

# SACES NEWSLETTER

SOUTHERN ASSOCIATION FOR COUNSELOR EDUCATION AND SUPERVISION

## FROM THE SACES PRESIDENT



Conference planning is in full swing! Join us October 9-11 in Birmingham, Alabama. Our theme, Transformation: Advocacy in Action, is a tribute to the city of Birmingham as well as to the advocacy role of counselor educators and supervisors.

Once a major industrial center, Birmingham has been transformed into a multi-faceted, vibrant city with museums, shopping, and world-class restaurants. In the June 2014 Associated Press article “Rebirth in Alabama: 5 Free Things To Do in Birmingham,” Jay Reeves describes the city: “Re-energized by a wave of fresh development and the emergence of a true downtown vibe, the city once called the ‘Pittsburgh of the South’ for its steel industry is now varied enough for a family trip or a weekend getaway for a couple.” In the August/September 2014 National Geographic Traveler magazine, Bruce Schoenfeld also wrote about



**Dr. Mary Hermann**  
SACES President

Birmingham in an article titled “Steel Magnolia: Out of the South’s Civil Rights Struggle, Resilient Birmingham Blossoms Anew.” Shoenfeld portrays Birmingham as a “modern city that has retained its pace and charm” and further noted that “in part by memorializing its past and in part by transcending it, the area has refashioned itself into a place both livable and relevant.”

A city known for honoring yet transcending the past is an excellent location for our conference, which offers over 350 sessions focused around the themes of transformation and

advocacy. The sessions are relevant to counselors in a variety of settings. Conference presentations include new methods of multicultural training, emerging ideas on teaching and supervision, the new edition of the DSM, and the recently revised ACA Code of Ethics. Representatives of CACREP and Chi Sigma Iota will also be providing sessions. Additional activities for graduate students are included in the conference plans. Check out the website ([www.saces.org](http://www.saces.org)) for more information on the conference and Birmingham, including family-friendly activities in the area. We look forward to seeing you there!

Mary A. Hermann

SACES President 2014-2015

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# JOIN US IN BIRMINGHAM, ALABAMA FOR THE 2014 SACES CONFERENCE!!

*October 9-11, 2014*

*Transformation: Advocacy in Action*

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**Nicole Arcuri**

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## **Different Paths to Becoming a CES?**

What makes an effective Counselor Educator and Supervisor? According to the Council for the

Accreditation of Counseling and Related Educational Programs (CACREP, 2010) there are eight standards that need to be met: (a) Professional Orientation and Ethical Practice, (b) Social and Cultural Diversity, (c) Human Growth and Development, (d) Career Development, (e) Helping Relationships, (f) Group Work, (g) Assessment, and (h) Research and Program Evaluation. Therefore, Counselor Educators and Supervisors must be scholar practitioners in all of the above areas.

After Counselor Educator and Supervisor (CES) doctoral students complete coursework, which demonstrates how they can comprehensively apply knowledge in all of these areas, they must also demonstrate and apply their skills within the field. CACREP (2009) requires that CES doctoral learners complete 600 clock hours of internship experiences in clinical practice, research, supervision, and teaching under the supervision of a CES faculty member. However, specifics in regards to the internships are not established. In turn, the CES doctoral interns do not always teach the same and/or similar courses while being supervised by a current CES.

Prior to completing the doctoral degree, CACREP has established various doctoral learner outcomes that should adequately prepare the graduate with the skills as a counselor educator. A doctoral learner should be able to not only identify and understand theory and methods related to teaching, but also should be able to compile their own teaching philosophy (CACREP, 2009).

In turn, doctoral learners need to explore and define personal style in regards to teaching methodology during the internship phase of their program. Yet, the experience each student receives is not pre-determined. Therefore, the opportunities provided for each CES doctoral student vary, which ultimately will affect their identity as a CES.

CES doctoral students are expected to understand the purpose of supervision prior to graduation as well as the theoretical models, roles, legal, ethical, and multicultural considerations; additionally, the CES doctoral student must develop a personal style of supervision while also demonstrating appropriate theoretical models (CACREP, 2009). Yet, from student to student and university to university, there is not a consistent framework that students follow in regards to the level of master's level student clinicians they supervise. Therefore, one doctoral CES student may supervise master's level mental health students during their practicum and Internship I experience, while another may supervise master's level mental health students only during their Internship II experiences. Still, another doctoral student may supervise school counseling master's level practicum students and then mental health master's level Internship I students. During their supervision experience the intern's roles are defined by their CES supervisor and may vary between supervisors. For some this is a benefit, but as a result, CES doctoral students not only have a different experience in regards to opportunities but also in the roles established by their supervisors. Is there a better path compared to another?

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## Helping Beginning Counselors Work with Clients Experiencing Poverty: Tips for Supervisors



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Beginning counselors face numerous challenges in their practicum and internship experience(s). The American Counseling Association (ACA) Code of Ethics (2014), Association for Counselor Education and Supervision (ACES) Best Practices in Clinical Supervision (2011), and CACREP Standards (2009) mandate that supervisees gain understanding of their own beliefs, attitudes, and knowledge of diverse populations through their graduate field experiences. Further, effective counselors must acknowledge the impact of socio-political influences on their clients' individual experiences and counselor service delivery (Lewis, Arnold, House, & Toporek, 2003). Exploration of attitudes and beliefs and knowledge and skills gained must include understandings of the socio-cultural impact of poverty and how counselors can best serve and advocate for individuals experiencing poverty.

In 2012, 16% Americans lived below the poverty line (i.e., \$23,550 for family of four; U.S. Department of Health and Human Services, 2013). Poverty data indicate that people of color and women are disproportionately affected, with approximately 25% of latino(a)s, 27% of African Americans living in poverty, and 60% of adults in poverty are women (National Center for Law and Economic Justice, 2013; National Women's Law Center, 2013). These statistics show that beginning counselors, regardless of their setting (mental health or school), are likely to encounter clients who have experienced poverty.

As counselors begin to work with individuals experiencing poverty, it is the supervisor's responsibility to ensure their supervisees have the appropriate knowledge and skills. There are three steps that supervisors can take, in collaboration with their supervisees, to help assess, encourage, and build in their supervisees in terms of working with individuals experiencing poverty: Assessment, Feedback and Resources, and Encouragement and Support.

### **Step 1: Assessment**

Supervisors should first, early in the supervisory relationship, assess their supervisee's multicultural competence (ACES, 2011; see Sue, Arredondo, & McDavis, 1992). This assessment can be conducted formally or informally. One formal assessment that may be helpful is the (MCKAS) (Ponterotto & Potere, 2003); this assessment could help the supervisor and supervisee build a multicultural competency baseline. Informal supervision assessment could include probing supervisee's attitudes and beliefs and perceived knowledge and skills in relation to diverse groups and individuals experiencing poverty. Sample process questions might include the following: What do you know/believe about poverty and individuals experiencing poverty? What do you think causes and individual to experience poverty? How have you experienced poverty, directly or indirectly, in your life?

### **Step 2: Feedback and Resources**

After assessing a supervisee's multicultural competence in relation to individuals experiencing poverty, a supervisor should provide constructive feedback to supervisees. This constructive feedback should be concrete and encourage supervisee growth and development in terms of multicultural competence, especially related to supervisee ideas and perceptions of classism and poverty. Appropriate resources for supervisees working with individuals in poverty include statistics and literature relevant to poverty issues and local community agencies that support and engage with individuals experiencing poverty

### **Step 3: Encouragement and Support**

Supervisors should encourage their supervisees as they pursue the sometimes-difficult journey of understanding classism and class privilege. This encouragement will include the processing of supervisee experiences of and with individuals experiencing poverty. Additionally, as supervisees begin to develop knowledge and competency around poverty and poverty related issues, supervisors should be prepared to introduce and encourage supervisees to engage in client advocacy at the micro, meso, or macro level (Lewis et al., 2003). Micro-level advocacy could include providing resources to clients to empower client self-advocacy, meso-level advocacy to include working their agencies to provide more efficacious services to individuals experiencing poverty, and macro-level advocacy could include social and/or

political engagement in relation to poverty and poverty related issues. Providing adequate supervisory support will encourage supervisee development, build supervisee competence, and ultimately provide for more efficacious services for individuals experiencing poverty.

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## Multicultural Issues in Supervision: Exploring Gender Identity Differences in Supervision

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Multicultural or cross-cultural supervision occurs when the supervisory relationship involves supervisee and supervisors from different cultural backgrounds including race, ethnicity, sexual orientation, gender (Allen, 2007). Cultural differences between supervisor and supervisee should be addressed in a supervisory session just as it is encouraged and brought to awareness within a counseling session. Just half a century ago, the face of the typical therapist in the United States was that of a Caucasian, heterosexual man; since then, the counseling community has evolved to incorporate individuals with a great diversity of identities, which requires changes in supervision theories and practices (Bernard & Goodyear, 2009).

### **Supervisee Satisfaction and Gender Preference**

Jordan (2006) and Vonk & Zucrow (1996) conducted separate studies that addressed the level of satisfaction of masters level helping professionals with their supervisors including the effect of gender on the supervisory relationship. Both studies reported that supervisee preference of supervisor gender was found to vary but did not support intentional gender matching or non-matching. Supervisor care and concern as well as experience were found to be more important and have a greater effect on supervisee satisfaction than supervisor gender (Jordan, 2006). Socially constructed concepts and perceptions of gender were also identified as important considerations (Vonk & Zucrow, 1996). There have been benefits found for supervisees working in both matched and non-matched dyads (Bernard & Goodyear, 2009).

### **Gender Roles and Expectations**

The gender roles and expectations of the individuals in supervision greatly affect the relationship. Bernard and Goodyear (2009) presented dilemmas related to socially constructed roles and expectations that can arise when a supervisory dyad includes individuals with different gender identities. As the supervisory relationship is fundamentally a hierarchical one, the power aspects that are interlocked with gender enter the supervisory relationship in a manner that can become or be perceived as more pronounced. If not actively addressed, gendered stereotypes can interfere with the supervisory relationship (Taylor, 1994). If properly addressed, the gender power issues can be outweighed by the expert role of the supervisor (Bernard & Goodyear, 2009). Feminist supervision has also emerged to help balance the power dynamics in supervision (Bernard & Goodyear, 2009; Porter, 2010; Taylor, 1994).

### **Transgender Issues in Supervision**

There are numerous voids in research concerning transgender issues in supervision (Singh & Burnes, 2010). Not only is there a lack of research, but there is often a failure to even acknowledge its existence; this is demonstrated from terminology such as "opposite-gender" and the inclusion of transgender issues with sexual minorities, excluding them from discussions of gender (Blumer & Barbachano, 2008). There is a need for increased education about transgender issues in counseling programs; this would extend into the training of supervisors and could hopefully result in increased gender-variant validating supervision. Counseling has become very diverse. While some attention has been placed on examining the impact of gender identities in supervision, more research is needed. Gender identity should be examined appropriately to enable a safe and open working supervisory relationship. Through these examinations, supervisees and supervisors are able to develop multicultural competency, self-awareness, and a healthy and effective supervisory relationship.

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## A Both/And Proposition:

### The function of clinical faculty in counselor education programs

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The Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2009) identifies standards of practice for counselor education programs to systematically prepare trainees. Such preparation includes teaching of graduate classes, supervision of counseling, advanced practice of counseling, and organized inquiry into the field of counseling. The challenges to meet the expectations of instruction, service, and scholarship has lead a number of counseling programs to create clinical faculty positions to safeguard the clinical development of trainees and satisfy administrative demands for faculty-generated endowment and publication. For the purpose of discussion, clinical faculty is defined as full-time, non-tenure track positions hired to focus on teaching and service.

The increase in clinical faculty in counselor education programs is consistent with the overall trend in higher education. According to the American Association of University Professors (AAUP) part-time and full-time non tenured faculty accounted for nearly three out of five faculty positions. Specifically, full-time non-tenure-track appointments began to increase significantly in 1992 and by 1998 comprised 28.1 percent of all full-time faculty. Preliminary findings of a national survey of counselor education programs conducted by the authors were consistent with AAUP data where 24% of faculty surveyed identified as clinical faculty.

With the increasing numbers of clinical faculty, counselor education programs must address how to successfully incorporate clinical faculty into programs.

The roles and responsibilities of clinical faculty in university counselor education programs need to be explored in order to better understand how clinical faculty contribute to program effectiveness. There are many considerations for programs to look at when choosing to incorporate clinical lines in their program. Decisions must be made regarding the roles and responsibilities, evaluation, and compensation of clinical faculty. If these areas are not clearly defined, it creates obstacles to clinical faculty becoming a regular part of counselor education programs.

The roles and responsibilities related to teaching, supervising, and student advising are most often associated with clinical faculty and support clinical development of trainees and program function. Clinical faculty also serve in administrative roles such as clinic director or coordinator of clinical experiences. Having clinical faculty responsible for these types of program service allows tenure track faculty to focus on the administrative demands for faculty-generated endowment and publication.

Roles and responsibilities associated with scholarship and university service are less defined for clinical faculty. Some tasks to consider appropriateness for clinical faculty include Dissertation Committee Member, Dissertation Committee Chair, College Committee Member, College Committee Chair, Conference Presentations, and Scholarly Publications. Clearly defining the roles for clinical faculty can facilitate clinical faculty becoming a regular part of counselor education programs.

Once roles and responsibilities are defined, programs can address evaluation and compensation for clinical faculty. In order for clinical faculty to become integrated into counselor education programs, they must be seen as a valuable part of the overall function of the program. This can be accomplished through clear evaluation guidelines related to their clinical position and compensation that is comparable with their work, responsibilities, and qualifications. Although they may focus on teaching and service, they provide needed support that allows tenure track faculty to satisfy administrative demands for faculty-generated endowment and publication and clinical expertise to students that helps safeguard the clinical development of trainees. By addressing the obstacles clinical faculty face, counselor education programs can successfully create a both/and environment that can help counselor education programs meet the expectations of instruction, service, and scholarship.

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## Bringing Back Life to Teaching Career Counseling

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In every class I teach, I ask my students the following question: “Why are you taking this course”? Often when I teach career counseling, I hear answers such as: “It is a requirement”, or “I need this class for licensure”. In my experience, many students study counseling in order to become licensed, to work with people with trauma or mental illness, and to understand the clinical process. Sometimes they fail to see the connection of career counseling with their professional goals.

The purpose of this article is to offer some ways to increase student investment in a career counseling course and also help instructors who are passionate about this topic present difficult-to-grasp information in a dynamic, engaging and interactive way.

### Increase Professional Identity

Students may be more likely to embrace career counseling if they see it as relevant to their professional growth and development. Instructors can increase a sense of professional identity by educating students about the origins of counseling. For example, I often recommend reading Savikas (2011), as well as a timely article about the growth of professional career “coaching”, and how that is similar and different from what counselors do. Helping students rally around the idea of the counseling profession often sparks a lively discussion about the direction of our field and larger investment in the topic area.

I also find that when students devote their time and commit to counseling organizations, it helps them connect classroom material to their own professional growth. I often assign group projects that encourage students to explore national, regional and/or state career counseling related organizations and associations such as the National Career Development Association (NCDA). For the same project, I may have students research and prepare a conference proposal for a career counseling organization or encourage students to submit their final paper as a newsletter submission to one of these organizations. By increasing their involvement in career counseling organizations, students can better embrace how career counseling is relevant to their own professional growth and development.

### Career Counseling in Action

Students in counseling programs often have very little experience in the mental health counseling field. It can become overwhelming and confusing to learn about different types of counseling when they have little or no experience in what counseling actually looks like in the community. Bringing in career counselors as guest speakers that can provide a realistic picture of what they do in the community can bring career counseling to life for these students. Along with guest speakers, providing a book written by a career counselor that describes what a career counselor actually does in the field can bring clarification and can help spark interest in becoming a career counselor. Other crea-

tive ideas can include looking at job descriptions for career counselors and matching it to student’s interests, having students visit a career center and interview a counselor, and/or watching a video of career counseling in action. By providing these real life examples, students will better grasp the material because they can now relate it to what they could be doing in the future.

### Deepen Understanding of Career Theory with Creativity

Students oftentimes have difficulty understanding and applying career counseling material taught in class. Career counseling theories and models are no exception to this. Tying career theory to classical theory often sparks interest and deeper understanding among students. For example, helping students recognize the developmental stages of Donald Super’s theory, or the cognitive-behavioral elements of social-cognitive career theory, can help them understand how career and classical theories can be integrated. Also, relating Tiedeman’s model of career decision-making to Erickson’s psychosocial theory of ego identity development or connecting Holland’s codes to the Myers-Briggs types and linking career choices will help students link theories to one another and see how they interconnect.

Additionally, offering creative assignments and activities to spark student’s interest can help them better grasp the material. For example, having students experiment with career assessments such as the Strong Interest Inventory or the Career Beliefs Inventory is a creative way to relate class material to real life career counseling. Have students take their own assessments and then experiment with others (as appropriate) with peers or family members. Students can also create their own mock career intake assessments that infuse clinical as well as career concepts. Not only are these fun ways to learn, it will help students better grasp the role of a career counselor and how helpful career counseling can be. Utilizing interactive activities such as role-plays, youtube videos and case studies can help students understand and apply specific career theories and models. Making use of technology, such as watching a movie or TV episode that depicts a character struggling with career decisions, can also help engage students with different learning styles while providing engaging and interactive examples of how to apply career counseling theories and models.

### Make it Personal

Help students understand and enhance their own career development. If students can see the relevance of the material to their own personal and professional growth, they are more likely to invest in the material. For example, learning to critique one’s own resume or curriculum vitae, visiting a career counselor themselves, identifying a job listing and developing a cover letter for it, exploring how one’s own career path has unfolded and the impact it has had, and/or creating a 5 year plan or outline of their career path (like a map) and how they plan to get there. Educating students about the advantages of having a knowledge base of career development is also a great way to make career counseling personal for them.

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## SUPPORTING TRANSITIONS FROM AN ALTERNATIVE WORLD

Alternatives schools were originally designed to provide a positive alternative to conventional learning environments for students who were unable to succeed in traditional learning settings. Today, however, the inclination is for alternative schools to operate as a separate punitive school for undesirable students. Two pieces of legislation modified the number and types of students being served by alternative education settings. The first legislation was the Gun Free Schools Act of 1994 which mandated that students who brought weapons to school be expelled and/or sent to alternative educational settings for a period of one year. As a result of this legislation, zero tolerance policies were established. The second legislation was the Individuals with Disabilities Act of 1997 which allows individualized education program teams to place students with disabilities in appropriate interim alternative education settings for up to 45 days. Zero tolerance policies enacted in the 1990s created a dramatic increase in student suspensions and expulsions from school which led to referrals to and placements in alternative education schools.

School leaders are pressured to remove disruptive students by expelling them or suspending them as a condition of zero tolerance policies set forth by districts' school boards. A disproportionate number of alternative education students have been from low-income or diverse ethnic and cultural groups. This is one area counselors should also examine to find solutions to the overrepresentation of these groups in alternative school settings. There is a need for counselors to investigate preventative measures that could result in fewer students from diverse ethnic and cultural groups being sent to alternative schools. Counselors need to advocate for these marginalized populations to ensure fair treatment is being given to all students. In some alternative schools, short term placements are utilized for students who are suspended or expelled, offering the students opportunities to return to traditional school settings if students meet certain require-

ments or assessments. Students face issues of reintegration and transition when returning to traditional educational settings. Counselors need to be prepared to help students and families with these transitions by working with school systems and being actively involved in the entire transition process.

It is important to train counselors to take a systemic approach by involving all necessary parties and resources when helping students transition back to a traditional educational environment. There are support strategies which can be put in place to aid in the transition of the student back to the home school. This support should encompass all involved parties in the students' lives (school counselors, social workers, administration, teachers, school psychologists, school nurses, coaches, parents, and families) to ensure a successful transition. Coordinated planning can help minimize the anxiety and negative features experienced by students and their families which can accompany transition from one educational setting to another. Positive relationships are paramount at the alternative school but are even more vital at the home school. Counselors who are positioned within the school and counselors working with the students and/or the students' families outside the school can play a vital role in fostering these positive relationships.

Providing students with social support activities can facilitate the cultivation of positive relationships with other students which can be achieved through a group format. Often students return to their homeschools feeling labeled and disconnected from the school community. The group environment would encourage these students to feel less alienated and develop friendships with other peers. Parental involvement is invaluable in the transition process. Students adjust more smoothly and are less likely to drop out of school when parents are involved in the transition process. Parents and families of the students should be involved from the time the student enters the alternative school, throughout the stay at the alternative school, then through the transition back to the homeschool, and thereafter. This involvement can also help to

repair transgenerational feelings of school disengagement and help to establish a partnership between the school and parents.

Counselors may also fill the role of liaison between the school, student, and family to ensure all parties are communicating and that the student and family are being supported through the transition. The family can be involved in the process of assessing the student's needs. The family's story should also be articulated so schools are better able to appreciate the student. Like the student, families may experience anxiety about the reintegration into a setting in which the family has experienced disappointment and rejection. The counselor may act as a buffer to these emotions and increase the likelihood of a successful transition.

Out of school suspensions and expulsions are widely used practices in the American school systems resulting in over three million students being suspended each year. Measures should be taken to make sure counselor educators are preparing counselors-in-training to meet the challenge of assisting students transitioning back to a traditional educational setting.



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## Intercultural Couples: Expanding Counselor Understanding of Stressors and Solutions

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As a result of globalization, “the number of intercultural marriages has dramatically increased in the last three decades” (Waldman & Rubalcava, 2005, p. 227). The US Census (2010) showed that the number of intercultural couples (IC) grew by 28 percent just over the

previous decade. Thanks to immigration, technology, and international travel, people are provided with opportunities to have contact with others “who differ from them in religion, ethnicity, race, nationality, and other characteristics...” (Bustamante et al., 2011, p. 154) thus resulting in an increase of intercultural relationships and consequently a need for counselors and supervisors who are competent in counseling IC. To be a culturally competent counselor/supervisor, one must have knowledge, awareness and skill (Sue & Sue, 2008). This article hopes to increase counselors’/supervisors’ knowledge and awareness about ICs by exploring some of the unique challenges faced in their relationships and by identifying culturally appropriate interventions that may be helpful in counseling.

The authors believe that we need to first operationalize the term “intercultural couples”. When we have discussed this topic at conferences, we find that many people identify an IC only as a couple who is made of different races/ethnicities. For the purpose of this piece, ICs are not confined to interracial relationships, they are defined as “committed, loving relationships between two people who identify with different cultural groups because they represented at least two nationalities, races, or religions, while other scholars simply define intercultural relationships as the interaction of differing cultures” (Bustamante et al., 2011, p. 154).

### Stressors impacting ICs

One way to increase knowledge is to appreciate the unique circumstances of the population. Intercultural couples experience many unique circumstances and challenges, like all couples, and each will vary depending on the couple. Some of the challenges experienced more by ICs than same-culture couples, which are cited in the research, include differences in communication, cultural discrepancies, and strain from extended family relationships (Bustamante et al., 2011).

Communication and understanding are essential in any functional relationship. When misunderstandings occur, relationships have a higher possibility of becoming dysfunctional. Waldman and Rubalcava (2005) emphasize that misunderstanding is an important relational component that “is significantly increased for intercultural couples” (p. 235). Counselors need to be aware of this impact because much of counseling is based on communication. In addition, if the counselor is of the same culture as one of the clients, the other client may feel even more misunderstood and possibly frustrated with the counseling process. The relationship with extended family is another issue that

should be considered by counseling providers. Bustamante et al., (2011) found that external pressures from extended family were identified as a primary stressor in intercultural relationships. Participants in this study further exemplified how cultural elements exacerbate the situation with extended family. For example, extended family stress can be troubling especially if one person feels “marginalized from in-laws, particularly when family members choose to converse in their native language” (p. 159). This statement exemplifies how all three stressors (miscommunication, cultural discord, and family dynamics) are intertwined and why counselors/supervisors must be aware that each impacts the other.

### Solutions for ICs

Counseling may vary depending on the theoretical orientation of the counselor, the counselor’s level of cultural competence, and the particular situation of the couple seeking counseling. First, we recommend establishing rapport and demonstrating empathy toward ICs, as one would with any same-culture couple. Specific to working with ICs, the counselor may want to start with aiding the couple in improving communication skills (active listening, disclosing skills, and exploratory techniques).

The counselor may also want to help the couple identify and interpret culturally grounded differences. This will improve the couple’s understanding and assist in accepting those differences (Waldman & Rubalcava, 2005). As to not only focus on differences, the counselor may want to help the IC recognize similarities and bring balance back to the relationship too. Following these suggestions will help the couple start the process of cultural reframing (redefine relational identity). Bustamante et al., (2011) explains that this reframing will help the couple conceptualize their unique way of relating. It will help them “blend and transform” traditional cultural values into a “new set of values”, particular to them as an IC (p. 160).

Overall, we hope that counselors/supervisors understand the complexity involved in counseling ICs and that they strive to increase their knowledge, awareness and skills to better serve their diverse clientele. We hope that they noted the unique stressors experienced by ICs and ways that those dilemmas may be addressed in counseling, but also remember to keep the specific ICs needs in mind, as to not make assumptions about intercultural struggles.

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**SOUTHERN  
ASSOCIATION FOR  
COUNSELOR  
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The purpose of SACES shall be to strengthen counselor education and supervision. SACES will serve to advance knowledge in the academic fields of the behavioral sciences, and assist in improving competency both for members and for those counselors with whom the members are working or will work.

## Message from the SACES Newsletter Editors

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

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

1. It needs to be focused on topics related to counselor education and supervision or an editorial.
2. You can share information about endorsed SACES, state ACES and ACA activities.
3. If you are a student, have one of your faculty members review your work prior to submitting.
4. Take a look at previous editions of the newsletter located at the SACES website to get a feel for the writing style.
5. Keep it at around 500 words.
6. Attach a picture of you.

Thank you for supporting the SACES newsletter.

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