

JUNCTURE



From the President

Rick Bruhn
Sam Houston State University

I attended my first LPC Board meeting, in San Antonio on February 2nd. It was a valuable experience, offering a direct view of several committee meetings and the final session where the entire LPC Board considered and voted on important issues. I was delighted to see and experience how the LPC Board is open to allowing public attendees to ask questions and offer opinions in the different LPC committee meetings. There were also opportunities for me to meet each LPC Board member, and to converse with several of the key civil servants who work for the Board.

Like many other counselors, my prior involvement with the LPC Board consisted of occasional phone calls to help graduates obtain the LPC-I, and through attendance at conference meetings featuring the LPC Executive Director and various Board members. I have cheered LPC rulings and changes I agreed with and jeered changes and rulings I disagreed with.

Current Issues before the LPC Board

A very important issue that is being considered by the LPC Board is whether to add the National Clinical Mental Health Counseling Examination (NCMHCE) to the National Counseling Examination (NCE) and Jurisprudence exams already required for licensure. The TACES Board has discussed this issue in both September and December. Viewpoints have been solicited through the TACES Listserve and a recent online survey. The TACES Board funded Kathy Ybanez, our Legislative Committee Chair, to serve as our direct representative to LPC Board meetings in both September 2006 and February 2007. Dr. Ybanez was charged with the task of raising a series of questions at the meetings, including,

- What is the reason for considering the addition of the NCMHCE?
- Will the addition of the NCMHCE decrease ethics violations?
- Isn't the NCE adequate for the task?

- What will be the impact on counselor training programs?
- What will be the impact on graduates of our programs?
- Is the additional cost of adding the NCMHCE burdensome to potential LPC's?

Dr. Ybanez and others have raised these and many additional questions at the last two LPC Board meetings and in the LPC Update presentation made by LPC Board Chair Judy Powell and Executive Director Bobbe Alexander at the TCA Conference in San Antonio.

The TACES leadership monitored the "conversations" on the TACES Listserve during December and January, and concluded there was a need for more data. Since we want to represent the majority voice of counselor educators and supervisors in Texas, and we want to support decisions that are good for graduates working toward licensure (just two of the many reasons), we therefore want to have good information to share with the LPC Board.

Our TACES Dynamos, Dr. Selma Yznaga, TACES Senator-at-large, and Katherine Everest, TACES Director, urged us to create a survey to assess where counselor educators, directors of guidance, supervisors, counselors and graduate students stand on a series of questions. This survey went out on SurveyMonkey.com and generated 319 responses prior to the February 2nd meeting of the LPC Board. Survey questions included:

Whether or not people think the 3,000-hour post-degree internship is adequate to prepare qualified counselors.

Is it crucial to add additional hours to the internship to ensure clinical competence?

Whether or not there is a need to add additional credit hours to 48 credit hour programs.

Survey Response

The majority of survey respondents indicated that the addition of the NCMHCE is not considered necessary to ensure clinical competence. The majority of survey respondents indicated that the addition of internship hours beyond 3,000 is not considered necessary to ensure clinical competence. In addition, the majority of respondents indicated that the addition of credit hours up to a total of 60 credit hours is not considered necessary to ensure clinical competence.

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A Survival Guide for Master's and Doctoral Students: 6 Ps or Perish

Michelle Durán and Tracey Calley
Texas A & M University, Corpus Christi

So you have been accepted into graduate school, now what? How will you survive the new roles you are faced with and educational challenges that you must endure? Graduate school is not easy; however, there are 6 Ps that can assist you on this journey. Personal care, partnering, participating, presenting, publishing, and progressing professionally are all constructs that can aid any student with their academic endeavors. These 6 Ps are simplistic steps that can be utilized by graduate and doctoral students to foster their development and progress in counseling graduate programs.

- **Personal care-** Personal care incorporates a holistic wellness approach for graduate students. Taking care of one's self by exercise, eating right, and managing stress allows students to function and achieve at higher levels. This P is founded on the following concept: "you can't take care of others unless you take care of yourself."
- **Partnering** - Partnering and collaborating with a mentor (faculty or peer) is an essential part of student development within a graduate program. Allowing students from previous cohorts to mentor new students and discuss concerns, fosters their growth and can potentially reduce anxiety by eliminating "the fear of the unknown." Partnering with faculty and/or community members in the field enhances the connection to the profession.
- **Participating-** Participating within your particular graduate school consists of not only being an active member in the classroom, but also engaging in external scholarly activities. Avenues that should be pursued include memberships in organizations, such as Chi Sigma Iota or TACES and participation in campus activities. By participating in professional conferences, organizations and school related activities, students are not only able to network with professionals within the counseling field, but are broadening their knowledge base.
- **Presenting-** As a student becomes more proficient in their area of specialty, presentation opportunities should be explored. Presenting at conferences, expands professional capabilities and establishes the student as a point of contact to audience members

who share interest in the topic. Start small and don't give up. Students may gain confidence by presenting at local workshops and conferences, and then start to build up to state and national level. Practice, practice, practice.

- **Publishing-** Publishing, especially within the realm of counselor education, is a vital component to securing a job and a name for one's self. Publishing is encouraged at the graduate level and is required for tenure at the professional level, so why not start early? Like presenting, start small and don't give up!
- **Progressing Professionally** – Once a student has been an active learner and engaged in the previous P's, professional development is the final component to success. Progressing professionally utilizes all of the previous components of the Ps and continues to build upon them. It addresses the multiple roles that counselors take on, developing one's personal identity, and continuing to progress in the field by contributing to the existing body of knowledge as well as advocating for the profession.

The 6 P's are formulated around the experiences that doctoral students have faced while completing their degree as well as discussion with notable professionals in Counselor Education. These steps are being researched for further implications and strategies that we hope to share in the near future.

TACESNET

The Texas Association for Counselor Education and Supervision Network (TACESNET-L) is a discussion list for counselor educators and supervisors in the great state of Texas. Membership in the Texas Association for Counselor Education and Supervision (TACES) is not required to be part of TACESNET-L, but it is encouraged.

By working together in a professional organization we can strengthen our profession. TACESNET-L members can collaborate by sharing ideas, resources, and discussions about counseling, counselor education, and counseling supervision. News about upcoming workshops, conferences, and legislation may be posted. Association news and dates of activities may be included. This network can also serve as a useful modality for TACES leaders and members to stay in touch regarding member concerns.

If you would like to be a part of the TACESNET listserve, please send an email to Richard Watts (watts@shsu.edu) and request that you be subscribed to the list. It is just that easy.

Encouraging Self-Awareness

Jane Finegan & Sheryl Serres
Sam Houston State University

Encouraging Self-Awareness and Meaning Construction through Academic Assignments

In describing the evolution of theories in counseling and psychotherapy, Seligman (2006) has suggested that theoretical approaches have shifted from being psychodynamic in nature toward being more holistic, comprehensive efforts in increasing understanding into human development. In addition, Seligman states that, "Clinicians' awareness and understanding of gender, culture, age, and other aspects of people facilitate development of positive therapeutic relationships and effective treatment plans" (p. 10). As we continue into the first decade of the 21st century, and as more emphasis is placed on accountability, the counseling profession has maintained the challenge of taking into account the trend in utilizing eclectic and integrative perspectives in the therapeutic process (Corey, 1991).

In order to promote this deeper understanding into human development, it is important for counseling students to develop a comprehensive view into their own lifespan growth, along with the issues and insights that have brought them thus far into the graduate counseling program. As educators, we are called to help our students become practitioners of positive change, facilitating their own learning into becoming effective counselors through helping them develop (a) an honest assessment of their own strengths and weaknesses, (b) an ability to identify what they are able or willing to do in their own lives before they expect clients to change respectively, and (c) a willingness to enter knowledgeably into the world of their clients (Corey & Corey, 1993). The graduate course, Human Growth and Development Across the Lifespan can be structured in order to provide a foundation for graduate students to become such practitioners, thereby emphasizing personal growth and change as an aspect of becoming an effective counselor.

Although critical self-awareness and insight are necessary for effective counseling, this remains one of the biggest challenges for us as educators. As they enter the counseling program, many students' own personal issues block their effectiveness for developing insights and interventions in providing effective treatment for their clients. It seems important, then, that the activities and learning strategies we employ provide ample opportunity for students to confront their own issues and begin to find a framework for making sense of their own experiences

with life. One thing we have found in working with our Human Growth and Development classes is that it is helpful for students to frame the course content in the context of their own lives. Since they are becoming counselors, it is important for them to raise the awareness level of the issues that motivate and influence them.

Although Human Growth and Development Across the Lifespan is a course offered early in our program, at least three generations may be represented within one class, and certainly classes can be comprised of students from diverse cultures. While the course is structured for students to be able to confront inner conflicts and sort them out for themselves in meaningful ways, some of the struggles and elusive anxieties they have encountered can be as diverse as the students themselves. In order to facilitate a realistic practice field for later working with clients, we utilize creative assignments to encourage students' self awareness and critical thinking. These include, (a) introspective sketches, (b) tribute to parents reflection papers, (c) critiques of facilities or organizations that provide services to prospective clients, and (d) personal perspective reflection papers.

As no course in human growth and development is complete without addressing the ideas of major developmental theorists, one assignment we require is that students construct a scrapbook, or **introspective sketch**, of their own lives using pictures, anecdotes or other artifacts that represent the developmental stages, tasks or conflicts presented in the text.

For example, one student included a picture of herself as a toddler digging in the sandbox sitting next to another toddler doing the very same activity, though neither of them interacted with the other. She used this picture to illustrate the concept of parallel play. Another student showed a picture of herself with her first group of students, and told how her ideas about them changed as her competencies grew in her skills as a teacher and as her understanding of children increased.

On a cultural aspect, one student explained along with her recent college graduation picture, that not only was she in Erikson's stage of finding intimacy with a mate, but that she was also facing the conflict of a pre-arranged marriage by her father in another country. Another filled her scrapbook with poetry about her changing views on what it has been like growing up as an African American, with strikingly different perspectives from childhood into adulthood. Some others still, explained that they were the first women in their families to graduate from college, and indicated that expectations were different for women in today's society than they were when their grandmothers and mothers were growing up.

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Redefining Guidance Lessons

Kelly Kozlowski
Fort Worth ISD

In response to the mandates of NCLB the world of K-12 education is changing, if you haven't heard of academic rigor and relevance, socialized learning, school reform, accountability and disaggregated data - you soon will. School counselors are a part of this system and they are being challenged to redefine themselves as well as counseling programs to reflect these new expectations

In the face of these newly defined roles old paradigms would benefit from a fresh look and approach, specifically speaking middle and high schools guidance lessons have often been viewed as an expendable luxury. At times it can feel like counselors are the away team struggling for the home court advantage, but teachers and counselors are not on opposing teams, it's not guidance lessons versus academic lessons, we are all on the same team with the same goal of advancing students either socially, emotionally or academically. Adding the skills of trained professional counselors, who used to be teachers and their flare for engaging the heart of students with lessons that specifically involve them to the academic knowledge of teachers, would result in a team approach that benefits everyone involved.

Why not redefine guidance lessons in terms of academic relevance? Consider the idea of entrenching guidance in the academic needs of the teacher while still meeting the counseling objectives and thus tying guidance to the bottom line of test results, attendance, school completion or any other need. Counselors are professionals trained in the art of engaging our clients - working with intuition, reflections, validation, listening how about putting these skill to use making academics personally relevant for students? While at first it may sound far fetched and lofty to some, it is quite doable and begins with how school counselors are taught to design guidance lessons.

There are countless books and websites on countless areas of guidance that countless counselors utilize on any given day. Start with these lessons and challenge school counselors in training to fold them right into academics. Challenge them to dig into the academic curriculum and discover what the teachers are doing on campus, what books the kids are reading, what times in history or countries are they studying and think about how to weave counseling objective into their established curriculum. As experienced school teachers themselves they will already have knowledge of at least one subject and its curriculum guidelines.

Take the topic of flash judgments where one person sizes up another based on appearances. Guidance alone might include pictures from magazines of various people who appear to fit a stereotype but in actuality do not and then processing where students themselves fall victim or are the perpetrator of such behavior. Where this lesson might normally stand alone interrupting the daily flow of academic learning, it could be used to enhance a social studies lesson on how history has shown hardship and suffering as a result of flash judgments. Possibly combing it with a look at Hitler and the world war that ensued from one mans prejudice. The new counseling lesson format might begin with probing the concept of judging a book by it's cover, where it occurs in their lives and when they are victim to it using any creative means the counselor is comfortable with, how though they know better they still often fall into the behavior of judging fellow students and others. The lesson takes on an academic focus when they look back in history at where these traits have popped up in history books. The teacher takes over giving an overview of Hitler hinting at the lesson to come in the next weeks then back to the counselor with a wrap up about knowing better and having to thus do better, to learn from history and personal challenges to be the power of one and stand against this behavior. Students are now relating to history and people like Anne Frank in a personal way, ready to engage in a study that they can personally relate to.

This can be done in any class with some effort. Reading classes are notorious for books with morals and life lessons, counselors could present a simple wrap up lesson after a book that touches on some counseling objectives. Consider a lesson on careers presented in social studies as they study countries and economies, or aspects of anger when they are studying war. Even Math and Science classes are no longer off limits. The study of light and reflection in science is the same concept as projection in counseling; it just requires collaboration between counselor and teacher, each bringing their expertise to the lesson. Present bully survey results in math while students learn about mean, median and mode in a more personal way. What about cause and effect from a counseling point of view in relationships while they study Newton's laws in Science. Don't forget elective classes such as art class where students might learn about masks that people wear in a guidance lesson then make masks as part of art class. In fact art class is rich in possibilities for creative lessons. It seems the only limit to where guidance lessons can fit into the academic world is the counselor's imagination.

Consider an example in intertwining guidance and the English curriculum that took on epic proportions growing to incorporating 14 guidance lessons into the study of one book, changing writing abilities, test scores and students not wanting to miss class while parents asked to be allowed to partake in the same

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TACES Elections

Richard Watts
Sam Houston State University

Below are the nominations for TACES Officers. TACES members are asked to submit their votes via email to watts@shsu.edu or snail mail to the address listed below.

President-Elect

Charles Crews
 Wendy Enoch

Board Member at Large

Richard Henriksen
 Gail Roaten
 Eric Schmidt

Director

Susan Adams
 Kathryn Everest

Richard E. Watts
 Professor and Director Center for Research and Doctoral
 Studies in Counselor Education
 Department of Educational Leadership & Counseling
 Sam Houston State University
 1932 Bobby K. Marks Drive
 Huntsville, TX 77341-2119



ACES 2007 Conference

**Vanguards for Change:
 ACES and Social Justice**

October 10-14, 2007
 Columbus, OH

<http://www.acesonline.net/>

From the Editor

Melanie Bullock
University of Texas - El Paso

Thank you for your contributions to this edition of *Juncture*! We hope you find the articles, announcements, and overview of ACA Conference events/sessions we believe will be of interest to our membership.

Beginning this year we will produce three issues of *Juncture*. In addition to sharing committee reports, each issue will report on conference related events. The fall issue will include MidWinter and TACES conference news and the spring issue will report on events of interest to counselor educators and supervisors at the ACA Convention. We are pleased this year to create a summer issue that will focus on our Directors of Guidance Conference.

Our next issue is scheduled for publication in July. We invite you to submit articles, mini-case studies, literature reviews, announcements, and reports of interest to counselor educators and supervisors. Please forward your submission to mmbullock@utep.edu by **July 1, 2007**. Again thank you for your support of our newsletter, I look forward to hearing from you!

New Edition of *Handbook of Counseling Supervision*

The revision of ACES's classic *Handbook of Counseling Supervision* has just been released. L. DiAnne Borders and Lori Brown (University of North Carolina at Greensboro) have updated and expanded the handbook, while retaining the hands-on flavor it is well known for. Added are sections on multicultural sensitivity, group supervision, and tools for evaluation. This is a "must" item for novice and experienced supervisors alike; it is very appropriate for field supervision and practitioner workshops. It augments the more academically/research oriented publications with a "how-to" approach. Many vignettes are provided to guide the supervisor.

The revision is *The New Handbook of Counseling Supervision*. It can be purchased through the ACA website at <http://www.counseling.org>. ACES members receive a discounted rate for individual copies. Bookstores are welcome to place their orders.

MidWinter Conference

Melanie Bullock
University of Texas - El Paso

Thank you for the honor of serving TACES as President Elect this year! I am excited that one of my tasks was to help plan the MidWinter Conference. From participants' feedback it was a valuable and enjoyable event.

I would like to take this opportunity to thank all of you that made this a great conference.

Thank you to Rick Bruhn, Richard Watts, and Kathryn Everest for their invaluable guidance. John Lucas for working with the hotel, processing conference registrations, and paying the bills. Wendy Enochs for the raffle event at the networking session.

Thank you to the program review committee Doris Coy, Bret Hendricks, and Selma Yznaga. This was a challenging task this year as we received over 30 proposals. We were all impressed with the innovative and quality work included in the proposals. While we expanded the sessions offered, we could not accept all of the proposals. We hope you will submit again for the Directors of Guidance Conference in the fall and the 2008 MidWinter Conference. Calls will be posted on our website and via TACES-Net.

Thank you to all of the presenters who chose to share their work at the 2007 TACES MidWinter Conference. You made this a great event! Conference presenters included:

Ashlea Worrell, St Mary's University
 Becky Davenport, St Mary's University
 Bret Hendricks, Texas Tech University
 Carol Mercer, University of North Texas
 Casey Barrio, University of North Texas
 Cathy Salinas, Texas A&M University, Corpus Christi
 Charles Meyers, University of North Texas
 Chloe Lancaster, Texas A&M University, Corpus Christi
 Dana O'Callaghan, University of North Texas
 Daniel Eckstein, Sam Houston State University
 David Tarver, Angelo State University
 Don Combs, University of Texas, El Paso
 Emilia O'Neill, Texas A&M University, Corpus Christi
 Eric Schmidt, Texas State University - San Marcos
 Erica Dolan, Texas A&M University, Corpus Christi
 Farnoosh Nouri, University of North Texas
 Gail Roaten, Texas State University
 Ginger Dickson, University of Texas, El Paso

James Devlin, Texas A&M University, Corpus Christi
 Jason Lopresti, Texas A&M University, Corpus Christi
 Judy Nelson, Sam Houston State University
 Kathryn Kantor, University of North Texas
 Kathy Jones-Trebatoski, Texas A&M University, Corpus Christi
 Kelly Reed, University of North Texas
 Linda Homeyer, Texas State University - San Marcos
 Loretta Bradley, Texas Tech University
 Loyda Aké, Texas A&M University, Corpus Christi
 Mario De La Garza, University of North Texas
 Mary Morrison, Texas State University
 Mary Nichter, Sam Houston State University
 Melanie Bullock, University of Texas-El Paso
 Melanie Lewis, Denton ISD
 Michelle Durán, Texas A&M University, Corpus Christi
 Niki Gonzalez, Texas A&M University, Corpus Christi
 Pamela Monk, Lamar University
 Patrisha Livingston, Texas A&M University, Corpus Christi
 Paula Rosenstein, Texas A&M University, Corpus Christi
 Peggy Ceballos, University of North Texas
 Phillip Barbee, University of Texas, El Paso
 Richard Watts, Sam Houston State University
 Rick Bruhn, Sam Houston State University
 Richard Henriksen, Sam Houston State University
 Richard Ricard, Texas A&M University, Corpus Christi
 Robert Smith, Texas A&M University, Corpus Christi
 Sallee Freeman, Texas A&M University, Corpus Christi
 Steve Johnson, University of Texas, El Paso
 Susan Adams, Texas Woman's University
 Thomas Burdenski, Tarleton State University
 Tonya Hammer, St. Mary's University
 Tracey Calley, Texas A&M University, Corpus Christi
 Yvonne Day, Texas A&M University, Corpus Christi

Many thanks to Michelle Durán, Sallee Freeman, Tracey Calley, Kathy Jones-Trebatoski, and Chloe Lancaster all graduate students at Texas A&M University in Corpus Christi. They were lifesavers helping with technical equipment, set up challenges, distribution of material, and much more.

We thank the conference attendees for choosing to the MidWinter conference! We look forward to seeing all of you again next year!

*Thank you for a great day of
 learning, sharing, and networking!*



America Counseling Association's Annual Convention Detroit March 21 - 25, 2007

It is hard to believe that its time for another ACA conference! Time again to choose from the plethora of educational sessions, workshops, meetings, social events, networking opportunities, and sight-seeing activities. Good luck fitting it all in! Best wishes for a successful and educational convention experience!

*Melanie Bullock, Editor
University of Texas, El Paso*



Academy Certificates

In addition to earning CE Credit for attending Education Sessions, ACA is offering a certificate for completing specific learning tracks at the 2007 ACA Convention.

To earn a Counselor Education and Supervision Academy Certificate, you must complete the following requirements:

1. Attend at least six (6) 90-minute/60-minute Education Sessions for the approved list for the Academies. Poster Sessions are not included in the approved list.
2. Attend the Opening Session on Friday, March 23.
3. Visit the Exhibit Hall for at least 30 minutes.

Academy Certificate Form and additional information will be included in your registration tote bag.



Program ID # 112

Preparing African American Counselor Education Doctoral Students to Become Scholars: A Focus on Publishing

Friday, March 23, 11:00 am - 12:00 pm

60-Minute Program, COBO Center, Room 46

Carla Adkison-Bradley, Western Michigan University, Kalamazoo, MI,
Phillip D. Johnson, Darryl Plunkett, Patrick Kamau, Glinda Rawls

Program ID # 115

Teaching Psychopharmacology to Graduate Students: Reasons and Justifications

Friday, March 23, 11:00 am - 12:00 pm

60-Minute Program, COBO Center, Room 63

Mary G. Mayorga, University of Houston, Victoria, TX, Ann Wardle

Program ID # 118

Motherhood and Counselor Education: Lessons Learned

Friday, March 23, 11:00 am - 12:00 pm

60-Minute Program, COBO Center, Room 66

Tracy A. Stinchfield, Southern Illinois University, Carbondale, IL,
Heather Trepal

Program ID # 161

Supervision of Cross-Cultural Couples Counseling: Giving Voice to the Silence in the Supervision and Counseling Room

Friday, March 23, 2:00 pm - 3:30 pm

90-Minute Program, COBO Center, Room 62

Diane Estrada, University of Colorado/Health Sciences Center,
Denver, CO

Program ID # 193

Research Mentorship for Novice Counselor Educators: Results of a National Study

Friday, March 23, 3:45 pm - 4:45 pm

60-Minute Program, COBO Center, Room 60

Cynthia A Briggs, Winona State University, Winona, MN, Dale-Elizabeth Pehrsson

Program ID # 201

A Qualitative Inquiry: Strategies to Survive and Thrive in Academia: The Collective Voices of Counselor Educators of Color

Friday, March 23, 3:45 pm - 4:45 pm

60-Minute Program, COBO Center, Room 69

Carmen Salazar, Texas A&M University, Commerce, TX

Program ID # 216

What's in a Name? Understanding and Embracing Your Multiple Identities as a Professional Counselor

Friday, March 23, 5:00 pm - 6:00 pm

60-Minute Program, COBO Center, Room 29

W. Matthew Shurts, Montclair State University, Butler, NJ, Melinda M. Gibbons, Derick J. Williams

Program ID # 223

Research Experiences of Graduate Students

Friday, March 23, 5:00 pm - 6:00 pm

60-Minute Program, COBO Center, Room 39

Robert L. Smith, Texas A&M University - Corpus Christi, Corpus Christi, TX, Richard J. Ricard, Janet Froeschle, Yvonne T. Quintanilla, Niki Gonzalez



Program ID # 225

Use of the Spiritual Genogram in Counselor Training

Friday, March 23, 5:00 pm - 6:00 pm

60-Minute Program, COBO Center, Room 44

Rebecca A. Willow, Gannon University, Erie, PA,

David J. Tobin, Susan L. Toner

Program ID # 227

The Good, Bad, and Ugly: Results of a National Study on the Experiences of Counselor Education Doctoral Students

Friday, March 23, 5:00 pm - 6:00 pm

60-Minute Program, COBO Center, Room 46

Jake J. Protivnak, Youngstown State University,

Diamond, OH, Louisa L. Foss Pierce

Program ID # 233

Training Counselors in a CACREP-Accredited Online Program

Friday, March 23, 5:00 pm - 6:00 pm

60-Minute Program, COBO Center, Room 66

Kelly Coker, Capella University, Fuquay-Varina, NC, Amanda Costin

Program ID # 253

Is There a Book Within You to be Written?

Saturday, March 24, 10:30 am - 12:00 pm

90-Minute Program, COBO Center, Room 30

Gerald Corey, California State University, Fullerton, Idyllwild, CA,

George Williams, Bob Wubbolding, Patrice Moulton, Michelle

Muratori, Dwight Webb, Marquita Flemming, Leah Brew, Kellie

Kirksey

Program ID # 316

Use of Letter Writing to Enhance Supervisee's Self-Efficacy and Performance

Saturday, March 24, 2:00 pm - 3:00 pm

60-Minute Program, COBO Center, Room 60

Mary-Alice Bruce, University of Wyoming, Laramie, WY, Brandon

Kosine, Elizabeth Cardona, Jennifer Murdock

Program ID # 317

Supervision: Multiple Perspectives on Difficult Cases

Saturday, March 24, 2:00 pm - 3:00 pm

60-Minute Program, COBO Center, Room 62

Darcy Haag Granello, The Ohio State University,

Columbus, OH, Paul F. Granello, Jean Underfer-Babalis,

Chris Janson, Holly Hartwig Moorhead, Aaron

Kindsvatter

Program ID # 344

How Deep Is Your Well? Wellness in Counseling and Counselor Education

Saturday, March 24, 3:15 pm - 4:15 pm

60-Minute Program, COBO Center, Room 30

Leila F. Roach, Stetson University, Longwood, FL, Linda

Vanderbleek

Program ID # 391

Beyond Multiculturalism: Toward Globalization of Counselor Education and Practice

Saturday, March 24, 4:30 pm - 6:00 pm

90-Minute Program, COBO Center, Room 40

Uchenna T. Nwachuku, Southern Connecticut State University, New

Haven, CT, Michael A. Mariska, Vincent Cangiano



Program ID # 394

Survival of the Fittest: The Evolution of Surviving and Thriving in a Doctoral Counseling Program

Saturday, March 24, 4:30 pm - 6:00 pm

90-Minute Program, COBO Center, Room 46

Victoria Anne Sardi, The George Washington University,

Washington, DC, J. Fidel Turner, Jr., Rhonda Jeter-

Twilley

Program ID # 400

The Student-Counselor Educator Connection: Clarifying Your Research Ideas

Saturday, March 24, 4:30 pm - 6:00 pm

90-Minute Program, COBO Center, Room 66

Harriet L. Glosoff, University of Virginia, Charlottesville, VA, Kathryn

Newton, Darryl P. Plunkett

Program ID # 402

Mentoring Graduate Students: Faculty and Student Perspectives

Saturday, March 24, 4:30 pm - 6:00 pm

90-Minute Program, COBO Center, Room 68

Bret Hendricks, Texas Tech University, Lubbock, TX, Loretta

Bradley, Victoria Foster, Janet Froeschle, Yvonne T. Quintanilla, Niki

Gonzalez, Loyda Ake, Kylie Blake, Cathy Salinas

Program ID # 406

Vanguards for Change: A Call From ACES to Infuse Social Justice in Counselor Education Curricula

Sunday, March 25, 8:00 am - 9:00 am

60-Minute Program, COBO Center, Room 30

Sandra I. Lopez-Baez, University of Virginia, Charlottesville, VA,

Hugh Crethar, Manivong Ratts, Carmen Salazar, Vivian McCollum

Program ID # 410

There's More to Graduate School: Personal and Professional Development Resources for Graduate Students

Sunday, March 25, 8:00 am - 9:00 am

60-Minute Program, COBO Center, Room 35/36

Angela S. Shores, North Carolina State University,

Holly Springs, NC, Stephanie Roberts

Program ID # 412

Multicultural Training: Did We Forget About Our Racial Minority Students?

Sunday, March 25, 8:00 am - 9:00 am

60-Minute Program, COBO Center, Room 38

Derek Xavier Seward, University of Rochester, East

Syracuse, NY

Program ID # 417

Counselor Education Students: Impaired, Incompetent or Just Not Appropriate for the Counseling Field?

Sunday, March 25, 8:00 am - 9:00 am

60-Minute Program, COBO Center, Room 46

Brigid M. Noonan, Stetson University, Celebration, FL, Leila F.

Roach, David F. March



Program ID # 425

Inclusion of Substance Abuse Training in a Community Counseling

Program: A Case Study

Sunday, March 25, 8:00 am - 9:00 am

60-Minute Program, COBO Center, Room 67

Terri L. Hamm, Alvernia College, Reading, PA, Judith R. Warchal

Program ID # 433

Faculty Needs Across the Academic Career:

An Invited Panel Discussion

Sunday, March 25, 9:15 am - 10:45 am

90-Minute Program, COBO Center, Room 33

Tammy J. Shaffer, Western Kentucky University, Bowling Green, KY, Jill D. Onedera



Program ID # 446

Teaching for the 21st Century: How Counselor Educators Can Integrate Technology with Classroom Teaching

Sunday, March 25, 9:15 am - 10:45 am

90-Minute Program, COBO Center, Room 64

Kevin Glavin, Kent State University, Kent, OH, Rachel Hoffman

Program ID # 466

Counseling Supervision as a Niche Area: Setting Up a Practice and Managing Potential Challenges

Sunday, March 25, 11:00 am - 12:00 pm

60-Minute Program, COBO Center, Room 60

Judith A. Harrington, Birmingham, AL

Program ID # 471

Supervising the School Counselor Trainee

Sunday, March 25, 11:00 am - 12:00 pm

60-Minute Program, COBO Center, Room 65

Jeannine Studer, The University of Tennessee, Knoxville, TN

Program ID # 480

Reflections on the Journey from Supervisee to Supervisor

Sunday, March 25, 12:15 pm - 1:45 pm

90-Minute Program, COBO Center, Room 32

Kimberly J. Desmond, Indiana University of PA, Home, PA, Jill Nelson, Clarrice Rapisarda

Program ID # 488

Teaching Sexuality in Counselor Education: A Hidden Affair or an Open Relationship?

Sunday, March 25, 12:15 pm - 1:45 pm

90-Minute Program, COBO Center, Room 45

Jane C. Coe Smith, Idaho State University, Pocatello, ID, Kirsten A. Murray



President

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The LPC Board is interested in the opinions of the public and are willing to listen to TACES members attending LPC Board meetings. On February 2nd, the LPC Board made the decision to table discussion of the NCMHCE until they receive a legal review related to the Board's purview to add an additional exam to the current NCE and Jurisprudence assessment. Secondly, the LPC Board voted to hold a six-hour symposium for a program leader and guest for each of the 68 counselor preparation programs in Texas. They also asked for a list of TACES leaders and TCA leaders to invite to the symposium. This will be a great opportunity to strengthen communication between the LPC Board and counselor educators.

More Questions and Concerns

The Council on Accreditation of Counseling and Related Education Programs (CACREP) still recognizes, requires and accredits Community Counseling master's programs with 48 semester hours. Texas is still in sync with 34 states in the nation on semester hours required for appropriate training of counselors. The NCE is still the only examination required in application for NBCC status. There are Texas counselor educators who support either 60 hour programs, more internship hours, or the NCMHCE (or combinations including two or all three). However, the data on the survey and the participant "voices" on the TACES Listserve do not support making changes right now.

Portability is a crucial issue, and it is reasonable that leveling requirements across the nation will be support both national portability and efforts to lobby Congress on the need to include mental health counselors as providers for employees and dependents of Federal agencies. However, there is also concern that raising credit hours and/or adding another exam will make it increasingly harder for minority and low-income students to pursue a counseling degree. Some counselor educators believe the addition of this exam will be an additional financial burden to both students and graduates of counseling programs, and for the programs themselves. Others worry that we will see a shrinking pool of counseling interns to serve in mental health clinics for the disadvantaged, resulting in diminished services to the underserved poor.

It is crucial that we continue to discuss these issues so that we can generate data and information for the LPC Board.

**The man who removes a mountain
begins by carrying away small stones.
Chinese Proverb**

Perhaps most beneficial is the discussion that results from sharing these introspective sketches with the class. Although any developmental stages or concepts presented in the text can be represented by pictures in their scrapbooks, the personal voice that the students have used in constructing their sketches and in discussing their own struggles and triumphs has been most unique, and has often brought many to tears of understanding and empathy.

Another assignment that has helped students assess the meaning of their own experiences is that of writing a **tribute to their parent(s)**. This assignment is based on an exercise suggested on a radio program heard over the KHCB network called *Family Life Today* hosted by author and speaker, Dennis Rainey (2004), who discusses this exercise further in his book. It encourages an honest examination of how family experiences have shaped present day self-perspectives and directs students to reframe experiences into a positive narrative. Students consider their own childhood and teen experiences and contrive a personal reflection of the workings of those experiences in their lives. Whether the experiences are positive or negative, they are addressed for what they were and a statement is developed in the form of a tribute to parents for what has been gained from those experiences. Whether students choose to share their project with their parents is, of course, their own choice.

The **critique of a facility or organization** assignment involves students choosing a facility or organization and critiquing its services in terms of the developmental stages of those persons it purports to serve. For example, students have critiqued day care centers, agencies serving the homeless, and retirement facilities. Another spin on this project may be to have students critique an organization or facility with which they were involved and critique how that organization met or did not meet their developmental needs at that point in time.

Throughout the semesters, students have written about their experiences in working in homeless shelters, juvenile detention facilities, schools, and programs for children with autism and exceptional needs. Through this assignment, they have been able to develop their own philosophies about how at-risk families and children outside of the mainstream of society struggle to overcome barriers and survive in a world against insurmountable odds. This theme is evident as they complete the project with their own recommendations as to how to ameliorate some of the problems their clients in these facilities may face.

Additionally, students this semester have written **personal perspectives** on how theories have been applied in our

contemporary culture. They are allowed to use the internet to discuss these perspectives, but they are required to carefully discern as much as possible whether or not their piece accurately illustrates a theory about which they have been learning. In order to circumvent pop-culture and emphasize the role of empiricism, students discuss their findings in class as part of a critical analysis exercise. The class discussion includes concerns about the information found as well as how the findings can be applied in daily life experiences.

For example, one student critiqued an article that involved reflections on the development of the self and the importance of early infant attachment (Sroufe, 2000). Although the article focused on the importance of infant-caregiver bonding, the student asked some pertinent questions, such as, “Will this information have any impact on how we view childhood disorders of certain kinds?”

Another student shared a perspective on the nature-nurture debate (www.aboutkidshealth.ca), one of the recurring themes in research and theorizing regarding human development (Lefrancois, 1999). The student included a component in her perspective on gene context interaction, by implying that theorists involved in the nature vs. nurture question are integrating the two hypotheses as they relate to human infant bonding. The student stated that, “These newer theories are saying that how often distress is experienced and how it is expressed is genetic, and that responses to stress are modified by experience and learning (nurture)”.

The purpose of these reflections is not simply just to state a summary of the findings whether from a journal article or a website, rather it is an exercise in personal judgment as to whether or not the information reflects the assumptions involved in the theories studied. Although a personal perspective, we believe that these reflections are worth noting as emergent philosophies toward a comprehensive view of the lifespan.

In order to allow for individual needs and varying levels of readiness, we allow students to substitute one assignment for attending a workshop and writing a reflection paper. Students have commented that while these assignments often seemed uncomfortable at first, they found them very valuable.

As we continue to discuss the issues of our counselor identity, we must readily embrace our identities as teachers and mentors who guide students in the process of becoming counselors themselves. While there has been a great deal of debate over our identities as counselors, it remains imperative that we should make evident our role as facilitators of higher education. As such, it is our duty to present students with opportunities in class, not just to gain knowledge, but to gain an awareness of their own struggles and issues so that inner conflicts can be faced and constructed into meaningful integrated components

of their experiences before facing the challenges of working with the issues that clients bring to sessions.

References

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Lessons

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lessons. An English teacher was struggling to make Homer's epic poem The Odyssey relevant to today's middle school kids who just didn't care about a 2700 year old poem. What did that have to do with them? They sat in class reading, writing, testing and the like while unengaged and appearing bored. The teacher was talking to another teacher looking for suggestions when the counselor over heard the conversation. Knowing the story and the 12 trials of Odysseus, with each monster representing an internal struggle, it was all a tale of character development on a grand scale. In fact the same themes are depicted over and over in current media and books that kids these days devour. Combing Odysseus, Frodo Baggins, Harry Potter, Narnia and others an amazing synergy of guidance and academics was born. The teacher presented the academic side of the book with vocabulary, writing assignments, reading comprehension and the like.

The guidance lessons were brought in as they read the trials of Odysseus' then saw the parallels with Harry Potter and Luke Skywalker, Anakin and Chicken Little, who were facing the same crux of character to choose wisely in difficult circumstances. Slowly the looking glass was turned upon the students

who examined these same internal struggles in their own daily lives such as drugs, peer pressure, vision, temptation, rebellion, aggression and the like. The unit culminated with building a monster to represent where their personal character might falter, maybe a gossip or a bully, giving in to the call of the Sirens or Calypso, eating of the lotus plant - what ever it might be, then throwing away what was created and processing the odyssey of life their lives with all its difficulties. At the end of the book unit the students not only had an amazing understanding of the story but also themselves and their personal odyssey. It spilled over into how they interacted with each other, watched the news, understood social studies classes, and wrote papers and family relationships. Guidance and academics working in cooperation resulted in the whole being greater than the individual parts.

With so much being added to the plates of both teachers and school counselors it seems to make sense that they work in tandem to reach common goals. In a country where kids bring guns to schools and parents abandon their own children there has never been a greater need for lessons in character, anger control, conflict resolution and more. It makes sense to redefine how guidance lessons are incorporated into the classroom lessons helping to answer the age old student question, "what does this have to do with me?"



TACES needs your help!

We invite you to enhance your membership in TACES by becoming an active participant in the organization. There are numerous options available to you.

Join a committee, participate in lobby days, help us conduct research, write articles for the newsletter, become a column editor for *Juncture*, volunteer for either the MidWinter or the Directors of Guidance Conference, volunteer to tell others about membership in TACES at the TCA Conference, and so on.

Please contact our President, Rick Bruhn, or any member of the board to volunteer!

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