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Counseling Academic and Professional Honor Society International

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# Virtual CSI: Utilizing Technology for Chapter Meetings

*Lea Flowers*

There is a trend in higher education towards an increase in online courses and distance learning. Online distance education is no longer on the fringes of academe; it is now being recognized as credible and viable (Hollis, 2002), a precedent that is changing the traditions of higher education as we know it. Many counseling programs are combining on-campus classes and online classes within their course offerings. Distance learning offers convenience and accessibility to many students who live long distances from the campus, work full-time or have family commitments. This trend offers implications for organizations such as Chi Sigma Iota to identify ways to utilize technology and virtual environments to achieve the goals of each chapter with the changing paradigm in many programs. The increased use of on-line courses and students working full-time reduces the actual time students spend on campus. As a result conducting chapter meetings and events in the traditional

face-to-face manner may be compromised by reduced attendance. This article will provide an overview of virtual options that can be incorporated within a chapter.

## Virtual Meetings

Many chapters face challenges with scheduling and organizing chapter meetings, particularly with the limited on-campus space during popular times of the day. Online virtual meetings are real time interactions that take place over the computer. They are cost and time effective because chapter business is not restricted by location, time, distance or format. Conducting meetings virtually eliminates the burden of identifying a location on campus for meetings and alleviates any additional expense for snacks and photocopies. Virtual meetings are convenient and accessible to more members because the only travel involved is to the nearest computer with internet access. Virtual meetings are ideal for tasks such as idea generation or brainstorming, planning and collaborative projects. This format is more efficient because it reduces opportunity for distractions, random tangents, and social chit-chat. Some individuals may find virtual meetings to be less intimidating than face-to-face meetings; therefore, members who might not otherwise feel comfortable speaking up in traditional meetings may be more inclined to participate in online discussions.

Virtual meetings are relatively easy to set up in Yahoo, Google, Microsoft and AOL. These internet

providers provide capabilities to create your chapter's virtual environment with listservs, chat rooms, instant messaging and discussion boards.

## Listservs

Listservs are an efficient way to send information to the entire group without sending individual emails. Some campuses have internal means within their technology center to set up listservs for student groups. If not, identify an individual within the chapter who is knowledgeable about virtual communication and who is willing to serve as the moderator and developer of the listserv. This individual is responsible for maintaining and updating the listserv.

There are two commonly used services for setting up listservs, Google (<http://groups.google.com>) and Yahoo (<http://groups.yahoo.com/>). Both of these services require you set up a free email account before creating

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## Time to Vote!

**This edition of the Exemplar contains information about candidates for 2007-08 president-elect and treasurer. It also contains a ballot for you to cast your vote—or you can go to [www.csi-net.org](http://www.csi-net.org) and vote online.**

**Please take a few minutes to read the candidate's information and cast your ballot.**

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## Orchestrating Excellence in CSI

*Cynthia J. Osborn*  
CSI President



**Cynthia Osborn**

Although I come from an extended musical family and once played the clarinet and took piano lessons, I am not a musician. I do enjoy listening to a good orchestra, however, and depending on our seats or the camera's vantage point, enjoy watching the orchestra conductor, particularly one who is energetic, demonstrative, noticeably "feels the music," and engages both the musicians and the audience.

After listening to an orchestra and watching its conductor during the July 4th festivities this year, I wondered how we in CSI might benefit from considering the work of orchestras and their conductors. Specifically, I wondered how each CSI chapter might be likened to an orchestra led by a "Maestro" (the chapter faculty advisor, the president, or another officer) and what all members – musicians and conductor alike – could learn about collaboration and leadership for the purpose of creating quality music (i.e., realizing excellence in the counseling profession).

### Good Listeners

First and foremost, members of the orchestra must be good listeners, not only tuned in to the sound of their own instruments but also attuned to the unique sounds of other instruments. This requires an ability to collaborate and a willingness to play with others. There may be occasion for solos when one instrument played at a particular time will enhance the overall piece.

Most often, however, the music that inspires is the product of the full orchestra, the result of practiced collaboration or disciplined rehearsal when all members contribute at their best, each one attentive to such things as entrance or timing, pace or rhythm, and volume.

The conductor must also be a good listener and have a vision for the musical score. He or she must also have played an instrument at one time but is not an expert on all the instruments represented, thereby necessitating a willingness to be taught by individual musicians how each instrument can contribute to the overall piece. This implies a shared recognition of the desired music, with the conductor serving as the one to consistently inspire excellence.

### Your Chapter's Music?

What type of music does your chapter want or need to be playing at this particular time in its history? Who will decide this and how will the vision (i.e., the musical score) be determined? Who will participate in creative deliberation to compose the music and what musical instruments (talented individuals) need to be included? Who is the intended audience of your chapter orchestra's music – or do you want to simply play for your own entertainment? An important function of any orchestra is being engaged in the local community, being responsive to its stakeholders. What service, then, will your chapter orchestra provide its academic counseling program, the larger counseling profession, and the local community?

Perhaps these and other questions can be pondered by all CSI chapter musicians and conductors at the start of another academic year. Rather than being content with mere technical compliance (e.g., simply "going through the motions" or repeating a worn out tune), I trust that your CSI chapter orchestra will be able to realize a year-long inspired performance. I'll be listening!

# Navigating the Nomination Process

Jacqueline A. Walsh  
Beta Gamma Delta Faculty Advisor

As a member of Chi Sigma Iota, you are encouraged to nominate outstanding individuals and chapters for Chi Sigma Iota Recognition awards. Yet, the awards nomination process can seem intimidating. As an award reviewer and "successful" former nominator, I would like to provide some pointers to help you navigate the nomination process. Most importantly, I hope you will view the nomination packet as your opportunity to illustrate the nominee's outstanding qualities for the awards committee.

## Getting Organized

The CSI website ([www.csi-net.org](http://www.csi-net.org)) provides information about the awards and the awards nomination process. Note that the awards web pages were re-designed last year and are very "user-friendly." You will begin the nomination process by completing the online award nomination form (remember to print a copy to enclose with your nomination packet).

I suggest that you pay particular attention to the **eligibility criteria** – especially note that the nominating chapter must be active, and both the nominator and nominee must be current CSI members. As an award reviewer, it's distressing when an excellent nominee is disqualified because the eligibility criteria are not met.

The CSI webpage for each award lists the **Criteria for Nomination and Selection**. I think these criteria play a central role in your nomination packet. As a nominator, your goal is to demonstrate that the nominee meets these criteria. In fact, note that a copy of the award reviewer's **rating form** is provided on the webpage as well. You'll notice that points are granted for each of the award criteria, as well as the strength of the overall application and supporting documentation.

So, as you gather your supporting documentation for your nomination packet, I suggest that you keep the awards criteria and rating standards in mind.

## Demonstrating Excellence

As an award nominator, you will want to focus on the use of **supporting**

**documentation** (i.e., nomination letter, letters of recommendation, vita, and supplementary evidence) to demonstrate that the candidate meets the award criteria.

First, the **nomination letter** is the ideal place to introduce the reviewers to the nominee and to provide an overview of the nominee's qualifications for the award. Second, when seeking **letters of recommendation**, look for authors who can best help you illustrate the nominee's outstanding qualities. You might consider colleagues, supervisors, supervisees, faculty advisors, faculty members, students, counselors in the community, etc. Once you have selected the authors, you might provide them with a description of the award and a copy of the criteria so that they can write a personalized letter that addresses the award criteria.

Third, a well-organized, appropriately-detailed **vita** can provide evidence of the nominee's qualifications. Fourth, I suggest that you choose your supplementary evidence carefully in order to best illustrate the nominee's qualifications. Your **supplementary evidence** could include items such as publications, grant applications, photographs, newspaper clippings, etc.

## The Final Product

The final step is to put together an attractive nomination packet. It's important to follow the directions in preparing your packet and include all the items listed on the Table of Contents. Your packet does not need to be expensively produced; however, it should be thorough and well-organized.

Send 3 copies of your nomination packet in one envelope which must be **postmarked by December 1, 2006**. Note that certified mail is suggested so that the packet can be tracked, if necessary.

Finally, by producing a nomination packet that reflects the excellence of the nominee, you will be actively participating in the mission of CSI – to recognize and promote excellence in the counseling profession. Good luck!



## Chi Sigma Iota Exemplar

The CSI *Exemplar* is distributed three times a year to all CSI members and is the main communication service informing members of current events within the Society and within the counseling profession. Its content represents enthusiasm for academic and professional excellence in counseling.

### Deadlines:

| Issue  | Deadline   |
|--------|------------|
| Fall   | August 1   |
| Spring | December 1 |
| Summer | May 1      |

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# Become a CSI Fellow or Intern!

*Richard Hazler*  
CSI Past-President

Applications are now being accepted for 2007-08 Chi Sigma Iota Fellowships and Internships. These unique leadership training opportunities for CSI members in the early stages of their professional counseling careers promote mentoring, leadership skills, and benefits to local chapters. Ten Fellows will be awarded, of which two will be selected as Interns. Faculty Advisors and chapter leaders are strongly encouraged to nominate members for these opportunities!

## CSI Fellowships

Fellowships are for CSI members who are graduate students or within 3 years post graduation. Fellows receive opportunities for professional development through participation in their chapter and CSI International activities, CSI committees, and during CSI Leadership Training at the

2007 ACA Convention.

## CSI Internships

Interns participate in CSI special projects under the mentoring of CSI leaders. They also take part in CSI Leadership Training at ACA, CSI meetings during ACA, and the Executive Council summer retreat.

## Past Participant Comments

*June Williams (CSI President-Elect)* "Being selected as a fellow and interacting with many dedicated counseling professionals inspired me to become more active and committed to my professional development."

*Catherine Chang (Past CSI Treasurer)* "This experience helped set the foundation for my career by meeting the leaders of the counseling profession who continue to mentor, support, and encourage me today."

## Support

Fellows and Interns receive \$400

from CSI and a \$100 matching grant from their local chapter for participating in CSI Day at the ACA Convention in Detroit. Interns also receive reimbursement for attending the summer CSI Executive Council meeting and \$500 when they *successfully complete* their internship commitment.

## Eligibility and Application

Applicants for Fellowships and Internships must be active and current members of CSI and their local chapters and must be endorsed by their local chapters. **Information and online applications are available on the CSI web page ([www.csinet.org](http://www.csinet.org))**. Online applications must be posted no later than **December 1, 2006**. Mail applications to Dr. Richard Hazler, 331 CEDAR Building, Penn State University, University Park, PA 16802.

# CSI Excellence in Counseling Grant Recipients Announced

*Andrea Dixon Rayle*  
CSI Excellence Grants Committee Chairperson

The 2006-2007 CSI Excellence in Counseling Research Grants Committee is pleased to announce this year's recipients of the CSI Excellence in Counseling Grants for Research in Professional Counselor Identity. Funding for the CSI Excellence in Counseling Research Grants Program is intended to support CSI members who have conducted research (within the past year) or plan to conduct research (within the next year) that promotes and enhances the counseling profession through an emphasis on issues related to professional counselor identity.

Below are this year's recipients, their university affiliations, and the titles of their funded projects:

- Jean Roberts, University of Toledo  
"Exploring the Construct Validity of the California Brief Multicultural Scale with Counselor Education Students"

- Dr. Kelly L. Wester, Carla Emerson, and Karen Hall-Renn, UNC-Greensboro  
"The Development of Professional Identity among Entry-level Students: A Longitudinal Pilot Study"

- Dr. Kimberly N. Frazier, Clemson University

"Using Bibliotherapy to Discuss Racial and Ethnic Differences with School-Aged Children"

- Dr. Shawn Patrick, Dr. John Beckenbach, Ryan D. Foster, Joshua P. Nash, and Jason R. Ledlie, Texas State University

"Male Perceptions of Intimacy: Implications for Professional Counselor Practice"

- Catherine Tucker, University of Florida

"Advancing Professional Counselors' Framework for Understanding

African American Families in Poverty"

- Dr. Ken McCurdy, Erica Ratkowski, and Erin Bastow, Gannon University  
"Assessing the Technical Competencies of New Counselor Education Students"

Thank you to the members of this year's CSI Excellence in Counseling Grants Committee: Andrea Dixon Rayle, Jamie S. Carney, Donna Gibson, Nancy Sherman, Shawn Spurgeon, and Joshua C. Watson. The Committee looks forward to recognizing this year's recipients at the CSI Awards Ceremony during the 2007 ACA Convention in Detroit. In addition, grant recipients will showcase their research proposal in poster format during the CSI Reception that same day.

Congratulations to ALL of our CSI Excellence in Counseling 2006 grant recipients!

## Advocacy Theme #6: Establishing a Baseline for Wellness in Counselor Education

By Jane E. Myers, Thomas J. Sweeney, & Phil Clarke

The CSI Strategic Plan for Advocacy (see [csi-net.org](http://csi-net.org)) includes six themes, with Prevention/Wellness as theme 6. The goal of this theme is "To promote optimum human development across the life span through prevention and wellness." Within this goal are three main objectives: (a) to encourage client wellness by identifying needs of clients and implementing strategies to address client needs; (b) to encourage all counselors to incorporate wellness into their philosophical orientation, their professional practices, research, and their advocacy for client welfare; and (c) to encourage counselor wellness by identifying the needs of counselors and by selecting, training and retraining counseling students who are committed to personal wellness. All of these objectives have a foundation in counselor preparation.

A variety of methods are required to meet the goals and objectives defined in Theme 6. However, baseline information on the current state-of-the-art in counselor preparation is needed as a foundation against which to evaluate the success of future efforts. Hence, this pilot study was designed to provide baseline information on the extent to which wellness initiatives are currently a part of counseling training programs.

### Methodology

This study was conducted in two phases. In the first phase, we sent an e-mail to 250 CSI Chapter Faculty Advisors explaining the study and asking for the name of a contact person in their department who could provide information on wellness initiatives, both as part of the formal education curriculum (i.e., wellness courses, curricular units on wellness in other, and wellness research by students and faculty) and through co-curricular activities (i.e., workshops and experiential programs for faculty

and students). A reminder e-mail was sent a few days later. In the second phase, we contacted the persons identified in Phase 1 and requested their responses to eight items addressing the types of wellness activities, programs, and curricula available through their CSI chapter and counselor education department

### Respondents

The mailings in Phase 1 generated 32 responses, or 13% of the population of CSI chapters. Two-thirds of these chapters were in CACREP-accredited programs. Five of the respondents (16%) indicated that their department had no wellness initiatives. The remaining 27 (84%) who provided positive responses indicating that there were curricular and/or co-curricular wellness initiatives in their programs were included in Phase 2 and received questionnaires. Three counselor educators requested phone interviews and 16 returned their responses by e-mail; in all, there were 19 completed questionnaires.

### Results

Five programs reported having a special course on wellness, with course titles being "Advanced Interventions, Preventative Models," "Stress Management," "Introduction to Health and Wellness Counseling," "Introduction to Mental Health and Wellness in Contemporary Society," and "Wellness and Habit Change: Creating a Wellness Lifestyle." In contrast, 13 respondents indicated that curricular units on wellness were included in other courses. In general, wellness was "mentioned" in courses rather than being a subject specifically taught with assigned readings. The focus was on counselor self-care, self-awareness, stress management, and related areas.

Three of the respondents reported that their faculty as a whole

embraces wellness and 4 acknowledged that some faculty but not all encouraged a commitment to wellness. Consistent with these numbers, wellness was included in written documents (e.g., policies, mission statements) in only 3 departments. One respondent commented that, although wellness is not in their written documents, "We just live it. It is informal but very much alive... We have faculty meetings in orchards and we have meals together."

More than half of the respondents (N = 11) confirmed that their faculty makes an effort to promote student wellness during their program. At the same time, only 6 respondents reported assessing student wellness and most do so informally, for instance through observation during a practica and internship. Faculty promoted wellness most commonly through identifying resources for students such as counseling centers or providing social events. A requirement of receiving counseling was rare. One program however, requires students to have 4 counseling sessions and refers struggling students to counseling in addition to the required sessions. Another counseling department through its wellness course requires students to complete an individual wellness plan, however that course is an elective and not required of all students.

About half of the respondents (N = 9) reported student promotion of wellness through co-curricular activities. Examples were "encouraging physical health (engaging in physical exercise, maintaining a healthy diet and lifestyle)," "participating in co-curricular activities that promote program/community involvement (membership in Chi Sigma Iota, service learning activities)," and "facilitating professional development/psycho-

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## Virtual CSI

(continued from page 1)

the listserv group. Directions are provided to guide you through each step to categorize, describe and select a profile for your group. Yahoo Messenger (<http://messenger.yahoo.com/>) has voice capabilities you can use in conferencing by exchanging text messages with multiple people in one instant message (IM). It can also be used for real time sharing of files. AOL (<http://www.aim.com>) also provides free instant messages and chat sessions.

Microsoft (<http://www.microsoft.com/windows/netmeeting/>) offers a free download of meeting services through its NetMeeting software. This software enables communication with anyone, anywhere via your personal computer with other PC users.

### Digital Recording Interviews

Your chapter might also consider utilizing technology to present a speaker series. Include interviews that spotlight professionals in the field who may not have the time to commit to traveling to your campus to do a presentation. However, they may be willing to provide an hour of their time for an interview around an area in their specialty. These interviews can be digitally recorded then presented to members as a .wav file attached to an email on the chapter's listserv. The equipment necessary to achieve this goal would be a telephone, digital recorder, (one recommendation is the Olympus WS-100), and a compatible microphone ear piece.

### Chatting

A more interactive option is to arrange for the interview set up as a chat. The chat can be set up through AOL or Yahoo. It is designed so that members are given a time to log to "speak" virtually with the featured professional. As the expert responds in real time to submitted questions, the students experience a compelling learning environment. To set up a live chat, a moderator must be appointed, preferably someone who is very familiar with the process of chatting and has a basic idea of what information the group would like to learn

from the expert and the format of questions and answers. The moderator provides the ground rules for the session before initiating the actual chat. The live chat should be advertised so that members are aware of the time (important to begin on time and end the session on time) and log on information to participate in the chat. Most chat formats provide an application window that includes a list of individuals who are currently participating. Each participant will have a pane for typing comments and question to submit for the viewing of the entire group. The transcripts of chat session can be printed as a handout from the presentation.

Be sure to practice the chat sessions several times before conducting the interview with someone from outside your campus. Feature your chapter faculty advisor, an alumni member or outstanding student to familiarize the group to the chat process before conducting the interview with the invited guest so that more time will not be spent troubleshooting technical glitches than focusing in on a great interview.

### Less is More in Virtual Communication

To insure virtual interactions are read and easily understood, there are a few cautions that need to be taken into consideration. Less is usually more in virtual communication. It is important that information be presented in a clear and concise manner without laboring the reader with dense text. Brevity increases the effectiveness in virtual communication.

### Don't Lay on the Horn!

In the midst of the excitement about an upcoming event, resist the urge to announce the event several times on the listserv. Be considerate of the readers' time by not sending repeated announcements. Repeated reminders on the listserv diminish the importance of the event as the invitation begins to be perceived as a desperate plea. Most appropriate would be to send out the initial "save the date" announcement well in advance of the upcoming event, perhaps six to eight weeks from the actual date.

Then send the actual invitation approximately two weeks before the event. Get the word out about events in a multitude of ways. The listserv maybe the primary mode but do not forget to use word of mouth, announcements in classes and posted fliers on the bulletin boards also work well as an additional source of communication.

### Costly Alternatives

For the tech savvy chapters with limitless budgets there are costly technological alternatives. Macromedia Breeze (<http://www.adobe.com/products/breeze/>) is an Adobe product that provides rich web communication that can be used for real time trainings and web seminars that everyone can access instantly through any web browser. PowerPoint presentations can be uploaded and delivered on demand. These web trainings can be advertised widely since location is not an issue.

### Think Creatively

These are some suggestions for using technology to encourage communication and involvement in your chapters. Traditional CSI meetings are invaluable to a chapter—but there are many other ways to reach, connect, and involve members.

### Reference

Hollis, A. (2004, April). *Trends in Online Higher Education*. Retrieved on May 24, 2006 from [http://www.clo-media.com/content/templates/clo\\_article.asp?articleid=459&zoneid=101](http://www.clo-media.com/content/templates/clo_article.asp?articleid=459&zoneid=101).



# Envisioning Change Through the Use of Art in Counseling

*Julie Stephan*  
*CSI Associate Editor*

It has long been debated as to whether counseling is a process most akin to art or science, but a growing body of research highlights the healing power of different forms of art techniques used during the counseling process. Counselors employing art techniques have discovered reductions in client stress and anxiety with simultaneous promotion of client self-awareness and self-expression.

Art has been incorporated in the successful counseling of varied populations and for diverse issues, such as for survivors of abuse, people with cancer, those in recovery for substance abuse, and clients managing chronic pain. Art techniques may be used with individuals, couples, families, or groups, and it has been found useful for clients of all ages. Some counselors have speculated that it is the act of creating that is most healing, while others point to the comfort and pleasure gained from the artistic endeavor.

Creativity through art is natural to the human spirit, but although artistic expression and creativity are encouraged throughout most educational programs, adults may be less inclined to find expression through art, especially as the realities of family and work commitments replace the leisure time of youth. Adults are often less willing to experiment with art than are children, and counselors incorporating art into their sessions may need to explore fears the client has about whether the art is "good." Thus, counselors should make it clear that they will focus on the client's process rather than the outcome.

At the beginning of the session, clients are often asked to focus on the presenting issue, internal feelings, and/or images that emerge from those feelings. The client is then

asked to develop the feelings or images through some form of representation. Artistic media range from clay sculptures and macramé to finger paints and pastels. Often, the temperament of the client is reflected in the choice of the medium.

## **Art within the Session**

One issue that art therapists often consider when helping clients select the appropriate medium is the degree to which the client needs more structure or to be freed from structure. Individuals who lack control and are generally impulsive will likely benefit from a more constrained medium that necessitates concentrated strength and controlled physical movements, such as clay or pencil. Timid clients—or those who present with issues related to perfectionism or conformity—often benefit from artistic mediums that flow spontaneously, such as water colors and other forms of paint.

The creation of the art is therapeutic, and the work produced communicates aspects of the situation the person may not consciously realize or cannot verbalize. Counselors find art techniques especially beneficial in helping people tell their stories, and suppressed issues often emerge metaphorically in the process. Using art during sessions can be a particularly safe way to access memories and work through pain nonverbally.

Direction from the counselor heightens the effect of the imagery. A counselor may ask the client to focus on images, colors, shapes, mood, or themes of images. As the client's internal picture is revealed, the counselor can focus the client on specific parts of the representation for elaboration.

## **The Role of the Counselor**

The counselor serves as a guide for the process and may or may not

interpret the meaning of what has been created, depending on theoretical orientation. The effort of the counselor is focused on heightening awareness of the person's inner conflict, making the client's inner world visible, and bringing to the forefront insight and choice.

The counselor looks for patterns communicated regarding the person's thoughts, feelings, and emotions. The counselor may also focus on the creative process itself. As the counselor asks about the imagery, patterns, and process, the self-awareness of the client is heightened. While nurturing the expression and the relationship, the counselor looks for metaphor in the process as well as the outcome, seeking to make it known to the client.

Talking through the images, their impact, and any metaphoric or symbolic meaning, the counselor and client co-construct new understandings. Thus, art techniques bring self-discovery and movement to problematic issues and situations. At the same time, artistic endeavor may engender peacefulness through the release of tension and the achievement gained through the creation of the artwork. Understanding of self is altered as new insights and choices are revealed. Ultimately, clients experience a greater sense of integration of self.

## **Further Information**

For more information about art therapy, check out the following websites, which offer suggested resources and helpful links: The Association for Creativity in Counseling ([www.aca-acc.org](http://www.aca-acc.org)), the American Art Therapy Association ([www.art-therapy.org](http://www.art-therapy.org)), and the Art Therapy Credentials Board (ATCB) website ([www.atcb.org](http://www.atcb.org)).

# COMMITTED CANDIDATE

Each year Chi Sigma Iota is fortunate to have an outstanding slate of candidates willing to serve CSI on an international level. Once again, we have four deserving and committed candidates for president-elect and treasurer for 2007-08. For this year's slate, Donna A. Henderson and Dana H. Levitt are nominated for president-elect. Nominees for treasurer are JoLynn Carney and Rebecca Stanard.

You are encouraged to read the biographical infor-

mation and goal statements presented by each candidate before making your decision. Please note that your **BALLOT IS INSERTED IN THIS COPY OF THE EXEMPLAR OR YOU MAY VOTE ONLINE** at [www.csi-net.org](http://www.csi-net.org). To vote online, go to our webpage and click on the "election" button. You will need your CSI member number—which you can find on the mailing label of this edition of the *Exemplar*.

You may only vote once—either online or by mail-in

ballot. no cha memb event eligibl online **Novem** Ca an imp



## Donna A. Henderson

Professor  
Wake Forest University  
Winston-Salem, North Carolina

### Academic and Professional Experience

Donna Henderson is a Professor in the Department of Counseling at Wake Forest University. She is a National Certified Counselor, an Approved Clinical Supervisor, a Licensed Professional Counselor and a Licensed School Counselor in North Carolina. She founded the Eta Tau Sigma chapter at East Tennessee State University in 1993. She served that chapter as faculty advisor and after moving to Wake Forest University was advisor to the Pi Alpha chapter at that institution.

She has been President of the Association for Counselor Education and Supervision, the North Carolina Counseling Association, the Southern Association for Counselor Education and Supervision and served for three years on the Governing Council of the American Counseling Association. Donna has over 18 years of experience as a professional counselor and has presented and published in areas such as counseling children, school counseling, legal and ethical issues in school counseling, creativity in counseling and counselor preparation.

### Goals Statement

The mission of Chi Sigma Iota (CSI) is to promote scholarship, research, professionalism, leadership and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the field of counseling. I am honored to be nominated to serve that mission as president.

As a dynamic honor society with energetic members and leaders, CSI has had a significant impact on the profession of counseling. I would welcome the opportunity to complement those efforts and would try to uphold the standard of excellence in all the exciting activities that are already underway. Additionally, if elected, I would base my goals on these areas highlighted in the mission statement:

1. Scholarship and research
2. Professionalism
3. Leadership

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## Dana H. Levitt

Associate Professor  
Ohio University  
Athens, OH

### Academic and Professional Experience

Dana Heller Levitt is Associate Professor of Counselor Education at Ohio University. Her leadership in Chi Sigma Iota includes Alpha chapter advisor since 2003; 2001 Chi Sigma Iota Fellow; Rho Beta chapter co-president at the University of Virginia; CSI Chapter Development Committee; and current chair of the Chapter Faculty Advisors Committee. Under her leadership, the founding Alpha chapter has received three Chi Sigma Iota international awards and produced one intern. Other professional leadership includes American Counseling Association Jewish Interests Network co-founder and co-chair; Ohio Counseling Association president, and Public Relations chair; Ohio Association for Counselor Education and Supervision treasurer; 2007; Association for Counselor Education and Supervision convention planning committee; and *Journal of College Counseling* and *Counseling and Values* editorial boards. An active scholar, presenter, and advocate for counselors and the counseling profession, Dr. Levitt's research and teaching interests include eating disorders and body image, counselor development, ethics, religiosity, and diversity.

### Goals Statement

My professional path is a testament to Chi Sigma Iota's statement "membership is more than a line on your resume." The mission to promote excellence in counseling and to recognize attainment in its pursuit is the reason I write to you as candidate for president. I intend to build upon the CSI mission through leadership development, chapter networking, professional identity, and diversity enhancement.

### Leadership Development

I hope to continue in the CSI tradition of leadership development by providing opportunities for chapters to create and foster leaders. I propose additional leadership train-

(continued on page 11)

# CANDIDATES FOR 2007-2008

ballot. Once you click "submit" on your internet ballot, no changes may be made. 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 renewing your membership online or by sending in your renewal before the **November 1, 2006 deadline.**

Casting a ballot only takes a few seconds, but it is an important way for you to be involved in CSI. Exer-

cise your professional responsibility by mailing your ballot or by voting online by midnight on November 1. We need to hear from all CSI members.

Thanks again to each of these outstanding candidates for their commitment to CSI and for their willingness to serve.



## JoLynn Carney

Associate Professor  
The Pennsylvania  
State University  
University Park, PA

### Academic and Professional Experience

JoLynn Carney, Ph.D., is Associate Professor of Counselor Education at Penn State University. She is a long-standing member of CSI, is currently faculty advisor for Rho Alpha Mu, and is Regional Chapter Facilitator for the North Atlantic Region. JoLynn, a Licensed Professional Clinical Counselor, has experience in community mental health, private practice, and schools. Her work expands educational, cultural, and personal opportunities for underserved youth including increasing better cultural understanding of counselors-in-training, school staff, and community members to work in urban environments. She served on national and state counseling boards, works closely with local school districts, and is a trustee on boards that service underserved youth.

JoLynn's research is on youth violence, peer abuse, and adolescent suicide. Her recent focus is on the psychophysiological influence of chronic peer abuse on youth. She serves on two editorial boards of nationally recognized counseling journals, publishes, and does national trainings in her areas of expertise.

### Goals Statement

I believe CSI's continuing success is grounded in support for our local chapters through appropriate fiscal management at the International level. As treasurer, I will support fiscally sound practices to utilize CSI resources creatively for continuation of scholarship and excellence in counseling. I am committed to assisting the CSI president and Executive Council with the continuation and expansion of initiatives and fiscal goals to strengthen the organization. My desire is to make a contribution that will continue the mission of CSI - excellence in scholarship, research, professionalism, leadership and service. It would be my honor and privilege to serve Chi Sigma Iota as treasurer, a role that will allow me to continue my commitment to professional excellence.



## Rebecca Powell Stanard

Associate Professor  
University of West Georgia  
Carrollton, Georgia

### Academic and Professional Experience

Rebecca Powell Stanard (Becky) is an Associate Professor in the Counseling and Educational Psychology Department at the University of West Georgia. She received her doctorate in Counselor Education and Supervision from Ohio University and master's degree in rehabilitation counseling from Ohio University. She is a licensed professional counselor and practicing counselor in Georgia. Becky is currently the vice-chair of the CACREP Board of Directors. She is a lifetime member of CSI and founder and faculty advisor of the Gamma Zeta Chapter at UWG. Becky currently co-chairs the CSI advocacy committee. She has presented and published extensively at the national, regional, and state levels on issues related to counselor education, focusing on advocacy and spiritual development. In addition, Becky has served as an editorial associate for the *Georgia Journal of Professional Counseling, Counseling and Values, Journal of Counseling and Development* and is currently an editorial associate for *Counselor Education and Supervision*.

### Goals Statement

I'm delighted to be nominated for treasurer of CSI and it would be an honor to serve the organization that I've been privileged to be a part of since my days as a master's student. As treasurer, I will work with the Executive Council to maintain the financial stability of the organization by exercising fiscal responsibility and attending to the stewardship of resources. Involvement of the membership at the local level is the lifeblood of CSI and I will work with the Executive Council to promote both membership and increase active participation at the local level. I understand the challenges faced by local chapters, including fundraising, and will work to use all of the resources available at the international level to support chapters in their mission. Election as CSI treasurer will allow me to continue to serve the counseling profession as I leave the CACREP Board of Directors after six years.

## Wellness

(continued from page 5)

logical health (collaborating with faculty to conduct research, make conference presentations, publish manuscripts in professional journals)."

Another program mentioned their CSI chapter "sponsors several wellness related activities. The most recent was a 5-K run/walk fundraiser." One department's student organization held "monthly meetings with social time for the past 2 years."

Only 6 respondents indicated that anyone in their program was conducting wellness-related research. In contrast, 11 reported that they or other faculty in the department have made presentations on wellness at state, regional, and national conferences.

Nearly one third of the respondents (N=8) reported they were interested in being part of a network of educators interested in promoting wellness. They saw a network as providing opportunities to collaborate on research, a source of ideas to promote student wellness, and a source of ideas for infusing wellness into their existing curriculum. Other functions of a network would be to promote wellness-related trainings, seminars, and resources. One program commented they were seeking "a focused and worthwhile approach to promoting counselor self-care and professional development." Several expressed interest in what other programs are doing regarding wellness that has been helpful to faculty and students.

## Discussion

This pilot study of wellness in counselor education programs focused on CSI chapters in an effort to determine baseline information on curricular and co-curricular wellness initiatives. In any study of this nature it is likely that those most interested in the topic would also be most likely to respond. If that were the case, then a conservative estimate of the prevalence of wellness initiatives in CSI chapters would be about 11% (27 affirmative responses among 250 chapters). The types of initiatives vary considerably, with special courses on

wellness being extremely rare. As a consequence, efforts to promote wellness within the existing counselor education structure may need to focus on strategies such as infusion of content into existing courses and co-curricular activities which of course may be implemented through CSI chapters.

It is noteworthy that wellness is lacking in counselor education policy and mission statements. It may be argued that training "well" practitioners and counselors committed to holistic wellness for self and others is a universal goal of counselor preparation that is in one way or another part of all counselor training. However, in the absence of a specific, written commitment and plan, this emphasis can become a low priority as busy counselor educators and students address the demands and crises of a typical counselor training program.

One way to influence policy makers is through the presentation of research findings, hence studies of counselor trainee wellness, both cross-sectional and longitudinal are needed. Outcome studies which define the types of programs and activities that produce counselors

committed to high level wellness for self and others are needed. Similarly, studies of wellness among counselor educators and strategies for promoting the wellness of counselor educators are needed, since educators are primary role models for students. Optimally, counselor educators can work jointly with students and practitioners on wellness research projects.

Whether or not faculty involvement or mentoring in wellness is readily available, students may still pursue wellness assessment, research, and practices through advocacy within their CSI chapters. A network of CSI chapters working to promote wellness may ultimately serve to create positive change in the profession as a whole. Chapters and individuals wishing to be part of such a network should contact [jemyers@uncg.edu](mailto:jemyers@uncg.edu) with their ideas.

**Check out Gamma Mu Upsilon chapter's webpage!**

<http://gse.gmu.edu/orgs/csi>

## Promoting Our CSI Identity and Chapter Affiliation

*Cynthia Osborn*  
CSI President

Maybe some of you have been asked by a potential employer about your involvement in the "fraternity" of Chi Sigma Iota after he or she reviewed your resume. So as to clarify and promote the identity of CSI, all CSI members are encouraged to use the full name of CSI on their resumes and vitae: "Chi Sigma Iota Counseling Academic and Professional Honor Society, International." In addition, all CSI Chapter Officers and CSI Chapter Award Recipients are encouraged to identify themselves on their resumes/vitae and other promotional materials (e.g., chapter websites) as officers and award recipients of their local chapter, not CSI. For example, the appropriate identification for the secretary of Kappa Sigma Upsilon Chapter would be: "Secretary, Kappa Sigma Upsilon Chapter of Chi Sigma Iota Counseling Academic and Professional Honor Society, Int'l." Such identification is not only accurate but also serves to inform others about chapter affiliation and the identity of CSI as a counseling honor society.

## Donna A. Henderson

(continued from page 8)

### Scholarship and Research

The *Exemplar* demonstrates the scope of knowledge members of CSI so willingly share. I would work to stimulate those timely, useful articles. I would also like to investigate some means of compiling them into a searchable base to make them more accessible. Similarly the outstanding accomplishments of the award winners throughout the years could be summarized and placed in a directory. Those collections could stand both as celebrations of the expertise so evident in CSI and as reference points for expanding the scholarship and research begun with those pieces.

### Professionalism

We know who we are – counselors – and we know what we do – counsel. Professionalism decrees that we do it well. CSI provides a place for those practices to converge at the pre-service, in-service and mastery levels. The first semester counseling student and the seasoned expert have a forum in CSI. I will work to increase the opportunities for conversations between all members so that we can learn even more from each other. Chapters can learn from each other as well as interstate and intrastate collaborations can be encouraged. Finally reviewing our past can lead to a future full of promise. I would like to create a means to build on the productive planning members have done in the past to construct a vision for the coming years.

### Leadership

Local chapters build leaders and the national office provides the support needed for them to succeed. CSI scholars, fellows/interns and CSI day at conventions also sustain these efforts. Serving as president would

be my opportunity to learn what works best at the local and national level and tell others about those “best practices.” I would like to find more ways for the outstanding chapter officers and advisors to mentor those who are struggling.

CSI continues to accomplish remarkable things in exemplary ways. If elected as president, I would focus on maintaining the current initiatives while celebrating research and scholarship, enhancing professionalism and encouraging strong leadership.

## Dana H. Levitt

(continued from page 8)

ings: let us look beyond national forums to regional, state, and invited discussions at the chapter level to encourage leadership development.

### Chapter Networking

Like any grassroots organization, CSI's success and work derives from chapters. We must create networking opportunities throughout the year to share successes and insights, especially for chapters with limited resources. I hope to build upon the Chapter Faculty Advisors committee work this year of providing opportunities for chapter leaders and advisors to connect at professional meetings. We use listservs, websites, newsletters and email to share ideas. How quickly we counselors forget the value of human contact. Personally sharing ideas is valuable for advisors, leaders, and members. I propose a networking system to create personal contacts at each level.

### Professional Identity

Groucho Marx said he did not want to be in an organization that would have him as a member. CSI members must feel a connection to their chapters and the honor society as a whole to maintain strong professional identi-

ty through advocacy, action, and leadership. As a counselor educator, I am proud of the counselors I help to shape and their contributions to the profession. These professionals should lead our organization. While 60% hold student memberships, CSI is not a student organization. At chapter and national levels, I propose task forces and liaisons to address the ongoing issue of membership retention. We must draw upon the successes of our members and local counselors, highlight and honor their contributions, and solicit their leadership to be true to CSI's commitment to promote professional excellence.

### Diversity and Excellence

The counseling profession promotes self-awareness, a critical component of our professional standards of diversity and commitment to work with diverse populations. CSI must promote and advance cultural self-awareness for professionals and the organization. Our starting point must be an expanded definition and recognition of diversity. I propose recognition for CSI members and leaders making advances in professional diversity issues. From groundbreaking research to culturally-sound practice, chapters are actively advocating for diversity issues in the profession and their communities. We must further help leaders, both emerging and established, identify and foster the meaning of leadership from a personal cultural standpoint.

Chi Sigma Iota has a tremendous responsibility to represent and promote excellence in the profession. I hope to create the opportunities for excellence in alignment with the Chi Sigma Iota mission, and to do so by turning to the expertise of my colleagues, mentors, and leaders within the organization and profession.

## Student Ideas and Experiences Need for Publication!

**Liz Mellin and Richard Hazler**

We are looking for CSI student members' ideas to be published in the spring and summer editions of *Exemplar* around the “Student Insights” question listed below. The new questions are:

### **Submission Deadline November 15**

What motivates you to become a professional counselor?

### **Submission Deadline April 15**

From your experiences in life or training, what counseling skill has the most positive influence on clients, peers, friends, or relatives?

Submissions of no more than 400 words should be made to Richard Hazler and Elizabeth Mellin by email hazler@psu.edu or mail to 331 CEDAR Building, Penn State University, University Park, PA 16823.

## Student Insights:

# What Has Had an Important Impact on How You View Yourself as a Leader?

*Edited by Liz Mellin  
& Richard Hazler*

### Family Direction

The most influential experience shaping my leadership journey was having a family that instilled a sense of independence, hard work, and a can do attitude. "Can't" was a word that I could not utter at home. I learned respect for others in positions of authority, self-respect, determination, and that dreams would become reality if I were diligent enough to see them through. I learned that the sacrifices required of leaders could be greater than the "limelight" everyone saw. Counselor training further stretched me to think "outside the box" for the perspective that may be missing, underrepresented, or silenced. It helped me understand that leaders often see a need and set out to "make it happen" through hands-on involvement.  
*Marja Humphrey, Alpha Delta*

### 4-H Model

The 4-H program gave me the first opportunity to assume leadership responsibilities from an early age. The fourfold model of "learning by doing" teaches children to think (Head), be kind (Heart), help others (Hands), and live a healthy life (Health) in service to club, community, country, and the world. I see many parallels between what I learned in 4-H and in counselor education. Counselor training is largely practical because there is no substitute for real-world experience. Modeling and supervision helps students learn and acquire counseling skills. Tailoring feedback to student developmental levels and needs encourages and strengthens their counseling foundations through something similar to the 4-H model: Head - use theory to guide sessions; Heart - be empathetic; Hands - be helpful according client/supervisee needs; Health - model good mental and physical

health for clients/supervisees. *Sarah Brown, Chi Epsilon*

### Korean Implementation

I returned to Korea after my master's program in the USA and was looking forward to applying what I had learned to Korean schools, but a great wall awaited. Korean education does not have a school counseling system, so I had to start school counseling activities from nothing. No office, no catalog to order counseling materials, and no budget. I decided to convert an extra space into a counseling office and recruited and trained parent volunteers who had teacher certificates for classroom guidance activities. Counseling services kept expanding and the school district began paying attention to my school's counseling program so that it was chosen as a special project with a special budget. The programs I developed were successful enough to be published as a book and I came to have an office, budget, and materials. I realized from this experience that a passion for counseling had enabled me to transform a school. The passion provided the motivation to rededicate myself to counseling and the result was being regarded as a leader of others. *Insoo Oh, Rho Alpha Mu*

### Supervising Others

Experience as a supervisor in a doctoral program has had a major impact on how I see myself as a leader. I was awkward and uncertain as a beginning supervisor, questioning my professor's confidence in me and thinking that I didn't have enough experience or knowledge to give direction or advice to another student. I complained to my supervisor that I "hated" providing supervision. Only as time went by did I begin to see the supervisor as a leader who is

responsible for influencing the ethical and efficacious behavior of future professional counselors. The growth and experience has not only made me a better counselor and communicator, but it has also shown me how leaders move out of one's comfort zone to tackle challenging situations. *Yun Hui Gardner, Mu Sigma Upsilon*

### Life Lessons

I currently work two full time jobs as a counselor and as a supervisor in a juvenile detention center. Working with abused and neglected children has greatly influenced my development as a positive leader. I once disclosed to a group of young clients my experience growing up in public housing and how my family shopped for groceries in a dumpster. Participants wanted to learn more of my survival and how I earned a master's degree. Two members eventually went on to college, another joined the military, and one explained my part in his decision. I was learning about leadership and professors added more by teaching new ways of perceiving and delivering information. These experiences with my clients and professors have provided the motivation, cognitive skills, and rational thinking I needed to be the positive leader I've sought to be. *Clement O. Williams, Upsilon Sigma Alpha*

### Full Submissions

For the full submission of each of these student's insights, go to the CSI web page at [www.csi-net.org](http://www.csi-net.org).

## Chapter Happenings

# Keys to Chapter Success

*Kelly Kozlowski*  
Associate Editor

Keeping a chapter active and growing takes continued dedication and commitment. It is worth learning from any chapter endeavor that generates interest—whether that be welcoming back events at the beginning of the semester, assisting members in attending state and national conferences, or being mindful of a momentum of success. Below some chapter leaders share what they believe are keys to their chapters continued success.

### Alpha Delta

The Alpha Delta chapter at the University of Maryland College Park attributes part of its success to giving their chapter a firm foundation by following CSI's mission statement. They begin meetings by refocusing on this mission, and at each event they strive to address an aspect of the chapter's vision. The chapter co-sponsors conferences which generate involvement and discussion. Finally, having well-known speakers at initiation ceremonies keeps the chapter energized and brings recognition to student leaders. *Marja Humphrey*

### Alpha Omega

At the University of Toledo, the Alpha Omega chapter uses traditional annual events such as the welcome back picnic for students, faculty, and alumni to build their chapter's identity and to promote interest. The chapter also focuses on positive communication and enthusiasm about events they sponsor. This creates interest from prospective members and helps current members to learn more about current social issues and professional advocacy. *Victoria Sepulveda, president*

### Alpha Theta

The Alpha Theta chapter at California State Bakerfield has found having an involved advisor to be a key to

chapter success. They also offer scholarships to members who wish to attend chapter sponsored professional workshops as well as CEU's for professionals already in the field.

*Karen A. Kuckreja*

### Alpha Upsilon Mu

The Alpha Upsilon Mu chapter at Auburn University in Montgomery evaluated their activities to see what generated membership participation and discovered that their students value opportunities for learning opportunities. One of the most valued learning opportunities is helping students attend a state or national conference as well as their own annual workshop. To continue generating involvement in the non-traditional student population, they have added social activities each term. In an effort to increase membership attendance at meetings, they have found it helpful to vary the location of meetings to other venues outside campus such as local restaurants. *Glenda Phillips Reynolds, chapter faculty advisor*

### Beta Upsilon

The Beta Upsilon chapter at Barry University attributes part of its chapter's success on its focus on continuity. For example, they sponsored an advocacy panel discussion which included four presentations of past advocacy projects. Documenting events and posting photos via listserv messages, web blog posts, newsletters, and announcements helps to maintain a sense of unity and pride. Other priorities which contribute to the chapter's success are opening up dialogue about the chapter's mission, educating new officers and members on CSI goals and objectives, actively role modeling professional and academic excellence, being a source of guidance and support to members, and being aware of members' interests and talents. *Lisa Bailey, presi-*

*dent and M. Taylor Burrowes, past-president/historian*

### Chi Delta Epsilon

At Chi Delta Epsilon chapter at Winthrop University, they annually sponsor an informal Summer Bash that serves to help new counseling students get acquainted with senior counseling students and faculty. It's also an opportunity for Chi Sigma Iota to introduce itself and showcase the benefits of membership. The chapter also focuses on having meaningful service projects. For example, at their holiday giving party they bring wrapped presents for a local family in need. They also sponsor a school supply drive and the Relay for Life walk in the spring. *Laura S. Whea, president*

### Rho Alpha Mu

Rho Alpha Mu at The Penn State focuses on member involvement as a key to being a more dynamic, active organization. They attribute their current vitality in part to a supportive faculty advisor and energetic student leadership. Adding variety to their schedule and focusing on the needs and concerns of our members while cultivating a sense of belonging and ownership among members is important to Rho Alpha Mu. *Rachel Smith, president*

### Next "Chapter Happenings"

The next edition of "Chapter Happenings" will focus on the ins and outs of putting on a workshop. The thought of such a big undertaking can be overwhelming. Such questions as how to get started, what topic or topics to have, what time of the year is best, and what all is really involved need to be answered. What specific tricks and tips can your chapter offer other chapters who have not attempted hosting a workshop?

# Casey Barrio: Professional Advocacy through Mentoring

*Carman Gill*  
Associate Editor

Dr. Casey Barrio became involved in Chi Sigma Iota while working on her master's degree at The University of North Carolina at Greensboro. She received her Masters of Science in Counseling and continued her work at UNCG, completing the requirements for a Doctorate in Philosophy in Counseling and Counselor Education, while earning a graduate certificate in Women's and Gender Studies. During this time, Dr. Barrio obtained the National Certified Counselor Credential and worked in a variety of outpatient, residential, inpatient, and crisis counseling settings. She continued to remain active in the Upsilon Nu Chi chapter, making positive contributions to the organization as president-elect, president, and past president. Dr. Barrio was active as a CSI Fellow (2003), was a co-recipient of the CSI Outstanding Research Award (2004), and received the CSI *Developmental Counseling & Therapy* research grant (2005). She continues research in Developmental Counseling and Therapy (DCT) and is interested in how cognitive and emotional style preferences influence counselors' approaches and clients' perceptions of empathy. Currently, Dr. Barrio is employed as an Assistant Professor of Counseling at the University of North Texas where she serves as faculty advisor to Rho Kappa Chapter.

## Cycle of Empowerment

When describing her earliest experiences and involvement in CSI, Dr. Barrio states, "I recall feeling a sense of pride and accomplishment as I attended my initiation ceremony. I was excited to be a part of an organization committed to excellence." She discussed feeling encouraged through relationships with senior members and the faculty advisor and wanting to help continue the tradition. As a result of this initial encouragement, Dr. Barrio has become a strong



**Casey Barrio**

advocate for mentorship of future counselors through Chi Sigma Iota. Her own chapter's commitment to excellence and cultivation of excellent leaders on local and national levels grew into a cycle of empowerment as Dr. Barrio began mentoring new CSI members.

As a faculty advisor, Dr. Barrio works to develop meaningful connections with counseling students at the University of North Texas. She enjoys working with students to find opportunities to develop the Rho Kappa chapter; Dr. Barrio says these activities renew her sense of connection to the profession by continuing to develop excellence through leadership and service. Further, chapter involvement provides Dr. Barrio with an outlet for mentoring students regarding what it means to be a counselor and advocating for professional identity in counseling.

## Continuing the Chain of Advocacy

Dr. Barrio's work is supported by the belief that becoming a counselor requires dedication to a life-long process of personal and professional growth that involves *what we do* and *what we know* – and especially – *who we are* and *what we bring*. She would like to help new counselors embrace a commitment to this devel-

opment. During the interview, Dr. Barrio described an encounter in which a student eloquently expressed her understanding of this process. The student recalled sitting at her computer writing a final reflection paper for her diversity course as she caught herself typing, "I have conquered..." The student shared that she stopped herself, smiled, and slowly deleted the sentence. She rewrote, "I have taken the first steps on the journey to..."

A vision of counseling as a challenging and rewarding journey full of opportunities permeates Dr. Barrio's work, and she believes that "counselors are uniquely challenged to bring together art and science as we invest in others' growth." For Dr. Barrio, professional identity is rooted in embracing the unique history and philosophical foundations of our profession with conviction and pride. She described professional identity as grounded in understanding what it means to be a counselor, believing in the power of counseling to bring healing and growth, and connecting with others who share similar professional history, training, and philosophies.

Dr. Barrio believes that the future of the counseling profession lies in the hands of students and young professionals. She advocates for the profession by modeling professionalism, investing in her students, and working to invoke a sense of pride about the counseling profession. Specifically, she teaches about advocacy in her courses and assists students to identify the people and beliefs for which they are most passionate. Dr. Barrio states, "In these ways, I believe students will develop the passions and the skills to continue the chain of advocacy and excellence."

# A Multicultural Perspective on the Development of Counselor Professional Identity

*Kara Young Kaelber*

*2006 CSI Practitioner Award Recipient*

Developing professional identity as a counselor is a career-long process. A counselor's professional identity should be ever-evolving to meet the needs of a changing world, society, family, and individual. However, taking on the various roles necessary to be an effective professional counselor contributes to the confusion surrounding what a counselor is and does. From a multicultural perspective, this issue becomes exponentially more complicated, not only for the clients, but also for mental health professionals.

As a Licensed Professional Clinical Counselor/Supervisor, it has been my experience that the general public and those people seeking counseling services often do not have a clear idea of what a professional counselor is and does. There seems to be blurred boundaries between the various mental health professionals, including, but not limited to, psychiatrists, psychologists, professional counselors, and social workers. Because of these blurred boundaries, or overlap in mental health services, the professional identity of the professional counselor has not been clearly and consistently defined.

It may seem logical that in order to clearly define the identity of a professional counselor the scope of what a counselor is and does must be narrowed. Conversely, it is important to expand this definition to meet the needs of culturally diverse clients. Effective counseling with culturally diverse groups may need to include non-traditional therapy interventions and alternative roles. Instead of expecting diverse clients to participate in "one size fits all" counseling, the counselor should be willing and able to adapt to the needs and expectations of the client, as long as it is within the ethical, legal, and competency standards for the counselor providing the treat

## **A Multicultural Perspective**

Nontraditional roles with culturally diverse clients can include social worker roles, career and vocational counselor roles, client advocacy, and pre-

ventive education. Nontraditional counseling activities with people from cultures other than the dominant culture could include home visits, recreational activities, or working in situations where the minority individual is found such as in schools or college dormitories (Sue & Sue, 2003).

In the early stages of the development of my professional identity as a counselor, I held the belief that some people of diverse cultures did not understand what counseling was about. Counseling a family from Jordan a few days after the 9/11 tragedy became a pivotal point in my development as a professional counselor. Mofleh and his wife, Haya, and their 3-year-old daughter, Dina, had been victims of hate crimes shortly after the 9/11 tragedy. Haya and their 3-year-old daughter had been purposefully run off of the road in their van, resulting in severe, debilitating physical injuries to Haya and severe psychological trauma to Dina. One day after this accident, Mofleh was told that he was fired from his job.

Since Mofleh and Haya expressed a strong sense of shame in coming to the counseling agency to receive counseling services, I offered to make home visits. As I attempted to use traditional therapy techniques with this family, I quickly realized that this was not what they needed or desired. What they needed from me was support and advocacy on their behalf to meet their most basic needs for survival. They expected me to take on a more directive, active, social worker/advocacy role. Mofleh and Haya requested my assistance in applying for financial aid and medical benefits. I helped them fill out the paperwork, took them to the Social Security Administration Office, and assisted Mofleh in searching for employment opportunities.

After helping this family secure the financial aid and medical benefits they desperately needed, I was able to focus on the family's psychological issues related to the accident and Haya's injuries, as well as issues of racism and discrimination. This family made significant progress in treatment.

At our last home visit, Mofleh insisted on giving me the American flag pin that he had worn every day since the 9/11 tragedy. For me, this American flag pin represented many things. From a therapeutic stance, this pin represented cultural trust and genuine acceptance between clients and a counselor from two different cultures. It also represented a turning point in my career as a counselor, symbolizing freedom from a constricted professional identity.

## **An Expanding View**

I realized that it was not this family who misunderstood the purpose of counseling but it was I who had not fully comprehended the broad scope of what effective counseling could be. There is no doubt that America is rapidly becoming more and more diverse racially and culturally. This presents a challenge to the counseling profession, particularly in the area of professional identity development. If counselors are to effectively meet the needs of clients with diverse life experiences and cultures, then it may be necessary to break out of the traditional therapeutic roles and use of traditional modalities, expanding the scope of their professional identities. Will this eliminate the confusion about what a counselor is and does? Probably not anytime soon, but it could bring a higher sense of credibility to the counseling profession among people of various cultures.

## **Reference**

Sue, D. W. & Sue, D. (2003). *Counseling the culturally diverse*. New York, NY: John Wiley & Sons, Inc.

## **Chapter Development Tip**

Want to read a Chapter Tip on "Designing a Questionnaire for Your Chapter"?

Go to [www.csi-net.org](http://www.csi-net.org) and click on "Publications" and then look for the listing under "Exemplar."

## JobLinks Bits Applying for a Job:

*Jonathan Orr*  
**CSI JobLinks Coordinator**

- Specify the job you want and push for that; otherwise you might find yourself saying "yes" to something that won't fit.
- Respond specifically and relevantly to each position announcement.
- Answer all calls to your home professionally and keep a chart of contact names and positions to which you have applied near the telephone.
- Notify your references regarding each of your applications and provide names of companies and positions to which you have applied. Also include information from the position announcement so they can high-

light your specific qualifications.

- Check JobLinks in "Members Only" section of the CSI webpage for more ideas.

### Advocacy Tip

Want to read an Advocacy Tip describing advocacy projects highlighted at poster sessions at CSI Day in Montreal?

Go to [www.csi-net.org](http://www.csi-net.org) and click on "Publications" and then look for the listing under "Exemplar."

## 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 Wilczynski  
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