The Fellowship and Intern Program

A Leadership Development Opportunity

Bill Nemec, CSI Past-president

Identifying and developing future leaders for the counseling profession is one of the primary goals of Chi Sigma Iota. In order to accomplish this goal, leadership training and professional development opportunities are available through the Fellowship and Intern Program. Each year up to ten fellows and two interns are selected and provided an opportunity to meet the current leaders in our profession and to learn from them in a very real way.

Fellowship Program

The Fellows Program offers outstanding CSI members who are early in their professional career an opportunity to develop their leadership skills and learn the many facets of professional involvement. Through attendance and participation in leadership training during Chi Sigma Iota Day at the annual ACA World Conference, fellows interact with international and local leaders. Fellows also become involved in various projects sponsored by the International organization.

Intern Program

Applicants for the fellowship program are also eligible to apply for one of two CSI internships. The two interns selected participate in CSI international operations under the mentoring of the CSI officers and committee chairs. While this is a part-time, volunteer position, the opportunities for networking and contributing are unique. Duties associated with the internship include attendance at the ACA World Conference, participation in the CSI Executive Council meetings both at the conference and during the summer, and working on a CSI project, committee, or task force. Interns are reimbursed for their expenses resulting in their work on behalf of CSI.

Eligibility

Applicants for fellows and interns must be members in good standing of CSI and must be active in their local chapters. The applicants must be a graduate student in counselor education or be a graduate in the early years of professional development (no more than three years since earning his or her last graduate degree). Local chapters must nominate the applicants and provide the supporting documentation. Detailed eligibility requirements and responsibilities can be found on the CSI web page.

Application on CSI Web Page

All local chapters are able to download application packets from the CSI web page (www.csi-net.org). Packets are not sent through the mail. Local chapters are to select their strongest applicants and submit them to the CSI Selection Committee. The deadline for submitting applications is December 15, 1999. The recipients of the fellowship and interns awards will be notified by February 1, 2000.

Support

A $400 grant for each fellow or intern selected will be provided by CSI. The local chapter from which the applicant is nominated must guarantee a $100 matching grant. This $500 will provide partial funding for attending the conference and participating in CSI activities. In addition to the $400 grant from CSI and the $100 grant from their local chapter, as fellowship recipients, interns will receive $500 remuneration at the CSI/ACA Conference at the successful conclusion of service to CSI.

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Don C. Locke

Differences between the culture of the United States and the culture of the People's Republic of China are noticeable at many levels: individual, small group, ethnic group, and national. I spent six weeks in China – Xuzhou, Shanghai, Nanjing, Xi’an, and Beijing – in the summer of 1999. Most of the time I was in Xuzhou where I volunteered as an English teacher for middle school English teachers. I discovered quite early something I already knew: Cultural differences are all in your perspective.

One of my teacher team members described her home in the United States for her class on the first day. This exercise was used to determine how well students listened and could summarize what they heard. We had a big laugh when we read the papers together and one student had written that the house contained “three bedrooms and a chicken.” We had students who were very similar to students in the U.S. Each class had one or two “take charge” students and likewise one or two who had to be prodded to speak up in class. Neither behavior fit my stereotype of Chinese people. It’s all in your perspective.

Naturally we compared classes and found that there were differences in interpersonal dynamics, specific to the teacher and very probably to the time of day (there was a noticeable difference in temperatures as the day went on). I was constantly amazed at how frequently a successful activity in one class completely bombed in another. I had taken photographs of Mardi Gras to use in a lesson. In one class the photographs led naturally to a discussion of the many different days around Easter, e.g., Ash Wednesday, Lent, Maundy Thursday, Good Friday. I shall never forget the student who asked why it was called “Good” Friday when all he had heard about were Black Friday (Stock Market Crash) and Friday the Thirteenth.

Since most students were not religious, or specifically Christian, discussions of religious holidays were special teaching moments. But, this activity did not generate similar responses in either my other class or the classes taught by other teachers.

This experience affirmed my belief in the viability of the teachable moment and the importance of small group differences. It’s all in your perspective. Chinese people are proud of their ethnic diversity. When I think of China I think of one homogeneous ethnic people. There are 56 ethnic groups in China. I found pride among members of ethnic groups and appreciation of differences and contributions made by each group. Some of the most memorable museum displays were devoted to ethnic groups. It’s all in your perspective.

While in China I read English language newspapers as often as I could find them available, e.g., China Daily. I found myself wondering how events about which I was reading were being reported in U.S. newspapers. How is the one against all again policy on U.S. military visits to China being reported? How would U.S. Americans respond to a report that all government staff are to be given their biggest wage increase since 1949 – an average of 120 yuan a month ($14.88)? It’s all in your perspective.

On my next to final day in Beijing, I asked our tour guide about the flavor of ice cream in a particular container. He translated the ingredients from Chinese, and I laughed when he proudly responded “vinegar” to what was actually “vanilla.” How many other translations were that different from what was intended? Oh well, it’s all in your perspective.

Issues addressed by Chi Sigma Iota may be individual specific, chapter specific, state/regional specific, or organization specific. My hope is that, regardless of the level, each of us will strive to understand the perspective of the other, and in doing so, move to a position where the profession of counseling is supported, members are affirmed, and clients are provided assistance specific to their needs.
Update from Headquarters

CSI in its Fifteenth Year

Thomas J. Sweeney
CSI Executive Director

This is the beginning of our fifteenth year as an honor society. Just out of curiosity and for fun, I went to the Exemplar web page to read CSI’s first two “newsletters.” The first newsletter was mailed to all members as the October, 1985 issue. We reported having 15 chapters and over 300 members in our first few months of establishment. The first initiation took place in March, 1985 with the official founding and chartering of Ohio University’s Alpha chapter and the induction of two life members and 29 “regular” members. Both the numbers of chapters and members had more than doubled before the March, 1986 issue was mailed. Our small, part-time office was so busy processing new chapters and memberships that we never advertised the society’s presence as originally planned. Some said CSI was an organization “whose time had come.”

We currently have 192 chapters in this country and abroad. We have over 24,000 initiates and have active memberships ranging between 7,500 and 8,000. There are modest increases each year in those who renew their membership, and as a consequence, our total active membership has been growing. Life memberships could exceed 600 this year. As our activities and accomplishments on our web site (www.csi-net.org) reveal we were more than a “recognition” society from the very inception of CSI. We were envisioned to be a proactive organization that “promotes excellence in the counseling profession.” In addition to leadership training, our effort in the last year to advocate for counselors in all settings is an extension of that commitment. As one Charlie Brown cartoon stated, “There is no greater burden than a great potential!”

Importance of Initiations

CSI continues to grow in potential not only because of its size but also because of its mission. This year I am committing to a renewal of some of our earlier efforts in both membership and chapters. One observation I made this spring was the tendency of some chapters not to hold an initiation. With regard to membership, I want to encourage every new initiate (as well as existing members who missed the opportunity) to participate in an official CSI initiation ceremony.

Two essential purposes are served by this practice. First, the new initiate is publicly acknowledged for what he or she has accomplished academically. We all need and deserve to celebrate hard work and dedication to excellence. In addition, family, friends, and colleagues who support our efforts deserve to share in this occasion. Second, the new member publicly commits to support the chapter, its mission, and to continue to strive for excellence in all that he or she does as a counselor. The oath is not perfunctory. It is the most serious aspect of an official initiation. All chapters are expected to have at least one initiation of this type each year. In so doing, they provide a basis for continuation of the chapter in service to counselors and counselors in training. They also create a community of counselors committed to the same values of excellence. An initiation requires organization and effort by the officers, but it is also the most important function of their calendar year as a chapter. If I can help any chapter in learning how to select and invite new (Continued on Page 7)
One of the greatest gifts we can give to others is to recognize their accomplishments and contributions. Indeed, this is one of the primary purposes of Chi Sigma Iota International - to recognize excellence in the counseling profession. The initiation of new members into the Society is only the beginning. At its annual awards ceremony held at the ACA World Conference, CSI recognizes outstanding leaders who have demonstrated excellence in counseling. Exemplary chapters and students are also recognized. All CSI members are strongly encouraged to submit nominations for the following CSI awards:

**Outstanding Chapter Awards**
These include "Outstanding Newsletter," "Outstanding Individual Program," and "Outstanding Chapter of CSI."

**Outstanding Member Awards**
These include "Outstanding Entry Level Student," "Outstanding Doctoral Student," and "Outstanding Service to Chapter."

**Outstanding Research Award**
CSI Practitioner Supervisor Awards

**CSI Practitioner Award**
Thomas J. Sweeney Professional Leadership Award

Additionally, CSI presents the fellowship and intern awards at the awards ceremony. Chapters are encouraged to submit nominations and also to conduct awards presentations at the local chapter level. Although outstanding chapter awards would not be appropriate at the chapter level, chapters can recognize outstanding members, research, practitioners and practitioner supervisors. All chapters should also consider submitting nominees for fellow and intern awards. Chapters who have never submitted nominations are especially encouraged to submit nominations.

This year CSI chapters will be able to download the Awards Nomination Packet from the CSI website (www.csi-net.org) along with the Fellowship and Intern Nominations Packet. Faculty advisors will be receiving information from headquarters in September regarding downloading the packet.

Chapters, begin making your awards plans early! Start by formulating an awards committee to decide which awards will be presented, awards selection criteria, and to solicit and develop nominations for the CSI International awards. Award packet nominations for the year 2000 awards must be submitted to the CSI Awards Chair Lynn Miller by December 4, 1999.

Mark your calendars for the ACA World Conference that will be held in Washington, DC, March 20-25, 2000. You certainly will not want to miss the exciting activities planned for CSI Day. Be sure to get started identifying chapter nominees for CSI awards and send in those nominations! If you have any questions or need further information, please contact headquarters or Lynn Miller, CSI Awards Chairperson, 1826 Wesbrook Crescent, Vancouver, British Columbia, Canada V6T 1W2 or by e-mail to LynnDelain@aol.com.

**Fellowship and Intern**
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With, and learn from, national and local leaders. It has been particularly gratifying to all CSI leaders to see many of the individuals who have been CSI interns or fellows go on to assume significant leadership positions in various state and national counseling organizations. At the same time, we have been disappointed that chapters do not nominate more members to be considered for the Fellowship and Intern Program. I strongly believe the future of the counseling profession depends on how well our present leaders identify, mentor and train new leaders for the 21st century. Our goal this year is to receive at least one fellow/intern application from every CSI chapter. Please consider taking advantage of a leadership training opportunity that is critical to the future of the counseling profession.

**CAST YOUR VOTE TODAY**
THE INTERN EXPERIENCE:

Professional Opportunity, Personal Challenge

Lauri Ashton and Marsha Boveja

CSI Interns

We, Lauri Ashton and Marsha Boveja, feel honored to have been recognized for our leadership accomplishments and potential by being chosen as Chi Sigma Iota interns for the 1999-2000 year. As doctoral candidates, we share similar goals of educating future professional counselors and advocating for our profession and our communities. Thus, we are committed to our futures as counselor education professors and leaders. Through our graduate work, we have valued our CSI membership for many reasons, not the least of which has been the numerous professional leadership development and socialization opportunities. To date, our time as CSI interns has continued such experiences. We share our individual accounts below.

Lauri Ashton

Hmm, my intern experience thus far . . . as I pondered on writing this article, I found myself thinking about some of the many ways in which CSI has enriched my academic and professional development. My local chapter, Alpha Eta at the University of New Orleans, was my first experience with CSI. Through leadership and committee work with both CSI and LCA (Louisiana Counseling Association), I learned that organizations are in constant need of members’ time, energy, commitment, ideas, and vision. Nothing seems to me to be worth more to organization prosperity than volunteer time.

However, time and energy without guidance and goals result in the risk of unorganized energy expenditure. At the local level, I consistently looked toward our leaders for such guidelines, and such support has continued through my CSI intern experience. After our Executive Council meeting in Greensboro, North Carolina, I felt overwhelmed at all the potential activities Marsha and I could involve ourselves in. However, through prioritizing and realistically predicting time and energy requirements, our intern assignments, although challenging, seem like plausible learning opportunities, even during the dissertation year! Given the kind of leadership support I have experienced thus far, this year will fly by! Every request I have made of any Executive Board member or CSI staff has not only met with swift replies but also encouragement, offers of experiential wisdom, and a willingness to include interns in any CSI projects and activities. As a developing professional, I value this organizational support, and even more so, CSI’s mission of modeling and exhibiting excellence.

I feel a great sense of appreciation for my CSI internship opportunity which will include writing; organizational, editing, and information-gathering tasks; programming; and committee work. As with my graduate education, however, the real internship learning has been and will be through my interactions with the Executive Council members, the relationships we develop, and the time and personhood we share with each other.

Marsha Boveja

I have to admit, I was not sure about being selected a CSI fellow and intern (I had applied the year before and had not been accepted for either one). Before I celebrated, I had to get clarification from the awarding committee chairperson, Mary Burke Thomas. Once assured of my intern position, I shared the great news with my chapter (Upsilon Sigma Chi) and my program at the University of South Carolina. Feeling greatly supported throughout my program, I could not help but feel proud to represent them nationally.

However, once reality sank in, I realized there was much work to be done with this position. First, there were mandatory CSI meetings to attend at the ACA conference in San Diego. Second, I was required to attend the Executive Council planning meetings at the University of North Carolina at Greensboro on Memorial weekend. And at first, these meetings were slightly intimidating because I was surrounded by all these “big names.” For example, as I was introduced to the committee, one man was left out. So a few minutes later, I introduced myself, and he referred to himself as “Ed.” I plopped myself down on the couch next to “Ed,” only to realize moments later that this was the renowned Dr. Ed Herr, our president-elect! Lastly, since this last conference I have learned that I am really calling upon my organizational and time management skills. Between family obligations, studying for my comprehensive exams, and preparing for my dissertation proposal, I have managed to squeeze in CSI intern activities. These include working on different projects within a committee. Hence, I would recommend to future intern applicants that they allow themselves time to fulfill the intern obligations. For the hard-working student or new professional, the CSI intern position can serve as an exciting and challenging venture.
In my work as a counselor in a youthful offender addiction treatment program, I have found my 16- to 24-year-old clients are often energetic and engaging, open to self-examination, and willing to utilize group therapy in confronting and changing their self-defeating behaviors. However, I have also found they quickly grow bored and disinterested with the standard “Who needs time tonight?” approach to group therapy.

Creative group counseling techniques can spark client interest, offer a change of pace from normal group activities, and supplement other therapeutic interventions (Rosenthal, 1998). Contrary to what one might assume, creative groups are often easier to facilitate than more conventional groups because the energy generated by the activities often drives the group with minimal facilitator intervention.

Some counselors may be reluctant to tread into a realm they perceive as reserved for Certified Art Therapists, but a distinction can be drawn between formal expressive therapy and the use of creative groups in conventional therapy (Brown, 1996). One notable difference is that in the latter, the practitioner does not attempt to psychoanalyze or interpret the creative output of the clients but relies instead on the clients’ self-reports of what the work means to them. The counselor should also keep in mind that the product of the group, be it a picture, a list, or a song, is not as important as the creative group process itself. In the following, I offer some of my favorite creative groups because the energy generated by the activities often drives the group with minimal facilitator intervention.

Selling the Recovery Lifestyle

The video camera is an excellent therapy tool. In this activity, I divide participants into groups of six to eight. I ask each group to designate a director and a camera-person, then script and rehearse a “television commercial” for the drug-abstinent recovery lifestyle. Next, each group films their commercial while the other groups watch. Finally, we gather everyone together and watch the “commercials,” stopping the tape between each for commentary and processing. I ask the groups to discuss how they selected the director, camera-person, and the roles they played. I ask them to discuss their thoughts and feelings about the content of their commercial. Discussion can include the benefits one might present to “sell” the recovery lifestyle. I have had clients visit long after they’ve completed treatment and ask if they could watch their commercial.

Sing It Like You Mean It, and With Feeling . . .

In this activity, which I facilitate in a picnic-outing environment, I divide the participants into groups of five or six. I assign each group a simple song, such as “She’ll Be Coming around the Mountain” or “I’ve Been Working on the Railroad,” or I ask each group to choose a popular song that everyone would know. Next, I ask them to devise new lyrics for their song which are associated with some facet of the recovery lifestyle. Then, each group takes a turn singing its group song. Discussion afterward can focus on risk-taking or the issues raised in their song lyrics.

All Dressed Up but No Place to Go

Clients new to the drug-free lifestyle are often at a loss about how to fill the time now that they are not preoccupied with obtaining and using drugs. In this activity, which I have facilitated with up to 50 clients, I divide the participants into teams of 5-7 each. I instruct each team to select a secretary, then “brainstorm” for 20 minutes, creating a list of everything and anything a person could do as an alternative to using drugs (e.g., go to the movies, go to an Alcoholics Anonymous meeting, call a friend, etc.).

After the brainstorming meeting, I bring all the groups together into a large circle, and I have the secretaries make a smaller circle inside.

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members into the society or to conduct an initiation, I will be happy to do so.

Upcoming Events

The Association for Counselor Education and Supervision (ACES) is having its national conference in New Orleans, October 28-30, 1999. We encourage all members to participate in the activities of both the regional and national activities of ACES because of its close association to our members and chapters. If you are going, check the conference bulletin for CSI programming. I believe that all of the CSI officers will be there, so it's a great time to meet one-on-one with them about chapter business.

I have reported in the past that the Executive Council was considering membership in the American College Honor Societies (ACHS). As its representative, I have attended their national meetings the last few years. Due to ACHS constitutional requirements, we have some bylaws changes that will need approval at the annual business meeting in Washington, D.C. (March 22-25, 2000). Chapters will be receiving more information about this in coming months. Any member, however, is welcome to have input to this process and should be able to receive information through chapter officers or by contacting me through headquarters.

Last year the Academy of Leaders helped us develop a set of Principles and Practices of Excellence in Leadership that were featured in the last edition of the Exemplar and will be found on our website. We think every chapter leader should be familiar with these principles and guided by them in their role as leaders. The Executive Council has now asked that we develop a statement on the pursuit of personal excellence as a corollary to last year's statement. President-elect Herr and I are acting as initiators of this effort and welcome any input from our members. We will be involving all of our Academy Leaders in the coming months as well as this year's intern, Lauri Ashton.

Web Site

Finally, if you have not looked at our web site lately, please do so. We continue to make changes that we hope makes it more useful and informative. The "hits" on the site are in the thousands so we know it is being used. It is truly a storehouse of information for members and chapters. Anyone interested in awards, fellowship or intern information needs to go there. Interested in proven fund raising projects, they go from the small to the spectacular! Looking for chapter tips in past issues of the Exemplar, our editor Cathy Woodyard has made an index to help you find them. Is there something else you need? Let us know!

Creative Group Techniques
(Continued from page 6)

Then, in rapid succession, I have each secretary read one item from his/her list, then the next secretary from his/her list, and so on around the smaller circle. Usually some of the answers are humorous, some novel and creative, a few even inappropriate, but most are viable alternatives to drug use. As each secretary exhausts his or her list, I have each one sit down, so that there are perhaps four reading from their lists, then three, then two, facing each other, pointing and countering with their suggestions as they read from their respective lists. In the end, the last secretary standing finishes reading his/her list, and that team wins a token prize.

I follow this with a group discussion about alternatives to using drugs and find that many are surprised at having thought of so many options. I collect the lists, combine and condense them, and remove redundant or inappropriate suggestions. At the next meeting I redistribute the final list to the clients as a resource.

Strategies for the Resistant Client

Enthusiasm is catching, and the counselor who walks into the group room confidently and declares, "We're going to have a fun group tonight. Let's try something different and do this . . . " will find it easy to encourage client participation. However, I don't argue or force the occasional resistant client to participate. Instead, I bring an alternative assignment, like a workbook exercise, to offer the nonparticipant. When it becomes clear they will not be dismissed, they often decide the group activity is preferable to the written exercise. Nonparticipation can be explored in a later session by engaging the client in a discussion about what was observed, how it felt to be outside the group, how it related to past behavior, and his or her role in the group.

What Are You Waiting For?

Do not be afraid to try something different. Being practitioners who possess basic counseling skills can facilitate effective creative groups. Even those groups that fail to achieve the anticipated goal offer an opportunity for assessment and discussion about what worked and did not work and what might be changed the next time the group is attempted. Counselors will be surprised at the impact and energy that can be generated by offering the occasional creative group.

I would like to hear from other counselors who have creative group ideas that I could use in practice or discuss in future articles. Please e-mail me at alyons@helios.acomp.usf.edu.

References

Recommended
Professional Members on the Benefits of Professional Membership

Connie Jung Fox
CSI Membership Chairperson

"We're not just a line on your vitae." Our CSI slogan tells us a little bit about what we're not, but what, more clearly, is the perception of our organization? Many CSI members affiliate with the society in a college or university setting, either as counselor educators or as students. Chapters often report difficulty in maintaining memberships when individuals move beyond these academic settings. In an effort to increase and maintain membership of non-academic professionals, the Membership Committee has been asking some questions. Perhaps professional members who have valued and continued their involvement in CSI as they have moved into diverse work settings can provide the best answers. This information may prove helpful for any chapter that finds itself trying to explain the benefits of membership to lapse.

Exemplar and local newsletters keep members aware of current changes in the profession of counseling. Some chapters have enjoyed the practical benefits of receiving partial financial support from their chapters to attend national conventions, in addition to the fun and benefits of traveling, lodging, and attending in a group. Other less tangible advantages were offered. Members feel a sense of solidarity with professionals who value excellence. CSI membership enhances the professionals' credibility to their clients, fosters the perception that members are highly qualified providers, and conveys a strong, positive message when included on a resume. Further, professional members explained that CSI enhances their self-worth and affirms their professionalism.

Are you aware of any additional reasons why others stay active?

One respondent suggested that professionals remain active because CSI recognizes the excellence of the individual and instills faith in their clients. Another suggested that inviting professionals (both members and non-members) to present at chapter and state functions may strengthen the potential for future membership.

Are you a member of any other honor societies, and, if so, how do the benefits of CSI compare to other societies?

Other societies entered during college do not seem to offer continuing benefits but seem to exist for student recognition.

If you know of others who have declined membership in CSI or allowed their membership to lapse, are you aware of what we are not doing, or might to better, to keep them?

Current members believe that CSI needs to instill pride in its members, "cut a higher profile," and increase awareness of the society. One suggestion included utilizing campus display cases, promoting and collaborating CSI events at state ACA conferences, and highlighting the presentation of local CSI practitioner awards.

Do you think the image of CSI is: a) that of a student organization into which professionals may join?, b) that of a professional organization into which students may join?, or c) something else. What?

All of the professionals who responded perceive CSI to be a professional organization. Various additions were offered, including that CSI is an organization of "outstanding" professionals and that the honor and privilege of membership is enhanced when students are selected for membership by their professors.

What would you like to hear us (CSI) saying about ourselves?

We are committed to excellence, and we have a right to boast! We should draw increased attention to the networking potential for professional members within the society. The creation of an International Directory of CSI professionals could be an invaluable reference resource. Counseling is a worthy profession. We're great!

The slogan "We're not just a line on your vitae" is especially relevant to students. Can you think of a similar type of statement that would be more essential for non-academic professionals?

While most respondents declined the opportunity to create a different slogan, several alternatives and suggestions were offered: "We're not just a line on your vitae; We're a professional life line" and "CSI - the training and experience for excellent care." Others made comments, while not actually suggesting a slogan. One suggestion captured the idea that we need to say what we are, not what we're not. Another member wanted our slogan to reflect our mission and to help dispel confusion that anybody can call him/herself a.

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Making the Most of Supervision
Susan Devaney
CSI Associate Editor

Throughout their professional preparation, students of counseling receive a great deal of supervision. Notice the verb associated with supervision. We receive supervision; we undergo it; we endure it. In theory we should anticipate it, negotiate its terms, and fully participate in it. Whether supervision is part of a master's degree or a postgraduate experience; whether the supervisor is a doctoral student, a site supervisor, or a faculty member; or whether or not you had a choice of supervisors, making the most of supervision involves being an active learner. This of course applies to educative experiences. Supervisors come, metaphorically, as a kind of education; they help you figure out what you want to do in your career. And they require an open, receptive mind and an inquisitive stance.

The same premise applies to supervision. Supervisors come, metaphorically, in all shapes and sizes. Generally, you have little choice in the matter of who is assigned to evaluate your skills, critique your personal fit in the work setting, or train you on site. Initially, you may have little idea of your supervisor's notion of supervision, capacity for empathy, energy to devote to your development, or commitment to the supervision process. Unhappily, until we have been around the block a few times and had a few unsatisfactory experiences, many of us fall into the trap of being receivers of supervision rather than active partners in it. Let's think a bit together about how to take advantage of this opportunity.

Self Evaluation

First, self evaluate. What do you think you know? What do you want to know? What is your strongest asset as a trainee? What particular skills are you hoping to develop during your internship? What weaknesses or gaps do you find in your training? Many students, believing that they want to learn "everything," have difficulty finding a starting point for this process. If this is the case, your library should hold several excellent texts on such subjects as preparing for practicum, becoming a counselor, and supervision. These texts often contain skills and personal development checklists that should prove useful in organizing your thinking.

As you compose your self-evaluation, compare yourself both to peers and to the counselor you hope to become. Put your thoughts in writing and come to your first supervision session prepared to discuss them. For example, you may determine that you are "a good listener" but are not confident in your ability to form facilitative responses that will lead the client to explore the problem. You may want to work in corrections but may have no contacts in the field.

Develop Goals

After your analysis, develop goals in at least four areas: knowledge, skill, career development, and personal growth. Write both short term (over the course of your term of supervision) and long term (over the next five years or more) goals in each area. Then attach objectives to each one. Building on the example in the previous paragraph, a short term goal might be to use a variety of facilitative responses with clients. An objective might be to learn to pinpoint particular points in a counseling interview where facilitative responses would be appropriate. Another objective might be to incorporate the practice of paraphrasing a client's remarks before asking a follow-up question.

Expectations

After you have formed goals and objectives, think carefully about what you expect from supervision. Do you expect your supervisor to develop strategies to help you achieve your goals and objectives? Do you expect to engage in this task together? What degree of observation do you anticipate? Will you be disappointed, elated, or relieved if your supervisor observes you en vivo? In your ideal supervisory relationship, what degree of self-disclosure would you expect from your supervisor? Likewise, to what degree would you expect to plumb the depths of your psyche and recognize the impact of your personal history during supervision? How much responsibility for the structure of the session, the topics of discussion, or indeed the success of supervision do you lay at the feet of the supervisor? How much responsibility lies at your own? Without considering these elements ahead of time, a student may miss the opportunity for a productive, enlightening supervisory relationship.

First Session

Next, bring your goals and expectations to the first session. If possible, ask other students about their experiences with your supervisor. Discover the greatest gift you might receive from the experience as well as pitfalls you might want to avoid. Inquire about your supervisor's philosophy of supervision, training in its practice, and personal experience with various supervisors.

Once you are face to face for the first time, spend a large part of the session in mutual discussion of your respective expectations. This sets the stage for participatory supervision where you take a proactive rather than reactive stance. Two examples come to mind. In my own training I recall being extremely disappointed at being assigned a doctoral student as a supervisor. I arrogantly believed I deserved a "real" faculty member. Throughout the semester I paid no attention to his attempts to reach me, and we both ended the experience with little more than hard feelings to show for it. As I gradually learned to assume responsibility for my own learning, I sought an internship supervised by an expert psychodynamic therapist. Before beginning the internship, we discussed in detail our respective expectations. During my year with him, I often tired of his analysis of my motivations and chafed under his challenges; however, I had been warned going in that I would shed many tears in payment for greatly increased knowledge and skill. I was prepared and welcomed the experience.

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CSI is thankful for the willingness of our slate of candidates to run for Chi Sigma Iota president-elect and secretary for 2000-2001. CSI has had a great history of outstanding leaders over its fourteen-year history, and this group of candidates certainly continues the tradition. For the 2000-2001 slate, president-elect nominees are Richard L. Percy and Geoffrey G. Yager. The candidates for secretary are Cheryl C. Holcomb-McCoy and Lynessa H. Spivey.

Read the biographical information and goal statements for each candidate before making your decision. Please note that the BALLOT IS

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**Richard L. Percy**

**Associate Professor and Director**

**Vanderbilt University**

**Nashville, Tennessee**

**Academic and Professional Experience:**

Richard Percy is Associate Professor of Education and Director of the Human Development Counseling Program at Vanderbilt University in Nashville, Tennessee. He has served as the faculty mentor to the Eta Delta Chi chapter at Vanderbilt since 1987. During that time the chapter or its members have won five national awards from Chi Sigma Iota.

Percy has served two terms as president of Tennessee ACES and is a recipient of the Lawrence DeRidder Award for Outstanding Service to the Field of Counseling in Tennessee. He served two three-year elected terms as a member of the Board of Directors of the National Board for Certified Counselors (NBCC) which included a year as chair of the board. Percy has been prominent in the movement to attain licensure for professional counselors in Tennessee, serving as co-chair of the licensure committee in 1993 when the first licensure law was passed.

Percy is the author of an assessment instrument that measures parental attitudes toward children and has numerous articles published in professional journals as well as a chapter in a pediatric textbook.

**Goal Statement:**

The onset of the millennium will offer new challenges as well as new opportunities for the counseling profession. It will be an exciting time to be in a leadership position within the profession, and I consider the office of president of Chi Sigma Iota to be one of our most important leadership positions. The emergence of the Internet as a significant repository and dispenser of information is already shaping our lives in ways we never imagined. I continue to marvel at the potential of this new electronic tool for both the personal and professional growth of professional counselors, and if I am elected president of Chi Sigma Iota I hope to build upon the

(Continued on page 12)
Exercise your professional responsibility by marking your ballot and returning it by December 31, 1999. Your vote counts, and we need to hear from all CSI members. Thanks again to each of these nominees for their willingness to be leaders in CSI.

Cheryl C. Holcomb-McCoy
Assistant Professor
University of Maryland at College Park
College Park, Maryland

Academic and Professional Experience:
Cheryl Holcomb-McCoy is an Assistant Professor in the Department of Counseling and Personnel Services at the University of Maryland at College Park. Previously, she was coordinator of the School Counseling Program at Brooklyn College of the City University of New York. She received her doctorate in counselor education from the University of North Carolina at Greensboro. In 1997, she was the recipient of the CSI Outstanding Research Award for her research on counselor training and perceived multicultural counseling competence. She has published several articles in professional journals and recently completed a book chapter on race and class in education. Holcomb-McCoy was a member of the Upsilon Nu Chi chapter while a student and is currently the faculty advisor for the Alpha Delta chapter at the University of Maryland.

Goal Statement:
My primary goal as a member of the Executive Council will be to maintain and promote the traditions of CSI — excellence in counseling leadership, research, scholarship, and service. Considering the multitude of challenges that counselors face today, these traditions are more relevant than ever before. I believe that CSI should be at the forefront of confronting these challenges through the development of extensive training for new leaders, implementation of "cutting-edge" research, mentoring of young scholars, and the encouragement of service in local communities. In addition, I would like to expand our CSI advocacy efforts to include more active participation from students and alumni.

In summary, I hope to be an integral part of CSI's movement into the next millennium by building on the distinguished work of my predecessors. I am committed and dedicated to the goals and philosophies of CSI and would be honored to serve as secretary of such an illustrious organization.

Lynessa H. Spivey
Assistant Director of Career Development and Coordinator of Internships and Study Abroad
Lynchburg College
Lynchburg, VA

Academic and Professional Experience:
Lynessa H. Spivey is the Assistant Director of Career Development and coordinator of the campus-wide internship and study abroad programs at Lynchburg College in Virginia. In addition, she is in private practice at Peachtree Counseling Center, Inc. as a licensed professional counselor and licensed marriage and family therapist. She is an active member of the Lynchburg Area Counselors Association, the Virginia Counselors Association, and the American Counseling Association. In the past, Lynessa has served as chair of the Lynchburg Area Counselors Association Challenge Fund (political action fund) and has been the treasurer of the Virginia Counselors Association's Challenge Fund. She has also served as secretary and president of the Lynchburg College Graduate Association of Counselors in Training. Lynessa has served as newsletter chair of the Lynchburg College Kappa chapter of Chi Sigma Iota and as president of the Kappa chapter for the 1998-99 year. Lynessa was awarded a Chi Sigma Iota Leadership in Counselor Education Fellowship in 1996.

Goal Statement:
I am honored to have been nominated for secretary of Chi Sigma Iota and, if elected, plan to use my organizational and communication skills to facilitate efficient documentation of Executive Council business. I will use my combined knowledge of counseling in private practice and higher education to contribute to the leadership of our international organization. I will continue, as chapter past-president, to provide energy and creativity to the CSI Kappa chapter while working closely with the Executive Council to increase membership and active involvement among members representing the many different areas of counseling. I will consider it a privilege to work with the Council and with CSI members to create strong connections among students, faculty, and professionals throughout the world who share the common goals of adhering to the highest standards and promoting our professional internationally.
Dear Chi Sigma Iota members,

This is the second column of a new feature for the CSI Exemplar. As you may remember from our last edition, CSI’s newly drafted Counselor Advocacy Papers (available in downloadable form at http://www.csi-net.org.) sparked interest in supporting members and our colleagues in our efforts to develop a clear and audible voice as professionals. Your response was most favorable, both in the mission of the column and your use of it. A consensus of feedback seemed to echo: We need reminders (and support) to be active and responsible as we establish and sustain professional advocacy and marketplace recognition for professional counselors.

The purpose of “Voice Lessons” is to regularly provide Exemplar readers with questions and prompts for active discussion, reflection, and possible debate with regard to professional counselor advocacy. As I wrote last time, “Voice Lessons” appear in a simple, highly malleable form, easily adapted by readers to numerous settings where our advocacy dialogue can be exercised. Our hope is that readers will bring up these issues during class time in graduate school settings, during department meetings for counselor educators, during staffings for people in clinical settings – dedicating time for strengthening our voices. I add: Who do you acknowledge would benefit from a better understanding of who Professional Counselors are? Rhetorically, might we be helping ourselves each and every time we clarify our roles, identify our capabilities, or position ourselves for professional recognition in the eyes of others? We certainly think so.

Taken from the six themes identified by CSI in the Counselor Advocacy Paper – marketplace recognition, inter-professional issues, counselor education, research, and client/constituency wellness – this edition promotes our advocacy in the areas of counselor education and wellness.

I wonder, “Do my students understand what I mean when I talk about taking care of ourselves as professional counselors?” Are my very own words thought of as paradoxical as I admonish them to “take care” and concurrently assign exceedingly demanding course work, proffer yet more corrective feedback in supervision, or model less than self-evident mental and physical health practices through my own behavior? Am I clear when I offer to them that what we bring, who we are, and how we relate to others is fundamental in establishing a profitable counseling relationship with the people with and for whom we work? Am I clear that our own well being, our self-esteem and concept as professional counselors matter in all our professional relationships?

At what point during the long process of becoming a professional counselor does a student begin to perceive her- or himself as one? And what will that professional self-perception look like? How can we counselor educators, supervisors, mentors and ‘senior colleagues’ foster healthy self-perception in our students, our supervisees, our selves and our peers? It seems clear to me that our educational responsibilities must include a major emphasis in meeting the objective of healthy professional development. For me, at the core of professional advocacy is our daily demonstration of who we are and what we can do.

Kurt welcomes ideas for future columns as well as informative feedback including when, where, how, and with whom you have utilized this column. Correspondence with him can be directed to Kurt L. Kraus, Faculty Advisor of CSI, Upsilon Chapter, Department of Counseling, Shippensburg University, Shippensburg, PA 17257-2299.

E-mail: klkrau@ark.ship.edu

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**Richard L. Percy**

*(Continued from page 10)*

existing efforts to establish more information online for local chapters and their members.

Because Chi Sigma Iota will only be as strong and vital as its individual chapters, I favor continued efforts to impact every existing chapter as well as establishing workable strategies for developing new chapters. The retention of graduate students in their local chapters once they graduate is a high priority. The percentage of members who become inactive after they leave their training programs is problematic. We must find ways to retain these new professionals, not only for their own professional growth and development but also so that they may serve in leadership and mentoring positions within their chapters. They represent a resource we cannot afford to lose.

There are many exciting and valuable things going on at the local chapter level, and it is very difficult to promote and share these experiences through the Exemplar because of its quarterly publication schedule. I see continuing education and professional development as a primary way for Chi Sigma Iota to serve its membership. As each local chapter is aided in its development of its linkage to the national CSI web page, a network is put in place that will enable CSI to become a primary resource for all practicing counselors. I believe the recent efforts to establish regional groupings for local chapters is exciting, and I would support further development of this concept. The greatest potential for the exchange of programs, resources, and ideas between chapters exists through these regional networks.

My chapter has won five national awards from Chi Sigma Iota in the past four years. I have been successful in leading our membership from a struggling organization with few members and no resources to one that is now among the leaders. I am excited about the opportunity to take on the challenges that are facing our organization at the international level. These elections are your opportunity to shape both our organization and the profession as we move into the 21st century. Be sure to vote!
Acculturation, Media Exposure, and Eating Disorders in Cuban American Women

By

Dulce M. Jane  George C. Hunter  Bettina Lozzi

One study found that when compared to men's magazines, women's magazines contained 10.5 times more advertisements dealing with dieting and weight loss plans (Anderson & DiDomenico, 1992). The media has also influenced body dissatisfaction and decreased self-esteem. Research conducted by Irving (1990) discovered that when women were shown slides of thin, average, and heavy models, they exhibited a decrease in self-esteem and weight dissatisfaction when presented with the slides of thin models. In reviewing this research, it is safe to say that women are the recipients of mixed messages brought on by the media that promotes food but also encourages them to lose weight. Therefore, the media's representation of the aesthetic ideal is thought to be the major contributing factor to the increased rates of eating disorders (Striegel-Moore, Schreiber, Pike, Willifey & Rodin, 1995).

While a number of studies have examined factors associated with eating disorders among Caucasian women, far less attention has been paid to other women, in spite of evidence that while eating disorders are increasing among all women, there may be important group differences as well. The research which has examined Hispanic and Caucasian difference in eating disorders has been equivocal, with several studies finding similar incidence rates (Gross & Rosen, 1988; Hiebert et al., 1988), and others finding Hispanics to be heavier and less concerned with their weight than Caucasians (Harris & Koehler, 1992). However, in spite of the fact a prior study found a significant relationship between acculturation and scores on the Eating Attitudes Test (EAT) among Hispanic teenagers (Pumeriega, 1986), researchers have not generally looked closely at the role of acculturation, or loss of identification with a Hispanic culture of origin, as a mediator in accounting for group differences.

This study examined the dual roles of media and acculturation in the development of attitudes regarding body type and propensity toward eating disorders among young Cuban-American women. Miami provided a useful and somewhat unique setting for this study, as there is a large and very diverse Cuban community, which ranges from quite insular and traditional to very acculturated.

Method

Participants

Eighty-seven young women, ages 18-25 (Mean age=21.1, SD=2.7), all self-identified as Cuban American, were recruited from a variety of settings in the Miami, Florida area. Subjects were primarily recruited from universities and the local Cuban community.

Measures

In addition to demographic information, there were three primary measures used in this study. They included The Media Exposure Scale (Strice et al., 1994), which asks participants to record the amount of several types of media they have been exposed to during the previous month. The second, the Eating Attitudes Test - 26 (EAT-26) (Garner et al., 1982), investigates beliefs and attitudes associated with eating behaviors and eating disorders. The final measure, an adapted version of the Cuban Behavioral Identity Questionnaire (CBIQ) (Gardia & Lega, 1979), asks subjects to report the frequency with which they participate in a variety of traditionally Cuban-ethnic behaviors and the degree to which they are familiar with idiomatic Cuban expressions and culture. This fourth section, which consisted of specific questions about Cuba itself and Cuban idiomatic speech, was discarded when few of the young participants in this study were able to answer even 10% of the questions. The CBIQ served here as a measure of how much Cuban ethnic identity has been retained by the participants.

Procedures

Participants were provided written informed consent before completing the questionnaires. Questionnaires consisting of the three scales described above were administered to participants. Data were collected between March and June 1999.
Richard Hazler

Richard Hazler, faculty advisor of the Alpha chapter at Ohio University, first became active in Chi Sigma Iota twelve years ago when he, as faculty advisor, helped form a CSI chapter at Murray State University. Richard has been a long time advocate of CSI and other means of bringing graduate student and faculty together for avenues for discussion and interaction that go beyond the classroom and advising.

Original Interest

Richard’s original interest in Chi Sigma Iota came out of his desire to spend more time with students and to respond to a broader array of student needs. As he listened to students in his office and class, he noticed that they seemed eager to find additional opportunities to interact with each other, professors, and other professionals in informal settings beyond the classroom. They wanted to be able to ask questions, share ideas, and discuss practice, research or internship possibilities much as he did himself want these. Richard saw where a CSI chapter could provide a unique structure to engage students and a forum where their desired needs could better be met. He also liked the idea that a local group could be associated with and gain the benefits from other students, professors, and professionals through international organization.

Continuing Interest

Richard continues to find CSI as a way to stay connected with students as it puts him “more in the middle of their experience and issues.” Working with students through Alpha chapter allows him to know what it is that students are seeking — whether it is help with APA format, questions about the counseling program, mentoring opportunities, or the most basic “what’s it really like out there” questions. Being advisor and involved in Alpha chapter gives Richard the formal organizational opportunity to work informally with students — something which he enjoys most of all.

As faculty advisor, Richard sees his role as one of offering support rather than directing. He is available for students to ask questions, check out ideas, supply resources, or provide history. Because of his style of leadership, chapter officers and members are encouraged to step in as leaders and are allowed opportunities for creating new programs and ideas. Richard finds this particularly exciting and satisfying to observe, and he enjoys the enthusiasm created by student leaders willing to take on the challenge of making a difference with their own ideas. He explains that when he hears a student comment on how CSI has been beneficial in some way — through a program, presentation, workshop, or service project — he feels great satisfaction in having played an encourager role that leads to another person doing something good and in which they can take pride.

Challenges

The greatest challenge Richard has found as CSI faculty advisor lies in the fact that so many of the members are students. Richard explains that there is a complete turnover of working members within the chapter every two to three years. This makes it difficult to develop chapter leaders, since students are often nearing graduation by the time they are most ready to take on leadership positions. They then frequently move out of the area and are no longer able to be involved in chapter activities. This lack of continuity has led to years when the chapter has not been as active and strong as it has been in other years under different leadership. As faculty advisor, another challenge Richard has found is the complaint by some non-members that CSI is an elitist organization. To address that challenge, all of Alpha chapter’s activities and presentations are open to both members and non-members alike. This allows everyone in the department — not just Alpha chapter members — to benefit from CSI’s leadership and direction.

Needs from CSI International

Because Richard has been involved in CSI as a faculty advisor for several years, he has seen and been a part of CSI International’s growth and development. He is complimentary of leaders at the international level for keeping the major focus on what can be done to assist local chapters, which is where he feels the maximum benefits lie for students and practitioners. Richard does say, however, that he hopes they will continue to be committed and creative in their search to find new and better ways to support local chapters. The connection between the international organization and the needs of the individual chapters is the critical ingredient he sees for maintaining CSI’s uniqueness and success.

Beneficial

Being a faculty advisor for Chi Sigma Iota has provided Richard with the opportunities he seeks to work with students in the less formal ways that he enjoys. At the same time, his leadership has provided many chapter members with opportunities for both personal and professional leadership and development. It is a good match when advisor and members are both getting needs met in a more collegial form than typical faculty/student relationships tend to provide.
American cultures. Indeed, the two areas in this study which seem most salient, eating traditionally Cuban meals (presumably primarily at home) and the use of Spanish as the primary language of the home, would suggest that these two variables are enmeshed in continued close identification with and participation in family activities. The general role of this more protracted and close family influence cannot be discounted, and future research should examine the role of cultural family attitudes regarding eating and on the development of attitudes toward acceptable body type more thoroughly and specifically.

Other within-group social contacts taking place outside the home, e.g., parties attended primarily by other Cubans, did not appear to affect attitudes towards eating and body image, further suggesting that the home environment provides perhaps the most powerful influences in this area.

It is also important to note that while prior researchers have called for research on specific sub-groups within the Hispanic population, this has rarely been done. As a result, it is difficult to say how generally applicable these results may prove to other Hispanic populations. We reiterate the need to examine more closely specific groups within this and other ethnic and cultural groups prior to possibly over-generalizing results and conclusions.

Hopefully, researchers will continue to seek, examine, refine, and take advantage of a growing knowledge of specific cultural strengths and protective factors in both this and other areas as well.

References


Chapter Happenings

June Williams
CSI Associate Editor

Alpha Chi Chapter

Leadership Day at Louisiana State University's Alpha Chi chapter took place June 26, 1999. Many wonderful ideas were expressed for the upcoming year. We set an agenda for the remainder of the year which includes monthly meetings with guest speakers as well as social events hosted by the chapter. Alpha Chi's annual barbecue was planned for August 21st, and current members, new students, and family and friends were invited. In addition, Alpha Chi is making plans to host the CSI Reception at the Louisiana Counseling Association Conference in October. We are extremely excited about the upcoming conference and hope that the reception will again give us the opportunity to socialize with chapter members from across the state. Finally, we will close out the semester with our holiday social in December.

Submitted by Belinda Stewart, president

Alpha Epsilon Mu Chapter

The Alpha Epsilon Mu chapter at Auburn University – Montgomery is growing – we initiated seven new members this past spring and two this summer. We have recently designed a website for the chapter which we are in the process of getting posted online. Recently we received our CSI shirts, and they look great! We have a series of speakers planned for the upcoming year, and we’re working on fund raising ideas. We plan to sell raffle tickets at our new student Fall Fest, and we are also seeking funding from the university for a community outreach project.

Submitted by Sharon K. Weiss, newsletter editor

Beta Phi Chapter

Many things are happening and moving with the Beta Phi chapter at Bradley University – one of which is the diversity of content features in our chapter newsletter! This year our focus is not only to attract our eligible graduate students but also to extend invitations to our existing alumni (125 members) to become re-involved in chapter activities. We have designed our quarterly newsletter to include such features as Focus on Faculty (a biography of members from the counseling department); introductions of chapter officers with background information and their goals for the chapter; notifications of current CEU opportunities in our area; and a ‘refresher’ mini-course on counseling techniques provided by our members; special recipes provided by our members; a schedule of events for the year; advocacy efforts and legislation; and any other information that is recommended by our members.

This past summer we held our annual cookout and planning party. Committee assignments were given, and approval was given to print and send a CSI brochure to our members and other professionals in the counseling field to promote the benefits of CSI membership. A bus trip to the Illinois Counseling Association conference, a Christmas party and silent auction, and continuation of our nationally-awarded Comprehensive Study Exam groups are all part of our plans for a busy year!

Submitted by Laura Pace, newsletter editor

Chi Chapter

The University of Montevallo recently served as host for the Chi chapter Spring Conference. Counselors and students from the area were provided the opportunity to attend an event we entitled, “One World, Many Faces: A Look Into Multiculturalism.”

Don Locke, nationally known presenter and author from the University of North Carolina and current CSI president, began the two-day event by holding an informal discussion session with UM’s counseling students. Locke was also the featured presenter at the following day’s workshop. He strongly encouraged counselors to embrace diversity as well as unity in their profession. He also challenged them to take responsibility for what they do not know about or were not taught about.

Earlier in the day, counselors had the opportunity to choose from a diverse array of content sessions to round out the multicultural experience. Freda Shivers, UM Housing and Residence Life Director, and Ora Shivers, retired psychiatric nurse, addressed issues concerning aging. Gerald Lavender, Senior Primary Counselor at Bradford Health Services, discussed counseling strategies for diverse chemical-dependent clients. Deborah McCune, UM Students with Disabilities Coordinator, presented legal issues surrounding the ADA. Michael Lebeau, UM Career Center Director, spoke on diversity in the workplace.

Clearly the favorite aspect of the conference was the lunchtime entertainment. Conference attendees along with Dr. Isenhour, Vice President for Student Affairs, and Counseling, Leadership, and Foundations department faculty celebrated diversity in the beautifully (and colorfully) decorated Montevallo Room through video, song, and poetry. Everyone particularly enjoyed hearing the ever-popular Big Tossed Salad song, written and performed by UM’s own Angela Mooneyham.

The Chi chapter members worked hard to host this very special event and appreciate the support and encouragement we received in our first conference effort.

By Tracy Payne, chapter president

Epsilon Mu Chi Chapter

During the past year, the Epsilon Mu Chi chapter at Montana State University- Billings has undertaken a program of sponsoring benefit shows in collaboration with visiting performing artists. Due to the fund-raising success of this venture, we will be able to offer two scholarships next year in the name of CSI. Students must be members of CSI in order to be considered for a scholarship.

Submitted by Alan Davis, faculty advisor

Sigma Delta Chapter

Last spring, the Sigma Delta chapter at the University of San Diego was honored to host visiting CSI...
Chapter Happenings
(Continued from page 16)

- members in town for the ACA World Conference. Faculty advisor Susan Zglicynski's and chapter president Alicia Francis' planning of CSI Day in San Diego brought together Executive Council members, interns, and fellows for a buffet luncheon and an afternoon of meetings on our campus.

- Spring initiation welcomed 19 new members to Sigma Delta. Board members Pamela Hanson, Nicole Brough, Dina Johnson, Lanae Downing, and Marissa Pena are currently formulating plans for the upcoming academic year. A fall conference and career development/job shadowing program are in the works, but prior to that, our membership is scheduling some fun in the sun at a beach party prior to the first day of classes.

Submitted by Pamela Hanson, president

Upsilon Nu Chi Chapter

The Upsilon Nu chapter at the University of North Carolina-Greensboro is preparing for another productive year. Our 1999-2000 Executive Council participated in a strategic planning meeting over the summer where goals and objectives for the upcoming year were developed. Executive officers and chairpersons from the previous year were able to share their insights and experiences with the 1998-2000 Executive Council. Our 1999 fall calendar consists of a variety of professional development and service opportunities for our membership. The chapter is sponsoring a picnic for new and returning students, conducting monthly membership meetings, and hosting monthly "brown bag" professional development opportunities. Our Mentor Program will continue linking professionals in the community with chapter members. The chapter will also participate in such community service events as the UNCG Reading Day and the Triad AIDS Walk. Our chapter hopes to continue its history of excellence as we enter the 21st century.

Submitted by Brian J. Dew, president

Professional Members
(Continued from page 8)

- "counselor" (after hearing a car dealer refer to himself as an "automotive counselor").
- There are currently two CSI Listservs: one for faculty advisors; one for other (including student) leaders. Would you benefit from/participate on a Listserv for CSI professionals?
- While the majority of responses to this question was a simple "yes," one very honest, low-tech professional members wrote: "I'm a computer idiot - what's a listserv?"
- The CSI Membership Committee would like to assist chapters in recruiting and keeping professional members. The responses summarized here convey important benefits of and reasons for maintaining professional membership. Feel free to use this information in your local recruitment efforts and membership drives. Perhaps you can include a testimonial from one of your professional members as well.
- CSI offers membership to students as well as professionals. Each of our memberships is enhanced by the participation of others. If you have additional thoughts about these questions, or know of professional (or any other) members who would be willing to add their insights, please have them contact the Membership Committee by writing to Connie Fox, 425 W. 6th St., Edmond, OK 73034 or e-mail at fconts@okstate.edu.

CSI Proudly Thanks Donors

With their permission, we wish to publicly thank those who have been gracious in their contributions to Chi Sigma Iota in the recent past and acknowledge their commitment to excellence beyond that which is expected.

Christie L. Wilczynski
Alpha
Margaret Melton
Alpha Theta
Cynthia H. Deviney
Alpha Zeta
Elizabeth A. Maus
Beta Upsilon
Bonnie V. Starr
Gamma Alpha Upsilon
Linda R. Griffin
Gamma Beta
Walter Lynn Fleming
Gamma Delta
Barbara L. Garner-Hudak
Mu
James R. Naughton
Tau Alpha
Katherine J. Mynick
Zeta

Measuring Progress

In the final analysis, gaining the most from supervision requires measuring progress against initial goals, objectives, and expectations. This can be a most satisfying process when a student takes time up front to choose direction. Although there is much to be said for functioning as a sponge and soaking up whatever is cast on the waters, directed learning provides greater advances in the area of choice. Moreover, directed learning with its emphasis on self-analysis, goal setting, and evaluation is the growth process that we as counselors have chosen to model and teach to others. In the end you both feel proud and grateful.

Welcome New Chapter

Welcome to the Phi Upsilon chapter at Mississippi State University-Meridian.
Chapter Tip

Making the Most of the Volunteer Effort

Claire Bienvenu
Chapter Development Co-Chair

In the realm of professional counseling, completing the requirements of the academic program and the job description are only part of the work counselors, counselor educators, and counselors-in-training do. The need to perform service to the profession is required as well. In many ways, service work is volunteer work. The work is performed at zero pay and is tremendously important.

Consider the benefits that membership in CSI offers. Without the volunteer work of dedicated individuals, excellence in counseling would not exist as we know it. Therefore, it is vital that leaders of CSI chapters recognize the important roles that productivity and recognition play in member retention. Members who have specific tasks to accomplish and who are acknowledged for task accomplishment become more involved in the organization. The following guidelines outline how to make the most of the volunteer effort.

Guidelines for Increasing Volunteer Productivity

1. Be specific about the responsibility assigned.
2. Provide the information and training needed for success.
3. Assess the members’ strengths and interests before delegating a task.
4. Avoid over-assigning tasks.
5. Provide an incremental time table for completion.
6. Follow up on the designated responsibility.
7. Provide ongoing feedback, encouragement, and assistance if needed.
8. Recognize volunteers and give credit where due.

Guidelines for Volunteer Recognition: Four Components

I. Acknowledgement
   1. Issue invitations to join.
   2. Designate a "greeter" at meetings to facilitate group entry and cohesiveness.
   3. Perform induction ceremonies.
   4. Introduce members and document member achievements in the newsletter.

II. Attention
   1. Provide undivided and enthusiastic attention during interactions with members.
   2. Seek out members. Interact with them one-on-one.
   3. Indicate how member involvement contributes to the organization’s goals and to the individual’s personal goals.

III. Feedback
   1. Tell people what you expect from them. Help them set goals.
   2. Tell them when they do wrong (negative feedback).
   3. Tell them when they do right (positive feedback).
   4. Offer help and suggestions as needed.
   5. Use the chapter newsletter and CSI and training is an area in which we always excel! Indeed, this is the area of our most natural focus of time, energy, and resources. On the local chapter level, professional education and training are the fundamental building blocks of the organization. In my local chapter, our yearly symposium has addressed virtually every important topic in the field over the past seven years. Such learning opportunities are provided by CSI chapters nationwide and by the national with CSI scholars, fellows/interns, and leadership training/convention programs. I believe that we have the opportunity to be energetic in creating and innovating new approaches to professional development. With goals related to identity, advocacy, and education, our work will never be completed, but each small step will prove of significant value to our profession.

References


Geoffrey G. Yager
(Continued from page 10)

the counseling profession. How do I envision the continued accomplishment of the three goals stated above?

Professional Identity

Counselor professional identity has provided a source of confusion and debate for more than fifty years. Journal articles and books have directly addressed identity issues starting in the early 50s. Now, with recent changes in the American Counseling Association, our identity has, yet again, been brought to our awareness. If mental health counselors and school counselors have two different, independent, professional organizations, are counselors now becoming increasingly differentiated even though we all claim the same title? I’d much prefer that we continue to focus on the academic and experiential ties that link us together as counselors, even as we experience our loyalties being divided by multiple professional groups. But my opinion is only one viewpoint, and there is no better place to examine and discuss the spectrum of possible opinions than a counseling professional organization that includes all counselors: Chi Sigma Iota!

Advocacy

Under Bill Nemec’s leadership, there has been much needed attention devoted to the area of advocacy. The profession of counseling has too long overlooked the importance of advocacy: We need to be “talking ourselves up” and “letting others know what we can do.” There is much still to be addressed in this area, and this year’s efforts must be continued.

Professional Education and Training

Ensuring that our CSI members are exposed to quality professional education and training is an area in which we have always excelled! Indeed, this is the area of our most natural focus of time, energy, and resources. On the local chapter level, professional education and training are the fundamental building blocks of the organization. In my local chapter, our yearly symposium has addressed virtually every important topic in the field over the past seven years. Such learning opportunities are provided by CSI chapters nationwide and by the national with CSI scholars, fellows/interns, and leadership training/convention programs. I believe that we have the opportunity to be energetic in creating and innovating new approaches to professional development. With goals related to identity, advocacy, and education, our work will never be completed, but each small step will prove of significant value to our profession.
Successful Transitions, Successful Chapters

Lauri Ashton
CSI Intern and Chapter Development Co-Chair

As we move into fall, many CSI chapters are experiencing leadership changes. Entering into new leadership positions can be both exciting and challenging. Effective management and facilitation of leadership transitions carry wide-reaching implications for chapter success. Below is a brief discussion of five factors that assist in successful transitions.

Vision
Incoming executive officers must have a shared vision for their time together as chapter leaders. Developing a shared purpose through pre-leadership meetings and time spent together processing through the meaning of leadership, service, chapter activities, and the goals for the chapter is important for executive officer bonding and cohesion building. I encourage chapter leaders to invest in spending time with each other at the beginning of their leadership terms, thereby not only ensuring that officers are on the same page in terms of goals but also assuring that the new executive board begins developing a sense of shared purpose and teamwork necessary for successful chapter leadership.

Preparation
Critical to chapter success is thorough preparation. This includes activity preplanning, task assignments, organization, task management, and time planning. Successful chapters establish clear plans, develop project timelines complete with associated tasks, and continuously check-in with each other regarding the status of work in progress. Most assuredly, such preparation planning takes time, yet its value becomes apparent when chapter activities are professionally accomplished with excellence. In addition, many chapter leaders are involved in multiple service-related activities; thus, early preparation assists in effective time and resource allocation throughout the year.

Guidance
Through their link to the parent organization, CSI International, chapters have available to them a variety of guiding documents, resources, and organizational foci, most of which are accessible through CSI's web page. Successful chapters ensure that their chapter goals and activities are aligned with the International's strategic plan, past chapter goals and activities, and the needs of the chapter members. It is not necessary for incoming officers to "reinvent the wheel," so to speak. Successful leadership transitions reflect the establishment of linkages between that which has occurred before and that which is envisioned for the coming year. I encourage new chapter officers to seek guidance from previous documents created by the chapter and by CSI International.

Support
The value of past officers cannot be overstated in terms of experience and wisdom. Successful chapters hold leadership transition meetings where outgoing and incoming officers meet, exchange position information materials, spend time talking about their position experiences, and share advice. Also critical to chapter success is the support and involvement of faculty advisors. The most successful CSI chapters have faculty advisors who are available, involved, and provide an effective balance of challenge and support for chapter leaders. I encourage new chapter officers to involve your faculty advisors as much as possible – they are a valuable resource!

Involvement
A high level of involvement is obviously a key factor in a CSI chapter's success. These chapters encourage members to become and remain involved by asking them to participate on committees, plan events, and utilize their expertise by providing workshops or being guest speakers for special CSI events. Successful chapters also encourage faculty involvement through continuously reinforcing the importance of faculty participation for successful events and for informal mentoring opportunities. Through encouraging the ongoing involvement of members, alumni, and faculty, successful CSI chapters continue to be valuable, meaningful, and important components of professional and student development.

Honor Cords
Chapters can order honor cords in bulk, anytime throughout the year from Kalamazoo Regalia. Your chapter will order, pay, and receive shipping directly from the supplier. All orders must be placed and prepaid by chapters; no single item orders will be accepted. Last minute requests for "rush" deliveries will require additional payment for such service. All questions regarding honor cord orders will need to be directed to Kalamazoo Regalia at 728 West Michigan-Kalamazoo, Kalamazoo, MI 49007 or at 1-888-344-4299.
Book Review

Resources for Counselors and Clients
Joshua Watson
Upsilon Nu Chi Chapter


Rich Wemhoff has created a tremendous resource for helping clients achieve between-session growth in their treatment. This publication provides references to numerous resources clients can use to help them deal with their identified problems. These resources include information on products, publications, Internet sites, and support groups. Each reference contains a detailed description of the resource's effectiveness and availability.

Using a five-star rating scale, each reference receives an overall score and a design score. These ratings allow both the counselor and client to select the appropriate resource to maximize effectiveness in treatment. Focusing primarily on anxiety and depression, this book is sectioned into separate categories for different problems and disorders. These include sections on depression, bipolar disorder, postpartum depression, seasonal affective disorder, suicide, panic, phobias, anxiety, and adult stress. References are also divided into categories based on the readers' gender and age.

For every listing in his book, Wemhoff includes all the information necessary to obtain the product featured. A brief description and evaluation of the product informs the client what he or she can expect to obtain from this resource. Information about the author or creator and his or her background is also included along with the product's cost. In addition to publications and products, there are also sections providing information on medications and natural remedies. Contact information is provided for many various self help groups and organizations.

Counselors will find this reference book extremely helpful when referring a client to resources to assist in his or her progress. Wemhoff has created a comprehensive list of resources and contacts that can be used to help facilitate the therapeutic process. Having such an expansive list of resources in one place makes it easier to choose the right publication, product, or support group for each individual client's needs based on the client's identified problem and stage of development.

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