

**Association for Counselor Education and Supervision (ACES) Proposal**

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## ACES Proposal Question Outline

Please use this template to complete your ACES Proposal and Presentation Assignment

\*\*although the ACES proposal format may change from year to year, this template serves as an outline of what can be expected

Menu Choices are Listed in Parentheses. All character maximums include spaces.

\*Denotes required question

### *Author's Details*

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

\*Title (Dr., Ms., Mr.) Ms.

\*First Name: Yakima

\*Last Name: Diemer

\*ACES Member Number (this is the same as your ACA number) 6436916

\*Institution/Organization: Liberty University

\*Address: 1971 University Blvd

\*City: Lynchburg

\*State: VA

\*Postal Code: 24515

\*Country: USA

\*Professional Email Address: ydiemer@liberty.edu

\*Highest Degree Earned: Master's Degree

\*Area of Study for Highest Degree Earned: Clinical Mental Health Counseling

\*Credentials (e.g., licenses and certifications): Licensed Professional Counselor, Illinois

Certified Alcohol and Other Drugs of Abuse Counselor, National Certified Counselor

\*Are you currently enrolled in a doctoral program? Yes, I am currently enrolled in a doctoral program.

\*Current Professional Role. Please select one role that best characterizes your main work role.:

Counselor

### **Presenter Two and Three**

Please provide the following information:

\*Title (Dr., Ms., Mr.): Mrs.

\*First Name: Brittany

\*Last Name: Hill-Morales

\*ACES Member Number (this is the same as your ACA number): 6603796

\*Institution/Organization: Liberty University

\*Address: 1971 University Blvd

\*City: Lynchburg

\*State: VA

\*Postal Code: 24515

\*Country: USA

\*Professional Email Address: bhillmorales@liberty.edu

\*Highest Degree Earned: Master's Degree

\*Area of Study for Highest Degree Earned: Marriage and Family Therapy

\*Credentials (e.g., licenses and certifications): Licensed Professional Counselors, Limited

Licensed Marriage and Family Therapist, Certified PrePare Enrich Facilitator

\*Are you currently enrolled in a doctoral program? Yes, I am currently enrolled in a doctoral program.

\*Current Professional Role. Please select one role that best characterizes your main work role:

Counselor

\*Title (Dr., Ms., Mr.): Mrs.

\*First Name: Odalis

\*Last Name: Romero

\*ACES Member Number (this is the same as your ACA number): 6497442

\*Institution/Organization: Liberty University

\*Address: 1971 University Blvd

\*City: Lynchburg

\*State: VA

\*Postal Code: 24515

\*Country: USA

\*Professional Email Address: oromero4@liberty.edu

\*Highest Degree Earned: Master's Degree

\*Area of Study for Highest Degree Earned: Counseling

\*Credentials (e.g., licenses and certifications): Licensed Mental Health Counselor, National Certified Counselor, Certified Clinical Mental Health Counselor, Certified Clinical Trauma Professional, Certified Autism Clinical Specialist

\*Are you currently enrolled in a doctoral program? Yes, I am currently enrolled in a doctoral program.

\*Current Professional Role. Please select one role that best characterizes your main work role.:

Counselor



**\*Program Title:**     Mentorship for Black, Indigenous, People of Color (BIPOC) students in  
Higher Education

**\*What type of submission is this proposal?**

50-minute career-focused 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, we are willing to present a poster, panel, and education session.

**\*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."**

Supervision, Cultural Humility

**\*Please select the topic area(s) that best describes your proposal as it relates to counselor education and/or supervision (select up to two).**

Social and Cultural Foundations, Counselor Professional Identity and Practice Issues

**\*Learning Objective 1** (Character Maximum: 300)

  
Participants will understand mentorship strategies that are effective with BIPOC students.

**\*Learning Objective 2** (Character Maximum: 300)

  
Participants can evaluate the lack of mentorship for BIPOC students in higher education.

**\*Learning Objective 3** (Character Maximum: 300)

Participants will be able to create a mentorship identity to ensure mentors meet BIPOC students' needs.

**\*Program Summary for Publication in Conference Program**

(Character Maximum: 850)

Counselor educators are responsible for mentoring students in counseling. The presenters will discuss how mentorship impacts black, indigenous, and other people of color (BIPOC) students. The presenters will explain skills and strategies to help the mentee and mentor's relationship with the BIPOC community. Counselor educators must recognize their identity as mentors and assess the relationship. The presenters will further discuss these elements in this career-focused session.

**Program Description**

(Character Maximum 3000)

Mentoring is a professional relationship between an experienced professional counselor and a less experienced counselor who may be new to the profession. The role of a mentor is unique as they can help develop their mentees while building their professional and personal abilities and skills (Cavazos, 2020). Mentoring is crucial and pivotal for the overall success of doctoral students during and after their academic studies. Despite the many ways mentorship can support mentees, black, indigenous, and people of color (BIPOC) students have described their mentoring experiences as

"humiliating, uncomfortable, unsupportive, and full of microaggressions" (Cisneros & ed al 2023; Oller & ed al, 202). This reality highlights the need for more inclusive and supportive mentorship programs that can provide all students with the guidance and support they need to succeed.

According to the 2016 CACREP standards, mentorship requires mentors with knowledge of clinical supervision skills. They must also be able to assess supervisees' developmental level and characteristics and apply culturally relevant strategies for conducting clinical supervision amongst a host of others (Cavazos, 2020). The program aims to provide attendees who serve as mentors with psychoeducation and applicable skills. It allows them to evaluate the lack of mentorship for Black, Indigenous, and other students of Color (BIPOC) students and create a mentorship identity to ensure they meet BIPOC students' needs. We aim to encourage counselor educators to recognize their own identity as mentors and their mentorship relationship effectively and confidently to support, mentor, and steward BIPOC in higher education settings.

Our delivery method includes a 50-minute career-focused presentation program followed by a ten-minute question and answer with all attendees present during our presentation program. We will share skills and strategies to help counselor education mentors ensure they meet their minority students' needs within their professional relationships. We will do so by discussing four aspirational counseling competencies when working with BIPOC students, five mentoring strategies when working with BIPOC students, two ways in which mentors can evaluate their mentorship relationship, as well as a variety of scales and questionnaires both mentors and mentees, can utilize to assess and evaluate the dynamics of their professional relationship as well as their needs.



## References cited in your proposal:

(Characters Maximum: 10000)

Cavazos, V. J. (2020). *Teaching and learning in counselor education*. American Counseling Association.

Cisneros, D., Anandavalli, S., Brown, E. M., Whitman, J. S., & Chaney, M. P. (2023). Anti-racist mentorship: a multicultural and social justice approach to mentoring students identifying as Black, Indigenous, and persons of color in counselor education. *Journal of Counselor Leadership & Advocacy*, 10(1), 63–75. <https://doi.org/10.1080/2326716X.2022.2162462>

Haddock, L. R. & Whitman, J. S. (2019). *Preparing the educator in counselor education*. Routledge.

Oller, M. L., Lindo, N., & Li, D. (2021). Faculty of Color's Mentorship Experiences in Counselor Education. *Counselor Education & Supervision*, 60(2), 112–128. <https://doi.org/10.1002/ceas.12193>

Thacker, N. E., Minton, C. A. B., & Riley, K. B. (2021). Marginalized Counselor Educators' Experiences Negotiating Identity: A Narrative Inquiry. *Counselor Education & Supervision*, 60(2), 94–111. <https://doi.org/10.1002/ceas.12198>

**\*Please discuss how your proposal aligns with counselor education and/or supervision.**

(Character Maximum: 2500)

As a counselor educator and supervisor, one of our roles is mentorship. This proposal aims to help mentors understand how to mentor minorities from the BIPOC (black,

indigenous, people of color) community better. As supervisors and counselor educators, we need to know how to help best and understand how to be an excellent mentor to all. This presentation includes practical guidance and tools to help supervisors create a better mentorship identity.

**\*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)

The presenters have more than five years of experience in the counseling profession. They are counselor educators in training and have the necessary skills to work with individuals from the Black, Indigenous, and People of Color (BIPOC) community. They will provide information based on research and personal experience as members of the BIPOC community.

**\*Which of the following will you utilize during your presentation?** If you are applying for a poster, please check "does not apply.":

Case study, Experimental/Active Learning, Multimedia PowerPoint/Keynote, Participant Discussion, Roleplay, Lecture

**\*Who is your target audience for your proposal?** Check all that apply.

Counselor Educators, Supervisors