CSI and the Challenge of Diversity: An Agenda for Action

Courtland C. Lee
President-elect

American society has experienced tremendous change over the past forty years. Landmark social events such as the 1954 Brown decision and the civil rights movement of the 1960s, for example, have focused greater attention on the fact that the United States is a pluralistic nation.

Cultural pluralism receives its impetus, not only from the great economic, legislative, and social gains made during the past four decades by previously marginalized or powerless groups, but more recently, from the wave of immigration from non-Western parts of the globe. This new immigration phenomenon has brought people with new and diverse world views to this country.

Implications for Chi Sigma Iota

As Chi Sigma Iota enters its second decade, what are the implications of cultural diversity for our growing society of professional counselors? A major one is that Chi Sigma Iota must now advance the counseling profession within the context of a society composed of individuals from a variety of cultural backgrounds. It is important for us to remember that licensing and accreditation initiatives as well as other professionalization efforts are taking place on an increasingly diverse societal stage.

Both the individuals and chapters of Chi Sigma Iota must make a collective commitment to the idea of diversity in all of our professional efforts. Such a commitment must go beyond tolerance to mutual respect and understanding. In addition, this commitment must be translated into concrete action for advancing counseling theory, practice, and research in a multicultural society.

Proposed Agenda

I would suggest some new directions for Chi Sigma Iota in order to effectively promote counseling scholarship, research, professionalism, and excellence in a diverse society. These directions provide the framework for an action agenda for Chi Sigma Iota as it moves into the future. This agenda would place the Society in the forefront of professional counseling associations in addressing the issues and challenges associated with diversity.

Reflect Diversity

First, it is important that we articulate and act upon a vision of diversity within Chi Sigma Iota. We must ensure that our chapters are inclusive and reflect cultural diversity. Our leadership development efforts must focus on finding and training future leaders from a variety of racial and ethnic backgrounds.

Our pursuit of academic and clinical excellence must be predicated on an appreciation of diverse cultural realities and their impact on psychological and social development. Similarly, it is important that we promote scientific inquiry into the issues of culture and counseling. In the area of scholarship, we should foster greater multicultural counseling research. Selected areas for research should include the impact of cultural variables on counseling process and outcome, racial/ethnic identity development and its relationship to aspects of personality, and action research that assesses the effectiveness of culturally responsive counseling interventions. Significantly, the promotion and recognition of outstanding culturally responsive counseling researchers and scholars should be a priority of Chi Sigma Iota.

Foster Collaboration

Second, we must find ways to foster collaboration to promote cultural diversity at the state, regional, and national level. We should seek to form working relationships, for example, with the Association for Multicultural Counseling and Development and other divisions and entities of the American Counseling Association that are working to advance a multicultural agenda within the profession of counseling.

As part of these collaborative efforts, we should reach out to counselor training programs and emphasize the formal preparation of culturally responsive professionals. These individuals would comprise a new generation of professional counselors who have the awareness, knowledge, and skill to address the needs of diverse client groups. The Society, therefore, could enhance its efforts to create links between educators and students by collaborating with counselor training programs on multicultural curriculum issues. Specifically, the Society could work with counselor education programs to develop multicultural training options.

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Making Plans for the Next Century

Judith G. Miranti
CSI President

What a wonderful way to start one's tenure as president of Chi Sigma Iota! Past successes, present plans and future challenges. As we begin our tenth year as an International Counseling Academic and Professional Honor Society, there is much to be excited about. The society has grown significantly and can boast of over 10,000 members over 130 chapters in this country, Europe, and the Philippines. Also, strategic plans are helping us to chart our course into the 21st Century.

Strategic Planning Meeting
This past summer various counseling entities came together for two and a half days in Greensboro to assist in conducting an external audit of Chi Sigma Iota. Those represented were Chi Sigma Iota Past-presidents, Tom Sweeney, Jane Myers, Joe Kandor, Larry Loesch, Sam Gladding, Rose Cooper, Carol Bobby, and Nicholas Vacci; American Counseling Association (ACA) Past-president, Beverly O'Bryant, President, Doris Coy and President-elect, Joyce Breasure; Council for Accrediting Counseling and Related Educational Programs (CACREP) Joe Kandor and Carol Bobby; ERIC/CASS, Gary Waltz; National Board for Certified Counselors (NBCC) Tom Clawson and Ellie Waters; American Association of State Counseling Boards (AASCB) Tom Davis; Association for Counselor Education and Supervision (ACES) Jim Wigtal; and the Chi Sigma Iota Executive Council: President, Judy Miranti; Past-president, Nicholas Vacci; President-elect, Courtland Lee; Secretary, Bill Nemec; CSI Interns, Jeanette Tyndall and Geoffrey Williams; CSI Newsletter editor, Cathy Woodyard; Executive Director, Tom Sweeney, and the University of North Carolina-Greensboro, Dean of Education, Dr. Uphold.

The invited guests discussed ways in which CSI interfaces with their various counseling entities and described what they perceived to be the mission and fundamental purposes of CSI. Upon completion of this external audit, the past presidents of CSI along with the Executive Council spent the next two days compiling the information and formulating a draft of the vision, mission, and identity statements along with a list of CSI's fundamental purposes. Under our very capable chair, Jane Myers, the strategic planning committee will receive input and suggestions from you, the members, and begin the process of long range planning in order to carry out the vision of CSI. Listed below is a draft of the Vision, Mission, and Identity statements as well as the Fundamental Purposes. We are requesting that you send to Jane Myers any suggestions or comments which you think will be helpful in formulating the goals and objectives for CSI. Our plans are to disseminate the document at Chi Sigma Iota Day in Denver.

Vision
Chi Sigma Iota is an international society of professional counselors which advances the counseling profession through leadership, research, and the pursuit of excellence in academic and clinical performance.

Mission
The mission of Chi Sigma Iota is to promote scholarship, research, professionalism, and excellence in coun-

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Update from Headquarters

Thomas J. Sweeney
CSI Executive Director

Strategic Planning Meeting

On another area of good news was the success of our tenth anniversary strategic planning meeting in June. We were delighted to have the assistance of leaders representing the American Counseling Association, American Association for State Counseling Boards, Association for Counselor Education and Supervision, Council for Accreditation of Counseling and Related Educational Programs, ERIC/Counselors and Student Services, National Board of Certified Counselors, Inc., and the School of Education, UNC at Greensboro. In addition, all of the past-presidents of CSI and our current CSI interns and Executive Committee participated in the sessions.

The opportunity for open dialogue on the issues and future of the profession was invaluable to the mission and goals of the Society as it prepares for its next ten years. President Judy Miranti and President-elect Courtland Lee used the Executive Council meeting immediately following the strategic planning session to begin formulating a planning document. Past-president Jane Myers is chairing the effort and welcomes input from chapters and members.

Meeting with John Jaco

Finally, I was pleased to meet with the new Executive Director of ACA, Mr. John Jaco soon after he officially assumed his office in July. We have been a regular and substantial contributor to the activities of ACA. Because Mr. Jaco comes from a business, non-counseling background, we wanted to establish a working relationship as early as possible. Members of ACA are aware that ACA has been experiencing significant financial problems which they now seem to be managing. Mr. Jaco no doubt will be making recommendations to help the Governing Council make informed decisions about conventions and services and affiliate and non-affiliate groups like CSI.

Conclusion

In closing, we are working hard to serve you better. We expect to see even more positive results of our efforts in the coming weeks and months as we approach 140 chapters and over 11,000 initiated members worldwide.
A Professional Opportunity: Fellows and Internship Program

Nicholas A. Vacc
CSI Past-president

The Intern Program provides a unique opportunity for two fellows to further develop their leadership skills and abilities through substantive and contributory participation in CSI functions, participation in all fellows activities, and involvement in CSI operations under the supervision and mentoring of CSI officers. Two CSI interns are selected from the 10 fellows annually with their internships being non-paid, part-time, volunteer positions. Interns, however, are reimbursed for expenses resulting from their work on behalf of CSI. In accepting a fellowship or internship, recipients agree to attend the ACA Convention during the period of their internship and to participate in CSI activities. In addition, CSI interns are invited to attend the CSI Executive Council meeting held during the summer. Travel and accommodation expenses incurred by interns for attendance at the summer meeting are reimbursed by CSI. Interns' attendance at this meeting is a primary means by which they can become familiar with the many aspects of CSI operation.

Eligibility: Applicants must be CSI members in good standing, active members in their local chapter, and in their early years of their role as professionals (i.e., they are enrolled in a graduate-level counselor education program or no more than three years have passed since receiving their graduate degree). Support: A grant of $200 will be provided by CSI which must be matched for at least $100 by the applicant's local chapter. These funds provide assistance in attending the convention and participating in CSI professional development activities.

Application packets will be mailed to each chapter's Assistant to the Executive Director on November 1, 1994. Interested members should contact their chapter's Assistant to the Executive Director to obtain a packet. The deadline for submitting an application is December 15, 1994.

CALL FOR AWARDS NOMINATIONS for CSI's 10th Year Celebration

Lois Wedl
CSI Awards Chairperson

The recognition of outstanding counselors and programs will be an important highlight of our 10th year celebration in Denver, 1995! Nominate outstanding persons, chapters, and events so we can all celebrate their excellence! Guidelines and nomination forms for the 1995 Awards Program have been sent to the Assistants to the Executive Director for each chapter. Since many at-large members are not in close contact with their chapters, the names and award categories are included in this article.

Outstanding Chapter Awards
Categories include: Outstanding Newsletter, Individual Program, Outstanding Chapter

Outstanding member Awards
Categories include: Entry Level Student Award, Doctoral Student Award, Outstanding Service to Chapter Award

Research Awards
Categories include: three places: First place, second place, and third place.

Professional Practitioner Awards
Categories include: Outstanding Practitioner Award, Outstanding Practitioner- Supervisor Award

Attention Practitioners! The awards in this category intentionally were established to recognize outstanding counselor practitioners and/or practitioners supervisors. Nominees must spend at least 50% of their time in direct clinical counseling services. Full-time faculty persons are not eligible for this award.

Feel free to write to the Awards Chair for nomination forms if you are an at-large member and/or do not have easy access to Assistant to the Executive Director of your chapter. There are excellent practitioners “out there” who need to be recognized for their excellent work! Also, remember to nominate practitioners for local Chapter Awards! The names of these persons are included in the CSI Awards Program.

The postmark deadline is December 15, 1994. For more information, please contact: Dr. Lois C. Wedl, CSI Awards Chair, Education Department, College of St. Benedict, St. Joseph, MN 56374, (612) 363-5209 or Dr. Joseph N. Ososkie, CSI Research Awards Chair, Dept. of Human Rehabilitation Services, University of Northern Colorado, Greeley, Colorado 80639, (303) 351-1579.
Each year, applications are received for consideration in the CSI internship program from outstanding members. As an organization committed to excellence, these members possess exemplary qualifications. This year, once again Chi Sigma Iota is fortunate to have interns who fulfill the standards of CSI.

Jeanette Tyndall

Jeanette was born in Scotland but spent most of her childhood in Zimbabwe. She has degrees from the University of Rhodesia, Southern Methodist University in Dallas, Texas, and the University of North Carolina at Charlotte. She has worked as an elementary school teacher in Zimbabwe, England, Switzerland, and the United States. She is currently an elementary school counselor in Charlotte. This summer Jeanette was a member of a group from around the world who attended Violet Oaklander's Gestalt with Children training in Santa Barbara, California.

Geoffrey Williams

Geoffrey received his graduate degree in rehabilitation counseling from the University of South Carolina. He currently works as an adolescent counselor in a non-profit substance abuse agency. He also works as project coordinator for The Bridge, a demonstration grant funded by the Center for Substance Abuse Treatment. The Bridge provides intensive case management services for adolescents re-entering the community from in-patient treatment, juvenile justice, or other residential settings.

Jeanette's Account of Internship Experiences

My head seemed to be spinning throughout CSI Day at the ACA convention in Minneapolis. I had many wonderful experiences there; however, one that was especially meaningful was the opportunity to visit with Gilbert and Kathleen Wrenn during the CSI reception. I enjoyed hearing them relate personal and professional stories, and I particularly enjoyed their accounts of their time in England since I had been to many of the places they were discussing. I also found my experiences with Rose Cooper delightful. In her own personal manner, she seemed to exemplify a sense of personal experiences, current membership, CSI's mission and its direction for the future. This provided me with a broader perspective of the work of CSI and a chance to meet the many committed and dedicated people who continue to promote its commendable vision and goals. Their ideas and level of energy were astounding—somewhat akin to the workings of an Energizer battery!

Personal Experiences

On a personal level, I enjoyed getting to know my fellow intern, Geoffrey Williams, and the many conversations and other new friendships made in Greensboro. The kind hospitality extended by Tom Sweeney and Jane Myers also left a lasting impression on me. They made sure the interns were as welcome and involved in the Executive Council meeting as the more experienced professionals.

Geoffrey's Account of His Experiences as an Intern

As I sift through all of the thoughts, feelings, and impressions that have become a part of my intern experience, I am immediately appreciative for the obvious benefits: my exposure to ideas and people who are active in the development and implementation of new techniques in the field is, of course, invaluable. Attending the American Counseling Association's Convention in Minneapolis was one of the many "firsts" for me in my development as a young professional counselor. As I began to shred my sense of awe at all that was available at the convention, my deeper curiosity about CSI's role in the field surfaced, and I proceeded on my own adventure to find out more about CSI at the international level. My discoveries were many, but most significant was the dialogue and idea exchange I had with the other fellows and Jeanette, the other CSI intern. Through these conversations, I received a host of ideas that our chapter can review and consider for our own path of growth and development.

Another outstanding experience in Minneapolis was the opportunity I had meeting people while working the CSI exhibit booth. I was able to appreciate... (Continued on page 7)
Counseling in Context: Beyond the Counseling Room

Paula Helen Stanley
CSI Associate Editor

Microsystem and Mesosystem

The microsystem refers to the "immediate environments in which the person functions" (Sigelman & Shaffer, 1991, p. 103). Microsystems include family, school, day care, work, and community involvements. A mesosystem is the interrelations that exist among two or more microsystems. Events in one microsystem can affect one's behavior in other microsystems. For example, a person who experienced a setback at work during the day may display a withdrawn or angry mood when he or she returns home. This person's mood will affect the functioning of the family microsystem, at least temporarily.

Exosystem

The exosystem is a setting that one does not experience directly but which has an influence on the other systems in which one functions. For example, economic changes in a community (e.g., plant closings or new industry) can affect school budgets which ultimately influence the experience of individual children in schools. How children experience school can affect the family microsystem in both positive and negative ways. A child who learns to use a computer at school may influence the family to buy a computer for the home. The parents who never used a computer may consider it important to learn how in order to assist the child in developing his or her learning skills.

Macrosystem

The broadest context described in the ecology of human development is the macrosystem. This refers to the values, traditions, ideology, or preferences of a culture and/or subculture within which one exists. Bronfenbrenner (1979) notes: . . . the systems blueprints differ for various socioeconomic, ethnic, religious, and other subcultural groups, reflecting contrasting belief systems and lifestyles, which in turn help to perpetuate the ecological environments specific to each group. (p. 26)

A society's beliefs about the importance of emotional and psychological health at a macrosystemic level influence the policies made by its leaders concerning the mental health care system, the perception of counselors, and funds that are available to hire and train counseling professionals.

Clinical Uses

As counselors, it is useful to consider a client's behavior in view of the person's unique experiences within the nested systems of his or her life. It is also useful to consider how counselors can plan interventions that go beyond the counseling room and affect the systems of the client's life when needed. Sometimes a consultation is needed with parents and/or a school. Sometimes a counselor becomes a member of a task force with the goal of improving relationships between mental health professionals and the larger community. Giving workshops or presentations to community groups may benefit one's clients by communicating the nature of counseling and its benefits.

At an even more macrosystemic level, counselors can serve on state or national committees which influence policies concerning health care. We can support lobbying efforts which recognize the importance of counseling.

Although our clients are individuals, they exist within contexts which influence how they perceive counseling, change, and quality of life. Sometimes the contexts in which clients function question the validity of the counseling process which may impede client progress. Sometimes misunderstandings exist and can be dispelled. At other times, counselors need to be creative in working with clients so that resistance based on perceived ideological differences between the client and counselor is minimized. As counselors, we can be a more positive force in the world of systems by more clearly communicating the nature of counseling, the process of change, and our understanding of the context of our client's lives.

References

CSI and the Challenge

(Continued from page 1)

Educators to find ways of infusing diversity issues throughout the training curriculum. Accompanying this effort should be measures to insure that standards and competencies for multicultural counseling are an integral part of all training, licensing, and accreditation initiatives.

Expand Globally

Finally, multicultural implies international. Therefore, we must devote energy to expanding Chi Sigma Iota globally. We should work to promote membership on an international level by expanding our Iota chapter for international membership, as well as through other global initiatives. As the world prepares to enter the twenty-first century, there is a growing awareness of a new global interconnectedness. With old ideological barriers falling and new alliances replacing long-standing animosities, there is great anticipation about a new era of mutual respect and cooperation among nations. This has been heightened by universal improvements in communication and travel that have made the world, in many respects, a "global village."

As the concept of global interconnectedness continues to grow, it has prompted efforts in many parts of the world to reconfigure social and economic institutions to make them more responsive to interactions across national boundaries. As part of this, many professions are exploring ways to adopt a global perspective in order to more effectively address challenges that increasingly transcend political borders.

Chi Sigma Iota, therefore, should promote initiatives to establish professional links with colleagues and professional counseling associations in other countries. These links can be forged through international forums for the exchange of ideas and research on counseling and human development. An implicit goal of such forums is to establish an international perspective on the growing importance of counseling in promoting human development.

However, it is important to remember that international refers to more than just Western Europe. We must reach out and actively support the emerging efforts to professionalize counseling that are taking place in Africa, Asia, and the Middle East.

Setting a Standard

This action agenda is by no means exhaustive. It is meant to stimulate discussion and planning among the chapters of Chi Sigma Iota as they move to address the challenges and opportunities associated with cultural diversity. Looking ahead to the end of this decade and beyond to the twenty-first century, cultural diversity is an integral aspect of the collective human future. As we state in our literature, Chi Sigma Iota strives to set the pace for the future of counseling. Therefore, we must set a standard of cultural responsiveness in the promotion of professionalism and excellence in counseling.

Awards

(Continued from page 5)

CSI CHAPTER Awards

Make this 10th Anniversary year special by honoring many persons who have and/or are contributing to your Chi Sigma Iota chapter! Recognize many special people: founding members, deans, supportive staff, people, leaders, scholars, visionaries! Name an award after someone who has gifted your department or the counseling field in some way or another.

The names of chapter awardees and the awards they receive will be included in the program booklet prepared for the 10th year CSI Awards Program. Forms for submitting the names of the chapter awardees will be sent on January 15, 1995, to each Assistant to the Executive Director. Be sure to "barrage" the Assistant to the Executive Director with many nominees for this year's chapter awards!

Tyndall and Williams

(Continued from page 5)

more fully CSI's international presence by actually talking to the many people who stopped by the booth.

Personal and Professional Participation

When narrowing my focus about my internship thus far, the experience that is central in my vision as valuable and memorable to me personally and professionally is my participation in the Strategic Planning and Executive Council Meetings in Greensboro. I found it very stimulating to have an opportunity to participate with notable people in varied areas of the field, from professional associations to CSI past-presidents and current leaders in counselor education programs around the country. Initially uneasy in this setting, I was quickly made to feel comfortable and that my ideas were important. This has been one of the most gratifying experiences of my career as a counselor. Although difficult to articulate specifically, I continue to grow from the five days I spent in Greensboro.
NOMINEES FOR

This year Chi Sigma Iota will elect a president-elect and treasurer. Please read the academic vitae, employment history, and goal statement made by each candidate.

As an evolving and developing organization, Chi Sigma Iota is constantly changing. As it enters its tenth year, it continues to look to changes in goals and direction. Committed leadership is essential. CSI continues to be fortunate to have outstanding and well-qualified candidates who are willing to commit time and energy to the continued growth of CSI. The candidates for president-elect are William B. Stafford and D.L. (Pete) Warren.

William B. Stafford
Professor Emeritus, Counseling Psychology
Lehigh University
Bethlehem, Pennsylvania

Academic and Professional Experience
William Stafford received his doctorate in counseling from Indiana University. During his professional career, he has worked as a counselor and director of pupil services, an instructor at Indiana University, and an associate professor at Lehigh University. He is the assistant to the executive director for the Alpha Tau chapter. In 1994 he was named the Pennsylvania Counselor Educator of the Year by the Pennsylvania School Counselors Association. Currently, he is employed as a consultant and counselor.

Goal Statement
One of the primary legitimacies of counseling lies in the historical tenet of attempting to serve all constituencies, the very basic ideal of democracy. Recognizing gains, it seems paramount that as a profession we do all that we can to foster both understanding and practice of those who differ from the mainstream in race, ethnicity, economic condition, lifestyle orientation, or physical/mental challenge. To do less is to claim less as a professional identity.

Research in counseling is vital to the continued growth of both the profession and the profession, but for too long the bulk of the research has emanated from our institutions of higher education and too little from the practitioner level. Perhaps this is the nature of most professions, but the research often does not seem to address the needs of many practicing professionals. Efforts have been made to encourage such research, but it seems important to expand efforts of practitioner-based research in order to enhance professional development and to demonstrate to our publics the efficacy of our practice.

Chi Sigma Iota has a responsibility to advance the counseling profession, and I would do all in my capabilities to continue toward such professionalization.

D.L. (Pete) Warren
Retired Professor of Counseling and Human Development
Lynchburg College
Lynchburg, Virginia

Academic and Professional Experience
Pete Warren is a retired professor and coordinator of graduate programs in counseling in the Counseling and Human Development Department at Lynchburg College, Lynchburg, Virginia. He has been the assistant to the executive director for the Kappa chapter of Chi Sigma Iota since 1986 and currently serves as the executive director for the Virginia Counselors Association. He received his doctorate in counseling and student personnel from Oklahoma State University. He was named Post-Secondary Counselor of the Year for the Virginia School Counselors Association in 1993. Pete has attended all of CSI's business sessions except one since its inception.

Goal Statement
I have been a charter member of Chi Sigma Iota since its beginning. During this time, I have served as the assistant to the executive director for the Kappa Chapter at Lynchburg College. I have attended and participated in all of the business meetings of Chi Sigma Iota at the ACA conventions with the exception of one. Participation in these business meetings and training sessions have enabled me to become very familiar with the thrust of our society and I feel that I have an excellent understanding of policies and procedures which direct our work. If elected as your president-elect, I would be most supportive of our president.

As chair of the program committee for the annual CSI conference, I would continue the practice of having focus groups for local chapter officers and assistants to the executive directors.

Also, I would develop a networking plan for local chapters by state and region which would focus on greater communication between Chi Sigma Iota International and the local chapters.

Additionally, I would develop a plan for more extensive networking by local chapters within specific states and on a regional basis.
995-96 OFFICERS

Shawford and Pete Warren, and candidates for treasurer are Diane Shepard-Tew and Paula Stanley.

This year CSI members will be asked to cast individual ballots for their candidates. On November 15, 1994, ballots will be sent from Headquarters. You will have until December 31, 1994 to respond with your choices for president-elect and treasurer. Each vote is an important one. Your voice in CSI is needed, so please show your support and interest in the organization by assuring your vote is cast.

Diane Shepard-Tew
Assistant Professor
Department of Educational Services
University of Central Florida
Orlando, Florida

Academic and Professional Experience
Diane Shepard-Tew is an assistant professor in the counselor education program at the University of Central Florida. Previously she has been assistant professor at the University of North Carolina at Charlotte and served a community college vocational education instructor, private practitioner, and a consultant for business and industry. She is the assistant to the executive director for the Upsilon Chi chapter and is a member of ACA’s ethics committee. She has been the recipient of the Roy N. Anderson Award for Outstanding Contributions in Career Development and has received the Faculty Award for Outstanding Community Service.

Goal Statement
I am honored to be selected as a candidate for CSI treasurer. I have been a committed leader in CSI, first as a charter member of the Mu Tau Beta chapter and presently as Upsilon Chi chapter’s assistant to the executive director. Since accepting the latter position, Upsilon Chi has increased its membership, offered services aimed at retaining current members, organized fund raising campaigns, and offered educational workshops. As a member of CSI’s Executive Council, I will support fiscally sound practices to creatively utilize CSI resources in order to continue to promote scholarship and excellence within the counseling and human development profession.

Paula Helen Stanley
Assistant Professor
Radford University
Radford, Virginia

Academic and Professional Experience
Paula Stanley is beginning her fourth year as an assistant professor of counselor education at Radford University in Radford, Virginia. Prior to returning to pursue a doctorate, she achieved tenure at a community college where she was an instructor and counselor for eleven years. In 1991 she received her Ph.D. in counselor education from the University of North Carolina at Greensboro. She is active in the counseling profession as a presenter at state and national counseling associations and has co-authored two books on individual counseling. Her present research interests are in the areas of self concept and intrapersonal process.

Goal Statement
My goals as treasurer of Chi Sigma Iota would be to monitor the financial activities of the organization so that wise decisions can be made concerning the use of funds collected from members. I would encourage the development of projects that will benefit members’ professional development, such as the cognitive therapy videotape released in 1994 and the series on the Chi Sigma Iota Scholars. Another goal I think is important is to create strategies to better communicate with the public concerning the role and functions of a professional counselor.
Moving through the Stages: Providing Site-Supervision for Counseling Interns

Linda Duggan
Epsilon Tau

Two years ago, I developed a master’s level intern training program in a community mental health center. As a new field-site supervisor, I relied upon the models of supervision I had studied in graduate school. I had served as a graduate assistant in all levels of practicum and internship courses and had taught internship as adjunct faculty, so the role of supervisor was not unfamiliar to me. I believed that my awareness of the university’s expectations and knowledge of the students’ training on campus gave me a unique perspective as a field site supervisor.

Using Bernards’ (1979) model of supervision, I anticipated that the students’ needs from me would change and that my role as supervisor would have to change accordingly. From my experience teaching pre-practicum and courses at the university, I was accustomed to the role of supervisor as “teacher,” for this was what was needed by students entering into a graduate counseling program. Similarly, I assumed the role of supervisor as “counselor” when students reached later levels of development. However, the length of involvement with students in the university setting was one semester, and in the internship training program I worked with trainees for a full year. This required me to assume the role of supervisor as “consultant,” a role I had not experienced as a university supervisor. I was not prepared for the developmental process that I witnessed unfold within each student during that extended time period. Nor was I aware of what it was going to require of me as a supervisor or as a person who had to acknowledge her own issues and needs.

Supervisor as Teacher

When the students first began their internship at our agency, I saw them as “student counselors,” and I saw my responsibility to be instructing them. Immediately, I provided the students with several days of training. During this time, I was the teacher. Along with outlining agency procedures, I provided necessary information and structure. Because the interns were often anxious and overwhelmed, they were usually eager for any and all assistance I could provide.

While this was a necessary and valuable part of the interns’ process, I wanted to be aware within myself that “being the teacher” was a comfortable and easy place for me to be. Providing answers and being seen as the “expert” boosted my ego. This part of the process actually required little of me as a person; I was simply a dispenser of knowledge. While the students’ initial needs were for information and teaching, for me to continue as teacher past the necessary time would be for me to remain in a safe role which asked little of me personally.

Supervisor as Counselor

As the students began to see clients at the agency, I started to view them as “persons” rather than as “students,” and my focus began to be to facilitate their self-growth as counselors. As I witnessed their practicing the process skills they had learned in the classroom, I saw most of them were anxious, uncertain, and at times even panicky. They often complained of feeling completely unprepared and without competent skills. Repeatedly, they came to me for answers, suggestions, or direction. They asked for concrete ways to respond to their clients: “What do I say next? Then what do I do?”

While at this stage they were continuing to see me in the role of the teacher, I changed and responded to them more as a counselor. Just as I encouraged them to be present and to listen to their clients, I responded similarly to them, facilitating their fears and their need for answers. At times, I did provide concrete ideas and suggestions, and when I did, they seemed to see me as the “ultimate counselor” possessing “perfect” responses and almost mystical abilities. As they gained experience and confidence, I began to ask more questions than provide answers. I encouraged them to risk, to use their own ideas, and to trust their own perceptions.

Even more than being seen as the “teacher,” being perceived as the “ultimate counselor” was quite flattering and at times seductive. Being viewed by interns as having amazing powers and abilities stroked my ego. It was during these times I had to be especially aware of my “self,” of my own issues and needs. If not careful, I could be seduced into believing in my own omnipotence. It was vital during this stage that I look at my need for recognition, affirmation, and even power. If I was unaware of these issues, then I would be less likely to encourage the students’ belief in themselves and their own abilities. In such a case, I would be meeting my needs for gratification rather than the students’ need for development.

Supervisor as Consultant

Toward the end of the internship period, I began to view the students as colleagues who needed me as a consultant on various cases. Having had only the experience at the university, this was the stage for which I was most unprepared—and which was most uncomfortable.

At this point in their development, the students had begun to trust in their own skills and abilities. While earlier they earnestly sought my opinion, now they resisted my suggestions and sometimes experienced my feedback...
Moving through the Stages

(Continued from page 10)

as interference. Although fearful and sometimes unclear about their limitations as new counselors, they took risks and attempted their own interventions. Now, they sought my confirmation that they were trustworthy to make their own decisions and to respond to clients appropriately. They looked to me as a sounding board, and they sought affirmation rather than information.

This was sometimes an uncomfortable place for me as a supervisor, for I saw their limitations and was aware of the potential danger in the risks they were taking. For me, it felt safer to have some control over their decisions, thus minimizing the chances of their making a costly mistake. I was keenly aware of my responsibility for the welfare of the clients; however, I was also responsible for the intern and to the agency, university, and profession.

Making Plans

(Continued from page 2)

counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the field of counseling.

Identity

Chi Sigma Iota is an international honor society of counseling professionals and professionals-in-training who have dedicated themselves to the continued achievement, promotion, and recognition of excellence in scholarship, research, and clinical practice. Eligible members are those whose professional identity is counseling, who have achieved scholastic excellence in their professional training, and who as professionals have achieved recognition as counselors.

Fundamental Purposes

To promote and recognize excellence in counseling scholarship, research, and practice
To support and enhance the counseling profession
To encourage and support chapter activities
To develop leaders for the counseling profession

As the students appropriately began to make their own decisions, assume responsibility, and even make mistakes, my task as the supervisor was to release some of the control. As I did this, I occasionally felt frightened and had to look within myself to see how this control seemed to keep me feeling safe. At times I found myself trapped between two fears: stifling the intern or risking the safety of those for whom I was responsible. The greatest challenge in becoming a “consultant” was in recognizing when my fear was influencing and motivating my behavior as a supervisor.

Conclusion

As I observed the students moving through their various stages of development, I saw their expectations and requirements of me change. During these various stages, I was continually challenged to look within myself and to monitor my own needs, issues, and desires in order to respond to them appropriately. In Kotter and Brown’s (1992) Introduction to Therapeutic Counseling, they write: “Counseling effectiveness is often the result of the practitioner’s use of self as an instrument of communication and treatment” (p. 16). This is an elementary lesson I have tried to help the interns learn; it is also one they have helped me to learn. Just as the interns must look inside themselves in order to become the “instrument of communication and treatment,” if I am to assist them in their developmental process, I must be willing to look inside and to move through the process myself.

References


The Strategic Planning Meeting in Greensboro brought together many individuals from various areas of counseling. Front row: Doris Coy, Beverly O’Bryant, Courtland Lee, Judith Miranti, Rose Cooper; Second row: Ellie Waters, Tom Davis, Carol Bobby, Tom Sweeney, Nicholas Vacoc, Jeanette Tyndall; Back row: Larry Loesch, Tom Clawson, Jim Wrigil, Joe Kandor, Joyce Treasure, Bill Nenec. Geoffrey Williams
Two chapters were chosen this year as recipients of the “CSI Outstanding Chapter of the Year” Award. The Alpha Chi Chapter from Louisiana State University in Baton Rouge, Louisiana, was highlighted in the spring, 1994 edition of this Newsletter. The second winning chapter was the Upsilon Nu Alpha chapter from the University of North Alabama in Florence, Alabama. This article will chronicle some of the highlights regarding the Upsilon Nu Alpha chapter, as they deserve to have their efforts recognized and applauded.

Thelma Maneice Robinson and Robert L. Potts’ detailed letters of nomination of the Upsilon Nu Alpha Chapter highlighted this chapter’s success.

Membership
The Upsilon Nu Alpha (UNA) chapter was charted in the fall of 1991 with six graduate student members and by the fall of 1993, it had grown to over 60 very active members consisting of graduate students and community professionals. Ninety percent of last year’s members renewed their membership in CSI while the others moved from the area. These counselors work in many settings: education, community agencies, mental health organizations, private practice, and business and industry.

The UNA chapter has 17 members serving as chairs and co-chairs of 8 working committees. Thirty-eight of its members are on these committees and meet once monthly to plan and carry out new programs, events, and assignments for their committees. These committees, alert to local and state concerns as well as the issues of their members, respond in appropriate ways as necessary.

Projects and Programs
UNA’s chapter has developed a mentoring program where practitioner members of CSI meet regularly, one-on-one, with graduate students in counseling. Close professional relationships are formed, information exchanged regarding particular careers and counseling settings, and advice, encouragement, and motivation are provided. This program has led to UNA’s chapter’s joining with the Communications Department to produce a video regarding careers in counseling for the university’s use.

Additionally, UNA’s graduate student committee worked directly with the Alabama Board of Examiners in Counseling and the State Licensing Board to produce a brochure for all counselors regarding the requirements and procedures for becoming a Licensed Professional Counselor in the state.

They have also provided educational seminars for counselors, teachers, social workers, nurses, and other professionals on a regular basis. One such program entitled “Consensual Decision-Making” was a half-day seminar featuring Dr. Glenda Elliott of the University of Alabama in Birmingham.

Congratulations to CSI Outstanding Chapters of the Year!

Dianne Albright
CSI Associate Editor

At the Alabama Counseling Association annual conference in November, members of the Upsilon Nu Alpha chapter presented a content session on “What is Chi Sigma Iota? The Mark of Excellence in the Counseling Profession.” A social/networking reception for state members of other CSI chapters at this conference was hosted by the UNA chapter.

Structure
The UNA chapter of CSI instituted a leadership workshop for all its officers and committee chairs and continues to dedicate a portion of each Executive Council meeting to leadership and management skills and to strategic organizational planning. The chapter’s structure allows for effective and expedient notification leaders and members of monthly and special meetings. Newsletters are published and disseminated in a timely manner, and an outstanding orientation and training meeting for officers and committee chairs is held at the beginning of each fiscal year.

Conclusion
These are but a few of the details given in the letters received regarding this winning chapter. The ideals and goals of Chi Sigma Iota are clearly exemplified by the Upsilon Nu Alpha chapter and thus it is a CSI “Outstanding Chapter of the Year” winner. Congratulations Upsilon Nu Alpha!

Developing a Chapter Newsletter
Patricia M. Rose
Beta Alpha

In developing a newsletter for a CSI chapter, there are several questions to be answered in order to “custom fit” the newsletter to the characteristics of your chapter. So, where do you start?

Finding an Editor and Publisher
First, it is necessary to identify a member of your chapter with an interest in taking on the editorial responsibilities. This could involve publishing tasks as well, unless your chapter chooses to have this done professionally by a printer. If you choose to do your own publishing, you need to have access to desktop publishing software. Our chapter at Northern Arizona University uses PageMaker for the Macintosh. I recommend this program or others that are similarly user friendly. Desktop publishing your newsletter will save your chapter money. However, if cost is not a vital issue for your chapter, you may wish to have it professionally published in order to save time. Additionally, the cost of publishing your newsletter will vary according to its length and complexity.

Considering Content
Next, you need to decide what types of articles to include. This can vary greatly according to your particular chapter. Our chapter includes articles such as chapter news, national CSI news as it applies to our chapter, and articles specific to our department and happenings within it. The size of your newsletter will vary according to each printing.

When requesting and writing articles for the newsletter, it is important to re-
Chapter Happenings

Shawn R. Scholten
CSI Associate Editor

I would again like to encourage those chapters which publish newsletters to place my name on your regular mailing list. It seems some chapters are attempting to get newsletters sent in for information inclusion in the national newsletter, but the newsletters are turning up in various places such as with editor Cathy Woodyard in Texas. If you could please adjust your mailing list, it would really be helpful. Additionally, for those chapters which do not have a newsletter, if your secretary or another designate could send me written updates on activities and events occurring within your chapter, I will report them. Your cooperation is appreciated. Please send materials to Shawn R. Scholten, 135 5th St. SW, Sioux Center, IA 51250.

Alpha Eta

The Alpha Eta Chapter at the University of New Orleans has two of its members serving as co-coordinators for the nine CSI chapters in the state of Louisiana. These coordinators, Susan Tynes and June Williams, arranged activities for CSI day at the Louisiana Counseling Association 1994 Fall Conference held in Monroe, Louisiana, on October 1-5. Tuesday afternoon, October 4, conference attendees were invited to attend a CSI presentation entitled "CSI: Bridge to Professionalism" followed by a state coordinated CSI business meeting and hospitality hour.

Alpha Eta Chapter has also recently published another Scholarly Series paper entitled “Life Events: Diverse Responses” by Charlene Kampfe which may be purchased by contacting Lisa Lopez Levers at (504) 286-5165.

Alpha Upsilon

University of Akron’s Alpha Upsilon chapter is working toward involving more students and alumni in its 95 activities, according to president Shirley Latham. A workshop is planned for both students and professionals in the area. In addition, several ideas are currently in the discussion stage which are hoped to encourage presently supportive but inactive members to become involved in the chapter.

Alpha Upsilon will again present “The Roundtables,” a program started on campus two years ago. This program consists of a panel of graduates who meet with the incoming counseling students to address their academic and professional concerns and questions. This mentoring and networking program has been highly successful since its inception.

Alpha Zeta

Two workshops are being planned by the Alpha Zeta Chapter for the fall. The workshops are entitled "Law and Ethics" and "Career Awareness." The chapter is sponsoring these workshops for surrounding parishes. This is a repeat activity from last spring as the turnout was so high and many others still wished to attend.

Alpha Zeta fellows have also been identified. The fellows are graduate students who have demonstrated scholarship, leadership, and service necessary for Chi Sigma Iota membership. Among the duties in this one year pledge are attendance at the Louisiana Counseling Association convention and its CSI day; attendance at all CSI sponsored functions; and attendance at meetings of the Association for Graduate Students in Counseling. This distinction was recognized at the CSI awards reception in Monroe, Louisiana, on October 4. At the conclusion of a successful year, the fellows are invited into full CSI membership. Alpha Zeta fellow nominees for this academic year include: Allison Barry; Beth Bravender; Julie Campo; Mary Dermody; Michelle Dorsey; Jan Doty; Judith Enos; Dawn Ferrara; Roi McLeod-McGuirt; Susan Mire; Rene Richoux; and Richard Pitcher.

Nu

On June 5, 1994, Nu Chapter members at the State University of New York, College at Brockport, gathered for their annual initiation and awards brunch. Betty Casey, the chapter awards chair, made presentations to Karen Kline who was honored for Outstanding Service to Nu chapter and to Bonnie Strollo who was selected by the counselor education faculty as Outstanding Counseling Student. Dr. Jeremiah Donigian was recognized for his Outstanding Contributions to Counseling. Joyce Bagley-Menges received the first award for Outstanding Counseling Practitioner, and Amy Hegeman Gaesser received the Award of Excellence.

Julia Giessler, Nu chapter member, was the guest speaker. She discussed the difficulties in the lack of licensure laws. An initiation ceremony was conducted and four new members were inducted.
CSI Chapters and Counselor Education Programs: Working Together to Meet CACREP Standards

Jeanette Tyndall
CSI Intern

Last spring, the counselor education program at the University of North Carolina at Charlotte supplied a self-study to the CACREP office for accreditation. In helping the department chairperson review the final draft of materials, I realized how much our local CSI chapter had contributed toward meeting the CACREP standards. During the summer, we established a student mentoring program in which new counseling students in our program were paired with more experienced students who could provide advice and answer questions about the counseling program.

Chapter Contributions
When classes resumed in the fall, we held a reception marking the beginning of the school year at which time the head of department introduced new faculty and outlined changes in the counseling program for the year. This also gave me a golden opportunity to talk about the purpose of CSI, to invite membership in CSI and our chapter, and to provide information about activities being provided by our chapter for the year.

Our Executive Committee members also had opportunities at our fall and spring practicum and internship meetings to make similar presentations to students and faculty. During the academic year, Mu Tau Beta invited two nationally known speakers to present counseling seminars on campus, and I joined the chairperson of our counseling department in making presentations at both the North Carolina Counseling Association and the American Counseling Association conventions earlier this year.

Mu Tau Beta also assumed responsibility for part of the counseling department’s main bulletin board. We were able to keep students informed of upcoming seminars and workshops on or off campus and to provide pertinent campus and departmental information for students.

Developing a Newsletter
(Continued from page 12)

Customizing Your Newsletter
Finally, you may want to customize your newsletter. At our chapter at NAU, which is just south of the San Francisco Peaks mountain range, we were fortunate to have a logo created for us by our staff artist and cartoonist. This drawing highlights the face of each newsletter, along with drawings of the Arizona terrain and counseling cartoons. Likewise, we include articles specific to our department that make reading the newsletter more interesting for our faculty members. Developing a “look” for your newsletter and remaining consistent with that adds credibility. Most importantly, remember that many people are going to be reading your newsletter. Is it entertaining? Does it look professional? Has enough attention been given to detail? Are its contents diverse enough to reach all members of your audience?

For the first time last year, we reached out into the community and initiated five practitioners and supervisors.

Synergetic Role
At the end of our term of office, Mu Tau Beta was proud of its contribution to our counselor education program. In the past, the work of our CSI chapter and faculty had been two distinct entities. Now we had begun a more synergetic role. This, after all, was one of the purposes of establishing CSI “...to create a link between students, educators, practitioners and supervisors in various counseling settings.”

In helping our counselor education program be the very best and in so doing meeting the CACREP standards, we continue to “promote scholarship, research, professionalism and excellence in counseling.” These goals will continue to be pursued long after we have received our accreditation.
**Video Review**

**Cognitive Counseling: Practice and Techniques**

Sandra H. Ritter  
Upsilon Nu Chi

Cognitive counseling: An educational video (1993) is a one-hour video produced at the University of North Texas Center for Instructional Services and jointly sponsored by the Association for Counselor Education and Supervision and Chi Sigma Iota. The video is available in VHS and retails for $125 plus $5.00 shipping and handling. Quantity discounts are also available on the student learning modules.

**Cognitive Counseling** provides in lecture, discussion and vignette form a synopsis of the major elements of cognitive counseling as espoused by theorists and writers such as Beck, Burns, Meichenbaum and Mahoney and includes a brief comparison with Rational Emotive Therapy (RET). Dr. Sam Gladding of Wake Forest University serves as the narrator and questioner for the discussion. Dr. Jan Holder of the University of North Texas explains cognitive counseling, compares and contrasts it to RET, demonstrates sessions with clients, critiques these sessions, and otherwise responds to the questions raised by Dr. Gladding. The video focuses primarily on techniques and to a much lesser degree on therapy. The final portion of the tape contains Dr. Holder's summary of the strengths, limitations, and future of cognitive counseling.

The clients in the vignettes are an adolescent male, an adult female, and an older adult male at first, second and sixth sessions, respectively. This sequencing provides opportunity for the observer to identify differences in interaction patterns as the client-counselor relationship matures and as the client gains more skill in the cognitive process, as well as cognitive counseling applications to clients at these stages of life.

Specific techniques of cognitive counseling, such as the triple column technique, thought stopping, and cost-benefit analysis, are demonstrated and discussed, as are some of the cognitive distortions that this approach identifies and dispells.

Dr. Holden discussed the myths that cognitive counseling is just the power of positive thinking, does not address emotions, and has a goal of elimination of emotion. The vignettes show clearly how emotion is used to identify troubling responses to life events and facilitate the therapeutic process. She outlines a portion of the basic process which includes empathic listening, reflection of feelings, defining the problem, getting concrete, “freeze frame,” disputation strategy, reformulating cognitions, and anchoring.

This video provides a simply stated, easy to understand—and easy to implement—overview of cognitive counseling practice and techniques. The vignettes and discussion are presented clearly and hold the viewer’s attention until the end. **Cognitive Counseling** is highly recommended as an accompaniment to counseling theories and skills courses to provide students with examples of practical application and would be helpful to practitioners as well.

**Book Review**

**Gender Difference and Aggression**

Mary Jackson  
Gamma Sigma

Men, women, and aggression.


This book addresses two salient issues of the 90s - gender differences and aggression. The author’s experience in investigating aggression and violent behavior is apparent in the way she ties in research findings drawn from a variety of disciplines with relevant examples taken from everyday life. She often interprets these data in ways not generally considered in traditional theories of aggression. While most theories explain why women are less aggressive than men, they seldom address how anger is often absent in men’s aggression and almost necessary for women’s.

Social Representational Viewpoint

Her perspective is based on a social representational viewpoint where aggression is taken in context from a particular historical and cultural moment; however, she emphasizes that her explanation might not be relevant as the context surrounding it changes. This perceptual component both guides and is guided by the cognitive component of analytic thought and translates into the distinction in our current social structure that women view aggression as a failure of self control (expressive) while men see it as a means of exerting control (instrumental).

She builds a strong case for different representations of the meaning of aggression for men and women. She does NOT imply any male dominated conspiracy, but she does point out that trying to force one group’s interpretation upon another’s whose behavior defies such interpretation only engenders injustice and misunderstanding - more anger and/or aggression. With this point in mind, it is unfortunate that possible racial, ethnic, and class distinctions were not addressed in more depth. Granted, the title of the book did not promise coverage of these distinctions, but an investigation of aggression to include such elements might make it clearer whether these added dimensions would make a qualitative difference great enough to merit another social representation of aggression. Such information could provide even more helpful insights in dealing with our multicultural society.

In Depth Analysis

This book is well documented and makes many profound statements about the function of aggression for men and women. The information could be very helpful to counselors regardless of what population they serve. Aggression is a part of our reality, and an in depth analysis in such a readable form is not only helpful but also enjoyable.
# Cognitive Counseling Video and Study Guide Order Form

**Cognitive Counseling Videotape**

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The videotape and study guide are the first in a series of training videotapes sponsored by ACES and Chi Sigma Iota. News of next videotape in upcoming Newsletter.