

Fall 2017

Intentional Supervision: Developing Ethical Decisional Making

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VACES

Virginia Association for Counselor Education and Supervision



NOTHING IS
IMPOSSIBLE,
THE WORD
ITSELF SAYS
"I'M POSSIBLE"!
- AUDREY HEPBURN

Greetings from your new VACES Officers and Executive Board members. We have been working diligently in our reorganization and planning for this upcoming year. We have made significant strides in firming up our leadership and planning for the February VACES Conference, which will be taking place at Liberty University in 2018. A huge thank you to Agatha Parks- Savage and Heather Newton for taking the lead on getting the newsletter out to the VACES community.

As a board, we want to see and you with you at the VCA Convention, which is scheduled at the Homestead Resort, November 9-11. Come by the VACES information table, the VACES November lunch meeting (open to all members) on Thursday (11/9) from 11:45 am-12:30 pm, and the high anticipated VACES reception on Thursday evening! Of course, bring a few friends so they can see what VACES is all about. Your membership is important to us and this would be a great time for you to see and experience all we have to offer.

I look forward to seeing you!

Dan St. John, PhD
VACES President
Eastern Virginia Medical School



Language Matters

Corey Gerwe, MEd, NCC, LPC (Resident)
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The counseling community has made vast efforts to align its training with multiculturally progressive beliefs in order to provide competent services to a variety of populations. Even though counseling has anchored itself at the forefront of diversity through emphasizing cultural awareness, there continues to be a need for technical proficiency, including language usage, when serving transgender clients.

The social position of counselor educators is that of standard bearer and trend setter. Specifically, counselor educators have the power and responsibility to develop language selection and usage. With this, it is imperative that academics become aware of the ever-evolving language that encompasses diverse groups of people. Below I have listed a few selected words that I encourage counselor educators to learn and utilize no matter what class they are teaching.

Affirmative Counseling: Requires that individuals support LGBT experiences and advocate both politically and socially while educating others.

Cisgender: Denotes an individual whose gender identity aligns with their birth sex.

Cis Normative: Refers to the assumption, implicit or otherwise that all individuals are cisgender.

Gender Expression: Describes one's external display of gender. This typically includes a combination of mannerisms, clothing selection, social behavior, and other factors, generally perceived through the binary gender lens.

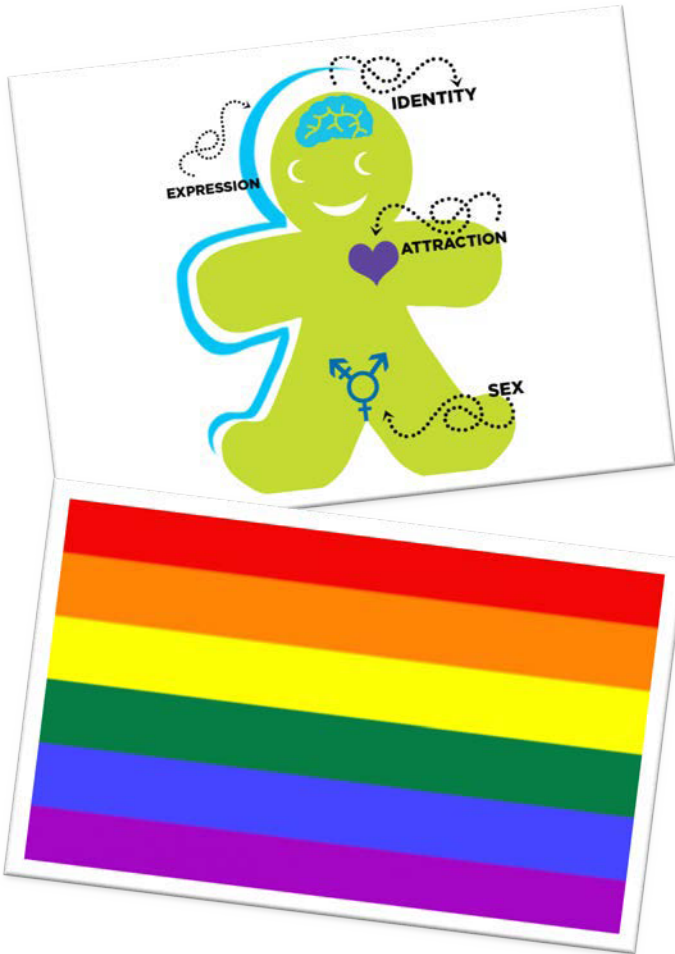
Gender Identity: Essentially describes one's perception regarding their gender, regardless of one's biological sex.

Intersectionality: Refers to the multidimensionality or intersection of individual identities that every person experiences. The intersection of identities results in a single identity that is different than the individual identities that comprise it.

LGBTQIA: (lesbian, gay, bisexual, transgender, queer, intersex, questioning, and ally) was designed to be more inclusive of various genders, sexuality, relational desires, and other spectrums of identity.

Transgender: Describes individuals whose gender identity and gender expression do not conform to their associated birth assigned sex.

For more information, please visit www.Itspronouncedmetrosexual.com





Becoming a Student Again

A few short weeks ago, the most intense reading I did on Monday nights was reciting Llama Llama Red Pajama to my 18 month old son (Dewdney 2015). Somehow, reading Carl Rogers's original material and studying quantitative statistics is requiring a bit more of mental stamina.

I was doing well as an outpatient counselor. I was confident that I was helping my clients and I had a positive reputation with my colleagues. Why mess with a good thing? Well, I believe that I can make an impact on the world as a Counselor Educator and help advance our profession.

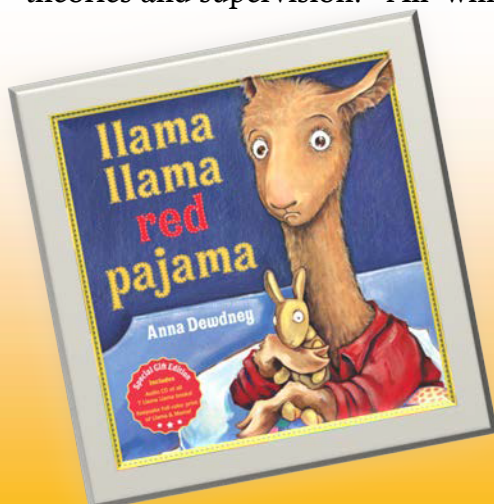
Becoming a doctoral student has been an immense adjustment. All of sudden there are discussions about possible dissertation topics, a flexible schedule of graduate assistantship duties, and heavy conversations about counseling theories and supervision. All while

relearning how to absorb new knowledge. Counseling had become second nature... this feels like a huge stretch!

In just a month, though, I am beginning to find a balance of being present during quality time with my family, making time for exercise, and balancing responsibilities for classes and GA duties. It is truly exciting to be growing as a professional; for that to be my objective. I grew as a counselor, but there was always the daily grind of clinical notes and other priorities. Now, the focus of my supervisors is my growth as a counselor, educator, supervisor, and researcher. The camaraderie of being in a cohort of motivated, insightful peers that want to advance our profession is incredibly refreshing and I am grateful for the opportunity Virginia Tech is giving me in this program.

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Counseling and Learning in the Shadow of Charlottesville: Three Key Questions for Exploration



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Living, working, and learning in the shadow of Charlottesville during the summer of 2017 have challenged me to grow as a clinician, advocate, and developing counselor educator. I have had a personal and professional connection with the events of August 12. Dear friends were present as white supremacists killed counter-protestor Heather Heyer and encircled a church in which grieving survivors were offering support to one another. We gathered together informally to help us all make sense of the direct and vicarious traumas. In my office, clients sat across from me representing the experiences of people of color, religious minorities, sexual and gender minorities, as well as those espousing supremacist perspectives, even if unintentionally.

As a doctoral student in counselor education, I read and engaged with leaders and advocates in the field, past and present. I was inspired by their systemic thinking and fearless application of humanistic and human-developmental theories to ease the suffering of disenfranchised people.

My experiences and reflections have raised three questions—both for me personally and for the profession of counseling. First, how does a counselor skillfully and compassionately illuminate the similarities between diverse people in the current social environment, especially as a member of the cultural majority? Second, how does a counselor maintain a constructive relationship with an individual or group that endorses an oppressive system? Finally, how are systems of belief (e.g., religious, political, and economic) inhibiting human development and wellbeing? I am grateful for discussions that I have already had on these topics, and I invite us all—as future counselor educators and supervisors—to join this vitally important conversation.

Being the Change: Modeling Wellness to Our Clients

Mahatma Gandhi is credited for saying individuals should “be the change you wish to see in the world.” This famous quote resonates with a variety of people and organizations. As counselor I have found myself providing this saying to many clients throughout the years as motivation for change. Lately, I have begun to recognize the multiple implications it has, not only lives of my clients, but in my own practice as a professional. While its meaning can be used to help clients focus on evoking change in their lives, so too can it be used to encourage counselors to do more than merely “talking the talk.” As counselors, we encourage clients to focus on their wellness. We need to take our own advice.

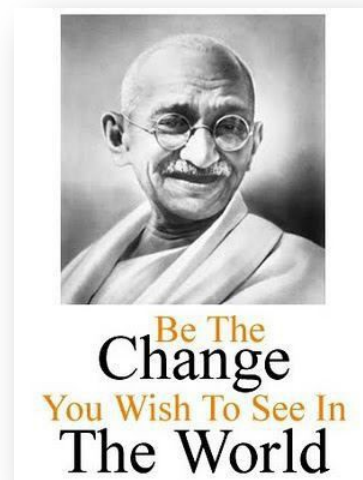
Counselor wellness has long been identified as a protection against burnout and impairment (Lawson, Venart, Hazler, & Kottler, 2007) and the connection between increased counselor wellness and increased client wellness seems logical. After all, isn't half of what we are doing as counselors modeling appropriate reactions or behaviors? Whether it is demonstrating positive regard, rational thought processes, appropriate behaviors, or mindful awareness, modeling by the counselor is an important part of every counseling session regardless of theory.

Qualitative research shows that modeled behavior is also an essential part of clinical supervision and training counselors to cultivate their individual wellness (Lenz, Oliver, & Sangganjanavanich, 2014; Thompson, Frick, & Trice-Black, 2011). There is the potential that one of the most powerful ways we can evoke change in our client's, student's, or supervisee's lives is not to simply tell them how to make change. Rather we should demonstrate it through our own persistent efforts to grow, both as counselors and individuals, because this persistence will make us more adept counselors.

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Lawson, G., Venart, E., Hazler, R.J., & Kottler, J.A. (2007) Toward a culture of counselor wellness. *Journal of Humanistic Counseling Education and Development*, 46, 5-19.

Lenz, A.S., Oliver, M., & Sangganjanavanich, V.F., (2014) Perceptions of the wellness model of supervision among counseling interns. *The Clinical Supervisor*, 33, 45-62. doi: 10.1080/07325223.2014.905814

Thompson, E.H., Frick, M.H., & Trice-Black, S. (2011). Counselor-in-training perceptions of supervision practices related to self-care and burnout. *The Professional Counselor*, 1(3), 152-162. doi:10.15241/eh.1.3.152

So, You Are Thinking About a Ph.D. in Counselor Education and Supervision?

This degree is relatively new and we understand that you may have questions about it. Speaking with current students is a wonderful place to start! As first year doctoral students, we want to open the conversation by sharing some guiding motivations for pursuing this degree (Hinkle, Iarussi, Schermer & Yensel, 2014). The Ph.D. in Counselor Education and Supervision prepares you to:

1. Balance working as an educator, supervisor, and counselor.
2. Become a leader in a burgeoning profession.
3. Challenge yourself to grow throughout your career.

Most Ph.D. programs require 48 semester hours of doctoral-level credits beyond a master's level degree (CACREP, 2016). The doctoral curriculum typically includes two years of coursework and one year committed to writing a dissertation.

If you think pursuing a doctorate in counseling education is for you, you may want to consider what programs fit your professional goals. Explore more CACREP accredited programs at <http://www.cacrep.org/directory/>.

Lastly, we want to share factors to consider in your doctoral program search (Protivnak & Foss, 2009). These include:

1. Program culture
2. Personal Fit with program mission and values
3. Faculty mentoring opportunities
4. Personal support systems

Good luck in your search!

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Intentional Supervision: Developing Ethical Decisional Making in Novice Counselors

John J. S. Harrichand, Patricia L. Kimball, Lucy C. Phillips, and Lisa Sosin

Liberty University

Counselor educators and supervisors have an obligation to ensure that counselors-in-training (CIT) are able to make sound ethical decisions. More so, CIT need to be knowledgeable of and adhere to the ACA Code of Ethics (2014) while practicing counseling. The ACES Best Practices (2011) equip counselor educators and supervisors with guidance on how to conduct clinical supervision in order to promote this development in their supervisees.

One of the more complicated ethical dilemmas encountered in counseling occurs when personal values in the counselor collide with their client's values. To help navigate these types of values conflicts, Kocet and Herlihey (2014) developed a values-specific ethical decision-making model. When there is a clash between client and/or professional values and the counselor's values, this model encourages values bracketing. This entails immersion, education, consultation, supervision, and personal counseling (Kocet & Herlihey, 2014). Promoting self-exploration while fostering increase self-awareness can help CIT to grow in necessary ways thus promoting ethical practices in the future.

It is not always an easy task to bracket one's values. As a supervisor, some things can help CIT move through the process of developing cognitive complexity. Just as we want CIT to exhibit certain behaviors with clients, the supervisor or educator must model these behaviors in clinical supervision. We recommend that supervisors ask themselves the following questions to be most effective in implementing parallel process in supervision:

- Am I trying to impose my values on them?
- Am I demonstrating respect / unconditional positive regard?
- Do I demand them to change their values versus managing them?
- Am I exploring and managing my values ethically? (Daniel, Deacon, & Kimball, 2017)

Supervisors must be cognizant of the balance of gatekeeping and assisting CIT in professional development. This becomes especially important when ethical decision-making or values differences are occurring.

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- Association of Counselor Education and Supervision. (2011). *Best practices in clinical supervision*. Alexandria, VA: Author.
- Bernard, J. M., & Goodyear, R. K. (2013). *Fundamentals of clinical supervision* (5th ed.) Boston, MA: Allyn & Bacon.
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Doctoral Candidate



Patricia L. Kimball
Doctoral Student



Lucy C. Phillips
Doctoral Student



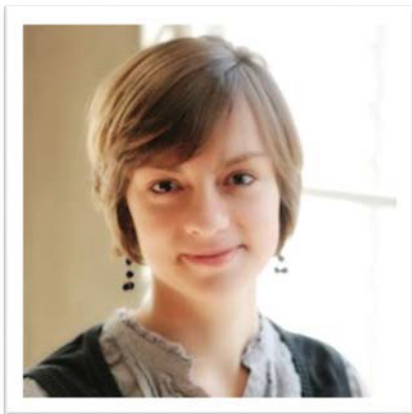
Lisa Sosin
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PhD Counselor Education and Supervision

Hello Old Friends: Re-Visiting Research and Statistics as a Counselor Educator

While the thought of research and statistics as old friends might be unfathomable, counselor educators are expected to not only be familiar with these concepts, but also effectively employ them as we serve on committees and oversee research projects. Instead of being blindsided at this inevitable encounter, here are four things you can do now to prepare:

1. Resist complicated research questions. Keep them as simple as possible. The best research questions contain two parts: the variables you want to measure and what you want to know about them (are there differences between groups or relationships among constructs).

2. Review the types of data and identify which type(s) you are using. For each variable in each research question, the type of data should be identified (numerical or categorical). Does your survey produce a numerical score (1-100) or a category (low) or both (1-35 = low)? How will it be used? Look at the scoring instructions for guidance.



Sara L. Wood, PhD, LPC, NCC
PT Faculty

Mental Health Counseling / Counselor Education and Supervision
Harold Abel School of Social and Behavioral Sciences
Capella University

3. Refresh your basic knowledge of the most common statistical tests. Focus on the overarching intent: the most common tests are either looking for group differences (t-tests, ANOVAs) or relationships (correlations, regressions) and can only be utilized with specific types of data. For group differences, there will always need to be at least one variable with categorical data and for relationships, it is best to use all numerical data.

4. Remember that research questions, type of data, and statistical tests should align. It is devastating when a committee-approved project cannot be completed because the type of data collected for the research questions could not be analyzed with the statistical test. This unnecessary challenge is avoidable by intentionally completing the steps outlined above with your students before data collection begins.

By following these guidelines, you can foster a friendliness with research and stats for you and your students!

Tips as You Embark on the Doctoral Journey

1. Remember that Publications Are Currency

We hear this statement often in academia and it's easy to be overwhelmed by it as a first-year. Start by getting your feet wet by submitting to local professional newsletters, followed by state, regional, and national venues. Pick a topic that you're excited about and interested in to make the process fun.

Publishing journal articles can seem like a scary and daunting process but when you do it as part of a team, it can feel more manageable. You will also receive great support and mentoring if you have a faculty member leading your writing team.

3. Recognize When Imposter Syndrome Strikes

We all go through periods of doubts and misgivings about our abilities and potential. Give yourself grace and trust in the process as you are beginning your journey in academia. Take chances, apply to fellowships and grants, and believe that you've got what it takes to succeed.



Mina Attia
M.S., NCC
James Madison University

2. Take Time to Select Your Dissertation Topic

Don't stress about solidifying a topic in your first year. You will develop many new interests and your topic will evolve and change with you. Be flexible with yourself and open to ideas and feedback. Find a faculty mentor with whom you can brainstorm and use your cohort as a sounding board.



Tiffanie Sutherlin
M.A., NCC
James Madison University

4. Strive for Balance in Your Life

As a doctoral student, you wear many hats. Find time to take all those hats off and "let your hair down."



School Counselors Addressing the Spiritual and Religious Needs of Students

The importance of providing counseling services that embrace the spiritual force that is so often intimately tied to all aspects of life and the human experience is common knowledge for practicing school counselors. However, addressing the religious and spiritual needs of students in K-12 schools, presents unique challenges with little or no support or direction. The taboona ture of the topic is grounded in the First Amendment of the U. S. Constitution often viewed as the separation of church and state. Interpretation of this law has created a detached counseling model when addressing issues laden with religious and spiritual undertones while in fact there is no law that prevents school counselors from providing counseling services to students who initiate spiritual /religious discussions. Further, law doe s n' t prevent such discussions when applicable to student issues and approached from a developmental position that respects diverse worldviews. Ethically, there is a recognized need to address this salient developmental domain. The ASCA ethical standards plainly support the need to address the religious and spiritual development of our students. Unfortunately, ASCA does not provide direction toward this end in the school counselor competencies, national model, or position statements.

Modeled after ASERVIC's *Competencies for Addressing Spiritual and Religious Issues in Counseling*, reviewed by an expert panel, grounded in school counseling research, literature, professional standards and ethical codes, and published in ASCA's journal, the *School Counselor Spiritual and Religious Competencies* (Kimbel & Schellenberg, 2014) are now available to provide counselor educators and practicing school counseling guidelines for building a solid foundation for delivering a variety of services that are ethically responsible, legally sound, and culturally sensitive. The competencies are published in *Professional School Counseling*, 17(1), titled, Meeting the holistic needs of students: A proposal for spiritual and religious competencies for schoolcounselors.

Rita Schellenberg, PhD, LPC, NCC
Online Department Chair
School Counseling Program Director
Department of Counselor Education and Family Studies
School of Behavioral Sciences



2018 Counseling Graduate Student Conference

Hosted by: Liberty University Saturday, February 17, 2018
(Inclement Weather Date: March 03, 2018)

<http://vaces.org>

CALL FOR PROGRAMS

Guidelines and Information:

The VACES Graduate Student Conference is being sponsored by Liberty University located in Lynchburg, Virginia in the Arthur S. DeMoss Learning Center (4th Floor).



- Proposals will be accepted for presentations and poster sessions.
- Presentations can be in the following format:
 - 50 minutes
 - Poster sessions (30 minutes)
- Any topics of interest or importance to the profession of counseling will be considered: school, agency, marriage and family, career, supervision, ethics, professional identity, mental health, clinical practice, research, substance abuse, etc.
- Only Doctoral and Master's level counseling students currently enrolled in a Counselor Education program are eligible to present.
- **Complete the program proposal page and return as an electronic attachment in word document format to: vaces2018@liberty.edu**
- **Deadline for submissions is midnight November 10, 2017**
- Late and incomplete proposals will not be considered.
- You will be notified by email regarding acceptance by no later than midnight December 01, 2017.
- If you are selected to present, all presenters on your presentation are required to register and pay for this conference. **The cost is \$35 before February 7, 2018 or \$45 on-site.**
- More information, along with hotels in the area, will be sent with your acceptance notification.
- If you have questions or need additional information, please contact:

Dr. Joy Mwendwa at jmmaweu@liberty.edu or Mr. John Harrichand at jharrichand@liberty.edu

**Conference Co-Chairs

2017 VCA Convention

THE HOMESTEAD RESORT & SPA

November 9-11, 2017

Elevate, Educate & Empower



Thursday, November 11th

VACES Division Meeting

11:30 am – 12:30 pm – Empire Room

Thursday, November 11th

VACES Division Reception

6:30 pm – 7:30 pm – Suite 153

2017-2018
VACES Officers and Executive Board

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Comments and Questions

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