Growing into Our Name

Cathy Woodyard
Exemplar Editor

Several years ago, I took a course in human intimacy. One of our assignments was to write a paper on the intimacy of our name. For a month I worked on my paper, thinking about my nicknames, asking my parents about their choice of a name for me, delving into the symbolism and personal meaning in the name "wood yard." The experience was a deep and meaningful one for me, and I finished the paper with a new appreciation for and relationship with my name. When we returned to class, our instructor had us get into groups and share what we had learned about our names and what the experience of writing the paper had been like for us. I was amazed as I listened to the stories of my classmates. Each person had a story after the story to tell about his or her name — many of them painful, like the women who never remembered her parents calling her by name; some wonderful, like the young man who proudly received the trail name "Renaissance Man" as he hiked the Appalachian Trail. Through that experience I began to recognize the importance and meaningfulness of a name.

Need for a New Name

About a year ago, Tom Sweeney, executive director of Chi Sigma Iota, told me he had seen the CSI Newsletter cited as a reference in an article he was reading in a professional journal. "I am wondering," he wrote, "if it is not time for our newsletter to have another name." I immediately liked the idea and wrote to all executive council members, interns, and associate editors asking them to brainstorm and suggest possible names. A few possibilities were suggested, but nothing seemed to really capture what CSI is about.

At CSI Day in Orlando, I attended the program recognizing the newly inducted members of the Academy of Leaders for Excellence. As I listened to each of these recognized and honored members speak about what leadership meant to him or her, I heard the word "exemplar" used several times. "Exemplar," I liked the word, and I immediately considered it for the newsletter's title.

But Is It Elitist?

When the program ended, I eagerly mentioned my idea to a CSI friend sitting nearby, and her response was not positive. "I don't know," she said. "We are already criticized by some as being elitist." I knew what she said was true, but I liked the name, and I wanted to give it more thought.

I went to the dictionary to get a better understanding of just exactly what "exemplar" means. The New World Dictionary defines it as "a person or thing worthy of imitation; model; pattern." My mind immediately went to CSI's vision statement which says we "... advance the counseling profession through leadership, research, and the pursuit of academic and clinical excellence." Our fundamental purposes begin with such words as "to promote and recognize excellence" and "to support and enhance the counseling profession" (italics mine). The vision and purposes of CSI are not elitist, for they encourage all counseling students, educators, and practitioners to strive to become exemplars. By becoming members of CSI and adhering to CSI’s purposes and goals, members actually agree to attempt to be "a person or thing worthy of imitation."

Growing into Our Name

In a sermon I heard recently, the minister said, "When we are born, we are given a name. And then we spend the rest of our lives growing into that name." If this is so, then the name "Exemplar" is an appropriate name for Chi Sigma Iota’s newsletter. For the name "Exemplar" gives us as members, as a newsletter staff, and as an executive committee an ongoing challenge to "grow into" professionals and a Society which is "worthy of imitation." The title "Exemplar" will be a reminder of what we are about and what we are always in the process of becoming.

The Importance of the Name

I end this search for a name for the newsletter with a similar reaction to the one I had when I wrote my paper on the intimacy of my name. Names are significant and meaningful, and I think "Exemplar" is a name which reflects the goals and desires that CSI has for itself as a Society and for the counseling profession.

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Ballot for 1998-99 Officers Included Inside
Welcome Back
Mary Thomas Burke
CSI President

Mary Thomas Burke

Welcome back to a new academic year. I hope your summer was enjoyable and productive. As I reflect on the past year, I am excited about the many initiatives that Chi Sigma Iota has undertaken, and I now want to share with you some of our plans for the year ahead.

Your Chi Sigma Iota Executive Council held a very productive two-day meeting in Greensboro June 27-29. We were hosted by Tom Sweeney and Jane Myers. There was a true sense of community and purposefulness within the group. We worked hard, and Tom and Jane made sure we were treated royally. We focused our attention on meeting the needs of our ever-growing membership. We discussed ways of meeting these needs through the modern electronic means including e-mail and the Internet. As you are aware, we have a new web page for CSI, and I am happy to tell you that the response to this has been very satisfying. Members are downloading the information and the forms they need without waiting for the uncertainty of the mail. Within the past month, four different persons talked with me about starting new chapters because of what they had read on the CSI web page!

Make Plans Now

Plans for our CSI leadership training and CSI Day at the World Conference in Indianapolis were approved. Our president-elect Bill Nemec gave leadership to this portion of our meeting. I can assure you that a very full agenda has been planned. Be sure to mark your calendars for April 28 and 29 and plan to attend all the CSI activities at the World Conference.

Our Professional Future

Courtland Lee, ACA president, invited me to represent CSI at the ACA Millennium Commission in July and the ACA Multicultural/Diversity Leadership Summit in August. Because I was in Europe during July, Bill Nemec represented CSI at the Millennium Commission. This Commission was made up of all the elected leaders of ACA and its affiliates. The main purpose of the commission was to plan a new proposed structure for ACA to present to the membership. You can read about this in Bill Nemec’s article on page 4.

I did attend the Multicultural/Diversity Summit August 15-17. We worked very hard to draft a Multicultural/Diversity agenda for the next decade. CSI membership will certainly want to be involved in both of these major initiatives during the coming year. As leaders we have an obligation not only to the present generation but also to the future generations of our profession.

As we begin this academic year, I wish for each of you a successful and exciting journey. CSI has been truly blessed with a dedicated and energetic membership. I’m grateful for the support and friendship I have experienced, and I look forward to another great year.
Update from Headquarters
A Homepage for your Chapter

Thomas J. Sweeney
CSI Executive Director

Only a short time ago, I was writing about the new CSI homepage (www.uncg.edu/ced/csi). Well, it is probably "new" to a lot of our members still but not all! We had a counter installed on each page about the second week in July, and by the first week of August our main page had had over 600 "hits." July and August are relatively quiet months for our chapters, so this was a delightful surprise. This suggests that as many as 20 members per day logged on to our site for information, forms, and ideas during some of our slowest days of the year. And, while still in its infancy, it has a lot of growing to do in usefulness and relevance.

Technology Committee

Within months of putting our web address on our stationery, we decided that we needed a technology committee to help guide us into the 21st century of electronic communications. Immediate past-president Pete Warren decided during midyear 1996-97 to recommend a new committee to the Executive Council for their approval. We considered it essential to get the committee working on important issues arising out of our first months of Internet experience. Immediate past-president Pete Warren decided during midyear 1996-97 to recommend a new committee to the Executive Council for their approval. We considered it essential to get the committee working on important issues arising out of our first months of Internet experience. Among the matters that arose was an apparent need for a policy regarding CSI homepages by our 175 chapters. At the time we began the discussion, it was an academic type of topic, what if, what when, then what? It is no longer academic!

Chapter Homepages

Wisely, chapters have been contacting headquarters with questions about our policies and expectations for a CSI chapter homepage. First, we wish to communicate that we are prepared to make full advantage of the equipment and software now available to us. Most of those who have been in contact with us understand the complexities of managing this new phenomenon. CSI has official colors and a logo trademark as an essential part of its identity. In addition, as an honor society, any representation of our image to others must be with dignity, accuracy, and consistency. As a consequence, the technology committee has been reviewing the policies and practices of other organizations to glean the best and most appropriate to the work of CSI.

Guidelines Found on Home Page

The Executive Council reviewed a draft statement from the committee at its meeting in June. Chapters will be receiving a copy of the initial statement during the fall term. This statement provides both general and specific guidelines for webmasters to use in the construction of their web page. We will no doubt add and revise the statement as we have feedback and questions from chapters. In the meantime, there will be sufficient information to set parameters for those anxious to get underway. These guidelines can be found on the CSI Home Page.

One of the decisions that we are making concerns the location of the web page for chapters. Most universities and colleges will permit "free" access to some space on their servers. This is no doubt how most if not all chapters plan to proceed. What we are planning, however, is to have a CSI server on to which all chapter web pages will be loaded. There are a variety of advantages to this for chapters and CSI. The policy explains these in more detail but security, flexibility, and consistency are among the positive attributes.

(Continued on Page 19)
CSI Represented on ACA Millennium Commission

Bill Nemec
CSI President-elect

On July 18-20, I had the opportunity and privilege to represent Chi Sigma Iota at the American Counseling Association Millennium Commission meeting in Alexandria, Virginia. I was asked to represent CSI by President Mary Thomas Burke who was unable to attend because of a trip to Ireland.

The ACA Millennium Commission was convened by former CSI president and current ACA President Courtland Lee. The charge given to the commission was to develop and facilitate the implementation of a plan for the possible restructuring of the governance and organizational entities of ACA. The following key entities within the profession were represented at the meeting: ACA Divisions, ACA Regions/Branches, ACA Foundation, ACA Insurance Trust, CACREP, past ACA presidents, ACA Governing Council, NBCC, CSI, and the ACA Strategic Planning Commission.

Lee emphasized that ACA appears to be an association that, while only fifty years old, has already reached organizational old age. He stated that “ACA has reached a point where it is losing its ability to cope with its environment, serve the needs of its members, and there is a great deal of disension among its leaders.” What ACA needs, Lee stressed, is “a structure and governance that is fast, focused, flexible and friendly.”

New Governance Structure Proposed

After three days of intense, professional, and productive dialogue, the Commission was able to develop a proposed plan to restructure the governance of ACA. It is hoped that a new organizational structure will evolve as the Commission continues to deliberate with the different entities of ACA. The proposed model will now be presented to the ACA Governing Council and the ACA regions, branches, and divisions for their feedback. Revisions will then be made, and necessary by-laws changes proposed. The goal of ACA’s leadership is to have the new governance structure approved by the ACA Governing Council by April 1, 1998.

The conceptual model for a new governance structure for ACA consists of two governing bodies: a Board of Directors and a Council of Presidents. Each body is to have specific responsibilities and defined modes of interaction with each other. The model also includes a President’s Roundtable which would be a non-voting advisory board to the Council of Presidents. The Roundtable would be made up of entities such as the ACA Foundation, ACA Insurance Trust, CACREP, NBCC, and Chi Sigma Iota. The proposed new governance structure is illustrated below.

The Role of CSI

As Chi Sigma Iota’s representative on the commission, I do not see our present relationship with ACA changing under the proposed governance structure. CSI’s relationship with ACA is one which is collaborative, professional, and advisory. The proposed President’s Roundtable on which CSI would be represented will allow this type of relationship to continue in a more systematic and formal way. CSI, however, would continue to be a separate entity. Naturally, the CSI Executive Council will want to solicit input from the membership regarding any changing role for CSI in the organization of ACA.

As a participant on the Commission, I was impressed with the stature and respect Chi Sigma Iota has achieved in the counseling profession. I am pleased Chi Sigma Iota is represented on the Millennium Commission and believe CSI should be supportive of all efforts to further professionalize professional counseling.

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### BOARD OF DIRECTORS

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### COMMITTEES

- **Board of Directors’ Functions**
  - Approve budget
  - Oversee (compliance) Bylaws
  - Governance (e.g., relationship of entities)
  - Compliances with Bylaws/Standards the Association
  - Set policy and procedures
  - Coordinate relationships
  - Strategic Plan/Values
  - Executive Director (Budget & Evaluate)
  - For the agenda items
  - Develop action plans to deal with issues of professional development, professional standards, social issues, etc.

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CSI President-elect Bill Nemec
Apply to Become a CSI Fellow or Intern

Pete Warren
CSI Past-president

This past year we had the largest number of applications for CSI’s Fellowship and Internship Program since its inception. This program has spawned many leaders for our local chapters, for CSI International, and for other professional counseling organizations. This year, we hope to have even more CSI members apply. All chapters are encouraged to find at least one outstanding member and have him or her apply to become a fellow or intern. Nomination applications were mailed to chapter faculty advisors on September 1st. They are also available on the CSI Webpage at www.csi-net.org under the category “projects.” The deadline for submitting an application is December 15, 1997. Each year ten fellows are selected from the applicants, and two from this group are chosen as interns for the full CSI program year. Fellows’ responsibilities involve attending CSI activities at the national convention. It is an opportunity for them to meet other CSI members and to interact with CSI leaders. Interns also participate in CSI Day activities but are given the additional opportunity to work with the Executive Council during the following year.

The selection committee is comprised of the past-president, current president, president-elect, and current interns.

Our goal this year is to have an application from every chapter in CSI. Please consider becoming more involved in the leadership opportunities of Chi Sigma Iota.

Call for Awards Nominations

Don C. Locke
Awards Chairperson

At the March, 1998, ACA Convention in Indianapolis, Indiana, Chi Sigma Iota will recognize its outstanding counselors and programs at its Awards Program. To have this happen, nominations must begin now. All chapters are encouraged to nominate outstanding persons, chapters, and events so that we can celebrate and recognize the excellent work of Chi Sigma Iota. The guidelines and nomination forms for the 1998 Awards Program have been sent to all chapter faculty advisors. Awards will be presented in the following categories.

Outstanding Chapter Awards
Outstanding Newsletter, Individual Program, and Outstanding Chapter

Outstanding Member Awards
Entry-Level Student Award, Doctoral Student Award, Outstanding Service to the Chapter Award

Outstanding Research Awards
One award for research conducted between January 1, 1996 and December 5, 1997

Professional Practitioner Awards
Outstanding Practitioner Award, Outstanding Practitioner-Supervisor Award
If you are an at-large member and know of a practitioner whom you wish to nominate for recognition, you may write for more information or for nomination forms.

Thomas J. Sweeney
Professional Leadership Award
This award recognizes and honors persons who through their vision, leadership, and concern for others have strengthened, expanded, and enhanced the counseling profession at local, state, national, and/or international levels.

The deadline for receipt of nominations is December 5, 1997. Specific information will be mailed to each chapter in late September. For more information or for nomination forms, please contact Don C. Locke, The Graduate Center CPO #2140, 143 Karpen Hall, UNCA, Asheville, NC 28804. EMAIL: dlocke@unca.edu.

Please use this opportunity to recognize CSI members who are promoting excellence through their involvement in the counseling profession and in CSI.
At the past ACA World Conference, 15 leaders within the counseling profession were inducted into the Chi Sigma Iota Academy of Leaders for Excellence. The Academy is the CSI cadre of proven leaders on whose expertise and wisdom we can call to help cultivate the next generations of leaders for the profession. Academy members are recognized for their commitment to the profession of counseling and for their proven excellence in leadership within it. By using their experience, knowledge, and ability to share it with others, they serve as mentors, teachers, and exemplars of the best in leadership for the emerging leaders within CSI.

Academy members have committed to providing service for a minimum of three years to CSI. This service includes activities such as assisting with the development of training materials, conducting leadership training sessions, speaking at CSI chapter initiations, teleconferencing, and e-mail mentoring. For further information on the availability or services of the Academy members, contact the CSI Executive Director through the Headquarters Office.

During the induction ceremony in Orlando, the Academy members were asked to speak briefly on leadership. I was impressed with their insight, the diversity of perspectives presented, and the lessons I took away from their comments. In order to share the Academy’s wisdom, the CSI Exemplar will feature a series of articles in which three Academy members will address a specific question on leadership.

This issue will feature Dr. Rose Cooper, Dr. Joan England, and Dr. Nicholas Vacc and their responses to the question What is a good leader? Future editions will feature responses from Dr. Carol Bobby, Dr. Sam Gladding, Dr. Andrew Helwig, Dr. Joseph Kandor, Dr. Courtland Lee, Dr. Don C. Locke, Dr. Larry Loesch, Dr. Judith Miranti, Dr. Jane Myers, Dr. Lilly Rosqueta-Rosas, Dr. Tom Sweeney, and Dr. Joe Wittmer.

**THE MAKING OF A GOOD LEADER**

**Rose A. Cooper**

“Leaders, good leaders, can get extraordinary things accomplished by constantly offering encouragement, recognition, and rewards.”

Why does one aspire to become a leader? The answer is that assuming a leadership role can result in a tremendous learning experience for the individual. Gaining the know-how and necessary skills will provide the leader with a comfortable level of confidence and poise. Knowing the organization and believing in the group one leads will generate the high level of enthusiasm and motivation to do the job well.

**Leaders Are Made**

Harry Levinson in the Harvard Business Review said, “No one has all the qualities of an ideal leader. No one is at one time farseeing, sensitive, analytical, energetic, well-spoken, active, wise and involved.” Leaders are made, not born, he said.

**Leadership Skills**

Many of the skills of leadership can be learned by focused training and experience. Some individuals have been fortunate enough to have become leaders because they have been mentored by outstanding leaders. Others have been exposed to multiple experiences that forged leadership. Experts in leadership development offer three key insights into the nature of effective leadership.

1. **Develop an individual voice.** One of the most important things every great leader does is to create a vision and voice that is distinctly individual.
2. **Become a catalyst.** Leaders bring together talents of individuals who collectively create ideas, programs, services, and energy from the existing resources.
3. **Learn the language.** Leaders must learn how to use language. Through language leaders articulate ideas and visions. Through language leaders motivate and bring people together.

The principle lesson in leadership development is that leadership results from partnerships with other members of the organization. Such partnerships, or shared leadership, require leaders to be in touch with those they would lead and to celebrate and recognize each member of the team for his/her performance or contribution. Successful leaders build teams and partnerships.

**Building Community**

Collaborated learning flourishes in an environment where discussion, disagreement, and creative conflict lead to a consensus formed by the light of many minds.

(Continued on Page 7)
The Making of a Good Leader
(Continued from page 6)

The knowledge of each individual grows richer with the knowledge of the group. To foster the growth of this kind of community is the ultimate challenge of an educational leader.

Leaders must continue to be learners as well as teachers. It is a learning that no one can do alone, nor in an environment other than the one in which one finds oneself in at any given moment, nor with resources and gifts other than those which make an individual who one is.

Leaders have to have the confidence and courage to lead by example. Leaders have to have the wisdom that lets them understand themselves in the context of both the past and the future of their organization. Leaders have to have the grace to praise, applaud, and thank those who work in partnership with them on the agenda of getting people thinking about, talking about, and working on the goals and objectives of the organization.

CHARACTERISTICS OF GOOD LEADERS

Joan T. England

"High energy and a deeply personal sense of purpose and belief in the worth of the organization and the roles that everyone can accomplish for the efficacy of the 'whole' is crucial."

An effective leader is a person who is ethical and committed to service and the mentoring and empowering of others. She is a person who believes that leadership is not a private enterprise for personal gain. Effective leadership builds community and serves as an arena in which individuals can share their particular giftedness. A good leader recognizes the potential worth in ideas — whether they are his/her own or others'. An effective leader understands the 'culture' of her/his organization and the views of the constituents. A good leader strengthens interdependence and listens to others as well as self-understanding the nuances which emanate from cognitive as well as affective communication. Advocacy for his or her organization must be a priority hallmark of effective leadership.

Purpose

High energy and a deeply personal sense of purpose and belief in the worth of the organization and the roles that everyone can accomplish for the efficacy of the 'whole' is crucial. Purpose involves being productive and also finding meaning in that endeavor. It means working in a focused and responsible manner. Finding meaning demands that a leader knows why s/he is making decisions and taking actions and that s/he also knows how this will affect the various constituencies.

Reflective and Responsive

As effective leader is reflective and responsive and not blindly reactive. A leader seeks counsel and accepts advice. This reflective capacity becomes integral to their growth process and is a basis for their 'style' of leadership. This leads to a maturity of judgement that does not feed rumors nor tolerate unfounded assumptions. Characteristically, a good leader is energized by a challenge, and leading provides the person an opportunity to be both self-giving and self-developing — a 'win-win' position.

Providing Recognition

The act of leading takes place behind the scenes as well as in front of the group. The motivation for effective leading is to recognize and credit previous leaders and members openly and honestly for past accomplishments, to encourage purposeful actions in the present for the continuity of excellence, and to inspire hope and direction for the future health of the organization.

Mutual Respect and Confidence

A happy, positive view of life, which fosters the use of appropriate humor is also a necessary characteristic of a resilient leader. A good leader does not need to control everything, surpass everyone, know everything and force everyone to agree and comply with his/her wishes. Rather, effectiveness requires that s/he inspires mutual

(Continued on Page 12)
Bandits: A Lesson in Identity and Direction

Samuel T. Gladding

It was a hot summer afternoon in North Carolina. I was driving down rural roads to my first job in a mental health center following the morning of my graduation. With a counseling degree in hand, I was sure that little stood between me and success other than the 50 miles between the city of Winston-Salem and the little town of Wentworth. Thus, on that June day I took in the scenery and daydreamed. However, my euphoria was disrupted by an unexpected event along the way. There before me, in hand-painted letters, were these words on a sign post “Bandits — Straight Ahead.”

“Holy Lone Ranger!” I said to myself. “Where am I going and will I get there in one piece?” (My new employer had failed to tell me that I might encounter some mid-route turbulence on the way to work).

Nevertheless, out of curiosity and in trepidation, I continued. As I drove I saw other equally crude but well constructed signs informing of the presence of Bandits — 15 miles, 10 miles, 5 miles, 1 mile, and finally “Just around the corner.” In a gallows humor I muttered anxiously, “If it pays to advertise, these guys are going to make a killing.” Thus, as I drove the last few hundred yards, I did so knowing I had been forewarned.

To my surprise (and relief), however, what I encountered around that last bend in the road was not dangerous. Rather, it was a dilapidated wooden building, badly in need of repair with a bundle of items piled out in front and a banner over the door that read: “Cheap! Cheap! Cheap! My brother steals and I sell it. Welcome to Bandits!”

While I passed up the opportunity to go view what was hot (and what was not), the memory of that day has stayed with me ever since. I think the reason has to do with two phenomena that were important to me as a novice counselor and that are vital for ACES and the profession of counseling today — identity and expectation.

Identity

Identity relates to image. In the example of Bandits, I had an image of what such people were like. However, as I saw that day, images and realities in regard to identity don’t always match. Furthermore, images and identities change over time. For example, counseling as a profession today does not have the same image or identity as it had 30 years ago. Counselors are oblivious to the obvious. However, being aware of our identity as counselors and improving it takes energy, effort, and creativity. It can be painful, also.

My 7-year-old taught me something about the importance of energy, pain, and creativity in the process of identity last summer. We were playing baseball. He had seen a minor league baseball game the night before and wanted to play by the real rules, including the calling of balls and strikes. I agreed and pitched to him. On the first pitch he swung and missed. I called a strike. On the second pitch, the same thing happened. Again, I made the call. Determined to be a hitter, he dug his feet into the grass. As the third pitch traveled over the plate he took a mighty cut only to stir the air for a third time.

“Strike three,” I called. “Nathaniel, you are out.”

Discouraged and heavy hearted, he walked slowly from the field with a dejected look in his eyes and with his head held low. Upon reaching the edge of the yard, however, he quickly turned around, put his plastic bat back on his shoulder and confidently paraded back to where he had previously stood. “Dad,” he said, “I’m a new person.”

The point of the story is not about a child’s resilience, but about identity. If we, as counselor educators and supervisors, are going to make a hit with the public and fellow professionals, we must be aware of who we are. That requires that we, as counselors, acknowledge when we have missed the mark as well as when we have achieved success. Too often I hear counselors who are members of ACES talking to others about their identities as if they were in another profession. The conversation usually goes something like this: “You know I work as a counselor but really I’m a therapist. Yeah, that’s what I am — always have been, always will be — a therapist.” In such a conversation the word “counselor” is as rare in the vocabulary of the person speaking as the word “sorry” used to be to Henry Winkler when he played the Fonz on the television show “Happy Days.”

If we, as counselors and supervisors, are going to make a difference now and in the future, we must recognize that counseling is a profession and we have a stake in identifying ourselves as such. The point is that we as counselors need to identify ourselves with what we do. That fact came home to me when some of my graduate students at the University of Alabama at Birmingham took me out to a local restaurant and inducted me into an informal group they named “Counselors Anonymous.” They were basically saying to me: “We know who we are and we know who you are.” Since that time I have work into my formal presentations the sentence: “My name is Sam and I’m a counselor.” While some things I do may be therapeutic and psychological in nature, I am a counselor. I educate and supervise as a counselor. We need to collectively embrace such an identity and its multiple dimensions. Otherwise we will lose our identity as professionals and our positions as educators and practitioners.

Expectations

This leads me to expectations. Most expectations are based on identity as well as experience. In the example of Bandits, I was in a time of personal and professional transition and was unsure of what to expect. Thus, I experienced some anxiety.

A situation similar to this happened to a friend of mine when I lived in Connecticut. The friend was new to the state and was trying to find my house along the coast. He was unsuccessful and after wandering around for awhile in the Nutmeg State, he called. When I asked where he was, he stated: “K-Mart” with the expectation, I am sure, that I would know which K-Mart he was calling from and come get him.

“Listen,” I said. “Connecticut is bigger than it appears to be on a map. I need a better clue. Look outside for a more specific sign so I can identify

(Continued on Page 13)
Finding My Professional Identity: A Student’s Perspective

Kenneth G. McCurdy
Alpha Chapter

How do we develop our professional identities as counselors? Are we born with this identity? Is it taught through our counselor education programs? Or is professional identity found somewhere else? I will soon finish my first year of doctoral study, and I am still in the process of searching for my professional identity as a counselor. Talking to fellow students, I find that my experience is not unique.

Academic Influence

My graduate study began at the University of Scranton in their CACREP accredited counseling program. Graduate school and the profession of counseling were new for me as I came from a psychology undergraduate program. I had been privileged to work at an in-patient psychiatric hospital as an undergraduate, and it was this experience along with interactions with a counseling psychologist and a counselor educator that had spurred my interest in counseling. When I entered my graduate studies, my identity was strictly that of a student.

My master’s program at Scranton prepared me well to be a competent practitioner of counseling skills. I believe that the rigorous standards set by CACREP for counselor education programs added to my preparation tremendously. The faculty and the program provided me opportunities to go beyond didactic learning and exposed me to experiences with lobbying and state licensure and also to professional organizations and Chi Sigma Iota. It is through these extracurricular counseling activities that I believe my identity as a counselor truly began.

Faculty Influence

The faculty at Scranton challenged me to look outside myself and the university for further enrichment in my professional identity. They encouraged me to participate in professional conferences and in Chi Sigma Iota. These experiences provided me the opportunity to be influenced and mentored by other counseling professionals. The relationship I had with my mentor while at the university, Dr. Tom Collins, was also very special. His support, motivation, genuineness, and incredible patience helped instill the identity of counselor within me. Upon graduation, I gave Dr. Collins a pocket knife my father-in-law had made which had the inscription “Carpe Diem.” Dr. Collins and the rest of the faculty had helped me form my professional identity by encouraging me to “seize the moment.” I had seized opportunities, gained experiences, and been exposed to the profession outside of the classroom.

Doctoral Experiences

The doctoral program at Ohio University has been an extension of my rewarding experiences in Scranton. The faculty and my peers continue to provide the attention and motivation I need to increase my professional involvement. My participation with Chi Sigma Iota has also continued, as I am currently the president-elect of the Alpha chapter and served this year as a CSI Fellow. My work with licensure has also continued. I am currently doing a year-long practicum at the Counselor and Social Work Board of the State of Ohio. I am still attending conferences at both state and national levels.

While the faculty has previously encouraged me to look outside myself for opportunities to enrich my professional identity, my doctoral faculty also encourages me to look inside myself to find and expand who I am and who I am becoming as a professional. Creating my doctoral program of studies has provided me a tool with which to further experience the counseling profession in the classroom. My program committee has taken over where Dr. Collins left off. I am continuing to pursue unique educational opportunities and believe that my identity has, and will, continue to evolve as my learning and experiences continue.

Looking to the Future

I look forward to the future both as a student, counselor, and neophyte counselor educator. My experiences both inside and outside the academic classroom have guided me down a path which leads me to a better understanding of who I am as a person and as a counselor. I am proud of my counseling identity, and I love to tell people I am a counselor.

CSI on the Net

CSI Website
http://www.csi-net.org
CSI Listserv for chapter leaders
cverhulst@msn.com
CSI Listserv for faculty advisors
ejmyers@hamlet.uncg.edu

Order Honor Cords Now!

Orders for honor cords for December graduation are only being taken in October and November. There will be no exception or orders taken in December. Orders for May graduation will begin on February 1, 1998 and will continue through March 31, 1998.

Chapters are encouraged to order cords early. Orders may be placed through the webpage or by contacting Kelley Rowland at headquarters.
OUTSTANDING SLATE FOR
President-Elect and Secretary
1998-99

CSI is very thankful for the willingness of our slate of candidates to run for Chi Sigma Iota president-elect and secretary for 1998-99. CSI has had a great history of outstanding leaders over our twelve-year history, and this group of candidates certainly continues the tradition. For the 1998-99 slate, president-elect nominees are Jane Chauvin and Don C. Locke. The candidates for secretary are Jamie Carney and Nancy Sherman.

Read the biographical information and goal statements for each candidate before making your decision. Please note that for the first time...

Jane Chauvin
Chairperson
Department of Education
Loyola University
New Orleans, Louisiana

Don C. Locke
Director
North Carolina State
Doctoral Program in Adult and Community College Education
Asheville Graduate Center
Asheville, North Carolina

Academic and Professional Experience

Dr. Chauvin is Professor and Chairperson of the Department of Education at Loyola University in New Orleans, LA. She has been very active both in Chi Sigma Iota and in the American Counseling Association. Dr. Chauvin has served as president of Alpha Zeta chapter in New Orleans and has also served as international by-laws chairperson and is currently CSI international membership chairperson.

Her ACA activities have included being national and state president of ASERVIC, a member of the ACA Governing Council, and a member of the national CACREP Board. She is currently one of seven persons chosen nationwide to serve on the Standards Revision Committee for CACREP. Dr. Chauvin has served as president of the American Association of State Counseling Boards as well as chairperson of the Louisiana Board for Licensed Professional Counselors. She is also a past-president of the Louisiana Counseling Association.

Dr. Chauvin is the author of an assessment instrument and numerous articles published in professional journals, as well as four monographs.

Goal Statement

Chi Sigma Iota in the year 2000 - what is the vision? Chi Sigma Iota plays a vital role in the larger picture of national counselor identity and recognition. CSI, as a non-political entity with no direct ties to any division, region, or other organization, is a beacon of intelligence, stability and solidarity. It says to all, "Counseling is alive..." (Continued on page 19)

Academic and Professional Experience

Don C. Locke is Director of the North Carolina State University doctoral program in Adult and Community College Education at the Asheville Graduate Center. Immediately prior to assuming his present position in 1993, he was Professor and Head of the Department of Counselor Education at NCSU in Raleigh. He has been president of the North Carolina Counseling Association; chair of the Southern Region Branch of the American Counseling Association; president of the Southern Association of Counselor Education and Supervision; member of the ACA Governing Council; chair of the Counseling and Human Development Foundation (1994-1996); and associate editor of the Mental Health Counselors Journal (1993-96). He is the 1996 recipient of ACA's Professional Development Award. He is a life member of CSI and is serving his second term as chairperson of the CSI awards committee. He has published extensively in the area of multicultural counseling and currently serves as a member of the editorial board of the International Journal for the Advancement of Counseling.

Goal Statement

I am honored to have been nominated for president-elect of Chi Sigma Iota. When I was invited into CSI membership, I made a commitment to contribute whatever skills I possess to the operation and strengthening of this most dynamic organization. To those ends I have served as chair of the CSI International Awards Committee for two years and as a... (Continued on page 19)
1998-99 CSI OFFICERS

Jamie S. Carney
Associate Professor
Auburn University
Auburn University, Alabama

Academic and Professional Experience
Jamie S. Carney is an associate professor at Auburn University. She organized Auburn's first CSI chapter and continues as their faculty advisor. In the past she has been very active in ACES serving as state president, co-chair of SACES Women's Interest Network and as ACES by-laws chair. She is currently serving as SACES parliamentarian. In the past she has represented ACA on the Graduate Student Committee and as Convention Services Coordinator at the national conference in Atlanta. Jamie has several presentations and publications on issues related to evaluation of master's-level counselors-in-training and training professionals to work with persons with HIV disease. Currently, as faculty advisor at Auburn she is working with Iota Delta Sigma members to establish a mentor program for incoming students to foster professional development and involvement in CSI.

Goal Statement
If elected secretary, I would be committed to assisting the organization and incoming president with the continuation of current initiatives and the mission of CSI. An essential component of this is the effort to foster connections among students, faculty and other professionals in the counseling profession. As within my chapter, I hope to be able to assist in the development of mentors for both students and other counseling professionals. I believe that such mentors facilitate commitment and personal and professional growth. Accomplishing these goals will require a continued focus on recruitment and collaboration with other counseling organizations such as ACES.

Nancy E. Sherman
Assistant Professor
Bradley University
Peoria, Illinois

Academic and Professional Experience
Nancy E. Sherman, Ph.D., NCC, LCPC is an assistant professor and coordinator of the Community/Agency Counseling Program in the Department of Educational Leadership and Human Development Counseling at Bradley University in Peoria, IL. She received her Ph.D. in Counselor Education in 1992 from The Ohio State University and her M.A. in College Student Personnel from Bowling Green State University. As a faculty member at Bradley, she instituted the Beta Phi Chapter of Chi Sigma Iota in 1994 and has served since then as faculty advisor. Her experience as a counselor spans 17 years working at a college counseling center, women's center, children's hospital, drug and alcohol outpatient clinic, and private practice. She has published articles and made national presentations on topics ranging from creative counseling with sexual abuse survivors to a brief developmental model for school counselor supervision training. At Bradley, she has been nominated for several teaching awards including the Caterpillar, Inc. Award for New Faculty Achievement.

Goal Statement
I am honored to have been nominated for secretary-elect of Chi Sigma Iota and if elected see my role as ensuring accurate and timely communication of Executive Council business. On a larger scale, as a part of the leadership team of Chi Sigma Iota, I would commit my energy, creativity, and enthusiasm for our organization to the business of leadership on the international level. Serving as faculty advisor for the past three years has provided me the opportunity to experience first hand the impact and potential for impact that our organization has on the development of new counselors and continuing development of those already in the field.
Characteristics of a Good Leader

(Continued from page 6)

...respect and confidence. As the apostle said: "As each has received a gift, employ it for another as good stewards..." (I Peter 4:10, The Holy Bible).

Leadership is a process and as such demands the use of "ing" action words. To summarize, consider the word LEADER as an acronym. An effective LEADER is characterized by Listening, Energizing, Applying, Delivering, Encouraging, and Reflecting.

ONGoing search for good leaders

Nicholas A. Vacc

"...In many ways I believe what people really need to do to improve their leadership is pay attention to whom they already are and use what has shaped them as a person while being mindful of their skills of communication, management, and planning."

What is a Good Leader?

The continual quest to identify high quality leaders who help make organizations effective and who contribute to the achievement of their mission seems unending. There is an ongoing search for good leaders who are effective in making decisions and who can institute practices that can greatly impact an organization's productivity and success. This quest frequently includes definitive statements such as improve the effectiveness, increase productivity and morale, improve member service and satisfaction, reduce turnover, and create a more satisfying environment.

While most organizations are forever seeking and identifying the "good leader," what is less apparent is that there is not universal agreement as to what "makes" a good leader. Yet, there exists assessment systems and companies that purport to both identify and "create" leaders. In fact, a multi-million dollar industry exists on identifying and creating leadership and includes such organizations as the Center for Creative Leadership and Farr Associates, both located in Greensboro, NC, and London House Assessment Systems in Rosemont, Illinois. One would think that with such extensive financial outlays we could be very certain in a scientific way of what makes for a good leader. Unfortunately, there is not a single mind set concerning the qualities of a good leader. There are, however, a multitude of adages relative to leadership behavior that permeate the popular and professional journals: making sure paperwork is in on time, handling complaints, and staying out of the way of others so they can do their work. Other descriptors for what makes good leaders include the capability of bringing in resources to address issues and being a change agent, which more recently is linked with the beginning of the 21st century or millennium.

Personal Observations

With all said and done, my best guess from a pedestrian vantage point of observing good leaders is that most of them never plan to become a "leader" but discover through their work that they are adept at helping to "move things along." Most of these good leaders are individuals who are not only proficient at leadership; they are proficient at many things. However, there seem to be three dominant qualities that drive these individuals: doing team building, inspiring others, and taking manageable risks.

From observing good leaders, it seems that leadership begins with the ability to acquire and analyze information. As a result of bringing information together, a good leader becomes adept at setting agendas and managing commitments in carrying out goals. This is done through continuously cultivating others to advance the goals of the organization. Part of this leadership style requires the ability or willingness to unlearn and relearn as changes occur over a period of time; leadership requires keeping active on the day-to-day activities while at the same time viewing the future and trying to leave little to chance.

Good leaders whom I have observed have a tendency not to wield power. Rather, they use their influence in trying to persuade and work with individuals; they "educate." Good leaders are continually striving to bring people to a level whereby they understand what is needed and to explore ways of arriving at that point and advancing the organization.

Inherent in good leaders whom I have observed is honesty and integrity in all aspects of their work and life, and an underlying desire to do what is in the best interest of the organization rather than seeking to benefit themselves or one segment of the group. Also, I've noticed that good leaders seem to take personal initiatives while keeping in mind that their intent is to have an organization function as a team and work in concert. This requires an open and constructive environment which appears to be related to respecting individuals and attempting to be fair minded. Many successful leaders I've observed also seem to expect the individuals with whom they work to do their very best, and they try to lead by example.

Some additional universal criteria of good leadership are skills in communication, management, and planning. All of us have seen many management books telling people how to "do" leadership. Yet in many ways I believe what people really need to do to improve their leadership is pay attention to whom they already are and use what has shaped them as a person while being mindful of their skills of communication, management, and planning.
Bandits
(Continued from page 8)

where you are and come pick you up.” There was silence on the other end of the line for a moment and then he said with glee, “I’ve found a sign. I’m in Fogarea.”

“What?” I replied. “Fogarea” he repeated. “It says right out the window that I have entered Fogarea and can expect to be in this place for the next five miles.”

While I finally figured out my friend was in a “fog area” and was not as bright as I might have hoped, we who hold the keys to counseling have no excuse for getting lost in the professional terrain of helping. Counselors have been around the state of professional life a number of times and know the territory. While some times are better than others, we as counselors need to be purposeful and insightful in how we proceed into the future of counseling.

The road ahead in counseling is fraught with managed care and groups who would deny us our traditions and competencies. We as counselors need to be politically astute and skilled in negotiating the turns ahead of us and the barriers before us constructed by outside forces. We need to become wise to those who see mental health as a marketing ploy of providing few services in the name of profit. Likewise, we need to join with groups that promote our interests such as the Fair Access Coalition on Testing (FACT). Furthermore, we need to educate ourselves that counseling in the next millennium will change by becoming more diverse. Multicultural counseling skills need to be taught and learned in practical and sensible ways. If we as counselors are not ready for the future, we will be left behind and become obsolete.

In addition, we need to work within the American Counseling Association (ACA) to help all groups realize that “counselor” is a noun and other words like “mental health” and “school” are modifiers. If we do not, we counselors will be remembered for our neglect. Disassociation or disaffiliation of any group over some temporary disruption or dissatisfaction on the part of a few leads to nowhere (and there are real bandits on that road).

Finally, we as an association must focus on services both to clients and colleagues. As counselors and supervisors, we need to be the producers and distributors of products relevant to multiple needs, such as videos, interactive CDs, monographs and books. Providing forums where counselors can talk and bring about change is yet an additional service we must strive to provide.

Conclusion

In concluding, let me draw attention to the title and message of Paul Watzlawick’s book The Situation is Hopeless But Not Serious. His premise is that many events in life can be changed and improved if viewed from a different perspective. As travelers on the road of counseling, we need to look for the signs and opportunities before us. We as counselors need to see and put effort into creating the possible and altering the toxic or static forces within our environments.

If we, as counselors, do not own our identity and advocate for counseling, we are stealing from ourselves and selling ourselves out. If we do not face the external and internal challenges and threats before counseling today, we will be seen in the future as thieves. If we do not create and actively market new and needed services and stress multicultural counseling skills, we will harm our profession.

As an entity, ACES can do much to further the counseling profession. In concert with each other and with a concerted effort we can bring about needed changes in the areas I have mentioned. On the roads before us there are bandits and those who would divert our attention. Keep your eyes and efforts on important projects. By joining forces we can progress and in the process leave those who would be bandits behind us.

References


A Wellness Philosophy for Counselor Education

J. Melvin Witmer

Extending Our Legacy

In the last issue of the CSI Newsletter, I described a wellness model for counseling, perhaps the most unique feature of our identity as professional counselors when comparing us to other professional groups that provide human and social services. In this article, I would like to propose a wellness approach as the all encompassing philosophy for counselor education programs. When one considers the immediate and long-range benefits of a wellness community and curriculum in the preparation of counselors, the impact could be comparable to other major developments in counselor education during the half century of its identity as a separate profession.

The humanistic education movement of the 1960's and 1970's with its emphasis upon therapeutic conditions for change, self-disclosure, and open encounter with others, could take us only so far in the personal growth area. We need an expanded vision of what Maslow meant in his describing the father reaches of human nature (Maslow, 1971). Human potential and the development of the healthy personality were described in his well-known study of self-actualizing people (Maslow, 1970). Even with the 14 characteristics of the healthy personality, Maslow's data are mostly descriptive of a psychological model of human potential.

During the last two decades the concept of wellness has been developed with a multidisciplinary and interdisciplinary knowledge base to describe the "total person" approach for improving the quality of life and creating high-level wellness. We are the first generation in human history to know what a well person is. High levels of wellness include a genuine zest for being alive. Its goals are to increase resistance to disease, improve the quality of life, and perhaps increase longevity-reaching toward a wholeness that brings a sense of happiness and life satisfaction.

Wellness as now defined is a way of life oriented toward optimal health and well-being in which body, mind, and spirit are integrated by the individual to live life more fully within the human and natural community. Ideally, it is the optimum state of health and well-being that each individual is capable of achieving. It is becoming the best we can choose to be, spiritually, mentally, emotionally, physically, socially, and vocationally.

To what extent has this new knowledge about wellness been integrated into the counselor education curriculum throughout the country? This is an area for survey research so that we might know the status of our discipline, detect any trends, and determine whether this should be a unique identity as professional counselors.

Current Status of Student Wellness

Data on the psychological adjustment of students admitted to counselor education programs are very limited. Wellness lifestyle data are even more scarce. Descriptive data on the personal growth component of counselor education programs have been intermittent. At least in the 1960's and early 1970's one can find discussion articles on personal growth and human potential for students and faculty in counselor education.

Student selection and progress review practices were described by Witmer and Young (1996) in their discussion of counselor impairment. A substantial percentage of students who are attracted to professional counseling and psychology appear to have serious personality or adjustment problems. White and Franzoni (1990) found that 180 beginning counselors-in-training had higher levels of psychological disturbance than did the general population on several measures of deviance, locus of control, and coping skills. The results of a study of counselor education programs by Bradley and Post (1991) indicated that the criteria for admission of students to a majority of counselor education programs are predictors of academic success only. Predictors of academic success do not predict counselor competency or counselor mental health (Markert & Monke, 1990).

A review of the literature by Bradley and Post (1991) revealed little information concerning the adequacy of screening and ongoing review in programs after admission. Even less information is available regarding those students who exhibit personality or psychological problems that would impair their ability to become effective counselors. Literature on impaired counselor educators is even more scarce.

Reaching Toward Wellness

A wellness philosophy would be directed toward four goals as part of the total program experience for counselor education students. First would be the personal growth of the counselor with an emphasis on the development of all aspects of one's potential. Secondly, participation in a personal wellness plan and a curriculum emphasizing a holistic approach to growth and therapeutic change would provide counselors with the knowledge essential for applying a wellness approach in whatever work setting they may find themselves. Thirdly, an emphasis upon wellness as a lifestyle over the life span would give counselors skills for coping with personal and professional stress, thereby preventing counselor impairment which limits effectiveness in counseling services. Lastly, a wellness philosophy would enhance the quality of life for its graduates as well as the faculty over the life span. Overall a wellness program would serve as a model for graduates to create a wellness lifestyle and healthy environment in the setting in which they live and work.

A wellness philosophy will require policies and practices across all aspects of the program-faculty and student selection, curriculum, leadership, self-assessment, and program development. In the next issue, my third of the series of articles on wellness, I will outline components of a wellness program for counselor education.

References


Continued on page 15
Background

Dr. Richard Percy is Director of the Human Development Counseling Program at Peabody College at Vanderbilt. He is the past chair of the NBCC Board of Directors, has been instrumental in obtaining and revising licensure requirements in Tennessee, and is active in TACES. His name is not only recognized and admired in CSI but also in many areas of the counseling profession.

CSI Accomplishments

Dr. Percy unexpectedly became the faculty advisor of Eta Delta Chi while attending a geriatric workshop at the University of North Carolina at Greensboro nearly 12 years ago. At that meeting, Dr. Tom Sweeney asked if he would be willing to resurrect Eta Delta Chi chapter. Under his leadership, the chapter has been recognized internationally with such awards as Outstanding Individual Program, Outstanding Chapter, and Outstanding Member.

Dr. Percy stated that he believes that his greatest CSI accomplishment is the rapport he has with his students and CSI members. Further, he said, "I think they appreciate my energy and availability to them. They know that I am committed to them and the chapter and that I'm willing to pitch (literally, read on) right in with them no matter what we are doing."

When asked why he has been willing to invest so much time and commitment to CSI, Dr. Percy responded, "I believe in the concepts of CSI. CSI provides a great opportunity to bring together students, faculty, and professionals. Particularly, I like to see and be a part of students' growth that occurs through CSI membership and activities."

Coming Full Circle

Professional development workshops are a major feature of this chapter. Eta Delta Chi invites local professionals to speak at their monthly business meetings. In addition, they now sponsor two day-long workshops each year. This strong focus on professional development makes this chapter unique in the high degree of involvement by its professional members.

Embodying the Core Conditions

Dr. Percy is the type of leader who is the same both professionally and personally. His language reflects heartfelt commitment to this profession and the people he is able to teach and touch within it. However, he is quick to re-focus the praise onto others. His ability to instill such a high degree of commitment in the goals of CSI to other members is also reflective of exemplary leadership and extraordinary passion.

Chapter past-president Doug Taylor and president Andy Finch described Dr. Percy using unusually powerful descriptors. They explained, "You know where you stand with him. He's honest about what he thinks and feels and is willing to share that when needed." They commented on how remarkably receptive he is to ideas from students, officers, members, and others. "With his experience, he has every reason to discount what others have to say," they said.

Dr. Percy's proficiency at flexibility and balance were also discussed. "He is conscientious about our meetings being held in a relaxing environment," Finch said. Finch also explained how Dr. Percy, despite his many obligations, was the pitcher on their intramural softball team this summer. Taylor further remarked on Dr. Percy's amazing talent to balance having power, delegating power, and empowering others.

Finch said it best when he concluded with, "Dr. Percy truly embodies the core conditions."

(Continued from Page 14)
What All Counselors Should Know About the Relationship Between Exercise and Aging

Susan DeVaney
CSI Associate Editor

It is the human condition to be concerned about aging, the gradual change in body structure and functioning not resulting from disease or trauma. Wrinkling, for example, begins around age 20 with lines forming in areas where there is greater movement, such as the eyes and mouth. Pigmentation cells enlarge leading ultimately to age spots. Blood supply dwindles resulting in thickening fingernails and loss of body hair. The death of subcutaneous oil glands leads to increasingly drier skin.

Scientists don’t know much about the process of aging—whether tissue deterioration is just another manifestation of genetic programming or whether our bodies simply wear out from use and disease. We do know that some elemental life forms are ageless; algae and protozoa for example, appear not to age. But most species have a characteristic life span (110 years for humans) beyond which individuals do not survive. Although contemporary medicine may be able further to reduce the incidence of disease, there is no evidence that the rate of aging can be modified. Since increased probability of death accompanies aging, we are all bound to die. The time when we are least likely to die is just before puberty. After that time the likelihood of death increases yearly. After the age of 30, the probability of death doubles every eight years. Whether or not one maintains a lifelong exercise program, the changes related to aging occur. They are genetically programmed into all human beings.

So, Why Exercise?

If you are still reading, you may be asking yourself “Why bother to exercise?” The answer is that although aging is inevitable and primarily genetically determined, the effects of aging are linked to lifestyle. Proper self care, including regular and sufficient sleep; a moderate degree of stress; and an exercise regimen addressing muscle strength, flexibility, ventilation, and coordination promotes a consistently higher level of physical and mental functioning than is present in sedentary persons.

Regular sustained exercise lowers heart rate, maximizes use of oxygen, improves metabolic processes, develops the capillary system, improves skin tone, lowers blood pressure, increases muscle mass, and decreases muscular tension.

Psychologically, trained individuals possess a more positive body image, experience fewer unpleasant moods, maintain a greater degree of alertness, and enjoy keener perception. Researchers have demonstrated the conditioned human to be more emotionally stable, composed, sociable, persistent, adventurous, and controlled than unexercised individuals.

The myriad of reading materials, videos, and television programs devoted to exercise makes clear the basics of adequate fitness programs. Physical fitness simply means the ability to carry out daily tasks and respond to emergencies with vigor and attention and without undue fatigue. To promote endurance and cardiovascular fitness, one must exercise using large muscle groups in rhythmic fashion, elevating the heart rate to between 70 and 85% of maximum (220 minus one’s age equals maximum safe heartrate). This elevation must be maintained for 20 to 30 minutes three or four times per week for life. For every two days that one does not exercise aerobically, one loses one day’s CV fitness.

Strength and coordination are also important and may require additional exercise depending on one’s choice of aerobic activity. Weight work, dancing, tennis, or calisthenics are options in these areas.

Physically, exercise slows osteoporosis and muscle atrophy. It enhances residual abilities not already lost to aging or disease, such as range of motion and body awareness. In the psychosocial realm, achievements in exercise aid people in compensating for physical loss by stimulating concentration, tranquility, sound sleep, as well as promoting general staying power.

(Continued on Page 17)
Chapter Happenings
Linda Duggan
CSI Associate Editor

Epsilon Tau Chapter
The Epsilon Tau chapter at Texas A&M-Commerce held a summer initiation banquet where Lamar Woodham was guest speaker. Woodham currently researches and presents nationally and internationally on sexual relationship issues. His topic for the banquet was “Introduction to Sex Therapy.” He discussed the fear many counselors have concerning talking about sex with their clients and emphasized the importance of counselors becoming comfortable with sexual language and discussion. He also said that since many counselor education programs do not provide specific training in sex therapy, counselors and students are encouraged to educate themselves through reading current research so that they can better help their clients in these areas.

Iota and Iota Phi Chapters
The 1998 International Conference in Counseling will be sponsored by the Iota and Iota Phi chapters in the city of Manila in the Philippines from May 17-20, 1998. The focus for the conference will be “Global Perspectives in Counseling and Development.”

Registration will occur on May 17th, and a welcome dinner will be held at 7:00 p.m. This conference will serve as a post-conference activity to the National Convention of the Philippine Guidance and Counseling Association which is also co-sponsoring the Iota Phi Conference. International participants who may wish to come earlier and maximize their stay in Manila may attend the convention.

For further information, you can write to the following: 1998 International Conference in Counseling, Iota Phi, Francisco Benitez Alumni Center, Magsaysay Avenue, University of the Philippines, Diliman, 1101 Quezon City, Philippines.

Upsilon Nu Alpha Chapter
The Upsilon Nu Alpha chapter at the University of North Alabama presented a successful workshop titled “Families that Work: Techniques that Help.” Presenters shared valuable techniques needed when counseling families as a whole and individual family members. The keynote speaker, Naomi Haines Griffin, shared that the definition of “family” has changed from husband plus wife plus children to a new definition - a group of people taking care of each other.

Need to Hear from More Chapters
All chapters are encouraged to send copies of their newsletters or information concerning CSI activities to June Williams, Southeastern Louisiana University, SLU 310, Hammond, LA 70402 or e-mail to jwilliams@selu.edu.

What All Counselors Should Know
(Continued from page 16)

Counselor’s Responsibility
The counselor has several obligations in regard to encouraging a healthy attitude toward aging and exercise, the first being modeling acceptance of aging and commitment to moderate exercise. In addition, counselors should work to dispel myths regarding aging (for example, the older you are, the less exercise you need or one must be athletic to exercise). Finally, it is important to remember that understanding the inevitability of aging or the benefits of regular exercise does not equate to gracious acceptance of life’s changes or healthy exercise practice. Recommending an exercise program does not address a client’s readiness to embrace fitness. Considering that habits develop over time (20 weeks minimum), one major focus in promoting lifestyle change is supporting clients through the process of changing external motivation (I know I should) to habit (I always do). As in any other area of change, what motivates one person may not motivate another. That is to say, one must value one’s health in order to wish to preserve it. Assessment of the client’s values and desires serves as a prelude to developing strategies for change. Attending to accomplishments, dispelling unrealistic expectations or exaggeration of physical risks, using a day-by-day approach, discouraging helplessness and passivity, and reinforcing independence and self-sufficiency apply here as with all matters of personal growth.

Lifestyle change is generally incremental. Learning to appreciate one’s aging body and bring healthful habits into one’s daily routine are best accomplished in slow easy steps. Counselors, in this as in all things, benefit from polishing their motivational technique, patiently dispelling client fears and doubts, reducing threat, and finding short term social rewards for establishing new health practices.
Chapter Tip

Starting the Year Off Right

Catharina Chang
CSI Intern

The way a new year starts can set the stage for the rest of the year. As a third year doctoral student and the president of Upsilon Nu Chi chapter, I knew that I would have to begin the new year very organized and structured or risk losing my sanity. For the past several years, our chapter has been growing with the addition of new committees and an increase in the number of activities we sponsor. Along with the growth comes the need to reevaluate the foundation and structure of the organization and determine whether the growth of the chapter corresponds with the chapter’s mission, vision, and fundamental purposes.

Strategic Planning

At the beginning of the year, we held a strategic planning meeting for the officers, committee chairpersons, appointed members to the Executive Council, and the faculty advisor. The purpose for this meeting was to set the stage for the upcoming year by providing the Executive Council with the “big picture.” We discussed and then adopted the vision, mission, identify, and fundamental purposes for the chapter. We discussed how each of the current committees and appointed positions function to accomplish the various fundamental purposes. In addition to the overall strategic plan for the chapter, each committee chairperson came prepared to discuss the mission and the fundamental goals for his/her respective committee. This included the financial committees which presented the financial policies for the chapter along with a budget for the next year.

The vision and mission of the Upsilon Nu Chi chapter mirrored that of the international office. Keeping in mind the vision and the mission, the fundamental purposes and objectives addressed the purposes of the chapter.

Re-evaluate By-laws

In addition to reviewing and adopting an overall strategic plan for the chapter, we found it necessary to revisit the chapter by-laws and policies. As new members had joined the Executive Council, it was imperative that they become aware of and understand the by-laws and policies that govern the chapter. This also provides the Executive Council the opportunity to update the by-laws and policies.

Empowering the Executive Council

By providing the Executive Council a clear understanding of the chapter’s mission, vision, fundamental purposes, by-laws, and policies, they are empowered to make clearer decisions in the future. All chapter decisions should advance the chapter’s mission and fundamental goals.

Sample Agenda

Below is a sample agenda for a strategic planning meeting.

I. Welcome and Call to Order (President)
II. Chapter Strategic Plan (President)
III. Chapter By-laws (All)
IV. Financial Policy (All)
V. Committee Reports (Committee Chairpersons)
VI. Closing (President-elect)

Book Review

Basics for Beginning Counselors

R. Brian Campbell
Delta Sigma Upsilon Chapter

The Elements of Counseling

Scott Meier and Susan Davis

In their book The Elements of Counseling, Meier and Davis give a basic approach to counseling. They begin by explaining and providing examples of the essentials needed in order to promote a professional and therapeutic relationship with a client.

They also instruct counselors on how they can help clients explore themselves and fully define their problems so that they can then work toward a solution. The authors attempt to dispel some faulty ideas that some young counselors may have about clients.

Meier and Davis discuss some of the basic issues of which all counselors must be aware. Among these are when to refer, documentation of information, and issues related to gender, race, and sexual orientation. They also describe the importance of the setting where the counseling occurs and stress the importance of the counselor’s need to become self-aware.

Each section of the book contains excellent examples which further illustrate the concepts discussed in the chapter. Beginning students may find those examples helpful in getting a clearer picture of how to proceed with a given client or they may help them recognize any red flags which might occur during a counseling session.

The authors conclude their book with a brief overview of several different counseling approaches which may help a beginning student develop a better understanding and interest in a particular theoretical background.

This book could probably best benefit students who are just beginning a counseling program. It provides answers to many of the questions new students might have. The Elements of Counseling could also be beneficial to counselor educators as a resource, teaching aid, or quick reference.
A Homepage for your Chapter
(Continued from page 3)

We have learned through experience that among other things, professional sites usually do not link to other web sites unless they are directly related, i.e., a CSI chapter would be linked to the CSI home page but not to “other related organizations.” Anyone who has visited the CSI home page knows that we did not know this practice initially and linked to a variety of other groups as a courtesy to our members. Apparently, we cannot expect reciprocity (although I tried early on). I have been told that linking to other home pages will distract users away from our home page. This is considered to be a poor “business” practice. As a consequence, among the changes being made to our site will be few such links. However, our home page will include links to all of our chapters, faculty advisors, and chapter leaders who establish and maintain a chapter home page.

Changes Coming

While mentioning changes, maybe you have heard that both the postal service zip codes and telephone area codes are going to be changed in many areas. This is both expensive and troublesome for a variety of reasons. In our case, we also will be changing our web site address as well. Please make note of the following changes in CSI addresses and numbers.

As of December 15, 1997

CSI Headquarters
School of Education
UNCG
P.O. Box 26171
Greensboro, NC 27402-6171
(336) 334-4035

New Web Address
www.csi-net.org

Jane Chauvin
(Continued from page 10)

and well and continues to thrive.” It is so necessary that CSI continue to remain “above the fray” and to manifest the very best that the profession of counseling has to offer. The 90’s have been turbulent for many organizations within our profession, and it is essential that CSI remain outside the political arena and focused on professional issues that are common to all.

Chi Sigma Iota is an international organization composed of professional counselors who have committed themselves to excellence in their profession. From these ranks must come the leaders of tomorrow. Therefore, research into what constitutes true leadership ability and then the translation of this into programs that will help every chapter in CSI to train and educate their members to take their rightful places in the ranks of active leadership in the counseling profession must be a priority goal. A national plan to impact every chapter and a Summit on Leadership must be developed.

Membership must always be a priority of every president as it is the reason the organization exists. New members are provided by every active chapter, but the retention of these members after they graduate must become a top priority. New and innovative programming must be developed. The organization of new chapters both nationally and internationally should remain among our top five goals or priorities.

Finally, communication with every single member must be a commitment for our present and our future. Whether this be by technology, media or print journalism, CSI must reach out to each individual, personally, professionally, spiritually and intellectually. “We” are CSI, and these many and diverse voices must be heard from coast to coast.

Don C. Locke
(Continued from page 10)

charter member of the CSI Academy of Leaders. I presented a session on parliamentary procedures as a part of the CSI Leadership Training in Orlando in 1997. I have since been asked to present a session next year on Leadership and Diversity.

The call to run for president-elect offers me another opportunity to continue a path of professional service and an opportunity to strengthen my identity as a professional counselor. I have followed the CSI strategic planning progress, and I participated in the development of an awards program which honors the best of the best. CSI is an organization with a clear purpose, a large number of devoted professionals, and many opportunities to enhance the counseling profession. I wish to be a part of moving CSI into the twenty-first century along a developing and continuing path of excellence.

My goals are as follows:
- Maintain the current initiatives, including, for example, the Academy of Leaders, chapter development, greater use of the worldwide web for chapter and member services, and enhanced leadership development
- Encourage full implementation of the regional structure
- Promote diversity in leadership through positive, proactive initiatives
- Encourage the establishment of additional chapters, while helping to strengthen those that we have
- Promote inter-organizational cooperation and collaboration
- Encourage even more members to continue active membership and participation in chapter and Society activities after graduation as professional members
- Continue to promote CSI as a full partner in responding to challenges facing the profession

While it takes a village to raise a child, it takes multiple perspectives and many minds to tackle the myriad of challenges the profession faces.
CSI Gifts Available to Members!

The CHI SIGMA IOTA T-SHIRT
T-shirts are royal blue with white lettering and a white CSI logo. T-shirts are American made, 50% polyester, 50% cotton.

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$8.00
$10.00

Blue sweatshirts with white lettering:

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$18.00
$20.00

**XX-Large size only**

CHI SIGMA IOTA HONOR CORDS

Blue Honor Cords:

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$10.00
($2.00 - S&H)

White sweatshirts with blue lettering:

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$36.00

CSI LOGO WATCHES

Watches have a white face with the blue CSI logo and an attractive brown leather band. They are available in both men's and ladies styles.

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<tr>
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</table>

$36.00

Clip this form and send to: CSI Headquarters, School of Education, The University of North Carolina at Greensboro, P.O. Box 26171, Greensboro, NC 27402-6171