

# ROCKY MOUNTAIN ASSOCIATION FOR COUNSELOR EDUCATION AND SUPERVISION SPRING NEWSLETTER 2019

Spring 2019 / Issue 1

## CONNECT WITH OTHER RMACES MEMBERS

Please visit the RMACES Facebook page (<https://www.facebook.com/RockyMountainACES/>) for updates regarding current events in the Rocky Mountain region. We invite RMACES members to post events in their local area, to include:

- Job openings
- Trainings/workshops
- Study recruitment fliers
- Opportunities for publication
- Counselor education news and current events



### RMACES Active Leaders

**President:** Leslie Stewart

**President-Elect:** Jared Thiemann

**President-Elect-Elect:** Kara Hurt-Avila

**Secretary:** Jennifer Smith

**Treasurer:** Angela Weingartner

## GREETINGS!

Welcome to the RMACES newsletter. The purpose of this newsletter is to provide RMACES faculty and graduate student members with up-to-date information about events, job openings, and opportunities for publication in the Rocky Mountain region. The newsletter also provides a brief overview of graduate student committee activities, as well as committee contact information to allow RMACES members to share their comments, questions, and feedback with the committee. This newsletter is created through joint collaboration between the RMACES Emerging Leaders and the RMACES Graduate Student Committee.

- For additional information about the Rocky Mountain Association for Counselor Education, please check out their webpage at: <https://www.rmaces.com/>
- For additional information about the graduate student committee, please check out our Facebook page at: <https://www.facebook.com/RockyMountainACES/>

## Meet the RMACES Emerging Leaders

The RMACES Emerging Leaders consists of: Michelle Saltis and Connie Couch from the University of Northern Colorado & Sarah Baquet and Kathleen Muirhead from Idaho State University.

**We invite you to share your questions, comments, and feedback with your Emerging Leaders.**

Michelle Saltis: [michelle.saltis@unco.edu](mailto:michelle.saltis@unco.edu)

Connie Couch: [connie.couch@unco.edu](mailto:connie.couch@unco.edu)

Sarah Baquet: [baqusara@isu.edu](mailto:baqusara@isu.edu)

Kathleen Muirhead: [muirkath@isu.edu](mailto:muirkath@isu.edu)

## Meet the RMACES Graduate Student Committee

The RMACES graduate student committee consists of 7 members, each representing a state within the Rocky Mountain region. The primary purpose of the committee is to act as a resource for connecting students and attend to the needs of graduate student membership. Our goal is to assist graduate student members to navigate the RMACES and ACES professional organizations, and the field of counselor education.

**We invite you to share your questions, comments, and feedback with your State Representative.**

**Bethany Townsend (Co-chair – WY):** [btownse3@uwyo.edu](mailto:btownse3@uwyo.edu)

**Michelle Saltis (Co-chair: Colorado):** [michelle.saltis@unco.edu](mailto:michelle.saltis@unco.edu)

**Katie Brammer (NM):** [mbrammer@unm.edu](mailto:mbrammer@unm.edu)

**Daniel Salois (MT):** [daniel.salois@umconnect.umt.edu](mailto:daniel.salois@umconnect.umt.edu)

**April Watts Johnston (ID):** [aprilwatts@u.boisestate.edu](mailto:aprilwatts@u.boisestate.edu)

**Cindy Del Buono (UT):** [cmdelbuono@gmail.com](mailto:cmdelbuono@gmail.com)

## RMACES REVELATIONS & PROGRAM SHOUTOUTS



**Pedagogy:** **Tanupreet Suri** is an innovative educator at University of New Mexico. Her students excel because she is eclectic with her approach to teaching. For instance, Tanupreet delivers the expertise of guest lecturers from varying fields to help her students gain knowledge in collaborating with individuals outside of the counseling field to help both practitioners and clients successfully meet their objectives and learn about local and nationwide resources. She has also been known to implement expressive arts into her curriculum to help student learn ways to focus and identify coping strategies that help them to attain their personal and professional goals.

**Research:** You can pre-order T. P. Remley & B. Herlihy's (2019) *Ethical, legal, and professional issues in counseling (6th ed.)* on AmazonSmile.

**Leadership:** **Melissa Henry**, Doctoral Candidate at University of New Mexico was recently welcomed to serve on the university board as Student Regent! Congrats to her!

**Mu Nu Tau's CSI Chapter at the University of Wyoming and the Chi Sigma Iota Chapter at the University of Northern Colorado** Received a CSI statewide/regional networking grant to bring webinars to rural practitioners in our region for Spring 2019.

The **Montana State University Counseling Program** established a partnership in 2018 with our county health department to address mental services for low income and high need residents. Through a grant with the Montana Healthcare Foundation we secured funding for two years to address barriers between high need residents enrolled in a home visiting program and mental health services. Please read more about this grant in Appendix A

**University of Providence** has recently become CACREP accredited and is recruiting Master's Students to their program for Clinical Mental Health Counseling. **Dr. Lindinger-Sternart** is the director of the program and had this to share: "I started serving the university in fall 2015 and shepherded the self-study toward CACREP accreditation in my first year as it seemed necessary to save the counseling program. I see my leadership style clearly as transformational (inspirational motivation, intellectual stimulation, idealized influence, individualized consideration) and we base many decisions on the concept of the "golden cycle" including the "who". This means that it is important for us whom we serve - non-traditional and traditional students who seek a rewarding career and are usually driven by helping others. From there we ask the question "why" are we having our MS program - to assist students to become excellent clinical mental health counselors to serve clients to better their lives. The question "how" has motivated us to ensure the highest standards with CACREP accreditation and expanding the program with using technology for students across the country. The question "what" motivates us to look what we can do for consistent improvements of our service.

Our faculty has worked tirelessly for CACREP accreditation of our MS in Counseling (Specialty in Clinical Mental Health Counseling) program at the University of Providence that was granted in July 2017. We have changed our format to mainly online, except for three skill building courses that have a face-to-face component of four days in a row to expand our program across the country. In other words, students have to travel three times for a block of four days to our campus to complete the 60 credit hours program. In case, there is a cohort in a different state or city, MSC faculty will travel to this place for these three courses. As our university is connected with the Providence St Joseph Health System that has 50 hospitals over the United States, we are striving to expand our program to their employees to get in more mental health counselors into their hospitals, but the billing seems to be a barrier. There seems to be an advantage for social workers and psychologists to get billed in hospitals and agencies compared to professional counselors."

## RMACES Calendar/Upcoming events

- New Mexico Counseling Association will be holding their annual conference March 22-23, 2019 at Embassy Suites in Albuquerque, NM. For more information please go to: <http://nmca-nm.org/events/>
- Colorado Counseling Association Student Conference is March 23. For more information please go to: <https://www.coloradocounselingassociation.org/assnfe/ev.asp?ID=24>
- The American Counseling Association's Annual Conference is March 28th-31st in New Orleans, LA  
<https://www.counseling.org/conference/home>
- University of Wyoming's Rocky Mountain Center for Play Therapy Bi-Annual Conference will be June 26-29, 2019  
<http://www.cvent.com/events/2019-rocky-mountain-center-of-play-therapy-conference/event-summary-5107e6005be947839eacc02d08706d5b.aspx>



## RMACES GRAD STUDENT SPOTLIGHT

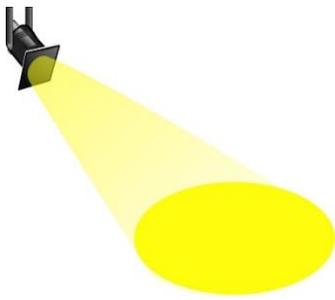
Molly Moran, MS, LPC is currently a second-year doctoral student in Boise State University Counselor Education and Supervision program. Molly is a huge asset to our program and is a truly gifted teacher. From the beginning of the program, she intentionally made herself present and available to our master's students, and they now look to her for guidance and feedback. When Molly teaches, you can count on her incorporating an interactive game or activity that never fails to engage students in learning. She ties these activities into the topic for the night and students leave feeling energized and they often remember activities for weeks or months after.

Molly is also very skilled in leading thought-provoking and meaningful class discussions that allow students to personally connect to material and to each other, which has been particularly helpful in our Culturally Aware course, which is one of Molly's favorite courses to teach. Molly is also a practicum lab live supervisor. I have noticed that our practicum students leave sessions eager to talk with Molly, as they know they can count on her approachable, compassionate, and insightful supervision style. Molly knows how to ask the right questions to support supervisee learning and foster independent, self-aware counselors who are committed to lifelong growth. When she graduates in May 2020, Molly hopes to obtain a faculty position where she can focus on teaching and advocacy. Molly is truly a wonderful person and counselor educator and I know she will continue touching many lives! You can contact Molly at: [mollymoran@u.boisestate.edu](mailto:mollymoran@u.boisestate.edu)



## RMACES PUBLICATION 'ROLL CALL'

- ❖ University of Wyoming Doctoral Student Rakesh Kumar Maurya published the article: Maurya, R. K. (2018.) In their own voices: Experiences of Dalit students in higher education institutions. *International Journal of Multicultural Education*, 20(3), 17-38.
- ❖ University of New Mexico Doctoral Student Katie Brammer co-authored two articles that will be published in the near future. One is was with Dr. Kris Goodrich, "D'Augelli's Model of LGB Identity Development: A Critical Analysis" in the *Journal of LGBT Issues in Counseling*. The other was written with Dr. Kris Goodrich and Dr. Don Trahan, "Family Dynamics following Disclosure as LGB: A Narratology" in *The Family Journal*. Additionally, Katie submitted an article with Cortny Stark (University of New Mexico) and will potentially be published with Cortny Stark with revisions "Conceptualization of Pfeffer's treatment elements: Using a modern-day humanistic play therapy lens" in the *Journal of Child and Adolescent Counseling*.
- ❖ University of Northern Colorado student Michelle Saltis co-authored two articles that will be published in the near future:  
Saltis, M. N., & Critchlow, C., Smith, J. (In Press). Teaching through sand: Creative applications of sandtray within constructivist pedagogy. *Journal of Creativity in Mental Health*.  
Matheson, D., Rempe, G., & Saltis, M. N. (Revised and Resubmitted). Community engagement: Mentor beliefs across training and experience. *Journal of Community Engagement and Scholarship*.



## JOB POSTINGS IN RMACES REGION

**If you have a job to post please let us know and we will include the open position in our next newsletter**



To join the RMACES Career Link, please follow this link:  
<https://drive.google.com/file/d/1VWj5-K0qyEx5gRfEk7uQzXc7x-U52Nhs/view>

## RMACES PRESENTATION 'ROLL CALL'

- ❖ **Julia Woodford** (University of New Mexico Doctoral Student) presented at WACES: "Comprehensive sex and relationship education for people with developmental disabilities" and will be presenting in
  - Julia will also present at the New Mexico Counseling Association conference in March 2019.
- ❖ **Michelle Saltis** (University of Northern Colorado Doctoral Student) presented at RMACES:
  - **Saltis, M. N.**, Critchlow, C, & Smith, J. (October 2018). *Teaching through sand: Incorporating sandtray within a constructivist pedagogy*. (Education Session). Rocky Mountain Association for Counselor Education and Supervision Conference, Park City, Utah.
  - Matheson, D., **Saltis, M. N.**, Smith, J., & Helm, H. (October 2018). *Finding a therapist in the sand: The Use of sandtray supervision*. (Education Session). Rocky Mountain Association for Counselor Education and Supervision Conference, Park City, Utah.
  - Cormier, S., **Saltis, M. N.**, Hauck, A., & Moore, M. (October 2018). *You're so \_\_\_ for your age: Experiences of microaggressions related to age and gender in CES*. Rocky Mountain Association for Counselor Education and Supervision Conference, Park City, Utah.
- ❖ **Michelle N. Saltis** (University of Northern Colorado Doctoral Student) presented with fellow doctoral student **Alexis Hauck** at UNC's research evening and was awarded a \$300 research award for the study:
  - **Saltis, M. N.**, Hauck, A., Czysz, E., & Mock-Murphy, E. (December 2018). *A Phenomenological case study on a mindfulness-based program for teens with special needs*. (Oral Presentation). University of Northern Colorado Research Evening, Greeley, Colorado.
- ❖ **Connie Couch** (University of Northern Colorado Doctoral Student) presented at RMACES and SACES:
  - **Couch, C.** and Hauck, A. (October 2018) *"Oh, the webs we weave": An ecological conceptualization activity for intersectional understanding*. (Education Session) RMACES, Park City, UT.
  - **Couch, C.** and Stewart, L. (October 2018) *Animal assisted interventions (AAls) in counselor education and supervision*. (Education Session), RMACES, Park City, UT.
  - **Couch, C.** and Daughhetee, C. (October 2018) *Autoethnography as method for facilitating researcher identity development*. (Poster) SACES, Myrtle Beach, SC.
  - **Couch, C.** (October 2018) *Animal Assisted Interventions in Supervision: A Case Study*. (Poster) SACES, Myrtle Beach, SC.



## Appendix A

### Creating Community Partnerships: Embracing the Land Grant Mission

Anna Elliott, Montana State University  
Rebecca Koltz, Montana State University  
Heidi McKinley, Montana State University

### Creating Community Partnerships: Embracing the Land Grant Mission

Clients benefit when a comprehensive coordination of care exists to meet the diverse and complex mental health needs in a community (Gladding & Newsome, 2010). As a land grant university, Montana State University is focused on the way research and service meets the unique needs of the community. While the prevalence of mental health issues is similar between urban and rural communities, the specific services available and the access to care can be challenging in rural settings. Over the last forty years the state of Montana has consistently ranked in the top five states for highest suicide rates (Roston, 2018). Travel distance, lack of public transportation and insurance restrictions are commonly identified as significant challenges that affect the provision of mental health services in rural areas. To address this need, the Montana State University Counseling Program established a partnership in 2018 with our county health department to address mental services for low income and high need residents. Through a grant with the Montana Healthcare Foundation we secured funding for two years to address barriers between high need residents enrolled in a home visiting program and mental health services.

The following three factors were identified by the county health department as barriers to mental health access: 1. affordable cost, 2. consistent transportation, and 3. childcare. At the Montana State University Counseling Program, we have a training clinic that houses 3 – 18 students per year for their practicum and internship placements. This referral program was developed with the Human Development Counseling Clinic to address these three barriers. First, participants in the GCCHD home visiting program are provided with mental health service access through the Human Development Clinic (HDC). These services include individual, couple, family, parenting, and group counseling. To attend to logistical barriers that prevent low-income residents from seeking out counseling services, the HDC offers

low cost counseling on a sliding fee scale. It was established upfront that participants of the program would have a lower sliding fee of \$1-\$5 per session. Second, to address the transportation barrier the clinic provides a free car services through Uber driving services. The clinic arranges the transportation and pays for it. The clinic is reimbursed through the grant for the cost. Third, the clinic provides child care programming for children ages 3 and up. A wellness-based curriculum was established for children of clients to work through while their parent(s) are in session. The counselors may recommend the child to transition to their own individual counseling if they determine from their play sessions that they would benefit from those services. For younger children, they are allowed in the session with the parent until they reach an age where they may enjoy going with a counselor and engaging in play or in the wellness program.

The partnership has not only provided greater access to mental health care in our community, it has also created an important learning opportunity for students in the counseling program to understand what acute needs exist in the community, and how to navigate those needs. This helps attend to the advocate part of their counselor identity, as they consider how we as mental health counselors can work to minimize barriers that prevent high need clients from accessing services.

Through our first year of implementing the program, key learning has emerged regarding how to most effectively engage in this community partnership, as well as lessons related to counselor training. We offer these as some useful takeaways for any counselor education programs interested in implementing similar community partnerships.

### **What We Learned about Partnerships:**

1. **Communication with community partners;** Establish a clear mechanism for how you will communicate with each in very busy environments. Maintain regular check-ins in advance and keeping lines of communication open is imperative.
2. **Progress Tracking;** Create a tracking system well in advance and communicate regularly regarding how successful it has been. It can be difficult to track clients in a clinic that is already busy; however, it is imperative to record and understand especially for grant funding how much the service is being used.
3. **Expectations;** Recognize that expectations are going to be different between two organizations in partnership. Establish and maintain productive conversations regarding expectations. Partnering with organizations with people from a variety of professional training backgrounds and approaches to problems can be effective but will be different. Acknowledge variations in approach.

## **What We Learned about Implications for Training:**

1. **Advocate identity;** Recognize the cultural differences that exist when working with low income/high need clients. This relates to how to prepare students to work with this population, and how supervision may need to be adapted. Additionally, teach students how to recognize internal and external barriers and help them attend to them when moving forward in their careers.
2. **Communication with students;** Provide a mechanism and process for counseling interns to communicate their questions and needs when working in this type of community partnership. This also teaches students how to communicate with and consult with systems outside of what they are used to.
3. **Patience;** Acknowledge that patience is critical when establishing a new partnership and working out logistical details. Patience is also required in working with ambivalent populations who often work with agencies with high turnover. The process of building rapport often takes longer.

## **Final Thoughts**

Students learn to work with clients who come to counseling with multiple presenting issues, as well as with numerous environmental stressors and co-morbid substance use disorders. They also deepen their understanding of what it means to practice community based mental health, which means facilitating counseling and facilitating rapport and relationship with other agencies who are involved with client care. Partnerships like this provide an opportunity for students to work with a wider variety of clientele, and for counseling programs to more broadly serve the needs of their community.

## References

- Gladding, S, & Newsome, D. (2010) *Clinical Mental Health Counseling*, 3<sup>rd</sup>Ed, Boston, MA: Merrill
- Roston, K. (2018) *Suicide in Montana: Facts, figures and formulas for Prevention*, Montana DPHHS, retrieved from <https://dphhs.mt.gov/Portals/85/suicideprevention/SuicideinMontana.pdf>

## Appendix B

November 05, 2018

To Whom It May Concern:

We invite you to review the website of our Master of Science in Clinical Mental Health Counseling(MSC) program at the University of Providence (<https://www.uprovidence.edu/explore-programs/graduate/ms-in-counseling/>). We would also appreciate it if you would distribute our letter to potential candidates who may be interested in applying to our graduate program. Admissions for fall 2019 are now open and program faculty are available to answer any questions you may have about the program or the counseling profession in general. More detailed program presentations are available at your site or via videoconferencing on request. The Department of Counseling has a strong commitment to high quality graduate education and our Alumni are well respected and highly sought after in the local mental health community.

The MSC program was accredited by CACREP in July 2017 and our curriculum and faculty ensure that all students are well prepared to become fully licensed professional counselors. The program is offered primarily online, except for three skills courses that each require students to be onsite in Great Falls, MT for a block of four days of face-to-face education.

For students living more than 200 miles from the University of Providence in Montana alternatives to the onsite block classes may be available. If there is a cohort of 12 students in any one location, either in the United States, or another country, MSC faculty will travel to that location to teach the three skills courses. Additionally, if there is a potential student living more than 200 miles from the University of Providence in Montana, who demonstrates hardship in attending onsite courses the MSC faculty may make special accommodations by offering the skills courses via videoconferencing.

The application for admission to the MS in Counseling program at The University of Providence can be found on the program website or may be reached using the following link:

(<https://uprov.elluciancrmrecruit.com/Admissions/Pages/Welcome.aspx>).

If you would like to receive more information about our MS in Counseling with a specialization in clinical mental health counseling, we encourage you to contact one of our core faculty members below.

Dr. Jared Roberts – [jared.roberts@uprovidence.edu](mailto:jared.roberts@uprovidence.edu)

Dr. Bradley Elison – [bradley.elison@uprovidence.edu](mailto:bradley.elison@uprovidence.edu)

Dr. Sylvia Lindinger-Sternart - [Sylvia.Lindingersternart@uprovidence.edu](mailto:Sylvia.Lindingersternart@uprovidence.edu)

We look forward to hearing from you. Warm regards,

Sylvia Lindinger-Sternart, PhD

Director & Assistant Professor of Counseling

