

MAY 2009

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South Dakota Counseling Association

MESSAGE FROM PRESIDENT CHRIS ROSEMAN

Standing United...It's Time to Connect with an Uncertain World

A few weeks ago, many of us were together at the 50th Annual South Dakota Counseling Conference. Like many of you that I spoke with during the conference, I feel time is passing by so quickly and it can be overwhelming. There was discussion of whether or not we are making a difference in this fast-paced, uncertain world. The answer is simple: Yes, we are! As I reflect on this past year, my feelings are that a lot has been going on in SDCA that has made a difference not only in the lives of our clients, but our colleagues as well. The most notable and obvious example of our work was on display at the SDCA Conference. By all accounts, the 2009 SDCA Conference was a great success. Many of you who attended shared that the conference demonstrated how hard we all have worked over the past year to provide the highest level of care for our clients. Additionally, many of the comments noted how much collaboration was evident within the work presented upon. I was so pleased, and never more proud, to hear these comments as it affirmed how strong and united we are as a professional organization.

A good number of you joined us for the Community Presentation and heard Dr. James Hudziak speak about his work on Genetic and Environmental Influences on Child Psychopathology and Wellness. We were honored to have Dr. Colleen Logan, American Counseling Association President, give a wonderful and passionate presentation on counselor identity, leadership, and the myriad of issues related to providing affirmative counseling services to gay, lesbian, bisexual and transgender clients and their significant others. Dr. Howard Smith provided an important, and timely, post conference session on Disaster Mental Health Preparation. Attendees of the Award Banquet were treated to a very educational and entertaining session sponsored by the South Dakota Indian Counseling Association. We were honored to have the Many Moccasins join us for the evening's events. In addition, I want to thank all of our presenters and student moderators who made the 2009 SDCA Conference a huge success.

As I have done throughout the year, I share one last principle of the *20/20: A Vision for the Future of Counseling Initiative*. Principle #7 indicates that professional counselors are responsible for **promoting client welfare and advocating for the populations we serve is a primary focus of the counseling profession**. Amidst difficult economic times and many uncertainties in the world, Dr Logan echoed an important sentiment...it is our time...the time for professional counselors to do their finest work. As we move from this year to next, we are charged to improve upon the work we do and strengthen our unity to advocate for our clients and profession. I believe it is our time and with that I share our 2009-10 theme of *Connecting Professional Counselors with an Uncertain World*. Over the next year, SDCA will strive to better connect professional counselors with those in need. We ask you to take an **active role** in making this a reality by sharing ideas, renewing your membership, getting involved or putting on events that promote the profession, and seek out any and all opportunities to connect with an uncertain world.

It has been an honor and privilege to serve SDCA this year and I am excited to continue serve one more year as President. I cherish the relationships I have made and look forward to the new ones yet to come. With the summer months coming soon, I encourage you all to take time to be with your families and friends and enjoy all that the season has to offer.

Be well,
Christopher P. Roseman

MESSAGE FROM SIOUX CHAPTER PRESIDENT

Forgiveness

In the book, *Hope-Focused Marriage Counseling* by Everett L. Worthington Jr., there is a chapter that talks about the seven steps of forgiveness. I found the third step particularly interesting and useful.

The third step involves helping each partner empathize with the other. The book explains a great homework/outside activity example to help with this step. The author suggests the promotion of empathy during the session should be discontinued when a partner or both partners are having difficulty empathizing with one another. When this happens, the author advises having each partner write a letter from the other partner's point of view outside of the session where both partners can be more relaxed. The author indicates that seeing one another's perspective is vital to forming a healthier marriage.

The author explains that the counselor should have each partner write a letter expressing feelings around the hurt. However, instead of expressing their own feelings and perspective on the incident, each will write the letter as if they are the other person. Both are to write and tell how the other person saw the events and how he/she felt and thought about the events. Each partner should try to write the letter as accurate as possible so that the other partner might only make minor changes or additions to the story. Of course this intervention would then be on the agenda and discussed next session.

Finally, the six additional steps of forgiveness include. Reminding couples that their goal is to restore their marriage; helping them experience the pain rather than deny or minimize it; helping each person reflect on his or her own capability of inflicting hurt; helping each person recall times when he or she was forgiven; providing an opportunity for each person to say the he or she forgives the other; and discussing the maintenance of forgiving.

Brenda Hansen-Mayer
Sioux Chapter President

MESSAGE FROM CORNBELT CHAPTER PRESIDENT

Ticket Auction A Success!

Thank you to everyone who purchased tickets to support the Graduate Student Scholarship Fund at the banquet during the SDCA Conference. Those buying tickets had to decide on a strategy for placing their tickets in the boxes. The more tickets you placed in the box for each item the greater the chance of winning, but some decided to take a chance with one ticket in the box to test their luck! This format allowed for some suspense right to the end to see which ticket would be pulled from the box to determine the winner of the items. The auction items ranged from bottles of wine, to gift cards, to a box full of pet items, to a sand tray. There were both personal and professional items available for “bidding”. Thank you again to everyone who donated these items to help raise the \$1081 which will help fund the Graduate Student Scholarships!

Kelly Jones
Cornbelt Chapter President



Counselor of the Year: Brian Dannen
Mavis Booze Mentoring Award: Jill Stephenson
Marvin Kemp Award: Kathy Miller
Mary Lark Award: Linda Johnson
Special Contributions Award: Ann Lewis Henkin

MESSAGE FROM SOUTH DAKOTA SCHOOL COUNSELORS PRESIDENT

School Counselors: Helping Students Build A Foundation For Life
By: Stacy Solsaa; SDSCA President

As the 2008-2009 school year comes to an end, school counselors continue to redefine their role in the school system. No longer calling ourselves guidance counselors is one small step in sending the message to administrators, teachers, students and parents that school counselors are irreplaceable in today's schools.

School counselors help students in the social, academic and career domains everyday in the school system. They also play an important role in helping parents, teachers and administrators understand and manage student behavior.

In order to continue to help students build foundations for life, school counselors must manage or develop comprehensive school counseling programs. Such programs help school counselors to define their role in the school. Comprehensive School Counseling Programs also show all stake holders how students are different because of what the programming that school counselors offer.

It is time for school counselors to advocate for the profession. Advocacy is an important part of school counseling programs. While this is difficult for many counselors, it is key that they find ways to share information as to how school counselors help students build foundations for life. When school counselors advocate for their profession, students benefit because people begin to understand the importance of school counseling programs.

This year SDCA and SDSCA worked together to pave the way for school counselors to be recognized for their hard work and excellence. While no money is currently available to fund stipends for National Certification for school counselors, we have made great strides in helping legislators understand how students are different because of school counseling programs. I hope that this understanding will help us in years to come with legislation for counselor mandates and other counseling issues.

Now we look towards next year and the future of school counseling in South Dakota. We have a lot of work to do but by working together, using our skills and strengths and recognizing our potential, we will go far. We will take school counseling in South Dakota from Good to Great.

MESSAGE FROM SDACES PRESIDENT

Greetings,

As part of SDACES vision, practicing professional counselors must be aware of supervisory issues related to supervision practices. To this end, SDACES is encouraging all counselors to consider ways to enhance their supervisor competence. One way to achieve this competence is to meet the requirements for the Approved Clinical Supervisor credential offered through the Center for Credentialing and Education (affiliated with NBCC). The ACS credential attests to the educational background, knowledge, skills, and competencies of the approved clinical supervisor. The ACS promotes the professional identity, visibility, and accountability of clinical supervisors. It is my belief that this credential will eventually find its way into state licensure boards as a prerequisite for providing supervision of counselors.

The ACS requirements are listed below (found at http://www.cce-global.org/credentials-offered/acs/art_acsrequirements):

Requirements for Standard Entry to Certification:

1. NCC, Licensed or Certified Mental Health Provider, Licensed or Certified Clinical Supervisor, Mental Health Related Educator, or Mental Health Related Doctoral Candidate
2. **Educational Training:** Minimum of a master's degree in a mental health field
3. **Specialized Training:** Must document either A or B **A.** A graduate course in clinical supervision, Or **B.** a total of 30 contact hours of workshop training in clinical supervision
4. **Mental Health Related Experience:** Minimum of 3 years of post-master's degree experience in mental health services, with a minimum of 1,500 hrs. direct service with clients.
5. **Supervision Experience:** Must have provided a minimum of 100 hrs. of clinical supervision of mental health services with supervisees along with a minimum of 20 hrs. of supervision-of-supervision OR an endorsement from a mental health professional attesting to the applicant's supervisory activity.

Self-Assessment and Professional Disclosure: Submit a Professional Disclosure statement which assesses the understanding of multiple responsibilities of clinical supervision.

Requirements for Alternative Entry to Certification:

1. Steps #1, 2, and 6 as outlined above and meet at least **ONE** of the following criteria:
 - a. Mental health professionals who have provided at least 3 yrs and 500 hrs. of experience as a clinical supervisor.
 - b. Mental health related educators who can document full time employment teaching in an education program at a regionally-accredited institution for a minimum of 2 semesters. Teaching assignments must have included courses of practicum or internship supervision, or related courses that primarily require the educator to perform the role of clinical supervisor.
 - c. Doctoral graduates or doctoral candidates in the FINAL semester of their doctoral studies (from a CACREP accredited program), who possess a Master's degree in a mental health field and who can document teaching assignments in practicum or internship supervision for a minimum of 2 semesters. **In addition, doctoral graduates or candidates MUST also provide evidence of completion of a clinical supervision graduate course.**

Mental health professionals who possess a recognized national or state credential in clinical supervision.

If you are interested in pursuing this certification, but believe you need the 30 hours of workshop training, SDACES has and will continue to provide these required workshops at a low cost for SDACES members. As the requirements note, there are alternative paths to certification, and SDACES encourages all practicing counseling to pursue standard or alternative paths to certification.

On a last note, my time as president of SDACES has come to an end after serving as president or president elect for 3 years. SDACES has seen tremendous membership growth in recent years in large part to excellent attendance from counselors seeking out supervision training through SDACES sponsored workshops. SDACES will continue to provide workshops in the future.

Stepping into leadership of SDACES are two very capable professional counselors. Dr. Chris Briddick will take over as president, which he has served before. Dr. Imelda Lowe will take over as president elect. Both have a passion for supervision. Dr. Briddick brings a mental health/substance abuse emphasis to SDACES and Dr. Lowe brings a school counseling/play therapy emphasis. I look forward to watching them expanding the influence of SDACES.

Seth Olson, Ph.D., LPC, NCC
SDACES President

MESSAGE FROM CENTRAL CHAPTER PRESIDENT

May is National Foster Care Month!

Over 500,000 children across the nation are placed in foster care. May is National Foster Care Month. Take some time to thank foster parents, relative caregivers, advocates, social workers, counselors and many others who work with children in foster care.

Working with children in foster care can be a rewarding and challenging task. Children in foster care experience a wide range of emotions. These can include:

Guilt-Children may blame themselves for the removal from biological parents. They may believe that there is something wrong or defective about him or her that caused the problem. Be careful not to minimize these feelings but help the child to understand reasons for their removal.

Grief and Loss-Children in foster care experience tremendous loss. They grieve being removed from their parents regardless of the reasons. This loss is compounded as these children may have also lost everything that is familiar to them. They may have to change schools, make new friends, play with different toys and sleep in a different bed at night. Acknowledge this loss and express empathy. Give children permission to grieve their loss.

Anger-A child may be angry at his or her parents, social workers or counselors, police officers, or other adults who he or she sees as responsible for the foster care placement. Normalize this anger and teach the child to express their anger in appropriate ways. Help the child understand that they can be angry at their parents but still maintain their love for them.

Distrust-Children who come from backgrounds of abuse and / or neglect learn to be distrustful of adults. This distrust makes it difficult for children to establish or maintain healthy attachments to their caregivers. Working with foster parents and children from an attachment-based perspective is key for treatment.

For more information on National Foster Care Month go to www.fostercaremonth.org.

Christine Bisek
Central Chapter President

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Wentworth, SD 57075
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Thank You!

We appreciate the input received when you completed the SDCA Evaluation Form.

The winner of the free registration for the SDCA Conference 2010 in Aberdeen, SD is Terry Crandall.

VISIT OUR WEB SITE:
WWW.SDCOUNSELING.ORG



Graduate Student Scholarship Winners:

Elly Keller, Charlene Cowen, Ashley Seeklander, Lin Lin