

SOUTHERN ASSOCIATION OF COUNSELOR EDUCATION AND SUPERVISION

FROM THE PRESIDENT

Dear SACES Members,



What an exciting year for SACES!

We started this year with a newly endorsed organizational mission, vision, and set of objectives and with a fully staffed set of committees and interest networks. Over the past year, it has been my privilege to work alongside a dedicated team of SACES leaders who invested fully in helping us reach these goals, often engaging in tedious work behind the scenes to

ensure clear communication within our volunteer organization and to ensure evolving membership systems and platforms were accessible and responsive to your needs.

In an effort to enhance connection, leadership, and service, especially among student leaders, we developed and implemented a new framework for the role of the Graduate Student Committee and the Graduate Student Representative (GSR). We were pleased to welcome Missy Butts as our inaugural GSR. Missy engaged in all Executive Committee functions this year and served you especially well. I am pleased to announce Jose “Joey” Tapia-Fuselier as the Graduate Student Representative for 2018-2019. Additionally, our EC worked with Drs. Janelle Bettis and Caroline Perjessy to revise the Emerging Leaders program to focus on advocacy and mentorship via a two-year leadership experience beginning this fall. The call for Emerging Leaders is underway, and applications are due May 15, 2018 (<https://saces.org/emerging-leaders>).

SACES has long considered the possibility of publishing a regional, peer-reviewed journal, and members responded to the journal section of the member survey with great enthusiasm. Over the past year, a task force headed by Dr. Dodie Limberg communicated with members, explored publication best practices, and prepared an exceptional proposal for consideration. The aims of the SACES Journal will support the mission and vision of the association and will include unique focus on (1) scholarship of teaching and learning in counselor education, (2) special topics related to the southern region, and (3) empirical manuscripts with special section for graduate student research.

President’s Message Continued:

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Review of Editor applications will begin May 14, 2018; we expect to open a call for editorial board members over the summer and be ready to launch a call for manuscripts during our conference in October.

Finally, your leadership team is fully engaged in conference planning in anticipation of our time together in Myrtle Beach October 11-13, 2018. Dr. Natoya Haskins (President-Elect) has built a strong board of leaders who are planning the conference including Dr. Kent Butler and Latrina Raddler who are serving alongside her as conference co-coordinators. Dr. Cheryl Wolf has donated countless hours to helping build out the new conference proposal, registration, and continuing education system. Dr. Elizabeth Villares has been patient and meticulous as we navigated proposals and selected over 550 sessions to be offered during the 2018 conference. Conference registration will open May 15, 2018. (<https://saces.org/conference>).

I am honored to have served you in this role, and I look forward to many more years of working together in SACES.

Casey Barrio Minton
SACES President, 2017-2018

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Applications for SACES 2018-2020 Emerging Leaders are due 5/15. See saces.org/Emerging-Leaders for more information.

Applications for SACES Inaugural Journal editor are due 5/14. See saces.org for more information.

2017 – 2018 SACES LEADERSHIP

EXECUTIVE COUNCIL

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	<u>Lacey Ricks</u>	University of West Georgia
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Research & Practice Grants	<u>Melanie Iarussi</u>	Nova Southeastern University
Newsletter Co-Editors	<u>Brandee Appling</u>	Auburn University
	<u>Andrea Kirk-Jenkins</u>	Western Kentucky University
Webmaster	<u>Cheryl Wolf</u>	Western Kentucky University

SPECIAL COMMITTEES

Webinars	<u>Susan Foster</u>	The Chicago School of Professional Psychology
Journal Exploration	<u>Dodie Limberg</u>	University of South Carolina

SPECIAL INTEREST NETWORKS

Clinical Mental Health Counseling	<u>Tony Michael</u>	Tennessee Tech University
College Counseling & Student Affairs	<u>Elizabeth Likis-Werle</u>	East Tennessee State University
Distance/Online Counselor Education	<u>Andrew Burck</u>	Marshall University
Ethics & Professional Development	<u>Nathaniel Brown</u>	University of Georgia
International Counseling	<u>Wendy Greenidge</u>	Lamar University
	<u>Amanuel Asfaw</u>	Austin Peay State University
Multicultural Counseling	<u>Dilani Perera</u>	University of Houston - Clear Lake
	<u>Michael Jones</u>	Messiah College
School Counseling	<u>Clare Merlin</u>	The UNC at Charlotte
	<u>Christy Land</u>	University of West Georgia
Service Learning	<u>Lacey Ricks</u>	University of West Georgia
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	<u>Raul Machuca</u>	Barry University
Technology	<u>Panagiotis Markopoulo</u>	University of New Orleans
Women's	<u>Caroline Perjessy</u>	Argosy University - Tampa
	<u>Noelle St. Germain-Sehr</u>	Argosy University - Dallas

How Does the Counseling Profession Ensure Competence of Clinical Supervisors in Terms of Knowledge and Skills?

By Dr. Andrea Barbian-Shimberg, LPC, NCC & Dr. Sara Bender, LMHC, NCC, DCC, ACS

Professional counseling serves as an avenue to offer support, counsel, and clinical insight to individuals in need. The profession's demands for clinical education and training serve to set professional counseling apart from other forms of lay counseling. Standardized requirements for clinical education, training, certification, and licensure serve as gatekeeping methods, which help to ensure that individuals are qualified and competent to practice in the field. Setting standards and establishing remediation processes for instances in which competencies are not met, not only safeguards the counseling profession as a whole, but, more importantly, protects the clients served.

Within the counseling profession, clinical supervision is a source of gatekeeping, whether it be during the practicum and internship portions of counselor education or post-graduation during provisional licensure. Often, master's level counselors function in supervisory roles during their careers. Unfortunately, to date, there is a lack of standardized clinical education and training requirements for clinical supervisors. On the state level, just as some states' guidelines are more stringent than others regarding licensure requirements, states also vary in their qualifications for clinical supervisors (Nate & Haddock, 2014). On the national level, the NBCC offers a national certification similar to that of the NCC, the Approved Clinical Supervisor (ACS); however, it is an optional certification for clinical supervisors. Furthermore, a lack of standardized education and training for supervisors may be problematic for the counseling profession in that it presents a situation where there seems to be minimal gatekeeping for the gatekeepers themselves.



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Dr. Sara Bender
LMHC, NCC, DCC, ACS

Recent and past literature pertaining to master's level counselor education and training fails to examine both self-efficacy and pedagogy specific to supervision knowledge and skills. In 2017, a pilot study was performed by Barbian-Shimberg, specifically focused on counseling professionals' self-efficacy in regard to their perceived knowledge and ability to perform supervisory tasks. The pilot study included 30 recent or anticipated graduates from CACREP accredited master's level counseling programs between December 2016 and December 2017. Participants were asked to use the Competencies of Supervision Scale (CSS) by Borders (2015) to self-report their perceived knowledge of and ability to perform supervisory skills.

While results of the pilot study indicated that a larger scale study, currently in process, is feasible and needed, preliminary trends can be seen. Preliminary results suggested that both expected and recent graduates ranked themselves higher on the CSS than anticipated. Further research with larger sample sizes is needed to determine if that trend is significant and can be applied to the general population of master's level counseling

supervisors. The self-efficacy of master's level counselors related to supervision knowledge and skills is important, as this information will assist in future development of counselor education programs.

Further investigation will assist in determining the specific needs of standardized education, training, and licensure requirements. Additionally, assessment of supervision pedagogy is needed to ensure consistency and competency in counselor education. Given that supervision is one of the primary forms of gatekeeping in the counseling profession, it is important that as professional counselor educators and supervisors, we advocate for not only our students, but our profession as a whole. It is important that the profession continue to promote high demands for clinical education and

training of both counselors and supervisors, in a continued effort to set professional counseling apart from other forms of lay counseling.

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Save the Date!

Save the date for the Tennessee Counseling Association's 2018 TCA Conference, November 8-12, 2018, in Nashville, TN. The conference theme is "Many Voices, One Profession".

Pre-conference sessions will occur on Thursday (11/8), with a welcoming reception Thursday evening. The conference educational sessions will run on Friday (11/9) through and Monday (11/12) from 8 am to 5pm. The conference hotel is the Marriott Nashville Airport, located at 600 Marriott Drive, Nashville, TN, 37214.

SACES Technology Interest Network

The SACES Technology Interest Network mission is to educate and provide valuable technology related information and resources that counselor educators, mental health practitioners, and counselors-in-training can utilize in academia and mental health, by strengthening counselors' technology awareness. In addition, it provides an engaging learning/social environment forum that members are encouraged to utilize and interact with other members as it relates to technology topics that are being posted on a weekly basis on the SACES website. For more information, visit and subscribe to the [*Technology in Counseling*](#) forum.

Don't forget to stay connected with SACES, by joining the following social media groups:



[SACES Facebook \(for professionals\)](#)
[SACES Facebook for graduate students](#)
[SACES Twitter](#)
[SACES YouTube](#)

If you have any questions, do not hesitate to contact our committee members, Maria Haiyasoso, Erin Marden, or Panagiotis Markopoulos (network chair), at sacessocialmedia@gmail.com

Implications for Yoga and Counselor Education and Supervision

By PaQuita R. Pullen

Mental health clinicians have increasingly embraced the utilization of yoga as a complimentary intervention to psychotherapy (Burnett-Ziegler, Schuette, Victorson, & Wisner, 2016; Jindani & Khalsa, 2015, Lin, Huang, Shiu & Yeh, 2015; Novotney, 2009). Yoga is a mind-body approach that has been supported by research studies as having many positive effects on symptoms associated with anxiety, depression, work related stress, and post-traumatic stress disorder (Burnett-Ziegler, Schuette, Victorson, & Wisner, 2016; Jindani & Khalsa, 2015, Lin, Huang, Shiu & Yeh, 2015). This is beneficial to counselors and clients as research supports yoga as a cost-effective, adjunct, and in some cases an alternative to conventional mental health services (Shulz-Heik et al., 2017). The purpose of this article is to discuss how the contemplative practice of yoga can contribute to counselor education by examining a recent study on yoga and counseling education, providing implications for counselor educator and supervision programs, and tips for incorporating yoga into the graduate level counseling curriculum.



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study were consistent with previous research about the benefits of yoga to reduce stress and increase self-awareness and attentiveness ((Burnett-Ziegler, Schuette, Victorson, & Wisner, 2016; Jindani & Khalsa, 2015)

Exploring the Contributions of a Yoga Practice to Counselor Education

Pittoello (2016) conducted a qualitative study exploring the experience of master level counselors who participated in an ashtanga yoga class. Participants in the study engaged in a yoga class three times a week for eight weeks. Three major themes emerged from the study as benefits to the participation in the yoga classes. These themes included support and structure of the yoga course, present-centered experience, and personal and professional benefits. The scheduled time of the course and support of the teacher and group characterized support and structure. The present-centered experience was defined as a culmination of embracing acceptance, awareness, and self-knowledge. On a personal level, the participants found that they were more aware of their bodies, emotions, and thoughts, which assisted them in addressing patterns of anxiety and stress responses. Professionally, participants reported an improvement of counseling presence, process, and techniques. The findings of this and increase self-

Implications for Counselor Educator and Supervision Programs

Research supports that educators and supervisors may benefit by adding yoga to the curriculum as a tool for the facilitation of personal and professional growth in students and supervisees. Teachers and supervisors often encourage the utilization of self-care but have limited time to actually teach self-care (Pittoello, 2016). Adding yoga as a part of the graduate counseling program provides students and supervisees with the opportunity of self-discovery, self-sufficiency, and self-care (which are vital components to the counseling profession). Furthermore, incorporating yoga into the curriculum may also assist counseling students with being present and more effective with clients (Pittoello, 2016). Considering the aforementioned findings, implementing yoga into graduate counseling programs can demonstrate counselor educators' ethical responsibility and commitment to client and student welfare, utilization of self-growth experiences, and promotion of techniques that possess an empirical or scientific foundation (American Counseling Association, 2014).

Tips for Incorporating Yoga into the Curriculum

Yoga consists of specific postures that exercise the body, breath control and meditation (Keosaian, 2016; Lin, Huang, Shiu & Yeh, 2015). Therefore, counselor educators have many opportunities to incorporate yoga into their curriculum. A list of examples include: beginning each class with time for meditation or a guided meditation, encouraging students in a group counseling and work course to participate in a yoga class during the academic term as a self-care strategy appropriate to the counselor role, requiring students in a multicultural course to complete an assignment about the impact of heritage, attitudes, beliefs, and understanding of yoga with minority populations, designing study proposals on the topic of yoga in research courses, discussing how mind-body approaches such as yoga serve as an adjunct technique or intervention to major counseling theories, and studying the impact of yoga on specific disorders in a diagnosis and treatment course. This list is not exhaustive; therefore, counselor educators are encouraged to think of other ways to incorporate yoga into their specific courses.

Conclusion

In summary, the utilization of yoga for the treatment of a variety of mental health conditions has gained popularity in the counseling profession. The benefits of yoga extend beyond aiding clients who struggle with conditions such as anxiety, depression and other chronic health conditions to also aiding graduate level counseling students who are learning how to best serve and treat clients with these conditions. As more attention and research shifts towards the use of yoga with clients, counseling students, and overall treatment of mental health, counselor educators can advance in support of this trend by discovering ways to incorporate yoga into existing graduate level counseling curriculum.

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Graduate Student Committee

Hello All!

The 2017-2018 SACES Graduate Student Committee is continuously working to meet the needs of student members of SACES. In November, we sent out the graduate student survey to provide graduate students with the opportunity to voice their needs and concerns as student members of the organization. The survey addressed expectations and topics of interest for the 2018 SACES Conference in Myrtle Beach, South Carolina. The survey also asked graduate students about what they hoped to gain from their SACES Membership. Some common themes from the survey regarding expectations for the conference and membership included: mentorship, professional development, involvement in leadership, networking with other students and counselor educators, and engagement in the profession. Students also indicated that they hoped to see conference programs related to the dissertation process, multicultural issues, legal and ethical issues in counselor education, wellness, school counselor education, and research efficacy and development. The SACES Graduate Student Members Survey is still open; please consider participating using this link: http://www.saces.org/grad_student_survey. The results will be used to plan and develop conference programs and events for graduate students.

In addition, we are in the process of building a database of resources to help students begin to



navigate the world of counselor education. The results from the graduate student survey indicated that students are in need of information on a variety of topics that would support their research, teaching, supervision, and development as future counselors and counselor educators. Our goal is to use this information to create a central location of resources where students can seek answers to questions on a variety of topics. Please email Janellebettis@gmail.com or cbutts4@uncc.edu with any content that might be useful for our graduate students. Keep an eye out for these resources on the SACES website in the coming weeks!

Missy and Janelle

Professional Advocacy: The What, Why, and How?

By John J.S. Harrichand

Assessing the current political climate in the United States, one comes to the realization that Americans are in a state of stress and anxiety (Myers, 2017) especially in relation to the Republican Party's plan to repeal and replace the Affordable Care Act. For counselors and educators, this reality takes on greater significance when viewed in relation to our role as advocates. It appears that many of our counseling peers question if professional advocacy matters. As a profession in general, and counselor educators specifically, counselors must be knowledgeable of and actively involved in modeling professional advocacy thereby ensuring that clients are adequately cared for and the profession's voice continues to be heard. The purpose of this article is to provide an overview of professional advocacy in an effort to help students, counselors, and counselor educators understand this fundamental component of our professional identity.

The American Counseling Association's *Code of Ethics* (ACA, 2014) and the *2016 Council for Accreditation of Counseling & Related Educational Programs (CACREP) Standards* (2015) specify criteria mandating counselors to engage in advocacy for clients and the counseling profession. Although literature exists regarding advocacy, counselors continue to fall short in engaging and/or meeting these standards. In addition, counselors lack an understanding of the ways in which political and socioeconomic forces cause problems for our clients (Roysircar, 2009; West-Olatunji, 2010).

The What?

The profession of counseling engages in training competent counselors to provide support and empowerment to individuals, minority groups, and communities experiencing alienation, discrimination, and marginalization; learned helplessness; and internalized hatred (Roysircar, 2009). Sweeney (2012) defines professional advocacy as "knowledge, skills, and competencies

that advance the profession through deliberate, thoughtful actions that inform and influence others to support professional counselors because of the benefits their services bring to individuals, groups, and institutions" (pp. 81-82).



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The Why?

Professional advocacy by the ACA, American Mental Health Counselors Association (AMHCA), and the National Board of Certified Counselors (NBCC), has resulted in a number of changes in favor of professional counselors and the clients we serve, including but not limited to:

- Counselors being included in the Public Health Services Act achieving core provider status.
- The Fair Access Coalition on Testing (FACT) to allow counselors to administer and interpret assessments (Myers, Sweeney, & White, 2002).
- Licensed Professional Mental Health Counselor positions within the U.S. Department of Veterans Affairs (Sweeney, 2012).

In the absence of advocating for the counseling profession, however, limitations by regulations and other professionals restrict the rights of the professional counselor from engaging in service to any particular group in need of mental health assistance (Sweeney, 2012). Clients in need of counseling services are less likely to receive them if counselors cannot find employment and/or are unable to work as counselors. Therefore, "advocating for ourselves is also advocating for our

clients” (Remley, 2015, p. 10). Currently, three major areas where counselors need to advocate for the profession include job classification in the workplace, state licensure board laws and regulations, i.e., licensure portability, and the expansion of Medicaid to include professional counselors.

The How?

Eriksen (1997; 1999) and Milsom (2009) provide the following six (6) strategies for advocacy: 1) Identify the problem; 2) Assess available resources; 3) Engage in strategic planning; 4) Train others to be advocates; 5) Implement the action plan; and 6) Celebrate accomplishments. In addition, the professional counseling honor society, Chi Sigma Iota (CSI) outlines six (6) advocacy themes: 1) Counselor education; 2) Intrapersonal relations; 3) Marketplace recognition; 4) Interprofessional issues; 5) Research; and 6) Prevention/wellness (Chang, 2012), that all counselors and counselors-in-training can incorporate within their professional identity.

Addressing the topic of professional identity, Dr. Doyle (2016), in his article for *Counseling Today*, provides concrete tips for counselor advocacy by encouraging counselors to:

1. Use the words *counselor/counseling*
2. Refer to other counselors (in practice)
3. Create a webpage to solidify presence
4. Engage the media
5. Get to know state and local legislators
6. Become actively involved in state licensure boards

The bottom line is that every professional counselor and counselor-in-training can and should be an advocate for the counseling profession. By creating a stronger and unified professional identity, counselors are better positioned to be advocates for the profession and clients. Counselors-in-training, counselors, supervisors, and educators can participate in advocacy initiatives through Chi

Sigma Iota chapters, mentorship, legislative/advocacy day and service opportunities at the local, state, regional, and national levels. In closing, “true change occurs when counselors individually take responsibility for the profession and take action in their work places, in agencies, and within licensure boards” (Remley, 2015, p. 11).

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Advocacy for School Safety and Mental Health Intervention

By Kristopher Garza, Ph.D., LPC-S, NCC; Karen Ferguson, Ph.D., LPC-S, & Ya-Wen Liang, Ph.D., NCC

In light of the recent catastrophic school shootings, America is at a standstill on how to find a solution to this ongoing crisis. According to Education Week, there were 10 school shootings between January 1st and April 20th, 2018 where gunfire was reported on a K-12 campus during school hours or extracurricular activities. Those incidents resulted in 22 deaths and 50 injuries (Blad & Peele, 2018). Where schools are supposed to be a safe place for students to learn, they have gradually become a place that requires alertness from parents, teachers, counselors, administrators, and students. As crisis situations such as school shootings continue to occur, the responsibility weighs on the school community to respond in a timely manner so that precise information is provided to all parties who are involved (Jackson-Cherry & Erford, 2014).

For the purpose of proactively addressing school violence, it is imperative to identify individuals who may be at risk for violent behaviors before they become shooters. According to Borba (2009), the US Secret Service conducted a study of school shooters and created a profile. Along with being predominantly males and Caucasians, characteristics identified in the study included behaviors such as withdrawing from friends and school activities, being isolated or rejected by peers, being bullied from a young age and from trouble homes. Researchers identified crucial reoccurring characteristics in school shootings including the shooters having no real connection with a parental figure or peers, a sense of isolation, a need for revenge for injustice, rejection and bullying, poor coping skills, and lack of attachment to school and social environments (Langman, 2011; Pfeifer & Ganzevoort, 2016; Wetterneck, Sass, & Davies, 2005). Although other characteristics such as a narcissistic search for notoriety or fascination with violence akin to that in the video games with which they are obsessed, a pattern of disengagement and



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Karen Ferguson, Ph.D., LPC-S (Middle)
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isolation seems to reoccur frequently when the shooters are described by witnesses and acquaintances (Langman, 2011; Pfeifer & Ganzevoort, 2016; Wetterneck et al., 2005).

Unfortunately, the profile painted for potential shooters also describes those students who are essentially invisible to teachers and administrators. They are less likely to come to the attention of counselors because they are not usually referred by teachers or administrators and do not usually seek out counselors themselves. Connor (2014) provided some “red flags” for potential violent behaviors. Connor (2014) noted that in addition to watching for behaviors such as violent or dark expressions in art or writing, involvement with alcohol and drugs or preoccupation with weapons, parents, teachers and other adults who interact with youth should take note of other less overt behaviors that may often go overlooked. Connor (2014) suggested that adults should take note of children and adolescents who seem to allow their feelings and behaviors to be easily influenced by peers. Further in Connor’s study (2014), it was suggested that adults be mindful of children and adolescents who tended to be bullied by peers, rejected by peers, or exhibit excessive fearfulness, those with extreme reactions

to disappointments, criticisms, or teasing and seemed to be preoccupied with morbid fantasy. If teachers, administrators, and school staff could be more aware of these warning signs and be more observant of students who generally are “off the radar,” counselors would then be more likely to help those who require attention. Interventions concerning ways school counselors can be active in recognizing students who may possibly display violent behaviors must be discussed in order to lessen the possibility of school shootings.

School counselors can play an important role in helping develop interventions and create a safer school environment in hopes of decreasing gun violence (Paolini, 2015). School counselors can use developmental guidance units addressing such topics as bullying, conflict resolution, interpersonal relationships and effective coping mechanisms to address the risk factors for violence in a proactive manner with all students. More focused interventions can include group counseling focusing on mental health issues such as depression, self-esteem, bereavement, anger management and coping skills (Paolini, 2015). Counselors can educate parents and school staff concerning the need to be more aware of these disenfranchised students and how to refer them to counselors.

Counselors can facilitate safety and mental health orientations for staff and students. Presentations to parent groups, civic organizations, or church groups could raise the awareness of parents and individuals in the community who are regularly in contact with youth. Counselors can also collaborate with mental health agencies to make referrals for diagnoses and treatments for clients suffering from a mental illness in which school counselors are not certified (Paolini, 2015). Collaborating with community

resources can also provide resources such as community-based youth groups and mentoring programs for at risk students. Hopefully, increased awareness of warning signs will also increase the likelihood that the counselors can intervene with students who might otherwise go unnoticed.

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Moving Beyond Microaggressions: Forging Racial Consciousness in Counseling and Counselor Education Training Programs

By Raven Cokley

Critical Race Theory states that systematic racism and injustice are pervasive and endemic within society (Bell, 1995). As consciously-aware helpers in the healing process, counselors must confront this nation's truth of systematic injustice against people of Color, using a lens of *critical consciousness* (Brown & Perry, 2011). Specifically, counselors must call out systematic injustice and racism within pedagogical and training practices, which are supposed to foster a more equitable and just society for us all (Haskins & Singh, 2015). Calling systematic injustice by its name requires an acknowledgement and understanding of the pervasive, inequitable foundational structures that comprise social systems, particularly as it relates to counseling and education (Bell, 1995; Jun, 2009). This acknowledgement also requires the critical understanding that these systems were inherently designed to marginalize people of Color and members of other minoritized groups (Nelson & Neufeldt, 1998; Watts, Diemer, & Voight, 2011; Haskins & Singh, 2015). Using the checklist provided by Haskins and Singh (2015) as a general guide, here are a few suggestions and questions for reflection related to forging racial consciousness and conscious activism within counseling and counselor education training programs:

1. Confront Personal Experiences with Privilege, Power, and Oppression

Any effective social and/or racial justice work for counselors and counselor educators begins by engaging in critically-conscious self-exploration, with an intentional emphasis on interrogating how each of us has perpetuated systems of whiteness and white supremacy (Nelson & Neufeldt, 1998; Jun, 2009; Haskins & Singh, 2015). As you engage in this process of critical self-reflection, consider the following questions:



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- How have I (as a counselor educator, practitioner, researcher) contributed to the systematic oppression of people from minoritized groups?
 - Through my current practices and pedagogies, whose voices are excluded and/or silenced at the table? Who has/has not been invited to the table?
 - How can I hold myself and my colleagues/classmates accountable for continuing this process of critical self-reflection?
 - Which structures and systems are we failing to address in terms of racial oppression and injustice? How does this negligence influence our work?
 - What *actions* can we take to expand our understandings and conceptualizations of racial oppression in counseling and education, beyond those related to addressing racial microaggressions?
- ## 2. Affirm Culturally-Conscious Epistemologies in Pedagogical and Theoretical Practices

Many of the *traditional* (i.e., white, western, colonized) theories that are taught in counselor training programs were developed for and by affluent white folks (Zane & Sue, 1987; Ibrahim, 1991). As the field strives to become more racially inclusive and transformative, we must consciously challenge western practices and epistemologies in our work (Haskins & Singh, 2015). This challenge includes centering and affirming culturally-conscious and Indigenous ways of knowing, being, and understanding in counseling and education. When evaluating your pedagogical practices, consider these reflective questions:

- Where and when are Indigenous understandings/practices incorporated into the curriculum?
- Whose theories/techniques/values are seen as valid when exploring theory/theoretical frameworks in counseling?
- What messages do we send to students related to the practice of non-traditional counseling theories/frameworks?

3. Challenge Constructs of whiteness in Classroom/Clinical Settings

Systems of whiteness and white supremacy are embedded in how we conceptualize clients of Color, within our approaches to research with members of marginalized communities, and within the methodologies and theoretical orientations that we choose to inherently validate (Haskins & Singh, 2015). Disrupting patterns of oppression in the classroom and within clinical settings is an example of how whiteness can (and should) be challenged in our research, teaching, and practice (Nelson & Neufeldt, 1998). Consider asking yourself (and your students) the following questions as it pertains to your/their understandings and praxis of activism in counseling:

- When reviewing your syllabi and course content, how much literature is presented

from scholars of Color? How do the selected texts understand/address communities of Color?

- How have we centered Indigenous ways of knowing in conversations about race and other social identities within our classrooms/clinical settings?
- How can our counseling practices become more racially-conscious and transformative?

Conclusion

While there is not one monolithic answer to any of the reflection questions posed above, it is imperative that counselors and counselor educators continue to forge critical, racial-consciousness in their approaches to counseling, teaching, research, and training, if the work is to be truly transformative (Crethar, Rivera, & Nash, 2008; Brown & Perry, 2011). These suggestions also provide an impetus for urging the field away from passive advocacy (e.g., advocating against the use of racial microaggressions), towards active, conscious activism (e.g., actively disrupting systems of oppression). With the help of the CRT Integration into Counselor Education Training checklist provided by Haskins and Singh (2015), the suggested prompts/questions can be used as instruments for self-reflection and conscious action, in an effort to foster true equity in both classrooms and counseling settings.

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Walking the Talk: Are We Practicing What We Preach?

By Shreya Vaishnav, MC, NCC, LPCA

Historically, programs in Counselor Education and Supervision have predominantly comprised of white faculty and students. International students, immigrants, and marginalized individuals represent a small percentage of the demographics within these programs. Towards this minority population, counselor education programs can unknowingly perpetuate systemic oppression at a micro and macro level (Sue et al., 2009). For example, when a culturally insensitive statement is made by a student of the dominant culture in a classroom setting, and students and faculty fail to address it, this conveys the message that minority students' cultural backgrounds are not valued and potentially creates an unsafe space in the classroom.

Not only do minority graduate students face microaggressions in their everyday interactions, they also feel isolated from the dominant culture in the program. Regardless of the program culture, identifying as a minority graduate student can often be a challenging and an isolating experience. While the counseling field calls for infusing social justice advocacy and multiculturalism in counselor education programs, (Ratts, 2009), these values are not always implemented within programs, resulting in magnifying the already taxing experiences that minority graduate students may face. Our field has been talking the talk and now it's time to start walking this talk.

Current literature on Social Justice (SJ) advocacy in counselor education programs focuses on conceptual models, qualitative inquiry, and highlights the need to implement SJ in programs (Pieterse et al., 2009; Ratts, 2009; Ratts & Wood, 2011). This literature does not address ways to implement SJ advocacy and therefore, creates a discrepancy between research and practice. As counselor educators, we are ethically responsible to practice inclusivity and advocacy. Considering the idea of infusing SJ advocacy and multiculturalism specifically in our counselor education programs in ways that will minimize systemic microaggressions,



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and more so immediately address the isolation that some minority graduate students may experience, there are some concrete steps and actions counselor education programs can take. A few of these considerations are outlined below:

1. **Classroom Climate:** Consider the classroom culture – is it promoting a safe space for minority voices? Often classroom discussions and assigned readings are based on white western standards catering to the dominant culture. To engage with minority students, educators could assign articles that provide diverse perspectives and have a diverse sample size.
2. **Department Culture:** Does the department create a safe space for minority students or does it unintentionally perpetuate environmental microaggressions through direct and indirect messages? Are there organizations that support minority students within your department? It may be important to designate time to check in with faculty and students regarding the perceived culture through different forms of program evaluations.

3. Counselor Educators as Role Models: Are counselor educators creating a safe space and navigating difficult conversations inside and outside classrooms?
4. Identifying as an ally: It is important for marginalized students to know whether those in the department identify themselves as an ally. Often, it can be an open conversation about privilege and power differences. If one does not identify as an ally, students may not feel comfortable sharing their concerns in fear of being at risk.
5. Broaching: Broaching is to raise a difficult or sensitive subject for discussion and can occur within any relationship or conversation. We train students to broach culture within sessions with clients, but consider whether you do this with your supervisory, mentoring, advising, and other relationships with other faculty and with students. Consider whether you broach identity with your students to best understand and support their experiences and needs.

By addressing different aspects of the department culture and implementing some of these considerations, counselor education programs can potentially increase recruitment and retention of minority students and faculty. These small steps can have a larger impact when students graduate with these values and then in turn be effective role models in their future careers, therefore impacting several more individuals along the way.

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More Than a Responsibility: A Commitment to Teaching Social Justice

By Rachel Saunders

The diversification of society is paving a new path that necessitates counselors to work with different types of client populations. Because of this diversification, counselor educators may serve individuals from marginalized groups (Ratts, Singh, Nassar-McMillan, Butler, West-Olatunji, C. (2010). If not now, when? Advocacy, social justice, and counselor education. *Counseling and Human Development*, 42(8), 1-12.

McCullough, 2016). People who have experienced systemic oppression are at equal or greater risk for mental health problems than non-marginalized group members due to stressors such as lower income, undereducation, and acculturation (Ponterotto, Casas, Suzuki, & Alexanders, 2010). The growing changes in society and the obligation for counselors to support all people has led to a strong need for social justice within the counseling profession (Ratts et al., 2016). Lee and Hipolito-Delgado (2007) defined social justice as “full participation of all people in the life of a society, particularly those who have been systematically excluded on the basis of race or ethnicity, gender, age, physical, or mental disability, education, sexual orientation socioeconomic status, or other characteristics” (p. xiv). Thus, social justice requires counselors to act beyond the individual level and into the community level.

Social justice is a construct well-established as essential to the counseling field. This is evidenced by the incorporation of social justice into the Multicultural Counseling Competencies. These competencies, originally proposed by Sue, Arredondo, & McDavis (1992), were updated in 2015 to include the counselor’s role of social justice advocacy (Ratts et al., 2016). Now referred to as the *Multicultural and Social Justice Counseling Competencies*, these competencies highlight

the essential role of social justice as it is intertwined with the knowledge, skills, and awareness of multicultural counseling (Fickling & Gonzalez, 2016; Ratts et al., 2015).

The American Counseling Association (ACA) Code of Ethics also emphasizes the importance of advocacy. Section

A.7.a of the Code of Ethics reads that “when appropriate, counselors should advocate at individual, group, institutional, and societal levels to address potential barriers and obstacles that inhibit access and/or the growth and development of clients” (ACA, 2014). This ethical guideline demonstrates the responsibility that counselors have to advocate beyond the confinements of their office to impact the systemic oppressions that could play a role in the mental wellness and behavior of their clients.

Counselor education programs may not be effectively addressing issues of social justice, and there is limited literature that addresses how educators can integrate social justice into counselor education programs (Gess, 2016; Smith, Reynolds, & Rovnak, 2009; Wyatt, 2009). It is possible for counselor educators to creatively integrate social justice within every course of the program with the goal of graduating culturally aware, knowledgeable, and skilled social justice advocates (Gess, 2016). Although limited literature addresses the topic, several scholars have shared some practical suggestions on how counselor educators can



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incorporate social justice activities within their curriculum.

1. Gess (2016) suggested splitting a class into four groups and have each group reflect on a particular vignette from an individual, group, institutional, and societal lens. Through discussion, students can learn the importance of social justice as they move through the vignette from an individualist approach to a societal approach.
2. Ratts & Wood (2011) recommended that students should address an equity issue during their internship placement. Students can administer a survey to collect a needs-assessment of the population at their internship site. After collecting data at their site, students should develop an advocacy intervention plan they could implement at their internship site and report the results and analyze the impact at the end of the course.
3. Fickling & Gonzalez (2016) suggested students should try to recall a time they heard a prejudicial comment or inaccurate stereotype about a person or group member close to them. Students write down what they remember about the statement, including the context in which it was made, and the degree of power or privilege held by each person within this context. The students can role play the moment and process the immediate emotional reactions they have to the comment. Students should attempt to challenge the oppressive aspects of the comment within the role play and process the biases developed in early life experiences.
4. Gess (2016) recommended asking students to consider specific marginalized groups within the local community, and how a particular counseling group might help that community. Students are also expected to learn more about the marginalized group and discover what their needs are that are currently not being met.

Counselor educators can incorporate these suggestions and other creative learning experiences into the classroom to develop counselors who are ready to be social justice advocates within the profession. When counselors begin to understand the systemic barriers of their clients, they are more likely to act as advocates, and counselors should aim to the highest of ethical standards and advocate when appropriate (Gess, 2016; Ratts & Hutchins, 2009; Toporek et al., 2009).

With the ethnic and racial diversity in our nation continuing to flourish, it is important for counselor educators to continue to emphasize to students, both entering and in counselor education preparation programs, the importance of multicultural and social justice competent counseling. The practice of multicultural and social justice counseling is an ethical requirement in our work as counselors (American Counseling Association, 2014, American School Counseling Association, 2016). One way for students to begin this journey is to choose to commit to a deep understanding of the Multicultural and Social Justice Counseling Competencies (MSJCC, 2015) while within their counseling education preparation courses and program. Thus, providing a strong foundation for students to build upon as they enter into their professional practice. However, this alone will not create a multicultural and social justice competent counselor. Courage is a necessary component in order to support these outcomes. Courage encompasses more than just being brave. Courage is being open to the unknown. Courage is moving in the direction of your desired outcome even though the risk of failing is as possible as the chance of success.

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The Southern Association for Counselor Education and Supervision (SACES) is excited to welcome all graduate students, practitioners, supervisors, and counselor educators to Myrtle Beach, SC from October 11-13, 2018 for their annual conference. The call for proposals ended on February 15th. With the help of more than 100 members volunteered to serve as proposal reviewers, and the program committee made their final sections in April. Program decisions were emailed to all applicants on April 16th.

For this year's conference, we are using a new system, OpenWater, to manage all aspects of the conference planning (e.g., proposal submissions, reviewer applications, registration, scheduling, and emailing). If you did not receive notification, please check with your co-presenters and check your clutter folder as your email may not have recognized OpenWater as an authorized sending. All primary presenters will receive their scheduling notification by May 15th; this date also coincides with the opening of registration.

An exciting one day, October 11th, pre-conference program will feature up to six extended workshops. Attendees of this year's SACES conference will have the opportunity to attend more than 550 sessions and will feature 50-minute education sessions, roundtables, and poster sessions over a two-day period, Oct. 12th and 13th. Also, an exciting one day, pre-conference program will feature up to six extended workshops on Oct.

Our hotel site is the Hilton Myrtle Beach, 10,000 Beach Club Drive Myrtle Beach, SC 29572, (843) 497-1755. The Hilton is offering a SACES group rate of \$175 (+12% taxes) per night. This includes complimentary resort fee, self-parking, and wi-fi access and hotel guestrooms. SACES has the entire hotel reserved. The room block is available until September 18, 2018 or until the block is sold-out.



Book your hotel reservation online http://www.hilton.com/en/hi/groups/personalized/M/MYRBHHH-SACE-20181009/index.jhtml?WT.mc_id=POG and the SACES conference group name is SACES2018; the group code is SACE and will automatically populate when booking online.

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We look forward to seeing you in Myrtle Beach, SC!