Contributions of the 2010 – 2011 Chi Sigma Iota Leadership Fellows and Interns

by Dr. Carrie Wachter Morris, CFA, Pi Upsilon Chapter, Purdue University

“The Leadership Fellowship has been one of the most meaningful and helpful professional activities I have participated in throughout my career as a doctoral student and as a professional counselor.” -- 2010 – 2011 LFI

During the 2010-2011 year, CSI Leadership Fellows and Interns (LFIs) each committed to serving CSI International for 50 hours (Fellows) and 100 hours (Interns). The energy, determination, and commitment of the 2010 – 2011 LFIs were evident throughout their work on multiple committees, task forces, and at CSI events at 2010 and 2011 CSI Days.

With a total contribution of 600 hours to CSI International, the LFIs were present in a variety of activities during the past year as members of committees and task forces. LFIs served on five committees — Advocacy, Awards, Chapter Development, Chapter Faculty Advisor, and Community Engagement — for nearly 150 hours of service. They devoted 50 hours to four task forces: Counselor Educators, Former Members, Professional Members, and Research. They spent another 311 hours of time contributing to the csi-net.org website, compiling data from chapter annual reports, writing articles for the Exemplar, serving as Co-Editor for a section of the Counselor’s Bookshelf, and attending Executive Council Meetings, among other tasks. Finally, they were present throughout the entirety of CSI Days at the 2010 and 2011 CSI Days.

LFIs participated in the design and implementation of research projects and contributed to CSI’s Global Network project. Ryan Reese helped develop and disseminate a survey to determine the professional identity and professional development needs of counselor educators in the Western Region, and how CSI might better serve their needs. His report is posted at csi-net.org/cfa. Nikki Adamson developed an extensive bibliography of articles about counseling in various countries. These resources are included at csi-net.org/international and are organized by continent and country.

In discussing their involvement with CSI over the past year, the LFIs were overwhelmingly positive. Described as a “tremendous learning experience,” the LFIs commented about the benefits of learning about CSI International, their opportunities to work and network with leaders from around the country, and their ability to learn about the resources and opportunities in CSI. In their own words, “I was able to meet leaders in our field, to work to build global counseling resources, publish articles with well-respected professionals, and experience administrative policy at the national level. As a Chi Sigma Iota Fellow, I was able to begin my career as a counseling professional with incomparable mentors and boundless opportunities!”

LFIs also spoke to their own personal development as future leaders, counselors, and counselor educators. A repeated theme was “I got to develop my leadership skills.” One LFI stated that “As a Leadership Fellow, I was given a reason to meet new people, try new experiences, and learn about myself!” Another summed up the experience by saying, “…my confidence as a leader has grown as a result of being mentored by experienced leaders in the counseling field and from being around such talented and motivated fellows and Interns.” Another LFI “discovered the extent to which other CSI leaders go to help people around them and was inspired to continue work.”

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Welcome back! I hope you have taken some time out to enjoy family, friends, and summertime fun this season. Although the work of many chapters comes to a lull in the summer months, your leadership team was hard at work planning for another year dedicated to enhancing professional identity, wellness, and human dignity. Our executive council (EC) retreated for a weekend in June to determine our priorities and focus for the year, and your committees worked throughout July to develop plans responsive to our mission and your needs. In addition to affirming the importance of serving the unique needs of our professional members through a permanent Professional Members Committee, the EC affirmed three major areas of focus this year: ongoing engagement, enhanced communication, and transitions.

Ongoing Engagement
As you likely see in the Exemplar and CSI eNews, CSI offers a plethora of opportunities for student and professional members to engage with fellow professionals as we carry out the work of our profession. In all cases, we sustained services; in some cases we increased them. In addition to joining us for CSI-sponsored sessions at ACES and ACA conferences, I challenge each member to take part in at least one program or member service this year. We really do offer something for everyone. Like to express yourself in writing? Perhaps the leadership essay contest is for you. Interested in developing presentation skills? Why not submit a proposal for a poster session at ACA? Need support for research? Research grant applications are due soon. Want to develop your local chapter? Perhaps a chapter grant is right for you. Want to serve your profession while developing leadership skills? Fill out a volunteer interest form at www.csi-net.org and consider applying to serve as a Leadership Fellow or Intern.

Enhanced Communications
With so many opportunities for engagement, communication with members and leaders is all the more important. We are excited to launch GoToMeeting and GoToWebinar services that will allow us to interact with you regarding our programs and services. The EC is pleased to welcome Dr. Joffrey Suprina as Exemplar Editor, and we are looking forward to finding creative ways to integrate technology and connect with members while maintaining the features you enjoy most. Finally, the EC will be exploring opportunities to promote the counseling profession and serve members via the development of new publications and internet presence responsive to your needs.

Transitions
As Dr. Sweeney shared with you, this will be a year of transition as CSI searches for a new Executive Director to help us move into the next chapter of life as the counseling honor society. For nearly three decades, Dr. Sweeney has dreamed, nurtured, and guided our society on its way to becoming the home for professional counseling leadership and advocacy. Although I struggle to imagine headquarters without him, I take comfort knowing that CSI is positioned to move forward stronger than ever. Words cannot express my deep admiration of Dr. Sweeney’s lifelong commitment to our profession, wellness, and human dignity. I hope you will join me in showing your appreciation for Dr. Sweeney and welcoming our new Executive Director.
August 1

This past year, one university attempted to sell university graduation stoles with the logos of societies on them. Through a collective effort of all societies, however, we gained the support of the university’s legal department to discontinue the practice. All societies are urged to guard their trademarks, names, and related identity as actively as ways and means permit but in all cases with deliberate policies and practices. CSI does so.

I have served recently as Chair of the ACHS Standards and Definitions Committee. The work of this committee is very important in reviewing and validating that all societies meet the ACHS criteria for a legitimate honor society. We have been reviewing all member societies for compliance with the standards. It is the closest thing to accreditation that honor societies have to offer higher education administrations. CSI also will go through this review process again in coming months.

Rebates to Chapters

Rebates to chapters increased by $1 per active member this year and will do so again in each of the next two 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’ dues support of their chapters. There is no better fundraiser for chapters than membership renewals!

In Conclusion

The Society is continually adding new resources. There are a number of initiatives underway that promise another active and productive year. We remain watchful and conservative in our fiscal policies and practices but we are fortunate to have the support needed to sustain a very active and productive network of university based chapters. It promises to be another great year!

The CSI Exemplar...

is distributed three times a year to all CSI members and is the main communication service informing members of current events within the Society and within the counseling profession. Its content represents enthusiasm for academic and professional excellence in counseling.

Deadlines:
Issue Deadline
Fall August 1
Spring December 1
Summer May 8

Editorial Staff:
Dr. Joffrey S. Suprina
Editor
Argosy University-Sarasota

Exemplar Publication and Communication:
Joffrey S. Suprina, Ph.D., LMHC, NCC
Program Chair and Associate Professor
Argosy University, Sarasota
5250 17th Street
Sarasota, FL 34235
Phone: (941) 554-1567
Toll Free: (800) 331-5995
Fax: (941) 379-4839
jsuprina@argosy.edu

Exemplar Printer:
Professional Printers, Inc.
1730 Old Dunbar Road
West Columbia, SC 29172

Call for Reviewers,
CSI Counselor’s Bookshelf
Do you like to read or watch movies and TV shows? Do you ever think about how a book or movie could be used beneficially in counseling? We need you for reviewing submissions (250 words) to the CSI Bookshelf. Please fill out the Volunteer Interest Form at csi-net.org, or contact Dr. Jane Myers, Web Editor, for more information (jemyers@csi-net.org).
Calling All Leaders: Nominations for Leadership Fellows and Interns
Online Application Deadline: December 1, 2011
JoLynn Carney, CSI Past-president, Penn State University

CSI is accepting nominations for the 2012-2013 Leadership Fellowship and Internship Program. The program assists graduate students and professionals in the early years of their counseling careers. Leadership fellowships are awarded to 10 individuals of exceptional merit who have exhibited leadership potential at their chapter level. Two interns selected from the 10 Leadership fellows will participate in more intensive CSI international leadership opportunities during 2012-2013. Each Fellow and Intern will be assigned a specific mentor to support their leadership development with various committees and projects throughout the year. Interns are provided additional experiences through participation with the CSI Executive Council.

Members selected for the program will receive a complimentary registration and a $600 grant from CSI to help defer expenses to attend the 2012 ACA conference in San Francisco 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 members, (b) active in their CSI chapter, and (c) currently enrolled or be a recent alumnus (no more than three years since graduation) in a graduate counselor education program.


Please visit the CSI website at www.csi-net.org for additional information. For questions, contact Dr. JoLynn Carney (LFI.Application@csi-net.org)

Call For Award Nominations
Amanda C. Healey, CSI Awards Committee Chair, Beta Kappa Tau Chapter, Sam Houston State University

It’s time to nominate deserving CSI members, programs or Chapters for awards! The Awards Committee encourages you to submit your recommendations so that we may 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 San Francisco in March 2012.

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 formatted document no later than December 1, 2011 to Dr. Amanda Healey, CSI Awards Chair, Awards_Committee@csi-net.org. A copy of the Thomas J. Sweeney Award packet should to be mailed directly to Dr. Healey in addition to submitting a .pdf (1932 Bobby K Marks Drive, CEC 143, Huntsville, TX 77341) and this mailing should be postmarked no later than December 1, 2011. (See “International Awards Packet” link under “Member Benefits: 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 on the CSI website.

Further information about the awards nomination and selection processes is available at the CSI website or you may contact Dr. Healey at 936.294.4823 or Awards_Committee@csi-net.org. If you are interested in serving on the 2011-12 Awards Committee as a panel member and reviewer, please post a message to our discussion board at www.csi-net.org.

Contributions of the 2010 – 2011 Chi Sigma Iota Leadership Fellows and Interns

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Chi Sigma Iota, International, and a new group of LFIIs already working behind the scenes with CSI leadership, it is exciting to see how the Leadership Fellowship and Internship program will continue to build. Our thanks to all those involved in mentoring, working with, and serving as Leadership Fellows and Interns!
Welcome to the Power Therapies
Michael Dubi, Ed.D., LMHC, Alpha Upsilon Sigma Chapter, Argosy University-Sarasota

Over the last twenty years or so, eye movement therapies have become increasingly more utilized by counselors, especially for the treatment of traumatic stress symptoms. These models—I like to call them the power therapies—include Eye Movement Desensitization and Reprocessing (EMDR), Brainspotting and Accelerated Resolution Therapy (ART), all of which will be discussed in this article.

EMDR
This therapeutic modality began with a serendipitous discovery by Francine Shapiro in the late 1980’s. EMDR has an extensive research base and is, in fact, one of the most thoroughly researched therapeutic models. It has been accepted for the treatment of PTSD by the American Psychological Association, the American Psychiatric Association, the Department of Veterans Affairs, the Department of Defense, and the International Association of Traumatic Stress Studies.

EMDR is an information processing intervention which explores past experiences that can set the groundwork for current psychological problems. One of the basic tools of EMDR is eye movements which are neurologically related to what was experienced at the time of the traumatic event. The approach works with current situations that trigger dysfunctional emotions, beliefs and sensations. After these dysfunctional elements are desensitized, more adaptive positive experiences are installed to enhance future behaviors and mental health. Research suggests that results can occur in as few as three to seven sessions and that the results are long lasting.

Brainspotting
Brainspotting was developed by David Grand, an EMDR therapist, who observed that unique positions of the eye were related to the activation of a traumatic event located in the limbic system and also held in the body. Having the client focus on the brainspot facilitates the processing of that event, its desensitization and the installation of more adaptive neural processes. Clients often experience profound relief in both body and mind after one session.

Brainspotting is a therapeutic tool which works well with most healing modalities, both psychological and physiological and is particularly useful in working with trauma survivors and clients having anxiety problems. Additionally, it has been clinically demonstrated to work well in enhancing performance in athletes, musicians and other performers.

Robert Scaer (2005) believes that “Brainspotting is based on the profound attunement of the therapist with the patient, finding a somatic cue and extinguishing it by down-regulating the amygdala. It is not just PNS (Parasympathetic Nervous System) activation that is facilitated, it is homeostasis.”

ART
Accelerated Resolution Therapy (ART) was developed by Laney Rosenzweig who believes that the bilateral eye movements that are basic to this treatment modality help the client resolve problems quickly by integrating activity between both hemispheres of the brain. She also believes that the eye movements create a sense of relaxation that promotes powerful information processing. ART therapists help clients focus through the use of unique techniques, such as voluntary memory replacement and voluntary image replacement. These interventions allow for the client to reprocess at the neurological level and resolve most of their problems effectively in a short period of time. Clients frequently report relief from symptoms after one session of ART.

ART is currently involved in a research project conducted by a major university and the Veterans Administration. In this study, subjects are veterans who have been diagnosed with PTSD, traumatic brain injury (TBI), or both. So far the results are extremely promising. In addition to the three protocols mentioned, there are others, such as Somatic Experiencing, Advanced Integrative Therapy, Emotional Freedom Technique, Energy psychology which will not be discussed.

Summary
With EMDR, Brainspotting and ART, the short term benefits produce immediate relief from emotional distress and elimination of the debilitating effects of unresolved past trauma. The long-term benefits include restoration of the client’s optimal state of functioning, a greater sense of personal power, better relationships and a more peaceful life.

Competence in EMDR, Brainspotting and ART can add to the counselor’s clinical effectiveness. For those who are qualified, training opportunities exist throughout the country. Please refer to the following sites for more information: www.emdr.com; http://www.brainspotting.org; http://www.acceleratedresolutiontherapy.com/about.htm

References:


Michael Dubi is an Associate Professor at Argosy University/Sarasota and a counselor in private practice. He is certified in EMDR and Brainspotting and trained in ART.
Outstanding Candidates for 2012-2013

Each year Chi Sigma Iota is fortunate to have an outstanding slate of candidates willing to serve CSI on an international level. We have four deserving and committed candidates for president-elect and secretary for 2012-13. For this year’s slate, Andrea Dixon and Dale Pehrsson for president-elect. Nominations for secretary are Michael Brubaker and Stephen Kennedy. Please read the biographical information and goal statement presented by each candidate before making your decision. Please note the voting procedures on page 9 of the newsletter.

President Candidates

Andrea L. Dixon

Biography

Andrea L. Dixon, a National Certified Counselor and certified School Counselor, is an Associate Professor and School Counseling Program Coordinator at Georgia State University. Since joining Chi Sigma Iota in 1997, Andrea’s service to CSI includes: Secretary; CSI Leadership Fellow; Co-Editor/author of the forthcoming CSI text, Professional Counseling Excellence through Leadership and Advocacy; Chair, Life Members Task Force; Chair, Excellence in Counseling Research Grants Committee; Newsletter Editor (Mu Tau Beta Chapter); Chapter President, Chair, Membership Committee, and Co-Editor of Chapter Newsletter (Upsilon Nu Chi); and the faculty advisor for the Beta Chapter. Andrea’s professional leadership includes: Co-Chair, School Counseling Interest Network (Southern ACES); Small Group Facilitator, ACES Social Justice Summit (ACES); and member of the American Counseling Association’s Awards Committee and Presidential Blue Ribbon Panel for responding to the 2009 CACREP Standards.

Andrea actively researches, publishes and presents on maturing, multicultural counseling, and culturally-relevant school interventions, with an emphasis on racial/ethnic minority individuals’ identity development. Andrea is the recipient of the AMCD Young Emerging Leader Award, the Dean’s Excellence in Teaching Award (Arizona State University; ASU); Faculty Mentor Appreciation Award (ASU); and the Outstanding Dissertation Award (UNC-Greensboro). She serves on three editorial boards of nationally recognized counseling journals, and is active in local, state, and national counseling organizations.

Goals Statement

I remain proud to be a long-time active member of CSI. Like those before me, I am honored to be nominated to serve as the President of CSI, International. Throughout my counseling career, CSI has been instrumental in my personal and professional development, and I believe I have engaged in the professional values it embraces.

In addition, my previous positions in CSI provide me with the

Dr. Dale-Elizabeth Pehrsson

Biography

Dr. Dale-Elizabeth Pehrsson serves as CSI Faculty Advisor at UNLV and Western Region Chapter Facilitator. As a Professor of Counselor Education, she currently teaches graduate and doctoral students. She was appointed Associate Dean in 2010. Dale graduated from Idaho State University with a masters and doctorate in Counseling and Counselor Education. Her rich graduate experience profoundly influenced her commitment to mentorship, professional identity and lifelong development. She holds advanced licenses as a Clinical Professional Counselor and Supervisor and maintains certifications as a Clinical Supervisor and Distance Credentialed Counselor as well as a Registered Play Therapist Supervisor. She commands a strong history of leadership, including state, regional and national elected positions; most recently she served as the national ACES governing council representative for ACA. Dale’s research and counseling expertise focuses on creativity, children and diversity. She co-founded the Bibliotherapy Education Project and most recently co-authored a 2011 ACA book on child counseling.

Goals Statement

CSI exists because members work diligently to promote our profession. We are dedicated to excellence in leadership and research, yet, our profession lags behind in recognition and parity. In a recent issue of Exemplar, Dr. Tom Sweeney reminded us that CSI came into being to promote professional counseling. He urged us to realize our obligation to “seize the reins of our future” and he insisted that we make professional recognition our “first priority”. Although we do much to accomplish these goals, we are not doing enough. In my 20 years as a professional counselor I am saddened to say these are not new concerns. We are still struggling to accomplish professional recognition.

We do need to seize the reins of our profession now. Let us plan, take action and affect change. I believe this is “our time”. I have heard complaints that counselors are not “trained or

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Secretary Candidates

Michael D. Brubaker

Biography
Michael D. Brubaker is an assistant professor and academic coordinator serving the Substance Abuse Counseling and Counseling programs at the University of Cincinnati. He has been an active member of Chi Sigma Iota since 2004, becoming president of Beta Chapter and later serving as a Fellow and Intern. In this role, he joined the Strategic Planning Committee and was instrumental in the development and analysis of the CSI member survey. Subsequently, he chaired the visioning task force for the Counselor Community Engagement Committee, of which he is currently the chair. He was the associate editor of the Special Edition of the Exemplar on Social Justice and a contributing author of the upcoming CSI publication Professional Counseling Excellence through Leadership and Advocacy. Michael is a dedicated member of the counseling profession, serving as Trustee with ALGBTIC and as a member of ACA, ACES, IAAOC, and CSJ and author of multiple peer-reviewed counseling publications.

Goals Statement:
It is an honor to be nominated for the office of Secretary of Chi Sigma Iota, an organization that has greatly influenced me as a professional counselor. Like many of you, I am dedicated to the purposes of CSI and hope to contribute in ways that best serve our mission of promoting excellence in the profession of counseling. We have entered into a critical period in the life of our honor society and our profession, and we are facing each challenge head-on. During this juncture, it is important that we elect officers who understand the history of our organization and are able to see the opportunities that emerge for our members to best impact our profession and our communities. As Secretary, I will use my knowledge and experience to execute the duties of this office and, as a servant-leader, contribute new ideas as an active member of the Executive Council. I am committed to serving you in the following ways:

- Providing accurate and appropriately detailed accounts of our meetings and distributing minutes in an expedited fashion
- Effectively communicating with chapters, responding in a timely fashion with the utmost of professionalism.
- Supporting both professional and client advocacy efforts that help to realize our vision of a healthy society while fostering wellness and human dignity
- Seeking opportunities that promote greater cultural diversity within CSI

If elected Secretary of CSI International, I pledge to:

- Maintain comprehensive, accurate records of Executive Council activities and distribute them promptly to CSI leaders.
- Write and edit official CSI correspondence that clearly communicates the Executive Council's objectives.
- Consult with chapter Secretaries and help them use technology to disseminate information and maintain records.
- Work closely with the editors of CSI publications and bring their concerns to the attention of the Executive Council.
- Support opportunities for dialogue and collaboration be-

(continued on page 9)

Stephen Kennedy

Biography
Stephen Kennedy co-chairs Chi Sigma Iota’s Professional Member Committee and serves as a consultant for chapters with social networking websites. He maintains CSI’s Facebook and LinkedIn web pages and has written several articles for the CSI Exemplar and E-News. After receiving his master’s degree from the University of North Carolina at Greensboro, he worked as a counselor at Northeast Guilford High School and received CSI International’s Outstanding Practitioner award in 2010.

Stephen is currently pursuing a Ph.D. in Counseling and Counselor Education at North Carolina State University, where he is President-Elect of CSI’s Nu Sigma Chi chapter. He also serves on the board of the North Carolina School Counselor Association as Chair of the Government Relations Committee. Stephen has given presentations on technology use, career development, and professional advocacy at several national and state counseling conferences.

Goals Statement
I am honored to be nominated for Secretary of Chi Sigma Iota, an association that has helped to shape my identity as a professional counselor. As a member of CSI, I have learned from leaders who model academic and professional excellence through their counseling, research, and advocacy. I believe strongly in CSI’s objectives and if elected would work hard to perform the duties of this position.

Through my work as a school counselor and my professional leadership roles, I have developed the organizational abilities, writing skills, and attention to detail that a Secretary must possess. Serving on the Executive Council also includes participation in policy-making decisions, a serious responsibility. I would carefully consider the diverse needs of CSI members before every vote.

If elected Secretary of CSI International, I pledge to:

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Andrea L. Dixon

solid background to make significant contributions to CSI in the office of President. My personal goals as President will include: building upon the existing diverse expertise; furthering the strategic plan and diverse outreach efforts of CSI nationally and internationally; and utilizing the organization’s current resources to honor counseling professionals globally.

Building Upon Increased Diversity in Leadership and Membership

In my efforts as President of CSI, I hope to extend CSI’s strengths and resources by drawing upon the diverse membership of CSI. As professional counselors, we value diversity as central to our profession, CSI exemplifies this in its membership. Now is the time to invite our counselors in training, professional counselors, and counselor educators to become involved or re-involved in promoting CSI by being present in our work at the chapter, state, national, and international levels. I hope to promote this by reaching out to our membership in unique manners that involve service to the organization that is rewarding both personally and professionally.

Furthering the Strategic Plan and Diverse Outreach Efforts

As part of a two-year effort, CSI has created a very detailed strategic plan that is now being implemented through numerous efforts. The strategic plan includes data collected from our diverse CSI members, which is being utilized to guide our efforts to represent professional counselors around the world. As president, I will continue to advocate that members’ needs are addressed in the promotion of professional counselors from all specialty areas. As a former chapter advisor, I have seen this work at the chapter level, but hope to initiate statewide, national, and international efforts to increase impact globally.

Honoring Counseling Professionals Globally

As a professional counselor and counselor educator, I admire the growing globalization of the counseling profession. I believe CSI has a significant role in this effort as we honor counseling professionals globally. I have recently experienced counseling in countries such as Denmark, Korea, Guatemala, and Canada, and have found that these professionals want to connect with other counselors. I believe we need to engage in projects that enable us to learn from others, share with others, and teach others about our world about counseling and advocacy for those with and for whom we work. In my belief, one of the finest missions of Chi Sigma Iota is the firm commitment to advocacy for the profession and for professional counselors representing all specialty areas. I hope to see us continue to be the leaders in the counseling profession that reach out across all areas to promote professional counseling as one of the most honorable and valuable professions in this world. Regardless of the outcome of the current election, I will remain dedicated to the mission, goals, and strategic plan of CSI International, and will continue to serve our honor society with integrity, commitment, and passion.

Dr. Dale-Elizabeth Pehrsson

qualified enough”. I have heard similar complaints regarding the quality of counseling research. I thought why not address the problem here and now? So in 2009, with a dedicated team, I developed the first ever Association for Counselor Education and Supervision Institute for Research Mentorship (a.k.a. ACES INFORM). This initiative has now spread to regional conferences and continues this fall in Nashville. ACES INFORM emerged as a goal actualized to mentor members of our profession and to enhance research excellence and networking. Such challenges are not impossible when we all pull together.

Years ago, as a new assistant professor at Sam Houston State University, my mentor helped me understand and perform the duties of a faculty advisor. She coached, guided and modeled best practices. Later, at Oregon State University, I used these skills to help develop our chapter. When I came to UNLV the chapter was dormant but with the help of CSI headquarters we reactivated and we are going strong. Our chapter members, students and alum, are making important changes in Nevada. We are seizing the reins of our future and making professional recognition our first priority. Because Nevada is the 49th state to gain licensure, recognition and parity is particularly important and takes much effort and strategizing. As the new Western Facilitator, I connect, reach out and share resources. If I follow as President, I will build on current CSI initiatives put in place by Dr. Kress.

In my research, teaching and service I am committed to diversity, specifically to recruiting, supporting and retaining faculty and students. CSI members and I are investigating recruitment and retention related to diversity in counselor education. We expect our research project will inform many counselor education programs.

If elected, I will promote professional counseling, advance counseling research, recruit and support folks from less represented populations and move forward CSI initiatives. I will use my networking and collaboration abilities to “seize the reins of our future” and to make professional recognition our “first priority”. I believe my skills can support our efforts and hope you agree that I should serve our profession as the next CSI president.
Michael D. Brubaker

- Using the most current technologies available to effectively communicate with chapters and members, seeking feedback whenever possible
- Being a positive team member, showing my support of the Executive Council, our Executive Director, and the headquarters staff
- Encouraging new members to be actively involved as leaders in CSI and our profession

Stephen Kennedy

- Encouraging new members to be actively involved as leaders in CSI and professional members, including workshops, research projects, and mentoring programs.
- Encourage use of online workshops, both to train chapter leaders and to provide CEUs to professional members.

CSI's mission of “promoting scholarship, research, professionalism, leadership, advocacy, and excellence in counseling” is important to me. It would therefore be my privilege to serve CSI members as Secretary. I appreciate the nomination and thank you for your consideration.

Calling All Members! New Voting Procedures for CSI Candidates

Last year chapters ratified a change in voting procedures for CSI officers to be done by a collective vote per active chapter. This represents a return to how CSI elected officers for many years.

The CSI founders believed that voting by chapters was an opportunity to model democracy in action. They envisioned chapter meetings where members would discuss candidate qualifications, statements and visions for CSI, and invite individual members to cast an informed vote. The chapters then sent the chapter’s vote for the candidates with the highest votes to the Nominations Committee.

This year, we are voting for the offices of President-Elect and Secretary. All active members are invited to vote through their chapters. Chapters receive a database list of their active members from headquarters. They are expected to contact their members about voting during September and October. Chapters will tally their members’ votes by November and report the candidates receiving the highest votes by their Chapter Faculty Advisor to headquarters no later than 5 pm December 1, 2011. The candidates receiving the highest number of chapter votes will be declared elected.

Facebook, Twitter, chapter websites, GoToMeeting, and all manner of new interactive media make member involvement all the more possible without the difficulties of conflicting schedules and distance. We especially urge chapters to include active alumni members in their outreach efforts. Candidate information is available through our website, Facebook, Exemplar, and E-News.

Find a Counselor – Find a Supervisor at csi-net.org/find_a_counselor

Are you a counseling program graduate working on supervision hours for licensure?
Are you a Licensed Supervisor looking for mentees?
Check out CSIs Find a Counselor/Supervisor at csi-net.org/find_a_counselor.
To be included in the directories, log into your CSI account and set your preferences for the counselor or supervisor registry.

Get More Involved in CSI!

Visit our new link on the main page at csi-net.org. Learn about the many opportunities and complete a Volunteer Interest Form to tell us about your special interests and skills. There are many opportunities for involvement, so please let us hear from you!
Heath Jackson was a popular local musician and DJ in Columbus, Georgia. After his murder in a home invasion, the community came together to mourn his death. The outpouring of support surfaced in a seemingly unlikely place, Facebook. His “wall” was flooded with messages such as “Remember the time we….” and “I miss you, and I will never forget you.” Facebook began to serve as a grieving tool allowing Jackson’s loved ones a way to say goodbye. Jackson’s friends and family received post after post raving of Jackson’s contributions to the community, funny stories about him, and celebrating his life.

Grant Laverty, 19, was killed in an automobile accident. His Facebook wall soon filled with messages from friends. These messages carried the same theme, saying goodbye. These messages were directed at Grant, as if he were to read them. Laverty’s Facebook provided for those that were mourning the loss of their friend a virtual social gathering to come together and share support. Many changed their Facebook profile pictures to photos of themselves with Grant. It became a way for these kids to read messages from others feeling the same loss. This rings true for the adolescent age group that dominates Facebook’s users. Adolescents learn from peers how to cope, how to express their emotions in a healthy way, and how to deal with loss. Understanding these feelings are shared among their peers may ease their distress.

Teenagers are not afraid to show their feelings with the insular protection that the internet brings. Through comments and uploaded photos, this digital generation is comfortable with broadcasting their lives. However, there is a growing etiquette surrounding when NOT to use Facebook to spread news of the death of a loved one. Instances of “I’m calling you to tell you this before you read it on Facebook.” speak of a new way of doing things. A traditional phone call is still important even in the age of viral information.

Those familiar with Facebook may feel that this rush of wall posts would be expected in the days and weeks after a death, but years? Posts continue to be made in Grant’s honor over a year after his death. Friends even added “Happy Birthday” messages when the time came. A close friend even speculated what gift she would have bought him.

As psychology and counseling students, we learn the importance of the grieving process. Achieving closure and acceptance is vital to the journey of moving on. Has Facebook changed the way we grieve? Is Facebook capable of giving us a new outlet for our pain or simply a way to say goodbye from the comfort of our computers? Facebook developers have acknowledged this trend and now provide a “memorializing” option. Max Kelly, a Facebook employee, lost a friend in a bicycle accident in 2005. The question of “What to do with his profile?” led to the memorializing idea. Kelly acknowledged this dilemma in a Facebook post of his own, “The question soon came up: What do we do about his Facebook profile? We had never really thought about this before in such a personal way. How do you deal with an interaction with someone who is no longer able to log on? When someone leaves us, they don’t leave our memories or our social network. To reflect that reality, we created the idea of ‘memorialized’ profiles as a place where people can save and share their memories of those who’ve passed.” When a Facebook profile is “memorialized” only original friends of that user can view their page and make posts in remembrance.

What about the families of these loved ones? Receiving these messages of love and support can be paramount to a family mourning the death of a loved one. Having a loved one’s Facebook memorialized can serve as a source of comfort as other users reminisce and offer condolences. Facebook seems to be providing a new sense of community and serves as a tool for us to come together for a common interest or a common sadness. Through Facebook, users can create a feeling of connection to what they have lost. This community is instant and portable. Social networking with others who are grieving can diminish feelings of depression, anxiety, and loneliness. Reaching out to lost loved ones through Facebook is a way to use this new technology to recognize a loved one’s absence while maintaining a close tie. Counselors may wish to explore this new option in the grieving process.

Chapter Grants: Applications Due 10-31-2011
Larry Tyson, CSI Treasurer, University of Alabama at Birmingham

Chapters seeking support for projects may apply for CSI Chapter Grants. Chapters may receive an award only once in any three year period.

Awards will be given in both large and small chapter categories. Priority will be given to chapters working on reactivation, expanding services to professional members, and helping members to enhance their professional identity and their sense of commitment to the counseling profession as well as personal excellence.

Among the most frequently identified needs in prior years have been support for speakers for initiations and workshops, leadership development, alumni and professional member outreach, and chapter reactivation.

To apply for funds, chapter leaders should review the grant requirements and complete the on-line form at csi-net.org/chapters. Questions should be addressed to chapter.grants@csi-net.org.
Interview with Dr. Barbara Herlihy: Leader and CFA at Alpha Eta Chapter, University of New Orleans

Caroline O’Hara, CSI Leadership Intern, Chi Epsilon Chapter, Georgia State University

Dr. Barbara Herlihy has been a counseling professional and a leader in the field for decades, exemplifying the spirit of servant leadership that is central to CSI’s mission. She began her career as a school counselor and eventually branched into multiple community settings. Dr. Herlihy has served the University of New Orleans’ Department of Educational Leadership, Counseling, and Foundations in several capacities since 1997. Currently, she is a University Research Professor and has also served as a Chapter Faculty Advisor (CFA) for the Alpha Eta chapter for approximately six years.

Dr. Herlihy and I began our conversation by exploring her understanding of leadership. Initially, she believed that leadership meant “emulating someone else.” However, she now relates the term to ideas around mentoring and giving back. “It’s my turn to help others as others have helped me,” she added. Her comments on leadership reflect her theoretical orientation which builds upon principles of feminism, multiculturalism, social justice, and advocacy. Dr. Herlihy suggests that leadership is not about a title and not about “being in front of the pack” as this is too hierarchical and isolating. Dr. Herlihy employs the principles of leading by example and connecting with others relationally in order to achieve common goals. She aims to “get others involved with something worthwhile and rewarding.”

In addition, she added “I don’t necessarily see myself as a leader.” That comment led to explorations of gender and the terms we use

to construct ourselves and others. Although professional counseling and counselor education have done well to mentor and encourage female leaders, she acknowledged that women still have a “long way to go” to reach the status and equity offered to men. For example, most university leadership positions are still filled by those in the dominant sociocultural majority.

I inquired how Dr. Herlihy connects her areas of specialty and professional endeavors to leadership. She asserts that ethics, multiculturalism, social justice, and feminism are all “facets to the same diamond,” and moreover, that professional counselors cannot practice ethically unless they are multiculturally competent. She intertwines and integrates the ideas seamlessly in her head and works toward making the connections clearer in the literature base.

Asked about her role as a CFA, Dr. Herlihy became more animated as she spoke of the remarkable enthusiasm and commitment of today’s upcoming leaders. By mentoring and investing in the future of the counseling profession, she is engaging with energetic emerging professionals, an association that brings her great joy. Dr. Herlihy credits her students with successfully rebuilding their chapter after the devastation of Hurricane Katrina and its aftermath. Through the students’ dedication and leadership, Alpha Eta provided outreach and assistance to other chapters in rebuilding. Additionally, Alpha Eta was able to revive its signature event, Big Times in the Big Easy, which is a series of full-day workshops for students and professionals in the community.

When I inquired about some of the greatest obstacles throughout her career, Dr. Herlihy shared that, at times, she has been her own biggest obstacle. There have been occasions when she has become discouraged or has doubted herself. However, what has helped her to overcome these challenges has been the ability to let go, redirecting her energy to focus on following her passion and her goals.

I encouraged Dr. Herlihy to share any advice or suggestions for emerging leaders to aid in their development. She responded decisively that it is crucial to find a good mentor and to cultivate relationships. She is aware that sometimes students may hesitate as they “don’t want to be a pest.” However, some degree of persistence is important. She encourages upcoming leaders and students to get involved, volunteer, build relationships, and identify their passions.

We concluded our conversation by identifying future trends facing the counseling profession. One concern of Dr. Herlihy’s is that the counseling profession may lose its strength-based, wellness model in favor of the medical model. However, she also considers this an exciting time for professional counselors and recognizes many positive and dynamic trends. For example, professional counseling is becoming more global which has tremendous implications for international wellness and multicultural applications of counseling. Furthermore, there are many growing opportunities to implement social justice principles, professional advocacy, and client advocacy.

Dr. Herlihy co-authored one of the textbooks I read for my first professional counseling class. When I was granted the opportunity to interview her, I could hardly believe it. It was a pleasure to speak with her and learn from her insights.
Advocating for the Counseling Profession: A Five Year Review (2006-2010)

Dalena Dillman Taylor, Leadership Fellow, Rho Kappa Chapter, University of North Texas, CSI Advocacy Committee

Many professional counselors understand the importance of our advocacy for clients and society; however, advocacy for our profession is a prerequisite to helping others. In order to promote the welfare of others and society, we as a profession are called upon to bring awareness and understanding to what we do and the benefits of the counseling profession. According to the ACA Code of Ethics (2005, A.6.a), advocacy is defined as the "promotion of the well-being of individuals and groups, and the counseling profession within systems and organizations. Advocacy seeks to remove barriers and obstacles that inhibit access, growth, and development." Additionally, CSI outlines the importance of advocating for the counseling profession (csi-net.org). The mission statement says "[CSI] values academic and professional excellence in counseling. We promote a strong professional identity through members (professional counselors, counselor educators, and students) who contribute to the realization of a healthy society by fostering wellness and human dignity." To uphold this mission, CSI has created a committee for professional advocacy as recommended in a 1998 meeting. The group outlined six central themes for the professional advocacy committee: counselor education, intra-professional relations, marketplace recognition, inter-professional issues, research, and prevention/wellness (See csi-net.org/advocacy for more details regarding the six themes). Throughout all of these themes, professional advocacy and a strong professional identity are crucial in order for counselors to help clients.

As the field moves towards a strong professional identity and professional advocacy, the literature published should reflect this movement. Therefore, this article highlights literature published regarding professional advocacy in American Counseling Association (ACA) journals during the past five years.

Although most professional counselors agree advocacy is important, guidelines for how to do so are less clear. Hof, Dinsmore, Barber, Suhr, and Scofield (2009) agreed that counselors promote their work to bring awareness to our profession. More concretely, professional advocacy focuses on two primary goals: promoting a positive image of the counseling profession and publicizing the services counselors provide (Myers, Sweeney, & White, 2002). Hof et al. (2009) summarized a formal set of professional advocacy competencies to address four categories of advocacy intervention found in previous literature: promoting professional identity, enhancing the public image of counseling, developing inter-professional and intra-professional collaboration, and promoting legislative policy initiatives. These authors created a model, T.R.A.I.N.E.R., to achieve both professional and social advocacy, which involves the steps of (a) targeting advocacy needs of an underrepresented client group and their associated professional advocacy requirements, (b) responding to the needs, (c) articulating a plan, (d) implementing the plan, (e) networking, (f) evaluating the training, and (g) retargeting to address unmet needs.

What little exists in the current literature on professional advocacy focuses on the role of the school counselor. School counselors are called to advocate for their roles as leaders in the school, critically analyze their profession, help other counselors to find their professional authority, collaborate with others, and become actively involved rather than passive consumers (Lewis & Borunda, 2006). In addition, school counselors are highly encouraged to educate their administration on their role in the community as outlined by ASCA (Dodson, 2009) and collaborate with state and national legislators to promote effective practice policy and implementation for school counselors (Martin, Carey, & DeCoster, 2009).

Although the literature has not explicitly stated these goals for the counseling profession, in general, the Code of Ethics (2005) calls on all counselors to understand and implement their roles as counselors more clearly through advocating and collaborating with others to benefit the profession as a whole. Given that professional advocacy is a large part of our role as counselors, future researchers and all counselors should strive toward becoming professional advocates. Despite an understanding of the importance of advocating for one's profession, with little literature to emphasize the concrete implementation of this goal, many counselors may not know how to implement advocacy initiatives. To become involved in professional advocacy, visit www.csi-net.org/advocacy for advocacy resources such as advocacy tips, legislative letter writing tips, chapter advocacy forums, and the Advocacy Heroes and Heroines forum.

References


The Barnum Effect and Chaos Theory: Exploring College Student ACOA Traits.
Kerrie Fineran, 2011 CSI Excellence in Counseling Research Award Recipient

Thank you to the members and leaders of CSI for honoring me with this year’s Excellence in Research award. CSI has been an instrumental part of my continued development as a professional counselor, counselor educator, and scholar. I am sincerely grateful to those in the organization who have supported and encouraged me in my professional development. I would like to extend my thanks to my co-authors John Lau, Jennifer Seymour, and Tequila Thomas for contributing so greatly to this study, and hence, to the procurement of this prestigious award. The following is a brief summary of the research: for a thorough review of the literature, details about the study, specific results, and extended discussion including implications, please see the published article in the Journal of College Student Psychotherapy (full citation below).

ACOA Theory
Woititz (1983) outlined a theory about adult children of alcoholics (ACOAs) which enumerated 13 traits that she hypothesized represent the life experiences of such persons. Specifically, Woititz theorized that ACOA’s guess at what constitutes normal behavior, have difficulty with project completion, lie when it is just as easy to state the truth, are excessively self-critical, have trouble having fun, take themselves very seriously, find intimate relationships to be challenging, overreact to changes over which they have no control, constantly seek approval and affirmation, feel that they are different from other people, are either very responsible or very irresponsible, are extremely loyal, and are impulsive. The most frequent method of empirically evaluating Woititz’s (1983) statements involves comparing ACOAs to non-ACOAs across several domains of interest. Findings from this line of research are unclear and, at times, contradictory (e.g., Rodney, 1996) and the theoretical position that ACOAs are a homogenous and clinically distinct population has received only partial empirical support.

Barnum and Chaos Theories
Two potential explanations have surfaced to reconcile these mixed research findings. The first, referred to as the Barnum effect (Logue, Sher, & Frensch, 1992), posits that Woititz’s (1983) ACOA descriptors are written so broadly that they could generalize to almost anyone (Sher, 1997). The Barnum effect might explain why the ACOA trait structure proposed by Woitiz is an attractive construct to such a wide audience. However, the Barnum effect does not account for studies in which statistically significant differences between the two groups (ACOA and non-ACOA) are reported. The second explanation, referred to as the developmental chaos theory (Ivey & Ivey, 1998), suggests that adverse childhood events are responsible for contributing to the development of ACOA-like traits. If the chaos theory is accurate, any meaningful and unsettling event that occurs within a family could potentially cause developmental impairment to such an extent that traits similar to those exhibited by ACOAs become apparent.

The fact that the ACOA literature contains conflicting and contradictory research findings is problematic. Furthermore, even though this mixed body of evidence exists, some counselors may treat members of the ACOA population as a distinct group and refer these clients to community-based ACOA self-help groups. Consequently, students who are ACOAs by demographic status only, but report no ill-effect of their parent’s alcohol dependence may be met by well-intentioned counselors who recommend unwarranted counseling interventions. Conversely, counselors informed by this conflicting literature may reject the ACOA phenomenon altogether and subsequently fail to appropriately intervene with students who do possess valid ACOA traits. Therefore, the purpose of this study was to continue the scientific inquiry into this arena by building on and refining methods of previous inquiry. Specifically, this study developed the ACOA research base by statistically comparing four separate groups of college students across several domains theorized to be unique to ACOAs. Those who champion the ACOA trait theory posit that ACOAs are a homogenous group and are therefore distinct from other groups of individuals (Ackerman, 1983; Black, 1992; Woitiz, 1983). They suggested that ACOAs are impulsive, overly concerned with impression management, have difficulty making changes in their lives, and demonstrate addictive behavioral traits such as alcoholism and/or other drug abuse. On the other hand, proponents of the Barnum theory would expect to find no meaningful differences between ACOAs and non-ACOAs. Supporters of the chaos theory would expect that ACOAs would be similar to persons who experienced an adverse childhood event but dissimilar to those who did not.

The Study
In this study, four groups of college students were compared: students from homes where at least one parent was alcohol dependent, students who experienced an adverse childhood event, students with an alcohol dependent parent and who had also experienced another identified adverse childhood event, and students who denied any type of adverse childhood event. These groups were evaluated across several traits and domains hypothesized to be unique to ACOAs in an effort to determine which theory (ACOA, Chaos, or Barnum effect) best explained the empirical findings present in the literature.

A convenience sample of 200 was recruited to complete a battery of instruments including an ACOA demographic questionnaire in which participants indicated whether they had a parent who was an alcoholic during their childhood years and whether or not they experienced any of the life experiences identified in the literature as potentially leading to family chaos (Dube, Anda, Felitti, Edwards, & Croft, 2002) including parental divorce or separation, serious mental illness, suicide, other death, serious medical problems, and serious legal and/ or employment problems. Participants who responded “yes” to any of these conditions were asked to indicate the impact the identified event had on his or her life using a Likert-type scale with anchors of “no negative impact” to “significant negative impact.” Persons who indicated the existence of one of these events in childhood and reported that the event had at least “some negative impact” were categorized into the appropriate group. Additional assessments included the Drug

(continued on page 14)
The Barnum Effect and Chaos Theory: Exploring College Student ACOA Traits. Continued from Page 13

Abuse Screen Test (DAST-20) (Gavin, Ross, & Skinner, 1989). The Children of Alcoholics Screening Test (CAST) (Jones, 1983). The Marlowe-Crowne Social Desirability Scale Form C (M-C Form C) (Reynolds, 1982). Alcohol Use Disorders Identification Test (AUDIT) (Saunders, Aasland, Babor, De La Fuente, & Grant, 1993) and the Revised NEO-Personality Inventory (NEO-PI-R) (Costa & McCrae, 1995).

Results
Participants reported at least some negative impact on the following adverse childhood events: parent addicted to alcohol (n = 42), divorce (n = 63), mental illness (n = 28), suicide (n = 3), death (n = 18), serious medical problem (n = 37), and serious legal problem (n = 39). A MANOVA failed to uncover statistically significant differences between the groups’ Marlowe-Crowne, and NEO-PI-R Impulsivity and Actions facet scores. Chi-square analyses were conducted to determine whether the four groups differed statistically with respect to their DAST, CAST, and AUDIT classification status: group and DAST classification was statistically significant as was group and CAST classification. The percentage of participants classified as positive and negative for hazardous alcohol use on the AUDIT did not differ by group membership.

Discussion
Differences between the groups failed to surface on the three ACOA traits operationally defined for this study: social desirability, resistance to change, and impulsiveness. We failed to uncover evidence that ACOAs are more likely to abuse alcohol: none of the groups differed statistically with respect to their alcohol consumption. We interpreted these findings as evidence against the ACOA and Chaos theories and initial support for the Barnum effect. The ACOA theory did find some support, however, in the finding that students in the No Adverse Events Group were underrepresented in the self-designated ACOA group and overrepresented in those who did not designate themselves as ACOAs as determined by the CAST. While members of the ACOA Group and the Adverse Event Group did not differ from members of the No Adverse Events Group, the Alcohol and Adverse Event Group members were overrepresented in the CAST+ group and underrepresented in the CAST– group. However, Alcohol and Adverse Event Group members were underrepresented in the DAST+ group. These findings do not support the ACOA and the Chaos-only theories but suggest that there may be an interaction between having an Adverse Event and an alcohol abusing parent that produces ACOA traits. Support for the ACOA theory dissipates when other chaos-provoking events are factored into the analyses.

Our data do not provide evidence that people who experience adverse childhood events, yet enroll in college, are different on the tested traits compared to their No Adverse Events Group peers. Our findings lead us to suggest a move away from focusing on the negative or unhealthy differences thought to separate these groups. In light of this empirical evidence, we suggest that ACOAs are not in fact a homogenous group. It is important to advocate for a view of college student ACOAs that highlights adaptive and strength-based development as we purport that adverse childhood events do not necessarily bind one to a life of failure and psychological turmoil.

Article Citation

References


Counseling students and professionals operate under extensive stress. What are the best ways you have found to deal with that stress [Part 2]?

This is the second installment of a two-part discussion. Students noted the importance of balancing their schedules and activities to provide stress relief. Following are some examples.

Eric Jett (Omega Zeta, Walden University) “I found a counseling program that fit my personality… I also credit my instructors because they all place emphasis on the importance of counselor wellness as well as personal self-care. This means finding even thirty minutes during the day to do something that was not work, school, or fulfilling an obligation… just to step outside and take a deep breath to help me center and relax.”

Cheryl Pence Wolf (Beta Chapter, University of Florida) “I had to learn to say ‘no’ to the things that were not at the top of [my] list and/ or hindered my progress to achieving [my] goals. While finishing school was at the top of the list, so was improving my health, which required balance and time for sleep, exercise and fun.”

Courtney Sandoz Copell (Alpha Nu Chapter, University of Louisiana at Lafayette) “It is important to carve out that “me” time. It is imperative to make that time, even if it is only five minutes. Just make sure it is relaxing and enjoyable and (don’t feel selfish) just for you!”

Jennifer Bridges (Omega Delta, Old Dominion University) “…I urge you to think of exercise in a different way. Exercise can be as simple as stopping whatever you are working on and getting outside to take a walk. Another way of de-stressing that works for me is to take a day off from email, assignments, and any type of school related activity.”

Cyndi Dennemann (Sigma Zeta Chi, Xavier University) “I’ve been able to stay centered in the value of this process, and the sense of purpose and meaning I will derive from being a counselor. Getting outside for gardening or hiking, preparing a healthy meal for my family, doing yoga or biking, going to a concert or a play, and reading fiction are a few of my favorite ways to recharge.”

Jennifer Wisser (Tau Upsilon Chapter, Troy University) “I regularly find time at least once a day to listen to soothing and inspirational music as an outlet for daily stressors. This time allows me to take a psychological break from daily stressors and gives me a chance to re-energize myself either before or after a long day.”

Brahm Fay (Tau Upsilon, Troy University) “I find the answers to life’s toughest questions are forged in the moment, listening to that inner-voice of mine that I am beginning to trust more and more. I can find “my voice” in other activities as well: cooking, riding my bike, meditating, producing digital music, cleaning, volunteering, writing research papers, listening to new music.”

Sabrina Sanicha (Chi Sigma Mu Chapter, Montclair State University) “…deep breathing techniques, visualization of tranquil settings, exercise, meditation or listening to soothing music to name a few. Whether it is spending time with friends and family or time alone, counselors can schedule activities that foster inner peace and happiness.”

CALL FOR SUBMISSIONS

Submit your ideas for “How I make the most out of my CSI involvement?” by November 15th, 2011 for potential publication in the next edition of EXEMPLAR.

Submissions of less than 300 words should be submitted as a Word document to Dr. Elizabeth Mellin (eam20@psu.edu). Please include your name, chapter, and institutional affiliation on your submission.

USE VIRTUAL LINKS TO NAVIGATE CSI-NET.ORG

To quickly find what you need at csi-net.org, type the URL in your browser bar and the name of the virtual link after the forward slash. For example, to get to the membership page, type csi-net.org/membership. For chapters, type csi-net.org/chapters

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2011-12 CSI Leadership Essay Contest: Advocacy as A Professional Imperative
Victoria Kress, CSI President-Elect, Eta Chapter, Youngstown State University

Part of Chi Sigma Iota’s mission is “to promote … leadership, advocacy, and excellence in counseling…” (csi-net.org). Since its inception, CSI has emphasized professional advocacy initiatives as central to the maintenance and development of our profession. The development of the six advocacy themes is one of CSI’s many contributions to enhancing advocacy initiatives in our field (see csi-net.org/advocacy > advocacy themes). These themes are the foundation for the 2011-12 CSI Leadership Essay Contest.

The Chi Sigma Iota Advocacy Themes provide a model we can use to conceptualize and guide our advocacy planning and efforts. We challenge our members - students, professional counselors, and counselor educators - to consider the ways that they can engage in professional advocacy initiatives.

Those interested in participating in the Essay Contest are asked to review the advocacy themes and to reflect on questions such as these:

• What does professional advocacy mean to you, as a student, CSI chapter leader, counselor educator, and/or a professional counselor?
• How can you continue to grow as a professional counseling advocate?
• What efforts – great and small– can you take to engage in professional advocacy?
• How can you use your leadership skills and positions to promote professional advocacy?

The deadline for entries is December 1, 2011. Essays will be submitted in one of three categories: Entry-Level Student, Doctoral Student, or Professional Counselor/Counselor Educator. Prizes in each category will include:

First Prize: $200, publication of essay at csi-net.org, one year renewal membership in CSI

Second Prize: $100, publication of essay at csi-net.org, one year renewal membership in CSI

Two third prizes: publication of essay at csi-net.org, one year renewal membership in CSI

Please visit csi-net.org/leadership for resources, contest rules, and the online Essay Contest Submission form. If you have questions, please contact essay.contest@csi-net.org.