In 1999 the CSI Executive Committee asked Drs. Edwin Herr and Thomas J. Sweeney to develop papers on the theme “Quest for Personal Excellence.” The papers laid the foundation for a workshop at the annual leadership training at ACA in Washington, D.C. in the spring of 2000. Evoking from this was a call to counseling professionals to reflect upon and consider their own quest for personal excellence and the ways we can encourage and promote personal excellence. All of these papers are available on the CSI webpage and they continue to lay an important foundation for all CSI members. They provide us with an opportunity to consider both our own pursuit of personal excellence and the ways that chapters can promote and encourage this process.

Making Excellence a Reality

The focus of this year’s CSI Leadership Training is “Making Personal Excellence a Reality.” We will be discussing the principles and practices of personal excellence in relation to the ways that we can make them happen in our own chapters as well as our professional lives. During this training Dr. Thomas J. Sweeney will be discussing the ways we can promote and encourage personal excellence in our chapters and also our own personal quests for excellence. The leadership training will also include small group discussions facilitated by CSI student and professional leaders. The groups will provide an opportunity to develop leadership skills and share ideas with other chapter leaders. The goal is to work with chapter leaders in developing ideas to promote, develop, and foster personal excellence in their own chapters. The groups will be considering issues related to mentoring, creative leadership, advocacy, and professional development. It will be a wonderful time for chapter leaders to meet, share ideas, and develop leadership skills to take back to their own chapters.

Recognizing Excellence

In light of this emphasis on making personal excellence a reality we will once again recognize the individual members and chapters who have accomplished this goal at the CSI awards ceremony. In addition, this year we will be highlighting chapters and members who have demonstrated personal excellence in the promotion of advocacy. Dr. Nancy Sherman will be working on a special showcase of advocacy programs to occur during the CSI reception. I am excited about the planned CSI activities at ACA this year. They will provide an opportunity to reflect upon what chapters and members have already accomplished in the pursuit of personal excellence while laying the foundation for the continued pursuit of personal excellence. I look forward to seeing you in Anaheim.

Plan to Attend

Please make your plans to attend all of the CSI Day events. If requested, a sign language interpreter will be provided for hearing impaired or deaf members attending CSI events. Please request these services by March 8, 2003, by writing Kelley Rowland, CSI Headquarters at P.O. Box 35448, Greensboro, NC 28425, by calling (336) 841-8180, faxing (336) 841-8180, or by e-mailing Dr. Tom Sweeney at tjsweeney@csi-net.org.

3.0 CEUs will be provided for attending the Leadership Development workshop.
Pre-registration deadline is March 13, 2003.
Please contact Headquarters to pre-register.
Counseling: Art or Science?

Geoffrey G. Yager
CSI President

In my final communication as Chi Sigma Iota President, I've chosen to address a topic the profession has debated for years: “Is counseling an art or a science?” This is a question of relevance to all counselors, and it is particularly important to the training of counselors. Initially, we need to define two words involved. Although the following are not the only acceptable definitions, these understandings will provide a starting point for discussion:

“Art” is a special skill used in the application of a specific behavior; this is most often a skill involving basic, underlying human traits, relatively unaffected by additional training or learning.

“Science” is an ongoing pursuit of knowledge in a systematic, formal manner; science involves seeking general, underlying, operating laws. Skill development in a scientific approach is accomplished as a result of systematic training.

Counseling as Art

Based on the above definitions, if counseling were purely art, we would have little need for counseling training programs. We would want to focus our energies on counseling selection. Those individuals who, through the fortune of the family's gene pool, are “born-to-be” counselors will need practice and feedback to provide a few finishing touches, readying them for employment using their innate art with clients. The artistic ability of effective counselors would, essentially, be established at birth.

Counseling as Science

On the other hand, the perception of counseling as science leads us in a different direction: instead of relying totally on selection, we'd look much more closely at counselor training. A “pure” scientist would see counseling as the development of a set of systematically defined skills. Counselor candidates would need little screening: If basic intellectual ability and educational background were present, anyone applying would be admitted. The counselor educator's job would always be evolving as empirically validated skills and methods would need to be included in training to ensure that competent graduates learn most efficiently and effectively.

Personally, I find myself more on the “science” side. I'm comfortable asserting that someone with sufficient motivation and effort will become a competent counselor. This belief serves to justify the work I do as an educator. My teaching is based on the assumption that counseling competence can be learned!

Counseling is Both Art and Science

Nonetheless, before going too far in the direction of science, I must clarify that the science of counseling can't ignore the art of counseling! Unavoidably, counseling is both science and art! Why? We need the “artistic component” to be able to explain existing differences among graduates! Some graduates will follow closely (and effectively) only those techniques covered in class. Others will demonstrate counseling techniques that are so unusual and so effective that faculty members are”
Multiple Losses

This has been an unusually sad year for counseling and counselor education. In another article in this issue, we report the passing of Dr. Mary Thomas Burke, a Past-President of CSI, 1997-98, a former Chapter Faculty Adviser of the University of North Carolina-Charlotte chapter, and leader within the profession. Likewise, in the last issue, we included a special article on the untimely death of Dr. Nicholas A. Vacc, who like Dr. Burke made countless contributions to the status of counselor education through his leadership, scholarship, and service. He was an early charter member, Chapter Faculty Adviser, and subsequently Treasurer and President of CSI. Their loss is our loss in many ways to counselor education and counseling.

You will have an opportunity to learn more about their contributions through articles in other organizational media as well. In addition, you will continue to see their commitment through scholarly publications both Drs. Burke and Vacc each saw to completion even when they were aware that they had serious health problems. Each chose to continue working, serving, and living life as fully as circumstances would permit. Unfortunately, such publications seem to become quickly dated in this new age of electronic media.

While neither of them would expect more, it seems to be another type of loss when such leaders, scholars, and contributors to counseling and counselor education drop out of our memory as a profession upon their passing. I have been aware for sometime that other disciplines make a point of celebrating the “pioneers” and contributors to their discipline through special publications, interviews in special features of the journals, and historical accounts in introductory texts. Such historical accounts become a part of the background and memory for new members to the discipline and a source of pride for all in their chosen field.

Our Own Pioneers

The standards for counselor education reflect a discipline that draws much from others including especially anthropology, education, psychology, research, and sociology. As a consequence, we have had a tendency to look to the contributors of these fields as though they were our own (Sweeney, 2001). In some cases, they were individuals so closely aligned with dual professional associations, publications and offices (e.g., American Counseling Association and American Psychological Association) that many members were unaware that the authors of their texts were first and foremost associated with another discipline. This was certainly true for me as a graduate student when I read measurement, research, learning and personality theory, human development, techniques and methods literature. I witness this confusion today among students and some faculty as well.

One difference for me in entering counseling was my background in education. Like counseling, it is an applied field that borrows liberally from other disciplines. Unfortunately, such contributions seem to become quickly dated in this new age of electronic media.
CSI Day in Anaheim
Making Personal Excellence a Reality

Saturday, October 22
2:00 p.m. - 5:00 p.m. CSI Leadership Training (3 CEUs)
304-C Convention Center

Sunday, October 23
2:00 p.m. - 3:30 p.m. CSI General Business Meeting
201-B Convention Center
3:30 p.m. - 4:30 p.m. CSI Awards Ceremony
201-C Convention Center
4:30 p.m. - 6:00 p.m. CSI Reception
201-B Convention Center

Monday, October 22
8:00 a.m. - 9:30 a.m. CSI Committee Meetings
201-A Convention Center
3:00 p.m. - 4:30 p.m. CSI Committee Meetings
201-C Convention Center

If requested, a sign language interpreter will be provided for hearing impaired or deaf members attending CSI events. Please request these services by March 8, 2003, by writing Kelley Rowland, CSI Headquarters at P.O. Box 35448, Greensboro, NC 28425, by calling (336) 841-8180, faxing (336) 841-8180, or by e-mailing Dr. Tom Sweeney at tjsweeney@csi-net.org.

Three CEUs will be provided for attending the Leadership Development workshop. Pre-registration deadline is March 13, 2003. Please contact Kelley Rowland at Headquarters to pre-register.

Advocacy Project Poster Showcase
CSI Day, 2003

Submit your chapter’s advocacy project for display during the Awards Reception at CSI Day in Anaheim!
Posters should be mounted on a 36 x 48 inch, free standing presentation board, visually detailing your advocacy project(s).
Awards for Outstanding Advocacy Project will be given to the top three posters focused either on professional or client advocacy selected by a panel of judges who will be considering depth of contribution to counseling and advocacy, visual display, originality, and outcomes.
Award winners will be featured in the Exemplar and on the CSI website.
To be included in the showcase, chapters should send a 250 word description of their project poster to Nancy Sherman, Advocacy Committee Co-chair via email at nes@bradley.edu by March 1, 2003.
Chi Sigma Iota is extremely fortunate to have such a rich and talented pool of members to draw from each year as it puts forth its nominees for officers. This year was no exception as four highly qualified members allowed their names to be placed in nomination for the two offices open—president elect-elect and treasurer-elect. The nominees for president elect-elect were Connie Jung Fox, The University of Texas at Austin, and Nancy E. Sherman, Bradley University. The nominees for treasurer elect were Catherine Chang, Georgia State University, and Darcy Haag Granello, The Ohio State University. CSI is extremely grateful to each of these individuals for their willingness to offer their time, experience, and effort in support of our society and commends their on-going commitment and dedication to our organization.

President Elect-Elect
Nancy Sherman, Associate Professor in the Educational Leadership and Human Development Counseling program and Director of Research and Training at Bradley University, has been selected as the new CSI president elect-elect. Nancy has served CSI in a variety of ways for many years, not only through her leadership of her own chapter but as co-chair of the CSI Advocacy Committee and also as Secretary of CSI International. She has over 20 years experience as a counselor educator and has recently returned from a year in Riga, Latvia where she taught and provided clinical supervision through the Fulbright Senior Scholar Program.

Treasurer-Elect
Catherine Chang, assistant Professor in the Department of Counseling and Psychological Services at Georgia State University has been elected as the new CSI treasurer-elect. Dr. Chang currently serves as co-faculty advisor for the Chi Epsilon Chapter at Georgia State and most recently was awarded the Faculty Mentoring Award by her department for her work with students. She has served as a CSI Intern and Fellow and has also served on the Chapter Development Committee and the Technology Committee.

Book Review
Learning from Mistakes in Clinical Practice.
By Carolyn Dillon

The illustration located on the cover of this book says it all—imagine yourself in a rowing competition. Your competitors are steadily gaining speed while you remain at the starting line. You ask yourself, “What’s wrong?” as you watch other rowers pass by as you sit in a raft aimlessly going with the current and having little control over where it will take you. This simple metaphor illustrates the theme of Dillon’s text—the need for clinicians to identify effective tools and counseling techniques in order to provide the best services available to our clients.

Common Mistakes
Geared towards new professionals working in human service agencies, Dillon explores common mistakes made by clinicians and notes remedies one might consider utilizing. From the initial client-counselor meeting until termination, Dillon points out common pitfalls that clinicians (old and new) engage in throughout the counseling process. The chapters are divided according to the stages of the counseling process, which Dillon delineates as engagement, assessment and contracting, middle phase, and the ending process. Each chapter concludes with individual, small group, and classroom activities that can be used to further normalize the phenomena of making mistakes. In fact, Dillon herself uses personal blunders as a learning exercise for readers to learn from and to consider alternative ways to handle the situation.

Offers Reassurance
Although this text is written from a social work background and training, readers from various mental health settings can benefit from reading this book. Being a recent May counseling graduate, I found comfort in Dillon’s emphasis on the ‘humaness’ of making mistakes. I can easily recall preparing for case presentations for practicum and internship courses—selectively choosing sessions where I made the least amount of mistakes. Having this text during my clinical courses would have served as a mantra, as I found myself reassured by Dillon’s words. Specifically, it was reassuring to be reminded that regardless of clinical experience, mistakes are inevitable. Instead of negative-self talk and other deprecating behaviors one could engage in when encountered with a mistake, Dillon highlights the lessons that can be learned to increase self-awareness and enhance our skills as clinicians. Thus, as a new professional in the counseling position, I find myself well prepared and well equipped—oars and rowing boat in working condition, so to speak—to avoid common mistakes when working with clients, which will result in an enhanced client-counselor relationship.
Counselor Advocacy Tips

Scott E. Gillig
Faculty Advisor, Beta Upsilon

“Counselor Advocacy Tips” is a new column edited by Scott Gillig, a member of the CSI Advocacy Committee. The column will encourage student, faculty, and practitioners to share practical examples on advocating for the counseling profession. One question will be put forward in each issue of the Exemplar and selected counselor advocacy tips will be printed in the following edition.

The question for the next edition is “What have you done to advocate for the counseling profession?” Submissions of no more than 400 words should be made no later than March 20th to Scott Gillig by e-mail at sgillig@mail.barry.edu or mail to Scott Gillig, Barry University, 11300 NE Second Ave., Miami Shores, FL 33161-6695.

What is counselor advocacy and why is it important? To advocate for counseling is to promote counseling as a profession. Such advocacy is important because our very careers depend on public perceptions of ourselves as capable educators, providers, researchers, and helpers of our clients. Six advocacy themes (i.e., counselor education, intra-professional relations, marketplace recognition, inter-professional issues, research, and client wellness) were identified in the CSI-sponsored Counselor Advocacy Leadership Conference (Sweeney, 1998, 1999).

Getting Started

After participating in the summer and winter sessions of the 1998 and 1999 Counselor Advocacy Leadership Conferences, I felt inspired to get busy advocating for my chosen profession. I started by developing a class assignment that I use each semester with my students. The details of this assignment are available at http://www.csi-net.org/ on the CSI web page under Advocacy-Marketplace Recognition. This assignment has generated approximately 20 small group advocacy projects since fall semester, 1998. First, students are introduced to the concepts of counselor identity and advocacy during class discussion within in the context of the six advocacy themes.

Continuity

We continue dialogue on advocacy adventures that are being done already at local, state, and national level and students are directed to resources to tap into these projects. Students are also provided with a list of ongoing projects that other students have begun in previous semesters. Some of the students involved in earlier projects are still in the process of evolving what they started. For example, several students began a project of informing insurance companies of the value of utilizing mental health counselors trained in CACREP programs and how this will benefit them and their clients. They picked up another student in the following semester and three more this semester, each assisting in the project in their contracted way. They have conducted pilot phone research, improved their survey instrument, brochure, and letter and plan to do a mass mailing to insurance companies sometime in the near future. Given that several of these students are members of the Beta Upsilon Chapter of CSI, they have taken their ideas to the chapter and have obtained a grant to pay for mailings to these insurance companies.

Do Something Tangible

For class credit, students are told they must actually do something tangible to advocate for the counseling profession, not just talk about it. Students are encouraged to let the rest of the profession benefit from their efforts by submitting their ideas for publication in one of the counseling venues. Students are required to e-mail their final projects to me as to provide continuity by allowing me to pass them on to the next class of students.

References


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 1-888-344-4299.
Chapter Tip
Some Friendly Reminders

Catharina Chang and Brian Dew
Co-Chairs, Chapter Development Committee

This is the first chapter tip that we are responsible for since being appointed co-chairpersons of the Chapter Development Committee; therefore, we decided to take this opportunity not so much to provide a new chapter tip but to present some friendly reminders. As Brian and I sat down to discuss how we wanted to approach this new position, we wondered if there were chapters out there who even knew we existed and if they knew we existed what our purpose was within the CSI organization.

We, the Chapter Development Committee, are here to provide chapters encouragement and support in their efforts to pursue personal, academic, and clinical excellence. We are here to serve as your consultants, advisors, and/or sounding boards as well as assist you in networking with other chapters who might be dealing with similar issues. We hope that you will take advantage of us and let us know how we can assist you in either developing or maintaining an active chapter.

Some friendly reminders that will assure that you will remain an active chapter:

1. Attend the annual business meetings, which are usually held in conjunction with the American Counseling Association Annual Conference. This year the business meeting will be held on Sunday, March 23, 2003 in Anaheim, CA. Please refer to the article on CSI Day on pages 1 and 4 in this edition of the Exemplar or visit the CSI web page for more detailed information. Remember, chapters that fail to send representatives to three consecutive annual meetings may be declared inactive by the Executive Council.

2. Submit an annual report and annual plan to CSI Headquarters by April 30 of each year. The annual plan/annual report must include the names and terms of office of chapter officers, the names and addresses of the CSI faculty advisor and chapter president, a description of plans for the chapter for the coming year, and a description of accomplishments of the chapter during the previous year. Chapters that submit an annual report and annual plan, conduct an annual initiation of members, and have a representative attend the annual business meeting will receive a rebate of $7.00 per each active member per year. The rebate can assist your chapter in remaining financially solvent.

3. Initiate new members annually. The initiation ceremony is a time to not only recognize deserving candidates but to revitalize the chapter and to include new excited members into your organization. Remember that Headquarters can assist you in finding keynote speakers for your initiation ceremony.

Please do not hesitate to contact either one of us if we can assist you in anyway. Catharina Chang (cychang@gsu.edu) and Brian Dew (cpsbjd@langate.gsu.edu).

CSI Proudly Thanks Donors

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

Torrie A. Winseck
Domenic J. Carnuccio
Mariellyn Meehan-Scola
Akiko Marui
Ann Q. Lynch
Bonnie I. Yenerall
Elsie J. Moyers
Stacie Camp Bennett
Helen Stensrud
Lauren Kurek
Larry D. Burlew
Darya K. Schmidt
Martha E. Carraway
Glenda R. Elliott
Katherine J. Myrick

Beta Gamma Delta
Beta Mu
Beta Mu
Beta Phi
Beta Rho Chi
Eta
Gamma Zeta
Mu Tau Beta
Sigma Alpha Chi
Sigma Kappa Chi
Upsilon Beta
Upsilon Nu Omicron
Zeta
Zeta
Zeta
Decreasing Infertility Stress with the Use of Social Coping Resources and Growth Fostering Relationships

Donna M. Gibson, Alpha Tau Chi
Jane E. Myers, Upsilon Nu Chi

Relational Model of Development

The Relational Model of Development proposes that women are relational beings and grow in, through, and toward relationship (Jordan, 1995a; Jordan, Kaplan, Miller, Stiver, & Surrey, 1991). Connection to others, through growth-fostering relationships, is central to the psychological well-being of women. As a consequence, women’s experiences in relationships may be used to promote their psychological well-being. The Relational Model has been applied in counseling with individuals, couples, families, and groups who are experiencing a variety of issues (Bergman, 1994; Fedele & Harrington, 1990; Jordan, 1995a; Miller & Stiver, 1997; Philipson, 1993), including infertility (Gibson & Myers, 2000; Schiller, 1997). However, an empirical link between growth-fostering relationships used in coping and improvement in women’s psychological well-being has not been established. In order to establish this link, a study was conducted between October 1999 and February 2000.

Research Conducted

The primary purpose of our study was to determine the relationship between the use of social coping resources, growth-fostering relationships, and the amount of infertility stress reported by infertile women. Eighty-three women receiving varied forms of infertility treatment participated in the study. In addition to the demographic questionnaire, three published assessment instruments were completed by participants: the Coping Resources Inventory (Hammer & Marting, 1988), the Fertility Problem Questionnaire (Newton et al., 1999), and the Relational Health Indices (Liang et al., 1998).

The main research question asked was whether social coping resources and growth-fostering relationships would account for a statistically significant amount of the variance in infertility stress. Therefore, a multiple regression analysis was used to estimate the amount of variance in infertility stress that can be accounted for by the use of social coping resources and growth-fostering relationships. Social coping resources and growth-fostering relationships accounted for a significant amount of the variance in infertility stress \( R^2 = .14, p = .003 \). When partner and family support were added to the equation, social coping resources, growth-fostering relationships, partner support, and family support together accounted for a significant amount of the variance in infertility stress \( R^2 = .37, p = .0001 \).

Indications from Research

The findings indicate that both social coping resources and growth-fostering relationships contribute significantly to the variance in infertility stress, with infertility stress decreasing as social coping resources increase. Furthermore, the addition of partner support and family support to the regression analyses significantly added to the prediction of the variance in infertility stress, and all of the variables were significant in predicting the amount of variance in infertility stress. Based on these results, it is clear that family and partner supports are very important coping resources for infertile women. This finding also provides support for the Relational Model of Development, in that a purpose of the model is to examine women in their social context, which includes their relationships with partner, family, friends, and community (Jordan, 1995b).

Counselors can use the findings of this study to design interventions that have the potential to be effective by using growth-fostering relationships and social support as part of their treatment plans. Using the Relational Model of Counseling, growth-fostering relationships may be created within counseling relationships and clients may be encouraged to identify peers and communities that either

(continued on page 11)
Chapter Happenings

June Williams
CSI Associate Editor

Alpha Chi

At Louisiana State University, Alpha Chi has had a busy fall semester with an emphasis on service. In September members spent a Saturday volunteering at the Volunteers of America Mom’s Day Out for parents of adopted and foster children, and we’re currently sponsoring a clothing drive to benefit women at a local shelter. In October we hosted a highly successful state wide reception for CSI members attending the LCA conference. We also held two business meetings and are planning a holiday party to celebrate the end of finals week.

Submitted by Laura Hensley, Faculty Advisor, lhensley@lsu.edu, and Jenny Wells, President, jwells3@lsu.edu

Beta Chi

This semester the Beta Chi Chapter at John Carroll University sponsored a “Welcome Back” party and a doctoral panel with representatives from area programs including Kent State, University of Akron, and Cleveland State. The Awards Committee has been working on the nomination process for several CSI international awards. We’re developing a “PCE Preparation Library,” with study guides, workshop information, and study hints. We are also presenting the ninth annual Wellness Conference: “The Aging of America: Implications for the Counselor.”

Submitted by Ali Metz, President, ametz@jcu.edu

Chi Epsilon Sigma

Chi Epsilon Sigma at Northeastern Illinois University was officially formed in October. Current officers, Jessica Hillard Black, Marvin Bornschlegel, Ron Brumfeld, and Marisa Vale are busy organizing the chapter and planning a January initiation ceremony. In 2003 we look forward to increasing our membership and planning activities to become a yearly event.

Submitted by Holly Moore, President, HllyMoore@aol.com

Mu Sigma Upsilon

Mississippi State University’s Mu Sigma Upsilon Chapter is making great strides. Our officers have been instrumental in increasing membership from approximately 10 to 90 in the past year. Two monthly series highlight our activities: the Brown Bag Colloquium Series allows members and students to learn about relevant professional development issues (e.g., professionalism, graduate student involvement, and plagiarism); and the “Lunch with a Professor” series allows students to interact with professors outside of the classroom. We also hosted a number of social events and workshops.

Submitted by Carl J. Sheperis, Faculty Advisor, Csheperis@colled MsState.edu

Psi Omega Sigma

Psi Omega Sigma at Northwest Nazarene University held its first initiation of members and chapter meeting in June. Twenty students and alumni were initiated and officers were inducted. Another chapter meeting was held in October at the Idaho School Counseling Association Conference. Our next meeting and a Holiday Social are planned for December.

Submitted by Debbie York, President, dmyorkes@hotmail.com

Rho Beta

This fall the University of Virginia’s Rho Beta Chapter found itself busy planning service projects, attending presentations, and preparing for initiation. The annual blood drive was a success as 32 volunteers assisted 21 people in giving blood over a four hour period. We also hosted two presentations: “Fetal Alcohol Syndrome and Effects” by Linda Hamilton and “Creating a Counseling Portfolio” by Gigi Davis-White. Our two general membership meetings have allowed us to prepare for our fall initiation ceremony, at which we plan to induct 10 new members.

Submitted by Jennifer L. Blair, Secretary, Jenblairuva02@aol.com

Chi Sigma Iota

This fall the University of Virginia’s Chi Sigma Iota Chapter co-sponsored and participated in several events this fall. In November we co-sponsored the workshop “Through the Eyes of the Child: Competencies for Working with Children in Substance Abusing Families” by Sis Wenger, which was attended by over 120 counselors, counselors-in-training, and counselor educators (continued on page 10)
CHI SIGMA IOTA

PAGE 10

SPRING, 2003

Chapter Happenings (continued from page 9)

cators. In celebration of community service, we formed a team with other campus organizations to participate in the Washington, DC AIDS Walk. In December, we will recognize our 18 new recruits at our annual fall induction ceremony.

Submitted by Kenneth C. Hergenrather, Faculty Advisor, hergenko@gwu.edu

Tau Eta Kappa

In August, Dr. Gerald Lawson became the new faculty advisor for the Tau Eta Kappa Chapter at Virginia Tech. A partnership was established with the New River Valley Counseling Association (NRVCA), a division of the Virginia Counseling Association (VCA). As a result, a majority of CSI-TEK members are also NRVCA and VCA members. The partnership resulted in a social, yard sale, and a “Solution Focused in the Schools” workshop.

Currently, TEK and NRVCA are planning for multicultural and licensure workshops, an in-service on preventing child abuse with a local agency, and a drive for area shelters.

Submitted by Rebecca L. Farrell, President, rfarrell@vt.edu

Upsilon Chi Chi

In order to assist new graduate students with communication tools for the counseling program and university, the Upsilon Chi Chi Chapter at the University of Cincinnati held a workshop to facilitate entry into the Blackboard system and the program’s listserv. This was one way to address the need for students to learn the technological tools used for receiving announcements, assignments, internship opportunities, and communicating with one another. Interaction was lighthearted and congenial, emphasizing the importance of camaraderie, but also the importance of gaining knowledge and skills to succeed as a graduate student.

Submitted by Jeri L. Goodman, Vice President, goodmajl@email.uc.edu

Upsilon Nu Mu

At the University of New Mexico, the Upsilon Nu Mu Chapter began the semester by hosting a potluck/get-together picnic for new and returning students and has hosted two lectures, one on the counseling licensing process and procedure in our state and another on information regarding national and local conferences. Our spring plans include continuing recruitment of new members and an induction ceremony. We are planning workshops on counseling with GLBT clients and working with emotionally disturbed children. We look forward to exciting spring semester!

Submitted by Brenna McJimsey, President, brennabrasel@lycos.com

Other Chapter Happenings

Additional chapter happenings can be found on the CSI webpage – www.csi-net.org.

Mary Thomas Burke

A Visitation Reflection
by Steve Snow

Mu Tau Beta

Dr. Mary Thomas Burke was a Past-president of Chi Sigma Iota and the faculty advisor for the Mu Tau Beta chapter at the University of North Carolina at Charlotte.

Belmont, NC, Sunday, Nov. 24 — The Sisters of Mercy convent chapel had filled, with nearly 300 people present. Just inside the entrance Sr. Mary Thomas lay in an open casket. The focus of people in the chapel was on sharing, sharing about the impact Mary Thomas has on people’s lives.

One after another they came to microphones placed around the chapel and spoke their hearts to honor a woman whose loss truly hurts. There were poignant stories, funny stories, sad moments.

Tears and laughter.

There was no doubt: she was a flaming torch lighting a path for others.

She had made many great contributions to her profession and to the community.

Yet, as important as her community contributions were — and they were important, she started or spearheaded many, many important community efforts — the emphasis was on her affect on individuals.

And the focus was the life lessons of Mary Thomas Burke.

What are some of those lessons:

• People gained confidence in themselves because she believed in them. In believing, she demanded excellence, and people responded in kind.

• People felt loved because she gave them her attention. That made it easier for them to be more loving.

• People remembered her often repeated statement, “Make a difference. You can.” And she did.

• People felt lifted up because she always asked about them or their families. That helped them connect more deeply and genuinely with others.

• People gave up their walls because she refused to stop loving them. That helped people see that loving is a decision, a choice, freely made by the lover.

• People saw that change does not have to have a confrontational face; it can be collaborative.

• As important as the world is, nothing is more important than another human being.

• She never gave up. Never.

• Speakers shared these things and more in their stories. Simple things we all can do. Yet profound because she did them relentlessly and without ceasing.

And they shared two other things, in particular.

They shared that they had changed, were better people, because of Mary Thomas. And that, no matter what you believe, her life goes on in each person she touched.

In that way, the torch was passed. From one big flame to thousands of little flames, each capable of growing big. All we need is the courage to do simple acts, as she did, persistently, relentlessly and with love.

Even in dying, she lights the way.

Mu Tau Beta has established a Mary Thomas Burke Endowed Scholarship for needy students. For details about contributing to the scholarship fund, please visit the web site at http://education.uncc.edu/mtb.
Decreasing Infertility Stress  
(continued from page 8)

provide or have the potential to provide these types of relationships. Additionally, because family and partner support were found to be important in coping with infertility, counselors may want to help their infertile clients through either couples and family counseling, or both.

References


Never Enough Experience

I was sitting in my counseling techniques class, trying to come to terms with the fact that I would be helping future clients create change in their lives. The significance of this responsibility hit me hard, leaving me feeling scared and incompetent. My mind was racing: “But, I’m only 25 years old— I haven’t had many of the life challenges that my clients will have had. Who am I to try to help a client deal with the complexities of marriage, divorce, children, ailing parents, death of a family member? I just haven’t had enough life experience.

I swallowed hard, took a deep breath, raised my hand, and voiced my insecurities. Dr. Post, our professor, looked around the room and asked poignantly, “Lindsay is worried about older clients. Who is worried about relating to younger clients?” Several students raised their hands and all at once, it made sense. Counseling wasn’t about giving tested, sure-to-work advice to people with less life experience than myself. It wasn’t about knowing all of the solutions to life’s mysteries. Counseling was about developing a therapeutic relationship with another human in the process of living life, and being a vehicle of change so that the client can choose which way to steer the process.

By Lindsay Brett, Mu Tau Beta Chapter, University of North Carolina at Charlotte

Motivation Also Creates Doubts

Two major factors motivated me to become a professional counselor. One was the discovery, during more than 20 years of pastoral ministry, that I enjoyed the challenging privilege of counseling individuals and couples. The other was the frustration I experienced as my wife and I worked with various counselors to deal with difficulties we encountered as parents and partners. Despite our diligent efforts in individual, couple, and family therapy for more than a decade, we finally concluded we could not make our marriage work and divorced.

Those same motivating experiences also engendered doubts about becoming a professional counselor. How effective was I really as a pastoral counselor? My motivation was strong, yet the training I received had been minimal. Will further education with supervised clinical experience truly enable me to be effective in helping couples and families? If the best efforts of my wife, myself, and the expertise of experienced counselors did not finally hold our marriage together, what confidence dare I have that I can eventually be more helpful to others in distress?

On an intuitive level, the choice to become a counselor feels like a good direction. I have learned to trust my feelings and the process, even when they lack the certainty I’d like. On a pragmatic level, I deal with doubts by seeking information from fellow professionals and literature in an ongoing learning process. Finally, on a spiritual level, I know that faith is my bottom line. There is no certainty to guarantee competence or effectiveness, but the chances are good with belief in the process, in myself, my faith, and in the worth of this profession.

By Randall L. Hilscher, Alpha Upsilon Chapter, The University of Akron

Too Much To Do Alone

The realization of my ethical responsibilities to another person’s mental health was overwhelming. How could I present a non-judgmental, confidential, safe environment to the urban population I wanted to serve? At age 42 with the need to balance studies, work, family and an internship, could these be more than I could handle? Could I learn all that was needed?

Three key factors brought me through these doubts. My involvement in a twelve-week support/therapy group and a multicultural class were growth provoking experiences and helped me take a personal inventory to address anything that could harm my client relationships. A strong professional support web including an LPC supervisor, an attorney, and a psychiatrist gave me confidence in my skills and taught me to respect, and not fear, the laws and guidelines that protect client and practitioner. My husband has been a huge support through graduate school and my children love it that Mom is nervous about tests and report cards. I’ve learned to guard this time with them and to appreciate the support of extended family, friends, and colleagues. My faith has also been immeasurably helpful so that in the end I have been successful by recognizing, believing in, appreciating, and using all the support that surrounds me.

By Cinny Roy, Chi Sigma Chi Chapter, Cincinnati Bible College & Seminary
Counseling: Art or Science?
(continued from page 2)

left scratching their heads in attempting to explain where such methods originated. One graduate will excel in work with a type of client that would provide huge obstacles to another counselor. These differences are explainable only through “art.” As Chi Sigma Iota members, we are all seeking to identify our own “artistic” capabilities as counselors, establishing our own personal counseling excellence.

Counseling skills are important, but they aren’t “all there is” to counseling. Skills are like “playing the scales” in learning a new musical instrument. The scales, themselves, don’t sound much like music, but just such practices are essential building blocks in development of any subsequent musical performance. In counseling, our basic skills are honed in early role-plays using attending skills, empathy, and challenge. When we actually “play the music of counseling,” we are using these same skills, but we are implementing them in a totally individualized manner. Just as there are distinct differences between any two musician’s interpretation of the same piece of sheet music, our performance as counselors will be ours alone.

Update from Headquarters
(continued from page 3)

ally from other disciplines. It has its pioneers, its philosophers, its scholars, and its leaders through whom they trace historical significance for a variety of contributions that shaped education in this country. As I became a professional counselor, I simply transferred my need for identity to my new field and identified my mentors and “heroes” from among counselor educators. As a result, my identity since earning my Masters’ degree always has been as a professional counselor.

Leaders and Legacies

I believe that counseling is due to emerge as a separate and unique discipline but it has not achieved that distinction yet. I learned in graduate school that a discipline must have preparation standards that reflect the specialized knowledge, skills, and competencies of its members, that as an applied field it required regulatory standards of entry and practice in the field, it must have organizations of members dedicated to furthering its knowledge base and development of its members through research, continuing education, and ethical standards. We have met all of these conditions. What I think has been missing, however, is a clear understanding of what it is that makes us a unique profession. This is reflected in part by an absence in our literature of those whose contributions made us what we are as a profession. Our holistic, life span philosophical roots, our service through developmental counseling interventions, and our dedication to ethical practice have origin in the work of specific individuals.

A new publication endorsed by CSI is an effort to help satisfy our need for a convenient and useful source of such individuals in counselor education. CSI members from Kent State University, John West, Cynthia Osborn, and Don Bubenzer, are the editors of a new book by Taylor and Francis Group member Brunner-Routledge that identifies and celebrates the contributions of over twenty leaders and scholars in counselor education. While the authors used the solicited recommendations of members across the field, no such list is inclusive of all who are deserv-
Donna Henderson: Faculty Advisor for the “Joy of It”

Holly Hartwig
CSI Intern

Faculty Advisor Highlight

Her clinical expertise also was honed through diverse experiences such as working in a university counseling center and practicing in a community social program for convicted felons. Currently, Dr. Henderson is a counselor educator, a prolific author, a leader in service, a dedicated teacher, and an advocate for issues related to children. Throughout her professional journey, Dr. Henderson especially notes that she has enjoyed the chance to move to new places and using these opportunities to redefine herself.

The Importance of Advocacy

Early on as a counselor educator, Dr. Henderson became actively involved in Chi Sigma Iota by founding the first CSI chapter at East Tennessee State University. Believing in the relevance and importance of CSI standards — promoting professional development, leadership, and advocacy among students, educators, and practitioners — Dr. Henderson, as a counselor educator, encourages students to become involved in CSI to connect to the profession in tangible ways. Specifically, Dr. Henderson notes that membership and participation in CSI helps students practically integrate advocacy into their counselor training, enhancing classroom learning. CSI involvement also teaches counselor educators how to teach leadership, advocacy, and professional development skills to their students.

According to Dr. Henderson, advocacy is critical to maintaining the integrity of the counseling profession, counselor training, and the role of counselors within the workplace. Counselor advocacy benefits both professionals and clients by modeling behavior that contributes to society in meaningful ways. Through knowledge based advocacy, counselors identify and confront injustices. Advocacy especially is important in today’s changing society. Counselors are challenged with issues such as pursuing specialization or generalization, considering how the profession is defined, and establishing and maintaining professional identity. Clients are faced with barriers to their well being in work settings and schools, institutional policies and many other formats. Dr. Henderson describes Chi Sigma Iota as a “natural forum for development”, helping students see themselves as professionals and as significant members of the work of CSI, and providing students, practitioners, and educators with valuable resources, insights, and a supportive community.

The Role of a Faculty Advisor

As a faculty advisor, Dr. Henderson believes her role is to assist students in engaging in purposeful conversations, facilitate the action process of planning, and allow students to define their own involvement in CSI, whether large or small. She has learned not to expect that things will happen all at one, but to let the process occur. In doing so, her students make their chapter their own and define what their unique contributions to CSI will be. Dr. Henderson’s philosophy of student ownership and advisor patience appears to be successful. Her chapter, Pi Alpha, was awarded the “Outstanding CSI Chapter Award” and the “Outstanding CSI Newsletter Award” at the 2002 ACA convention. Dr. Henderson is an accomplished counseling professional who continues to train new counselors through her teaching, personal example, and mentoring through Chi Sigma Iota.

Need to Renew Your Membership?
E-mail us at: renewal@csi-net.org
Lesbian Gay Bisexual Transgendered (LGBT) Workshop

Amy L. Anderson and Sean Blake
Alpha Upsilon Chapter

The Alpha Upsilon Chapter of Chi Sigma Iota was proud to be honored with the 2002 CSI International Outstanding Individual Program Award for our workshop titled “LGBT Issues in Mental Health.” The workshop was born out of a desire to provide additional information for mental health professionals working with lesbian, gay, bisexual, and transgendered (LGBT) clients than is typically found in many graduate programs or agencies.

The possibilities for a workshop focusing on this topic were first discussed as part of Alpha Upsilon’s planning for 2000. In 2001, Alpha Upsilon’s Executive Board members Sean Blake and Amy Anderson took on the task of making the workshop a reality.

The Process

Developing a program for the first time was an educational experience for the workshop committee. The Executive Board of Alpha Upsilon had the difficult task of deciding on a program outline. Hoping to create a structure that would help both counselors and clients, the workshop committee concluded that the most relevant topics to address were LGBT advocacy, prejudice and homophobia, HIV and couples counseling, the young LGBT population, and finally, experiences from people who identify as LGBT. Alpha Upsilon quickly found several instructors and professionals who were excited to take on the project and the workshop was created.

The Presentations

The University of Akron professors Shannon Smith and Cynthia Reynolds, with support from former Alpha Upsilon president David Marsteller, presented on Advocacy and Ethics in working with LGBT clients. By providing ethical guidelines and outlining the basis for advocacy, they asserted that counselors must first confront their own preconceived notions of LGBT clients while developing an awareness of their own internalized homophobia.

Ethics and advocacy provided a natural segue into the segment on confronting prejudice and homophobia presented by Rebecca Gurney from the Buckeye Region Anti-Violence Organization (BRAVO). Rebecca provided facts and figures on hate crimes and domestic violence involving LGBT persons in Ohio along with providing factors that inhibit many from reporting these crimes.

Addressing the issues of working with youth populations were Dr. Fred Ziegler, Hudson Public Schools, and Thelma Greaser, Akron Child Guidance. Adolescent struggles are often magnified when the teenager is struggling with either questioning or identifying as a sexual minority due to often facing rejection from peers or family. Fred and Thelma stated that some of their greatest challenges have come from working with homophobic parents or staff and fighting for tolerance within schools.

Working with HIV challenged LGBT clients and couples counseling was presented by Dr. Paula Britton, professor at John Carroll University, and Abbey Wilcox, student at John Carroll University. Aspects of the multifaceted complexity of the challenges faced by the person diagnosed with HIV, the partner, as well as within this intimate relationship were discussed. Interventions in working with HIV challenged LGBT clients in couples counseling were discussed.

Finally, Amy Anderson and Sean Blake co-facilitated a panel discussion with members from The University of Akron’s Student LGBT Union. The panel allowed each LGBT person to convey their struggles and triumphs to the audience in hopes of better understanding of what LGBT individuals face on a daily basis. The audience was encouraged to ask questions for further clarification and provided relevant and appropriate feedback to the group.

Responses to the workshop were very positive, and we look forward to providing additional workshops in the future.

Student Ideas and Experiences Needed for Publication!

Richard Hazler and Liz Mellin

We are looking for student ideas to be published in the next edition of The Exemplar around the new “Student Insights” question listed below. CSI chapter leaders, advisors and members can help by developing discussions around the new question and encouraging students to submit their ideas and experiences. This edition’s new question is:

Assume someone with great respect for you approached you, and looking for your sincere guidance said, “I’m thinking of becoming a professional counselor.”

What would be the most important message you would want to communicate to that person?

Submissions of no more than 400 words should be made no later than April 15 to Richard Hazler and Elizabeth Mellin by email <hazler@ohio.edu> or mail to 201 McCracken Hall, Ohio University, Athens, OH 45701.
Technology Corner

Jane Myers
CSI Web Administrator

For this month’s technology corner, commonly asked questions are addressed. Hopefully, these questions will raise consciousness and encourage a continuing dialog about the potential and use of technology in CSI.

Q. How many chapters have main web pages on the CSI server?
A. 64

Q. How can a chapter web page be established?
A. Chapters wishing to have a presence on the CSI web page, and their own chapter web page, need to write to webadministrator@csi-net.org. You will receive a brief form requesting 12 items of information (e.g., name of chapter, name of faculty advisor and president) that can be mailed via snail mail or e-mail along with a copy of your university logo. CSI will establish the main page and provide you with secured access to your own chapter folder on our server.

Q. How will pages be updated, new officer names added, etc.?
A. Chapters are responsible for designating a web administrator who will add pages, update information, and assure that the page is maintained according to CSI policies.

Q. Our chapter page has not been updated recently. We have forgotten our username and password. What should we do?
A. Write to the web administrator.

Q. We have not tried to access our web page in some time. When we try to ftp, we get error messages. What should we do?
A. Write to the web administrator. When a folder has not been accessed in some time, the server resets the permissions. We will reset them for you and you can then access your folder.

Q. Are chapters required to keep all web pages on the CSI server or can they be maintained on the university server? What is the difference?
A. Chapters are free to use either the CSI or their university server. However, CSI’s web policy specifies a number of issues that chapters need to consider before making this decision. First, the CSI logo is trademarked, and thus can only be used on “official” CSI projects. Only web pages housed on the CSI server may use the logo. Second, the CSI counter is available for each page for all pages housed on our server. The CSI vote booth function also is available to chapters with pages housed on the CSI server.

Q. Does anyone check to see if chapter pages are kept up to date? What happens if they are not updated?
A. The CSI Web Administrator periodically checks each chapter to determine if it is up to date and reports on chapter pages to the CSI Executive Council. Pages that are not current may be unlinked until they are updated.

Q. Is there a CSI award for chapter web pages?
A. At its meeting in the summer of 2002, CSI Executive Council authorized the development of criteria for an outstanding chapter web page award. The criteria will be presented to the Executive Council for a formal vote in March, 2003. If you have suggestions for criteria, please e-mail them to webadministrator@csi-net.org.

We look forward to hearing from you!