

SOUTHERN ASSOCIATION OF COUNSELOR EDUCATION AND SUPERVISION



FROM THE PRESIDENT

Greetings! I am delighted and honored to serve as your president for 2018-2019. In addition, I am elated to be a part of the SACES executive board who is striving to create a strong community dedicated to fostering leadership, focused on equity, and embolden to change the status quo.

Over the last decade in the field of counselor education, initially as a doctoral student and now as an associate professor at William and Mary, I have had the opportunity to watch leaders in SACES make resounding changes and I am humbled to walk along the road they paved.

Our organization has continued to grow to meet the needs of our membership and this year we are actualizing several new initiatives to continue these efforts. First, we are excited to have the first cohort of Emerging Leaders take part in our revisioned program, which encompasses a two-year commitment to service and leadership training experiences. Second, we are launching the SACES Journal titled: *Teaching and Supervision in Counseling (TSC)* and we welcome our editor Dr. Kelly Wester and associate editor Dr. Bradley McKibben. Finally, we are looking forward to rolling out our webinars this year. These will be developed by the executive board, standing committee chairs, and interest networks chairs to address current trends and special topics in counselor education and supervision.

The 2018 SACES Conference will be held on Oct 11-13, 2018 in Myrtle Beach, SC. We will feature over 500 sessions and five preconference sessions. This year we have expanded our conference leadership to include two conference coordinators: Mrs. Latrina Raddler and Dr. Kent Butler. In addition, we are excited to offer for the first time a few new opportunities to actualize our theme: ***Creating and Cultivating Equity: Activism in Practice***. First, we are hosting a Day of Service on Thursday to support *the Family Justice Center* and *the Children's Recovery Center*. You can participate now by going to the [Day of Service webpage](#) to donate as well as participate in the multiple on-site opportunities on Thursday, Oct 11th from 7am to 5pm. Next, we will be hosting a first timer's session for individuals who have not attended SACES before or those that might not be sure how to make the most of the SACES conference experience and "feel" like a first-timer. Lastly, we are thrilled to be able to offer an evening social for attendees who would like to continue to network and enjoy a little karaoke, I hope to find a little time to take part!

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On a more somber note, many of us are experiencing or witnessing injustices and oppression in our communities, schools, and nationally and we hope that this conference will provide you with resources and strategies that will allow you to go back into your own settings and begin and/or continue to create and cultivate equitable experiences for your colleagues, students, supervisees, and community members, whose voices have been silenced, overlooked, dismissed, or tokenized. Beyond the conference, I will focus my efforts on working with the newly charged Leadership Development Taskforce. This taskforce will concentrate on identifying ways we can provide leadership training and support for our leaders, allowing for increased cultural sensitivity, equity, and transparency in leaders' preparation experiences and practice. In closing, this year is poised to be a great year for SACES and I wish you all the best as we enter into a new academic year. I look forward to seeing and engaging with you in Myrtle Beach at the 2018 SACES Conference. See you on the beach!

Natoya Hill Haskins
SACES President 2018-2019

GET
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SACES Day of Service

Hello SACES Members,

Welcome back to the 2018 school year!!! On behalf of the SACES Day of Service Committee, Dr. Candice Norris-Brown (Indiana Wesleyan University) and I would like to introduce ourselves, and invite all of you to participate in the 2018 SACES Day of Service in Myrtle Beach, SC. This is the first time in the history that SACES has had a Day of Service with many opportunities to support two non-profit organizations. Please view the link below with all of the information on how to donate financially (Empty Plate Fundraiser Online via PayPal) and "hands on service opportunities" scheduled on Thursday, October 11, 2018. Thank you for your time and attention and commitment. Please share this information like a brush fire with counseling graduate students, professional counselors, counselor educators, counseling supervisors, and counseling administrators. Share often and weekly! Let's show up and show out! If you have questions, please contact Nathan Brown at 770-873-5971.

Sign-Up for [Day of Service](#) and Donate to the Empty Plate Online Fundraiser!

<http://www.saces.org/day-of-service-2018>

P.S. The Day of Service provides an opportunity for SACES members to get to know each other while supporting two non-profit organizations in fundraising and a "hands on" service projects! Let's show up and show out!

2018 – 2019 SACES LEADERSHIP

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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
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Distance/Online Counselor Education	<u>Andrew Burck</u>	Marshall University
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	<u>Lonika Crumb</u>	East Carolina University
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	<u>Edith Conzalez</u>	The University of Texas at the Permian Basin
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	<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 for Language Switching and Counseling Latino Individuals

Rachelle R. Morales, M.S., LPC & Julissa Espinoza, M.S.

Since 2000, the Latino population has been the primary driver of demographic growth in the United States and has accounted for more than half of the nation's population growth (Flores, 2017). Over the next 45 years, the population is expected to reach 107 million, more than doubling the current estimated population of 56.5 million (Flores, 2017). However, despite the recent and ongoing growth, Latinos continue to be one of the most underserved populations in the clinical mental health field due to a myriad of barriers. For the past 20 years, language, culture, discrimination, immigration, and limited accessibility to adequate and affordable services have continued to be barriers to mental health services for the Latino population (Villalba, 2007; Garcia, Gilchrist, Vasquez, Leite, & Raymond, 2011; Rastogi, Massey-Hastings, & Wieling, 2012; Mendoza, Masuda, & Swartout, 2015). As the population continues to expand, it is imperative to identify and incorporate culturally sensitive treatment approaches in counseling that will both address and decrease the identified barriers associated with Latinos and counseling.

Language Switching in Counseling

As stated by Romero-Ramirez (2016), it is becoming essential to establish therapeutic models and approaches that will meet the needs of the growing Latino population. One way to do so is by incorporating language switching in counseling, which is the process of alternating between two languages in a conversation. Javier (2007) posited that the recollection of memories, experiences, and emotions were recalled stronger and better in an individual's native language than in their nonnative language. Therefore, the utilization of two languages in counseling when working with bilingual clients could potentially enhance the therapeutic



Julissa Espinoza



Rachelle R. Morales

process. By utilizing language switching in counseling, Latinos who are bilingual and/or acculturated to America, may be able to better recall memories and feelings with the respective language in which the experiences occurred. Solely using one language in session for bilingual clients can be insufficient in accessing emotions and memories.

Implications for Counseling and Research

Cofresi and Gorman (2004) stress the importance of examining whether an individual expressing their thoughts and feelings is more effective in one language than the other. Making these kinds of observations in session can help facilitate the expression of one's world in ways that is most appropriate and significant to them. For example, an individual may better relate and express their emotions in Spanish than they can in English, or vice versa. This can be due to some individuals being raised in a primarily Spanish speaking house who acquired the English language as they grew up (Ramos-Sanchez, 2007). By being linguistically sensitive to Spanish speaking individual's and incorporating language switching when necessary, counselors begin to bridge the gap of counseling barriers.

Lastly, there is speculation as to how language switching would benefit counseling sessions for both clients and therapists. Research on language switching could provide counseling guidelines on how it can be used and whether it is an effective approach in counseling. This information could help better equip counselors with the knowledge and awareness of how to use language switching with their bilingual clients. It is evident that language plays an important role in our communications with others, and without it, one would not be able to share thoughts, feelings, and their culture with others accurately.

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Fall 2018 Newsletter Submissions

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

We are looking for submissions for consideration in our Fall issue of the SACES Newsletter. This issue will focus primarily on Education, fostering best practices in teaching 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, October 19th.**

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

The Future Scholars Program: A Counselor Education Community Partnership to Create Systemic Social Change

Alyson Pompeo-Fargnoli, PhD, LPC, SAC, NCC

Counselor education programs should strive not only to educate and prepare socially responsible and ethical future counselors, but should also encourage students and the institution to be connected to their local community and to work for social change through action. The following will highlight a current University-Community partnership, which strives to do just this. A description of this program, The Future Scholars, is presented so that other counselor education programs might consider adopting similar mutually beneficial collaborations.

The Future Scholars program is a University-Community partnership, with a goal of increasing the numbers of low-income, first generation students graduating from high school. It is a pre-college bridge program that targets the 6th through 12th grade population of students in a predominantly low-income school district. This program partners with the middle school and high school, and provides valuable experiences that encourage high school completion and college attendance. Its goal is to assist middle and high school students in gaining access to higher education, whereas many will enter a career in the field of education or human services to become agents of social change.

To support this endeavor, counseling students in their practicum and internship experience, from the local University's counselor education program, elect to be placed at this community partner school to provide counseling and support services in small groups and individual meetings. This is a wonderful service-learning opportunity for the University students because they have the opportunity to do fieldwork with and advocate for a diverse population of first-generation low-income students. Counseling groups are based on topics of the greatest need based on consultations with school

personnel, and often include time management, study skills, and other college and career readiness subjects. University interns are supervised by school counselors and student assistance coordinators throughout the semester, in addition to their internship faculty member.

Also, in an effort to increase a transformative learning experience for the university students, they are asked to keep a journal of their experiences, which includes reflections on how the experience may have been transformative to them both personally and as they prepare to become school counselors and social justice advocates.

The middle and high school students develop positive relationships with the University students, and for these counselor education students this experience is an invaluable experience that they will take with them as they progress in their future career. Each year, the Future Scholars program addresses an important theme necessary for each student to prepare effectively for applying to, and attending higher education, using evidence-based standards set by the American School Counseling Association. The program aims to engage in social justice and increase access to higher education to prospective students from the low-income schools who are from under-represented backgrounds.

Through consultations with the partnering school, the program also learns of any current topics that are affecting the students and need to be addressed in these support groups. For



Alyson Pompeo-Fargnoli
Monmouth University

instance, more recently, the current state of the Deferred Action for Childhood Arrivals (DACA) policy has increased the need for related group support for many of these students.

The program also offers wrap-around support for students beginning in 6th grade through high school and, ideally, into college in the initial year of their undergraduate experience through mentoring and educational activities on the partnering University campus. This well sustained program has grown through the years and increases each year as a new entering class of 6th graders join the program.

The start-up of similar programs at other Universities is encouraged. Such initial endeavors would begin through faculty support, preferably including with the counseling program's internship/field experience coordinator. This individual will have familiarity with local school districts based upon previous student field placements, and the knowledge to ensure that student interns placed in a Future Scholar's Program will meet their internship requirements. University support should also be attained, likely following the creation of a proposal, which may include some initial funding requests. However, to meet the main goals, the program is virtually cost free. Once the lesson plan binders are created (one per grade, per facilitator), there are no additional costs as the university counselor interns are in their educational field experience. This low cost contributes to the feasibility and sustainability of the program.

Once University support and key faculty are identified, local middle and high schools should be contacted to discuss potential interest in such a program collaboration and to ensure that they meet the population criteria of a large representation of low-income, first generation college bound students. Once a partnering school(s) and contact staff (likely the school counselor or student assistance coordinator) are identified, program planning may commence. This would involve identifying the first cohort of students, or 6th graders, which would be chosen by the

middle school based upon their low-income, first generation status. Simultaneously, the University would choose the counseling program's student interns that would work with the Future Scholar's program for the year. University faculty would create the group lesson plan binders for the interns to draw upon (grade-level specific), and hold a training session to familiarize the students interns with the lesson plans and some education to prepare them to work with this student population.

Should universities choose to enhance the program, there is the option of a Fall Kick-off Day in which the University's key faculty and student interns visit the entering 6th grade students to welcome and initiate them into the program. On a larger scale, there is also the option of a Spring Immersion Day, in which the middle and high school students are invited to visit the partnering University, to hear speakers and tour a campus first-hand. The cost of such an event can often be kept to a minimum as other departments on campus may act as sponsors (such as Admissions, since the event includes bringing prospective students to campus). An internal or external grant may also be an option to financially support such an endeavor.

One of the greatest benefits of the Future Scholars program is that it is a mutually beneficial collaboration. It serves as a way to build ties with and enhance the local community, while promoting excellence and access for low-income first-generation college bound students. Such programs contribute to the university through transformative learning experiences and counselor preparation for the counseling student interns. Finally, from a global perspective, such partnerships encourage an increase in future teachers and future school counselors that will be agents of systemic social change. As a program that holds so many positive attributes, it is hoped that other Universities will work to create similar dynamic partnerships.

Mindfulness: Connecting to Self, to Others, and to Community

Alan Forrest, EdD, LPC, NCC, LMFT

*Raise your words, not your voice.
It is rain that grows flowers, not thunder.
~Rumi~*

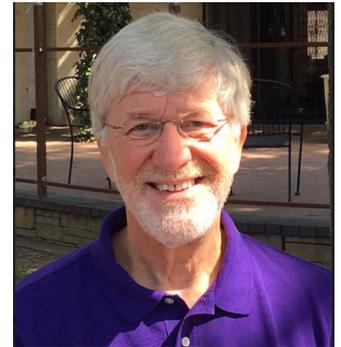
Mindfulness practice is an experiential mode of learning and self-inquiry. Its potential is allowing counselors to promote emotional intelligence, learn to sit with difficult emotions, facilitate emotional regulation, foster compassion for self and others, increase communication skills, and become more intentional about how to respond in any given moment. All of these abilities can change conversations about power and privilege from emotionally dysregulated reactive responses into more relational, empathic, and reflective experiences. In this way, mindfulness is an effective tool for taking care of your mind and heart, and for connecting with your deepest wisdom.

A way to connect to self, others, community, and engage in social justice actions is through the concept of radical acceptance. This means fully embracing what is happening in the present moment. It is the awareness that we are unable to control others. Achieving this and truly accepting that we are not in control takes practice. Radical acceptance does not mean that we blindly accept things that are harmful or unjust, rather acknowledge what is happening in the now in order to effectively and responsibly respond. When we accept things as they are, we can be intentionally responsive rather than unwisely reactive. The result is an increased sense of resiliency that promotes calm and inner peace. Two distinct

features of radical acceptance include seeing clearly in the moment and holding our experiences with compassion (Brach, 2003). The “seeing clearly” is mindfulness. It is not possible to acknowledge an experience unless we notice it for what it really is. Compassion is our ability to relate in a tender and kindhearted way to first ourselves, then to others. This includes not only embracing the joys of life, but also embracing the pain and suffering we experience.

Martin Luther King, Jr., Elie Wiesel (Noble Peace Prize recipients), Carl Rogers and Thich Nhat Hanh (Noble Peace Prize nominees), and many other social change agents were able to see that things were not as they should be. What they saw with their eyes and felt with

their hearts was disquieting and challenged them in many ways, but that did not mean their anger dictated their behavior and actions. Each of these great individuals were reflective and possessed a contemplative practice. They were clear-sighted and did not allow their anger to result in reactive decision-making in their approach to seek justice. Their voices were modulated and measured. As counselors we need to emulate and model these social justice leaders’ qualities of non-violence and peace. One way is through cultivating a disciplined mindfulness meditation practice.



Alan Forrest
Radford University

Here are several mindfulness attitudes worth considering including in one’s practice:

- **Curiosity.** Look at all emotions, events, and experiences with a sense of curiosity. Curiosity, or interest, can lead to mindful inquiry and exploration. Being with whatever is happening, whether it is wanted or unwanted, can result in fully knowing an experience as it is.
- **Compassion.** Nurturing a genuine sense of friendliness and compassion; being empathetic, gentle and kind to self and others.
- **Spaciousness.** Creating an expansive sense of spaciousness large enough to hold the wide array of human thoughts, emotions, responses, and experiences.
- **Equanimity.** This involves an evenness and wisdom. It is the maintaining a balance in one’s life that can enable improved insight.
- **Interconnectedness.** Part of the human condition is that we have the illusion of separateness. There is a “web of life” and interconnectedness we have with all human beings and all living beings. Too often that thread of connection is not recognized when we harm others, thereby hurting ourselves.
- **Community.** Establishing a sense of community that supports one’s personal mindfulness practice is essential. Knowing that you are not alone in your beliefs, your work, and your actions can be comforting and allow one to be at ease.

Mindfulness can be an important skill for counselors engaged in personal growth, work with clients, and social justice efforts. Gandhi said that we must strive to “be the change we want to see in the world.” This change, radical acceptance, and open heartedness begins with self, then radiates to others and ultimately includes all living beings. This is a radical way of seeing, being, and living in the world. We live in a time that presents abundant challenges, but also abundant possibilities. There is no time like the present to step into the now and make a difference.

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Are You Interested in Secular Counseling?

The purpose of the Secular Counseling Network is to provide connections between the community of counselors, counselor educators, and counselors in training who consider their approach to be secular. Specifically, the network exists to facilitate discussion, encourage research, and foster a community of folks interested in research, education, and practice, with clients, practitioners, or students, who identify as atheist, agnostic, non-religious, freethinkers, etc. This network is especially important in the SACES region because of its significant overlap with the part of the country considered the Bible Belt predominated by Christian normativity and Religion normativity.

Two Facebook groups have been created:

Secular Counselors - This group is for the community of counselors who consider their practice to be secular. Counselors may personally hold religious or non-religious identities, but do not include their religious identity as part of their practice.

Atheist Counselors - This group is a community for counselors who consider themselves not religious or spiritual, and may identify as atheist, secular humanist, freethinker, agnostic, and many more. Open discussion is encouraged as it relates to holding one of these identities and being in the counseling profession.

Both Facebook groups will be considered to be part of the Secular Counseling Network. If you have questions about the network or either of the Facebook groups, please email Travis McKie-Voerste tmckie@daltonstate.edu.

The Counselor's Role in Helping Clients to Develop Life Skills

Sinem Akay-Sullivan Ph.D., LPC-S, RPT, Certified TF-CBT Therapist

We often think of life skills as the skills that we learn from living with our parents. These skills are activities of daily living, self-care, relationships, communication, housing, finances, work, academics, and career planning (Casey Family Program, 2016). Typically, we observe these skills for several years before we ever attempt them, we practice them for several more years, and even attempt to take the best of multiple approaches and create more efficient ways to complete these tasks.

Sometimes, problems with life skills attainment indicates a history of family discord but, it can also indicate a history of severe childhood illness or trauma, placements in residential treatment facilities, or juvenile detention facilities (Hodge, Danish & Martin, 2012). Other possible issues include a history of abuse and neglect, school truancy, intellectual challenges, housing instability, severe poverty, and being closely related to individuals with these issues (Hodge et al., 2012). Later, these issues may emerge in counseling as subordinate issues to more prominent presenting issues (Barnow, Buck, O'Brien, Pecora, Ellis, & Steiner, 2013). Traditionally, we attribute life skills development to social workers; whereas social workers can be impactful in helping individuals to learn new skills, counselors can help individuals to make long term changes in their cognitions and behaviors (U.S. Department of Health and Human Services, 2014).

As counselors, we must learn to get more involved in the process of helping individuals with life skills attainment. This is necessary because clients who understand the relationship between their life skills attainment and their current level of functioning are at an advantage to seek assistance, abandon poor habits, and learn more effective approaches to their issues (Hodge et al., 2012).

Imagine a scenario in which a couple, who has been dating for years, gets married and begins having difficulty communicating with each other. The underlying issue may be their definition of marriage, where they developed these perceptions, and their perceptions of the durability of marriage. It is not uncommon for



April J. Upshaw
Upshaw & Associates, LLC

individuals to equate marriage to the scenes of a soap opera or movie and others to conceptualize marriage from Biblical text. As counselors, we might be compelled to address their presenting issue regarding their communication skills; however, their greater issue might be their poor teamwork skills. The thought here is that this couple would be able to define their marriage, address their communication issues, and address any other marital dynamics if they learn to trust their partnership. In another scenario, I worked on career building skills with a young mother that had a codependent relationship with a new boyfriend. I was focused on getting her employed and living independently, she was focused on marriage. My perception was that she was naive and irresponsible; I was not expecting her to reveal that she had never known a man without a history of arrests and that she was pursuing this individual to pursue a more positive example for her son. This gave me an opportunity to discuss character traits, assist her in identifying character traits that she would like in a partner, and how to develop character traits that might be attractive to men that she would like to pursue. It is not a coincidence that a number of these traits also encouraged her to seek employment. With this approach, and support to learn how to apply for jobs and interview, she was employed shortly thereafter.

As counselors, we must ask ourselves if our coursework prepared us to address the issues that our current and future clients will face. Has our coursework prepared us to address presenting or underlying issues related to having a history of lengthy hospitalizations, school truancy, intellectual challenges, housing instability, a history of abuse and neglect, or severe poverty? Are we prepared to address presenting and underlying issues for the remaining migrant children or children of the opioid crisis? As counselors, we need to understand what life skills are, the correlation between life skills and therapeutic concerns, and how to assess for these issues. Then, we need to consistently assess for life skills attainment concerns at our intake sessions.

We need to better understand who raised our clients, the circumstances surrounding their childhood, their perspectives of their life skills attainment, and what life skills they value.

Finally, we need to find ways to address life skills attainment that is consistent with our client's overall goals and will be impactful to their long-term wellness. As Counselor Educators, we need to incorporate these marginalized groups in our assessment, facilitation skills, and theories courses. We need to assist our students in understanding life skills, the importance of life skills attainment, how to address these issues, and how life skills impact the success of therapy.

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Promoting Safety in Schools through Crisis and Trauma Curriculum

Sinem Akay-Sullivan Ph.D., LPC-S, RPT, Certified TF-CBT Therapist

The increase in the prevalence of mass school shootings in last twenty years (Baird, Roellke, & Zeifman, 2017) demand school counselors to conduct risk assessments and know how to provide stability in schools after a school shooting. Despite the need for crisis training in counseling programs, in a national study, Barrio Minton and Pease-Carter (2011) reported that less than one-half of the responding programs offered a crisis intervention course and only limited number of programs required students to take the course even when it was offered. Council for Accreditation of Counseling and Related Education Programs (CACREP, 2016) responded to this need by requiring accredited programs to offer crisis and trauma training in entry- and doctoral-levels. This paper describes the aspects of crisis and trauma training that counseling programs can include in their curriculum to support school counselors in providing safety and stability in schools.

Risk Assessment

As a part of the crisis prevention efforts, school counselors need to be trained in risk assessments to ensure delivery of early interventions for at-risk students (Lenhardt, Graham, & Farrell, 2018). Risk assessment can be a challenging task, as studies have been unable to create reliable profiles of school shooters (Flannery, Modzeleski, & Kretschmar, 2013). However, researchers suggested to consider factors such as students' feelings of anger, hopelessness, and despair, view of violence as an acceptable or only way to solve problems, suicidal ideation, dysfunctional relationships with peers, lack of direction, history of abuse (as victim or perpetrator), victimization through bullying, and trauma symptoms.

One way that counselor educators can prepare school counselors to assess homicidal ideation is to include trainings in their crisis and trauma curriculum about the use of comprehensive intake forms and conducting initial sessions that include questions about the risk factors listed above.



Sinem Akay-Sullivan
Sam Houston
State University

Additionally, there are several trauma assessments that school counselors can administer to evaluate history of trauma and trauma symptoms in students, such as UCLA PTSD reaction index for DSM-5 (PTSD-RI-5; Steinberg & Beyerlein, 2014) and Trauma Symptoms Checklist for Children (TSCC; Briere, 1996). Most trauma instruments do not require intensive training, but it is important for counselor educators to include trauma and risk assessment instruments in their assessment curriculum to help school counselors become aware of these assessment options.

Intervention

In addition to providing outside referrals, conducting individual and group counseling with at-risk students can be a part of school counselors' role in establishing safety in schools. Additionally, after a school shooting, school counselors play a vital role in offering students guidance towards returning to their normal functioning (Fein, Carlisle, & Isaacson, 2008). Learning theoretical strategies for approaching crisis situations and tentatively planning interventions allow counselors to feel more confident in their abilities to make effective decisions in crisis situations (Sawyer, Peters, & Willis, 2013).

Counseling programs can offer trainings in evidence-informed and developmentally appropriate crisis and trauma interventions, such as Psychological First Aid and Trauma-Focused Cognitive Behavioral Therapy, to prepare school counselors to handle crisis situations such as school shootings with more confidence. Counselors' self-efficacy can also be improved through providing case-based practicum curriculum that includes hands-on activities in crisis preparation (Greene, Williams, Harris, Travis, & Kim, 2016). Additionally, considering that school counselors often bear a heavy load of duties, counselor educators should encourage their students to reach out to community counselors and counseling organizations when additional support is needed for their prevention and intervention efforts.

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Counselors-In-Training and Recent Counseling Graduates: The Power of a Peer-Based Community

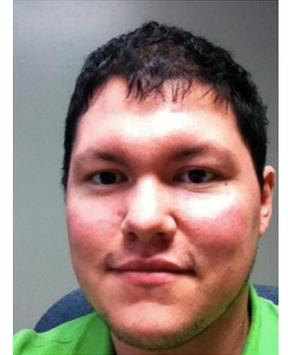
Summer B. Allen, Ph.D., LPC & Quentin Hunter, Ph.D., LPCA

The completion of a counseling program is an exciting time for counselors-in-training (CITs). Their future ahead, gone are the days of panic over earning clinical internship hours, writing papers, or struggling to find school-work-life balance. However, graduates who pursue licensure exchange the stressors of a master's program for the unfamiliar territory of obtaining a provisional license as a professional counselor intern or associate. In most states, individuals pursuing licensure will need to take an exam, submit transcripts, secure supervision, and obtain employment, not always in that order. CITs or recent graduates may experience stress due to impractical assumptions about the post-graduate counselor experience (Freadling & Foss-Kelly, 2013; Moss, Gibson, & Dollarhide, 2014; Neace, 2012; Prosek & Hurt, 2014; Skovholt & Ronnestead, 2003). Graduates often navigate the licensure process with minimal supports. Even the most well-intentioned faculty may be too overburdened to assist graduates during the often-lengthy licensure process, and some out-of-state faculty may be unfamiliar with the process. Perhaps, then, a different support network is needed. A peer-based community may help to assuage the difficulties faced by CITs and recent graduates.

Central Texas: LPC-Interns (CTLPCI) is a peer-based online community of nearly 850 counseling students and recent graduates. The purpose of the group is to bridge the gap in support that occurs during the school-to-work transition among recent graduates. The group serves to provide guidance regarding the licensure process, employment, supervision, self-care, and professional development. Many of these topics are reviewed with CITs during their coursework. However, many members experience some novice counselor disillusionment pertaining to the licensure process, salary, and employment opportunities. This



Summer B. Allen
Antioch University
New England



Quentin Hunter
Lindsey Wilson
University

disillusionment may result in resentment, frustration, or abandonment of the counseling profession altogether (Skovholt & Ronnestead, 2003). Additionally, a review of the recurring topics in CTLPCI highlighted a need for better preparation regarding the practicalities of the post-grad experience.

Social media creates an opportunity to develop a community for CITs and novice counselors. The convenience in which group members can seek support from one another is a benefit of online communities. According to Chui, Ziemba, Palma, and Hill (2014), peer relationships appear to possess a more balanced distribution of power and fewer concerns surrounding evaluation than supervisory relationships. Group members feel the group is a safe place for vulnerability, since supervisors and faculty members are not allowed to join the group. Furthermore, group members are encouraged to ask questions and receive answers from their peers. This provides multiple perspectives on topics, so members may grow personally and professionally. Group members also can present to the group in live videos. This interactive component to the community serves to provide our members with professional development opportunities, networking, and connectedness to the field.

Lastly, this peer-based community offers leadership and advocacy opportunities for CITs and new professionals. CTLPCI has three committees to assist the growth of the group: Ethics and Board Rules, Employment, and Professional Development and Wellness. These committees create topic-specific dialogue to ensure members are aware of state board trends, ethics of provisional licensure, job postings, resume assistance, workshops, and self-care practices. Common topics discussed in this online community include supervision guidelines, employment needs, and licensure exam process, specifically the National Counselor Examination for Licensure and Certification (NCE). Group members can share their experiences and utilize this information to strengthen their professional identity. For example, group members were interested in advocating to advance LPC-Intern experiences across Texas. The result was on-the-ground efforts via contacting state legislators, attending state board meetings, and asking supervisors to advocate for LPC-Interns across the state. The feelings of support and encouragement in this peer-based community help keep the zest for the profession alive.

A peer-based community like CTLPCI could be implemented in other states. Recommendations for the development include creating a leadership committee, determining roles, and establishing a social media presence. Group administrators should be CITs and LPC-Interns and can be recruited by counselor education programs. Administrators should have knowledge of the school-to-work transition in their state. The leadership committee should create rules based on peer suggestions, and group members may form committees identified by their peers. A social media presence may be established by creating a closed group on Facebook. Member recruitment should occur by announcement to counseling classes, local organizations, networking events, and referrals. Lastly, the leadership committee should work to provide resources on licensure procedures in their state, trainings, self-care practices, advocacy, etc.

Many group members express gratitude for this community as they navigate being novice counselors. Additionally, counselor educators, supervisors, and fully-licensed counselors have indicated they wished for such a group when they were beginner counselors. Creating a space for community among CITs and novice counselors helps bridge the support gap during the school-to-work transition. A community like CTLPCI where these individuals feel supported and can identify with other new professionals only serves to advance the profession.

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Creating a Greater Sense of Community in Counseling through Collaborative Relationships between Historically Black Colleges and Universities and Predominantly White Institutions

Rachelle Redmond Barnes, Ph.D., LPCA, CR

As the United States continues to become more diverse, there is an increasing need for counselors from diverse backgrounds as well as multiculturally competent counselors. Scholars repeatedly have recommended that counselor education programs become more diverse and inclusive (e.g., Henfield, Woo, & Washington, 2013; Hipolito-Delgado, Estrada, & Garcia, 2017b), but there is paucity in the research on how programs have answered this call. Counselor educators can draw from the findings from other health fields, such as medicine and nursing, to identify best practices that can be employed to make their programs more inclusive.

One way some medical schools diversified their programs was by creating partnerships with minority serving institutions (MSIs), specifically historically Black colleges and universities (HBCUs; Parrish, Daniels, Hester, & Colenda, 2008). Early on, HBCUs were founded to educate free (i.e., not enslaved) Black men and women (Albritton, 2012), and a majority were founded in the South. In the southern region of the U.S., there are over 180 schools that offer at least one counseling program, yet only a small percentage of these programs are housed at HBCUs. Due to the large number of HBCUs in this region, there is a great potential for collaboration between these institutions and PWIs. Specifically, HBCUs and PWIs can work together to increase racially and ethnically diverse college students' awareness of the field of counseling. Furthermore, these collaborations may create opportunities for open conversations among the faculty and students, leading to increased levels of multicultural awareness and competence.

Counseling programs at PWIs, like some medical schools, can partner with undergraduate programs at HBCUs to recruit students of color in several ways. First, representatives from the graduate program (including faculty and students) can partner with the schools to host information



Rachelle Redmond Barnes
Winston-Salem State University

sessions or present at a colloquium. Additionally, graduate counseling programs can inquire about sponsoring a table or luncheon at undergraduate research symposiums hosted by HBCUs. Furthermore, formal interuniversity partnerships can be established to create early admission programs for promising undergraduate students.

Attracting and recruiting students of color is an important step to diversifying the counseling profession. However, counselor education programs also need to give some attention to their retention efforts, with special emphasis on creating an inclusive environment (Hipolito-Delgado, Estrada, & Garcia, 2017a). A recent study found that some students of color struggle with eurocentrism, or White dominance, in their counselor training programs, which further marginalizes the lived experiences of these students (Hipolito-Delgado et al., 2017b). These feelings may be magnified for students of color enrolled in graduate programs at PWIs, especially if they are the only person of color (or one of few) in the program. HBCU-PWI partnerships can be beneficial for students in both programs by providing

additional opportunities for academic and social interactions that may lead to increased cultural competence for all. This can be done through the implementation of combined lectures (in-person or via videoconference), co-curricular activities, and student or faculty exchange programs (Leh, Waldspurger Robb, & Albin, 2004).

Although there are several benefits of interuniversity collaborations between HBCUs and PWIs, there are some issues that need to be taken into consideration when developing these relationships. First, collaborators at both institutions should like, respect, and trust each other (Sargent & Waters, 2004). Additionally, thoughtful consideration needs to be given to how these programs will be funded, whether it be through grants or institutional support. Finally, the administration (i.e., deans and provosts) must support these types of partnerships in order for them to be successful. Overall, partnerships between HBCUs and PWIs can be beneficial and add to the sense of community in the counseling field.

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Counselors and the Opioid Crisis

Jonna Byars, Ph.D. and David E. Jenkins, Psy.D.

The epidemic of opioid misuse, abuse, and addiction cannot be ignored by counselor educators. It touches the lives of millions of Americans, and has far-reaching consequences for those who are at risk for misuse, their families and friends, and the larger society. Counselor educators and supervisors must be able to address this challenging issue productively, including when the counselor does not specialize in addiction.

The Crisis

According to the Council of Economic Advisors (2017), the crisis in America has reached truly staggering proportions. In 2013 the total costs of opioid addiction in financial terms was just under 80 billion dollars. That figure was over 500 billion dollars by 2015. The raw human toll has gone from 8000 deaths a year in 2000 to almost 35,000 annually by 2015. The number of opioid prescriptions issued quadrupled from 1999 to 2010, despite the lack of a corresponding increase in medical conditions indicating the need for such medication. With steep increases in opioid overdose deaths every year, the daily toll by 2016 was 130 (Agency for Healthcare Research and Quality, 2016). Of the approximately 60 million people prescribed opioids in 2017, 15 million misuse them, and 6 million have an opioid use disorder. And the role of opioids as a gateway to heroin is equally remarkable, with nearly a million opioid misusers ending up using heroin. 80% of heroin users first misused prescription opioids (National Institute of Drug Abuse, 2017).

The Addiction Process

In a classic depiction of the addiction process, the first two stages, experimental and social, are characterized by use. Use becomes misuse as reasons and consequences of use develop, characteristic of the medicinal stage. As the addictive process continues, abuse becomes dependence which involves tolerance and withdrawal.



Jonna Byars
Liberty University



David E. Jenkins
Liberty University

Binging produces intoxication, followed by the negative experience of withdrawal, leading to the craving, preoccupation, and loss of control of the addictive stage that perpetuate the classic cycle of addiction.

However, opioid misuse has several unique features that make it quite different from other addictive substances. The curiosity motivation is largely absent for those who begin taking opioids for legitimate medically diagnosed pain. Social use is often bypassed, and most misuse takes the form of nonmedical use of prescribed opioids. Opioid dependence may lack the more obvious markers of the addictive stage. You may see tolerance and withdrawal, for example, but not the craving and loss of control that many associate with addictive behavior (American Psychological Association, 2017).

What Counselors Need to Know

Counselors must be informed if they are to properly educate clients and families about the nature of the risk involved in taking opioid medication. Around 25% of those who are prescribed opioids for chronic pain end up misusing them, a critically important piece of information for anyone in that situation (NIDA, 2017).

An additional factor for counselors to keep in mind is that recent studies have found that prescription opioid use is especially risky if it is used at the same time as benzodiazepines such as alprazolam and diazepam (i.e., Xanax and Valium), a very commonly prescribed class of medicines. If taken together, researchers found that the risk of overdose is five times greater in the first 90 days, and twice as great after 90 days (Hernandez, He, & Brooks, 2018). Also, of special note to counselors, there is a well-researched likelihood of co-occurring mental and addictive disorders. We must train counselors to be on high alert for clients who already have a diagnosis of disorders such as depression, anxiety, or PTSD and are prescribed an opioid (Kessler, et al, 1996).

Counselors are reminded to return to very basic human needs. For prevention of abuse, we need stable family relationships, caring adults to serve as role models and mentors, and healthy community relationships and involvement. It is not just addiction we are treating, and one does not need to be an addiction specialist to see how important these factors are in prevention and recovery. The existence of social supports is vital for addiction recovery, just as it is for people who have chronic pain. Counselors should be aware of community resources that may become available in a swiftly changing policy environment. The Department of Health and Human Services has identified a number of specific strategies for dealing with the issue. From gathering greater information concerning public health to improving access to treatment to innovative drugs and pain management strategies, the federal government has pursued many approaches in crafting a policy response (U.S. Department of Health and Human Services, 2017). Federal, state, and local programs, in addition to private efforts, may make available recovery housing, transportation assistance, treatment facilities, child care, and a host of other supports that can be effective in recovery. A counselor must stay informed about locally available assets and be ready to work collaboratively with other providers.

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Rural Mental Health: Connect Professionals in Facilitating Community Cancer Support Group

Ya-Wen (Melissa) Liang, Ph.D., LPC, NCC, La Vonne Fedynich, Ed.D., Mary Gonzalez, RN, & Rebecca E. Barrington M.D., FACP,

Cancer has become a foremost public health issue in the United States (Medeiros et al., 2015). There were 14.5 million cancer survivors in 2014 and the number is expected to increase to 19 million by 2024 (American Cancer Society, 2014.). Cancer diagnosis, treatment, and staging affect survivors' physical, psychological, sexual, and social functioning, which diminishes survivors' quality of life (Deng, Liang, La Guardia, & Sun, 2016). According to the Institute of Medicine (2008), social as well as emotional support are the foundations of cancer care. However, a study on 8,055 cancer survivors revealed that only 18% of cancer survivors received minimal level social support and 12.1% experienced frequent distress (Poghosyan, Darwish, Kim, & Cooley, 2016).

Over four decades, researchers asserted the need to promote rural mental health based on minimal professional services provided by competent Ph.D. level mental health professionals and well-trained M.D. practitioners in rural communities (Cristancho, Peters, & Garces, 2016; Hollingsworth & Hendrix, 1977). Insufficient mental health services provided in rural communities tend to result in individuals' anxiety, depression, and hopelessness in the rural area (Cristancho et al., 2016). Rural health education and rural postgraduate practitioners play a positive role impacting individuals' awareness, well-being, and coping abilities within immediate community contexts (Cristancho et al.; Singh, 2017).

Common factors preventing individuals from seeking rural mental health services and treatments include service cost, busy schedules, shortage of rural mental health providers, and transportation (Singh, 2017). A tailored cancer support program would provide a safe and comfortable environment for immigrant patients to address their concerns (Deng et al., 2016).



Ya-Wen (Michelle) Liang & La Vonne Fedynich
Texas A & M University-Kingsville
Mary Gonzalez & Rebecca E. Barrington
Texas Oncology-Kerrville

In the previous research on an immigrant cancer support group in a Southern state, the researchers provided bilingual monthly newsletters, bilingual educational materials, one-on-one bilingual peer support services, and a variety of free patient navigation services, such as Medicaid application assistance, transportation for medical appointments through volunteering networking, bilingual interpreters for doctor appointments, bilingual cancer support information through local radio broadcast, one-on-one consultation with a bilingual nutritionist, and information for wigs and prosthesis. Participants included 51 immigrant breast cancer patients who attended the monthly support group meetings or educational seminars. Even though most immigrant cancer patients were reluctant in seeking professional counseling services, they felt comfortable in participating in the group meetings and seminars to acquire cancer support and information. The participants reported the cancer support group with tailored professional assistance provided them opportunities to address their concerns during treatments, receive valuable information, gain knowledge and support in fighting cancer, and connect with the local community and volunteers.

With the support of a University Research Award grant, this primary researcher, a Ph.D. professional counselor, collaborated with a MD oncologist, a registered nurse, a lymphedema and physical therapist, an Ed.D. adult educator, and a Ph.D. music educator to tailor a monthly cancer support group in a rural community to assist cancer patients and survivors in the rural area in a Southern state to receive professional and free services. The majority of cancer patients in this rural area were elderly individuals. This monthly cancer support group is held with a hope to connect a variety of professionals with a doctoral degree or a professional health license working as a team together serving the rural community where elderly cancer patients have limited resources during their cancer treatments and recovery.

The researchers hope this monthly cancer support group can bring professional support to the community, reduce cancer patients' anxiety, and enhance cancer patients' well-being. Through monthly 90-minute cancer support group meetings, the researchers provide group support, healthy living and nutrition sharing, music experience with singing songs and playing instruments, physical therapy, lymphedema therapy, sand tray therapy, and relaxation techniques. This tailored cancer support group offers cancer patients and survivors a safe environment and tangible resources to assist them addressing their concerns, challenges, treatment processes, anxiety, and emotions. It is hoped that our services and experiences will contribute to a model for establishing a cancer support group program to cancer patients, survivors, and family members in many communities.

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Creating Authentic Connection in Counselor Education

Angie O’Gieblynn, PhD, LPC & Jonathan Roy, M.A.

Recently, we have been wrestling with the professional implications of authenticity and vulnerability. What do these concepts look like in a professional education setting? How do we incorporate them into our teaching, mentorship, and supervision while maintaining healthy boundaries between students and teachers? How do we engage with our colleagues in a way that fosters authentic community while still preserving a professional tone?

Thanks much in part to the work of the incomparable Brené Brown, many in our field (and society) for that matter, are beginning to ask ourselves questions about living authentically. In her book *Rising Strong*, she states, “I believe that vulnerability-the willingness to show up and be seen with no guarantee of outcome- is the only path to more love, belonging, and joy.” When we have discussed concepts like this with some in academia, the immediate pushback sounds something like, “Well that is nice for your personal life, but that type of vulnerability isn’t meant for professionals, especially not academics.” Somehow this call to live a fragmented life just doesn’t appeal to us, and the more we try to make it fit, it just doesn’t.

We are not convinced that this detached approach is even pedagogical best practice. Innovative thought leader and educational advocate Dr. Parker Palmer contends that identity and integrity are as foundational to quality teaching as sound technique. Sounds familiar? Don’t we teach our students that the therapeutic relationship, not techniques alone, ultimately determine the success of therapy? As Palmer explains “...if we want to grow as teachers- we must do something alien to academic culture: we must talk to each other about our inner lives- risky stuff in a profession that fears the personal and seeks safety in the technical, the distant, and the abstract” (p.12). Especially in counselor education, where we are teaching students to lean into discomfort, why do we so quickly run from our own emotional risks?



Angie O’Gieblynn
Lynn University



Jonathon Roy
Trevecca Nazarene
University

We believe the answer lies in two very common challenges found in academia: maladaptive perfectionism and shame. Palmer continues, “Identity and integrity have as much to do with our shadows and limits, our wounds and fears, as with our strengths and potentials” (p.13). How comfortable are we with admitting our failings and fears, to share our struggles with our colleagues, despite the often-competitive academic environment? What does this type of disclosure look like inside the classroom? Catmull (2014) writes that “Fear makes people reach for certainty and stability, neither of which guarantee the safety they imply” (p.148). How often do we choose certainty and stability over taking risks in the classroom? Yet, we ask our students to take chances in therapy, to trust themselves. If we cannot model appropriate risk taking and self-disclosure in the classroom, how do we expect our students to learn it? How willing are we to admit our mistakes and to ask for forgiveness for them? How might this modeling of openness impact student’s receptiveness to our feedback? How might perfectionism and shame be getting in your way of building authentic relationships both inside and outside of the classroom?

Authenticity will manifest in each of us uniquely, and we must find our own ways modeling our truth. We must allow space for authenticity to look different in each colleague and student. Some of us

need to reach out and some of us need to reign in. “The best teachers are able to communicate their caring for students both as people and as learners” (Bernard, & Luke, 2013, p.126). Inviting our students to embrace their authenticity as a professional can be a part of holistic counselor development.

Another important aspect to maintaining professionalism while modeling authenticity is reminding ourselves that authenticity does not equate to nor require full transparency. One can fully embrace their identity and operate with integrity while still maintaining appropriate boundaries around sensitive information. We can also teach our students that authenticity doesn't mean reactivity or saying everything that is on one's mind, nor does professionalism mean hiding behind a mask of emotionless perfectionism.

This article may have provided more questions than answers but invite you to reflect and wrestle along with us. This may be a career-long developmental process, but one that excites us greatly. Our hope is that as we walk away from shame and perfectionism and towards life-giving authenticity that our students and their future clients will follow.

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Visit www.saces.org/Conference-2018 for more information

Dear SACES Members:

I am honored to welcome you to the 2018-2019 academic year and to serve as your president-elect. The SACES conference committees have been hard at work all summer to organize an outstanding conference at the Hilton Resort in Myrtle Beach, South Carolina from Oct. 11 – 13, 2018. This year's convention will feature six preconference sessions, 165 education sessions, 189 roundtables, 176 poster sessions, and eight interest network meetings. Attendees have the opportunity to earn up to 21 CEUs credits by attending the conference.

[OpenWater](#), the SACES conference platform, was new this year and allowed for the submission of conference proposals, review and selection of sessions, registration, and evaluations of the presentations necessary for earning CEUs. Even with the support of the program software, we have relied heavily on the assistance of Dr. Cheryl Wolf, of SACES treasurer and webmaster, Dr. Chris Belser, Membership Chair, and the Lauren Downey and Dana Griffin, Registration Co-Coordinator. They have spent countless hours addressing members' needs and troubleshooting individual issues and deserve to recognition for their devotion and service to SACES. As a reminder to all, the next conference registration deadline is September 15th, and rates are available at a professional, student, and non-member level. Registering by September 15th will save you \$50.00 off the online registration rate. Also, be sure to book your hotel accommodation soon as the conference [Hilton Myrtle Beach Resort](#) is almost sold out. However, our overflow hotel is the [Royale Palms Condominiums by Hilton](#), which is directly adjacent to the Hilton Myrtle Beach and information can be found on the SACES [Conference 2018 site](#).

Finally, SACES members will soon have the opportunity to elect the organizations next President-Elect-Elect (2019-2022) and Secretary (2019-2020). Special thank you to Past-President Casey Barrio Minton for facilitating the nominee and election process. We look forward to announcing the newly elected officers the SACES Grant and Award Recipients, and the location for the 2020 SACES Conference location during the Presidential Luncheon so be sure to purchase your tickets before we sell out.

I wish you all the best for the start of the Fall semester and safe travels to Myrtle Beach, South Carolina.

Best,

Elizabeth ☺

Elizabeth Villares, Ph.D.

President-Elect, Southern Association of Counselor Education and