Faculty Advisor Network Needs Assessment Survey

Jane E. Myers
CSI Chapter Development Chair

One of the first goals of the newly-established Faculty Advisor Network (FAN) was to conduct a needs assessment to determine faculty advisors' needs for assistance and training relative to their role with CSI chapters. A survey developed by the Chapter Development Committee, with input from the CSI president and executive director, was mailed to faculty advisors of all CSI chapters in September of 1995. The survey included five major parts: demographic data, involvement as faculty advisor, training for faculty advisor role, rankings of most important functions of a CSI chapter, major obstacles to the development of active chapters, and support needed to develop active chapters.

Sixty-eight of the 145 chapters surveyed returned the questionnaire, for a response rate of 47%. A summary of the results follows.

Demographic Data

Faculty advisors hold academic rank in about equal numbers as assistant (38%) and full (40%) professors with 19% being associate professors and 3% lecturers or adjuncts. The mode for number of years as faculty advisor is 1-3 years, with 30% of advisors holding this position for 4-10 years. Eighteen percent of advisors are in their first year in this position and 45% (28+18) are within their first three years as faculty advisor.

Involvement as Faculty Advisor

One third of faculty advisors have never attended a CSI business meeting at the annual convention, while 15% have attended six or more times. Over three-fourths of the advisors (N=54, 79%) chose this position in their department, while 10 (15%) were assigned to be the faculty advisor. Three (4%) reported the assignment to be a combination of their choice and departmental assignment. Among the reasons listed for the assignment, the primary factor was "no one else wanted to do it."

Training for Faculty Advisor Role

Forty-three advisors (63%) had received a copy of the Chapter Leadership Handbook, 17 (25%) had not, and 8 (12%) were not sure. If they had received it, 37 (90%) reported that it had been helpful to them as faculty advisor and 4 (10%) reported that it had not been helpful.

More than half of the advisors (N=38, 56%) reported that they had received adequate training in writing from CSI to perform their role as faculty advisor well, while 8 (12%) indicated that they had not and 22 (32%) indicated that they were not sure.

Less than half of the advisors (N=29, 43%) indicated that they had received adequate training from CSI in meetings to perform their role as faculty advisor well, while 14 (21%) responded that they had not received adequate training in meetings and 17 (25%) were not sure.

Rankings of Most Important Functions of a CSI Chapter

Seven possible functions of CSI chapters were designated. Respondents were asked to rank order the three most important functions, the highest rank being one. Recognition of academic excellence was ranked first, followed by professional development and professional identity with counseling. The remaining rankings, in descending order, were leadership development, networking among members, recognition of clinical excellence, and opportunities for international awards.

Obstacles to Development of CSI Chapters and Suggestions for Developing Active Chapters

Respondents were asked to write three answers to the following two questions: In your opinion and experience (1) what are the major obstacles to the development of active CSI chapters? (2) What could CSI do to support the development of active chapters? The responses to these two questions were grouped into major categories, as shown on page 11. There was far more consistency in the identification of obstacles than in the identification of strategies to support chapters. Responses which did not fit into these categories are included in the full report of the survey.

(Continued on page 11)
The Global Future of Counseling: Collaboration for International Professionalism

Courtland C. Lee
CSI President

As the world prepares to enter the 21st 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 effort 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. In recent years for example, the counseling professional has taken a series of significant steps to internationalize the scope of mental health intervention. This has resulted in an emerging process to develop a global perspective on counseling with a universal consensus for social action to promote human development.

Professional Response to Global Perspective

One organization which has been in the forefront of establishing a global perspective on counseling is the International Round Table for the Advancement of Counseling (IRTAC). Since its founding in 1966, IRTAC has been an international association with scientific and educational aims concerned with the interdisciplinary study of counseling. Through its sponsorship of seminars and conferences that have been held in Europe, Canada, and New Zealand, IRTAC has played a major role in the development of counseling services in many parts of the world.

The American Counseling Association (ACA) has also held several successful bilateral professional conferences in recent years with counseling associations in England, Mexico, and Scotland. These conferences have proven to be fertile ground for exploring differences and commonalities in the issues that confront professional counseling organizations as they attempt to address both the professional development of their members and the mental health issues of citizens in their respective countries.

As a result of these conferences, a collaborative relationship has been formed between ACA and the British Association for Counseling (BAC). In recent years, this relationship has provided the opportunity for leaders of both organizations to exchange visits to national conferences in the United States and the United Kingdom. This has provided for a cross-fertilization of diverse ideas on counseling issues and practices.

Significantly, in late 1994, a new era of international professional collaboration began as a number of European nations launched The European Association for Counseling (EAC). The EAC has been formed to develop an interactive view of counseling that approaches in a comprehensive fashion, the social, cultural, and economic issues facing the citizens of Europe.

The emergence of this international perspective on counseling portends a new era of global interconnectedness among professional counselors. It is
Thomas J. Sweeney

According to the calendar, we have begun a new year. In actuality, CSI conducts its business year from May 1 through April 30 each year. As a consequence, we are more than half way through this 1995-96 year. We currently have 150 chapters and are rapidly approaching 14,000 members initiated. Equally important to us, the renewal rate is strong and improving. We have approximately 6,000 active members, i.e., new or life members or have renewed membership within the last year. This is encouraging because there are many competing demands upon the time and resources of our members which could distract them from the work of the Society.

Membership Characteristics

As a matter of fact, we recently summarized data on the characteristics of our members as they renewed (N=942) between August 7 - December 11, 1995. We collected similar data in 1991 (N=855) and found little change in five years. First, regarding professional identity and commitment, approximately 60% of our members belong to the American Counseling Association (ACA) and 16% are active in their state ACA. Forty percent of our respondents hold some form of state credential as a counselor. Twenty-five percent are National Certified Counselors (NCC) and four percent are Certified Rehabilitation Counselors (CRC). Not surprising, our members hold affiliations with the various divisions of ACA as well. Clearly, CSI is more than a graduate student honor organization. It is the talents, energy, and experience of the mature professionals and neophytes together that make CSI what it is. As a consequence, we grow and mature as a contributing member of the profession. In fact, our membership size, composition, and chapter geographic locations increasingly place CSI in a unique position to help serve both the members and the profession.

Invitations

We believe that it is noteworthy, for example, how CSI is being perceived by others. In January, President Courland Lee and I will be attending an open forum of the ACA Governing Council at the invitation of CSI member and ACA President Joyce Treasure. The purpose of the forum is to invite an open dialogue among the leaders of the profession regarding topics and issues of concern to counselors. This should be an excellent opportunity to hear insights regarding the challenges facing counselors and their clients today from members across specialties, regions and work settings.

We also have been invited to participate with fifty other organizations across disciplines in a national Fair Access Coalition for Testing hosted by the NBCC at the end of February. For those members in certain states, you may be aware that state and national psychologists' associations have been attempting to restrict the use of commonly used "psychological" tests only to the scope and practice of psychologists. Also present at this meeting will be Loren Letendre, Chairman and CEO of Consulting Psychologists Press and President of Associated Test Publishers who hosted the first meeting of the coalition last year. We share the conviction that efforts to restrict the use of tests by others impinges on the capacity of counselors to serve their clients fully and professionally.

In Pittsburgh at the ACA Convention, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) will be celebrating its 15th Anniversary. Last year, CSI provided large, attractive blue ribbons for its first ever show.
Panel on Multicultural Counseling to be a Key Event of CSI Day

Courtland C. Lee
President

A major feature of 1996 CSI DAY will be a presentation on multicultural counseling. This will be a forum, co-sponsored with the Association for Multicultural Counseling and Development, entitled “Multicultural Counseling: Beyond Theory to Practice,” and will focus on the implications of cultural diversity for future counseling practice and research. Clemmont Vontress, Professor of Counseling at George Washington University and a CSI Distinguished Scholar, will be the featured speaker at the forum. Dr. Vontress will keynote the session with a personal retrospective on cross-cultural counseling. He will reflect on his development as a professional counselor and offer some key ideas for the future of multicultural counseling. This will be followed by presentations from emerging scholars in the field of multicultural counseling. Each scholar will present some aspect of his or her work that reflects the ideas in Dr. Vontress’s address. This will be followed by a discussion among panel members and the audience. The multicultural panel is scheduled from 1-3PM on CSI Day, April 21, 1996.
Welcome to Pittsburgh

Gordon Spice
Upsilon Phi

As the onsite coordinator of the 1996 World Conference of the American Counseling Association, I take great pleasure in extending a warm welcome to all of you to the Conference and to Pittsburgh, Pennsylvania — your host for the ACA Conference this year. The Conference theme this year — Confluence in Counseling — is particularly appropriate for our conference in Pittsburgh, because Pittsburgh itself is situated at the confluence of three of this country’s major rivers — the Allegheny, the Monongahela, and the Ohio. When we take into account the fact that there is also a fourth river which runs underground beneath the city, we actually have a confluence of four rivers which merge their waters at the point where Pittsburgh is located. Since the number four has been recognized for centuries as the number of wholeness and completeness, I believe that this suggests the sense of wholeness, completeness, and renewal which we can expect to realize through our attendance at this conference.

The Conference

The 1996 ACA World Conference will be held April 20 - 24, and it will be organized around a confluence of three themes - ethics, group work, and multiculturalism. In addition to the three themes which form the core of the conference, there will also be a strong emphasis upon the relationship between counseling and the arts — so the ACA Conference will also represent a confluence of four major themes of our profession, just as Pittsburgh stands at the confluence of four rivers.

The City

Pittsburgh is a city of beautiful contrasts. One of the first things that you will see as you emerge from the Fort Pitt Tunnel on your way in from the airport will be the beauty of the new skyline of Pittsburgh - the Renaissance City. Tall, modern skyscrapers of steel and glass stand side by side with buildings erected a century ago, important monuments to Pittsburgh’s historic past. The downtown area, where the conference will be held, offers a large number of superb stores, shops, and restaurants. Because downtown Pittsburgh is “squeezed” into a relatively small area, it will be possible for you to find things and to participate in a wide variety of activities without having to walk long distances. While you are here, I would particularly recommend that you check out the Top of the Triangle and Station Square. The Top of the Triangle is a fine restaurant which is located at the top of the USX Building. It offers a breathtaking view of Pittsburgh and the surrounding countryside, and this view is particularly spectacular in the evening. Station Square is a short walk across the river from the major hotels. Built on the site of the old Pittsburgh and Lake Erie railroad station, this shopping center offers a variety of fine shops, restaurants, night spots, and a museum dedicated to Pittsburgh’s railroading past. Station Square is also the home port of the Gateway Clipper Fleet, which offers river cruises throughout the year. It is possible to ride from Station Square to the top of Mount Washington for an excellent view of the city.

Activities

There are many things that you can do in Pittsburgh when you are not attending the conference. The Pittsburgh Symphony is a world class symphony orchestra. The Pittsburgh Opera and the Pittsburgh Ballet offer major works during the year, and there is also an active film series for those who are interested in this area. While it may be a little too early for baseball, the Pittsburgh Penguins hockey team may still be holding forth at the Civic Arena, which is a short distance from the major hotels.

Attractions

A short distance from downtown is the Oakland area of the city where the University of Pittsburgh is located. Here, you will have a chance to visit the University’s Cathedral of Learning — a skyscraper classroom building which was built along Gothic lines. The Cathedral also contains the Nationality Classrooms - a series of beautiful classrooms furnished in such a way as to depict schoolrooms in various countries around the world. Each Nationality Classroom was designed and furnished by a different ethnic group, and together, they stand as a wonderful reflection of Pittsburgh’s ethnic heritage. The Heinz Memorial Chapel on the University of Pittsburgh campus and the Carnegie Museum are additional attractions in the Oakland area.

Welcome

In addition to the fine, highly creative conference that has been planned for this year, these are some of the additional attractions that Pittsburgh has to offer. I sincerely hope that all of you will enjoy the conference as much as we enjoy hosting it, and I hope that I get the opportunity to meet some of you in April.
Suggestions for Students: How to Tackle the ACA Convention Efficiently

Jeffrey Mostade
CSI Intern

ACA conventions are large and complex gatherings of ACA members attending division meetings, workshops, presentations, committee meetings and exhibits. I would like to offer you a few observations and ideas for organizing your time at the convention. It is enormously helpful to have a goal for your attendance: Do you want to network with students and professors from other graduate schools, meet people in organizations to which you aspire to have greater involvement, attend a multitude of content sessions, or simply be exposed to the broad range of organizations and interests groups that are a part of the larger umbrella of ACA?

CSI Day

Chi Sigma Iota will be one of your greatest resources when you attend the American Counseling Association convention in Pittsburgh. Chi Sigma Iota Day occurs on April 21 and offers many activities: leadership workshops, awards, participation in the governance of the Society meetings with the CSI interns and fellows, and interaction with CSI colleagues. CSI also has a booth in the convention exhibit hall, where a neophyte conventioneer can go to network and seek information if it all becomes overwhelming.

First Timer's Brunch

If this were my first ACA convention, I would not want to miss the First Timer's Brunch. At the brunch you will meet other first timers and representatives of the governing council of ACA and other organizations who will provide an orientation to the convention. You may find the people that you meet there will form the nexus of a group of individuals that you will see year after year at future conventions.

The division dinners and parties are also a wonderful place to network and meet other members who will become valuable allies as you develop your career in counseling.

Content Sessions

Take the time to look over the convention schedule of activities and the content sessions. It will take a little bit of organization to attend all the content sessions that interest you. Additionally, do not miss the opportunity to expose yourself to content sessions in areas that you have little exposure to - remember to challenge yourself while you have the opportunity. Getting to know the physical layout of the convention hall will facilitate arriving at content sessions on time when you are in the middle of a busy day.

Talk to presenters following content sessions that are particularly interesting to you. Most presenters are quite willing to share reference lists and bibliographies, and they will often have ideas for newcomers that can be invaluable in the future. At my first convention, I thought that the content sessions were the important focus; after attending several conventions, I am now convinced that the conventions are about people and relationships. After all, we are counselors, and people are our stock in trade!

Division Meetings

Remember to attend division meetings of your primary organizational affiliations. At the very least, try to attend the division breakfast, lunch, or party of your division or divisions that you are interested in joining. Remember to take a risk when networking. We often urge our clients to take risks to achieve their goals. Remember your goals, and do the same. Ask people whom you have just met to introduce you to others with similar interests or to recommend other meetings, content sessions, and activities.

Exhibit Booths

One can volunteer beforehand to work at the booths of divisions, interest groups, or Chi Sigma Iota. This is a great way to meet many people of different interests and to form working relationships with the other people at your booth. Get on the International Counselors Network (Listserv@utkvml.utk.edu. Message should be "subscribe" then your name”) ahead of the conference to get important information before you go. Contact student representatives of your divisions before you leave to volunteer or to ask for introductions when you finally arrive.

Free Time

Although organization is important when scheduling the events that you want to attend, build in time for spontaneity and reflection. An ACA convention offers incredible opportunities for professional networking, friendship building, and content learning, but all this information is of no use if you do not allow yourself time to relax and enjoy what you are doing. Schedule time to run out for coffee or lunch with new friends and colleagues. Make time to take a walk, enjoy the city, or see the Warhol Museum. And when you are relaxed and refreshed, head back into the convention hall for more counselor stimulation. A convention is a marvelous opportunity for information gathering and networking, but don't forget to have fun!
TEACHING COUNSELING IN JERUSALEM

James A. Kitchens
University of North Texas

For the last two years I have spent the summer in Jerusalem teaching graduate courses in a private, Orthodox Jewish women's college called Neve Yerushalayim. These courses are a part of a curriculum leading to a Master's degree in Counseling and Family Therapy. In addition to my teaching there, I have done individual, family and group therapy with members of the orthodox community. I want to share a few of my impressions of the difficulties and problems of doing therapy in the orthodox community.

Orthodox Jews are religious people who are attracted to the ancient traditions and principles of faith outlined in the Bible left by Moses and the prophets. They began to form as a unique group within the Jewish community in the eighteenth and nineteenth centuries when they refused to fall under the spell of modernism that encaptured most of European society at the time. Of the twelve million Jews in the world today, probably no more than a couple of million are orthodox; yet, they remain as faithful in dress, daily and seasonal ritual, and morality as their ancestors two centuries ago. They are a minority in Israel who stand out in that modern society no less than they do in American and European societies.

Before I describe some of my experiences there, I must first say that I hold the people of this community in the highest regard. I appreciate the dedication to their families, their community, and their religion that they possess. They are extraordinarily intelligent people who honor learning. Teaching them has been a delight for me.

Learning from Each Other

I found being a gentile and a Christian, and, therefore, an outsider, both an advantage and a disadvantage. As a stranger in their midst, and one for whom languages come with difficulty, I inevitably made cultural mistakes. One day, as an example, I asked to speak to a student during a break. Trying to show off my Hebrew, I beckoned her to me, saying, "Hamud, please." I thought I had said, "Come here, please." I immediately noticed her discomfort and felt the room grow silent about me. It was the next day when I learned that Hamud means something like "Sweetie" and is a term of endearment that husbands and wives reserve for each other.

I made another mistake at the beginning of class one day. Feeling happy and wanting to begin the class in some unusual way, I suggested that we sing a song. There was an awkward pause; then, one of the students said, "Our religion does not allow women to sing in front of a man." "Well," I responded, seeking to cover my embarrassment, "is it okay for a man to sing in front of women?" They nodded enthusiastically, and I sang a verse or two of an old Southern folk song. Everyone was delighted.

One day, again trying to show off my capacity with their very difficult language, I said, "I am proud to be your hamor." I thought I had called myself their teacher and their laughter surprised me. One of them explained that the word I was probably searching for was moreh. Hamor, they explained patiently, was the word for donkey!

I found that my ignorance of their mores and customs, rather than creating a gulf between us, actually built a bridge because in those moments they became my teacher. They, no less than I, enjoyed their expertise. I was as eager to learn from them as they from me and that fact created a strong bond between us.

Conflicts with Counseling

Two aspects of their culture made it difficult to do therapy with them. Seeking counseling for some personal or familial problem potentially stigmatized their religion. Their logic seemed to be: If God is so close to us as we claim, how can we have a problem that is beyond the scope of our religion? When we have the rabbis and the Torah, what need do we have of nonreligious experts? Are we not God's people? How can we have the same problems in our families that characterize the secular, godless community?

This objection to the therapeutic process is, of course, not unique to the orthodox Jew. It is common in many religious perspectives. I found it helpful both in class and in the counseling setting to respond to this reluctance by talking about how much more stressful the world has become. I tried to lead them into looking at how much more pressure they and their community were experiencing because of growing secularization.

One other hurdle which orthodoxy creates for doing therapy is a clearly recognized prohibition against speaking ill of anyone. Critical talk about another person is called loshon hara, and it is one of the most heinous sins of the orthodox community. One is required to speak well of others, especially one's parents, and to give them honor in every situation. To find fault with another, even in the smallest detail, is to commit a serious offense. It is easy to see how formidable this commandment is to the therapeutic process. When the client refuses to talk openly in any circumstance about the impact of significant others on his or her life, the therapist confronts a very great obstacle.

I found this prohibition against

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Teaching Counseling
(Continued from page 7)

speaking evil a bigger problem in teaching about therapy than in the actual counseling session. When I spoke about self-disclosure, students were quick to say, “Our people will not do this kind of thing. We are forbidden by Torah from talking about other people, especially our parents.”

In response to this concern, I tried to help students realize that when we share about the impact of another person on our lives, we are talking about ourselves and not being critical of the other. We are not looking for blame or trying to establish guilt; our goal is self-understanding. We are trying to figure out how we came to the place where we are and what we want to do about it.

On the other hand, when sitting in the counseling room with clients, I found no real reticence to speaking openly about one’s growing up experiences or the painful aspects of one’s relationships. Orthodox clients appeared to me very much like most other humans with whom I have worked. When we establish trust and rapport, they talk freely about themselves and how other people, including parents and spouses, have affected them. I look forward to my return to Jerusalem again next summer. My orthodox friends have much to teach me about the counseling process and I am eager to learn.

Book Review
Spirituality and Counseling
Meredith G. Harris
Mu Tau Beta

Counseling: The Spiritual Dimension
Edited by Mary Thomas Burke and Judith G. Miranti

The spiritual arena of counseling remains an underdeveloped part of our profession. Burke and Miranti have addressed the issue that the counseling profession has overlooked spirituality by editing two books on the subject. The first one is Ethical and Spiritual Values in Counseling (1992). The second will be reviewed in this article.

Central Focus
The central focus of this book is that all persons have spirituality and their spirituality needs to be addressed in counseling. The editors assert that there are some main issues and conflicts related to spirituality and counseling: the spiritual aspect of a person is rarely seen as valuable for research; many counselors avoid the issue of spirituality; and spirituality is often overlooked in counselor education programs. They believe that counselors must be able to deal with whatever issues clients bring to them, including spirituality. Therefore, this book is a compilation of articles by scholars who address spirituality in counseling. The editors hope to stimulate counselors' exploration of their own spirituality and therefore positively strengthen their ability to counsel their clients. To quote the editors, “For counselors, the challenge is not whether the issue of spirituality should be addressed but how it can best be addressed by well-prepared and sensitive professionals?”

Challenging Issues
Burke and Miranti include in their book 16 articles which discuss some of the challenging issues counselors face in both exploring their own spirituality and assisting clients in exploring theirs. The authors present thoughts and theories on ethical and spiritual issues; these include topics on the dimensions of spirituality, religion and spirituality, a model for wellness and prevention, the nature of spirituality, religious values as cross-cultural issues, the spiritual journey of gay men and lesbian women, and the religious needs of the dying.

Evaluation
I think the editors were successful in their endeavor to provide a meaningful resource for the exploration of spirituality. The book has both a theoretical and practical component. The articles were all interesting, well-written, informative, and very thought provoking. For counselors, counselors in training, or professors, this book can be a great resource. There is a shortage of books of this caliber on the issue of spirituality, and this one is highly recommended.
For me, being involved with adolescents has become a habit. Whether in teaching, administration, or community mental health, this is the population which has been most appealing and interesting to me. So, being new to the West Virginia area, when an opening was advertised at Summit Counseling Services for an adolescent substance abuse counselor, I thought I had found my place.

My job involves working with adolescents who have drug/alcohol issues or who have family members with such problems. It also involves spending one morning per week at the only maximum security facility for adolescents in West Virginia doing counseling with some of the inmates.

Working with these teens, I have been introduced into a world familiar to them but often surprising to me. As it turns out, dealing with this population is like being exposed to a microcosm of the strengths and weaknesses of our society. The major social issues of our time are reflected in the daily struggles of these youths. Like children, they face each day with few defenses and a great need for support and direction.

Many of the adolescents I see are referred by their parents, school, or probation officers for drug and alcohol issues. Often the use of these substances began at home where they saw parents, older siblings or extended family members use.

**Difficulties Encountered during Treatment**

During treatment, some of the difficulties encountered include transportation of the clients to and from appointments and support groups, peer pressure, and lack of self-esteem. Also, it is very difficult for a teenager to change his or her behavior when other family members are using. In some cases, the client's view of his or her world and of the opportunities available for the future make it difficult to find motivation for change. The substance used is seen as gratification or relief which cannot be easily replaced in his or her life. In response to some of these difficulties, our center is in the process of starting an intensive outpatient treatment program in order to give clients more support in a structured environment for part of their day while we address treatment issues with them.

**Sexual Issues**

Sex is another issue which is often at the heart of clients' turmoil. As they reach adolescence, male and female roles start to dominate interactions among peers. The client's behavior often seems to precede any processing of values, goals, or choices—often leaving him or her in the position of having to deal with the consequences of his/her behavior.

I am often struck by how shallow the veneer of "adulthood" is in these teens. They are children who make their first attempts at being adults by acting out what they perceive to be adult behaviors. These are often based on culturally defined roles as presented in different forms of the media. It is almost as if they become adults from the outside-in. The pressure that comes from peers also going through this process is enormous. It is like a speeding car with no driver or destination.

Recently, I have completed training to work with sex offenders. I am seeing more and more adolescent offenders both individually and in groups. It is scary to me that these kids who are acting out what has been done to them are labeled "offenders." This is, for some children, a behavior which has been part of their family culture. It is a huge opportunity but also a huge burden for anyone to change dysfunctional family patterns.

**Working with the Family**

Politicians have coined the term "family values." I am not sure I understand this as a political idea. In community mental health, the family is a major component in every phase of treatment. In working with adolescents, the family is at the center of almost every issue. Helping young people to look at their family structure critically while developing and maintaining healthy family ties is a big part of the work we do. Teaching self care for clients in dysfunctional families is exciting. Clients are often anxious to learn and are relieved to find a better sense of balance.

The adolescents whom I counsel are often out of control. They are at a crisis point, and the school or the family or a representative of the community has decided that nothing can be done to bring the behaviors into line. The irony is that these same teens often come from families where roles are reversed and the teen is actually taking responsibility for the parents and/or siblings. Changes in society's views on how to parent have left some adults confused and afraid that if they try to make rules for their children and enforce them, they risk losing their children. Their approach to enforcing rules is physical punishment or other very restrictive consequences. Some feel disempowered because these methods are looked (Continued on page 12)
Chapter Tips

Keeping Alumni Active: A Personal Letter to Graduating Students

Jane Myers

By this time of year, you know which of your members will be graduating. This is a time of celebration for them, and the chapter can be an important part of that celebration.

Faculty advisors and chapter presidents can work together to draft a letter of congratulations to each student who will be graduating. This is a time to emphasize their successes. In addition, an invitation can be extended to encourage their continued participation with the chapter. The letter can inform them that if they leave the geographic area they can still be involved with a CSI chapter in their new home. The address of CSI Headquarters can be included to help them locate a new chapter home.

The CSI honor cords have been a great success. These blue and white cords are worn over the robes at graduation. Your letter can include ordering information for the honor cords. (Please try to coordinate these orders through the chapter rather than having individual members contact the CSI office.) Once you have collected fees and purchased the cords, they can be distributed with a reminder of how pleased you are with their commitment to excellence.

Finally, your letter can provide a calendar of future chapter activities and a request for their continued involvement as they begin their careers as professional counselors. This letter can be saved and used from year to year as each new class of students graduates and becomes CSI alumni members.

Apply for International Awards

Jeffrey Mostade

There are some proactive ways that a chapter can encourage and facilitate the application for international awards by their members. Application packets for CSI awards are mailed to chapters in October each year. It is a good idea for the officers and faculty advisors to be aware of this and to have identified potential applicants before the applications have arrived. Many times, members become aware of award application deadlines when they are swamped with end-of-semester papers and classwork or concurrent with doctoral program application deadlines.

It is efficient and helpful to keep a file of past applications that have been generated from within the chapter. It is beneficial for the chapter to keep copies of all applications which have been submitted for awards, fellowships, and internships; however, most helpful might be those applications which have resulted in awards being received. Providing workshops facilitated by faculty advisors, past fellows, or past award recipients for interested student applicants is an excellent opportunity for both learning and teaching. Encourage members to look at the application process as an empowering exercise in self-awareness.

Honoring Graduating Members: The Commencement Program

Jane Myers

As you make plans for spring initiations and activities, include time in your schedule for recognizing your soon-to-be alumni who are CSI members. At our university, honor society graduates are recognized in the written convocation program. We only recently learned that this listing is not restricted to undergraduate honor societies. Faculty advisors to student honor societies regularly receive a request for a list of graduating students. Just ask the convocations staff at your institution to put you on the mailing list.

Prior to each graduation, we now receive a request for a listing of students who are graduating who have been inducted into our CSI chapter. Their names are listed in the convocations program as members of Chi Sigma Iota. These individuals and their families surely enjoy seeing their names in the program for "honors graduates." This public recognition is an important means of advocacy for

CSI Honor Cords Available for Spring Graduation

Many Chi Sigma Iota chapters now award CSI members honor cords to be worn during graduation ceremonies. The braided double cords are blue and white with tassels. Individuals may purchase CSI honor cords from Headquarters for $7.50 with an additional $2.00 for shipping and handling. Chapters are encouraged to order enough for chapter members. For these orders, please call Headquarters for shipping and handling costs.

In order for these to reach chapters in time for spring graduation exercises, orders should be placed soon. These should be mailed to CSI Headquarters, 250 Ferguson Building, University of North Carolina, Greensboro, NC 27412 or contact Kelley at (910) 334-4035.
Faculty Advisor Network
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<th>OBSTACLES</th>
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<tbody>
<tr>
<td>24</td>
<td>Students are very busy: multiple commitments, families, attend school part-time or at night, commute from distance, spend little time on campus</td>
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<tr>
<td>14</td>
<td>Lack of student leaders: only a small core commit to leadership, turnover creates disruption, officers lack training and/or commitment to follow through</td>
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<tr>
<td>14</td>
<td>Faculty are very busy: no rewards for being faculty advisors, no leadership training for role, fail to understand role</td>
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<td>11</td>
<td>Turnover: especially in one year but also in two year programs, leaders and members leave just when they get to &quot;know the ropes&quot;</td>
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<td>11</td>
<td>Hard to keep alumni involved: address changes hard to keep up with, many change identity with counseling, are no longer interested in CSI</td>
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<tr>
<td>10</td>
<td>Student apathy: lack of enthusiasm, energy, or commitment for organizational membership</td>
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<tr>
<td>10</td>
<td>Lack of department support: apathy of faculty, lack of counselor identity in program</td>
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<td>9</td>
<td>Lack of meaningful programming: meetings are boring, not well attended, events not scheduled consistently, members do not have them to look forward to, fun activities are lacking, good speakers scarce</td>
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<td>9</td>
<td>Lack of understanding of CSI: view CSI as honorary with no other functions, failure to understand benefits of membership, lack of visibility and support on campus, lack of tangible benefits (&quot;excellence&quot; is not tangible)</td>
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<tr>
<td>6</td>
<td>Competing organizations: conflicts and politics, inability to plan activities &quot;only&quot; for members creates citizen/exclusion</td>
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<tr>
<td>4</td>
<td>Lack of financial resources</td>
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What CSI Could Do To Promote Active Chapters

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<th>N</th>
<th>WHAT CSI COULD DO TO PROMOTE ACTICE CHAPTERS</th>
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<tbody>
<tr>
<td>13</td>
<td>Promote networking among faculty advisors and sharing of best practices: develop e-mail group for idea exchange; disseminate best practices from international</td>
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<tr>
<td>13</td>
<td>Speakers bureau: provide names of quality speakers available at reasonable cost; publicize speakers list; develop local speakers lists; continue to support Initiation speakers, give more money for speakers</td>
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<tr>
<td>11</td>
<td>Continue doing what you're doing: newsletters. CSI day, special meetings, networking, getting certificates out quickly, stay friendly and helpful, continue membership rebate, chapter report booklet with samples of activities</td>
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<td>8</td>
<td>Develop regional programs: implement regional coordinators; conduct programs at ACEs regionals; encourage state and regional networking</td>
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<td>6</td>
<td>Provide program ideas to chapters: creative suggestions such as video loan program for meetings (n=2), ideas for member involvement (n=3)</td>
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<td>4</td>
<td>More student scholarships: provide more money for students to attend CSI day</td>
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<tr>
<td>4</td>
<td>Financial Issues: reduce renewal fee to $10 (n=2); increase membership rebate (n=1); provide mini-grants to chapters for programs (n=1)</td>
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<tr>
<td>4</td>
<td>Provide new, interesting products: journal for publication of members' materials (n=2), develop new products (n=1), student leader training materials (n=1)</td>
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<tr>
<td>3</td>
<td>Provide support to universities for faculty advisor role, encourage and educate faculty advisors</td>
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but are not listed here.

Discussion

Slightly less than half of the CSI chapters responded to the Faculty Advisor Network Needs Assessment. Their concerns may or may not reflect the concerns of the remaining CSI chapters; however, their responses contain important information for CSI leaders and offer the potential for direction related to chapter development. More than half of faculty advisors are senior faculty, and over 80% chose the advisor role. The level of intrinsic interest in and satisfaction with CSI among these advisors appear to be high. As a consequence, placing "faith" in their understanding of chapter issues and their commitment to enhancing CSI seems to be appropriate.

Half of the faculty advisors are new to their role, being in it for three years or less. Their needs for training are evident, considering that (1) over 1/3 have never attended the CSI business meetings, and (2) 25% and perhaps as many as 36% have not received a copy of the Chapter Leader-
Faculty Advisor Network
(Continued from page 11)

The continuing need to develop strategies for training faculty advisors and chapter leaders, key goals of CSI, are underscored by the results of this survey. These and other recommendations are being forwarded to the CSI Executive Council for discussion and action at the Pittsburgh meeting. In addition, the survey will be further discussed in the first networking meeting for faculty advisors.

We welcome your continued dialog and suggestions relative to the issues raised in this survey. A complete copy of the survey and results is available. Please contact Jane Myers, Chair, Chapter Development Committee, in care of the CSI Headquarters, to discuss your ideas or to request copies of the survey results and recommendations.

Update from Headquarters
(Continued from page 3)

case of CACREP programs which have CSI chapters (over half do). We will be doing the same this year and have been invited to hold our reception in conjunction with CACREP to help them have an even grander occasion. The fact that the CACREP executive director, Carol Bobby and chair, Jane Myers are past-presidents of CSI and the CACREP vice chair and 15th Anniversary Coordinator is our president-elect-elect made the decision easier. Both receptions have been very successful in the past. This one will be the place to be in Pittsburgh as well.

Conclusion

There are many good things going on organizationally as well. The chapter development committee, regional contact persons, and faculty advisor network are among those presented in other sections of this issue. Each will make a significant and positive contribution to the continuing efforts to make CSI all that it can be for the members and those whom they serve.

Global Future
(Continued from page 2)

obvious that in many parts of the world, both individually and organizationally, counselors are moving beyond provincial conceptions of theory, research, and practice to join in collaborative efforts to foster notions of mental health, human development, and professionalism that stretch across geopolitical boundaries.

CSI and the Global Perspective

As professional counselors in the United States become more active in international collaborations, I would like to see Chi Sigma Iota expand its involvement in these efforts. In particular, I would like to see CSI work collaboratively with other professional counseling associations on developing a global strategic view of counseling. This view could be translated into an international action plan with a unified mission and a set of goals and objectives to guide counseling practice. Such a plan could have broad applicability across borders and cultures. This is particularly important given the significant transformations which have occurred throughout the world in recent years. These transformations can be found in such areas as the nature of employment, cultural diversity, migration and refugees, the roles of men and women, increasing rates of innovation and expanding technology, and major changes in patterns of local, regional, and national identity. The scope of these transformations has often negatively affected the function of those institutions which promote human development in many parts of the world, including the family, school, workplace, social welfare agencies, government agencies and religious institutions. As the impact of these institutions has been weakened, the potential of professional counseling services has increased.

Collaboration Encouraged

Through collaborative efforts CSI can work to help people lessen the impact of social transformations on their lives and well-being. Additionally, through social activism, CSI can be a part of a process that promotes global interconnectedness. A global objective for CSI, as the Counseling Academic and Professional Honor Society International, should be to promote human development and counseling professionalism within the context of not only local and national realities, but international ones as well.

Professionally Speaking
(Continued from page 9)

upon as abusive and, not knowing anything else to try, they just give up. It is not unusual for the teenager to step into the role of parent with younger siblings, the parents themselves, or even with friends and become the emotional and power base of the family. These teens are overwhelmed and scared. They carry a huge load. Having become "adults" in this way makes it almost impossible to fit in as teens in the different contexts of their lives.

School

School holds such a pivotal place in a teen's life—for good or bad. This is where the teen meets the world. This is where he or she learns that not everyone will treat him or her or even perceive him or her the way mom and dad do. This is where the teen stands on his or her own to be accepted and fit in or flounder and fails to find his or her place or group to which to belong. School is the testing group, a place to practice social skills and coping skills. The clients who are referred by the schools seldom have problems that are strictly school problems. Their ability to function in school is more likely a reflection of their ability to function in the world in general.

Conclusion

I love my job. Working with adolescents is never boring. I find them more often than not to be open— disarmingly honest. The teens I see want a better life, better relationships, and more success. They want to grow up to be good parents who can offer their kids a safe and happy childhood, and they want to find their places in the world and to get a glimpse at some meaning beyond themselves.

Chi Sigma Iota
Headquarters
(910) 334-4035
fax (910) 334-5060
Thank you to the chapters that sent information for this column. However, I know that there are many other chapters that have newsletters or could provide informative material to share with other Chi Sigma Iota chapters through the vehicle of this column. Please consider making a chapter New Year’s resolution to share your chapter ideas, activities, and events through the “Chapter Happenings” column on a regular basis. Material may be sent to Shawn R. Scholten, 135 5th St. S.W., Sioux Center, IA 51250. Thank you.

**Alpha Chi**

The Internet is widely used by the Alpha Chi chapter. President Burdette stated, “Reading my E-mail and keeping up with current topics on the discussion lists I subscribe to is an important part of my workdays. I find that I am able to stay abreast of new developments in my field, network with other professionals, and research job vacancies much more efficiently electronically than by reading journals.”

Alpha Chi notes that the following Internet sites and addresses are especially useful: ICN - the International Counselors Network; ACCA-L - a discussion list for the American College Counseling Association; STU-DEV - College student development discussion list; ACADV - Academic advising discussion list; Chronicle of Higher Education - article excerpts and nationwide job listings available through Gopher; and SACSA - Southern Association of Colleges and Schools discussion list - also good for periodic job listings.

**Eta Delta Chi**

The school year began with Eta Delta Chi co-sponsoring a cookout for new and returning students to the Human Development Counseling (HDC) program. Approximately 37 students are new to the program this academic year. Vanderbilt graduates and professors including John Bloom, on sabbatical from University of Northern Arizona as Distinguished Visiting Professor at UNC Greensboro, North Carolina, and Tom Clawson, the executive director of NBCC, were also present for the lively event that included food, clowns, group songs, and a touchy-feely lesson on endorphins!

Other programs included Jim Kendall, ACSW, LCSW speaking on Attention Deficit Disorder in October and Beth Richardson giving a presentation on Cults and Ritualistic Behavior in Adolescents in November. Future slated programs by Eta Delta Chi include: Body Image by Jordan Lee in January; Job Search and Career Planning Workshop by Kathy Blanton in February, as well as Anger Management by Gary Ginter; The Therapeutic Uses of Storytelling by Tina Alston in March; and The Brain and Designer Drugs by Jeanette Norden, along with initiation of new CSI members in May.

**Nu**

1995-96 goals for Nu include the redesigning of the chapter newsletter, undertaken by Michael Bridgeman and Betty Casey, as well as increasing the membership involvement in the operation and management of the chapter. As an ongoing component of the chapter, several members have received training and have organized into a Counselor Support Team. New members receive training and current members receive refresher training on an annual basis. A manual with procedures and relevant readings is available to members. The Counselor Support Team is prepared to provide crisis intervention services to local school districts that experience sudden death of a student or faculty member. Services range from assisting the school administration in the management of a crisis to simply providing counselors as part of the school’s existing crisis management plan. The Crisis Support Team has been alerted approximately 11 times in six years. These services are provided to several districts in nine western New York counties.

Nu chapter programs for the 1995-96 year are varied. On November 16, 1995, Muhyi and Linda Shokoor presented a program about their experiences in war-torn Bosnia. Muhyi applied his expertise in crisis counseling and group process to working and training medical and mental health practitioners in Bosnia. His work involved dealing with traumatic stress and multi-cultural aspects of counseling. Linda participated in this work through her support and meeting with people involved in life threatening conflict. Muhyi received the 1995 Nu chapter award for Outstanding Contributions to Counseling.

Other events on the calendar include programs on transition planning for high school students with disabilities who decide to attend college, counselor licensure, and the pursuit of a doctorate in counseling.

**Epsilon Gamma Pi**

Epsilon Gamma Pi has varied plans for this year. Some of the events include social activities, a fund raising activity which may be used to assist students in attending the American Counseling Association convention in Pittsburgh and involvement in sponsoring workshops and professional training opportunities. Also planned is a mentor program for new students and the induction of new members at the awards ceremony in the spring.
Mentors in Counselor Training

Paula H. Stanley
CSI Associate Editor

Mentoring relationships in counselor training have a long history (Bowman, Hatley, & Bowman, 1995). Mentors have been described as “a friend, a guide, a counselor, and above all, a teacher” (Bowman et al., 1995, p. 233). Mentors assist the up and coming student and young professional in learning the attitudes, knowledge, and skills needed to be successful as a counselor or counselor educator. Mentors may be faculty members, experienced counselors, or advanced students. Many counseling programs offer mentoring programs in which entering students are assigned a mentor who is an advanced student. The student mentor assists the younger student in learning the process and nature of graduate study. The mentor provides encouragement and support as well.

Individuals can have many mentors over a lifetime, although some mentors are more significant than others in the development of one’s career. One can have more than one mentor at any one time, and one can be a mentor to many individuals at the same time. Some individuals have a lot to give. Protégés, the receivers of mentoring, hopefully will become mentors themselves and provide to others the same kind of encouragement and instruction they received.

Examples of Mentoring

What are significant mentors like? I searched through the counseling literature for some examples. In The Compleat Therapist, Kottler (1991), a counselor educator, noted that the people who have made a difference in our lives were

...inspirational to us, not only because of the things they did to/for us, but also because of their dynamic charisma.... This was certainly true throughout my own career as a client and student: initially it was not ideas or theories that attracted me to a particular path; rather it was the influence of mentors I gravitated toward because they were like the person I wanted to be. (p. 71)

Peg Carroll, a retired counselor education professor from Fairfield University, interviewed in The Journal for Specialists in Group Work (1991), was asked about the importance of mentors in her life. Carroll noted that “mentorship is delicate, and one of its joys is the promise of weathering over time” (p. 213). She also noted that she did not have access to female mentors during her early career, but her male mentors “validated my strength and dignity as a woman, and above all, affirmed a professional equality in a world of men” (p. 213).

My own significant mentors were people who had personal qualities I admired and who had faith in my ability to succeed. They had high expectations and gave honest feedback that could at times be painful. They knew I was more capable than I believed myself to be. Many of us wonder: “Can I really write a dissertation?” “Will I really be able to find a counseling position?” “Will I be a good counselor?” A mentor can be a steadying influence who provides encouragement and support. A mentor can also be a task master who demands more and more of us as we grow more knowledgeable and skillful.

Responsibilities of Mentoring

The mentoring relationship is comprised of at least two players: the mentor and the protégé (Trimble, 1994). Each has responsibilities in the relationship and both benefit. Mentors have the responsibility not to abuse their protégés. Does a mentor always ask to be the first author of a project or paper, even when the student has done most of the work? Does a mentor discourage a student from having other mentors? Mentors should be models of professionalism and ethical behavior.

There is great satisfaction in being a mentor and assisting a younger member of the profession develop and thrive. Mentors experience a sense of generativity, as described by Erikson (1950). Mentors leave a legacy through those they teach and guide. Protégés, as well, have responsibilities in the mentoring relationship.

Trimble (1994) has written an article that focuses on the protégé’s contribution to the mentoring experience. She offered several suggestions “to help protégés arrange successful mentorships by cultivating behaviors that help foster mentor benefits” (pp. 46-47). Her suggestions include the following:

1. A protégé needs to align his or her needs with the mentor’s strengths. Any one mentor can be helpful in some areas, but not others.
2. Be considerate of your mentor’s time. Show consideration by setting appointments with your mentor rather than just dropping in. Be aware of the mentor’s needs so that you don’t become a burden. Be cognizant of your mentor’s limited amount of time, for example, if there is a deadline to meet.
3. Protégés have a responsibility to have a caring attitude toward toward their mentors. Other characteristics a protégé can show are consideration, respect, and appreciation.
4. Use your time with a mentor to “have a dialogue not a monologue” (p. 47). Trimble suggests that protégés spend time listening to their mentors as well as expressing their own ideas and concerns. Learn to listen more and talk less.
5. Encourage your mentors to share past experiences. It can be helpful to talk with your mentor

(Continued on page 16)
1995 Election Results

Judy Miranti
CSI Past-president

Four highly qualified professionals allowed their names to be placed in nomination for President-elect-elect and Secretary-elect of Chi Sigma Iota. Mary Thomas Burke and Susan Tynes were the two nominees for President-elect-elect, and Valerie Schwiebert and David Lovett were the nominees for Secretary-elect.

Chi Sigma Iota is grateful that these candidates were individuals with dedication and commitment to the mission and goals of the Society. We wish to express gratitude to each one for their willingness to participate in the election process.

President-elect-elect
Mary Thomas Burke, professor and chairperson of the Department of Human Services at the University of North Carolina, Charlotte, was elected President-elect-elect. She has served the counseling profession in various leadership roles. She presently serves as the vice Chairperson of the CACREP Board and as the ACA and CACREP liaison to the National Board for Certified Counselors. She is a past-president of ASERVIC, NCACA, and NCASERVIC. She is the recipient of twenty plus prestigious awards including the Humanitarian Award form the National Conference of Christians and Jews. She is also a past recipient of the Woman of the Year award in Charlotte, North Carolina.

Mary Thomas Burke is very committed to furthering the mission of Chi Sigma Iota. She was very proud as the faculty advisor that the Mu Tau Beta chapter on her campus won the outstanding chapter award last year. She believes that the local chapters are the foundation of Chi Sigma Iota and one of her goals as president is to provide support to local chapters for mentoring and training.

Secretary-elect
Valerie Schwiebert, an assistant professor in the Department of Human Services at Western Carolina University in Cullowhee, North Carolina, was elected Secretary-elect. Her research interests have been in the area of gerontology. She is the past recipient of the AADA and the Chi Sigma Iota research awards.

Valerie Schwiebert is excited about participating in the decision-making process of Chi Sigma Iota at the international level and appreciates the experience that she has had as a faculty advisor at the local chapter level.

Please join me in congratulating all four winners and in pledging our support to the two newly elected Chi Sigma Iota officers.

Never Receive Your Certificate?

It really saddens us to hear from time to time that some members have not received their membership certificate and lapel pin. The certificates are truly worthy of framing for display in a professional office or study. Customarily, these are received at an initiation of the sponsoring chapter. For a variety of reasons including individuals not attending the initiation, pins and certificates remain with a chapter officer or the faculty adviser until they are sometimes lost or discarded when individuals graduate and move away. Therefore, before contacting the CSI headquarters office, we ask that individuals contact the university counselor education faculty adviser for assistance.

If you missed your initiation, chapters may conduct initiations as needed and at a minimum of once a year. In the event that you moved away, you may attend an initiation at another chapter in one of 150 locations now. In addition, at each convention since the inception of CSI, there has been an open call for initiation of at-large members as well as others who missed their chapter initiation. In short, there are multiple ways to accept the responsibilities of membership.

For assistance with further information, please feel free to contact the CSI headquarters office. We want to do everything that we can to assist you.
Mentors
(Continued from page 14)

to discuss situations they have had that are similar to the one you are experiencing. Protégés may need to take the initiative in prompting a mentor to share some of their past experiences. Mentors will also vary in the degree to which they feel comfortable sharing their experiences.

6. "Foster a sense of development by mentioning advice given in past sessions" (p. 47). It can be helpful to the mentoring relationship if protégés tell their mentors about their successes. This is particularly true if the success was related to suggestions that emerged from discussions with one's mentor. Mentors like to know when they have been helpful.

More than Teaching

It would seem that mentoring involves much more than teaching or learning specific knowledge and skills. It also involves the development of or reinforcement of attitudes, beliefs, and values. Mentors often inspire protégés with their commitment to the counseling profession or to an idea or cause. A mentor's dedication and productivity may greatly influence students' work habits and goals. Mentors who interact well with others and who work to become more self-aware and self-actualizing can be models of personal growth and health. Mentors can be influential throughout one's career and eventually become colleagues.

Of course, the goal of mentoring is not to create clones but to provide students and young professionals with a foundation upon which to build their own careers. Mentors can help build the boat, but protégés must sail the seas. Perhaps the best mentors are those who encourage their protégés to give voice to their own inner dreams, aspirations, and interests, rather than trying to mold them into a predetermined form. Mentors can provide structure and expectations based on definitions of quality, and at the same time, they can help protégés define and express their own uniqueness. Armed with definitions of quality, increased knowledge and skills, and with an enhanced self-awareness and professional identity, protégés are prepared to become mentors themselves; and, the cycle continues.

References


