

JUNCTURE



From the President

Rick Bruhn
Sam Houston State University

During the first weekend of July I attended the 3rd annual TCA Leadership Institute in Houston. It was a solid day and a half of large and small group meetings designed to teach the leaders of TCA about TCA. This was enjoyable, and I found myself happy to be with more than 100 division, chapter, region and state-level leaders who are dedicated to supporting the aims of TCA. In fact, I felt more “connected” to TCA than I had been in the more than 25 years involved with the organization, which stemmed from the knowledge that we were 100+ VOLUNTEERS who are leading a very effective state counseling organization and its component parts.

The night before the Institute, I met with several TACES leaders to develop a “skit” to introduce TACES to the Institute participants. Several of us took the idea of American Idol and adapted it for school counselors. I got to play Simon by virtue of having a lousy “British” accent. We had fun, but what was more important was the opportunity to work together on a project. The next day I watched with pride as these TACES leaders presented our skit and other presentations to small and large groups. I want to acknowledge the five other TACES leaders present at the Leadership Institute.

Starting off, there is the TACES Director, Kathryn Everest. What a dynamo! Not only is she the Director of Counseling and Guidance for Ft. Worth, but she is TACES’ representative to the TCA Board, she coordinates the Directors of Guidance Conference (to be held in Austin on September 10-11), is the TCA Communications Committee Chair and she is TACES’ representative on SCIAPP (School Counselor Issues Advocacy and Public Policy Committee).

Then there is Selma Yznaga, a Counselor Educator at UT-Brownsville, Dynamo II. She is one of our two TACES Board Members-at-Large and is also the Chair of the Ethics Committee and reviews applications for continuing education programs sponsored by TCA.

Bret Hendricks, a Counselor Educator at Texas Tech, is TACES representative for CIAP (Clinician Issues, Advocacy and Public Policy Committee), and a leader in TAADA (Texas Association for Adult Development and Aging. He is Dynamo III.

Then there is Bob Choate, Dynamo IV, a Counselor Educator at Stephen F. Austin, and another TACES Board Member-at-Large. Bob frequently communicates with us through the TACES Listserve, asking for input on a variety of issues impacting our profession. He is a Past-President of TACES.

Kathy Ybanez, Dynamo V, is leading our Legislative Issues Committee. She is a Counselor Educator at Texas A&M-Corpus Christi.

Although he wasn’t in attendance at the training institute, I want to acknowledge our newest Past-President, Richard Watts, Dynamo VI. Last year Richard did a great job of leading TACES Board meetings, networking with TACES members, and advocating for Counselor Educators and Supervisors at the state and national levels. It has really helped to be just down the hall from him at SHSU. He was a great mentor for me as President-Elect last year. Thank you, Richard!

While at the Institute, I reflected on the goals of TACES for the coming year. First of all I think about the importance of TACES serving as Co-Sponsor (with TCA) of the Directors of Guidance Conference to be held at the Doubletree Hotel in Austin on September 10-11. This is a great way to support the “Supervisors” in TACES. The TACES Board is very interested in increasing the involvement of school counselor supervisors in TACES.

Second, we look forward to next year’s TACES Mid-Winter Conference in Austin, also at the Doubletree, where we meet for continuing education, planning, the setting of legislative agendas, and conducting the business of TACES. We are expanding the number of programs offered, trying to serve not only Counselor Educators, but also school counseling supervisors and LPC supervisors.

Third, I appreciate the technological access to each other afforded through the Listserve and TACES web site. Melanie Bullock has created a great TACES web site at <http://taces.utep.edu/> and will maintain it next year. I will be learning more about how the Listserve works this year and look forward to more discussions about the issues that effect us. Melanie served TACES well last year as Secretary and will move into a new role this year as TACES President-Elect. Melanie is Dynamo VII.

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From the Director

Kathryn Everest
Ft. Worth ISD

The 2006 Directors' of Guidance Conference kicked off the 2006-2007 school year on September 10-11th in Austin, TX.

Overall, the conference was a great success! The McCallum High School Show Choir First Edition under the direction of Director Malcolm Nelson opened the General Session with three incredible numbers. Their talent is amazing. Crystal Kuykendall the keynote speaker received excellent reviews on the conference evaluations indicating her message was timely, appropriate and totally inspirational. Dr. Kuykendall validated supervisors of counselors in the great State of Texas as "merchants of hope."



Dr. Kuykendall's message, **Principles of Effective | Leadership**, shared that hopelessness is one of the most pervasive illnesses in society. She helped attendees understand that as "Merchants of Hope" there is a need to move past obstacles, differences, diversity, and other restraints when working in public education as well as within communities. Through this message individuals learned how important it is to impact positively



the lives of others and restore hope and renew lives. Dr. Kuykendall defined real leadership.

The conference included many well received breakout sessions. Thanks to all the presenters for sharing valuable information that will help conference participants as they continue to articulate the role of the school counselor and to build capacity in their school counseling personnel and home school districts. Presenters included those who lead school counseling programs and are "in the know" about high performing comprehensive school counseling programs as well as counselor educators, private practitioners and the Texas Education Agency.

On Sunday participants spent time in a session lead by Molly Behannon, LPC, learning how to embrace balance and wellness as a means for personnel growth that ultimately promotes better life quality and improved leadership.

Another session during this annual conference provided Directors of Guidance with up-to-date information about potential legislation and ways to strategically and positively impact the looming legislative session as it relates to school counselors. Thanks to TCA



Executive Director, Jan Friese, and TCA legal counsel, Shannon Noble, for their insightful contributions! Jane Caldwell, Director of Grants and Special Programs of the Texas Higher Education Coordinating Board, and Muffet Livaudais, Communications Director of the Student Assessment Division for the Texas Education Agency, presented important sessions in the areas of options and opportunities for Pre-K – 16 students and updates in the area of student assessment. Other learning opportunities included breakout sessions entitled: Solution Focused Brief Counseling Strategies, Ethical Decision Making for Counselors and Mental Health Providers, Partners in Peer Mediation, How to Talk So Principals Will Listen, Reenergize Your Elementary Counseling, Children and the Internet: How to Keep Children Safe in Cyberspace, Dr. Jekyll & Mr. Hyde: Recognizing the Secret Language of Child Predators and Path to Scholarships™ Making Dreams Come True. Some participants were disappointed by the cancellation of two sessions: TEA's session on Curriculum to be presented by George Rislov and Let's Get Started – High School Counselors. These sessions were canceled due to circumstances out of the conference committee's control. Every effort will be made to have a cancellation free conference for 2007.



TACES should be commended for intuitive and insightful leadership in the desire to serve TACES membership by taking on the responsibility of organizing and hosting this most important conference. Hosting this conference is no little feat as it is a volunteer effort. A huge thank you goes to the conference committee members Kitty Hudnall, Melanie Lewis, Sylvia Lopez and Anita Perry for volunteering their time and energy to put on a worthwhile conference. These counselor supervisors did a superb job making sure the 2006 conference was a success. Thanks to TACES for again accepting the challenge of providing this valuable service for membership.

Due to the success of this year's event, the TACES leadership is already working on the 2007 Directors' of Guidance Conference. Kathryn Everest and Kathy Synatschk have agreed to co-chair the 2007 Directors of Guidance Conference. Watch TACESNET and the TACES <http://taces.utep.edu> website for upcoming calls for presentation proposals, reviewers, and conference team members!

Dollar Store Supervision

Sheryl Serres
Sam Houston State University

Alfred Mercer is quoted as saying, “What we learn with pleasure, we never forget.” Inspired by this quote, I look for ways to add an element of pleasure to the supervision process when I teach my practicum class.

In the Discrimination Model of supervision, Bernard (1998) posits that supervisors flex between three roles: teacher, counselor, and consultant. When I am teaching my practicum students, I am most obviously engaged in the teacher role. To help my students grasp and retain key concepts, I like to begin class by giving students a small gift that introduces a skill and provides a focus for the evening.

When my students present for class, they enter a conference room to review folders and ready themselves for clients. On the conference table, I have a small gift waiting for each of them to heighten their awareness of specific skills as they counsel their clients. Understandably, the first time students see clients they tend to be quite anxious. Students worry whether they will say the right things and whether they know enough to begin counseling. On that night of class, I encourage my students to set aside the paperwork, (after the necessary consent forms have been secured) and focus exclusively on listening to their client. For that night of class, I give them a small, trendy pencil sharpener tied to a tag that reads, “*Sharpen* your listening skills.” Receiving a gift in class seems to provide a distraction from the anxious feelings new practicum students experience.

For the second week of class, I want the students to focus on the specifics of the client’s history and circumstances as they continue to develop a case conceptualization for each client. On that evening, I give students a pencil grip with a tag that reads, “Get a *grip* on your client’s history.” By the third visit, students are expected to have a rough draft of a treatment plan. On that evening, I give each of them a colorful plastic ruler with a tag that reads, “Set *measurable* goals.” Throughout the semester I use various items to illustrate concepts and skills.

Because practicum classes tend to be small, this is not a large expense. I buy most of these items at local dollar stores, and they often come in packages of several for a dollar. Student workers print the messages on card stock and tie the tags to the gifts with colorful curling ribbon. These make a pleasant greeting for the practicum students when they arrive, and

add a touch of novelty that emphasizes the focus of that evening’s class.

The Discrimination Model

The Discrimination Model addresses three areas of counselor competence: interventions (what the counselor does in the counseling session), conceptualization (the counselor’s estimation of the client’s needs, issues, resources, and interpersonal style) and personalization (the counselor’s use of her person in the counseling relationship). The small gift items can be used to introduce these three competencies in a variety of ways.

For example, to teach skills for dealing with client resistance, I give a small pair of scrap booking scissors with a tag that reads, “*Cutting* through client resistance.” To address the need for staying on topic in counseling, I give a glue stick with a tag that reads, “*Stick* to the goals,” and for encouraging students to trust themselves in trying new strategies, I give some colorful rubber bands with a tag that reads, “Take risks – *Stretch* yourself.” To help students develop case conceptualization skills, I give a highlighter with a tag that reads, “*Highlight* your client’s strengths,” and for conceptualizing relative to a specific theory, I give them several colorful, plastic paperclips linked together in a chain with a tag that reads, “*Link* your theory to practice.” Gift items can be used in varying ways. An eraser with a tag that reads, “What would you *change*?” could be used either to address techniques used in the counseling session (interventions), or to address counselor mannerisms or style (personalization). No doubt you will think of other uses for the items as you consider points of emphasis in your own teaching.

At the end of the semester, I give a small mirror with a tag that reads, “How do you *see* yourself?” and I ask them to reflect upon their development as a counselor. Finally, to impress upon students the importance of developing a counselor identity and to encourage their involvement in professional growth activities, I give them a small note pad on which I have printed the contact information for ACA, TCA, and the LPC Board. The tag on the note pad reads, “Stay in *contact*.”

Advantages of Using Tangible Gifts

There appears to be some benefit for students in using these tangible gifts to introduce the skills taught in class. Several students have made positive comments. One student remarked that while carpooling to class, she and the other students mused about what I would give them that night. On a class evaluation form, some students remarked that they appreciated the “motivational gifts.” One of my students commented that she hangs each of the tags on the bulletin board in her office to

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Parallel Process in Supervision: More than a Psychoanalytic Tool

Robert Brammer, Central Washington Univ.
Terry Hargrave, West Texas A & M Univ.

Parallel process has survived through every wave of psychology and counseling. Developed in analytic circles, the theory has been expanded to supervision in education, social work, and business. Empirical support for the phenomena is sparse, but the concept's endurance implies a unique way of viewing the supervisory relationship. Is this simply a comfortable way to explain similarities between supervisors and supervisees, or does the notion explain something intrinsic to therapy and supervision?

In its simplest form, parallel process connotes a duplication of feelings and behaviors from one setting to another. Tusscher (2006) refers to it as a powerful three-person dance. Searles (1955), an analytic theorist, referred to this as a 'reflective process,' in which the feelings experienced by the therapist in therapy are replicated during supervision. From this point of view, the therapist unconsciously projects feelings felt for the client toward the supervisor (Ganzer & Ornstein, 1999).

In early analytic literature, not only were such processes attributed to the unconscious, but they were also considered faults of the supervisee (Ekstein & Wallerstein, 1958). Beginning therapists were thought to lack the insight and skills necessary to identify their nascent feelings. They became overwhelmed, internalized the pain of the clients, and started evoking similar reactions in others. If their clients make them anxious, the supervisees brought stress to supervision. If the clients made them depressed, they conveyed sadness to their supervisors.

This is where the process becomes 'parallel.' The therapist, who has identified with the client, mimics the client's behaviors, which evokes an emotional reaction from the supervisor (Mueller & Kell, 1972). Other bi-directional forms may exist as well. In addition the supervisee's bringing clinical feelings to supervision, emotions created in the supervision setting may be brought to the therapy session (Williams, 1995). Doehrman (1976) found parallel processes in each of the supervision relationships she studied. When coming from the supervisor, the process could begin with the supervisor imposing a value in supervision, which is then brought into the therapy session through the therapist. Supervisors who are uncomfortable in their role as teachers or mentors might create anxiety in the therapist, which is then carried into therapy. Such things might also happen if supervisors demonstrate impatience, frustration, or disregard for the supervisee.

While parallel processes are easy to depict, what makes the theory vulnerable to attacks is its foundational assumption of being an unconscious process. But other explanations exist and may deepen the rationality and function of the phenomena. For example, social psychology has long noted the importance of relationship matching, such as homophilies (Hartup & Stevens, 1997).

In homophilies, there are two relationship structures: deep and surface. In deep structures, there is a requirement for reciprocity. Do something for me and I'll have to repay you. In surface structures, there is an expectation for social exchange. Both facets are present in supervision, where the supervisee is usually paying for the service and the dyad learns about each other's lives as the process unfolds. What begins as surface structure (i.e., I'll pay you if you teach me how to do this) becomes more intimate (deep structure) as the process continues.

The client and therapist also have a homophilie relationship. The client shares intimate details and learns about the therapist through the therapists' responses. They form a deep structure relationship, with each understanding the other in an intimate way.

The problem with developing therapeutic and supervision deep structures stems from the way the relationships are formed. They are induced. In most cases, therapists do not choose their clients. The client chooses the therapist. As Lawler, Thye, Yoon (2006) pointed out, the more control someone has over the formation of a relationship, the greater the sense of control. With added control comes more positive emotions, greater perceived cohesion, and more commitment.

With deep structure expected in a structurally induced relationship, tensions are likely to occur, especially when therapists encounter clients who evoke negative emotions. Such situations are likely to create frustration in the therapist, which will then be brought into the supervisory relationship.

Say a client (Mary) has dependent personality disorder and evokes nurturing responses from those around her. The novice therapist (José), unsure how to handle the client's fragility, becomes confused, but he can also empathize with the client. The more the therapist and client discuss the matter, the more the client can relate to the client's feelings. He just isn't sure *how* to change the pattern.

In this example, the therapist takes an active role. He starts teaching assertiveness skills and provides homework.

The client responds by praising the therapist's approach, but progress is slow. The more the therapist takes control, the more dependent the client becomes.

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Beating the Odds and Getting What You Came For

Martina Sternberg & Michelle Rodriguez
University of Texas - San Antonio

You have successfully overcome many hurdles to be admitted into graduate school. You completed your undergraduate degree, researched graduate programs, applied and was admitted into graduate school. It has been a long rewarding and educational journey and you have completed all of your coursework. The only thing that stands between you and your degree is the thesis or dissertation. Why is this research paper so much different than the hundreds of others you have written? Why does the mere mention of thesis or dissertation cause sweaty palms and panic attacks? And most importantly why do so many people give up and become ABD/ABT (all but dissertation/thesis) after working so long and so hard to graduate?

In Dr. Ogden's book "Completing your doctoral dissertation or masters thesis in two semesters or less" it stated that it took the "median doctoral student 7.2 years" to receive a degree, 45% of the students take eight to sixteen years to complete their degree and nearly half gave up or dropped out along the way to earning their degree. Most of those who dropped out had already completed all of their coursework.

What can we do as graduate students to insure our success to completing our thesis or dissertation? Tips to insure we reach our goals and do so in a timely manner are:

- First and foremost, the thesis/dissertation is original and scholarly research that is orderly and thorough in its method of study. Think about how many papers you have written to date that were orderly and thorough research papers?
- It is a demonstration of the graduate students ability to do research; scholarly research that is of journal caliber.
- It is not a lifelong study nor are we, as graduate students, being asked to find a cure for diabetes in our dissertation. In fact, think about how many dissertations you have read in your graduate program? I would guess most students have read very few, if any, dissertations.
- The purpose of completing the dissertation/thesis is to GRADUATE – you can work on your lifelong research after you graduate!

So what can we do to complete our thesis/dissertation in a timely manner:

- Set a date for your oral defense and graduation and stick to it!
- Set goals-daily, weekly and monthly. Create a timeline, check it often and...stick to it!
- Think of completing your thesis/dissertation as a job. Show up everyday, as described in your outline, work on your dissertation, take a break, then get back to work. When your day is done, leave for the day
- Create a command center; a place you go to work on your thesis/dissertation. All of your research, supplies and outline are there. Have a calendar on the wall with your goals on it – a constant visual reminder.
- Back up your work on a routine basis – just in case ☺
- Research dissertations already done (if they are done that means the person who did them successfully graduated which is your goal); look at the implications for further research for ideas for your research. If you have a topic, see how the dissertation is formatted and what methodology they used for ideas
- You may consider finding an agency that will pay you to do your research (if you are researching an area of interest to them)
- In choosing your topic, keep in mind: your knowledge / experience in the area, career advancement potential, access to the needed data and time needed to collect the data
- Just like you research topics for your dissertation/thesis, research potential committee chairs and committee members. Interview them if you can. Find a chair that is going to help you succeed in completing your dissertation – that may not be the nicest or most easy going chair. Your chair has a lot of control over your dissertation process, choose wisely

Ask for help:

- If you are not a statistician, you may want to have one on your committee, or find an expert
- You may consider paying assistants to help you collect data, or for data entry
- An editor is important and can find errors you may overlook because you are so close to your work

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TACES Graduate Students

Graduate students are important members of TACES! Our goal is to include announcements, resources, and opportunities to participate that graduate students will find useful.

Welcome to Martina Sternberg of the University of Texas - San Antonio who has joined the Media Committee as the Graduate Student Column Editor! Please forward your article submissions, announcements, or suggestions to Martina at (martina.sternberg@utsa.edu) or Melanie (mmbullock@utep.edu).



TACES MidWinter Conference

One of the goals for the 2007 MidWinter Conference is to increase graduate student participation. If you are a graduate student you can submit a poster proposal until November 17th. You can download a the PDF proposal form from our website or contact me at mmbullock@utep.edu for a word document. Please take this opportunity to join the organization for Counselor Educators and Supervisors in Texas. Help shape your future and network with future employers!



The National Association of Graduate-Professional Students acts as a clearinghouse for graduate and professional students, serves as an advocacy group for graduate-professional student needs and rights at all levels, addresses a broad range of issues via national committees (international student concerns, human diversity concerns, legislative concerns, and employment concerns), and much more! For additional information visit: <http://www.nagps2.org>



The Department of Education's website offers valuable information concerning student loans, grant information, and an extensive list of links to other sites relevant to graduate students. See: <http://www.ed.gov>



Join COUNSGRADS listserv

COUNSGRADS has been developed to help graduate students from across the country communicate with one another. Students can talk about classes, internships, papers, and ideas about the profession. To learn more visit <http://www.counseling.org/Students/>

In addition to the great educational sessions offered at the **TCA Conference**, there are great networking events. We have noted events that we believe TACES graduate students will find beneficial and enjoyable. Hope to see you there!

Wednesday, November 29, 2006

6:00 - 8:00 p.m. Conference Kick-Off Celebration
Convention Center

Thursday, November 30, 2006

6:30 - 7:45 a.m. First Timers Breakfast
Hilton Palacio del Rio (\$15.00)

7:00 - 8:00 a.m. Chi Sigma Iota Graduate Student Breakfast
Hilton Palacio del Rio

11:45 am – 12:45 pm TACES Luncheon Hilton Palacio del Rio

It's not too late to join us for lunch if you haven't already signed up through the conference registration process. All you have to do is send a \$25 check made to TCA to Rick Bruhn, TACES President, P.O. Box 2119, SHSU, Huntsville, TX 77341-2119. Even if you don't join us for lunch, drop by for the last 45 minutes to attend the presentation of awards and the TACES business meeting.

5:00 - 6:00 p.m. Texas A&M Commerce Reception
Hilton Palacio del Rio

5:30 - 6:30 p.m. TMHCA/TAGLBIC/TAMFC/TAADA
Reception Hilton Palacio del Rio

7:00 - 8:00 p.m. Awards Ceremony & Reception
Hilton Palacio del Rio

8:00 - 11:30 p.m. President's Unity Reception & Dance
Hilton Palacio del Rio



2007 Ethics Case Study Competition

The ACA Graduate Student Ethics Case Study Competition serves as an opportunity to engage graduate students (masters and doctoral level) in critically analyzing a potential ethical case and creating an appropriate ethical decision making plan to respond to the ethical situation. Prizes will be awarded to recognize the top two master's teams and top two doctoral teams. To learn more visit <http://www.counseling.org/Students/>

TACES MIDWINTER CONFERENCE

February 16, 2007
 Doubletree Hotel, Austin

TACES will hold its annual MidWinter Conference in Austin on February 16, 2007. The conference will continue with the expanded session format that includes:

- ★ 10 educational sessions
- ★ Graduate Student Poster Session
- ★ Business meeting (second of the 2006-2007 year)
- ★ A forum for discussing issues to be included in the TACES legislative agenda,
- ★ A great luncheon, and
- ★ Networking opportunities.

We received 30 great presentation proposals for this event! I want to express our appreciation to the Conference Proposal Review Committee: Doris Coy, Bret Hendricks, and Selma Yznaga. Because of their efforts we will have detailed MidWinter Conference information available at the TCA Conference!

One of the goals for the 2007 MidWinter Conference is to increase graduate student participation. If you are a counselor educator, please encourage your students to submit a poster proposal! We have extended the deadline to November 20th for graduate student poster session proposals. You can download a PDF proposal form from our website or contact me at mmbullock@utep.edu for the form in a word document. To quote Rick Bruhn "We want to encourage our future Texas Counselor Educators and Supervisors to get to know us, learn what we have to offer, and have a voice in shaping the direction of their chosen field!" We hope that you will support us in this mission!

Registration information and forms will be available by the end of November on our website (<http://taces.utep.edu>) and at the TCA Conference. Don't forget to stop by the TACES booth and attend the TACES Luncheon in San Antonio to find out the latest news!

We believe the 2007 MidWinter Conference will be an beneficial and enjoyable event! Austin is a great city, why not make it a weekend trip and enjoy the numerous amenities available in Austin. We look forward to seeing all of you at the TACES MidWinter Conference!

The Austin Convention and Visitors Bureau writes that the city is known for its casual and playful nature. Located at the center of the Lone Star State, it stands as the gateway to the Texas Hill Country and the Highland Lakes.



Austin is a city where the music never stops, live music plays at more than 100 venues on any given evening. Blues, country, rock and roll, and jazz puts Austin music into a distinctive music genre that's difficult to label. The largest concentration of music venues is found downtown in the Warehouse District and along Sixth Street, a six-block stretch of bars and restaurants. *Austin City Limits* continues to be the best show in town. For ticket information, call the ticket hotline at 512-471-4811.

For additional information visit Austin Convention & Visitors Bureau at <http://www.austintexas.org>



The Doubletree Hotel

The Doubletree Hotel Austin is a very elegant Spanish Colonial style hotel located at the intersection of IH-35

North and Highway 290 East in central Austin. The hotel is just 5 minutes from downtown and 20 minutes from Austin Bergstrom International Airport.

There are many fine restaurants within walking distance of the hotel and shopping is a just a short 3 minute drive away at Highland Mall or Lincoln Village.

The Doubletree Hotel Austin features 350 beautifully appointed guest rooms with coffee makers, irons, ironing boards, work desks, hairdryers, voice mail, 27" televisions and high-speed internet access.

Supervision from page 4

In supervision, the therapist, trying to describe the client's situation, starts using some of the client's words. José describes Mary's relationship with her parents, teachers, bosses, and friends. At times, the therapist's voice may even take on the client's tones and expressions, displaying the surface structure from the relationship.

The novice supervisor (Alicia), who has learned how to intervene with such clients as a therapist, is also perplexed. She knows José can't take an active role, but the attempt to get him to change has resulted in more clinging behavior from the supervisee. José wants her to solve the problem, to provide him the strength and insight necessary to end the client's struggles.

Alicia encourages José to read more on dependent personality. She also turns their supervision into an educational setting, teaching him about dependent personality disorder.

Such an intervention will please the therapist because he thinks he'll learn what he needs to help. He'll read all the materials, make appropriate comments during supervision, and still not make any progress with his client.

In response to the poor progress, the therapist and supervisor may become more entrenched in their routines. They'll teach more, become more active, and hope for more growth.

To change the pattern, the supervisor must identify the parallel process (Tusscher, 2006). Whenever the client evokes a desire for nurturing, go directly to the client's issues. "It looks like you're experiencing a strong emotion talking about this. How are you feeling right now? I'll bet your feelings are very similar to how the client feels when she's talking with you." This response requires the therapist to stop and evaluate his reactions. He may feel out of control, just like the client. Feelings of worthlessness, inadequacy and shame may also arise. These should be explored within the supervision session, not to unveil the therapist's psychopathology, but to allow the therapist to use his own emotions as a form of empathy.

When returning to the client, the therapist could self-disclose his feelings. When the client attempts to cling or become dependent, the therapist can disclose a desire to want to help. But instead of taking control of the sessions, he's going to trust her enough to let her guide what they discuss. Instead of teaching her, he's going to let her teach him about these feelings.

This approach reinforces the importance of here-and-now interventions, which has always been a key component to parallel process interventions (Miller, 2004). This perspective doesn't resort to unconscious forces, but can still demonstrate behavioral patterns common to structurally induced relationships.

The important issue here is learning to help supervisee's identify the emotions evoked in therapy. Corbett (2006) noted how mental health professionals must be aware of and responsive to their own needs. Failing to do so makes us unable to care for others and needy in supervision. In order to work on our own self growth as therapists, he recommends engendering both internal resources (e.g., positive belief) and external resources (e.g., social support). Supervision becomes only one part of these factors, a voice pointing out when growth is needed. From this point of view, parallel processes aren't situations to fear but are valuable learning experiences where therapists can learn unique and valuable ways to gain empathy and personal growth.

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Odds from page 5

- A guardian or task master who can watch over you and make sure you are taking care of yourself and push you to continue when you aren't motivated to continue making progress.
- After you have your committee and your research topic, you can begin to collect, manage and analyze your data and go on to write your dissertation/thesis.
- Consider this, it takes a little over 14 seven hour work days to write one page an hour of a 100 page dissertation/thesis. In a mere 14 days, you can have your dissertation written!

Don't forget to take care of you! Balance work and play. Plan breaks, plan vacation days away from your research and reward yourself at regular intervals for making progress.

With a well thought out plan of attack, a good committee and a topic that requires limited research, you will be defending your thesis/dissertation in no time!

Resources:

Cone, J. & Foster, S. (2001). *Dissertations and thesis: from start to finish, psychology and related fields*. American Psychological Association. Washington, D.C.

Ogden, E. (1993). *Completing your doctoral dissertation or masters thesis in two semesters or less*. Technomic Publishing, PA.

Peters, R. (1992). *Getting what you came for: the smart students guide to earning a masters or Ph.D.* Noonday press, New York.

President from page 1

Fourth, I am looking ahead to the TACES Luncheon at the TCA Conference in San Antonio. The menu is set (delicious!) and we will have a chance to conduct TACES business, recognize our Counselor Educator and our Supervisor of the Year, and enjoy some entertainment.

A fifth area of focus is to improve our capacity to articulate our stance on legislative issues. The TACES Board was successful in generating several statements for last year and look forward to continued dialogue as we endeavor to speak out on issues that affect counselor trainees and practicing school counselors and LPCs. There are additional goals and I will make sure they are available on the web site and in hardcopy at the TCA Conference.

In closing, it is an honor to serve as President of this important division of TCA. I look forward to getting to know you and your needs as Counselor Educators and Supervisors!

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 TACES is not required, but it is encouraged.

By working together in a professional organization we can strengthen our profession. 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 on the list. This network can also serve as a useful modality for TACES leaders and members to stay in touch regarding member concerns.

Thanks to Dr. Richard Watts for his time and efforts in creating and managing TACESNET! If you would like to join please contact him at: Watts@shsu.edu.

*You must be the change you hope
to see in the world.*

Mohandas Gandhi

Dollar Store from page 3

remind her to pay attention to that skill when counseling her students. The gifts appear to:

- Heighten interest
- Illustrate the concept being taught
- Provide a visual and tactile cue
- Provide a reminder of the lesson
- Extend the supervision session
- Decrease supervisee anxiety
- Suggest a connection with the supervisor

Finally, using the little gifts to introduce counseling concepts is just plain fun. I find that these items add an element of pleasure to an otherwise anxious experience in practicum.

Reference

Bernard, J. M. & Goodyear, R. K. (1998). *Fundamentals of clinical supervision*, (2nd ed.). Needham Heights, MA. Allyn & Bacon.



Texas Counseling Association's Professional Growth Conference San Antonio, Texas November 29th - December 2nd, 2006

Join us at the TACES luncheon!
Thursday, November 30th ** 11:45 a.m. to 12:45 p.m.
Hilton Palacio del Rio

The TACES annual luncheon is a great time to join your colleagues from around the state for food, fellowship and a little bit of TACES business.

It's not too late to join us for lunch if you haven't already signed up through the conference registration process. All you have to do is send a \$25 check made to TCA to Rick Bruhn, TACES President, P.O. Box 2119, SHSU, Huntsville, TX 77341-2119. Even if you don't join us for lunch, drop by for the last 45 minutes to attend the presentation of awards and the TACES business meeting.

By the way, TACES and several TACES members have won some very prestigious TCA awards this year. Come by to offer congratulations!

During our TACES luncheon we give awards for service to the organization and recognize both the Counselor Educator and the Counselor Supervisor of the Year. The luncheon is also when we hold our first of two TACES business meetings in the year, and it will be an opportunity for us to generate ideas for TACES' stance on legislative issues. TCA values our input!

Please note: You will not be able to sign up for the luncheon on site in San Antonio because we have to turn in the "count" for lunches prior to the start of the conference. Jan Friese will call me for the number of additional lunches this announcement generates. If you can get your check to me before she calls (probably around November 22) I will make sure that you have a lunch. Again, it's not too late to join us for lunch...but you have to contact Rick soon (edu_rab@shsu.edu).

Rick Bruhn, President



There are a plethora of educational sessions, workshops, meetings, social events, networking opportunities, and sight-seeing activities available at the 50th TCA Professional Growth Conference. The biggest challenge will be fitting everything in!

Following you will find information regarding sessions identified for Counselor Educators and Supervisors. Don't forget to join us at the TACES Luncheon and to stop by the TACES booth in the exhibit hall. Best wishes for a successful, educational, and fun convention experience!

Melanie Bullock, Editor

School Counseling Site Supervision Elsa Soto Leggett & Riley Venable

This program is an overview of the requirements for school counseling site supervision. Participants will become acquainted with the standards for school counseling field experiences as defined by NCLB, NCATE, CACREP, ASCA, and SBEC. The roles and responsibilities will also be defined. An opportunity to share personal experiences and questions is included.

School Counselor Performance Evaluation: National Practices Charmaine D. Caldwell & Richard L. Lampe

What happens with school counselors when the time comes for annual evaluation? The presenters examined actual practices in school districts from across the nation. Results of the national survey confirmed the lack of continu-

ity in methods and criteria used to evaluate school counselors. Discussion will center around implications for a counselor performance evaluation model with flexible, universal guidelines that could serve as a framework for school counselor performance evaluation. Attendees will receive handouts, participate in experiential activities, and have the opportunity for questions.

Bilingual Counseling: How to Connect in English and Spanish

Selma Yznaga, Alma Leal, Manuel Zamarripa, & Olivia Rivas

An increasing number of Mexican/Mexican-American, Spanish-speaking clients are presenting for treatment in counseling. Current literature and research studies will be reviewed to identify the conceptualization of counseling by the Mexican/Mexican-American population, preferred treatment modalities, and key language translations that will facilitate the counseling relationship. In addition, the presenters will share their experiences of training counselors in a border university and the successes and challenges of operating a training lab that serves a 60% Spanish-speaking clientele. Finally, ethical considerations for working with a culturally diverse population will be addressed.



Minority College Students: Factors & Strategies that Influence their Academic Achievement

Yvette Castillo, Kathy Ybanez, Monica Solis-Hoefl, & Robert Hoefl

The future of minorities in higher education is at risk. With the lowest level of educational attainment than their predominately white counterpart, racial/ethnic minorities usually encounter different academic and personal experiences. This interactive presentation seeks to educate the audience about these disproportional phenomena as well as to empower counselors, teachers, and administrators with multicultural strategies for advocacy.



How to Really Be Present With Your Clients

Kathryn A. Oden

Research consistently tells us that the most important factor in the counseling process is the relationship between the counselor and the client. This factor accounts for change in clients more than specific interventions or techniques utilized, or even the counselor's theoretical orientation. This workshop will explore how to use intuition, acceptance, curiosity, and self-awareness in order to be present with clients so that the therapeutic relationship is enhanced. Come ready to experience Being Present.

So, You Want To Be A School Counselor?!

Teri Myers

School practicum site-supervisors are often overwhelmed with the tremendous responsibility of providing sound supervision along with the "tricks of the trade." This presentation provides school counseling site-supervisors with an outline of topics, dos & don'ts of supervision, and a multitude of ideas designed to help guide your practicum student into someone you will be proud to call a colleague. While this model focuses specifically on elementary counseling needs, it follows TEA guidelines for school counseling and can be modified to work with practicum students at any level.



School Specific Comprehensive Developmental School Counseling Programs: Purpose, Planning & Training/Supervision Implications

Leigh Falls

This presentation will offer reasons that developing a comprehensive developmental school counseling program for your specific campus will benefit you and your students. A model developed by the presenter for how to approach the process in

a manner that is practical and enhances your ability to communicate to important stakeholders the importance of your contribution to the school's goals will be offered. Discussion will include: how to use your plan to enhance your effectiveness and efficiency; how to advocate for your vision for your role in the school community; implications for training and supervision of counselors; practical examples and resources.

Multicultural Voices on Teaching Multicultural Counseling

Riley Venable, Shanna Broussard, & Elsa Leggett

As Texas becomes more diverse, the need for counselors who can work with multiple ethnic groups becomes more important. Increases in counselor knowledge, skills and attitudes will be needed to assist them in providing effective and culturally competent services in a wide variety of settings. Three minority university faculty members will discuss the practice of training counseling students to become effective multicultural counselors. The rewards and challenges of teaching in an ethnically diverse faculty and student environment will be discussed. The presenters and participants will discuss techniques they have found useful in helping students become more multiculturally competent.

Energize Your Counseling Environment

Carl Olson

This workshop is intended for all educators and counselors.

Research clearly shows us that effective instruction must be geared to the varying types of intelligences and learning styles. It also must find a way to be practically applied to the learner. Counselors will improve their curricula presentations through the use of experiential methods; Identify sources of information about experiential learning for continued study and growth.

Supervisee's Needs: How do Supervisors Develop Effective Counselors

Carolyn W. Kern

Counselor Supervisors can use the Supervisee's Bill of Rights and the Supervision Agreement for directing the supervision experience at all levels of counselor supervision experiences. The Supervisee Bill of Rights outline supervisee needs and supervisor responsibilities including nature of the supervisory relationship, expectations for the initial supervisory session, expectations for the supervisory relationship, ethics and issues in supervision, expectations for the supervisory process, expectations for supervision sessions, and expectations for evaluation.

Journey of Doctoral Counselor Education Graduates: A qualitative story of Hispanic and Anglo professionals

Robert Smith, Yvonne Quintanilla, & Niki Gonzalez

In this qualitative study six Hispanic and six Anglo doctoral students were interviewed. A qualitative analysis and assessment was conducted to identify tenets of significant commonalities between both groups regarding personal and social support profiles, pattern of professionalism, and the manner of drive within each subject during, transitioning from, and after graduation of the program.

School Counselors & Ethics: To Be or Not to Be - To Do or Not to Do

Alma G. Leal, Selma Yznaga, & Andres Vallado,

School counselors are continually confronted with ethical and legal challenges that require knowledge of several codes of ethics as well as legal documents and administrative policies. They need to know what to do or not to do legally and ethically in their work setting. The presenters will provide an update on ethical, legal and administrative issues that impact school counselors in their work setting. Scenarios will be used to demonstrate how collaboration and ethical decision-making guidelines can be used to maneuver through the various ethical standards, laws and policies.

Common Concerns for Client Centered Counselors

Dana Michelle O'Callaghan & Pedro Blanco

Common concerns for client centered counselors. Whether you are a beginning client centered counselor or an experienced client centered counselor we share common concerns and dilemmas. Come share your experiences as well as learn the common areas we face as client centered counselors and how to work through these barriers.

Understanding the Emerging Professional Identity of School Counselors

Gail K. Roaten & Elsa Soto Leggett

School counselors must create a clear and consistent identity as well as a concise role definition. School counselors can accomplish this through collective efforts including membership in professional organizations, continuing education and collaborative efforts at the state level. The results of a recent survey entitled Your Perceptions of the Professional Identity of School Counselors, recently administered to over 700 Texas school counselors, will be shared and discussed. Participants will receive handouts containing salient characteristics of this professional identity as well as ways to advocate for this identity role at the local, state and national level.



Responsibilities and Evaluation of School Counselors

Richard Lampe

This presentation offers an orientation to TCA's updated model for evaluating professional school counselor performance (the TEMPSC-II). Counselors, directors of guidance, and counselor educators will learn about TCA's statement of appropriate school counselor responsibilities and how to use the model to evaluate counselor performance of these responsibilities.

What is so Scary about Countertransference?: Normalizing and Working-Through

Lezlie Burwell-Pender & Kate Hupfeld

Counselors often fail to receive proper education regarding countertransference. The purpose of this presentation is to illuminate key elements of this multi-dimensional topic, from various theoretical perspectives. Attendees will gain practical knowledge in an effort to identify countertransference through utilizing the counselor's awareness of their physical and psychological self. Presenters will facilitate a group discussion in which attendees will be invited to examine and share personal clinical examples. Attendees will receive a tool kit to aid in future identification and integration of countertransference into personal awareness.

Supervision: Tuning in to the Clients Responses

Mike Altekruise, Ken Engebretson, Jackie Smith, & Denny Engels

The presenters take Kagan's original model of supervision, Interpersonal Process Recall (IPR) then add Altekruise's Counselor Interaction Analysis (CIA) to focus on counselor responses to enhance supervision.

Self-Care for Graduate Students: Overcoming Roadblocks in the Journey

Lori Ellison & Susan Bray

This program will address roadblocks that Masters and Doctoral students experience while completing their specified course of study. Many students manage jobs, family, long commutes and their studies all at the same time. Finding a way to take care of themselves in the midst of busy schedules is often difficult and can affect their ability to successfully complete their program. Presenters will offer suggestions to planning and development of a self-care strategy. Participants will be given opportunities to experiment with different strategies and develop their own self-care plan.



Publishing in Professional Counseling Journals: Keys to the Preparation and Submission of Manuscripts

Richard Watts, Judy Nelson, & Dan Eckstein

This presentation addresses key elements that may facilitate or delay the processing, review, and acceptance of manuscripts submitted to editors of nationally peer-reviewed journals. Careful attention to these key elements greatly expedites the review process and increases the likelihood of a manuscripts acceptance for publication. Following a brief overview of the review process from submission to acceptance, the aforementioned key elements will be discussed and suggestions offered for preparation, submission, and revision of manuscripts.



Supervision of School Counselors

Patricia Henderson, Eli Zambrano, & Katrina Cook,

Clinical and administrative counseling supervision are coming of age. Only a few applications of this research and theory are practiced on behalf of school counselors. Northside ISD has provided professional supervision to its school counselors for 15 years. The Counselor Performance Improvement System enhances their professionalism and services to students. The supervisory processes will be described in the context of the Comprehensive, Developmental Guidance & Counseling Program.

Implementing the ASCA National Model: Leading the Way to Stronger School Counseling Programs in Texas

Brenda Melton & Carolyn Stone

Do you want to build an exemplary school counseling program eligible for state and national recognition? Are you finding that non-counseling duties reduce your effectiveness as a school counselor? Do you need user-friendly tools to assist you in delivery, management and accountability? Learn how to implement the ASCA National Model and create a data-driven exemplary school counseling program.



Journaling: Power of Our Written Word

Kate Hupfeld, Kathryn Kantor, & Mei-Hsiang Tsai

Journaling is a powerful adjunct to therapy. In this presentation, attendees will be introduced to the specific process of journaling, as well as learn the therapeutic benefits of journaling for counselors, clients, and supervisees. Attendees will learn how to incorporate the process of journaling safely and effectively into their current counseling practices. Finally, attendees will be invited to participate in a journaling exercise to experience the compelling nature of this adjunctive tool.

Supervision in the Preparation of Counselors-In-Training

Kathy Ybanez

Participants of this program will become familiar with the rationale driving effective supervision in the preparation of school and mental health counselors-in-training. In addition, CACREP standards which clearly set forth supervision requirements for accredited counseling programs will be discussed. Participants will learn about supervisory roles and responsibilities, ethical and legal issues, and multicultural considerations related to supervision.

No Villians: A Way Out of Egocentrism

Melody Brooke

The need for survival locks us into roles of good guys, bad guys and victims: The Cycle of Egocentrism. The behaviors and associated changes of The Cycle of Compassion are the way out. When we operate outside of the polarities of egocentrism we can experience our lives differently. Making the shift allows us to achieve compassion fully in our lives. The counselors role is moving clients toward the possibility to experience the enriched life and healthy relationships available in The Cycle of Compassion. How counter-transference can inhibit progress through the Cycle of Compassion is addressed. Experiential and didactic training provided.

Developing a Personal Model of Supervision

Thomas Kevin Burdenski

Many experienced counselors in school, agency, and private practice settings are called upon to supervise beginning practicum or internship students without having had formal training in supervision. There are two main types of supervision models available to the supervisor: counseling-based supervision models; and supervisory models designed specifically for supervision and training of counselors. This workshop will present an overview of both categories of models so that beginning supervisors can begin to formulate a coherent, personal model of supervision.

Ethical Decision-Making in Light of the New ACA Code of Ethics

Richard E. Watts & Chi-Sing Li

This presentation will help participants become more familiar with this new 2005 ACA ethical code by (a) identifying new and revised elements in the code as compared to its predecessor, (b) discussing a useful model of ethical decision making, and (c) applying the new ethical code and the ethical decision-making model to selected ethical issue case studies.

Taking it to the Net: Developing Online Counseling Courses

Melanie M. Bullock & Michelle Duran

There is increasing pressure to move college and university classes to the net. This session presents samples from current counseling courses to demonstrate the transition from traditional classrooms to a virtual environment. Course development ideas and guidelines for effective online instruction will be provided. Discussion will include concerns that arise with the move to online instruction delivery, course appropriateness, and industry standards for online counseling courses. Participants will receive tips and resources to assist with successful transitioning; and hopefully be inspired to take their courses to the net.



Counselor Educators: Best Practices for Supervision in the 21st Century

Yvette Castillo, & Kathy Ybanez

With such a diverse student body, counselor educators have a tremendous sense of responsibility for assisting their students with various concerns. This presentation seeks to assist the counselor educator with that process by providing them with trends and strategies of the 21st century. Ways to establish and maintain the supervisory relationship will be explored and varying supervisory styles, approaches and roles will be shared. Experiential learning will be encouraged and handouts will be provided.



Making the Connection: Tools of the Trade for Effective Clinical Supervision

Susan A. Adams

Often site supervisors are expected to provide supervision with little or no training, written descriptions, or clear expectations. Learning is through trial-and-error with no direct observation of the supervisee's skills; however, there is a difference between counseling & supervision. Expertise in one area does not necessarily indicate excellence in the other. Supervisors have an ethical and legal obligations to provide sound supervision. This presentation will address difficulties associated with supervision development (for both the supervisor and the supervisee) plus demonstrate supervision techniques.

The Art of Cinematherapy

Tonya R. Hammer

The workshop is intended for counselors and counselor educators who would like to learn more about the complexities of human behavior, both normal and abnormal and how that is portrayed in the medium of film and how that can be used in the counseling session as well as in the classroom.

Ethics and School Counseling

Kelly Anne Kozlowski & Laurie Thomas

School counseling can be a balancing act between client, parents and school districts. Come hear how 185 school counselors responded to ethical dilemmas and see how you compare. Review the steps to ethical decision making, try your ethical decision making powers against case studies and brush up on HIPAA, FERPA, informed consent, duty to warn, parents rights, students rights and other issues school counselors face, all in a mere 1.5 hours. Join us for an interactive, lively discussion on ethics, well, as lively as the discussion of ethics can be.

Casuistry: A Search Engine for the Resolution of Ethical Dilemmas

Quinessa S. Johnson & Charmaine D. Caldwell

Are you in search of a way to address knotty ethical dilemmas that seem to have no good solution? Do you need a method that will guide you in making ethical decisions? Professional counselors often find themselves in dilemmas when ethical codes/guidelines can be cited for both opposing actions with neither side presenting a clear course to follow. This presentation will demonstrate how counselors can use Casuistry as a roadmap to reaching resolutions for ethical dilemmas. Participants will engage in experiential exercises, receive handouts and have the opportunity for questions.

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.

From the Editor

Melanie Bullock
University of Texas - El Paso

Thank you for your contributions to this edition of *Juncture*! This issue includes information concerning events at TCA's 50th Professional Development Conference, the upcoming MidWinter Conference, a report on the successful 2006 Directors of Guidance Conference, a new Graduate Student Section, and articles contributed by Sheryl Serres, Robert Brammer, Terry Hargrave, Martina Sternberg, and Michelle Rodriguez. I hope that you find this an interesting, beneficial, and enjoyable issue!

The TCA Conference is an important one for TACES this year as our organization and several TACES members will be presented with awards for their work and contributions to the counseling profession. Please join us as we celebrate their achievements at our luncheon on Thursday, November 30th - 11:45 a.m. at the Hilton Palacio del Rio located on the Riverwalk. Please see page 8 for instructions on how to RSVP for this event.

Thank you for the honored of serving TACES as President Elect this year! I am excited that one of my tasks is to help plan the MidWinter Conference and look forward to another wonderful event. We received 30 great proposals for this event! We are all impressed with the innovative and quality work included in your proposals. I hope that each of you will consider sharing this work via an article for future issues of *Juncture*.

I want to take this opportunity to extend a warm *Welcome to Martina Sternberg* who has joined the newsletter team as the Column Editor for Graduate Students! As the column editor she will identify information of interest to our graduate students and will encourage them to begin their publishing experience by writing articles for our newsletter.

We are seeking editors for the Directors of Guidance Column, LPC Supervisors Column, and Counselor Educator Column. I hope that you will consider joining the TACES Media Committee. If you are interested in participating, please contact me at mmbullock@utep.edu!

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 March 1, 2007 — three weeks prior to ACA. 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 **February 20, 2007**. Again thank you for your support of our newsletter, I look forward to hearing from you!

send submissions to
mmbullock@utep.edu
by **February 20, 2007**

Please include TACES in the subject line.



Mark Your Calendars

- ❖ November 30th * 11:45 a.m.
TACES Luncheon
Hilton Palacio del Rio, San Antonio
- ❖ February 16, 2007
TACES Mid-Winter Conference
Doubletree Hotel, Austin
- ❖ February 20, 2007
Submissions due: Spring *Juncture*
mmbullock@utep.edu

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Juncture Editor: Melanie Bullock, University of Texas - El Paso
Graduate Student Column Editor: Martina Sternberg, University of Texas - San Antonio