Three Key Components to Developing Effective Community Partnerships

By: Amy Zavadil and Sejal Mehta

Community engagement involves a partnership that is well designed and purposeful, meeting and responding to the needs of the community partner. Community engagement is a partnership that is well designed and purposeful, meeting and responding to the needs of the community partner. The Community Engagement committee would like to provide support and encourage fostering responsible and productive partnerships with communities. Three key components to developing effective community partnerships include: 1) Identifying community needs, 2) Acquiring knowledge of strengths and limitations, and 3) Engaging in ongoing dialogue with community members to create sustainable partnerships.

Developing community partnerships begins with considering the needs of the surrounding communities and how those needs are being met – or where there are gaps. Chapter members can begin on campus, by collaborating with a center for service-learning, community engagement, or volunteerism at their institution. Chapters or professional members can look to local United Way agencies, municipal social services offices, local school district’s programming, or area faith-based organizations already providing support within the community.

It is important to look for both assets and limitations within your community to aid in identifying areas where support is already being provided as well as where support is needed. Whether tutoring children in a neighborhood school, supporting a local food pantry, or mobilizing a campaign for public education and advocacy, knowing and using the assets within your community provides a foundation for effectiveness. It is also important to consider the skills, talents, experiences, availability, and accessibility of all partners. For example, your chapter may have eager members, but they are only available on weekends. Some questions to explore while seeking partnership include what are:

- demographic and cultural considerations?
- available resources – human, financial, and material?
- risks are involved – both members serving and patrons being served?
- other assets and limitations to be considered?

Finally, striving for sustainability is an important consideration. While one-time projects can be rewarding, developing partnerships provides ongoing opportunities for members and communities. Once a partner is identified, consider how to sustain the partnership. Engaging in dialogue is a central component as having clear expectations and designated contacts to share information helps to identify what works, what could be improved, and respond to changing needs. In addition to dialogue, record-keeping is essential for chapters. It is important to document how partnerships and programs are developed as chapter leadership changes, recording triumphs and tribulations, celebrating successes and learning from challenges, allows for smooth transitions for both chapters and partners.

In summary, in order to start developing effective community partnerships, it is essential for chapters to identify needs, acquire knowledge of strengths and limitations among their membership and within communities, and engage in dialogue with community members. The Community Engagement committee is working to develop materials to support and encourage member involvement in their own communities. All members are invited to share their success stories of community partnerships. Please post your submissions on the Chapter Leader Discussion Forum (www.csi-net.org) or send to Michael Brubaker, Community Engagement Committee Chair, at michael.brubaker@uc.edu. We look forward to sharing highlights in the future of the great work of Chi Sigma Iota servant leaders.
I have experienced the local chapter focus of Chi Sigma Iota as a warm, welcoming professional community. The purpose is to empower professionals, and particularly emerging ones, in their pursuit of scholarship and leadership excellence. CSI has served this purpose with tens of thousands of members over a quarter century. It is amazing that this has been accomplished with the lowest cost to members of any professional organization of its size. This community’s growth and ever increasing services to members has finally caught up with costs and for the first time in many years the Executive Council has approved a dues increase. But even with this increase CSI will continue to be the least expensive membership of professional organizations while expanding both financial and service support to local chapters.

Taking on Family Responsibilities

I remember what it was like going from a college student to professional and also for my son to become an independent person. It took hard work, new ways to relate, and increased spending to support self and family. As president of CSI, I recognize that our organization is in a similar situation. We have more chapters and members that need our support in addition to their independence. What worked when we were small is not going to work in our new expansion and maturity. The Executive Council recognizes this and you will see in this newsletter the number of actions being taken to deal with our new maturity.

Increasing Chapter Financial Support

Local chapters have felt this inflation in many ways as they provide events, newsletters, and speakers to support the development of members. So when it became critical to raise membership dues, a portion of the new dues structure was set aside to increase local chapter rebates by $1 for three years, returning $10 per active member to chapters by 2013. It will make no chapter wealthy, but it should at least help with increasing costs.

Increasing Services and Responsibilities

What does it take to support dozens of members working on the many CSI Committees and Subcommittees? How much energy and person power is needed to maintain and add valuable information to a website and organize growing responsibilities at a national convention? The answer to both questions is, “I never knew until I got in the middle of it!” CSI Headquarters has become overwhelmed with the number of things they handle on a daily basis. Just take a look at the website and the articles in this newsletter to see the enormous amount of effort going into providing support for members that was never envisioned 10 years ago. So the Executive Council bit the bullet and will use much of the dues increase to hire additional part-time support staff so that we may continue to provide quality service to members.

Increasing Training and Scholarship Support

It was not that long ago that CSI first requested some time and space at the ACA National Conference and was declined. As CSI’s membership grew and members became ACA leaders as well as major presenters, increased time and space has been allotted to CSI for leadership training and dissemination of scholarship at the conference. We

(continued on page 13)
New Orleans is going to be like no other CSI conference with the American Counseling Association. In the past, we have been principally CSI member focused. While we will retain essential activities of CSI, we requested and received five (5) full ACA programs and twenty-five (25) ACA poster sessions, all to be held throughout the conference.

We expressed a desire to ACA Executive Director Rich Yep for CSI to be a part of and not apart from the general conference attendees who increasingly include many of our members involved in leadership positions, presentations, and programs. In order to do so, we volunteered to shorten our programming to permit our members to benefit from other aspects of the ACA conference including the opening keynote which reluctantly we have had to miss in years past.

Top scholar/leaders will be presenting programs designed to share the best of CSI with all conference attendees on 1) professional advocacy and licensing boards, 2) meeting the 2009 CACREP Standards’ call for professional leadership and advocacy competencies for all counselors, 3) how to network and gain a global perspective on counseling, 4) designing research to provide more meaningful findings that inform future counseling practice, and 5) how counselors uniquely can be involved in community engagement for both professional and client advocacy.

In addition, CSI student members (also ACA members) will be invited by CSI to offer poster sessions on the five CSI conference program themes noted above. Chapters will be receiving more information about this through emails. We also are planning an incentive promotion to encourage members and chapters to support as many of the programs and posters sessions as they can.

Our usual CSI chapter faculty advisors, leaders and members’ activities will be principally scheduled on Friday, March 25, including the annual Delegate Assembly Business Meeting. There will be no activities during the ACA opening session Friday morning and no showcase of chapters this year. Except for some committee meetings Saturday morning, no activities are planned for the rest of the conference. In effect, we are shortening our programming in order to gain the benefit of greater participation in the overall conference of ACA both for our members and other counselors.

This is a big shift for CSI. We felt we needed to help chapters and members anticipate the changes. Plan to join us in New Orleans! You can go online to get full details at www.csi-net.org during the fall.

Rebates to Chapters

Income and expenses for the coming year with a balanced budget of $488,000 are projected to permit CSI to support its growing chapter (N = 270) and membership bases (N 14,000). Rebates to chapters will be increasing by $1 per active member in each of the next three years. This will result in as much as $80,000 in direct rebates to chapters in 2011-12 and proportionately higher amounts in each of the succeeding years. CSI support to chapter activities has already exceeded $650,000 in the past. Almost half of this amount is a result of alumni members’ tax deductible dues support of their chapters through CSI rebates.

(continued on page 13)
Calling All Leaders: Nominations for the CSI Leadership Fellows and Interns

Catharina Y. Chang, CSI Past President
Carrie A. Wachter Morris, Leadership Fellow and Intern Mentor Committee, Chair

CSI is currently accepting nominations for the 2011-2012 Fellowship and Internship Program. This program is designed to assist graduate students and professionals in the early years of their counseling careers develop leadership skills to benefit the counseling profession. Leadership fellowships are awarded to 10 individuals of exceptional merit who have exhibited leadership potential at their chapter level. Leadership fellows have the opportunity to participate in 50 hours of service to CSI International during 2011-2012. Two interns selected from the 10 Leadership fellows will participate in significant CSI international leadership opportunities for 100 hours during 2011-2012.

The CSI Leadership Fellow and Internship Programs are designed to expose burgeoning CSI leaders to new and stimulating ideas and to provide an opportunity to be of service to the Society and to the counseling profession. The CSI Internship Program provides mentoring to two Leadership Fellows who desire to be of even greater service to the profession. The Interns will work with the CSI Executive Council and various committees for one year, attending CSI Executive Council meetings and choosing projects of interest for their participation and leadership development. Leadership Fellows and Interns operate from their home chapters and communicate with assigned CSI International leaders (e.g., CSI President, Executive Director, Committee Chair) primarily by email, postal mail, and telephone.

Members selected as CSI leadership fellows will receive a complimentary registration and a $600 grant from CSI to help defer expenses to attend the 2011 ACA conference in New Orleans and to participate in CSI Day activities. The recipient’s local chapters agree to provide a matching grant ($50 for small chapters, $100 for large chapters).

Eligibility and Application

Nominees for the leadership fellow and intern positions must be: (a) active CSI member, (b) active in their CSI chapter, and (c) enrolled in a graduate level counseling program or be a counseling program graduate in the early years of their professional development (no more than three years since earning their last graduate counseling degree).

Online applications must be completed no later than December 1, 2010. Award winners will be notified by February 1, 2011. For additional information regarding the leadership fellow and intern program please visit the CSI website at www.csi-net.org or contact Dr. Catharina Chang (cychang@gsu.edu) or Carrie Wachter Morris (cawm@purdue.edu).

2011 CSI International Awards

Danica G. Hays, Awards Committee Chair

It’s time to nominate deserving CSI members, programs or chapters! The Awards Committee encourages you to submit a nomination packet to recognize those who exemplify the mission of CSI. Individual, program and chapter awards will be presented at the CSI Awards Ceremony at the American Counseling Association conference in New Orleans in March 2011.

The CSI website (www.csi-net.org) provides information about the awards nomination process as well as eligibility criteria for each of the awards. We are pleased to announce that chapter training modules are also available to assist you as you prepare a successful awards nomination packet and organize your own chapter awards process.

Awards categories include:

• Outstanding Entry-Level Student Award
• Outstanding Doctoral Student Award
• Outstanding Individual Program Award
• Outstanding Chapter Award
• Outstanding Newsletter Award
• Outstanding Service to the Chapter Award
• Outstanding Research Award
• Outstanding Practitioner Award
• Outstanding Practitioner-Supervisor Award

• Thomas J. Sweeney Professional Leadership Award
• Outstanding Chapter Faculty Advisor Award

Completed awards nomination packet should be sent electronically as one pdf no later than December 1, 2010 to Dr. Danica Hays, CSI Awards Chair, dhays@odu.edu. Outstanding Newsletter

Awards packets are to be mailed directly to Dr. Hays (110 Education Building, Old Dominion University, Norfolk, Virginia, 23529) and postmarked no later than December 1, 2010. (See “International Awards Packet” link under “Awards” for more details.)

Please verify that nominees are active CSI members. To help you determine appropriate nominations based on other criteria, the rating form that reviewers use to select each award recipient is located at the CSI website.

Further information about the awards nomination and selection processes is available at the CSI website or you may contact Dr. Hays at 757.683.6692 or dhays@odu.edu.

If you are interested in serving on the 2010-11 Awards Committee, please post a message to our discussion board at www.csi-net.org

Promoting Excellence in the Profession of Counseling
Chi Sigma Iota would not be the organization it is without the service commitment of Chapter Faculty Advisors. Whether starting a new chapter, reactivating a chapter, or serving an existing chapter, the example of leadership begins with the CFA, both figuratively and literally. CFAs are responsible for identifying eligible new members, adhering to bylaws, and communication with both the affiliated university and CSI headquarters. In addition, CFAs are active counselor educators engaged in teaching, research, administration, and other service activities. We know and honor the commitment of CFAs to further the mission of CSI to develop leaders, advocates, and professional counselors of excellence. We also know that in facilitating this mission, questions, challenges, and unique opportunities arise.

The Chapter Faculty Advisors Committee is focused on facilitating connections and offering support and information to our CFAs. This year’s committee members are: Dr. Janna Scarborough, Chair, Dr. Andrew Burck, Dr. Rebekah Byrd, Dr. April Sikes, and Dr. Dale Pehrsson. In response to the 2008 member survey and other expressed needs, the CFA Committee is focused on the following three broad goals: provide training for CFAs relevant to starting, building and maintaining a successful chapter; enhance networking, collaboration, and communication among CFAs; and identify and respond to any unique needs of CFAs. Toward that end, we encourage you to review training modules and other information on the new CFA Discussion Board which can be accessed through the “Chapters” link. The CFA Committee members will be monitoring the discussions and hoping to facilitate connection and collaboration between CFAs. We will also be seeking feedback and ideas regarding a mentoring program and other ways in which we can facilitate connection, support and information.

We want to hear from you. Remember to look for Chapter Faculty Advisor sessions at Regional ACES conferences and CSI Day at the ACA convention in New Orleans.

### Twenty Tips for Engaging Counselor Educators in CSI Activities

**Victoria Kress and Nicole Adamson, Youngstown State University**

**Janna Lynn Scarborough, East Tennessee State University**

Local chapter officers and Chapter Faculty Advisors (CFAs) make efforts to create an inviting Chi Sigma Iota community for students as well as Non-CFA Counselor Educators (CEs). Of the CEs who took the 2008 CSI Membership Survey, 74% of CEs reported that they desired to feel more welcome in chapter activities and 54% reported that they wanted to feel as though their CSI participation would be recognized by others. As counselors, we understand the importance of feeling needed and appreciated, and we have unique skills that can be used to further engage non-CFA CEs. The following tips can help CFAs and chapter officers engage Counselor Educators:

1. Invite eligible counselor educators to become members of the local CSI chapter (through new initiation of eligible CEs or by transferring existing CE memberships);
2. Promote the idea of colleagues working together around CSI activities to demonstrate support for students;
3. Request input from faculty when planning activities—especially those that have a direct impact on the program;
4. Publish a calendar with local and national CSI events and regularly distribute to counselor education faculty (take into account faculty schedules and availability);
5. Work with the Department Chair to encourage CE participation;
6. Invite CEs to model professional development for their students through CSI activities;
7. To encourage participation, schedule CSI meetings at rotating times that CEs can attend—request that the department chair encourage professors to attend the meetings;
8. Request time at counselor education program meetings to update faculty on chapter activities;
9. Discuss CE ideas for chapter involvement and ask how they are willing to support CSI;
10. Invite the Department Chair and Dean to chapter functions and inform CE’s that they will be attending;
11. Have student members create personalized CE invitations for initiatives, meetings, and chapter events;
12. Ask CEs to act as guest speakers for meetings or activities sponsored by the chapter;
13. Individually ask counselor educators to participate in socials, fundraisers, and membership drives;
14. Have chapter officers identify specific tasks that require assistance and invite CEs to help with these tasks;
15. Research individual CE interests and enlist them to lead specific service and research projects related to their expertise;
16. Develop a CE/student leader mentorship program;
17. Solicit postings for the CSI Counselors’ Bookshelf—or other online forums—from CEs;
18. Ask CEs who have previous CSI leadership experience for specific and relevant input (e.g., what fundraisers were successful and which social events were well-attended);
19. Feature an active CE in each chapter newsletter;
20. Send “thank you” letters to CSI-active CEs and copy the department chair and dean.

Please send any comments or engagement success stories to the CSI Counselor Educator Task Force Discussion Board on www.csi-net.org.
Academic and Professional Experience

Dr. Vicki White Kress is a professor, clinic director, and the director of the clinical mental health, addictions, and college counseling programs at Youngstown State University. She also works as a part-time faculty member at Walden University, and has worked at UNCG, John Carroll, and Capella universities. She is a governor-appointed member of the Ohio counseling regulatory board. Vicki has a long history of serving CSI as: chapter faculty advisor for the Eta chapter, Counselor Educator Task Force Chair, Faculty Advisor Committee Chair, CEU committee Chair, and as a National Advocacy Committee Member. She has published over 40 refereed articles, numerous book chapters, and has co-authored a book on the DSM. Vicki was the 2008 recipient of the ACES Distinguished Mentor Award. She serves as a board trustee for the Association for Creativity in Counseling, and is the past associate editor for the Journal of Mental Health Counseling. She specializes in trauma, and is a court appointed guardian ad litem who advocates for abused/neglected children.

Individual chapter level efforts are essential to CSI’s functioning. The day-to-day leadership initiatives of chapter officers, members, and faculty advisors are also vital to CSI’s continued growth. My years of service to Chi Sigma Iota especially as a chapter faculty advisor, and chair of the CSI Faculty Advisor Committee have provided me with the context needed to understand the challenges chapters face. The aforementioned experiences have shaped my goals for the presidency and include: enhancing support for chapters, increasing diversity in leadership and membership, and applying the strategic planning initiatives.

Enhanced Support of Chapters

Supports and resources are necessary to have a vibrant CSI chapter. My work with the CE Task Force suggests there

President Candidates

Dr. Vicki White Kress

Todd F. Lewis

Todd F. Lewis, Ph.D., LPC, NCC is Associate Professor of Counseling and Counselor Education in the Department of Counseling and Educational Leadership at the University of North Carolina at Greensboro. Dr. Lewis teaches in the area of mental health and addictions counseling, and was President of the International Association of Addictions and Offender Counseling (IAAOC) from 2008-2009. Dr. Lewis has published extensively in the area of collegiate drinking, adolescent risk taking behavior, and motivational interviewing, and is currently conducting clinical trials on the effectiveness of counseling combined with medication in the treatment of opiate dependence. As a student, Dr. Lewis was a founding member and first president for the Sigma Phi Beta chapter at Heidelberg College in Tiffin, OH, and president of the Kappa Sigma Upsilon chapter at Kent State University. Dr. Lewis enjoys numerous outdoors activities, and spending time with his wife, Denise, and two children, Alexander and Evelyn.

Goals Statement

I am honored to be nominated for President-Elect of Chi Sigma Iota (CSI) International and feel privileged to be associated with a great organization that is dedicated to the development and leadership of counselor educators, counselors, and counseling students. When I think of Chi Sigma Iota, I immediately reflect upon the dedicated and hard working professionals and leaders who have helped make Chi Sigma Iota the largest single member organizations of professional counselors in the world. I appreciate CSIs remarkable history and reputation as an advocate for counselors and the counseling profession.

My first involvement with Chi Sigma Iota was with Heidelberg College in Tiffin, OH many years ago. Fresh out of undergraduate school, I was fortunate to become associated with a small group of people who had a vision of starting a
Stephen D. Kennedy
School Counselor
Northeast Guilford High School
McLeansville, North Carolina

Academic and Professional Experience
Stephen Kennedy is a school counselor at Northeast Guilford High School in McLeansville, NC. Since 2009, he has chaired the Professional Member Task Force for Chi Sigma Iota, and in 2010 he was chosen to receive the Outstanding Practitioner award given annually by CSI. He also serves as a consultant for CSI chapters with social networking websites. Stephen received his master’s degree from the University of North Carolina at Greensboro, where he co-chaired the Advocacy Committee of the Upsilon Nu Chi chapter. He has been active in the North Carolina School Counselor Association (NCSCA), which recognized him as an Emerging Leader in 2009. His roles on the NCSCA board include Chair of the Technology Committee and Co-Chair of the Government Relations Committee. Stephen has given presentations on technology use, career development, and professional advocacy at several national, state, and local counseling conferences.

Goals Statement
To continue its tradition of promoting excellence in the counseling profession, CSI must maintain its fiscal stability despite currently challenging economic conditions. As Treasurer, I would work with the CSI President and other members of the Executive Council to provide CSI chapters and members with the resources they need while also protecting sufficient assets to ensure the organization’s long-term security. For the organization to remain strong, it must not only reach out to those entering the counseling profession but also encourage active involvement by professional counselors working in academic, community, and school settings. I would work hard as Treasurer to broaden CSI’s base of support and to

Lawrence E. Tyson
Associate Professor, University of Alabama at Birmingham, Birmingham, Alabama

Academic and Professional Experience
Lawrence is an Associate Professor of Counselor Education and is Program Coordinator of the Counselor Education Program at the University of Alabama at Birmingham. He completed his doctorate in Counselor Education with a minor in Educational Psychology at Mississippi State University. Lawrence has been an active member of Chi Sigma Iota at both Mississippi State University and the University of Alabama at Birmingham (Zeta Chapter). He has been faculty advisor of Zeta Chapter since 2006. Since becoming Zeta Chapter’s Advisor he has successfully guided chapter efforts to create an endowed annual scholarship for Counselor Education students, provide yearly professional development opportunities for Licensed Professional Counselor’s throughout Alabama, solidify the chapter as an award winning chapter, and helped the chapter achieve financial stability.

Goals Statement
I take great pride in being nominated as the next CSI Treasurer. I intend to utilize many of the same skills, which has allowed Zeta Chapter to become so financially successful. These skills include thinking futuristically, being collaborative, and being fiscally responsible.

I believe chapters want and need help in how to become and remain financially responsible and therefore successful. I want to help chapters achieve this by increasing dialogue with chapter treasurers. I know there are many financially successful chapters who are available to share their successes with others. One way to accomplish this would be to offer chapters the opportunity to participate in “Best Practices” semi-
are ways that this task force, the Chapter Faculty Advisor committee, and other CSI leaders can collaborate to empower chapter members, leaders, and advisors to enhance leadership initiatives. Readily accessible resources that can augment current chapter-level leadership and practices are a critical element of long-term chapter- and CSI International-success. As president, I will place an emphasis on developing and systematically making available, practical, readily applied resources that can swiftly benefit chapters. For example, much energy has been put into developing international initiatives that I believe can be replicated at chapter, state, and/or regional levels (e.g., CSI Day, leadership trainings).

**Increased Diversity in Leadership and Membership**

Building on strengths/resources, and diversity are values central to professional counseling. In fact, the CSI strategic plan states as a goal the importance of “enhancing a strong counseling profession … in an increasingly global society.” A diverse membership and leadership is an important resource for any successful organization. Many of our members have resources that are yet untapped, and have talents and experiences that can strengthen CSI. Continued efforts to recruit and engage new members, and to fully realize the unique strengths of current members will serve CSI well.

**Application of Strategic Planning Initiatives**

As a part of CSIs strategic planning process, members’ perceptions of CSI services and benefits were recently assessed. As a part of these efforts, I served as the Counselor Educator Task Force chair. I understand and value the use of assessment data in making decisions and will work to ensure that the membership survey assessment information is fully utilized such that members’ needs are being optimally met. As president, I would continue to ensure and advocate that member-sensitive initiatives are applied.

It is an honor to be nominated to run for CSI president-elect. As a long-standing CSI member, I have worked hard to promote the counseling profession. I value personal/professional excellence, and honoring others’ strengths and contributions, and I will continue to hold to these standards in the role of CSI president. I feel privileged to be provided with this exciting opportunity to serve CSI members!

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Chapter on Heidelberg’s campus. As it turned out, I became a founding member and the first president of Sigma Phi Beta, which provided the experiences I needed to secure a second presidency at Kent State University (Kappa Sigma Upsilon chapter) during my Ph.D. studies. I valued my experiences as a chapter leader and saw firsthand the myriad of ways that Chi Sigma Iota supports the academic and professional excellence of emerging counselors, counselor educators, and counseling programs. During my time at UNCG, I have served as interim co-faculty advisor for two semesters, while our regular faculty advisor was on research leave. I left those experiences appreciating the commitment that Chi Sigma Iota has toward developing and encouraging students in their leadership development.

If I am fortunate enough to be elected CSI president, I see part of my responsibility as continuing the positive developments of the past and honoring the traditions that Chi Sigma Iota celebrates each year. I envision myself as a good steward of what works well, yet be open to dialogue and debate about what might work a little better. Specifically, I would encourage (a) persistently exploring innovative ways to expand the CSI website, and to help make the Counselor’s Bookshelf a premier resource for counselors, (b) continuing to acknowledge and expand awards and recognition for excellent contributions to the counseling field, and (c) ensure a successful and productive CSI day at the ACA annual conference. I also would like to expand the growing use of technology as it relates to inter-division communication among ACA members and leaders and continue CSI’s commitment and to promote growth of state and oversees chapters.

I will strive to promote CSI’s continued support of students, new professionals, and members who will continue to have opportunities through research grants, scholarships, and networking opportunities at the ACA annual conference. Finally, I would look forward to working with the many talented and professional members and leaders of CSI. I am once again honored to be considered for President-Elect, and pledge to carry on CSI’s vision of being “dedicated to promoting excellence in the profession of counseling.”

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continue its high standards of responsible, ethical stewardship of its resources. I am honored to be nominated and if elected, would feel privileged to serve as an officer in an organization with a mission I believe is so important.

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Terror Management Theory

The theoretical tenets of Terror Management Theory stem from the writings of Ernest Becker (1973). Becker conjectured that awareness of the inevitability of one’s death, also called mortality salience, cultivates in people intense and deleterious feelings of anxiety. However, according to Becker, people rarely experience completely a paralyzing fear of death because their cultural worldviews protect them from it by providing them with (a) answers to existential questions (e.g., What is my purpose? Where am I going after I die?), (b) promises about literal or symbolic immortality, and (c) social roles and scripts for appropriate behavior, “the satisfaction of which allows [people] to view themselves as ‘beings of enduring significance living in a meaningful reality’” (Pyszczynski, Solomon, & Greenberg, 2003, p. 16).

According to Becker (1973), because cultural worldviews protect people against death anxiety, when people experience subtle reminders of their death, they unconsciously align themselves more closely with their cultural worldviews and distance themselves from divergent cultural worldviews. This distancing occurs because people unconsciously view dissimilar cultural values and beliefs as a threat to their cultural worldview and, therefore, a threat to their self worth and ultimately their immortality. Thus, common reactions to diverse cultural worldviews following mortality salience include belittling differing beliefs and values, converting people to one’s own cultural worldview, adopting and assimilating useful aspects of other cultural worldviews into one’s own culture, and killing people to prove the superiority of one’s worldview (Solomon et al., 1991).

TMT was derived from Becker’s above-mentioned theoretical propositions, and multiple studies of these concepts across disciplines have been completed. Pyszczynski et al. (2003), for example, reviewed empirical studies on TMT and concluded that there is strong support overall for the proposition that mortality salience influences people to align themselves more closely with their cultural worldview and disparage dissimilar cultural worldviews. This outcome was demonstrated in studies in which participants, following subtle reminders of death, exhibited prejudicial, stereotypic, discriminatory, and aggressive reactions toward people who espoused differing cultural values and beliefs. Participants in these studies who were exposed to mortality salience also exhibited more favorable reactions to culturally similar people. Negative reactions following death reminders were reported for a broad range of cultural worldviews, including differences related to beliefs about politics, religion, national identity, ethnicity and race, and appropriate moral conduct.

While the TMT literature is replete with over 400 research studies that support the TMT tenet that death reminders negatively affect people’s attitudes toward, beliefs about, and interactions with diversity (Solomon, 2010, personal communication), to date no studies have examined counselors’ reactions to death awareness, and no studies have examined the effect of death reminders on counselors’ MCC. The present research was designed and conducted to address this gap in both the TMT and MCC literature. We hypothesized that counselors exposed to subtle death reminders would be susceptible to worldview defense.

Method

To study our hypothesis, we recruited and collected data from master’s and doctoral level students currently en-
rolled in counseling programs located in the southeast or southwest region of the United States. Participants completed four instruments: Death Concern Scale (DCS; Dickstein, 1972), Multicultural Counseling Inventory (MCI; Sodowsky, Taffe, Gutkin, & Wise) Literary Preference Questionnaire (LPQ), and a brief demographic questionnaire.

The DCS served two purposes. First, it served as a death awareness prompt or intervention, because completing the survey allowed participants to answer questions that reminded them of their eventual death (e.g., “I think about my own death,” Dickstein, p. 565). Second, it served as a measure of students’ conscious fears surrounding death. The MCI was used to measure counseling students’ self perceived MCC. Both the overall scale score and subscale scores (multicultural knowledge, awareness, skills, and relationship) were used in the calculation of results.

Using a quasi-experimental design, the order of administration of the instruments was varied to create a randomly assigned experimental and control group. The experimental group received the intervention (completing the DCS) before they completed the MCI. Whereas the control group completed the MCI before they were exposed to the intervention.

Results
Data were analyzed using a one-way analysis of variance (ANOVA). Results of the ANOVA revealed a statistically significant difference in MCI Overall scores between participants in the experimental and control groups. Statistically significant differences in MCI Skills, MCI Knowledge, and MCI Relationship scores also were revealed between the two groups. No difference in MCI Awareness scores between groups was found.

Discussion
Results partially supported the hypothesis that counseling students exposed to subtle death reminders rated their MCCs lower than did counseling students in the control group. This held true for the overall MCI score and three of the MCI subscales, including multicultural knowledge, multicultural skills, and multicultural relationship. These findings have implications for counseling practice, counselor education, and future research. For example, counselors working with diverse clients may find it helpful to seek training or personal counseling relative to issues of death and dying. An increased, conscious awareness of issues surrounding death may help prevent worldview defense reactions. Lykins, Segeratrom, Averill, and Evans (2007) reported that, opposed to the short-term and subtle reminders of death that cultivate rather extrinsic motivations of vanity and egotism in participants, more in-depth familiarity or awareness of mortality issues, which, in turn, may help students increase their MCC and reduce negative reactions associated with increased death rates. Although some exploration of the inevitability of death may be possible in a classroom setting, individual and group counseling could be implemented to help counseling students develop a more in-depth familiarity with or awareness of mortality issues, which, in turn, may help students increase their MCC and reduce negative reactions associated with increased death rates. Although some exploration of the inevitability of death may be possible in a classroom setting, individual and group counseling could be implemented to help counseling students develop increased awareness of the personal meaning of mortality salience.

The link between TMT and multicultural counseling theory established through this study provides an argument in support of integrating TMT into multicultural counseling training. TMT provides an evidence-based theoretical perspective for understanding the etiology of prejudice. This understanding could be beneficial to both counseling students and counselor educators in working towards a goal of increased multicultural competence.

This is the first study in which increased death awareness has been examined with counseling students and compared with MCCs. It has revealed one potential path toward increased multicultural counseling competence. However, additional research is needed to further understand the relationship between TMT and MCC.

References
Clinical supervision is fundamental in preparing counselors-in-training and newly licensed counselors. Yet, the standards and requirements vary by state and specialty area (e.g., school, mental health, rehabilitation) for what constitutes appropriate clinical counseling supervision and appropriate training requirements to become a supervisor. Sadly, clinical supervision standards may represent minimal standards rather than ideal standards for best practices in counseling supervision. Some states require only that a clinical supervisor be licensed in their discipline and assume that this is sufficient preparation for providing clinical supervision. In some states counseling practicum and internship students may be supervised by members of other disciplines such as psychology or social work. Although these supervisors may be excellent, they are not likely to speak the language of counseling and therefore students in these supervisory relationships may not be mentored adequately in their counselor professional identity.

Counselors-in-training face the difficult challenge of finding a field experience that will provide them with the experience they need and the clinical supervision necessary to ensure that they develop as counselors and professionals. The results of a recent survey of supervised mental health counselors in Ohio (LPCs) by suggest using the “senior author” vs. Dr. Daniel Cruikshanks suggested that even when the requirements for the clinical supervision experience were robust, supervisees often failed to receive adequate supervision. Ohio requires that LPCs receive one hour of face-to-face supervision for every 20 hours of client contact. Forty-seven percent of respondents reported that they rarely or never meet with their supervisor for supervision. Moreover, one role of a good supervisor is to foster ongoing development of counselor professional identity. These results suggest that nearly half the time clinical counseling supervisors in Ohio do not actively engage in best practices in supervision activities, which includes work on professional counselor identity. Counselors-in-training may not recognize that their supervision needs are not being met. They may trust that their supervisor understands the requirements of supervision or they may not feel comfortable discussing their supervision needs with their supervisor. Becoming a counselor dedicated to excellence is best supported by being paired with a clinical supervisor dedicated to excellence. Supervision is increasingly recognized as a sub-discipline of counseling rather than as an inherent counseling skill. There is a need to improve the credentialing standards and the training requirements for those who will provide clinical counseling supervision. An essential function of good supervision is to foster the ongoing development of the professional identity of counselors-in-training and newly licensed counselors. Members of the field should provide counseling supervision to emerging counselors. School counselors should be supervised by professional school counselors and not teachers, school social workers, or school psychologists. Mental health counselors should be supervised by other mental health counselors and not psychologists, psychiatrists, or social workers. Finally, supervision should be performed by those with experience and specific training in clinical counseling supervision.

So what can you do, right now, to advocate for better counseling supervision in your state? First, you can advocate for licensure and standards for clinical counseling supervision. Second, if you are or will soon receive counseling supervision, you can advocate for better clinical supervision for yourself. If you provide supervision to others, you can seek out additional training in counselor supervision.

**Advocating for Standards**

What are the current standards in your state for your specialization area? Contact your state counseling association, your counselor licensure board, or your department of education to learn more. If you do not have licensure requirements for clinical counseling supervision, work with your state counseling association to change the standards. State counseling associations are likely the best entities to propose and lobby for these kinds of standards.

**Advocating for Good Supervision**

If you are or will be clinically supervised, the best way to get good supervision is to know what good supervision is, to know what you want and need from supervision, and to ask for it from your supervisor. Choose your supervisor well. Make sure that she or he is a professional counselor with a strong counselor identity—someone who speaks the language of counseling. Make sure that your time in clinical supervision is spent working on your client cases and not primarily focused on administrative issues.

Of course there are many additional ways to improve supervision for yourself and others. As you think more about these issues based on your own experiences, you may discover other possibilities as well.
Dr. Julia Chibbaro is an Associate Professor of Counseling at the University of West Georgia. Dr. Chibbaro joined the faculty of West Georgia in 2004 and was recently granted promotion and tenure. Among many of her professional accomplishments, Dr. Chibbaro can now add Gamma Zeta Chapter Faculty Advisor to that list. In the Fall of 2009, Dr. Chibbaro enthusiastically accepted this professional service challenge.

Dr. Chibbaro began her professional counseling voyage as a Master’s student in the Clinical Counseling program at the Citadel. After completing her degree she began working in a local Alcohol and Drug Abuse Agency where she was assigned to the prevention program at a local elementary school. It was during her time in the elementary school prevention program that she developed a passion for school counseling. While working in the schools Dr. Chibbaro also found time to return to school and complete an Ed.S and Ph.D. in Counselor Education and Supervision from the University of South Carolina.

As a new chapter faculty advisor, Dr. Chibbaro is both excited and anxious about the task. She states that she has quickly learned just how difficult it is to bring students together, even at the most basic level of finding a common time for meetings. She notes that the UWG student is busy and has a lot on their plates both professionally and personally. They want to see the benefits of being involved but may not be able to see the power and significance of being part of a larger organization. Dr. Chibbaro attempts to introduce them to this by incorporating the Gamma Zeta and CSI mission into service learning projects within the classroom. If Dr. Chibbaro were to give her chapter leaders and students advice about their roles as future leaders within the profession she states that maintaining their membership and activity in a professional organization is key. Since being an active member in many professional organizations, Dr. Chibbaro has seen firsthand the significance these affiliations have in providing opportunities to network, but more importantly it is the support of other professionals that she feels is the true benefit of being a member of an organization such as CSI.

Throughout her professional voyage, one thing has remained constant: Dr. Chibbaro has always been passionate about helping others. When asked what she felt was the most important thing she hoped to accomplish with her work and service as a professional counselor Dr. Chibbaro said, “I hope to inspire and ignite a passion in my students to not only help others, but to truly love what they do.” A colleague noted, “Dr. Chibbaro is a mentor and makes a lasting impression on her peers, students and anyone she meets. She truly leads by example, and her enthusiasm and love for the profession is just as infectious as her smile. Dr. Chibbaro not only teaches, but also instills in her students a sense of pride and professionalism. . . It is one thing to teach, but it is another to inspire. Dr. Chibbaro does both.”
Official CSI Initiation Ceremony and member oath is available for downloading, along with the CSI logo for use on your workshop and initiation flyers, newsletters, and web pages.

All chapter annual plans and annual reports are included on the Chapters page. Our CSI Leadership Fellows and Interns prepare a summary of the annual plans and reports each year and the summaries are kept online. These reports are terrific resources for chapters to learn about what other chapters are doing.

On the Chapters page check out the red box with links to Discussion Forums for Chapter Faculty Advisors and Chapter Leaders. Any CSI member can access the Chapter Leader Discussion Forum to ask questions, share ideas, and tell other chapters what you are planning and doing to address excellence in your chapter.

The Counselor’s Corner is a dynamic site created to meet the needs of professional counselors. There you can access resources and research articles and engage in forums about current events, ethics, and research, and share your success stories to help other professional counselors in their work.

JobLinks: csi-net.org/joblinks

Are you looking for a job in counseling, now or at some point in the future? Then JobLinks is for you! In addition to job postings by state, JobLinks includes an international job forum, a message board for questions and networking, and helpful papers to help you think about and create a successful job search.

Two new papers will be especially useful: Preparing for an Interview and Conducting Informational Interviews were written by Cheryl Pence Wolf, a career counselor and 2010-11 CSI Leadership Fellow.

FIND-A-COUNSELOR: Membership Profiles and Renewals

Be sure to log in at csi-net.org and update your profile with any changes in email addresses or certifications and licenses. Licensed Professional Counselors are eligible to list information at csi-net.org/find_a_counselor to help consumers in their search for counselors committed to excellence. Listings for current members only will appear in consumer searches.
A Resurging CSI Chapter

John Muldoon, Ph.D., Chapter Faculty Advisor
J. Barry Mascari, Ed.D., LPC- Department Chair & Chapter Founder
Kean University

The Kappa Upsilon Nu Chapter at Kean University, chartered in 2004, has grown from a handful of interested members to an active chapter. Leaders began with a chapter tradition: two induction ceremonies a year each paired with a special guest presentation. In August 2009, a call for student leadership resulted in only five students responding, all of whom accepting leadership positions. We offer this article as inspiration for other chapters struggling to gain momentum.

Initially, the Chapter sponsored an on-campus social bringing together first and second year students to meet other students and faculty who they would not normally see. Students received a flyer with faculty office hours, contact information, and FAQs so they could ask leaders and faculty members questions; however, we were still not reaching everyone.

In spring, CSI leaders developed a plan to meet every new student. Visiting all introductory classes, leaders explained the chapter’s planned activities and encouraged students to submit anonymous questions about the program. These visits inspired a mentoring program the chapter is planning.

The December holiday service initiative was so successful that the chapter is now conducting ongoing service projects. Last winter, members collected and delivered 400 pounds of food to the New Jersey Food Bank and 100 pounds to the local battered women’s program. In spring, leaders gathered information about local charities for future service projects. The next project already underway is to provide birthday backpacks with supplies for children with cancer.

Perhaps the chapter’s most exciting achievement was being selected as 1 of 25 chapters to present a poster session at the CSI Showcase at the ACA conference. Chapter leaders traveled to Pittsburgh to network and share ideas. More than 10 Kean University students gathered at tables with 3 of their faculty members to enjoy the opening night social where they met Dr. Sam Gladding who joined our group.

This is an exciting new beginning. The chapter is thriving because of members’ creativity and willingness to give their time and effort to move the Chapter forward. Open discussions at meetings also embrace the principles of counseling and group development.

Here are two additional suggestions for other chapters: first, stagger meeting days and times so that all members can attend. Second, while Executive Committee meetings and Membership meetings may have different agendas, keep all meetings open to everyone.

The greatest challenge remaining is to change perceptions about what it means to be a CSI member. Being a chapter member is not only about getting a certificate, but also about being an active contributing member to the counseling program and the communities in which we live and work.

Grant Recipients Announced

Donna M. Gibson, Committee Chair, CSI Excellence in Counseling Research Grants Committee

The 2010-2011 CSI Excellence in Counseling Research Grants Committee is pleased to announce this year’s recipients of the CSI Excellence in Counseling Research Grants. This year’s research priorities for funding professional advocacy and leadership research and wellness counseling research. Funding for the CSI Excellence in Counseling Research Grants Program is intended to support CSI members who have conducted research (within the past year) or plan to conduct research (within the next year) that promotes and enhances the counseling profession through an emphasis on issues related to professional counselor identity and wellness.

Below are this year’s recipients, including the research priority area, their university affiliations, and the titles of their funded projects:

**Professional Advocacy and Leadership**

Kelli Lasseter, Melanie Wallace, Nancy Fox, and Tommy Turner, Jacksonville State University

“The Creating Awareness through Service Learning Experiences (CASLE) Project: A study in the effects of service learning on student’s professional identity during matriculation in a master’s level counselor education program”

Julie Moss, University of South Carolina

“A Grounded Theory Study of Practicing Counselors’ Professional Identity Development”

**Wellness**

Ana Maria Jaramillo and Cheryl Pence Wolf, University of Florida

“Making Sexual Education Fun: Using a Support Group/Book Club to Explore the Changes in Sexual Attitudes and Awareness of Female Counselors-in-Training”

Danielle Richards and William Martin, Northern Arizona State University

“Effects of a Brief Mindfulness Intervention with Undergraduate College Students on Psychological Well-Being and Stress”

Blair Mynatt and Jeannine Studer, University of Tennessee at Knoxville

“The Effects of Bullying on the Wellness of Middle School Students”

Lindsey Nichols, Pennsylvania State University

“Counselor Attitudes and Behaviors toward Wellness Approaches”

Thank you to all CSI members who proposed projects this year and to the Excellence in Research Grants Committee Members for their service in reviewing all of the grant applications.
What have you found to be a beneficial way you can advocate for the people we serve as counselors [Part 1]?

This seems to be an important topic for students; submissions were double those of previous summer months. To make sure the voices of all contributors are equally represented, therefore, responses to this question will be explored in two parts. This is the first of a two part installment.

Several themes emerged from the many student contributions received for this topic. One theme that seemed important to many students was community outreach. As Katie Heck (Alpha Chi, Louisiana State University) notes:

Be involved in the community you’re serving. One of the best ways to advocate is to go out and discover what you should advocate for. Whether it be advocating for stronger literacy initiatives, or a program to help lower teen pregnancy rates, find out the specific needs of your community, and build from there. In addition, when advocating for students, a beneficial approach is to get as many stakeholders as you can involved. Find community programs in place, and lend your expertise and your time.

Similarly, Erica Suldon (Omega Zeta, Walden University) writes:

I believe, as counselors, we should be actively involved in those communities that we seek to work with daily. To be an advocate that promotes positive change in our communities, we need to become more aware of our clients internal and external struggles, caused by economical, social and/or political issues, which are endured on a daily basis...We should be well informed about current research and discussions, laws and any other pertinent information that may affect our clients.

Emily Herman (Eta, Youngstown State University) positions outreach from a marketing perspective:

In the counseling world, different strategies can be used to advocate for clients or issues. There are a multitude of strategies, ranging from simple to elaborate, that can produce avenues of support, but not all work in every situation. By analyzing the target population as a marketing department would, counselors can find the best modes of transmission that will work in supporting their cause.

Other contributors spoke more specifically about community outreach, describing the importance of collaboration with key stakeholders in the lives of clients. As Kirsten Goffena (Rho Epsilon, University of Northern Colorado) states:

Communication with all stakeholders (e.g. teachers, administration, students, parents, and the community) is an important starting point. Oftentimes, stakeholders are unaware of the struggles youth are facing; for example, many stakeholders do not understand the impact of the recent technology explosion on youth and the harmful effects of cyber bullying, textual harassment, and sexting. Education is an essential component to effective communication; we can provide education to stakeholders through workshops, trainings, staff meetings, newsletters, and flyers. By educating stakeholders, we are not only making sure factual information is being circulated, we are also increasing the chance that our clients will be better understood and subsequently more likely to receive the assistance they require.

Collaboration is a respectful way of including stakeholders in finding solutions and enables further advocacy for clients through the development of good working relationships with community members who can potentially assist them.

Describing her work with children, Nicole A. Adamson (Eta, Youngstown State University) seems to echo the importance of collaboration with key stakeholders when she writes:

Children have limited control over their environment and daily activities and it is most important to enlist young clients’ caregivers and family members in the counseling process. These people can foster the application of therapeutic interventions to real-life events. Advocacy for this age group includes teaching positive parenting practices to caregivers, speaking with teachers and other mentors to help them understand a client’s mental health needs, and working with local agencies to secure benefits for the child.

Speaking specifically about the needs of military families, Seth Hayden (Rho Beta, University of Virginia) notes:

Military family members face circumstances specific to this population. Non-deployed family members encounter prolonged separations requiring a dramatic reorganization of their lives. Non-deployed family members often access various services to assist them while military members are away. The burden of accessing community resources can heighten stress during this time. Counselor working with non-deployed partners and children are uniquely positioned to connect family members with various supportive services that can improve their quality of life. Ongoing collaboration with service providers ensures continuity of care during this potentially stressful experience.
I am looking for CSI student member ideas to be published in the next edition of EXEMPLAR around the “Student Insights” question listed below. The new question is:

Counseling students and professional operate under extensive stress. What are the best ways you have found to deal with that stress?

Submissions of no more than 300 words should be submitted as a Word document to Dr. Elizabeth Mellin by email <eam20@psu.edu>. Please include your name, chapter, and institutional affiliation on your submission.

Submission deadline April 15, 2011