Identity, Advocacy & Change: Interns as a Powerful Force in the Evolution of School Counseling

Julie Stephan
CSI Associate Editor

When discussing the internship process, the benefit of such experience to the practicum student or intern is often highlighted. However, real-world relationships are reciprocal, and actors in a system mutually influence each other. Thus, even seasoned site supervisors are affected by their interactions with interns. In fact, it is in the interest of the counseling profession that counselors-in-training are empowered to intentionally cultivate their own personal effect on the professionalism of the supervisor.

Bringing Cutting-Edge Training

A fundamental way in which interns impact the field is through the cutting-edge training they receive in their counselor education programs. Because they have access to the latest information, students offer veteran counselors an updated view of the profession, especially if site supervisors have more than five years of post-master’s-level experience and have not kept up with developments within the field.

A good example of this process is when internship students question existing policies regarding institutional ethical conduct. The American Counseling Association’s Code of Ethics (2005) was updated recently, and many counselors may not be familiar with the changes. Therefore, interns may confront discrepancies between ideal and actual practices. Common issues encountered include protection of computerized client files, awareness of multicultural competencies and resultant practices, implementation of guidelines for internet usage within counseling, and the inadvisability of utilizing one form of assessment when helping clients make major decisions.

Busy professionals may not be knowledgeable about current state and national advocacy efforts being made on their behalf regarding counselor certification, licensure, and portability. Similarly, interns in school counseling may find that they understand the American School Counseling Association’s National Model (2003) in more depth than their supervisors simply because of the trickle-down nature of its implementation in some states and school districts.

Modeling Professionalism

Counseling interns provide a vital service to their supervisors by initiating discussions on these subjects and modeling their own commitment to professional ideals. For example, many students who refer to themselves as professional school counselors find that their supervisors call themselves guidance counselors. Although some of the roles are the same, the expressed identities and consequential dimensions of practice may be quite different.

The increase in Chi Sigma Iota membership as new chapters are created is also likely to have some impact on the professional identity of counselors. Because chapters may not have been part of their master’s-level education experience, some site supervisors might have little exposure to Chi Sigma Iota and its mission. By mentioning membership and chapter activities, seasoned professionals may find a new avenue to professional resources, development, and recognition.

The professionalism exhibited by interns as they discuss future goals for credentialing and licensure may spur supervisors to investigate changes in certifications offered through the National Board of Certified Counselors and, ultimately, encourage attainment of new professional goals. Increased professionalism by these counselors will further propel colleagues to initiate their own professional growth.

Changes in Philosophy

In addition to the effects of historical developments such as those mentioned above, systematic para-

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Language Matters in CSI

Cynthia J. Osborn
CSI President

It is early December and Northeast Ohio is blanketed in its first major snowfall of the season. Among other things, this weather change is associated with the close of the fall academic term, a winter commencement, the holiday season (which seems like it began at Halloween this year!), and the submission deadline for CSI awards and Fellowship nominations. Each of these events represents an opportunity to recognize and express gratitude to others.

Gratitude is essentially the feeling of thankfulness and is evident in the word congratulate, which means to express one’s appreciation for another’s accomplishment. Both words are derived from the Latin words *gratus*, meaning pleasing, and *gratia*, meaning favor or thanks. We recognize “gracias” as “thank you” and “gratuity” as a tip for service received. As counselors, we might liken this to the server’s recognition and acceptance of the client as a person of worth, as well positive regard. That is, the counselor’s expression of gratitude to unconditionally worthy of our regard, and we may not feel like extending such regard to others.

Expressing Gratitude

As you read this, a new calendar year has begun, and another academic term has commenced. In CSI, preparations are underway for induction ceremonies and awards banquets. As we engage in these and other activities that “mark the season,” I would encourage all of us to extend genuine gratitude to those with whom we serve and work. Not only are our clients worthy of unconditional positive regard; so are our colleagues. Although I identify with a solution-focused counseling style, I am not too fond of reference to “compliments” and “cheerleading.” Perhaps this is because these terms make me think of superficial “warm fuzzies” that are non-specific and often quickly evaporate. They may satisfy the speaker’s wishful thinking and satiate his or her need for the spotlight more than they actually honor and inspire the intended recipient. I prefer instead the terms “commendations” and “affirmations,” which for me connote the recognition of genuine or authentic material, acknowledging what is substantive and of worth in another. Notice the difference between “You’ve done a fantastic job!” and “You persevered and accomplished a difficult task.” The first statement identifies a specific characteristic (i.e., perseverance) that was accessed, mobilized, and resulted in a positive outcome. The second statement is general and may be interpreted as overly optimistic. By contrast, the second statement identifies a specific characteristic (i.e., perseverance) that was accessed, mobilized, and resulted in a positive outcome.

Let us express genuine gratitude to others as we welcome new CSI members, extend awards, acknowledge the accomplishments of our colleagues, and encourage our clients in their perseverance toward change. Only authentic words and gestures of appreciation endure and make a difference. Our clients have taught us this and we ourselves know the benefit of genuine appreciation. Yes, it feels pretty good!
In last spring’s issue of the Exemplar, the importance of a chapter-based honor society was explained both in terms of legitimacy as a member of the Association of College Honor Societies (ACHS) and as a key to the mission of CSI: “to promote excellence in the profession of counseling.” From its inception, CSI has focused on chapters as the primary source of service to our members both in preparation and practice. Active chapters of the society mean that members have access to professional development opportunities, networking on supervision and career opportunities, cutting edge research and practice, leadership mentoring, and recognition through awards and fellowships for excellence in the studies and work that they do. We know that having an active CSI member as Chapter Faculty Advisor is essential to successful mentoring of members. Inactive chapters deprive members of such benefits and lessen the value of continued membership with the society as a whole. Therefore, helping chapters remain active is a central concern for CSI’s leadership.

Each year the Executive Council discusses ways to strengthen and sustain chapters. We know from experience that strong chapters have regular and substantive programming for their members. Likewise, chapter leaders and chapter faculty advisors report that participation in CSI Day and related conference programs each spring is a boost to any chapter whose representatives attend and participate. The spin off to chapters is notable as we’ve seen increases in chapter and individual award nominations, fellowship and intern applications, poster session participation, research grants, and participation in CSI committees and task forces.

CSI redistributes to chapters a significant portion of the annual dues money ($40,000 for 2006-07) that it collects in support of chapter activities. The Executive Councils depend upon the chapters’ Annual Report (past year officers, chapter activities, etc) and Annual Plan (next year) to establish fiduciary accountability for the use of members’ funds ($7/member). The Bylaws, Executive Council policies, and practices based upon what makes a successful active chapter are the basis of the following. To maintain active chapter status, chapters must:

a. Submit Annual Reports and Annual Plans by the end of the CSI fiscal year (April 30) at least every other year.
b. Initiate new members at least every other year.
c. Have a representative in attendance at annual Assembly meetings at least every three years.
d. Follow CSI policies as determined by the Executive Council (e.g., only authorized use of the CSI registered logo).
e. Have a regular full-time member of the counselor education faculty as Chapter Faculty Advisor who maintains active membership in the Society (life or annual dues).

While every effort is made to encourage all chapters to remain active, non-compliance by chapters automatically results in inactive status. Reactivation

In the past, the Executive Council had no easy way to keep track of compliance of chapters except at the end of each fiscal year (April 30). With online reporting and better database management, Headquarters can now track chapter activity throughout the year. As a consequence, the Chapter Development Committee and Regional Chapter Facilitators (RCF) now can help target

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2007 Chi Sigma Iota Day in Detroit

Connections: Looking Within, Reaching Out, and Moving Beyond

Detroit Marriott at the Renaissance Center
(313) 568-8000

Thursday, March 22, 2007

2:00 – 4:00 p.m. Executive Council Meeting
Nicolet A

Friday, March 23, 2007

8:00 – 11:00 a.m. CSI Leadership Training (CEU’S available)
Richard B

1:30 – 3:00 p.m. Fellows & Intern Training Meeting
Brule B

1:30 – 3:00 p.m. Chapter Advisors Meeting (CEU’S available)
Duluth B

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

3:30 – 5:00 p.m. General Business Meeting
Brule A & B

5:00 – 6:00 p.m. CSI Awards Ceremony
Brule A & B

6:00 – 7:30 p.m. CSI Reception
Michelangelo

Saturday, March 24, 2007

8:00 – 9:30 a.m. Committee Meetings
Joliet A & B

9:30 – 11:00 a.m. Committee Meetings
Joliet A & B

2:00 – 3:30 Panel Discussion: Real Life Advocacy Efforts to Implement Preventative Developmental Counseling
Brule A

If requested, a sign language interpreter will be provided for hearing impaired or deaf members attending CSI events. Please request this service by Friday, March 2nd 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.

Three CEUs will be provided for attending the Leadership Development workshop and Chapter Faculty Advisors meeting. Pre-registration deadline is Friday, March 16th. Please contact Kelley Rowland at Headquarters to pre-register or online registration is available at www.csi-net.org. Walk-in attendance, however, is welcome!
2007 CSI Leadership Training

Connections: Looking Within, Reaching Out, and Moving Beyond

June Williams
CSI President-Elect

Each year Chi Sigma Iota (CSI) provides a leadership training workshop as the kickoff for CSI Day activities during the ACA conference. As I pondered possible themes for this year’s leadership training, the word that kept emerging was “connections.” Promoting leadership and developing leaders is a central task in the mission of CSI; however, leaders cannot develop in a vacuum. Leadership is built upon relationships – connections. CSI Day leadership training will center on the theme of connections, and small breakout groups will explore various aspects of connections as they relate to leadership.

Finding Connections

Dr. Courtland Lee, former CSI and ACA president, will serve as our keynote speaker for the day, setting the stage for reflection and sharing in small group settings. Each small group will focus on connections from a different perspective. The first will be on “Connecting with Self (Looking Within).” In order to be an effective leader, self-awareness and self-reflection are key components. Becoming aware of what we do well and what our challenges are, learning to seek and receive feedback, and assessing our effectiveness as a leader are all important skills for leaders to practice. Next, groups will also focus on “Connecting with Others in an Inclusive Manner (Reaching Out).” As we reflect on our leadership at the chapter and international level, I would like for us to challenge ourselves to seriously consider how well we reach out to all members, in particular people of color. How do we mentor those from typically under-represented populations? Do we provide leadership opportunities that embrace and reflect diversity?

Last, groups will focus on “Connecting through Technology (Moving Beyond).” Although the use of technology has increased tremendously, another challenge is for us to consider moving beyond some of the boundaries that have limited us in the past and consider ways in which technology can assist us in connecting at the chapter, state, national, and international levels. We are no longer bound by artificial boundaries, and the possibilities for connections are endless.

A Time of Connection

The activities of CSI Day will provide a parallel process – as participants interact and discuss various aspects of leadership from their personal perspectives, they will be building their own connections with other participants and group leaders. Sufficient time will be provided in the small group settings to foster such connections. At the end of the training, participants will be invited to identify at least one goal (either personal or chapter-based) for each of the sub-topics. Please come join us not only in talking about, but in building connections!

Register Now

Three CEUs will be provided for attending the Leadership Development workshop. Pre-registration deadline is Friday, March 16th. Please contact Kelley Rowland at Headquarters to pre-register or online registration is available at www.csi-net.org. Walk-in attendance, however, is welcome!

Donate to Promote Excellence - Giving Made Easy Online!

Generous members have been giving to support CSI initiatives above and beyond annual dues. Frankly, these funds have been adding up into the thousands and growing in investments to support research, fellowships, awards, and more. Members can go online (www.csi-net.org) and click on the link “Donate to Promote Excellence” to give at anytime, any amount, and, if you desire, designate the purpose for giving to support ongoing awards, or designate donations in honor of a particular individual or memorial fund. Receipts are provided for all donations and may be used for tax deductions. Join your colleagues in building a sound fiscal basis for helping CSI realize its mission year after year.
A Luncheon for Motherless Daughters

Charmione Marcell

Last spring, my client Charmione Marcell began to talk with me about her desire to have a Mother’s Day luncheon for motherless daughters. My first thought was of the multitude of female clients I work with who have received little or no mothering from their mothers. I thought of how they struggled on Mother’s Day to choose a card or to express sincere feelings when they often had resentments for the lack of mothering they had received. But Charmione corrected me—this was not the population to whom she wanted to reach. She wanted to assist women whose mothers had died and who experienced sadness on Mother’s Day because of this loss. She wanted to have a luncheon the Saturday before Mother’s Day, and at this luncheon she wanted to create an experience where these women could remember and honor their deceased mothers. She then asked me if I would be willing to attend in the role of professional counselor since some of these women’s losses might be deep or recent.

I attended the Motherless Daughters’ Luncheon hosted by Charmione and experienced it as a wonderful healing experience. It was a time of beauty, laughter, tears, memories, and respect. I felt honored to hear the stories of the women, some whose losses were recent, others who still missed their mothers years after their death. The experience touched me and the other attendees far more than I had anticipated. I saw that Charmione was right—there was indeed a need to reach out to this population. As I drove home, I thought, “Motherless Daughter luncheons would be a wonderful service for counselors or CSI chapters to provide to clients and women in the community.” So, I asked Charmione to write the following article discussing how to put together a Motherless Daughters Day Luncheon with hopes that individual counselors or chapters might benefit from Charmione’s experience.

The initial step was to contact Hope Edelman, the author of Motherless Daughters. She put me in touch with the leader of Motherless Daughters of Orange County. The group there had hosted a luncheon for years, and I benefited from their experience. I learned there are many gatherings of motherless daughters around the country, and I incorporated some of their ideas to created a unique, personal celebration in Frisco, Texas.

A Day of Honoring

On May 13, 2006, an intimate gathering of women shared hearts and memories as we broke bread together at a Motherless Daughters Day Luncheon. This was a day of declaration—to reclaim the heart of Mother’s Day and to speak our mothers’ names! As these precious women came together to honor and memorialize their mothers, a new context of celebration was created through laughter and tears. The focus was shaped by our mother’s identity; we explored her name’s meaning, spoke of her special traits, and shared a significant object that held memories of our

Annual Plans Due

mother. Time was taken to pin a flower on each daughter’s lapel and to give voice to whom we belong, “Charmione, wear this in honor of your mother, Mary Ruth.” A special table displayed our mothers’ pictures. The luncheon was rounded out with the circle of remembrance where we shared our identities as daughters, “I am Sarah, daughter of Deborah.” What a glorious way to celebrate Mother’s Day weekend!!

One of my passions is to create an atmosphere for a purpose, and I was so pleased with the outcome of this event. I believe in blessing strong women during fragile times, and I have learned that context is the key. As my counselor has shared with me, there is something very sacred and holy about grief and pain. When a woman is walking through a season of heartache, she should be celebrated and know that she is not alone. I encourage you to think of ways grief can be shared in a manner that honors the one walking through it. Here are some of the guidelines which might be helpful as you plan a Motherless Daughter Luncheon:

- Create a safe environment – be in a room where the door closes or use someone’s home.
- Implement ground rules (have rules that make people safe and comfortable such as confidentiality and permission to express feelings)
- Make sure the atmosphere reflects the goals – in this case, the décor was very feminine and the women were invited to bring items and pictures of their mothers.
- Explain the order of the gathering at the beginning of the time together.
- Involve the women – have them read and be a part of the agenda as much as possible
- Have a Licensed Professional Counselor present – if emotions were to become too intense, the counselor brings knowledge and capability to the situation.
- Make sure you have enough time for the women to share. You may need to break into smaller groups for sharing time. When women share painful things, you must handle time management with care.

**Sample Agenda**

Below is the agenda we followed. With creativity, you could add or change activities to make the luncheon you would like for your clients. For more detailed information on planning and conducting a Motherless Daughters Luncheon, contact me at cdmarcell@yahoo.com.

- **Introductions/Ground Rules/Plan for the Day**
- **Reclaiming the Heart of Mother’s Day --** A history of Mother’s Day is read, noting the first Mother’s Day was in honor of a woman who had passed away.
- **Carnations --** Carnations are pinned on each woman and her mother’s name spoken.
- **The meal**
- **Celebrating Memories –** Women share their special objects (a meaningful representation of specific memories), why they brought it, and how it reminds them of their mothers.
- **Introduction of Hope Edelman’s Latest Book - Motherless Mothers**
- **We share current resources for mother loss.**
- **Our Mothers’ Day Cards --** We decorate a card and write on it what we would like to express to our mothers for Mother’s Day.
- **Our Mother’s Names –** Each woman holds up a picture of her mother and reads her mother’s name’s meaning from a card specially prepared for them.
- **Remembering Special Traits --** The women think of a trait their mothers had that they now possess; they write it on a card and place it in a gift box to take home.
- **Dessert**
- **Circle of Remembrance --** To close, we stand in a circle and reflect on our purpose for coming together. Each shares our identity as a daughter stating, “I am Sue, daughter of Cindy.”

My hope is that this will become a yearly event which motherless daughters can look forward to each Mother’s Day weekend rather than dreading the day for its reminder of their loss.
Reflections on Excellence in Counseling
Andrea Dixon Rayle
Research Awards Committee Chairperson

The 2006-2007 Chi Sigma Iota Excellence in Counseling Research Grants Committee is pleased to announce the 2007 Call for Proposals. CSI is committed to advocacy for counselors, the counseling profession, and the clients we serve and the CSI’s research initiatives are tied to an ongoing agenda for advocacy. 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 CSI.

For 2007, the CSI Executive Council has outlined several research priorities consistent with the six advocacy themes identified through national professional leadership conferences (see www.csi-net.org: Professional Advocacy, Advocacy Leadership Conference Reports, Advocacy Themes). The research priorities for 2007 funding are for research relating to chapter, professional association, and practitioner leadership characteristics and behaviors as found, for example, in the CSI Principles and Practices of Leadership Excellence (see www.csi-net.org: Leadership). These may be exhibited by addressing one or more of the following:

Theme A: Counselor Education
Theme A’s goal is to ensure that all counselor education students graduate with a clear identity and sense of pride as professional counselors.

Theme B: Intra-Professional Relationships
Theme B’s goal is to develop and implement a unified, collaborative advocacy plan for the advancement of counselors and those whom they serve.

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 address the focus of the CSI Advocacy Themes and the CSI Principles and Practices of Leadership Excellence. For more details see the Research and Grants page on the web.

Application Process
A limited number of awards are available in 2007 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 member and must complete the CSI Grant Application and submit it electronically as an email attachment to rayle@coe.ufl.edu or by postal mail to the address below (if sending by postal mail, please submit 5 print copies of the application) postmarked by the deadline of June 1, 2007.

The applicant’s CSI Chapter Faculty Advisor’s endorsement on behalf of an active CSI Chapter is required. Professional members without the benefit of an active chapter may request exemption to this requirement. Applicants will be notified of determinations made by the CSI Grants Review Committee no later than July 15, 2007. Grant awardees will be recognized at the CSI Awards Ceremony during the ACA Convention in 2008 and will showcase their research proposal in poster format during the CSI Reception that same day. Recipients are also encouraged to submit the results of their research for publication in a refereed counseling journal. Graduate students enrolled in counseling programs are particularly encouraged to apply.

Application packets can be mailed to Dr. Andrea Dixon Rayle, University of Florida, 1207 Norman Hall, P.O. Box 117046, Gainesville, FL 32611-7046.

Exploring the Construct Validity of the California Brief Multicultural Competence Scale
Jean A. Roberts, Alpha Omega Chapter

Jean was a recipient of CSI’s Excellence in Counseling Grants in 2006. For more information on her research, go to www.csi-net.org.

The construct validity of a relatively new measure of self-reported multicultural competence, the California Brief Multicultural Competence Scale (CBMCS; Gamst et al., 2004), was examined in a sample of counselor education students in programs accredited by the Council for Accreditation of Counseling and Related Education Programs (CACREP). Participants were 155 counselor education students in masters and doctoral programs across the U.S. Both convergent validity and discriminate validity were assessed. Convergent validity was examined using measures of theoretically similar constructs (i.e., measures of modern sexism and modern homonegativity toward lesbians). Discriminant validity was assessed using a measure of a theoretically distinct construct, social desirability. Additionally, convergent validity of the CBMCS subscale that assesses diversity issues also was examined through correlations with the measures of convergent validity. Finally, the factor structure of the CBMCS was examined to determine if the author’s factor structure was present in this sample.

Results provide some support for use of the CBMCS with counselor education students. Specifically, there was a significant relationship with the CBMCS and the measure of modern homonegativity toward lesbians when demographic and background variables were controlled. The CBMCS did not demonstrate a relationship with social desirability, thereby supporting the hypothesis related to discriminant validity. Additionally, the factor structure identified by the authors was generally supported in this sample. Hypotheses related to the measure of modern sexism were not supported. The hypotheses related to the subscale associated with diversity also were not supported. Implications of the research for the field of counseling are provided.
Interns (continued from page 1)

digam shifts in the philosophy of counselor education programs can highlight perceived differences between counselors-in-training and potential site supervisors. The philosophy espoused by counselor educators within the intern's program will be transmitted through the intern, and university supervisor directives advance this process.

Site supervisors and university supervisors may at times have different expectations regarding the optimal internship experience. Whereas a university supervisor may require the counselor-in-training to gain a certain number of direct counseling hours a week, the site supervisor may expect more intern time to be spent filing papers, counting testing booklets, or inputting student schedules. Such discrepancies must be negotiated and are often fodder for dialogue regarding changes in the field.

Relatedly, the intern's freedom from constraints associated with the role of the paid counselor allows for increased experimentation. For example, while a school counseling supervisor meets paperwork deadlines and coordinates testing, the supervisee may be free to run counseling programs, implement peer mediation programs, provide career guidance in classrooms, and consult with teachers individually and in collaborative groups. Such experimentation with counselor role creates new expectations within the system, inducing role change for the primary counselor.

Thus, while honing counseling and consultation skills, interns have the capability of influencing systems and roles by inspiring experienced counselors to renew their professional identity and interest. As we begin to research this process, we may find that interns are of paramount importance in furthering the evolution of the field of counseling.

Resources

Further information on the topics presented in this article can be found at the following web sites:

ASCA National Model – www.schoolcounselor.org
Chi Sigma Iota International – www.csi-net.org
National Board of Certified Counselors – www.nbcc.org

Active Chapters (continued from page 3)

chapters that could benefit from assistance and are offering to do so.

While all chapters receive reminders and are urged to comply with the Bylaw requirements for an active chapter, a variety of circumstances sometimes preclude them from acting. One year leads to the next and after consecutive years of non-compliance, they are officially inactive and among other things are not authorized to initiate new members until reactivated. With our new tracking capabilities, inactive chapters are learning that they cannot process new memberships until reactivated.

Reactivated chapters are required to submit an Annual Plan, demonstrate that they have two counselor educators on the regular full time faculty (preferably CACREP graduates) both of whom are active members and willing to serve as Chapter Faculty Advisor as needed, and that they are located in a nationally accredited program or have administrative support to do so within 5 years of reactivation. The expectation of two faculty members willing to serve has been necessitated by the only eligible CFA leaving a university position and the chapter losing its only mentor and advocate. Chapters desiring to reactivate can go online (www.csi-net.org) under the Chapters button to find a form to help in the process.

Because we are so dependent upon our campus based chapters, we are eager to do all that we can to help every chapter model excellence for its members. All the resources of CSI are oriented to these goals.

What’s New!

The CSISStore through our website is featuring new items. For all who don’t know, CSI has had no dues increase in 7 years. For most organizations that is unheard of because of inflation, oil prices affecting business, postal increases, etc. By purchasing CSI items or going through the CSI Shopping Mall to buy books, computers, clothes, etc on Amazon.com and others at no additional cost to you, you help us keep the dues at 20th century prices!

Finally, mid-year memberships and new chapters plus those reactivating promise another very positive year for CSI. We also hope to see many of you in Detroit for not only one but two days of CSI sponsored activities, March 23-24, 2007. Our full schedule is posted online. Come join us!
The Professional Counselor

The ACA Governing Council developed a definition of professional counseling that states it is the “application of mental health, psychological or human development principles through cognitive, affective, behavioral, or systematic strategies that address wellness, personal growth or career development as well as pathology” (ACA Governing Council, 1997). Individuals enrolled in graduate counseling programs build upon this premise in order to develop into Professional Counselors.

Counselor Identity

Identity development, a process of individuation that all graduate students experience, can impact the leadership and advocacy endeavors in which they partake. As graduate students enter their programs, they begin to learn how counseling became a profession. They may read Sweeney’s (2003) and Vacc and Charkow’s (1999) articles and discover that the development of professional organizations, educational criteria, accreditation, licensing bodies, and accountability procedures established counseling as a profession. Students start to think about their place within the profession and compare themselves to other mental health professionals. They learn that counselors work from a wellness model, believe in a developmental perspective, and practice prevention and early intervention (Remley & Herlihy, 2001).

Eventually, the students’ repertoire expands and they begin to develop a more profound identity of their specialty. Hopefully the students realize that although counseling is a “new” mental health profession with multiple specialty areas, they can still take pride in their core counseling identity. As their identity solidifies, graduate students eventually develop a sense of professionalism with “internalized attitudes, perspectives and personal commitment to the standards, ideals and identity of a profession” (Spruill & Benshoff, 1996). Students begin to recognize that they can impact the profession through leadership and impact the world through advocacy.

The Making of a Leader

What is leadership? Do I qualify to be a leader? What do I need in order to be an effective leader? Are leaders born, developed, or both? West, Osborn, and Bubenzer (2003) considered leadership as “consisting of attributes and behaviors that can be developed in counselors” (p.3). The authors stated that it is “difficult to imagine any community of people or any organization surviving without leadership” (p.3). Therefore, it is vital that counselor trainees develop their leadership skills in order to transition from graduate school to the profession of counseling and to ensure the profession’s survival. So, how do counselor trainees make the transition?

Step 1: Answering the Call - Entering a Counseling Program

West et al. (2003) discussed some of the things that have drawn members to the counseling profession and the importance of involvement in professional organizations. Counselor Trainees can find reassurance in knowing they have taken the first step by “heeding the call” (West et al., 2003) to serve by entering a counseling program.

Step 2: Tapping into Hidden Potential - Discovering Leadership Skills

While in graduate school, counselor trainees should begin to discover their leadership skills by tapping into hidden potential by exploring their strengths and addressing challenging areas.

Step 3: Demonstrating Leadership Skills - Seizing the Opportunities

It seems logical that after discovering their leadership skills and abilities the next step for counselor trainees would be demonstrating and expressing those leadership skills and abilities. Russell and Stone (2002) stated, “Servant leadership takes place when leaders assume the position of servant …service must be at the core” (p.145). So, where can counselor trainees begin to serve? Counselor trainees can participate in Chi Sigma Iota and become involved in advocacy.

Chi Sigma Iota has been instrumental in helping to “promote scholarship, research, professionalism, leadership, and excellence in counseling.” Chi Sigma Iota is a prime avenue for students to become involved while in their graduate programs. There are many opportunities such as serving on committees, volunteering with community projects, writing scholarly articles, and participating in conferences by sharing information through presentations.

Advocacy efforts have helped the counseling profession establish a unique professional identity. Counselors who embrace advocacy can help keep the profession continue to advance. Counselor trainees must learn leadership skills and how to apply them in order to be effective leaders. (continued on page 12)
Retreat Group Offers Connection and Renewal Among Counseling Practitioners

Lamar Muro
Rho Kappa Chapter

In the fall of 2004, two former CSI interns, Cathy Woodyard and Connie Fox, talked about how as private practitioners they longed for connection with other counseling professionals. Out of this conversation, they decided to invite a group of their counseling peers from the Texas and Oklahoma area to participate in a weekend retreat titled "Replenishing the Spirit." The single characteristic sought in their selection of participants was the desire to seek personal and professional support, connection and growth. At that first retreat, eight women joined Cathy and Connie, and what transpired there has evolved into a bi-annual retreat where these ten professionals experience a strong sense of sisterhood and where they derive both meaning and rewards through sharing their journeys with each other.

A Need for Support

As isolation and burnout rank high among counseling professionals, the inherent safety, empathy, and respect among fellow practitioners is an overlooked resource for tremendous stimulation and support. As mental health professionals, we are profoundly aware of the relationship between our personal and professional journeys. Retreating with fellow practitioners provides opportunities for those who share common languages, understandings, and a valuing of therapeutic nurturing, healing and growth. What follows are their reflections on this experience.

A Need Met

At the conclusion of our first retreat, each of us had experienced a strong sense of connection. We realized how we lacked this type of connection in our everyday lives. The hope and invigoration instilled from sharing our personal and professional challenges, victories, and dreams with kindred spirits felt like a priceless gift to all. Each participant affirmed a desire to continue retreat-ing, fantasizing how it might be to grow old with one another. As we resumed our individual paths, we each left with a sense of support and accountability to a new family. I recall leaving the first retreat armed with a renewed vision for my life and my favorite quote from the Talmud, “If not now, when?”

Since our first retreat, we have had a retreat every six months. Logistically, we share responsibility, usually in pairs, for planning and implementing each retreat. This offers individual members the opportunity to determine a unique theme and sense of ownership in the group. Some members have invited facilitators to lead us in dream work, sand tray, or sacred dance. Others have elected to focus solely on the group members with a theme suited to the needs of the group. Individual members also share their areas of professional interest or expertise.

Our group continues to follow a routine schedule although there are no set rules for how retreats can be carried out. Friday nights have become a time of welcoming, settling in, and catching up. Saturdays typically include a morning and afternoon session revolved around the selected retreat theme and a time for reflection at the end of the day. After breakfast, Sundays usually include closing up our time together and brainstorming ideas for the next retreat.

The number of group members, desired retreat location, decision to hire or not hire a facilitator, food and supplies determine the retreat budget. We have settled on a cost of $200 per attendee in order to cover all necessary expenses; however, this budget fluctuates if, for example, a retreat is held at someone’s home versus a cabin or lodge or if we have special activities such as evening massages by professional massage therapists.

Many friends and colleagues have requested to join this group, a clear indicator of the lack of ongoing personal and professional support felt among practitioners. However, to protect the spirit and continuity of the group and to foster group identity and commitment, we have retained the original ten members.

The Workings of Our Group

Some qualities that enhance our particular group include diversity, flexibility, and an upholding of basic growth principles. Diversity adds depth and breadth of experience to our discussions, ideas and creativity. Age ranges in our group span several decades, members include both ethnic and non-ethnic minorities, masters and doctoral level counselors, private practitioners, agency workers, school counselors, and those with ten plus years of experience versus those who are newly practicing.

All members are encouraged to voice feelings, preferences, and ideas. The safety and respect for each member is what facilitates this free exchange of ideas. In addition, much like a counseling group, we value and strive for genuine sharing, feedback, and support, with each member taking ownership for her experience and growth.

Within a time frame of two years, much has transpired in the lives of our group members: children and grandchildren, marriages, enduring traumas and loss, personal victories, professional achievements, and many transitions. Recently, we revisited the purpose of our group that continues

(continued on page 12)
Leadership Development  
(continued from page 10)

Selors cannot assume legislators and policymakers will advance and protect the special interests of the field without counselors becoming actively involved in the process. Within the last decade, a greater emphasis has been placed on the issue of advocacy, but a more in-depth understanding of the role it plays for the profession of counseling is still needed. In general, advocacy has been described as speaking up and taking action for others regarding a particular issue or cause. To become a successful advocate, counselors continue to develop and utilize their professional knowledge, skills, and personal traits. Counselors can utilize their specialized skills to help promote a clear and consistent professional identity.

In addition to involvement in CSI and advocacy efforts, counselor trainees can begin to develop their leadership skills in other ways.

- Membership and participation in other professional organizations for counseling (local, state, national, and international)
- Submit proposals to conferences on various levels (local, state, national, and international)
- Write for counseling newsletters and journals

A Final Word of Encouragement

Counselor trainees, we commend you on taking the first step (entering a counseling program) towards developing your professional identity. We want to encourage you to take the next step (tapping into hidden potential) and begin to discover the leader within you. In addition, we encourage you to take the final step (seizing the opportunity) and demonstrate your servant leadership. Our first-hand experience gives us the ability to say with confidence that you will make the transition from graduate student to Professional Counselor with great success...enjoy the journey!

References

Student Insights

What Motivates You to Become a Professional Counselor?

Edited by Liz Mellin and Richard Hazler

Significant Personal Experiences

I have had numerous experiences with counseling ranging from coping with the death of my father to practicing as a school counselor. Throughout these experiences, I have been enveloped and intrigued by this field. It is my sincere desire to share my knowledge and continue my own counseling experiences in a field I have dedicated my life to understanding and improving. Submitted by Eric S. Davis, Beta Chapter

I was the victim of a hit and run automobile accident. As a result of the physical injuries, death of a family member, loss of my job, and finding a new apartment, it became my turn to sit in the client's chair. Having a safe environment to share my feelings of grief, depression, and trauma, I was able to find healing within and gain greater understanding of what it means to need a counselor as well as to be a counselor. Submitted by Marcy A. Hill, Mu Upsilon Alpha

Having lived in Africa for many years, I became aware of the political, economic, and social struggles many African countries face. What motivates me to become a professional counselor is my vision for a multicultural and globally sensitive empowerment, advocacy, and prevention program for refugees. I look forward to the day when I will listen to the news and hear the United Nations, Red Cross, and Doctors Without Borders are working with counselors to care for refugees. That is enough motivation for me. Submitted by Masika Z. Smith, Rho Kappa

Multifaceted and Rewarding Profession

Moving into the field of counseling felt so natural to me the decision-making process was not difficult. Being able to enter a field that is a perfect fit for me is a gift. I feel fortunate to be given the opportunity. Though I had a successful profession in the business world, the counseling field allows me to use compassion rather than other learned skills. The value and meaning in making a difference to individuals in need, goes far beyond financial remuneration. Submitted by Dianne Clark, Alpha Sigma Upsilon

What motivates me to become a professional counselor is seeing the faces of the elementary school children at my practicum site every morning. They are so excited about life and it is a great age to plant seeds of encouragement and self-esteem. I hope to be the counselor children remember when as adults. If I can accomplish that goal, then I will know I have made a significant impact on the life of a child and know I was meant to be a professional school counselor. Submitted by Kelly Winningham, Gamma Mu Upsilon

The profession motivates me to be a counselor. I have been granted the privilege of involvement in the lives of people, most often at their lowest moments and greatest vulnerability, and entrusted to help guide them along their path to improved health and wellbeing. Submitted by David Comko, Kappa Upsilon

When looking for a profession, I wanted one that would continually challenge me on multiple levels. I am fortunate to be in a field that recognizes relationships as the most valuable tool in the process of personal growth. For me, the counseling profession fulfills my needs on a variety of levels and my desire for challenging myself is one that can be easily found in this profession. Submitted by Brooks Bastian Hanks, Phi Omicron Chi

Being a professional counselor gives me the opportunity to look at the world from the perspective of another, to walk with them a short way on their life’s journey, and to guide the path so that they can walk again on their own. In all its uniqueness, the field of counseling affords professionals a grand camaraderie in which they can share the joys of the human spirit and pursue scholarly interests that not only contribute to the profession, but help us grow as individuals. Perhaps it is the insight we gain through our studies that enables us to acknowledge the need for continued personal and professional growth. Submitted by Dawn Brisset, Rho Alpha Mu

Full Submissions

For the full submission of each of these students’ insights, go to the CSI web page at www.csi-net.org.

Nominations Sought

Nominations for President-Elect and Secretary will be accepted through May 1, 2007. Please send nominations to Dr. Cynthia Osborn at cosborn@kent.edu.

Iota Omega Upsilon

With full force, the Iota Omega Upsilon chapter from Indiana Wesleyan University hosted a play therapy workshop. After contacting a colleague of the Dean’s, they set a date for the free full-day presentation and then set about planning all the details. The department provided them with a community-wide mailing list as well as permission to use their funds to print and mail the brochures. Local companies (and national chains) offered door prizes; play therapy companies provided give-aways; the university provided the space and sound technicians. They received a grant from Chi Sigma Iota International, and students gave freely of their time to help make the workshop work. K. Elizabeth McDonald, member

Rho Kappa

The University of North Texas’s counseling program seeks to meet the needs of its numerous part-time and commuter students by creatively hosting professional workshops that utilize a portion of a scheduled class. An invitation is extended to students not enrolled in the course. For example, chapters can invite a grief and bereavement speaker to a community agency course, offer a suicide assessment workshop during a practicum meeting, or focus on bibliotherapy during a school counseling class. Students who attend enjoy a CSI-sponsored event and they use the time to reach potential chapter members who may not visit campus for a traditional stand-alone workshop.

Iota Delta

When putting together a workshop or seminar for students and community professionals, the Iota Delta Sigma chapter at Auburn University attempts to respond to current events within the United States. For example, in fall 2006, they coordinated a workshop to respond to the effects of Hurricane Katrina and the children and families relocated into the Auburn area. Because of their close proximity to two military bases, this year they have planned a seminar to discuss how the deployment of military personnel affects families and children. Workshop speakers are alumni and various community contacts. The local division of the Alabama Counseling Association is often willing to partner with them; in addition to helping with costs, this increases their chapter’s exposure. David Brown, president

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 which is expected

Melvin C. Riddick
David F. March
Miranda Valentine-Fife
Katie Marie Carsten
Heather Brostrand
Lori Jo Bell
Christopher Roseman
Earl J. Ginter
Patricia M. Beatty
Lynn C. Howell
Susannah M. Wood
Glenda Elliott
Janelle Cowles
Laurie B. Kempker

Alpha Omega Sigma
Alphe Psi Omega
Chi Upsilon Sigma
Delta Upsilon
Epsilon Gamma Pi
Gamma Beta
Mu Sigma Gamma
Nu Gamma Psi
Psi Rho Sigma
Zeta Chi
Zeta Chi
Zeta Chi
Zeta Chi
Dr. Gerard Lawson initially became involved in Chi Sigma Iota while in the doctoral program at the College of William and Mary, primarily due to the influence of faculty and peers for whom he had a great deal of respect. During his doctoral studies, Dr. Lawson gained a deeper understanding of the difference between doing counseling and becoming a counselor, a process that ultimately led to developing a personal wellness lifestyle and becoming a better counselor as a result.

Dr. Lawson was awarded a Doctorate of Philosophy with a concentration in Counselor Education and Supervision from the College of William and Mary in June of 2002. Shortly after earning his degree, Gerard began working as an assistant professor at Virginia Tech, where he obtained his undergraduate degree in 1991. During this time, Dr. Lawson's focus on counselor development and wellness was expanded through his research agenda, publications, and presentations, and his work as the chair of the American Counseling Association Taskforce on Counselor Wellness and Impairment. Volunteering to be the faculty advisor for CSI was another avenue for promoting wellness as a foundation. To this end, he engages in research, writing, and presentations about the importance of self-care in the counseling profession while attempting to practice personal wellness behaviors. His work for the American Counseling Association on a Taskforce on Counselor Wellness helps to "spread the word about the ethical and practical importance of counselor wellness." Gerard states that the majority of his advocacy work involves "helping counselors understand that they need to care for themselves as part of caring for their clients" and in this way, the wellness as a foundation for the counseling profession is maintained and enhanced.

Maintaining the Counseling Tradition

According to Gerard, maintaining an identity as a profession and continuing in the core beliefs of valuing each person's strengths and helping him/her find their path is the greatest challenge facing the counseling profession. In order to meet these challenges, counselors must stay informed through research, professional advocacy, and must become leaders in the field. Counselors must engage in a lifelong process of learning to be both a counselor and a leader who can understand our history for "direction in facing challenges in the future and being fearless when we have the right way." Being involved in CSI not only provides contact with the past heritage of the counseling profession but also with the next generation of counselors, addressing and fulfilling the mandate to maintain professional identity and the counseling tradition.
JobLinks
Tips for Interviewing
Jonathan Orr

Before the interview:
• Research each position and company that schedules an interview with you and considered their pros and cons.
• Imagine how you might fit into the culture of that work environment.
• Role-play some typical questions and answers including questions you plan to ask your interviewers.
• Get plenty of rest and exercise your smile.

During the interview:
• Treat all telephone interviews like in-person interviews by drawing a diagram of a table and imagine the interviewees sitting around the table in front of you.
• Use interviewers’ names when possible.
• Keep your responses brief and concise.
• Take time to ask your questions. You are interviewing them as much as they are interviewing you.
• Listen carefully because interviewers often lead candidates or give away answers in the course of asking questions.

Following the interview:
• Send “thank you” notes to everyone you met during the interview.
• Ask for more compensation (salary, benefits, travel, etc.), you are worth it!
• Accept an offer with confidence and decline an offer with appreciation.
• Check JobLinks in Members Only section of the CSI webpage for more ideas including potential interview questions.

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 summer and fall editions of the Exemplar around the “Student Insights” question listed below. The new questions are:

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?

Submission deadline July 15
In your development as a counselor, what have you learned from clients or other individuals who struggle with life’s problems?

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.