

Fall 2019

## **Academic Writing Productivity: Evidence Based Strategies**

Lisa S. Sosin

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## MESSAGE FROM THE PRESIDENT

Greetings SACES members,

As we approach the end of a year, I am grateful to the leaders in SACES for their thoughtful planning and dedication to our association and its members. It is my pleasure to recognize our newly elected leaders, Dr. Sejal Barden (President-elect-elect) and Dr. Brandee Appling (2020-2021 Secretary). Also, Dr. Mario De La Graza, Associate Professor from Southern Methodist University, was recently appointed to serve as the next SACES treasurer. Dr. De La Graza will serve as a co-treasurer through June 2020.



The SACES leadership is actively planning the SACES 2020 conference. The call for proposals and reviewers will be open from December 16, 2019, and close on February 17, 2020. I am so grateful to Dr. Dodie Limberg for assembling a competent and dedicated group of volunteer leaders who will assist her as coordinators for the 2020 conference. In particular, our conference co-chair Dr. Philip Gnilka, and Dr. Sejal Barden who will serve as the conference proposal chair. Details about the conference, including the links to submitting programs, are available on the [SACES website](#). We are looking forward to hosting the event at the Baltimore Hilton Hotel. The following [video](#) gives you a glimpse of the property and surrounding area.

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Members and guests can begin securing their hotel rooms using the direct registration [link](#) and Group Code **SAE**. The group guest room rate of \$205 (+15.5% taxes) per night based on double occupancy. This rate will be available through September 29, 2020.

We currently have a team of volunteers who have graciously agreed to serve on a Research Task Force committee. The charge to this task force is to develop a two-part plan for increasing research rigor within the SACES region to provide members more access to quality research. The members of the Research Taskforce include Ryan Carlson (chair), Philip Gnilka, Angie Wilson, Michael Schmidt, Sandy Griffith, Emily Goodman-Scott, and Tiffany Vastardis. The committee is working hard to provide recommendations to enhance the research focus at our 2020 conference, increase research and scholarship resources for our standing and interest network committees, and to develop a plan to evaluate the impact of enacted action items.

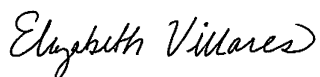
The SACES Past-President, Natoya Haskins, is also chairing an Ad Hoc committee to develop a process to provide scholarships to SACES members who demonstrate a financial need. The goal is to provide financial assistance to our diverse members to offset the cost of attending the 2020 conference. I am grateful to the committee members, Janelle Bettis, Malti Tuttle, Aiesha Lee, and Nicolas Williams, for their dedication to this critical work.

I want to extend my congratulations to the SACES 2019 Awards recipients. Under the leadership of Lacey Ricks and Ken Snell, and the awards committee members, eight awards were presented at the SACES business meeting, at the ACES conference in Seattle, Washington. I also want to extend a special thank you to Regina Finan, UGA doctoral student, for her outstanding presentation of the awards. The Research grant committee also honored six award recipients to conduct studies over the next 12 months. All the award recipients are listed on page 21 congratulations to all of the 2019 SACES award recipients!

Finally, the Board recently approved a new interest network titled *Graduate Students and New Professionals*. Jan Gay, a doctoral student from the University of Florida and Hannah Coyt, 2019-2020 SACES Graduate Student representative, will co-Chair the interest network. The purpose of the interest network is to discuss topics related to successfully navigating graduate studies and transitioning to positions in academia and the field of counseling and supervision.

As we close the Fall semester, I want to send my best wishes to all our members for a safe and happy holiday season. I look forward to continuing to work with the SACES leadership in the New Year. Please feel free to contact me at [president@saces.org](mailto:president@saces.org) if you would like to share thoughts for improving the services and resources we provide across our region.

Best,



Elizabeth Villares  
2019-2020 SACES President

## 2019 – 2020 SACES LEADERSHIP

### EXECUTIVE COUNCIL

President	<a href="#">Elizabeth Villares</a>	Florida Atlantic University
Past-President	<a href="#">Natoya Hill Haskins</a>	William & Mary
President-Elect	<a href="#">Dodie Limberg</a>	University of South Carolina
President-Elect-Elect	<a href="#">Sejal Barden</a>	University of Central Florida
Secretary	<a href="#">Caitlyn Bennett</a>	University of North Texas
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Co-Treasurer	<a href="#">Mario De La Graza</a>	Southern Methodist University
Graduate Student Rep.	<a href="#">Hannah Coyt</a>	Lindsey Wilson College

### COMMITTEE CHAIRS/CO-CHAIRS

Awards	<a href="#">Ken Shell</a>	Clark Atlanta University
	<a href="#">Lacey Ricks</a>	University of West Georgia
Budget & Finance	<a href="#">Cheryl Wolf</a>	Western Kentucky University
Bylaws & Resolutions	<a href="#">Natoya Hill Haskins</a>	William & Mary
Conference	<a href="#">Dodie Limberg</a>	University of South Carolina
Graduate Student	<a href="#">Hannah Coyt</a>	Lindsey Wilson College
Emerging Leaders	<a href="#">Natoya Hill Haskins</a>	William & Mary
Social Media	TBA	
Membership	<a href="#">Bre'Ana Parker</a>	The University of Georgia
	<a href="#">Hannah Bowers</a>	Florida Atlantic University
Nominations & Elections	<a href="#">Natoya Hill Haskins</a>	William & Mary
Research & Practice Grants	<a href="#">Natoya Hill Haskins</a>	William & Mary
Newsletter Co-Editors	<a href="#">Brandee Appling</a>	The University of Georgia
	<a href="#">Andrea Kirk-Jenkins</a>	Western Kentucky University
Webmaster	<a href="#">Kristy Christopher-Holloway</a>	Lindsey Wilson College

### SPECIAL COMMITTEES

Webinars	<a href="#">Janelle Bettis</a>	Bowie State University
Journal Editor	<a href="#">Kelly Wester</a>	University of North Carolina, Greensboro
Publications	<a href="#">Casey Barrio Minton</a>	University of Tennessee, Knoxville

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## INTEREST NETWORKS LEADERS

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Clinical Mental Health Counseling	<a href="#"><u>Jessie Guest</u></a>	University of South Carolina
	<a href="#"><u>Genee` Glascoe</u></a>	University of South Carolina
College Counseling & Student Affairs	<a href="#"><u>Marcella Stark</u></a>	Texas Christian University
Distance/Online Counselor Education	<a href="#"><u>Ellen Chance</u></a>	Capella University
	<a href="#"><u>LoriAnn Stretch</u></a>	The Chicago School
Graduate Students & New Professionals	<a href="#"><u>Jan Gay</u></a>	University of Florida
	<a href="#"><u>Hannah Coyt</u></a>	Lindsey Wilson College
Ethics & Professional Development	<a href="#"><u>Christine Ebrahim</u></a>	Loyola University New Orleans
International Counseling	<a href="#"><u>Shuhui Fan</u></a>	College of William & Mary
	<a href="#"><u>Amanuel Asfaw</u></a>	Austin Peay State University
Multicultural Counseling	<a href="#"><u>Sarah Bran-Rajahn</u></a>	Middle Tennessee University
	<a href="#"><u>Edith Gonzalez</u></a>	Texas A&M University-Commerce
School Counseling	<a href="#"><u>Natalie Edirmanasinghe</u></a>	Old Dominion University
	<a href="#"><u>Christy Land</u></a>	University of West Georgia
Service Learning	<a href="#"><u>Rebecca Cowan</u></a>	Old Dominion University
	<a href="#"><u>Laura Pignato</u></a>	William & Mary
Social Justice and Human Rights	<a href="#"><u>Regina Finan</u></a>	The University of Georgia
	<a href="#"><u>Malti Tuttle</u></a>	Auburn University
Supervision	<a href="#"><u>Raul Machuca</u></a>	Barry University
Women's	<a href="#"><u>Caroline Perjessy</u></a>	National Lewis University
	<a href="#"><u>Noelle St. Germain-Sehr</u></a>	College of William & Mary

## Have Passport Will Travel: Benefits of Study Abroad Experiences

By: David R. Brown PhD., LPCC-S, LCDC-III, NCC, ACS, Liberty University and Jerry Vuncannon, Jr. PhD, LPC, NCC, Liberty University



**David R. Brown, PhD, (left)**  
**Jerry Vuncannon, Jr., PhD, (right)**  
**Liberty University**

With the growing presence of the counseling profession across the globe, an increasing number of study abroad opportunities and international partnerships for counseling students and professionals are available (Petzold & Peter, 2015; Streitwieser & Light, 2018), presenting counselor education faculty with new occasions for scholarship. While educational institutions are the driving force of many study abroad opportunities for students, professional organizations, such as the American Counseling Association (ACA) and the National Board for Certified Counselors (NBCC), are also coordinating similar experiences for counseling professionals. One such example is the *Let the Voices Be Heard!* conference that is jointly hosted by ACA, the British Association for Counselling and Psychotherapy, and the Irish Association for Counselling and Psychotherapy. Other examples include NBCC's partnerships with Global Engagement Institute, Global Living Institute, and the University of Holy Cross, to offer educational experiences for both professionals and students to learn about mental health within an international community and to offer expertise to that community.

The typical purpose for studying abroad is to provide a diverse cultural immersion experience,

including engagement within the local community, which offers unique opportunities to learn about course topics from different cultural perspectives. Common rationales for studying abroad include self-transformation, gaining first-hand knowledge of daily life in another country, learning about a different culture, sampling indigenous products and services, or understanding mental health from a global context. Doerr (2019) claims that every study abroad experience is unique, even among those participating in the same trip, suggesting that some aspects of studying abroad are vicarious and perhaps better left unplanned. What many study abroad opportunities have in common is the potential for personal growth through immersion – with several important caveats: transformative student development depends upon interactive experiences, intercultural guidance, and meaningful reflection (Vande Berg, Paige, & Lou, 2012).

Within counselor education programs, study abroad experiences are often combined into multicultural counseling coursework, offering an easily facilitated extension of existing course materials. However, study abroad coursework can encompass a much wider range of topics and subjects, such as counseling theories, group counseling, career counseling, psychopathology, diagnosis, and even legal and ethical coursework. With increasing interest in and demand for study abroad experiences, counselor educators are presented with an ideal circumstance to develop unique immersive learning experiences (Niehaus & Wegener, 2019; Petzold & Peter, 2015), with some programs specifically encouraging faculty to do so. In addition, faculty can revise existing courses to include international travel without developing a new course.



As faculty develop study abroad experiences, several factors should be considered in planning. For example, from their experiences in designing and teaching study abroad courses, Kostovich and Bermele (2011) provide several recommendations to help others plan study abroad trips. Their suggestions include identifying the intended aims, goals, and objectives of the experience, not hesitating to tell the travel agency specifically what you want, gathering students' perspectives of the experience, avoiding making plans for every moment of the trip, and remembering the importance of professional behavior on the trip. Furthermore, faculty may also find it helpful consulting with colleagues who have led such experiences to discern what works and what does not.

Counselor educators can use study abroad coursework to create unique educational experiences for students. As cultural immersion experiences in international settings, studying abroad can be extremely diverse, allowing for a creative approach to faculty scholarship: counselor educators are not only developing a unique learning experience for students, they are also constructing an innovative program of study based within their scholarship and expertise (Niehaus & Wegener, 2019). Additionally, studying abroad often provides new insights and a deeper understanding of relating to individual differences and cultures. Being involved with study abroad experiences helps faculty encourage others to become involved in international travel and study and to instill an ethos of culturally competent and culturally sensitive values within one's department and among one's colleagues (Kostovich & Bermele, 2011).

Notable outcomes of faculty-led short-term study abroad courses include positive student feedback (Niehaus & Wegener, 2019), increased overall student satisfaction with a program (Di Maggio, 2019), contributing to student retention (Metzger, 2006), and are favorably viewed by the faculty who have led these trips. Faculty involvement in studying abroad brings an

educational focus to developing what Niehaus and Wegener (2019) call a "goal of internationalization" and what Engberg, Jourian, and Davidson (2016) call "intercultural wonderment" within students, academic programs, and departments. Thus, studying abroad provides faculty with a creative outlet for scholarship and provides an innovative learning experience for students, especially relative to the diverse nature of what experiences can be included within these trips.

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## SACES Multicultural Interest Network

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*Please join us in promoting the development of culturally competent and culturally responsive supervisors, counselors, and counselor educators. We would love to have you as a member of this growing and diverse group of professionals.*

**PURPOSE:** The Multicultural Interest Network serves diverse supervisors, counselor educators and students to meet their professional goals.

### ANTICIPATED ACTIVITIES

- Webinars to share information and knowledge
- Share knowledge and resources through Facebook
- Connecting Mentors to Mentees
- Virtual Writing Retreats
- Connecting with other professionals for scholarship and advocacy

**TO JOIN** – Please contact Interest Network Co-Chairs Edith Gonzalez or Sarah Brant-Rajahn at [multiculturalin@saces.org](mailto:multiculturalin@saces.org).





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# Incorporating Neurofeedback into Counselor Education

By: J.Claire Gregory, MA, LPC, LCDC, NCC, University of Texas at San Antonio

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**J. Claire Gregory, MA, LPC, LCDC, NCC**  
**University of Texas at San Antonio**

Neuroscience research is consistently showing that counseling alters the brain and aids in the healing process (Kim & Zalaquett, 2019). Recognizing and responding to the importance of education about neurological and biological factors, the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2015) requires counselors to possess a current understanding of mental health from a neurobiological viewpoint. However, this can prove challenging for counseling programs. To date, counselor education programs have yet to adequately articulate a framework for incorporating neuroscience into counselor training. This could be due to numerous reasons since the field of counseling embraces the integration of neuroscience with diverse views (Busacca, Sikorski, & McHenry, 2015).

According to Myers and Young (2012), counselor educators may find it cumbersome to provide counselors-in-training with the changing requirements of accreditation demands and navigating the integration of neuroscience aspects. A suggested approach is educating counselors-in-training about neurofeedback and adding neurofeedback into clinical training. A form of biofeedback, neurofeedback is based on the

premise of brain wave activity, teaching clients to alter their brain waves through audio or visual feedback, and resulting in behavioral changes and physiological changes (Myers & Young, 2012). Counselors-in-training will need to learn about basic neuroanatomy concepts in order to understand how neurofeedback trains and shapes the brain's activity. Neurofeedback may be one of the most accessible and palpable methods for counselor educators and counselor education programs to use for neuroscience education. It uses experiential and practical application of neuroscience knowledge, which may be a salient and obtainable method for counselors-in-training to grasp and incorporate in their practices.

In addition to neurofeedback being an avenue for teaching neuroscience concepts, it also sustains the counseling perspective of wellness. Neurofeedback is a noninvasive treatment and empowers clients to strengthen their self-regulation skills (Myers & Young, 2012). The noninvasive process of neurofeedback involves computer software measuring brain activity from electrodes placed on the scalp- no electricity is put into the brain. Aligning with the wellness perspective, neurofeedback allows clients a sense of autonomy and empowerment as they are in control of producing the audio/visual feedback. Clients could also benefit from having students explain how ADHD, anxiety, or depression tend to manifest as brain wave activity (Myers & Young, 2012). Subsequently, this teaches clients how neurofeedback lets them take control of their healing process. Counselors-in-training are able to teach their clients about the intricacies of neurofeedback which, in return, helps them gain a solidified understanding of neuroscience concepts.

It should be noted that neurofeedback equipment is not cheap and not all counselor education programs or counselors-in-training will have access. However, it is encouraged for programs and students to research neurofeedback applications and how these might be infused within the counseling profession. An illustration of this is counselor educators incorporating neuroscience concepts into various classes. Specifically, educators could provide fundamental information about variations in brain activity that occurs with different mental health concerns. When students begin their practicums, they can share their knowledge of brain activity with clients. Another recommendation is for counselor education programs to invite local neurofeedback clinicians or licensed professionals who utilize neuroscience during their sessions and with their clients (Myers & Young, 2012). For example, a neurofeedback clinician could attend a university class as a guest lecturer and provide information on navigating conversations with their clients about neurofeedback and brain activity. With the growing demand for effectiveness of counseling strategies, neuroscience concepts and neurofeedback provide a viable modality for enhancing the efficacy of counseling.

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## Spring 2020 Newsletter Submissions

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

We are looking for submissions for consideration in our Spring 2020 issue of the SACES Newsletter. This issue will be an edition about Advocacy. Editors are seeking submissions that highlight advocacy for the profession and inspire a commitment to social justice. Submissions must be between 500 and 800 words and sent electronically as a Word document to [sacesnewsletter@gmail.com](mailto:sacesnewsletter@gmail.com). Please include the author name(s), credentials, affiliation(s), and photo(s) in .jpg, .tif or .gif format.

Students are encouraged to contribute with the support of a faculty member. For questions or more information, please contact the editors at [sacesnewsletter@gmail.com](mailto:sacesnewsletter@gmail.com). You can also check out previous newsletter issues available from the SACES website. **Contributions are needed by Friday, March 6<sup>th</sup>.**

Brandee Appling and Andrea Kirk- Jenkins, Co-Editors SACES Newsletter

# From Practitioner to Scholar: Helping Doctoral Students develop a Researcher Identity

By: Jan Gay, LICSW, NCC, University of Florida



**Jan Gay, LICSW, NCC  
University of Florida**

Many students begin their pursuit of a doctorate in counselor education and supervision with experience as a clinical counselor or a school counselor. Students entering doctoral programs typically have strong practitioner identities, are not likely to view themselves as researchers, and may have a low interest in research upon entering the program (Gelso, 2006).

The passion and confidence that one may have as a counselor are not easily transferred to the role of a scholar. While some roles such as supervisor or teacher may come with ease, the role of researcher and scholar is one that can be more challenging for students. Students seeking Research 1, tenure track positions understand that research is a major component of their academic career and must come to terms with the importance of research for the profession. There are many roles that a first-year doctoral student will learn in the five CACREP core domains over the course of their program. Counselor education programs are tasked with training students to become competent in these areas.

The 2016 Standards (CACREP, 2016) provide guidelines and requirements for training in counselor education programs with five specific areas of learning outcomes, including counseling,

supervision, teaching, research and scholarship, and leadership and advocacy.

Developing self-efficacy among doctoral students as a researcher is a challenge for Counselor Educators. Counselor Education programs balance preparing students for dissertation while building their self-efficacy as researchers. Having knowledge of the phenomenon of research identity has potential to guide training efforts, foster commitment to research, and promote the profession through rigorous research (Lamar & Helm, 2017). Entering doctoral students are typically stepping into the role of teacher, supervisor, and researcher within the first semester of their program. Often times a student's ability to transition into the role of a researcher is based on their experience with research in their undergraduate and masters level programs. Also, the amount of time a student has worked in the field prior to starting a doctoral program is a factor. If a student is entering a program with five-plus years of experience, then they may not easily recall their research courses in their master program. Another consideration is the loss of identity as a counselor with some level of self-efficacy and success as a practitioner that is replaced by "Imposter Syndrome" as a doctoral student. Counselor Education programs can assist with the transition from practitioner to scholar and help students develop an identity as a researcher. Here are a few tips for Counselor Educators and for doctoral students to help with the process.

## Ways to Encourage Scholarship among Students

- ⇒ Provide mentorship and develop relationships with students that foster their growth as a scholar.

- ⇒ Encourage students to take additional research courses outside of the counselor education department.
- ⇒ Encourage students to submit research grants to fund research projects.
- ⇒ Encourage students to attend and present at conferences and attend poster sessions to learn research practices trending in counselor education.

### Tips for Students

- ⇒ Keep a notebook full of possible questions you would like to answer in a subject area that is important to you.
- ⇒ Seek out mentorship from faculty that are established researchers and publish.
- ⇒ Learn from others- review scholarly research journals and review other studies and review methodology and implications for the field to gain insight on current research in the field.
- ⇒ Develop research interest in a specialty area that you are passionate about, ex: school counseling, trauma, LGBTQ+
- ⇒ Set a goal for research projects to complete during the program in addition to research related to dissertation.

Developing an identity as a researcher can feel overwhelming, however, it is important to understand that it is a process that develops over time. Counselor educators can foster research identity among their students by providing mentorship and developing supporting relationships with students to help them grow as

researchers. Faculty can also prepare students for emotions they may experience throughout their development and programs can provide support for researcher identity development by providing both formal and informal opportunities for students and faculty to connect with each other (Lamar & Helm, 2017). Developing a researcher identity can be an extension of direct client services. Research can be used as advocacy for a certain population as well as for the counseling profession. It is important for students to take on research with the same zeal and passion as direct client contact.

Developing an identity as a researcher is ongoing and develops over time. Counselor education programs serve as a foundation to explore research interests and learn different methodologies. The road from practitioner to researcher is a marathon and not a sprint. Although most doctoral students seek to master all five domains of counseling, supervision, teaching, research and scholarship, and leadership and advocacy by graduation it is important to provide some grace in all five areas to enjoy the journey of becoming a counselor educator.

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## Academic Writing Productivity: Evidence Based Strategies

By: Lisa Sosin, PhD, LPC, LLP, BACS, Liberty University



**Lisa Sosin, PhD, LPC, LLC,  
BACS,  
Liberty University**

Counseling scholars have the privilege of advancing the field through the dissemination of meaningful research and scholarship. However, professional demands and personal responsibilities are often excessively stressful (Moate, Gnilka, West, & Bruns, 2016), leaving little time or energy for academic writing. Fortunately, there are research-based strategies that promote productivity for even the busiest of scholars. This article presents four such strategies: (a) reframing fear, (b) efficient writing, (c) developing ideas based on the literature, and (d) creating community.

The first strategy for increasing productivity is to normalize and reframe the fear of failure. Even the most seasoned authors feel highly anxious, insecure, and overwhelmed at times about their writing (Jalongo & Saracho, 2016). Those who recognize that criticism and rejection of submissions are the norms, get on with the discipline of absorbing feedback without feeling crushed. Once scholars learn to reframe criticism and rejection as growth opportunities and not failures, and invitations to "revise and resubmit" as reasons to celebrate, their anxiety begins to recede (Huerta, Goodson, Beigi, & Chlup, 2017).

A second strategy is making efficient use of time. According to de Los Reyes (2017) productive writers have a disciplined and purposeful approach to their writing. First, they schedule brief (i.e., 30 minutes), consistent, and regular times to write (i.e., three to five times per week). Second, they schedule writing sessions well in advance and relentlessly stick to the planned schedule. Third, they develop specific plans for how to use the time during each session. Fourth, they establish short- and long-term goals and determinedly accomplish them over time (i.e., short term: write an outline of an article; long-term: submit a grant proposal). And fifth, they motivate themselves with incentives. An example of an incentive is purchasing a special treat in celebration of accomplishing a specific goal (de Los Reyes, 2018; Jenson, 2017; Rocco & Hatcher, 2011).

Developing a list of writing ideas, or a scholarly "agenda," based on the literature, is a third strategy for increasing productivity. According to Jalongo & Saracho (2016), "a research agenda is a short-and long-term plan for inquiry, writing, and publishing. It can be deliberately planned to correspond to teaching responsibilities so that teaching and writing enrich and enlarge one another" (p. 7). Ideas on a list become long term projects that can be broken down into a set of short-term goals. To find ideas, writers can look to the discussion section of published works, which suggest recommendations for further study. Developing a research agenda that aligns with one's interests and vocation helps scholars be more deliberate about "enhancing the knowledge base of the profession and promoting a clearer understanding of the conditions that lead to a healthy and more just society" (ACA, 2014, p, 15).



Lastly, productivity increases with community support. While in graduate school and doctoral training, faculty mentors promote self-efficacy and motivate productivity (Kuo, Woo, & Bang, 2017). However, the need for support does not end after graduation. Creating a community of writers wherein members talk about projects, report progress, brainstorm ideas, and encourage one another is highly motivating (de Los Reyes, 2018). Working together promotes persistence and proficiency for many writers (Jenson, 2017).

In closing, increasing productivity entails engaging in strategies that support success. Practices cited in the literature that help, include reframing rejection, effective time management, developing a research agenda, and creating or joining a community of writers. With consistency, discipline, and support, scholars who regularly apply these approaches can expect increases in both writing productivity and satisfaction.

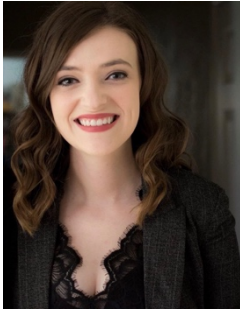
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## Researcher Identity Development from a Beginning Doctoral Student and Supporting Faculty Member

By: Emily G. McCreary, MA, LPC Intern, NCC and Jessica Lloyd-Hazlett, PhD, LPC, NCC



**Emily G. McCreary, MA, LPC Intern, NCC (left)  
Jessica Lloyd-Hazlett, PhD (right)  
The University of Texas at San Antonio**

Most doctoral students choose to pursue a degree in counselor education and supervision because they have an immense passion for the field of counseling and want to have a part in disseminating knowledge and sharing that passion. While this passion is inspiring, it can sometimes lead to beginning doctoral students feeling overwhelmed and plagued by the internalized pressure to have clarity on their dissertation topic and a line of research immediately following starting their doctoral program. Intuitively, doctoral students know that developing as a researcher is a process and evolution, but the pressure can feel insurmountable.

The critical role that doctoral students will have in the advancement of the profession breeds the importance of this initial research identity development, as it not only impacts the student but the profession at large (Wester & Borders, 2014). CES doctoral students can also experience self-doubt related to one's fit in adding to the pool of literature (Lamar & Helm, 2017). When trying to find their voice as a researcher, students may feel overwhelmed by the scope of topics to explore and perceived commitments to a topic once

exploration begins. Moreover, the researcher identity development process is a deeply emotional experience (Borders et al., 2014; Lamar & Helm, 2017).

Due to the shift in identity from thinking like counseling practitioners to counselor educators, doctoral students must spend ample time exploring and reflecting upon a research interest that is fitting with them (Limberg et al., 2013). Integrating research identity into self is a primary tenet of research identity development (Lamar & Helm, 2017). Much as with our development as counselors, it is through substantial exploration that researchers can gain clarity on a line of scholarship, or dissertation subject matter, that coincides with our values and interests. By having such an opportunity and perspective as it relates to exploring one's research identity, it will naturally prompt confidence in the selected research line, but this can feel difficult to do as a beginning student.

From the perspective of a doctoral student and supervising counselor educator currently experiencing this research development journey, some suggestions in navigating this process may include offering spaces to discuss researcher identity development, emphasizing relationships as a counselor education, and using your resources as a doctoral student. Counselor educators may consider building ways for students to freely and safely explore their research interests into one of the initial doctoral courses. Doing so under the watchful eye of experienced counselor educators could be profoundly helpful in navigating the development of research interests.

It would also be valuable to check in on doctoral students' research identity development at the start of the semester, in the middle of the semester, and at the end of the semester, as doing so would prompt insight gaining into researcher identity development.

Counselor educators may also consider being particularly conscientious in their interactions and questions they choose to ask of beginning doctoral students. It has been my experience, as an incoming doctoral student, that the first question many faculty members ask of me is, "What are your research interests?" While there is no malicious intent behind this question, the frequency and lack of other questions can prompt feelings of being behind or overwhelmed by the number of topics of interest. Consider asking beginning CES doctoral students other questions and putting an emphasis on building a relationship with the doctoral student. If, as a counselor educator, you have close interactions with beginning doctoral students, consider making it a point to validate students' feelings of uncertainty, remind students to be kind to themselves, and disclose the stories of the shifts and changes in your research journey.

CES students may consider any of the following strategies in navigating the researcher development journey. For example, doctoral students may utilize a journal to record research topics of interest and related subjective experiences. Learning about and discussing researcher developmental models with trusted mentors and peers can also be beneficial. Reading the literature, such as the Wester and Borders (2014) article wherein they share counseling

specific research competencies across the career span, can normalize developmental processes.

Students may benefit from consultation with peers that share their here-and-now research experience, as well as from fellow doctoral students at more advanced stages in their programs. Developing a researcher identity and trajectory is a challenging, rewarding, and lifelong process.

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## The Synergy of Traditional Scholarship and Social Media

By: Sherry Todd, PhD, LPC, ATR-BC and Tina Pharr, M.A., LPC



**Sherry Todd, PhD, LPC, ATR-BC. (left)**  
**Tina Pharr, M.A., LPC (right)**  
**University of Cumberland**

What is scholarship? Scholarship today has become tantamount with research and publication. However, that was not always the case, prior to the late 1800's scholarship was "measured by the ability to think, communicate, and learn," and was carried out through an array of activities (Boyer, 1990, p. 15). Boyer, 1990, wrote "what we urgently need today is a more inclusive view of what it means to be a scholar – a recognition that knowledge is acquired through research, through synthesis, through practice, and through teaching" (p. 24). Tobin, Bordonaro, Schmidt, and Hulse (2010) explore the application of the Boyer model in counselor education, contending that with institutional support, the Boyer's expanded vision of scholarship fosters scholarly productivity.

Heilig and Brewer, 2019 identified a need for scholars to expand their work beyond peer-reviewed publications and books. Reaching beyond our long-held ideals about scholarship should include social media and non-traditional "public" scholarship (Heilig & Brewer, 2019; Duval, 2018).

Counselor educators should seek to connect public scholarship to traditional scholarly venues. Public scholarship may include platforms such as Facebook, LinkedIn, Youtube, and others. No doubt these forms of social media are being used to promote mental health and spread counseling propaganda. Currently these venues are largely influenced by pharmaceutical companies and less academic sources. If social media were more intentionally used by faculty and in a manner that aligned with professional counseling ethics, pedagogy/andragogy, and academia in general, the synergy created could be a powerful tool for professional counseling and counselor education.

This article does not propose that we replace peer reviewed journal publication with social media, rather to create a synergy between the two. Synergy is the idea that the whole is greater than any one part (Goodwin, 2016; "Synergy," 2019; Weis, 2010). The benefits of the synergy created through social media and peer-reviewed journals include reaching audiences that would not necessarily read scholarly material. The absence of such a synergistic method is the public being informed by 'social influencers' rather than research or science. Public scholarship provides an avenue for scholars to disseminate their articles to individuals who would not otherwise come across their work (Heilig & Brewer, 2019), expands the public's access to research-based education (Duval, 2018), and offers a platform for interdisciplinary integration (Mooney, 2019).

Scholarly productivity that integrates digital and more creative forms of academic artifact may benefit faculty, the profession, and consumers (both clients and counseling students). The interconnection of social or digital media and peer-reviewed journals could lead to a more accurately informed consumer and a more effective faculty. The key is intentionality. Institutions must establish clear guidelines and expectations regarding the use of social media in scholarship. Posting research on social media in language lay people connect with using the concepts of brevity and clarity and that include links to more scholarly information has the potential to change the way the public views mental health and professional counseling. Possibly reaching marginalized populations, breaking down barriers, and removing stigmas.

Social media and traditional scholarship combined may lead to greater advocacy and clinical outcomes. Implications for andragogy, leadership, and supervision are also evident. Boyer (1990) suggested that there is a “readiness” to reconceptualize scholarship (p. 16). During the reconceptualization of scholarship exploring more creative activities as scholarship as well as the potential power of integrating social media may increase faculty job satisfaction ultimately leading to improved productivity.

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## Counselor Educators Role: Mentoring Students through Scholarship Opportunities

By: Susanna Capri Brooks, PhD and Summer Perhay Kuba, PhD, Liberty University



**Susanna Capri Brooks, PhD (left)**  
**Summer Perhay Kuba, PhD (right)**  
**Liberty University**

Counselor education programs should focus on producing counselors who are competent, capable, and ethical (CACREP, 2016). In order to promote a strong counselor identity, counselor educators must help students navigate scholarly work while both believing in their abilities and recognizing the uniqueness and the contributions they bring to the table (Bain, 2004; Woo et al., 2016). Counselor educators have an obligation to help propel the counseling field forward. They can accomplish this by mentoring students in the area of research and scholarship, while contributing to and encouraging their personal and professional growth (ACA, 2014; Boswell et al., 2015). The Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2016) requires counselor educators to address mentoring in counselor education programs. One way this can be accomplished is through supporting students through scholarly presentations (Anekstein & Vereen, 2018).

What does that really look like for counselor educators and their daily work with students?

### **Tips for Success: Supporting Students through Scholarly Presentations Create Connections**

Research shows that student connection increases retention rates in universities (Hanover, 2014). Thus, connecting with students is important in graduate programs. The first step in creating connection through scholarly presentations is to determine a topic of mutual interest. While identifying this topic, it is important to consider the conference goals and objectives. Other considerations include conference and presentation types (national or state, poster, round table, break-out sessions, etc.), travel costs, and proximity. A critical part of creating connections, is inspiring interest while establishing an environment where students feel safe, supported and encouraged (Woo et al., 2016). The idea of presenting in front of other professionals can feel intimidating, so offering encouragement and support will help the student feel more at ease with making scholarly presentations. Furthermore, helping students identify their personal strengths in the area of scholarship will foster confidence as they navigate scholarly pursuits. These first steps are sometimes the most challenging but are vital in successfully moving forward.



## **Develop a Plan**

Students benefit from challenging, yet clear and realistic, expectations (Borders et al., 2012; Huskins et al., 2011; Wester et al., 2009). Developing a plan of action creates structure and a path for reaching those expectations (Bain, 2004). It is important to determine who will take the lead role on the project. While allowing the student to take the lead role can foster growth, the counselor educator must use his/her professional judgement to determine whether the student is ready for this responsibility. It is helpful to schedule weekly meetings to discuss the work and progress (Traugott, 2014). Research can oftentimes be overwhelming, so establishing small time frames to accomplish small goals is often helpful in ensuring the information gathered is relevant to the topic. A healthy strategy at this point is to try to provide weekly email reminders with tips for success, support, and direction to students. Furthermore, this is a prime mentoring opportunity as the counselor educator directs students through proposal development and submission.

Another key part of developing a plan is determining funding. Funding is often a hurdle for students in a graduate program, so helping students think through costs and options for funding is important (Elliott, 2016). Many conferences provide volunteer opportunities to offset the cost for students in order to promote attendance. Additionally, exploring grant options is also a great recommendation. Counselor educators should be aware of university funding options for students and faculty as this opens the door for more scholarly opportunities.

## **Tackling the Big Day**

Meeting the student to help them get registered and walking them through the calendar of events can be very helpful at easing nervousness. Encourage the student to begin networking with other professionals and creating

connections of their own while keeping in mind that they may not know anyone else. In addition, it can be beneficial to connect them with the graduate division of the association to foster these connections. These interactions can relieve pressure from the faculty and help the student find his/her place within the organization. As the time to present approaches, students should ensure that the presentation is engaging, any handouts are ready to distribute, and they are thoroughly prepared to lead the session (ACA, 2019).

## **Vision for the Future**

What happens after the student presents? What worked and what didn't? Is there a possibility for publication of the topic? Does a new plan need to be established? Following the presentation, processing the post-presentation feedback should take place as soon as possible so that questions such as these can be evaluated to ensure a successful experience for future scholarly possibilities. Honest and constructive feedback is critical in fostering professional growth and development (Borders et al., 2012).

## **Conclusion**

By utilizing the tips above, students will gain confidence in the area of scholarship and can move from a self-centered mentality to a mindset that is more focused on what they can offer the counseling profession. As they take these approaches, a community is created where counselor educators and students develop a team approach to scholarship in the counseling profession.



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## **SACES 2019 Award Recipients**

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### **2019 SACES Professional Recognition Awards**

Outstanding Graduate Student - Masters-Level Award, Robyn Honer  
Outstanding Doctoral Student Award - Jennifer Deaton  
Outstanding Pre-Tenure Counselor Educator Award - Hannah Bayne  
Outstanding Teaching Award - Dodie Limberg  
Masters Education Program Award - Appalachian State University (Mark J. Schwarze)  
Doctoral Education Program Award - Virginia Commonwealth University (Philip B. Gnilka)  
Locke-Paisley Outstanding Mentoring Award - Andrew P. Daire  
Cortland Lee Social Justice Award - LaTonya M. Summers

### **SACES Research Grant Awards**

1. Adrienne Backer and Nancy Chae (\$500) - An Investigation of the Psychometric Properties of the Supervisee's Perception of Supervisor Competence Scale
2. Joanna Rocha (\$500) - Best Practices in Clinical Supervision: What Must Supervisees Do?
3. Nicola Meade and Yolanda Dupre (\$500) - Fighting Endangerment: Race, Gender, and Power's Affect on Female Faculty Retention
4. Frankie Fanchila (\$472) - Private Practice Mental Health Counselors: An Investigation of Predictors for Burnout and Career Commitment
5. Shreya Vashinav (\$500) - Racial Microaggressions, Faculty Mentoring, and Social Connectedness within Counselor Education Programs: Implications for Doctoral Students of Color
6. David Moran (\$500) - School Counselor Educators: A Grounded Theory of Career Interest and Satisfaction
7. Erika Schmit; Nancy Thomas; Erin Kaszynski (\$500) - The Effect of Suicide Intervention Training on Counseling Students' Perceived Competence: A Mixed Methods Approach

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## ***CALLING ALL SACES INTEREST NETWORKS***

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The SACES membership wants to hear from you! Don't forget to submit your interest network submissions during each newsletter cycle. This is a great way to advertise what your interest network is all about as well as upcoming events and other pertinent information.

### ***Want to join an interest network?***

SACES members self-identify and affiliate with an IN by noting their Interest Network preferences on the SACES Profile page using the following process:

- Go to the SACES home page ([www.saces.org](http://www.saces.org))
- Click the Profile icon 
- Click on *View profile*
- Click the *Edit Profile* button
- Select checkboxes to indicate Interest Network preferences

### **Are you a graduate student or new professional?**

**Add the new GSNP  
Interest Network to  
your profile and get  
connect!**



## Who we are?

The Clinical Mental Health Interest Network is a network of professionals who share similar interests related to clinical mental health.

The interest network was created and is designed to provide a space to engage in open discussions, opportunities to share knowledge, skills, research, and areas of growth related to clinical mental health.

The goals of the Clinical Mental Health Network are to promote education, supervision, research, innovation, and collaboration opportunities throughout our profession regarding Clinical Mental Health Counseling in the southern region of the United States.

Follow us on Facebook:

[SACES MH Interest Network](#)

## Clinical Mental Health Interest Network

### Get Involved!!

We plan to hold 4 zoom meetings for interest network members throughout the year focused on the five areas noted in the interest network mission statement regarding Clinical Mental Health counseling in the southern region.

- Innovation and Collaboration
- Supervision
- Education
- Research

A doodle poll has been sent out to identify dates and times that most interest network members are available to attend the zoom meetings.

If you are interested in leading a zoom meeting on one of the topic areas, please email the Co-Chairs of the interest network.

### How to Join?

If you would like to become a member of the SACES Clinical Mental Health Interest Network, please follow the steps below.


- Go to the SACES home page ([www.saces.org](http://www.saces.org))
- Click the Profile icon.
- Click on *View profile*
- Click the *Edit Profile* button
- Select checkboxes to indicate Interest Network preferences

If you have any other questions or needs, please contact the Co-Chairs of the interest network.

To learn more about the SACES Interest Networks please click on the link below:  
[http://www.saces.org/interest\\_networks](http://www.saces.org/interest_networks)

For further interest or questions email  
Jessie Guest or Genée' Glascoe at  
[mentalhealthin@saces.org](mailto:mentalhealthin@saces.org).

## Attention SACES Graduate Students



Are you a graduate student?

Are you looking for leadership opportunities with SACES?

Do you have a strong passion for leadership?

If you answered yes to any of those, keep reading!

SACES has an opportunity for graduate students to become more engaged within the organization through the Graduate Student Committee. The Graduate Student Committee has created opportunities to address student's interests. Join the Graduate Student Committee and get involved in various ways:

Helping to develop graduate student focused newsletter submissions

Blogging about events related to the graduate student experience

Interview counselor educators and other professionals in the field to get answers to questions we have

Develop and identify content for our social media platforms and website

The Graduate Student Committee as a whole meet digitally once every month and based on your interests, you may meet with a group of students working on a particular task. This is a great way to participate in leadership while you are still in school and connect and grow with your fellow students.

If you are interested in joining one of these subcommittees, contact SACES Graduate Student Representative and co-chair of the Graduate Student Committee Hannah Coyt at [coyth@lindsey.edu](mailto:coyth@lindsey.edu)