"I do not understand why the world has let this happen to us. Can you help? Promise me that when you leave you will not forget us." These are the words of a young boy who had seen his home destroyed, the words of a boy who saw his father killed by a sniper's shot, who witnessed the deaths of several other nearby children blown to pieces by a mortar blast. These are the words spoken to Muhyi Shakoor, associate professor and counselor educator from Nu chapter at SUNY College at Brockport in upstate New York. Dr. Shakoor has traveled four times to Bosnia where he has witnessed first-hand the atrocities of war in a land ravaged by physical, mental, emotional, and ethnic destruction.

Face-to-Face Experience

Dr. Shakoor was first invited to Bosnia in December of 1992, when he was to speak at the University of Zagreb on the "Psychological Aspects of Large-Scale Human Crises." The conference he attended focused on "Managing the Rehabilitation Needs of Civilian and Military Victims of War." He also traveled through this region as part of a small delegation from the World Life Institute, an international humanitarian and research organization based in Waterport, New York. Shakoor has traveled four times to Bosnia where he has witnessed first-hand the atrocities of war in a land ravaged by physical, mental, emotional, and ethnic destruction.

Resolve to Make a Difference

Dr. Shakoor has begun to speak out and to act. He and others from the World Life Institute returned to the United States following this initial trip with resolve to use their experiences to make a difference where they could. Shakoor began by writing an article for the local newspaper and then another for the SUNY College at Brockport faculty/staff newsletter. He began raising funds with others from World Life Institute, and over the course of the next two years raised enough money to assist in the transport of 40 mobile medical units which travelled from South Africa to Split Croatia and then provided emergency medical and mental health care to the people of Mostat in Bosnia. In addition to raising funds, Shakoor raised his spirits, as well. After much soul-searching, he decided to return to Croatia, and a sabbatical was approved. In September of 1994, two years after his first visit, Shakoor arrived back at the University of Zagreb. He reports, "The first thing I realized is..."
Counseling Beyond Tolerance to Mutual Respect and Understanding

Courtland C. Lee
CSI President

There are three dates indelibly etched in the national psyche of twentieth century America: December 7, 1941; November 22, 1963; and October 3, 1995. On the first date Japanese forces attacked the United States military facilities at Pearl Harbor, precipitating the U.S. entry into the Second World War. John F. Kennedy, the 35th President of the United States, was assassinated on the second date. On the third date, the jury in the O.J. Simpson case rendered its verdict.

These dates helped to define and reflect the realities of three generations of Americans. The first two dates mark events that in their infamy and tragedy galvanized American society by creating an environment where people, regardless of background, came together for the sake of national security, comfort, and identity.

The third date seemed to have a different impact on American society. After the verdict was announced, the society was again galvanized by creating an environment where people, regardless of background, came together for the sake of national security, comfort, and identity.

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Climate of Intolerance

The reaction of American society to this third date seems to reflect a disturbing backlash to gains in civil rights and progress in intergroup communication that have been made in the United States in the last several decades. It is symptomatic of a growing climate of intolerance that seems to pervade the 1990's. This climate is characterized by negativity, paranoia, and violence. It reflects an atmosphere where differences are not accepted, but rather feared. Such fear is perpetuated by ignorance about ethnic, gender, class, religious, sexual orientation, and other cultural differences. This ignorance leads to misinformation, prejudicial assumptions, and gross generalizations which result in the breakdown of communication across cultural boundaries.

Commitment Needed from Counselors

What can professional counselors do to address this pervasive climate? Significantly we have an established tradition of confronting issues related to intolerance. Within the context of this tradition, we need to make a commitment to combatting the forces of intolerance that seem to pervade American society. In order to act on this commitment, we must be willing to become attuned to issues on three levels of understanding.

First, we can promote mutual respect and understanding through our own self-awareness. Professional counselors who have moved beyond tolerance to mutual respect and understanding in their own lives have a set of attitudes and beliefs that grow out of self-awareness. It is important to uncover how inherent values and potential biases in our own lives might impact upon clients who are culturally different. Second, despite the personal negative reactions they may generate, we must be willing to work with clients who possess intolerant attitudes or values. In helping these people with problem resolution or decision-making, we should make a concerted effort to understand the factors which shape their worldviews. While it may be impossible to accept a client's worldview, especially when it is charac-
Update from Headquarters

Thomas J. Sweeney
CSI Executive Director

This has been a busy and productive year in many respects, no less so this spring. Last year at this time, we set as a goal to initiate an average of 200 new members per month (N = 2,400), to average 212 renewals of memberships per month (N = 2,544), to help establish 100 new chapters, and to process 10 new life memberships. We have exceeded every goal in terms of total active members (N = 6,882). Compared to memberships of the member associations of the American Counseling Association (ACA), we would be among its largest associations even now. By the end of May, we should exceed 7,000 active members.

To truly appreciate the volume of activity since January, we must consider that in March alone almost 500 new member applications were processed. Literally, a hundred applications may arrive in one day. Each new application requires several operations including, of course, the preparation of the membership certificate which we now produce at headquarters. This is being done even more effectively than in the past due to the streamlining of functions in the headquarters' office as well as the efficiency and quality of service of our only full-time staff person.

Expansion into Internet

I wish to move the headquarters operation into more use of Internet capabilities as quickly as possible. We expect to be purchasing new computer equipment in the coming months to improve our capabilities further. We want to maximize access to our forms and related information on a web page without the need for chapter officers and faculty advisers to call. This will save chapters, members, and headquarters telephone, postage, and printing costs (all of which have risen sharply in the last two years). In addition, I envision new services to members through the web page. Naturally, we will continue to provide present services to members not on the Internet or using e-mail.

I attended the annual meeting of the Association of College Honor Societies (ACHS) in February at the request of the Executive Council. We have had an occasional inquiry by chapters as to our affiliation with this association. They accept new member organizations after they have been operational ten or more years. CSI just completed its 11th year. The meeting proved to be very informative and helpful to me as your Executive Director. We were encouraged to continue exploring membership in this association in spite of some differences in our policies and practices. ACHS is going through a process of examining its definitions and scope of recognition which should be favorable to us as I evaluated the discussions. I am exploring opportunities to work with the headquarters and officers of some of the societies with similar interests to ours for possible collaborative projects in the future. Four societies were accepted as new members of ACHS at this meeting; they had been in a process of application for five to seven years.

CSI Day

For those who were able to attend theCSI functions in Pittsburgh, there is a feeling that as an organization we are just beginning to move toward our potential. The leadership training, focus groups, first faculty adviser network meeting, first chapter leadership meeting, and awards presentation were all very well attended and full of enthusiasm for the coming year. I believe that it was notable, too, that Lily Rosqueta Rosales, Iota Phi chapter, University of the Philippines, received the first CSI Professional Leadership Award for her many years of leadership and scholarly contributions to the profession. We have always been proud of our many overseas members. I have been aware that the Iota Phi chapter has been one of our most active and productive chapters throughout the years. Certainly, Rosqueta Rosales' leadership in both the ACA branch and

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Multicultural Counseling Panel:
A Success of CSI Day

David Letiecq
CSI Intern

A major feature of the 1996 Chi Sigma Iota Day activities in Pittsburgh was a panel presentation entitled “Multicultural Counseling: Scholars Across the Generation.” Co-sponsored with the Association of Multicultural Counseling and Development (AMCD), this forum focused on implications of cultural diversity for counseling practice and research. In the keynote address, Clemmont Vontress, Professor of Counseling at The George Washington University and a CSI Distinguished Scholar, reflected on his development as a professional counselor and summarized many of the tenets of multicultural counseling as he conceptualized them. Five scholars representing different cultural aspects of the multicultural rainbow presented aspects of their own work that reflected the ideas in Vontress’ address.

Courtland Lee, CSI president, opened the panel discussion with a brief introduction focusing on the increasing importance — both socially and professionally — of cultural diversity in our society as the 21st century approaches. Also, Sherlon Brown, AMCD president, focused her opening remarks on the necessity for further development and application of multicultural competencies in the counseling profession.

Dr. Vontress

Over several years of travel to and study in countries around the world, Vontress has sought to understand different cultures and the impact that culture has on human behavior. “Culture is like the air that we breathe,” Vontress stated, in that “we cannot see it nor touch it and thus we may take it for granted.” Culture is, however, essential to the growth process of individuals, families, and communities.

Vontress provided a captivating overview of the major cross-cultural themes he has conceptualized and developed over approximately three decades. According to Vontress, when specific groups are not provided access to societal rights or institutions due to barriers imposed by others, cultural distinctions arise. Cultural differences can both bring together and destroy communities and undoubtedly affect the way that individuals perceive their world. Vontress believes that culturally competent counselors should investigate and respect the “culture specific filters” of their multicultural clients and take steps to ensure that their own “filters” do not hinder their ability to help these clients.

Secondly, culturally different persons may experience “internalized oppression” or “self-hatred” as a result of continuing oppression, bigotry, and racism by the majority culture. The negative messages of hatred and worthlessness are internalized unconsciously by the victim who then “camouflages” his/her own self-hatred. According to Vontress, the primary challenge of counselors today is to recognize self-hatred that may exist in culturally different clients and to help these clients grow by learning to love themselves.

“Historical hostility,” a third theme developed by Vontress, refers to a cultural group’s collective unconscious resulting from years of oppression, discrimination, and demoralization by a culturally different group. For example, African Americans today may experience historical hostility toward white persons due to the injustices of slavery over a century ago and to persisting racism. Dr. Vontress explained that members of the same cultural group are connected by this shared historic hostility which seemingly passes from generation to generation. In a therapeutic relationship wherein the counselor and client are racially or ethnically different, historical hostility can be an impediment to an effective helping experience and can lead to inaccurate interpretation and diagnosis of culturally different clients.

Lastly, Vontress addressed the appropriate fit of existential counseling with clients from different cultures. Influenced by Camus, Sartre, Buber, Yalom, Frankl, and others, Vontress stated that counselors should pay at-
Multicultural Counseling Panel

(Continued from page 4)

attention to the culturally different client's four “worlds”: the natural environment, the interpersonal world, the personal or psychological world, and the spiritual world. This holistic approach which exists in many other cultures provides a framework for an effective counseling relationship.

Sandra Lopez-Baez

Sandra Lopez-Baez of Walsh College stated that a culturally competent counselor must develop an awareness of and sensitivity to cultural differences in society at large and in the individual client. For example, counselors must cognitively be aware of the rapid growth of the Latino population, the seemingly spontaneous rise of English-only laws, legislation aimed at tightening our nation’s borders, and immigrant bashing. However, to be only aware of these issues is not enough; the counselor’s “gut level” or emotional response must be understood as it “fuels” counselor action. Second, Lopez-Baez urged counselors to be aware of their own values, beliefs, and attitudes before lending one’s counseling expertise to Latino/Hispanic clients. Self-awareness allows counselors to be more effective in working with and learning from their clients. Finally, Lopez-Baez stated that counselors should try to understand how “historical hostility” and discrimination affect their Latino/Hispanic clients in order to better facilitate growth in the counseling process.

Michael Garrett

Michael Garrett, a recent graduate of the University of North Carolina at Greensboro, provided intimate portrayals of his childhood with his Cherokee family. Garrett stressed that it is useless for a counselor to "quantify" a client's racial/ethnic "make-up" into "parts" and "percentages" as it does not necessarily give a sense of who the client is. Garrett explained that, in the process of growing up, he simply identified more strongly as a Cherokee because his Cherokee family reared him, made him feel comfortable, and accepted him unconditionally.

George Hong

George Hong, associate professor at California State University at Los Angeles, spoke specifically to the lack of training and preparation in counselor education programs to counsel Asian Americans. The culturally competent counselor must advocate for Asian Americans, a population that does not usually seek services due to both cultural differences and a lack of understanding about "counseling." While Hong supported the recruitment of more Asian American counselors, he warned it is necessary that Asian American counselors not be "type cast" as only being able to counsel Asian Americans and not others from other cultures.

Beth Durodoye

Beth Durodoye, assistant professor at the University of North Texas, supported the existential approach to counseling for working with African Americans. In her presentation, Durodoye stated that in this fast-paced society, counselors and others need "to slow down, reflect, and explore the self." Through such a process, it is likely that persons will realize that they "...are alike and different in many ways..." from persons in other cultural groups. Cultural differences are an area "prone for miscommunication" and, thus, the culturally competent counselor must put the whole self into the process of connecting with his/her client. In order to truly "listen" to a client of another culture, the counselor must not only listen audibly to the client but also observe his/her body language, "feel" with the client, and interpret what is being "said" in a holistic manner.

Lynn Haley-Banez

Finally, Lynne Haley-Banez, a doctoral candidate at Kent State University, asserted that the model of multiculturalism — which has been traditionally limited to racial and ethnic minorities — should be expanded to include gay, lesbian and bisexual persons based on the very themes espoused by Vontress. Haley-Banez asserted that the gay, lesbian, and bisexual community has developed as a result of being denied access to the basic rights and institutions provided to the heterosexual world, such as marriage, health benefits for partners, etc. When faced with continual oppression and the forces of historical hostility, gay, lesbian, and bisexual persons can become self-loathing. Therefore, the culturally competent counselor must address the internalized and externalized oppression of their gay, lesbian, or bisexual clients. Finally, Haley-Banez supported the use of the existential approach in counseling gay, lesbian, and bisexual clients in general and HIV/AIDS clients in particular. She stated, "The mind, body, and spirit cannot be separated out but rather must be treated holistically."
Faculty Advisor Network Holds First Meeting

Jane Myers
Chapter Development Chairperson

The Faculty Advisor Network, comprised of faculty advisors to CSI chapters, met for the first time in Pittsburgh. Thirty-five advisors participated. The need for a Faculty Advisor Handbook was discussed. The Chapter Leadership Handbook was designed for chapter officers; faculty advisors would benefit from a similar handbook.

Tom Sweeney, CSI Executive Director, discussed the need for applications to be filled in completely with information verified and for them to be signed by the advisor in order to expedite processing of memberships.

Two subgroups met to discuss statewide networking of CSI chapters and issues in day-to-day chapter operations. A summary of the ideas generated in these discussions is presented here.

Statewide Networking of CSI Chapters

Many states have more than one CSI chapter. Networking activities which could be conducted at the state counseling association conference include:

- involvement of CSI members in state counseling association leadership
- reception for CSI members and potential members jointly sponsored by state CSI chapters
- an interest session at state meeting for those interested in starting a chapter
- sponsoring a "CSI Day" at state or regional conferences
- joint sponsorship of activities with state, regional, and national ACES
- encourage alumni activities through state conference meetings

Chapter Operations

The day-to-day operations of CSI chapters are multifaceted. Areas which can be targeted for action include:

- develop ways to improve the initiation ceremony and make it more meaningful
- develop effective means of inviting alumni members to join and/or maintain their membership
- develop leadership training to assure effective student leaders and chapter officers
- develop ways to assure continuity of membership by assuring an active base of alumni and professional members

For more information about the Faculty Advisor Network, contact Jane Myers in care of CSI Headquarters.

Faculty Advisor Listserv

A listserv for CSI faculty advisors only has been initiated. The purpose is to promote networking and sharing of ideas for operating an effective CSI chapter.

To join the listserv, send an e-mail message with your name, chapter, and e-mail address to: jemyers@hamtel.unco.edu.

Counseling Beyond Tolerance

(Continued from page 2)

Tolerated by intolerance, it is important that we work to afirm his or her basic humanity. We should make an effort to look beyond a client's possible intolerant rhetoric to recognize the complex human being we are attempting to hear. Although the intolerant attitudes, behaviors, or values presented by the client are repugnant to us, we need to make an attempt to understand that the worldview they represent was influenced by a complex set of psychological, social, economic, and cultural factors. These factors may provide us with the basis for intervention with such a client.

Based on our own sense of ethics, values, morals, professionalism, and social responsibility, we should make a decision to use our intervention strategies to vigorously challenge the intolerant nature of a client's belief system.

Third, given the atmosphere of intolerance that seems to pervade American society, we must commit ourselves to challenging intolerant environmental influences. The nature of such a challenge should be to promote discussion at a human level across cultural boundaries and to encourage people from different backgrounds to expand their comfort zones with each other. For those of us in educational settings, systemic intervention should focus on insuring that diversity becomes an integral part of the academic and social experience. We should promote a healthy educational environment for students from all cultural backgrounds. For those of us in community human service agencies, such intervention should focus on insuring that diversity becomes an integral part of the dynamics of community service. The goal of such interventions should be promoting a proactive mental health perspective on diversity in community environments.

Resources and Action Needed

In addition to these three levels, as professional counselors we must marshal our collective resources and take an active stand against Ideologies and actions which perpetuate discrimination and cultural violence. Through our professional associations at the state, regional, and national levels, we must forcefully address all forms of intolerance. When necessary, our professional counseling associations should work within a legal and ethical framework to challenge the acts and highlight the consequences of those groups organized specifically to act in an intolerant manner against anyone perceived to be "different."

Racism, sexism, religious intolerance, and homophobia poison the quality of life for both the victim and perpetrator of intolerant acts. Professional counselors, therefore, should use their skills to promote dialogues for understanding across the lines which divide people. We should focus our efforts at both the personal and environmental level on helping people challenge intolerant attitudes. The goal should be to promote conditions that will help groups of people resolve conflict and move beyond mere tolerance to a position of mutual respect and understanding.
CSI Day in Pittsburg

At the CSI Awards Ceremony, Sandra Lopez-Baez presented the first Thomas J. Sweeney Professional Leadership Award to Lily Rosqueta-Rosales of the Iota Phi chapter in the Philippines.

A former CSI president, Rose Cooper led the Leadership Development Workshop.

CSI secretary Bill Nemec leads a focus group on chapter development.

Jane Myers, Chapter Development chairperson, led the discussion at the first meeting of the Faculty Advisor’s Network.

At a meeting for chapter leaders, CSI intern Jeffrey Mostade hands out the results of a needs assessment completed by chapter presidents.

Courtland Lee passes the gavel to new CSI President Pete Warren.
The Ninth Annual CSI Awards

Sandra Lopez-Baez
CSI Awards Co-Chairperson

The ninth annual awards program for Chi Sigma Iota International took place during the ACA World Conference held in Pittsburgh, PA. Awards in seven categories were conferred by the CSI awards committee.

Chapter Awards
The CSI Outstanding Newsletter award was presented to the Alpha Mu Connection, the official newsletter of the Alpha Mu chapter of Walsh University. This quarterly publication serves as a local vehicle for professional development of chapter members as well as area counselors.

The CSI Outstanding Individual Program award was received by the Alpha Upsilon chapter of the University of Akron for their program on “Issues in Counseling Men.” Not only was this workshop effective in increasing participants’ knowledge on the topic but also it served as a fundraising project on behalf of the Clinic for Child Study and Family Therapy. This very successful workshop raised $900 for the clinic by the Alpha Upsilon chapter.

The CSI Outstanding Chapter award went to the Upsilon Nu Chi chapter of the University of North Carolina at Greensboro. This chapter revitalized, restructured, and redirected itself through a strategic plan which resulted in a more dynamic organization.

Individual Awards
The CSI Outstanding Entry level student award was presented to Melanie Byrd of the Upsilon Nu Chi chapter, the University of North Carolina at Greensboro. Melanie’s excellence and commitment to academics and clinical proficiencies are seen in her service to others. Her multiple activities and professional involvements make her a role model for students in her department.

The CSI Outstanding Doctoral Level Student award was presented to Diane Estrada of the Beta chapter, the University of Florida at Gainesville. While working on her doctorate, Diane’s involvement in her department, university, community, and profession has been truly exemplary. Her contributions include co-authoring a chapter entitled “Hispanic Americans” in Mel Wittmer’s book.

The CSI Outstanding Service to Chapter award was received by Stephanie Rogerson of the Beta chapter, the University of Florida at Gainesville. Stephanie contributed to nearly every Beta chapter activity while maintaining an excellent academic record and serving her community through active involvement in multiple activities.

The CSI Outstanding Research award was presented to Virginia A. Kelly of the Upsilon Nu chapter of the State University of New York at Plattsburgh. Her study, Parental Alcoholism and Coping: A Comparison of Female Children of Alcoholics with Female Children of Non-Alcoholics, represents a much valued contribution to the counseling literature. The study will be published in an upcoming issue of the Journal of Counseling and Development.

These awards recognize excellence of both chapters and individuals.

Professional Leadership Award
An award recognizing lifetime achievement in the field of counseling is the Thomas J. Sweeney Professional Leadership Award which honors persons who, through their vision, leadership and concern for others, have strengthened, expanded and enhanced the counseling profession at local, state, national, and/or international levels. This year’s recipient is Lily Rosqueta-Rosales of the Iota Phi chapter, University of the Philippines. Rosales, a counselor educator, researcher, author, administrator, supervisor, and leader, has been a change agent at the international level. Her activities have advanced the counseling profession in the Philippines as well as the United States.

Conclusion
Over fifteen chapters submitted awards conferred at the local level to members. This list, too extensive to be included in this article, was featured in the Awards Program distributed at the CSI awards ceremony. Sandra I. Lopez-Baez and Joseph Ososkie served as co-chairs of the awards committee this year. The committee members for the research award were Paula H. Stanley and Mark Young. The committee members for the other awards included Linda Barclay, Carla Bradley, Donald Bubenzer, Christopher Faiver, Lina Giusti, Stuart Hayes, Eugene O’Brien, and Gordon Spice.

1996-97 Awards Faculty Advisors
Chapter advisors and chapter presidents will receive an awards nomination booklet early in the fall. It is important that nominations be submitted by the set deadline; thus, it is never too early to begin thinking about the award categories and those individuals, programs, and chapters who can be nominated for the different awards. The awards give the opportunity to recognize outstanding achievement and excellence, a wonderful vehicle to encourage individuals and to say thank you for their hard work.

Congratulations
Congratulations to all who won awards. Also, thanks to all who submitted nominations and to the committee members for their time and efforts.

Summer break is around the corner; let’s keep the awards in mind and get an early start for next year’s nominations.
Experience In Bosnia
(Continued from page 1)

It was that I was not prepared for the accelerated impact of war in the region. Over the two year period which had passed since I had been there, Croatia had sent some thousands of her sons to war from the vicinity of Zagreb. Many of them had returned home like Vietnam Nam era veterans, wounded, and without recognition. There were no services and no one came to greet them. In addition, the number of refugees from Bosnia and displaced persons from other parts of Croatia had nearly doubled since December, 1992. There were almost a million people in Zagreb needing assistance. The university faculty suffered impacts of the war, namely in financial ways, because there had been serious salary cuts and reduction of services. No government employees in Croatia were allowed to earn a salary over 2500 kunas per month which is equivalent to about $500 in U.S. currency.

Shakoor found a room for rent and began the initial task of figuring out his own existence. He states, "Rent was expensive, as was food and clothing. I learned what it was to function with limited resources. I had no telephone and no designated personal computer. The university's computing center which was a half hour's ride by tramway across the city from where I was living, had older technology. What is more, I had to stand in line and wait to use it. Nonetheless, I was grateful to find that a few of their machines were on-line to the Internet which gave me an inexpensive link to home. The ride to the psychiatric clinic was a half hour's ride in the opposite direction and a ten minute walk uphill. After the tram, my primary mode of transportation was walking. The longer I was there, the more grateful I became."

Horrible Stories
For the previous eight years, Shakoor's scholarly work had focused on the psychological effects of large-scale human crises. He was quite familiar with the research on disaster and Post Traumatic Stress Disorder (PTSD). He says, "I put these things together with my own experience as a counselor, trainer, and family therapist and I felt relatively prepared." Relatively, Shakoor later remembers, "Although I had some idea of what refugees lived through, everything seemed to have greater impact when I was living in the war zone. When the conflict accelerated in the area of Bosnia known as the Bihac pocket, the city of Zagreb came under red alert and tensions rose. I was traveling along the Adriatic coast to the Croatian city of Split at the time and going in and out of Bosnia. I was in contact with refugees almost daily. I found that on most days I could only interview about two families before I became psychologically saturated. It was painful to hear the details of their suffering. Sometimes, all we could do in some moments was sit together and weep...I do not think most people can imagine what it is like to meet human beings who live each day with such incomparably immense and multiple/cumulative stressors in their lives. Each story I heard was more horrifying than the one I had heard before it...some refugees I met gave me interviews, introduced me to others, or told me about other refugees whom I might seek out. In this way, I proceeded. In the four months I was there, I interviewed at least fifty Bosnian individuals and/or their families in Croatia."

Providing Training
In addition to his research with these refugee families, Shakoor was asked to provide training seminars for professional and paraprofessional mental health workers in Zagreb and Sarajevo. In Zagreb he worked with Bosnian medical professionals who were themselves refugees. In Sarajevo the situation was worse. In this city, life was threatened on a daily basis. Shakoor reports that psychiatrists at the Sarajevo Kosevo Hospital had seen their colleagues killed by grenades which fell on the hospital. He goes on to say, "Many of them have had no salary for three years. They live by humanitarian assistance or the help of others who send them clothes and money. Elsewhere in the city people are paid for a month's work with a carton of cigarettes. There is little or no paper or food, at times no water or electricity. There were constant sounds of gunfire...and people died everyday. There were bullet holes in the window of the room where we held our meeting."

Sense of Hope
And yet, despite the confusion and suffering, the lack of basic daily comforts, the constant threat of harm and death, despite all of these things, Shakoor found in these people a sense of hope. In Sarajevo he asked the group of psychiatrists with which he was working to speak with one another, to listen to each other. These professionals who had given so fully of themselves, who had emptied their personal and professional resources to serve people in this seemingly hopeless situation, had never turned to each other. Dr Shakoor simply offered them this opportunity and they took it. They began to trust in one another and eventually to trust in themselves. Evaluation statements from one group of mental health professionals with whom Shakoor had worked reflected a growing sense of self: "I feel I have completely recharged my batteries...I feel rejuvenated and eager to continue with my work...It was great to spend some time on my own SELF!" Another participant recalled that Shakoor's training had provided her with a "new viewpoint from which I can observe and see my own SELF and my work in a different light." And finally, "These four days of training were the most beautiful days I had since the war started."

Meaning for Counselors
I asked Dr. Shakoor what possible meaning could all of this have for the rest of us back home. "What does your experience," I asked, "of the pain and suffering of Bosnia have to do with our lives as counselors, our lives that seem very removed from the realities of the war that you have experienced?" Dr. Shakoor answers, "I would like counselors to regain some of their idealism and some of their helpfulness for our
Experience In Bosnia  
(Continued from page 1)

profession and have a sense of renewal about the power of some of the fundamental things that we believe in, that drew us to this profession. I would like to have counselors see the potential that they have for good, even as one single person in a school building or a neighborhood or in a community. I can’t stop the war in Bosnia, but I can say that one human being can make a difference. That, I think, is really important.

I would like for them to see the hidden potential of paradox, the kind of surprising, extraordinary, wonderful things that can grow out of difficult situations. I talk with my students all of the time, about how we are so enculturated to be comfortable, that we most want things in our lives to be easy and quick. We don’t want to be uncomfortable for one minute, and if we have to wait too long to get something we lose interest. I think counselors have to challenge that kind of thinking in themselves, especially in today’s world where human suffering is so extraordinary, where there is violence, where there are issues of abuse in families and so many damaged human beings who are living through such extraordinary hard things. And no one can escape them. Counselors see them all of the time on every level. Even if you aren’t working you see them in your neighbors, in your community. We are the people who are meeting these problems. I feel extraordinarily hopeful because I see there’s an angle of vision we can get on those concerns which have the potential to devastate us, but we can meet them with a kind of perspective that’s paradoxical. And if we can find a way to approach them properly, we can grow from them. We can find some extraordinary opportunities in these immensely difficult things that are coming in the cultures. And counselors are people who really have the possibility of doing it. They are the ones who are utilizing themselves as the instrument of their working.”

New Life

“So, I spent six months in Bosnia and what did it do? It brought me new life. I saw people who were living in this horror, but they were flourishing! They had met that place in themselves they had missed. And they could stand in that place and take power and deal with all of the hell that was going on around them. As I look at a building burning in Sarajevo, I can think of Los Angeles, and I can see the connection between these cities. When I see children losing their lives in Bosnia, I can think of violence in the streets and in our schools here. And if people can deal with it there, and find some way to grow through it, then I believe that it can happen here, and I think that it has to happen.”

The Therapeutic Process

“I believe, and I’m even more convinced of it now, that therapy is not happening if I go and sit with my client and they become better and I’m overwhelmed. They leave their session renewed, but I’m completely destroyed, burned out, wiped out by the complexity and chaos and sadness and darkness of what is presented to me by their dilemma. I don’t think that’s therapy. I don’t think that people who are counselors can work in this way. And I’m wasting my time if I’m a professor and I’m training students to spend time working for their degree and then they go out and work for three years and then they’re useless. I think that in therapy, if something extraordinarily difficult comes to me and I meet that other human being in such a way that they get better and I get better, too, that’s therapy, that’s therapeutic. I mean the value for our work has always been towards integration. How can we have something that winds up in the fragmentation of me as a therapist, called therapy? It’s wonderfully encouraging to think that when you’ve spent your time studying and working toward has so many possibilities, fundamental things, too. So, what keeps us afloat are the basics; the fundamental things keep on working, and those are the things that we need. We don’t have to fathom the deep recesses of someone’s psyche. We just have to learn how to be present and open our eyes and open our ears and BE HERE to see what’s going on. Just the A B C’s; empathy, attention, interest, self examination and focus toward self; just these fundamental kinds of things. It’s a process. It’s always been a process. We have to recognize that the process is dynamic, and its unfolding, and we have to be where we are and let it unfold as it unfolds. We have to have the confidence that everything we need is...
Results of the Chapter Leadership Network Needs Assessment

David Letiecq
Jeffrey Mostade
CSI Interns

The newly-established Chapter Leadership Network conducted a needs assessment of chapter leaders during the fall, 1995. A survey developed by the Chapter Development Committee and reviewed by the CSI president and executive director was mailed to all chapter faculty advisors for distribution to their respective chapter presidents. The survey included seven major areas: (1) leadership structure of the chapter; (2) chapter representation and participation at annual ACA convention and CSI Leadership Development Focus Groups; (3) working relationship with chapter faculty advisor; (4) use of the CSI Chapter Leadership Handbook; (5) open-ended questions about strengths and challenges of the chapter and chapter leaders; (6) rankings of suggested functions of the Chapter Leadership Network; and, (7) use of e-mail/INTERNET services.

Fifty-three of the 145 chapters surveyed returned the questionnaire, for a response rate of 36.6%. A total of 42 questionnaires (79.2%) were actually completed. The remaining eleven respondents who did not complete the survey reported the following chapter statuses: "no chapter leaders" (1); "no chapter leaders, elections in progress" (4); "chapter inactive" (5); and "other" (1, "re-activation in progress").

Chapter Leadership Structure

Leaders reported having chapter leadership structures with the following offices: president (92.9%), president-elect (57.1%), secretary (86.8%), treasurer (81.6%), and "other" positions (57.1%). Twenty-four chapters reported a total of 41 persons in 17 "other" positions including: vice-presidents, secretary-treasurers, and several program representatives and committee chairs. Overall, most of the leadership positions are elected rather than appointed and are currently occupied by master's-level students rather than doctoral students or practicing counselors.

ACA Conventions, CSI Focus Groups, and Handbooks

Chapter leaders reported varying levels of attendance and participation in CSI activities at the annual ACA convention. The following percentages represent how many chapter leaders who responded to the survey reported attendance at annual ACA conventions: Atlanta, 1993 (31.0%); Minneapolis, 1994 (45.2%); and, Denver, 1995 (64.3%). Regarding regular attendance at CSI Leadership Development Focus Groups, 31.0% reported that their leaders do attend, 57.1% reported that leaders do not attend, and 11.9% did not answer the questions.

When asked if they had received a copy of the CSI Chapter Leadership Handbook, 64.3% of the chapter leaders indicated "yes"; 35.7% indicated "no." If they had received it, 92.6% of the chapter leaders reported that it had been useful.

Working Relationship with Chapter Faculty Advisor

Sixty-nine percent of the chapter leaders described their working relationship with their faculty advisor in the range of excellent. These leaders variously described their relationship as supportive, accessible, collaborative, enthusiastic, and trusting. Three leaders (7.1%) described their relationships as good, and no leader specifically described their working relationship as bad or weak. Five respondents (11.9%) did not answer this item.

Chapter Strengths

1. What are the primary strengths of your chapter?
2. Characteristics of chapter membership: cohesion, enthusiasm, diversity, counseling interests and representation across program areas, good attendance at workshops and programs, professionalism, teamwork, good reputation, good networking and communication amongst members
3. Faculty support: relationship with faculty advisor, departmental support, faculty are also CSI members
4. Leadership qualities: dedication of officers, organizational skills and task orientation, foundation from previous administrations, initiative shown in chapter start-up, basic survival
5. Membership: active core group of members, gross number of members, increasing membership, members who are counseling professionals, involvement of alumni
6. Funding: strong financial base, funds by department
7. Diversity issues: cultural diversity of chapter members, desire for diversity and multicultural programming
8. Miscellaneous: location

(Continued on page...
Keeping A Chapter Alive

William E. Nemec
CSI Secretary and Faculty Advisor
Alpha Upsilon Chapter

In a recent conversation with two colleagues who have chapters of Chi Sigma Iota affiliated with their counselor education programs, the topic of the "viability" of each of our chapters was discussed. Many questions were raised such as:

"How active is your chapter?"
"Is your membership increasing or declining?"
"When you have meetings, do many attend?"
"Do you have difficulty finding members who want to run for office?"
"How involved is your faculty advisor in your chapter activities?"
"How do you keep members involved once they graduate?"
"Are members of the counselor education faculty other than the faculty advisor interested in chapter activities?"

Basically we were talking about what it takes to keep a chapter "alive and well" over a long period of time and avoiding the "peaks and valleys" that often characterize the life of professional organizations.

Chapter's Tenth Anniversary

This year our CSI chapter, Alpha Upsilon, is celebrating its tenth anniversary — a milestone of which we are very proud. As a charter CSI chapter, we have had the good fortune of being a model of consistency throughout our existence. In 1985, we had an initial enrollment of 52 members, many of which have remained active in the chapter through the years. Currently, our active membership is nearly 100 which ranks in the top five of all CSI chapters internationally. Alpha Upsilon has had a tremendous impact on promoting "excellence" and "professionalism" in counseling among our students, alumni, and other helping professionals in our community.

I would like to share my observations on the key elements that have allowed our chapter to prosper and grow over the years. Hopefully, these principles and beliefs will assist CSI members and leaders in the development and maintenance of active CSI chapters.

Vision

Effective leaders have a vision for their organization and transmit that vision to their officers and membership. Our first faculty advisor, John Cochran, and our first president, Deborah Foster-Koch, had a "vision" of an organization that would help bring our students, faculty, and alumni together to promote scholarship, excellence, and leadership in the counseling profession. Our chapter's leadership has never lost sight of this vision, and it remains a guiding principle in all of our activities.

Commitment

There must be a commitment to the goals of CSI that transcends the faculty advisor and student officers. Commitment does not come immediately — it must be developed and nurtured. There are some things that our chapter has done over the years to increase the level of commitment to our chapter's goals. For example, our chapter has recognized the contributions of senior and retiring faculty members by granting them lifetime memberships. Our chapter assists our department in conducting the yearly orientation program for new counseling students. We utilize our professional members as resource professionals to mentor our new students. This year we sponsored a major workshop and donated the $900 in profits to our department's counseling clinic. By making Alpha Upsilon an integral part of our counselor education program's mission, we have significantly increased the commitment and support required for long-term success.

Leadership

Consistent growth and development of any chapter is directly proportional to the leadership provided by the faculty advisor and officers. Good leaders have vision and understand professional issues. They know how to set goals, make a plan, and figure out how to get a job done. I believe the single most important function of a successful CSI faculty advisor is to identify and encourage students with leadership potential to seek an officer or committee position. Often, students will not volunteer on their own but will jump at the opportunity to be involved if asked. It is also important to recruit potential officers and committee members whom you know will follow through on assigned activities. Organizations are full of well-meaning individuals who take on responsibilities but never fulfill them.

Recognition

A major goal of CSI is to promote scholarship and excellence within professional counseling. Another goal is to recognize scholarship and achievement. Our chapter has made it a priority to nominate deserving members for the variety of CSI international awards, fellowships, and internships. We have been fortunate to have received thirteen international awards, four fellowships, and one internship over the ten-year life of our chapter. It requires a little extra work on the part of our awards committee, but the rewards are tremendous when a chapter experiences the pride of recognition for a job well done.

Networking

Many of the goals of CSI can be best accomplished by networking with other chapters. With the encouragement, leadership, and support of Tom Sweeney, our Alpha Upsilon chapter at the University of Akron was able to host one of three All-Ohio CSI conferences that were held in Ohio from 1987-88. The other two conferences were hosted by the ETA chapter at Youngstown State University and the Alpha chapter at Ohio University. These conferences provided an excellent forum for networking and sharing professional expertise among the CSI chapters in Ohio.

Most recently, the CSI Executive Council has developed the Faculty Advisors Network (FAN) and will be establishing Regional Contacts as a means of enhancing leadership development through the sharing of expertise and resources among faculty advisors.

On a personal level, my involvement in Alpha Upsilon has been a highlight of my career. I hope the ideas I have shared play some small part in helping your chapter achieve and enjoy a long and productive history.
Results of Chapter Leadership

(Continued from page 11)

Chapter Challenges

N What do you see as the three biggest challenges facing your chapter?
30 Student Apathy: lack of student interest and participation, member commitment, commitment of officers, attendance at professional programs
19 Chapter Functions and Programming: fundraising, recruitment, service activities, philanthropy, establishing programs other than fundraisers
18 Program Transience: transient nature of programs, lack of time, part-time students, scheduling of events
16 Networking and Collaboration: professional and alumni involvement, networking, internal networking and cohort connections, public relations, gaining support in the mental health community, cooperation with other counseling organizations, collaboration with other chapters
13 Leadership Development: lack of faculty support, lack of departmental support, lack of chapter support from headquarters
10 Miscellaneous: unequal participation across program areas, CSI seen as exclusive, communication between masters and doctoral students

Ranked Priorities

Chapter leaders rank ordered networking, obtaining new ideas from other CLN members, collaboration, and a CSI-specific listserv as the top four priorities for the CLN. The bottom four priorities were regional workshops, a chapter tips column, annual workshops, and "other" ideas suggested by respondents. "Other" ideas included quarterly regional seminars, exchanging newsletters, workshops for credit, chapter internet development, communication with international headquarters (including membership lists), expansion of chapter focus groups at CSI Day, and fundraising.

Access to E-mail/INTERNET Services

Approximately 71% of the chapter leaders indicated that they have access to e-mail/INTERNET services through their school or private on-line services. Of those with access, 30% are active members on various listservs and 66.7% indicated no participation on listservs. Also, 83.3% indicated that they would use a CSI-specific listserv if available and 3.3% would not.

Thirty-four chapter leaders (81%) indicated that they would use the a CSI-specific listserv as follows (modes in parentheses): professional networking (32); exchanging information/ideas with other chapter leaders (32); obtaining information from Headquarters (30); collaboration with other chapters (29); news and announcements (28); finding other people with similar counseling interests (25); social (12); and "other" (1, job search).

In predicting how useful a CSI-specific listserv would be to functioning of their chapter, 40.5% of the chapter leaders indicated that the listserv would be "very useful"; 21.4% indicated "somewhat useful"; and 28.6% indicated "uncertain."

Discussion

Individual and group characteristics seem to be the perceived primary strength of chapters. Chapter leaders described several characteristics of their membership as strengths of their chapters.

The positive working relationship between chapter leaders and the faculty advisor is a clear strength of many chapters. Approximately 76% of those responding to this survey rated their relationship with their faculty advisor as either excellent or good. It should be noted, however, that this positive finding may be overstated. Chapter leaders who unnecessarily obtained a faculty advisor signature due to confusing directions accompanying the survey may have felt obligated to report positively on their working relationship. For a few chapters, a lack of faculty support is a true challenge.

The needs assessment does reveal several challenges that may seem insurmountable to many chapter leaders. For example, student apathy was clearly the most reported challenge facing chapters. Based on the actual number of responses, other areas—such as weak chapter functions or programming, program transience, lack of networking and collaboration, and a perceived deficit of some effective leadership skills—were described as being equally challenging to the responding chapters.

Some distinctions between chapter challenges and leader challenges were clarified as a result of this survey. Membership issues relating to member apathy and the transience of students were reported most frequently as challenges faced by leaders, a finding mirrored at the chapter level. However, the second most frequently stated leader challenge related to leadership issues (i.e., long-range planning, delegation of responsibilities, preventing leadership burnout and mentoring) and pointed to the need for more leadership development efforts by CSI at the international and regional levels. Chapter functions and programming, the third most frequent challenge reported by leaders, could be enhanced directly or indirectly through professional development opportunities.

It appears from these results that the chapters have many of the "basic" strengths needed for a more effective and active chapter: large membership, dedicated leaders, and faculty support. However, as the challenges seem to indicate, enhanced leadership development and training could help chapter leaders to run their chapters more effectively, expand their current chapter functions and programming, and motivate their seemingly apathetic members.

Chapter leaders ranked networking, exchanging new ideas, and collaboration as the top three potential functions of the Chapter Leadership Network (CLN), demonstrating a desire for communication between and among chapter leaders. The second ranked function—"exchanging new ideas"—suggests that chapters are searching for new and interesting ways to invigorate and motivate their members and perhaps to keep themselves invested in their leadership roles.

While the three highest ranked functions may be more nebulous conceptually, the remaining desired CLN functions—a CSI-specific listserv, a Chapter Tips column, and regional workshops and annual national workshops—are more concrete means to

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Results of Chapter Leadership
(Continued from page 13)

fulfill chapter leaders' desires to work together and become more connected. With the exception of a Chapter Tips column in the CSI Newsletter, the remaining functions would be more difficult to implement and would require thorough consideration by the CSI leadership. A CSI-specific listserv is the least traditional, but perhaps the most innovatively plausible, means of addressing chapter leaders' desires to network, collaborate, and exchange information. Approximately 71% of the chapter leaders have access to e-mail and INTERNET services. Hopefully, access to such services on campuses will grow since colleges and universities are becoming increasingly more active in the development of the information superhighway. The currently low participation of chapter leaders on general listservs suggests that chapter leaders may not know how to join listservs. A CSI-listserv for chapter leaders could be instrumental in connecting chapter leaders, enhancing the leadership of individual chapters, and promoting overall better "health" of chapters.

Regional workshops, the CLN function ranked fifth by chapter leaders, could address the expressed chapter and chapter leader challenges. Surprisingly, annual workshops held at the ACA convention each year ranked last as possible functions of the CLN. Some basic questions for CSI to consider are: At the regional level, how can CSI help these leaders to develop more fully their ideas and leadership skills and to help foster increased inter-chapter networking and collaboration?

The leadership structure of CSI chapters across the country is not uniform. While most have key leadership positions such as president, secretary, and treasurer, the multitude of "other" roles in the chapters indicates diversity and creativity in conducting chapter business. Interestingly, the less frequently indicated position of president-elect in the chapter and the fewer number of doctoral students or practitioners in leadership positions suggest that chapters may encounter a lack of continuity of chapter goals, programming, and institutional wisdom.

The continuing need to develop strategies for providing chapter leaders with opportunities for professional development and training is underscored by the results of this needs assessment. These goals can be accomplished through the continuation of traditional methods, such as Leadership Development and Focus Groups during CSI Day; however, the time has arrived when new means of bringing chapter leaders together, whether it be through regional workshops or cyberspace, should be developed. The findings of the CLN Needs Assessment will be more thoroughly considered by the executive council.

We welcome your continued participation and suggestions relative to this survey. Please contact David Letiecq (dletiecq@gwis2.circ.gwu.edu) or Jeffrey Mostade (senex3@aol.com) via CSI Headquarters or e-mail for a complete copy of the survey or to make additional comments/suggestions.

Socialization for Beginning Professionals: Fellowship and Internship Program Results

Judy Miranti
CSI Past-president

The Fellowship and Internship Program offers emerging leaders an opportunity to learn about the governance structure of CSI, become acquainted with significant individuals and groups involved in Society activities and the profession, work on special projects on behalf of the Society, develop leadership skills, network with national leaders, meet the national scholars and interact with other Chi Sigma Iota members.

Fellowship Program

Nineteen applications were received from twelve CSI chapters. The following fellows received $200 each from CSI headquarters and a matching grant of $100 from their nominating CSI chapter:

Lynda D. Dinter, Delta Gamma, University of South Florida; Tracy Helms, Mu Tau Beta, University of North Carolina at Charlotte; Millicent Lake, Nu, SUNY at Brockport; Linda Leech, Alpha, Ohio State; Tamara Lasesse, Mu Tau Beta, University of North Carolina at Charlotte; Victoria Sardi, Rho Theta, George Washington University; Lisa Schenk, Upsilon Nu Chi, University of North Carolina Greensboro; Lynessa Spivey, Kappa, Lynchburg College; Carol Verhulst, Upsilon Nu Chi, University of North Carolina Greensboro; and Beth Britton, Alpha Upsilon, University of Akron.

Internship program

Two of the ten fellows selected as interns will participate in all the CSI international operations under the mentoring of the CSI officers. The two 1996 interns are Carol Vernhulst from Upsilon Nu Chi chapter and Linda Leech from Alpha chapter. These interns attended the executive council meeting in Pittsburgh as well as the summer executive council meeting in Greensboro. They will serve on various committees throughout the year and will be involved in projects that will be of interest to them and will benefit the Society. While this is a non-paid, part-time, volunteer position, the opportunities for networking and contributing are unique.

Selection Committee

The selection committee was composed of the CSI president, Courtland Lee, the president-elect, Pete Warren, past-president, Judy Miranti, Chair, and the two 1995 interns, David Letiecq and Jeffrey Mostade.
The Formation and Evolution of the European Association for Counselling (EAC)

Judith Baron
General Manager
British Association for Counselling

This article is written both from a personal perspective and that of the British Association for Counselling (BAC), of which I am General Manager. It is personal because I was involved in making contacts, meeting individuals from many nations, and personally staffing registration desks, telephone lines, bookstalls, etc. in the early years. This experience was moving and educational and has enabled me to take a more humble and wider approach in my thinking as to how to deliver a service and adapt it to the political, social and geographical needs of a society and the individual. It has brought home to me the devastation that can touch the individual and society in times of rapid social change - such as there has been in the Eastern European nations - and the thirst for knowledge of ways of helping amongst their dedicated citizens. This is so often a thirst which cannot be assuaged when money and time are limited resources. The European Association for Counselling (EAC) is faced with the position that it wants to offer help, but these offers have to be funded, and the individual may not be able to afford to travel or to provide resources. In other words, the greatest threat to EAC's future is money.

The Process

BAC's interest in counselling worldwide has always been there. EAC was, in part, the brainchild of Hans Hoxter who is the founder of the International Round Table for the Advancement of Counselling (IRTAC). In 1992, there were considerable changes within the European Union, of which the United Kingdom is a member. These changes could affect the ability of counsellors in the UK to move their qualifications and practice between what should become transparent national borders. Counselling, as known in the USA and the UK, is not described as a vocation, profession or qualification in most European countries. In many countries, it is the domain of psychotherapists, psychologists and psychiatrists. Despite this, enquiry made it clear that in most countries there are people who practice counselling but with a different job description, title, or organizational heading.

We also found those people who were aware of counselling, who wished to establish recognition of this work with their governments, and who welcomed an organization which could work on their behalf at a European Union level in order to assist them in gaining credibility within their own countries. We were deluged by those who sought information, training, and advice on how to use counselling for the benefit of those affected by political and social change.

In June, 1993, the EAC decided on a remit for establishing an Association for Counselors which would set Europe-wide standards and would act as a focus for information exchange. National associations are coming into existence to join the Republic of Ireland and the UK, and no doubt the original vision of equivalence of qualifications, training and practice will come into due course. In the meantime, national associations for counselling need to establish their own positions on security of employment and recognition within their own countries. There are now new national associations in the Netherlands, Greece, and Italy.

Structures

The EAC started with a small interim Executive Committee which represented interested individuals and organizations from as many countries as could afford representation. Members sourced their own funding. They worked very hard and well to represent the broader constituency. Thirteen countries were involved in EAC in 1991. Twenty-four countries are involved in 1996. An elected Executive Committee is now in place, chaired by Louis Desfossides from Greece. The Executive Committee meets about three times a year at venues across Europe, again finding their own funding. Three committees are being established to address training and professional standards, ethics, and by-laws. An annual conference takes place each year, and this year it is in Greece. For information, telephone (301) 722-87-84 or fax (301) 725-10-01.

Administration and Services

The EAC currently acts most effectively as an information point and exchange. It holds a directory of members who are prepared to be contact people. It keeps abreast of political and social activities likely to affect counselors, and it has contacts with European Union structures in Brussels.

The administration of an organization with such a wide membership in countries with diverse laws and currencies was, to begin with, very difficult. Until April, 1995, the Secretariat for EAC was with the BAC and was mainly funded by the BAC. From April, 1995, RELATE (National Marriage Guidance) in the UK has held the Secretariat. It will be interesting to see if counselling organizations in other countries grow in stature to the point where they can offer to maintain the Secretariat.
Meeting the Needs of American Indian Students in Rehabilitation Counseling

Alan Davis
Daniel Yazak
Astri Zidack
Montana State University-Billings

Preparation and employment of American Indians as counselors promotes positive rehabilitation outcomes for American Indians with disabilities (Wright, 1990). Given Montana State University-Billings' unique location in a state with seven American Indian reservations, the Rehabilitation Counselor Education Program has been recruiting and preparing American Indian students to serve as rehabilitation counselors. Recognizing our responsibility, MSU-Billings seeks to ensure that every student graduates from the program with cultural sensitivity and the specific competencies necessary to serve American Indians with disabilities (Dodd, Nelson, Ostwald, & Fisch, 1991). Additionally, American Indian students serve as important role models for the campus community, providing students and faculty with unique perspectives on life and learning.

Recruiting Students

The CORE accredited program — which hosts Epsilon Mu Chi chapter of Chi Sigma Iota — is completing its second year of recruiting and meeting the needs of American Indian students. Prospective students with lower incomes may access financial aid to complete the rehabilitation program in a timely manner. Otherwise qualified individuals who might not consider graduate studies due to financial disadvantages may be more likely to attend. A key aspect of the project is our regular contact with the tribal communities to enroll qualified American Indians. Throughout the year, project faculty travel to reservations in Montana to network with tribal leaders and area professionals to establish a base for disseminating recruitment information and to coordinate project activities.

Curriculum and Training

An important goal of the project is revision of the content of curriculum and training experiences. To accomplish this, project faculty search the literature on contemporary issues for American Indians with disabilities and identify specific competencies for graduate-level rehabilitation counselors. We encourage program review by representatives of tribal communities and make appropriate revisions.

Faculty need support to develop and implement new approaches to teaching. To this end, faculty regularly meet to discuss their needs. Preparing American Indian students to be rehabilitation counselors requires faculty to focus on areas such as bilingual communication, cultural heritage, history, customs, and expectations of contemporary American Indian life. Special awareness is needed to change instructional approaches as well as informational content. The fact that many of the stereotyped attitudes and ideas concerning American Indians are rooted in myth and history is confronted as individual students of a majority culture interact with students of minority cultures. For example, a dream interpretation exercise considered acceptable by Caucasian students may be sacrilegious to members of the Crow tribe. In such a case, the instructor may substitute a memory interpretation or active imagination exercise.

Another example of cultural awareness takes place during application of counseling techniques. Practice opportunities allow students to explore roles of culture and history. Role playing situations provide students opportunities to exchange information that brings diversity issues closer together, similarities we build upon rather than differences maintained. As nonverbal behavior is discussed and practiced, the use of eye contact is presented. American Indian students provide an opportunity to observe when and how eye contact can be used. Practice can involve American Indian students using eye contact (a technique with which they may not be familiar) while other students may practice counseling techniques without eye contact (again, a technique with which they may not be familiar). Roles of American Indian students are presented in both theory (specifics of acculturation) and practice (observation and discussion). The program provides seminars and instructional materials for faculty as needed.

Internships

Students and faculty advisors identify internship sites to provide experiences with American Indians with disabilities. As a part of their field-based training, students are required to meet with supervising faculty on campus and at internship sites to review their work and progress toward developing specific competencies. After they are placed at field sites, students are provided with supervision via monthly meetings and weekly activity logs, as well as direct supervision by agency supervisors. Considering supervision of internships is provided by tribal representatives, it is doubly important for faculty to listen carefully to feedback from tribal authorities because it may also reflect the unspoken opinions of the student.

Monitoring Student Progress

Monitoring progress of individual students is also a critical feature of the program. As a requirement, students meet regularly with the project faculty in both group and individual sessions to review their progress on specific competencies and to address difficulties they may be having. It is the intent of these meetings to develop professional identity and promote academic growth via guest speakers, projects, and topical discussions. Second-year graduate students who are American Indians serve as knowledgeable role models for first-year students and individuals interested in the program. It is

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Professionally Speaking
Families in Play Therapy

Amy Slack
Counseling and Consulting Associates
McKinney, Texas

"The alleviation of the child's psychological tension, the resolution of his problems, the perception of himself as a worthwhile lovable person are goals that are achieved more completely when parents participate in the counseling experience."

C. Moustakas

Since I am a child therapist and believe that children should be understood and assessed developmentally, play therapy is the treatment of choice for me and my clients. Beyond individual play therapy sessions, I have learned it is quite beneficial to include other family members in family play therapy sessions from time to time.

Rationale for Play Therapy and Family Therapy

Play is the natural way children communicate. As adults, most of us verbalize our thoughts and feelings. Because we know children are not developmentally ready to verbally express their feelings until they are about ten or twelve, play is then to the child what verbalization is to the adult. Toys become their words, and play becomes their language. They have the opportunity to deal with concrete objects (toys) which are symbols for something they have experienced either directly or indirectly. Feelings that may be too threatening to express otherwise can be played out. Play allows children opportunities to organize their lives; therefore, they feel more secure and in control. By expressing their personalities in play, they can then draw upon inner resources that they in turn incorporate into their personality. Play therapy meets children's physical activity level, for much energy and aggression can be released in play.

The uniting principle for all schools of family therapy is focusing on the family system rather than on individuals. The clinical task is to assess the family's functioning, identify problems, and alleviate the symptoms.

Rationale for Combination

Getting a child to enter an adult's world is often unsuccessful because of the child's developmental limitations (concrete vs. abstract). What has proven successful for me is assisting adults in making an effort to infiltrate the child's world. Children have limited language experience and get bored with cognitive conversation. By integrating the two, parents have an opportunity to see the symbolic play and how the child feels about the family. Play is non-inhibiting and non-threatening and lowers everyone's defenses. It is much easier for puppets to talk than for children to verbally interact. Finally, play brings an element of humor into the session.

Meeting with Parents

My preference is to meet with the parents alone for an intake session before seeing the child or family. I enter the intake session under the assumption the parents are consulting me because they have exhausted all of their resources. During this first session, I want to hear their concerns regarding the child and engage them as collaborators in the process. I convey to them that my role is to help them help their child. I let them know that I will be meeting with them from time to time and giving suggestions and reactions about what I am seeing in the sessions and asking for updates about how things are going at home and school. I allow them to vent in the first session without asking too many questions or giving too much feedback. Finally, I like to end the intake by asking the parents what is going well in their home. If parents leave feeling they have been respected and validated, not judged or disrespected, I believe a powerful alliance is already being formed.

Meeting with the Child

I would not schedule a family session until I have had one or more individual sessions with the child. I want the child to have an opportunity to be respected and accepted unconditionally before including any other members of the family. I want to understand the child's world and learn how he or she feels about him/herself. Like Ellen F. Wachtel, I believe that we do a disservice to children if we fail to meet alone with them and get to know their world.

Activities

Some of my favorite activities for families in play are puppet play, sandplay, various art activities, sculpting, and mirroring. During the activity, I am looking for things such as body language, how family members comply/do not comply with each other, who was resistant and who was easier, what is the communication style of the family, was there cooperation or chaos, was there respect for individual boundaries, how do the mom and dad interact, who worked independently and dependently, and finally, is anyone having fun? Of utmost importance to me is remembering to focus on the child and the other people involved in the session and their relationships and interactions, not on the activity or technique.

Conclusion

Most families that come to me for therapy have lost some of their ability to fully enjoy each other. I believe play has the potential to engage all family members in beneficial therapeutic interactions that can ultimately lead to enhanced interactions. When we exclude either children or parents in the process, part of the system remains unengaged.
Chapter Happenings
Shawn Scholten
CSI Associate Editor

Epsilon Gamma Pi Chapter

It has been an exciting and busy year for the Epsilon Gamma Pi chapter of Chi Sigma Iota on the campus of the University of South Dakota. The chapter has approximately 40 members, with 20 members as new inductees during this current academic year. The first activity of the year was the fall colloquium which was sponsored with the Division of Counseling and Psychology in Education. During this colloquium, Don Bubenzer and John West presented to a standing-room-only group of 75 individuals on the topic of "Cultivating Preferred Narratives." Later, Jill Schoen, from South Dakota State University, presented on mentoring research and how to be an effective mentor.

The Epsilon Gamma Pi mentoring program was also continued this year. New students in the counseling program were matched with other students who have been in the program for over a year. Similarly, a student ambassador program to orient incoming foreign students into the doctoral program was initiated.

During the spring semester, a baby contest fundraiser was held. In this contest, students could financially vote for their favorite baby picture of professors in the Counseling and Psychology in Education program. Currently, the process is continuing in order to raise money and materials for a new youth center.

Alpha Chi Chapter

After having attended the Louisiana Counseling Association Conference with a group of students and professionals, president Sam Burdette of the Alpha Chi chapter at Louisiana State University noted, "What a joy it was to attend the LCA conference in October." Highlights included the CSI business meeting and reception, where several active chapters shared successes and ideas. President Burdette further noted, "Both of these events were proof again that CSI offers a supportive environment in which to learn and lead."

Nu Chapter

In late March, Nu chapter sponsored a program about transition coordination for students with disabilities. Recent laws ensure that all special education students have a transition plan which indicates how students will move from high school to work or to further education. Nu president Gene Oskamp worked with the Advocacy Consortium for College Students with Disabilities of the Rochester area whose goal it is to improve accessibility of services to all students.

During the first week of May, Nu chapter at SUNY Brockport brought together some individuals who had recently completed or are currently working toward doctoral degrees in counselor education. Robb Adams and Tom Hernandez shared, compared, and contrasted their experiences from SUNY Buffalo and the University of Rochester. It was an excellent opportunity to learn about what is involved with the professional growth and challenges of higher education beyond the master's degree in the field of counseling.

Alpha Zeta Chapter

Alpha Zeta chapter held a meeting on April 19th with local members presenting on "Peer Consultation and Case Presentation." A brown bag lunch took place at the meeting as well. On Friday, May 10th, Alpha Zeta held its spring workshop, "Spirituality in Counseling" at Our Lady of Holy Cross College. The workshop brought together a panel of presenters from varied backgrounds and spiritual perspectives. The panel of presenters included Mary Thomas Burke and George Hay.

The Alpha Zeta chapter also held its 1996 spring initiation luncheon on Saturday, May 11th. Seven new members were initiated. Recognition of outstanding members and accomplishments also took place, as well as the induction of officers for the upcoming year. This was a special year for Alpha Zeta as it marked its 10th anniversary, and past-presidents were honored. Mary Thomas Burke, CSI's newly-elected president-elect, was the guest speaker. Sister chapter, Alpha Eta, also joined in for the luncheon.

Epsilon Tau Chapter

Epsilon Tau chapter at East Texas State University tripled the number of new initiates and attendees at its fall and spring initiation banquets this year. This growth has partially set the foundation for a successful 1996-97 CSI year.

To continue in the rebuilding of the chapter, newly inducted officers have established two major goals: communication and consistency. Outreach targets include master's and doctoral students, faculty members, commuters at satellite campuses, and practitioners in the geographical area. The officers and an increasing number of students are joining together, offering their strengths to take on various projects and to reach their goals.

Iota Phi Chapter

On January 19th and 20th, the Iota Phi chapter of the Philippines joined with Assumption College to present "A Cross-cultural Sharing of Pathways to Multicultural Counseling." Bea Wehrly, author of Pathways to Multi-cultural Counseling Competence: A Developmental Journal, was the main presenter. The workshop had two goals for the participants: (1) to expand one's awareness of the impact of one's ethnocultural and racial heritages on one's thinking and behavior; (2) to learn procedures for investigating the historical and current value system descriptors for one's client groups.
Book Review

Responding to Racial Conflict and Prejudice

Lydia Talley
Alpha Chi Chapter

Counseling for Racial Understanding

Compiled by: B.K. Bryant

Counseling for Racial Understanding is based on the concept that before you can help the victims of prejudice you must understand the nature of prejudice and its effects on all individuals. This book stresses "real-world" understanding and practical solutions. It provides a clear, simple guide with information to assist professional counselors, counseling students, and other community/school members in assessing and ameliorating the effects of ethnic prejudice.

Pervasive Prejudice

The author challenges the widely held belief that negative prejudice toward a certain people or group of people is a phenomenon experienced only by a few, either as a believer or target. Each chapter builds on the basic premise that prejudice is pervasive within our society and throughout the world. She points to the many events of the 1990's to illustrate the continuing escalation of prejudicial violence, i.e., the 1992 Los Angeles riots, anti-ethnic riots in Germany, ethnic-cleansing in Bosnia, Black-on-Black violence in South Africa, and increasing ethnic and racial tension on college campuses in the United States.

Overview

Ms. Bryant begins her book with a chapter devoted to defining prejudice. In this chapter she describes and illustrates ways that prejudice is expressed: verbal attacks, avoidance, discrimination, and violence. Chapter 2 points out similar characteristics of prejudiced people (the similarities being internal as opposed to external) and describes the nature of prejudice as a way of life.

In Chapter 3, the author describes the effects of prejudice on victims and the behaviors that ensue. She states that "damage to self-esteem and emotional scarring" are the results of prejudice, in addition to any bodily harm that is the consequence of an actual physical attack. Her research suggests that emotional distress, self-destructive behavior, dysfunctional families, restricted educational opportunities, aggressive behavior, and physical distress are all results of prejudice on its victims. A very compelling passage in this chapter states that "the effects of prejudice are used to justify that prejudice."

Ms. Bryant goes on to depict a variety of prejudice-related events and describes the process that is inherent to all of them. She also pinpoints tolerance and fear as the basis for the longevity of prejudice-related events. The rest of the chapters are devoted to specific suggestions on how to handle the issues that arise during a prejudice-related event, how to initiate a community-based approach to post-event counseling, and discussion concerning ways to bring about permanent change.

Counselors' Role

The role of professional counselors, according to Ms. Bryant, is to work in conjunction with educators and other professionals to develop and implement programs designed to sensitize people to issues surrounding prejudice or the development of prejudice. She points out that counselors can be instrumental in efforts to avoid or diffuse prejudice-related events. Ms. Bryant emphasizes that the immediate roles of professional counselors would be to diffuse emotional reactions; establish an initial dialogue between professional counselor, victims, and victimizers; and build a foundation for more extensive counseling.

A constant theme through the text is that they key to eliminating prejudice is to provide prejudiced people with accessible, functional ways to seek alternatives to their irrational philosophy of life. Although the task appears to be overwhelming, Ms. Bryant insists it is possible with commitment and involvement from all facets of a community.

References

The resources cited by the author are categorized according to topic, and most include a brief summary of the contents of each book or journal article. The author wanted the reader to have access to good examples of the kinds of materials that can be used, as well as to sources that are good resources in and of themselves.

Conclusion

This writer feels that the knowledge and information contained in this book is essential to anyone desiring to assist in the elimination of prejudice. The clarity and simplicity with which the problem and its maintaining behaviors is defined enables the reader to understand more easily the actions of both perpetrator and victim, without diminishing the complexity of the problem. The inclusion of specific interventions, plans, and strategies to aid in breaking the pattern of prejudicial acts serves to enhance the relevance of the text.
Meeting the Needs
(Continued from page 16)

important for faculty to meet individually with American Indian students who may have questions or feedback that would be withheld in class because of tribal traditions of respect for authority figures.

To ensure regular contact with our graduates, project faculty initiate regular calls to each student, at least once each semester. As a part of this contact, the faculty reviews the needs of the graduate and provides new information and materials as needed.

New CSI Member
This year the Epsilon Mu Chi chapter welcomed our first American Indian member.

References


Update from Headquarters
(Continued from page 3)

CSI chapter activities have been enhanced by her many leadership and scholarly contributions to counseling in southeastern Asia.

Executive Council Meeting
Arrangements have been made for the Executive Council's annual meeting in Greensboro, May 31, June 1 and 2, 1996. This should be an exciting meeting from the perspective of implementation of our strategic goals through new initiatives such as chapter development, member services, and collaboration.

Team Effort
Finally, I wish to note the untiring and productive nature of the continuing service of the CSI officers, committee chairs, our newsletter editor and contributors, committee members, interns, chapter faculty advisers, chapter officers, and their many members to the success which we experience. This is a team effort and, as a consequence, we all have much to celebrate. In my opinion, it is only by experiencing CSI that one can truly appreciate how qualitatively different it is than many other organizations. There are so many really great persons that give so much, so freely on a continuing basis that it is impossible to adequately describe their contributions in words. This is the secret ingredient that makes all that we do possible.

May 1, 1995-April 30, 1996
CSI Statistics

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*25 percent over projections and 29 percent more than income for 1994-95.
**Higher mailing, printing, rebate, and office expenses related to increased chapter and membership activity as well as greater expenses for election and special edition newsletter.

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