Fall is upon us, and it is a busy season for counselors, counselor educators and supervisors with seemingly one conference after another!

The Florida Counseling Association (FCA) convention took place October 3-6 and what an inspirational conference it was with a focus on self-care. Several of our FACES members were in attendance and presented. Please see page 2 for pictures of our amazing Executive Board, FCA members, and doctoral students at the convention.

This is an exciting year for FACES, with the inaugural year of the Emerging Leaders program. A competitive process, we were honored to have an exceptional pool of applicants. The 3 FACES Emerging leaders chosen demonstrated strong leadership potential and a commitment to the mission and vision of FACES. Please read page 2 for an introduction of our Emerging Leaders for 2019-2020. The Emerging Leaders will serve on the FACES board in the committee positions of social media outreach, membership outreach, and professional development. They will have the opportunity to serve the organization and develop their professional identity as counselor educators.

We have an exciting year ahead of us with several events planned. The Qualified Supervisor Training is scheduled for November 8 & 9 and will be facilitated by Dr. Lauren Shure from Barry University. Dr. Shure is an exceptional counselor educator/supervisor and the training will provide the necessary CEU’s to obtain the QST designation in the state of Florida. On December 4, we have an exciting webinar offered, “Cracking the surface: Deep Learning in Experiential Education”, hosted by FACES Graduate Student Representative Leo Balserio. This will be an interactive and stimulating webinar sure to teach you important concepts related to pedagogy!

We have more things planned for the Spring, so stay tuned and please, consider submitting an article or webinar idea to FACES.

Have a wonderful Fall!

My best to you,

Caroline Perjessy
FACES President 2019-2020
Introducing….the 2019-2020 FACES Emerging Leaders

Lourdes Araujo
Counselor, Education, and Supervision Doctoral Scholar at National Louis University. Clinically, Lourdes is a bilingual (Spanish) Registered Mental Health Counseling Intern and specializes in the treatment of trauma, mood disorders with children, adolescents, teens, adults, and senior population. Pedagogically and clinically, she operates from a humanistic-constructivist perspective. Her research interests relate to trauma and education. Her training includes Cognitive Behavior Therapy (CBT), Dialectical Behavior Therapy (DBT), Trauma-Focused Therapy, and Holistic Mindfulness approaches as a counseling intern, including community mental health settings, both in individual and group format. She utilizes qualitative methodologies primarily and has explored issues ranging from domestic violence, human trafficking, and sexual abuse of children and adults, to how to empower women to regain control of their life and acquire success. She has presented at local and state conferences and has been published as a student researcher for human trafficking.

Jan Gay
Jan is a 1st year Ph.D. student at the University of Florida in the Counselor Education and Supervision Program. Jan has a background in school counseling and clinical social work. Jan has a bachelor’s degree in Criminal Justice and a master’s degree in Social Worker and School Counseling. Ms. Gay is currently licensed as a National Certified Counselor (NCC), a Professional School Counselor and a Licensed Independent Certified Social Worker ( LICSW). Jan serves as a member of the AMCD Ethics Committee and AMCD Ethics Committee Graduate Student Liaison. Jan is a Dove Self Esteem Project Confident Me Cadre Trainer and provides training and information on the body confidence curriculum geared towards students 10-13 years old. Jan was recently selected as a Holmes Scholar and received the ACES Diversity Award Scholarship and will serve as a graduate student volunteer at the 2019 conference. Her research interest includes school counselor competency and development, multiculturalism, social justice, and advocacy.

Christina McGrath Fair
Christina McGrath Fair received her Ph.D. in Counseling and Counselor Education from the University of Florida in 2019. Prior to enrolling in University of Florida, she worked as a licensed professional counselor in Pennsylvania for 10 years. She graduated with her Master of Arts degree in Agency Counseling in 2006 and obtained her LPC in 2011. In 2016, she became a licensed mental health counselor and supervisor in Florida. Christina is currently working in private practice in Martin County Florida. Christina’s teaching experience includes several undergraduate courses, as well as course co-designer for online courses. She also engaged in supervised teaching experiences at both the masters and doctoral level. She is currently seeking a faculty position in Counselor Education. Christina’s research interests include sexual culture and sexual wellness, LGBTQ+ issues in counseling, social justice, and clinical supervision.
Advocacy in School Counseling Supervision

By: Michele Pinellas, M.Ed, Registered Mental Health Counselor Intern (FL)
National Louis University
FACES Treasurer

Supervision is an integral part of a counselor’s development beyond obtainment of a graduate degree. Sterner (2009) notes that supervision is single handedly the most important component of counseling training as it simultaneously advances the counseling profession. When supervision is acquired by effective clinician, beginning counselors are better able to ascertain their strengths and weaknesses and build confidence towards their own professional identity (Rousmaniere, 2016). Comparable to counseling, supervision is characterized by models and a strong working relationship that guides supervisors to aid in the development of these skills. Supervision can be equated to a rite of passage as skills are refined, theory and practice are integrated, and trainees are allowed to explore their new professional identity in training for induction into the profession (Dollarhide & Miller, 2006).

Supervision, however, looks different for professional school counselors. School counselors often maintain a plethora of roles in the school setting, limiting their ability to effectively counsel students. Mellin (2009) called for a greater leadership role for children’s mental health counselors, with school counselors often being the first line of defense. Because children are such a disadvantaged and taken advantage of population, it is imperative that school counselors advocate for their wellbeing and are continuously engaged in supervision and instruction that enhances methods to do so.

While there has been a significant shift in school counseling preparation programs, many school counselors continue to remain comfortable with more of an educator identity (Chang, Barrio Minton, Dixon, Myers, & Sweeney, 2011). Unlike other professions the process for beginning school counselors clearly lacks clear expectations, coaching, and intensive clinical supervision (Dollarhide & Miller, 2006; Matthes, 1992). The ACA Code of Ethics (Section C.2.d., 2005) notes that counselors have the responsibility to monitor their effectiveness, seeking supervision when appropriate. This poses a challenge when there are no models that support the type of counseling services being provided. There is a multitude of professional school counselors that are not currently engaged in clinical supervision (Crutchfield & Borders, 1997; Page et al., 2001; Sutton & Page, 1994) and will not seek supervision because they are employed as such (Luke & Bernard, 2006).

Remley and Herlihy (2001) acknowledge that this disregard for clinical supervision of school counselors represents a lack in comprehensive understanding of the setting, population, needs, context, and tasks of a school counselor by other clinical supervisors more so than the school counselor themselves. It is this lack of clearly defined roles and expectations that school counselors are given non-counseling duties like discipline, creating schedules, and keeping attendance records which can easily deter counselors offering comprehensive services in school settings (Dollarhide & Miller, 2006; Barret & Schmidt, 1986). Many of the assigned roles of school counselors result in more clerical than clinical tasks, which further perpetuates the idea that supervision is not needed (Herlihy, Gray, & McCollum, 2002). School counselors may also see supervision as an unnecessary expense and additional time concern, as supervision is rarely supported or encouraged by the school, and the pay required to have outside supervisors can become costly for individual counselors, as well as the inability to find a qualified school counselor (Sutton & Page, 1994). It is for these reasons that school counseling supervision needs to be further addressed and enhanced.

Integration into the academic environment is a challenge for students, and because of this, school counselors must understand the background of their students and develop a curriculum and/or intervention that address their particular needs (Kenner & Weinerman, 2011). Awareness is more than understanding the cultural differences of your students as it is understanding that adult learners acquire information differently and should therefore be adjusted. Having this awareness that diverse learners may be using tools that are inappropriate for acquiring academic knowledge, school counselors can be mindful of the frustration their students may experience as they fail to incorporate material presented in the traditional academic fashion (Kenner & Weinerman, 2011). Being aware that diverse students are struggling, as opposed to teaching interventions and offering services with limited flexibility can make the difference among a terrible and a great school counselor.

Continued on page 4...
There is not one group of clinicians, be it traditional counselors or those with specialized training that are not required to seek supervision to obtain licensure or certification beyond their degree. School Counselors, in most cases are treated and hired as an extension of teachers and are therefore held to many of the same requirements. In most cases, these requirements involve a set of assessments that examine subject area, general knowledge, and ethical education protocols and standards. Because of this inattention to their role specifically, school counseling supervision has not fully given these professionals adequate training. There is an emerging need for specific school counseling supervision, methods that encompass its own model(s) of supervision. There is also an increased need for Counselor Educators who have a School Counseling identity and are therefore committed to training future school counselors. Effective supervisors are nonjudgmental, offer validation and support, normalize feelings of anxiety, support exploration, extend an empathic attitude, and strengthen the supervisory working alliance (Sterner, 2009; Worthen & McNeil, 1996). School counselors could greatly benefit from continued supervision as these are feelings that they experience throughout their work environment.

References


FACES is accepting webinar proposals related to counselor education and supervision

If interested, please submit a proposal with the following information to Caroline Perjessy @ cperjessy@nl.edu

1. Title of webinar
2. Length of webinar
3. Brief description of webinar
4. Webinar Host Bio with credentials/license, experience and expertise in topic
5. Learning Objectives
The Florida Association for Counselor Education and Supervision (FACES) is a division of FCA (Florida Counseling Association).

The Florida Association of Counselor Education & Supervision (FACES) is a division of the Florida Counseling Association (FCA) for professional counselors who engage in professional counseling teaching and research (a.k.a. "counselor education") and/or clinical supervision. FACES provides counselor educators and clinical supervisors’ opportunities to network, to participate in professional development activities, to publish, to take leadership roles and to socialize! More specifically, FACES' purpose is: To advance counselor education and clinical supervision, in accordance with the purpose of the FCA, in order to improve counseling and student development services in all settings of society. To address and promote in the State of Florida awareness, interests, issues, and concerns of: - professional counselors who serve as counselor educators in institutions of higher learning; - professional counselors who engaged in performing the Clinical Supervision duties of (a clinical supervisor of) professional counselors; - professional counseling graduate students preparing to become counselor educators and/or clinical supervisors.

Officers:

President: Caroline Perjessy
Past—President: Eric Davis
President Elect: Raul Machuca
Secretary: Elizabeth Manzano
Treasurer: Michele Pinellas
Graduate Student Representative: Leo Balserio
Member at Large: Elissa Chakoff

Are you trying to find a way to get more involved in FACES? What about mentoring a student by helping them to get published? Think about submitting an article for the FACES newsletter. We would love your involvement!

Here are some simple tips to help you create an article for our newsletter:

1. It needs to be focused on topics related to counselor education and supervision or an editorial.
2. If you are a student, have one of your faculty members review your work prior to submitting.
3. Take a look at previous editions of the newsletter located at the FACES website to get a feel for the writing style.
4. Keep it between 500 and 800 words.
5. Attach a picture of you in .jpg, .tif, or .gif format.
6. Email submissions to cperjessy@nl.edu

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