When Disaster Strikes: The Counselor’s Role
On February 14, 2018, a gunman opened fire in the halls of Marjory Stoneman Douglas High School in Parkland, Florida. Seventeen people were killed; 15 more were injured. For Floridians, this disaster comes on the heels of mass shootings at the Pulse nightclub in Orlando and at the Fort Lauderdale airport, as well as Hurricane Irma. On October 1, 2017, a gunman opened fire on concert-goers on the Las Vegas strip, killing fifty-eight people and injuring 851 more (422 from gunfire). In 2017, wildfires scorched over 438,000 acres in Montana and over 505,000 acres in California. Meanwhile, Hurricane Harvey dumped 33 trillion gallons of water on the southern U.S. The earth’s crust under Houston, Texas literally sank two centimeters from the weight. Hurricanes Irma and Maria followed closely behind, causing significant to catastrophic damage to the U.S., Puerto Rico, and neighboring island countries.

The repeated loss of life, the hardships, and the trauma from natural and human-caused disasters seem to hound a nation already beleaguered by ongoing socio-political tensions. For others, disaster has become a new normal. What, if anything, can professional counselors do? What is our role, what should it be, when disaster strikes? Two things seem clear: professional counselors are crucial to the healing process, and silence and inaction are privilege.

In this Exemplar issue, Drs. Donna Gibson and Sandi Logan-McKibben set out to address these questions and advance a conversation around counselor disaster response.

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Headquarters Update
by Holly Hartwig Moorhead, CSI Chief Executive Officer

“Being a part of CSI is a statement about your professional identity. It means you are a professional counselor. I cannot imagine a finer or nobler career of which to be a part.”

Dr. Jane E. Myers, CSI Executive Director Emeritus & President 1987-1988
#CSIleaders

More than 120,000 counselors have become initiated members of our Society since January 1985 when the first CSI chapter, Alpha chapter, was chartered at Ohio University. During CSI’s 37+ year history, more than 400 chapters have been chartered in counselor education programs and we continue to charter new chapters and welcome thousands of new members every year. During this busy initiation season, we look forward to welcoming new CSI members into almost 300 currently active chapters and partnering with all CSI members in our vibrant and growing society by furthering CSI’s mission – to promote excellence in counseling.

CSI at the AASCB January 2018 Conference

CSI accepted the Association of State Counselor Licensure Board’s (AASCB) invitation to present at its January 2018 conference in San Antonio, Texas. I had the privilege of presenting, “A Commitment to Excellence in Counseling: Chi Sigma Iota’s Historical Support and Ongoing Advocacy for Professional Counselor Licensure,” alongside Dr. Tom Sweeney, CSI Founder and Executive Director Emeritus, who provided a unique first-hand account of CSI’s historical roots in professional advocacy and longstanding commitment to advocacy. Dr. Sweeney noted that licensure reciprocity (or portability in current parlance) was part of the original vision for counselor licensure among the 50 states, a poignant reminder as the counseling profession discusses currently proposed counselor licensure portability plans (ACA Licensure Portability Model; AASCB-ACES-AMHCA-NBCC National Counselor Licensure Endorsement Process). Throughout CSI’s history, our members have included counselors at the forefront of advocating for a strong professional counseling identity and the marks of a unified, recognized counseling profession, such as counselor accreditation and credentialing. Indeed, CSI’s membership eligibility requirements reflect a longstanding value of these things (e.g., chapters chartered in CACREP-accredited programs; professional member and faculty member eligibility requirements include having counselor credentials and/or an accredited counseling degree).

During the conference, Dr. Sweeney was recognized with the AASCB Outstanding Research Award in honor of his service to the profession, and specifically for his research, scholarship, and advocacy about counseling licensure. Dr. Carol Bobby, 1992-93 CSI President, received the AASCB President’s Award, in recognition of her contributions to the counseling profession during her career as CACREP President and CEO.

CSI Funding

Chapter rebates for the 2017-18 year will be calculated in May 2018, and checks will be mailed in August 2018. Visit your chapter groupsite and website via the Chapters Directory to confirm requirements that have been met to maintain an active chapter status and remain eligible to receive a chapter rebate.

Through CSI’s Speakers Assistance Program, chapters can receive financial assistance for initiatives, and the Excellence in Counseling Research Grants, Chapter Development Grants, and Statewide/Regional Networking Grants provide funding for chapters to collaborate with other CSI chapters.

During the 2017-18 year, 10 chapters received scheduling and financial assistance for a CSI Speaker to attend and present at their initiations and chapter events through the CSI Speakers Assistance Program. We are grateful to the CSI leaders who give of their time to be part of these special events and we encourage more chapters to submit a request next year! For the coming 2018-19 year, the Excellence in Counseling Research Grants Committee and Review Panel chose seven exemplary research projects to receive funding, and the Chapter Grants Review Panel selected ten Chapter Development Grants recipients and four Statewide/Regional Networking Grants recipients. Recipients of CSI’s 2018-19 Statewide and Regional Networking Grants will be announced during 2018 CSI Days events at the April 2018 ACA Conference and Expo. Check out recent statewide networking and advocacy events hosted by CSI chapters and apply for a future CSI Statewide/Regional Networking Grant with CSI chapters in your state or region next year!

The CSI Headquarters Staff had the opportunity to be part of the February 9, 2018 Third Annual North Carolina Chapters of CSI Advocacy Summit, an event funded in part by a 2017-18 CSI Statewide Networking Grant. Hosted by the Phi Sigma and Rho Omega chapters, more than 10 NC CSI chapters were represented at the summit. Attendees discussed advocacy efforts following presentations about practical advocacy strategies including a presentation by Dr. Gerard Lawson, a Chapter Faculty Advisor for the Tau Eta Kappa chapter and ACA President.

Welcome to the newest CSI chapters!

Chi Omega Upsilon
Kutztown University

Beta Chi Upsilon
Bellevue University

Mu Tau Upsilon
Middle Tennessee State University
CSI Committees Hard at Work

Members of CSI’s 12 hardworking committees have been busy implementing valuable programs for Society members and the counseling profession.

In addition to the efforts of review panels and committees mentioned elsewhere in this update, the Professional Member Committee is developing a Best Practices Guide for involving alumni and professional members in chapter activities. In addition to conducting the “Professional Advocacy Agent” interviews published in this and other issues of the CSI Exemplar, the Leadership and Professional Advocacy Committee has published new “Advocacy Heroes and Heroines” interviews with Dr. Louisa Foss-Kelly, Dr. Danica Hays, Dr. Cynthia Osborn, Dr. Circie West-Olatunji, and Dr. Mark Young. The Counselor Community Engagement Committee is working to implement the Society’s Disaster Response Policy while also preparing a conference session and fundraiser for the 2018 CSI Days.

Dr. Barbara Mahaffey, Senior Editor, and the editorial staff of the CSI Counselors’ Bookshelf have published eight new reviews so far in 2018, including Dr. Jaime Castillo’s review of The Heart of Whiteness: Confronting Race, Racism, and White Privilege; Chris McNaught’s review of the children’s book Sheila Rae, the Brave; Kenya Bledsoe’s review of the film Hidden Figures; and Ana Reyes’s review of the TV show One Day at a Time. Visit the Counselors’ Bookshelf to read reviews of books, movies, TV shows, and music that professional counselors have found useful in their work with clients.

Professional Development Opportunities

Following a successful fall season of webinars that included a three-part neurofeedback series, CSI is offering a spring season of webinars. For only $40 to renew CSI membership or $50 to become a CSI member, you can participate in live webinars or view recorded webinars and receive NBCC-approved continuing education credit for approved webinars. Join us in March and April for webinars that will address some of the most challenging issues for counseling practice. See page 13 for a full list of upcoming webinars.

Recorded Chapter Faculty Advisors Training and Chapter Leaders Training webinars also are available on CSI’s website. The Chapter Faculty Advisor Committee and Chapter Development Committee will offer these trainings live during CSI Days events at the April 2018 ACA Conference, as well as the Fall 2018 NARACES, NCACES, SACES, and WACES regional ACES conferences.

Upcoming CSI Deadlines and Events

Spring is full of chapter initiatives! Please ensure your chapter’s initiation dates are entered into the online Member Management System (MMS) and new members are approved at least two weeks prior to a planned initiation date. CSI offers many helpful resources for navigating the process of inviting and approving new members, submitting chapter initiation dates, and hosting successful initiation ceremonies (including a helpful checklist).

Take note of these upcoming deadlines and events as well:

April 1: Register by April 1st to confirm your chapter’s delegate who will attend the April 28, 2018 Annual Delegate Business Meeting at the ACA Conference in Atlanta. Chapters must attend at least once every three years to remain active.

April 27-29, 2018: The 2018 CSI Days events during the ACA Conference will include the Annual Delegate Business Meeting, CFA and Chapter Leaders Trainings, the CSI Leadership Workshop, two CSI-sponsored educational sessions, and 25 CSI-sponsored poster sessions. This year, CSI’s sponsored education and poster sessions relate to four themes selected by the CSI Executive Council: (a) counselor identity across the globe; (b) enhancing counselor community engagement through professional advocacy; (c) professional identity, leadership, and advocacy; and (d) wellness counseling practices and research.

CSI will recognize 47 award, internship, fellowship, and grant recipients during CSI Days in Atlanta. Our thanks to the hard work of the CSI Awards Committee and Review Panel and the Leadership Fellow & Intern Selection & Mentoring Committee whose members reviewed a large number of well-qualified applicants in order to select CSI’s 2018-19 award recipients, including five exemplary chapters, ten outstanding individuals, two incoming Leadership Interns, eight Leadership Fellows, and the Edwin L. Herr Fellow.

CSI looks forward to being part of the 2018 ACA Conference and Expo and thanks ACA for providing accommodations for CSI Days events!

April 30: Chapters must submit an Annual Report by April 30th (and an Annual Plan by September 30) at least once every two years to remain active and eligible to receive chapter rebates.

A Noble Calling

CSI members, true to our shared societal mission, work to promote excellence in counseling and the many activities within this update are evidence of that. Thousands of counselors choose to become new CSI members every year and part of these and other activities because being part of CSI is an expression of their professional identity and a reflection of their commitment to professional and personal excellence. As Dr. Jane Myers wondered, can one imagine a finer or nobler career of which one can be proud? We look forward to seeing you in Atlanta.

Please be in touch with suggestions, concerns, or correspondence anytime (holly.moorhead@csi-net.org).
One of the highlights of my life as a counselor educator is the opportunity to mentor doctoral students. If you asked counselor educators who have mentored doctoral students through the dissertation process, they would probably use the analogy of parenting children. There are usually struggles through the process, but you help them and are proud of them. We tend to maintain a supportive role in their lives post-graduate school. Our “family trees” include those students, our own mentors, colleagues who shared the same mentors, and eventually the students of our students.

I provide this preface to give context to explain why I was texting my former doctoral student and newly-minted “Dr.” on Friday, August 25, 2017 at 9:30 pm. Dr. Jennifer Gerlach, CSI Leadership Fellow, had evacuated Corpus Christi, TX due to Hurricane Harvey. She had moved to Texas to begin her new position as an assistant professor at Texas A & M – Corpus Christi and had not started teaching classes yet! I was checking on her safety and trying to offer some level of reassurance. Little did we know how much of a disaster this hurricane would be for Texas, the United States, and other countries.

It always amazes me that we have to “reinvent the wheel” in our response to natural and man-made disasters/crises. As counselors, we have learned some things that are helpful, but like other helping professionals, we rely a lot on human resilience. Resiliency is key to survival and counselors or counselor education students, if appropriate. Third, Chapter leaders can determine resources offered to members. A second recommendation is to begin a list of local counselors that are willing to provide services during these events. This would include not only counselors but supervisors who could supervise new counselors or counselor education students, if appropriate. In addition, Chi Sigma Iota Inter-Upsilon Theta members volunteer in the wake of Hurricane Harvey.

Loss of the tangible items, such as shelter, energy, water, and food may appear to be obvious types of loss. As bystanders, we hear about the work of FEMA and how individuals can apply for benefits but this often is only for those who own homes. For those that rent and do not have renter’s insurance, recovery begins with donations and buying new items. A secondary, but important, layer of loss is loss of experiences and/or dreams. For residents along the coast, there were no local shelters so residents had to drive inland to go to shelters and some of those shelters flooded, so they had to move further inland. Some of these individuals and families could not return due to damage to homes and residences. For students who have to relocate to another school or have lost their recreational facilities, there was no football season or other activities. The “normal” that was... was no longer. Seniors in high school will never recoup the senior year experience as was expected. Friendships, colleagues, and other significant relationships may not look or feel the same if relocation is necessary.

One of the differences between natural and man-made disasters in the United States is the physical living environments (i.e., basic needs of food, water, clothes, healthcare, shelter) are often modified, which requires a physical and emotional adjustment. Hence, the responses of those working/helping survivors have to attend to these nuances. When asked about the needs of counselors helping those affected by the hurricane, Jennifer noted the need for education. Even with Red Cross on the scene, there were many more who wanted to help that had not been trained with the Red Cross. Education and training is needed prior to these events. Fortunately, the American Counseling Association and the American School Counselor Association provide some resources through their websites and webinar (Resources follow this article). In addition, Chi Sigma Iota International is working on developing centralized resources and a Disaster Response Policy. In 2012-2013, the CSI Counselor Community Engagement (CCE) committee developed and published Emergency Response Guidelines that are now being revised as part of the Disaster Response Policy. It is the hope of that committee that these guidelines/policy will offer CSI chapters and members specific suggestions on how to respond to their own needs and the needs of other chapters across the country.

As Jennifer Gerlach suggested, prior to disasters and crises, training and resources can be offered by CSI chapters. Resources can be published on chapter websites and trainings can be part of the professional development resources offered to members. A second recommendation is to begin a list of local counselors that are willing to provide services during these events. This would include not only counselors but supervisors who could supervise new counselors or counselor education students, if appropriate. In addition, Chi Sigma Iota International is working on developing centralized resources and a Disaster Response Policy. In 2012-2013, the CSI Counselor Community Engagement (CCE) committee developed and published Emergency Response Guidelines that are now being revised as part of the Disaster Response Policy. It is the hope of that committee that these guidelines/policy will offer CSI chapters and members specific suggestions on how to respond to their own needs and the needs of other chapters across the country.

In talking with Jennifer about her post-Harvey landfall observations (working with the local food bank, donating blood, and working with Red Cross in a local shelter), the theme of loss became most obvious. Although impacted directly by the hurricane, Corpus Christi did not receive the most devastating brunt as compared to wind destruction affecting the Port Arthur and Rockport areas and the flooding affecting Houston. However, loss and its many different forms was evident.
and in non-electronic methods) to members post-event. A final recommendation that Chapters may want to consider is how to support schools and school counselors. Jennifer reported that school counselors were inundated with processing withdrawals and had few counselors to process the disaster/crisis. Therefore, local schools contacted the counselor education program to request counselors and/or counselor trainees to process this with school students. Jennifer noted that the challenge was to have enough supervising counselors on-site to help with this, so asking for that support prior to these events may be a helpful service of the Chapter.

There is little that we can do to prevent natural disasters from occurring, but there is much that we can do to prepare. Jennifer’s story is only one of many about those that responded during hurricanes and other natural disasters that have occurred in our history. Going forward, CSI can offer guidance in preparation.

Resources


Responding to Mass Shootings: A Counselor’s Role During Crisis
by Sandi Logan-McKibben, *Exemplar* Assistant Editor

Virginia Tech, Sandy Hook Elementary School, Pulse nightclub, the Las Vegas strip, and now Marjory Stoneman Douglas High School are among the top 10 deadliest mass shootings in U.S. history. Although a variety of contributing factors to each of these tragedies could be explored, this article will focus on how we, as professional counselors and counselor educators, can respond to the community crisis that occurs when a mass shooting takes place.

Professional counselors occupy a multitude of roles and responsibilities, including that of counselor, educator, and advocate. The *American Counseling Association’s (2014) Code of Ethics* includes multiple statements, particularly in Section C: Professional Responsibility, that speak to counselors’ duties in responding to crises such as a mass shooting. When professional counselors become involved in a mass shooting response, they may assume that they will take on the role of “counseling service provider” to those affected by the event. However, counselors likely will occupy a variety of roles as needs shift in the ever-changing aftermath of a human-caused crisis.

The best crisis response is an organized response. Accordingly, counselors need to be aware of national, state, and local response protocols when mass shootings occur so as not to inadvertently interfere with emergency response and management. Counselors also need to be aware of systematic counseling response efforts. Organizations such as the American Red Cross typically provide disaster relief, including after mass shootings. Organizations directly impacted by a shooting also may have protocols in place that counselors should learn about, respect, and follow. For example, in addition to the emergency response at Marjory Stoneman Douglas High School, Broward County schools closely followed their internal response protocol for assisting students. Awareness of response plans is critical so that well-meaning counselors do not “parachute in” to an active and evolving scene and cause confusion or harm. Some state-level counseling organizations may also help coordinate counseling services in the wake of mass shootings. The Florida Counseling Association, for example, took the lead after Pulse Nightclub and Marjory Stoneman Douglas to compile a list of available professional counselors and to communicate community
needs to counseling volunteers. Counselors motivated to help in the wake of mass shootings are encouraged to be proactive by identifying and becoming involved with relevant organizations and by seeking disaster relief training. When disaster strikes, be prepared, but also be patient so that community needs can be assessed and triaged.

When counselors find themselves responding to mass shootings, one of the most important, yet simple, things to do is to be present and to respect the dignity and worth of those impacted. A simple “welcome, I’m glad you’re here” can mean more than people realize. It is also important to be available and flexible. Some individuals will want to be surrounded by familiar faces, yet others may want to talk individually with a counselor in a private setting. These may seem like simple ideas, but they are crucial in the early hours and days of crisis response. Importantly, not all people who experience a mass shooting respond in the same way, and not all survivors and community members have the same needs.

Counselors are uniquely trained to identify warning signs, and an important role that counselors can assume is educating others to recognize warning signs also so that they can offer people to counseling if needed. It is possible to speak with teachers, parents, students, and community members about signs of psychological distress following a tragedy, as well as how warning signs may present differently across the lifespan. For instance, lack of sleep or appetite, irritability, anxiety, and paranoia, are just a few symptoms that may emerge. It is possible for a counselor to host a community event about warning signs of distress, design educational materials to be distributed, or even collaborate with community organizations to bring in individuals with crisis expertise, such as the Red Cross Disaster Mental Health training.

Counselors possess effective communication and collaboration skills. As such, helping professionals can rally together to support the grieving communities. After the Pulse nightclub shooting, counselors in Florida and throughout the U.S. quickly used Google documents and forms to create a list of available helping professionals, to create sign-up sheets, and to design referral lists for individuals impacted by the shooting. Dr. John Super, a clinical assistant professor at the University of Florida, felt compelled to support the community outreach efforts and ended up working in collaboration with another local professor to serve as clinical supervisors to those providing direct counseling and psychological first aid to the public.

In addition to serving the community directly through outreach efforts, the ACA Code of Ethics (2014, Section C) also states that they are “are expected to advocate to promote changes at the individual, group, institutional, and societal levels that improve the quality of life for individuals and groups and remove potential barriers to the provision or access of appropriate services being offered.” Professional counselors understand the importance of advocacy, and mass shooting crises consistently bring socio-political issues to the forefront of national discussion, which create important moments for professional and client advocacy. These moments can serve as opportune times to promote changes and to build a platform that improves the quality of life for individuals and communities. For instance, Scarlett Lewis, a parent who lost their child following the Sandy Hook incident, decided that educators needed more access to a social-emotional learning curriculum, resulting in the Jessie Lewis Choose Love K-12 curriculum that is research-based and has been made available free of charge to anyone. Following the Pulse nightclub and Marjory Stoneman Douglas shootings, those directly affected have put to use their voice and have been advocating for political and legislative changes, whether that be addressing school safety measures, gun control reform, or mental health awareness.

While some counselors may provide service to those impacted, ultimately counselors who are providing emotional support also become impacted and may need support. Thus, counselors might consider offering support groups to other helping professionals who have responded to the crisis. Our ethical codes speak to the importance of maintaining and promoting self-care and to ensuring clinical competence. Counselors must remember the saying that “we cannot pour from an empty cup.” Those providing counseling may also need to seek their own support, and supporting fellow counselor colleagues in the wake of mass shooting response, either through clinical supervision or through counseling support, is an important consideration.

The occurrence of mass shootings may not be completely eradicated, especially in the short term, but there are steps that we each can take in response to such a crisis and in the prevention of future tragedies. As a counselor educator, I see it as my honor and ethical obligation to “Be the change you want to see in the world,” as Gandhi would say. I encourage each of you to reflect on your role and contributions to both the counseling profession and society as a whole.

For Further Reading


Check out the Spring 2018 webinars!

Phenomenology and Grounded Theory: Two Qualitative Approaches to Research
Dr. Donna M. Gibson
Wednesday, March 14, 2018, 2:00-3:00pm EST

Adolescent Sexting: Legal and Ethical Issues for Professional Counselors
Dr. Vaughn S. Millner & G. Virginia Pike, JD
Wednesday, March 21, 2018, 1:30-2:30 PM EST

Implementation of Effective DBT Strategies in Your Clinical Work With Adolescent Females
Dr. Caroline Perjessy
Wednesday, April 4, 2018, 2:00-3:00 PM EST

Solution Focused Brief Counseling With Children and Adolescents: Tips and Strategies
Dr. Natalie F. Spencer
Thursday, April 12, 2018, 2:00-3:00 PM EST

Supervising Counselors on the Forefront of an Epidemic
Dr. Barbara A. Mahaffey, Dr. Joan Lawrence, Candice Crawford, & Dr. Tanisha Sapp
Wednesday, April 18, 2018, 12:00-1:00 PM EST
The opportunity to interview Mrs. Letitia Browne-James was a privilege. Mrs. Browne-James, a Licensed Mental Health Counselor-Supervisor and National Certified Counselor (NCC), is a Doctoral Candidate at Walden University. She was recognized as a 2017 Doctoral Minority Fellow by the NBCC.

The desire to contribute to positive social change for marginalized and underserved populations motivated Mrs. Browne-James to become involved in advocacy in the counseling profession. She conveys passion for issues related to licensure portability, Medicare expansion, and the enhancement of the counseling profession.

Recently, Mrs. Browne-James has been involved in licensure portability efforts, creating unified standards for counselors in Florida, and Medicare expansion initiatives to include professional counselors. She credits the ACA's Take Action/Voter Voice and Institute for Leadership Training, as well as NBCC Government Affairs services for their support by keeping her informed of current challenges facing the counseling profession. Mrs. Browne-James actively participates in the Florida Counseling Association's Public Policy and Advocacy Committee advocating for school counselor funding, and increasing supports and services for professional counselors.

Passion, persistence, diligence, and awareness of current issues impacting the counseling profession, and populations that are marginalized and underserved, are factors Mrs. Browne-James identifies as influencing the success of her advocacy efforts. Through research and publication efforts, Mrs. Browne-James seeks to raise awareness and provide education to counselors working with survivors of human trafficking.

Advocacy and service go hand-in-hand. In Florida and the Southern Region, Mrs. Browne-James identified licensure portability as one of the most urgent professional advocacy issues facing the counseling profession. Lack of licensure portability creates professional barriers for novice and seasoned professional counselors during periods of transition/relocation. It can be discouraging to discover that the license/credentials obtained from a previous state are not recognized, and it can be a costly enterprise being required to return to school and take additional exams before securing your license to practice as a professional counselor. Ultimately, counselors are in the profession of serving/caring for our community, and systemic and professional barriers, such as licensure portability, can inhibit us from accomplishing this mission. Mrs. Browne-James relayed that issues such as licensure portability and salary equity are advocacy issues in need of attention so that counseling is fairly positioned in relation to other mental health professions.

Finally, Mrs. Browne-James emphasized the importance of involving students in advocacy initiatives, because counselors often find themselves only advocating for their clients. As a supervisor and educator, she focuses on being intentional at incorporating advocacy in the counseling curriculum, which she believes sets students up for success when they begin practicing in the field.

CSI Election Results

CSI appreciates the willingness to serve that was evident within every one of this year’s candidates for CSI International President-Elect and Secretary. Congratulations to Dr. Amanda La Guardia, who has been elected as CSI International’s next President-Elect (2018-2019), and to Dr. Philip Clarke, who has been elected to serve as CSI Secretary (2018-2020).
CSI Days Atlanta

by Nicole R. Hill, CSI President-Elect
Chi Sigma Iota is eagerly anticipating our CSI Days at the American Counseling Association Conference and Expo in Atlanta, Georgia this April. CSI has a longstanding partnership with ACA that has manifested in us hosting our members and leaders during the ACA conference each year. We have a legacy of providing exemplary workshops and leadership development programs for our members, as well as robust training for our Chapter Faculty Advisors and Chapter Leaders. Our training sessions, Leadership Development Workshop, and education sessions are coupled with our Delegate Business Meeting, which is an opportunity for us to come together as a community of CSI chapters to conduct official business, be informed of CSI International initiatives, and recognize our award recipients. CSI Days is a time of recognition and celebration, professional development, and leadership skill cultivation. I look forward to seeing you all there.

CSI Days 2018 will be held during the ACA conference from Friday, April 27, 2018 to Sunday, April 29, 2018. The CSI Executive Council and Journal of Counselor Leadership and Advocacy Editorial Board will meet on Friday, April 27th. CSI appreciates ACA’s provision of 20 free student registrations for Leadership Fellows and Interns and other deserving recipients and 25 sponsored poster sessions. The support of ACA is a testament to our collaborative partnership.

For the first time last year at the ACA conference in San Francisco, California, the format for CSI Days was modified, and we are continuing with the new model of how we are conducting our CSI activities during the conference. One example of a modification is that we will host a breakfast before the CSI Delegate Business Meeting to come together and spend time with each other informally.

CSI-Sponsored Poster Sessions

CSI will be sponsoring 25 poster sessions at the ACA conference. The focus and scope of the poster sessions are grounded in four themes: (1) Counselor Identity across the Globe; (2) Enhancing Community Engagement through Professional Advocacy; (3) Professional Identity, Leadership, and Advocacy; and (4) Wellness Counseling Practices and Research. Selection of the 25 CSI-sponsored poster sessions was a competitive process. All CSI student members who are also ACA members were invited to submit proposals this past fall. Members of the CSI’s Poster Session Review Panel reviewed all submissions and selected exemplary poster sessions that reflect one of the four themes and showcase CSI’s mission of promoting excellence in the counseling profession.

Education Sessions

Our two education sessions are focused on internationalization and counselor community engagement, two critical areas of emphasis for CSI. Both of our sessions are situated in the presidential theme of Dr. Barbara Herlihy, our current CSI President. Her theme of “CSI and the Globalization of Counseling” has sharpened our focus on the urgent needs of advocacy and leadership to which counselors can respond in the international context. Under Dr. Herlihy’s vision and leadership, CSI has expanded our understanding of how we, as counselors, can address critical global challenges and opportunities, can strive for enhanced diversity consciousness and valuing of human dignity across cultures, and can advocate for many who are marginalized in their communities. She has emphasized how our competencies and skills as counselors are urgently needed to respond to the complexity of social, emotional, professional, and mental health issues emergent across the world. Dr. Herlihy’s impassioned conviction that counselors must be the leaders in promoting social justice and global peace are reflected in our two education sessions this April.

The first education session is entitled “A Call to Action: How Counselor Community Engagement (CCE) May Support Refugee Populations.” The session will be presented on Friday, April 27th from 7:30 to 8:30 a.m. in Room A311 of the Georgia World Congress Center. The presenters will be Drs. Mathew Glowiak, Cheryl Fulton, and Cynthia Bevly. With over 900,000 refugees settling in the United States of America across the last two decades (Alpert, 2017), this session will examine critical areas of need and opportunities for counselors to positively support refugee populations. The education session resonates with Dr. Herlihy’s presidential theme of how professional counseling is impacted by growing internationalization.

The second education session focuses on professional association leadership within internationalization, and it is entitled “Leading the Way in Internalization: Contributions of Our Professional Counseling Organizations.” This presentation is scheduled for Saturday, April 28th from 4:00 to 5:00 p.m. in Room A410 of the Georgia World Congress Center. The presentation will be grounded in the professional experiences of the presenters, namely Drs. Barbara Herlihy, Andreea Szi-lagyi, Melissa Fickling, Charles H. (Rick) Gressard, David Kaplan, and Ms. Lisa Dunkley. The presenters are prominent counseling leaders who through their current and past positions can speak to the international initiatives of Chi Sigma Iota, the National Board for Certified Counselors, the Council for the Accreditation of Counseling and Related Educational Programs, the European Board for Certified Counselors, and the International Registry for Counselor Education Programs.

Leadership Workshop

In my role as President-Elect, I have the honor of identifying a presidential focus that will be launched through the topic of the Leadership Workshop and be woven through CSI activities across my year as President. I am delighted to share with you my presidential focus, Cultivating a Culture of Leadership and Mentorship, which challenges each of us, individually and collectively, to enact our values of excellence, wellness, and human dignity through actively engaging in leadership and mentorship activities. Our future as a profession hinges on us serving as stewards for the next generation of leaders. Providing stewardship for the next generation of leaders requires active engagement and the nurturing of a professional community that sustains us and encourages us to thrive. Our own growth and development is shepherded and inspired by a community of our peers, faculty members, supervisors, mentors, and colleagues.
The 2018 Leadership Workshop will situate the urgent demand to develop a culture of leadership and mentorship in the challenges currently impacting us as a profession and as individuals. Dr. Danica G. Hays, Professor and Executive Associate Dean at the University of Las Vegas, will spearhead our workshop entitled “Building Community as Leaders during Times of Adversity and Opportunity.” Dr. Hays will inspire us to expand our development as multicultural leaders within the counseling profession and apply social justice principles to leadership activities. She will guide us in discussion about key leadership and advocacy principles that foster community and effectively support us in excelling as professional counselors. The Leadership Workshop will conclude with a panel discussion focused on strategies for CSI members to build a community of leaders to respond to adversity. The panel component of the workshop will be facilitated by Dr. Hays and will include student chapter leaders who are actively building community within chapters and within their spheres of influence.

The Leadership Workshop is scheduled for Sunday, April 29th from 8:45 to 10:15 a.m. in Room A302 of the Georgia World Congress Center. At the beginning of the Leadership Workshop, we will honor the individuals who were selected as the 2018-2019 Chi Sigma Iota Leadership Fellows and Interns. We will also recognize the distinguished individual who will serve as the CSI 2018-2019 Fellow for the Edwin L. Herr Fellowship for Excellence in Counseling Leadership and Scholarship. The recipients of the 2017-2018 CSI and CACREP jointly sponsored Leadership Essay Contest will be recognized.

Delegate Business Meeting

The Delegate Business Meeting is scheduled for Saturday, April 28th from 7:30 to 10:30 a.m., and it provides the official forum for chapter delegates to receive annual reports and updates from the CSI Executive Council and Headquarters Staff. Please join us for breakfast before the Delegate Business Meeting. To maintain active chapter status, each chapter must be represented at the Delegate Business Meeting once every three years and have their attendance formally recorded. In preparation to be a chapter delegate and attend the Delegate Business Meeting, you must Pre-Register for the event by April 1, 2018. Please visit our CSI website page to pre-register and view the 2017 Delegate Business meeting minutes. As part of the formal business meeting, you will be asked to vote to approve the minutes from the 2017 Delegate Business Meeting, so please review those in preparation for the meeting.

During the Delegate Business Meeting, CSI will honor several of our 2018 CSI International Award Honorees, Excellence in Counseling Research Grant recipients, Chapter Development Grant awardees, and Statewide/Regional Networking Grant recipients. The specific CSI International Awards that will be celebrated are Outstanding Practitioner, Outstanding Practitioner Supervisor, Outstanding Research, Outstanding Entry-Level Student, Outstanding Doctoral Student, Outstanding Journal of Counselor Leadership and Advocacy Article, Outstanding Service to the Chapter, and Thomas J. Sweeney Professional Leadership.

The success of our chapters depends upon the dedication and engagement of our Chapter Faculty Advisors. CSI International and Headquarters staff value the hard work and involvement of our CFAs as the success of our chapters ensures the thriving of CSI, our members, and our profession. Our training for CFAs will be held on Saturday, April 28th from 11:00 a.m. to 12:30 p.m. in Ballrooms B & C of the Omni Hotel. Topics will include membership cultivation and retention, engagement of alumni and faculty, mentorship of chapter leaders, online resources, and program development. The training will be interactive and responsive to attending CFAs’ needs, and it will be conducted by Drs. Peggy Ceballos and Raul Machuca. During the CFA Training workshop, we will honor the recipient of the 2017-2018 CSI Outstanding Chapter Faculty Advisor Award.

CSI Days - Atlanta, GA

Find the most up-to-date event location and registration information on CSI’s website.

**Friday, April 27, 2018**

- JCLA Editorial Board Meeting
  - 7:30-8:30 AM
- CSI Education Session: “A Call to Action: How Counselor Community Engagement (CCE) May Support Refugee Populations”
  - 7:30-8:30 AM
- CSI Executive Council Meeting
  - 10:30 AM-12:00 PM
- Leadership Fellows and Interns Orientation
  - 12:00-1:00 PM

**Saturday, April 28, 2018**

- CSI Delegate Business Meeting
  - 7:30-10:30 AM
- CSI Chapter Faculty Advisors Training
  - 11:00 AM-12:30 PM
- CSI Chapter Leaders Training
  - 1:30-3:00 PM
- CSI Education Session: “Leading the Way in Internationalization: Contributions of Our Professional Counseling Organizations”
  - 4:00-5:00 PM

**Sunday, April 29, 2018**

- CSI Leadership Workshop: Building Community as Leaders During Times of Adversity and Opportunity
  - 8:45-10:45 AM
Chapter Leaders Training

Chapter leaders provide the necessary vision and engagement that promote the success of our chapters and fosters the professional development of chapter members. The Chapter Leaders Training is scheduled for Saturday, April 28th from 1:30 to 3:00 p.m. in Ballrooms B & C of the Omni Hotel. The training session will include topics about membership recruitment and retention, program development, chapter involvement with CSI International activities and opportunities, and leadership strategies. The Chapter Leaders Training will be a dynamic session facilitated by Dr. Matthew Glowiak, Ms. Sunny Teeling, and Dr. Stephen Kennedy. As part of the Chapter Leaders Training, recipients of the CSI 2017-2018 Outstanding Chapter, Outstanding Chapter Individual Program, and Outstanding Chapter Newsletter will be recognized.

In Appreciation

The mission of CSI emphasizes promoting excellence in the counseling profession, and excellence across the past year and in preparation for CSI Days at the ACA Conference and Expo has been fostered and stewarding by the leadership of Drs. Holly Hartwig Moorhead and Barbara Herlihy. Our collective excellence and accomplishment is the culmination of the dedication and efforts of many across our chapters, on our Executive Council, and our Headquarters staff, as well as the vision and leadership of Drs. Hartwig Moorhead and Herlihy. We are privileged to have such leadership and engagement across the year, and we have been enriched by Dr. Herlihy’s presidential theme of CSI and Globalization of Counseling. I look forward to seeing each of you at our CSI Days events at the ACA conference in April, and I eagerly anticipate learning about the many ways in which we as CSI members both individually and collectively positively impact our communities and the counseling profession. For updated information about CSI Days, please visit our CSI website at www.csi-net.org. Safe travels to Atlanta!

JCLA Call for Manuscripts

Through high-quality research, scholarship, and professional dialogue, JCLA will promote the development of leaders to serve in diverse counseling settings, bring awareness to professional and client advocacy initiatives, and provide a forum for discussing professional issues. JCLA welcomes empirical, theoretical, and conceptual manuscripts focused on leadership, professional and client advocacy, and professional identity for counselors, counseling students, and counselor educators. Because evidence-based practice is at the heart of the counseling profession, JCLA will occasionally publish exemplary scholarship related to evidence-based practice in counseling practice, supervision, and education.

JCLA is published twice a year with a circulation in excess of 15,000. The editorial board accepts research and practice manuscripts on a rolling basis. To learn more about the journal aims and scopes and author guidelines, please visit www.tandfonline.com. Our manuscript submission portal is located at http://mc.manuscriptcentral.com/ucla. You may also address inquiries to jcla@csi-net.org.

The Construction and Validation of the School Counseling Transformational Leadership Inventory

Donna M. Gibson, Colette T. Dollardkie, Abigail H. Conley, and Christina Lowe

Recognizing, measuring, and developing leadership attitudes and skills in school counselors is needed to support students, school counseling pro-grams, and school communities. Specifically, there is a need to examine transformational leadership attitudes and skills of school counselors that inspire, motivate, and empower individuals to participate in the vision for comprehensive school counseling programs. The construction and exploration of a transformational leadership inventory for school counselors is presented. Through exploratory factor analyses (n = 217) and confirmatory factor analyses (n = 676) with school counselors, a one-factor inventory of transformational leadership evolved. Implications for school counseling research and professional development are offered.

Learning to Advocate: Evaluating a New Course

Lauree N. Gonzalez, Melissa J. Fickling, Isabelle Ong, Crystal N. Gray, and Phillip L. Waalkes

The authors share the formative evaluation of a counseling elective, Social Justice Advocacy. Researchers used thematic analysis to code student weekly reflection journals. Emergent themes included (a) redefining social justice and advocacy, (b) reflecting on privilege, (c) expanding from advocacy for to advocacy with, and (d) shifting into action. The findings have implications for counselor educators interested in developing a similar course and value for professional counselors who wish to improve their advocacy for clients.

Content, Methodology, and Design Selections in Counselor Education Dissertations

Judith Richards, Cara Dykeman, and Sara Bender

This study explored the content, methodology, and design trends present in counselor education dissertations. The dissertations examined were drawn from a random selection of CACREP-accredited doctoral programs located at Carnegie-classified research universities. In descending order, the three content areas most selected were: (a) counselor education, (b) school counseling, and (c) multicultural counseling. The majority of the dissertations reviewed made use of quantitative methods (64%). With quantitative studies, observational designs were the most-employed category (69%).

Ecological Considerations and School Counselor Advocacy with LGBT Students

Matthew J. Buck, Meredith A. Bauer, Haley D. Wofford, and Laura L. Galla

The school counseling literature contains little research and practice-based scholarship to support school counselors’ work with LGBT youth within school contexts, which may be at odds with the ethical and professional responsibilities of the school counselor. This article adopts an ecological framework to help school counselors navigate potential ethical issues when working with and advocating on behalf of LGBT students. Ecological and systemic recommendations are outlined to help strengthen the ethical practice of school counselors.

Chi Sigma Iota Chapter Faculty Advisors’ Experiences of Professional Counselor Identity

Bob McKinney, Erin West, Martina Fye, Robert Bradley, and Cassandra A. Sterle

We explored Chi Sigma Iota (CSI) primary chapter faculty advisors’ (CFAs) understandings and experiences of professional counselor identity through the use of interpretative phenomenological analysis. Results suggest that CFAs experienced and understood their professional counselor identity through (a) meaningful interactions with students, (b) a sense of pride in their CFA role, and (c) a sense of coherence and role provided. Implications for CFAs, CSI chapters, and the development of professional counseling identity are included.

L. DeAnne Borders: Leadership Through Mentorship and Modeling

W. Bradley McKibben, J. Scott Young, Craig S. Cashwell, and Jodi L. Tangen

Dr. L. DeAnne Borders has profoundly impacted professional counseling and counselor education, particularly in areas of scholarship and clinical supervision. In this leadership profile, the authors detail Borders’s profile yet unobtrusively and deeply personal leadership approach, and they highlight the personal and professional impact of her leadership efforts. Her unique abilities to mentor others and model exemplary leadership are captured in the voices of those with whom Borders has worked.

A Content Analysis of CSI Chapter Efforts to Promote Counselor Leadership Development

Edward Wahesh, Cheryl L. Fulton, Laura R. Shannonhouse, W. Bradley McKibben, and Stephen D. Kennedy

Counselor leadership is vital to advancing the counseling profession. The Council for Accreditation of Counseling and Related Educational Programs has required leadership development as part of counselor training; however, little is known about how leadership skills are acquired in counselor preparation. Based on a content analysis of data from 136 Chi Sigma Iota chapters, leadership skill building efforts were identified. Implications for training and research are provided.
Cultural competence is a significant mandate within the counseling code of ethics (ACA, 2014; Ratts et al., 2015), especially with multiculturalism having taken on such a significant role within the counseling profession. For this reason, it is vital that counselors strive to gain a greater understanding of such competencies when working with clients from diverse populations. The learning and wealth of knowledge to be acquired throughout our profession never ceases, and it is through research, collaboration, interactions with clients, and a willingness to learn that we can further serve with excellence in a dynamic, diverse, and complex international society.

One particular population that continues to increase on a yearly basis is individuals who have immigrated to the United States. In fact, the U.S. Census Bureau (2011) reported that nearly one million people have immigrated to the U.S yearly since 1990. With such a large influx of recently immigrated individuals, learning more about barriers they face will allow counselors to provide the best level of services possible to these clients (ACA, 2014).

When working with a global population of clients, including immigrants and refugees, counselors must remember to meet clients where they are, and understand that not everyone from the same culture or country shares identical customs and values. A counselor’s openness to learn more about the client’s story, while collaborating with the client to accomplish identified objectives, asking appropriate questions, and utilize self-disclosure, as necessary, will in turn, strengthen the therapeutic relationship (ACA, 2014; Ratts et al., 2015; Segal and Mayadas, 2005). Furthermore, this will better help the counselor gain a greater level of insight into the client’s background, as well as cultural norms, traditions, and rituals that can be incorporated into counseling sessions to best serve the client (ACA, 2014; Ratts et al., 2015; Segal & Mayadas, 2005). Equally as important, this will provide a steady foundation for the counselor and client to continuously build upon, which will ultimately help the client achieve any goals they set for themselves.

CACREP accredited graduate programs provide students with the educational foundation needed to make a difference in the community, while Chi Sigma Iota ensures the highest attainment in the pursuit of academic and clinical excellence in the profession of counseling (CSI, 2017). Therefore, graduate level students are in a great position to engage in social change - especially since it is our duty as counselors to advocate for underserved populations.

Mental health care that is inclusive of the needs of diverse citizens should not be a privilege; rather, it should be a basic right for all. Listen to the needs of clients. Speak with community leaders and inquire into the challenges faced by underrepresented populations in your area. Spread awareness for the cause at hand, and aim to make a difference within local agencies. All the while, reach out and collaborate with fellow counselors because there is strength in numbers. Together, contact local policymakers with facts, statistics, and evidence, and work together to ensure inclusive mental health care. As advocates within the counseling profession, we owe this to those who continue to be marginalized by society.

References
Serving with Excellence in a Complex Society
by Serena Yeager, Upsilon Chi Chapter, The University of Central Florida Entry-level Award Recipient

Our society is increasingly complex, diverse, and international. According to CACREP Standards (2016), counselors are committed to social justice and multiculturalism. To do this, we must become lifelong learners focused on increasing our understanding of multiculturalism. In addition to taking required multicultural courses, it is important to continue learning about and serving our communities in an intentional way.

Many clients (especially Asian, Hispanic, and African American clients) avoid counseling due to social stigma and cultural norms that perceive counseling as negative (Vogel, Wester, & Larson, 2007). Refugee and undocumented immigrant populations in the United States are especially vulnerable to stress and trauma due to anti-immigrant attitudes, social isolation, and the often life-threatening experience of migration (Goodman, Vesely, Letiecq, & Cleveland, 2017). In order to best serve these populations, it is important that we increase our research and volunteering focus on the specific needs of international, underserved, and diverse clients while encouraging members of these populations to join the counseling profession themselves. With increased understanding and service of the diversity of human need, plus an inclusive environment for counselors from underrepresented identities, we will both increase access to counseling and remain respectful of the voices of the communities we serve.

Beyond learning about multiculturalism and prioritizing the voices of the populations we serve, we must effect change in social policy. As a field, we have considerable power to advocate for the rights of the individuals we serve - especially when we consider the influence that our privileges afford us.

“As a field, we have considerable power to advocate for the rights of the individuals we serve - especially when we consider the influence that our privileges afford us.”

~ Serena Yeager ~

CSI-NBCC Clients Rights & Responsibilities

The CSI-NBCC Client Rights & Responsibilities brochure has been updated! Designed for both counselors and clients to reference, the Client Rights and Responsibilities document was developed jointly by Chi Sigma Iota and the National Board for Certified Counselors to help clients be informed consumers of counseling services. CSI encourages counselors to print the brochure and make copies for clients, make it available in office waiting areas, and/or share the document link with clients.

References


Serena Yeager Upsilon Chi Chapter

Knowingly as intersectionality, should be a focus in counseling because the number of marginalized identities a client experiences and the frequency at which they experience discrimination accounts for 15% of the variance in post-traumatic stress symptoms and 13% in quality of life scores, providing a better model for determining need than considering structural inequality alone (Seng, Lopez, Sperlich, Hamama, & Meldrum, 2012). A focus on intersectionality in counseling is a shift towards a holistic understanding of counseling that considers clients’ complex identities and recognizes that some populations are more vulnerable than others.

I received experience in this concept as a case manager on a crisis unit. My job involved helping clients survive before they could thrive by assessing needs and providing referrals. Clients who are especially vulnerable, such as a low-income immigrants experiencing systemic discrimination, may need social services such as housing and medical care before they can fully benefit from talk therapy. As a counselor, I will strive to consider the needs of the whole person, taking into consideration each aspect of a client’s identity. As a student, I will continue learning about systems.
Daniela Balva
Delta Iota Chapter
Florida International University

According to its mission statement, Chi Sigma Iota aims to promote scholarship, research, professionalism, leadership, and excellence in counseling, while also recognizing high attainment in the pursuit of academic and clinical excellence in the profession of counseling. This one, simple statement is so much more than words describing an organization; rather, it attests our professional identity as a counseling honor society and holds counselors-in-training, counselor educators, and professional counselors to the highest possible standard. We, as members of this esteemed organization and as counselors, must abide by such standards in order to continue paving our identity within the field while providing a remarkable level of service to our clients, our students, and our community.

In order to distinguish ourselves as professional counselors, we must start with striving for excellence in scholarship and research. As we were told in our graduate studies, the learning in this field never ends, and in order for us to continue learning, we must constantly aspire to acquire new information. We must start by studying evidence-based practices, reviewing counseling techniques and recommendations, and examining and adhering to multicultural competencies.

In fact, colleagues and counselor educators are often the ones who discover such important findings within our field. These individuals set the foundation on which our studies will be based, thus providing us with innovative techniques and practices to utilize in counseling sessions. There are so many counselors making meaningful discoveries on a daily basis, and as incoming professionals, there is no reason why we cannot do the same. As we focus on researching new ways to improve services and help clients, we will find ourselves making a difference both for and within the counseling profession as a whole.

How is it that we can go about making such worthwhile contributions as counselors? For starters, we belong to one of the largest single member organizations of professional counselors in the world. Chi Sigma Iota offers a vast array of resources to ensure our success as professional counselors. It is imperative that we use Chi Sigma Iota as a platform in our pursuance of excellence in scholarship. Doing so will allow us to attain the highest level of competency and effectiveness as service providers—both individually and collectively. All the while, we must remember the importance of collaboration with our peers and colleagues.
CSI members and chapters should focus on working together on research and scholastic projects because when we take advantage of partnership and collaboration, we can share data and knowledge, compare findings, and assist one another in our endeavors. Henry Ford once stated, “Coming together is a beginning; keeping together is progress; working together is success.” This is how we, as members of a collective organization that emphasizes the promotion of scholarship, research, professionalism, leadership, and excellence in counseling can achieve excellence within our field.

**BRITTANY BISHOP**

**Phil Chapter**
**Longwood University**

Scholarship and research are an integral part of my identity as a developing professional counselor. I know of several peers who do not view research as necessary or valuable to their identity and argue that the main reason to engage in research outside of class assignments is to boost the chances of getting into a doctoral program. For them, if the desire is not to enter into this realm of higher education, there is no motivation to pursue scholarship. While I do want to enter into a doctoral program after I finish my masters, this is by no means the inspiration behind why I want to engage in as much research as possible. To me, every bit of research I partake in helps develop me as a professional in both identity and capability. I get to learn more about the issues that most interest me and reflect on why I am so drawn to those topics. I also learn more about what interests my colleagues and team members and why they are so moved by something that may not be of the highest interest to me. I have learned where there are gaps in our field of knowledge so I know what research might be best to conduct to better help clients or other professionals.

Through achieving goals in research and scholarship, I have become a more confident individual. I feel better about my ability to help clients and communicate with peers. I have been able to improve my self-image which I believe is truly a challenge for many of the other students. All of these reasons are why I love to engage in research and strive for excellence in scholarship but the most important one to me is that I get to pursue my passion. We work in a field where burnout can be a very real threat and we talk about the need for self-care a lot. To me, pursuing research and growing my knowledge is one of the best forms of self-care. I get to learn about the issues I have an incredible amount of passion for and develop my investment in my profession, my clients, and my fellow counselors. As I try to grow into the best professional possible, I know that I need to stay aware of the myself and others and I need to be invested and engaged. Research is so important in achieving this goal and I intend to continue my pursuit of scholarship wholeheartedly throughout my professional life.

**Mentorship in Chi Sigma Iota**

by Cynthia Bevly, Exemplar Leadership Intern Editor, and Barbara Herlihy, CSI President

Counseling students, counselors, counselor supervisors, and counselor educators frequently discuss and practice mentorship. Crisp and Cruz (2009) stated that the simplest definition of mentorship is a relationship in which someone with more experience and/or knowledge nurtures, trains, and “shows the ropes” to a person with less experience and/or knowledge. Most counseling professionals are aware of the two primary domains of mentoring: career and psychosocial (Borders et al., 2011).

Career mentoring consists of support for professional advancement, including coaching, setting boundaries, sponsorship, visibility, and promoting work assignments. Some concrete examples include helping the mentee prioritize opportunities, giving permission to say no, recommending the mentee for professional service or leadership positions, inviting the mentee to co-present at a professional conference, observing and providing feedback on the mentee’s teaching, or encouraging the mentee to take additional research and statistics courses (Borders et al., 2011; Casto, Caldwell, & Salazar, 2005).

Psychosocial mentoring refers to helping with the cultural, environmental, and personal adjustments to the mentee’s new role (Borders et al., 2011; Briggs & Pehrsson, 2008). Psychosocial mentoring involves role modeling, acceptance, encouragement, listening, and friendship. Although the mentoring relationship is in some ways like a friendship, an important difference exists. Unlike the reciprocity inherent in a friendship, mentoring primarily benefits the mentee. Modeling personal and professional life balance, suggesting appropriate ways to interact with various members of the department or university, providing emotional support, viewing mistakes as part of the learning process, confidentially discussing the mentee’s worries, or interacting in informal or social situations are all ways to cultivate the psychosocial aspect of mentoring. Effective mentors blend these domains in ways that enhance the professional and personal development of the mentee (Borders et al., 2011).

**Mentoring and CSI**

Mentoring is one of CSI’s core values. Members would agree that the idea of informal and formal mentorship is highly present through CSI and its many functions. The “About CSI” webpage clearly states multiple objectives involving mentorship:

- 2.c. To mentor counselors-in-training and professional counselors from diverse cultural backgrounds
- 3.b. To train, mentor, and support chapter faculty advisors.
- 3.c. To nurture the personal and professional development of counselors-in-training and professional counselors.
In fact, the Spring issue of the Exemplar was a special edition on mentoring back in 2000. Topics such as connection, encouragement, empowerment, multiculturalism, communication, relationship navigation, and personal anecdotes made for an enriching and inspiring issue.

CSI’s Leadership Fellowship and Internship (LFI) program is another example of the organization’s commitment to mentorship. The LFI program was created to help graduate counseling students (master’s and doctoral) and new professionals develop leadership skills and competencies to advance the profession. CSI’s intent is to cultivate and support leaders to work in the rapidly changing and diverse field of counseling. LFI program participants have an opportunity to be of service to CSI, including working with the CSI Executive Council, contributing to various CSI committees, working with a formally assigned mentor, and choosing projects of interest to help develop their leadership skills.

A Personal Perspective

The world of counselor education was my first experience with mentorship in a professional setting. I majored in psychology as an undergraduate and did not experience the support and nurturance of a guide from any of my professors. In fact, my psychology program had an implicit competitive feel to it. In my perspective, it was very much survival of the fittest. I remember reaching out to several professors and doctoral students when I was an undergraduate sophomore. I knew I wanted to go to graduate school, but I wasn’t sure what field I saw myself choosing or in what capacity I would be employed. I was extremely intimidated by the graduate students and psychology instructors, but I pushed through the nerves and sought some career advice. The feedback I received was that I should get involved in research. Nothing else was offered in the way of who, what, where, when, and how. That was even more intimidating! I can remember my 20-year-old self wondering how I could get involved in research. Somehow, I learned about a research team comprised of undergraduates, graduate students, and professors that I very quickly joined. I could liken the experience to being tossed in the lake as a way of learning how to swim. I had no idea about the practical applications of statistical software, data entry, coding, variables, hypotheses, and other research concepts. I completed several research courses as a part of my degree program but putting those teachings into practice required a completely different level of learning and knowledge integration. I floundered quite a bit on that research team.

Fast forward to my first year in a master’s counseling program. Through the guidance of a family member who happened to be a professional counselor, I found myself in the right place. Counseling had all the appeal of talk therapy by the relational and personable approach of counseling professors which I had not experienced at the undergraduate level. My counseling professors genuinely cared about me and my well-being. Another surprise was Dr. Prosek’s acknowledgement of my academic aptitude. She said I was a strong writer and student. I hadn’t received positive feedback from an educator since elementary school! I remember being so encouraged and honored to hear that from someone in a position of power. She also told me that she believed I would be successful in a doctoral program. I had never contemplated pursuing a PhD, but Dr. Prosek had planted a seed. Five years later Dr. Prosek, my major professor, hooded me. Throughout my counseling training, I had several positive mentorship relationships with other professors, doctoral students, and supervisors. Whether it was catching up on how my life was going or collaborating on a research project or presentation, the professional and sometimes personal support I received from these counseling professionals was so different from any other academic setting I had experienced.

For me, there is something about mentorship that inspires me to give back. When I entered my doctoral program, I found myself in the role of mentor with undergraduate students, master’s students, and other doctoral students. I wanted to pay it forward, both formally and informally. Whether it was running our own CSI chapter’s mentor program for first semester counseling students, assisting in curriculum vitae formatting, or discussing what to look for in a supervisor, I genuinely enjoyed sharing my knowledge and experience. I liked that I had something to give back to the community. I feel like I’m passing it down to the next generation. I also acknowledge that I can always benefit from someone who has been there before me. I will never “arrive” at a place in my professional development where I can say, “no thank you, I don’t need mentorship anymore.”

It is an honor to serve as a CSI Leadership Intern and even more of a privilege to have Dr. Herlihy as my mentor. As I continue to navigate the shaky transition from doctoral student to doctoral graduate, Dr. Herlihy has been both helpful and supportive in offering her thoughts and experiences in the private practice world and the field of counselor education. Now I have graduated from my doctoral program, I find myself at a crossroads yet again. I am unsure of the capacity in which I see myself in counselor education, like the uncertainty I had felt as an undergraduate. It is a struggle to determine what type of position would best fit my career goals and personal values. I am fortunate and thankful to have Dr. Herlihy’s guidance to assist in my understanding and clarification of what kind of professional life I want to have.

A Word from Dr. Herlihy

I’m pleased to see the growing body of mentoring literature that has appeared in the 21st century. In prior decades, it seemed that most counseling students and counselor educators had ideas about what mentoring involved but had little literature to guide them to a shared understanding. I like the definitions Cynthia provided at the beginning of this article and would only reemphasize that career and psychosocial mentoring usually occur in tandem.

My own experiences with mentoring are both similar to and different from Cynthia’s experiences. We both struggled without mentors throughout our undergraduate years. Yet, whereas she was fortunate to find a mentor during her doctoral studies, I had very little (if any) mentoring throughout my graduate studies or early in my career as a counselor educator. At that time, several decades ago, it was almost impossible to find a female counselor educator to serve as a mentor to a novice counselor educator. I perceived in many male counselor educators, all of whom were senior to me, a differing set of expectations for a young woman colleague. Would I soon resign my faculty position to have a baby? Why was I upset at being offered a lower salary than my male colleagues? After all, I was not the breadwinner. It was only after I had begun to make presentations, publish articles, and find my voice as a counselor educator that I was able to overcome my intimidation and approach leaders whose work I admired and who were “icons” to me. It was an eye-opening experience to find that it was possible to develop collegial relationships with leaders who honored my voice. Increasingly, I realized how much I
was blessed to have become a counselor educator—a profession I love that is based in collaboration and empowerment. Like Cynthia, I felt a need to give back. One of the most rewarding aspects of my career is to have served as a mentor to a number of doctoral students and novice counselor educators. As a career mentor, I try to provide opportunities to co-present, co-author, and connect with leaders in the profession. As a psychosocial mentor, I hope I convey my belief in these protegees until they come to trust their own abilities and unique gifts.

If I could suggest one piece of advice to students and young professionals seeking a mentor, it would be to push past the intimidation and approach your professional heroes and heroines. Ask what they are working on and offer to help. Be persistent without being a pest. You may be pleasantly surprised to see how many leaders are glad to provide mentorship if you ask.

**Mentor Tips**

- Encourage a culture of both formal and informal mentoring
- Have frequent conversations among faculty members and students regarding involvement in mentoring
- Develop a clear and concrete mentoring plan
- Emphasize open communication
- Mentor and give feedback to graduate students who aspire to be faculty members
- Implement a structure for providing developmentally appropriate feedback to mentees
- Support scholarly, teaching, and clinical work proportionate to mentees’ goals
- Encourage mentees to have multiple mentors who fill different roles
- Discuss, before beginning a relationship, the power differential and the challenges of navigating dual relationships
- Encourage a balance between professional and personal life
- Practice flexibility in how you mentor mentees
- Be aware that you are a role model

**References**


