An advocate is someone who argues a cause, supports, or defends something in which he or she believes. In counselor education programs, discussions related to the topic of client advocacy are not uncommon, but unfortunately, advocacy on behalf of the counseling profession is not as often addressed.

Counselors’ livelihoods rely on a strong counseling profession. The question becomes: What can counseling programs (i.e., students, and educators) do to facilitate increased conversations on the topic of professional advocacy within their programs, and thus support the profession?

The answers to this question are complex and multifaceted, yet some basic steps can be taken towards increasing professional counseling advocacy initiatives and education within counseling programs.

The following list provides practical, concrete suggestions that students and faculty might consider as they move ahead in increasing professional counseling advocacy initiatives:

• CSI chapters and faculty advisors, faculty, and students can serve as leaders in local, state, and national professional advocacy efforts; this active involvement in professional organizations can convey a spirit of advocacy.

  • Faculty and students should be aware of the advocacy function of CSI and use the vast array of resources available on the website (www.csi-net.org).

  • Whenever possible, highlight and discuss the counselor identity, or what makes us unique from other helpers; whether it be with students in the program, field placement sites and supervisors, various publics, advisory boards, the campus community, etc., our unique identity should be highlighted.

  • Infuse discussions of professional advocacy into class papers, presentations, and curriculum.

  • Increase curricular activities that address professional counseling advocacy.

  • Increase conversations with the faculty and students about the importance of strengthening and supporting counselor identity and professional advocacy on campus (e.g., campus community, in classes with students) and in the community.

  • Ensure that the reading materials and assignments used in your department’s courses are reflective of the counseling profession and that they incorporate professional advocacy issues - e.g., ensure that at least some required scholarly readings are written by counselors/counselor educators as opposed to those from other helping professions.

  • When advertising your program (e.g., flyers, brochures, etc.), promote a counselor identity and address how this identity may be unique from other helping professions; starting this conversation early with applicants to your program can create an advocacy spirit.

  • When hiring adjunct/full faculty members and interviewing potential students, determine whether their philosophy fits with a counselor identity philosophy. Beginning these conversations early on can send a message about your program’s (continued on page 11)
You may not have been able to attend the CSI Leadership Day in March. It was a stimulating morning that started with an inspiring speech and was followed by discussions of individual talents and chapter goals. All the conversations revolved around the idea of being excellent as we work for CSI.

Excellence begins when you realize you are facing something important and being good won’t be enough. You know somehow that trying hard or doing more will not get you through this challenge. As I reflected on our Leadership Day talks, I realized that those whom I’ve met who belong to CSI confront their commitment to counseling and to the honor society with zest — let’s see why that matters.

Consider the synonyms of zest — gusto and relish — as words to capture some of material that was discussed during that Leadership Day meeting.

Zest, Gusto, and Relish

One definition of zest is the outer, colorful skin of citrus fruit. Zest is often used to add strong flavor to foods. People committed to excellence add strength and spirit to their endeavors. They concentrate on making things better, focusing on both the people and the tasks involved. They have ideas but they listen to the suggestions and vision of others. They make careful, informed choices. They collaborate. They persevere. They contribute and they discover talents in themselves and in others.

**Gusto** can be defined as keen enjoyment. People committed to excellence find gratification in the work they are doing. They are eager to try something new, to broaden their horizons and to develop multiple, productive relationships. They are earnest, happy, willing to assist in many ways. They scan the world around them and see possibilities.

Which child in this story do you think a person with gusto would be? One day a mother and her two daughters were visiting a relative. The girls went outside to look at the flower garden that was meticulously kept. One of the children ran inside, crying, “Mama, I’ve found something terrible — every rose has many thorns.” She was followed by her sister who pronounced, “Mama, I’ve discovered something wonderful — thorns have roses!” People with gusto are enthusiastic about life and the things they do.

**Relish** can also be defined as a food element, one that adds an exciting quality to the otherwise mundane. That addition to a dish may be soft and gentle, like the quiet, reflective supporter in your CSI chapter or it may be poignant and strong, like the enthusiastic volunteer who surpassed all expectations. Relish is mentoring, teaming, enhancing, enriching. Relish is believing in each other and working together.

Adding Spice to Your Chapter

**Zest, gusto, relish** — the participants in CSI Leadership Day exhibited the passion of commitment, the enthusiasm for possibilities and the allegiance to excellence — the work of CSI. As your CSI president this coming year I look forward to hearing how you and your chapter have included some zing in your happenings.
Update from Headquarters

Thomas J. Sweeney
CSI Executive Director

Active “Active” Chapters

Last year at this time, this column included an explanation of the commitment of CSI to its members through active chapters. Since then we have been working intensively with over 160 chapters to help them maintain or reestablish active chapter status. While this process is ongoing, we have 70 chapters that have successfully completed this process and others are working on doing so. This is wonderful news.

In addition, however, there were 40 chapters that the Executive Council deleted from our roster of chapters for lack of response to our repeated calls concerning reactivation. Any of these institutions may apply to establish new chapters but they will do so under existing requirements and they may not be able to re-claim their original Greek chapter name. We are pleased to note that one such program has successfully completed the process as a new chapter.

We expect to pay a record number of rebates to chapters (potentially in excess of $60,000) for their active members ($7/member). Every such chapter must have submitted a plan for how they will serve their members (Annual Plan) and now we are developing methods for tracking how well they are doing so through compilations of their Annual Reports.

In addition, the Executive Council adopted Guidelines for Chartering Chapters patterned after the guidelines developed by the Association for College Honor Societies (ACHS) Taskforce of the same name. These Guidelines essentially establish rubrics for assessing chapters now and in the future on several important criteria including institutional support for helping chapters serve their members both student and alumni (professional).

During the last few years, CSI membership renewals have increased to the point that approximately half of all active members of CSI are practitioners and counselor educators who continue membership beyond student status. For our expectations to serve all members to be realized our chapters must be strong, active in service, and committed to professional as well as student members of the Society. For many chapters, the professional member focus will be new.

Still Growing at Record Levels

CSI memberships continue to grow at record levels. Our active membership in April reached just under 13,000 (N = 12,959) active members with a total of 59,256 members initiated. By the end of this summer, the number will exceed 60,000. At many if not most gathering of professional counselors today, more are members of CSI than not. New memberships were again just under 5,000 (N = 4,868), but renewals exceeded last year’s renewals as well as new memberships this year (N = 4,915). We averaged one new chapter every other month (N = 6) and equally important, have dozens of chapters who have been inactive once again becoming active.

The net result is an active chapter system that is becoming stronger in service to our members (N = 253), a membership that is outstanding in its potential for service to others, and

(continued on page 15)
As I sat in a shaded courtyard of the ACA resort hotel, listening to tropical birds call out through a cool breeze, I could not help but think what an amazing place this was to begin the Chi Sigma Iota fellow and intern year. Hawaii is truly a special place with remarkable sights and wonderful people filled with the “Aloha spirit.” It is unique and precious in many ways, a jewel among the many states in our nation. How befitting a location it was to meet those who represent some of the best in counseling, the leaders of CSI.

**Leadership Workshop**

Just earlier that morning, we gathered in a small reception awaiting the CSI leadership training. There is something special when you step into a room with some of the top leaders in the counseling profession, Dr. Sam Gladding, Dr. Jane Myers, Dr. Tom Sweeney, and a host of others. After a few informal moments together, we gathered to hear some words of wisdom from Dr. Gladding on leadership development. “You can’t be a promising young man forever;” his father told him, a reminder for all of us that it is time to take action and begin to make a difference. To this impetus, he added the importance of intentionality, “Excellence is always a choice.” We must focus on this goal and be willing to make the necessary sacrifices.

Yet these talents do not all emerge in a day. Dr. Gladding told us how we need to identify our talents with modesty and gratitude and develop them over time with persistence. As an example, he shared about a time when he persevered for nine years and three journal editors in order to get one of his articles published. Hearing about these difficulties and knowing the success of his career helped me to see how Dr. Gladding lives his leadership philosophy of humility.

After our opening session, we broke out into smaller groups to exchange ideas among fellow students, faculty advisors, and international constituents. Together we offered new ways to recognize the gifts among our chapter members and to support them in following a collective vision. It was quite a unique experience to talk with such a diverse group representing CSI chapters globally.

**Fellow and Intern Workshop**

Later that afternoon we met our Fellow Mentor Committee Co-Chairs, Dr. Matthew Shurts and Dr. Casey Barrio Minton. As the ten fellows and two interns selected for 2008-09, we began to learn about our responsibilities for the coming year. We were encouraged to think about how we could best serve CSI while working closely with counseling professionals who will mentor us in the process. All throughout the training, CSI leaders and former fellows stopped in to visit and share words of encouragement and insight. I was amazed at the depth of friendships that have continued among many fellows throughout the years. It became evident that these current fellows will be some of my friends and colleagues for many years to come. Together we will share in a bond of service, mutual support, and even a bit of fun.

**Home to the Mainland**

Upon getting home to the realities of the mainland, I began to catch up on the onslaught of email messages that sat patiently while I was away. As I moved through them I found a message from Nikki Vasilas, CSI fellow, reminding me of the good times that were all shared at our conference. As I continued down my messages I found a brood of messages from other fellows, all speaking “Aloha” and well wishes to the group. Such kindness helped me remember the greatness of CSI is not only in its excellence in scholarship and professionalism but also in the goodness of so many people who share in friendship and care for one another. CSI is truly a diamond among gems and I am thankful for being a part. A big Mahalo! to all who made such a wonderful experience possible.

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**Moving or Renewing Your Membership?**

Go to [www.csi-net.org](http://www.csi-net.org)
Chi Sigma Iota established the Fellowship Program in 1989 to assist future leaders develop their skills and competencies in the counseling profession. This annual program offers CSI professionals in the early years of their counseling careers an opportunity to cultivate and extend their leadership potential. Twenty-one nominations were submitted for the 10 Fellowship positions for 2008-09 and, of the 10 selected (by the CSI Past-President, President, and President-Elect), two were awarded Internships. In addition to ongoing service and leadership to their home Chapters, Fellows will provide service to CSI International for the year. The two Interns will participate in CSI Executive Council meetings and complete a specified project. This year, each Fellow received a $600 grant (supplemented in part by their home chapter), complementary registration to the ACA convention in Honolulu, and a plaque. All 10 Fellows/Interns were recognized at the CSI Awards Ceremony in Honolulu on Friday, March 28, 2008.

We are pleased to recognize the eight CSI Fellows and two Interns for 2008-2009 in this issue of the Exemplar. In addition to their home chapter leadership positions and academic institutions, we include descriptions of their leadership skills and personal qualities provided by their nominators. Congratulations Fellows and Interns!

**Interns**

**Michael D. Brubaker**  
President, Beta Chapter  
Doctoral Student, University of Florida  
• exhibits “high quality action and leadership” and is a “role model of a quintessential doctoral student scholar”

**Cynthia Osborn**  
CSI Past-Past President

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Constance J. (“C.J.”) Quick  
President, Omega Kappa Upsilon Chapter  
Master’s Student, Western Kentucky University  
• “an engaged citizen of the profession who undertakes her responsibilities with energy and enthusiasm”

**Fellows**

**Eric S. Davis**  
President-Elect, Beta Chapter  
Doctoral Student, University of Florida  
• “highly motivated” and willing to place himself in “novel situations” while maintaining a “natural charisma”

**Kristopher M. Goodrich**  
Past-President, Sigma Upsilon Chapter  
Doctoral Student, Syracuse University  
• conducts “well-conceived and well-orchestrated” leadership efforts and exhibits “good humor and a very generous spirit”

**Michelle Gimenez Hinkle**  
President-Elect, Kappa Sigma Upsilon  
Doctoral Student, Kent State University  
• “a creative thinker who has a good eye for detail and demonstrates a ‘can-do’ attitude”

**Elizabeth Hodges**  
Blackboard Resource Manager, Upsilon Nu Chi Chapter  
Doctoral Student, University of North Carolina at Greensboro  
• a “multitalented individual” who “readily takes on challenges with grace” while remaining “calm and steady”

**Jordi Izzard**  
Co-President, Mu Upsilon Gamma Chapter  
Master’s Student, Marymount University  
• a “self-starting team-player” who is “enthusiastic, conscientious, dedicated, and responsible for the rejuvenation of” her home Chapter

**Katherine (“Katie”) Moore**  
President, Omega Delta Chapter  
Doctoral Student, Old Dominion University  
• demonstrates “flexibility” while taking action “swiftly” and handles difficult situations with “maturity and diplomacy”

**Emily Goodman Scott**  
President, Tau Epsilon Kappa Chapter  
Master’s Student, Virginia Tech, Falls Church Campus  
• exhibits a “generous spirit” and a “confident, curious, and articulate personal demeanor”

**Cynthia (“Nikki”) N. Vasilas**  
President, Iota Delta Sigma Chapter  
Doctoral Student, Auburn University  
• a “conscientious and diligent leader who takes action in the face of tragedy and injustice”

Fellows and Interns for 2008-09 are (back row) Kristopher Goodrich, Jordi Izzard, Michael Brubaker, C.J. Quick, Eric Davis, (front row) Elizabeth Hodges, Nikki Vasilas, Katie Moore, Michelle Hinkle, Emily Goodman Scott.
Each year Chi Sigma Iota endeavors to recognize outstanding CSI chapters and members. During the annual ACA conference held in Honolulu, Hawaii this March, CSI honored these chapters and members for their varying accomplishments. Awards were given to both individuals and to large and small chapters. Each recipient exemplifies a commitment to excellence and demonstrates outstanding accomplishment and service.

Chapter Awards

Upsilon Theta Chi Chapter from the University of Tennessee (large chapter) and the Beta Upsilon Chapter from Barry University (small chapter) won the Outstanding Newsletter Awards. Upsilon Theta Chi’s newsletter received outstanding recognition for its “attractive layout, professional appearance, colorful design, and intriguing articles which reach both student counselors and seasoned professionals.”

Beta Upsilon Chapter’s newsletter remains a “staple piece” to the chapter. Reviewers highlighted the consistency of the newsletter’s publication as well as the professional appearance and quality of the articles. The Beta Upsilon Chapter newsletter was noted to have both “great depth and breadth” that reach a variety of individuals in the counseling field.

Chapter Awards

Beta Chi Chapter from John Carroll University (large chapter) and Eta Chapter from Youngstown State University (small chapter) were recognized for their Outstanding Individual Programs. Beta Chi Chapter hosted an annual Wellness Conference. The Conference sought to inform and educate students and practitioners about pertinent counseling research. CSI students presented poster sessions on a variety of research topics, and Dr. Denise Ben-Porath discussed Dialectical Behavioral Theory.

Eta Chapter reached out to Virginia Tech’s student body after the shootings by helping to send funds to Virginia Tech’s CSI chapter. Eta chapter members raised money from the University as well as local businesses in hopes of restoring needed resources to Virginia Tech’s CSI chapter. Virginia Tech’s CSI advisor, Dr. Victoria Kress stated, “It was not the money that was most helpful, but the sense of solidarity—the coming together of counselors—that assisted in maintaining moral.” The project not only reached out to support the Virginia Tech community but also increased awareness about the counseling professional and professional counselors’ roles in the healing process.

Mu Tau Beta Chapter from the University of North Carolina-Charlotte won the Outstanding Chapter Award—Large Chapter. Mu Tau Beta exemplifies an outstanding chapter due to its strong organizational process. The chapter holds monthly meetings which strive to continue on-going development for new initiatives. Mu Tau Beta engages department faculty, advocates for both CSI and the counseling profession, conducts service projects in the local community, and actively fundraises in order to provide professional development to students and counseling professionals.

Beta Phi Chapter from Bradley University won the Outstanding Chapter Award—Small Chapter. Reviewers recognized Beta Phi for its “productive monthly executive meetings and active members.” The Chapter actively engages in both professional and scholarly programs and reaches out to the community to promote mental health awareness. Further, the chapter serves its members and promotes leadership through the quarterly newsletter, meetings, social events, and a highly productive awards program.

Sigma Tau Sigma Chapter from Texas State University-San Marcos received the Outstanding Web Page Award. Maintained by Kim and Jason Frueh, the website was acknowledged for its informative nature and professional appearance. The website provides chapter announcements, pictures and biographies of chapter leaders, meeting minutes, useful documents, a calendar of events, chapter bylaws, links to chapter newsletters, information about upcoming conferences, as well as links to relevant counseling organizations at the local, state, and national level. Reviewers stated that this website is “exciting and new!”

Congratulations, CSI Award Recipients

C.J. Quick
CSI Intern

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Individual Awards

Karlyn Cunningham from Eta Chapter at Youngstown University won the Outstanding Entry Level Student Award. One reference referred to Karlyn as “a natural leader with exceptional merit and competence, who combines a great deal of initiative with planfulness and great enthusiasm for the counseling profession.” Karlyn maintains a high GPA while working toward degrees in School and Community Counseling. Karlyn presents professionally at different levels, serves as both the Mentoring and Social chair of Eta Chapter, and initiated the Virginia Tech care package program that won the Outstanding Individual Chapter Award.

Melissa Luke from Sigma Upsilon Chapter at Syracuse University won the Outstanding Doctoral Level Student Award. Melissa has contributed to five books, written three refereed journal articles (with another in progress), written eight non-refereed publications, and presented nationally nine times. Melissa also participates in service activities. She served as an editorial board member of two boards and as a committee member for a variety of professional counseling associations. Melissa remains actively involved in many facets of the Sigma Upsilon Chapter of CSI and works as a counselor for students with disabilities. One nominator states that, “Melissa seeks to contribute as well as continue to learn and grow.”

Cheyenne Pease-Carter from Rho Kappa Chapter at the University of North Texas received the Outstanding Service to the Chapter Award. Cheyenne is both reliable and innovative, and she brings an attitude of determination, confidence, compassion, and determination to all of her contributions.” Cheyenne used these qualities to develop and implement eight professional development programs which engulfed a number of topics to facilitate counselor education. Cheyenne volunteered as team leader for Rho Kappa’s team in the 2007 ACA Ethics competition, in which they won. Further, Cheyenne helped faculty with an Honors Gala that helped to raise $1000 toward student travel to professional conferences.

Chinwe J. Uwah from the Chi Epsilon Chapter at Georgia State University won the Outstanding Research Award. Chinwe’s research examined the relationships among school belonging, educational aspirations, and academic self-efficacy for a sample of African American male high school students. Research results showed that positive predictors of students’ academic self-efficacy include students feeling encouraged to participate and having educational aspirations. The results of the research have high practical applications for school counselors and teachers. Reviewers noted that “Chinwe’s study is a well-written and well-organized manuscript that examines and important issue.”

Erin M. Mason of the Chi Epsilon Chapter at Georgia State University won the Outstanding Practitioner Award. Erin has worked as a school counselor for the past 12 years. She has received district and regional “School Counselor of the Year” awards. Erin took an active role with the ASCA National Model and designed, implemented, and evaluated data-driven, systemic interventions to help assist student needs.

Erin then presented her findings at district and state levels. Erin has served the Georgia School Counselor Association in a variety of roles over the years and has lobbied for school counseling rights at the Georgia State Legislature.

The Thomas J. Sweeney Professional Leadership Award

The Thomas J. Sweeney award seeks to “recognize and honor persons who through their vision, leadership, and concern for others have strengthened, expanded, and enhanced the counseling profession at local, state, national, and/or international levels.” Dr. Charles F. Gressard exemplifies the above qualities and thus received the 2008 Thomas J. Sweeney Professional Leadership Award.

In his 30 years of service to the counseling profession, Dr. Gressard served on numerous certifications boards including the National Board of Certified Counselors’ Addictions Academy and the NBCC Board of Directors. During his years of service Dr Gressard has strongly advocated for the counseling profession, published numerous articles, and presented over 250 times. Dr. Gressard traveled to Romania and St. Lucia to inspire counselors to use ethical decision making models as part of their counseling practice. Dr. Gressard continues his work on and dedication to the CACREP Standards Revision Committee. Further, Dr. Gressard strives to teach counselors, physicians, and the community alike about the dangers of substance abuse. Reviewers state, “Dr. Gressard has inspired countless students to be better counselors through his engaging teaching style and his honest, straight-forward supervision.”

Chapter awards were received by Kim Frueh (Outstanding Web Page); Jack Culbreth (Outstanding Large Chapter); Virginia Magnus (Outstanding Newsletter from Large Chapter); Christian Karter and Sarah Michalos (Outstanding Program from Large Chapter); Lisa Bailey (Outstanding Newsletter from Small Chapter); and Nancy Sherman (Outstanding Small Chapter).
CSI Day in Honolulu

“Aloha” from President June Williams.

Intern Michael Brubaker facilitates a discussion group as part of the Leadership Workshop.

Sam Gladding is welcomed by President-elect Donna Henderson as he starts off CSI Day with an inspiring presentation.

The CSI Executive Council welcome all to CSI Day.

Chapter advisors brainstorm ideas for ways to improve their chapters.

It’s standing room only for the CSI Annual Business Meeting.
Honoring Mothers' Voices in a Homeless Shelter

Lisa Bailey
Beta Upsilon Chapter

I started off as an intern and then graduated to an employee at Broward Partnership for the Homeless (BPHI) in South Florida. BPHI is a sixty-day residential program that offers comprehensive services ranging from dental care and hair cuts to individual and group counseling. A large portion of the residents arrive in a state of detox. First they go through the screening unit and attend an orientation meeting and then they are placed in a dorm and are integrated into the social and structural fabric of the agency. They have sixty days to secure employment and save funds for transitional housing or their own place of residency. Needless to say, people of all demographics and “walks of life” enter this facility.

During my internship and employment at BPHI, I was fortunate enough to work with the residents in multiple capacities. This included job coaching in the Vocational Education department, case management in the Social Services department, and facilitating groups in the Behavioral Health department and the Family Dorm. Working with the single moms from the Family Dorm was by far the most professionally expansive and personally enriching experience garnered from this array of activities. The single moms were brave and strong of spirit; however, it was not my opinion that mattered. It was their self-perceptions and story that mattered most!

Facilitating Groups

I ran weekly groups for approximately fourteen months, so the group was in a state of constant flux regarding individual members and overall size. Therefore, it was imperative to establish the group culture from the very beginning and then sustain it over time. Fortunately, there was a small core group of two or three members who really helped make this happen. Right from the start, it was made clear that this group was not about educating the moms on how to be better parents or a group that focused on complaining from a victim mentality. Of course, space was opened for members to tell their stories – and being victimized was indeed a collective theme. Most of these women had survived sexual abuse, domestic violence, and abandonment from spouses, in addition to coping with substance abuse issues, impoverishment, isolation, diminishing, and more.

Moreover, each woman was attempting to resist the dominant and oppressive story of how “homeless mom” means “bad mom.” Using Narrative Therapy as my model, I engaged the moms in therapeutic conversations centered on ways in which they had overcome the stigma of homelessness and traced this back to previous experiences in their lives when they observed themselves standing in their strength. Group members witnessed each others’ stories and provided one another an audience that served to identify and amplify unique outcomes - times when they actively defined who they were as homeless single moms. This was a positive use of the group since the women knew each other intimately from living together in the Family Dorm, whereas I only met with them once a week and played a different role in my relationship to them.

A common theme that emerged among the women, time and time again, was that it was their love for their children that enabled them to “keep going” and not collapse under the stress of their current situation or the negative and pervasive stigma attached to it. I honed in on this theme and asked many questions that brought this subordinate storyline to life. The moms had the chance to describe how they witnessed each other’s love for their children help pull them out of depression and frustration on a daily basis in the shelter; how they saw each other working day and night to save money for housing and still find energy to take care of their kids, and how they found creative ways to maintain their mothering in an environment that offsets family systems and potentially stripped the moms of their parental roles.

Motivated Moms

To my delight, the group came up with a name for themselves that accurately described who they were and what the impetus was for their proactive approach. They named themselves Motivated Moms. I had t-shirts made that displayed their name -- their experience of who they were. The moms picked out the color of the t-shirts and the font for the lettering. Each step of the process was theirs to collaborate on and claim ownership of. Then we recorded a session for the purpose of a professional presentation at a Florida Association of Marriage & Family Therapy conference held in Orlando. During this session, I asked them what they would like to tell people in the helping profession about their experience as single homeless moms that might assist them in becoming better helpers. The resounding answer was this: “We are people, not a category; we are smart and strong, regardless of educational opportunities or lack thereof; we are committed and loving mothers, not irresponsible mothers; our decision to come to this shelter

(continued on page 11)
I am a middle school counselor who is fortunate not to have bus duty, yet one afternoon I was outside watching the chaos of students scurrying from the building in a mad dash to get home. In a serendipitous encounter, I passed by some English teachers deep in conversation about how to get hundreds of middle school students not only to read Homer’s epic poem The Odyssey but also to get them excited about its message.

That was my cue! Using flawless relationship skills, I butted right into the conversation and announced that I might be able to help. My theoretical orientation of counseling is Jungian, and a study of mythology was just too tempting to pass up. I have always enjoyed the Odyssey’s numerous archetypes, symbols, and images of light and darkness. I suspected that this middle school audience would enjoy the story’s dangerous battles, monsters, beautiful goddesses, angry gods, and episodes of perseverance and glorious triumph.

**An Integrated Guidance Lesson**

As a counselor who wants to help students understand themselves better, The Odyssey seemed to be a perfect vessel, for the story is that of a 20 year journey homeward -- an allegory of becoming. The journey involves twelve trials that Odysseus must overcome within himself. For me, it seemed like a perfect though humongous guidance lesson! With a little imagination – and coordination with the English teachers – I was able to create character lessons like these students had never experienced. The lessons address areas such as wisdom, gratitude, harmony, control, mastery, love, power, reality, vision, and in the end victory. Students are challenged to view each area in a way that invites self reflection. The crew members who were perilously journeying with Odysseus are personified parts of himself that must be examined and that must ultimately die in order for him to return home. The battle against larger than life monsters and goddesses are externalized pictures of the turmoil within him as he comes to know the lesser parts of himself. Students are quick to recognize these same themes and threads as they have been exposed to them in modern tales such as Spiderman, Lord of the Rings, Harry Potter, Narnia, Eragon, and Charlie and the Chocolate Factory and in characters such as Frodo, Harry, Anakin, and Eragon.

**How It Works**

As students read The Odyssey, I work with their English teachers to provide guidance lessons that reflect what is currently being read. As students read of Odysseus’s trials, I share a lesson which adds personal depth and relevance to the story. I begin with a movie clip from 1997 version of The Odyssey and discuss the current trial facing Odysseus. Folded into the lesson are additional modern day movie clips along with lessons and keys to what they are seeing. For example, when Odysseus’s crew eats the lotus plant of the Kikonians and they want to stay there and forget the way home, we watch a clip from Harry Potter where he deals with the mirror of Erised and the Simba in the desert – both examples of mastery over desires. When Odysseus battles his ego in the externalized form of a Cyclopes, we view a clip of Professor Lockheart, Anakin and Violet dealing with control of ego.

As students read, the looking glass is turned and students are challenged to reflect where similar struggles play out in the world around them. Discussions include events in the news, popular books, media, on campus, and within their own families. Ultimately they are led to a place of self reflection and are asked to examine where they themselves face these challenges in their own lives and personalities. From a list of adjectives related to an identified character trait, students are challenged to identify three qualities they excel at as well as three qualities where they could improve. As the program builds, important topics such as drug abuse, peer pressure, suicide, anger, rebellion, relationships, parents and aggression are seen in a whole new light. The complexity and difficulty to overcome or to just say no are exposed, validated, and discussed.

By the end of Odysseus’s twelve trials, students create self reflection journals complete with lists of their own positive and negative traits. From these journals they create a physical representation of their own personal monster which they must battle. They use various things such as pipe cleaners, feathers, cups, yarn, paper plates, tooth picks, straws, felt and gallons of glue. They write papers about their personal battles, and their journeys are memorialized in poetry. Finally, only one task remains - to destroy the monsters. Students do not usually relinquish their creations
Promoting (continued from page 1)

value of these considerations.

- During orientation for students, make students aware of the underlying philosophy of the counseling profession (e.g., wellness, developmental model, prevention, empowerment) and the value of professional advocacy.

- Ensure that students understand how the CACREP standards function to define the profession.

- Ensure that students understand the history of the counseling profession in general.

- Ensure that students understand the history of professional counseling within your state – e.g., the development of your state’s counselor practice acts, the history of your state’s counseling associations, etc.

- Ensure that your students are aware of legislative issues at the state and national level that impact counseling. A student listerv to communicate about counselor advocacy issues can convey a value of advocacy.

- Make students aware of the various leadership roles that are available to them within professional organizations and facilitate a department culture that promotes these activities.

- Counselor educators can challenge themselves to measure students’ learning and understanding of professional counselor advocacy.

- Promote and support activities on campus and in the community during Counseling Awareness month (April).

The above mentioned ideas are just a few of many possible ways that you can encourage professional advocacy. It is our hope that these ideas will help you initiate conversations and foster action related to professional advocacy initiatives.

Honoring Mothers (continued from page 9)

was one of strength, not weakness; we are Motivated Moms.”

During the presentation at the conference, I played the tape and people in the audience had the chance to respond to what the mothers had said. Through this process, the audience became an extended outside witness to these mothers’ experiences and expressed being humbled by what they heard. The collective response was a profound respect for these mothers and an admission of some previously held assumptions. At the following group session, I conveyed the sentiments from those at the conference and brought the outside witness directly back to the group. This relational phenomenon gained momentum and continued to be an integral part of our dialoguing for weeks and months to come.

Personally Rewarding

I must take this opportunity to express my own humility and inspiration which were evoked from working with the Motivated Moms. I feel blessed that I had such a rewarding internship and employment experience at BPHI and I trust that I will take what I learned with me throughout my entire counseling career. If I can remember to be genuinely curious about others’ experiences, to inquire about their strengths and resources, to join in the resistance against oppressive stories, to open space for subordinate story lines, and to keep warmth and compassion alive…I will be on my way to becoming a better helper myself.

The Odyssey Expands

For the past four years, I have continually worked with English teachers to improve this guidance experience for students. It has proven to be an exciting tool for assisting students in knowing more about themselves. English teachers are eager for my assistance, as it aids them in making literature more relevant to their students. The Odyssey guidance lessons are now being used by counselors and teachers throughout my district, and they have been adapted for use in counseling agencies, churches and rehab clinics with adults and children as young as 11.

If you would like a free copy of the fourteen power point program or more information on using this program with your students, contact me at IAmKellyAnne@yahoo.com.
Student Insights

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

**Liz Mellin**

**More Sharing of Experiences**

“I would like to see as much interaction as possible between students and practicing counselors. I wish we could have working counselors in the classroom on a regular basis and talk about the challenges they face on the job and allow time for students to ask questions and interact with them. This would add depth to programs and students would be better qualified to enter the workforce.” *Randall Lanier, Tau Mu Chapter*

“I am convinced that professors who share their knowledge, insights, experience, and wisdom are the ones who provide the model that is most needed by graduate students. They provide a qualitatively different experience than those who robotically read through PowerPoint presentations. We learn from our readings and from each other, but we mostly learn from you, our professors.” *Raquel Duberney-Guerrero, Gamma Omicron Delta*

**Opportunities to Specialize**

“I would allow for the opportunity for specialization in counselor education. As a student, I have been grateful for the broad exposure of counseling theory and practice but find that as I go out into the field, being a counselor “jack of all trades” is less helpful than it would be to know more about a specific area (e.g., addictions, children). A deeper understanding of a population, setting, and the related theory and techniques would better equip counselors facing clients for the first time or the 100th time.” *Anne Marie Hutcheson, Chi Epsilon*

“One place where I see little mention of addictions is in the CACREP standards. While I understand that there are standards for both community and mental health counselors, I feel neither truly addresses the basic requirements of being an addictions counselor. Many of the community counselors that I know have little to no interest to working with substance abusers and don’t really understand all that is involved with the cycle of addiction.” *Michael Verrilli, Chi Sigma Mu*

**Importance of Involvement with Professional Organizations**

“As a master’s degree student, I was unaware of the importance of belonging to professional organizations. Luckily, my thesis chair encouraged me to become involved in professional organizations by presenting the findings from my thesis at conferences. Presenting at those conferences introduced me to a part of counselor education that I had not known. They informed me of issues like social justice and the Transforming School Counseling Initiative which many of my textbooks had yet to address. They showed me that dialogue is an important tool for innovating the counseling profession and that I could be involved in creating that dialogue. Most important, attending those conferences made me want to be a better counselor and to help others to be better counselors.” *Janéé M. Steele, Mu Beta*

“My one recommendation is this: find ways to make CSI experiences a more integrated part of all counselor education training programs. Having an active CSI chapter at a counseling education program can be a huge asset to students as it provides them with opportunities to sharpen these skills while they interact with each other, are mentored by their faculty, and stay connected with their communities.” *Jordi Izard, Mu Upsilon Gamma*

**Teaching Beyond the Micro Level**

“Teaching social policy, social justice, and the skills of advocacy to counseling students has the potential to improve counselor education training and the counseling profession. Typically, aspiring counselors possess a passion for assisting individuals, families, and groups in problem resolution and asset development. How often, however, do we question how systematic influences affect those whom we serve? It is imperative that counseling students recognize how social policy influences these factors and thus the everyday lives of our clients.” *Jenice Verrilli, Chi Sigma Mu*

**Marie Kienzle, Pi Beta**

**Attend to Spirituality and Religion in Counseling**

“Throughout all of my training, I have yet to see a program implement spirituality and religion as an important part of the counseling program. For many people, spirituality and religion is very important. As a result, it is necessary for counselors to be aware of how to address the topic without offending or seeming incompetent regarding the subject. I believe that in order to be able to understand our clients better and view their entire person this topic should be given more attention in counseling training programs.” *Jonathan Lent, Alpha Upsilon*

**Remember the Clients**

“Every study we conduct, survey we collect, theory we write, article we read, panel we serve on, and every word we write for a manuscript should be realized as a step to better the lives of clients. I believe that we can get caught up in the pieces of the puzzle and forget that there is a bigger picture to view.” *K. Elizabeth McDonald, Rho Alpha Mu*

**Supervision Training at the Master’s Level**

“Education and training in supervision is currently not a required component in CACREP-accredited counseling programs at the master’s level. Across counseling specialty areas, however, many if not most master’s level practitioners supervise at one point in their careers. Education and training in supervision at the master’s level would increase the number of practitioners qualified to supervise and enhance the quality of supervision taking place. Further, as a profession, counselor education would be engaging in second order change, as education and training in supervision has been linked to multiple positive gains in the counselor supervisee, which in turn would be expected to improve client outcome as well.” *Melissa Luke, Sigma Upsilon*
The higher education journey of Dr. Joanne Fredrick Jefferson, the current Chi Sigma Iota faculty advisor at Argosy University, DC, began at Morgan State University and continued at the University of Baltimore. However, she reports that the highlight of her educational background was completing the Doctor in Education degree from George Washington University while maintaining fulltime employment, fulltime parenting and directing her own business, Paradigms 2020, LLC Educational Services (counseling, tutoring, CPR, and workshops). Dr. Jefferson is a Licensed Professional Counselor, a National Certified Counselor, an American Red Cross Instructor, and is certified in African-American HIV/ADS prevention. Throughout her career, her commitment to family, friends, and education adds color to a rich tapestry of which CSI remains a large part.

True Colors

Dr. Jefferson states that she would most like counseling students to know that “By being a counselor you serve as a role model at almost all times.” She feels that there is an expectation that counselors be perfect. However, counselors are people who experience joy, pain, and hurt as anyone else. As a result, she believes it is crucial for counselors in training and for counselors to be real and be in the moment. Self-evaluation, reflection, and sharing of feelings with other counselors and mentors throughout the process are vital to counselor health and wellness.

Counseling Colors

Professional identity is a rich part of counseling tapestry. For Joanne, professional identity means that “as things arise, whether it’s clinical issues or academia you are able to look at these things through the counseling lenses, seeing the situation from the counselor’s perspective.” This means acting as a counselor -- first listening, reflecting and intervening to improve the situation. In addition, being a part of counselor related organizations adds vibrancy to these colors, as does affiliations with CSI, ACA, other counselors, and a strong professional identity.

Advocacy for the counseling profession highlights the tapestry’s patterns through clarifying for others what a counselor is and does. When people are interested in understanding counseling, Dr. Jefferson will guide them through the process from education to training, professional organization and networking, caring and contributing to the community. She states “Advocating is educating and often recruiting.” She believes that often the word “counselor” is misrepresented. Lay people may think of a camp counselor and not understand the thorough training and the weight of professional organizations, legislations, licenses and certifications that come along with professional counseling. Dr. Jefferson acknowledges that counseling is unique and different from other helping professions and explains these unique differences in a way that others can see the emerging patterns.

The Colors of Chi Sigma Iota

Dr. Jefferson smiles as she recalls first being attracted to CSI by the honor society’s colors while watching ongoing activities. When she realized that the organization was about counseling, she wanted to contribute. She states that she felt great going to regional and national conferences and becoming aware of the impact of CSI. Being a faculty advisor has added the pattern of seeing students doing great things in the counseling field and supporting them through the encouragement and sharing of their interests with other counselors through presentations, articles, and professional involvement. As a faculty advisor she has a part in letting their talents shine. And, of course, Joanne loves to wear the CSI colors and pins when networking with other professionals and meeting with students. She states, “It gives other students a push to excel in order to join and makes us more visible in promoting excellent in counseling.”

When looking at the tapestry of counseling, Dr. Jefferson reflects on the word counselor as “the greatest title in the world!” She encourages counseling students and professionals to take care of themselves, enriching their life tapestry through self-care, surrounding themselves with positive people, nurturing their spirituality, and looking at personal health holistically. Joining CSI and becoming active in a chapter adds richness of color both personally and professionally.
This month’s *Chapter Happenings* column focuses on keeping alumni involved in chapter activities and leadership. The benefits to continued active involvement after graduation are numerous for both current students and practitioners. The benefits include opportunities for networking, professional models of counseling excellence, possibilities for mentorship, encouragement for students, and rejuvenation for practitioners. The list of advantages for students, practitioners, and chapters is ongoing.

**Information from Headquarters**

For chapters wanting to reach out to alumni, it may be helpful to know that there is a spreadsheet file available with each member’s name, address, email address, phone number, membership status, and dates of membership for every member inducted into your chapter. This file is available through CSI Headquarters. What a great resource to aid your chapter in reaching out to your alumni. Share with alumni your excitement about their past or current membership and your hopes in having them become active in your chapter again. The database is a great way to disseminate information about upcoming community workshops to current and past members. It can also be utilized as a great source of local talent for possible presentations to current university students and the community alike. What a wonderful source to tap into for sharing real world experience.

Once the lines of communication are flowing via email, list serves and newsletters, the next step is to find ways to plug in alumni knowledge and experience to add energy to your chapter. Thirteen chapters offered their insight into how they tap into the alumni connection.

**Alumni Serve in Leadership Positions**

Several chapters have either a designated alumni leadership position or alumni serve as chapter officers. This continues to encourage active involvement from alumni.

Some of these alumni positions include writing articles for the chapter newsletter on current topics or providing interviews or book reviews for chapter newsletters. Other alumni organize a mentorship program between professional members and incoming students or they plan upcoming community workshops with CEUs. Many chapters also offer an outstanding alumni award to its graduates to honor and recognize counseling excellence.

Some chapters fear a year-long commitment is too much for alumni, so these chapters invite alumni to return to the chapter and provide keynote addresses for their chapter inductions. This is a great way for members and alumni to reconnect. One chapter mentioned how this reminded the speaker what it was like to be an energetic student and he decided to remain active in order to be around all the new counselor excitement and energy. Other chapters utilize alumni panels that include school counselors, private practitioners and agency counselors to share with new counseling students about their roles in the professional community.

Many chapters invite alumni to return to chapter workshops by being presenters. Topics are selected based on alumni expertise. One chapter shared how they pair up an alumni with a student in service opportunities such as serving in soup kitchens. This is a great way for new counselors to be mentored by alumni – and for alumni to share what they know through working with a new counselor. Taking this idea one step further, perhaps alumni could be partnered with student counselors to present at local, state, or national conferences. This has the potential to be beneficial to both the alumni and the student.

Alumni can be an important part of the chapter’s life energy. The professionals offer a perspective of life beyond graduation and they model counseling excellence to incoming students while offering networking opportunities.

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**Chapter Happenings**

**Keeping the Alumni Connection**

*Kelly Kozlowski, CSI Associate Editor*

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**CSI Proudly Thanks Donors**

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

- Carol A. Jones
- Deborah Kuhn
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- Colleen B. Bourassa
- April J. Young
- Audur Kugajevsky
- Heather Brostrand
- Gary Sinnes
- Alpha Epsilon
- Alpha Lambda Rho
- Alpha Tau Omega
- Alpha Upsilon
- Alpha Upsilon
- Alpha Upsilon
- Alpha Upsilon
- Alpha Zeta
- Chi Delta Rho
- Chi Sigma Upsilon
- Delta Upsilon
- Gamma Lambda Chi
- Gamma Zeta
- Kappa
- Pi Sigma Upsilon
- Rho Epsilon
- Rho Theta
- Theta Chi
- Zeta Zeta
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?

Submission deadline November 15

What current developments in the counseling field motivate you? Which worry you? How will these trends impact your future as a professional counselor?

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.

JobLinks Bits

Jonathan Orr

In keeping with the theme of improving your current career situation, this column will focus on developing specialized knowledge and services within counseling. In business terms, a specialized segment of a marketplace is often referred to as a niche. Developing a niche can benefit your career and help you optimize services for your clients. Here are a few points to consider when developing your counseling niche:

• Look inside of your own life as a guide for finding a niche. Follow your own natural curiosity and passion to maximize your knowledge and experience in your niche areas.

• Niches are built over time through consistent practice and are minimally impacted by popular fluctuations (e.g., fads) in the marketplace.

• Developing and maintaining a niche facilitates direct marketing. Clients can find you more easily based on your expertise.

• Opportunity for innovation always exists. Even the most proven methods can be enhanced, so consider building on an existing knowledge base.

• If your niche seems too narrow, consider combining your ideas with those of a colleague. A team approach to developing a niche can enhance your expertise and can expand your potential marketplace.

• A well maintained niche generates job security.

CSI Annual Treasurer’s Report is available at www.csi-net.org

Welcome New Chapters

Welcome to the following new chapters

Iota Sigma Tau
Indiana State University

Chi Sigma Psi
Central Washington University

Update

(continued from page 3)

an honor society that is unique in its support for all professional counselors regardless of setting or those whom they serve.

Opportunity to be Involved

CSI is again beginning a year of strategic planning. It has been five years since the last effort and ten years since a full scale process. The Executive Council reviews and uses the current plan during every meeting as a means of staying true to the mission and goals of CSI. We recommend that every chapter do the same. Chapters’ and members’ input is vital to this process of planning. We hope all will take the opportunity to participate in some manner during the coming year.
If you are like most alumni and professional members of CSI, you have a commitment to excellence that includes lifelong learning. You have been taught to seek out new sources of information about client concerns and issues and new theories and techniques to help clients in the difficult processes of change. As a student, you had access to a complete university library facility where you could not only look up print copies of journals, but also access electronic data bases containing thousands of publications in multiple disciplines. Now when you encounter a new challenge -- where can you go to find new research and resources? This is Part I of a two-part article to help you find research resources you need to continue providing the highest level and quality of services to your clients, and your community. In the next part, strategies for using Google Scholar will be explored. But closer to home...

Many of the same resources you used while you were a student are available to you as an alumnus, but not through your university. As a member of your local community, you are eligible for a free membership card at your local public library. You have to go there to apply and provide identification, but once you have a card you can access the electronic resources of your library -- from home and for free!

Most public libraries have some version of EBSCO, the Academic Search Premier database. The description from my local public library describes this database as: “Full text for nearly 1,850 publications, including over 1,250 peer-reviewed journals. Indexing and abstracts are provided for the 3,250 journals in the collection. Information is offered in the following areas: social sciences, humanities, education, computer sciences, engineering, physics, chemistry, language and linguistics, arts & literature, medical sciences, ethnic studies and more. 1984 – present”

The array of information provided through your local library is amazing, and the on-line services are top-notch, even in the rural area in which I live. A nearby large community with an even larger library allows residents of surrounding rural areas to join the library, also for free. To find out what is available in your community, enter your county, state, and the word “library” in your internet search engine (e.g., “Davidson County NC library”). From there, have fun exploring a new world of resources for your personal as well as professional development needs!

If you need help, contact jemyers@csi-net.org. Happy surfing!