If school counselors are to take a more proactive role in the development of their profession, it is incumbent on them to influence the direction of their own activities within the educational enterprise. When interviewing for a new position, school counselors can ensure the protection and promotion of their professional interests by asking key questions and expressing a highly developed sense of professional identity from the first interactions with potential administrators and/or supervisors.

ASCA National Model

The American School Counseling Association (ASCA), which advocates for more than 16,000 counselors around the globe, published the ASCA National Model: A Framework for School Counseling Programs in 2003 in response to a national call for control over the work activities and role definition of school counselors, as well as the developmental philosophy of school counseling programs. The Model is a key resource for school counselors in their ongoing quest toward professional identity.

Significantly, ASCA has set forth the duties expected of school counselors, specifying that they should not be expected to maintain student schedules except in advisory roles, to test or teach, to perform discipline or detention duties; nor should they engage in the myriad clerical tasks rampant in schools. Instead, ASCA recommends that school counselors spend eighty percent of their time in direct service to students, with the optimal counselor-to-student ratio of one counselor to 300 students.

Questions for the Administrator

When interviewing the administrator, prospective school counselors will want to screen the administrator just as much as they are being screened themselves. The ASCA Model offers a vehicle by which school counselors can initiate a discussion to discover the priorities of potential supervisors. In the process of the interview, they can help to ensure a good fit in values, form a positive working alliance, and identify potential areas of concern.

Recommendations for addressing issues with administrators during the initial meeting to increase the likelihood of developing a collaborative, comprehensive counseling and guidance program in the spirit of the ASCA National Model (2003) are listed below. Answers to questions should be evaluated with reference to possible implications for administrator commitment to and advocacy of the national school counseling agenda.

- What is the administrator’s view of the role of a school counselor within the school? What does the administrator believe the counselor adds to a school?
- What importance does the school counseling program have within the school?
- How familiar is the administrator with the ASCA Model for school counseling programs?
- How willing is the administrator for the school counselor to abide by recent recommendations?
- What did the former counselor do on a typical day?
- Are there particularly busy times during the year for the school counselor?
2004-2005
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Awards Committee
Susan Adkins
Chapter Development Committee
Holly Hartwig Moorhead
Nancy Forth
Advocacy Committee
Scott Gillig
Susan Paez

CSI Home Page
www.csi-net.org

Fall–A Time for Opportunities
Nancy E. Sherman
CSI President

Elections
It is the season of political conventions as I write this column and will be
election time when you read this. It is also a time of preparing for a new
semester if you are a counselor educator or graduate student and for most
CSI chapters the beginning of activities, programs and meetings that may
have hit a lull over the summer. In many ways, each of these events signals the possibility of a new beginning
or a refreshed continuation of what is important for professional counselors. The elections signify another opportunity to advocate for our profession and the possibility of positive change.

Working on a political campaign for candidates who are supportive of the
needs of our profession and our clients, educating candidates about who we are, what we do, and the
importance of equity for our professionals, and simply (or unfortunately not so simply for some) voting for candidates who are pro-counseling are some of the important ways we professional counselors advocate. Although unfortunately many Americans believe that their voice and vote do not count, as advocates we know that at all levels of government we can make a difference.

CSI Involvement
As the semester begins we make a renewed commitment to educating and/or learning and have the opportunity to get involved again with our local chapter and the many important activities and projects the chapter sponsors. Our faculty advisors and chapter leaders are planning and sponsoring activities that promote excellence in counseling as well as recognizing individual and chapter excellence. Professional members can take advantage of professional development offerings by chapters and lend their expertise as mentors or get involved in advocating for the profession and sharing your experience with your chapter. The Executive Council and Headquarters Staff want to do whatever we can to support chapters and members. If you have ideas, questions, want to work at the national/international level, please contact one or all of us. Our CSI committees are continuing work on behalf of you and our organization, click on the name of one of the chairs or co-chairs on the CSI webpage and offer your support.

Personal Excellence Grants
Our Chapters’ work is the heart of CSI and to continue support of that work, the Executive Council has again approved offering the opportunity for chapters to apply for a personal excellence grant. Under the leadership of past-president Jamie Carney, “Making Personal Excellence a Reality” grants were designed to promote and recognize excellence in the areas of leadership, scholarship, professional identity, and advocacy by providing seed money to help support chapter activities that promote or recognize personal excellence. The grants will fund five chapters in amounts ranging from $50 - $100. Last year’s grantees played a vital role in sharing their accomplishments during leadership training at CSI Day in Kansas City and were recognized at the Awards Ceremony. Mentoring

(continued on page 5)
Update from Headquarters

Celebrating Twenty Years!

Thomas J. Sweeney
CSI Executive Director

For those of us who started CSI, twenty years seems like just a moment ago! For those into trivia information, technically, CSI was incorporated in Ohio in the late fall of 1984. However, the first initiation took place in March, 1985, with the official founding and chartering of Ohio University’s Alpha chapter and the induction of two life members and 29 “regular” members. Thus we celebrate our organizational history beginning with 1985.

The first “newsletter” was mailed to members October, 1985. We reported having 15 chapters and 300 plus members in our first few months of establishment. Both the numbers of chapters and members had more than doubled before the March, 1986 issue was mailed. Our small, part-time office was so busy processing new chapters and memberships that we never advertised the Society’s presence as originally planned. Some said CSI was an organization “whose time had come.” In our fifteenth year (2000), we had 192 chapters in this country and abroad. We had over 24,000 initiates and an active membership of 8,000. We currently have over 42,000 initiates and an active membership of 11,000. As our activities and accomplishments on our web site (www.csi-net.org) reveal, we were more than a “recognition” society from the very inception of CSI. We were envisioned to be a proactive organization that “promotes excellence in the profession of counseling.” In addition to leadership training, our efforts to advocate for professional counselors in all settings are an extension of that commitment.

This year we will be recognizing members, chapter faculty advisors, and chapters who have helped to make the organization what it is today. In order to do so, we will be modifying our usual annual CSI Day scheduled activities in Atlanta to permit adequate time for such recognition. **Plan to join the celebration in Atlanta for CSI Day, April 8th!**

**Awards Nominations Now**

If your chapter does not have an awards program, please check out the CSI awards training materials and ceremony script to carry out a first class awards program. Our slogan is “to promote excellence in the profession of counseling.” What better way to do this than by recognizing excellence at the university chapter level? Building on the chapter awards program, submit your nominations for the CSI International awards and fellowships as well! CSI Fellow awardees will again receive free registrations to the ACA conference in addition to the $400 from CSI and $100 from their chapters to attend the CSI Day leadership activities.

**Research Award Grants Available**

The Executive Council has approved a research grant awards gifts of $2,000 for each of two years from Drs. Allen and Mary Bradford Ivey. The purpose of the grants is to promote research associated with the theory and practice of Developmental Counseling and Therapy (DCT). Awards will be given in amounts of up to $500 each for proposals found suitable by a CSI committee knowledgeable in DCT and research.

(continued on page 5)
CSI Awards: Call for Nominations

Susan Adams
Awards Chairperson

Often we come into contact with Chi Sigma Iota members and chapters who embody the values that CSI represents, but how often do we acknowledge them for their contribution to our profession? You have a wonderful opportunity to do so by participating in the CSI Awards program. Recognizing and promoting excellence in counseling is the mission of Chi Sigma Iota International. Not only is this the mission of CSI in general, but it is also the mission of each individual member and chapter. All chapters are encouraged to nominate outstanding individual members, chapters, and events so that we, as a Society, can celebrate and recognize the excellent work of Chi Sigma Iota throughout the world.

The various awards categories are as follows:

**Outstanding Chapter Awards** — Outstanding Individual Program, Outstanding Web Page, and Outstanding Chapter; **Outstanding Member Awards** — Outstanding Entry Level Student, Outstanding Doctoral Student, and Outstanding Service to Chapter; **Outstanding Research Award**; **Outstanding Practitioner Award**; **Outstanding Practitioner Supervisor Award**; **Thomas J. Sweeney Professional Leadership Award**.

With the exception of the web page award, all chapter awards are separated into large and small chapter categories. Small chapters are those with 40 or fewer members. I strongly encourage you to consider nominating an individual or a chapter for one or more of these awards. Guidelines for nominations as well as the criteria for specific awards can be downloaded from the CSI web site (www.csi-net.org).

Start planning your nominations now! Awards packets for 2004-2005 must be postmarked no later than December 1, 2004. Mark your calendars now for the ACA Annual Convention that will be held in Atlanta, GA, April 6-10, 2005. Check the CSI website for the date of CSI Day and the time of the Awards Ceremony and Reception.

If you have any questions or need further information, please contact Dr. Susan A. Adams, CSI Awards Committee Chair, Texas Woman’s University, Dept. of Family Sciences, P.O. Box 425769, Denton, TX 76204-5769 or e-mail her at dradams@centurytel.net.

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CSI Fellow and Interns Applications

Jamie S. Carney
CSI Past-president

CSI will once again this year be selecting 10 fellows, and from among those 10 fellows two CSI interns will be selected. The fellow and intern positions provide an unique leadership and training opportunity. These experiences provide for the development of future leaders in the counseling profession and counselor education as well as an opportunity to enhance leadership skills that are beneficial to individual chapters. I want to encourage chapters to take this opportunity to identify members who they believe are excellent candidates for the positions that exist.

Fellows

The Fellows program is for CSI members, usually graduate students, who are in the early stages of their professional careers. The program provides fellows with an opportunity to enhance their personal and professional development. Fellows will serve CSI through participation in their chapter, in CSI activities and committees, and during the Leadership Training during CSI day activities at the ACA conference in Atlanta, GA.

Interns

CSI members who are nominated for the fellows program may also apply for one of the two CSI intern positions. Interns participate in CSI operations under the mentoring and direction of CSI officers and committee chairs. Interns will be participating in two CSI Executive Council meetings (one occurring at ACA and the other during the summer of their term). In addition, interns are provided the opportunity to participate in CSI activities, committees and other projects initiated by CSI. This is a wonderful opportunity to develop leadership skills through mentoring by CSI leaders and serving the CSI organization.

Support

Individuals who are selected for the fellows program will receive a $400 grant from CSI. The recipient’s local chapter must also provide a $100 matching grant. In addition to this initial grant, interns who have successfully completed their commitment to the program will receive an additional $500 grant (provided the next year during CSI day) as well as reimbursement for attendance costs related to the summer CSI Executive Council meeting.

Eligibility and Application

Applicants for these positions must be active and current members of CSI. They should also be active in their own chapters. Nominations for both the Fellow and Intern programs must be forwarded by the nominee’s chapter. Nomination information and the program application are both listed on the CSI web page (www.csi-net.org). All applications must be postmarked by December 1, 2004. Mail applications to Dr. Jamie S. Carney, 2084 Haley Center, Auburn University, Auburn, AL 36849-5222.
Interviewing the Principal
(continued from page 1)

- How often did the last counselor engage in guidance activities? Test coordination? Special education meetings? Scheduling?
- How did the former counselor approach career development within the school?
- What kind of counseling groups have been initiated in the past? How do teachers generally respond?
- Does the administration stand behind the counselor’s right to pull students out of class for individual and group counseling sessions?
- What other duties might the school counselor be expected to take on?
- What distinctions are made between the professional development of school counselors and other school staff?
- How does the administration regard the confidentiality of the student/counselor relationship? When would the school expect that confidentiality to be broken?

In the initial meeting with the administrator, it is crucial for the school counselor to express a high degree of professionalism as a counselor. It is not uncommon for principals to be uninformed about the ASCA Model, and it may be necessary for the counselor to summarize the initiative and the school counselor’s personal commitment to these goals. The school counselor can also mention that the model is based on a large body of research on the benefit to students when the school counselor’s energy is directed to direct contact with them.

Presenting Yourself Professionally

Having justified the rationale for professional activities, the school counselor is then in a position to give more details about personal strengths and professional competencies. In essence, the counselor says, “Here is what I do. Does that match your picture of what your school needs?” By utilizing the listening and attending skills acquired through training and experience, the counselor may ascertain the likelihood of developing a positive and mutually beneficial working relationship.

School counselors should investigate the general policies of the school before accepting employment, as employment implies the counselor agrees with them. When school counselors find themselves in institutions that misuse their services and which go against students’ best interests, it is ethically imperative that they either change the institutional policies or find other employment. The initial interview is a prime opportunity for the prospective school counselor to make a difference early on by specifying roles and duties prior to employment. Further, it sets a precedent that leaves the counselor with more control over work activities and program priorities.

Update from Headquarters
(continued from page 3)

methodologies appropriate to investigate both the theory and practice. More information on the grants will be found in this issue and the CSI homepage (www.csi-net.org). First awards will start being granted this fall. This is a unique opportunity for CSI members both student and professional to participate in this initiative.

CSI Store

As expected, the CSI store (csi-net.org) is setting new records, too! Proforma Crescent has been our supplier since September of last year.

We have experienced much greater interest in a variety of logo items never before available. We are continually on the look out for items that many members would like. Share your ideas and we will definitely give it consideration for regular availability. The income from the CSI Store helps to keep CSI dues at their current level (5 years since last increase!) and subsidize some of our initiatives that might not otherwise be possible including CSI initiation speakers and Excellence grants to chapters.

More to Come

As noted in the last Exemplar, we grew in new chapters and set new membership records for CSI in 2003-2004. We have maintained a modest staff size (same number as in 1985!), planned conservatively for growth, and stayed within our budget each year. As a result, we have continued to grow within our means. Each year that we are able, we add new initiatives such as, leadership fellowships, special issues of the Exemplar, chapter professional advocacy and excellence grants, research grants, new awards, and new services on the web. You can be sure that we will have more to come in the future as well.

Presidents Message
(continued from page 2)

and professional development activities were among the projects selected for grant support. To apply for a grant, go to www.csi-net.org and click on Publications, then click on Excellence Grants to print a copy of the application. Send the completed application to Nancy Sherman, 306 Westlake Hall, 1501 W. Bradley Ave., Peoria, IL 61625 by November 19, 2004. I urge you to take advantage of the opportunity for chapter development support in the area of excellence.

CSI Elections

In this issue of the Exemplar you will learn about the candidates for treasurer and president-elect of CSI. Please support your profession by voting in our election, in ACA’s election and at the state and national level. Your vote can make a difference!

Moving?
Change your address at
www.csi-net.org

Welcome
New Chapter

Welcome to the following new Chi Sigma Iota Chapter, Nu Chi Phi at The New York Institute of Technology.
Don’t Overlook the College Counseling Center

Elizabeth A. Gruber
Delta Upsilon Chapter

At the Awards Ceremony this past spring, Elizabeth received the Chi Sigma Iota’s Outstanding Practitioner Supervisor Award.

Many students and professional counselors overlook positions available in higher education. College and university counseling centers offer an array of opportunities for counselors. I have worked for the past 18 years as a university counselor, the last 15 years at a rural university where there are limited mental health services available for students in the community. The services we offer are vital in supporting students’ mental health needs while they pursue their education. In addition to counseling, there are additional professional opportunities including: supervision, training, professional development, consultation, and research.

Consultant and Trainer

As a university counselor, there are opportunities on campus for consultation and training. Faculty, staff, and students seek to learn more about situations in their classrooms, residence halls, and social settings. Administration and faculty rely on university counselors to assist in supporting student success. Counselors are often requested to provide training to residence staff, orientation leaders, mentors, classes, and academic departments on mental health issues. The university community lends itself to collaborative programming throughout campus. Counseling Centers often work in partnership with Health Services, Multicultural Affairs, Athletics, Student Affairs, Residence Life, Disability Services, and other various departments across campus.

I have been involved with drug and alcohol efforts through the counseling center. Students who violate alcohol and drug policies or laws are required by Judicial Affairs to complete CHOICES, a 10 hour educational program for violators comprised of two individual sessions and eight group hours. C.H.E.E.R.S. (Collegians Helping Educate Each Other Regarding Substances) provides education and awareness on alcohol, other drugs, and decision making for students.

Pursuer of Grants

I have had the opportunity to successfully pursue several grants on campus, enabling the university to fund areas of need while suitably aligning with my special interests. There are numerous funding agencies for research or program development in issues related to counseling. These projects enable counselors to stay current in the field, increase professional development, and enhance services offered to clients and other students on campus.

Pennsylvania Liquor Control Board (PLCB) has been extremely active in offering grants and training in alcohol use and abuse for higher education. The PLCB has assisted us in establishing campus community coalitions in our community and across Pennsylvania. They have offered training and provided networking with counselors and educators throughout the Commonwealth. These collaborative initiatives provide exceptional professional growth opportunities.

In 1999, the university received a grant from the U.S. Department of Justice to combat violence against women on campus. The P.E.A.C.E. Project was established through the grant. The project includes victim services and an educational component which addresses sexual assault, stalking, and dating/domestic violence. Technical institutes for grantees are provided by the Department of Justice. These institutes include professional development, technical assistance, and networking opportunities, thus providing diverse opportunities for counseling center and university personnel. A crisis response team and campus community resource team have been established through this project. As a result of the grant, the university has made positive changes in the policy and procedures in dealing with violence against women. The P.E.A.C.E. Project has worked with the Social Equity Office on campus to develop a mandatory training for all freshmen during orientation. These educational efforts have focused on empowering women and men to take a stand on violence against women on campus. Programs have been open to all students as well as special initiatives to residence hall students, Greek Life and athletics. A PEACE Week has been established in the fall and the spring “Take Back the Night” continues to grow yearly.

Supervision

The Counseling Center also offers wide-ranging opportunities for supervision. Many students have been placed in the Counseling Center during their practicum or internship. In addition to the intrinsic benefit of working with counselors in training, the supervision process enables personal and professional growth for the college counselor. I have also been able to supervise students in clinical and psychoeducational graduate assistantship placements. This experience gives students in counseling or related programs an opportunity to learn and grow in these areas, as it does the college counselor supervisor.

Comprehensive Opportunities

I have experienced a growing need for comprehensive services in college counseling centers over the past several years. The prospects for college counselors to make a difference on their campuses, in their professional careers, and in their personal lives are immeasurable. It is an exciting place to work and grow professionally.
Chapter Happenings

Member Recruitment

June Williams
Associate Editor

This issue’s “Chapter Happenings” column is focused on member recruitment. The following chapters share ideas on how they are able to enlist members to CSI.

Participating in campus-wide events is one way that Alpha Upsilon Mu chapter (Auburn University, Montgomery) increases the visibility of CSI on campus. One chapter event, the summer luau, was featured in the school newspaper. Membership incentives such as social events, community networking, workshops, and partial reimbursement for travel to conferences also enhances recruitment efforts.

Sigma Epsilon Sigma chapter (Southeast Missouri State University) recruits members through classroom presentations. This provides students with an opportunity to ask questions about CSI and to “put a face with a name” of CSI officers and members. They also host several counseling-related philanthropic events and professional development workshops.

Activity programming is a challenge for Alpha Chi Alpha (Cincinnati Bible Seminary) since all counseling students are commuters. Fortunately, the school has established weekly student forums, and no classes are scheduled during these times. CSI members also receive lower registration fees at their annual conference.

Theta Alpha Mu chapter (Texas A&M University-Corpus Christi) encourages new membership by distributing flyers in classes and creating a site fair committee. The site fair brings many new members and gives all students an opportunity to meet the intern site director.

Welcome Back Week, a week-long membership drive hosted by Eta chapter (Youngstown State University), features meetings with chapter officers (wearing CSI T-shirts), free coffee during evening classes, literature about CSI and upcoming events, and culminates with the Welcome Back Social. Reminders of membership criteria are posted on the department listerv at the beginning and end of each academic semester.

Alpha chapter (Ohio University) introduces CSI to new students at orientation, providing information packets and hosting a pizza lunch. Programs and activities throughout the quarter feature member benefits. Eligible students are invited to join using flyers and follow-up phone calls and e-mails.

Alpha Omega chapter (University of Toledo) presents information about CSI to all counseling classes and hosts various functions for members and non-members. Last year’s back-to-school gathering was very successful. Their mentoring program provides support and encouragement for new members.

Epsilon Gamma Pi chapter (University of South Dakota) co-sponsors a New Student Orientation with the counseling program, allowing new students to become acquainted with the program, learn about professional organizations, and meet students and faculty. Additionally, members conduct classroom presentations highlighting the benefits and activities of CSI.

Rho Beta chapter (University of Virginia) co-hosts various social and professional events with the Counselor Education Student Organization and the local ACA branch, allowing students and professionals to network, increase their professional knowledge, and learn about the benefits of CSI.

Last fall, Kappa Sigma Upsilon chapter (Kent State University), held a reception to encourage members to become involved and inform potential members of our chapter. Sandwiches were provided and students had the opportunity to meet chapter officers and sign up for committees. They currently planning a “Now and Later” presentation for students during which we will pass out Now and Later candy and discuss what current members can do now and what potential members can expect later.

Delta chapter (Southern Illinois University Carbondale) informs eligible students of the potential benefits available prior to initiation, assigns mentors, and adds them to e-mail announcements of events.

Rho Sigma Upsilon chapter (Winona State University) members attend the Counselor Education Department Fall Reception for New and Returning Students to share information about CSI, give away free pens (with the WSU logo and “Counselor Education” printed on them), and sell canvas bags and t-shirts (with the same print). Prospective members are invited to meetings and sent an invitation once they become eligible.

Zeta chapter (University of Alabama at Birmingham) will host a student/faculty social at a local restaurant this fall for all students. The social will also serve as a new student orientation. CSI will present a brief program including a statement about CSI, an introduction of the Executive Board, and a description by CSI members about their experiences.

Alpha Rho chapter (Texas Woman’s University) is planning a CSI brochure and FAQ sheet to be mailed with welcome letters to new students. Recently, they conducted a membership drive where new members were entered into a raffle for a basket of counseling books and games. During our bi-annual CSI week, they distribute newsletters, brochures, snacks and membership applications.
COMMITTED CANDIDATES

A. Scott McGowan

Post, has been President of the Counseling Association for Humanistic Education and Development, VP of the New York Counseling Association (NYCA), Chair of the ACA Publications Committee, Chair of the Council of ACA Journal Editors, and the founder of CSI chapters at four LIU campuses. Presenter of almost 100 workshops with over 30 published articles in refereed, scholarly journals, Scott is presently Editor of the Journal of Counseling & Development, and was Editor the Journal for the Professional Counselor and Editor of the Journal of Humanistic Counseling And Development. Dr. McGowan has received numerous professional awards, including ACA's prestigious Hitchcock Distinguished Professional Service Award, C-AHEAD’s Hollis Publication Award, NYCA's Patterson Award for Distinguished Service, LIU’s Newton Award for Teaching Excellence, and awards as a distinguished alumnus from both his alma maters, the University of Scranton and Fordham.

Goals Statement

Development of excellence in scholarship, professionalism and leadership - CSI goals since its onset! I first learned about CSI at an ACA conference and when I returned to my university, I shared my enthusiasm with faculty, students and graduates of our program who were practitioners in school counseling, mental health counseling and college student affairs. We formed the first chapter, Lambda Iota Upsilon, at our C. W. Post campus; this acted as a catalyst for our students and graduates and has been

(continued on page 12)

Cynthia J. Osborn

Academic and Professional Experience

Cynthia J. Osborn is an Associate Professor in the Counseling and Human Development Services Program at Kent State University and served as faculty advisor there for 5 years. The KSU Chapter received the 2004 Outstanding CSI Chapter Award for large chapters and is the home chapter for Kim Desmond, CSI 2004 Intern. Cynthia earned her Ph.D. in counselor education from Ohio University and is a licensed professional clinical counselor in Ohio. She served as CSI Secretary, continues as member of the ACES Awards Committee, and currently serves on the ACA Governing Council representing the International Association for Addictions and Offender Counselors. Cynthia has served as both Ohio ACES and ASERVIC President and is currently President of the Ohio Counseling Association. Publications and presentations are in the areas of solution-focused counseling, substance abuse counseling, clinical supervision, counselor stamina, and leadership in counseling, including the CSI endorsed Leaders and Legacies book she co-edited with John D. West and Donald L. Bubenerzer.

Goals Statement

I am proud to be a counselor and to be a member of Chi Sigma Iota. I am therefore honored to be nominated for the position of CSI President, the only counseling honor society and one I have come to value for its devotion to clarifying and preserving a strong counselor identity. It is in its recognition and promotion of counselor identity that CSI demonstrates excellence in the profession of counseling.

(continued on page 12)
DATES FOR 2005-2006

Casting a ballot takes only a few seconds. You may vote only once—either by mail or via the internet. Once a vote is recorded on the internet ballot, no changes may be made after the “submit” button is clicked upon to record the vote. (Only current dues-paying members are eligible to vote in the election. In the event your membership has elapsed, you can still be eligible to vote online by sending in your renewal before the December 1, 2004 deadline.) Candidate information is also available online.

Exercise your professional responsibility by marking your ballot and submitting it so that it is received by midnight on December 1, 2004. Your vote counts, and we need to hear from all CSI members.

Thanks again to each of these nominees for their willingness to be leaders in CSI.

Carla R. Bradley
Associate Professor & Director
Doctoral Program in Counselor Education
Western Michigan University
Kalamazoo, Michigan

Academic and Professional Experience
Carla Bradley is an Associate Professor and Director of the Doctoral Program in Counselor Education at Western Michigan University. She received her doctorate in Counseling and Human Development Services from Kent State University in 1996 and master’s degree in Social Agency Counseling from The University of Dayton in 1990. She is an Ohio Licensed Professional Clinical Counselor, with a supervising credential. She is currently a member of the Board of Directors for the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and has been treasurer for Ohio ACES. Carla is a lifetime member of Chi Sigma Iota. She founded the Mu Beta Chapter at Western Michigan University and is currently chapter advisor. Carla has authored over 20 articles that focus on faculty development in counselor education and multicultural counseling training.

Goals Statement
My primary goal as treasurer for Chi Sigma Iota will be to maintain the organization’s solid financial base. I also would like to enhance our fiscal stability by encouraging active and continued involvement of all CSI’s 40,000 members. As a member of the Executive Council, I will promote the traditions of CSI — excellence in counseling leadership, research, scholarship, and service. I will also work to ensure that CSI’s chapters’ membership and leadership reflect the racial and ethnic diversity of our society. I am committed to the goals and philosophies of CSI and would be honored to serve as treasurer of such an esteemed organization.

Dana Heller Levitt
Assistant Professor
Ohio University
Athens, OH

Academic and Professional Experience
Dana Heller Levitt has been on the Counselor Education faculty at Ohio University since 2001. She is the faculty advisor for the Alpha chapter at Ohio University. Dr. Levitt completed her doctoral studies at the University of Virginia, where she was co-President of the Rho Beta chapter 1999-2000. Dr. Levitt is a 2001 Chi Sigma Iota International Fellow, co-founder and co-chair of the American Counseling Association Jewish Interests Network, and serves on the editorial board for the Journal of College Counseling. At the state level, she is president-elect of the Ohio Counseling Association, is serving as Public Relations Chair of the Ohio Counseling Association for 2 years, and is completing a 4-year term as Treasurer of the Ohio Association for Counselor Education and Supervision. Dr. Levitt has published and presented extensively at the national, regional, and state levels on issues pertinent to counselor development and the counseling profession.

Goals Statement
As Chi Sigma Iota treasurer, I intend to work collaboratively with the Executive Council to determine our financial livelihood and the means by which our excellence and leadership can continue to thrive. Communication with chapter leadership and membership is critical as we pursue fundraising and investment opportunities and monitor our income and expenditures. The predominance of Chi Sigma Iota activity takes place at the chapter level. I therefore propose forums with chapters to learn about financial successes, determine best practices and needs, and promote new leaders in the profession. We may capitalize on existing and new formats (e.g., Exemplar, website, and listservs) for the treasurer, chapters, and members to share ideas and appropriate financial information.

It would be my honor and privilege to serve Chi Sigma Iota in this capacity and continue my commitment to professional excellence, promotion of the profession, and mentoring burgeoning counselors and counselor educators.
Early Adolescents’ Outcome Expectations

Casey A. Barrio
Upsilon Nu Chi Chapter

Foundation of Career Development Behavior

Lent et al. (1994) proposed that the foundation of career-development behavior lies in individuals’ self-efficacy beliefs, outcome expectations, and goal representations. Self-efficacy beliefs are the beliefs one has about his or her ability to perform or undertake certain tasks. Outcome expectations are an individual’s beliefs regarding “what would happen if” he or she decided to undertake a particular task. These beliefs, first classified by Bandura (1986), are hypothesized to include physical outcomes, social outcomes, and self-satisfaction outcomes. Self-efficacy is believed to influence outcome expectations, and both self-efficacy and outcome expectations are believed to influence the creation of career-related goals and interests.

Although self-efficacy is frequently investigated, outcome expectations have not received much attention in the literature. Further, outcome expectations are often conceptualized as positive and focus mostly on success-related outcomes of a particular course of action. We concluded that there is a need to investigate the construct of outcome expectations using methodology that elicits a more complete picture of the dimensions and salience young people associate with outcome expectations. Specifically, there is a need to examine the types of outcome expectations young people think about, which are more important, and which have positive or negative connotations. (Shoffner et al., 2003, p. 7)

Our Research

We utilized qualitative, focus group methodology to conduct our research. Specifically, we interviewed a total of 95 6th, 8th, and 9th grade students in sixteen discussion groups. The students represented a wide range of ethnic, socioeconomic, and academic backgrounds. Researchers used nondirective facilitation skills to assist the students in discussing “what would happen if” they decided to take more advanced math, science, and/or computer courses. Students then worked together to identify the importance of each potential outcome.

The discussions were tape recorded and transcribed so that a coding team could extract phrases representing outcome expectations and classify these into distinct groups or “categories.” Coding team members identified 623 items that fit into 17 categories. The team members then determined the level of importance, or salience, each category held for each group. Team members also determined whether each phrase held a positive, negative, or neutral meaning for the speaker (valence). Finally, the coders grouped the categories into five general types of outcome expectations.

Results

Overall, participants discussed three types of outcome expectations proposed by Bandura (1986) and two types not yet identified by researchers. Most often, students identified fairly concrete physical outcome expectations. They discussed how taking such classes may positively or negatively affect their grades, time spent on schoolwork, and more long-term academic and financial opportunities. Students spent some time discussing social approval (i.e., social status and extrinsic rewards) outcomes. Our participants also spent a great deal of time discussing self-satisfaction outcomes. Specifically, they discussed the psychological impact of attempting such work and how the work might intellectually stimulate and challenge. Students identified relational outcome expectations by discussing the impact that SMET courses would have on their ability to

(continued on page 11)
Early Adolescents
(continued from page 10)

engage in meaningful relationships. Students also identified generativity outcomes as they discussed how such coursework may assist them in changing their educational environment, making meaningful contributions, and giving back to the community. Finally, some students seemed only able to discuss the barriers that would prevent them from being able to engage in SMET coursework.

Physical, social approval, and generativity outcomes tended to be positive; however, students also identified the potential for negative physical, psychological (self-satisfaction), and relational outcomes. Overall, about 60% of expectations were positive, and 30% were negative. We noted that discussion about non-physical and/or negative outcomes tended to emerge after students listed positive, physical outcomes. Once identified, these topics often become controversial, and students often entered into discussions with a new passion.

It was during these discussions that I was touched by openness and passion with which our participants approached the task. My own assumptions regarding what really is important to young people were frequently challenged. Similarly, students’ assumptions – both rational and unrealistic – flew around the room, and they struggled to make sense of what would really happen should they choose to take more advanced math, science, or computers. The nature of the discussions indicated that students had indeed thought of the outcomes even if they had yet to identify a venue where their opinions were sought. They seemed hungry to share their thoughts and relieved to find others who shared similar philosophies and concerns.

It was during these discussions that the potential power of focus group discussion as an early career development tool emerged. Even in our short time together, the students seemed to benefit from the groups, and they frequently requested that we return to continue our discussions. As researchers and practitioners, we shared in the struggle. Our nondirective approach elicited a plethora of rich material and unfinished business – material which we often yearned to address with the students. I suspect that if more counselors would take this approach to practice, students may find themselves directly addressing the hopes, fears, and perceived barriers that play into critical decisions.

In closing, we found students eager to talk about these topics when given ample opportunity. Counselors wishing to facilitate such discussions may find the following steps to our focus groups particularly helpful in doing so.

1. Explain the meaning of “outcome” to students and help them to apply this to a real-life example (e.g., deciding what new outfit to buy)
2. Have students individually list all of the “outcomes” of taking more advanced math, science, or computer courses
3. Ask students to read items from their lists and brainstorm outcomes together
4. Instruct students to work as a group to discuss and identify which outcomes are most important in making a decision.

References

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Student Ideas and Experiences Needed for Publication!

_Liz Mellin and Richard Hazler_

We are looking for student ideas to be published in the next edition of 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 month’s new question is:

**What have you learned or how have you changed from coming to know the lives and experiences of other students in your program?**

Submissions of no more than 400 words should be made no later than November 15 to Richard Hazler and Elizabeth Mellin by email <hazler@psu.edu> or mail to 327 CEDAR Building, Penn State University, University Park, PA 16802.
A. Scott McGowan  
(continued from page 8)

instrumental in developing and forming the professional role of our members. We later formed chapters at three other LIU sites: Brentwood's Lambda Iota Beta, Rockland's Sigma Kappa Chi, and West Point's Pi Lambda Iota.

I join other leaders of CSI in recognizing the key role that local chapters play in developing excellence in counseling. I also recognize the support from the national leadership in terms of finances, presentations at local chapter meetings and initiations, and eagerness to act as role models of professional involvement. One of my goals would be to continue supporting local chapters and to do whatever I can to strengthen the relationship between the national and local levels. In a recent article in the Exemplar, Cheryl Holcomb-McCoy gently but strongly challenged us all to truly recommit ourselves in promoting “diversity and social justice within our respective communities.” Therefore, a second goal would be to increase the diversity of our organization at the national and local levels by working closely with the Membership Committee and the Faculty Advisors.

As an editor of three refereed, scholarly counseling journals during the past 15 years, I am especially interested in fostering intellectual inquiry and research that bolsters the scholarship base of the counseling profession. CSI’s commitment to scholarship is widely recognized and I would most certainly build on that commitment. Research and writing for publication can be a grueling and demanding regimen but the rewards of successful publishing are enormous. A third goal, therefore, would be to develop means and ways of encouraging increased research and writing, including the use of technology for both research and communication among our members, and specifically among graduate students.

The members of CSI have demonstrated leadership potential, skills, and vision. A fourth goal would be to encourage continued support for

CSI’s exemplary intern and fellowship program, along with expanded leadership training and mentoring of our members. Our members are both the leaders and the future leaders of the profession and CSI has uniquely provided leadership development opportunities not only through its philosophy but by its very concrete programs. The members of the chapters understand that the leadership and the activities of each chapter are member directed rather than "professor" directed. I would like to build on this philosophy of self-directed career and leader development, albeit while recognizing the importance of role modeling/mentoring by seasoned professionals.

I am honored to be nominated for the office of President-elect. Elected or not, my commitment to the goals and philosophy of CSI in terms of counseling excellence is firm and grounded.

Cynthia J. Osborn  
(continued from page 8)

As an organization with more active members than any ACA division at this time, CSI represents a strong and formidable body of professional counselors and counseling students, one with continued potential to define the profession of counseling.

As President of CSI, I would strive to (a) maintain CSI’s unwavering commitment to a strong counselor identity; (b) continue CSI’s investment in current and future leaders in the counseling profession; and (c) strengthen CSI’s professional membership.

Counselor Identity

CSI was founded nearly 20 years ago, soon after CACREP was established and at a time when counselor licensure was first becoming law in several states. CSI’s intent then was to serve as a linkage for counseling students, counselor practitioners, and counselor educators, all of whom were proud of their professional training, practice, and identity. This remains a priority for CSI today, particularly as our profession matures. At a time when ACA divisional affiliation may inadvertently and unfortu-
If you ask Dr. Jennifer Adams why she gives her time to serving as a Chi Sigma Iota faculty advisor, she will tell you that it is her own way of “giving back” to the counseling profession. As a faculty advisor, Dr. Adams has helped to resurrect a formerly inactive CSI chapter, Upsilon Theta Chi at the University of Tennessee Chattanooga, which has become a source of support to counseling students desiring to become involved in state, regional, and national events within the counseling profession.

**Commitment to Chi Sigma Iota**

Like many leaders within CSI, Dr. Jennifer Adams began her involvement in CSI while a graduate student. As a doctoral student at the University of North Carolina at Greensboro, Dr. Adams was encouraged not only to join CSI but also to participate actively in the chapter. Consequently, Dr. Adams chaired the chapter’s nominations committee and served on several other committees as well. She counts the expectation to be involved within CSI as a graduate student a critical aspect of her professional development, instilling within her an awareness of her responsibility to give of herself and her expertise to other counselors, the counseling profession, and to counselors in training.

Upon accepting a faculty position at the University of Tennessee Chattanooga, Dr. Adams also took on the task of reviving its CSI chapter which had been inactive for almost ten years. Her goal was to help the chapter become a resource for students as well as an influential part of their counselor training. Currently, Upsilon Theta Chi is enjoying its third year as an active chapter, striving to make membership beneficial through sponsoring professional development scholarships that have enabled chapter members to attend state, regional, and national conferences. This growing chapter proudly notes that it provided partial scholarships for 3 students to attend this year’s ACA conference in Kansas City. Contending with normal chapter struggles of maintaining an effective communication flow and adjusting to annually changing leadership, Dr. Adams notes that the chapter has seen success and continues to develop.

In addition to Dr. Adams’ responsibilities as a CSI faculty advisor, she also has devoted her energies to a three-year appointment as co-chair of the CSI Faculty Advisor’s Network. In this position, she has begun working on “re-establishing a mentoring network for our new and maybe not so new advisors who feel isolated and who are struggling.” (She adds that anyone interested in working with this project is welcome!) The goal of this project is to reach out to other faculty advisors who desire a support network for leading their respective chapters in a myriad of areas which often can be overwhelming without such support.

**Commitment to Professional Service**

Dr. Adams’ journey to her present career has included earning a bachelors of science degree in Secondary Education and a master’s degree in Counseling at West Virginia University. She went on to receive a Ph.D. in Counseling and Counselor Education from The University of North Carolina at Greensboro. This fall, Dr. Adams will begin a new appointment as an assistant professor at West Virginia University where she plans to continue her involvement with the CSI chapter.

Currently, Dr. Adams is actively involved in numerous professional organizations including the American Counseling Association, the Association for Counselor Education and Supervision, the Southern Association for Counselor Education and Supervision, the Tennessee Association for Counselor Education and Supervision in which she has served as president, and the Tennessee Counseling Association (TCA) in which she has served as the TCA Newsletter Chair and Executive Board Member. In addition to a busy docket of professional service, Dr. Adams maintains a research agenda with interests related to “referrals within schools to determine how students get to the school counselor in the first place; the relationship (or potential for one) between the school counselor and the school resource officer; gang involvement prevention; the Systems of Care Philosophy; and creative counseling approaches and approaches to supervision of interns.”

In each of her CSI involvements, Dr. Adams dedicated time and effort to developing resources for chapters and members. She notes that her work “is one way in which I am attempting to give something back to the profession.” Perhaps many CSI Faculty Advisors’ commitment to leading their respective chapters is characterized by Dr. Adams’ description of why her faculty advisor role is so important to her, “By sharing with my students the desire to remain very professionally active and involved, I believe that I am helping to mentor future generations of counselors, who will then become the future leaders of our profession.”
Chapter Development Tip

Nancy L.A. Forth and Holly Hartwig Moorhead
Committee Co-Chairs

As Holly and I began our collaboration on this column and as co-chairs of the Chapter Development Committee, we were first pleased to find we both shared a high-level of passion regarding Chi Sigma Iota. Secondly, we both have had similar chapter experiences with several emerging themes. We found it interesting that our themes appeared to be similar to some of the topics of Brian Dew’s (past Chapter Development Chair). We appreciate the excellent work Brian has done and hope to continue in his footsteps.

As such, we decided to address the four following areas during the 2004/2005 year: **Member recruitment** — What are ways to show prospective members the advantages of membership in Chi Sigma Iota? **Member involvement** — What are ways to involve members at the Chapter and International levels? **Member retention** — Now that they are members, how can their memberships be retained (especially graduating members)? **Leader support** — How can CSI leaders (both Executive Council members and Faculty Advisors) be supported?

### Recruiting Ideas

One method for recruiting new members is for faculty advisors to include members in professional presentations. I invite interested members to join me in presenting at state and national conferences. This offers the opportunity of submitting a presentation proposal, preparing for the presentation, and finally, giving the presentation. My students have told me this experience alleviated their presentation fear and encouraged them to continue with their own presentations.

Another way to recruit new members is through mentoring programs. Mentoring of students and new professionals is essential and has been described as the assistance in the achievement of life’s dreams (Levinson et al., 1978). Benefits of mentoring include increased effectiveness regarding (a) retention, (b) developmental gains, (c) competence, (d) satisfaction, (e) job acquisition, and (f) subsequent career advancements (Schwiebert, 2000).

In particular, peer-mentoring programs can help students within the same organization learn from each other (Schwiebert, 2000). At the University of Illinois at Springfield, we created a peer-mentoring program in which newly admitted students are paired with Chi Sigma Iota members. The CSI mentor offers the new student a vast amount of information regarding the program, the university, and the community at large. As such, the new student finds an immediate connection with his or her new profession. For the mentor, this can be the beginning or continuation of leadership roles which will benefit their professional career. For more information concerning peer-mentoring program development, please contact Dr. Nancy L.A. Forth (forth.nancy@uis.edu).

### Grants to Be Awarded

Drs. Allen and Mary Bradford Ivey have provided research grant awards gifts of $2,000 for each of two years beginning in fiscal year 2004-05. The purpose of the grants is to promote research associated with the theory and practice of Developmental Counseling and Therapy (DCT). Awards will be given in amounts of up to $500.

DCT is an integrative, multicultural approach to counseling over the life span. As a consequence, it has implications for professional counselors in all settings and with individuals, couples, and groups of all ages and types. As with other approaches, there are many aspects of DCT yet to be investigated with respect to its efficacy with specific populations, under specific situations, and over time.

A committee chaired by Dr. Cyn-thia Osborn (Kent State University) is developing guidelines to be published on the web in the coming months. The committee will be assessing both the importance of the topic to testing the theory and practice of DCT and the methodological rigor of the research proposed.

All active members of CSI are eligible (i.e., students, counselor education faculty, and professional counselors) to submit a proposal. Recipients are expected to present their findings through a variety of methods including presentations and publications. Results also will be available through the CSI website upon completion of the studies.

More information on the grants will be found on the CSI homepage as it is available from the committee (www.csi-net.org).

### CSI Proudly Thanks Donors

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

Christie L. Wilczynski
Joan Knowlton
Martha Canji
Camilla A. Clarke
Annmarie Jazylo
Bobby Clark
Rhonda S. Gaines

Alpha
Alpha Theta
Chi Sigma
Epsilon
Lambda Iota
Pi Sigma
Theta

References


Counselor Advocacy Tips

Scott E. Gillig and Kenneth G. McCurdy
Advocacy Committee

The Counselor Advocacy Tips column is written to encourage members to share practical examples of counselor advocacy. The question, “What have you done to advocate for the counseling profession?” guides this column. Please submit your “Counselor Advocacy Tips” (100 words or less) by November 15, 2004 to Scott Gillig by e-mail to sgillig@mail.barry.edu or by mail to Scott Gillig, Barry University, 11300 NE Second Ave., Miami Shores, FL 33161-6695.

Nine chapters presented at the CSI Advocacy Poster Session on April 2, 2004 in Kansas City. Advocacy tips from one of these chapters (Iota Omega Upsilon) and one chapter (Beta Phi) which presented last year follow.

K. Elizabeth McDonald, president or the Iota Omega Upsilon’s chapter submitted information about their chapter’s activities. The chapter did their poster presentation on advocating for victims of human trafficking. The purpose of the presentation was to increase awareness of the modern day slavery in the United States. They developed an inclusive bibliography as a reference for counselors regarding counseling victims. Furthermore, they created a detailed handout addressing facts, legalities, and counseling implications that include what victims may experience, coping mechanisms, culturally sensitive counseling techniques, resources for PTSD, and advocacy organizations. Both the bibliography and handout educates counselors about the plight of victims of human trafficking and assist in counseling this unique population.

Denise L. Collings, Beta Phi president, lauds faculty advisor Nancy Sherman as being “wonderfully supportive and innovative.” The chapter has separate committees for workshops, community service, community agency counseling, and school counseling that partner with the community. The chapter is active in a wide range of advocacy efforts, including partnering with a mental health center doing depression screenings, topical seminars, and a book drive. The chapter provides information about the results of the screening and resources. Annually, the chapter sponsors and provides CEU’s on Hot Topics seminars utilizing chapter and community talent. Some of the volunteers include counselors, educators, psychopharmacologists, those who are in recovery of mental health system, and students who have done extensive research. They also hold a Licensure and Certification Workshop each year as well as collect journals and textbooks to send to the Higher School of Social Work and Social Pedagogy “Attistiba” in Latvia. Due to the countries previous restrictions of publications, Latvian students identified a need in recent publications on mental health issues.

Attention All Chapters!

http://www.csi-net.org/store is waiting for your visit!

The CSI Store

Chapters can now purchase items in bulk for gifts to officers and members, to promote fund raising, and to recognize attendance at special chapter events. AND, these items can now be personalized with YOUR chapter name and the dates of special events! Here are some creative ideas chapters have already implemented using the NEW CSI store and memorabilia:

- Coffee mugs, pens, and pencils with the name of the chapter and initiation date
- T-shirts and Sweatshirts with the chapter name and a special event (fun-run, children’s festival, campus honors day)
- CSI note cards for special events (get-well notes and chapter condolences for members)
- Perpetual plaque in department office listing names of chapter presidents (or faculty advisors)
- Gavels and plaques for incoming and outgoing officers

ANY memorabilia item you have seen ANYWHERE can be possible with the new CSI store! Remember that chapters receive a bulk discount.

Also please note, the CSI logo is trademarked, and the only place you can buy CSI logo memorabilia is at the CSI Store. Click your way there today!!
Do you have a chapter web page? Are you planning to have a chapter page? As Dwayne Ham described in the last issue of the Exemplar, a chapter web page is an important means of providing timely and useful information and resources for your chapter members. Creating and maintaining pages continues to become easier, and CSI is working to make the process of web page creation so easy that all chapters will develop pages to serve members and potential members.

Revised Web Page Policy
A new, completely revised and simplified CSI Chapter Web Page Policy was approved by the Executive Council in May. With input from many of our chapters, and especially help from Dwayne Ham (Alpha Delta, University of Maryland), Tim Tedder (Iota Omega Upsilon, Indiana Wesleyan University), and Kelley Barnett (Kappa Zeta, University of Memphis), we have designed what we think is a user-friendly policy that will help you quickly get your chapter web page up and running. In addition to assistance with design, some of these folks have offered to provide technical assistance to chapters as well. You can access a copy of the new policy by logging in to your chapter at www.csi-net.org, or you can obtain a copy by writing webadministrator@csi-net.org.

Templates
To make the process of creating chapter pages easier, we have created a template for each chapter to help you get started. The template includes all of the files necessary for your main chapter home page. You can use these files to create links to all other files on your chapter page. By early September, each chapter faculty advisor will receive, as an e-mail attachment, a zip file containing the template for their chapter web page. A sample of this template can be viewed at http://www.uncg.edu/student.groups/csi/. Copies of the template will be maintained on file, should any chapters ever need them.

So, if you have a chapter web page, please plan to revise it using the new template. If you do not yet have a chapter page, there is no better time than the present to create one. Once your chapter page is ready for the web, we will link to it from the list of chapters on the CSI home page. We look forward to hearing from you, and to seeing all of your new chapter pages on the web!