

# Chi Sigma Iota EXEMPLAR

Promoting Excellence in Counseling



Spring, 2006

Counseling Academic and Professional Honor Society International

Vol. 21 No. 1

## Excellence in Counseling Research Grants

Chi Sigma Iota is proud to announce its sponsorship of the "Excellence in Counseling Research Grants." The mission of Chi Sigma Iota is to promote scholarship, research, professionalism, leadership, and excellence in counseling; to encourage the pursuit of personal excellence by members; and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling. To fulfill that mission, the first two fundamental purposes of the CSI Strategic Plan are stated as: (1) To promote and recognize excellence in counseling scholarship, research, leadership, and practice; and (2) To support and enhance the counseling profession. These purposes are the foundation for the CSI Excellence in Counseling Research Grants Program intended to support and enhance the counseling profession through targeted support of research by CSI members. The CSI Executive Council will, on an annual basis, determine funding priorities and issue a call for proposals to support research that will enhance the counseling profession.

### 2006-07 Research Priorities

Chi Sigma Iota is committed to advocacy for counselors, the counseling profession, and the clients we serve. We recognize that a pluralistic and multicultural society requires a broad scope of research, and that support for research must be tied to the mission, fundamental purposes, and strategic goals of the Society. In particular, research initiatives of the Society are tied to an on-going agen-

da for advocacy. Consistent with the six advocacy themes identified through national professional leadership conferences (see [csi-net.org](http://csi-net.org), professional advocacy, Counselor Advocacy Leadership Conference Reports), the priorities for 2006-07 funding are for research relating to **Professional Identity (Theme A, Objectives 1 & 2; Theme B, Objective 1; Theme C, Objective 1; Theme E, Objective 3).**

### Guidelines and Application Procedure

Funding for the CSI Excellence in Counseling Research Grants Program will support CSI members who have conducted research (within the past year) or plan to conduct research (within the next year) that supports and enhances the counseling profession through an emphasis on issues related to professional identity of counselors.

Investigations may include survey research, outcome research, and both quantitative and qualitative research with a variety of populations (e.g., counseling students, supervisees/supervisors, counselors, trainers, or clients and their families). Preference will be given to proposals that clearly describe how the research investigation will further the counseling profession.

A limited number of awards are available in 2006 with amounts ranging from \$250 to \$750 with a total of grants not to exceed \$2000. Applicants must be current/active CSI student or professional members and must complete the CSI Grant Appli-

cation and submit it by **June 1, 2006.** The application and information about applying are found on the CSI web page ([www.csi-net.org](http://www.csi-net.org)). Applicants will be notified of determinations made by the CSI Grants Review Committee no later than July 15, 2006, with immediate funding possible. Grant awardees will be recognized at the CSI Awards Ceremony during the ACA Convention in 2007 and will showcase their research proposal in poster format during the CSI Reception that same day. Recipients are also encouraged to submit their results for publication in a refereed journal. Graduate students enrolled in counseling programs are particularly encouraged to apply.

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#### CSI Home Page

[www.csi-net.org](http://www.csi-net.org)

## Leadership as Gifts to the Next Generation

**Richard Hazler**

**CSI President**



**Richard Hazler**

### Gift of Life

A month ago I wrote the title for this column and nothing more, not having any bright ideas of how to begin it, but knowing it was the message I wanted to give at the end of my presidency. Then yesterday one of my daughters gave birth to her second child. I was a grandfather again! Once again the real world steps in to point the way when thinking alone won't do it.

Creating a new human being within a loving family was my daughter's work, not mine. How good a father I have been is not for me to judge, but at least I helped conceive my daughter, provide her with opportunities to choose her own way in life. She then made her choices resulting in valuable outcomes, only one of which is her new son.

Whatever I do as a person or professional will likely never match being a part of the creation and development of children. It is this next generation that will move lives and society in directions beyond whatever we have done. We provide a few building blocks on top of a foundation built by previous generations and in turn, those future generations will build upon ours. The best we can give is a foundation for the next generation to stand on and the freedom to go beyond who we have become.

### Gifts from Leadership

Each of us provides leadership

whether in formal positions or not. The most valuable leadership results I have witnessed, like bringing a child into the world, only demonstrated their true value after the most active leadership ended. The experience of seeing people learn and grow from teaching, advising, and mentoring is a wonderful feeling, but the true value does not appear until years later when those individuals have grown beyond their leader's guidance and accomplishments. Work, recognition, and awards come to organizational leaders while they are in formal positions, but the value of their efforts also only become clear after they have left. The best gifts of leadership are not the biggest or flashiest, but instead the ones that increase in value over time.

Lasting leadership gifts help individuals and groups explore, test, and expand future potentials. It can be as basic as providing opportunities to learn and test underdeveloped skills or helping organizations overcome preconceived limitations. The essence of learning and improvement is based on recognizing mistakes and miscalculations in order to move beyond them. When leaders and organizations take creative steps, they can expect those steps to be accompanied by new sets of mistakes because that is the way life works. To give the gift of creative life and growth, we must give both the platform to begin and the freedom to err.

### Gifts of the Past, Present, and Future

The Chi Sigma Iota emphasis on developing leaders and leadership operates in over 270 local chapters that provide encouragement and opportunities for emerging professionals to experiment with their developing enthusiasm, knowledge, and skills. This experimentation takes

*(continued on page 13)*

Update from Headquarters

# Chapter Based Honor Society

*Thomas J. Sweeney*  
CSI Executive Director



**Thomas J. Sweeney**

By now, all members know that CSI is a Member of the Association of College Honor Societies (ACHS). As such, we were required to demonstrate that our society met their several standards for a legit organization bestowing honor upon members of its discipline. In addition, each year we must renew our application materials with current data, for example, on chapters, members, finances, and anything that would change the nature of our society. We remain accountable to our ACHS member organizations for conducting our business in a manner in keeping with an association with honor at its core.

We are unique among honor societies in that all of our members possess or are pursuing graduate degrees in counselor education. Most honor societies are for those seeking undergraduate associate or bachelors degrees. We, more than most associations, strive to sustain our members' affiliation and involvement long after graduation. In fact, forty percent of our members are professional members, professional counselors, supervisors, and counselor educators. At the heart of our efforts

to not only invite individuals to membership but sustain them in their careers are our chapters. From the inception of CSI, campus based chapters have been our reason d'être for recognition, service, leadership, and scholarship. On average, we have been growing by about one chapter per month for the last few years and currently have over 272 chartered chapters. Not all are currently active but we find that they can reactivate at anytime under the right leadership.

Occasionally, we are asked to charter a "chapter" for the primary purpose of recognition, i.e., an honor to be bestowed just prior to graduation. From an economic perspective, this could be very tempting as a great deal of money can be made on "recruiting" members in order to be recognized at graduation. In fact, some businesses have been established to do just that, sell "honor." I have learned from others that they have purchased online memberships in "honor" societies for their children and pets! CSI will never give into such temptations nor permit such a "chapter."

## What Does This Mean?

What does it mean to be a campus based chapter? First, it must be affiliated with a regionally accredited institution. In addition, it must have a program in counselor education that is accredited by CACREP or CORE or have program requirements that are essentially similar including its graduates eligibility for credentials as professional counselors. While not all chapters are in nationally accredited programs, currently over two thirds of the chapters are and that is up from fifty percent only five years ago.

*(continued on page 13)*



## 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:

<i>Issue</i>	<i>Deadline</i>
Fall	August 1
Spring	December 1
Summer	May 1

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## 2006 Chi Sigma Iota Day in Montreal

# “Rising to the Occasion: Recognizing Needs and Taking Action”

Le Centre Sheraton Hotel

1201, boulevard René-Lévesque Ouest, Montréal (Québec), Canada H3B 2L7  
(514) 878-2000

**Friday, March 31, 2006**

2:00 – 4:00 p.m. Executive Council Meeting  
Salon 8

**Saturday, April 1, 2006**

8:00 – 11:00 a.m. CSI Leadership Training  
Salons Jarry & Joyce

1:30 – 3:00 p.m. Chapter Leaders Meeting  
Salon 3

1:30 – 3:00 p.m. Chapter Faculty Advisors Meeting  
Salon Hernon

1:30 – 3:00 p.m. Fellows-Interns Training Meeting  
Salon Kafka

3:30 – 5:00 p.m. CSI General Business Meeting  
Salons 6 & 7

5:00 – 6:00 p.m. CSI Awards Ceremony  
Salons 6 & 7

6:00 – 7:30 p.m. CSI Reception  
Salon 1

**Sunday, April 2, 2006**

8:00 – 9:30 a.m. Committee Meetings  
Salon C

9:30 – 11:00 a.m. Committee Meetings  
Salon C

If requested, a sign language interpreter will be provided for hearing impaired or deaf members attending CSI events. Please request this service by Wednesday, **March 22nd** by writing Kelley Rowland, CSI Headquarters at P.O. Box 35448, Greensboro, NC 28425, by calling (336) 841-8180, or by e-mailing Dr. Tom Sweeney at [tjsweeney@csi-net.org](mailto:tjsweeney@csi-net.org).

Three CEUs will be provided for attending the Leadership Development workshop. Pre-registration deadline is **March 22, 2005**. Please contact Kelley Rowland at Headquarters to pre-register, or online pre-registration is available at [www.csi-net.org](http://www.csi-net.org).

## Newsletter Exchange!!!

All chapters who publish newsletters are asked to bring 25 copies of previous newsletters to a Newsletter Exchange to be held as part of the “Chapter Leaders Meeting” from 1:30 to 3:00 in Salon 3. This is an opportunity for chapters to exchange ideas on articles, layouts, and publication tips. Bring your newsletters—and go home with samples from other chapters across the country.

## Moving and Need to Change Your Address?

## Renewing Your Membership?

You can do both at

[www.csi-net.org](http://www.csi-net.org)

2006 CSI Leadership Workshop

# Rising to the Occasion: Recognizing Needs and Taking Action

*Cynthia Osborn*  
*CSI President-Elect*

From its inception, Chi Sigma Iota (CSI) has dedicated itself to the promotion of excellence in the counseling profession. Other entities in the counseling profession have as their focus the generation, adoption, and enforcement of standards of practice. CSI's mission, however, has been to challenge its members to "rise above" and exceed minimal expectations. In this manner, CSI is not about doing as little as it takes to earn a passing grade, hold an elected office, or "squeak by" a supervisor's performance evaluation. Rather, CSI is about envisioning what can be (not resigned to what is), cultivating available resources (e.g., human talent and enthusiasm), and taking collective and resolute steps toward improvement and enhancement for the benefit of clients, students, and the profession.

Striving for excellence as a central and perpetual activity for CSI and its members is the foundation for the 2006 CSI Leadership Training at the American Counseling Association's (ACA) Convention in Montreal, Canada. This year's theme, "Rising to the Occasion: Recognizing Needs and Taking Action," will highlight the

exemplary activities of certain CSI members and Chapters. The 3-hour training session (8:00 – 11:00 a.m.) on Saturday, April 1, is also intended to refine our attending skills and extend our perceptivity beyond the counseling room so as to recognize needs within our Chapter, counselor training program, and the communities in which we live. Attendees will be challenged to develop specific strategies for taking action to meet their respective needs and will be assisted in knowing how to effectively transition from "brainstorming" to implementation and follow-through.

The leadership training will begin with a panel presentation of CSI members who, along with their Chapters, have "risen to the occasion" and have demonstrated excellence in the areas of (a) membership involvement, (b) responding to human need (e.g., community outreach), (c) academic achievement, and (d) communications. Attendees will then participate in four different break-out groups, each group corresponding to one of the four areas addressed by panel members. Time will be allotted so that each attendee is able to visit and participate in all four small group

areas, and in each group identifying needs present in their Chapters and generating corresponding action steps. The closing time will be devoted to collecting the needs identified and action steps generated, establishing a mechanism for disseminating the information, and pledging to continue to strive for excellence as CSI members.

## Register Now

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## June Williams and Holly Hartwig Moorhead Elected

Chi Sigma Iota has always been extremely fortunate to have highly qualified nominees as candidates for office. This year was no exception as we had four very highly qualified candidates for the offices of President-elect-elect and Secretary-elect. The nominees for President-elect-elect

were Cheryl Holcomb-McCoy, University of Maryland, and June Williams, Southeastern Louisiana University. The nominees for Secretary-elect were Holly Hartwig Moorhead, Walsh University and Victoria Kress, Youngstown State University. June Williams was elected as President-

elect for 2006-2007, and Holly Hartwig Moorhead was elected as Secretary. Chi Sigma Iota is very grateful to all the candidates for their willingness to make such a commitment of their time, energy, and experience to this organization. We appreciate this dedication to CSI.

# In Search of the Constant: Surviving Hurricane Katrina

*Judith G. Miranti*  
*CSI President 1994-95*

"Honey, where is my..."  
"Vince, would you run to the drug store and..."  
"Jane was supposed to graduate but..."  
"Do you know where Beth relocated?"  
"What day is today?"  
"How much further do we have to go?"  
"That's just a little mold. Isn't the pattern nice?"  
"Oh, not to worry, it will make a turn to the east or west. It always does."  
"Where have all the students gone..?"

The comfort of the everyday normal routine and the constants in our lives are no more. Every day we attempt to redefine "normal." (What a research study this would make!)

On August 26, 2005, the residents of the New Orleans Metropolitan area woke up to the beginnings of a normal weekend, even though we knew something was brewing in the Gulf of Mexico. We extended that normalcy until we could no longer deny that we had to evacuate. As the news releases flooded the media, residents who had the wherewithal began to pack and leave immediately, leaving behind residents who weren't able to evacuate--either because they had no transportation, money, assistance, etc., or couldn't and wouldn't leave behind their elderly and pets.

## But Where Do We Go?

The crisis management team was saying this is the "Big One," but they had said this before, so when they called "Wolf" the warning was ignored. It was not until the President of the United States, through the Governor, called for a mandatory evacuation and the establishment of Marshall Law did the whole city and surrounding civil parishes wake up.

Thousands started out, some in caravans, with whatever possessions they could take. Very quickly the main corridors became backed up and the traffic was reduced to a crawl. What would normally take two to three hours took twelve to fourteen hours, and there was "no room in the inn" anywhere, so you just kept driving and hoping for some respite.

## And What Do We Do Now?

Now, three months have passed since Katrina and Rita have come and gone and the ruins of the City and surrounding areas are difficult to comprehend. The landscape has been changed forever, and speculations as to whether or not it will or can rebuild are spoken in open forums and debated heatedly by insurance companies, businesses, politicians, and local residents. A city that boasted of a million residents now wonders how the municipalities will pay the bills and whether or not the tax base will be sufficient to offer even the normal services such as telephones, garbage pick up, etc.

What is it like to have been fortunate enough to survive? Just look at the pictures of those rescued by helicopters and boats from rooftops and rising waters and read the accounts of the number of body bags that were being filled with the precious remains of loved ones. No one was untouched. The scars will remain, the nightmares will continue to wake us in cold sweats, and the voices of those crying out for help will echo through the years. The thousands of volunteers who rushed to our city will always be remembered for their bravery, as they went about their search and rescue missions. Our College, Our Lady of Holy Cross, became tent city for over twenty-two hundred firefighters and national guardsmen and women who occupied every available

space on our forty acre campus.

## Counselors Respond

Many Chi Stigma Iota and ACA members volunteered their services with the Red Cross crisis teams. Some received crash courses so they could come to the Gulf States to bring healing, to listen to the incredible journeys, and and to shed tears as they heard tales of horror mixed with optimism. The hope of the displaced residents to return and build that city that "Care forgot" will be stories that will be retold many times.

The mournful tones of our jazz musicians are reminders that with courage and hope we can and will rebuild our lives and be an even stronger city. The nation and international communities are watching and praying that our once beautiful city with it diverse and rich cultures will extend to all the hospitality and love extended to us on our sojourn.

Thanks to each of you, our Chi Sigma Iota members, for your thoughts, well wishes, prayers, and messages of comfort that filled us with hope. While the scars will remain, we have survived and will once again thrive.

## Annual Plans Due

Your chapter's  
2005-2006  
Annual Report and  
2006-2007 Annual Plan  
must be received at  
Headquarters by April  
30, 2006.

# Chi Sigma Iota Membership Committee Survey Report

## Gary Williams and Brian Rodgers

*Authors' Note: Due to space constraints, this is an abbreviated version of this article. For the complete article, detailing some of the survey's findings, please visit [www.csi-net.org](http://www.csi-net.org) and click on the "Membership" link.*

Immediate Past-President Dr. Sherman asked the membership committee to conduct a survey of chapter faculty advisors and presidents regarding a variety of issues of interest to the Chi Sigma Iota leadership team. We did design and implement an online opinion survey that ultimately collected responses from 63 different large and small chapters. While the survey was not intended for research, we utilized a forced choice, Likert scale format in order to give us some sense of variability and the ability to manipulate the data further. We also offered several opportunities for respondents to answer open-ended questions so that they could expand on their thoughts and opinions.

An opinion survey of this nature offers no real conclusions regarding cause and effect relationships or reliability of hard facts. However, an opinion survey can help illuminate potential blind-spots of leadership at the international or chapter level, invite discussion and further investigation, harvest new and creative ideas, confirm what is already believed, and offer a quick and inexpensive way for members and leaders in diverse settings and separated by vast geographical distances to communicate and contribute to the betterment of the whole organization.

After we launched the survey via an email to potential respondents, we found that many email addresses were no longer valid. The lesson learned is that while there is already a system in place to annually update leadership contact information, we must find a method to have members update their contact information in a timely and accurate manner. We encourage all members to keep their membership data up to date via the Chi Sigma Iota Website- [www.csi-net.org](http://www.csi-net.org).

### Responses

We learned that the overwhelming tendency was for respondents to

reply quickly and with some thoughtful and enlightened questions and suggestions. We were very pleased with the response rate of 63 unique chapters despite the abundance of invalid email addresses. This represented a sample of about 24% of all CSI chapters.

It was interesting to notice something about the "culture" of various chapters and to recognize the various ways in which chapters delegate or do not or cannot delegate responsibility to members or board members. We heard from one faculty advisor who stated that their chapter did not provide a newsletter because their personal faculty duties were far too overwhelming to additionally write and publish a chapter newsletter. Based on our own experiences in our own chapter, we found it remarkable that a faculty advisor would ever be responsible for that level of direct responsibility. It was a reminder that chapter size, leadership styles, student enthusiasm and level of ownership in the process, departmental orientation, and historical chapter culture all are interdependent variables that effect how chapters are run and well they function. A summary of responses can be found in the complete article at [www.csi-net.org](http://www.csi-net.org).

Sometimes the variables were highly predictable yet very worthy of continued investigation and discussion. For instance, in that half of the responding chapters indicated that they do not utilize a website, it was predictable that the same respondents would rate that a chapter web presence would be of little use for the recruitment or retention of members.

Of course, at the individual chapter level, their prediction may or may not be true as they probably have never experimented with a website in order to measure the potential effectiveness. In fact, we are aware that some chapters that have developed their website have found them to be an invaluable tool in increasing chapter visibility and aiding in both retention and recruitment.

It is clear that a web-based survey is an effective means of gathering information and in a very fiscally responsible way. In fact, by utilizing a popular, public survey program, this survey cost CSI absolutely nothing! Dr. Hazler has requested further surveys be conducted and another will be launched around February of 2006.

In retrospect, we wish that we had gotten feedback from other committees as we developed the questions as they also have some important questions to ask. We are already in communication with other committees and CSI interns who have volunteered their services in future surveys. Upcoming surveys will be short and will reflect inter-communication between members of CSI leadership. We will still offer respondents anonymity and the assurance that information will be taken seriously and processed well.

Most importantly, this tool pointed out one key fact. It is clear that our organization is filled with concerned, bright and enthusiastic people regarding CSI. This was one of the predictable findings—CSI is and is seen as important and worthwhile by its leaders!

### Student Ideas and Experiences Needed for Publication!

*Editors Liz Mellin and Richard Hazler*

We are looking for CSI student member 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 April 15*

**How do you balance professional program responsibilities with the rest of your life?**

*Submission deadline July 15*

**Professional counselors are looked to as leaders. What has had an important impact on how your view yourself as a leader?**

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

## Student Insights

# Serving Others Through CSI Service Activities

*Edited by Liz Mellin and Richard Hazler*

Service to others is an important function of our profession. What benefits have you experienced or do you expect to see from CSI Chapter sponsored service activities?

### Hope

According to my children, non-traditional students try too hard and actually complete the assigned readings! As a result of their warnings, I was at first reluctant to join our local CSI chapter because I did not want to be “that” student. Since joining CSI, however, I have learned that students in this organization want to keep learning and serving. They strive to know and understand someone without imposing judgment. Members of CSI are willing to work a little harder and go the extra mile to make a difference. Among other service activities, our chapter hosts the “Justice for All” conference on campus which benefits many students and community members. The rewards that I have gained from active participation in CSI chapter sponsored service activities relate primarily to my hope for the future. CSI members not only serve the profession, but the world as a whole, by their commitment to excellence and their willingness to be “that” student. *Submitted by Marcie Holmes, Upsilon Nu Kappa Chapter*

### Exchange of Ideas

During each fall semester, our chapter hosts “Grade Expectations,” a workshop that creates an opportunity for new students to talk with faculty, alumni, practicing counselors and seasoned students. The conversations serve as a means of deciphering what is expected of students in our roles as counselors in training, as well as from the program itself. As a first semester student, the exchange of ideas was critical to my learning about what I could expect as I moved forward in the program and for creating ongoing sources of information and guidance during my first year. As a second year student, I was excited

to continue the networking process during our annual “Grade Expectations” workshop. I view the workshops as an opportunity to give back by providing guidance and support to new students. CSI has provided a forum for faculty, alumni, practicing counselors, and students to work together to create supportive networks and a “family” of counselors. *Submitted by Barbara Jo Matuszak, Psi Chi Gamma Chapter*

### Opportunity to Make a Difference

I believe the greatest benefit of CSI service is the opportunity to make a difference. For example, when our chapter bought dinner and Christmas presents for a family of five it did not change the world, but it did make a difference for those five people. Also, we hold conferences for local professionals, a quality service which demonstrates our appreciation for the services they offer others. I was allowed to present a workshop to graduate students on study strategies for the PCLE; this was a way for me to give back to all the students who helped me along the way in my graduate studies. *Submitted by Jessica Eaton, Eta Chapter*

### Mentoring

Not everyone thinks that “service to others” includes service to our own peers. I do believe, however, that service to peers is critically important. My local CSI chapter offers an impressive mentorship program to new students. I was a recipient of these services and now I mentor a new student. I believe that mentoring programs are an important service component of many CSI chapters, and I encourage students to be active participants in the mentoring process. As a new student, my mentor relationship saved me hours of anxiety and helped me to achieve success in the program. *Submitted by Mardi Smith, Kappa Zeta Chapter*

### Learning the Difficult Lesson of Self-Care

I have learned through active participation in service to others that service to oneself is the first step in the process of being a successful helper. Individuals need to ensure their own physical, mental, emotional, and spiritual health before embarking on efforts to help others. Serving the public, other counselors through leadership, or people in need requires that our medium of hope and change be resilient and perceptive enough to handle not only the difficulties others are experiencing but also our reactions to those we are helping. *Submitted by M. Taylor Burrowes, Beta Upsilon*

**These submissions in their entirety can be found on the CSI Webpage at [www.csi-net.org](http://www.csi-net.org)**

## Welcome New Chapters

Welcome to the following new Chi Sigma Iota Chapters

Upsilon Chi Sigma  
University of Connecticut

Beta Upsilon Tau  
Baylor University

Omega Sigma Chi  
Oklahoma State University

Delta Phi Upsilon  
DePaul University

Mu Upsilon Omega  
Monmouth University

Psi Upsilon Chi  
Purdue University—Calumet

## Chapter Happenings

# CSI Service Initiatives

*June Williams*

*CSI Associate Editor*

Giving back to our local, national, and global communities is an essential element of our professionalism as counselors. In this column, we would like to highlight some of the service projects in which some of our CSI chapters are involved.

The Social Action committee of Alpha Chapter (Ohio University) is rallying members to get involved in **Good Works' Walk for the Homeless**. This walk attempts to educate the public about the reality of homelessness and poverty in southeastern Ohio and to generate financial support for the Good Works shelters. *(Submitted by Aneesa Bhimani, President)*

In the wake of Hurricane Katrina, Alpha Delta Chapter (University of Maryland) began the 2005-2006 school year by **partnering** with a local non-profit organization to prepare food for individuals displaced by the hurricane and donating over 70 pounds of rice. *(Submitted by Paul Harris, President)*

Alpha Tau Omega Chapter (The North Carolina A&T State University) is joining with the Mental Health Association of Greensboro on their **African American Mental Health Awareness Campaign**. Chapter members recently participated in a focus group to raise dialogue about African Americans and mental health services. Some of the projects in which members will engage include facilitating focus groups and peer-led

support groups and holding workshops on mental health concerns of African Americans. *(Submitted by Dena Parson, President)*

Although Hurricane Wilma postponed the event, the Beta Upsilon Chapter (Barry University, Miami Shores) is still planning a **hurricane supply drive** to collect and package personal necessities for hurricane evacuees. Our chapter has also encouraged two of our officers in their volunteer efforts, one to Bosnia where she worked with children, and one to New Orleans where she worked with the American Red Cross for Hurricane Katrina evacuees. *(Submitted by M. Taylor Burrowes, President)*

At Epsilon Kappa Upsilon Chapter (Eastern Kentucky University) assisting outside agencies with identified needs has provided needed community connections and networking opportunities for students and beginning professionals. Annually, EKV sponsors a **school supply drive** in the fall and a **Christmas toy drive** before winter break. *(Submitted by Dawn Brislin, President)*

On February 25th, 2006, Gamma Beta Chapter (University of Georgia) members will be at a build site for **Habitat for Humanity**. In addition, several CSI members work and volunteer for **Empowered Youth Programs** (EYP), a program dedicated to the academic, social/behavioral and personal development of African

American K-12 students. *(Submitted by Casie Ollendick, President)*

Rho Beta Chapter (University of Virginia) members have partnered with the Jefferson Area Counselors Organization and our own Counselor Education Student Organization to sponsor a toy drive for the victims of Hurricane Katrina, and we also collected household items to give to local charities who were **helping displaced residents**. We are sponsoring a workshop on child-centered play therapy in December and have designated proceeds from the raffle at that event for hurricane relief. *(Submitted by Erin Berry, President)*

Upsilon Psi Upsilon Chapter (University of Phoenix, Salt Lake City) is having a service project to **gather hats, coats, and gloves**. These items will be given to various homeless shelters in Salt Lake City, Utah. *(Submitted by Ruth Baxter, President)*

Upsilon Sigma Chi Chapter (The University of South Carolina) made **Hurricane Katrina relief packages** and participated in the local **Juvenile Diabetes Walk** and Habitat for Humanity. They are also collecting soda can tabs for the Ronald McDonald House, **gathering books** to send to Africa, **adopting a family** for Christmas, and are going to participate in a local **Martin Luther King Day of Service** in January. *(Submitted by Kathy Evans, Faculty Advisor)*

### Advocacy Tip

## Let's Go To The Community, Counselors!

*Jill D. Onedera & Susan B. Paez*  
*Advocacy Committee Co-Chairs*

#### Who Should Be Involved?

This counselor advocacy tip is for all professional counselors. It can also be used as an assignment within particular counselor education courses.

#### Who or What is the Focus?

In order to advocate for the counseling profession, it is important that

we not preach to the choir, so to speak, by directing all of our efforts toward counselors themselves. We must make sure our advocacy efforts be conducted within the community to potential clients and support networks.

#### What Should Happen?

(1) Make contacts with the owners,

managers, or facilitators of local community businesses or organizations (i.e., banks, child-care facilities, senior citizen clubs)

a. Provide a brief summary on who professional counselors are, their training, and what they do (brochures can be

*(continued on page 13)*

# Bullying...Who Decides?

Kelly L. Wester, *Upsilon Nu Chi*  
Heather C. Trepal, *Sigma Alpha Chi*

The following is an article written by Kelly Wester and Heather Trepal, CSI's 2005 Research Award Recipients.

Bullying has been examined for years and has been found to range from 3% to 90% depending on how bullying was defined, how the researchers presented the questions, the demographics of the participants, and whether youth were asked about their role (i.e., bully, victim, observer). In almost every study, participants (teachers, parents, students) are presented with a definition of bullying behavior. These definitions have typically been defined by the researchers who are conducting the study, with little or no explanation as to what youths' perceptions are of the definitions – or input on the behaviors they believe typify bullying.

## Common Definition of Bullying

The most common definition agreed upon when studying bullying behavior was summarized by Nansel et al. (2001): Bullying is a specific type of aggression in which (a) the behavior is intended to harm or disturb, (b) the behavior occurs repeatedly over time, and (c) there is an imbalance of power, with a more powerful person or group attacking a less powerful one. Although this definition is the most frequently accepted and used by researchers, youth have rarely been asked about their perceptions.

The few researchers who have asked students' opinions found that students did not agree with the definition. Students believed that bullying did not necessarily have the intention to harm the other person but may be done because it was "funny" (Guerin & Hennessy, 2002; Madsen, 1996). The lack of understanding of what youth consider bullying to be may be why adults who work with youth are unable to effectively intervene. Typically, adults have failed to intervene in bullying situations because they did not recognize the behavior as bul-

lying or did not know what behaviors constituted bullying (Boulton & Hawker, 1997; Gropper & Froschl, 2000).

Thus, the current authors believed that it was imperative that the gap begin to be filled on what youths' perceptions were on bullying. In order to gather students' perceptions, Q methodology was the research design used. Q methodology was selected because of its usefulness in organizing and measuring subjective perceptions of participants regarding significant personal experiences and describes subjective viewpoints (Brown, 1986; McKeown & Thomas, 1988). The major difference in Q methodology is that Q methodology analyzes and sorts *people* and their opinions, while typically in other analyses the *variables or items* are sorted. For more specific information on Q methodology and the analysis please refer to the research paper, which can be found on CSI's website ([www.csi-net.org](http://www.csi-net.org)).

## Sample

A convenience, volunteer sample was used for the current study. Participants included 45 youth from one fifth grade elementary school classroom and one middle school, grades 6 through 8, from a middle-class, suburban community in the Midwest. Participants included 23 boys and 22 girls who ranged from ages 8 to 15 years (mean=11.64, SD=1.5). Fifty-one percent of participants were in fifth grade, 18% were in sixth grade, 11% seventh grade, and 20% reported being in eighth grade. The majority (64%) of participants were Caucasian, with 27% being African American, 7% Native American, and 2% describing their ethnicity as other.

## Q Sorting

Each youth was given cards that had 16 words that constituted bullying behaviors. These words were received either from literature or from previous interviews with other youth about bullying. The youth were then to sort the words on an upside-down

continuum (see Figure below), with the number on the bottom of the table indicating how many words the youth could put in that column. After sorting out the words based on their own thoughts or opinions about bullying, each youth was interviewed to inquire exactly what the words meant to them.

## Bullying Q Sort Continuum

Least like bullying				Most like bullying		
-3	-2	-1	0	1	2	3
1	2	3	4	3	2	1

## Results

A total of eight factors emerged with eigenvalues greater than 1.0, explaining 84% of the variance. Correlations between the eight factors were extremely low, ranging from .01 to .33, which suggests that each factor of individuals represents a different idea or opinion about what constitutes bullying behavior. Although it is too comprehensive to provide all the information about the analyses and factors in this article, each factor will briefly be mentioned with some context or statements made by the youth.

Each factor was titled by the authors based on the way youth sorted the bullying statements and the information provided by the youth in the interviews. The first factor was titled *Physical Bullying* since the youth on this factor reported that kicking, hitting, punching, and fighting were considered to be "most like bullying." They also reported that "bullies tend to beat people up" and "if someone doesn't like someone, they'll hurt them."

Youth on the second factor, *Progressive Bullying*, stated that bullying starts off as something verbal or smaller than physical behavior or violence, such as threatening to beat someone up; however, the verbal behavior progresses to behaviors that are more serious and physical. The youth on this factor sorted statements such as stalking/following, threatening to beat up, and fighting as "most

like bullying” and youth reported that these behaviors “can lead to other behaviors, physical behaviors,” and bullies are “saying [they will] beat you up, threaten to make you feel bad about yourself.”

The third factor was labeled *Social Consequence Bullying*. Youth on this factor indicated that bullying consisted of behaviors from which an individual could receive a “record” from the school or police (e.g., suspension, expulsion, arrested). They reported that threatening to beat up, stalking/following someone, and destroying property were “most like bullying.” Statements from these youth revealed that bullying was something that one “can get a record, suspension for threatening,” “[a] record by police for destroying property and stealing,” or “can get a record by the principal for fighting.”

The fourth factor was titled *Verbal Bullying* since it was characterized by comments that bullying was verbal in nature, including threats, teasing, and making fun of others. The fifth factor was *Intrusive Bullying*. The viewpoints of the youth on this factor was that bullying consisted of behaviors that intruded on one’s safety, personal space or belongings, or bullying was about pressuring an individual to do something they may not normally have done.

The sixth factor was identified as *Power Differential Bullying* due to students reporting that the bully was stronger, either verbally or physically, than the victim. Their interviews revealed that a bully tends to “pick on people, particularly pick on someone. Really hurt people, [and] physically harm [them].” Another youth stated that “usually people say it is a bigger person – height, bulk, size – that bullies a little person because they think they have a better advantage, but [that is] not true, a smaller person may bully too.”

The seventh factor was titled *Psychological Bullying* due to students characterizing bullying by psychological or mental acts. They reported that the statements “most like bullying” included stalking/following, making fun/teasing, and threatening to beat someone up. One female student

conveyed that bullying is “scary, having someone watch your every move,” while another student reported that bullying is “more likely [to consist of] things that will hurt [victims] feelings, make them cry. Most [bullies] are insecure, try to make others feel smaller. Intimidation makes them feel bigger.” The final factor, factor eight, consisted of one 5th grade youth who had personal experience with bullying. Thus, the final factor was titled *Personal Experiences with Bullying*.

## Discussion

As can be seen by the results in this study, while some youth have perceptions of bullying that fit within the definition and criteria of bullying, other youth perceive behaviors that are outside of the definition used by researchers and school personnel, as well as outside the four categories (i.e., physical, psychological, verbal, and relational) that are used for bullying behaviors. The most important message that arises out of this study is that youth have different definitions of bullying, even between themselves, and that individuals working with youth need to have a clear idea of what those youth consider to be bullying behaviors.

Through intervention and discussion, professionals (e.g., teachers, counselors, parents, administrators) can play a major role in diminishing the amount of bullying that takes place in the schools, neighborhoods, and other areas in the child’s life. Due to the invisibility of psychological, relational, and verbal forms of bullying (Groppe & Froschl, 2000; Simmons, 2002), professionals may have difficulty in recognizing the extent of bullying that actually occurs in their classrooms and schools and throughout a youth’s life. In order for these professionals to recognize more invisible forms of bullying and to effectively intervene prior to serious consequences (i.e., academic decline, trauma symptoms, and distress), one needs to begin to think outside the box that has been given to us through the original categories and definitions of bullying. Discussions about the diverse types of bullying behaviors should take place –

with these discussions including youth. Professionals working with youth need to recognize that bullying is not simply physical aggression but bullying occurs on a continuum; however, one end of the continuum should not be considered more serious than the other as youth have their own individual perceptions and ideas. It is imperative that professionals working with youth understand and recognize the various forms that bullying and harassment can take. If one does not know what a person considers to be harmful, then how can he/she effectively intervene?

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## Faculty Advisor Highlight

# Dr. Seth Olson: Promoting Professional Identity

Holly Hartwig Moorhead

Like many leaders within Chi Sigma Iota, Dr. Seth Olson's involvement within the Society began when he was a graduate student, during both his master's and doctoral studies. Past graduate school days, Dr. Olson has continued to serve within Chi Sigma Iota and currently is the Faculty Advisor for the Epsilon Gamma Pi chapter at the University of South Dakota. When asked what CSI membership offers to counselors and why counselors should be involved within CSI, Dr. Olson identifies the numerous "opportunities to experience an effective counselor's life outside of the 50-minute session." This focus upon helping CSI members further crystallize their professional identity as members of a larger profession and as participants in advocacy efforts has energized the leadership of the Epsilon Gamma Pi chapter under Dr. Olson's leadership.

### Leading Others Toward Deeper Understanding

Dr. Olson brings a myriad of expertise to his current role as Faculty Advisor. He holds a Ph.D. in Counseling and Human Developmental Services from Kent State University, he is a Nationally Certified Counselor through the National Board for Certified Counselors, and presently he is working toward attaining professional counselor licensure in South Dakota. As a counselor educator, Dr. Olson works with master's and doctoral counseling students. As a practitioner, he works part-time at a community counseling center and addresses a variety of clinical issues. Additionally, he is active in his local community through partnering with various officials to offer seminars and conferences that address particular issues of importance to his community. As a counselor educator and practitioner, Dr. Olson has a keen

sense of the importance of having a strong professional counselor identity, which he strives to impart to his students. As he notes, "The counseling profession still has significant hurdles to cross in many states in order to be recognized as a vital profession in the mental health field [and] students need to be aware of future legislative acts and movements." Under his leadership, Dr. Olson has encouraged his chapter leaders to utilize the resources of Chi Sigma Iota to shed light on these types of issues as a way of helping counselors advocate for their profession and their clients.

### Promoting Professional Identity

As a newly appointed Faculty Advisor, Dr. Olson has enjoyed getting to know the members of his chapter and exploring ways to assist their ideas for the chapter. Offering support to chapter leadership has been particularly important for Dr. Olson, along with helping students organize and implement ideas for chapter development. He credits the "dynamite" energy of the Epsilon Gamma Pi members with helping him transition into this new leadership role.

Along with being a support for chapter leaders and members, Dr. Olson strives to impart to CSI members a deeper and broader picture of their identity as professional counselors; an identity that extends beyond the confines of a counseling session. According to Dr. Olson, "It is important that students understand the history of the counseling profession and where the profession is going." In keeping with this mission, the Epsilon Gamma Pi chapter has begun an aggressive fundraising campaign to fund scholarships for CSI members to use for conference attendance, as well as for participa-

tion in other scholarly activities that will help members gain a greater sense of their connection to the counseling profession. Additionally, the chapter is planning to use these scholarships strategically to assist in recruiting new members to join the chapter. Another tool that the chapter uses to communicate with members and to advertise the chapter is the Epsilon Gamma Pi website, <http://www.usd.edu/cpe/chisigma>. Utilizing a variety of tools to reach out to members and potential members is an effective way of keeping the chapter visible.

Chi Sigma Iota thanks Dr. Olson and the other Faculty Advisors who give of their time to help develop new leaders and who help CSI chapters continue to be a meaningful part of counselor development and growth.

*If you know of a Faculty Advisor whom you would like to see profiled in an upcoming Faculty Advisor Highlight, please submit your nomination to Dr. Holly Hartwig Moorhead at [hmoorhead@walsh.edu](mailto:hmoorhead@walsh.edu).*

## Nominations Sought

Nominations for President-Elect and treasurer will be accepted through May 1, 2006. Please send nominations to Dr. Richard Hazler at [hazler@psu.edu](mailto:hazler@psu.edu).

## Leadership as Gift

(continued from page 2)

place on the CSI International platform of a stable organizational model and leadership principles along with financial and human support. These chapters and emerging leaders are not expected to "do the same," but instead to take what has been learned locally and internationally and then exercise individual uniqueness to explore potentials. This is the process that helps chapters and CSI evolve and prompts the overall leadership in the counseling profession to explore new territories with each successive generation of leaders.

Three areas essential to promoting individual, family, and organization creative futures are consistent across time and cultures.

- **Honor the past** as the only foundation available upon which steps forward can be created. Those who came before us created our stage.
- **Celebrate the present** to reinforce the energy for individuals and groups to act productively. Being recognized for what we do moves us to do more.
- **Act for the future** where the only lasting measures of success are to be found. Our satisfaction does not support future generations . . . rather it is future generations that must determine our satisfaction.

Leadership is serving the progress of future generations and appreciating gifts from the past. The most valuable leadership you or I can provide is giving recognition to the gifts we have received and using them creatively to provide gifts of support and freedom for the next generation to explore beyond our limits.



## Update from Headquarters

(continued from page 3)

Every chapter also must have an active CSI faculty member who is willing to serve as Chapter Faculty Advisor (CFA).

The CFA is a key person with whom personal contact is made throughout the year for chapter leaders and members. The CFA mentors, supports, and encourages chapter leaders and members in their service to others. Members also must have access to chapter activities including initiations, workshops, and social functions as well as chapter service to the counselor education program and community. In short, it must function like any professional organization with a clear purpose and mission to serve its members. Such chapters establish local awards and nominate its members and the chapter for CSI awards, fellowships, grants, and internships. Through such recognition chapters further the mission of the Society.

In sum, chapters are CSI. Everything else we do is to support the chapters and the service that they provide to our members. It is as it should be and it is the foundation of our success as an organization.

### What's New?

Not surprisingly based upon the growth in chapters, CSI membership is on a path similar to last year and last year was record setting in both new and renewing memberships. While it is too soon to predict, we appear to be in a growth mode which will continue to make CSI one of the largest counseling membership organizations in the world, behind only the school counselors (ASCA) and ACA. As such, we have been invited to participate in an ACA and AASCB sponsored dialogue about the future of counseling. Referred to as "20/20: A Vision For the Future of Counseling," a series of meetings are planned to start at the AASCB meeting in January and ACA conference in April in Montreal.

ACA sponsored a similar meeting on professionalization in 1990 in which CSI participated and CSI spon-

sored two such meetings of counseling leaders in 1998. The report of the CSI meetings will be found at [www.csi-net.org](http://www.csi-net.org) under our Professional Advocacy button. Members of CSI can expect to see more about these meetings on our website in the future.

## Let's Go to the Community

(continued from page 9)

- used to highlight information)
  - b. Educate the contact person about how professional counseling services within the community might be helpful to persons within this organization
  - c. Inform the contact person of local counseling agencies within the community that might best serve the demographics of the clientele
  - d. Provide a few websites for individuals to search (i.e., American Counseling Association, State Counseling Association)
- (2) Offer to speak to the contact person's clientele briefly during a scheduled time
  - a. Talk about the benefits of counseling (i.e., for the first fifteen minutes of the weekly senior citizen's club; on the first Friday morning of the month to banking clientele)
  - b. Leave persons with a tangible reason to consider seeking counseling if they should need (i.e., conclude with a brief psychoeducational presentation on incorporating cognitive reframing into their daily life, conduct a stress management and relaxation activity with the clientele)
- (3) Follow-up with contact person
  - a. Thank the contact person
  - b. Offer follow-up presentation if they should wish

## Chapter Development Tip

# Seasons of Change

*Holly J. Hartwig Moorhead & Nancy Forth*  
*Chapter Development Committee Chairpersons*

Winter is passing and as spring approaches it brings the promise of new growth, renewed energy, and a fresh focus upon goals to be accomplished. Transitions in nature provide an interesting parallel to the seasons of change that our chapters go through. Our chapters are dynamic systems, continuously moving forward, coasting, and sometimes, moving backward. These seasons of development are healthy and in each stage, opportunities for optimal functioning are present. The trick is to identify which stage of development your chapter is in and how to best respond to your chapter's developmental needs. In this issue, we focus on ways that you can lead your chapter through seasons of stability, exciting growth and change, and regrouping and even dormancy.

### The Season of Stability

Common characteristics of chapters in this stage of development are consistent member involvement, continuity in the chapter carrying out procedures, and a flow and rhythm in the chapter's events and projects. It is easy to become complacent during this period. Many times, there are no immediate fires to put out, people know their roles are responsibilities, and a sense of history that is taken for granted. Enjoy this time, but proactively plan ahead. Think about creating and/or updating manuals for officer positions so that when the terms of current leadership end, new leadership will know what to do. Don't reinvent the wheel. Keep records of what has worked, why it has worked, and suggestions for future improvements to events, policies, outreach projects, etc.

### The Season of Growth and Change

This is an invigorating time of chapter development when chapters establish a vision and often, see the

fruit of their labor in various areas such as increasing membership, getting members involved, and planning effective and successful programs. Though there is a lot of energy, common traps include a few members doing all of the work and getting burned out, difficulty sharing a vision and getting other members to buy in, and feeling overwhelmed by the tasks at hand.

Here are some things to keep in mind to navigate through this time. First, remember that growth and development take time. Be patient with your progress. Second, avoid having a few members do all of the work. Personally invite others to do small parts of a big project. By doing this and taking the extra time to involve others, more people get the satisfaction of being a part, and in turn, share their energy with others. In the long run, this will benefit your membership numbers and increase member satisfaction. Third, go to where your members are (e.g., portions of class time, CEU workshops, socials) and get their input on what the chapter vision should be and what they want to participate in. This will help your vision catch on. Fourth, be flexible. Be open to change as you encounter obstacles and new opportunities. Finally, plan ahead for incoming leadership. Keep practical records and train new officers so that they can carry on the vision and hard work of previous leadership.

### The Season of Regrouping and Dormancy

This is one of the hardest periods of development for chapters. Many times, it is difficult to get members excited and invested in projects. A history of inactivity is a compelling reason to maintain the status quo. What can chapter leaders do to move the chapter back to growth? First, gather a core group of members who will share a commitment to the chapter (e.g., Faculty Advisor, dedicated

leadership, invested members). Form a supportive team to identify a renewed vision for the chapter and practical membership benefit that will guide chapter activities. Contact CSI Headquarters for resources and support. It is available, you only need to ask. Second, start small. Dedicate efforts to two or three realistic goals like putting on CEU programs, training leadership, and/or renewing members' interest in the chapter. Third, make chapter membership attractive. Offer free or discounted CEUs to student and alumni members, hold a social for new students and promote CSI membership, and offer free study groups for members.

### Normal Cycles and Transitions

Most importantly, in any stage of development for a chapter, it is helpful to remember that periods of growth and change are normal, they come and go, and with proactive planning, your chapter can successfully transition among stages. To locate additional resources for your chapter, visit the CSI website, [www.csi-net.org](http://www.csi-net.org). Your questions and comments are always welcome ([hmoorhead@walsh.edu](mailto:hmoorhead@walsh.edu) or [nfort1@uis.edu](mailto:nfort1@uis.edu)).

### The CSI Outstanding Chapter

*(continued from page 16)*

4. Appearance/Design: Is the page interesting, professional, and does it meet WAI accessibility guidelines for persons with disabilities?
5. Interactivity: Are discussion and chat forums included? E-mail links?
6. Ease of Maintenance: Are the pages easy to update and maintain by persons with limited web development skills?
7. Potential to serve as a model: Is the page easily recommended to other chapters as a model?
8. Overall impressions: In general, how impressive is this web site?

# Personal Reflections on “Professionalism”

Jason King

CSI Intern

Professionalism is the hallmark of counseling and one of the core values of Chi Sigma Iota (CSI). Spruill and Benschoff observed “evidence of professionalism includes [1] active participation and leadership in professional organizations, [2] acquisition of appropriate credentials, [3] professional growth, and [4] continued pursuit of knowledge” (p. 468). As I reflect upon these essential characteristics, my involvement with CSI stands out as a valuable contribution to the growth of my professionalism. As such, I would like to review how CSI helps me to experience the four evidences of professionalism as listed by the authors.

## Active Participation and Leadership in Professional Organizations

While a graduate student, one of my faculty instructors (who eventually became my “vertical” mentor) personally invited me to join the Society. Membership in CSI was my first experience with a professional organization. After joining the Society, the chapter president invited me to attend board meetings and to help out with chapter programs. Instantly, I felt connected, important, and needed. This contact gave me a sense of identity and hope.

Active participation in the Society contributed to my nomination as chapter President-Elect—blossoming my leadership skills and opportunities for service to others. Working more closely with other faculty members, attending CSI day and leadership training, reading *Leaders and Legacies* handbook, and observing international leaders first-hand while attending Executive Council meetings are some of my personal highlights with leadership in the Society.

## Acquisition of Appropriate Credentials

NCC and CCMHC became two new acronyms in my vocabulary after joining the Society. Our chapter advisor prominently displayed these credentials after his name. The more I read the *Exemplar*, the more I noticed that many professional counselors displayed one or both of these

credentials. Being a naive graduate student, I thought the initials “LPC” were all I needed. However, the more I interacted with professional counselors—locally and nationally (as a result of my active participation and leadership with CSI), the more I realized the importance of these national credentials to personal identity and to professional advocacy.

## Professional Growth

Many CSI members and leaders are authors of timely peer reviewed journal articles and counseling books. They also present more frequently at national counseling conferences—activities confirmed by Wester and Lewis (2005). Continued interaction with seasoned CSI leaders instills a personal desire to follow their examples of professionalism. Presenting at local and national conferences, authoring journal articles, and watching the activities of international leaders helps me to develop a crystallized counselor identity and to internalize the core values of scholarship and research.

## Continued Pursuit of Knowledge

Membership and leadership in the Society contributed to my attending the American Counseling Association (ACA) annual convention for the first time. Not only was this an important opportunity to network with professionals across the nation but also it afforded me the opportunity to attend

many education sessions that refined my counseling skills, enhanced my working knowledge, and provided me with client-centered resources. Attendance at the convention and CSI leadership training sparked a fire within me that continues to burn. This fire creates a strong personal desire to stay abreast of latest information relating to my counseling practice.

## Conclusion

Professionalism is a process, not an event. Professionalism germinates during counselor education, grows during clinical training, blossoms after licensure or certification, and matures throughout the lifespan of counseling practice. Spruill and Benschoff further observed that professionalism includes “internalized attitudes, perspectives, and personal commitment to the standards, ideals, and identity” (p. 468) of professional counseling. I can attest to the value of my membership in CSI of instilling a personal commitment to the ideals, perspectives, and attitudes characteristic of the profession of counseling.

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## 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

Melvin C. Riddick  
 Carol A. Jones  
 David Francis March  
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Alpha  
 Alpha Epsilon  
 Alpha Omicron  
 Iota Delta Sigma  
 Mu Tau Beta  
 Pi Sigma Upsilon  
 Upsilon Sigma Chi  
 Upsilon Tau Epsilon

## Technology Corner

# The CSI Outstanding Chapter Web Page Award

*Jane Myers*  
CSI Web Administrator

www.csi-net.org is the CSI presence on the World Wide Web. With an average of more than 250 hits per day, it remains our most visible description of the Society and its activities and a source of information and resources to members and non-members alike. Because the web page is so useful to members, we encourage all chapters to establish a web page to serve chapter members.

### Web Page Policy

The CSI Chapter Web Page Policy, available through the Chapters log-in link on the CSI home page, was developed to provide guidance to chapters in developing web pages. The intent of the policy is to assure a uniform presence on the web while allowing for chapter creativity in designing web pages to suit the unique needs of their chapters. A set of files is provided to each chapter as

a template for establishing their main page. This template includes the CSI trademarked logo and additional files which provide the name and unique links and additional information for the chapter while maintaining an appearance which immediately identifies the chapter as part of the international honor society.

Once chapter pages have been developed, they are reviewed by the CSI Web Page Administrator for consistency with the CSI policy. At that point, a link to the chapter page is added from the list of chapters on the CSI web page.

### Outstanding Web Page Award

In 2003 the CSI Executive Council approved the CSI Outstanding Chapter Web Page Award. This is the only CSI award that a chapter cannot apply to receive. Rather, each year the CSI

Web Page Administrator reviews the list of linked chapters on the CSI home page and provides the Awards Committee Chair with a list of chapters that are consistent with the policy and thus eligible for consideration for the Chapter Web Page Award.

The Awards Committee Chair is responsible for selecting a committee to review chapter web pages. Eight criteria are considered by review committee members. Some examples of each are as follows:

1. Content: Is the page informative to members, thorough, timely, and supportive of the mission of CSI and the chapter?
2. Navigation Ease: Does the page load quickly? Is it user friendly? Well organized?
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