Excellence: The Power of Leading Well

Donna Henderson
CSI President-Elect

We hope to see you in Hawaii at several CSI events. This is a special invitation to our kick off session. Chi Sigma Iota (CSI) offers a leadership training workshop to begin CSI activities during the ACA conference. We will be looking at connecting the qualities of excellence with ways to apply those attributes and practices to leadership.

Thoughts on Leadership by Sam Gladding

Dr. Samuel Gladding, former CSI and ACA president, will share his thoughts on distinctive leadership as well as inspire our work. We will then work in groups focusing on excellence from three perspectives: yourself, your chapter and your world. Sam talks about looking within for your skills, bringing out those special talents in yourself and others, and using those meritorious qualities in your work. We will use those perspectives to structure our discussions.

Group Discussion

Each group will begin by allowing participants to identify their personal talents related to leadership and discovering ways to enhance those qualities. That self-knowledge provides a foundation for working as a chapter leader or member or faculty advisor. Hopefully the recognition of our unique personal contributions will also lead us to see the gifts others bring.

The next portion of the discussion will revolve around ways of applying not only your abilities but also those of others to your CSI chapter. We will discuss your ideas about working with all your chapter members and helping them discover their unique ways of contributing to the chapter locally and beyond. That dialogue will include ways to engage as many people as possible in the work you are doing, to focus your activities and to inspire multiple connections.

Finally we will look beyond the boundaries of your local efforts to national and international levels of endeavors that may be accomplished if your chapter seeks expanded opportunities. We will be dreaming about our larger world and ways we might join or initiate efforts related to national or international needs or inter-chapter endeavors.

Hopefully those discussions will encourage a celebration of our personal qualities and of possibilities for a productive, invigorating year of CSI activities.

Commitment

The discussions that we hold will allow you to discover things that you would like to build in your life and work. You will have the opportunity to choose a personal or chapter goal and work with other participants to plan for achieving it. Join us in what promises to be an exciting look at strengths, needs and plans.

Register

Three CEUs will be provided for attending the Leadership Development workshop. Pre-registration deadline is Monday, March 17th. Please contact Kelley Rowland at Headquarters to pre-register or online registration is available at http://www.csi-net.org/. You may also decide to attend by joining us on March 28th from 8 am to 11am in Coral 2.

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CSI Home Page
www.csi-net.org

Connections: Moving Beyond

June Williams
CSI President

For individual members, particularly professional members who may be physically removed from your chapters, I encourage you to find ways to keep in touch with your chapter and other members through technology. You are in a great position to provide your chapter leaders with suggestions for ways to keep professional members connected.


In addition to connecting with your chapter, CSI International is dedicated to providing a website to keep members connected and informed. Thanks to CSI’s web administrator, Dr. Jane Meyers, our webpage is a dynamic website, which is updated frequently in an effort to be not only informative but also interesting. If you haven’t visited the CSI website lately, I’d encourage you to visit it today – and come back often!

A Tool for Connection

As we strive to keep pace in our increasingly high-tech environment, we must remember that while technology is an excellent way to keep in touch and share information, it is not a substitute for more personal contact. Getting together in person and talking on the telephone are sometimes neglected as we rely more and more on asynchronous communication. I must admit that I enjoy the convenience of electronic communication; however, I also need the personal touch afforded by face-to-face interactions, and if that is not possible, phone conversations. There is no substitute for a smile, a laugh, a sigh, a hug.

Words of Appreciation

I’d like to conclude by thanking you for the opportunity to serve you as president of CSI this year. It truly has been a privilege to be a part of your leadership team. I am constantly awed by the dedication of CSI members and amazed at the outstanding activities and programs that are occurring at the chapter level. Keep up the great work – and stay connected! My best to all of you.

June Williams

As I ponder my words for this last of my presidential columns, I find it fitting that the final sub-theme of my year’s theme of Connections is “Moving Beyond: Connecting through Technology.” I intentionally chose the word “beyond” as it implies moving farther ahead than we currently are. With the constant advances in technology, most of us have no idea what our capabilities for connecting via technology really are or what they may be in the future. I encourage all of us — chapter leaders and individual members — to evaluate continually our use of technology to determine if we are using it to its full potential.

A note of caution is important, however, as a reminder that while technology may be effective in reaching large groups in an efficient manner, it is not the way to reach everyone. Balancing the use of electronic media with more traditional means of communication will allow us to be more inclusive.

Ways to Use Technology

For those of you who are chapter leaders, my hope is that you are using various forms and applications of technology not only to keep in contact with your members but also to facilitate their networking among each other. E-mail, interactive websites, discussion boards, and chat rooms are some of the ways chapters encourage networking. One creative idea that has emerged in recent years is the concept of e-mentoring, which is the use of e-mail by mentors to share information and provide support.

A Tool for Connection

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Two summers ago, the Executive Council reviewed a long list of chapters who had been out of compliance with the Bylaws and decided that we needed either to help them to be active and in compliance or to discontinue them as a chapter. The major concern was not the Bylaws but the implication that our members were not getting the CSI experience of promoting personal, professional, and organizational excellence central to our mission.

As a consequence, Headquarters has been involved in sustained and sometimes intensive correspondence with over 120 chapters during the interim. No one is more aware than we are of the extra work being a Chapter Faculty Advisor brings to a counselor educator. As a consequence, we try very hard to reduce the hassles and help with their service to our members. The net result is now 56 chapters have been reactivated, while approximately 20 others are still in the process and 40 chapters have been deleted from the roll of chapters. This latter group can reapply to become a chapter and, if their Greek name is still available, ask for it. In the meantime, we have 12 new chapters as well.

The real significance of this effort is knowledge that all chapters are striving to be of service to the counselor education programs within which they are housed and to the members of those chapters. New letters will be sent by Headquarters each year calling attention to oversights by individual chapters in hopes of preventing any from becoming inactive. Active chapters receive rebates ($7 per active member); may endorse new members; nominate for awards, grants, fellowships; and vote on CSI business. Inactive chapters lose these privileges until reactivated.

Fiscally Responsible, Fiscally Sound

Each year the Executive Council begins its meeting by reviewing the Strategic Plan, vision, mission, fundamental purposes, goals, and objectives of the Society. All decisions about new initiatives and use of resources are related back to the Plan but particularly so during budget considerations. Our budgeting process is based upon a reasonable estimate of income and expenses for the coming year. We have navigated during economic downturns of the past with little to spare but with solvency. Each year at the annual Assembly meeting of chapter representatives, we present pie charts that show where the funds have been budgeted and how they are being spent. Not surprisingly, the two charts look very much alike!

We had record numbers of new and renewing memberships this past year. We believe this is due in no small part to strengthening chapters as noted above. Our income over expenses was very favorable. Revenues for fiscal 2006-07 were $370,035. Our expenses as of April 30th were $294,044. We grew in net income while holding expenses to the same amount as 2005-06. As a consequence, in addition to paying rebates to chapters in FY 2007-08 in excess of $45,000, the officers decided to increase the cash awards for fellowships, reduce the amount smaller chapters need to support a member selected as a fellow, to increase the funding for research grants, and to invest exigency funds to sustain the Society in the event of an economic downturn such as we experienced in the past. In short, CSI is on a more solid footing than at any time in the past. All of this has been possible without a dues increase in over eight years.

(continued on page 9)
2008 Chi Sigma Iota Day in Honolulu, Hawaii

EXCELLENCE: THE POWER OF LEADING WELL

Hilton Hawaiian Village Beach Resort and Spa

Thursday, March 27, 2008

2:00 – 5:00 p.m. Executive Council Meeting

South Pacific 4

Friday, March 28, 2008

8:00 – 11:00 a.m. Leadership Training (3 CEUs provided)

Coral 2

1:30 – 3:00 p.m. Chapter Advisors Meeting (1.5 CEUs provided)

South Pacific 3

1:30 – 3:00 p.m. Fellows/Interns Training

South Pacific 2

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

South Pacific 4

3:30 – 5:00 p.m. CSI Business Meeting

Nautilus 2

5:00 – 6:00 p.m. CSI Awards Ceremony

Nautilus 2

7:00 – 7:30 p.m. CSI Reception

Nautilus 1

11:15 a.m. – 4:30 p.m. Poster Sessions: Research and Advocacy

Exhibit Hall

Saturday, March 29, 2008

8:00 – 9:30 a.m. CSI Presidents and Chairs Committee Meeting

Sea Pearl 4

8:00 – 9:30 a.m. CSI Advocacy Committee Meeting

Sea Pearl 4

11:00a.m. – 12:30 p.m. CSI Chapter Development Meeting

South Pacific 1

11:00a.m. – 12:30 p.m. CSI Regional Chapter Facilitators Committee Meeting

South Pacific 1

11:00 a.m. – 4:30 p.m. Poster Sessions: Research and Advocacy

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 7th, by writing Kelley Rowland, CSI Headquarters at P.O. Box 35448, Greensboro, NC 28425, by calling (336) 841-8180, by e-mailing Dr. Tom Sweeney at tsweeney@csi-net.org

CEUs will be provided for attending the Leadership Development workshop and the Chapter Faculty Advisors meeting. Pre-registration deadline is Monday, March 17th. Please register online at www.csi-net.org. Walk in attendance is welcome!
Meet Pete the Penguin.

Pete's day job is representing Youngstown State University at athletic and community events. However, for the past seven months Pete has been moonlighting at Virginia Tech as a representative of laughter, togetherness, and hope for the future.

Symbols of Caring

On April 16th, students and faculty of Virginia Tech were shocked and saddened when a student fatally wounded 32 people. Soon after the shooting, members of the Tau Eta Kappa chapter at Virginia Tech received a care package from the Eta chapter at Youngstown State University. The package included Pete, Youngstown's favorite penguin, touching notes of condolences telling VT members, "Today, we are all Hokies," and a generous financial donation. The days following the tragedy were saturated with grief and sadness for Tau Eta Kappa chapter members, and the students and faculty in the Counselor Education program were actively involved in the mental health response to the shootings. The arrival of the care package seemed to be timed perfectly and had a powerful effect.

Almost immediately, Pete became a celebrity in the Counselor Education Program. Students would vie for opportunities to take Pete on various trips and vacations. In fact, Pete became quite the traveler, accompanying students to 21 states, Canada, Rome, Belgium, Zambia, Zimbabwe, and South Africa. He met Virginia Tech President, Charles Steger; Provost McNamee; and the basketball and football coaches, Greenberg and Beamer. Simply put, Pete reminded Tau Eta Kappa members that they were not -- and would not be -- alone as they faced adversity. Equally as important, Pete gave members a reason to be playful and to laugh again.

Thanks, Youngstown State

Pete's travels were documented in a photo journal that Program Leader and Assistant Professor Dr. Gerard Lawson of Virginia Tech presented to Youngstown State University this past October. The Eta Chapter felt touched after discovering how much their gifts meant to Virginia Tech Counselor Education students. During his presentation, Dr. Lawson thanked the Eta chapter for their financial support which had doubled Tau Eta Kappa's funds. That donation served as seed money for fund raisers which allowed the Tau Eta Kappa chapter to co-sponsor events at the Virginia Counselors Association convention to say thank you to the counseling community in Virginia. Dr. Lawson also presented Eta Chapter with a Hokie Bird. The Hokie Bird has already begun his travels with the YSU students and faculty. Both Chi Sigma Iota chapters feel that this exchange of school mascots has been a priceless gift of reciprocal kindness.

Out of this tragedy came a sense of resilience visible to the world. The Virginia Tech Community met tragedy and sorrow with grace and dignity. Such a response was made possible because they could feel the support and encouragement from all over the world. For members of Tau Eta Kappa, Pete and Youngstown State University's Eta chapter of Chi Sigma Iota serve as a reminder of all the support received from not only the Youngstown chapter but from many CSI chapters and from counselors across the country.

Moving or Renewing Your Membership?

Go to www.csi-net.org
Using Adlerian Early Recollections and DCT in Counseling

Thomas J. Sweeney and Jane E. Myers

Adlerian clinicians use Early Recollections as an entrée to clients’ most basic attitudes and expectations for meeting life’s tasks (Clark, 2002). In the process of learning Ivey’s Development Counseling and Therapy (DCT) assessment (Ivey, Ivey, Myers, & Sweeney, 2005), the senior author realized that Early Recollections were a logical source of coping beliefs and attitudes derived through the DCT assessment. Through experimentation, I determined that by combining the two methods clients could be helped to gain both insight and motivation for addressing their presenting issues using any number of counseling techniques.

What is an Early Recollection?

Early memories disclose expectations for the future that shape one’s responses to daily life tasks. The anticipation of what will happen when influences the choices each of us makes in both large and small decisions related to work, friendships, love relationships, self, and spiritual matters. Helping clients uncover the meaning and purpose associated with these Early Recollections empowers them to make new choices, exercise new behaviors, and discover new emotions associated with current and future life experiences and relationships.

An early recollection is a metaphor to which meanings are assigned by the recollector. The meanings are the individual’s unique “biased apperceptions” about self, life, and others. They are a source of guiding themes that protect, encourage, and guide a person in his or her daily activities, thought processes, and emotions.

Adlerians use specific memories recalled before the ages of six to eight years. A useful recollection brings attention to a particular concrete incident. For example, at one ice cream making session, the client may recall in great detail what a grandparent said and did that was particularly important to them at that time. Or another client might talk in great detail about what occurred during one particularly traumatic evening with a drunken father. A client who experienced an early oppressive incident may describe it in concrete detail. Often the early recollection will be so vivid that it easily takes on a “here and now” sensorimotor quality with an overt and strong affective reaction. This immediate expression of the here-and-now abreaction to the experience can be both powerful and revealing.

By using DCT assessment with Early Recollections, clients can be helped to more quickly uncover mistaken expectations that they hold for self, others and life in general. Unrealistic expectations found in Early Recollections such as “if it is to be, it is always up to me!” or “whatever I do must be done the very best it can be done!” are types of rules that become guiding notions toward life. They are also easily associated with stress, emotional turmoil, and physical consequences. The counselor can help uncover and challenge such rules in order to help clients modify, delete, or completely change expectations that do not serve them or others well. New or modified rules offer more flexibility and less stress.

Assessing Client Preferred Cognitive Emotional Style

Within the DCT model, counselors may use a structured clinical interview to assess clients’ ability to process their issues in each of four cognitive developmental styles. The method of assessment is basically straightforward and logical in its sequence. However, it is important that the protocol be followed without innovation or skipping steps when learning how to use it. For the inexperienced helper, supervision will be essential in order to ensure that the client has proper assistance beyond the assessment as the process itself can be powerful and therapeutic even in the hands of a neophyte. In fact, abreaction is often unexpected by the client but should be anticipated by the counselor. As a consequence, some form of supervision or consultation with a colleague may be necessary when first practicing these methods.

While it is beyond the scope of this article to provide an in depth discussion of the theory and the Standard Cognitive Developmental Assessment Interview (SCDI; Ivey, et al., 2005), what follows is a brief introduction to the assessment process as it applies to Early Recollections. The SCDI is both a structured clinical assessment and a potentially powerful clinical intervention. Once mastered, the questions and questioning sequence used in this interview may be used singly or in combination as interventions to facilitate both first and second order change processes.

The questioning sequence relates to four developmentally based cognitive styles of relating to others, self, and experiencing life choices. These are: sensorimotor, concrete operational, formal operational, and dialectic. Each has an essential function and none is “better” than the other.

Sensorimotor Style involves being able to experience and describe one’s feelings and emotions.

The helper asks the client to

(continued on page 14)
A Personal Experience with Research:

Investigating Adult Children of Alchoholics

Amy Bandfield-Jones

CSI Outstanding Research Recipient

It was an honor to receive the Chi Sigma Iota Outstanding Research Award last spring. When I reflect upon the research process and knowledge gained from the experience, many ideas come to mind. First, the nebulous term “research” was demystified for me. I remember having an interest in research yet I was uncertain about where and how to begin. To me, research seemed like something that was done behind a mysterious Oz type door. What I discovered was research, at least for this project, was an ongoing, collaborative effort broken down into small steps to answer a question: Are college students raised with an alcoholic dependent parent more likely to experience substance-dependence, symptoms of co-dependency and defensive response styles?

In part, this question was developed based on the clinical experience of the researchers who have knowledge of chemical dependency and treatment. The results of the study provide insight about working with Adult Children of Alcoholics in a college setting. This is an example of how clinical practice may influence research as well as how research may influence clinical practice. This reciprocal relationship became evident to me by the end of the study. I also learned about the necessity of research to help the profession continue to advance and develop evidence-based practices.

Although I had some trepidation about the research process this was normalized for me by counselor educators. I had an opportunity to work with them and share ideas, apply statistical procedures, and process and interpret data. I was encouraged and had an opportunity to learn about the direct connection between research and counseling. This hands-on experience outside of the classroom helped me to integrate the concepts learned in research classes and statistics courses in a practical context. I was provided mentorship and a supportive research environment to pose questions and contribute to a research study that has practical implications for college counselors.

ACOA Literature

I was familiar with literature about Adult Children of Alcoholics from authors such as Claudia Black and Janet Woititz who posit the experience of growing up in a home where substance abuse is present may create an environment where children learn to develop certain roles, coping mechanisms and lifestyle patterns. I was intrigued to learn about what was found when the characteristics described by these and other authors were tested empirically. I discovered the literature provides partial support for the ACOA hypothesis.

In the literature reviewed by the authors of this study, statistically significant differences between ACOAs and non-ACOA students surfaced in the following areas: relationship problems (Beesley & Stoltenberg, 2002; Kelley et al., 2004), psychopathology, overall general distress (Obot & Anthony, 2004), academic performance (Carle & Chassin, 2004), substance abuse (Chrisoffersen & Soothill, 2003), and denial of problems (Hart & McAleer, 1997). However, an equally vibrant body of empirical literature failed to support this hypothesis. Group differences failed to surface between ACOA and non-ACOA samples in studies of memory impairment, psychopathology, self esteem (Rodney, 1996) and standardized personality assessments. While some studies uncovered hypothesized differences between ACOAs and non-ACOA, others failed to find differences. In order to find clarity in a line of research as clouded as this, it became apparent that multiple investigations involving participants from a wide variety of settings and situations are needed in order to gain further understanding about the experiences and personalities of the over eleven million Adult Children of Alcoholics (National Association for Adult Children of Alcoholics, 2005).

Currently the prevalence rate of ACOAs attending college is estimated to range from 12% to 25% (Middle Tennessee State University, n.d.). Due to the potentially harmful impact of growing up in a home where substance abuse was present, it seemed important to investigate the theory that college student ACOAs have higher rates of substance abuse, are more defensive, and exhibit more codependent behaviors than their non-ACOA peers.

Previous investigations of this phenomenon among college students used undergraduates only and/or either used non-standardized measures of student alcohol abuse or did not assess for alcohol abuse (Kelley, Cash, Grant, Miles, & Santos, 2004). Our study focused on college students in a mid-western university setting. We recruited a wide age range of students, we screened for alcohol and other substances of abuse, and we used a screening instrument that included college students in the normative sample. By doing this we were able to add a new level of investigation to the previous research conducted on college students who identify as Adult Children of Alcoholics. For me this helped to highlight how research on a particular topic moves forward and expands upon previous efforts to gain new insights into a particular subject. We recognized the limitations of our study and offered suggestions for future research on the topic to help the research on this subject continue to move forward.

Our Results

We discovered in our sample no
You Can be a Mentor

Amy McLeod, CSI Intern

According to www.dictionary.com, a mentor is “a wise and trusted counselor or teacher.” How fitting that the words mentor and counselor are so closely related! Both mentors and counselors seem to have a knack for recognizing strengths and the capacity for growth in others and are skilled in encouraging people to reach their full potential both personally and professionally. The practice of mentoring aligns perfectly with the Chi Sigma Iota (CSI) mission of promoting scholarship, research, professionalism, leadership, and excellence in counseling. CSI International supports mentoring in numerous ways; for example, they offer an annual leadership training workshop at CSI Day and recently created an Outstanding Chapter Faculty Advisor Award for faculty advisors who provide mentorship. In addition, the CSI Fellowship and Internship program is designed to mentor future leaders. Clearly, CSI values mentoring and has established formal programs to promote the practice of guiding and supporting up-and-coming members of our profession. Mentoring also takes place on a more informal level in CSI chapters across the country. So, how can you become a mentor?

What You Have to Offer

The theme of Connections: Looking Within, Reaching Out, and Moving Beyond that Dr. June Williams selected for her CSI presidency can be a model for those interested in mentoring others to achieve excellence in the profession of counseling. Start by looking within and conduct an honest inventory of your strengths. You certainly do not have to consider yourself an expert in the field to be a mentor. If you are a master’s student participating in practicum and internship, you can serve as a mentor to a beginning master’s student who has lots of questions and is unsure where to start. If you are a working professional who recently graduated from a counseling program, you can mentor counseling students in the process of finding employment and applying for licensure. Recall your struggles as a counselor and the lessons that you have learned? What wisdom do you have to offer? How can your insights illuminate the path towards excellence for a rising member of the counseling profession?

Next, reach out to a newer counselor. Many people who desire guidance and support feel apprehensive about approaching others directly to ask for help. Take the responsibility on yourself and extend a personal offer to serve as a mentor. Reaching out could be as simple as inviting a counseling student to collaborate with you on a conference presentation or offering to give feedback on an APA style paper. Finally, as we seek to move beyond where we are today in the counseling profession, remember the mentors who helped us achieve our current status. In the words of Sir Isaac Newton, if we are to see further “it is by standing on the shoulders of giants.”

Ways You Can Become a Mentor

A few mentoring activities:

• Trace your mentor “family tree.” Ask your mentor whom he or she considers a mentor. If possible, contact your “grand-mentor” to seek their wisdom. Find out who is your “great grand-mentor,” etc.

• Arrange a gathering for professional and student members of CSI to meet and mingle. Mentoring relationships can form among the members of these two groups who normally may not come in contact with each other.

• Start a peer mentoring program in your CSI chapter. The program can be organized around specific topics such as research, internship, and professional development or more loosely structured.

Chi Sigma Iota’s Excellence in Counseling Research Grants

2008 Call for Proposals

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.

The CSI Executive Council annually determines funding priorities and issues a call for proposals to support research that will enhance the counseling profession in three topical areas: Developmental Counseling, Wellness, and Advocacy. A limited number of awards are available in 2008 with amounts ranging from $250 to $750 with a total of grants not to exceed $2000 per category. 1) Developmental Counseling, 2) Wellness, and 3) Advocacy. Applicants must be current/active CSI student or professional members. The applicant’s CSI Chapter Faculty Advisor’s endorsement on behalf of an active Chapter is required. Professional members at large without the benefit of an active Chapter may request consideration as an exception to this requirement. Applications are due by June, 1, 2008, and applicants will be notified of determinations made by the CSI Excellence in Counseling Research Grants Review Committee no later than July 14, 2008.

Grant awardees will be recognized at the CSI Awards Ceremony during the ACA Convention in 2008 and may be asked to showcase their research proposal in poster format. 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.

To apply or to receive more information, go to the web page at www.csi-net.org.
Building Our Foundations as Leaders and Professionals

Victoria Sepulveda
CSI Intern

As a counselor and graduate student, I see the multiple roles of counseling professionals as a game of building blocks. We spend time building our lives with activities and responsibilities that lead to our growth, but we have a finite number of blocks with which to build. These blocks are used to build our foundation and to help us develop and reach new heights. We sometimes rearrange our foundation to accommodate for new growth; over time, we may develop, but our foundation may not be steady enough to balance our entire structure. If additional weight, such as unforeseen events and extra responsibilities, is added to our structure, we are likely to crumble without a supportive foundation. How do we build our foundation, maintain our balance, and take the time for our own development?

Examining Our Roles

For counseling professionals, it may be helpful to examine our roles within four specific areas: (a) leadership, (b) professional activities, (c) personal activities, and (d) self-care. Leadership in counseling comes in many forms, whether it is serving on a committee, representing an organization, attending meetings, advocating for the counseling profession, or serving in faculty, classroom, or supervision settings. Professional activities for CSI members may include work duties, service opportunities, philanthropic and chapter activities, and professional conferences. These activities may also include contributing to professional writing and presentations, as well as advising and mentoring students and other counselors. We each perform these activities, and it is likely that these activities sometimes overtake the time we set aside for other things.

Taking Care of Ourselves

Each of these four roles assists us in building our foundations as persons and professionals. In order to maintain our balance, we must recognize how to take time for ourselves; this includes limiting the time we spend with activities, projects, and organizations. This also may include saying “no” to others, even though it may be difficult to do. We also need to take time for ourselves; this could be choosing a day of the week devoted solely to our personal needs or spending time with friends and family in enriching activities. The time we spend taking care of our personal needs can help us grow as individuals, leaders, and professionals.

One of the fundamental purposes of CSI is to provide members with encouragement and support as they pursue personal, academic, and clinical excellence. As CSI members and counseling professionals, it is my hope that we can foster a supportive environment for each other and encourage a climate of growth, compassion, and professionalism. Fellowship and networking activities, in addition to promoting mutual respect for others, can help to develop a supportive environment. With this, we can each build solid foundations that will help us to grow into the leaders and professionals we aspire to be.

Update from Headquarters (continued from page 3)

Your Opportunities to Help!

We hope to see many of you in Hawaii for the annual CSI Day(s) activities, March 28-29, 2008. This year we have 16 accepted ACA poster sessions by our members so be sure to consult our website for particulars on our activities both days! If you are not in Hawaii, the Executive Council will be conducting a strategic planning scan of members and chapters to help us for the coming years. Look for your opportunity to help us in our planning and success for the coming years!

Welcome New Chapters

Welcome to the following new chapters

Upsilon Delta
University of Dayton

Pi Upsilon
Purdue University
Investing in Learning at a Deeper Level

Dr. Kitty Fallon began her educational experiences at Salve Regina University, obtaining a BA in Psychology and Religious Studies. Wanting to pursue a counseling career, she completed a Masters of Education and Education Specialist degree in Marriage and Family Counseling at the University of Florida in Gainesville. Dr. Fallon spent several years afterward working with crisis services, college students, and in private practice. During this time she began developing her theoretical framework incorporating creativity and spirituality. After working for a couple of years, she returned to the University of Florida, Gainesville, and this time received a Doctorate of Philosophy in Counselor Education. From these experiences, Dr. Fallon recalls beginning to understand on a deeper level what it truly means to be a learner, a teacher, and a counselor.

Extending the Power of Relationships

"Powerful" is a word Dr. Fallon uses to describe both learning and counseling. She is passionate about learning simply for the love of education, stating "Teaching, mentoring, professional development; it's really an honor and I love to do it." Her instruction is about transition from passive learning to an active learner. For her, this has led not only to exploring personally topics she is curious about but also to encouraging students to do the same. Learning has become so much more exciting for her and her students through this process. Above all, however, Kitty would like students to understand the humane and sacred opportunities that come with being a counselor.

Advocacy for the Future of Counseling

Dr. Fallon first became a member of CSI during her master’s program. As a doctoral student, she was president-elect, president, and past president. As a result, when she became a faculty member, she was pleased to become a faculty advisor. Kitty expresses her excitement at seeing the students develop leadership skills and become involved in other organizations which will lead to lifelong advocacy. She states that one of the greatest advocacy needs facing counselors is simply earning a living. Dr. Fallon expresses concern about under-funded agencies and over-worked counselors. She states that graduates have invested in their education financially and often making a living in the public counseling sector where they are most needed is a challenge. Counselors and counselor educators have earned a place at the table but that comes with the responsibility of advocacy at a national level for counselors at a community and societal level. Dr. Fallon believes that knowing the community, educating students on professional resources, and advocating for the profession will help bolster the future of counseling.
Student Insights

If You Could Improve Counselor Education Training in One Way, What Would that Be?

Edited by Liz Mellin and Richard Hazler

This question generated numerous and thought-provoking ideas for improving counselor education. As a result, responses to this question will appear in both the Fall 2007 and Spring 2008 editions of the Student Insights column. The responses for both columns are organized by themes that emerged from student responses.

Program Development

“To improve counselor education, I believe that counseling departments need to address academic quality using systematic methods. Programs would greatly benefit from developing their own evidence about what needs to be improved and what is currently working for both faculty and students. Without systematically assessing academic quality, professors are likely to make the same mistakes. Programs might consider students’ perspectives on career preparedness, curricula design, and timing of program components and requirements.” Rebecca Goldberg, Beta

“One area that could be improved is the order courses are taken. For example, theories courses are generally few semesters before practicum/internship starts. A lot of knowledge is forgotten and not applied as easily.” Ronda Bonnette, Alpha Delta

“It is imperative that counselor educators are structuring the development of counselors-in-training through guided learning experiences with a focus on demonstrated effectiveness.” Darryl G. Carter, Theta Sigma Phi

“Not all counselor preparation programs include required coursework related to addiction and diagnosis. Many counselor preparation programs already require their students to do a certain amount of outside professional development experiences. We suggest that these experiences be geared specifically toward building knowledge in and familiarity with drug/alcohol abuse and that diagnosis. Further, we recommend that all counselors-in-training be required to complete at least one independent study to gain additional knowledge in these areas.” Andrea Owens, John Klem, David Brown, and Mark Parrish, Iota Delta Sigma

“The improvement, which I believe needs to be addressed, is the lack of education during counselor training in using basic medical terminology and communications. This type of communication helps form the foundation of multi-disciplinary and holistic treatment-team approaches. Superior treatments, as well as effective preventative measures, require that many disciplines work together. But in order to function as a team, we must communicate, or at least remove barriers to understanding one another.” Gary L. Stancil, Chi Upsilon

Diversity

“If I could improve counselor education training in one way, I would enhance the current level of multicultural instruction. While some may think an obvious method would be to increase the number of required multicultural classes within a program, this may not always serve as the most practical solution. A more feasible alternative would be to infuse multicultural training aspects into the entire educational program. For example, one tool that I use in a class I am currently teaching is “Diversity Spotlight.” Every week, regardless of the lesson, students are given an opportunity to link the particular topic to multicultural issues. I turn on the “spotlight,” which is a push-button, battery-operated light. The students are then asked to assess the multicultural implications in terms of the focused topic for the week.” Tonya Jasinski, Upsilon Sigma Pi

“One aspect of diversity that is often omitted in counseling courses is disability status. Exposure and education are the best ways to teach students about working with people who have disabilities.” Terri Ferguson, Alpha Delta

“One way to improve counselor education training is creating a counseling course titled, “Cross Cultural Assessment and DSM Diagnoses.” Because of time constraints with reviewing over 267 disorders in the DSM course, this course would focus specifically on the appropriateness of assessing clients from differing racial backgrounds. Three components are needed: (a) thorough understanding of the DSM in working with cross-cultural clients; (b) extensive examination of the American Counseling Association’s Code of Ethics; and (c) cross-cultural didactic training to help accurately assess diverse clients.” Kevin P. Feisthamel, Alpha Upsilon

“My suggestion is to help students from all experiences and backgrounds find connections with professionals who look more like them. I suggest that CSI develop a more focused mentoring program for students. If mentoring can help guide a more diverse group of students to the profession, it will help ensure that more students will see those who look like them and continue the trend.” Jessica M. Diaz, Alpha Delta

Person as Counselor

“One area of improvement is the change of optional personal counseling for graduate students to mandato-
The First Annual North Carolina CSI Day

Colleen MacDonald, Upsilon Nu Chi; Carla Emerson, Epsilon Nu Chi; Sejal Parikh, Mu Tau Beta; and Jane Myers, Epsilon Nu Chi

One important aspect of leadership is relationship building. Other aspects include being a visionary and being open to innovation. All of these ingredients were involved in the development and implementation of the first annual North Carolina CSI Day which took place on Thursday, September 27, 2007 in Durham, NC. Our theme for the day was “Leadership and Advocacy.”

Collaborative Effort

The conference was truly a collaborative effort. The NC-CSO Day was co-sponsored by the Upsilon Nu Chi chapter at the University of North Carolina at Greensboro (UNCG), the Mu Tau Beta chapter at the University of North Carolina Charlotte (UNCC), and the Licensed Professional Counselors Association of North Carolina (LPCANC). Of course, CSI International played an important role in supporting the state CSI Day. Upsilon Nu Chi’s leaders took responsibility for programming, publicity, recruitment, and menu selection; Mu Tau Beta leaders helped identify speakers and initiates and maintained contact with all speakers. LPCANC provided rooms and subsidized registration for participants, and paid for its lobbyist to be one of our speakers. CSI paid for speaker lunches through a grant to the statewide chapters network, and a panel of leaders within the state was selected for a stimulating panel presentation on leadership and advocacy issues.

Students and professional members, chapter leaders, and program faculty gathered to discuss professional advocacy and leadership in our state and in the many roles that we play. Guest speakers included Dr. Tom Sweeney, Executive Director of Chi Sigma Iota International; Ashley Matlock Parkinson, LPCANC lobbyist; Dr. Jack Culbret (UNCC); Dr. L. DiAnne Borders (UNCG); and Dr. Stan Baker, (NC State University). Participants at this first state-wide CSI chapter’s meeting included representatives from six chapters from NC and one chapter from Washington, D.C.

Stronger Vision

When a vision becomes a reality, it re-affirms all of the time and effort spent coordinating and planning an event. Just as leadership and advocacy work require both vision and follow-through, so too does conference planning. Conference planners and participants alike were invigorated by the lively discussions and concrete action items generated throughout the day. In executing our original vision for a NC CSI Day, we arrived at a newer, stronger vision for our chapters and for ourselves.

As our guest speakers reminded us, effective leaders reflect on their experiences and on constructive feedback, so that they can apply new learning. Based on our own learning, we would like to offer the following recommendations to future state-level CSI conference planners:

• If the conference will be held in the fall semester, start publicizing and recruiting participants in the spring semester prior to the conference.

• Use existing networks and contacts in addition to Internet research and emails.

• Contact the counselor educators who will be teaching Professional Orientation classes. Encourage them to promote the event.

NC CSI Day was a wonderful opportunity to enhance a sense of community within and among our chapters. We recommend that all chapters consider becoming involved in a state-level event such as this one.

Student Insights

(continued from page 11)

Theory and praxis alone is not enough to mold effective professionals.” Tomeka W. McGhee, Tau Mu

"Counselor education should hold personal counseling for graduate students. The mental health of prospective professional counselors is just as crucial as one’s academic health. How much can a professor gather about a student's mental health status in four instructional hours per week, in a room of 20 other students? How can students ask the clients to do what they have not done or are not willing to do? Theory and praxis alone is not enough to mold effective professionals.” Tomeka W. McGhee, Tau Mu

"Counselor education should hold self-care practices as a priority and work to infuse it into the curriculum to greater extent. Students leave graduate school with extensive knowledge of counseling theory and application. However, if we do not attain knowledge on and practice in how to care for ourselves, our success and satisfaction as professionals in the challenging field of mental health may be short-lived.” Adrienne Sarise Baggs, Beta

“It is suggested that counselor training programs include the recognition of peer impairment within their training programs and instruct students on the appropriate course of action when referring a peer to interdisciplinary attention. Peers are typically the first to notice impairment in another student, but the criteria for reporting these concerns are vague. As future gatekeepers, it is suggested that students become more knowledgeable in recognizing qualities that may hinder another counselor’s performance and report these concerns to the appropriate administrators. After all, teaching a student how to recognize impairment improves the quality of care clients will receive in the future.” Amanda M Thomas, Iota Delta
Chapter Happenings

Connecting with Self: Looking Within

Kelly Kozlowski

CSI Associate Editor

The past two editions of the Exemplar shared with readers discussions from Chi Sigma Iota chapter leaders across the country. The summer column titled “Moving Beyond” shared insight into the various uses of technology utilized to keep chapters connected both now and into the future. In the fall edition titled “Reaching Out,” leaders offered insight and ideas about reaching all membership and increasing diversity in chapters as well as in leadership positions. This final column summarizes the small group discussion centered on the topic of leaders looking within themselves, taking time for self-reflection and self-awareness. As counselors we are trained in walking with clients on a journey inward, asking them to risk taking an honest look at what lies within. As leaders in the field of counseling this goes beyond merely practicing what we preach, for neglecting our own issues might weaken our work with clients and hinder our work in leadership positions, thus hurting our chapters or other professional organizations. Looking within ourselves as leaders can be important to maintaining healthy chapters.

Personal Leadership Styles

Participants were asked to share their own insights on this tenuous and risky topic in three separate round table discussions. To begin with participants were asked to reflect on their own personal leadership style or to share experiences with other leadership styles they have observed. Members shared their greatest leadership strengths and areas where they needed to further develop leadership skills. An interesting question that provoked some aha moments was when participants were asked to describe how chapter members or other chapter leaders would describe their leadership style.

Words used to describe various leaders ranged from controlling and from few involved members to multiple volunteers. Most agreed that leadership styles seemed to fall on a continuum, with some characteristics being more desirable than others. Being open to feedback and helpful criticism were seen as important aspects of good leadership. It was pointed out that it would be beneficial not only to ask for feedback concerning leadership styles but also for how to improve in chapter activities, workshops, inductions or even fund raisers. Participants were challenged to consider, “Are we as leaders able to implement positive critiques that may improve our chapters or do blind spots prevent us from obtaining potentially helpful information?”

Obstacles to Good Leadership

Members also pointed out that by being open to others’ opinions we might also recognize problems we have with control. Lack of personal awareness in this area may cause road blocks to new ideas, energy and creativity in the chapter. Leaders admitted that control issues could limit membership involvement or even silence officers with vision. Many echoed the wisdom of letting go of the idea that we as leaders can and should do it all ourselves and that we must give up the idea that all aspects of inductions, workshops and fund raisers were ours to create. Some suggested delegating entire projects to others while others thought it wiser to break projects into small pieces and ask for many volunteers to help.

Leadership comes with pitfalls for which members must be careful. One such example discussed was the inability to please everyone all the time. A leader’s need to be all things to all people can keep a chapter from moving forward. One example of this was shared by a chapter leader. After gathering input from chapter members, the officers met and chose a popular focus for an upcoming workshop. Once the announcement was sent out for the upcoming event, complaints were voiced by some members that the topic was not of interest to them. While it would be nice to be able to meet everyone’s need, it is rarely realistic. There are numerous issues that could result in discouragement with unrealistic expectations.

A welcomed positive outcome for many participants who are willing to receive others’ feedback was the formation of close friendships. Chapters that took the time for leadership retreats or social events shared how they felt safe to be honest about what they witnessed in each others’ leadership characteristics. This allowed for continued opportunities for honest reflection of leadership styles.

Discussion’s End

Our discussion closed by sharing characteristics of well-known leaders in the field including Courtland Lee, Sam Gladding, Tom Sweeney, and June Williams. It was helpful to ask what it was about their style that we admire and then to ask ourselves what we can do to emulate more of these leadership qualities and, more to the point at hand, what we might be doing that is counter to these characteristics. The capacity for self-examination can open the door to leadership potential that lies within each of us.

Nominations Sought

Nominations for President-elect and Treasurer will be accepted through May 1, 2008. Please send nominations to Dr. June Williams at jwilliams@selu.edu.
Recollections
(continued from page 6)

image as vividly as possible a specific moment, event, or experience and to describe what he or she sees, hears, smells, feels, and senses (touch if appropriate). The feelings associated with the experiences are as true with Early Recollections, as are essential.

Equally important, the client is asked to locate that feeling in his/her body, i.e., where the memory is embedded physically. To miss the significance of these above questions can make the remainder of the process ineffective.

Concrete Operational Style includes the ability to associate life experiences in a linear, specific manner (when she said this, I said...)

Once the embedded feelings have been identified, the helper asks, "Have you ever had that feeling since (or on another occasion)? Will you please tell me about that one as well?" This leads to the concrete operational assessment.

Some clients are so concrete that helpers get lost trying to understand their predicaments. Other clients are so obtuse that they have difficulty understanding why life "treats" them the way it does. Being able to help clients deal with this style is essential to helping as well. Focusing techniques, summarizations, and restatements are helpful.

Formal Operational Style involves connecting life experiences into themes and associations that permit analysis, synthesis and insight, for example, when consequences are the result of poor decision making.

Once the second event has been clearly described or nearly so as the client can do so, the helper summarizes the two events in as much details as can be used and then asks something like the following:

"We have here two events, both involve this feeling (describe), what do they seem to have in common otherwise, do you see any similarities in them?" What themes do these suggest in how you approach such situations that you described?

Clinicians often prefer formal operational clients because that tends to be the clinicians' preferred copying style. While a childhood experience may not seem related to an adult's present predicament, the rules and expectations for life have early origins and they are most often accepted as fact without reexamination unless guided through a process such as with the DCT assessment.

Dialectic Style permits one to empathize, understand, and analyze differing points of view, their origin, and relative merits.

The transition to the dialectic style after uncovering the client's "rules" begins with questions like: Where did these life rules come from and are they good rules? How do they affect others in my life?

The capacity to reconcile differences with others in life often rests with this style. Likewise, creating a better future for oneself requires seeing possibilities not seen or valued before.

Deriving New Meaning and More Effective Outcomes.

All of these styles help us to live life successfully. When we have a block or incapacity to utilize one or more of these developmental cognitive styles, however, we experience distress. One goal of using the DCT assessment with early recollections is to identify rules for life and coping strategies that clients use customarily but contribute to blocks in achieving success. Through the use of various interventions tailored to the client's cognitive styles and blocks, they can be helped to use their other cognitive capabilities to overcome the blocks (e.g., discover themes or thought patterns associated with physically embedded feelings which contribute to negative outcomes) and live life more fully and effectively.


Student Ideas and Experiences Needed for Publication!
Edited by Liz Mellin

I am looking for CSI student member ideas to be published in the fall edition of Exemplar around the “Student Insights” question listed below. The new question is:

Submission deadline July 15

What are the leadership skills you have found to be most important in a good leader?

Submissions of no more than 400 words should be made to Elizabeth Mellin by email <eam20@psu.edu> or mail to 327 CEDAR Building, Penn State University, University Park, PA 16823.
Adult Children (continued from page 7)

statistically significant differences between ACOAs and non-ACOAs existed on the traits being investigated: substance abuse, co-dependent behaviors and defensive response styles. This sample’s data failed to support the hypothesized traits associated with Adult Children of Alcoholics. Many ACOAs may be familiar with the Adult Children of Alcoholic literature and may begin to create a self-fulfilling prophecy including the belief they will perpetuate the cycle of alcoholism or be doomed to adhere to the broad qualities described in the ACOA literature.

This study indicates to me that caution is needed in stereotyping college students who grew up in homes with the presence of chemical dependence. It seems that careful assessment with a client is necessary to determine if the traits described in the ACOA literature are good descriptors for the client’s life experiences or if other factors have a stronger influence on the client’s experiences in life. After making this determination, a decision can be made on what may be the most helpful for the client. For example, a client who feels the ACOA traits fit his or her life experiences may find Al-Anon or Codependents Anonymous helpful. If clients do not feel the descriptors are a good fit, they may be comforted to know that research exists suggesting that ACOAs are no different than their non-ACOA peers. Either way, clients can be encouraged to expand their sense of self and discover their own unique personality, strengths and potential.

Learning about Research

The process of working on this project with other counselors helped me to learn more about Adult Children of Alcoholics and the research process in general. The role that conducting research plays in continuing to advance the counseling profession and meeting client needs became more tangible. In addition, this experience helped reinforce the relevance of using research to guide clinical practice.

References


CSI Election Results

Cynthia Osborn
CSI Past-president

Chi Sigma Iota was very fortunate this year to have four highly qualified members who agreed to be nominated for the offices of President-elect and Secretary-elect. Nominees were Catharina Y. Chang (Georgia State University) and Dana Heller Levitt (Ohio University) for CSI President-elect, and Andrea L. Dixon (University of Florida) and Christopher P. Roseman (University of South Dakota) for CSI Secretary-elect. CSI is grateful for the extensive service and leadership these four individuals have already provided to their respective CSI chapters and counselor preparation programs, CSI International, and the counseling profession. The Society and the profession at large will continue to benefit from their ongoing contributions.

President-Elect

Catharina Chang, Associate Professor of Counselor Education and Practice at Georgia State University, was elected CSI President-Elect for 2008-09. Catharina has served as CSI Treasurer, Co-Chair of the CSI Chapter Development Committee, CSI Intern, and co-Chapter Faculty Advisor of the Chi Epsilon Chapter. Areas of practice, teaching, and research include multicultural counseling and supervision with an emphasis on Asian/Korean American concerns, privilege and oppression, and racial identity development.

Secretary-Elect

Andrea Dixon, Assistant Professor of Counselor Education at the University of Florida, was elected CSI Secretary for 2008-10. Andrea has served as Chair of the CSI Excellence in Counseling Research Grants Committee, CSI Fellow, and co-Chapter Faculty Advisor of the Beta Chapter. Areas of practice, teaching, and research include strengths-based and culturally relevant school interventions, the construct of mattering in counseling, and ethnic minority adolescent identity development.
JobLinks Bits
Jonathan Orr

Feedback is an important commodity in any working relationship. In terms of our own development, feedback helps us identify strengths and areas for growth. When it comes to business, feedback connects us to our clients and lets us know our level of effectiveness. Despite its importance, feedback remains difficult to give and receive, so here are some tips for effective feedback exchange:

- Make feedback exchange a formalized and intentional process in which deliverers can fully express feedback and recipients can fully process their reactions.

- When delivering feedback:
  - Focus on specific examples of directly observed behavior rather than inferences or the character of the recipient.
  - Monitor the amount of feedback so that it is manageable and of value to the receiver and it emphasizes sharing ideas and alternatives rather than solutions and advice.

- When receiving feedback:
  - Demonstrate genuineness and willingness to receive feedback by listening attentively and paraphrase feedback to ensure clarity.
  - Check in with others to gain consensus regarding feedback while maintaining the option to accept or reject any and all feedback.

- Check JobLinks in Members Only section of the CSI webpage for more ideas about feedback exchange.

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.

Omayra Munoz Alpha Delta
Kitichia Weekes Alpha Delta
Susan Reider Alpha Iota
Victoria Sepulveda Alpha Omega
David F. March Alpha Omicron
Katie M. Carsten Chi Upsilon Sigma
Misty T. Williams Gamma Zeta
Cory L. James Lambda Upsilon
Patricia Beatty Mu Upsilon Gamma
Richard Boggs Pi Omega
Mary Crozier Rho Omega
J. Clark Echols Sigma Zeta Chi
Cornelius Pitts Zeta Zeta

Chi Sigma Iota Exemplar

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