Overcoming the Fear of Practice: Advice and Reassurance for Counselors-In-Training

Susan DeVaney, CSI Associate Editor

When students enter a master's program in counseling, they usually know two things: that they want to help people and that they have successfully helped people in the past. To be a counselor involves and requires empowering oneself and empowering others. Obtaining a counseling degree is a means to those ends. Through reading and study, one learns alternative explanations of human behavior, what constitutes ineffective/effective functioning, and methods for helping people change.

Unlike most other occupations, counseling uses the master's degree as its entry level credential. Since they have already completed a bachelor's degree and in most instances worked for several years, counseling students tend to be more academically skilled than other entry level students. They speak and write well and have the personal skills necessary to complete a program of study.

Prohibiting Fears

What most beginning counseling students do not know, however, is how to counsel. They think of Freud perhaps, or Barbra Streisand in The Prince of Tides. They may think of the profiler or some counselor in a TV drama. Counselors in the media are often portrayed as wounding control from individuals, possessing irresistible powers of manipulation, doing psychological damage, or preying upon unsuspecting clients. Although I have never met a counseling student who would intentionally harm a client, I have spoken to dozens who fear they may unintentionally say or do the wrong thing, offend, or damage. They are reluctant to practice or make videotapes with classmates for fear that they will not demonstrate a sufficient level of skill. But even more keenly they fear contact with "real people." They want to absorb all the knowledge they can from readings and lectures before they move into the world of practice.

Students are also afraid to move beyond academics because they have read the profession's ethical standards. Counselors do and don't do lots of things. Counselors don't have sex with clients (That usually seems do-able at this stage of the game, especially since students don't have any clients.) Counselors practice empathy, positive regard and genuineness. (That feels possible. Isn't that why students enter the field in the first place—because they are good listeners and want to help people?) But here comes the kicker—Counselors don't practice outside the limits of their expertise. Now that poses a problem. Students often believe they don't possess any expertise. They may have expertise as a teacher or a parent or spouse. They may feel confident that they can write a pretty good paper on sexual abuse or pass an exam on counseling theories. But advocate for clients...now? I have heard it many times: "I don't know enough. I couldn't possibly 'work' with clients. I might do something wrong. I might do damage. I don't know what to do."

There is one additional reason that students avoid moving into practice: Labels get in the way. When I was in graduate school, one of my professors required that her students attend an AA meeting sometime during the semester. I was furious! Go to an AA meeting with all those alcoholics! Me? I was going into private practice in an upscale office. I didn't want to associate with ALCOHOLICS. When I look back on that incident now, I can see how much I have changed in my outlook. As a counselor educator, I try to remember this earlier stage of my development when students pursuing marriage and family licensure tell me they don't want to work with children (Hall-O! Fill in the blank: Families consist of adults and ______? ) Nevertheless, I find that similar stereotypes block student involvement with people whom we refer to as "the homeless," "ADHD," "severe and profound," or "at risk."

In the counseling program at Texas A&M- Corpus Christi, and I'm sure in programs around the country, faculty promote the concept of applied learning through a variety of means, from joining professional organizations to volunteering at local agencies. Applied learning means spending time with children before entering a practicum. It means negotiating and treating as equals people who do not ascribe to your values, have little education, and don't operate on your timetable. It means having to make 20 phone calls

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A Time For Appreciation and Recognition

Bill Nemec
CSI President

As I write this President's message, it is the holiday season and a time to be with and show our appreciation to people who have been significant in our lives. I have had the opportunity to spend the holidays with my family, friends, and groups of people whom I am so lucky to have in my life. I hope that each of you has had the same opportunity.

For those of us who belong to Chi Sigma Iota, we have much to be thankful for at this time of year. For more than thirteen years, Chi Sigma Iota has fostered scholarship and leadership for our profession. I would like to take this opportunity to thank all the CSI members, chapter leaders and advisors for the great work they are doing, and I want to commend them for the quality of their leadership. As we approach the new millennium and continue to advocate for the counseling profession, the role each CSI member plays in his or her chapter is significant.

Counselor Advocacy Leadership Conference II

My article in the fall edition of the Exemplar highlighted CSI's current initiative on professional counselor advocacy. On December 10-12, CSI sponsored a second Counselor Advocacy Leadership Conference at CSI Headquarters in Greensboro, North Carolina. The purpose of this conference was to outline a plan for the future implementation of advocacy for the profession and to begin work on developing background and training materials which our chapters can use in educating their members about the essentials of counselor advocacy. I believe both objectives were achieved. More information is available in this issue about the conference. For those who wish to see the outcomes of both the first conference and the second conference, you may do so by visiting our website, www.csi-net.org under Counselor Advocacy Leadership Conference. I continue to be convinced that CSI is playing a significant role in this vital area of professionalization.

Recognitions and Awards

One of the highlights of CSI Day is the awards ceremony and the recognition of the new CSI fellows and interns. I want to express my appreciation to Adrianna McEachern who is chairing this very important committee. As Adrianna began her tenure as awards chairperson, she stated: "One of the greatest gifts we can give to others is to recognize their accomplishments." We are looking forward to a great awards ceremony in San Diego.

CSI Day at the World Conference

Thanks to the leadership of our President-elect Don Locke, CSI plans for the ACA convention are coming together. Don has planned an outstanding CSI Day including a Leadership Development workshop focusing on our Counselor Advocacy initiative. A full description of what we will be doing at the convention is located in this Exemplar edition. I do hope we have a large representation from all our chapters. I look forward to seeing you in San Diego.

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Update from Headquarters

Counselor Advocacy

Thomas J. Sweeney
CSI Executive Director

As a consequence of our May CSI Invitational Counselor Advocacy Leadership Conference, CSI was asked by the participating organizations to host a follow-up conference in December to build upon the momentum and enthusiasm of that initiative. In addition to our usual services to chapters and members, headquarters' activities incorporated those of the conferences as well. The excitement generated by the conferences is contagious. As a result, we are expecting to do all that we can to help with the follow through on the aspirations and goals for this new initiative. This is not an initiative, however, that can be successful without sustained, broad-based support and involvement at the grassroots level.

In the last issue of the Exemplar, Scott Barstow, Director of the ACA Office of Public Policy and Information, provided an overview of the challenges and opportunities of counselor advocacy. He also addressed the opening session of the second advocacy leadership conference. He concluded his remarks with a basic truth: There is no magic bullet. He noted that "systemic change is produced through a series of smaller, incremental changes over time. Change is effected through consistent, sustained, and focused effort." In short, each of us has a part to contribute to the realization of our goals.

I have been asked to prepare a draft of the conference outcomes as a result of the dialogue and input of the December conference participants. While the report will go to the participants for their review and refinement before it will be available to others, I will share a few general observations that are consistent with the consensus of the conference. For those members who have read the first report on our web site, you will recall that of the six themes for advocacy, one specifically addressed client wellness. Not only is this still true but, in addition, the participants agreed that advocacy is necessarily twofold in nature. Without advocacy for both counselors and their clients, neither is meaningful. Because "counseling" as an activity is practiced by other service providers, advocacy for clients alone could result in other service providers being the sole source of such counseling services. Likewise, to advocate only for "guild" issues wins neither support nor respect from those whose assistance counselors need. As will be noted by the continuing series of articles in the ACA Counseling Today as well as other publications and the theme for this year's world conference, client issues are central to many of our efforts as a profession.

Another agreement among the participants was the need to seek broad-based, active support for the goals, objectives, and strategies of the overall plan. While much good work is already underway as evidence by our several successes of recent months and years, a collaborative, comprehensive approach holds the greatest promise for the best use of our mutual resources. Every counseling association will be invited to adopt resolutions in support of the goals coming out of these conferences. Each will be invited to strengthen our collaboration through some organized forum such as the conferences held in May and December. Philosophically, the participants agreed that counseling

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CSI DAY IN SAN DIEGO

Wednesday, April 14, 1999
ACA World Conference
San Diego Marriott & Marina
8:00 a.m. - 7:00 p.m.

Chi Sigma Iota Day at the ACA World Conference in San Diego will provide a variety of activities for CSI members and other interested professional counselors. The full CSI Day will be held Wednesday, April 14, 1999, at the San Diego Marriott & Marina. For the third consecutive year, CSI will host a special leadership development workshop, and 4 CEUs will be offered. More information on the leadership development workshop can be found below.

With the exception of the Faculty Advisors Network Meeting (for faculty advisors) and the Chapter Leadership Network (for all chapter leaders), all CSI members and professional counselors are invited and encouraged to attend all CSI events.

8:00 - 10:00 LEADERSHIP DEVELOPMENT WORKSHOP I
"An Updated Inside/Outsider's View of the Counseling Profession"
Presented by Mr. Scott Barstow, ACA Staff Liaison to the Public Policy and Legislative Committee

10:00 - 12:00 LEADERSHIP DEVELOPMENT WORKSHOP II
"Multiple Perspectives on Advocacy"
Panel discussion moderated by Dr. Howard Smith

1:30 - 3:00 CHAPTER LEADERS NETWORK
FACULTY ADVISORS NETWORK

3:00 - 4:30 BUSINESS MEETING

4:30 - 5:30 AWARDS CEREMONY

5:30 - 7:00 CSI RECEPTION

Counseling Advocacy to Highlight CSI Day

Don C. Locke
CSI President-elect

The development of future leaders for the counseling profession is central to the mission of Chi Sigma Iota. For the past two years, CSI has conducted leadership development activities at the ACA World Conferences. Because of previous successes, a third leadership development workshop is planned for the ACA World Conference in San Diego. The workshop is designed for all CSI chapter leaders, aspiring leaders, interns, fellows, chapter advisors and other interested counseling professionals. The workshop will be held on Wednesday, April 14, 1999, from 8:00 a.m. until noon in the Marian Ballroom of the San Diego Marriott & Marina. In cooperation with ACA President Loretta Bradley's convention theme, and in concert with CSI's efforts during the past year, the focus of the leadership development is on advocacy for counseling.

Chi Sigma Iota International has instituted an advocacy initiative that has long-term implications for leadership training through CSI chapters on university campuses throughout the world. CSI President Bill Nemec noted that "advocacy for the profession as a part of CSI's mission has taken on new meaning. CSI leaders wish that this effort be as broadly based and inclusive as the profession itself."

In the first session, from 8:00 a.m. until 10:00 a.m., Scott Barstow, ACA Staff Liaison to the Public Policy and Legislative Committee, will present a major theme address on the topic of advocacy, "An Updated Inside/Outsider's View of the Counseling Profession." His address will be followed by a discussion of how CSI chapters might implement some of the ideas Mr. Barstow presents into CSI chapters. This session will focus on generating practical ideas which representatives might take back to their chapters for implementation.

From 10:00 until noon, a panel of professional counselors, chaired by Dr. Howard Smith, will address the topic "Multiple Perspectives on Advocacy." These professional counselors will challenge the audience to stretch their perceptions of counseling and to maximize the strengths of the profession. Four (4.0) CEU credits will be awarded for those attending the Leadership Development Workshop. To secure a place in the workshop and to facilitate the processing of CEU certificates, it is necessary to pre-register with CSI headquarters. Please write, FAX, or e-mail your registration by April 1, 1999. Anyone wishing to register for the workshop after the deadline must contact headquarters to determine the availability of space.
**Counselor Advocacy Conference II - A Student's View**

*Naomi A. Mandsager, CSI Intern*

This December, students in the Upsilon Nu Chi chapter of CSI had a unique opportunity. As the Counselor Advocacy Conference II was held at The University of North Carolina at Greensboro, students in the Department of Counseling and Educational Development participated in a round table discussion with leaders in the profession who attended the conference. Representatives from ACA and its divisions, CSI, NBCC, and ERF/CASS talked with students regarding counselor advocacy. The topics of the discussion were student-generated and included questions for the participants concerning how students can be involved in advocacy efforts, how counselor education programs can be proactive in positioning students to advocate for the profession (and themselves as counselors-in-training), and what initiatives are already incorporating student input and involvement. In addition, students had the opportunity to offer ideas and discuss regarding their perspective on needs for the profession relative to training programs and professionalization activities.

### Advice for Students

Students were encouraged to consider many options for involvement in professional activities. Regarding training programs, students were advised to align with faculty and collaborate on areas of research relevant to advocacy. In addition, collaboration among local programs community agencies, and regional chapters of CSI were explored as options for student advocacy efforts. Students also offered suggestions to the conference participants in terms of counselor training and professionalization. Specifically, students indicated that consistency across training and application standards would help counselors-in-training be (and feel) prepared for internship and employment. Essentially, students and conference participants seemed to share similar concerns regarding advocacy needs and the relevancy to students in training. Moreover, themes from the round table discussion were reflective of several conference themes addressed by the focus groups.

### Primary Advocacy Areas

Overall, the Counselor Advocacy Conference II was very productive and successful in aligning current and future advocacy initiatives. Focus groups examined six primary advocacy areas and identified related objectives, needs, obstacles, and necessary actions for each theme. The themes addressed include: counselor education, intra-professional relations, marketplace recognition, inter-professional relations, client wellness, and research. Steps for action were identified in the closing assembly and will be compiled and dispersed accordingly by the Executive Director of CSI, Dr. Tom Sweeney. In addition, based on the conference outcome, a Counselor Advocacy Training Packet will be developed for chapters and interested parties by CSI. With the crystallization of some important next steps, it also became evident that efforts of collaboration, planning, containing, and follow-through must occur and continue in order to maximally promote the profession through this forum. Given this conclusion, it is also imperative that students and counselors young to the profession seriously consider deliberate action in promoting ourselves as professionally viable.
Multicultural Competence and Counselor Training: A National Survey

Cheryl C. Holcomb-McCoy

Dr. Holcomb-McCoy was the recipient of CSI's Outstanding Research Award in 1998.

As client caseloads become more ethnically diverse, counselor educators as well as practicing counseling professionals have recognized that multiculturalism is an important component of counselor preparation (Atkinson, Morten, & Sue, 1997; 1994; Ponterotto & Casas, 1987). As a result, most counseling organizations and accrediting bodies (e.g., the American Counseling Association, ACA; American Psychological Association, APA) have required that counselor training programs incorporate and include studies related to the cultural issues of clients. For instance, the Association for Multicultural Counseling and Development (AMCD) Professional Standards Committee developed Multicultural Counseling Competencies to guide the training and implementation of multicultural counseling (Arredondo et al., 1998). Likewise, CACREP recently incorporated multicultural issues into their training standards (Council on the Accreditation of Counseling and Related Educational Programs CACREP, 1994).

Research Questions

Despite this movement to train more multiculturally competent counselors, there is a limited amount of empirical evidence regarding professional counselors' perceived multicultural competence and adequacy of training in entry-level counselor education programs. The purpose of this article is to provide an overview of a study conducted by Holcomb-McCoy and Myers (in press) which sought to determine professional counselors' self-perceived multicultural competence and the adequacy of their multicultural training. Based on the Multicultural Competencies developed by AMCD, Holcomb-McCoy and Myers posed five research questions: (1) What factors comprise the Multicultural Counseling Competencies? (2) To what extent do professional counselors perceive themselves to be multiculturally competent based on these factors? (3) Are there differences in the self-perceived multicultural competence of professional counselors who graduated from counseling programs accredited by CACREP and those who graduated from non-CACREP accredited programs? (4) What are counselors' perceptions of the adequacy of training they received in multicultural counseling? and (5) Is there a relationship between selected demographic factors (e.g., age, gender, ethnicity) and multicultural counseling competence?

Instrument

A 61-item survey was developed to determine professional counselors' perceived multicultural competence and training. Thirty-two of the items were behavioral statements which the respondents were asked to rate their perceptions of their multicultural competence and the adequacy of their training. In addition, the respondents were asked to specify where they had received training in each competency area (i.e., home study, readings, professional development workshops).

Sample

The survey was mailed to 500 professional counselors drawn from the membership of the ACA (n=55,281). The sample was stratified both by ethnicity and recency of graduation. By recruiting half of the sample from the membership of AMCD (n=250), an attempt was made to insure an adequate sample size of ethnic minority counselors. Furthermore, in an attempt to insure an adequate sample of recent graduates of CACREP programs, one-half of the non-AMCD (n=125) and AMCD members (n=125) were recruited from those ACA members who joined after 1992.

One hundred fifty-one (n=151; 30%) professional counselors from all four ACA regional locations responded to the survey. Counselors from most work settings were represented in the sample. Over half the respondents (68%) were female, and 33 percent were between the ages of 45-54. With respect to ethnic composition, 66 percent of the respondents were European/White descent, 19 percent were of African/Black descent, and 6 percent were of Latino descent. The respondents tended to graduate between the years 1990-1995 (51%) or between 1990-1989 (28%), with 21% graduating before 1980. Thirty percent of the respondents graduated from an entry-level counseling program in or after 1984. Of those, 55 percent graduated from CACREP-accredited programs. Fifty-seven percent of the total sample, however, graduated from non-CACREP accredited programs.

Findings

The study revealed that five factors—awareness, knowledge, definitions of terms, racial identity development, and skills—comprise the Multicultural Competencies developed by AMCD. This finding suggests that the Multicultural Competencies are comprised of more than the three dimensions (i.e., awareness, knowledge, skills) proposed in the literature. The results also imply that there could be a limitation in current training since most methods of multicultural training focus on one or a combination of the three dimensions.

Contrary to the expectation, the findings of the study indicated that professional counselors, as a group, perceive themselves to be multiculturally competent, particularly on the awareness, skills, and definitions dimensions of competence. In contrast, they perceive themselves to be least competent on the knowledge and racial identity dimensions. The differences between the levels of competence seem to suggest that (Continued on Page 12)
Overcoming the Fear

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before reaching a child's parent who can't hear you over the baby's cries.
or order to make room for more client specific lessons later on, lessons relat­
ed to strategy, referral, and medication.

Entering the World of Practice

In my view, even beginning counseling students are ready to enter the world of practice in some capacity. Prochaska and DiClemente's (1992) change model places people in four categories of readiness. In the first stage, the person is unwilling to change. ("I want to get through this counseling program as quickly as I can so I will have a master's degree."") In the second stage the student is convinced s/he should gain some practical experience but resists doing so. ("I'm so busy that I can't take on anything else. I'll have plenty of time to work with clients when I'm actually out in the field.") The third stage is the "let me at 'em" phase. ("I have so many areas of interest, I can't narrow them down to just one. I want to do it all and learn it all NOW."). Finally, the fourth is the reasonable acquisition of experience through practice. (I'm volunteering one day a month at the AIDS clinic. I also mentor a child through the Communities in Schools program. Whenever I'm on site I spend time discussing cases with the staff.")

Whether working with clients is part of a course (My career counseling students organize and host a career exploration experience for disadvantaged youth every semester.) or undertaken on one's own, the literature tells us that having the opportunity to discuss the risk, the attempt, and the outcome helps students make meaning of their experience. The fear inherent in practicing counseling is essentially that of appearing ineffectual or inept. Making meaning of experience through guided reflection increases the likelihood that they will assess themselves realistically and persist in developing their skills.

Suggestions for Overcoming Fears

The following suggestions may aid in overcoming the novice's fear of practice.

1. Remember that the simple fact of your presence can make a big difference. Many clients suffer from the lack of attention and consistency in their lives. You can enjoy and practice surprising people with your commitment and punctuality.

2. Recognize that you are learning new skills. Because you are already well practiced in academics, it is easier for you to attend class, take a test, or write a paper than to engage with a person in need. Through practice you are reaching into the realm of the unknown and untried (which is just what you will be asking your clients to do). Think of this risk taking as an exercise in understanding the human condition.

3. If you weren't a little wary of these new experiences, something would be wrong. Until one gains experience, there is no basis for confidence. In order to minimize discomfort and maximize the chances of success, take steps to find support and supervision for your new endeavors. In counsel­ing we learn by successive approximations. We try, find ourselves wanting, make adjustments, and try again. While there can be a lot of learning in failure, there is no necessity to flop. Talk over your current situation and plans for progress with persons whose judgement you admire.

4. Take it one step at a time. Decide what is a reasonable commitment for you, then stick with it. You may not be able to afford a day per week to help in the women's shelter, but you may be able to volunteer one day per month. Still too much commitment? Attend one meeting of a local professional association or arrange one information interview with a rehabilitation counselor.

5. Choose your area of entry carefully. Although occasionally it works to jump in whole hog, I usually suggest taking small steps in extending yourself to others. Remember that you have significant commitments to course work, job, and family. Rather than volunteering for the homeless shelter, for example, you may want to tap in to work with your church's food bank. In this way you reach the same population and gain experience without expending extra energy in learning the system from scratch.

6. Decide which skills you want to develop. Development occurs only with practice over time. Make a list of what you want to know and be able to do when you finish your degree and another list of what you most want to learn now. Then find an appropriate venue for learning. A student I knew decided to leave her studies to go to Vietnam to be with her husband. She used her last semester in town to help a Vietnamese refugee obtain his driver's license.

7. Build in support and supervision as you experiment. Find a faculty mentor, a colleague, or a fellow student with whom to evaluate and plan. Much like having an exercise partner, working together increases commitment and provides a sounding board for your concerns and questions.

8. Be realistic about your own readiness to change and grow. Part of a counselor's acute personal awareness is knowing when and how to take on growth opportunities. Too many overlapping transitions result in burnout and distress.

I began this essay by saying that counseling involves empowering the self and others. More to the point, counseling is empowering self in order to empower others. Before one can begin the practice of counseling, one must make space within oneself to learn and grow, to be vulnerable, to start from scratch, and to have patience. That's how you learn the skills. That's how you learn to recognize the elements of mental illness. That's how you learn to accept your fear.

Reference

Andrew A. Helwig

"Over time I realized that I could profitably delegate duties to others because they were also responsible and trustworthy."

Two qualities I learned from being a leader are delegation and trust. These are characteristics which were strengthened within me as a consequence of performing in leadership positions.

Delegation

First of all is delegation of responsibilities. In early leadership positions, I believed that for something to get done and be done well, I had to do it. And, depending upon the size of the organization and my specific leadership position, I believed that I could do it all. For several committees I chaired in small organizations early in my professional life, I often constituted the entire committee - a committee of one. And, if I did have a committee member or two, I was apt to do most of the work of the committee. As my leadership roles grew, both in terms of size of organization and complexity of tasks, I found myself "being stuck" with delegating activities and tasks for others to do. And, I would fret whether the tasks would be done and whether they would be done to my standards.

Over time I realized that I could profitably delegate duties to others because they were also responsible and trustworthy. Thus, along with learning how to delegate, I learned to trust others in performing the assigned tasks. When I became comfortable with delegating responsibilities, I also found that the organization would get a lot more done, usually in service to its members. True, I could not claim that I had done everything and get whatever "goodies" that followed, but more was accomplished, and because I was in the leadership role, the accomplishments accrued to my team and under my direction.

Trust

Consequently, this was powerful learning in my early leadership positions—the comfort and ability to delegate responsibilities and the recognition that others can be trusted to perform assigned tasks. The first was something I learned about myself and the second was something I learned about others.

Joe Kandor

"My professional association and employment leadership positions have taught me numerous lessons that, I believe, have made me a more productive leader and person."

The question, “What have you learned from being a leader,” brings many intellectual and emotional reactions. My professional association and employment leadership positions have taught me numerous lessons that, I believe, have made me a more productive leader and person. The limitations of this assignment will cause me to respond to what I consider a few important items for your consideration.

Patience

I learned how important patience was to my development/success as a leader. As a leader, you will need to assess the individuals you lead. Early in my leadership..."
Planning

Effective planning allows the leader to engage in developing group cohesion. Planning gives the leader the opportunity to have group members participate in the direct functioning of the organization. The leader must plan for every aspect of the organization. These include meetings with the group or an individual and developing organizational goals, objectives and activities. Planning permits members of the group to generate ideas through brainstorming and other such activities. Planning provides an excellent opportunity for collaboration.

Evaluation

Evaluation is a necessary "evil" for the leader. It is imperative that an effective leader build an evaluation of the goals, objectives and activities that have been planned. Evaluation provides the impetus for a better organization, members and leader. Many times, leaders are skeptical of evaluating their leadership and/or their organization. An evaluation that provides qualitative and quantitative information can fine tune the organization's mission and the leader's direction.

Humor

Appropriate humor is necessary for a good leader. I have learned that it is important to be able to interject humor when the need arises. You may find it necessary to laugh at yourself when you have made a blunder. Humor reduces stress and helps to increase the creative ideas. Tension creates closedness, while humor creates openness.

Chapter Tip

The Role of Record Keeping

Jane Myers
Faculty Advisor, Upsilon Nu Chi

After serving for 12 years as a faculty advisor, I have concluded that one of the most important functions of a CSI chapter is record keeping. From year to year, when records are not kept, I have watched capable, talented officers spend hours creating documents that were created by officers only the year before. These documents include not only scripts for various programs and functions, but also agendas for conferences and meetings, timelines and tasks for completion of service activities, and tasks, timelines and budgets for everything from workshops to receptions.

One of the major functions of leadership is perpetuation of the organization. Effective leaders take steps to assure that those who follow them are able to build on the successes of prior years and prior leaders. Institutionalizing the goals and achievements of a chapter, and providing a firm foundation to build for the future depends to a great extent on the implementation of a system for record keeping.

Upsilon Nu Chi chapter purchased a filing cabinet to store chapter files and records. The cabinet is kept in the department mail room and is maintained by the chapter secretary. Copies of all forms used by the chapter are kept in the file cabinet, along with leadership manuals, policies, copies of minutes of meetings, budgets, financial reports, flyers advertising various activities, manuals for planning events, etc. Users of these materials are asked to make copies when needed and not to take the originals.

In addition to our filing cabinet, we ask each officer to keep copies of all documents they generate on a disk and turn that disk over to the next year's officers at the end of their year. A copy of the labeled disk is also provided for the faculty advisor's files. These procedures help us continue to build a stronger chapter structure to better serve our members.

Call for Nominations

Nominations for Chi Sigma Iota president-elect and secretary are currently being solicited from individual members and chapters. If you know of a worthy candidate, send your nominations to CSI Headquarters, School of Education, University of North Carolina, P.O. Box 26171, Greensboro, NC 27402. From these nominees a slate will be selected by the nominating committee.

The deadline for nominations is May 1, 1999.
Traditionally, counselors are trained to recognize issues in clients through the use of various theories such as RET, Reality, and Person Centered Theory. Many of these counseling theories involve one-on-one interactions with a client where the counselor uses advanced communication skills to engage the client in the therapeutic process. With the knowledge that the average number of sessions for our clients is very low (between one and three), maybe it is time we looked at alternative methods of engagement (Bloom, 1991).

**Interventions Using Music**

As an instructor of stress and anxiety management courses, I have often recommended music as a vehicle for relaxation. Through my teaching, I have also encouraged my students to look at how the lyrics in certain songs affect their moods. One of the assignments I give is to find songs for each emotion, listen to them, and record the thoughts or memories they evoke. Our ensuing classroom discussions have reinforced my belief that music can have a great impact on our emotional state.

As a homework assignment in my counseling practice, I often ask clients to find lyrics to songs that symbolize their lives. People often identify with songs. Whether we are happy, sad, angry, or jealous, there are songs to match our emotions. Imagine if a client was listening to a song by Offspring called “Self-Esteem.”

...I know I’m being used.

That’s Ok because I like the abuse.

...I may be dumb, but I’m not a dweab

I’m just a sucker with no self-esteem.

Can you see some of the issues this person might be facing? However, the idea is to use the discussion of music as a method of discovery rather than as an absolute diagnostic tool. To use music in more prescriptive ways would require some specific training in music therapy. In using music as a tool for discovery, it is important to remember that the client’s assigned meaning to a song is more important than our interpretive one. As Freud said, “Sometimes a cigar is just a cigar” (as cited in Gelfand & Kerr, 1992). Regardless of the interpretations or assigned meanings, using music and lyrics in your work with clients may help you to achieve a connection that might have taken more time to develop.

**Builds Connections**

In my work as a counselor with juvenile offenders, I always found it helpful to be able to relate to my clients’ music. Although the music we discussed may not have had specific meaning in each of my client’s lives, it always helped me to connect on a different level with them. In a sense, my attention to their music allowed me to bridge cultural gaps. It helped them to trust me more and to realize that I was interested in their world rather than bringing them into mine. Music gave me a key to establishing solid working relationships with clients who have been traditionally resistant to counseling services.

In today’s world of managed care contracts and limited numbers of counseling sessions, the counseling profession is facing a great deal of pressure to find quicker, more effective methods of approaching client issues (Budman, Hoyt, & Friedman, 1992). In response to this dilemma, alternative approaches to in-office counseling sessions such as web counseling, in-home counseling, etc., are now being utilized (Walter & Peller, 1992; Sampson, Kolodinsky, & Greeno, 1997). With this in mind, you might consider adding music to your counseling practice. While music therapy is a legitimate field in its own right, I am suggesting using music as a tool in your counseling to help you make a faster, deeper connection with your clients.

**Assists in Understanding**

Budman and Gurman (1988) stress the importance of understanding why a client has entered the counseling process at this particular time in their lives rather than focusing on all of the past issues or symptoms. When a friend, recently diagnosed with clinical depression, wanted to talk with me about some of the alternatives she might try to help her depression, I returned to Budman and Gurman’s question of “Why now?” During our discussion, a song she liked by the group All Saints came on the radio. The lyrics to the song gave me some insight into her issues. Some of the lyrics to the song are:

Never ever have I ever felt so low.

when ya gonna pull me out of this black hole.

Never ever have I ever felt so sad.

the way ya left me has got me feelin’ really bad....

I asked my friend why she liked the song and she said, “because the words really fit my experiences.” After further discussion, it was clear that she had a long history of failed relationships and was perceiving an external locus of control. This insight may not have changed her diagnosis, but it would certainly give a counselor some ideas about the issues at hand and how to approach them. I made a referral for her, and she was able to address her issues relatively quickly and effectively.

As you can see from the examples provided, music can have several uses in the counseling process. It can increase a counselor’s effectiveness by adding to the repertoire of techniques which are different from traditional methods of counseling. In summary, music is a vehicle for making connections in a time-effective manner.

(Continued on page 11)
Counselor Advocacy

(Continued from page 3)

as a profession is unique among service providers because of its historical focus upon facilitating optimum human development across the life span. While no less concerned with the results of human tragedy nor its repair in the process of helping, counselors are members of the one discipline for which prevention and the facilitation of optimum wellness are fundamental goals. Our present health system is dysfunctional in its focus and delivery. Although funding for proactive interventions has been the exception rather than the rule, changes are now evident among insurers, managed care companies, business, and industry. While maintaining an advocacy position for clinical mental health, now is the time to promote our uniqueness as a profession committed to prevention and the enhancement of wellness.

Y2K: The Next Millennium Bug

Members are no doubt hearing about the 2000 computer challenge for all types of schools, businesses, government agencies, and related consumer organizations. The problem is simple enough to understand. Software written for the twentieth century has not been programmed to read past 1999! The computers will tend to convert checking accounts and other databases to the year 1900 when the data entry is intended to read 2000, 2001. When this problem first came to my attention over a year ago, I inquired about its implications for our database. We have a consultant who is working with other industries and assures us that we can expect no problems with our current system and software.

CSI World Conference Participation

Once again CSI will be very active at the ACA San Diego World Conference. In addition to the full CSI Day activities, at the request of ACA President Loretta Bradley, we have helped to sponsor a theme session and three poster sessions related to advocacy. The special sessions are for all members attending the world conference and should be an excellent way to increase dialogue and a sharing of mutual interests. Chapters will be hearing more about CSI materials for use at the chapter level. We hope that such materials and activities will be shared with all students and counselors in the counselor education program and community.

More Good News

On an equally positive note, our membership renewals were the highest ever for a November last month. Historically, summer and fall are our lowest months for both new members and renewals. While it is too soon to say, we could be experiencing a continuation of our increased membership renewals. Naturally, it pleases us to think that the activities of the Society and the services members gain from affiliation with their chapters meet a particular need for professional recognition, leadership training, and professional involvement. Because our annual meetings this year will come nearer at the end of our fiscal year, we will have more data upon which to base our year-end estimates when we meet in San Diego. Until then, please let us know how we can be helpful to you or your chapter.

Professionally Speaking

(Continued from page 10)

manner, prescribing meaningful homework, and gaining insight into important issues.

References


Welcome New Member

Welcome to the following new Chi Sigma Iota chapter.

Tau Sigma Upsilon
Texas Southern University
Multicultural Competence
(Continued from page 6)

Professional counselors are less knowledgeable about their clients' cultures and most knowledgeable about their own personal worldviews.

Regarding the adequacy of training, the study's results suggested that professional counselors perceive their multicultural training to have been less than adequate. One might then ask, "Where and when do counselors acquire their multicultural competence?" The results indicated that counselors are acquiring their multicultural competence through some form of post-degree work or professional development. Clearly, this relationship between counselor development and multicultural competence is an area for further exploration.

Another important finding of this study was that there were no significant differences between the perceived multicultural competence of counselors who graduated from CACREP-accredited programs and those who did not. Perhaps this is due to the insufficient time that CACREP programs have had to implement the multicultural components of the standards. Also, it is possible that the CACREP standards and AMCD's Multicultural Competencies are not addressing the same dimensions of multicultural competence.

Finally, the results indicated that ethnic minority counselors have higher levels of self-perceived multicultural competence than their White counterparts. That is, ethnicity seems to explain most of the variance in multicultural competence among the professional counselors. Previous researchers (e.g., Sodowsky, Taffe, & Gutkin, 1991) have observed that persons in daily contact with culturally different persons are more culturally competent. Therefore, perhaps by merely being a member of an ethnic minority group and experiencing daily contact with White Americans, an ethnic minority person experiences multicultural training "in vivo" or through life experiences (Lee & Richardson, 1989).

Summary
In summary, a major conclusion that can be drawn from these findings is that five dimensions of multicultural competence should be included in multicultural counseling training. Specifically, additional coursework focused on multicultural knowledge and racial identity development should be continued and/or developed by counselor educators. Furthermore, it might also be speculated based on the findings of this study that life experiences had a very positive effect on the multicultural competence of ethnic minority counselors. Thus, the inclusion of "in vivo" learning experiences in multicultural training should be encouraged. An additional implication for future counselor preparation is to examine and assess whether CACREP programs are appropriately and actively meeting their prescribed multicultural standards.

References

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.

Melvin C. Riddick
Alpha
Cecile L. Bagwell
Alpha Theta
Drina Fried
Alpha Theta
Jeanie K. Underwood
Alpha Theta
Kathy S. Howley
Epsilon Beta
Marjorie J. Martin
Gamma Lambda Chi
Charlotte Manges
Iota Upsilon Pi
Mary M. Engleander
Kappa Sigma Upsilon
Heather Lynn Brostrand
Sigma Beta
Charlotte Denise Guarino
Sigma Lambda Upsilon

Order CSI Honor Cords NOW
Orders for honor cords for spring graduation are only being taken in February and March. There will be no exceptions or orders taken in April. Orders may be placed by contacting Headquarters.

Newsletter Exchange
All chapters who have representatives attending CSI activities in San Diego are requested to bring approximately 25 past copies of their chapter newsletters to the Charter Leadership Networking meeting. A table will be set up with newsletters from various CSI chapters, and representatives will be invited to exchange newsletters. This will provide many ideas for different types of layout, articles, fund raising, and networking. Don't forget—pack old copies of your newsletter and share the ideas and accomplishments of your chapter.
Dr. Craig S. Cashwell is a professor and faculty advisor of the Mu Sigma Upsilon (MSU) chapter of CSI in the Department of Counselor Education and Educational Psychology at Mississippi State University. Dr. Cashwell reactivated MSU four years ago. With his guidance, the chapter now has nearly fifty active members. A unique asset to this chapter’s professional development activities is the collaborative, and often co-sponsoring, relationship that has been established with the psychology members of the department.

Dr. Cashwell’s additional interests are in his faculty responsibilities, marriage and family and family counseling practice, and psychological testing. He is also the Association of Assessment in Counseling newsletter editor, treasurer of ASERVIC, on the editorial board of the Journal of College Counseling, and a past member of the Journal of Counseling and Development editorial board. He incorporates balance into his roles and responsibilities at Mississippi State with his love for his wife, reading, playing the piano, writing music with his brother, and running.

Social Issues Facing Mississippi Counselors
Counselors in Mississippi have taken some initiatives toward various social issues. Dr. Cashwell said in response to the Pearl, Mississippi, school shooting, “Counselors at the state level have embraced prevention and education.” A provided example was that students are being taught about the importance of taking disclosures of threats by fellow students more seriously. Another issue being addressed by that state’s counselors is focused education for counselors on racial, sexual, and cultural diversity. Finally, he, as well as other mental health professionals, have recognized the growing need to address the treatment issues of juvenile sex offenders.

Effective Counselors
When asked for his opinion on the essentials of an effective counselor, Dr. Cashwell responded with two major ingredients. “First, an effective counselor must have a commitment to the lifelong process of personal growth (i.e., person of counselor).” A saying he uses with students to emphasize this point is, “Study of theory is integral, study of techniques is essential, but ultimately you are the intervention.” He added, “Second, I believe a counselor must have a lifelong commitment to learning. ‘We get a foundation in graduate school but need to continue our development throughout our career.’”

Effective Counselor Educators
Dr. Cashwell believes that effective counselor educators adhere to the same tenets as these for being an effective counselor. In addition, he mentioned the benefits of continuing to have a practice and clients, “For me, it models to students, it provides support for what I am teaching, and offers career balance.” He also shared how important it is for him to apply the core conditions within the classroom environment, explaining that immediacy, building rapport, and respect are important aspects of teaching and learning.

Effective Leadership
“An effective leader leads by quiet example,” Cashwell stated further clarifying that, “a good leader models.” His philosophy follows the adage, “Actions speak louder than words.” He explained that genuineness was a key to leading and supervising. Further, “A supervisor needs to know when to stay out of the way...to be able to recognize group dynamics and stay humble enough to allow oneself to sit back and ‘trust the process.’” In other words, congruent, genuine modeling legitimizes the teaching, learning, and counseling processes.

In conclusion, symbolic of Dr. Cashwell’s personal and professional balance, passion, and humbleness within his various roles was his statement, “It’s an honor and privilege to have this opportunity to learn so much from students...and I get paid to do this!”

A Reminder to Chapter Leaders

Dues Increase
Life memberships will be increased January 1, 2000 from the present $250 to $500.
Chapter Happenings

June Williams
CSI Associate Editor

Alpha Chi Chapter

Alpha Chi chapter at Louisiana State University has had an extremely busy year. In April we held our annual awards banquet where we honored several outstanding members. As part of our spring service project, in May the chapter participated in “Dream Day” in conjunction with St. Jude’s Research Hospital. At the LCA Conference in Lafayette, our chapter organized the Chi Sigma Iota reception. In November we held an auction where we raised over $800.00 for the chapter.

As the year came to a close, we decided to give back to the community in two ways. We “adopted” two underprivileged children for the holidays, and we collected food items for the Baton Rouge Food Bank at our holiday social. In December we’ve had twelve wonderful, productive months and hope to do the same in the following year.

Submitted by Belinda Stewart, president-elect

Beta Chi Chapter

The Beta Chi chapter at John Carroll University began late in the summer months with a party sponsored by one of our new inductees. This provided an opportunity for our members to socialize, meet new members, and strengthen relationships within our organization. We officially kicked off our academic year in September with a pizza party for new students and prospective members of CSI. In November we sponsored the 5th Annual Counseling Symposium and Wellness Conference entitled Professional Counseling in the Age of Managed Care. This event featured Gary Humble, Managed Care Director at Recovery Resources & New Directions, Inc., as keynote speaker. We also had an interactive panel discussion featuring Ben Zelman, Vice President of Care Management from Medical Mutual of Ohio; Bernie Kiel, professional counselor and managed care representative; and Gary Humble. In addition, three break-out sessions included presentations by current John Carroll students in the Counseling and Human Services Program.

Beta Chi also strengthened the connection with our community just after Thanksgiving as members participated in the holiday lighting ceremony at Shaker Square in Cleveland. They assisted in handing out balloons to the children, turning on the lights, and even dressing up as Frosty the Snowman and Rudolph the Red-nosed Reindeer! Also in November we held an open meeting for all students where an informational presentation on doctoral programs and tips on writing presentation proposals were offered.

Submitted by Laurie Mahuge, secretary

Beta Kappa Tau Chapter

This fall Beta Kappa Tau at Sam Houston State University sponsored a successful workshop on spirituality. Our final project for the year was to sponsor a family for the holidays. Members brought contributions for the “money tree” to the chapter’s holiday party.

Submitted by Judy DeTrude, faculty advisor

Beta Phi Chapter

The Beta Phi chapter at Bradley University had its fall meeting and new member induction ceremony on October 25th. Joanna Tyler, guest speaker, presented on “Play Therapy in the School Counseling Setting.”

Beta Upsilon Chapter

Beta Upsilon chapter at Barry University has begun implementation of a mentoring program for beginning counseling students. New students are matched up with more experienced students and alumni mentors. The purpose of this mentorship program is to help beginning students understand graduate life. It also helps students begin to develop a professional attitude. The involvement in this program will hopefully foster a sense of commonality among the student body and give students the opportunity to network with other students and outside sources for their professional development.

Submitted by Bettina Lozzi, president

Beta Sigma Chapter

Beta Sigma chapter at Barry University had an active fall semester. In early September the chapter was awarded a university grant for just under $16,000 to be used to enhance and upgrade the department counseling lab. In addition, the fall social was linked to our mentoring program and proved to be a great success. The executive committee held a day retreat in December to work on plans for a special career issue of our newsletter and to formalize plans for a workshop in the spring.

Submitted by Jamie Carney, faculty advisor

Iota Delta Sigma Chapter

Iota Delta Sigma at Auburn University had an active fall semester. In early September the chapter was awarded a university grant for just under $16,000 to be used to enhance and upgrade the department counseling lab. In addition, the fall social was linked to our mentoring program and proved to be a great success. The executive committee held a day retreat in December to work on plans for a special career issue of our newsletter and to formalize plans for a workshop in the spring.

Submitted by Jamie Carney, faculty advisor

Kappa Sigma Upsilon Chapter

The fall semester for the Kappa Sigma Upsilon chapter at Kent State University was very eventful and full of many exciting activities. We began the new school year by collaborating with the counseling...
Chapter Happenings
(Continued from page 14)

Department in holding our fourth annual New Student Orientation for new master's and doctoral counseling students. During this time students were introduced to the faculty, provided academic advising, presented with information regarding professional counseling organizations, assisted in completing their program prospectus, and offered an opportunity to participate in a student roundtable discussion to learn more about graduate school from current students.

From there, our chapter was involved in generating a counseling department logo by surveying students on their perceptions of the program and then contracting with a local graphic artist to create it. Our intent is to use the logo on a counseling department T-shirt which we will be selling as a chapter fund raising activity.

Submitted by Erich R. Merkle, secretary

Kappa Zeta Chapter

Upon entering our second year, the Kappa Zeta chapter at the University of Memphis has steadily increased membership as well as vigorously worked to sponsor valuable activities for our growing chapter. The fall 1998 semester proved to be a busy one. We had two speakers from our community present short workshops at our monthly general membership meetings. One introduced us to “Practical Strategies for Families of Incarcerated Individuals” and another discussed “Music Therapy in Counseling Groups.”

Kappa Zeta also sponsored a Practicum/Internship Seminar. This seminar boasted an eight-member panel consisting of four students and four faculty members who gave practical advice to those students beginning to prepare for their practicum and internship experiences. Our other fund-raising and community outreach activities included a Halloween bake sale and a Christmas food drive.

The executive board is currently preparing for the spring 1999 semester which is slated to include seminars on “Grief Counseling Techniques” and “Interventions with Alcohol and Drug Abusers.”

Also, in February, Kappa Zeta hosted our annual initiation ceremony.

Submitted by Susan F. Powell, Secretary

Pi Alpha Chapter

Pi Alpha chapter at Wake Forest University had a busy fall semester and has many plans for the spring. We began the semester with a Movie-Night featuring One Flew over the Cuckoo’s Nest. This was followed by the fall application and acceptance of three new members. In early October, we held a pot-luck supper to continue building social ties between our first and second year students. At the end of November we held a stress-relief “Pizza Party,” and we closed the semester with a holiday celebration.

In the spring we look forward to working on a service project and to fundraising in order to send future officers to the ACA national convention. Officers are also working on developing seminars which will focus on topics of interest to our students.

Submitted by Sheryl Harper, president

Upsilon Nu Chi Chapter

Upsilon Nu Chi at the University of North Carolina at Greensboro is looking forward to the 1999 as we have many exciting activities planned! This December we hosted a Round Table Discussion for student members and counseling leaders at the CSI Invitation Counselor Advocacy Conference. This was a great opportunity for students to interact, share, and learn about ways chapters can promote counseling through advocacy. In addition, we sponsored several professional development seminars in conjunction with the Department of Counseling and Educational Development Student Association, including a “Chat with the Chair,” a seminar with the department chair, Dr. DiAnne Borders, in January. At our initiation held in February, Dr. Tom Sweeney was featured as our keynote speaker. In March we will be holding our annual auction fund raiser and supporting the Women’s History Month event.

Upsilon Nu Chi is collaborating on a joint awards ceremony with the Counselor Education Student Association for April and will be participating in promoting community service through our spring service activities such as Relay for Life through the American Cancer Society.

Submitted by Naomi Mandsager, president

Upsilon Sigma Chi Chapter

Upsilon Sigma Chi from the University of Alabama in Birmingham is off to a great year. Our board meets once a month, and we had our entire year planned by July. To begin the year, we held a new student orientation at UAB in conjunction with the counseling department. The department coordinator joined the board members in presenting information to the students, and we prepared and offered refreshments and an orientation booklet for each student. We will offer another orientation in the spring.

We have two initiations planned for the year. The first was held in November, and the second one will be in May. Also in November, we held our first fundraiser, a donut sale. We sold one hundred boxes of donuts and were very pleased with that first effort. Another first for the Zeta chapter was a holiday party for members and their guests. Board members provided the refreshments, and members were asked to bring canned goods for the needy.

Since we have some board members interested in writing articles for publication, we have formed a publication committee. The chairman of this committee is arranging for professors and counselors who are published to meet with us and share their knowledge and expertise. We have begun planning a workshop to be held in conjunction with the counseling department during Counselor Awareness Month in April.

Submitted by Julie Russell, president

Error in Previous Edition

Gamma Zeta is located at the State University of West Georgia.

Send Chapter Information

All chapters are encouraged to send copies of their newsletters or information concerning their chapter activities to Dr. Jane Williams, Southeastern Louisiana University, SLU 310, Hammond, LA 70402 or by E-mail them to jwilliams@selu.edu.
Book Review

Death Prepares Us for Life

Andy Finch
Eta Delta Chi Chapter

Tuesdays with Morrie: An Old Man, a Young Man, and Life's Greatest Lesson

Author Mitch Albom, an award-winning sportswriter, has produced a work unrelated to the genre which made him famous. Instead, Tuesdays with Morrie provides an existential study of an elderly, dying man. The book which chronicles the final weeks in the life of Albom's former sociology professor, Morrie Schwartz, rocketed to the top of bestseller charts this past fall and will appeal to clients and practitioners alike.

After Albom viewed a Nightline interview featuring Morrie Schwartz, former Brandeis University professor, he paid his former professor a visit for the first time since his graduation 16 years prior. Schwartz had contracted amyotrophic lateral sclerosis (ALS), Lou Gehrig's disease. The fatal disease invades the neurological system and has no known cure. Following his initial visit, Albom visited Schwartz 15 more times, each on a Tuesday, to discuss Schwartz's "life lessons." Albom's synopsis of these visits comprises the book.

Albom writes in the style of a journal, oscillating from memories to the present. This creates a picture of Schwartz that helps the reader identify with the soul within his dying shell. We experience Schwartz through the eyes of his admiring pupil, and thankfully, Albom takes a risk and lets us glimpse his own personal growth week by week.

Helpful to Counselors

Counselors will find the book helpful in many ways. Obviously, as practitioners, having read a first-person account of a person's last days can only assist in establishing rapport with a dying client. Grief and loss counselors could also recommend the book to a dying client (especially those with ALS) or to those working through the death of a loved one. Aging clients and their counselors could benefit from the lessons recorded by Albom. The book even gives some notice to multicultural issues, as Schwartz was a professor active in social issues and interested in a variety of cultures. Albom describes Schwartz's bookshelves as containing volumes in areas such as sociology, philosophy, religion, and psychology. Counselors will recognize the names of Erich Fromm, Martin Buber, and Erik Erikson, all of whom Schwartz quoted. This was a man who studied human beings and life, and readers are given the privilege of hearing his conclusions and beliefs regarding the meaning of life.

The methodical way in which ALS forces control, slowly overtaking the physical self while leaving the mind, emotions, and spirit intact, gave Schwartz a unique opportunity to reflect on his life. Albom, in turn, received a chance to do a study of aging, dying, and life itself. He capitalized on that opportunity, and he has given counselors an excellent read and a useful tool.