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Message from the Editor
Dr. Julia Whisenhunt, Gamma Zeta Chapter

In this edition of the CSI Exemplar, we highlight the importance of research to the counseling profession. To begin, Dr. Hartwig Moorhead provides some important updates from CSI Headquarters. Next, the Alpha Sigma Omega chapter from the Philippines discusses a webinar series they hosted on Excellence in Professional Counseling, funded through a CSI Chapter Development Grant. Drs. Brubaker and Storlie follow by providing eight helpful tips for publishing in the CSI flagship journal, Journal of Counselor Leadership and Advocacy. Dr. Behun talks about the CSI Excellence in Research Grant—a wonderful opportunity for CSI members to secure funds to support counseling research. Finally, Maddie Stevens, Raymond Blanchard, and Dr. Harrichand discuss their parallel journey as professional counselors and scholars. This issue is filled with helpful information for scholars at all experience levels.

We hope you will consider submitting to the next edition of the CSI Exemplar, which will focus on diversity and equity in professional counseling. Please submit proposals by August 6, 2021 to exemplar@csi-net.org in the form of an APA-style abstract. Additional submission details can be found at the end of this edition.
CSI also reactivated five chapters during the past year and warmly welcomed 14 newly chartered chapters—three times as many chapters as we typically charter in a year!

Chi Alpha Omega Chapter at Gordon-Conwell Theological Seminary
Lambda Sigma Mu Chapter at Florida State University
Mu Chi Nu Chapter at Molloy College
Nu Lambda Upsilon Chapter at National Louis University-Tampa
Rho Eta Nu Alpha Rho Chapter at Liberty University - North Area Region Online
Rho Eta Nu Gamma Chapter at Liberty University - North Central Region Online
Rho Eta Pi Rho Chapter at Liberty University - Western Region Online
Rho Eta Rho Mu Chapter at Liberty University - Rocky Mountain Region Online
Rho Eta Sigma Chapter at Liberty University - Southwest Region Online
Rho Eta Sigma Epsilon Chapter at Liberty University - Southeast Region Online
Sigma Chi Omega Chapter at Webster University - Columbia
Sigma Upsilon Gamma Chapter at South University - Savannah
Tau Upsilon Alpha Chapter at Troy University - Augusta
Upsilon Tau Theta Chapter at University of Texas - Tyler

Our newest members join the 144,000+ initiated members furthering CSI’s mission, to promote excellence in counseling, in agencies, schools, communities, universities, and institutions around the world. A quick glance at the Spring Annual Reports submitted by CSI chapters show hundreds of ways that members have meaningfully served their communities through community engagement activities, advocacy projects, professional development offerings, and celebrating excellence—devoting more than 20,000 reported hours of service!

A record number of CSI members and non-members alike attended CSI’s webinars this past year as well!

Recognitions
Every one of these impressive markers of CSI’s impact is dependent upon members generously giving of their time, expertise, and passion for counseling.

This includes 576 counselor educators who have devotedly served as Chapter Faculty Advisors for 302 active CSI chapters last year, mentoring new servant leaders and leading their chapters in implementing CSI’s mission within their counselor education programs and areas of influence and service.

This also includes more than 200 volunteers who served on CSI’s Committees and Review Panels.

Congratulations on making it to summer! We wish you a little time to step away from regular routines, whether your summer entails opportunities to travel to/from work in sunshine instead of snow or fitting in a little more time outside taking a walk, eating lunch al fresco, or connecting once again with loved ones as we slowly emerge from the isolation of COVID-19. As the CSI Headquarters staff have communicated with hundreds of CSI chapters this past year, we’ve heard over and again creative ways that CSI members have persevered through weeks and months that have stretched into semesters and seasons of uncertainty, requiring endurance and flexibility. Indeed, we know that rest and rejuvenation are needed so that we can continue to do good as we regroup in fall and begin the new 2021-22 year.

Celebrations
As a Society, we move into the summer and close out the past 2020-21 year having accomplished remarkable things together.

In the midst of an enduring pandemic and so many changes within counselor education, our Society set records!

We welcomed 8,175 new members last year—more new members than any other year since CSI was established in 1985!
that coordinated a variety of programs during the 2020-21 year. We thank the hundreds of volunteers who have used their unique skills and interests to develop valuable resources for CSI members and the counseling profession. Dr. Stephen Kennedy, CSI’s Chief Operating Officer, supports CSI volunteers and notes the numerous volunteer contributions which resulted in the following last year:

The Chapter Development Committee and Chapter Faculty Advisor (CFA) Committees offered virtual Chapter Leaders and CFA Trainings in lieu of the usual in-person sessions at CSI Days and the regional ACES conferences. For the second year, the Chapter Development Committee offered two sets of Online Regional Networking Summits to give CFAs and chapter leaders in different ACES regions an opportunity to connect with each other. The CFA Committee recorded an orientation for new CFAs that is now available on the CSI website. One of our most widely viewed webinars, “The Impact of Dual Pandemics on the Future of Counseling,” was co-presented by representatives from the Counselor Community Engagement (CCE) and Professional Member Committees.

The Leadership & Professional Advocacy Committee helped to coordinate the seventh year of the CSI & CACREP Leadership Essay Contest, which addressed the question, “How do you see the COVID-19 pandemic changing the landscape of the counseling profession?” Committee members have published new “Advocacy Heroes and Heroines” and “Professional Advocacy Agent” interviews, most recently with Dr. Jared Rose and Dr. Sandra Logan-McKibben. The committee presented a webinar titled, “Advancing Advocacy: Thinking Through CSI’s Six Advocacy Themes,” on April 14.

The Awards Committee selected the recipients of CSI’s 2021 individual and chapter awards. If you missed the Awards Ceremony during CSI Days, follow CSI’s Facebook and Twitter accounts to see clips from the ceremony.

The Excellence in Counseling Research Grants Committee awarded six grants for projects focusing on professional advocacy, leadership, and wellness counseling.

The Nominations & Elections Committee recommended a slate of candidates for the 2020 CSI International Election, and the LFI Selection & Mentoring Committee selected our current cohort of 10 Leadership Fellows and Interns and an Edwin L. Herr Fellow from a competitive pool of applicants.

A sub-committee of the Wellness Counseling Practice and Research Committee developed Counselor Wellness Competencies that were approved by the CSI Executive Council and published in the Journal of Counselor Leadership and Advocacy. Former committee members Dr. Matthew Fullen and Dr. Cheryl Pence presented a webinar, “Wellness Research: Practical, Tips to Secure Grant Funding” on March 4. The committee continues to maintain a “Wellness in Counseling” website within csi-net.org.

All of our committees contribute to CSI’s Facebook, Twitter, and Instagram accounts, and two committees deserve special recognition for maintaining separate committee social media that CSI members can follow. For several years, the Counselor Community Engagement Committee has moderated a Facebook group that offers monthly blogs about counselor community engagement, and in 2021 the committee created an Instagram account. The Chapter Development Committee also set up a Facebook group during the past year. CSI members who are interested in those committees’ projects are invited to follow those accounts.

Opportunities to Serve
Our Society’s Core Values are Commitment, Service, and Identity. These values are reflected with the aforementioned programs, which are only some of the many projects that CSI’s Committees and Review Panels completed during 2020-21.

We warmly welcome the new volunteers who join these teams for the new 2021-22 year and extend an invitation for new volunteers too! If you are interested in serving, please visit our Volunteer Opportunities web page. Although CSI’s committees are full for the current year, you can submit a Volunteer Interest Form early next year if you would like to be considered for an appointment in 2022. Applications for this year’s Review Panels and the Counselors’ Bookshelf Editorial Review Board are still being accepted.

Starting a New Year
Due to COVID-19 considerations, the incoming CSI Executive Council once again held its annual summer meeting virtually. The new Council officers affirmed the Society’s fiscal and programming priorities for the year. As part of this work, the Executive Council approved charges for all of the Society’s committees and task forces, which include specific charges to focus on providing accessibility for all members and promoting equity for all members. For example, the Professional Member Committee worked with K. Lynn Pierce, a 2020-21 CSI Leadership Fellow, to update the brochure advertising CSI member benefits so that the PDF will be accessible to members with visual impairments when chapters distribute it. Additionally, due to the changing landscape of counselor education, the Executive Council has included a charge to all committees and task forces to consider how the programs developed in the coming year can be utilized (similarly or differently) by CSI members in in-person, hybrid, and virtual counselor education programs.

Again this summer, the CSI Headquarters staff is charged with reviewing every active CSI member to see how the programs developed in the coming year can be utilized (similarly or differently) by CSI members in in-person, hybrid, and virtual counselor education programs.
rebate. Rebate checks will be mailed to CFAs at the beginning of August. A friendly reminder that checks must be cashed/deposited within 90 days and used consistent with CSI’s Approved Policies. Last year, CSI returned almost $125,000 to chapters just through the Chapter Rebate Program. We’re eager to see how many chapters have earned rebates for last year!

As fall begins, look for information to be sent out by email and over CSI’s social media accounts about the 2021-22 Executive Council elections, new webinar series, fall programs, awards, and 2022 CSI Days plans. Keep in touch with CSI via social media during the summer – and continue to celebrate excellence with us as you enjoy the summer months.

Thank you for being part of CSI and making last year a remarkable year, even in the midst of great challenges. We anticipate another good year ahead! Feel free to be in touch anytime (www.csi-net.org; holly.moorhead@csi-net.org) – we look forward to hearing from you.

Download and share this brochure highlighting the benefits of CSI membership, created by the CSI Professional Members Committee.

Want more resources for CSI chapters? Check out the Chapter Training Modules at csi-net.org

https://www.csi-net.org/page/Membership_Benefits

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The *Journal of Counselor Leadership and Advocacy (JCLA)* invites manuscripts for a special issue on wellness, social justice, and leadership. Professional counselors will serve an essential role in the nation’s recovery and continued pursuits for social justice as the United States emerges from the worst pandemic in over a century. In this special issue, we seek manuscripts examining leadership and social justice advocacy through the lens of counselor, client, and student wellness. Authors are encouraged to use advocacy and leadership competencies and best practices of the counseling profession including, but not limited to the CSI Wellness Competencies, Indivisible Self, Multicultural/Social Justice Counseling Competencies, ACA Advocacy Competencies, and/or CSI Principles and Practices of Leadership Excellence.

Manuscripts must conform to *JCLA* author guidelines (see [http://www.tandfonline.com/ucla](http://www.tandfonline.com/ucla)). The submission deadline is August 15. Please address inquiries to: jcla@csi-net.org.

Michael D. Brubaker, Ph.D.
Editor-in-Chief, *Journal of Counselor Leadership & Advocacy*
Associate Professor, University of Cincinnati
michael.brubaker@uc.edu
Chapter Happenings:
Alpha Sigma Omega launches Excellence in the Counseling Profession Webinar Series
Marlon M. Peralta, Jaclyn Marie Cauyan, and Dr. Ces Resurreccion,
Alpha Sigma Omega Chapter

In the Philippines, counseling professionals serve among the front-liners in providing psychosocial support in schools, workplaces, and in the communities amidst the rising cases of mental health-related concerns exacerbated by the pandemic. As counseling services were being transferred to virtual platforms at the start of the pandemic, there was an apparent need to capacitate the counselors. Further, with the ongoing pandemic, compassion fatigue and burnout have become evident among counselors and mental health advocates. The question of, “Who will take care of those who are taking care of others?” resonated in the profession. It was for these valid reasons that we, in the Alpha Sigma Omega Chapter of the University of the Philippines, decided to help address these needs.

Upholding the mission of Chi Sigma Iota (CSI) to promote excellence in the counseling profession while bearing in mind the issues that Filipino counselors are facing amidst the pandemic, the Alpha Sigma Omega Chapter conducted a webinar series with the theme: Excellence in Professional Counseling. The activity was held from November 2020 to February 2021 and was aided by financial assistance from a CSI Chapter Development Grant.

Initially, the webinar series was only part of Alpha Sigma Omega’s organizational strengthening initiatives to engage and capacitate its members. But with the increasing demand for such endeavors, the organization decided to extend the invitation to the counseling community and the general public. In the end, the webinar series was attended by more than 2,000 Filipino counselors, psychologists, teachers, students, parents, and mental health advocates from across the country and from countries like Japan, Vietnam, Australia, Saudi Arabia, and the United States. This undertaking aimed to widen counselors’ knowledge and perspectives on professional development and identity, clinical supervision, wellness and mentoring, and involvement and excellence in professional service. Exemplary CSI leaders who are all outstanding in their respective fields of specialization generously served as resource speakers for the webinar series.

From the first webinar to the last, commendations from the participants poured in. There were those who were grateful to the speakers for bringing new perspectives in the counseling profession to the Philippines and for sharing practical tips and helpful resources. Some requested more webinars and even suggested possible topics. Not surprisingly, a number of participants showed interest in becoming a CSI member, while others sought ideas on how to start a CSI Chapter in their respective universities.

The Alpha Sigma Omega Chapter recognizes the impact that the Excellence in Professional Counseling Webinar Series has brought to the counseling profession in the Philippines, and we commit to continue to host similar endeavors in the coming months and years. As leaders in the counseling profession, we are cognizant of the needs of our counselors and allied professionals and believe that the Alpha Sigma Omega Chapter should be at the forefront in bringing to the country relevant and meaningful practices. Towards this thrust, we recognize the wealth of knowledge and expertise of resource persons from the CSI community from whom we can seek and gather support in advancing the counseling profession in the country.
How to Publish in the Journal of Counselor Leadership and Advocacy
Dr. Michael D. Brubaker & Dr. Cassandra A. Storlie, Upsilon Chi Chi and Kappa Sigma Upsilon Chapters

Publishing in a peer-reviewed journal can be a challenge for early career scholars, as many experience a lack of confidence, concerns about reviewer feedback, confusion in how the publishing process works, and a lack of support (Syeda et al., 2020). Given that researcher self-efficacy may depend in part upon one’s training and mentorship (Borders et al., 2014), there remains a need to provide guidance to all who want to understand the publication process and to provide essential tips to increase their opportunities for success. We also recognize research mentorship can be parsed out inconsistently, often neglecting women and ethnic minorities (Milkman et al., 2015). As editors of the Journal of Counselor Leadership and Advocacy (JCLA), we aim to provide a behind-the-scenes look at the publication process, with a focus on key publication strategies and pitfalls to avoid when trying to publish in JCLA. Many tips will serve students and new authors as they consider the broad range of publication opportunities we aim to provide a behind-the-scenes look at the publication process, with a focus on key publication strategies and pitfalls to avoid when trying to publish in JCLA. Many tips will serve students and new authors as they consider the broad range of publication opportunities.

Tip 1: Write with an Experienced Mentor or Co-Author
Most peer-reviewed journals in the counseling profession, including JCLA, follow a double-blind review process so reviewers are unaware of who submitted an article, and you will not know your reviewers. This process serves to ensure your work is evaluated for its quality and not the notoriety of its authors. Finding an experienced mentor or co-author to write with can provide insight as they share their publication experiences, keep you motivated, and build your self-efficacy. Kuo et al. (2017) found the advisory relationship to be particularly helpful in reducing failure avoidance and increasing scholarly output, as these mentors provided encouragement and support. Interestingly, they found that the advisory relationship did not facilitate a link between extrinsic rewards and research productivity. Peer mentoring and support may also be useful, which is a practice used by many during the dissertation process to stay motivated and accountable.

Tip 2: Determine if Your Work is Best Suited for a Research Journal, Trade Journal/Web Magazine, or Other Outlet
It is important to note there are many types of publications, all of which are valuable to your development as a scholar and to meet your dissemination goals. For example, trade journals/magazines such as Counseling Today, Career Convergence, and CSI’s Exemplar are all valuable ways to reach a wider audience within the profession. Each of these trade journals have differing review processes and generally provide more flexibility for authors to share their practices and viewpoints with colleagues in the field. Professional association blogs (e.g., ACA Blogs) as well as chapter, state, regional, and national association newsletters also serve as an excellent way to reach target audiences while building your writing “chops.” The most distinguishing aspect of a peer-reviewed journal article is the rigor of its literature review, a point we will revisit.

Tip 3: Read the Aims and Scope to Ensure a Good Fit
One of the most common concerns encountered during the initial screening of our articles is a lack of alignment with JCLA’s Aims and Scope. Finding a good fit for your work can be a challenge, and we recommend considering this at the onset of your writing rather than trying to tailor an article after writing a full draft or after completing an extensive research study. In JCLA, we publish in five categories: leadership development, professional advocacy, client advocacy, professional identity, and evidence-based practice. It is also important to note we publish quantitative, qualitative, and mixed methods research, as well as theoretical/conceptual articles. On occasion, we may publish research briefs and special features.

Tip 4: Conduct a Thorough Review of the Literature
When writing your literature review, be sure to identify current research, particularly noting what has been written in peer-reviewed counseling literature. In JCLA, authors should specifically address how their work connects to leadership and advocacy within the counseling profession. If you are preparing a dissertation for publication, be sure to update your literature review, as it is clear when an author has submitted a “stale” manuscript with the last year or two of research missing. Reviewers commonly remark on the novelty of a piece (or lack thereof), particularly for theoretical/conceptual manuscripts. You may be writing about a topic in “well-tilled soil,” but be sure to bring a new perspective, which many new authors offer.

Tip 5: Use Rigorous Methods Supported by the Literature
It may help to know that many experienced researchers do not consider themselves experts in one or more specific research methods, or methodologists. But if you ask, you are likely to hear that experienced researchers often consult or write with a methodologist early in the research design phase. There are also many articles and online resources (e.g., UCLA Institute for Digital Research & Education) to assist you. Talk with your librarian or faculty at your university for additional tips and resources. In JCLA, we often decline quantitative studies with poor measures, missing basic demographic information, poor sampling (e.g., low number of participants, poor representation), and poor research design.
Problematic qualitative studies may have similar concerns and lack trustworthiness and/or rigor in the data analysis.

**Tip 6: Read and Use the Most Current APA Publication Manual**

Although many have purchased the most recent American Psychological Association Publication Manual, we have found many authors do not read this resource outside of the sections on In-Text Citations and Reference Lists. This is unfortunate as they are missing useful sections on the publication process, how to write in a scholarly style, and common grammar mistakes. Starting in the 7th edition, APA (2020) dedicated an entire chapter to Journal Article Reporting Standards. Following these standards will save you time and energy as you try to determine the best way to organize your work. Furthermore, you will be presenting your ideas professionally, helping your reviewers focus on content over form. If you have written many papers or articles using the earlier APA editions, you will note a few citation formatting changes as well as how to use bias-free language, all of which we follow at JCLA.

**Tip 7: Understand the Publication Process**

One way to reduce your anxiety about the publication process is to understand the specific procedures a journal follows and how long it is likely to take before you receive your initial review. Statistics are not always publicly available, but more journals are providing the current acceptance rate, citation metrics, downloads/views, and time to your first decision. Taylor and Francis, JCLA’s publisher provides all of these on our Journal Metrics page. For those entering the field as a counselor educator, these data may be useful as you demonstrate the impact of your work and show national recognition in the counseling field.

Understanding the process behind the numbers may be equally important as you see how your manuscript moves through the review process. Each submission is routed through an initial screening process to be sure it is appropriately blinded (author identifiers removed), APA formatted, and within the scope of JCLA. If it meets these criteria, it is then sent to two to three peer reviewers, depending on whether it is an original submission or revision. Reviewers have 30 days to complete their reviews, identifying strengths and concerns, then providing a recommendation to accept, invite the author to revise and resubmit, or reject the manuscript from further consideration. In some cases, a reviewer will suggest another journal which may be more appropriate. After all reviews are finalized and submitted, the Associate Editor and/or Editor will evaluate the recommendations and provide a final disposition to the author(s). Accounting for all aspects of the process, on average, it takes just over 60 days for the first review on a manuscript. As most manuscripts require additional revisions, this process may extend for one to three more cycles. Manuscripts that are accepted for publication are then sent to the copy-editing team at our publisher for final formatting and grammatical corrections. This may take an additional two to four weeks, at which point the manuscript is published online until the next print issue is made available.

As you can see, the peer-review process takes time, but it also means your work has been thoroughly vetted prior to being disseminated to the field.

**Tip 8: Don’t Give Up**

Offering your ideas for review through such a formal process can feel overwhelming, but always remember this is a chance to receive quality feedback from experts in the field who share a common interest in client and professional advocacy, leadership, counseling practices, and overall excellence in the counseling profession. After investing countless hours into a project, receiving a decision from an editor that your manuscript has not been accepted can feel defeating, but it is also a chance to see where you can improve your work. If you can reframe a rejection as a “not yet,” you may begin to see where your ideas can be refined along with your writing skills. Sometimes, it can boil down to finding the right “home” for your work. If you receive a “revise and resubmit” decision, this is a positive outcome and an opportunity to strengthen your work.

Becoming a writer is an investment of time and effort, which may span your career. Gladding (2019) reflected upon his development as an author, regimenting specific times each week and borrowing some of Hemingway’s writing tips to be a prolific writer. Despite this commitment, he also recognized that “writing was now only a part of my life” (p. 22), as he balanced his work with family life. Keeping perspective is important while you invest in your professional development as a part of your life’s achievements and satisfaction. Our encouragement to all of you is to remain true to your passions, not giving up on them or yourself as you continue to grow as scholars in the counseling profession. The counseling profession will only be stronger with quality research and the voices of emerging scholars like you.
Help Us Help You: Engage in Counseling Research with a CSI Excellence in Research Grant

Dr. Richard Joseph Behun, Ph.D., LPC, NCC, ACS, Delta Upsilon Chapter

The Chi Sigma Iota Excellence in Research Grants Committee promotes counseling research and scholarship by supporting members in various research endeavors. These targeted research grants are awarded to investigators whose research aligns with the overall mission and strategic plan of CSI and who demonstrate a strong professional counseling identity. Funding priorities are given to grant proposals that focus on research in the areas of (1) professional advocacy, (2) leadership, or (3) wellness counseling.

The Chi Sigma Iota Excellence in Research Grants review period begins with the submissions of proposals, usually due by November 15th of each year. After completed applications are submitted, any identifying information is removed before the proposal enters a double-blind review process. On average, each grant proposal will receive around 10 peer-reviews from a team comprised of Chi Sigma Iota members who represent numerous chapters and who have diverse research interests. Reviewers are representative of a variety of educational backgrounds and have specialties in various professional counseling disciplines.

Once a proposal enters the review process, it is thoroughly checked to ensure that the proposed research aligns with the overall mission and strategic plan of CSI and that the research supports a strong professional counseling identity. If these minimum criteria are met, reviewers are asked to begin rating the proposal. In completing a review, reviewers are asked to consider the title of the research, research questions, literature review, population, instrumentation and methodology, relevance to focus area, proposed budget, and the qualifications of the researcher and research mentor.

At the completion of this competitive review process, top proposals are established by examining the overall score of the proposal (how well a proposal scored independent of other submissions) and the research grant rank (how well a proposal scored in comparison to other submissions). On average, about 33% of proposals are recommended for either full funding (up to $2,500) or partial funding. All authors can expect to receive written feedback explaining why a proposal was selected or not selected for funding. In the instance that a proposal is not accepted for funding, the committee will offer the author additional feedback on how to strengthen the proposal for future submission.
Professional counselors are obligated to engage in research-based practices in order to provide quality client care (American Counseling Association [ACA], 2014). Further, research identity is a key element in overall professional counselor identity development (Association for Assessment and Research in Counseling [AARC], 2009; Council for Accreditation of Counseling and Related Educational Programs [CACREP], 2016). However, an informal poll of counselors may reveal a lack of engagement in consuming or conducting research as well as reveal a consensus that research is only to be conducted within the counselor education academy. Several scholars have discussed the disconnect between counselors and research as well as its professional implications (Kaplan & Gladding, 2011; Myers et al., 2002; Pistole & Roberts, 2002), and counselors at all levels have been called to enhance their research engagement to contribute to a strong, collective professional counselor identity (LaFleur, 2007; Mellin et al., 2011; Myers et al., 2002; Pistole, 2001). We recognize this disconnect and acknowledge the disparity felt between counseling practitioners and those in the academy. In this article, we aim to empower counselors to become active in research rather than maintaining a stance of passive consumption of scholarship. We provide practical suggestions for enhancing research engagement at all levels, including students, practitioners, supervisors, and educators. Also, we briefly discuss our own journeys toward becoming scientist-practitioners in our respective areas of professional counseling.

Counseling Students and Research
Counselor education programs are tasked with instilling the importance of research engagement in both master’s and doctoral students (Council for Accreditation of Counseling and Related Educational Programs [CACREP], 2016). One way counselor educators can answer this call to action is to model a strong research identity for counseling students at both the master’s and doctoral levels (Jorgensen & Duncan, 2015ab; Lamar & Helm, 2017; Lambie & Vaccaro, 2011; Reisetter et al., 2004). Further, instructors of research, evaluation, and assessment courses may spend time covering the value and applicability of engaging in scholarly activities to counseling practice. This promotes the scientist-practitioner model, which
experience alone to grow supervisory competence is not sufficient or ethical. Thus, training is necessary for professionals, without appropriate preparation (Gruman & Purgason, 2019). Relying on site supervisors to document similar information on other counseling specialties, however. Thus, we are concerned that site supervisors are given significant power and influence over future counseling practitioners, while destigmatizing research as only reserved for faculty members, and making it more accessible for all counselors. The development of counseling skills occurs not only during a counselor’s master’s program (CACREP, 2016) but also post-graduation through engaging in continuing education activities and consuming current scholarship via peer-reviewed journal articles and attending professional conferences. State education and licensing boards have recognized the importance of continuing education and have required professional counselors to engage in these activities, which supports effective counseling services are provided to clients.

Supporting Supervisors of Counseling Students

The 2016 CACREP Standards refer to the roles of site supervisors in the training of practicum and internship students under Section 3: Professional Practice: Practicum H; Internship L; and Practicum and Internship Course Loads T. More specifically, CACREP (2016) states that counselor education programs should provide “written supervision agreements [to] define the roles and responsibilities of the faculty, site supervisor, and student during practicum and internship” (p. 15). Site supervisors play an integral role in the training of student counselors and pre-licensed or pre-certified counselors (i.e., supervisees) through supporting their professional counselor identity development and ensuring supervisees’ competence (i.e., knowledge, skills, and dispositions) to work in complex environments (Bernard & Goodyear, 2018; Falender & Shafranske, 2014; Swank & Tyson, 2012).

An analysis of school counselor internship syllabi revealed that 66 percent of counselor education programs identified the site supervisor as being primarily responsible for the intern (Akos & Scarborough, 2004), leading Merlin and Brendel (2017) to assert that “most school counseling site supervisors have not received training in clinical supervision despite regularly serving as supervisors for school counseling students” (p. 304). The literature does not appear to document similar information on other counseling specialties, however. Thus, we are concerned that site supervisors are given significant power and influence over future counseling professionals, without appropriate preparation (Gruman & Purgason, 2019). Relying on experience alone to grow supervisory competence is not sufficient or ethical. Thus, training is vitably important as it translates to effective supervision (Merlin & Brendel, 2017). According to the Association for Counselor Education and Supervision (ACES) Taskforce on Best Practices in Clinical Supervision (2011), the supervisor “regularly reads research and other scholarly literature about supervision and bases his/her supervision practice on current knowledge of best practices in supervision” (p. 15). Further, their “training includes instruction in relevant learning theories, principles, and research” (p. 16), which is then modeled in all interactions with their supervisees. Because we expect site supervisors to meet the requirements outlined by CACREP (2016) and ACES Best Practices (2011), how can counseling faculty provide them with training and support specific to research engagement?

Drawing on recommendations by Swank and Tyson (2012), Merlin and Brendel (2017), and Gruman and Purgason (2019), counselor education programs can benefit from engaging in trainings that address specific models based on program specialty (e.g., school counseling, clinical mental health). These trainings can take place as in-person trainings or virtually, depending on scheduling, resources, and programming needs. They may last between three to 14 hours. Although faculty and institutions can mandate trainings as part of the site supervisor’s contract, counselor education programs may encourage participation through stipends, providing access to college/university resources, or continuing education credit. The trainings should be experiential and interactive in nature, allowing for critical self-reflection through application of knowledge using case studies, selection of evidence-based supervision resources, and specific supervision model(s) to process the case studies (Swank & Tyson, 2012). We recommend focusing on research more intentionally during supervisor trainings (i.e., case studies can be developed that incorporate the accessing, understanding, interpreting, and utilizing of research). In so doing, site supervisors are then tasked with engaging in research and incorporating research into their supervisory relationship. Intentional engagement with research will hopefully cultivate a culture within the field of counseling that strengthens the profession among other helping professions, while designating research as only reserved for faculty (doctoral-level counselors) and making it more accessible for all counselors.

Empowering Counseling Practitioners

The development of counseling skills occurs not only during a counselor’s master’s program (CACREP, 2016) but also post-graduation through engaging in continuing education activities and consuming current scholarship via peer-reviewed journal articles and attending professional conferences. State education and licensing boards have recognized the importance of continuing education and have required professional counselors to engage in these activities, which supports effective counseling services are provided to clients.

Continuing education activities also promote the field of counseling and the clients it serves by disseminating new knowledge across the field, which is a function of professional counselors, without appropriate preparation (Gruman & Purgason, 2019). Relying on experience alone to grow supervisory competence is not sufficient or ethical. Thus, training is
advocacy (Myers et al., 2002). One way professional counselors can engage in professional advocacy is by conducting and disseminating their own research studies regarding the clients with whom they work. Practitioner research conducted by master’s-level counselors is just as important (Myers et al., 2002) as research conducted by doctoral-level counselors. We recognize that counselors are sitting on a mine of clinical data and wish to assert the utility of counselors’ examination of interventions they have used and subsequent client outcomes. Accordingly, it is important for professional counselors to not only consume scholarship and best practices as part of their required continuing education, but to also add to the body of research based on the client outcomes conducted by counseling practitioners. This allows counselors to focus on bettering the communities they serve by sharing their experience with others.

Myers and colleagues (2002) suggested increasing the confidence and training of counselors conducting their own research to highlight the important work they are doing in their respective fields. The CACREP 2016 Standards (e.g., Section 2.F. 8) outline what master’s-level counselors must learn as part of their research and program evaluation standards. We also recognize the barriers which exist to limit professional counselors’ conduct of research, such as numerous workplace duties (Morse et al., 2012; Ray et al., 2013) and managing large caseloads (Harsy, 2012; Kim & Lambie, 2018). Counselors are doing important client-facing work but may be deterred from adding to the research in their respective fields as a result of aforementioned barriers. Therefore, we suggest that counselors explore their agency or school district policies about conducting research. Counselors may also partner with faculty at local universities to navigate Institutional Review Board policies and obtain support in data collection and analyses. Further, supervisors may engage in research and evaluation trainings and continuing education opportunities in order to support their own research as well as their supervisees’ research projects. This level of advocacy and exploration can increase the master’s-level counselor voice within the counseling professional and literature.

Reflections of Research Identity Development

We wish to also address the personal nature of our own research identity development and how we have come to appreciate and utilize research in our work as professional counselors. Although each of us has undergone doctoral training, we believe in the importance of the scientist-practitioner model and identify with it. We each recall feeling overwhelmed and intimidated by our master’s-level Research and Program Evaluation courses, and we struggled to comprehend empirical studies and journal articles during the myriad assignments that required citations from peer-reviewed literature. We wondered what value might be added to our clinical work by learning about research design and data analysis methods. However, as we engaged more with the material and identified parallels between the literature and our counseling practice, we realized the importance of critical consideration of what others in our field are saying about the work we are doing with clients. Further, we acknowledged the natural relationship between research and evaluation coursework and the case conceptualization, treatment planning, and assessment of outcomes we do with clients. As we each engaged with our doctoral coursework and considered how our own scientist-practitioner identities might evolve, we were compelled to inspire our colleagues to notice the natural connection between basic counseling skills (such as listening, probing, paraphrasing, asking questions) and scholarly inquiry. We hope this article inspires professional counselors of all levels to step outside their comfort zone and find a method of research and evaluation that works for them. It is a professional imperative that counselors strengthen their professional identities and engaging in research is one means of doing so.
CSI Webinars
Recorded webinars on a variety of professional topics are available at [on the CSI website](https://www.chisigma.org). Recently added webinars include:

- How To Publish in the Journal of Counselor Leadership and Advocacy
  Dr. Michael D. Brubaker & Dr. Cassie Storlie

- Advancing Advocacy: Thinking Through CSI’s Six Advocacy Themes
  Dr. Beth Gilfillan, Ray Blanchard, Dr. Patrice Bounds, Dr. Isabel Farrell, Dr. Madeleine Stevens, & Dr. John Harrichand

- Making Counseling Services Accessible to People with Disabilities
  K. Lynn Pierce

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The Counseling Career and Professional Identity Development Guide for CSI Chapters
Dr. Christopher Belser, Alpha Eta Chapter

The [CSI Herr Fellowship](https://www.chisigma.org/fellowship) allowed me to intersect my role as a CSI Chapter Faculty Advisor with my research and practice passion for career development. My main goal for the project was to create something that could be useful for chapter leaders in helping their respective chapter members with their own career and professional identity development. Thus, the resulting guide began to take shape.

The Counseling Career and Professional Identity Development Guide for CSI Chapters provides chapters and chapter leaders with numerous ideas and resources to support their members in career and professional identity development. These ideas include workshops, events, and ongoing programs around specific sub-topics. Each entry in the guide includes links to resources from CSI and other organizations, as well as considerations for diversity and equity and strategies for engaging alumni and professional members.


Call for Submissions

CSI Exemplar Editorial Team is accepting submissions for consideration for the Fall 2021 newsletter. This edition will focus on diversity and equity in professional counseling. Please submit proposals by August 26, 2021 to exemplar@csi-net.org in the form of an APA-style abstract. Proposals should address the edition theme within one of the following columns: (a) Chapter Happenings, 400-650 words; (b) Student Success, 1,300 to 1,700 words; (c) Counselors’ Corner, 1,300 to 1,700 words; (d) Educational Advances, 1,300 to 1,700 words; (e) Chapter Resources, 400 to 650 words; or (f) Excellence in the Field, 1,300 to 1,700 words.

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, scopes, and author guidelines, please visit tandfonline.com. Our manuscript submission portal is located at http://mc.manuscriptcentral.com/ucla. You may also address inquiries to jcla@csi-net.org.

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