Facing Unique Challenges in the Journey to Professionalism

Melissa Deroche, Alpha Eta Chapter

Professional counselors are continuously challenged by the journeys our clients ask us to take. I am requesting that you take a journey with me. I assure you that this journey will enhance your professional development.

My name is Melissa. I am a graduate student in the counseling program at the University of New Orleans. On a typical day, I might be given a handout development is excitement, soon followed by a sigh of frustration. Each new piece of information must be added to the pile of journals, newsletters, research articles and handouts that are waiting for someone to translate them into a usable format.

I am often asked, "What does it take to translate such materials into a usable format for someone who is blind?" "Isn't there technology to perform such a task?" "Aren't there other resources available?" Yes, there are. Nonetheless, the steps I must take to move from point A to point C require a significant amount of time and energy. The translation process entails deciding upon the most efficient and effective format for the particular translation being executed, finding the available time and/or individual to assist in the translation process, and factoring in the amount of time necessary to execute the task. The steps I must take are not in and of themselves difficult. However, they do compound the demands and responsibilities of a graduate student. For me, the major challenge has been that I am sometimes unable to perform such tasks independently.

Professional Involvement

As I join new organizations and become more professionally involved, I continually find myself confronted by professionals who have not yet completely addressed the needs of individuals who are visually impaired or blind. I often hear such responses as "We have never had someone make such a request," or "I'm unsure if we can provide such a service." The message I often receive is clearly: "We don't want to be bothered with such a request." The most disconcerting part of all of this is that others do not see such requests as their responsibility. No one is taking ownership of what should be provided.

I am constantly astonished by the reactions I receive from others when I make a request for materials to be provided on audio cassette or computer format, instead of Braille. With the technology available today, I am surprised that people are unwilling to provide their services and unable to move past their own attitudinal barriers. The physical barriers are one challenge, but attitudinal barriers are unacceptable to me. How can we as a...
The President's Perspective

Don C. Locke
CSI President

Advocacy

Each of you have probably already seen some of the results of the CSI advocacy effort. The most recent project involved the presentation of a series of resolutions to ACA entity executive councils. These resolutions are the result of two CSI sponsored think tanks devoted to the exploration of how professionals can participate in a coordinated advocacy effort. If you are reading this and have not heard about this initiative, please contact the CSI headquarters for information. CSI is leading the effort for all counseling professionals in this area.

Alumni

I am asking each chapter to target a minimum of two alumni who will be contacted to get involved in your local chapter. I know that students graduate and go on to professional careers, often away from the geographical proximity to their chapter of initiation. Chapters should identify professionals in your immediate area who are already CSI initiates and ask them to become involved with your chapter. If there are professionals who are not members of CSI and who meet eligibility requirements, they should be recruited for membership. If each chapter will recruit at least two alumni members, we will have achieved success in this area. I will ask for your results of this effort next spring.

Awards and Fellowships

In my contacts with chapters, I see many wonderful things happening. I am disappointed that chapters do not submit evidence of these wonderful happenings for awards consideration. I am asking that chapters consider a nomination in at least one category for consideration in 2000. Chapters should also begin consideration of members who can be nominated for CSI fellowships. Check the CSI home page for specific information on award and fellowship requirements. I'd like to see our awards committee overwhelmed with applications this year.

Conclusion

Finally, I want to thank you for the privilege of serving Chi Sigma Iota International as your 1999-2000 president. Please contact me with your ideas or suggestions. I would like to thank those members who have agreed to chair CSI committees and those who have agreed to serve as committee members this year. Together we will fulfill the theme of "Dedicated to Excellence in Counseling."
Update from Headquarters
Continuing Growth and Success

Thomas J. Sweeney
CSI Executive Director

Membership and Chapter Activity
As I prepare this report, we are again in the midst of our busiest season of the year. The number of renewals (N = 3,528) exceeded our projected goal of 3,300. Membership renewals also exceeded last year's total number of 3,317. Frankly, we have reason to be encouraged by three years of increases (36%) in membership renewals and what it suggests regarding support for CSI activities by our members.

Better Tracking and Follow Up
No small part of our improved renewal rate success is better tracking and follow up by headquarters. We have been paying the U.S. Postal Services an added fee to receive return address corrections. Periodically, we conduct a "sweep" of inactive members and invite them to renew their membership. One such renewal effort last year resulted in over 600 inactive members renewing and seven life memberships. The cost for mailing the renewal invitation including postage and printing was less than $1,500. The membership revenue to CSI was over $11,200. As members graduate and leave the university area, their motivation is no doubt to get out of debt, get on with life, and look to the future. By reminding them of their commitment to excellence as a professional after they have had time (and some funds) to meet such a commitment, they welcome the invitation to renew.

New Members
Our goal for new memberships was 3,000. Last year, we accepted 2,970 new members. For the first time since 1990, we experienced a decrease in new memberships compared to last year. Our final total was 2,669 new members by April 30. Naturally, there will be initiations in May and June but we complete our counts at the end of our fiscal year, April 30. Some of this may be due to the dues increase and a number of delays in processing new memberships since its implementation in January because checks needed to be returned and rewritten.

As I noted in my last two convention reports, I believe that the number of new members deserves more study. We have added over two dozen chapters in the last three years. We are approaching 200 chapters, yet the number of new members initiated has remained similar for the last three years. By analysis of historical patterns of chapter initiations from our beginnings in 1985, I concluded that active chapters tend to continue initiating new members at about the same rate year after year. If I were to guess why we are not initiating more members now compared to three years ago, I would suspect it is because of the inactivity of some chapters, possibly at a rate equivalent to the rate of new chapters being chartered.

Life Memberships
Life memberships continue to be popular with our membership. We had 40 new life members in 1995-96, 46 new life members in 1996-97, and we currently have 114 new life members for this year. Clearly, more

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Leadership Development Workshop

A Call to Unite and Advocate

Carole D. Barton
CSI Fellow

In the months leading up to the ACA World Conference in San Diego, many articles were written about advocacy. This word was everywhere. Initially, I tended to ignore the available literature, thinking that “all this advocacy stuff” was just another “agenda” being pushed on the members of the profession. Then one afternoon, I decided to take a serious look at my growing stacks of the Exemplar and Counseling Today. That was a very enlightening day. I experienced a renewed sense of purpose for my chosen profession, and I could hardly wait to get to San Diego.

Multiple Perspectives on Advocacy

While in San Diego for the ACA World Conference, I attended Chi Sigma Iota’s third annual Leadership Development Workshop. One of the programs, entitled “Multiple Perspectives on Advocacy,” provided a unique opportunity for counseling professionals and students, as well as others interested in the counseling profession, to engage in a dialogue about advocacy.

Advocacy Themes and Goals

Tom Sweeney provided the audience with a brief history of the current advocacy movement within the counseling profession. He reported that during 1998, CSI hosted two Counselor Advocacy Leadership Conferences. Six common themes on advocacy emerged from these meetings, along with related goals, objectives, and steps for action. After presenting this background material, Tom Sweeney, Jane Myers, and Howard Smith presented and briefly discussed these themes and related information:

Theme A: Counselor Education
Ensuring that all counselors, especially graduate students in training, have a clear professional identity as counselors

Theme B: Intra-professional Relations
Developing and implementing a unified plan within the counseling profession to proactively articulate our identity as counselors to the general public as well as to federal and state legislators

Theme C: Marketplace Recognition
Assuring that counselors are allowed to practice within all areas of their competence and that they are adequately compensated for such practice

Theme D: Inter-professional Issues
Establishing working relationships with professionals in related fields and disciplines regarding shared concerns and interests

Theme E: Research
Promoting the counseling profession through well-designed scientific research

Theme F: Prevention/Wellness
Encouraging counselor and client wellness by promoting “optimum human development across the life span”

Dialogue

Following the presentation of the six themes to the full audience, we had the opportunity to dialogue about these issues in small groups. Sweeney, Myers, and Smith each led a group that focused on two of the six themes. The audience members chose a group based on the two themes of most interest to them.

As a doctoral student in counselor education, the themes most salient to me were Counselor Education and Intra-professional Relations. The individuals in my group represented a variety of counseling specialties, levels of training, and geographic locations. It was exciting to learn their perspectives relating to “professional identity.” This issue is the core of advocacy. We as individuals within the counseling profession must collectively articulate who we are, what we do, and how we are unique. For us, as a profession, to achieve the goals and objectives denoted in the six advocacy themes, we must speak in unison.

Renewed Commitment

I left the workshop feeling empowered to proactively advocate for my profession, myself, and my future clients and students. My renewed sense of purpose for counseling will most certainly be sustained. I encourage all counseling professionals and students to unite and advocate!
Reflections on CSI Leadership Development Workshop

Lauri Ashton
CSI Intern

For the first part of CSI's Leadership Workshop, members and leaders from around the nation were fortunate to listen to Scott Barstow, ACA Staff Liaison to the Public Policy and Legislative Committee, speak about counseling advocacy. Entitled "An Updated Inside/Outsider's View of the Counseling Profession," Mr. Barstow shared with audience members highlights of a status report on the counseling profession's advocacy agenda. Topics covered included state credentialing of professional counselors, recognition, reimbursement, inclusion in public and private programs, and suggestions for effective advocacy.

Professional Identity

Overall, it seems as though the counseling profession has both moved forward and stood still. As I listened to Mr. Barstow, I became acutely aware of how far we have come—yet how far we have to go—and how crucially important a planned and organized movement is for continued success. Mr. Barstow emphasized the "critical need" of a strong professional identity and confidence in our training as part of a foundation for effective advocacy. In my experience, CSI has served as a significant contributor to the development of my professional identity and confidence in my professional competence.

Throughout the workshop, I reflected on the many ways CSI International and my local chapter have influenced my ability to be an effective advocate and how important such membership and involvement in CSI will be in my professional future.

Methods of Involvement

As he spoke, Mr. Barstow emphasized that although counselor advocacy is a huge issue, broken down into small pieces it becomes manageable, and this is where CSI, its local chapters, leaders, and members can make a difference. He encouraged counseling professionals and counselors-in-training to stay committed to participating in local efforts to support the counseling profession. These included such involvements as being attentive to legislation, participating in our communities, responding proactively—not defensively—when questioned about our profession and training, and staying involved and supportive of CSI and ACA advocacy efforts. He reminded us that a central theme of counselor advocacy is increasing both public and professional recognition of the terms "counselor," referring to someone with at least a master's degree, and "licensed professional counselor" indicating additional post-masters', supervised experience and training. He emphasized that our professionalism on an individual level is one of the most successful grassroots influences.

Encouraged and Energized

At the conclusion of his presentation, I felt encouraged and energized. I also felt important as I realized that for long-term counselor advocacy to be effective, it is essential for each and every one of us to display professionalism in our daily work. Throughout his presentation, Mr. Barstow underscored the importance of maintaining a unity of message and purpose. Clearly, our common organizational bonds through CSI and ACA serve as major contributors to this goal. However, it has been at the local chapter level where I have experienced the sense of connection, community, and common purpose central to effective counselor advocacy. Therefore, I encourage CSI alumni and students to stay involved in your local chapters, thereby supporting counselor advocacy through participation, mentorship, modeling, and organizational connection.

Scott Barstow gives an outsider's view of what counselors must do to advocate for the profession.

Lauri Ashton, CSI Intern, and CSI fellows Brian Dew, Carole Barton, and Joshua Watson comment on their reactions to Barstow's presentation.
Individual and Chapter Excellence Recognized at the 1999 CSI Awards Program

Adriana G. McEachern
CSI Awards Chairperson

Amidst loud applause and a standing ovation, Nicholas Vacc accepted the Thomas J. Sweeney Leadership Award from Chi Sigma Iota International during the 1999 Awards Presentation. Vacc, a Joe Rosenthal Excellence Professor in the Department of Counseling and Educational Development at the University of North Carolina at Greensboro, has made outstanding contributions to CSI and the counseling profession. His involvement with CSI spans over a decade, having served in numerous offices, including president. He has played a large role in the CACREP accreditation process and in the development of the National Counselor Exam. Vacc is a prolific author, having authored or co-authored 11 books and monographs, 8 book chapters, and over 70 articles in scholarly journals.

Individual Awards

The Outstanding Entry Level Student Award was presented to Bettina Lozzi, Beta Upsilon chapter president, for her high level of accomplishment, dedication, and commitment. She provided the leadership for the publication of the chapter's newsletter, the development of the mentoring program, and an orientation for new counseling students. She singlehandedly wrote (with member input) the chapter's constitution. She has coordinated guest lectures on current issues such as stalking, domestic violence, and eating disorders.

The Outstanding Doctoral Student Award was presented to Jeffrey Mostade, five-year member of the Beta Chi chapter and a doctoral candidate in the Counselor Education Program at Kent State University. He is past-president of Beta Chi and past CSI fellow and intern. He served as chair for ACA's Restructuring Task Force and co-chair of the Diversity Training Task Force for the Association for Specialists in Group Work. He now serves on the 2001 CACREP Standards Revision Resource Team. Mostade is a licensed professional counselor, a National Certified Counselor, and an adjunct professor at John Carroll University.

The Outstanding Practitioner Award was presented to Virginia Sykes of Mu Tau Beta chapter at the University of North Carolina — Charlotte. In 1995, she received the Practitioner of the Year Award from the chapter. Sykes is a nominee for president of ASERVIC and past-president of the North Carolina Association of Religious and Value Issues in Counseling. She serves on the North Carolina Board of Licensed Professional Counselors and works as a therapist in private practice.

The Outstanding Practitioner Supervisor Award was presented to Lisa Severy, the Assistant Director for Diversity Programs at the University of Florida's Career Resource Center and member of Beta chapter at the University of Florida. Severy supervises practicum students and interns from UF counselor education and counseling psychology programs. Several years ago she was awarded Beta chapter's Outstanding Entry Level Student Award.

The Outstanding Research Award was presented to Dulce Jane, the principal researcher in the study, "Do Cuban American women suffer from eating disorders? Effects of media exposure and acculturation." Jane's research is being published in the Journal of Hispanic Behavioral Sciences and ERIC. Jane is chapter secretary of the Beta Upsilon chapter at Barry University and named Barry University's "Student of the Week" for her research. She volunteers her time to provide therapy and community based rehabilitation services at the Miami Mental Health Institute.

The Award for Outstanding Service to Chapter was presented to Janet R. Rhodes, an active member of the Alpha Mu chapter since 1987. During these years, she has served as chapter president, vice-president, secretary, and chairperson of the ways and means committee. She is a successful fund-raiser and also wrote the history of the chapter which is given to new members with a shorter version read at initiation every year. Rhodes works as a professional therapist in the community.

Chapter Awards

The Outstanding Chapter Award was awarded to the Beta Upsilon chapter at Barry University. This chapter was recognized for its growth and the activities it sponsored this past year. They included a graduate student orientation, a mentoring program for new students, and various professional development programs. The chapter collected donations for needy families, the Miami Rescue Mission to help feed the homeless, and for the victims of Hurricane Mitch.

The Outstanding Newsletter Award was presented to Mu Tau Beta chapter for their newsletter, The Lamp­lighter. In two years, The Lamp­lighter has doubled its size from a four-page to an eight-page publication. Two issues are published each fall and spring semester and distributed to over 350 counseling students, alumni, and professionals. An alumni column has strengthened the communication network between counseling students and practitioners. The Lamp­lighter solicit articles from counseling students, thus providing opportunities for them to write in a public forum.

The Outstanding Individual Program was presented to Beta Phi chapter for "The Comprehensive Exam Review Workshop." The workshop helps prepare graduate level counseling students to pass a comprehensive exam similar to the National Counselor Exam. It consists of eight review sessions, one for each section of the exam. The Beta (Continued on Page 7)
Phi chapter's faculty advisor reviews the materials and ensures accuracy of the information presented. The workshop has been of tremendous benefit to counseling students and practitioners.

Fellows and Interns

Fellow and intern awards were created to assist future counseling leaders in developing leadership skills and competencies. This program provides opportunities to work with and learn from renowned leaders in counseling. Eight fellowship awards were presented to Carole D. Barton, Iota Delta Sigma, Auburn University; Brian L. Dew, Upsilon Nu Chi, University of North Carolina at Greensboro; Andrea D. Dixon, Upsilon Nu Chi, University of North Carolina at Greensboro; Deborah L. Fister, Nu, SUNY-Brockport; Robert M. Sanders, Mu Tau Beta, University of North Carolina at Charlotte; Barbara B. Szigeti, Beta Chi, John Carroll University; Amy E. Torgerson, Kappa Zeta, University of Memphis; and Joshua Watson, Chi Upsilon, Clemson University. Chosen as both fellows and interns were Lauri M. Ashton, Alpha Eta, University of New Orleans and Marsha E. Boveja, Upsilon Sigma Chi, University of South Carolina. The fellows and interns chosen are outstanding leaders in their local chapters and most deserving of these awards.

Awards Committee

Many thanks to the hard work of the CSI awards committee whose members reviewed the awards nominations. The awards committee was comprised of Adriana McEachern, Florida International University, awards chair; John R. Cochran, University of Akron; Carol Dice, University of North Carolina at Greensboro; Marcheta P. McGhee, University of Texas at San Antonio; Lynn Miller, Governors State University; Phyllis Post, University of North Carolina at Charlotte; Joseph C. Rotter, University of South Carolina; Virginia Sykes, professional counselor, University of North Carolina at Charlotte; and Elizabeth Weslely-George, Portland State University.

Those receiving individual awards included Nicholas Vacc, Thomas J. Sweeney Leadership Award; Lisa Severy, Practitioner Supervisor Award; Jeffrey Mostade, Outstanding Doctoral Student Award; Virginia Sykes, Outstanding Practitioner Award; Dulce M. Jane, Outstanding Research Award; and Bettina Lozzi, Entry Level Student Award.

Those accepting awards for their chapters included Amanda Edwards, Outstanding Chapter Newsletter Award; Kathy Corso, Outstanding Chapter Program Award; and Scott Gillig and Bettina Lozzi, Outstanding Chapter Award.

Fellows and interns for 1999-2000 were (back row) Brian Dew, Andrea Dixon, Joshua Watson, Lauri Ashton (intern); (front row) Carole Barton, Deborah Fister, Amy Torgerson, Barbara B. Szigeti, and Marsha Boveja (intern).
Welcome, professional counselors. This column is a new feature for the Exemplar. During the leadership training at the ACA World Conference in San Diego, participants were introduced (for the first time) to CSI’s newly drafted Counselor Advocacy Papers (available in downloadable form at http://www.csi-net.org). One activity during the presentation of these papers brought together a small, vocal, and enthusiastic group that discussed issues of Marketplace Recognition within professional (and, for that matter, personal) advocacy for counselors. This group, facilitated by Howard Smith from ACA, concluded that for CSI members to develop an effective, clear, and audible voice as professional counselors in the competitive allied mental health marketplace, we could benefit from “voice lessons”! An outcome of our energy and rally-cry is this column.

Providing Questions and Prompts
Our purpose through “Voice Lessons” is to provide readers with questions and prompts for active discussion, reflection, and possible debate with regard to professional counselor advocacy. As our mission is to extend beyond merely increasing our awareness of such issues, the column “Voice Lessons” will 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 dedicate time to strengthening our voices by bringing up these issues during class time in graduate school settings, during department meetings for counselor educators, and during staffings for people in clinical settings.

Each column will pose a question in several of the six themes identified by CSI in the Counselor Advocacy Papers: marketplace recognition, inter-professional issues, intra-professional issues, counselor education, research, and client/constituency wellness. Also, occasionally, suggestions for utilizing these prompts will be offered. This edition offers thoughts most relevant to our advocacy through inter and intra-professional relations and marketplace recognition.

How Do You Introduce Yourself?
We believe there is much to be gained by asking ourselves and our professional colleagues, “How do you introduce yourself professionally?” Is your language and affiliation clear; be it, “I’m a professional counselor” or I am a school counselor or a mental health counselor or a rehabilitation counselor, as a community or college or student affairs professional? What does such a salutation and introduction mean for our professional advocacy? We must be especially vehement until who we are as “professional counselors” becomes clear to our allied colleagues, our potential consumer base, and the lay public. I am a professional counselor!

Further Discussion
I welcome ideas for future columns as well as informative feedback including when, where, how, and with whom you have utilized this column. Please feel free to contact me at Kurt L. Kraus, Faculty Advisor of CSI Upsilon Chapter, Department of Counseling, Shippensburg University, Shippensburg, PA 17257-2299 or send e-mail to lkrau@ark.ship.edu.

Facing Unique Challenges
(Continued from page 1)
profession teach the importance of awareness of diverse populations and claim that we can not do more?

Become More Aware
Please do not feel sorry for me. I am asking you to become more aware of the challenges faced by graduate students and future professionals who are visually impaired or blind. I encourage you to become an advocate for people with disabilities. We are outnumbered and need your help to fight some of the battles we have been fighting alone for a number of years. There has been much progress. However, there is so much more to be accomplished. The first step is to become more aware of the obstacles that others may encounter due to their disabilities.

My Teacher
I do want to impart another side to this story. This entails what my blindness has taught me. I have learned to be more patient, creative, and tenacious. I have been forced to speak up for myself and communicate my needs to others. The most important thing my blindness has taught me is to keep a sense of humor, as I will never be totally prepared for what people may say or do because of my blindness.

A Process for Change
My purpose in agreeing to submit such a personal statement to the CSI
Chi Sigma Iota members from the Sigma Delta chapter at the University of San Diego hosted Executive Council members, fellows, and interns to lunch and meetings on their campus. Members included Julie Love, Brenda Chavez, Alisa Francis, Sue Zglicynski, Yvette Fontaine, and Pam Hanson.

CSI president-elect Don C. Locke visited with CSI fellows.

Naomi Mansanger and Carl Sheperis, 1998-99 interns, made reports to the Executive Committee on their activities during the year.

CSI members enjoyed refreshments at the annual CSI Reception.

Outgoing president Bill Nemec passes the gavel to incoming president Don C. Locke.
I am happy to report that the Society ended its fiscal year, 1998-99, with an unaudited income of $215,471.75. This was indicative of the continuing growth of the Society in both life members (N = 114) as well as a continuing increase in the number of members (N = 3,528) who renew each year. Our expenditures were $193,800 for a net positive balance of $21,670. Due to the decrease in new memberships this year, however, we experienced a shortfall (N = 331) in projected new member income of $11,585 over what was budgeted. This represented the first new membership decline in nine years. Some of this decline may be related to the membership dues increase as is customary with most organizations after an increase. Normally, this decrease would be overcome in subsequent years. Nevertheless, the next Executive Council will no doubt address new membership matters in its May meeting.

Advocacy Conferences

The CSI Executive Council approved a budget of $197,000 for the fiscal year 1998-99 based in part upon the dues increase. Our expenditures this year included sponsoring two invitational counselor advocacy leadership conferences for which we budgeted $8,000. Originally, the Executive Council decided to sponsor one conference. The success of the conference, however, resulted in the participants from major counseling associations requesting that CSI re-convene the group in December to complete the work begun in May. We also accepted their request to prepare, circulate for concurrence, and distribute the report. As a consequence, other expenses besides those directly related to the conferences were incurred in staff time, postage, copying, and supplies. The participating organizations, however, paid the travel and lodging of their representatives.

Rebates and Fellowships/Internships

In addition, the Executive Council increased the rebate to chapters beginning January 1 to $7 per active member (i.e., new members plus members who renew membership). This will result in a noticeable increase to chapter treasuries. Chapters must note that members initiated before January 1 and those who renewed before January 1 will be rebated $6 per member. The Council also increased the fellowship commitment $100 per fellow to $400 from CSI and $100 from the chapter. As a consequence, a significant portion of the dues increase is being returned to members and chapters through these actions. This will mean that the balance between income and expenses may remain basically similar to recent years. In fact, when life memberships increase to $500, we should expect a significant drop in income from that source in the coming year.

Long-term Investments

Before concluding, I am happy to share other good news. In spite of market ups and downs, CSI's long-term invested funds have benefited from a fundamentally strong economy, and on March 31 of this year reflected a balance of $129,360 as a result of our $60,000 investment made mid-year in 1995. These funds were set up by an earlier Executive Council intent on protecting the Society from unforeseen events that could require a buffer from financial exigencies in the future. Most organizations today desire at least the equivalent of a one year operating budget for such purposes. We continue on our way to achieving that goal. While we act as prudently as possible, there are no guarantees for the future. The markets will experience declines. At such times, we must be prepared to be patient and wait for the inevitable return of better market circumstances. We will remain vigilant and will continue to seek ways to protect and enhance our investment for the future.

Conclusion

In conclusion, as my last official treasurer's report, I can say that CSI is fiscally sound, continuing to grow in numbers (N = 8,228 active members, April 30, 1999), and conscientious in its expenditures. The prospects for the remainder of this year and the next are equally as promising.
Using Technology: What Counseling Students Can Expect from Their Training Programs

Susan DeVaney
CSI Associate Editor

You are a student in a counseling program. You are learning how to establish rapport, how to assess client progress. You are reading, writing papers, role playing in class, and taking exams. Low tech, right? Traditionally, counseling has developed as a low tech area, heavy on personal contact and light on technological proficiency. As late as 1990, when I graduated from UNC Greensboro, I was allowed to hand write my papers. I paid someone almost $1000 to type (not word process) my dissertation.

New Opportunities and Challenges

Today NBCC has established standards for the ethical practice of webcounseling and drafted a list of technological competencies for counseling students. Some states, Texas for example, forbid licensed counselors from use of electronic and telephone media as the primary means of maintaining the counseling relationship. Others have not addressed the issue. Currently in existence are several “virtual universities” that train interested persons to become performance coaches. These individuals use electronic media to establish rapport, screen for pathology, assess personal performance difficulties, set goals with clients, and implement strategies for change. Sound familiar?

Today it is still possible to graduate with a degree in counseling without exposure to the resources of the Internet, searching interlibrary research databases via computer, or gaining familiarity with computerized statistical or diagnostic packages. Nonetheless, a student of counseling in this day and age should expect more, both because the nature of communication and counseling is changing and because information processing has revolutionized education. Following are a few examples of how the basic elements of information technology can be integrated into the counseling curriculum.

Recommendations

1. Every counseling program should have an active website with links to sites for faculty, course syllabi, degree requirements, student organizations, practicum opportunities, the student handbook, financial assistance, national organizations, and other university offices.
2. Every faculty member should maintain a website on which a student can find a current vita, course syllabi, recent publications, course assignments and readings.
3. In the introduction to Counseling course, every student should visit the computer laboratory (preferably on the first evening of class), establish an Internet and an e-mail account, and bookmark the counseling home page. At this time instructors can teach e-mail etiquette and symbology and establish classmate-faculty communication procedure.
4. The program should expect that all students belong to the departmental listserv through which to share information regarding policy, programs, courses, and events.
5. Professors can establish listservs for particular courses so that students can practice using e-mail, share information, discuss pertinent topics, complete group homework assignments, and ask questions of each other and the instructor.
6. Beginning with the introductory course sequence, students should be required to subscribe to various listservs as part of their course readings for particular classes. Instructors should provide in handout form a list of technological competencies, webcounseling standards for ethical practice, basic technological terms and definitions, and sample counseling sites for students to visit and evaluate over the course of the semester. As students develop reliance on computer-based access to materials, they print what is useful to them, thus reducing departmental printing costs.
7. Every professor should be accessible to all class members both via e-mail and class listserv. In addition to the university address, an instructor’s use of a hotmail or juno address ensures that e-mail can be accessed from any computer with Internet capability. A student should expect that a professor on sabbatical in China to respond to a question regarding the previous semester’s grade.
8. Every university should offer adjunctive workshops and classes in keyboarding, word processing, e-mail library database access, and webpage development for persons who have not yet acquired these basic skills. Likewise, periodic workshops should be offered through technical and media services to orient students to use of video and audio equipment used for course assignments.
9. Universities should provide enough lines for outsiders to connect to the server from their home computers.
10. Students should learn to use computerized testing, diagnostic, and guidance programs through their classes. Appropriate vehicles for developing familiarity with these programs include Introduction to Research, Testing and Measurement, and Career Counseling. Some companies, such as Careerware, will donate their products to counseling programs for training purposes. Some assessment instruments, such as a form of the Myers-Briggs Type Inventory and the Career Key are available free of charge on line.
11. As they write papers for class, students should learn to organize and implement both comprehensive and limited searches using Psychinfo, ERIC, and related databases. Instructors should emphasize that searches performed through Internet engines do not render source material of the same quality as that contained in professional journals. Use of Internet searches provides opportunity to teach standards and methods of discrimination.

Conclusion

In order to remain current and viable, counseling departments, faculty, and students must integrate current technology and resources into their research programs, courses, and work with clients.
Continuing Growth  
(Continued from page 3)  

members noted the "bargain" life membership offer available now compared to January 2000 when it doubles to $500. This is also a vote of confidence in the value of CSI membership both personally and professionally.

New Chapters  
We have chartered 8 new chapters so far this year. Our project number was for 12 new chapters for 1998-99 based upon the last few years' extraordinary growth. We anticipated a slow down in new chapters but had no basis for how many to expect. As we approach 200 chapters (N = 192), the presence of CSI on so many campuses speaks well to its potential for being of even greater service in the future.

Home Page Advantage  
We continue to improve our web site for use by our members and chapters. Since changing commercial servers, we are our own "administrator" and have much more capability for future services. Our "on demand" database service to our chapters is unique among all honor societies and currently the envy of several societies even larger in budget and staff than CSI. Chapters have access to their chapter membership data without going through headquarters for lists, labels, or a directory. We are already benefiting by keeping better track of our members for chapters' and headquarters' purposes. Since chapters and members can access our forms, reports, and information through our home page, we are able to use our headquarters' staff time and effort more effectively.

The number of "hits" on our web pages is increasing as expected. A counter system was instituted in mid-October of 1997. In the interim, we have had changes to the system that resulted in some of the counters not recording some periods of activity. Nevertheless, we are rapidly approaching 5,000 hits with an average during this period of over 200 per month. I expect this number to continue increasing as more members and chapters discover the convenience of accessing the many items available there. In addition, we can do a thorough analysis of which chapters are accessing the pages and for what kinds of data.

As noted in our technology training for faculty advisors and chapter leaders, the new CSI web server allows us to have all of our chapters on our server. Our technology committee is providing all chapters with a disk and instructions on how to set up a web page. By participating in this effort, virtually every chapter could have access to every other chapter's officers' information, committees, special projects, calendar for the year, fund raising activities, etc. The possibilities are limitless and benefits too many to number.

Improving and Streamlining  
As noted above, the business of processing new chapters, members applications, and renewals continues at a high rate. Our new policy requiring that membership applications clearly note "counseling" as the major for all applicants will greatly reduce some of our work load over time, especially in the spring. More importantly, we hope that all will recognize this as a matter of advocacy through consciousness raising. We want all students to know that their career commitment is to counseling regardless of what their university may call their program emphasis.

Honor Cords  
Also on the topic of improving service, I will be watching closely the chapters' satisfaction with the new honor cord vendor, Kalamazoo Regalia. By allowing chapters to order year round, we hope that this will provide better service while reducing the load on the headquarters staff during the spring term. This vendor can also provide chapters with banners for official ceremonies or social activities. We will be announcing how chapters can order the banners in coming weeks. Our web site (csi-net.org) will have this information, too.

CSI Logo  
We need to continue reminding chapters that the CSI logo is trademarked. It is CSI policy that no one may reproduce our logo for purposes other than chapter stationery, initiation announcements, and similar purposes. In those cases, the CSI colors and design must be used in a dignified way. Our web site policy covers this as well. We must recognize that new faculty advisers and officers will be unaware of this policy unless we inform them. I have updated our faculty adviser agreement letter to include this policy and will seek other ways to help call attention to this policy.

Listserv  
Our listservs for faculty advisers and chapter leaders continue to be valued by those online. We are still not satisfied that we have achieved their full potential, but they are proving their value beyond a doubt. We are especially pleased that new faculty advisers can network very quickly with others who understand their job as mentors, leaders, and supporters of the chapter officers and committee members.

Counselor Advocacy Leadership Conferences  
We continue to work diligently on follow up with the two CSI sponsored Counselor Advocacy Leadership Conferences held in Greensboro this past year. We have received very positive feedback from the leaders of ACA, its divisions, and those in accreditation and credentialing who attended these meetings. The Counselor Advocacy Leadership Conferences Report is the outcome of the participant's working sessions, and copies are available at our web site to all interested parties (csi-net.org). In the first three months that the first advocacy report was on our web page, there were over 300 hits on the report page. Obviously, this was of interest to our members. In addition to CSI, we are pleased that the Association for Counselor Education and (Continued on Page 13)
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.

Janice L. Helmbrecht
Margaret Hylan
Carol A. Jones
Juliana M. Paraschandola
Richard W. Pitcher
Ching Wah Lo
Elizabeth Norris
Nancy E. Sherman
Kathleen B. Jager
Camilla A. Clarke
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Carolyn Novak
Michael Shawn Brown
Sharon H. Harrell
Laura L. Peddle-Bravo
Thelma M. Robinson

Alpha
Alpha Epsilon
Alpha Epsilon
Alpha Lambda
Alpha Zeta
Beta
Beta
Beta Phi
Beta Upsilon
Chi Delta Rho
Epsilon
Epsilon Tau
Gamma Lambda Chi
Gamma Sigma Upsilon
Iota Delta Sigma
Lambda Iota Upsilon
Phi Sigma
Tau
Upsilon Chi
Upsilon Nu Alpha

Dues Increase

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

Members may purchase life memberships in three ways: one payment of $250, two payments, of $125.00, of three payments of $85.00, $85.00 and $80.00. All payments must be received at CSI Headquarters by December 31, 1999.
Faculty Advisor Highlight

Georgia's Mary Jackson: From the Inside Out Impacting Others Deep and Wide

Mary Jackson

CSI Background

Mary Jackson's relationship with CSI runs deep and wide with an inside out commitment to CSI for more than 10 years and across 3 states. She began her tenure as faculty advisor of Gamma Sigma at Georgia Southern five years ago when she helped charter the chapter. Previously, she helped reactivate Rho Alpha Beta at the University of Arkansas at Fayetteville. However, her association with CSI originates with Epsilon Tau during her graduate studies at Texas A&M University — Commerce, where she was selected as a CSI Fellow.

Current Activities

Jackson is assistant professor within Georgia Southern's Department of Leadership Technology and Human Development. She teaches four courses and coordinates the school counseling program. She works with homeless groups in Savannah and has formed alliances between chapter activities and community-reliant programs (e.g., women's shelters, AIDS). In addition, her current research interests include an exploration of professionals' (including counselors') spiritual development. She is finding that professionals often confuse religiosity with spirituality, which, in fact, she believes is only a fragment of spirituality. All these pursuits are representative of her inside out approach and deep and wide impact.

On Leadership

Asked about her thoughts on leadership, Jackson stated, "An effective leader is able to take in new information." She explained how it is easy with some professional experience, and its consequential confidence, to begin to disconnect and ignore new information. She explained, "Leaders see the difficulties and try to impact changes in response to those difficulties by essentially using the eight core CACREP areas of counselor development."

On Counselor Development

She continued, "Being an effective counselor is a lot like being a leader." However, she expounded on the reality that personal and professional development occurs with consistent effort over time. Jackson explained, "For emerging counselors, it is hard to handle the role demands, but as we get more confident with the counseling part of our role, then it eventually becomes easier to change hats... it becomes you and you become it."

On Counselor Education

Jackson pointed out that being a counselor educator especially challenges one's congruence. She explained, "Sometimes we get carried away with ourselves and may not realize what it is that we are demonstrating behaviorally in our contacts with students through teaching and supervising them. We are in contact with them over time, throughout their graduate studies, and often model incongruency between our words and behaviors."

On Georgia

The focus of education was identified as a major concern for Georgians. Jackson explained, "The intended outcome of education is not being met." Georgia, like many states, has a state mandated exam which seems to take the focus off the individuality of students and preparing them for their futures. Jackson added, "Another problem has been that parents are often reluctant to come into the schools." To address this problem, "We have found success in taking the teachers to the public, we go to their churches, organize picnics with them... we meet them on their turf."

In Conclusion

Jackson's "variety" in her experiences as a person, counselor, professor, and community service worker emerged as a theme. In response to this theme, she responded, "If you said I do what I do for purely selfish reasons, I'd have to say you are probably right... and if someone else can benefit in the meantime, then that's great, too." By working from the inside out, her impact on CSI, her department, community, and from Texas, Arkansas, to Georgia, is no doubt felt deep and wide.
Chapter Happenings
June Williams
CSI Associate Editor

Alpha Theta Chapter
The Alpha Theta chapter at California State University at Bakersfield has had another successful year. Under president Kathleen Chambers and vice-president Karen Kuckreja, we presented four seminars which attracted a wide variety of professionals. Yvonne Ortiz-Bush served a second year as treasurer, and Jeannie White joined the board to help with seminars and special projects. Kathy Ritter, our faculty advisor, arranged for speakers on a variety of topics. Michale Papan-Daniel (C.J. Jung Institute) presented “Active Imagination: An Experiential Workshop.” “Innovative Treatments in Adolescent Conduct Disorder” was presented by Gary Gintner (LSU) and Marguerite “Peg” Carroll presented “Strategies and Techniques for Effective Group Leadership.” Jeffrey Hunter (Department of Psychiatry, UCLA School of Medicine) presented “Creative Therapy for Chronic Depression in Adolescents and Adults.” Kate Mackey, membership chair, succeeded in getting every standing member to “re-up,” and the board actively recruited new members, increasing membership from 54 to 63.

Submitted by Kate Mackey, membership chair

Alpha Theta Omega Chapter
Located in the wine country north of San Francisco, the Alpha Theta Omega chapter at Sonoma State University is currently in our second year of reorganization. The chapter, successful and active for a number of years under the direction of Jack Casey, fell into less active times when relocated. Under the guidance of Sandra Zimmermann and Adam Hill, and enhanced by a sparkling, innovative group of new members, a new course has been set for the chapter. Professionalism, service, and collegial support are our strategic goals. Recent meetings have included a panel of recent graduates (all full-time school counselors) who shared the “real world” with current students. Especially meaningful was the sharing of what they did (and conversely didn’t) get from their graduate training that helped them (or would have helped them) as professional counselors. Our next meeting will feature a panel of recent marriage and family therapist graduates. We also plan to connect our members with other CSI chapters.

Submitted by Andrea Cheda, president

Alpha Upsilon Chapter
The Alpha Upsilon chapter at The University of Akron is quickly growing and in April installed 50 new members and honored those who have served the chapter during the year. Last fall, our main event was a multicultural workshop for professionals and students. We conducted our annual orientation for all new counseling students. We bi-annually publish our newsletter and are currently updating our membership directory. The executive board and members at large conducted round tables, which not only inform students about CSI but encourage them to apply for membership. In February we sponsored a speaker meeting on ethics presented by a representative of the Ohio Counselor and Social Work Board.

Submitted by Kellie Smith

Beta Chi Chapter
The Beta Chi chapter at John Carroll University started out the new year with a retreat to develop and fine tune our mission statement and the focus of our committees. February brought the good news that Jeffrey Mostade was named the Outstanding Doctoral Student and Barb Szigiety was named the CSI Fellow (1999-2000). In March we held an Internship Panel where current interns shared information about the agency or organization and their internship experience. This year’s induction in April honored and welcomed more than 20 new inductees at a sit-down dinner featuring Patricia Kearney as the guest speaker. Brand Tunaz, president, and Christopher McNally, president-elect, represented our chapter at the ACA World Conference. Our members will remain busy this summer continuing to develop our mission statement, planning for the fall conference, and implementing a mentorship program.

Submitted by Laurie Machuga, secretary

Beta Phi Chapter
At its fall initiation, Beta Phi chapter at Bradley University proudly initiated 23 new members. Joanna Tyler from the Antioch Group was the guest speaker, and she talked on how to use play therapy in the school setting. She brought with her a large bag filled with the “essentials” of play therapy and showed how it was possible for a counselor to “travel” with the necessities.

Beta Upsilon Chapter
The Beta Upsilon chapter at Barry University is proud to report being the recipient of three international awards: Outstanding Research Award, Dulce Jane (chapter secretary); Outstanding Entry Level Student, Bettina Lozzi (chapter president); and Outstanding Chapter Award. We cannot begin to express our excitement and appreciation for such a prestigious honor. Scott Gillig (faculty advisor), Dulce Jane, and Bettina Lozzi attended the CSI Awards presentation at ACA.

Submitted by Bettina Lozzi, past-president

Delta Gamma Chapter
To welcome new students entering our master’s program, the Delta Gamma chapter at the University of South Florida held pizza parties. This gave us a chance to meet the new students and to provide information about CSI. We also threw a Homecoming Tailgate Party in November for all counselor education students. In January we welcomed new members with a semi-formal dinner during which we initiated 15 new members.

(Continued on Page 16)
Chapter Happenings

(Continued from page 14)

and heard the inspirational words of two guest speakers. In March we held our annual "Practicum-Internship Expo," one of our biggest annual events. At that time, representatives from a variety of community agencies and schools shared information with our students, giving students an opportunity to see what resources are available and providing them with ideas for possible field sites. It was also beneficial to the agencies, for they got a first-hand look at potential employees. We also sponsored many events in our counselor education program, including "New Student Orientation Meetings," and "Faculty and School District Supervisor Meetings."

Submitted by Rob Kachurak, president

Epsilon Tau Chapter

The Epsilon Tau chapter at Texas A&M University-Commerce has been busy! In the fall, Ed Jacobs, founder and director of Impact Therapy Associates, and author of three books, conducted a workshop for area professionals on "Utilizing Creative Techniques in Counseling."

The spring banquet was filled with activities including the initiation of several new members. Richard Lampe and Phyllis Erdman were honored as Outstanding Fac ulty Support and the 1998-99 officers were recognized for the excellent work accomplished during their year. The presidential gavel was passed from Faith Teel to Deborah Cook. Jerry Trusty and Lyndon Abrams presented a workshop on "Working With Disturbed Children and Adolescents."

Submitted by Susan Adams, secretary

Gamma Zeta Chapter

This year has been an exciting time for the Gamma Zeta chapter at the State University of West Georgia. We have doubled our membership from the first year to more than 50 members. Our goal has been to keep a 100% renewal rate from the first year, and we're well on our way to meeting those goals. We recently published our second newsletter and plan to publish at least one per term. We have also established a chapter list-serv to enable members to communicate more effectively with one another. In October, we co-sponsored a presentation on "The Psychology of the Mind (POM)" by Kevin Blevins (Psychology of Mind Institute, LaConner, Washington). We had over 100 attendees from our counseling program and other departments on campus.

Submitted by Jeff Hughes, president

Kappa Zeta Chapter

The executive board for the Kappa Zeta chapter at the University of Memphis formed "Spring Comps Study Groups" to help those members preparing for comprehensive exams. We also designed a T-shirt titled "Professional Counseling: Creating a World of Change" which we sold as a fund-raising activity. In March, we sponsored a workshop entitled "The Counselor's Journey." We are excited to have doubled our membership since the beginning of the school year and are looking forward to gearing up for next fall.

Submitted by Susan F. Powell, secretary

Upsilon Nu Kappa Chapter

The Upsilon Nu Kappa chapter at the University of Nebraska at Kearney has had an active year. In March, the chapter co-sponsored an Addictions Symposium with the Department of Counseling and School Psychology at UNK and Region IV/V of the Nebraska Counseling Association. The symposium attracted 190 counseling professionals from across the state. In April, the chapter co-sponsored a Reactive Attachment Disorder Workshop with the Department of Counseling and School Psychology and the Attachment Disorders Parent Group of Kearney, NE. Seventy counseling professionals and parents attended this professional development event. Chapter members served at the registration table and as hosts for the presenters at both workshops. The workshops allowed CSI student members to meet and network with professional CSI members as well as other community and school counseling professionals across the state. A percentage of the fees from both workshops were contributed to the chapter student travel fund to promote student involvement in national and regional conferences. The chapter has also created an awards committee and this year recognized an outstanding student and supervisor of the year.

The chapter helped fund events through t-shirt and sweatshirt sales. The chapter also created an honor cord rental program as a fund raiser. This program gives graduating chapter members the option of buying an honor cord and then donating the cord back to the chapter. The donated cord is then rented to other chapter members during their graduation ceremonies. The chapter also instated a direct mail appeal for the chapter scholarship fund via the chapter newsletter. The funds received from these activities allow the chapter to hold an annual summer picnic, and helped fund the annual chapter initiation and business meeting which was held in April. At this meeting, we initiated 23 new members. The initiation speaker was Joan England, Professor of Counseling at the University of South Dakota and a member of the CSI Academy of Leaders. She spoke on the importance of the role of the counselor as an advocate.

Submitted by Julie Huls, member

Send Chapter Information

All chapters are encouraged to send copies of their newsletters or information concerning their chapter activities to June Williams, Southeastern Louisiana University, SLU 10496, Hammond, LA 70402 or e-mail them to jwilliams@selu.edu.
As a student, I understood that the counseling process was part technique and part art. I could even cognitively comprehend the concept of the counseling relationship being a transforming one both for the client and the counselor. But it is only after practicing counseling that I can say I truly know these elements to exist and also believe that “magic” is often of equal proportion in the counseling equation. I feel especially grateful for having experienced this magic because as a school counselor I rarely have the opportunity to have a “real” session with a client. If I am fortunate enough to have a block of time with a student, it is often peppered with knocks on my door (despite a sign warning bodily harm), bells ringing, and sounds from the other side of my wall (a favorite place for kids to drag their pens).

My First Year

Good fortune being on my side, I experienced this magic very first year of school counseling. My coworker and I decided to see a group who was having conflict as a team. We didn’t play “Bad cop, good cop,” and we didn’t “geng up” on the kids. What we did do was use our strengths—a calm, thoughtful manner, and mine being my “so you are saying-moving-right-along-the-bell’s-going-to-ring manner” in such a way that we modeled healthy conflict resolution skills to the students and entered a deeper relationship both with the students and each other. The synergy was sizzling in that 9 by 12 office.

I learned that the magic could happen alone. The out of the blue epiphanies of a student or the discovery that I was taking life too seriously could ignite it. The latter happened with a young woman who took pride in being different. She reminded me of a British punk rocker who was desperately trying to fit into the American 80’s. On one particular day when she felt like sharing (she would often initiate a “counseling session” and then decide she didn’t want to talk), I asked her if she had considered keeping a journal. She replied that she didn’t think she had the commitment necessary to keep a journal. She quickly answered, “no” and then with a pensive look, added, “Well, I did put a pair of go-go boots on layaway once. I guess you could call that commitment.”

More “Magic”

More students “enlightened” me as my first year progressed, but one in particular touched my heart and shared one of the most intimate exchanges I have experienced. He was a Russian boy who had lived in an orphanage for most of his life but had recently been adopted by an American couple. He loved to tell me of his longing for his natural parents, which all new students must pursue. With approximately 70 new students a year, this helps to provide a service for the department. Chi Upsilon maintains and updates the Student Handbook which all new students must purchase. With approximately 70 new students a year, this helps to provide a nice base income for the chapter.

see what I’d made of my life. Without hesitation, he said, “She is with you, Miss Weeks.” “She is?” I asked. He pointed to the empty chair next to me and said, “She’s the angel sitting next to you.”

Humbling and Empowering

I firmly believe counseling is a vocation and that I am one of the lucky persons who has found my calling. When I thought of job satisfaction as a counseling student, I thought more about the satisfaction that would come from having responded a 4.0 on the Carkuff scale or the growth I would see in my client over time. I didn’t know of the magic that would be in my life. Without warning or prediction, appear in the counseling office with us. What a humbling and empowering experience to be able to share the process of becoming human and being transformed by the magic with each client.
Strengthening Interdisciplinary Relationships: Advocacy through Connection

At a discussion group during the Leadership Workshop at CSI Day in San Diego, a group of CSI students, counselor educators, and professionals brainstormed for ways counselors might establish and strengthen working relationships with professionals in related fields and disciplines which share similar concerns and interests. Fannie Cooley, faculty advisor at the Alpha Nu chapter at Tuskegee University, spoke of a program at her university which has been helpful in creating these types of connections. In the following article, the "Interdisciplinary Forum at Tuskegee University" founded by C'Qoley is described.

The Interdisciplinary Forum at Tuskegee University began in September of 1975 as a result of an informal discussion that Fannie Richardson Cooley had with a colleague about an article that appeared in the September issue of the Personnel and Guidance Journal. The article challenged counselors to become aware of untapped human potential. An abstract of the article was shared with other persons who were summoned together to discuss the possibility of starting a forum that would meet during the lunch hour on Wednesday and that would be interdisciplinary in nature. Colleagues were exceedingly supportive of the idea and have given unstintingly of their time and talents.

The Forum format is informal with sufficient structure to facilitate a smooth flow of dialogue. The sessions are tape recorded to preserve the information and to allow forum participants who must occasionally miss a session to hear discussion. A facilitator is scheduled for each session; that is, the person who makes it easy for the group to discuss the topic for the day by giving information through lecture, slide presentation, film, and/or a combination of these methods. The participants bring their own lunch. The schedule of activities is circulated each week to all who are present.

Periodically the revised schedule is sent to all professional schools on campus, students, faculty, staff, administration, the community, the Veterans Administration Medical Center, nearby colleges and universities, and agencies. The public is invited to attend.

There are personal and professional benefits derived from attendance at the Forum. Graduate students in the Counseling and Student Development Department have reported that they receive "food for the mind and body." It is a place where people, young and old, meet for the purpose of exchanging ideas, information, and improving communication with each other. Topics for discussion during the past year have included the following: Positive Parenting Groups, African American Parents and School Achievement, Nutrition and Cancer, Chi Sigma Iota, Poetry Reading, African American Children's Literature, and Issues in Leadership.

Honor Cords

We are pleased to report that we have arranged for chapters to order honor cords in bulk, any time throughout the year from our new supplier, 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.

After May 1, 1999, 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.

By adhering to these procedures and recommendations, we expect the new service to provide better service throughout the year. We welcome, however, suggestions and comments.

Chapter Tip

Erika Pausman
Mu Tau Beta Chapter

In an effort to foster alumni involvement in its local chapter, UNC Charlotte's chapter of Chi Sigma Iota, Mu Tau Beta, has introduced an alumni corner in every issue of the chapter newsletter. The column has two purposes. First, an alumnus of the program is invited to write an article concerning his/her field of expertise, theoretical orientation, experience, or advice for current students. This is a mutually beneficial way of highlighting alumni accomplishments while assisting current students in better understanding the job market they will face. In addition to the article, there is an entire section titled "Alumni Accolades" devoted to listing alumni whereabouts and successes.

Having alumni support is integral in helping a chapter maintain and thrive. By promoting alumni experiences in the newsletter, a chapter can link the wisdom of their past with the professionals of the future.

Welcome New Chapters

Welcome to the following new Chi Sigma Iota chapters.

* Theta Sigma Phi*  
Troy State University

* Alpha Beta Chi*  
William Paterson University

* Theta Alpha Mu*  
Texas A&M University - Corpus Christi

* Iota Upsilon*  
Indiana University - Purdue University - Indianapolis

* Psi Omega Pi*  
University of Phoenix
Principles and Practices of Leadership Excellence

Principal #1: Philosophy of Leadership

Exemplary leaders recognize that service to others, the profession, and the associations are the preeminent reasons for involvement in leadership positions.

Practice:
Leaders recognize that service to others is a hallmark for effective leadership that requires:

a. careful consideration of the magnitude of their commitment prior to accepting a nomination for a leadership role;
b. acceptance of leadership positions primarily for the purpose of service rather than personal reward; and
c. willingness to seek counsel prior to decision making that affects others.

Principal #2: Commitment to Mission

Exemplary leaders show evidence of a continuing awareness of and commitment to furthering the mission of their organization.

Practice:
Leaders maintain a continuing awareness of and dedication to enhancing the mission, strategic plan, bylaws, and policies of the organization throughout all leadership functions. They work individually and in teams to fulfill the objectives of the organization in service to others.

Principal #3: Preservation of History

Exemplary leaders respect and build upon the history of their organization.

Practice:
Leaders study the history of their organizations through review of archival documents (e.g., minutes of meetings, policies) and other resources, and discussions with current and former leaders, and they act to build upon that history through informed decision making.

Principal #4: Vision of the Future

Exemplary leaders use their knowledge of the organization's history, mission, and commitment to excellence to encourage and create change appropriate to meeting future needs.

Practice:
Leaders draw upon the wisdom of the past and challenges of the future to articulate a vision of what can be accomplished through imagination collaboration, cooperation, and creative use of resources.

Principal #5: Long-Range Perspective

Exemplary leaders recognize that service includes both short- and long-range perspectives.

Practice:
Leaders act to impact the organization before the year of their primary office, during the year of their primary office, and beyond that year, as appropriate, to assure the ongoing success of the organization.

Principal #6: Preservation of Resources

Exemplary leaders act to preserve the human and material resources of the organization.

Practice:
Leaders assure that policies and practices are in effect to assure financial responsibility and continuing respectful treatment of human and other material resources of the organization.

Principal #7: Respect for Membership

Exemplary leaders respect the needs, resources, and goals of their constituencies in all leadership decisions.

Practice:
Leaders are deliberate in making decisions that are respectful of the memberships' interests and enhance the benefits to them as active members in the organization.

Principal #8: Mentoring, Encouragement, and Empowerment

Exemplary leaders place a priority on mentoring, encouraging, and empowering others.

Practice:
Leaders assure that members are provided with opportunities to develop and apply their unique talents in service to others, the profession, and association.

Principal #9: Recognition of Others

Exemplary leaders assure that all who devote their time and talents in service to the mission of the organization receive appropriate recognition for their contributions.

Practice:
Leaders maintain records of service to the organization and provide for public recognition of service on an annual basis, minimally (e.g., letters of appreciation, certificates of appreciation).

Principal #10: Feedback and Self-Reflection

Exemplary leaders engage in self-reflection, obtain feedback on their performance in leadership roles from multiple sources, and take appropriate action to better serve the organization.

 Practice:
Leaders seek feedback, for example, from members of their leadership team, personal and leadership mentors, and past leaders of the organization. Exemplary leaders experiencing significant life transitions or crises actively and regularly seek consultation from such mentors regarding their capacity to continue the work of the organization during such duress. Leaders take action congruent with that feedback, which reflects their commitment to these Principles and Practices of Leadership Excellence.

Developed by the CSI Academy of Leaders for Excellence and approved by the CSI Executive Council for distribution to its members and chapters (1999).
Book Review

Bringing Science and Religion Together

Debbie Coscia
Alpha Rho Chapter

The Marriage of Sense and Soul: Integrating Science and Religion

Ken Wilber is a brilliant philosopher and author who has worked at integrating Western psychology with Eastern spiritual traditions. In this book, he skillfully tackles the problem of bringing science and religion, truth and meaning, together to allow their reconciliation and eventual integration. He explains that the core of the pre-modern religious worldview is the Great Chain of Being or the Great Nest of Being. This Great Nest is most accurately portrayed as a series of concentric spheres or circles. This nearly universal view states that reality is a rich tapestry of interwoven levels - nests within nests - with every object, person and event interwoven with every other. All are ultimately enveloped and enfolded by Spirit, by God. This view of reality has been the dominant philosophy of the larger part of civilized humankind through most of its history.

According to Wilber, the rise of modernity in the West caused us to be the first major civilization to deny almost entirely the existence of the Great Nest of Being. The rise of modernity did create differentiation of the value spheres (of art, morals, and science). It is into this massive denial that Wilbur tries to reintroduce the spiritual dimension, but on terms acceptable to science as well.

Integration

Wilber looks at past unsuccessful attempts at integration and describes for the reader his hope for integration. He suggests that if science and religion are to be integrated, each must form a more accurate self-image and must be willing to "give a little" (sounds like marital therapy). Science is asked to expand from using only sensory data to a broader empiricism using mental and spiritual data. Religion is asked to expand its scope from dogmatic proclamations to direct spiritual experience.

Wilber asserts that as this integration occurs, the Great Chain of Being can take its rightful place within the differentiations of modernity. Then the massive amounts of data from the traditional spiritual sciences can be correlated with the data from the modern objective sciences, the cultural sciences, and the social sciences.

Provides Challenges

This book is not light reading. However, Wilber's insight into historical philosophies and spiritual traditions challenges the reader to stretch and grow. As counselors read this book, they may find themselves re-examining, challenging and possibly even changing their theoretical orientations. This is an important ongoing process for counselors as we help people find meaning in their lives. We must expose ourselves to great thinkers like Ken Wilber and challenge our own personal growth.