationships are ever-present and constantly evolving overtime. By the same token, a culture of mentorship counters the teacher-student analogous relationship between a mentor and a mentee and conversely signifies a “mutually regulated experience where both mentor and mentee learn about themselves and the other person” (Tinsley, 2018, pg. 15). Therefore, individuals would continually facilitate mentoring and receive mentorship concurrently. Practically speaking, this may involve a junior faculty member

providing mentorship to Masters- level student(s) while also receiving departmental mentorship to understand teaching and service expectations better. This valuable exercise can aid individuals and programs as the field of counselor education, and supervision grows and incorporates new innovative professional development practices.

Moreover, mentor-mentee relationships that span at least twelve months yield the most optimal outcomes according to research evidence on mentorship (Petitpas, 2010; 2018). In a practical sense, a culture of mentorship might look like recognizing that mentoring is a fluid, ubiquitous experience in which one is: (a) always learning from and teaching to others; (b) utilizing formal mentoring opportunities and exploring ways to cultivate more informal mentoring relationships; (c) personalizing mentorship experiences by catering to the different needs of individuals at different levels, varying communication styles, etc.; (d) providing frequent feedback and information/advice to others; and/or (e) using encouragement often. With the aforementioned literature in mind (IMA, n.d; Petitpas, 2010; 2018; Tinsley, 2018), the following showcases how counselor educators and counselor educators-in-training can promote professional development by engaging in acts that contribute to a culture of mentorship:

- A first-year doctoral student shares with a master's student about an opportunity to assist on a research team and/or provides guidance in submitting a presentation proposal for an upcoming conference.
- A third-year doctoral student offers a first-year doctoral student an opportunity to serve on a professional organization's committee with the intention of learning more about leadership roles within the organization.
- A junior faculty member shares an opportunity for a doctoral student to collaborate on a book chapter.
- A senior faculty member provides resources for a junior faculty member who is

navigating the tenure and promotion process and/or lends emotional support during a career transition.

Consequently, a culture of mentorship in counselor education can be created through a pipeline of support for students and faculty in their professional growth and development. Formal mentorship can already be found embedded within organizations such as, the Southern Association of Counselor Education and Supervision (SACES) Emerging Leaders, Association for Multicultural Counseling and Development (AMCD) Mentoring, and Chi Sigma Iota (CSI) Leadership Fellows Programs; therefore, utilize such opportunities as a necessary, not an auxiliary, source of development to advance the overall field of counselor education.

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Spiritual Integration vs. Spiritual Imposition: Navigating an Ethical Quandary?

By Dr. David R. Brown, Ph.D., LPCC-S, LCDC-III, NCC, ACS & Dr. John A. King, Ph.D., MDiv, MA, LPC



David R. Brown (left) and **John A. King** (right)
Liberty University

Integrating spirituality into the counseling process can be a formidable challenge. While a wide variety of literature supports integrating spirituality and counseling according to the client's preferences (Doehring, 2014; Walker, Gorsuch, & Tan, 2004), research also suggests that many counselors feel uncomfortable or unprepared to address spiritual issues (Hagedorn & Gutierrez, 2009; Henriksen, Polonyi, Bornsheuer-Boswell, Greger, & Watts, 2015). Further, counselors work within an ethical mandate to avoid both discriminating against and imposing their beliefs on others. When managing these ideals, counselors may also face the dilemma of determining when, how, and to what extent to integrate spirituality into counseling. Thus, navigating a client's spiritual preferences, while maintaining a professional responsibility to the client, can present a daunting task.

For this reason, we explore the difference between counselors imposing beliefs on a client and integrating spirituality into the therapeutic process. We acknowledge that the ACA Code of Ethics (2014) specifically notes counselors should be self-aware and avoid imposing their beliefs and values on clients (A.4.b); further, counselors are also obligated to promote client well-being (A.1.a).

Indeed, promoting a client's welfare and respecting their dignity is labeled as the "primary responsibility" of counselors (ACA, 2014, p. 4). However, throughout the therapeutic process, it is certainly possible these ideals will conflict at times, especially when introducing interventions to assist clients in reaching their goals. For example, some interventions that counselors employ in therapy may not work as planned – but this should not imply the counselor is not promoting the client's welfare.

In addition, when providing counseling services, the ACA Code of Ethics (2014) compels counselors to use evidence-based treatment approaches (C.7.a). Fitting with ethical guidelines noted above, techniques and interventions used in therapy should promote the client's welfare (A.1.a) and also avoid imposing the counselor's beliefs and values (A.4.b). Putting these ideals together tasks the counselor with developing treatment recommendations to address the client's concerns. Because a rich body of research supports using spirituality in counseling, we propose that counselors seek to integrate spirituality into the counseling process.

One method to integrate spirituality entails using wellness as a therapeutic initiative. Most wellness models address several domains of functioning, including spirituality, all of which provide a holistic approach to treatment (Adams, Bezner, Drabbs, Zambarano, & Steinhardt, 2002; Chandler, Holden, & Kolander, 1992; Myers & Williard, 2003). An additional benefit is that research supports utilizing wellness as a therapeutic approach (Myers & Sweeney, 2008). Moreover, as Barden, Conley, and Young (2015) note, "the counseling profession is grounded in a wellness orientation" (p. 153). Therefore, we believe that wellness approaches provide viable treatment options for counselors as well as provide an opportunity to integrate spirituality.

Many clients will desire to integrate their spiritual beliefs with counseling; however, counselors also recognize that some clients will not wish to do so, and they must be careful to respect client autonomy and not impose their beliefs and values (ACA, 2014). However, we believe that removing spiritual factors from counseling, especially within defined wellness models, creates a disservice to clients and may be potentially harmful. Instead of forcing beliefs on a client, spiritual integration can consist of existential considerations of one's place in the universe, what it means to coexist with others, or developing a sense of purpose and meaning in life. We contend that removing spiritual themes from the therapeutic process removes a vital aspect of promoting client welfare. Including spirituality in counseling does not impose the counselor's values on clients; instead, it provides a holistic approach to assist clients in resolving their concerns and to look beyond counseling as simply a means to reduce mental health symptoms. Integrating spirituality into counseling helps clients contemplate what it means to live a fulfilling life.

In their discussion of Kitchener's (1984) moral principles for ethical decision-making, Urofsky, Engels, and Engbretson (2008) note that Kitchener supports ethical principles as compulsory obligations unless they conflict with an equivalent or greater obligation. In other words, "when principles conflict, the practitioner must carefully weigh, balance, sift and winnow competing principles to determine which principle has precedence" (Urofsky et al. 2008, p. 68). Further, because a counselor's primary responsibility is to promote client welfare (ACA, 2014), counselors are also called to refrain from potentially harmful practices, even if the client requests it (C.7.c). We can interpret this to mean that resolving ethical dilemmas relies upon a standardized ethical code and its associated fundamental moral principles, but counselors must also realize that the best response may lie elsewhere. It is within this context that we believe integrating spirituality in the counseling process does not always represent an imposition of the counselor's values over the client's values.

Instead, it recognizes that in many situations, spiritual themes are not only necessary for resolving client concerns but also serve as ideal interventions for promoting client welfare.

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Addressing Challenges in Counselor Education with Real-Life Skill

Practice By Frankie Fachilla, LPC-MHS



Frankie Fachilla
Trevecca Nazarene University

Counselors-in-training cannot merely memorize a set of hard skills or concepts to be successful in the field. Rather, they must learn to counsel as an art form, wrought with ambiguity, uncertainty, and scant clear feedback from clients regarding their success or failure in therapy (Levitt & Jacques, 2005). In a best-case scenario, these complex skills are difficult for counselor educators to teach (and frustrating to learn), and in a worst-case scenario, counselor educators must prevent unfit students from entering the field and inflicting harm on their clients. Through strategic course sequences and training methods, counselor educators can maximize the students' early classes and experiences to provide a foundation for good counseling skills and simultaneously screen for concerns about students' professional dispositions.

Levitt and Jacques (2005) noted the necessity, and difficulty, of teaching trainees about ambiguity. Indeed, even seasoned counselors often struggle with ambiguity, as connecting with each individual client is a unique experience that cannot be translated into a clean set of guidelines or rules that work every time. Beginning trainees also lack confidence in their untested counseling abilities, and they will strive for certainty in learning defined skills, pushing counselor educators to give them facts and dictums, rather than leaning into complexity and ambiguity. Levitt and Jacques

recommended teaching trainees the skills of counseling (prior to the theories) and using in-class practice and videos to show them how the skills work in early classes.

Research is scant on the relative benefits of having students do skills practice using their real-life experiences versus role playing a fake persona as the "client." However, Shepard (2002) recommended teaching students screenwriting skills to enhance the quality of role playing a fake persona, and Bayne and Jangha (2016) similarly recommended teaching improvisational acting skills for the same purpose. The fact that these authors recommend going to such great lengths to improve the role plays indicates that role playing is a less desirable method of skill practice. Though more investigation is needed in this area, intuitively educators might conclude that real practice serves the dual purpose of making the students' skill-practice more realistic and nuanced, and it may encourage a felt-sense of empathy for future clients. If the real practice is clearly limited in scope (stopping well short of processing traumas), the complexities that arise from this practice might be immensely useful. When a student becomes triggered, the instructor can step in with interventions to ensure that the student can regulate emotions and contain them. This is potentially a valuable learning experience, not just for the other students, but for the faux "client" who experiences the safety of being reined in by a competent practitioner. Shepard (2002) expressed concern that using students' genuine experiences in skills-practice is ethically problematic; however, a close reading of the 2014 ACA code of ethics reveals that counselor educators must inform students that "self-growth and self-disclosure are part of the training process" (p. 14). To ensure ethicality, educators should include disclaimers and consent in the admissions process that trainees will be required to

present during practice sessions as themselves, and educators can emphasize the students' choice in how much to share (ACA, 2014).

Of course, such real-life practicing might illuminate, very quickly, unresolved mental health issues for the trainees, and this serves as a potential opportunity for counselor educators to begin recommending personal therapy for those trainees that have difficulty managing the in-class exercises. While it would be unethical to dismiss a student solely based on mental health challenges, it would also be unethical to pretend that counselor trainees do not have mental health problems that may impair them, as future counselors (De Vries & Valdez, 2006). Wolf, Green, Nochajski, and Kost (2014) noted in their literature review that masters level counseling students had more mental health problems than the general population. The ethical code does not preclude counselor educators from using knowledge gained about students during real-life skill practice to help inform their decisions to recommend personal counseling for students. Even for students that do not need counseling, real-world practice may helpfully illuminate the personal issues that will present for each new trainee in their future counseling sessions – for example, the perfectionist trainee can realize that working harder than clients is a danger for counselors that are new in the field and striving to prove themselves to authority.

In short, early skills-focused classes using real-life experiences might serve a dual purpose of giving new trainees a foundation of skill, enhanced self-awareness, and empathy – and/or it might give educators a faster view of potential problems with professional dispositions of students. These “problems” can either be a hindrance, the elephant in the room, or an asset to the trainees’ growth.

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Social Justice and Human-Rights Interest Network

Regina Finan, MS
Malti Tuttle, PhD, LPC, NCC

The purpose of the Social Justice + Human Rights Interest Network is to build community and facilitate action related to current social justice and human rights issues that impact the mental health and wellness of individuals and communities. This work is based on the premise that counselors and counselor educators are committed to social justice and advocacy.

We have identified four goals we would like to work toward via this Interest Network:

1. Research
2. Education/Training
3. Coalition Building
4. Advocacy

One of our first endeavors this year was to gain a sense of what SACES members are interested in related to social justice and human rights issues. In October, SACES members received a survey to help us to advance our stated goals. Now that we know the topics that are of greatest interest to our members, we can identify existing scholarship and/or opportunity gaps in research. Further, the results will help us to coordinate webinars and/or training that support members' needs and interests. Finally, ideas and feedback collected will assist us in promoting targeted coalition-building activities and advocacy opportunities. In November we held our first webinar, "The civilian counselor working with veterans and their dependents: Implications for counselor preparation" presented by Dr. Jessica Melendez Tyler. It is our goal to continue to provide opportunities such as this one to our members.

The SACES Social Justice and Human-Rights Interest Network held a meeting during the 2018 SACES Conference. The goals and purpose were discussed as well as topics of interest. During the meeting, it was highlighted that there is a desire to engage and participate in opportunities for advocacy and dialogue involving best practices through a social justice lens. One takeaway from this meeting was that members desire a forum in which to communicate about these kinds of issues and how to navigate them in their spaces. We hope to help create multiple spaces to support counselors and counselor educators to engage in discourse.

TO JOIN – Please contact Interest Network Co-Chairs Malti Tuttle at mst0022@auburn.edu or Regina Finan at rfinan@uga.edu

Preparing Graduate Students to Work with Children from Tough Places

By Sharon Thompson, Ph.D., NCC, LMHC, RPT-S & Mary Sears Taylor



Sharon Thompson (left) and **Mary Sears Taylor** (right)
Troy University

"I want to work with hurting kids" is a phrase that is commonly uttered by many graduate students. Sadly, when meeting said hurting kids and faced with the magnitude of trauma from their small clients, students find themselves easily overwhelmed, underprepared, and discouraged. Children from tough places, those exposed to trauma or unstable environments, are more likely to develop an insecure attachment. This negatively affects the quality of relationships they have with caregivers and professionals. Insecure attachments are also associated with increased behavioral problems and mental health difficulties (Harden, 2004). It is important for students to understand that these small clients are developmentally and emotionally unequipped for the trauma to which they are exposed. Therefore, when preparing to work with hurting children, consider these five pointers.

1. Speak the Child's Language-Play.

Children are not miniature adults. They lack the cognitive, verbal facility to express what they feel, meaning their feelings are often inaccessible at a verbal level. According to Landreth (2012), "Play is to the child what verbalization is to the adult" (p.12). Toys are viewed as the child's words, and play is the child's language. To ask a child to engage in a talk therapy-based approach is, in essence, to ask him to address his deepest, darkest

hurts in a language in which he is not proficient. Play is the singular central activity of childhood and the way children cope with the world around them. Children use play to show their feelings and perceptions related to their family dynamics. For example, a 4-year-old survivor of severe neglect spent a very intense session "feeding the babies" (dolls) with the therapist repeatedly saying, "Don't worry, I'll take care of you. There is enough." There had never been enough food or care for this child, which was expressed to the counselor through play. For children to "play out" their experiences and feelings is the most natural, dynamic, and self-healing process in which they can engage (Landreth, 2012).

2. Get on the Child's Level.

When working with children, you must keep in mind that the child, as opposed to the parent, is the client. In building a relationship with the child and to communicate the child's importance, "get on the child's level." Imagine having to meet someone new and talking only to their kneecaps. To avoid kids in care engaging in frightening kneecap conversations, crouch down, make eye contact and give a warm smile (Landreth, 2012). This conveys the message that you see him/her as important and helps the child feel more connected with you. It makes you appear approachable and safe and shows you are truly engaged and focused on the child. (Purvis, Cross, & Sunshine, 2007).

3. Create felt safety.

Children from tough places are accustomed to a stress-laden environment filled with instability and chaos. Knowing this, you must create an environment that fosters felt-safety. Felt-safety refers to the children themselves knowing and feeling safe, as opposed to the adult's perception that they are safe (Purvis, Cross, Dansereau, & Parris, 2013). For example, a foster child may be in a safe and loving foster home, but not feel safe,

despite months of loving care, due to past experiences, trauma and attachment issues. Using routines and ensuring smooth transitions are ways of creating predictable environments, which help reduce anxiety over what is coming next (Purvis et al., 2013). This might include a predictable beginning and ending to each session, a routine for leaving and reuniting with caregivers, and several minutes notice when changing activities. Rituals are another way to ensure felt-safety. For example, greeting children with a special handshake every time you see them provides stability, which facilitates felt-safety (Steele & Malchiodi, 2012).

4. Don't Be So Serious.

Children like having fun, playing and laughing. Therefore, it is important to possess a sense of humor (Landreth, 2012). Smile, laugh and engage playfully with the child. Being playful is about deliberately letting go of control and provides more energy for both you and the child. This playful engagement helps children to feel safe and comfortable. Focus on projecting a warm and friendly image by using a calm, playful tone of voice and animated facial expressions.

5. Do Not Leave Out Parents (Filial Therapy).

Interventions that include caregivers are most effective because treatment occurs in the child's environment where challenges occur (Purvis et al., 2013). If what the therapist does in the playroom is helpful to children, those therapeutic skills should be shared with caregivers, who children spend more hours with. This sharing of therapeutic skills with parents is done through Filial Therapy. Filial therapy trains caregivers in therapy skills to become therapeutic agents in their children's lives. Caregivers learn skills including reflective listening, recognizing and responding to children's feelings,

therapeutic limit setting, and building children's self-esteem. Teach caregivers how to create a non-judgmental, understanding, and an accepting environment that enhances that caregiver-child relationship and facilitates personal growth and change for both the child and the caregiver (Landreth, 2012). Remember, at the end of the day, it is most important for children to be more connected to the adult that is going home with them, than the therapist.

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Developing a Professional Academy for Counselor Education Programs

By Mark J. Schwarze, Ph.D., LPCS, NCC, LCAS, CCS & Catherine Clark, Ph.D.



Mark J Schwarze (left) and Catherine Clark (right)
Appalachian State University

The access to and participation in professional development activities for counselors-in-training is an essential component for growth (Choate, Smith, & Spruill, 2005; McCarthy, Thompson, & Fernandes, 2007; Ronnestad & Skovholt, 2003). Busacca and Wester (2006) found that 83% of students entering counseling programs considered professional development of considerable to great importance. To that end, the investment of a counselor education program's energies toward the development and integration of in-house professional development activities and programs would be beneficial for all. This is especially important for counselor education programs located in rural and/or low socio-economic areas where resources and opportunities for students related to professional development might be limited. Additionally, programs that have high numbers of non-traditional students with full-time employment and families will need to assist in removing the barriers to attending professional development activities. The creation of an in-house Professional Development Academy (PDA) can provide intention and structure for ongoing professional development for students and other stakeholders associated with the program. The PDA can be a series of programs along with reflection components that allow the student to integrate the information into their emerging development as a counselor. It conveys the importance to students of

the need to be involved in the field, to seek out ongoing training, and to adopt the identity of a professional counselor early in development.

A PDA can create potential opportunities to act as a centerpiece for the integration of some of the program goals of regional engagement, alumni involvement, and increasing current student involvement in such groups as Chi Sigma Iota (CSI). It can create authentic experiences for students by bringing presenters from outside of the counselor education program. Students can benefit from the unique and fresh perspectives from counseling professionals working in the field and content experts from other parts of the university. The establishment of a PDA can occur through responding to the current needs of the profession and the environment where students will be working. Connecting topics to the CACREP standards, advisory board feedback, and alumni and employer surveys can make the professional development presented relevant and timely.

A critical component of the PDA is using a professional development eportfolio to increase student learning. Students report that using a professional development eportfolio is helpful for reflection and that the skills developed may be helpful in a job search (Wakimoto & Lewis, 2014). Additionally, Wakimoto and Lewis (2014) reported that the use of an eportfolio increased student technology skills and was valuable in their development. Students will reflect on their experiences and use the eportfolio to collect artifacts and documents important to their professional development and personal identity.

An eportfolio, built around the CACREP competencies, can guide students during and after their graduate experience. The eportfolio would include, conferences, events, and activities attended followed by student reflections on the learning of the event. This eportfolio can serve as an advising

tool for faculty in providing guided mentorship and helping students identify and focus their passions. Additionally, students can use the eportfolio in their job search by showing potential employers their commitment to professional development.

In the current climate of Higher Education where more is expected of faculty, the creation of a PDA can seem a daunting task. However, using a streamlined approach of existing resources, simulcasts, and community connections the development can occur efficiently. The presence of a PDA can emphasize the importance of professional development while also strengthening the connections in the community. Programs can use PDAs in a variety of creative ways that meet the needs of the students.

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Training Counselors to Be Culturally Appropriate

By Dilani Perera-Diltz & Michael Jones



Dilani Perera-Diltz (left)
University of Houston- Clear Lake and
Michael Jones (right)
Messiah College

At the heart of counseling resides the promotion of normal development, cultural empowerment, and social justice for all. To navigate teaching others how to become a culturally competent professional counselor, most counselor education programs include a course dedicated to multicultural counseling. Although multicultural counseling techniques and awareness are infused throughout many courses, the formal teaching of its content is necessary so future counselors may avoid maleficence based on personal and societal biases (Perera & Greenidge, 2018).

To advance in cultural competence, there are two models currently available for counselors to consider: Multicultural Counseling Competence (MCC) Model (Sue, Arredondo, & McDavis, 1992) or the expanded version, the Multicultural and Social Justice Counseling Competencies (MSJCC; Ratts, Singh, Nassar-McMillan, Butler, & McCullough, 2015) and Cultural Humility (CH) Model (Tervalon, & Murray-García, 1998). The MCC Model focuses on attitudes and beliefs, knowledge, and skills related to (a) counselor self-awareness, (b) client worldview, (c) counseling and interventions (Sue et al., 1992). The expanded MSJCC Model while retaining the above tripartite model components, adds advocacy to counseling and interventions and a new component labeled counseling relationship (Ratts et al., 2015). The CH

Model requires (a) self-reflection and self-critique on unintentional discrimination; (b) examination of the power imbalances within the counselor-client relationship; (c) active engagement in advocacy for clients through partnerships with communities; and (d) analysis of institutional biases in hiring, partnerships, and goals. Attributes of cultural humility require one to be open, ego-less, self-reflective, self-critical, and self-aware in generating supportive interactions mindful of diversity and power imbalance (Foronda, Baptiste, Reinholdt, & Ousman, 2016).

Counseling others within either multicultural framework require mindful dedication to identify and reduce biases within the counseling professional. It also takes a willingness by the counselor trainee to approach new and unfamiliar situations as a learner. Counselor educators must therefore, not only teach such in the multicultural course but also include these concepts into all counseling coursework and into practice. Competence in knowledge can be provided through the use of a variety of tools such as text-books, journal articles, audio/video material, and assignments (Perera & Greenidge, 2018). Encouraging culturally appropriate engagement to become part and parcel of future counselors require not just knowing but also doing. By encouraging counselors in training to immerse themselves into situations where they can learn from individuals who share different beliefs, worldviews, and life experiences, this experiential aspect of competence can be attained.

Counselor educators may encourage students in the path of engaging in culturally appropriate behavior through modeling. That means, counselor educators themselves must continually educate themselves as well as evaluate and reflect on their own biases, modeling such

behaviors to students. Next, counselor educators can engage students in the mindful practice of culturally appropriate engagement in each course they teach, integrating activities (see Perera and Greenidge, 2018) that require the demonstration and evaluation of culturally appropriate behavior. Another method is to have open and honest dialogues with students about discriminatory behaviors, where they are related to people, places, or institutions and together engage in behaviors or advocate to reduce those identified biases. The purpose of engaging in this modeling is not simply to gain more academic knowledge. The end goal is to help equip individuals to become advocates for changes when they see behaviors that could be considered discriminatory in nature.

Culturally appropriate engagement must occur both inside and outside the classroom. Technology can be helpful in engaging students in advocacy to reduce discriminatory practices outside the classroom. Blogs, Twitter, the creation of digital stories, and other social media can be utilized to help students practice culturally appropriate behavior through open, respectful dialogue and advocacy to reduce discrimination. LinkedIn, Facebook, and other similar social media can be utilized to promote partnerships that enhance culturally appropriate behavior. What are other avenues to promote counselor self-reflection, self-critique, and self-awareness; understanding of the client's worldview; application of culturally appropriate counseling interventions; building culturally respectful relationships; engagement of advocacy to reduce and eliminate discrimination in individuals and in institutional practices?

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