SACES
SOUTHERN ASSOCIATION FOR COUNSELOR EDUCATION AND SUPERVISION

SACES NEWSLETTER
VOLUME 17 | ○ ISSUE 2 | ○ SPRING 2022

THEME: PROMOTE CONNECTION, LEADERSHIP, AND SERVICE WITHIN THE PROFESSION

IN THIS ISSUE:

FROM THE PRESIDENT

Dear SACES Members,

Hello! We have come to end of the Spring semester. It has been a great privilege to serve as your President during the past year. Over the last year, SACES has grown in our membership, has launched a series of well attended webinars focused on contemporary issues in Counselor Education, has disseminated timely and important publications in the Teaching and Supervision in Counseling Journal, has benefited from our amazing Emerging Leaders, Interest Network and Committee Chairs leadership and member engagement, and has worked as an Executive Committee to provide a meaningful membership and future conference experience.

This year has come and gone so quickly and it would not have been possible without the support of board, I would like to specifically thank Dr. Dodie Limberg, SACES Past President, Kaprea Johnson, SACES Secretary, and Shelby Gonzalez, Graduate Student Representative, as their time on the board

comes to an end. Starting July 1st, SACES will have new leadership with Dr. Hannah Bowers stepping into the role of SACES President, Dr. Michael Jones serving as SACES President-elect, and Dr. Noelle St. Germain-Sehr serving as SACES Secretary. Lauren Flynn will be our new Graduate Student Representative and Dr. Mario De La Garza will stay on as treasurer.

The focus of this newsletter is on ***community***. When I think of what SACES means to me, the first word that comes to mind is community. As we have been grappling with the pandemic for over two years, we have realized now, more than ever, how the effects of the quarantine and social isolation has impacted our sense of community and how our health and happiness are inextricably linked with our connections. Strong communities have a significant sense of purpose. As we strive to continue building and strengthening our SACES community, my hope is that we can each find ways to find purpose in our service and remind ourselves how each contribution matters, with the common goal of belonging and connectedness.

As this semester comes to an end, I encourage each of you to continue building your social capital—both within SACES and across counseling organizations. We know that strong communities are always evolving, needing to adapt, and become stronger as they cope together. Effective communities also embrace conflict and diversity—working through differences of opinion, making space for civil discourse, and appreciating multiple points of view. As we grow together, let's continue to support and learn from one another.

Thank you for the opportunity to serve as your SACES President.

In closing,
Dr. Sejal Barden

Summer 2022 Newsletter Submission

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

We are looking for submissions for consideration in our Summer 2022 issue of the SACES Newsletter. This issue will be an edition about ***Education - foster best practices in teaching and professional development***

Submissions must be between 500 and 800 words (not counting references) and sent electronically as a Word document to newsletter@saces.org. Please include the author's name(s), credentials, affiliation(s), and photo(s) in .jpg, .tif or .gif format.

For questions or more information, please contact the editors at newsletter@saces.org. You can also check out previous newsletter issues available from the SACES website. Contributions are needed by **Sunday, June 19th**.

Andrea Kirk- Jenkins and Isabel Farrell
Co-Editors SACES Newsletter

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Follow these quick steps to connect and engage with us:

- Go to SACES home page at www.saces.org
- Log in to your profile using the icon in the top right corner of the page.
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Engaging and Leading Future Counseling Leaders

James M. McGinn, Ph.D., LPC, NCC, ACS, Eastern Kentucky University

James M. McGinn

Leadership is a vital counselor skill and professional identity component, which is evidenced by its required elements in the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) curriculum (2016) and additional references to interdisciplinary collaboration, social justice, and advocacy in the *American Counseling Association's (ACA) Code of Ethics* (2014). Doctoral-level students of CACREP-accredited Counselor Education and Supervision programs believe themselves to be receiving sufficient leadership training and preparation (Lockard et al., 2014). Some evidence indicates that master's-level counseling students are confused as to how to develop and practice their leadership identities and skills (Xiong et al., 2021), and the general lack of research suggests that leadership is woefully under addressed or emphasized in master's-level programs. Counselor educators and supervisors are called to better acknowledge master's-level students' leadership traits and skills as well as better prepare them to accept professional leadership identities and roles.

A range of characteristics have been used to define leadership, such as candor, charisma, conviction, integrity, and professionalism (Paradise et al., 2010), all of which are necessary counselor characteristics. And it has been asserted that both counseling and leadership skills overlap in their reliance on basic relational skills (Northouse, 2010). It therefore seems that master's-level counseling students innately possess and develop during their training foundational leadership traits and skills. Yet leadership development may be neglected in initial counselor training programs to focus on knowledge and skills deemed more foundational or necessary for professional identity and practice (Paradise et al., 2010). This phenomenon coupled with students' insecurity regarding their professionalism (Skovholt & Rønnestad, 2003) may inhibit them from acknowledging their leadership capabilities and pursuing or accepting opportunities to strengthen them. It is therefore incumbent upon counselor educators and supervisors to help students connect with their leadership identities and pursue or accept related opportunities to practice them.

"Counselor educators and supervisors are called to better acknowledge master's-level students' leadership traits and skills as well as better prepare them to accept professional leadership identities and roles."

There are numerous ways in which counselor educators and supervisors can assist master's-level counseling students in developing leadership awareness, identity, and skills. Leadership can be incorporated into the counseling curriculum (Paradise et al., 2010) through assignments and discussion. Furthermore, counselor educators can model leadership in their classroom or group behaviors and active participation in professional associations or organizations. Being a role model has been cited as a primary aspect of leadership mentoring (Doran et al., 2018), and mentoring has been acknowledged as a crucial element of general leadership development (Doran et al., 2018; Lyons, 2013). Various mentorship models or processes exist (e.g., Black et al., 2004) to guide counselor educators and supervisors in cultivating relationships with mentees. A key to this process, especially for master's-level students, is for the educator or supervisor to acknowledge or initiate it as – again – many novices to the profession may be insecure or unaware to take such initiative. And a benefit of mentorship is guidance in networking with other professionals (Doran et al., 2018), which has been identified as necessary in getting some individuals started in their leadership careers (e.g., Don C. Locke as cited in Vereen, 2010). Additionally, mentors can share their professional

association or organization leadership activity with their mentees as well as encourage them to follow suit. Chi Sigma Iota, which has been cited as useful in developing student leadership (Luke & Goodrich, 2010), is an example of an organization through which counselor educators – especially in the role of chapter advisor – can foster students' leadership.

Above all, counselor educators and supervisors must remind students of their innate or existing leadership attributes and skills as well as foster opportunities for them to exercise them. Professional – and at times personal – insecurity may be the biggest hindrance to master's-level counseling students' openness to leadership. Counselor educators and supervisors can bolster their confidence through modeling, assurance, encouragement, and more active guidance to leadership opportunities. If they acknowledge and accept their capacity to assist master's-level students in leadership development, then there are indeed many ways in which for them to do so.

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Five Practices of Exemplary Leadership: An Approach for Advocacy and Community with the Black Community

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Timothy Eng (left), James Rujimora (middle), Linwood G. Vereen (right)

The socio-cultural and political implications of race and ethnicity remain at the forefront of counselors and counselor educators (referred hereafter as professionals), specifically when working with marginalized and oppressed populations. Grounded in the resilience of the Black community, we aim to highlight how racism, discrimination, education inequality, law enforcement relations, and inadequate healthcare continue to inflict emotional, physical, and psychological harm. To address these issues, we apply Kouzes and Posner's (1995) five practices of exemplary leadership: *model the way, challenge the process, enable others to act, inspire a shared vision,* and *encourage the heart*, as a framework for how counseling professionals can promote connection, transformational leadership, and service to the profession in supporting the Black community at the individual and systemic level (Ross et al., 2014).

Black people have endured a long and tenuous relationship with racism. Although not as explicit and exclusionary as the Jim Crow Era; presently, the Black community experiences interpersonal (e.g., racial profiling) and systemic racism (e.g., healthcare disparities). As professionals, we are challenged to practice what we preach, essentially *modeling the way* for our clients, which is the first practice of exemplary leadership. We do this by establishing principles and values that inform how individuals should be treated. Thus, to address racism we need to be transparent in our adoption of an anti-racist stance, where we actively oppose it in all its forms, which will then influence policies, behaviors, and beliefs (Boston University, 2021).

The Black community has historically been denied equitable access to education leading to severe inequalities in rates of enrollment, retention, and degree completion at the postsecondary level (Allen et al., 2018). The underrepresentation of Black educators has also contributed to feelings of isolation and disconnection that may explain the disproportionate levels of academic underperformance in university environments compared to other races (Allen et al., 2018). As professionals, we utilize the second practice, *challenge the process*, to change the status quo. Our clinical training should expand to integrate broaching behavior, which is a counselor's ability to facilitate discussion related to race, ethnicity, and culture that underlie developmental challenges for Black clients (Day-Vines et al., 2007, 2013, 2020, 2021). Challenging the education system can occur through intentional curriculum design (e.g., courses, syllabi, classroom policies, and inclusion of critical race theories, theorists, and Black scholars) to reflect a social justice paradigm (Brubaker et al., 2010) that better supports the learning and growth of students.

Consequently, inadequate access and opportunity to higher education strongly influence income disparity, which oppresses Black communities and

prolongs generational poverty (Naylor et al., 2015; Challenger & Eng, 2021). The direct relationship between education and employability impedes the ability to achieve upward mobility. The third practice encourages professionals to *inspire a shared vision* for our clients; one that is socially-just, equitable, and economically accessible. This starts with access to mental health care. A potential solution is group economics, or the act of pooling together money to benefit a common economic interest. As professionals, we can utilize our referral networks to pool money to defray costs associated with barriers to mental health care like transportation, technology, and session costs.

"inadequate access and opportunity to higher education strongly influence income disparity, which oppresses Black communities and prolongs generational poverty"

Moreover, the relationship between the Black community and law enforcement continues to be strained. As a result of racial profiling, over-policing, and hyper-surveillance (Herd, 2020), there has been severe inequalities in incarceration rates and premature deaths of Black people. The fourth practice, *enabling others to act*, means that we should push a path forward by enabling law enforcement officials to act in collaboration with Black communities to promote mutual respect, trust, and human dignity. Through our advocacy work, we can foster community engagement and engender new partnerships by considering the needs and interests of both parties in hopes of sharing collective ownership and responsibility to bridge the racial and ethnic gaps between Black communities and law enforcement.

Furthermore, the Black community has been systemically hurt by the medical establishment, as evidenced by pervasive stereotypes and stigma. Denial of healthcare, coupled with individual and systemic biases, has led to increased race-based stress, depression, and anxiety. Similarly, low employment rates have contributed to limited or no healthcare coverage, which has negatively affected mental health care (Rudden, 2020). As professionals, we uphold the final practice, *encouraging the heart*, by encouraging, celebrating, affirming, and acknowledging our Black clients' efforts to navigate their mental and physical health. This looks like advocating on a client's behalf to medical providers, while still affirming and empowering them to take steps to better their health.

Implementing and adapting Kouzes & Posner's (1995) five practices of exemplary leadership is a framework for professionals to ground themselves in connection, leadership, and service to the profession to address issues related to racism, oppression, and discrimination in Black communities. As professionals, we can be transformational leaders by modeling individualistic and systemic changes. The transformational work encompasses enabling, inspiring, challenging, and encouraging others to continue advocating alongside the Black community. Utilizing this paradigm can impact our decisions in how we find ways to connect with, lead, and serve the communities whose voices may have been marginalized and excluded. If we aspire to practice and serve from Kouzes and Posner's model, then it is within our communities that this framework can be fully expressed, thus allowing us to serve dually as leaders that enact a vision for the profession embedded in connection and service for communities for whom this work needs to be done.

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Counselor Trainees Understanding Child Welfare Involvement Using the MSJCC

Regina Gavin Williams, PhD, NCC, LCMHC, North Carolina Central University

Regina Gavin Williams

With the ever-increasing number of children and adolescents involved in the child welfare system, counselors are integral in facilitating the mental health, social-emotional, educational, and career development needs of these youth. Child welfare has a long history of establishment in the United States, and through the work of activists, actualized into the U.S. Children's Bureau in 1912, which sought to improve the lives of children (Gordon, 2011). Today, the Children's Bureau works to prevent child abuse through its connection with state and local agencies (Lindenmeyer, 2011). Child welfare consists of a continuum of services that were developed to make certain that children are safe, while ensuring that the families of these youth have the quality support to provide adequate care for them (Child Welfare Information Gateway, 2018). The typical role of child welfare systems is to investigate reports of potential child abuse and neglect; support families in better caring for their children to prevent foster care entry; ensure safety by providing temporary shelter; and to reunify children with their biological families or seek another permanent home option such as adoption (Child Welfare Information Gateway, 2020). Understanding the unique needs of youth involved in the child welfare system can impact the quality of care that counselors can provide. Herein, counselor educators can provide their students with the tools that will better prepare them to serve some of the most vulnerable youth. This process can begin by teaching counselor trainees about child welfare involvement using the Multicultural and Social Justice Counseling Competencies (MSJCC; Ratts et al., 2016) framework.

The Child Welfare System

To better educate counselor trainees on the child welfare system, counselor educators can share the challenges of the system and child welfare statistics. These challenges include child welfare personnel facing organizational issues including high staff turnover and case overloads. It also includes child welfare agencies having the inability to provide accessible and adequate services to their families. Children of color are also disproportionately represented in foster care and several foster caregivers quit within their first year of parenting (Ackerman, 2017; Chipungu & Goodley, 2004).

In 2019 it was reported that 651,505 children were abused or neglected in the United States, and of these children, 251,359 were placed in foster care (Administration on Children, Youth, and Families, Children's Bureau, 2021). The most common reason for youth entering the child welfare system was due to neglect, at approximately 63 percent of cases, which was often the consequences of living in high poverty; and 34 percent of child removal from the home was a result of parental drug abuse (Children's Defense Fund, 2021). Physical abuse represented 13 percent of case, and 4 percent of cases were associated with sexual abuse (Children's Defense Fund, 2021). Acknowledging these challenges will allow counselor trainees to reflect upon how these situations might impact their client's worldview.

Learning Client Worldviews

The MSJCC is a conceptual framework that allows counselors to apply multicultural and social justice competencies into their theory, practice, and research (Ratt et al., 2016). According to the

MSJCC (Ratts et al., 2016), integrating social justice advocacy into the modalities of the counseling experience is essential. This involves counselors understanding the client's worldview and incorporating multicultural and social justice competencies into practice that support individual and community-level changes (Ratts et al., 2016). In this regard, counselor educators must first emphasize to students the importance of learning the individual narratives of youth in the child welfare system and the circumstances that may have resulted in some children's removal from their biological families. Understanding their worldview might also allow counselor trainees to examine the impact of clients' interactions with their various environments from a sociological perspective (e.g. law enforcement, social services, medical personnel, neighborhood). We share the importance of understanding the youth's environments from a socioecological perspective herein.

"Understanding the unique needs of youth involved in the child welfare system can impact the quality of care that counselors can provide."

Socioecological Perspective

Counselor educators can train their students to be intentional in understanding youth involved in the child welfare system in the context of their environments from a socioecological perspective (Ratts et al., 2016). Doing so might encourage counselors to help their clients formulate support networks that can enhance their social-emotional, educational, and adult development. In this regard, counselor trainees can explore which supportive adults and social institutions (e.g. non-profit organizations, schools, mentors, school counselors, social workers) they might connect their clients with (Ackerman, 2017). Likewise, counselor trainees can examine the severity of how oppressive environmental factors (e.g. neglect, living in high poverty, parental drug usage) may influence the health and well-being of youth involved in the child welfare system.

Exploring Intersectional Identities

Educating counselor trainees on the tenants of the MSJCC will allow them to explore the intersections of their identities and those of youth involved in the child welfare system. Doing so will encourage students to explore the ways that privilege, power, and oppression can play out within the counseling relationship regarding their privileged status versus the marginalized status of their client (Ratts et al., 2018). Counselor educators can teach their students how to begin this process by introducing the concept of broaching subjects of race, ethnicity, and culture in session with their child clients (Day-Vines et al., 2021).

In summary, the MSJCC can help counselor trainees explore the intricacies of the child welfare system and the experiences of their clients involved in it. This may be accomplished by educating counselor trainees on the challenges of the child welfare system, learning client worldviews, examining the clients' environments from a socioecological perspective, and exploring the intersectional identities of both counselor and client. In doing so, counselor trainees can begin the process of gaining advocacy skills to better support their clients who are involved in the child welfare system.

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Building Mindful Community

Jeff Moe, Ph.D., L.P.C., Old Dominion University and Dilani Perera, Ph.D., LPCC-S, Fairfield University

Jeff Moe & Dilani Perera

The world-renowned Buddhist Master Thich Nhat Hanh passed away at the age of 95 on January 22nd, 2022. Known as Thay to the thousands of students who have studied with him over his long life of teaching, activism, and writing, he is perhaps best known in the Counselor Education community for advocating for the practice of mindfulness based on Zen Buddhist principles. A Vietnamese monk exiled from his homeland due to his anti-war activism, Thich Nhat Hanh spent most of his adult life as a spiritual leader and peace advocate residing in the Global West. During his remarkable life, he was nominated for the Nobel Peace Prize by the Rev. Martin Luther King, Jr., authored over 100 books on meditation and mindfulness, and established several communities across four continents dedicated to mindfulness teachings. Plum Village in southern France, founded in 1982, is perhaps the largest and most well-known of these communities and remains a beacon of enlightenment, retreat, and growth.

There are many ideas voiced by Thich Nhat Hanh about life, suffering, relationships, mindfulness, and

self-awareness that resonate with the profession of counseling and more generally with those seeking insight into engaged and compassionate living. This included the often difficult to follow practice of demonstrating compassion to self and others, especially during moments of conflict, tension, and disagreement (Hanh, 2005). He called for compassionate awareness, mindfulness, and empathy to be the cornerstone of collaboration and leadership, and these values can also guide counselors acting as leaders and advocates in their own communities (Hanh, 2009).

The practice of empathy, seen as a cornerstone of counseling work, resonates with Thich Nhat Hanh's teachings on living in the present without judgement. Although self-care is increasingly emphasized as an essential component of counseling practice, more professional counselors are reporting burnout, dissatisfaction, and distress (Cook et al., 2021; Yang & Hayes, 2020). Stressors such as the COVID-19 pandemic, resisting oppression, and global events all underscore the need for self-compassion as daily coping mechanisms are negatively impacted. As multiple social pressures raise the average level of distress for each person including counselors, the need for mindfulness and compassion grows as we reflect on our own wellness and needs.

"One component of mindfulness practice that is often overlooked is the value it has for creating a deeper sense of connection to others and enhancing one's overall sense of belonging"

Practices for cultivating compassion and leadership taught by Thich Nhat Hanh include mindfulness meditation, deep breathing, spending time in natural settings, journaling, intentional gratitude, and activities based on enhancing the mind-body connection such as yoga (Hahn, 2014). Exploring various methods for developing the compassion component of mindfulness and incorporating it into daily self-care practices fosters resilience and well-being, and this dynamic appears to be robust across populations and helps individuals cope better with myriad sources of both acute and chronic stress (Davis & Hayes, 2011).

One component of mindfulness practice that is often overlooked is the value it has for creating a deeper sense of connection to others and enhancing one's overall sense of belonging (Hahn, 2014). The need to intentionally foster compassion in relation to self, others, and the environment, a component of what Thich Nhat Hanh referred to as Interbeing (Hanh, 2005), continues to guide the many communities of practice established based on the Zen Master's teachings. In the individualistic society we serve as professional counselors, mindfulness often becomes a commodity for consumption by a few individuals and the goal of deepening one's innate connection to others is downplayed (Perera & Moe, 2020). Compassion for self and others may even be considered as 1) naivety; 2) a weakness; 3) complacency; 4) narcissistic; and 5) selfishness (Neff, 2015). However, practicing self-compassion improves our ability to be compassionate towards others, whether in graduate training, in the many settings where counselors work, or in our personal lives amongst family and friends (Neff, 2015). Self-compassion includes the ability to forgive others and oneself as we fail to live up to our highest ideals and expectations. Accepting our innate fallibility and turning with curiosity towards others even when they engage in behavior that seems combative or argumentative can be difficult. Counselors who want to generate pro-social feelings in others will find that cultivating mindfulness and compassion stems from the same capacity for self-awareness and empathy that we seek to apply to those we serve. According to Thich Nhat Hanh, the surest path to influencing others in a positive way is not to focus only on our own success and desires, but to honor our innate connections starting with cultivating mindful awareness (Hanh, 2009).

We wish to note that both authors incorporate the teachings of Thich Nhat Hanh into daily mindfulness practice. We hope that his teachings will continue to inspire counselors to enhance their

own sense of connection and community, both within and outside of the profession, in the service of peace.

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Peer Support in Times of COVID and Beyond

Sue S. Haddad, MA, LCPC, NCC and Aaron R. Slusser, M.Ed., NCC, University of the Cumberlands

Sue S. Haddad (left) & Aaron R. Slusser (right)

The COVID-19 pandemic disrupted everyone's lives, including counselors (Sandhu & Singh, 2021). Prior to the pandemic, burnout was common among mental health professionals, with an estimated prevalence of 21 to 67 percent (Morse et al., 2012). With the pandemic's wave of increased pain, loss, and suffering experienced by millions of people across the globe, the demand for counseling services skyrocketed (Joshi & Sharma, 2020). While supporting clients with critical issues related to social isolation, unemployment, racial unrest, and fear of contracting the virus to name a few, the increased risk of burnout among counselors is concerning (Litam et al., 2021).

All counselors have an elevated risk of experiencing stress, distress, and impairment (Lawson et al., 2007). Impairment can occur due to a variety

of reasons including counselor burnout, which can affect the quality of client care and the counselor's ability to attend to personal wellness practices (Lawson et al., 2007). Maintaining wellness is an ethical imperative and requires counselors to engage in self-care practices to meet their professional responsibilities and uphold the fundamental principle of nonmaleficence (American Counseling Association, 2014; Bernette et al., 2007). Self-monitoring serves as a preventative measure to decrease burnout and maintain professional competence (American Counseling Association, 2010; Lawson & Venart, 2005).

"As the effects of the pandemic continue to evolve, a question arises as to ways in which counselors can take proactive measures to reduce the risk of burnout."

The COVID-19 pandemic is expected to have on-going consequences for both clients and counselors (Bentley, 2020). As the effects of the pandemic continue to evolve, a question arises as to ways in which counselors can take proactive measures to reduce the risk of burnout. The American Counseling Association (2014) clearly outlines the duty of counselors to monitor their effectiveness and to "engage in self-care activities to promote their own emotional, physical, mental, and spiritual wellbeing to best meet their professional responsibilities" (p. 8).

Peer support, while not considered a professional service (Suresh et al., 2021), has been shown to be important for maintaining overall good physical and mental health (Ozbay et al., 2007) and has grown as a resource exponentially over the last several years (Suresh et al., 2021). Applying this concept to the counseling profession allows professional counselors to access support through personal, social, and professional ties to the larger counseling community (Ozbay et al., 2007). These ties provide counselors an already established network of professional relationships to access assistance either through groups or individual peer support. Numerous studies suggest that positive peer support is crucial in reducing stress (Ozbay et al., 2007) and maintaining good mental health during the COVID-19 pandemic and beyond (Suresh et al., 2021).

As counselors work to address the ongoing mental health crisis during a shortage of mental health providers (Nielsen & Levkovich, 2020), they must not neglect even their most basic needs such as rest, nourishment, safety, and social connectedness (Gonzalez et al., 2020). Social connectedness, or peer support can be examined from two different dimensions: structural and functional. The structural element refers to the support network size and the frequency of interactions, while the functional element indicates emotional as well as practical support (Ozbay, 2007). Adapting to increasing demands created by the pandemic, counselors need self- care strategies that can be easily integrated into their already busy schedules and tools to help them mitigate the risk of burnout (Bentley, 2020).

While peer support is underutilized, its effectiveness in providing a mechanism for counselors to remain engaged and connected through the on-going effects of the pandemic should be considered to counteract burnout (Suresh et al., 2021). The flexible, informal nature of peer support, whether given or received, can easily be integrated in many settings including private, school, or community based mental health agencies. A silver-lining from the COVID-19 pandemic is the use of technology that allows easy access and convenience of joining a virtual meeting, anytime and anywhere. Peer support can help normalize experiences, provide opportunities to share ideas on coping with struggles and resources, instill hope, and reduce loneliness and stress (Repper & Carter, 2011; Sarason & Sarason, 2009).

Building a community to strengthen, support, and promote wellness, professional counselors interact with peers who have shared similar experiences whether its managing home life, changes in the work environment, adapting to telehealth, or readjusting to returning to the office. This

relationship based on equality can allow people to openly share and discuss their experiences in a nonevaluative manner. According to Dr. Jo Shapiro (2020), the founder of the Center for Professionalism and Peer Support, the act of clinicians supporting their colleagues is essential and provides a process where peers help guide each other through emotionally stressful events. And while the practice of counselors relying on their peers for support should not be considered a substitute for therapeutic intervention, the supportive community that counselors can provide for their peers may offer an alternative to isolation and provide a shared responsibility for the profession's wellbeing (Shapiro & Galowitz, 2016).

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Navigating Trauma: Utilizing a Mindfulness Based Intervention Approach

Lauren Wright, MS, NCC, LAC, BHP and Tremaine N. Leslie, PhD., LPC., NCC., National Louis University

Lauren Wright (left) & Tremaine N. Leslie (right)

Trauma continues to be an area of interest to researchers due to the increase in incidences related to natural disaster, loss, and violence. Following these events, our counseling community serves as a stepping stone people may utilize to navigate concerns related to trauma. The service to our clients during these uncertain times speaks toward the importance of fostering an environment for them to build upon their own community of resources to aid in times of distress. Geller & Greenberg (cited in Tannen et al., 2019) noted the importance of our level of presence within the therapeutic relationship to assist individuals as they manage trauma effects. With this in mind, strengthening learning opportunities for counselors, counselor educators, and supervisors to increase their knowledge, awareness, and skills related to integrating mindfulness-based interventions into practice within the community is essential.

Kessler et al., (cited in Hetzel-Riggin & Toby, 2013) emphasized the prevalence of trauma occurring among various communities. The authors reported an average of 50 to 69 percent of people experienced a trauma related event during their lifetime. It is noteworthy that stressful events, such as the ongoing COVID-19 pandemic, serve as a point of crisis for individuals and families with an insurmountable impact on their mental well-being (Tang et al., 2020). Bryant-Genevier (2021) conducted a study, which found that mental health concerns such as depression, anxiety, and suicide ideation has been exacerbated by the worldwide pandemic, especially among individuals working on the frontlines. As the pandemic rages on without any clear end in sight, citizens of Ukraine are plunged in a state of mayhem due to an ongoing

brutal attack on their country. While some citizens have been able to flee to safety, others - including noncombatants - have been paying the ultimate price. When the dust finally settles, the trauma that survivors of this atrocity will have to live through is inconceivable.

Individuals may experience varying levels of distress that impact overall functioning in life following trauma. The literature regarding treatment of trauma symptoms focuses on a medical model that utilizes interventions such as medication management and other approaches that may regulate physical and mental health concerns (Goodman & Calderon, 2012). Alternative treatment modalities, such as mindfulness-based interventions, have been associated with helping individuals manage mind and bodily sensations linked to the effects of trauma (Ponton, 2012). Gawrysiak et al. (2018) pinpointed empirical research, which highlights the essential use of mindfulness-based techniques and activities across various clinical and non-clinical settings. Mindfulness can be described as focusing on the present moment non-judgmentally (Kabat-Zinn cited in Kachadourian et al., 2021).

The levels of distress resulting from trauma are associated with a wide variety of mental health concerns. Stephenson et al. (2017) elaborated on research findings, which affirmed Post Traumatic Stress Disorder (PTSD) as the most 'common and disruptive' mental health issue facing veterans today. Veterans, however, are not the only ones to experience PTSD, as this is generally a common response to experiencing or witnessing traumatic events. Hetzel-Riggin & Toby (2013) added that violence, specifically within personal relationships, ranks among the highest reported occurrences contributing to mental health distress. With knowledge of these alarming rates, it is essential to build communities that focus on wellness and education regarding types of traumas, effects that may follow, and evidence-based coping skills to utilize when dealing with trauma effects.

Educating oneself about the prevalence and risk factors of mental health concerns associated with traumatic events cannot be overstated. The use of mindfulness-based interventions within the process of providing counseling services has great potential as an essential element in helping facilitate the healing process among individuals experiencing trauma. Goodman and Calderon (2012) also attested to the proposed benefits of promoting awareness regarding the use of mind-body connection to manage distress. Mindfulness based activities practiced by individuals and groups can be utilized in combination with a diversity of treatment modalities. Ponton (2012) added that promoting a wellness model that focuses on protective factors contributing to clients' growth, general knowledge about trauma, associated symptoms, and coping skills is vital.

"Individuals may experience varying levels of distress that impact overall functioning in life following trauma."

Seeking support after experiencing trauma can be extremely difficult. However, providing appropriate education, empathy, and patience are a few strategies to employ when getting the counseling process started, and as the therapeutic alliance is established. Utilizing counseling techniques that support broaching, cultural humility, resiliency, empowerment, and assisting individuals with gathering resources to deal with trauma are crucial (Day-Vines, et al., 2020; Hook et al., 2017; Shaygan et al., 2021). The cost of managing trauma care goes beyond financial expenses. The effects of trauma often disrupt other areas of life such as, employment, relationships, and the individuals overall mental well-being (Hetzel-Riggin & Roby, 2013). Gawrysiak et al. (2018) recommend ongoing research regarding protective factors, such as social support and mindfulness-based interventions, as tools toward managing effects related to trauma.

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Teaching and Supervision in Counseling Latest 2021 Issues

Teaching and Supervision in Counseling (TSC) is the official journal of the Southern Association for Counselor Education and Supervision (SACES). The mission of SACES is to empower and support diverse counselor educators and supervisors in scholarship, advocacy, community, education, and supervision. The aim of TSC is to publish high quality scholarship that informs teaching, supervision, and mentoring in educational and clinical settings.

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Who are the TSC Editors?

W. Bradley McKibben (he, him, his), PhD, RMHCI (FL), NCC is the Editor for *TSC*. He is an Associate Professor in the Department of Counseling at NSU's College of Psychology. Dr. McKibben's research interests pertain to clinical supervision; specifically, he has studied the supervisory relationship, influences of attachment strategies, counselor development, and multicultural considerations in clinical supervision. He directs the Clinical Supervision Research Lab in the Department of Counseling, which aims to advance rigorous research and scholarly activity, and to offer premier training opportunities, to elevate and advance the specialty of clinical supervision. Dr. McKibben has published over 20 journal articles and 4 book chapters, and he has presented at over 40 international, national, regional, state, and local conferences. His work has been nationally recognized with the 2019 American Counseling Association

Research Award and the 2018 *Journal of Counselor Leadership and Advocacy* Outstanding Article Award. Prior to serving as *TSC* Editor, Dr. McKibben served as the journal's Associate Editor for three years.

Christian D. Chan (he, him, his), PhD, NCC is the Associate Editor for *TSC*. He is an Assistant Professor in the Department of Counseling and Educational Development at The University of North Carolina at Greensboro, Past-President of the Association for Adult Development and Aging (AADA), and a proud Queer Person of Color. As a scholar-activist, his interests revolve around intersectionality; effects of oppression and trauma, especially race-based trauma, on counseling, career, and educational pathways; social justice and activism; and communication/socialization of cultural factors in couple, family, and group modalities.

The International Counseling Interest Network would like to invite you to our next meeting scheduled for Friday, December 3rd, 2021 from 11:00 am to 11:30 am. We will be hosting a brief presentation on culturally-responsive considerations for immigrant and refugee communities, as well as sharing some updates of our upcoming activities. Further details on this meeting will be coming soon!

Faculty Connection in a Disconnected World

Sarah Kitchens, PhD, LPC, NCC, Capri Brooks, PhD, LPC-S, NCC, NCSC, and Ashlee Lakin, PhD, NCC, Liberty University

Sarah Kitchens (left), Capri Brooks (middle), and Ashlee Lakin (right)

For counselor educators who work in online programs, connecting with colleagues in meaningful and tangible ways can be a challenge. Isolation, the absence of community, and the desire to belong are among the most prevailing issues for online faculty (Golden, 2014). Moreover, Maier (2012) found that most faculty desire collegial interaction and indicated a need for this interaction to build relationships, decrease isolation, and maintain job-satisfaction. In addition, research has shown it is important to utilize wellness strategies and maintain a positive support system among faculty (Branco & Patton-Scott, 2019). While residential faculty have naturally occurring opportunities to interact and share ideas with peers, online instruction minimizes face-to-face encounters with colleagues, often leaving online faculty feeling alone in their profession (Golden, 2014).

Such concerns present an increased need to build connection among faculty. Research shows that faculty who intentionally gather together to share teaching strategies, brainstorm new pedagogical approaches, work through challenges, and receive emotional support are more well-rounded (Price et al., 2021). Through personal experience, the authors recommend three main areas of focus: faculty small groups, networking, and professional development activities. These opportunities allow colleagues to develop relationships that can decrease isolation, increase collegiality, improve occupational satisfaction, and increase productivity.

First, online faculty can increase connection through the formation of small groups that meet on a regular basis (Price et al., 2021). This can be accomplished through book studies or regular connection time with others who are in the same place in life (i.e.: moms of tots, faculty with no kids,

with teens, empty-nesters, gender specific groups, or a general coffee talk). Faculty may also come together to focus on specific issues at hand, such as the current cultural and/or racial landscape. Other areas faculty may experience connections would be through committees and subcommittee meetings. Baym et al. (2021), encourage incorporating fun in each of the various groups to maximize personal connection and productivity. In an increasingly disconnected digital world, such groups can help create community among online faculty.

Second, social networking can be used to increase online faculty connection (King et al., 2021). This may be achieved through simply creating a Facebook or Instagram account for faculty to utilize to chat, share and celebrate faculty accomplishments, and disseminate information. A monthly department newsletter may also be utilized to help accomplish this task. It is also important for faculty to feel supported through various life events. Sending birthday cards can be a nice touch to help someone feel remembered on their special day. Another way to support each other is sending food gift cards, a plant, or another remembrance when a faculty member has a baby, gets married, or experiences the loss of a close family member (King et al., 2021). Lastly, during a yearly in-person faculty orientation or meeting, some intentional personal connection initiatives can be attempted. Such initiatives might include meals together (sometimes including faculty family), leisure activities (i.e.: exercise or group outing), and mentoring activities. These face-to-face opportunities are oftentimes rare, so maximizing them is a practical way to decrease isolation and to increase connection and job satisfaction.

Professional development activities can also be used to increase connection. Faculty can set aside time to discuss writing and research, form research teams, and offer support and encouragement to each other. These opportunities may be used to help online faculty gain experience about presenting and publishing while also building personal connections. Creating an intentional space for faculty to ask questions and learn from each other can promote professional development while also fostering an environment of connection (Baym et al., 2021).

This model can help online faculty begin to develop deeper personal connections in a digital world where such connections are not readily available. Developing a strategy to support online faculty in this endeavor is important. Creating an online work environment that incorporates faculty small groups, networking, and professional development activities can lead to overall increased faculty connection. Implementing a successful strategy for developing personal connections will result in online educators who do not feel isolated and are both more satisfied and more productive in their jobs.

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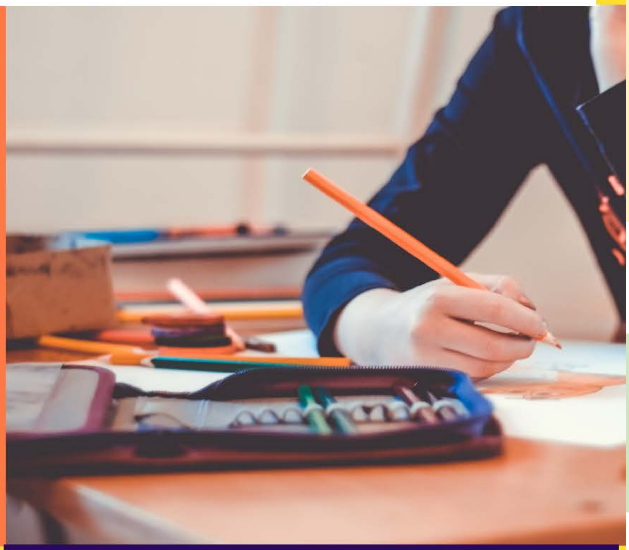
SACES Supervision Interest Network

Spring 2022 Meeting

Wednesday, April 13th, 2022 12:00PM EST



Please join us for a meeting focusing on the development of a supervision toolbox.

RSVP by responding to this email.

We will send a calendar invite with the Zoom link.

We look forward to meeting you! | Email: supervisionin@saces.org