

ACES Proposal

Lead Presenter Information (will be the contact person as well as first author)

- *Title (Dr., Ms., Mr.) Ms.
- *First Name: Deanna
- *Last Name: Eddy
- *ACES Member Number (this is the same as your ACA number): Yes. Member ID: 6504509
- *Institution/Organization: Liberty University
- *Address: 1028 Lake Way Drive
- *City: Niceville
- *State: Florida
- *Postal Code: 32578
- *Country: United States
- *Professional Email Address: deddy@liberty.edu
- *Highest Degree Earned (PhD, EdD, Master's Degree, Bachelor's Degree): Master of Science
- *Area of Study for Highest Degree Earned: Psychology and Counseling
- *Credentials (e.g., licenses and certifications) If none, please indicate NA in the box provided. Character Maximum: I am a Licensed Mental Health Counselor-Supervisor in the state of Florida. I have presented at the ACA conferences and have been published in the ACA's Vistas journal.
- *Are you currently enrolled in a doctoral program? Yes.
- *Current Professional Role. Please select one role that best characterizes your main work role. (Counselor Educator, Supervisor, Counselor, Student): Counselor

Presenter Two and following (There is not a maximum of co-presenters but please take into consideration social distancing considerations that may be in place during the conference.) Please provide the following information:

Title: Mr.
First Name: Paul
Last Name: Homeyer
ACES Member Number: ???
Institution/Organization: Liberty University
City: Sumter
State: South Carolina
Professional Email Address: pmhomeyer@liberty.edu
Highest Degree Earned: Master's Degree
Area of Study for Highest Degree Earned: Counseling
Credentials: LPC in South Carolina
Are you currently enrolled in a doctoral program? Yes
Current Professional Role: Counselor

Commented [KKE(fc&FS1)]: Your ACES number is your ACA number

Title (Dr., Ms., Mr.) Mrs.
First Name: Grace - Ann
Last Name: Gibby
ACES Member Number (this is the same as your ACA number): N/A
Institution/Organization: Liberty University
City: Freeport
State: Grand Bahama (The Bahamas)
Professional Email Address: ggibby@liberty.edu
Highest Degree Earned (PhD, EdD, Master's Degree, Bachelor's Degree):
Masters of Science in Counseling
Credentials: (e.g., licenses and certifications) N/A
Are you currently enrolled in a doctoral program? Yes
Current Professional Role. Please select one role that best characterizes your main work role:
Counselor

Submission Details

Program Title:

The Creative Supervisor: Taking Supervision to Another Level

Commented [KKE(fc&FS2)]: Catchy!

What type of submission is this proposal? (50-minute ACES INFORM session, 50-minute education session, 50-minute career-focused session, 80-minute panel discussion, 30-minute poster): 50 minute education session

If your proposal is not accepted for the submission type you chose above, are you willing to present it in a different format? Check all that apply. Yes, I am willing to present an ACES INFORM session. I am willing to present a poster. I am willing to present a panel discussion. I am willing to present a career-focused session.

Commented [KKE(fc&FS3)]: Always be willing to present a poster :)

If the focus of your session is any of the following, please check as many appropriate boxes as apply to your session. If none apply, please select, "Not Applicable." (Ethics, Pedagogy, Research, Supervision, Antiracist Practices in Counselor Education): Ethics, Pedagogy, and Supervision will be focus topics in this presentation.

Please select the topic area(s) that best describes your proposal as it relates to counselor education and/or supervision (select up to two). (Assessment, Career Development and Counseling, Counseling Theory/Practice and the Counseling Relationship, Counselor Professional Identity and Practice Issues, Group Dynamics and Counseling, Human Growth and Development, Research and Program Evaluation, Social and Cultural Foundations, Wellness and Prevention): Counseling Theory/Practice and the Counseling Relationship and Counselor Professional Identity and Practice Issues

Learning Objective 1: Participants will recognize the ethical obligations and the benefits of integrating creative art techniques in supervision with graduate counselor education and supervising doctoral supervisees.

Commented [KKE(fc&FS4)]: This is excellent. Clear and concise.

Learning Objective 2 Participants will evaluate the bridge drawing technique as it relates to supervision and ultimately, the counseling profession.

Learning Objective 3 Participants will compare and contrast the benefits of creative art techniques against cognitive techniques with supervisees.

Program Summary for Publication in Conference Program

Character Maximum: 850

This presentation will explore the utilization of the creative arts in supervision that may enhance the clinical experience of required supervision. According to the Association of Counselor Education and Supervision best practices, the basis of ethical supervision includes the application of various theoretical approaches and interventions that will encourage growth in the student's clinical skills as well as increasing self-exploration. Recent research regarding the application of art techniques in supervision will be summarized and appraised. Creative art interventions will be compared and contrasted during group discussion. Participants will actively engage in therapeutic art interventions to increase skills and knowledge of the implication of the arts with supervisees.

Commented [KKE(fc&F55)]: Unless the research specifically focuses on this strategy, you'll want to make this more generalized in the LO.

So if the bridge drawing is your #1 take away from this presentation, you'll even want to put that in your title.

If not (if it is just one of many), then you would say "Participants will apply creative techniques through an integrative role play" or something along those lines.

If you want to specifically highlight this technique, then put this in the title.

Commented [KKE(fc&F56)]: So when you compare and contrast, you are doing this "with" something, not against something.

Otherwise it would just be compare with... or contrast with...

But when you are comparing and contrasting, it is looking at both sides. Make sense?

Commented [KKE(fc&F57)]: Right... so here I see you are highlighting quite a few interventions... so you'll want to make the LO above less specific to just this one.

Program Description (Please include rationale, program goals, and delivery method. All presentations, particularly those related to teaching or supervision client diagnosis, evaluation, or treatment, must provide evidence that the information presented is clinically sound and in accordance with accepted professional practice, ethical guidelines, and current research. A space for references is provided in the next question. Character Maximum: 3000

Supervision is a key component in accredited counseling education programs that shepherds students to licensure and ethical practice (Council for the Accreditation of Counseling and Related Educational Programs, [CACREP, 2015](#)). Discernibly, the most beneficial supervisor-supervisee relationship consists of mentoring, instructing, and nurturing (Bernard & Goodyear, 2014). Through this [association](#), the student experientially applies the academic theory while learning to navigate the role of counselor. In supervision, these applications are modeled and discussed but typically on a more traditional level of cognitive [emphasis](#) (Casado-Kehoe & Ybanez-Llorente, 2018).

~~Cerebral based supervision is conventional despite~~[Despite the fact that](#) the Association for Counselor Education and Supervision (ACES) clearly [states](#) that supervisors should use a variety of techniques for educational understanding and for self-growth and awareness (ACES, 2011), [most supervision focuses more upon only cerebral engagement](#). Clinical supervisors, being seasoned counselors, are aware that therapeutic intervention involving only top-down processing is limiting and can restrict possible growth, yet the majority do not implement bottom-up processing techniques within supervision (Casado-Kehoe & Ybanez-Llorente, 2018).

~~Therefore, supervisors It would seem only ethical to~~[need to](#) model a variety of interventions so that [students supervisees](#) can experience self-exploration and to learn the value of tunnelling into the recesses of the mind and soul (ACES, 2011; Sperry, 2010). Within these recesses of the mind

Commented [KKE(fc&F58): Through relationships? Not sure what association is here.

Commented [KKE(fc&F59): Nice set up!!Is

Commented [KKE(fc&F510): I assume this could be cites with Casado? If so, place their name in the beginning of the next sentence so the reader knows that this has a citation and it is expanded upon in the next sentence.

So "...cerebral engagement. Casado (2018) details this by....

Commented [KKE(fc&F511): You can keep students... but just make sure its consistent throughout. It's either supervisees or students

and soul resides those memories and experiences that are not defined by the confines of verbalizations and can only be expressed through nontraditional or even primitive communications, such as art (Degges-White & Davis, 2018).

Applying therapeutic art techniques in supervision required sessions can move the student's awareness from conceptual to experiential transcending the barriers of cognitive thought (Berger, 2017). Though cognitive approaches are appropriate in many situations, a skilled supervisor is aware of discussions that may require deeper exploration. The relationship should be a harborage of which the student can feel encouraged to probe and analyze themselves leading to healing and growth so that they may be a model of health for their clients (Casado-Kehoe & Ybanez-Llorente, 2018). For example, students can learn the process of sand tray therapy during the course of several supervision hours, which will not only increase their academic knowledge but also give a moment to process their own journey as a student (Perryman et al., 2020). Having an awareness of experiences and the effects of such experiences is the foundation of a skilled counselor.

Supervision is goal-driven in the fact that there are professional competencies that must be taught and cultivated so that future counselors are capable and prepared to enter the field (American Counselors Association, 2014). Self-exploration is an important competency that as mentioned can be completed through artistic endeavors such as sand trays and even journaling. Student journaling is an insightful activity that can uncover fears and feelings of inadequacies during their academic pilgrimage (Whisenhunt et al., 2017). Additionally, critical thinking is a necessary skill of a competent counselor and should be reinforced in students continuously through discussion and creativity. A creative demonstration is processing a case

conceptualization visually, metaphorically, and symbolically. The student can eventually create physical manifestations of the visualized conceptualization through drawings and sand trays for a more in-depth understanding of the client and the role of the student counselor. Culturally speaking, supervisors must remain aware of supervisees' diversity when implementing any therapeutic intervention including creative arts. However, artistic activities can embrace the student's cultural identity and individuality in the same way that a counselor would accept diversity and distinction in a client (Liberati & Agbisit, 2017).

This proposal offers a unique perspective to the idea of ethical supervision and the significant necessitous supervisor-supervisee relationship. The leaders will disperse relevant research regarding the use of therapeutic creative arts interventions with supervisees through discussions and a multimedia presentation. An artistic activity will be used to engage the participants and to offer an opportunity to personally evaluate the benefits of such supervisory facilitation. Counselor educators, supervisors, and graduate students attending will be able to define therapeutic creative arts and will have an experiential comprehension of the advantages of these tools when training future **counselors**.

References cited in your proposal.

Characters Maximum: 10000

American Counseling Association (2014). *Code of Ethics*

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>.

Association for Counselor Education and Supervision. (2011). *Best practices in clinical*

supervision. <https://acesonline.net/wp-content/uploads/2018/11/ACES-Best-Practices-in-Clinical-Supervision-2011.pdf>

Berger, R. (2017). Shifting roles: A new art based creative supervision model. *The Arts in*

Commented [KKE(fc&FS12)]: Guys the max character count was 3000; you have 4700 here!

Commented [KKE(fc&FS13)]: Ok, so since this is way over, there is a lot that would need to be taken out.

I suggest just having an argument for (1) why creative techniques are necessary, (2) specific techniques that can be useful, and (3) a brief overview of what you want to accomplish

Psychotherapy, 55, 158-163. <https://doi.org/10.1016/j.aip.2017.04.010>

Bernard, J. M. & Goodyear, R. K. (2014). *Fundamentals of clinical supervision* (5th ed.).
Merrill/Pearson.

Casado-Kehoe, M. & Ybanez-Llorente, K. (2018). Clinical supervision. In S. Degges-White & N.
L. White (Eds.), *Integrating the expressive arts into the counseling practice:
Theory-based interventions* (2nd ed., pp. 259-284). Springer.

Council for the Accreditation of Counseling and Related Educational Programs. (2016). *2016
CACREP standards*.
<http://www.cacrep.org/wp-content/uploads/2017/08/2016-Standards-with-citations.pdf>

Degges-White, S. & Davis, N.L. (2018). *Integrating the expressive arts into counseling practice:
Theory-based interventions*. Springer.

Liberati, R. & Agbisit, M. (2017). Using art-based strategies in group-based counselor
supervision. *Journal of Creativity in Mental Health*, 12:1, 15-
30, DOI: [10.1080/15401383.2016.1189369](https://doi.org/10.1080/15401383.2016.1189369)

Perryman, K. L., Houin, C. B., Leslie, T. N., & Finley, S. K. (2021;2020;). Using sandtray as a
creative supervision tool. *Journal of Creativity in Mental Health*, 16(1), 109-124.
<https://doi.org/10.1080/15401383.2020.1754988>

Sperry, L. (2010). *Highly effective therapy: Developing essential clinical competencies in
counseling and psychotherapy*. Routledge.

Whisenhunt, J. L., DuFresne, R. M., Stargell, N. A., Rovnak, A., Zoldan, C. A., & Kress, V. E.
(2017). Supporting counselors after a client suicide: Creative supervision techniques.
Journal of Creativity in Mental Health, 12(4), 451-467.
<https://doi.org/10.1080/15401383.2017.1281184>

Discuss the evidence/research base for your presentation, and whether you are presenting original research. Character Maximum: 3000

Bernard & Goodyear (2014) set a well-appreciated tone for supervision by defining the actual word into two parts – ‘super’ and ‘vision’. This essentially highlights the degree of importance for the visual aspect of supervision (Bernard & Goodyear, 2014). The integration of creativity, and expressive arts provides the avenue for enhancing the ‘vision’ (Bernard & Goodyear, 2014). The role of supervision can serve as a safe space where supervisees feel inspired to explore new techniques and implement them with the support of a supervisor (Casado-Kehoe & Ybanez-Llorente, 2018). As supervisees are dually introducing new expressive arts techniques to their clients, they are also simultaneously feeling and experiencing it within themselves (Liberati & Agbisit, 2017). Research indicates that when the artist within a therapist is not developed and more cognitive processes are preferably encouraged, this ultimately deprives the therapist of their full potential (Berger, 2017).

Commented [KKE(fc&FS14)]: This is actually a great opening argument for the rationale above

Similar to the research process, utilizing expressive arts leads to the creation of a new image and can serve as a stimulant for new thought (Liberati & Agbisit, 2017). Supervisees can benefit from creative arts due to the processing involved, as creativity and reflection often encourage multiple - viewing perspectives. Through the supervisory relationship, this ability is vital for supervisees; having the ability to view their clients and their situations through multiple lens (Liberati & Agbisit, 2017).

Supervision tends to commonly operate from a verbal and cognitive perspective (Berger, 2017). However, this type of approach can reduce the possibility of the implicit communication that often occurs between therapist and client (Gavron & Orbi, 2021). Regardless of the creative

arts modality utilized, research clearly states that the art techniques can bring this implicit communication to the forefront and provide further understanding of the therapeutic process and the supervisory relationship (Gavron & Orbi, 2021).

The creative supervisor encourages as many aspects of intra-personal and interpersonal development to further enhance the ‘vision’ of the supervisee. Research strongly supports both the overt and covert benefits of using creative arts. This presentation is designed to explain the art based perspective for supervision and highlights techniques for implementation.

Additional References

Gavron, T., & Orkibi, H. (2021). Arts-based supervision training for creative arts therapists: Perceptions and implications. *The Arts in Psychotherapy, 75*, 101838.

This is a researched subject that does not include original work but a compilation of recent research peer-reviewed journal articles.

Please discuss how your proposal aligns with counselor education and/or supervision. Character Maximum: 2500

This proposal aligns with counselor education and supervision as the focus is creative interventions within the supervision relationship. Recent research regarding the use of bottom-up interventions within the supervisor-supervisee relationship will be discussed at length. Supervisor and supervisee documented experiences and reactions of the utilization of creative arts during supervision sessions will be evaluated. Participants will have an opportunity to actively engage in a creative intervention. Also, participants will compare and contrast several innovative supervision methods and will appraise the value of each.

Please discuss the expertise of the presenters and explain why they are qualified to make

the proposed presentation. Do not include any identifying details.

Character Maximum: 2500

Deanna Eddy is a licensed mental health counselor-supervisor with years of experience working with children and adults. As a therapist who incorporates creative arts in sessions, she is an authority on the execution of these techniques as well as the subsequent benefits. Deanna has researched the topic of therapeutic arts

Which of the following will you utilize during your presentation? If you are applying for a poster, please check "does not apply." (Case Study, Role-Play, Participant Discussion, Lecture, Experimental/Active Learning, Multimedia PowerPoint/Keynote, etc., Handouts, Does not apply): Case study, participant discussion, lecture, experimental/active learning, and multimedia PowerPoint will be utilized during this presentation.

Who is your target audience for your proposal? Check all that apply. (Counselor Educators, Supervisors, Graduate Students): Counselor Educators, supervisors, and graduate students will be the target audience for this proposal.

Presenter Agreement

By submitting this proposal, I agree that if my proposal is accepted, I (and my co-presenters, if applicable) will be available to present IN PERSON any time between October 5-10, 2021. No changes will be able to the schedule once presentations days/times are released on May 7, 2021

I have read this statement and agree.

The lead presenter must be an active ACES member in good standing as of February 26, 2021. If the lead presenter is not an active ACES member in good standing on this date, her/his/their proposal will be declined without review

I have read this statement and agree.

The lead presenter must register for the conference no later than July 30, 2021, and additional presenters must register before presenting. All presenters must register for the conference.

I have read this statement and agree.

Presentation notification (e.g., acceptance, decline) will be emailed to the lead presenter no later than May 7, 2021. It is the lead presenter's responsibility to notify the co-presenters of the proposal status and ensure that all co-presenters register for the conference. I have read this statement and agree.

All changes to presenter's names or presenter order must be made between May 7, 2021, and June 11, 2021. No exceptions will be made.

I have read this statement and agree.

It is understood that no identifying information may be included in your proposal other than when explicitly requested (i.e., author details page). Any submission that contains identifying information in areas, not explicitly requested, will be declined without review. I have read this statement and agree.

Each individual may be listed on a maximum of two proposals, IN ANY PLACE of authorship, for the conference. It does not matter if the person is listed as first presenter or

Commented [KKE(fc&FS15): Always make sure to carefully reach the instructions. You can't give identifying details in any proposal... it's an automatic disqualification!

as a co-presenter, each person's name can appear on only two proposals. If an individual's name appears on more proposals than the maximum listed, all proposals with that person's name will be declined without review.

I have read this statement and agree.

Failure to comply with any of the stated guidelines could result in your proposal(s) being disqualified and/or your presentation being canceled.

I have read this statement and agree.