A Vienna Theorists Summer

Samuel T. Gladding
Pi Alpha Chapter

On June 23rd, 2000, the counseling world my students and I had lived in expanded. Instead of studying about the Vienna theorists, specifically Sigmund Freud, Viktor Frankl, Alfred Adler, and Jacob Moreno, in the United States, we took a trip to visit firsthand the city where much of modern psychotherapy had its genesis. The objective was to learn more about the pioneers of the profession from those who knew them or preserved their memories. Thus, on a warm summer afternoon our small band boarded a Northwest jet in Greensboro, North Carolina, just a few miles from our academic home at Wake Forest University in Winston-Salem. The final destination, we reached the morning of June 24th, was a remarkable city steeped in tradition, alive with beauty, and open for exploration. What we learned extended well beyond an expanded knowledge of theories to include lessons on cultures and reflections on self.

Settling In

Our group made the Flow Haus, a residence owned by Wake Forest, its home. The house provided both a unique atmosphere for both formal and informal discussions and interactions that helped integrate the materials presented in class on a more personalized level. The first two days we settled in and learned the basics of the city including where to shop for food and how to access public transportation. The latter chore we accomplished by attending events such as a concert of the Vienna Boys' Choir, as well as visiting distinctive sites around the city such as St. Stephans, the Mozart Museum, and a café that Sigmund Freud used to frequent.

Formal Coursework

Then the formal coursework began with students presenting and discussing three classic Freudian cases — Dora, The Rat Man, and The Wolf Man — after which the class as a group caught public transportation (bus 40A) and went for a tour of the Freud Museum. Seeing Freud's house (which is the museum) and receiving a lecture from the museum staff sparked further discussion of Freud and his time and influence. The Freud Café next door to the museum provided the background to our conversations.

The next day, the group reassembled and explored the theoretical tenets of logotherapy and its founder, Viktor Frankl. Our time on the material was enriched by a presentation from Alex Vesely, the grandson of Viktor Frankl who came to our residence and led a discussion on the life and work of his grandfather. Mr. Vesely showed videotapes of his grandfather both lecturing on logotherapy and interacting with his family. This material showed us a new side of Frankl and provided much food for thought as we shared a meal with Mr. Vesely. Later in the day, the group visited with Viktor Frankl's widow in her apartment for about 90 minutes. She talked to the class about her life with Dr. Frankl and showed everyone mementos of their marriage and his works. The experiences were moving as well as full of information.

(Continued on page 6)
Hallmarks of Chi Sigma Iota

Edwin L. Herr
CSI President

As this column is published, it will be spring and CSI Day in San Antonio, Texas, will be an imminent reality. President-elect Percy will be presenting new themes for his presidential year at CSI Day and a new slate of officers will have been elected and involved with orientation to their new roles. The interns will be finalizing the projects which they designed last summer. Committee chairs and members will be completing their tasks for the year and presenting their recommendations for action to the business meeting. Executive Director Tom Sweeney and Kelley Rowland, administrative assistant, will be providing their continuing and excellent support to all of us—officers, interns, committee chairs, faculty advisors, members—as we engage in our diverse professional activities related to Chi Sigma Iota.

These introductory comments are affirmations that Chi Sigma Iota is healthy, financially and conceptually, and moving forward systematically to promote excellence in counseling. It has included support for national counselor preparation standards; a philosophical orientation that embraces a developmental, life span, facilitative approach to intervention and human growth; a clear identity as a professional counselor; and entry level preparation at the master’s degree level. To Dr. Sweeney’s list, I would add several others that are reflective of Chi Sigma Iota’s commitment to excellence in counseling: Advocacy, new and innovative interventions, cultural diversity, international outreach, and leadership development. Each of these deserves a brief explanation.

Advocacy

In its commitment to excellence in counseling, Chi Sigma Iota has continued to provide comprehensive and active advocacy for the importance of counseling, not simply passive support. Such advocacy has included the support of two national leadership conferences devoted to identifying the central themes and resources needed for advocacy of the counseling profession, the provision of training materials on advocacy, and the availability of these training materials on the CSI web. The Advocacy Task Force is now broadening the scope of areas in which advocacy for counseling is needed and the preparation of materials by which such advocacy can be achieved (CSI-NET.ORG).

New and Innovative Interventions

Throughout its history, CSI has given attention to the goals of counseling and to the interventions by which those goals are met. The most recent of these interventions is technology. CSI, through the outstanding work of the technology committee, has provided the counseling profession excellent examples of how technology can be used to communicate with potential and actual members,
Update from Headquarters
Thomas J. Sweeney
CSI Executive Director

As the fall ends and winter season begins, CSI business is proceeding on a steady course. In light of the rather unusual presidential elections in this country, the uncertainty of the stock market, and continuing concerns about peace in the Middle East, "business as usual" is very good! In fact, we recently sent new, gold embossed Life Membership cards to 680 members. This is a number that continues to grow. Members continue to renew, chapters are inviting new applicants to membership, and we continue to add new chapters. We should not take our progress for granted, however. This is especially true because our mission is focused on excellence. Sustaining our mission ties in with some of the lessons learned from this year's national news.

Elections and Leadership
There have been many humorous and not-so-humorous observations made about our federal system of elections. There are those who proudly note that we did not have tanks in our streets nor a crash in the stock market as a consequence of not knowing who our president was going to be on January 20th. One critical message keeps coming through as well. Every vote is important. CSI has had its elections during this same time period. Fortunately, we do not experience the kind of legal complications of the federal presidential elections. In addition to our usual mail-in ballots found in the fall issue of the Exemplar, we are the first honor society and possibly first professional counseling organization to provide both mail-in ballots and voting online. I recommended and the Executive Council agreed that we do everything that we can to encourage participation. Ultimately, we hope all members will exercise their right to vote. Our "final" tallies are far less difficult to discern than the myriad of systems used nationally. The officers who give life to CSI, however, are no less instrumental in its direction, substance, and vitality than those in national political offices.

We have been extraordinarily fortunate over the first fifteen years to have had officers from among the best available. The collective leadership of the CSI presidents includes five presidents of ACA (Sweeney, Cooper, Myers, Lee and Herr), fifteen ACA divisional presidencies (including Don C.Locke, current president of ACES), three ACA regional branch chairs, four chairs and one executive director of the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and innumerable committee and other leadership positions. While these credentials are impressive, a little known fact to many members regarding democracy in action, is that a CSI student member was elected to the Executive Council after winning the election over a well-known and respected ACA past-president. The latter member continued to serve CSI in a variety of capacities and, ultimately, as president of CSI as well. After graduating with his doctorate, the student member became a faculty adviser of two new chapters of CSI during his career as a counselor.

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CSI Day in San Antonio

The Seven Habits of Highly Effective Chapters

Saturday, March 17, 2001
Marriott Riverwalk Hotel

8:00 - 10:00 a.m. Leadership Development Workshop I
A presentation on seven critical areas related to developing and maintaining an effective CSI chapter.

10:00 a.m. - 12:00 Leadership Development Workshop II
Small group discussions focusing on each of the seven area presented earlier will provide individuals with opportunities to share ideas about how to enhance their chapters.

1:00 - 2:15 p.m. Chapter Leaders Network
Faculty Advisors Network

2:30 - 3:45 p.m. CSI Business Meeting

6:00 - 7:00 p.m. Awards Presentation

7:00 - 8:30 p.m. Reception

If requested, a sign language interpreter will be provided for hearing impaired or deaf members attending CSI events. Please request these services by March 1, 2001, by writing CSI Headquarters, P.O. Box 35448, Greensboro, N.C. 27425, by calling or faxing (336) 841-8180, or by e-mailing Dr. Tom Sweeney at tjsweeney@hamlet.uncg.edu.

Four CEUs will be provided for attending the Leadership Development Workshops. Pre-registration deadline is March 9, 2001. Contact Kelley Rowland at Headquarters (336-841-8180) to preregister.
CSI Day Focus:

Building Highly Effective Chapters

Richard L. Percy
CSI President-elect

The cornerstone of Chi Sigma Iota is the 211 local chapters and their 8,200 members. Indeed, the organization as a whole is only as healthy and as effective as are its chapters. Thus, the Leadership Development Workshops to be held on CSI Day this year will focus on ways in which chapters can strengthen their programs and enhance their effectiveness. These workshops were originated four years ago and have proven successful as a means of providing support, information, and encouragement to chapter officers, advisors, interns, fellows and other interested counseling professionals.

Critical Areas

This year’s workshop theme and agenda is intended to continue this pattern by focusing on “The 7 Habits of Highly Effective Chapters.” Spinning off Stephen Covey’s best seller, effective CSI chapters will be examined along a continuum of maturity that runs from dependent to independent to interdependent.

Selected speakers will discuss experiences that they have had in promoting their chapters in seven critical areas along this continuum: Utilizing the Faculty Advisor, Developing Leadership within the Chapter, Gaining and Sustaining Membership, Designing Effective Fund Raising Activities, Promoting Awards and Recognition Activities, Developing an Award-Winning Newsletter, and Bringing Alumni Back into the Fold.

The second half of the Leadership Development Workshop will be more interactive, with the speakers from the previous sessions each facilitating a small group discussion around his or her topic. Participants will be invited to share ideas from their own chapter experience during this time.

Each small group will last approximately 15 minutes allowing each workshop participant to participate in up to four such discussions. The last 30 minutes of the training will include each of the small group facilitators reporting back to the large group with a summary of ideas, suggestions, and successes offered within their groups. These summaries will be recorded and placed on the CSI website for use by all chapters and members.

Discussion and Sharing of Ideas

A primary objective of this year’s Leadership Development Workshop is to promote a framework for discussion and sharing that will result in participants developing concrete ideas which they can take back to their chapters. It is hoped that this sharing of ideas and experiences will result in the emergence of even more highly effective CSI chapters.

Register Now

If you plan on attending CSI’s Leadership Workshops, make your reservation now by contacting Kelley Rowland at Headquarters by calling (336) 841-8180. The deadline for reservations is March 9, 2001. If requested, a sign language interpreter will be provided for hearing impaired or deaf members attending CSI events. Please request these services by March 1, 2001, by writing CSI Headquarters at P.O. Box 35448, Greensboro, NC 27445, by calling or faxing (336) 841-8180, or by e-mailing Dr. Tom Sweeney at tjsweeney@hamlet.uncg.edu.

Let me urge each of you to attend CSI day in San Antonio at the Marriott Riverwalk on Saturday, March 17. I will look forward to seeing you there.

CSI Proudly Thanks Donors

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

Christie L. Wilczynski Alpha
Virgilidee Daniel Kappa Sigma Upsilon
Barbara L. Garner-Hudak Mu
Max Stotanberg Psi Omega Phi
Samantha Daigre-Keller Rho Alpha Nu
Thelma M. Robinson Upsilon Nu Alpha
Deanna D. Jesse Upsilon Nu Kappa
Margaret Hylan Alpha Epsilon
Betha R. Maddox Beta Chi
Akiko Marui Beta Phi
Ann Q. Lynch Beta Rho Chi
George D. Hey Chi Theta
Kristi A. Weaver Epsilon Beta
Lynn Haley-Banez Gamma Lambda Chi
Marjorie J. Martin Gamma Lambda Chi
Michelle P. Pointer Rho Theta
Marcia A. Wilmot Rho Theta
Heather Brostrand Sigma Beta
Angelita A. Herrera Sigma Rho Sigma
Katherine J. Myrick Zeta
A bus pulled up to the Flow Haus at 6:45 a.m. the next morning, and the class traveled as a group to the Theresienstadt Concentration Camp sixty kilometers north of Prague in the Czech Republic. The camp is one in which Viktor Frankl was imprisoned and one from which children of the Holocaust were treated after World War II by Anna Freud. The class received a guided tour and an immersion into the inhumanity that Frankl and others experienced at this torture camp. It was a sobering and somber experience that helped us, as a group, better understand the man behind the creation of logotherapy, the extension of Freudian theory in the treatment of children, and the effects of the inhumanity of the time. The bus arrived back in Vienna at midnight.

Despite the long day, the group left the house the next morning at 9 a.m. for a lecture on Alfred Adler at the University of Vienna by a professor and practicing Adlerian theorist, Dr. Wilfried Datler. As a class we were surprised to find that Adlerian theory as practiced in Vienna now is mixed with depth psychology, i.e., psychoanalysis -- Freud's theory. Another intriguing aspect of Datler's talk was his re-enactment of how Alfred Adler treated cases. In the hallways of the University, Datler and another professor who assisted him, Dr. Johannes Gstach, showed the class a display on the life and works of Adler.

After returning to our house the group further discussed well into the afternoon Adler and his theory. Then the subject area was switched and a presentation by a group of students was made on Jacob Moreno and psychodrama. Besides warming up to the elements essential to the practice of this group psychotherapy approach, several class members participated in an actual psychodrama that lasted into the evening. As with all of the classes, the day ended with a processing of what had happened, what was learned, and a test on the materials covered in assigned readings and in our interactions with professionals in Vienna.

Travel and Exploration

The next three days were left open for travel and exploration of the city and surrounding areas in order to get a better idea of the culture and history in which the theories developed. Most class members went to noted sites around the city including the Hofsburg Palace, the Belvedere, the Sconbrunn, the Opera House, the Kunsthistorisches Art Museum, the Prater, the Grinzing, and numerous shops around the town. A number of class members also took the train for a day trip to Salzburg.

Home—With Memories

Then the class traveled back to the Vienna airport, went through customs, and boarded a KLM jet for the return to Greensboro through Amsterdam and Detroit. Although our luggage was lost in the process, we arrived back in the United States on July 3rd with our memories intact. We now look back with fondness and fulfillment regarding our experiences in Vienna and what we learned there. Being immersed in a culture is far different from reading about it from afar. Even though most of the group had a European background, none of the group knew anything about this part of Europe. Likewise, the individuals with Hispanic and African heritages received and gave impressions and insights into what they learned in ways that expanded the class's and specific individuals' perspectives. Theories and theorists will never be the same!

Students who participated in the Vienna experience were: Amy Cahoon, Tamia Castillero, Jeany Cole, Lora Cutler, Janine DeBellis-Ruth Echols, Mike Ryan, Leslie Smith, Claudetta Wall, Jeanette Weyandt, Michele Pulcher, and Natalie Thomas. You can find some additional pictures of our trip on the Wake Forest University Counselor Education Program website at www.wfu.edu/cep.
Selecting Your Internship

Susan DeVaney
Associate Editor

So, where are you planning to do your internship? Oh, it's too early to think about that? Think again. Beginning with your first counseling course, you are amassing knowledge of campus and community resources; a broad though basic knowledge of the counseling profession; and a stock of assessment, programming, diagnosis, treatment planning, advocacy, and strategy selection skills. You are developing relative interest in and knowledge of particular client populations, preferences for preventive or remediative treatments, and ideas about various fields of practice. As the capstone experience in a counselor training program, internship allows you for the first time to transfer newly acquired academic knowledge and ideas into a real world setting. In principle, therefore, it is never too early to consider what you can expect from an internship experience, where you might like to work, and how to use your internship to make a smooth transition into the job market.

Investigate Wisely

In the early stages of becoming a counselor it is important to investigate widely. My advice to students is to keep your eyes and ears continually open to possibilities, refusing to prematurely narrow options. For example, you can use class assignments as opportunities for interviewing area professionals in mental health or school counseling. Joining local counseling organizations and volunteering to serve as an officer gives you an inside track on the local movers and shakers in the field and makes you known to them. I suggest asking counselors whom you respect to lunch (at your expense) to find out how they got started, what they wish someone would have told them early in their careers, what recommendations they have for someone in your position.

You can also find out where the action is by asking faculty (whose advice is free) who is hiring, where future positions are likely to be, and what sites have a record of providing top notch educational experiences for students. The department itself should post internship opportunities on the student listserv or bulletin board. The Internship Coordinator often maintains a file or notebook of approved sites, including the clientele served, services provided, and even former intern ratings of their experiences.

Another source of information is visiting or volunteering at various agencies in town: The women's shelter, homeless shelter or food bank, YWCA, or parent education center. The local media feature stories dealing with educational and political issues that affect counseling in schools, industry, and agencies. The more informed a student, the more competent she is to target her search toward a likely placement. Becoming informed is not an overwhelming task if one takes a planful approach and gathers information a bit at a time. What you don't want is to find yourself scurrying around at the last minute to find a placement--any placement.

Making a Decision

About half way through your program, make some preliminary decisions. Consider the age of the population you want to work with: Preschool children, elementary school children, adolescents, college students, young adults, older adults, elderly adults (Kiser, 2000). Consider the problem field you prefer: Career and vocational adjustment, disadvantaged or lower SES, homeless, abused and neglected children, substance abuse, mental illness, mental retardation, developmental disabilities, school guidance, health care, wellness, crisis intervention, domestic violence, geriatric service, juvenile justice, probation. Consider the counseling function you prefer: Community outreach, client advocacy, behavioral intervention, school guidance, prevention, remediation, direct care to clients with emotional or social problems. With whom do you prefer to work: A treatment team, private practice, a psychiatrist, a psychologist, educational personnel, a college or university, a counseling center, a public or private agency? (Kiser).

Finally, as you approach the time to select an internship site take a hard look at your immediate and long term goals. Decide whether you need a broader experience or a deeper one. Ask yourself, what do I want this internship to do for me? What do I need now to make myself more rounded, more marketable, more knowledgeable, or more skilled? If you have been working in a helping profession with a particular clientele you may want to work with another population or theoretical orientation. For example, a student currently employed in a group home with a behavioral focus may want to gain additional experience in alcohol and drug abuse counseling. A teacher may want to improve her chances of obtaining a counseling position by interning at her own school. A person with no counseling experience, on the other hand, may benefit most from a site that serves a diverse clientele and operates a variety of programs.

Best Choice for You

Of course in choosing an internship (continued on page 12)
Hallmarks of Chi Sigma Iota
(Continued from page 2)

chapters, and other constituencies about CSI and about professional information, position papers, dissertation abstracts, and related material. CSI, through its outstanding web site and links, has advanced the merits of electronic networking for recruiting, informing, and involving members as well as for diverse uses in support of counseling, per se.

Cultural Diversity
From its inception, Chi Sigma Iota has been inclusive of persons of diverse racial and cultural backgrounds. In a pluralistic society, such as the United States, with its increasingly cross-cultural interactions among counselors, counselor educators, and clients, the counseling profession must advocate for, train, and facilitate the quest for personal and professional excellence sought by the culturally diverse population of professionals who aspire to be counselors. CSI continues to be supportive of the preparation and the support for a counselor population representative of all of the demographic groups of the United States, able to provide culturally sensitive interventions, and conscious of the multiple worldviews and needs of clients. Achieving such goals is critical to advancing the excellence of the counseling profession.

International Outreach
The word "international" in our name, Chi Sigma Iota: Counseling Academic and Professional Honor Society International, is not accidental nor an after thought. It is an affirmation that counseling is now a worldwide phenomenon. In the last decade, as political, social, and economic changes have swept the globe, nation after nation has implemented counseling as a national commitment. The corollary to such a reality is a continuing and, in many instances growing, presence of international students in counselor education programs across the United States. These international students are often very active members of CSI chapters and they enrich the counseling profession and our understanding of cultural diversity. As these students return to their nations to develop counselor education programs and to advocate for professional counselors in their countries, it is to be hoped that CSI chapters will be implemented in a widening number of universities around the world.

Leadership Development
Inherent in CSI’s current theme, the Quest for Personal Excellence, is the assumption that every professional counselor and counselor educator should be a statesperson for the counseling profession. Being a statesperson for counseling is one of the central components of being a leader. Leadership in any profession is a critical variable in its vitality and credibility. The counseling profession is no different. Therefore, among its other support for the counseling profession, Chi Sigma Iota has been devoted to leadership development by supporting and mentoring interns and fellows, providing training for chapter faculty advisors, identifying Distinguished Scholars or maintaining the Academy for Leaders. Thus, Chi Sigma Iota’s commitment to leadership, at the individual and the organizational level, is a commitment to excellence in the counseling profession and to the quality of the professionals who comprise it.

Hope to see you in San Antonio.

Update from Headquarters
(Continued from page 3)

educator. Such leadership gives form to our values.

Diversity and Leadership
We strive to be proactive in matters of diversity. Our leadership reflects this commitment and we have benefited from the invaluable perspective such diversity brings to an organizational mission of promoting excellence in counseling. I believe that as people of diverse background interact on common goals, then respect, caring, and appreciation for others is enhanced. We create through our chapters, annual activities, and publications just such opportunities.

Increasingly, we note that past-presidents of CSI, its chapters, and chairs of its committees are holding positions of leadership in other associations at the local, state, regional, and national levels. The scholarly publications, projects, and awards of our leaders are equally significant. As a consequence, we hope that CSI's contribution to the profession will be a legacy of excellence in preparation and practice as the norm for all counselors.

Participation and Leadership
President Herr will be serving as our Nominations and Elections Chair for the coming year. Now is the time for nominating persons with the experience and commitment to serve as president-elect and secretary-elect of CSI. As an organization with over 10,000 active members and 200 plus chapters in this country and abroad, we want to continue the tradition of excellence in leadership that we have enjoyed until now. All chapters and members are encouraged to make nominations for our offices. Equally important, we hope every professional or student member will be active in their chapter's activities including its offices and elections. Finally, we encourage all members to vote, online or by ballot, in our next elections as well.

Hope to see you all in San Antonio at CSI Day activities, Saturday, March 17th beginning with our Leadership Workshop at 8:00 am at the Marriott Riverwalk. In the meantime, if you have any suggestions for helping us to serve you better, please let us know (tjsweeney@csi-net.org).
The fall semester of the 2000-2001 academic year is drawing to a close as I write this column for the spring Exemplar (11-23-00). In the forefront of our collective interest (and the everpresent media) is the Presidential contest—the longest vote count in our recent history. Our nation is wondering.

On a less global and perhaps less immediate front, this issue of “Voice Lessons” asks us to consider: “What difference does my voice make to the greater picture of professional advocacy anyway? Who is listening to me?” Just as many of our beliefs about the inherent fairness of democracy and the justice such an elusive enterprise brings are currently being stretched to incorporate these election events, what advocacy issues are we as professional counselors learning to embrace, stretching to incorporate, striving to make-sense-of, one person at a time?

What will be the lessons learned from this historic too-close-to-call election? What memories (or policies) will endure beyond the outcome of who will our next President be? It is interesting that while in the throes of the event itself it is virtually impossible to know what effects will truly result.

Now to draw a parallel between the election and our advocacy agenda for the counseling profession. Although nothing (thankfully) is clearly analogous, it seems reasonable that much of what we as individuals do to educate and inform others about who we are and the work we do as professional counselors is seemingly an insignificant contribution to the bigger picture: “What difference can I make?” As has been written before in this column, maintaining an “others can better advocate than I” position defers our personal responsibility.

Throughout this election the critical difference separating the two candidates has ranged between 1,000 (+ or -) all the way down to 470. Considering the many millions of votes cast (and, all politics aside), the difference comes down to the votes of a very few individuals. Seemingly insignificant.

So it has been with numerous legislative victories throughout the nation (e.g., regarding the passage of licensure for professional counselors or the enactment or rejection of Bills which bear on issues of insurance availability or caps). The often diminutive notion that “my vote really does count” is rousingly magnified by these recent events; so too is the importance of our collective voice magnified. The tasks of advocacy—marketplace recognition, inter-professional issues, intra-professional issues, counselor education, research, and client/constituency wellness—are best heard when voiced by many plus one. Yours.


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**Help for Working with Couples**

**Shawn L. Spurgeon, CSI Intern**


Peggy Papp has combined both cognitive and behavioral approaches in dealing with the changing aspects of couples and families. She has combined treatment strategies and techniques from prominent marriage and family therapists that explore the new challenges that face couples and the counselors who work with them. This publication provides the counselor with concrete solutions to specific problems that couples encounter such as technology, dual careers, domestic violence, and it addresses the challenges faced by gay and lesbian couples.

Each chapter presents a specific area of concern which a couple may present within the counseling process. After a brief introduction of the theoretical nature of the problem, the author of the chapter follows with a detailed analysis of how he or she deals with the specific concern, including a description of a couple with whom he or she has worked with on the specific issue. Throughout each chapter, the authors use case examples to illustrate their points and to help the counselor assist the couple in reordering and prioritizing their relationship around issues related to the basic needs of love, intimacy, and commitment.

The common bond among these authors is that they consider all the social and psychological events that influence the changing interaction patterns of the couples’ lives. This helps the counselor to establish a broader base of information to relate more effectively to complex issues that have generally been considered taboo by society (infertility, domestic violence, etc.). The authors help the clients understand that their issues center on their ability to adjust to their current stage of development in their relationship.

Counselors working with couples who are faced with the changing social, cultural, and technological world will find this reference book helpful and useful. Each chapter ends with a summary of the important information that counselors must relay and receive from their clients. This resource provides concrete strategies that help deal with nontraditional problems in the couples’ relationships, and it also provides an excellent source of information for new and effective techniques when working with the changing faces of couples.
When I first became interested in teaching over the web, I became very aware that while I knew a great deal about teaching, my ten-year-old son far surpassed me in knowledge of the computer. I vividly remember one life-changing moment when I asked him how I could get space on the web for my web-based classroom. He looked at me evenly and said, "It depends on whether you are planning to design your site using HTML or whether you plan to upload ASCII files. And will your students be using Internet Explorer, Netscape, or some other browser?" "I'll get back with you!" I replied, looking around for my application for early retirement.

Since then, I have learned more about computers than I ever wanted to know. I can carry on a fairly respectable conversation about networking, servers, the use of fiberoptic cables vs. a phone line, and even FTP'S. I now teach five courses both in person and online regularly. The versatility of the medium and the improvements in availability, affordability, and quality in both hardware and software have made web-teaching more effective and easier than ever. I am a believer.

Online instruction has received increasing amounts of attention in higher education circles for the past decade. The value of the Internet as a means for disseminating vast amounts of information from around the globe is undisputed. However, the effectiveness of the Internet as a teaching medium, a substitute for traditional classroom experiences, continues to be debated. An even more hotly debated issue surrounds the effectiveness of online courses in the preparation of counselors. Counseling demands a level of interpersonal effectiveness which is difficult to teach in any medium and even more difficult to evaluate.

Teaching students at a distance complicates the process even more. The debates over the quality of online courses have resulted in a move by universities, accrediting bodies, and professional organizations to develop guidelines that define the minimum basic standards for such courses. These standards include the appropriateness of the course content for delivery in online format, the equivalency of the online course to its traditional counterpart, access to personal interactions with the instructor and other students, and appropriate evaluations of student progress, teaching methods, and technology. The Association of Counselor Educators and Supervisors (ACES) has published one such set of guidelines (ACES, 1999).

These guidelines are available for review on the ACES website at http://www.vt.edu/ftsf/thohen/ACESWEB.htm. The Value of Web-Based Teaching

Web-based courses remain attractive to students and educational programs alike in spite of the specialized body of knowledge that is necessary to design, develop, and teach online. They are the cheapest option for educational programs since the student bears the cost of the equipment. Students enjoy the convenience of attending class at home, being able to access lectures and class resources at any time. Quality web-based courses are time-consuming to create and maintain. The amount of time spent in providing students with instructor access can be far greater than in a traditional classroom where students can easily ask their questions in person. Faculty members engaged in a variety of other tasks may not be able or willing to invest already over-committed hours to the process. However, a large portion of the investment of time is given up during the initial design of the course and the preparation of the website and other class materials.

Recent improvements in audiovisual conferencing via the Internet hold great promise as feasible and affordable ways to offer actual real time class interactions much like those in a traditional classroom.

A Tour of a Web-Based Classroom

User-friendly classroom design packages are readily available at affordable prices. These packages allow instructors to incorporate a wide-range of learning activities and interactivity into their courses. Students can access reading materials through a library built into the site, through links to other resources, and through electronic libraries through which students can order literature to be sent to their own university library. They can leave each other messages on a bulletin board, contact other students and the instructor through a mailroom, watch video segments, hear their professor's voice, and pick up a written lecture all available directly on the website. In addition, students can participate in a variety of interactive exercises which enable them to receive immediate feedback as they answer questions. They can take examinations in a testing room and receive their scores immediately.

We would like to invite you to take a walk through a simulated online classroom. You can experiment with the activities provided there and even communicate your thoughts with us and each other through a series of threaded discussions. This tour will not allow you to experience the audiovisual conferencing component of a web class since we cannot have an instructor available at all the times you might choose to visit. However, we think that you will find many items which pique your curiosity and creativity.

Beyond the classroom, web-based education offers other exciting possibilities for continuing education, work-
Touring a Web-based Classroom

As I was deciding what to write this article about, the fall 2000 issue of the Exemplar arrived. Since I only recently obtained my doctorate, seeing my work in print is still thrilling. So, of course, I reread the chapter tip I submitted for that issue — Using Technology to Recruit, Inform, and Involve Members. As I read, I became curious about the CSI chapter websites. How many chapters have taken advantage of this form of communication? How were the sites similar? How were they different? What kind of information did various sites contain? Inspired, I decided to answer those very questions in this article.

CSI Webpage

Without further hesitation, I double clicked on my Netscape Communication icon and started surfing the World Wide Web! My first stop was the CSI International Website at http://www.csi-net.org where I found an amazing amount of helpful information including contact information for reaching national leaders; the chapter handbook; resource material on starting, maintaining, and revitalizing a chapter; sample documents required by chapters; and much more! (Please excuse me for that shameless plug for the CSI Website. Yes, I think it is excellent. And no, I didn't have any part in the site development).

Chapter Webpages

Next, I clicked on "chapters" and a list of the 211 CSI chapters appeared. To find the chapter of your choice, you may either search the list by name, or you may cut and paste the URL listed on the chapter's website into your browser. I submitted for that issue — Using Technology to Recruit, Inform, and Involve Members. As I read, I became curious about the CSI chapter websites. How many chapters have taken advantage of this form of communication? How were the sites similar? How were they different? What kind of information did various sites contain? Inspired, I decided to answer those very questions in this article.

Chapter Tip

Web Page Development

Claire Bienvenu
Chapter Development Chairperson

Some of the chapter names were underlined indicating that by clicking on the name, I could visit that chapter's website. At random, I selected various websites and conducted a very unscientific sampling of site content. Many of the sites had a list of officers and the faculty advisor with contact information, a calendar of upcoming events for the semester, membership information, and an application. Some chapters made their sites more comprehensive:

- Psi Omega Pi at the University of Phoenix included a list of committees and a web newsletter.
- Chi Upsilon Sigma Chapter at the University of Colorado-Colorado Springs included community service projects, reasons to join, and related counseling links.
- Delta Gamma Chapter at the University of South Florida-Tampa had a section about comprehensive exams and included a copy of the chapter's constitution.
- Alpha Delta Omega Chapter at the University of Maryland-Baltimore (overseas-Japan program) included the minutes from the most recent chapter meeting.
- Mu Tau Beta Chapter at the University of North Carolina-Charlotte had information on the chapter's mentoring program, career day, and alumni network.
- Eta Delta Chi Chapter at Peabody College of Vanderbilt included the speakers and topics covered for each upcoming meeting.

Assistantance Provided

Of the 211 chapter affiliates of CSI International, 42 chapters have websites that are linked to the CSI site. Each and every chapter has the opportunity to do the same. CSI offers web page software absolutely free as a way of helping chapters develop their CSI chapter web page and linking it to National's page. Interested? Contact Dr. Jane E. Myers via e-mail (jemyers@uncg.edu) or by phone (336) 334-3429 to get things started. The website can easily be housed at your home university by adding it to the website of the department and college in which the program exists.

Whether or not your chapter has a website, I strongly encourage chapter officers and faculty advisors to do a search of your own. In my surfing, I came across a lot of great ideas for speakers at meetings, workshop topics, community service projects, and yearly activities and events. Established chapters can use other chapters' websites as a method of benchmarking for quality. New chapters and chapters who are in the process of re-establishment can use other chapter's websites as a template for chapter development.

Congratulations to all the CSI chapters who are using the world of technology to promote CSI on their campuses. Wouldn't it be great of all chapters would include creating and/or maintaining a chapter website in future chapter plan?
Selecting Your Internship
(Continued from page 7)

one must consider practicalities, but in general you want the best possible educational experience FOR YOU given such mitigating factors as program requirements, time and distance, family obligations, payment for service, and current position. My bias is that an internship performed on one's current place of employment generally offers limited learning, but I am savvy enough to know that it also may pave the way to job advancement. On the other hand, although an internship in, say, a university counseling center staffed with well trained doctoral level personnel may provide incredible opportunities for invoking the art of counseling, it may provide little job networking potential. This is why your full and honest consideration of long term versus short term gain, personal attributes, skills, and goals is so crucial.

Quality Supervision

I agree with Baird (1999) that no matter what your choice of venue, the most important aspect of internship is quality of supervision. Supervision takes many forms, but I am talking about one-on-one uninterrupted time with an experienced professional whom you respect. This is someone who sees your work either en vivo or on videotape, questions your case conceptualizations, evaluates your case notes, and offers you constructive feedback and suggestion for improvement based on first hand observations. Supervision is the most difficult aspect of internship to anticipate because so few qualified counselors actually have the time to supervise or the training to do it well. Make sure you know from the outset what the site can provide you in this regard. Is there taping capability? Will anyone actually observe your counseling? Will supervision rely totally on your verbal report of the sessions? (I suggest that the latter is not a good thing).

Be Prepared for Questions

As you interview at prospective sites, be prepared to answer questions about your personal and professional goals, knowledge, and skill. Your prospective supervisors will be looking for poise, quick intelligence, verbal acuity, the ability to listen and respond appropriately, confidence, and receptivity. This is also your opportunity to ask some important questions. What do you expect of an intern? What kinds of things can I learn here? What do you expect that I should already know and be able to do when I arrive? What types of problems and clients will I deal with? To what extent will I actually work with clients? What other mental health professionals will I work with? Who will actually supervise me? (Faiver, Eisengart, & Colonna, 2000).

Putting Theory into Practice

I speak passionately about internship because it is that amazing experience where students first put theory into practice and inaugurate their transition from a counseling student identity to a counselor identity. Although many students obtain master's degrees in counseling, many fewer become counselors, and fewer still become skilled professionals. For those who plan to be first rate, solid preparation for a superior internship is well worth the investment.

References


New CSI Address and Phone Number

CSI Headquarters’ address and phone number has changed. It is:
Chi Sigma Iota Headquarters Office
P.O. Box 35448
Greensboro, NC 27425-5448
(336) 841-8180

Don’t miss out on CSI Day
Saturday, March 17th
San Antonio
Faculty Advisor Highlight

Dr. Jon Carlson: Active Chapter, Active Advisor

Alfred L. Lyons, Jr.
Delta Gamma Chapter

Dr. Jon Carlson is faculty advisor of Governors State University's Gamma Sigma Upsilon chapter, winner of last year's coveted CSI "Outstanding Chapter Award."

Active Chapter

When talking about their award, Dr. Carlson explained that having guest speakers has been one of the chapter's strengths, "We have been an active chapter. We have had many speakers including John Krumblitz, Thelma Vriend, Tom Sweeney and Jane Myers." Additionally, the chapter holds less formal meetings. He said, "We hold monthly brown-bag luncheons, although they're more like dinners because we have evening classes. Students have an opportunity to hear lectures by faculty on subjects they might not hear in class. We have regular meetings and each year we go to the national convention." Dr. Carlson encourages students to network with one another and former graduates of the program. One way the chapter has done this is to create materials to help members make connections. "We developed a handbook for students in the counseling program with information on how they could contact other local Chi Sigma Iota members. Students can get help finding internships and jobs, or help getting through the program. Many students find students in their hometown they might not have known about."

Dr. Carlson Himself

Dr. Carlson was at Governors State when it was founded in 1971 but left after a few years and taught at Nova University, The University of Wisconsin-Whitewater, and the University of Hawaii. "I worked my way back to the Midwest, and returned to Governors State ten or eleven years ago," he explained. He founded the CSI chapter after his return.

Governors State University, located on the far south side of Chicago, is home to a diverse student population. The average student age is 34, minority students comprise 31% of the student population, and 80% of the students attend part-time. Serving only juniors, seniors and graduate students, and offering student-friendly perks like childcare and evening and weekend classes, it is the fastest growing university in Illinois. The counseling program has 200 students and nine faculty members. It offers degrees in community counseling, school counseling and marriage and family counseling.

Dr. Carlson has authored 25 books including *The Disordered Couple* and *The Intimate Couple.* In addition to his work as an educator and CSI faculty advisor, he has produced over 100 videos working with Emmy award winning producers and directors on diverse mental health topics including psychotherapy, marriage and family therapy, brief therapy, addiction and others.

"They are very high quality," he explained. "Too often educators show videos too late in their program, and too often with actors. For our videos we bring in experts and have them work live with individuals."

Dr. Carlson is a Fellow of the American Psychological Association, a Diplomate in Family Psychology of the American Board of Professional Psychology and holds a certificate in psychotherapy from the Alfred Adler Institute. Although some may think of Adler as primarily concerned with individuals, Dr. Carlson readily applies Adlerian principles to family counseling. He explained, "The Adlerian Psychodynamic approach not only applies to individuals but to systems theory as well. Adler may have been the first systems theorist." Dr. Carlson is a former editor of the *Journal of Individual Psychology,* a respected Adlerian journal. He is the founding and current editor of the *Family Journal,* the official publication of the International Association of Marriage and Family Counselors. For more information about Governors State University visit the website at: [http://www.govst.edu](http://www.govst.edu).

For more information about the Family Journal visit the website at [http://www.sagepub.com](http://www.sagepub.com).

Exemplar on Audio Tape

The Chi Sigma Iota *Exemplar* is provided on audio tape to CSI members who are blind or visually impaired. If it would benefit you or other members in your chapter to receive the *Exemplar* in this medium, please notify Cathy Woodyard, CSI Exemplar Editor, at 1216 N. Central Expressway, Suite 104, McKinney, TX 75070. (972) 548-8092, or through e-mail at cwoodyard@texoma.net.
PROFESSIONALLY SPEAKING

Finding A Place

Robb Adams
Nu Chapter

I have had the good fortune over the past three years to be able to travel around the country working with deaf high school students, their parents and educators, and with deaf professionals. I am a counselor at the National Technical Institute for the Deaf (NTID) at Rochester Institute of Technology in Rochester, New York. And while my primary role is to provide counseling services to deaf and hard of hearing college students, I also have an interest in helping deaf high school students make the transition to life after high school. In this endeavor I have taken on the roles of career counselor and consultant, workshop leader and teacher.

Sense of Belonging

There are many factors contributing to successful transitions at this age for any student. Not surprisingly, a student's attendance in high school, GPA, and career decidedness all contribute to future success in college and on the job. But for deaf students another factor emerges, I think, with greater significance. This is their sense of belonging. It requires finding a place in society and a place within themselves where they can say, "This is where I belong."

Those of you with knowledge of education of people who are deaf and hard of hearing know that a controversy exists. Forms of communication and methods of instruction with deaf people are debated by educators, family members, and by deaf students and adults around the world. Communication methods may emphasize the development of oral and auditory skills while other methods focus on incorporating American Sign Language in all educational activities. Variations and combinations of oral and manual methods exist as well. Adding to this debate is the fact that a growing number (approximately 85% now) of deaf school-age students attend mainstreaming programs across this country, a trend that has reversed from 25 years ago when most deaf students attended separate residential or day programs. And 90% of deaf people born in this country have hearing parents. So, where does a deaf or hard of hearing child fit in? And how does he or she develop a personal sense of the future?

How to Fit In

Almost thirty years ago, when I began my career working with deaf students, one 12-year-old student approached me after class, looked at me quizzically and asked, "When will I become hearing?" I remember standing there, confused. This child had a sensory-neural hearing loss. As far as I knew, normal hearing would never come to this child. I repeated his question. "When will you become hearing?" I asked. "Yes," he said. "When will I become hearing like you?" He and I sat down and talked. He only knew hearing adults. He'd never met a deaf adult. He thought all deaf adults have put a face on his future. He was beginning to wonder how he would fit in.

In my travels around the country I have encountered many excellent educational programs with dedicated staff and active parent programs. I have talked with parents and educators who have been actively involved with their deaf children's education from pre-school through high school. Often, these programs and parents provide a foundation for deaf youth in which these youth grow personally and socially as well as academically. But often, something is still missing.

Seeing Possibilities

Deaf students, as I believe all students, need opportunities to see the possibilities that their futures hold. Television, the Internet, and other media may help, but they are not enough. The classroom is not enough. Kids need to meet adults who are like them, who are doing things that interest them, and who like what they do.

In my work around the country I require the schools and programs with which I work to recruit successfully employed deaf adults from their area to participate in our workshops. These sessions are always rated highly by students and by parents, too. These deaf adults serve as role models to students whose lives are for the most part without role models. And as one parent told me after a workshop in Rhode Island, "My son's always done well in school, but I've struggled with how he'll be able to handle the real world once he graduates. Now, I can see. These (deaf) adults have put a face on my son's future."

Finding a place in life, a place where you feel acceptance and belonging and a sense of future, is important for each of us. It is especially true, I think, when there are few other people around who are like us. The most sophisticated communication and learning strategies in the world can not remove the sense of apprehension and sometimes isolation that a child feels when his/her future is uncertain. Deaf children across the country have taught me the importance of that lesson over the past few years.

(continued on page 17)
Chapter Happenings

June Williams
Associate Editor

Alpha Mu

The Alpha Mu chapter at Walsh University held its annual initiation luncheon on November 11th. It featured Susan Sears from The Ohio State University who spoke on "Challenges for Counselors in the New Millennium." The chapter also began a newsletter sponsorship campaign where members were asked to consider sponsoring the chapter's "Alpha Mu Connections" with a donation.

Excerpt from "The Alpha Mu Connection"

Beta Upsilon

The enthusiasm doesn't seem to stop at Barry University's Beta Upsilon chapter. In August we held our first annual summer help-out. A group of CSI members joined to help out at a local children's homeless shelter. Volunteers assisted mini-chefs in an afternoon of baking cookies and playing games as well as collecting goods to distribute throughout the community. Pennies for AIDS awareness, business attire for single, working mothers, and books to promote literacy were among the donations being accepted. More recently, we held a chapter mixer with Delta Iota, Florida International University's CSI chapter. The networking and camaraderie was a delight for all who attended. In October CSI members and counseling students assisted with ACA's Southern Leadership Conference. Our chapter along with the Barry University Counseling Program cosponsored a Halloween Party for the leaders of the Southern ACA. In November, we hosted guest speaker Elda Kanzki, from the Delta Iota Chapter at Florida International University, who presented on Multicultural Interventions. A fun-filled year is definitely in the works!

Submitted by Esther Londono, vice-president

Iota Delta Sigma Chapter

The Iota Delta Sigma chapter at Auburn University, Auburn, AL, has been busy this year. In the fall of 2000, we held our annual executive council retreat, began another year of our successful mentoring program, had the "Iron Bowl" social, and had a brown bag about practicums and internships. Our efforts to increase professional membership have paid off with the result of a doubling in the number of professional members. Planning for our Volunteer Initiative, a program to increase members' community involvement and community awareness of the counseling profession, has paid off and went into effect January, 2001. In addition, Iota Delta Sigma is planning a state-wide workshop with other Alabama chapters, a silent auction, and several social events including brown bag luncheon events and initiation.

Submitted by Jennifer Mercante, president

Kappa Zeta Chapter

Kappa Zeta chapter at the University of Memphis had a great spring 2000 semester. We doubled our membership, thanks to each active member working together as a team. This summer, in an effort to find creative ways of fund-raising, we worked concession stands at three Redbirds games, Memphis' AAA baseball team. This event gave the chapter an opportunity to raise funds and kept us in constant contact during the summer months. The fall events began with a tailgate party at the homecoming game. Although the weather was unseasonably hot for football in Memphis, members came and enjoyed the food and fun as we supported our home team. Two members of our chapter, Amy Torgerson, past-president, and Carla Henry, membership chair, attended the SACES conference in Greensboro, North Carolina, and gave presentations on mentoring. Both were very excited about visiting the university where CSI has its headquarters! This semester kicked off with new speakers at our monthly meetings. Pat Fielder, our first speaker, discussed the issues surrounding ADHD. We hosted our fourth annual Halloween Bake Sale, and in November we held the annual food drive for the hungry. The executive board is currently preparing for the events of the spring semester.

Submitted by Deborah McLane, secretary

Nu Chapter

Several exciting projects are underway for Nu chapter at SUNY Brockport. The first is our mentoring program. We have already matched six students with mentors and have requests for more mentors. We also are planning a group service activity, a work day with Habitat for Humanity. Also, the first in a series of refresher workshops APA Style Writing: All You Ever Wanted to Know was offered in October. Future refreshers might include How to Develop a Presentation, Job Search Strategies, and How to Prepare for the NCE.

Excerpted from Nu Chapter Newsletter, President's (Debbie Fister) Message

Sigma Alpha Chi Chapter

The Sigma Alpha Chi chapter at the University of Texas at San Antonio began organizing in the fall of 1996 and was chartered in January 1997 under the leadership of faculty advisor Suzanne Moore. We continue in a monthly tradition of inviting speakers from the community to contribute to professional growth activities for members. Our October meeting featured Kathleen Gleason and Pat Lin-
Chapter Happenings (Continued from page 15)

Our chapter has a tradition of community service, and plans are underway to conduct pet-assisted therapy, under the supervision of Dr. Moore, at a residential facility in November. We have been involved in pet-assisted therapy as a community activity in conjunction with the San Antonio Animal Defense League since 1997. We also contribute to the San Antonio community through counseling projects with youth at the Bexar County Juvenile Detention Center.

We welcomed 35 new members in our fall membership drive who were honored at our fall banquet which featured an interactive Music Therapy presentation by founding member Nancy North, registered music therapist. Special thanks to our officers, committee chairs and dedicated members who keep us growing and vibrant. We also welcome Marcheta Evans, assistant professor of counseling, who became our new faculty advisor in January.

Submitted by Tamara Mobley-Wicker, president

Tau Eta Kappa

Tau Eta Kappa at Virginia Tech is proud to announce that our program is now CACREP accredited. We are excited about this new phase and all that it means for our students and faculty. We are gearing up for a year of revitalization and expansion. Our counseling program is unique in that it functions in three different physical locations. The main campus in Blacksburg has historically been the location for CSI activities and membership. We are expanding our chapter to include our fellow students at the Northern Virginia Center in Falls Church, VA, and our master’s level cohort at the Roanoke Higher Education Center in Roanoke, VA. We began the year with our annual fall social. Students from the Blacksburg and Roanoke programs enjoyed getting to know one another in a relaxed setting at Dr. Claire Cola Vaught’s home. Our plans for this year include expanding our membership, holding regular meetings and workshops, implementing fund-raising projects, designing our web site and newsletter and conducting joint activities among our sites. In September our chapter secretary, Chris Mann, spoke about CSI to students in Roanoke as a way of recruiting new members. Our faculty advisor, Dr. Hildy Getz, will be making a similar presentation to students at the Northern Virginia Center in November. We plan to implement joint projects involving students from all three areas this year and to have co-officers at each location next year. We look forward to meeting the challenges this revitalization year holds for Tau Eta Kappa!

Submitted by Christina Mathai, president

Upsilon Nu Chi Chapter

This year continues to be a special one for our chapter at UNC-Greensboro as we celebrate our 15th year anniversary! We have hosted three professional development “brown bag” lunches this fall. Our chapter was VERY WELL represented at the SACES 2000 conference where our service committee chairperson, Suzanne Degges-White, gathered our members to participate and volunteer in the hosting of this exciting event with several other CSI chapters in the state! During November we hosted a raffle fund-raiser. The funds from this event went to our chapter’sfall social. Students from the Blacksburg and Roanoke programs enjoyed getting to know one another in a relaxed setting at Dr. Claire Cola Vaught’s home. Our plans for this year include expanding our membership, holding regular meetings and workshops, implementing fund-raising projects, designing our web site and newsletter and conducting joint activities among our sites. In September our chapter secretary, Chris Mann, spoke about CSI to students in Roanoke as a way of recruiting new members. Our faculty advisor, Dr. Hildy Getz, will be making a similar presentation to students at the Northern Virginia Center in November. We plan to implement joint projects involving students from all three areas this year and to have co-officers at each location next year. We look forward to the commencement of a Brown Bag Luncheon series, which will be an interdisciplinary, monthly meeting that features speakers from a variety of mental health specialties talking on their area of expertise. We are focusing on promoting the importance of continuing education and networking among counselor education students and counseling professionals in the community. We also presented a content session at the Alabama Counseling Association’s Annual Conference in November which focused on the process of producing and publishing an academic monograph featuring the scholarship of CSI students. The monograph represents months of hard work by the students and the faculty advisor.

Our biggest accomplishment for the fall quarter was an orientation session for new counselor education students. This orientation served as a preparation for those who were just beginning in the University of Alabama at Birmingham’s Counselor Education program. Both curricular and non-curricular issues were covered, such as the importance of becoming active in professional organizations and volunteer opportunities at community counseling agencies. A follow-up to this orientation will be held in the spring and will focus on issues surrounding the clinical component of the program.

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Other networking opportunities include the development of monthly membership meetings and the organizing of a Christmas social event at which we collected canned foods and financial gifts to donate to a local social service agency. Administratively, we are developing a membership database to better track membership trends and provide better service to our members. In all of the chapter’s efforts, we strive to focus on the goal of “promoting excellence in counseling.” For more information of Zeta

Submitted by Andrea L. Dixon, president

Zeta Chapter

We have had a busy fall term and are gearing up for an exciting winter, inaugurating new programs and building networking opportunities for students and professional counselors.

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Chapters meetings and networking opportunities include the development of monthly membership meetings and the organizing of a Christmas social event at which we collected canned foods and financial gifts to donate to a local social service agency. Administratively, we are developing a membership database to better track membership trends and provide better service to our members. In all of the chapter’s efforts, we strive to focus on the goal of "promoting excellence in counseling." For more information of Zeta

Submitted by Andrea L. Dixon, president

(continued on page 17)
Finding a Place
(Continued from page 14)

Finding Our Places—As Professionals

When I think about myself I’m grateful for the places in life where I feel that I fit. I get that feeling whether working with my counseling colleagues at NTID, with other counseling professionals around the country, or when I am reading professional journals and publications such as the Exemplar. My professional affiliations provide a place for me where I belong. Chi Sigma Iota and its member chapters around the country provide the places and the people who can put a face on your future. The role models there, the shared values and beliefs, the friendships, and the opportunities for leadership and personal growth provide an environment that cannot be found elsewhere. And soon, the American Counseling Association will meet again. The time is right to affirm our commitment to our profession, share our expertise, hone our skills, renew friendships, and find our place in the world.

Chapter Happenings
(Continued from page 16)

Chapter events, please visit our web page: <www.uab.edu/zeta>.
Submitted by: Brian S. Rodgers, newsletter editor

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 email them to jwilliams@selu.edu.

A Reminder to Chapter Leaders


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, P.O. Box 35448, Greensboro, NC 27425. From these nominees a slate will be selected by the nominating committee. The deadline for nominations is May 1, 2001.

Chapter Web Page Training Packets Available

The CSI Technology Committee has developed a training package to assist chapters in developing web pages. The training package consists of the Web Page Policy, Instructions for Chapter Web Pages, and three html files. The policy and instructions can be accessed from the CSI web page (http://www.csi-net.org). Copies of the three computer files can be obtained from the Technology Committee by writing Jane Myers (jemyers@uncg.edu) or Veri Pope (v pope@semo.edu). Jane or Veri also will provide technical assistance in the development of the web pages.

Honor Cords and Honor Stoles

Chapters can order honor cords and honor stoles in bulk, anytime throughout the year from our 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.

Cord orders will need to be directed to Kalamazoo Regalia at 728 West Michigan-Kalamazoo, Kalamazoo, MI 49007 or at 1-886-344-4299.

CSI LISTSERVS

CSI maintains two listservs, one for the chapter leadership network (CLN) and one for the faculty advisor network (FAN). Any chapter member, committee chair, or officer can sign up for the CLN by writing to Jane Myers at jemyers@uncg.edu. Faculty advisors are encouraged to contact Jane and provide the name of their chapter and university along with a request to be signed up for the faculty advisor listserv.
Thanks to Our Faculty Advisors
Your Work is Essential to CSI’s Success!

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Thanks to Our Faculty Advisors
(Continued from page 18)

Mary Ann Jones
Charlene M. Kampfe
Tom J. Keller
David M. Kleist
Kurt L. Kraus
Madan M. Kundu
James E. Lanier
Anita Leal-Idrogo
Jennifer Lewis
John M. Littrell
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Victoria Martin
Ralph Matkin
Adriana McEachem
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Margaret J. Miller
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Arnold Spokane
Rebecca Powell Stanard
Joseph F. Stano
Muriel Stockburger
Donald A. Strano
M. Sue Street
Jody L. Swartz
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Valorie Thomas
J. Fidel Turner
J. Fidel Turner
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Elizabeth K. Ullery
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Jacqueline A. Walsh
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Waymon T. Webster
David Whittinghill
George T. Williams
June Williams
Amy Browder Wood
Cathy Woodyard
Geoffrey G. Yager
Susan M. Zgliczynski

Chi
Alpha Epsilon
Alpha Upsilon Mu
Alpha Chi Omega
Chi Delta Rho
Alpha Omega
Alpha Theta
Eta Tau Sigma
Epsilon Tau
Upsilon Chi
Iota Upsilon
Rho Alpha Beta
Upsilon Rho Iota
Upsilon Lambda
Upsilon Iota
Psi
Alpha Upsilon
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Beta Gamma Delta
Kappa
Xi
Epsilon
Zeta
Alpha Tau Chi
Sigma Lambda Upsilon
Lambda Rho Chi
Alpha Rho
Upsilon Chi Chi
Sigma Delta
Faculty Advisor Tip
Finding the Support You Need
Jennifer Mercante
CSI Intern

A beginning CSI faculty advisor may well find him or herself in need of information and support. There are several different resources and opportunities where this might be found.

Local Support
Locally, one place faculty advisors may go to for support is their department. Nancy Sherman, faculty advisor at Bradley University, found her department to be an excellent source of support. "Something that has been very helpful in my work as a faculty advisor is having the full support of the department—the chair is a CSI member and knows the value of having a chapter in our department. This is an important relationship to cultivate as the department supports us in many ways and many of our events and activities support and promote the department." Faculty advisors will want to talk with other professionals in their department and community and invite those who are eligible to become professional members. Inviting departmental faculty and professional members to events keeps them aware of what the chapter is accomplishing.

Another possibility for local support is the dean. It can be very helpful to get the support of the dean and to keep him or her informed of the group's activities. The dean may point you out resources to support the chapter's efforts. Having the dean know and understand what the chapter accomplishes may benefit both the faculty advisor and the chapter.

National Support
One resource for support is through the Faculty Advisor Network (FAN). The FAN was created with the mission to promote excellence through the sharing of expertise and resources of faculty advisors. One of the primary methods for promoting this sharing among faculty advisors is through a listserv for FAN members. This provides a way for faculty advisors from around the nation and world to ask one another questions and seek out suggestions and advice. Beginning faculty advisors may also benefit from a mentoring connection with an experienced faculty advisor. Nancy Sherman reflects back on her start as a CSI faculty advisor, "When starting out, it would have been very helpful to have some additional support, such as an experienced faculty advisor or chapter as a sort of mentor to help us—we floundered a bit at first." These types of connections may be made at CSI Day where faculty advisors have an opportunity to meet together. Together, they discuss some of the basics of leading a CSI chapter such as organizing a chapter, recruiting both graduate and professional members, and leadership training. Also, at CSI Day—the national leaders of CSI are available for assistance and mentorship. CSI Day can provide a faculty advisor with additional support.

Faculty advisors can also find much information in CSI publications and on the CSI website. Lists of faculty advisors with their contact information is available. Finding resources and support is not always easy. Even with the few listed above, it can take time to build support from your department and community. Contact other faculty advisors, community members, and CSI officers and let them know you need their help.