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2018-2019 Rho Upsilon Executive Committee & Faculty Advisors

Injung Lee, President
Treye Rosenberger, President-Elect
Carol Seehusen, Secretary
Shamira Rothmiller, Treasurer
Victoria Maneev, Past President
Dr. Gerta Bardhoshi, Chapter Faculty Advisor
Dr. Susannah M. Wood, Chapter Faculty Co-Advisor

Injung Lee, Newsletter Editor
If you want to join the newsletter committee, please contact Injung Lee at injung-lee@uiowa.edu.

Feature Article: Wellness Leadership in Action

Q. Why did you choose to get involved in any leadership positions and take on a leadership role within any organization?

“I wanted to learn more about how the organizations worked. I also wanted to be a part of the decision-making process. I wanted to help advance the field in some way. At that time, that was one way I thought I could make a small impact.”

Q. What are some personal leadership qualities derived from other leadership positions that assisted you during your time as a member of any service based organizations?


Continues on page 11

For More information on Joining CSI:

Please contact Rho Upsilon President, Injung Lee, at injung-lee@uiowa.edu, President-Elect, Treye Rosenberger at treye-rosenberger@uiowa.edu or visit the chapter website at https://www.csi-net.org/group/rho-upsilon
Meet Your Upsilon

Injung Lee, President

Treye Rosenberger, President-Elect

Carol Seehusen, Secretary

Shamira Rothmiller, Treasurer

Victoria Maneev, Past President
CARRIE WILBERT

My name is Carrie Wilbert and I am most recently from Minnesota. I grew up as a military kid living in several states in the US and several countries in Europe. My research interests include the triadic interactions of counselors, sign language interpreters and consumers who are deaf, deafblind and hard of hearing; as well as supervision and ethical decision making. My end goal is to change the world one person at a time. In the meantime, I plan to grow and have fun and survive my first year as a PhD student.

EUNAE HAN

Hi,

I am Eunae Han.
- I came from Seoul, South Korea
- I have an interest in Post-traumatic Growth and reducing sexual violence against women.
- During my doctoral course, I want to be a good advocate for the right of women and develop my profession as a counselor educator.

MILEIDY CRESPO - JONES

Hey!

I am from Quebradillas, Puerto Rico. My research interests are broad including, people with disabilities in terms of their employment and education. Also, my recent research interest is with substance use disorders. My goal as a student is to continue developing as a professional and graduate once again from the University of Iowa.
SEOWON SHIN

Hello.
My name is Seowon Shin.
I’m from South Korea.
My research interests are multicultural supervision, suicide prevention.
My goals as a student at the UI are to get along with teachers and students and to improve myself as a counselor and a researcher.

TREYE ROSENBERGER

-I am from- Tama, Iowa

-Research interests- quality of life disparities in marginalized groups, such as the LGBTQIA+ population

-My goals as a student: To become a leader in research in regard to LGBTQIA related topics. To aid in the unification of the counselor education and supervision profession into one solid identity. To get knowledge and experience that will allow me to teach at any institution I choose after my time at Iowa is over.

LAURA BODDICKER

Laura earned a master’s in rehabilitation and mental health counseling from the UI College of Education. She now provides counseling and referral services to veterans on state teacher certification and equation requirements leading to employment opportunities while working on her doctorate in Counselor Education and Supervision.
Dr. Erin Barnes joined the Rehabilitation and Counselor Education department as a Clinical Assistant Professor in the fall of 2018. She received her undergraduate and graduate degrees from the University of Iowa (UI). She is credentialed as both a Certified Rehabilitation Counselor (CRC) and a National Certified Counselor (NCC). She is also a Licensed Professional Counselor (LPC) in the State of Texas. Barnes gained considerable experience in rehabilitation and mental health counseling through agencies providing services focusing on homelessness, bereavement, sexual assault, smoking cessation, employee assistance, higher education, and vocational rehabilitation.

Prior to her current role, Barnes coordinated, developed, and assessed the UI’s cross campus Center for the Integration of Research, Teaching and Learning (CIRTL) project from 2016 to 2018. Before that, Barnes was a faculty member at the University of Texas at El Paso (UTEP). She was widely recognized for her community engagement work, earning her the “Rehabilitation Professional of the Year” award from the Texas Rehabilitation Association in 2016, and a nomination for the Outstanding Teaching Award from the College of Health Sciences at UTEP. In 2017, she received the “Alumnus of the Year” award from the UI’s Rehabilitation and Counselor Education department.

With over 10 years of experience teaching in higher education, Barnes’ pedagogical approach employs experiential and cooperative learning to develop innovative spaces for students to build skills. In her spare time, Barnes works to advance the mental health and economic well-being of homeless individuals.
Greetings! I am so glad the Fall 2018 newsletter is finally here. The theme for this year is “Diversity and Wellness.” As future leaders of the counseling profession, it is imperative for us to value diversity, and to contribute to fostering an inclusive environment for our peers and colleagues. While diversity is all about the “differences” that stand between us, inclusion is “what we do” with those differences. There are all kinds of ways in which we are different – race, gender, physical and mental ability, sexual orientation, beliefs, values, just to mention a few. Diversity is we respond to those differences that stand between ourselves and the people we meet, work with, live with, and serve.

Wellness is deeply associated with diversity and inclusion, flourishing most abundantly when diversity is recognized and celebrated. When exclusion, discrimination, or aggressions are allowed to prosper, this can cause physical and mental damage to individuals of culturally diverse backgrounds, ultimately harming the surrounding community. Every individual has a right to feel respected, valued, and appreciated by others. As such, the field of public wellness – and those who dedicate their professional lives it – has over time become an even more essential tool to fighting against the challenges and stresses of discrimination.

In pursuing a degree in counseling, many of us have been entreated to value diversity in and out of the classroom, as well as to steadfastly appreciate multiculturalism in our classes, textbooks, and professional conferences. But what do these lessons look like in our everyday life? How can we demonstrate inclusion beyond our academic settings?

There are a range of opportunities to promote diversity, including serving for professional organizations, interest networks, and surrounding communities. Engaging in the Chi Sigma Iota is a vital first step to building your own leadership skills, and to dedicating your time to celebrating diversity and inclusion. We have several upcoming events planned for the chapter, so stay tuned to announcements and future newsletters. I look forward to the work ahead of us!

Warmly,

Injung Lee
Greetings Fellow Graduate Students,

It is my esteemed pleasure to welcome you to Chi Sigma Iota (CSI) Rho Upsilon Professional International Honors Society. I am deeply humbled to serve as the 2018-2019 President-Elect of the CSI Rho Upsilon Chapter here at The University of Iowa.

The mission and the goal of CSI is “to promote scholarship, research, professionalism, leadership, advocacy, and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling.” Together, we accomplish these goals in many different capacities such as students, clinicians, researchers, instructors and within numerous other roles. In other words, by pursing a degree in counseling, you have started your own work in fulfilling the overall mission of CSI.

As your President-Elect, I am looking forward to bringing in perspectives and strengthening CSI’s commitment to diversity and inclusion by supporting and connecting students and professionals together throughout vast counseling-related networks. These networks exist in academic and professional arenas which in tum foster and encourage an individual’s ongoing development.

I sincerely hope this message finds you well and I encourage you to visit our website and newsletter for further information regarding CSI events, programs and services.

Your ideas are always welcomed. Please do not hesitate to contact me at treye-rosenberger@uiowa.edu.

On behalf of myself and the Chi Sigma Iota Rho Upsilon Executive Board, we hope to see you soon!

Sincerely,

Treye Rosenberger, MA, tLMHC, NCC, CRC
President-Elect, Chi Sigma Iota (CSI) Rho Upsilon
Diversity and Inclusion by Dr. Gerta Bardhoshi

With the leaves falling and the weather changing, I have been reminded lately of the need for nurturance, renewal, and community. Just like the feeling of coziness from hanging out with a beloved friend and sharing a cup of tea can renew our spirits during the colder months, so can sharing a professional environment that is inclusive and supportive. Especially with what is happening on the national stage, and the recent acts of hate, we have to be proactive in ensuring that inclusion really thrives in our professional lives.

Who better than counselors - and counselor-educators in training, to advocate for, promote, and enact equity in our daily interactions and settings. While this might feel overwhelming at times, there are things we can all do - in our classes, meetings, hallway encounters - to make our professional spheres welcoming.

While I have no specific recommendation on what constitutes an ideal approach to ensuring equity, I would like to share my own personal commitment and action plan. It starts from having an appreciation and understanding for people’s differences - whether they relate to race, ethnicity, gender, sexual orientation, language, culture, religion, mental and physical ability, class, or immigration status. It means being aware of who has power in our society, and how power is negotiated and maintained. It involves understanding my own positionality, and critically reflecting on how my own socialization and position in society informs my framework and point of view. And it centers around becoming intentional in explicitly identifying challenges stemming from racism (and many other ism) in my own work teaching, supervising, and counseling, and then utilizing my skills and those of others to shed light on it, and work to make it right.
Unfortunately, I have learned that simply valuing diversity is not enough. An abstract commitment to social justice can often fall short. Engagement – always informed from empathy, and often in the form of action, intervention, or policy change, can frequently make the kind of differences that, for example, will help an underrepresented student succeed in their local elementary school, a client access and benefit from mental health resources, or a budding professional acquire the right skills and mentorship to excel in their career. Working in your own communities (whether that is your classes, your practicum setting, the town where you live and work), I invite you to engage on a genuine human level and identify things that can be better. How can you promote others’ wellbeing? What are the challenges your classmate, client, or colleague is dealing with? What are constructive proposals that can ameliorate such experiences? What can you do? Who else can help? CSI was established as a venue to provide links between counselors and counselors-in-training within their respective communities. Before we head out for the holidays, it is my hope that we all reach out and engage in community-building. We don’t need an association, or even a CSI chapter to do this (although that certainly helps). What we need is to organize with others, pool resources, and work towards a common goal of restoring rights from the ground up.

- From Dr. Bardhoshi
Every year it seems that there is a moment in which I realize how much I’ve taken on and the toll (emotionally, spiritually and physically) that it takes. There really should be no surprise about this. My journey on the path to wellness has been a rocky and disjointed one at best. This realization doesn’t always come at semester’s end. Typically, there are little windows of time in which I catch myself thinking about things that are not related to the various roles I have to play in life. Moments in which I actually watch the snow fall, or read a chapter in a good book (that’s not academic). And I wonder, why do I not make time for this?

I tell many of my students that I may be a pretty bad example of wellness and self-care. But I have learned some lessons along the way. A few of them are the following:

1. Self-care is not selfish. It is not a sign of weakness or that you can’t handle stress or work. The opposite is true however – you can’t handle stress well without self-care. Mindfulness, athletics or art –whatever activity feeds you—helps with joy and sense a meaning.

2. Self-care is not the absence of something. I sometimes confuse “getting everything done so I can enjoy myself care” with self-care itself. Life doesn’t stop when we take an hour or two for quietness or contemplation. Quietness and contemplation helps us manage the life that is occurring all around us.

3. Self-care may require drawing untraditional boundaries. For some people, being with friends and family is a means of self-care. For others that time is an additional emotional load – spaces in which more is demanded of them. Buckets are emptied and not filled. Extraverts like myself need to acknowledge there is a side that will need silence, stillness and contemplation with no one around. And that may mean fidgeting and looking at the phone. But when I experience this I ask myself what is it that drives me to want to be around people so much? What am I avoiding?

4. Self-care may mean acknowledging and wrestling with the things that we want to avoid. This has been the hardest part of the journey. Quieting my mind, engaging in medication and contemplation usually brings up a whole host of emotions, experiences and thoughts that have been put on a self somewhere until I have the emotional capacity to work through them. Unfortunately, that may mean several large boxes of “stuff” on my shelves. And emotions and experiences and thoughts don’t like being boxed for a long time- they start leaking everywhere. Taking time for self-care often requires me to unpack a box or two and acknowledge pain or fear or embarrassment or the dreaded “not good enough” suspicions and self-criticism. But the work has to be done.
1. How would you describe your leadership style during your time as a former doctoral student and your involvement in Chi Sigma Iota (CSI) or any other counseling related organization (ARCA)? Did you hold any leadership positions? How did you learn and acquire those positions?

“When I was a doctoral student at the University of Wisconsin-Madison, we did not have a chapter in CSI or any other counseling organizations. The Wisconsin Rehabilitation Association (WRA; state chapter of the National Rehabilitation Association [NRA]) had a Doctoral Student Representative from the University of Wisconsin-Madison. During my time as a doctoral student, I was selected to serve in WRA. I learned about it from another doctoral student (the then current representative). She nominated me for the position. As a representative, I was a part of the conference planning committee, recommended potential guest speakers, solicited student presentations, recommended conference venue options, etc.”

2. Why did you choose to get involved in any leadership positions and take on a leadership role within any organization?

“I wanted to learn more about how the organizations worked. I also wanted to be a part of the decision-making process. I wanted to help advance the field in some way. At that time, that was one way I thought I could make a small impact.”

3. What opportunities of growth have been afforded to you as a former doctoral student or current new faculty member in any of the past leadership positions you serviced?

“Personally and professionally, I learned how to work within the confines of the organization. You can’t suggest radical changes, or any changes for that matter, without knowing the why and how of the way things are done the way they are. Learning what works as well as what doesn’t. The skills that I learned as a doctoral student continue to develop as I am provided with additional opportunities as a new faculty member. For example, after my experience in

(Continued in the next page)
WRA, I was selected by TRA (Texas Rehabilitation Association) as both the Chair of the Conference Planning Committee and as Co-Chair of the Program Planning Committee. As Chair, I learned what the conference did well as well as complaints by attendees – then as Co-Chair of the Program committee, I was able to address program-specific complaints, by bringing in researchers with cutting edge knowledge and tools to train and help practitioners advance services to their clients. I have also been selected as Chair of the Diversity Committee of Rehabilitation Psychology (Division 22 of the American Psychological Association [APA]), where we are currently working on providing feedback to the new Multicultural Guidelines. And I am currently Co-Chair of the Council on Psychiatric Rehabilitation of the National Council on Rehabilitation Education (NCRE), where we put out 2 special issues in the Journal of Applied Rehabilitation Counseling (JARC) focused on Psychiatric Rehabilitation, are working on adding training standards related to Psychiatric Rehabilitation, and developing a repository for training materials related to Psychiatric Rehabilitation."

4. What are some personal leadership qualities derived from other leadership positions that assisted you during your time as a member of any service based organizations?

"Being a good listener. Taking initiative. Following through on tasks. Being knowledgeable about issues in the field. Following other great leaders. Asking for help. Motivating others."

5. What advice or recommendation can you share with other interested in pursuing leadership positions within the counseling profession?

"Find something you are truly passionate about! It is hard to devote a lot of time and energy to something you don’t really value. Go up to the leaders and tell them you are interested in ... because ... If they see that you are truly interested, they will be more likely to reach out to you. Don’t agree to take on a task/responsibility if you do not have the time to devote to it. It is okay to ask what the job/role will entail, how much time/effort will be required – they will respect you more if you do. It is okay to take time to think about it – to see if you have the time to take it on. And it is okay to say, “no.” It is better to say no to an opportunity than to say yes and not follow through. If there are student positions, try to get one of those. Getting to know the current student in the position you want can be your foot-in-the-door."

6. How do you personally view the importance of wellness for students in training (Masters & Doctoral) and new faculty members in your position?

"I think wellness is essential for any individual – especially in our field! We are working with people who need help, who are coming to us for help, and if we don’t take care of ourselves, we will not be able to take care of anyone else. Work-life balance is important for everyone. What it looks like, however, may be different for each person. Other countries have a motto of “work to live” – in the US, we have adopted a motto of “live to work.” Working to live is a much healthier option. I can’t imagine anyone on their deathbed regretting not working more; however, I’m sure many will regret not taking more time to spend with loved ones or doing pleasurable activities – I could be wrong though!"

(Continued in the next page)
7. What newsletter on how they can best implement both qualities (leadership does wellness leadership in action mean to you? Any advice or recommendation to readers of the & wellness practices) while maintain their teaching, research, and service endeavors?

“To me, it means not talking about, but actually doing it, thereby leading others to do the same! Often times as counselors, we preach the mantra, “do as I say – not as I do.” We know what we should be doing, but don’t do it for ourselves. How can we expect our clients to take care of themselves, when we are modeling something different? We often think we are “too busy” to take care of ourselves. However, research actually shows that when we take time to take care of ourselves, we actually become more productive. Some of the wellness activities I’m currently working on increasing is yoga (I’m between 1-2 times/week – trying to make it up to 3), gym (I’m at 0 – trying to make it up to 3), self-care (massage, facial, manicure/pedicure, hair, etc. – I’ve managed to be pretty consistent with the massages, the others I fluctuate – I’m working on going to each once per month, alternating weekly), hobbies (I’m still trying to find what I like...), family (I try to have regular “mommy and son dates”), and our pets (3 cats and 1 dog – I’m trying to work on a daily play, feeding, and grooming routine; they bring me much love and joy, and need caring for too!).”

8. Do you have a favorite leadership or wellness quote?

“Wellness seeks more than the absence of illness; it searches for new levels of excellence. Beyond any disease-free neutral point, wellness dedicates its efforts to our total well-being - in body, mind, and spirit.”

--Greg Anderson

- From Dr. Sanchez
You can attend graduate school, or you can experience it. Which approach is guiding you?

Graduate School, Two Approaches

Plainly speaking, to attend to something - according to Dictionary.com - means “to be present”. Therefore, attending graduate school would mean that you function in a way that enables you to meet all of the requirements to earn a degree (e.g. attending classes, completing assignments, and achieving satisfactory marks). Attending graduate school is fine, but how, specifically, will that approach prepare you for your future? Whether you plan to be a practitioner or a faculty member, achieving your career goals will require more than a degree alone. So, it is important to assess your current approach to graduate school because it can help (or hinder) you later. If you choose to experience graduate school, you, indeed, are on the right path. Experiencing graduate school will enable you to develop the skills and attitudes needed to make-meaning of your development; it can ultimately enable you to distinguish yourself from others, making you a much more competitive employment prospect.

<table>
<thead>
<tr>
<th>Experiencing Graduate School: Key Terms</th>
<th>Definitions for the above terms were found on Dictonary.com.</th>
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</thead>
<tbody>
<tr>
<td><strong>Attend</strong></td>
<td>To be present.</td>
</tr>
<tr>
<td><strong>Experience</strong></td>
<td>The process or fact of personally observing, encountering, or undergoing something.</td>
</tr>
<tr>
<td><strong>Personal</strong></td>
<td>Of, affecting, or belonging to a particular person rather than to anyone else.</td>
</tr>
<tr>
<td><strong>Observe</strong></td>
<td>Notice or perceive (something) and register it as being significant.</td>
</tr>
<tr>
<td><strong>Encounter</strong></td>
<td>Unexpectedly experience or be faced with (something difficult or hostile).</td>
</tr>
<tr>
<td><strong>Undergo</strong></td>
<td>Experience or be subjected to (something, typically something unpleasant, painful, or arduous).</td>
</tr>
<tr>
<td><strong>Something</strong></td>
<td>A thing that is unspecified or unknown.</td>
</tr>
<tr>
<td><strong>Subject</strong></td>
<td>Cause or force to undergo (a particular experience of form of treatment).</td>
</tr>
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</table>

Experiencing graduate school, therefore, is the process of noticing the significance of unknown and often unspecified activities that you, personally, are forced to undergo. Some of these activities may feel unpleasant, painful, or arduous.
Defining What it Means to Experience Graduate School

What does it mean to have an experience? Dictionary.com describes an experience as: “the process or fact of personally observing, encountering, or undergoing something”. What’s interesting about this definition is the following five words: personal, observe, encounter, undergo, and something. I took a minute to explore those words a little bit further. Personal means “of, affecting, or belonging to a particular person rather than to anyone else”. Observe means to “notice or perceive (something) and register it as being significant”. Encounter means to “unexpectedly experience or be faced with (something difficult or hostile)”. The word ‘something’ is defined as “a thing that is unspecified or unknown” while ‘undergo’ means to “experience or be subjected to (something, typically something unpleasant, painful, or arduous)”. The term ‘subject’ means to “cause or force to undergo (a particular experience of form of treatment)”. Experiencing graduate school, therefore, is the process of noticing the significance of unknown and often unspecified activities that you, personally, are forced to undergo. Some of which may feel unpleasant, painful, or arduous. Therefore, the graduate experience is more than simply completing a required sequence of courses; it is important to take time to experience graduate school.

Activating Your Experience

When thinking about what, specifically, you can do to experience graduate school, I identified 5 useful processes.

**Step 1: Explore**

Here, you consult mentors, advisors, and any related literature to learn more about the current work environment (especially as it pertains to your career goals). Any conversations and/or research conducted should enable you to generate list of activities and competencies that will make you more competitive. There are a variety of tools and resources available to help you map out your experience. One resource I have used to facilitate graduate student development is the Researcher Development Framework (RDF) by Vitae. This comprehensive model outlines four primary domains covering the competencies needed to become a researcher: Domain A: Knowledge and intellectual abilities, Domain B: Personal effectiveness, Domain C: Research governance and organization, and Domain D: Engagement, influence and impact. *(I created a self-assessment based on this model - any graduate students interested in using it to assess themselves can contact me directly.)*

(Continued in the next page)
**Step 2: Identify**
Based on your findings from step one, identify the specific opportunities and resources available to you, personally, that you want to access in order to help you acquire the competencies needed to help you achieve your career goals. You can contact Dr. Jen Teitle, with the UI’s Graduate School, to engage in this process. With Dr. Teitle, you can learn about the tools (e.g. Individual Development Plans (IDPs)), incentives (e.g. the Fellowship Incentive Program), and activities (e.g. Three Minute Thesis) available to UI graduate students that can help you develop competencies in specific areas.

**Step 3: Plan and Engage**
Outline the specific steps you will need to take in order to engage in identified activities and/or to acquire needed competencies. Then, engage in your plan.

**Step 4: Evaluate**
Ask yourself what happened when you engaged with your plan. In what ways did your plan (and/or engagement) work according to the goals you have?

**Step 5: Reflect**
After you have evaluated whether or not your process worked, think about what this means? What were some of the unknown by-products of your process? How did they make you feel? What did any hiccups teach you both about the process and about yourself? What do you now need to do to address any problems associated with your process? Once you have completed your reflection, repeat the process again. It is important to recognize that there will be ‘kinks’ in your process and that’s okay. Further, what you will learn from this process is that it will need to continually be refined, and repeated.

What I have provided here are my own thoughts about how to experience graduate school. Please note, this is not the only way. It is important to do what work for you; my hope, however, is that this article helps you to think more critically about your approach to graduate school.

- From Dr. Barnes
Gina (2nd year) and Carol (3rd year) presented “Neuroscience in counseling.”

Jeongwoon (2nd year) presented “Trends in CES dissertations.”

Rosei (4th year) presenting a poster on “Counselors’ HIV knowledge and training.”

Injung (4th year) and Dr. Wood presented “Problem-based learning.”

“I only was at the conference to present, so my experience was limited. However, at our session the group was amazing and invested in learning collaboratively with us and I appreciated that.”

- Carol

“NCACES 2018 conference was a great professional development opportunity for me. I could learn more about myself attending presentations, collaborating with colleagues, and networking with other professionals. I encourage first- and second-year students to attend ACES and NCACES conferences. It will be an eye-opening experience, for sure.”

- Injung
I enjoyed the NCACES for a number of reasons. For one, it was great to see colleagues, present on topics that I was passionate about, participating in emerging leader workshop.

- Gina
This was the IOWA table at the NCACES business luncheon.

Gina Martin (2nd year doctoral student) and Injung Lee (4th year doctoral student) were selected as the NCACES Emerging Leaders this year and received leadership training. Congratulations!

Dan Li (Assistant professor, SUNY New Paltz), our recent graduate, was awarded the ACES Research Grant. Congratulations!

Rho Upsilon at NCACES 2018

We appreciate you!
Dr. Susannah Wood (Rho Upsilon Co-Advisor) served as the Past-President 2017-2018 and the Emerging Leader Coordinator this year. Thank you for your leadership and service!
“It was a great time to get everyone together! I really enjoyed catching up with old friends and meeting new ones. We also invited people in the couple and family therapy program to join us for this special event. Looking forward to the next time that we can all get together. Wishing everyone a wonderful and restful holiday season.”

- Victoria

Rho Upsilon
Chapter members, faculty, as well as their family all enjoyed a pizza party...!
On 27th November, there was a food bazaar to fundraise for a Cambodia missionary trip at In Christ United Methodist Church. The In Christ United Methodist Church is one of the Korean Churches in the Iowa City. Several doctoral students in our CES program attended the church. Cohorts in the program were invited, so several students enjoyed the food bazaar, which had various Korean foods: bulgogi, chicken wings, kimbap, Korean dumpling, tteokboki etc. There was a student who had never tasted Korean food. It was a great time to enjoy food, and hang out together. I expect the event will be held on next year again and I hope more students can come and enjoy the event.
* Not all of the students who attended took the picture, so I hope we can take the picture together for the next time!
The mission and the goal of CSI is “to promote scholarship, research, professionalism, leadership, advocacy, and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling.” By possessing a commitment to learning the counseling profession you have started your own work in fulfilling the overall mission of CSI.

Join the Rho Upsilon!
Spring 2019 Rho Upsilon Chapter Induction Ceremony will be held on February 21th, 2019, 6:30pm @ Jones Commons. More details will be announced in January.

Consider running for a CSI office for 2019-2020!

“President-Elect / Treasurer-Elect / Secretary-Elect / Clinical Mental Health Counseling Program Representative / Rehabilitation Counseling Representative / School Counseling Representative.”

These positions are things to think about as you begin to build your professional CV’s and résumés.

We are also looking for members to be a part of the Newsletter and Website Media Marketing, and Social Committees. The Newsletter committee will be in charge of developing articles for the Chapter newsletter. The Website Media Marketing, and Social Committees will help with the marketing of CSI events.

To inquire about additional details, please reach out to Treye Rosenberger at treye-rosenberger@uiowa.edu. On behalf of the Chi Sigma Iota Rho Upsilon Executive Board, we hope to see you soon!