Focus on Group Counseling
## Contents

Message from the Editor .................................................. 3  
Headquarters Updates .................................................. 4  
Professional Counselor Advocacy Update .......................... 12  
Student Success—Teaching Growth Mindset ...................... 18  
Counselors’ Corner—988 Suicide and Crisis Lifeline .......... 22  
Counselors’ Corner—Facilitating, Protecting, Blocking ....... 26  
Counselors’ Corner: Financial Privilege, Poverty & the Counselor as Advocate ........................................... 30  
Professional Advocacy Agent: ......................................... 36  
Chapter Faculty Advisor Spotlight ................................... 38  
Chapter Resources: CSI Chapters Through a Group Counseling Lens .................................................. 40  
CSI International Elections Results ................................. 45  
References .................................................................. 48
Message from the Editor
Dr. Julia Whisenhunt, Gamma Zeta Chapter

In this, my final edition of the Exemplar, we focus on group counseling. As always, we begin this edition with updates from Dr. Holly Hartwig Moorhead, our Chief Executive Officer. Among the various updated, Dr. Hartwig Moorhead announced in-person CSI Days at the 2023 ACES conference in Denver, CO. Next, in our new column, Advocacy Update, Dr. John J. S. Harrichand and Afroze Shaikh discussed the role of the CSI Leadership and Professional Advocacy Committee Chair in promoting the counseling profession. We then transition an article by Jody Vernam and Drs. Krista Kirk, Patricia Kimball, and Carolyn Moen, who present a model for applying growth mindsets to counselor education. Afroze Shaikh presents another article in this edition, which addresses the 988 Suicide and Crisis Lifeline and the implications for counselors and counselor educators. Returning to our theme for this edition, Dr. Matt Nice and Dr. Maddie Stevens present strategies for teaching groupwork-specific skills to counselors-in-training. Next, we hear from Dr. Louisa L. Foss-Kelly and Jenna L. Bellucci regarding the role of financial priviledge, poverty, and socioeconomic discrimination on clients, and our role as advocates. Also addressing professional advocacy, Afroze Shaikh presents an interview with Professional Advocacy Agent, Dr. Claudia G. Interiano-Shiverdecker. This is followed by a Chapter Faculty Advisor Spotlight of Dr. John Laux, presented by Dr. Derron Hilts. And, finally, Dr. James McMullen presents group strategies that can be used to facilitate CSI chapter growth. We are excited to present this edition of the Exemplar and hope the contents are helpful for our membership.

Before closing, I would like thank my fellow editorial team members for their relentless service to the Exemplar: Dr. Nicole Stargell, Associate Editor; Dr. Devon Romero, Assistant Editor; and Daun Kwag, Editorial Assistant. As the Editor, I have had the honor of working with esteemed colleagues, Drs. Stargell and Romero, and outstanding new professionals, such as Dr. Annaleise Fisher, Dr. Mary Wynn, Dr. Madeleine Stevens, and Daun Kwag. Moreover, I have interacted with a wealth of exceptional leaders and advocates in our field, and I have had the priviledge of helping to promote CSI’s vision and mission. Now, as I enter into my newest role with CSI, I welcome Dr. Mary Chase Mize, a dynamic and highly conscientious colleague, who will be assuming the role of Editor in Chief of the CSI Exemplar on May 1, 2023. Thank you for four wonderful years in this role. I look forward to serving CSI, our profession, and our members in a new capacity.
As always, spring is busy for Chi Sigma Iota…and we’re thankful for it! Take a look at the many ways CSI members are serving our chapters and the counseling profession, and how you can connect with CSI in this season.

**2022-23 CSI Days**

Spring CSI Days for 2022-23 were held online once again this spring. A full listing of events can be found on the [CSI website](https://www.csiwebsite.com). CSI members from across our chapters came together to share in a variety of events online, including those noted below:

**Monday, March 20, 2023**  
12:00 – 1:00 PM EDT  
Journal of Counseling Leadership & Advocacy Editorial Board Meeting

**Friday, March 24, 2023**  
1:00 – 3:00pm EDT  
CSI Annual Delegate Business Meeting ** and Awards Ceremony
Monday March 27, 2023
1:00-2:00 PM EDT Poster Sessions
2:00-3:00 PM EDT Chapter Faculty Advisors Training
3:00-3:30 PM EDT Break
3:30-5:00 PM EDT Poster Sessions

Tuesday, March 28, 2023
1:00-2:00 PM EDT Poster Sessions
2:00-3:00 PM EDT Chapter Leaders Training
3:00-3:30 PM EDT Break
3:30-5:00 PM EDT Poster Sessions

A friendly reminder to all chapters that one of the requirements to remain an active CSI chapter and eligible to earn a chapter rebate is for an active/current chapter delegate to attend the Annual Delegate Business Meeting at least once every three years.

Members in attendance at the Annual Delegate Business Meeting meeting voted to approve the proposed revisions to the CSI International Bylaws. Consistent with Article 13 of the CSI International Bylaws, the proposed changes were posted on the CSI website and shared with members by email 30 days before the meeting for members to review and submit questions and/or feedback prior to the vote.

The Awards Ceremony was held following the Annual Delegate Business Meeting on Friday, March 24, at 2:00 PM EDT, at which we announced the exemplary recipients of the Society’s awards and grants for this year.
Looking Ahead to 2023-24 CSI Days

We’ve heard you! Many members have expressed how much they have liked being able to attend CSI Days online over the past three years as the Society shifted events online because of the COVID-19 pandemic. Many more Chapter Faculty Advisors and chapter leaders have noted that they appreciate the flexibility of online events, especially given that a chapter must send a representative to the Delegate Business Meeting at least once every three years to receive chapter rebates and remain active. Meanwhile, we’ve also listened to the feedback from other members who miss traditional, in-person CSI Days and want those to return.

To enhance accessibility of CSI events and provide various points of connection both in-person and online, the Executive Council has thoughtfully put in place plans for CSI Days to be offered in person and online in rotating years. Plan now to participate in 2023-24 CSI Days that will be held once again in-person at the 2023 ACES Conference in Denver. CSI Days for the 2024-25 year will be held online.

A draft schedule of 2023-24 CSI Days events can be found on the CSI website. Make sure to mark these dates down in your fall calendars

**Saturday, October 14, 2023**

7:00-8:30 AM MDT  Executive Council Meeting

8:30-9:30 AM MDT  CSI Leadership Fellows & Interns Orientation & Training

10:45-11:35 AM MDT  CSI-Sponsored Education Session: Journal Editor Panel Discussion

1:00-2:20 PM MDT  CSI-Sponsored Education Session: Implementation of CSI’s Principles and Practices of Leadership Excellence (PPLEs) in Counseling Leadership

TBA  CSI-Sponsored Education Session: Clinical Supervision of Master’s Level Interns

4:00-4:30 PM MDT  CSI-Sponsored Poster Sessions

4:30-5:30 PM MDT  CSI Awards Ceremony (2022-2023 Awards)

5:00-6:30 PM MDT  Doctoral Program Fair
CSI Members & Chapters

It is a pleasure to report that our Society continues to grow – with new members, newly chartered chapters, and reactivating chapters. Most do not realize that the majority of the 155,000+ initiated members of Chi Sigma Iota do not identify as students, or even as counselor educators. Most CSI members identify as counseling practitioners – and we welcome not only students as new members, but also practitioners.

Our Society also welcomes these newly chartered chapters and we look forward to them joining in our work together to further CSI’s mission to promote excellence in counseling.

- Alpha Iota Upsilon chapter at Alliant International University
- Nu Sigma chapter at Nova Southeastern University
- Nu Sigma Omega chapter at Nova Southeastern University Online
- Delta Upsilon Sigma chapter at University of Denver

We’re pleased to welcome new members within these newly reactivated chapters as well.

- Florida Gulf Coast University
- Western Carolina University

Committee & Review Panel Support for CSI Members & Chapters

Hundreds of volunteers who serve on CSI’s committees and review panels have had another busy fall and winter implementing programs to support CSI chapters and members. Some of their important work is highlighted here.

As the Counseling Compact is considered in additional states, CSI’s Leadership and Professional Advocacy Committee (LPAC) has developed a variety of resources to help CSI members communicate with legislators about protecting Professional Counselor
Identity (PCI). You can download these resources by going to www.csi-net.org < Professional Development < Professional Advocacy < Advocacy to Protect Professional Counselor Identity (PCI) in Counseling Compact States. If you are a CSI member in a state that is considering the Counseling Compact or other relevant legislation, watch your email for updates from the committee. More detailed information about these resources is detailed in the LPAC Professional Counselor Update included in this issue.

The Chapter Development Committee and Chapter Faculty Advisor (CFA) Committees offered Chapter Leaders and CFA Trainings in the fall, both virtually and at the NCACES, RMACES, and SACES conferences. Both committees will provide spring trainings during virtual 2023-24 CSI Days on Monday, March 27, and Tuesday, March 28.

The Chapter Development Committee also offered a day of Online Regional Networking Summits to give chapter leaders in different ACES regions an opportunity to discuss chapter leaders’ roles and responsibilities. Members can join the Chapter Development Committee’s Facebook group to help chapter leaders network and share resources.

The Community Engagement (CCE) Committee and the Professional Member Committee are planning webinars this spring. Members can join the CCE Committee’s Facebook group to receive updates about how CSI members can become more visible as volunteers, advocates, educators, and responders in service to others. The committee has launched a quarterly recognition for chapters, and you can read about the inaugural first place recipient, the Chi Sigma Sigma Chapter at California State University, Sacramento, and second place recipient, the Beta Rho Chi Chapter at Florida Atlantic University.

The Awards Committee selected the recipients of CSI’s 2023 individual and chapter awards, and the recipients of these awards will be announced during the 2023-24 Awards Ceremony.

The Excellence in Counseling Research Grants Committee awarded five grants to fund projects focusing on professional advocacy and wellness counseling.

The Nominations & Elections Committee recommended a slate of candidates for our 2023-2024 President-Elect and Treasurer and those candidates were voted on during the November 2022 CSI International elections. We congratulate the newly elected officers who will assume their new roles on May 1, 2023 for the 2023-24 year: Dr. Julie
Whisenhunt, President-Elect; and Dr. John Harrichand, Treasurer.

The LFI Selection & Mentoring Committee has selected the next cohort of Fellows and Interns as well as an Edwin L. Herr Fellow, and the recipients of these awards will be announced during the 2023-24 Awards Ceremony.

The Wellness Counseling Research and Practice Committee has developed training videos accessible on CSI’s Facebook page, including this history of wellness in the counseling profession and wellness guidelines for entry-level professional counselors.

All of the Society’s committees contribute to CSI’s Facebook, Twitter, and Instagram accounts, so visit CSI’s social networking sites for connections and information.

If you are interested in serving on a CSI committee or review panel during the 2023-2024 year, please visit our Volunteer Opportunities webpage and complete a Volunteer Interest Form. You can send any questions to Dr. Stephen Kennedy, CSI Chief Operating Officer, at stephen.kennedy@csi-net.org.

2023-24 CSI Webinar Series
During the 2023-24 year, CSI has hosted a number of webinars, generously presented by counseling leaders.

The Counseling Supervisor’s Ethical Responsibility to Practice, Teach, and Foster a Legislative Professional Advocacy Identity Among Counseling Students and Supervisees
Dr. Louisa L. Foss-Kelly, Dr. Jennifer Parzych, Dr. Dilani Perera, & Dr. Jocelyn Novella
(February 23, 2023)

Professional Advocacy: Addressing the Impact of Legislation in Florida and Georgia on Professional Counselor Identity
Dr. Tommy Black, Dr. Suzanne M. Dugger, Dr. W. Bryce Hagedorn, & Dr. Julia Whisenhunt
(January 18, 2023)

What Counselor Licensure Boards Want You to Know About Supervision
Dr. Anita Neuer Colburn, Dr. Andrea Brooks, Cristina De Luna, Jamie S. Doming, Ashleigh K. Irving, & Kimberly Speakman
(November 30, 2022)
Ethics and the Professional Counselor
Dr. Aprille Woodson & Dr. Brenden A. Hargett (November 9, 2022)

Counselor Professional Identity: Why It Matters and What YOU Can Do to Strengthen It!
Dr. Christine Suniti Bhat (October 20, 2022)

Maintaining a Safe Environment for Marginalized Populations: Legal and Ethical Considerations for School Counselors
Dr. Anita M. Pool (October 6, 2022)

Counseling in a Racially Turbulent Society: Moving Beyond the Multicultural Counseling Course
Dr. Carla Adkison-Johnson, Dr. S. Kent Butler, Jr., Dr. Cheryl Holcomb-McCoy, Dr. M. Sylvia Fernandez, & Dr. Courtland Lee (September 14, 2022)

All CSI webinars can be viewed for free, and active CSI members may earn NBCC-approved CE for participating in them.

There is so much good work happening. The busyness of spring within CSI is purposeful – all of the Society’s activities are intended to provide opportunities for members to connect, for members to gain resources to support the important work they do, and to recognize and celebrate excellence. We look forward to working with you and celebrating together as the final months of this 2023-24 year unfold. Be in touch anytime – we look forward to connecting with you (holly.moorhead@csi-net.org).
**CHI SIGMA IOTA COUNSELING HONORS SOCIETY**

## PUBLICATIONS

CSI International publishes two professional publications to provide useful research, evidence-based recommendations, and resources to professional counselors, counselor educators, and students.

**Journal of Counselor Leadership & Advocacy**

- A blind peer-reviewed journal that publishes research, scholarship, and professional dialogue.
- **Goal:** To promote leadership development, bring awareness to advocacy initiatives, and support professional dialogue regarding issues in the field.
- Accepts empirical, theoretical, and conceptual pieces on the following topics:
  - leadership
  - professional and client advocacy
  - professional identity for counselors, counseling students, and counselor educators
- Published twice annually
- Visit Taylor & Francis Online for author guidelines, submission information, and additional details about JCLA.

**The Exemplar**

- A peer-reviewed publication that disseminates scholarship and highlights practices of leadership excellence in professional counseling.
- **Goal:** To disseminate scholarly activity, highlight examples of professional excellence among membership, and promote activities of CSI International.
- Features articles in each of the following six column areas:
  1. Chapter Happenings
  2. Student Success
  3. Counselor’s Corner
  4. Educational Advances
  5. Chapter Resources
  6. Excellence in the Field
- Published three times annually
- Visit csi-net.org/page/Exemplar to view past issues of the publication. Contact exemplar@csi-net.org to submit articles.

**Contact the Editors**

**JCLA Editor:**
- Michael Brubaker I
- michael.brubaker@uc.edu

**The Exemplar Editor:**
- Julie Whisenhunt I
- jwhisenh@westga.edu
Professional Counselor Advocacy Update: The Role of the Leadership & Professional Advocacy Committee (LPAC)

Dr. John J. S. Harrichand, Leadership & Professional Advocacy Committee Chair, Sigma Alpha Chi Chapter
Afroze Shaikh, 2022-2023 CSI Fellow, Chi Epsilon Chapter

The Leadership and Professional Advocacy Committee (LPAC) promotes advocacy and leadership development among CSI chapter leaders and members using the CSI Principles and Practices of Leadership Excellence, Greenleaf’s (2008) Servant Leader Philosophy, and the CSI Leader-Endorsed Advocacy Themes. Primarily, we (a) facilitate the joint CSI and CACREP annual Leadership Essay Contest, (b) conduct Heroes and Heroines interviews and Professional Advocacy Agent Interviews, (c) develop structured leadership development activities (grounded in the PPLEs) for CSI Chapters, and (d) develop new knowledge regarding leadership development through intentional research.

During the 2022-2023 fiscal year, the LPAC was charged by CSI’s Executive Council to help the Society respond to member requests for information about emerging threats to Professional Counselor Identity (PCI) as some counseling licensure laws were changed to allow other disciplines to be licensed as counselors in states (i.e., FL and GA) that adopted the Counseling Compact. To fulfill this charge, the LPAC is monitoring state legislation related to counselors’ scope of practice and threats to counselor professional identity across the United States and has created legislative advocacy resources for CSI members to use to engage in advocacy within their states.
More recently, LPCA members held two virtual open meetings with CSI members in Georgia on February 2, 2023, and Florida on February 10, 2023, to discuss relevant legislative issues in each state and provide resources to engage in legislative advocacy specific to protecting Professional Counselor Identity. CSI members interested in meeting with the LPAC, and with other counselors in their state, to discuss state-specific professional advocacy can request a meeting by contacting Dr. John Harrichand at admin@csi-net.org.

**Updates on the Counseling Compact**

The Counseling Compact, administered by the Counseling Compact Commission, serves as an interstate licensure compact with the goal of increasing access to professional counseling services. The Counseling Compact Commission is comprised of delegates from each member state’s licensing board or agency and is responsible for overseeing the provisions outlined in the Compact. The Compact will allow licensed Professional Counselors greater ease of mobility to practice in-person and telehealth counseling in other Compact member states without the need for individual state licensure, by obtaining a “privilege to practice” in another state. Before Counselors can apply for the privilege to practice through the Counseling Compact, the Commission must establish key infrastructure and rules for the Compact.

At the writing of this piece (Feb. 20th, 2023), the Compact has been enacted in the following 17 states: Alabama, Colorado, Delaware, Florida, Georgia, Kentucky, Louisiana, Maine, Maryland, Mississippi, Nebraska, New Hampshire, North Carolina, Ohio, Tennessee, Utah, and West Virginia. Additionally, legislation is currently pending in the following 19 states: Arizona, Arkansas, Connecticut, Hawaii, Illinois, Indiana, Iowa, Kansas, Minnesota, Missouri, North Dakota, New Jersey, New York, Oklahoma, South Carolina, Vermont, Virginia, Washington, and Wyoming. Bills adopting Counseling Compacts are moving quickly through the legislatures in Iowa, Virginia, Washington, and Wyoming, highlighting the need for CSI members in those states to remain aware of any potential changes to state counseling laws that could be amended as they advocate for the Compact, share resources, and contact their state legislators. Legislation is quickly being introduced in many states, and some new states may not be listed above. For current information related to the Counseling Compact please visit: [https://counselingcompact.org/](https://counselingcompact.org/)

**Updates from the LPAC**

Since mobilizing our collective efforts to address the challenges to Professional Counselor Identity (PCI) in counseling compact states, the LPAC has developed a number of resources for CSI members that are publicly available and can be shared.

[https://www.csi-net.org/page/professionaladvocacy](https://www.csi-net.org/page/professionaladvocacy) > navigate to Advocacy to Protect Professional Counselor Identity (PCI) in Counseling Compact States
These ready-to-use resources can be used by CSI members in states that have already adopted the Compact as well as members in states that have not yet adopted the Compact. These include:

Resources for CSI members in states that have not yet passed the Counseling Compact:
- A letter requesting a meeting with a state legislator to discuss concerns regarding the Counseling Compact and PCI.
- A follow-up document that you can leave with a state legislator or send by email after a meeting.
- A letter that your state legislator can send to the Counseling Compact Executive Committee in response to these concerns. You can direct the legislator to https://counselingcompact.org/contact-us/
- A follow-up document for legislators to share with the Counseling Compact Executive Committee.

Resources for CSI members in states that have passed the Counseling Compact:
- A letter requesting a meeting with a state legislator to discuss concerns regarding the Counseling Compact and PCI.
- A follow-up document that you can leave with a state legislator or send by email after a meeting.
- A letter that your state legislator can send to the Counseling Compact Executive Committee in response to these concerns. You can direct the legislator to https://counselingcompact.org/contact-us/
- A follow-up document for legislators to share with the Counseling Compact Executive Committee.

One-page flyers about CSI and CACREP that can be shared with legislators to provide information about both associations:
- A one-page flyer about CSI
- A one-page flyer about CACREP

The LPAC also held a webinar panel on January 18, 2023, titled: Professional Advocacy: Addressing the Impact of Legislation in Florida and Georgia on Professional Counselor Identity with Leaders from Both States: Tommy Black, Ph.D., LPC (GA), Suzanne M. Dugger, Ed.D. (FL), W. Bryce Hagedorn, Ph.D., LMHC, NCC, MAC, QCS (FL), and Julia Whisenhunt, Ph.D.,
LPC, NCC, CPCS (GA). In this panel discussion, topics centered on explaining the Counseling Compact, the impact of state counselor licensure law changes upon professional counselors and clients in Compact states, and recommendations for CSI members to actively engage in protecting our PCI.

Additionally, CSI has hosted several webinars addressing the protection of Professional Counselor Identity as the Counseling Compact is implemented:

- Advocacy for Protecting Counselor Professional Identity in the Counseling Compact
- Counselor Professional Identity and Laws Which Impact Our Profession: Why it Matters and What You Can Do
- Protecting Professional Counselor Identity in the Counseling Compact: A Collaborative Discussion About the Impacts of the Counseling Compact on Counselor Education, Practice, and Regulation
- Counselor Professional Identity: Why It Matters and What YOU Can Do to Strengthen It!
- Professional Advocacy: Addressing the Impact of Legislation in Florida and Georgia on Professional Counselor Identity

Looking Ahead: The Value of a Strong Professional Counselor Identity

The Counseling Compact highlights the significance of a strong Professional Counselor Identity, as it emphasizes the need for increased access to licensed professional counselors specifically. This thus aligns with CSI’s vision of promoting a strong professional identity, valuing Commitment, Service, and Identity.

Professional counselors may work to get involved with CSI on a chapter level through opportunities such as meeting eligibility criteria and joining a local chapter and applying for chapter awards and grants intended to enhance the counseling profession. Additionally, members can get involved with CSI on a national level, by signing up to volunteer on one of the committees, reading and submitting to CSI’s publication outlets; running and voting for elected positions; attending/viewing webinars as a means of earning professional development training and remaining informed on current legislative issues; and/or attending and submitting proposals for CSI Days.

Within the LPAC, members can be on the lookout (each Fall semester) for the annual CSI & CAREP Leadership Essay Contest. This past year, the 9th annual essay contest addressed how legislation can impact counselor identity through the following prompts: a) What are some key indicators of professional counselor identity? b) What national, state, or local legislation
has or could potentially impact professional counselor identity in your state or area, and in what way might it do so? and c) In what ways have you or could you advocate with regard to professional counselor identity specifically in relation to the legislation you mentioned? Essays from this year’s award recipients can be found on the essay contest webpage. Additionally, members can review interviews conducted with identified “Advocacy Heroes and Heroines” and “Professional Advocacy Agents” who work to advocate for and support professional counselors and their clients.

As you can see, there is no shortage of opportunities for CSI members to volunteer with the organization. We encourage each of you to join us in the pursuit of academic and clinical excellence and experience the power of community as we seek to promote, protect, and preserve the profession of counseling.
CSI Webinars

Recorded webinars on a variety of professional topics are available in your Member Dashboard on the CSI website. Recently added webinars include:

What Counselor Licensure Boards Want You to Know about Supervision
Dr. Anita Neuer Colburn, Dr. Andrea Brooks, Cristina De Luna, Jamie S. Doming, Ashleigh K. Irving, & Kimberly Speakman

Ethics and the Professional Counselor
Dr. Aprille Woodson & Dr. Brenden A. Hargett

Counselor Professional Identity: Why It Matters and What YOU Can Do to Strengthen It!
Dr. Christine Suniti Bhat

Maintaining a Safe Environment for Marginalized Populations: Legal and Ethical Considerations for School Counselors
Dr. Anita M. Pool
Counselor educators (CEs) are tasked with identifying effective instructional methods informed by learning theory (Barrio Minton et al., 2018) and developing signature pedagogies (SPs) that match deep, surface, and implicit structures existing across the professional, program, and course levels (Baltrinic & Wachter Morris, 2020). Specifically in counselor education, counselors-in-training (CITs) must show competency in multiple areas (CACREP, 2015). Additionally, some expected competencies are difficult to teach and learn (Dollarhide et al., 2007; King, 2021). CITs are challenged when they face competencies for which they doubt their ability to develop the skills necessary to achieve proficiency (Dollarhide et al., 2007; Grant, 2006; Paone et al., 2015). To enhance student success, counselor educators can consider the impact of learner variables associated with learning challenging tasks, such as CITs’ belief in their ability to learn.

Through decades of research, Dweck (2016) has established that one’s mindset about intelligence has significant impact on learning. The belief that a CIT cannot grow in intelligence to succeed at a challenging task is an ‘entity mindset’ (EM). Conversely, when CITs believe they can grow in intelligence, that is a ‘growth mindset’ (GM). In the process of learning across the life span, learners embrace either an EM or GM when they approach challenging tasks. GM is an important construct in the learning process and is associated with positive learning outcomes in undergraduate and graduate student populations (Aronson et al., 2002; Macakova & Wood, 2022), making it widely accepted within the educational field (Dweck, 2016; Jorif & Burleigh, 2022; Masaki, 2021; Watkins, 1999). This article will (1) highlight the evidence base for the use of GM in post-secondary institutions, (2) propose consideration of GM as a SP in counselor education, and (3) describe how CEs can incorporate GM across the course, program, and professional levels. First, CEs should consider if adult learners can learn a GM and the potential benefits of teaching GM to CITs.

Robust research findings support that children, adolescents, and adults can learn a GM (Aronson et al., 2002; Broda et al., 2018; Bryant & Aytes, 2019; Burnette et al., 2018; Paunesku
et al., 2015). Once adopted, the GM tends to sustain over time (Robins & Pals, 2002) and is associated with improved learning outcomes such as higher test scores and core subject GPAs, better attendance, and graduation from secondary and post-secondary institutions (Aronson et al., 2002; Blackwell et al., 2007; Broda et al., 2018; Macakova & Wood, 2022; Paunesku et al., 2015; Yeager et al., 2016). Furthermore, an individual with a GM is more likely to adopt beliefs and behaviors associated with positive learning outcomes, such as motivational and self-efficacy beliefs, meta-cognitive learning skills, self-regulatory learning behaviors, and increased work engagement (Blackwell et al., 2007; Burnette et al., 2018; Caniëls et al., 2018; Macakova & Wood, 2022; Wang et al., 2021). Considering GM’s association with positive learning outcomes in university student populations (Aronson et al., 2002; Broda et al., 2018; Macakova & Wood, 2022), the construct should be considered as an SP in counselor education. Proposing GM as an SP in CE, first requires an understanding of what an SP is.

CEs introduced the concept of SPs as worthy of discussion within the scholarship of teaching and learning in counselor education (Baltrinic & Wachter Morris, 2020; Brackette, 2014). SPs are the educational methods used to teach and train professionals, such as engineers, doctors, professional counselors, and so forth (Shulman, 2005). Shulman (2005) outlined three components of an SP: (a) surface structures, (b) deep structures, and (c) implicit structures. A surface structure is what educators do (e.g., roleplay, lecture, and present case studies), a deep structure is the set of suppositions educators collectively hold that inform how to best develop counselors (e.g., CITs learn best when the CIT and CE believe the CIT is capable), and implicit structure comprises the profession’s moral dimension that drives why educators teach what they teach (e.g., all humans can grow and change). Furthermore, Baltrinic and Wachter Morris (2020) suggest that SPs in counselor education are found across course, program, and professional levels. In other words, GM, as a match to the profession’s value of asserting the potential of humans to develop across a lifespan (ACA, 2014; Dweck, 2016), is expressed across all three levels. GM suppositions and teaching practices provide deep, implicit, and surface structures and thereby warrant further consideration as a beneficial pedagogy across the course, program, and professional levels.

At the course level, introducing a GM concept potentially benefits all CITs as they are exposed to the counselor education capstones (e.g., theory application, research methods, competency exams, pursuing licensure). CEs should consider: (a) how to teach GM, (b) which students might benefit from GM, and (c) best timing for GM within the curriculum. Specifically, online GM lessons (Burnette et al., 2018; Tseng et al., 2020) and supplemental activities such as letter writing (Aronson et al., 2002) positively affect learning outcomes. For example, CEs of a particular program might observe that most students struggle with the belief that they can learn to accurately diagnose and underperform on the assignments related to diagnosing. A surface
structure at the course level, is to have CITs watch recordings of CEs express a GM specific to how they learned to diagnose. At the deep structure, the CE upholds the supposition that CITs learn best when they receive messages that they can learn the challenging task of diagnosing. Why would CEs teach a GM (implicit structure)? CEs teach the GM to uphold the counseling field’s value that all humans can grow across the lifespan (ACA, 2014). GM as an SP also exists at the program level.

Several possibilities exist at the program level for GM as an SP. The first example overlaps with a course-level teaching practice. If a program embraces GM across the curriculum, then, during the first course for all CITs, CEs teach GM as a surface structure using an online lesson (Tseng et al., 2020). Teaching GM to all incoming CITs sets the program’s culture as one that believes in CIT ability to learn all the expected challenging competencies. Additionally, at the program level, GM is expressed through faculty messaging and gatekeeping methods. This approach is important, as GM is diminished in environments where the organization endorses fixed mindset messaging (Murphy & Dweck, 2010). Faculty messaging includes how feedback is given and how CEs describe their own ability to perform the competencies. Program level training for CEs (Baldwin et al., 2020) on how to give GM messages (surface structure) upholds how CITs learn best (deep structure), such as CITs learn best when they believe they can grow in intelligence. The counselor education program teaches CEs to communicate GM messages because it upholds the values of the profession (implicit structure). As an SP, GM is also incorporated at the professional level.

At the professional level, GM is explicitly stated as an educational approach to train counselors within the field’s identity. The profession’s gate-keeping methods from the educational level to the state board level demonstrate the belief that humans can change across the lifespan. For example, state boards may first suspend licenses and offer counselors opportunities to grow before license revocation. Additionally, counseling programs offer remediation to students who are not meeting the academic expectations. A surface structure implementation of GM in remediation methods might include CE testimony of the role of GM in their own struggles with mastering the knowledge, skills, and dispositions required of a professional counselor (Waltenbury et al., 2018). GM teaching practices and GM’s support of human potential for growth aligns well with the field of counselor education, making GM worthy of consideration as an SP.

Even though CEs and counselors could apply GM teaching practices across all levels of training and GM philosophy and methods fulfil the implicit, surface, and deep structures of an SP, CEs have no empirical support of GM’s effect on CIT success, nor any explicit application of GM as a teaching method. While CEs can continue healthy dialogue to understand and apply the construct of SPs (Baltrinic & Wachter Morris, 2020), the research literature’s
landscape suggests that using GM as a construct for course teaching, program development, and professional excellence will help CITs develop and persevere through the hardships of both academia and professional practice. Research specific to the role and effectiveness of teaching GM to enhance desired CIT learning outcomes is necessary to guide the application of GM within CE pedagogy across the course, program, and professional levels of counselor education and practice. Considering the documented educational benefits of teaching and adopting a GM and the wide acceptance of teaching GM across the education field (Jorif & Burleigh, 2022; Masaki, 2021), CEs should consider utilizing the construct throughout counseling programs and professional training, while dialoguing about what it looks like to embrace SPs that uphold the values of the professional counseling field.
The National Suicide Hotline Improvement Act was passed by Congress and signed into law in 2018 in an effort to transform the United States (U.S.) mental health care system and address access to crisis intervention and suicide prevention services (Substance Abuse and Mental Health Services Administration [SAMHSA], 2021). Efforts to establish the National Suicide Prevention Lifeline began in 2001 in order to support individuals at risk of suicide throughout the U.S. by connecting them with crisis call centers within their geographical regions (SAMHSA, 2001). The 988 Suicide and Crisis Lifeline is the new nationwide dialing code implemented in July 2022, serving as a transition from the 10-digit number, 1-800-273-TALK (8255; SAMHSA, 2022). The 988 number allows for greater access to crisis services by utilizing a simple, easy-to-remember, 3-digit dialing code. This service is intended to provide 24/7 support to individuals experiencing mental health, substance use, and suicidal crises. By calling, texting, or chatting with this free, confidential service, individuals will be directly connected with a trained crisis counselor within the National Suicide Prevention Lifeline, which may include a Master’s level helping professional; a licensed counselor, social worker, or marriage and family therapist; a practicum or internship student working toward a Bachelors or graduate degree; or a volunteer without a helping background (SAMHSA, 2022). Previous evaluations of crisis services assessing changes in caller suicidality at the start and end of their call have indicated significant decreases in caller distress, hopelessness, and suicidal risk (Gould et al., 2007; Kalafat et al., 2007).

**Suicide in the United States**

According to the Centers for Disease Control and Prevention (CDC; 2022), suicide is a major public health concern and ranks among the leading causes of death across age groups in the U.S. (National Institute of Mental Health [NIMH], 2022). Despite two years of declining suicide rates in 2019 and 2020, 2021 data suggest an increase in suicides, with rates highest among Hispanic, American Indian, and Alaska Native individuals (CDC, 2020a). Furthermore, as new reports unfold, we are just beginning to understand the impacts of the COVID-19 pandemic on suicide. Current data suggest mental illness among adults of color has been exacerbated as a result.
of the COVID-19 pandemic (Panchal et al., 2022; Zhou et al., 2021), yet Black and Hispanic adults with mental illness are less likely to receive treatment in comparison to White adults (Panchal et al., 2022).

Despite documented higher rates of depression among Hispanic and Black men in the U.S. as compared to non-Hispanic White men (CDC, 2020b), suicides among racial and ethnic minority groups are consistently recorded as lower than those of White men (CDC, 2020a). Black, Indigenous, and people of color (BIPOC) have historically faced challenges in receiving adequate care within the U.S. healthcare systems (Heckler, 1985), which impacts the amount of documented mental health problems, including previous suicide attempts among racial and ethnic minorities (Ali et al., 2022). Medical examiners thus have less information to utilize in determining cause of death (Rockett et al., 2010). These challenges include a lack of access to quality mental health services (Alegria et al., 2008), health insurance coverage (Alegria et al., 2008), and culturally-competent providers who reflect the communities they serve (Lin et al., 2018), as well as racism and discrimination (Lee et al., 2009). These combined factors suggest a greater likelihood of underreporting and misclassification of suicides among BIPOC communities (Ali et al., 2022; Rockett et al., 2010), thereby emphasizing the need for increased access to mental health services and culturally-responsive suicide intervention practices. The 988 Suicide and Crisis Line has the potential to address these discrepancies, as it is intended to increase access to crisis intervention and prevention services (SAMHSA, 2022).

Crisis Intervention in Marginalized Communities

Current crisis intervention services in the U.S. include first responders, such as law enforcement officers, though these services have the potential to inflict additional hurt on individuals who are in the midst of a mental health crisis. Scholars identified that 23% of U.S. civilians killed during interactions with police in 2015 exhibited signs of mental illness (Saleh et al., 2018). Further, race serves as a strong indicator of fatality during interactions with law enforcement, with the highest rates of death occurring among Black and African American individuals, as compared to White individuals (DeGue et al., 2016; Saleh et al., 2018). Police officers have also been shown to use varying degrees of force during encounters with the public; Terrill and Mastrofski (2022) found that determinants such as sex, race and ethnicity, and drug and alcohol impairment serve as predictors of greater coercive behavior among officers. The 911 system is, therefore, not an adequate source of addressing mental health crises, as law enforcement officers do not possess the requisite training to provide mental health crisis intervention, such as suicide and substance use risk assessments, especially within BIPOC communities. 988 has, therefore, been emphasized as a distinct but complementary service to 911. The goal of 988 is to prioritize support, safety, and stabilization. Their service, thus, aims to engage in a person-centered approach whereby a trained crisis counselor listens to the concerns of the individual, understands the impact of the concerns on the individual, and provides support and resources as necessary. Given the
potential for imminent risk (i.e., a suicide attempt in progress), 988 may have law enforcement and/or Emergency Medical Services dispatched; however, fewer than 2% of 988 calls thus far have required activation of 911 services (SAMHSA, 2022).

**Implications for Counselors and Counselor Educators**

Given the high prevalence of suicide rates among men of color (CDC, 2020a), there is a need to provide counselors-in-training (CITs) with culturally-sensitive crisis skills and training, as well as a foundational understanding of crisis across varying racial and ethnic demographics to avoid additional harm. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards (2016) highlights the need to train professional counselors in crisis intervention and educate on the impacts and effects of crises, disasters, and trauma on diverse individuals (II.F.3.g, p. 11; II.F.5.m., p. 12, V.C.2.f, p.23). Scholars have identified a scarcity of crisis training and preparation provided in Master’s-level counseling programs, with many programs either lacking or not requiring a course dedicated to crisis intervention (Minton & Pease-Carter, 2011; Montague et al., 2020; Morris & Minton, 2012). CITs are, therefore, left with inadequate skills and knowledge to engage in suicide intervention and assessment. They are thus required to gain these skills during their clinical experiences, without the essential formal training to conduct ethically and culturally-competent practices (Morris & Minton, 2012).

As crises are both complex and multifaceted in nature, it is imperative that counselors gain and continue to expand on fundamental skills throughout their professional development to assess for crisis risk across demographics and situations (Dupre et al., 2014). Although crisis counselors are intended to receive weeks of training prior to answering calls (Behavioral Health Link, n.d.), this is a limited amount of time to understand the intricate nature of crisis across the lifespan and how to support clients with varying cultural identities who may be at higher risk (e.g. Black and LGTBQIA+ youth). They may then not have the suitable amount of time and resources necessary to practice and build on their skills, especially in relation to understanding how suicide risk may manifest across racial and ethnic populations (Rockett et al., 2010). Crisis counselors within the Lifeline Network are required to “screen, assess, triage, and provide telephonic crisis intervention/de-escalation to assist in identifying concerns with mental illness, developmental disabilities, and/or substance abuse” (Behavioral Health Link, n.d., para. 4). Counselors working with the 988 Suicide and Crisis Line, therefore, may have received insufficient training, education, and supervision on crisis intervention, such as conducting substance use and suicide risk assessments. In alignment with Chi Sigma Iota’s mission to pursue clinical excellence in the counseling profession, it is imperative that counseling programs address the amount of preparation given to crisis intervention and assessment skills, including safety planning for suicide and substance use, across the lifespan and cultural demographics.

**Areas of Advocacy within the Lifeline Network**

In order to promote advocacy and excellence in counseling, counselors have the opportunity
to engage in efforts that increase public awareness on the 988 Suicide and Crisis Line, as well as acknowledge the areas of growth within the Lifeline Network, and advocate for safer, more effective crisis training and support for the communities they serve. The 988 Suicide and Crisis Line works to address gaps in local service delivery by connecting individuals with a local Lifeline Network Crisis Center based on the caller’s area code (SAMHSA, 2022). This means that services provided across states may differ in their resources and ability to provide care. For example, the state of Georgia has only one crisis center that is connected to the National Suicide Prevention Lifeline, whereas Florida has 13 crisis centers (988 Suicide and Crisis Lifeline, n.d.). As a result, individuals in Georgia may experience a more difficult time connecting with a provider, such as longer wait times, given the lack of local crisis center availability and the increasing call volume (SAMHSA, 2023). States may also have crisis centers that are not connected to the 988 service, which have the potential to lead to confusion for individuals in need, as well as inconsistencies in crisis training and support across centers. Additionally, although the intention is to connect individuals with centers closest to their area code, individuals may reside in states outside of their area code, thereby potentially preventing counselors at crisis centers with the ability to provide local effective resources and referrals (988 Suicide and Crisis Lifeline, n.d.). Counselors can work to support their clients by gaining an awareness of the crisis centers within their state, advocating for increased funding within state budgetary efforts to support staffing and resources at local crisis centers, and providing lists of local resources that will assist individuals in receiving vital care beyond the moment of crisis.

An additional area of concern is the lack of trained multilingual counselors within the counseling field and the Lifeline Network. The 988 Lifeline currently provides the opportunity for individuals to text and chat online, as opposed to solely calling (SAMHSA, 2022). This demonstrates significant progress in accessibility, especially for individuals who may be more inclined to engage in differing forms of technology, such as Generation Z (Parker & Igielnik, 2020) or individuals with disabilities (Foley & Ferri, 2012). Currently, however, chat and text options are only available in English, thereby limiting this service to solely English-speaking populations and hindering access to racial and ethnic minorities (SAMHSA, 2022). Further, although the Lifeline Network denotes training counselors within crisis centers (988 Suicide and Crisis Lifeline, n.d.), it is unclear the amount of training that is dedicated to understanding the needs of marginalized communities, and how best to support them. As advocates, counselors can work toward providing additional trainings, tip sheets (e.g., guidance for supporting older adults at risk of suicide), and culturally- and ethically-mindful practices that may address these areas of growth within the Lifeline Network.
Groupwork is considered an effective modality in the helping professions which assists clients in reaching mutual intrapersonal, interpersonal, or work-related goals (Association for Specialists in Group Work [ASGW], 2000, 2021; Bjornestad et al., 2016; Gladding, 2020; Guth et al., 2018; Wisner & Norton, 2013). Several leaders in the counseling profession have published best practices and guidelines for professional counselors across all specialty areas (e.g., clinical mental health counseling, school counseling, rehabilitation counseling, career counseling) to facilitate and lead groups in an ethical and effective way (American Counseling Association [ACA], 2014; ASGW, 2000, 2012, 2021; Atieno Okech & Kline, 2005; Conyne et al., 1993; Council for Accreditation of Counseling and Related Education Programs, [CACREP], 2016; Gladding, 2020; Stockton et al., 2004; Thomas & Pender, 2008). Further, the practice of groupwork leadership is emphasized by CACREP (2016), through its focus of specific knowledge and skills in which entry-level counselors must develop competence prior to leading groups (i.e., Section 2.F.6).

Scholars have discussed the impact group leaders have on the outcomes clients experience when they participate in groups (Gladding, 2020; Riva & Korinek, 2004). CACREP-accredited programs are required to teach group leadership knowledge and skills (CACREP, 2016, Section 2.F.6.d), and practical information is provided to master’s-level counseling students through several reputable textbooks (i.e., Corey et al., 2018; Gladding, 2020; Jacobs et al., 2015). Although counselors apply many basic counseling skills used in individual sessions within group settings
(e.g., attending, empathizing, reflecting, paraphrasing; Gladding, 2020), it is important future counselors develop knowledge and skills in applying skills which are unique to group leadership. Further, it is unethical to practice groupwork without proper training and preparation (Jacobs et al., 2015).

Thus, in this article, we discuss three group leadership skills (i.e., facilitating, protecting, and blocking) which are unique to groupwork (Gladding, 2020), and provide suggestions for counselor educators to promote ethical and effective practice among master’s-level counseling students. Additionally, considerations for helping group leaders use these skills to attend to social and cultural issues are incorporated.

Facilitating
Facilitating serves to promote communication among group members by opening pathways for clear and direct communication among members while promoting members’ sense of responsibility in the group’s direction and achievement of their own goals (Gladding, 2020). In individual counseling, counselors use this skill to focus the client more on their internal processes. However, in groupwork, leaders facilitate by prompting group members to open up to one another and connect through interaction (Gladding, 2020).

Counselor educators may support students in developing the skill of facilitation by modeling. Through leading mock groups during class time, counselor educators may identify similarities among students, which will promote the development of facilitative relationships. By identifying similarities, students can develop trust in each other, thus promoting more direct and open communication. Students may then be tasked with leading their own groups and practicing facilitating with members.

By utilizing facilitation, future counselors not only promote group cohesion and goal-oriented group processes; they also promote group members’ understanding and awareness of similarities with those who, on the surface, demonstrate social and cultural differences. Further, use of this skill may enhance members’ willingness to ask questions and make new connections, thereby increasing cultural awareness. However, counselor educators should guide students in applying their own knowledge of diverse populations to address cultural conflicts, should they emerge using the Multicultural and Social Justice Competencies (MSJCC; Ratts et al., 2016).

Protecting
Gladding (2020) describes protecting as a method for group leaders to safeguard group members from psychological hazards which may occur within the group that are unnecessary to advancing the group process. Individual counseling has much less risk for psychological hazards, as the counselor and client have more control of the process (Foster et al., 2020). In group counseling, however, psychological hazards are always a risk, given the amount of group members in the session. Group counselors are tasked with protecting clients from these risks to prevent any potential psychological harm (Jacobs et al., 2015).

Counselor educators can demonstrate the skill of protecting by practicing the informed
consent process and writing group member handouts that explain confidentiality, the group counselors theoretical orientation, and other important information about the group counseling process. Students can practice writing a member handout as an in-class activity or as a graded assignment. During this process, counselor educators should ensure psychological risk factors and protecting statements are included in students’ handouts. For example, students can be encouraged to include statements such as confidentiality is not guaranteed, to help demonstrate some of the differences between individual and group counseling in case some clients are unfamiliar with the group process.

Training future counselors to include protecting factors into the group process can support client safety before the first group counseling session begins. Students have tangible examples and practice of how to incorporate protecting into group counseling and understand the unique importance of this within group counseling. It is important for counselor educators to include cultural considerations and incorporate the MSJCC (Ratts et al., 2016) into this training, as clients of varying cultural backgrounds may have a different understanding of norms and societal interactions that may be present in the group process.

**Blocking**

Similar to protecting, blocking involves group leaders intervening in the group session to stop any counterproductive behaviors among members (Gladding, 2020). While protecting can be viewed as safeguarding and protecting members to ensure their psychological safety within the group, blocking can be viewed as direct interventions—verbal or non-verbal—to prevent behaviors that are not productive to the group process. This can involve preventing a group member from dominating the group for large periods of time, or intervening in member confrontation that is either too early or unnecessary in the group process.

Counseling students can learn blocking by practicing case studies or role plays in the classroom. Counselor educators can give case studies to students which involve a group member behaving in a way that is unproductive in group. In small groups, students can arrive at different methods that group leaders can use blocking to prevent these behaviors in the group. Counselor educators can then facilitate class discussions to process the methods each group identified and talk to the class about best practices for each case study.

Blocking is a skill that can be difficult for counseling students and new counselors to use. It can often be difficult for counselors to interject in the group counseling process to use this skill. Counselor educators are tasked with normalizing the difficulty of using blocking, and the learning curve of using it in group counseling when it is not a skill typical to individual counseling. As with facilitating and protecting, cultural considerations using the MSJCC (Ratts et al., 2016) should be at the forefront by considering the cultural identities and norms of group members when identifying the behaviors that lead to group leader blocking.
Conclusion

The specific group leader skills of facilitating, protecting, and blocking differ significantly from the basic counseling skills used in individual counseling, and it is crucial for counselors-in-training to understand and apply them. Counselor educators can promote use of these skills in culturally-responsive ways to promote effective groupwork leadership.
Counselors’ Corner: Financial Privilege, Poverty and the Counselor as Advocate

Dr. Louisa L. Foss-Kelly and Jenna L. Bellucci
Sigma Chi Sigma Chapter

As counselors, we know that some issues in counseling are harder to discuss than others, and that some topics revolving around shame, guilt and worth may rise to the level of taboo. Areas that remain difficult to discuss, if not taboo, include social class, socioeconomic status (SES), and financial privilege. As an aspect of identity common to everyone, the impact of SES is vital to our understanding of privilege, power, and intersectionality. Regardless, society frequently fails to acknowledge the realities of living at various levels of financial privilege or even the existence of social class stratification. Such acknowledgement requires that we examine our own privilege, which is challenging to say the least. The consequences of this failure to recognize SES and the silencing around it, has significant social ramifications detrimental to a wide range of people.

To clarify, SES involves the complex interplay of both financial resources and social class. Financial resources may be more easily described in objective terms, though not without controversy (Hawley, 2019). Using a complex formula for calculation, the U.S. Census Bureau established a national poverty rate of 13% in 2021, with children disproportionately represented (Creamer et al., 2022). Other measures of financial privilege take into consideration other financial components, such as savings, college debt, and generational wealth, as well as the subjective report of having struggled to make ends meet.

Compared to the measurement of poverty, social class may be more subjective, reflecting unspoken characteristics and behaviors of those at various class strata, tied to realities and worldviews of specific economic cultures (Liu et al., 2004). These include subtle signs of
belonging to a specific social class, including what people eat, how they speak, where they live and how they spend their leisure time. These interactional patterns and social expectations often operate without personal awareness, making the impact of these class distinctions less obvious but no less impactful in terms of social justice (Toporek, 2013).

The commonly used term *socioeconomic status* is used as shorthand to describe financial privilege and social class status as a single construct. This is intuitive, as in the United States and other financially privileged countries, wealth is one of the key determinants of social class status and indeed intricately tied to the worth and value of a person, thereby pushing those with fewer financial resources into the margins. This is especially true for those with intersecting minoritized identities related to race, gender, ability status, and ethnicity, who may experience multiple layers of hardship (Semega et al., 2019). Therefore, a full appreciation of SES requires a systems perspective that encompasses structural inequality in a variety of personal and community situations.

**The Impact of Socioeconomic Status**

Financial stress and experiences of poverty are clearly linked to mental health problems and overall lower quality of life (Marmot, 2005; Tibber et al., 2021). Malnutrition due to food insecurity and barriers to physical fitness or healthy habits may be linked to poor health, and inability to utilize preventive care that may further exacerbate these health problems. Further, the quality of services offered to those living in poverty may be underfunded or otherwise substandard (Hodgkinson et al., 2017). The chronic stress of poverty and worries about money may also be associated with problems concentrating and accessing social resources (Mani et al., 2013). The burdens of debt, loans, and unpaid bills may threaten daily mood and increase anxiety, as well as increase the risk of developing more severe mental illnesses (Weissman et al., 2015). This is not surprising when considering the exhaustion that may result from working two or more jobs or the time it takes to secure basic needs from the community, either formally or informally. This may include taking time off work to access a food bank, or challenges in securing transportation to and from work, school, medical appointments, or counseling sessions. Similarly, stress related to social class may cause anxiety and problems with social trust and belonging (Stewart et al., 2009). Hypotheses about why social class matters to mental health includes the idea that positions in a hierarchy are linked to a sense of control and social engagement, and feelings of inferiority are likely to emerge because of social comparison and high-status competition (Kragten & Rozer, 2017). This can be reinforced by social media, the media in general, and our educational systems. We can see how this might impact one’s interactions with professional counselors, who may need to work intentionally to build trust at the beginning and throughout the counseling relationship to further aid in reducing power.
Those living in neighborhoods or communities of poverty may especially be trapped, as increased crime and exposure to community trauma further complicates efforts to move or improve one’s circumstances. Underemployment is more common among those with lower SES, as there is limited access to social networks that could result in employment that affords opportunities for advancement (Allan et al., 2022). The false promise of social mobility reinforces the idea that if one works hard enough, they will succeed financially. This concept is likely to result in feelings of inferiority or helplessness among those who indeed may work harder than some born into financial privilege.

**SES-Related Stigma**

These issues are complicated by the shame and blame commonly assigned to those in lower social classes. Due in part to early learning within one’s family of origin or exposure to stigmatizing messages in the media, people may perpetuate false beliefs about the etiology and dynamics of financial privilege thereby placing blame squarely on the individual lacking financial privilege.

These beliefs are founded in the myth of meritocracy, which posits that in the United States, anyone can be successful with enough hard work, talent, and resourcefulness. The message that these beliefs convey is damaging in the sense that, if one fails to succeed financially, they are unmotivated or lazy, lack talent or abilities, or choose not to take advantage of opportunities that might help them overcome their financial circumstances. Even the term “working poor” is problematic, as it draws a false distinction between “the poor” and those who are working, failing to consider that many people living in poverty are employed and that surviving in poverty requires a great deal of effort, otherwise known as work. The myth of meritocracy, if internalized, may lead to deeply held shame. Shame, as a complete opposite of empowerment, works directly against growth and the good work that can be done in counseling.

**Socioeconomic Status and Counseling**

Despite the call to the profession illustrated in the Multicultural and Social Justice Counseling Competencies (MSJCC) and the obligations described in the ACA Code of Ethics to work toward competence in serving and advocating for the marginalized (ACA, 2014; Ratts et al., 2016), the profession of counseling has inadequately spoken to issues related to poverty, financial privilege, and class (Clark et al., 2020). This includes awareness, knowledge and skills in addressing the needs unique to those living in poverty and integrating issues of financial privilege as a natural part of one’s multicultural and social justice competencies. Maslow’s hierarchy of needs, including safety, shelter, and food, may be forgotten when conducting assessments, developing counseling goals, and implementing treatment plans. Counselors may be left doubting if it is possible for clients to benefit from counseling at all when so many needs
of daily living are going unmet.

More insidious, the counselor’s implicit bias about people living in poverty may include judgments about the client relative to common beliefs of the motivation, intelligence, or decision-making of people living in poverty (Clark et al., 2017). These beliefs have the potential to fault every aspect of counseling, from case conceptualization to implementation of techniques, quite likely resulting in further disempowerment or stigmatization of people living in poverty. Understanding one’s own SES heritage and early messages about financial privilege is a vital first step to building deeper empathy for clients and avoiding potential blind spots as counseling progresses. Another important first area of focus is dismantling shame. To this end, counselors may acknowledge the challenging realities of living in poverty, highlighting how multiple systems and circumstances have contributed to the client’s current situation. Thus shame is minimized by acknowledging the client’s circumstances, and clients may therefore be more empowered to act (Foss-Kelly et al., 2017).

Letting go of the notion that counselors do not engage in case management-type activities is a vital first step. Integrating strategies to meet basic needs and empowering our clients with the tools to engage in the process as well, must accompany implementation of counseling interventions. Failure to do so is a failure of social justice with many ramifications, including client disengagement, disempowerment, and hopelessness – thereby contributing to the cycle of financial hardship and mental health concerns. Counselors may consequently carry beliefs that may threaten their own self-efficacy as a counselor and chip away at their hope and belief in the possibility of change, elements vital for effective counseling. If we do not believe in the possibility of change, how will our clients be empowered to make change?

The Counselor’s Role as Advocate

Advocacy requires empathy, understanding others’ perspectives and experiences, and action, standing up for the rights of others. As counselors, advocacy for those living in poverty requires stepping outside the bounds of talk therapy and working toward a more integrated and wholistic approach that connects clients to community resources for shelter, food, and other necessities (Foss-Kelly et al., 2017). Clark and colleagues (2020) provide additional direction, reinforcing the counselor’s need to fight poverty-related stigma. In addition, being sure to mind the social class dimensions of SES helps to minimize a hyper focus on money as the most important concept. Indeed, social class privilege and poverty most commonly work in tandem as mutually influential.

Broad level advocacy has the potential for significant impact in high income inequality countries such as the United States. This is consistent with Clark et al. (2017) who suggest that counselors work at the macro level, advocating for issues in public policy and legislation that directly impact the lives of those with less financial privilege. Legislative professional
advocacy of this nature may require confronting political ideology and cultural forces that maintain or even increase income disparity and opportunities for those on the fringes of poverty. For example, this might include the presence of the counselor voice in state or federal conversations around providing tax relief to those with lower income, funding for food assistance, and access to quality childcare and education. Counselors must ask themselves, if I do not fight on behalf of clients with such intense financial needs, who will? Standing by social injustice makes us complicit. As such, counselor educators and supervisors in particular have a higher responsibility to model such advocacy and help shape the discourse for meaningful change. In sum, the needs of people living in poverty and those lacking financial privilege may be best met with the help of a community of advocates, which can and should be spearheaded by counselors.
CHI SIGMA IOTA

THE COUNSELORS’ BOOKSHELF

www.csi-net.org

SINCE 2008

WHAT WE ARE

CSI’s Counselors’ Bookshelf is a vast, peer-reviewed resource for counselors, counselor educators, and students.

Explore resources to support your clinical practice and professional development, as well as to support your student’s academic and professional needs.

WHAT IS IT FOR?

• For use in school and professional research manuscripts
• For use in conference presentations
• For expanding your clinical knowledge and skills
• For giving new meaning to songs, movies, and more!

BOOKSHELF SECTIONS

Professional Books
Books to Become Better Counselors
Bibliotherapy
Movies & TV Shows
Music
New! Podcasts & Digital Media
Professional Advocacy Agent: 
Dr. Claudia G. Interiano-Shiverdecker
Sigma Alpha Chi Chapter
Interviewed by Afroze Shaikh, Leadership & Professional Advocacy Committee Member, Chi Epsilon Chapter

It was a delight and honor to be granted an interview with Dr. Claudia G. Interiano-Shiverdecker. She is an Assistant Professor at the University of Texas at San Antonio (UTSA) and a Licensed Professional Counselor Associate (LPC-Associate). This article highlights her commitment as an advocate for the counseling profession.

Dr. Interiano-Shiverdecker’s passion for advocacy work stems from personal and professional experiences following her clinical engagement as a psychologist in Honduras. With Spanish as her first language, she recognized the need to advance the knowledge and skills of bilingual counselors, as opposed to assuming that students can translate their counseling skills from English to Spanish without additional training. Although Spanish-speaking clients may have access to a Spanish-speaking counselor, this does not mean they are receiving quality services, emphasizing Dr. Interiano-Shiverdecker’s desire to advocate for both bilingual services and effective training.

Upon joining UTSA, she found a befitting opportunity to advocate for bilingual counselor education through the Bilingual Counseling Certificate (BCC), established in 2015 by Dr. Derek Robertson, Dr. Heather Trepal, Dr. Thelma Duffey, and Dr. Elias Zambrano. After creating the program, they noted the need for Spanish-speaking faculty to increase representation and visibility, of which Dr. Interiano-Shiverdecker was welcomed with open arms and stepped in as part of the committee to share her input and experience as a practitioner both in Honduras and the United States. Here, she emanates her passion by teaching courses in Spanish that allow students to develop and apply foundational skills in bilingual counseling to best support their clients.

Despite the remarkable accomplishments made with the BCC, Dr. Interiano-Shiverdecker noted continued efforts needed within bilingual education and supervision, such as the development of bilingual supervision models that consider language anxiety and racial identity development. She remarked that despite the lack of understanding of these concepts, it’s
important to herself to take one thing at a time and that these undertakings do not need to be completed alone. Dr. Interiano-Shiverdecker noted her gratitude to be welcomed in a space at UTSA to evolve as a bilingual counselor, which she attempts to provide for both master’s and doctoral students who may then engage in advocacy efforts and grow in their own professional development.

In addition to changes within counselor education, Dr. Interiano-Shiverdecker’s grant-funded research on sex trafficking allows her to be cognizant of necessary policy changes required to support populations, including undocumented immigrants, the LGBTQ+ community, and young women. She believes that with changes in political environments, we need to be mindful of attending to mental health overall, which includes conceptualizing the impact of legislative policies on already vulnerable communities.

She remarks that marching in the streets, speaking with clients, creating programs, or conducting research, are all beautiful and intentional ways to advocate for various populations. Dr. Interiano-Shiverdecker believes it is important to advocate for humans, which includes communities outside of the United States. Additionally, she emphasized that if you are an immigrant or speak a language other than English, you bring something to the table, and your voice matters.

Links to Dr. Interiano-Shiverdecker’s work:
Bilingual Counseling Certificate at UTSA
Chapter Faculty Advisor Spotlight: Dr. John Laux
Alpha Omega Chapter
Interviewed by Dr. Derron Hilts, CSI Chapter Faculty Advisor Committee, Sigma Upsilon Chapter

1. **What inspired you to serve as a Chapter Faculty Advisor of your CSI Chapter?**

I took on the role of Chapter Faculty Advisory (CFA) for the Alpha Omega chapter of CSI because I was asked to do so by my department chair, Martin Ritchie. I stayed in that role and became passionate about the opportunity for several reasons. The CFA role provides faculty members with a way to mentor and professionally develop counseling students in ways that are qualitatively different than what occurs in the classroom and in clinical supervision. CSI affords counseling students, elected and otherwise, opportunities to grow their leadership, organizational, and service skills. I enjoyed being a part of the process of contributing to that development. Likewise, the CFA role helped to connect me to the greater counseling community outside of my local academic program. I enjoyed going to CSI Day events at the American Counseling Association (ACA) conference with our chapter presidents and introducing them to leaders in the counseling profession. I also got involved with providing training to my fellow CFAs at ACA, which was a rewarding way to pass along lessons learned as well as grow from exposure to others’ ideas and experiences. I eventually left that role because we hired new assistant professors who were passionate about CSI and needed the opportunity to experience leadership opportunities in our local chapter.

2. **How would you describe your approach to leadership in your role as a Chapter Faculty Advisor?**

“Goal attainment.” I think that the CFA comes to the position with a broader understanding of the counseling profession, the academic world, and all that CSI has to offer than is reasonable to find in newly elected chapter officers. Consequently, I think the CFA’s most important early responsibility is to expose their chapter leaders to all the things that CSI can be and help them to decide what they want it to be during their year. Then, the CFA’s job switches to helping to facilitate the attainment of those goals.

3. **How do you promote professional counselor identity amongst your chapter members?**

I think that it is helpful to talk about the contributions counselors have made to the helping profession at large as well as the counseling professional organizations, especially CSI. I want CSI members to know that they have a home and an identity as professional counselors and that
they, too, can make their own unique and meaningful contributions to those we serve.

4. What have been your most important lessons learned while serving as a Chapter Faculty Advisor?
   This may seem self-evident, but the job is not about me. That means that while I may have loft goals for a year, I have to temper my ambitions and aspirations in order to meet the needs and goals put forward by the officers.

5. What do you believe are the most critical issues that Chapter Faculty Advisors have to navigate?
   Involvement and broad appeal. This challenge was exacerbated by the isolation experienced during the pandemic lock-downs. The chapter officers work very hard and want to make membership a rewarding experience for all students. Getting non-officers involved and to actively participate in activities can be a challenge. The lack of participation can be chalked up to apathy, lack of appeal to issues concerning all students, and the fact that students have very busy lives.

6. What might Chapter Faculty Advisors do in their respective roles to strengthen the relational dynamics and overall productivity of their chapter leadership team?
   I think that the partnership between the CFA and the chapter president is a bellwether for the chapter’s success. The CFA and the president have to be on the same page with respect to how to run meetings, how to delegate tasks and involve the officers and chapter members, and what goals the chapter strives to attain. The chapter president needs to know that the CFA supports their efforts and will aid them in their efforts to lead the chapter. The CFA needs to be able to provide input and feedback to the chapter president in such a way as to be supportive and not critical.

7. How has your perspective of and approach to serving as a CFA evolved since you first assumed this role?
   Over time, I think I developed a way to doing business that was successful and worked well for Alpha Omega. I think that I could have replicated that formula with similar results; however, I came to believe that good leaders help develop other good leaders. Which, in this case, meant stepping into a different role while supporting subsequent CFAs’ growth, development, and contributions. Not surprisingly, others took Alpha Omega in new and improved directions.
Chapter Resources: CSI Chapters Through a Group Counseling Lens

Dr. James McMullen, Omega Delta Chapter

Over the years, I have had the opportunity to serve as a Chi Sigma Iota (CSI) Chapter President and Committee Chair. I have also taught group counseling courses and facilitated counseling groups in schools. Throughout these experiences, I have often marveled at the similarities of the stages that all groups of humans move through as they are working towards a common goal – whether that goal is developing friendship skills in early elementary school or coordinating a CSI Chapter Initiation. As chair of the CSI Chapter Development Committee, we are charged with helping chapters find ways to improve their chapter’s cohesion, engage members, and collaboratively work together to achieve their goals. By viewing chapters through the lens of group work, Chapter Faculty Advisors (CFA), CSI Chapter Presidents, and others can have a better understanding of their chapter leadership’s current state and utilize this knowledge to support the chapter’s success. The lens used in this article to accomplish the aforementioned goals for chapter development is Tuckman’s (1965) approach to group counseling stages: forming, storming, norming, performing, and adjourning (Tuckman & Jensen, 2010).

**Forming**

This phase begins during the first meeting of the newly elected chapter executive board and committee members. This might be a time of politeness, tentative joining, and working to define the process of the chapter moving forward. Typically, there is a blend of optimism, anticipation, and anxiety as the conversations get started, especially for those who have not held a position of leadership before (Tuckman & Jensen, 2010). At this point, the chapter will need to establish their vision for the year, specific objectives and tasks, and the roles and responsibilities of the other members. CFAs and other chapter leaders can provide support during this stage by allowing for a bit of casual “get to know you” time, providing structure and task direction, and helping to promote that atmosphere of confidence and optimism for the upcoming year.

**Storming**

As the chapter progresses from the initial planning stages into the action stages of the
tasks they established, interpersonal conflicts may emerge. This is characterized by disagreement among members, concern over unrealistic goals or excessive work, and difference in points of view and personal communication styles. This can lead to a resistance to tasks, confusion about purpose, and increase in tension (Tuckman & Jensen, 2010). These concerns can lead to a lack of interest with members of the team, which could interrupt buy-in and productivity as a whole. At this point, the chapter will need to work on their effective listening, re-establish those roles and agreed processes, and recognize that there are going to be differences in personal communication and approaches to projects. At this time, leaders of the chapter (i.e., the chapter) can support by acknowledging the conflict, having members assume more responsibility, modeling strategies for gaining group consensus and consultation, and providing praise for efforts thus far.

**Norming**

The chapter continues throughout their planning phases and begins to implement their varied projects and tasks. It is at this time that the chapter will find which processes work best for them, share in problem solving, and are more comfortable relying on other members. This period is characterized by the team coming together to have a true sense of belonging and members will feel more confident in expressing their thoughts to contribute (Tuckman & Jensen, 2010). At this time, the chapter will need to focus on their decision-making process and supporting their efforts from a team perspective. Leaders can continue to help the relationships develop by asking for contributions from each member and encouraging those with deliverables to make decisions.

**Performing**

The chapter has been working together and has found their groove in developing, planning, and executing events and initiatives throughout the year. They are able to function in their individual roles independently and/or organize themselves into subgroups and committees that are able to support each other’s strengths and weaknesses in task completion (Tuckman & Jensen, 2010). At this phase, the chapter has a better understanding of collaborative work ethic, develops personally and professionally, and finds creative approaches to their work. At this time, the chapter will need to maintain the momentum and enthusiasm, continue to work collaboratively, and provide feedback and support with one another. Chapter leaders can support the chapter by engaging in shared leadership (collaboration rather than instruction), inquire about and fulfill any noted areas of support, and offer continued positive reinforcement.

**Adjourning**

At this phase, the chapter is wrapping up with their current leadership for the year. This might be at the transition meeting after new chapter leadership has been voted upon and in-
ducted at the end of the year ceremony. The incoming team will be starting the process over at the forming stage noted above, while the exiting leadership team might be displaying signs of slowed momentum and sadness at the end of the experience (Tuckman & Jensen, 2010). At this time, the outgoing leadership will need to evaluate their efforts, complete any outstanding tasks, and provide guidance for those stepping into their roles. Leaders can support this phase by helping those members passing the torch to develop transition materials (binders, Google drive, etc.), providing a listening ear to those who may be mourning the end of their experience, and reflecting on ways that they can use their experience as a building block for their future as a professional and for potential future collaborations (outgoing leadership panel, professional members chair, etc.).

**Final Thoughts**

While all groups go through some version of a cohesion process, CSI chapters have an added layer as they are expected to move through the beginning phases quite quickly to deliver on varied events and initiatives throughout the year. While each chapter is different and has its own challenges, there are some universal truths and CSI milestones that must be met to maintain the chapter’s standing. Recognizing which phase the chapter’s leadership team is engaged in can be a helpful framework for those supporting the chapter to reference in order to support and guide their chapter to being the most successful it can be.
Meet The New Exemplar Editor-in-Chief
Dr. Mary Chase Mize, Chi Epsilon Chapter

Dr. Mary Chase Mize (she/her), PhD, LPC, ACS, NCC, is an Assistant Professor of Clinical Mental Health Counseling at Agnes Scott College in Decatur, Georgia. Dr. Mize has been a member of Chi Sigma Iota since 2016, when she was initiated as a master’s student to the Chi Epsilon chapter at Georgia State University. She earned her master’s in clinical mental health counseling, master’s in gerontology, and PhD in counselor education and practice from GSU. Dr. Mize served as president of the Chi Epsilon chapter in 2018-2019, as a CSI Leadership Fellow in 2018-2019, and remains an active alumni member of the Chi Epsilon chapter. Dr. Mize is also part-time clinician at Jewish Family & Career Services of Atlanta, where she specializes in working with older adults and their families, individuals experiencing thoughts of suicide, and individuals and groups experiencing grief and bereavement.
Need CSI Graduation Regalia, Chapter Supplies, or Other CSI Merchandise? Visit the CSI Store!

Award Concepts, Inc. is the sole provider of Chi Sigma Iota Counseling Academic and Professional Honor Society International (CSI) logo merchandise and graduation regalia. All CSI logo merchandise must be purchased through the Award Concepts CSI Store. Consistent with the CSI Trademarks Policy, CSI trademarks may not be copied, altered, modified, imitated or used, in whole or in part, without the prior written permission of CSI.

You can visit the CSI Store to purchase CSI regalia for your graduation ceremony including honor cords, honor stoles, and medallions. The store also offers customized chapter t-shirts that chapters can order for members. The CSI Store stocks CSI International apparel for all members, including t-shirts, long-sleeved shirts, polo shirts, microfleece pullovers, and sweatshirts, as well as CSI logo merchandise including laptop skins, travel mouses, pens, pencils, flash drives, and jewelry.
CSI International Elections Results
2023-24 Chi Sigma Iota Executive Council
President-Elect
Dr. Julia Whisenhunt, Gamma Zeta Chapter

Dr. Julia Whisenhunt is a Professor of Counselor Education at University of West Georgia (UWG). Dr. Whisenhunt earned an Ed.S. in Guidance and Counseling from UWG. She earned a Ph.D. in Counselor Education and Practice (CACREP accredited) from Georgia State University. She is a Licensed Professional Counselor (Georgia), a National Certified Counselor (NBCC), and a Certified Professional Counseling Supervisor (Georgia). Dr. Whisenhunt is a member of ACA, AARC, ACES, SACES, AHC, CSI, and ISSS. She has served CSI as the Exemplar Editor, Journal of Counselor Leadership and Advocacy Editorial Board Member, Chapter Development Committee Member and Chair, Professional Advocacy Committee Member, Bibliotherapy Reviewer, and Chapter Faculty Advisor. She has a record of service to the profession and serves her community through disaster mental health volunteerism and suicide prevention advocacy. She specializes in self-injury, suicide prevention, crisis intervention, and expressive therapy.

2023-24 Chi Sigma Iota Executive Council
Treasurer
Dr. John Harrichand, Sigma Alpha Chi Chapter

John J. S. Harrichand, Ph.D., LPC-S, LMHC, NCC, CCMHC, ACS (he/him/his) is a Canadian of Chinese and East Indian ancestry, an immigrant, and son of immigrants who was born and raised in Guyana, South America. He is a proud International Faculty and Assistant Professor in the Department of Counseling at The University of Texas at San Antonio. Dr. Harrichand currently serves CSI as Journal Reviewer, Chair of the Leadership and Professional Advocacy Committee, and Chapter Faculty Co-Advisor of Sigma Alpha Chi Chapter. In addition to his clinical work with the community and college-student populations, Dr. Harrichand’s scholarship centers on counselor leadership development and burnout; clinical supervision and gatekeeping; professional advocacy; and cross-cultural counseling of minority populations (i.e., LGBTQIA+, immigrants, refugees, international students, and sex-trafficked survivors). Dr. Harrichand has received CSI’s Journal of Counselor Leadership and Advocacy Outstanding Article Award, AMCD Young Emerging Leader Award, and AADA President’s Outstanding Service Award.
Counselor Community Engagement Recognition Awards

Winner: Chi Sigma Sigma Chapter

The Chi Sigma Sigma Chapter at California State University-Sacramento is a revitalized chapter of CSI. This is our second year in action, and we are working to connect our members to scholarship and resources to promote the Counselor-Advocate-Scholar identity. Being the capital city, this Chapter focuses on advocacy, access, and service. We are a Master’s level program, and our leadership team represents counselors working in Clinical, Career, Rehabilitation, School, and Marriage, Couples, and Family concentrations.

Featured Event: Professional Advocacy & Research

Our Chapter in the Capital City of California is dedicated to advocating and access. In the first year, the legislative advocacy committee hosted two workshops dedicated to understanding California’s recent bills, the counseling compact, and how to engage in legislative advocacy. The first explored how bills move through the legislative process and how counselors can work within legislative advocacy. The second gathered the full committee to collect data on mental health access on campus. The Legislative Advocacy committee worked on researching mental health access on college campuses. This was during the repopulation of campus during COVID, meaning the Student Clinic on campus was unable to serve the student body alone with a higher incidence of trauma, anxiety, depression, and crisis. CSI and the Counselor Education program expanded our partnership with Student Counseling Services to take the overflow of student clients. The Legislative Advocacy committee worked on campus, and the Social Media committee online worked to connect students with the services they needed. The Center for Counseling and Diagnostic Services (CCDS) numbers went from around 90 to 600 clients contacted, and expanded the program’s student intern opportunities. With the expansion of services, the committee developed, proposed, and started gathering data after IRB approval to better understand the student experiences with counseling on campus from both student counseling and CCDS. While this project is currently in the data-gathering phase, we will be able to use this research to evaluate programs and services and work from pilot data.
Counselor Community Engagement Recognition Awards
Second Place: Beta Rho Chi Chapter

Featured Event: Private Practice Panel

During the Fall 2022 semester, the Beta Rho Chi chapter of Florida Atlantic University had the opportunity to organize a “Private Practice Panel Discussion” for our members. Our four panelists had a background in rehabilitation, marriage and family therapy, and/or mental health, providing members with a comprehensive understanding of how to serve clients as professionals in the field. During this event, discussions centered around setting a sliding scale for clients from a lower socioeconomic status, determining a fee, learning how to network and engage with the community, documentation best practices, and preventing burnout. The Beta Rho Chi chapter hopes to continue connecting with and learning from other chapters and professionals within our field.
References

Vernam et al. References


Shaikh References


Foss-Kelly and Bellucci References


**McMullen References**


Call for Submissions

The CSI Exemplar Editorial Team is accepting submissions for consideration for the summer 2023 newsletter. The theme of the summer issue is “Commitment, Service, and Identity for Social Justice.” We are seeking submissions for informative works that broadly speak to the core values of CSI and the roles of counselors (mental health, school, and rehabilitation) and counselor educators as advocates for social justice. Please submit proposals by July 31, 2023 to exemplar@csi-net.org in the form of an APA-style abstract. Proposals should address the edition theme within one of the following columns: (a) Chapter Happenings, 400-650 words; (b) Student Success, 1,300 to 1,700 words; (c) Counselors’ Corner, 1,300 to 1,700 words; (d) Educational Advances, 1,300 to 1,700 words; (e) Chapter Resources, 400 to 650 words; or (f) Excellence in the Field, 1,300 to 1,700 words.

The Journal of Counselor Leadership and Advocacy (JCLA) promotes the development of leaders to serve in diverse counseling settings, brings awareness to professional and client advocacy initiatives, and provides a forum for discussing professional issues. JCLA welcomes empirical and conceptual manuscripts focused on leadership, professional and client advocacy, and professional identity for counselors, counseling students, and counselor educators. Because evidence-based practice is at the heart of the counseling profession, JCLA occasionally publishes exemplary scholarship related to evidence-based practice in counseling practice, supervision, and education.

JCLA is published twice a year and is available worldwide through EBSCO Host and Taylor & Francis Online, with membership circulation in excess of 15,000. The editorial board accepts manuscripts on a rolling basis with an average initial response of two months. To learn more about author guidelines, please visit www.tandfonline.com/ucla. For helpful tips on preparing your work for publication, please review the free CSI Webinar.
Leadership Directory
CSI Executive Council Officers
2022-23

Dr. Elisabeth Suarez
President

Dr. Louisa Foss-Kelly
President-Elect

Dr. Cheryl Fulton
Past-President

Dr. Charmayne Adams
Secretary

Dr. Linwood Vereen
Treasurer
Journal of Counselor Leadership & Advocacy

Visit the csi-net.org for CSI publications, webinars, member and chapter resources, and more.