

JUNCTURE

The Newcomers

Loyda D. Aké & Maricella Garza-Ortiz

The U.S. Department of Homeland Security estimates approximately 10 % of immigrants entering the United States are school-aged children between the ages of 5 to 19 (DHS, 2004). These figures have significant implications for the state of Texas who ranks second in states with the largest population of unauthorized immigrants entering the United States.

A closer look at this population of immigrant children shows that while many may enter the United States accompanied by a parent, many equally enter the country as an Unaccompanied Alien Minors (UAM) in an effort to reunite themselves with parents or relatives already living in the United States. The motivation for immigrant children entering the U.S to risk their lives and jeopardize their safety is vast, but often lies in the desire to find a better life for themselves and that of their family.

Immigrants are often faced with difficult issues of acculturation and often time's mental health as they begin to settle in a new environment. School-aged immigrant children and adolescents, often called "Newcomers" within the educational system, are faced with far greater challenges as they enter the school system. Almost immediately, they are thrust into a culture which expects them to meet stringent academic expectations in a very socially diverse environment. The educational background of immigrant students is vast. Many may have attended school at one time while others may have never attended school. Often times special needs which may exist are difficult to identify or determine; this process is further complicated by language and cultural barriers.

While there are many challenges that arise for both the immigrant student and educational stakeholders involved, there is significant contributions in overcoming these obstacles which can be made by both the school counselor and counselor educators.

The Advocacy Competencies by Lewis, Arnold, House, and Toporek (2003) provide an effective framework in addressing the academic, social and emotional needs of immigrant students in schools. Through empowerment, advocacy,

collaboration, and information school counselors can be the change agent which facilitates positive change within the school environment. Counselor educators play a key role in empowering school counselors to create change within the school community level during and after training.

Collaboration and Information

Counselor educators can begin to model collaboration during school counselor training by creating cross-disciplinary relationships with other university/college programs. For example, school counselors in training could partner with nursing program or social work students through a service learning project. Such projects and partnerships create awareness of the realistic needs of immigrant students and their families in addition to establishing collaborative relationships with agencies and services the future school counselor will rely on as they function within the scope of a comprehensive developmental guidance program. Other collaborative partnerships facilitated by counselor educators and affecting immigrant students and their families include pre-practicum/practicum collaborations with Office of Refugee and Resettlement agencies, which often provide shelter, mental health services, and education to Unaccompanied Alien Minors who are detained as they enter the country; Adult educational learning centers for parents, experts in immigration law, and medical/social resources.

Advocacy

Advocacy can be achieved at the individual, systemic and political level (Lewis, Arnold, House, & Toporek, 2003). It is important for counselors in training to be competent in their ability to advocate for immigrant students at each of these levels. School counselors must be knowledgeable of educational policies and legislation which affect immigrant students. At the individual level, it is important for school counselors to understand the needs and concerns of students. This process can often be difficult due to communication barriers. As such, counselor educators can provide resources and opportunities for language enrichment which would prepare school counselors to overcome communication barriers, and better understand the needs of students. Systemically, it is vital for school counselors to advocate for students who may experience

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From the President

Melanie Bullock

This semester has been filled with wonderful learning and networking opportunities for TACES members! The Directors of Guidance Conference was a great success and the conference team is already working on next year's event. The ACES and TCA conferences offered the usual plethora of sessions, workshops, and association events. So much so that it was impossible to attend everything of interest.

Opportunities for learning and networking continue this spring with the annual TACES MidWinter Conference (February 28-29 at the Hilton Airport Hotel in Austin) and the ACA Conference in Hawaii. We hope you will be able to attend!

We were pleased to see so many of the TACES members at the division luncheon at TCA this year! It was a great opportunity to spend time together, share information, present awards, and compete for about 40 door prizes that were donated by the Corpus Christi Conference Team!

Please plan on joining us in Austin for the MidWinter Conference! Our President-Elect, Charles Crews, is diligently working on the educational sessions and networking events. This is also our annual business meeting where we will discuss association news, issues of professional interest, and begin the nomination and election process for open board positions. Additional information concerning the conference and registration forms can be found at www.txca.org. Please plan to attend!

The articles written for this issue by Loyda D. Aké, Maricella Garza-Ortiz, and Sheryl Serres are very appropriate for this time of year. I hope that you will be inspired by their words. I know they have inspired me to reconsider what is important and where/how I spend my time.

Let me extend my appreciation to my fellow board members for their encouragement and guidance. Thank you to the TACES membership for allowing me to serve as your President this year. Last but not least, best wishes to you for a wonderful holiday session!

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.



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, volunteer for either the MidWinter or the Directors of Guidance Conference, and/or tell others about membership in TACES.

Please contact our President, Melanie Bullock or any of our executive board members!

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Juncture Editor: Melanie Bullock

Graduate Student Column Editors: Tracy Calley & Michelle Duran
Counselor Educator Column Editor: Sheryl Serres

Mentoring Memories

Sheryl Serres
Sam Houston State University

Alessandria and Bordeau (2007) assert a strong need for current faculty to mentor doctoral students who will one day take their places in positions as counselor educators. These authors report that when new graduates begin their first year as faculty members, they experience many pressures, and one of those pressures is the lack of collegial relations. They suggest that a greater sense of connectedness with other faculty could help increase job satisfaction in first year counselor educators.

Each of us remembers those who came along side us during our difficult moments in our doctoral programs and during the transition years when we first become counselor educators. Or, unfortunately, we may instead remember moments when we wished there had been someone, but no one filled that role for us. Mentoring and forming collegial relationships with students and new faculty, however, takes time.

My own transition to becoming a counselor educator continues to be enhanced by colleagues who take the time to form a trusting relationship with me in which I can feel free to ask the tough questions, take risks, and develop in professional pursuits. **Dr. Mary Nichter** is such a colleague. Mary is one of those people who, though she is a counselor educator, functions in our department much as a counselor, tenaciously scheduling each faculty member with judicious fairness while trying hard to accommodate individual preferences. She insightfully strategizes to get the courses that suit everyone, and her tireless energy in making vital wheels turn in our department is appreciated.

Because mentoring is vital to the success of new faculty, and because this time of year inspires a feeling of thankfulness, it seemed appropriate to invite some current counselor educators to speak about the role mentors have played in contributing to their current identity as counselor educators. It seems we seldom give thanks enough to those who have played such meaningful roles in our lives and whose investment in us continues to impact our students and our profession. Below, I share the tributes of three TACES members who wanted to acknowledge those who had mentored them, and in some cases, also expressed thanks to friends and family. 'Tis the season to be thankful!

Dr. Richard Henriksen, Jr. is in his second year on the faculty of Sam Houston State University. He writes:

Jerry Trusty, Professor at The Pennsylvania State University has been my mentor for the past 10 years. I am thankful for him because he has always been there for me and told me the things I needed to hear. He has given me guidance and taught me what it truly means to be a counselor and a counselor educator. Jerry has shown me that to be a mentor takes love, care, and compassion, and I am thankful that he has given that to me. **Richard Watts**, Professor at Sam Houston State University has been my mentor for the past 12 years. His wit has helped me learn not to take life so seriously. His ability to listen and then guide has led me down the path of success. He has shown me that a mentor is an honest friend and someone who shares your joys and pains. I am thankful that he has been there for me and has been a positive role model.

Dr. Susan Adams of Texas Woman's University has mentored countless students and can be seen taking a number of them to TCA each year. She writes: A friend sent me a recycled "email forward" about the starfish on the beach and that famous line, "I certainly made a difference to that one, didn't I?" There have been many people who have left footprints on my heart and will never be forgotten, but let me select three. My relationship with **Dr. Phyllis Erdman** gives new meaning to the words "dual relationships" because we experienced them in the fullest extent! As a doctoral student, she was my advisor, teacher, supervisor, colleague (because I taught classes, too), mentor, and friend. When I struggled with painful situations, it was Phyllis who cried with me, but rejoiced when I came out stronger on the other side. When she left A&M-Commerce, she took a piece of me with her to Pullman, WA, and I have a piece of her in my heart forever.

As I transitioned from being a doc student to being a professor, **Dr. Matthew Buckley** (Delta State University) entered my life. He was my first component coordinator and encouraged me to stretch and grow while offering me support as I pushed beyond my comfort zone. He also became a "soul mate," mentor, and friend. The last person I want to mention who has made a difference is my husband of 41 years, John. He has "been there" for me in so many ways from changing diapers when the children were small to washing clothes and cooking while I went to graduate school. Through the ups and downs of graduate school, he provided a safe haven for me to return, fed when I was hungry, and took me on small adventures when I needed to get away from my computer. He believed in me when I did not believe in myself!

Dr. Charles Crews, TACES President-elect, is currently in his first year as a counselor educator at Texas Tech University. He writes:

Many times a small thank you can go a long way. During this time of Thanksgiving I am thankful for some people who helped me form a professional identity. I am thankful for

Don Combs (UTEP) for his willingness to take me into a master's program; for **Chester Robinson** (TAMU-Commerce) for walking in when the rest of the world walked out and for guiding me through my dissertation; for **Eli Zambrano** for involving me in TCA on a grand scale by selecting me as an emerging leader, and for **Linda Ball** (TAMU-Commerce) for giving me the courage to face the most difficult clinical situations. I am thankful for both of my parents, Wilmer and Susan Crews who were/are LPCs and school counselors in El Paso. Without their years of wisdom and experience my passion and knowledge for counseling children and adolescents would not be as strong or extensive. I thank my wife for keeping the relationship together while I finished up my doctoral program. Finally, I am thankful to my friends I made during my graduate school experiences: Bill Attridge, Sheryl Serres, Karen Linstrom, Susan Adams, Lyndon Abrams, and Challon Casto. I went to each of these people for help and they dropped what they were doing to assist me. Too many times we overlook the small things people do to help others develop. Each of the people I am thankful for may think they only made an impression on me. I thank God they had an IMPACT on me.

One of the most important needs of students is for professors to be available to them. I personally would like to thank **Dr. Richard Lampe** as this is where he excels; rather, it is one of the many areas in which he excels. If he was irritated by my sudden appearances at his door on numerous occasions, he did a great job of hiding it. One night in particular, I became distraught and discouraged when I couldn't figure out how to outline the massive amounts of information I had collected in my literature review. Furthermore, I was baffled by the technology and couldn't figure out how to use some aspects of the software. Sitting at my computer, and almost in tears, I remembered that Dr. Lampe was teaching on campus that evening and thought I might catch him after his class. I felt guilty at arriving outside his door with no appointment and chided myself for being so inconsiderate. However, I was also desperate. To my relief, Dr. Lampe greeted me warmly and invited me to his office to look at the outline, yet once more. He stayed late to help me figure out both the organization of the material and the frustrating technology. I felt embarrassed for having asked so much of a professor, yet overwhelming grateful that he was willing to help in spite of the late hour. That night was a turning point in my dissertation.

I sometimes remember Dr. Lampe's kindness when students want to talk with me about questions and problems after our late night class is over. Though I am very tired from the demands of the day, I remember Dr. Lampe's willingness to be available to me, and I turn my attention to my student's needs. How can I do otherwise when someone was so kind to me? I believe it is in those moments of "going the extra mile" that we truly make a difference for students. It certainly made a difference for me.

Yes, it's a time to give thanks. And I think we should verbalize those feelings of gratitude for the ones who have contributed so much to our lives.

Reference

Alessandria, K. P. & Bordeau, W. C. (2007). Career entry in counselor education: Preparing aspiring faculty. *New Jersey Journal of Professional Counseling*, 59. 48 – 57. Retrieved October 31, 2007, from <http://www.njcounseling.org/NJCA-Journal/files/Vol59-Spring07.pdf>

From the Editor

Thank you for your contributions to this edition of *Juncture*! Our next issue is scheduled for publication in March. 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 dr.mbullock@gmail.com by **March 1, 2008**. Thank you for your support of our newsletter, I look forward to hearing from you!

ACES: Online Journal Search

Counselor Education and Supervision (CES), is now more accessible than ever. You can use an online search tool to locate articles pertinent to your areas of interest. Searches can be done by keyword, author, title, year, or other criteria you establish. Volumes back to 1999 are now fully searchable online, and the current volume is added each year.

This is a tool that makes our literature searches so much easier and targeted. To access it, go online to [http://aca.metapress.com/\(t2ouwszxqhz25zeoabxi5i55\)/app/home/main.asp?referrer=default](http://aca.metapress.com/(t2ouwszxqhz25zeoabxi5i55)/app/home/main.asp?referrer=default), click on the journal title *Counselor Education and Supervision*, then enter your query into the "Quick Search" dialog box that appears.

A writer may need copies of one or more articles in back issues of *CES*, in order to investigate a topic published earlier. These are obtainable for purchase.

Persons who are not members of ACES can subscribe to the journal via the above metapress website.

discrimination within the school environment either because how services for immigrant students are structured and organized, or because of intolerance and lack of knowledge by others within the school setting. Once again, collaborative relationships with educational departments during counselor training would prepare the school counselor in being knowledgeable of the current educational responses affecting immigrant students. Finally, counselor educators can provide opportunities for political advocacy by counselors in training by creating awareness and discussion of legislation which positively impacts the educational attainment of Immigrant Students. For example, current legislation does not deny school-aged immigrant students from obtaining free public-school education. However, for many immigrant students who complete their public school education, the idea of higher education is often denied because of their immigrant status. The Developmental, Relief and Education for Alien minors Act, or DREAM Act, would provide immigrant students, who qualified, with an opportunity to obtain a post-secondary education, and if successful in meeting specified criteria, obtain legal permanent residence. Despite overwhelming support, this piece of legislation has stalled on the senate floor. If passed, this act would create opportunities for school counselors, to in turn, provide educational opportunities for immigrant students who aspire to achieve a college education, but have not been able to do so.

School counselors face tremendous challenges as they address the educational, social and emotional needs of all students, including immigrant students (Smith-Addock, Daniels, Lee, Villalba, & Indelicato, 2006). It is important for school counselors in training to understand the challenges they face in working with this population, but equally as important, the ways in which they can effectively address the obstacles they face. By providing opportunities to create awareness of and practice of collaboration and advocacy strategies, counselor educators can facilitate this process for school counselors in training.

References

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TACES MidWinter Conference The DoubleTree Hotel - Austin

February 28 - 29, 2008

Visit <http://www.txca.org>
for additional information

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

Mohandas Gandhi

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.