Leadership Development to Highlight CSI Day

Bill Nemec
CSI President-elect

The development of future leaders for the counseling profession is central to the mission of Chi Sigma Iota. Last year during the ACA World Conference in Orlando, CSI conducted its first Leadership Development Workshop at the University of Central Florida. Because of its overwhelming success, we have again planned a four hour Leadership Development Workshop during CSI Day in Indianapolis. This workshop is designed for all CSI chapter leaders, aspiring leaders, interns and fellows, chapter advisors, and other interested potential leaders. The workshop will be held on Sunday, March 29, 1998, from 8 a.m. to 12:00 noon at the Hyatt Regency Hotel. In cooperation with ACA President Courtland Lee, a number of new leaders with diverse backgrounds identified by ACA have been invited to participate in the Leadership Development Workshop. Additional leadership training activities are planned for chapter advisors, chapter leaders, and fellows and interns.

Focus on Diversity and Creativity

How are potential leaders identified, nurtured, and prepared for significant positions in CSI and the counseling profession? How are potential leaders with diverse backgrounds identified and developed? How do we prepare individuals to provide “creative” leadership that will keep members active, interested and involved? These are questions that will be addressed during the workshop.

From 8:00-10:00 a.m. Don Locke will lead a session on Multicultural Sensitivity in Leadership. During this session, a model of multicultural understanding will be presented as a framework for leadership development. How individual uniqueness and group characteristics are maximized in an organization will be discussed. The importance of mentorship in a multicultural context will also be explored.

Sam Gladding will present Creativity in Leadership from 10:00 a.m.-12:00. This session will focus on generating leadership ideas and implementing these ideas in groups. Creativity is a process, like leadership, that can be learned and cultivated. The steps in generating creative ideas will be explained and demonstrated. Participants will have an opportunity to actively engage in creative exercises and try out different ways of being a leader.

Four (4.0) CEU credits will be available for those attending the Leadership Development Workshop. To assure yourself a place in the workshop and to facilitate the processing of CEU’s it is necessary to pre-register with CSI headquarters. Please write, phone, fax, or E-mail your registration by Friday March 20, 1998. Anyone desiring to register for the Leadership Development Workshop after the deadline must contact headquarters to determine the availability of space.

Chapter Advisors and Leaders

The emphasis on leadership development will continue during the Chapter Leader and Advisor Network meetings from 1:30 p.m.-3:00 p.m. on CSI Day. The Faculty Advisor Network, under the leadership of Jane Myers, will receive training in the following: a) student leader mentoring, b) recruiting and training effective leaders, c) CSI technology, and d) the relationship between the faculty advisor and the counselor education department.

Catharina Chang and Toliynn Carson, CSI interns, have planned the following leadership training activities for the Chapter Leader and Advisor Network session: a) strategic planning, b) financial policies and budgeting, and c) enhancing the nominations and elections process.

Outstanding Day

In summary, we believe an outstanding CSI Day of activities has been planned for Indianapolis. CSI Day will be a tremendous source of ideas, support and assistance in helping us cultivate new leaders for the 21st century. Make plans now to attend a really great day!
Many Successes

Mary Thomas Burke
CSI President

Mary Thomas Burke

I have just returned from our SACES meeting and enjoyed seeing many of you during the conference. A special thanks to our Southern Regional Facilitators, Karen Hinch and Mark Viator, for the fine leadership they gave to the CSI Faculty Advisor Network Session. We had a good exchange of ideas among the advisors who were present. As usual everyone was anxious to get new ideas to take back to their respective chapters. Tom Sweeney and Jane Myers demonstrated the many uses of the latest in technology. They make power point look simple! Our new regional structure seems to be working well. Thanks to Karen and Mark for a job well done.

ACA World Conference

Our president-elect, Bill Nemec, has planned a variety of development opportunities for us at the ACA World Conference in Indianapolis including plans for CSI Day and for the Leadership Development Workshop. You will find details of these activities in other sections of this newsletter. Thanks to Bill Nemec for the planning and implementation of our CSI activities at ACA World Conference. I hope we will have a number of representatives from each of our chapters.

Recognitions and Awards

One of the highlights of our CSI Day for me is the Awards Ceremony. Don C. Locke, who chaired this committee last year and did such an outstanding job, has graciously agreed to do this again this year. I am grateful to Don for taking this very important task. This Awards Ceremony gives us an opportunity to honor some of the brightest and best potential leaders in our profession! This occasion gives us a chance to recognize them and to thank them for all they do for CSI. I look forward to seeing everyone at the ceremony.

Multicultural/Diversity Summit

Dr. Courtland Lee, ACA president, held a special Multicultural/Diversity Summit in Indianapolis, August 15-17. I was privileged to represent CSI at the summit, and I have given you an abbreviated report on page 7 in this issue of the newsletter. Several of the goals outlined in the report are issues that CSI already addresses. One strategy explicitly invites CSI to take an active roll. The strategy states, "ACA in collaboration with divisions and branches will investigate programs with Chi Sigma Iota for undergraduates/high school students." Is this a viable role for CSI? Certainly it is worth discussing.

Kudos to Faculty Advisors

Our membership continues to grow. Yet there are many counselor education programs that do not have chapters and others that have allowed their chapters to become inactive. One of the keys to a successful chapter is the leadership and enthusiasm of the faculty advisor. I have seen this time and time again. I want to take this opportunity to thank the faculty advisors for the great work they are doing, and I want to commend them for the quality of their leadership. Without good faculty advisors, CSI would not enjoy the growth and success that it now enjoys. What can we do to get the word about CSI to counselor education programs that do not have chapters? Do you have any creative ideas? Please share them with me.

See you in Indianapolis at the World Conference!
Update from Headquarters

The Challenge of Change

Thomas J. Sweeney
CSI Executive Director

In the first issue of the Exemplar under this name last fall, I concluded my update with a notice that we were experiencing address and telephone area code changes. We hope that anyone contacting us will note these changes. These came about in part due to the exponential increase in cell phones, fax lines, and similar electronic tools. Keeping up with change seems to be one of the greatest challenges that we all face these days. If your computer does not have the latest technology, you probably bought it at least a few months ago. Likewise, if you are not accessing most of your correspondence through electronic mail, you are getting way behind the curve. In fact, I seem to be spending more time attempting to anticipate and manage changes that are thrust upon us from outside than ever before.

Changes for CSI

In the last three years, CSI crossed an invisible line with the IRS that now requires us to work monthly with an accountant to help us avoid the traps of the ever-evolving tax laws and their interpretation. We can no longer handle our bulk mailings because the postal service regulations and requirements have become so complicated, even to the postal service workers, that we must contract for such service by an agency that does nothing else but help manage other businesses' mailings. As electronic mail, the Internet, and other services cut into the business of the postal service, they increase their postal rates at the same time we are having to hire out our mailing business. It increasingly appears that a part of anticipating and managing change is making it work for you where you can.

Electronic Media

The good news, is, for example, we have only begun to scratch the surface of the potential for our web site and chapter and member services. Authorized chapter persons can now access their own member database from our server. This means that they can review current member status, check mailing and telephone information, and if they choose, download the information for mail merge or simply print out information for their purposes. We expect this one change alone to improve greatly our communications with chapter members and to help insure that the international database has accurate information from the perspective of those who know our members best, the chapter officers and faculty advisors.

We encourage all chapters that wish to have their own web site to do so. In fact, our web policy was developed with this expectation in mind. One caveat to those who wish to do so, chapters will need to have their own technology committee and ensure that the CSI guidelines are followed and that updates, additions to the page, and related responsibilities are clearly assigned and supported on a continuing basis. With the CSI web server and the specific guidelines and illustration of how to construct a chapter web site, virtually every chapter can have its own page with current officers, committees, calendar of activities, awards information, etc. where members and interested persons can browse.

In coming months, we expect to continue adding pages to our CSI site. For example, we will be loading information developed by one of our task forces on how to conduct a suc-
CSI Day in Indianapolis
Sunday, March 29, 1998
ACA World Conference
Hyatt Regency
8:00 a.m.-7:00 p.m.

Chi Sigma Iota Day at the ACA World Conference in Indianapolis will provide a variety of activities for CSI members and other interested persons. The full CSI Day will be held Sunday, March 29 at the Hyatt Regency Hotel. For the second consecutive year CSI will hold a special leadership training workshop. More information on this can be found on page 1.

With the exception of the Faculty Advisors Network meeting (for faculty advisors) and the Chapter Leadership Network meeting (for all chapter leaders), all CSI members and interested persons are invited and encouraged to attend all CSI Day events.

8:00-12:00  LEADERSHIP DEVELOPMENT WORKSHOP
[4.0 CEUs will be offered]
8:00-10:00  Multicultural Sensitivity in Leadership
            Don Locke, CSI Academy of Leaders for Excellence
10:00-12:00  Creativity in Leadership
             Sam Gladding, CSI Academy of Leaders for Excellence

1:30-3:00  FACULTY ADVISOR NETWORK
Jane Myers, Co-chair, CSI Chapter Development Committee
            Student Leader Mentoring
            Recruiting and Training Effective Leaders
            CSI Technology Training
            The Faculty Advisor and Departmental Support

1:30-3:00  CHAPTER LEADERSHIP NETWORK
Catharina Chang and Toilynn Carson, CSI Interns
            Strategic Planning
            Financial Policies and Budgeting
            Enhancing the Nominations and Elections Process

3:00-4:30  BUSINESS MEETING
4:30-5:30  AWARDS CEREMONY
5:30-7:00  RECEPTION

CSI Proudly Thanks Donors

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

Mary G. Ramsey
Alpha
Margaret Hylan
Alpha Epsilon
Sandra M. Pollino
Alpha Upsilon
Lila Gearhart
Chi Theta
Robert R. Williamson
Eta
Marjorie J. Martin
Gamma Lambda Chi
Kathleen O. Markovich
Kappa Sigma Upsilon
Heather L. Brostrand
Sigma Beta
LaDonna J. Pratt
Sigma Epsilon Sigma
Gretchen L. Goodkin
Theta
Laura L. Peddie-Bravo
Upsilon Chi
Robin L. Daniel
Upsilon Nu Chi
Katherine J. Myrick
Zeta

A Reminder to Chapter Leaders

Welcome to Indianapolis

Christina Geiser
Beta Upsilon Iota Chapter

If you are coming to Indianapolis for the ACA Convention and have time to explore the Circle City, we have many interesting places to visit and to eat.

Museums and the Zoo

Indianapolis has something to offer just about everyone. If you like animals, the Indianapolis Zoo is located downtown on the southwest side. There are also several museums in the area. The Eiteljorg and the Indianapolis Museum of Art are two favorites. For those who are young at heart, I recommend the Children's Museum on US 31 North. While there you can play a game of chess where the pawns are half as tall as you, see a movie at the Cinedome inside the museum, or just learn something you did not already know through hands-on experiences. If you do visit the Children's Museum, be prepared to spend a few hours and to have lots of fun!

Shopping and Sightseeing

If you just want to spend time downtown, there is plenty to do. For avid shoppers, there is the new Circle Centre Mall which covers several city blocks, is four stories tall, and boasts stores such as Parisian and Nordstroms. It will take a few hours and some good walking shoes to make it all the way through! Within walking distance from the mall is what gives Indianapolis the nickname the Circle City. The Indiana War Memorial is situated in the heart of Indy with a road circling the memorial. The buildings surrounding the monument form a circle, and the city fans out from there. At the top of the memorial is an observation deck where you can look out over our city, and at the base of the memorial is a small museum.

If you feel you just need to unwind from a long day and a walk would do you good, then head for the canal which snakes its way through Indianapolis. There are walkways, and on nice days you will likely pass joggers, walkers, bikers and rollerbladers. There are many places you can stop and sit along the way. The canal continues its path north and runs through the Butler University campus. I urge you to take time out and visit Butler. It is a beautiful campus where no cars are allowed except in certain areas, and the buildings are massive and beautiful, seemingly untouched by time. Butler has a fountain that finishes the picture of serenity, and B.U. is home to Hinkle Fieldhouse (familiar to anyone who has seen the movie HOOSIERS) and Clowes Hall where you can see classics such as Phantom of the Opera, Peter Pan, or The Nutcracker.

Restaurants

After a long day of conference activities and sight-seeing, your stomach will probably ask for food. Of course, we have the usual Burger King, McDonalds and Wendy's, but if you are looking for something more Planet Hollywood recently opened and is a fun place to go. If you enjoy trying new beers, there is the Alcatraz Brewing Company across from Planet Hollywood or the Wildcat Brewing Company by the pyramids on the northern loop of I-465. Both places have excellent food. Also, on the northern side in the Keystone area is the Melting Pot. The appetizer, main dish, and dessert are all fondu style. Houlihan's and Ruth's Chris Steakhouse are close to Circle Centre and have cozy atmospheres. Dick Clark's American Bandstand is another recommended choice. There are also locations of Lonestar, Max & Ermas, Chili's, Grindstone Charleys, and Outback Steakhouse scattered around Indianapolis.

Night Life

If your stomach is full but you are still not tired, you may want to visit Indianapolis's night life on the fourth floor of Circle Centre Mall is World Mardi Gras. For a five dollar cover charge you can roam freely through the four bars. One has a more alternative style of music and one has live band's most weekends. Brewskies is a sports bar, and Flashbacks plays 70's and 80's music. Broad Ripple is a fun and unique place. It is in the more "artsy" area of Indianapolis. All up and down Broad Ripple Avenue are places to eat with live bands and dance floors. If you like country music and line dancing, then check out Incahunts on Rockville Road on the west side or County Line Rodeo in Greenwood on the south side. For those who want to enjoy a mellow evening with live jazz, then pop into The Slippery Noodle on the south side or the Jazz Cooker in Broad Ripple and sit for a spell.

Welcome to Indianapolis

This is just a sampling of what Indianapolis has to offer. I hope you enjoy the conference and get to explore this great city we call home! Safe travels!

New Address and Area Code for CSI

New Headquarters Address
Chi Sigma Iota Headquarters
School of Education
University of North Carolina
P.O. Box 26171
Greensboro, NC 27402-6171

New Area Code
(336) 334-4035

New Web Address
www.csi-net.org

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1998-99 Election Results

Chi Sigma Iota had four highly qualified members who allowed their names to be placed in nomination for the offices of president-elect and secretary-elect. The nominees for president-elect were Jane Chauvin and Don Locke, and the nominees for secretary-elect were Jamie S. Carney and Nancy E. Sherman.

CSI is extremely grateful that each of these members were willing to offer their time and efforts to the goals and purposes of Chi Sigma Iota. We express our gratitude to each for their dedication and commitment to CSI.

President-elect-elect

Don C. Locke, Director of the North Carolina State University doctoral program in Adult and Community College Education, was elected president-elect-elect. He has been president of the North Carolina Counseling Association, Chair of the Southern Region Branch of the American Counseling Association, and president of the Southern Association of Counselor Education and Supervision. He was the 1998 recipient of ACA's Professional Development Award.

Locke's goals for CSI include maintaining current initiatives including the Academy of Leaders, enhanced leadership development, and greater use of the worldwide web for chapter and member services. He wants to encourage full implementation of the regional structure for CSI and promote diversity through positive, proactive initiatives.

Secretary-elect

Nancy E. Sherman, assistant professor and coordinator of the Community/Agency Counseling Program in the Department of Educational Leadership and Human Development Counseling at Bradley University, was elected secretary-elect. Sherman instituted the Beta Phi chapter of CSI at Bradley in 1994 and has served as its faculty advisor since that time. Nancy has 17 years of counseling experience from many settings including work at a college counseling center, a women's center, a children's hospital, a drug and alcohol outpatient clinic, and private practice.

As secretary, Sherman is committed to ensuring there be accurate and timely communication of Executive Council business. She also wants to commit her energy, creativity, and enthusiasm for CSI to the business of leadership on the international level. She is committed to CSI because she has seen the impact and potential for impact it can have on the development of new counselors and on the continuing development of professionals already in the field.

Call for Nominations

Nominations for Chi Sigma Iota president-elect and treasurer are currently being solicited from individual members and chapters. If you know of a worthy candidate, send your nominations to CSI Headquarters, School of Education, University of North Carolina, P.O. Box 26171, Greensboro, NC 27402. From these nominees, a slate will be selected by the nominating committee.

The deadline for nominations is May 1, 1998.

Order CSI Honor Cords NOW

Many Chi Sigma Iota chapters now award CSI members honor cords to be worn during graduation ceremonies. The braided double cords are blue and white with tassels. Individuals may purchase CSI honor cords from headquarters for spring graduation during the months of February and March only. The cost for honor cords are $10.00, with an additional $2.00 for shipping and handling costs. No special orders will be taken after March.

In order for these to reach chapters in time for spring graduation exercises, orders should be placed immediately. These should be mailed to CSI Headquarters, School of Education, University of North Carolina, P.O. Box 26171, Greensboro, NC 27402 or contact Kelley Rowland, administrative assistant, at (336) 334-4035.

The Challenge of Change

(Continued from page 3)

The successful awards program at the chapter level. It includes a script for the awards ceremony similar to the one introduced in Orlando for the international awards. Another special effort is underway to index portions of past issues of the newsletter since the inception of CSI. In addition to being an archival record of our society, it will keep some of the very best tips easily available to new chapter officers. Likewise, special articles about members' experiences in other cultures or in serving special populations will be available for review by future members. I expect to develop a "frequently asked questions" (FAQ) page as well.

We also will be uploading information on our Academy of Leaders for Excellence and a curriculum for leadership development within chapters. Yet to come will be video messages from your officers and chat room activity.

Frankly, the technical capability is already available for some of the services that we may provide in the future. Realistically, however, most members do not have the interest or equipment needed to participate in some of the more advanced uses of the web. Waiting several minutes for a picture to appear is more than most people will tolerate because their hardware or software is "slow" or incapable of providing support for such things. Even as we plan our page layout, we must anticipate how it will fit and look using the most common browsers. Therefore, video messages for the time being may be for the few who have that interest and equipment.

Opportunity and Challenge

So change is inevitable. We can be threatened, annoyed, or challenged by it. Honestly, sometimes it feels a little bit like each of them (especially when the IRS is involved)! The prevailing emotion, however, is associated with opportunity and challenge. If CSI were not so successful, we would not have so many of these challenges!
CSI Establishes Telecommunications Policy

Jane Myers
Chairperson of Technology Committee

We live in an age where electronic communications and publications are increasingly accepted as "normal." Readers of the Exemplar are well aware of the CSI home page on the World Wide Web and the listservs that have been established for faculty advisor and chapter leader networking. Communications between members and the international office increasingly occur through e-mail. Many of us have experienced a significant drop in our "snail mail," while we spend hours a day with on-line communications. Sometimes we all are overwhelmed by our computers and our technology - yet we have only scratched the surface of our capabilities in this area.

The CSI Executive Council created the Technology Committee as a standing committee of the Society and charged it with the responsibility of creating, monitoring, and guiding CSI's telecommunications activities. These activities include the World Wide Web, listserv forums, Internet file servers, merchant sales through the home page, and eventually an electronic journal, chat rooms, and audio-video conferencing.

The Technology Committee studied policies of other national associations and honor societies related to electronic media. What became clear immediately was the extensive potential of electronic media to enhance the mission of the Society - or to detract from that mission. As a consequence, a policy was developed to serve as a guide to the development and use of technology within our chapters and activities. That policy, approved in draft form by the Executive Council, may be found on the CSI home page (http://www.csi-net.org) in the chapter information area.

Members of Chi Sigma Iota recognize that our Society has evolved to a position of influence within the field of counseling; thus our name and endorsement, real or implied, carries a great deal of significance. The mission of CSI - to promote excellence in counseling - remains the premier standard under which all proposed activities of the Society, including its chapters, are gauged. CSI's endorsement is of consequence to individuals and organizations in the mental health, education, health care, and other arenas. Similar to professional leadership, service, research, and publications, CSI's Internet and other telecommunications endeavors warrant the same quality controls that characterize its other activities. Increasingly, more people will have contact with CSI through telecommunications than through any other medium. Both recognition of CSI and the reputation of the Society will be reflected through telecommunications in extensive ways, both apparent and subtle.

The purpose of the Standards for Telecommunications Activities is to ensure that all information CSI or its chapters disseminates over the Internet accurately reflects the mission, goals, and strategic plan of the Society. The standards are intended to insure the accuracy of information CSI disseminates over the Internet, to provide for the efficient and economical delivery of such information, and to protect the image and reputation of the Society while allowing reasonable discretion to chapters, officers, and committee chairs to be creative and to make a contribution based on their unique knowledge and abilities.

We encourage your feedback on these policies. Send comments to Jane Myers either through the international office or by e-mail to jmyers@uncg.edu.

Multicultural/Diversity: A Major Focus for Our Profession

Mary Thomas Burke
CSI President

Goal 2: To engage in political processes, public policy, and advocacy to uphold the core values of diversity and multiculturalism.

Goal 3: For ACA leaders, members, and staff to actively model and advocate for the core values of multiculturalism and diversity.

Goal 4: To ensure the leadership and membership throughout ACA reflect a multicultural and diverse society.

Goal 5: To identify and promote the attributes of counselor education programs and continuing education initiatives that successfully promote the development of diversity and multiculturalism core values.

Goal 6: To encourage ACA members to provide pro bono counseling services to people in need.

Principle I: ACA values and reflects the development, recruitment, retention, and involvement of a multicultural/diverse membership.

Goal 1: To develop ACA as a multiculturally competent association.

Goal 2: To increase the number of leaders from underrepresented groups.

Goal 3: To expand and retain the membership of ACA to reflect a multicultural and diverse society.

Goal 4: To ensure an organizational environment that is safe, inviting, and nurturing to individuals from varied backgrounds/cultures.

Goal 5: To ensure that opportunities for acquiring diversity/multicultural competencies are available to all ACA members.

Principle II: ACA values and encourages professional counselors who integrate multicultural/diversity knowledge and skills into their practices. Therefore, it is the responsibility of ACA members to be profes-

(Continued on page 16)
In the second part of the Exemplar’s series on leadership, three members of the Chi Sigma Iota Academy of Leaders were asked to address the question, “Can anyone be a good leader?” Sam Gladding, Larry Loesch, and Tom Sweeney responded with their ideas on this aspect of leadership.

Samuel T. Gladding

“Not everyone is equal as a leader, but almost anyone who is committed and persistent can learn how to be effective in such a position.”

The first time I ever spoke in public people laughed. They did not laugh because I said something funny; they snickered due to my inability to express myself in a coherent way. I was mortified and was on the verge of vowing I’d never speak in public again when a friend urged me to take a public speaking course. With study and hard work, I learned the art of addressing audiences on a variety of subjects and how to vary my style, cadence, and content. The end product of this effort has resulted in moments of enjoyment behind podiums when I have been asked to speak.

Just as speaking can be taught, so can leadership skills. I know. I have researched the literature and taught academic courses, as well as extra curricula programs, on leadership. There are certain matters would-be-leaders must master if they are to succeed as leaders. Among the areas are those involving knowledge of self and how to utilize personality traits such as vision and enthusiasm. A nice synopsis of the essentials of leadership can be found in J. Thomas Wren’s (1995) The Leadership Companion. Periodicals such as the Journal of Leadership Studies are also useful in keeping up with both theory and research related to leading.

Therefore, leading, like counseling, is an art and a science. Knowing when and how to display appropriate behaviors is essential. Being reflective, introspective, and courageous is vital. Managing “no’s” and “yes’s” is crucial. Working with people and finding a common vision and goal are a part of the process. Not everyone succeeds regardless of his or her sincerity or commitment. Yet, I am convinced that most people can be successful as leaders if they devote themselves diligently to the task.

To be a leader one must have commitment to a cause and to a people. One must have energy and be willing to sacrifice comfort for achievement. One must make time to be involved. Being charismatic, articulate and diplomatic helps one’s chances for success in leading, but deficits can be overcome through practice and constructive feedback. There is a need for people from all walks of life to be ready to lead when opportunity presents itself. Through hard work and the cultivation of abilities, good leadership can be learned. Not everyone is equal as a leader, but almost anyone who is committed and persistent can learn how to be effective in such a position. That is something to smile about.

Larry Loesch

“I do not believe that anyone can become a good leader because I do not believe that everyone desires to develop good leader characteristics.”

The obvious answer is yes, anyone can be a good leader. Unfortunately, however, some people would have to undergo major personality and behavior change to be good leaders! Because I am a counselor educator, allow me to “reframe” the question to “Can You Be a Good Leader?” to personalize it. And because measurement is one of my areas of professional interest, allow me to present my response as a self-assessment. How would you evaluate yourself in regard to each of the following (presented alphabetically)?

Communication Skill. Good leaders are proficient at a variety of modes of communication, including written, verbal, non-
Can Anyone Be a Good Leader?
(Continued from page 8)

verbal, professional, and interpersonal communications.

**Ego Sublimation.** Good leaders act for the benefit of others and the profession, not for themselves.

**Goal-Orientation.** Good leaders set reasonable personal and professional goals, and develop and implement effective plans for achieving those goals.

**Linearity.** Good leaders are adept at logical thought, sequencing, interpolation, and extrapolation; analyze potential consequences of their actions; and act to bring about effective results.

**Mathematical Skill.** Good leaders understand the importance of numeric representations of information and are adept at both interpreting and using such representations.

**Multicultural Sensitivity.** Good leaders recognize that there is strength in diversity.

**Openness.** Good leaders are receptive to new ways of thinking and behaving.

**Pragmatism.** Good leaders are aware of barriers to goal achievement and develop effective methods to cope with them.

**Receptiveness to Feedback.** Good leaders solicit and welcome feedback, selectively identify what is helpful and useful, and act upon that feedback.

**Responsibility.** Good leaders accept responsibility for outcomes within their realm of functioning, even though negative outcomes may sometimes be attributable to others’ actions.

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Thomas J. Sweeney

"Such a simple question begs for a simple answer. YES!"

Such a simple question begs for a simple answer. YES! Having said this, however, we might ask, how does one become a good leader? Of course, books have been written about the answer to that question. Rather than recount what such authors have said, I will accept the invitation to reflect on my experience and that which I have observed about others whom I admire.

First, a good leader is someone who begins with a desire to be of service. Having a well developed sense of social interest, you volunteer to help with projects, activities, and initiatives that you desire to see successful. Ego needs play little part in such service.

I recall when Dr. Rose Cooper completed her presidency of ACA, she agreed to be nominated for member at large on the CSI Executive Council. She ran against a doctoral student from Alabama and lost! Undaunted, Rose asked, "Well, what else can I do to serve CSI?" And, of course, we put her in charge of leadership training at our annual meetings for the next several years.

Second, a good leader is someone who learns through experience how to win others’ cooperation and participation in achieving the goals of the group or organization by setting a responsible example. This means to volunteer to do only what you can and will do well.

Another of my exemplars is Dr. Courtland Lee. CSI’s Executive Council has never asked Courtland to be involved in any activity that he has not done well above its expectations. Equally important, he wins others over to his interests and projects through his example and genuine, unpretentious style of leading.

Third, a good leader uses his/her intelligence, experience, and commitment to see possibilities others yearn for but lack the vision to articulate. By making explicit a group’s shared aspirations, then goals, outcomes and initiatives can be developed. All good leaders have this capacity. Certainly, John F. Kennedy is a prime example of one with such a characteristic.

While this may seem to be an elusive quality, I believe that it comes to those who invest in the activities noted above. Good leaders have this capacity whether in elected positions or not.

Fourth, good leaders have a passion for what they believe in. They are undeterred by the nay sayers. They inspire others by their commitment to a cause larger than themselves. I can think back to my time on the National Career Development Association (NCDA) Board of Trustees with Dr. Thelma Vriend. No one ever doubted Thelma’s love for her work, her profession, or her principles. She spoke only rarely but when she did, everyone listened — for her passion and principles were behind it. As she goes out now to speak at CSI initiatives, the message still comes from the heart and always with the passion for what she believes in.

Finally, good leaders have a good time doing what they do and help others to do the same. Dr. Sam Gladding, whose humor and creativity are becoming legendary within the profession, comes quickly to mind. He introduces himself by saying, "Hi, my name is Sam and I’m a counselor!" Then he informs, enlightens, and inspires with periodic doses of delightful humor, all while being a "leader." Are these all of the qualities? Not really but I think of them first.

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**Responsiveness.** Good leaders consistently respond in a timely manner and are sensitive to the needs, work, and schedules of others.

**Self-Directedness.** Good leaders have a clear sense of direction in their lives and personal motivation to advance in important directions.

**Sense of Humor.** Good leaders recognize the positive values of humor, both their own and that of others.

**Technology Skill.** Good leaders use current technologies efficiently and effectively to maximize their personal and professional effectiveness.

**Time Management.** Good leaders are effective time managers because they are adept at evaluating task-time requirements and allocating time accordingly.

**Wellness.** Good leaders maintain a well-balanced lifestyle that includes appropriate attention to personal, mental, and physical well-being, interpersonal and familial relationships, and spirituality.

There are other characteristics that could be added, but these are among the ones I consider most important.

I do not believe that anyone can become a good leader because I do not believe that everyone desires to develop good leader characteristics. However, I do believe that many, many people have good potential to be effective leaders. It takes a strong desire to become a good leader, personal and professional commitment, and practice in and learning from various leadership positions. In sum, good leaders emerge from among people like those who are members of Chi Sigma Iota.
Aerobic exercise has long been thought to produce psychosocial as well as physical benefits. Claims for the psychological benefits of exercise for both clinical and nonclinical populations have included improved mood, sexual functioning, self-confidence, work efficiency, intellectual functioning, body image, and emotional stability. Recent literature reviews indicate that of the thousands of articles dealing with mental health in sports and exercise, most are fraught with methodological difficulties that limit the integrity of the data. Studies have consistently shown, however, that athletes possess more favorable personality profiles than nonathletes. In the 1980s use of the Profile of Mood States in numerous groups of elite athletes and lifestyle exercisers established an "iceberg profile" whereby athletes tended to score below the 50th normative T-Score on tension, depression, fatigue, and confusion and above the 50th T-Score on vigor. This suggests that regular exercisers may receive as many psychological benefits from training as world-class athletes.

Research on Athletes

Research in the 1980s established that athletes reported significantly less tension, depression, anger, confusion, and more vigor after a single exercise session than before. Proponents of exercise as a therapeutic adjunct suggested that individuals gain a sense of mastery or accomplishment from physical activity. Researchers speculated that exercise is a form of meditation that triggers an altered state of consciousness providing distraction from anxiety producing situations. Such effects, although not entirely verified, have important implications for mental health professionals. Some consider exercise to be an important form of self-therapy for use by individuals to increase positive mood and self-confidence, either alone or with counseling. A major question, still unanswered in the literature, is whether differences between active and sedentary groups are inherent and predispose people to exercise or are acquired, resulting from the exercise itself. It may be, for example, that maladjusted or psychologically distressed individuals do not choose to participate in vigorous physical activity and, conversely, that more competent persons are predisposed to exercise their bodies.

Anxiety and Depression

Two widely recognized indicators of psychological disturbance are anxiety and depression. Persons experiencing anxiety exhibit motor tension, autonomic hyperactivity, apprehensive expectation, and hypervigilance either in discrete episodes (state anxiety) or pervasively (trait anxiety). Numerous studies have demonstrated that a single bout of exercise 20 to 30 minutes in duration consistently diminishes state anxiety for a period of between four and six hours. This compares favorably with the relaxation effects of quiet rest sessions, meditation, hypnosis, progressive relaxation, biofeedback, and even eating lunch. In two studies I conducted, lifestyle exercisers overwhelmingly listed stress reduction as their primary reason for exercising frequently. Interestingly, aerobic exercisers report more cognitive and less somatic anxiety while persons practicing regular meditation report the opposite. In addition, no evidence exists that trait anxiety is affected by exercise.

Since depression is often accompanied by psychomotor incapacitation, it is not surprising that vigorous physical exercise is often prescribed and researched as a means of alleviating feelings of sadness and helplessness in mild or moderately depressed persons. Major depressions of long standing are best treated with drug therapy; however, it is likely that exercise may be of secondary benefit to severely depressed patients. Although all treatment groups (relaxation training, meditation, medication, exercise) and control groups invariably experienced reductions in depression after a period of six weeks or more, there have been no firm findings indicative of the superiority of exercise over the mere passage of time in the alleviation of depression. The effects of exercise on anxiety and depression have been attributed to diversion, social reinforcement, experience of mastery, and improved response to stress through reduced muscle tension, heart rate, skin conductance, and catecholamine, glucocorticoid, or lactate production. The relaxation hypothesis suggests that exercise produces a natural muscular relaxation post exercise, a condition antithetical to the somatically tensed state of the clinically anxious. A second physiological explanation for decreased symptomology, the lactate hypothesis, is based on the knowledge that chronically anxious persons overproduce adrenaline. Increased adrenaline production leads to a concomitant increase in lactate, which acts on cell enzymes to fulfill what the body perceives as a demand for energy. Since two established benefits of aerobic exercise are diminished lactate production at a given workload and faster elimination of lactic acid from the bloodstream, by extension, fitness training may decrease symptoms related to anxiety.

The catecholamine hypothesis of affective disorders, a third possibility, postulates that lower production ofnorepinephrine in the brain is related to chronic depression. With aerobic exercise of 30 minutes duration, norepinephrine excretion is known to rise to 4.5 times that of pre-exercise levels, ostensibly explaining the amelioration of depressive symptoms. Finally, the popular endorphin hypothesis attributes positive mood changes associated with aerobic exercise to increased opioid activity in the brain. In theory, the endorphins reduce the sense of pain and produce a state of euphoria similar to that brought about by cocaine. Researchers have confirmed that plasma endorphins (endogenous peptides with morphine-like effects) do increase with vigorous physical activity. The connection between the acute mood changes associated with exercise and endorphin activity, however, has not been confirmed. It appears that the mind-body connection in terms of the effects of exercise on the mind and emotions exists in at least some significant portion of the population. For most persons, vigorous physical exercise performed 3 or 4 times weekly appears to produce an anti-depressant effect born of a combination of muscle relaxation, feelings of self mastery and sound sleep— all partially determined by resultant biochemical changes in the body. The exact mechanism through which these changes occur and the variables that mediate such changes in individuals, however, are still under investigation.
Faculty Advisor Highlight

Providing a Bridge: Jolynne Reynolds

Toilynn Carson
CSI Intern

Jolynne Reynolds

Background

Jolynne Reynolds, who is an Associate Professor at Texas Woman's University, has served as faculty advisor of CSI-Alpha Rho (CSI-AR) for six years. In addition to her CSI-AR commitments, she is involved in the School Counseling and Guidance Program, is chairing the Department's CACREP self-study, and is president-elect of TACES. Further, Reynolds is equally devoted to her roles of wife and new mother to her adopted daughter from Russia.

Her Role as Faculty Advisor

As faculty advisor, Reynolds emphasizes the importance of being an energetic, "on fire" motivator, who actively encourages CSI membership. She finds it important to organize the year with the officers and to be actively involved in each facet of the chapter. Students and officers recycle frequently, so the value of the faculty advisor is that he or she is often a constant who can provide guidance toward appropriate annual goals for the chapter. Reynolds states, "The officers and I find it useful to have fun as we work, ultimately enhancing our relationship." In conclusion, she believes, "To maximize the mentoring potential of CSI, it is helpful for chapters to provide workshops, newsletters, and scholarships."

Well-Respected

In speaking with Reynolds and those who know her, it became obvious Reynolds is highly respected. Past-president of CSI-AR Marcy McKay specifically elaborated on the respect that she has observed that students have for Reynolds: "Despite her many obligations, she always makes time for her students. Further, she has mastered the balance between her devotion to her family, work, and students. She is a great professor who skillfully and successfully sets course objectives that are applicable to students' futures in this profession. Sometimes it seems that people become CSI members so that they can interact more with Dr. Reynolds. They soon learn even more the value of knowing Reynolds and what it means to be a CSI member."

Providing A Bridge

Reynolds' particular strength and unique characteristic as faculty advisor is her selfless dedication to providing a bridge between her students and their futures. She became the faculty advisor of CSI-AR because she recognized its mentoring potential. She states, "CSI affords students the opportunity to become leaders and more informed, distinguished professionals. It is a program's responsibility to mentor and prepare students." Reynolds has seen that the benefit of this focus is that many CSI student members have completed doctoral programs and become very effective mental health professionals. "Consequently, acting as the faculty advisor is one of my favorite parts of this job," Reynolds explained.

Reynolds provides a bridge to students, meeting them at their current developmental level and providing direction so they can develop to their full potential. For instance, her program's population largely consists of commuter students. Reynolds and the officers construct CSI opportunities to meet those students between their night classes. Additionally, the chapter provides educational workshops to supplement students' knowledge of this field. Under her guidance, the chapter has also implemented a mentoring program where CSI-AR alumni mentor new students. This program has been successful in addressing new student concerns as well as informing them about CSI. Remarkably, the chapter raises enough money each year to send several students to the annual ACA conference. Finally, CSI-AR members are honored each spring with an initiation banquet consisting of a night of recognition for all members and a great time of socializing and dancing.

Jolynne Reynolds truly is more than a faculty advisor... she is a mentor paving a way for CSI and this profession.

Welcome New Chapters

Welcome to the following new Chi Sigma Iota chapters.

Iota Upsilon Pi
Indiana University of Pennsylvania

Mu Upsilon Gamma
Marymount University

Gamma Lambda Chi
Fairfield University
A Wellness Program for Students and Faculty in Counselor Education

J. Melvin Witmer

Are We Missing the Boat?

Wellness and prevention may move into the mainstream of health care much quicker than most of us in professional counseling ever imagined. Very recently I read a report on the status of certain wellness programs with the insurance industry and Medicare (Steinberg, September 10, 1997). Medicare just approved a national study of Dr. Dean Ornish’s program for reversing heart disease, including up to 1000 participants in selected hospitals nationwide. For the first time, Medicare has agreed to a study in a non-surgical, non-pharmacological, alternative approach to medical care. Persons entering his Program for Reversing Heart Disease have chosen it as an alternative to heart and vascular surgery with results, which in the long-run, are superior to heart surgery and drug treatment. Lifestyle changes motivated by participation in weekly group sessions over a one-year period resulted in most patients benefiting and 82% having a reversal in arterial clogging. In addition to the Medicare study, 10 hospitals around the country offer the program for $6000 to $7000 a year: 45 insurance companies already pay for it. This type program has also been successful with cancer patients. It has benefits beyond intervention. Prevention of illness and the promotion of wellness are benefits for those who wish to enhance their general well-being.

What might be surprising is that the five components of the program would be covered in any counselor education program that includes coursework on wellness and stress management. Those areas are (a) stress management techniques, (b) relationships and communication, (c) exercise, (d) diet and substance control, and (e) communion and meditation with a higher self. Very similar group session programs have been developed by Herbert Benson at the Mind/Body Medical Institute in Boston (Benson, 1992) and Jon Kabat-Zinn in the Stress Reduction Clinic at the University of Massachusetts Medical Center (Kabat-Zinn, 1990). Once these type programs are widely covered by insurance carriers and managed care because of their cost effectiveness, a wellness approach for the intervention and prevention of illness will be sought by the general population.

While counselor education continues to espouse the virtues of developmental counseling which makes us different from the other helping professions, we have gone far down the road of mental illness. Our training and clinical experience emphasize pathology rather than wellness and personal growth. If you doubt that, look at the course content and the internship experience in counselor education programs across the country. Does the curriculum include the basic concepts and principles of wellness so that graduates are competent to treat various mental and emotional conditions through a wellness perspective? Are they capable of designing a comprehensive wellness program for the intervention and prevention of illness? Is one course on wellness or stress management required? In the two previous issues I outlined a wellness model and the rationale for a wellness program. In this issue, I will very briefly note leadership and curriculum components for a wellness program.

Counselor Education: Readiness of Students and Faculty

Our code of ethics requires that “prior to admission, counselors orient prospective students to the counselor education or training program’s expectations” (American Counseling Association, Code of Ethics and Standards of Practice, 1995, F.2.a). Included in the list of seven areas of expectations is “the training components that encourage self-growth or self-disclosure as part of the training process.” Integrating self-growth in the broad context of a comprehensive wellness program seems like a natural extension of the legacy of Carl Rogers’ fully functioning person and Maslow’s self-actualized person and healthy personality. The requirement for each student to participate in a wellness program in the context of personal development needs to be stated in the promotional literature describing the program. Details would include describing expected outcomes, the initial wellness assessment, development of an individual wellness plan, and progress reports until one completes the degree.

The faculty as well as students would be expected to participate in a wellness lifestyle. A self-assessment of wellness should initiate each faculty member’s development of an Individual Wellness Plan (IWP) to include goals and activities for enhancing personal and professional development. The code of ethics enjoins professionals to “serve as role models for professional behavior” (American Counseling Association, Code of Ethics and Standards of Practice, 1995, F.1.a.). Modeling behavior is a powerful modality for teaching others as well as a force for self-direction.

Curriculum Experiences

Counselor education faculty need to define a therapeutic and wellness community for their program, then implement the philosophy by building the necessary components needed to make it work. Programs could begin with only one of the components with a timeline to phase in the other ones as circumstances allow.

Curriculum experiences should integrate the learning objectives and personal growth through the following: (a) course descriptions and syllabi that reflect an orientation toward developing a wellness lifestyle; (b) a foundations course for masters and doctoral students that includes a wellness assessment and the writing of an Individual Wellness Plan; (c) self-directed readings and study of basic wellness concepts and factors that contribute to a healthy lifestyle; and/or an interactive computerized program on wellness concepts and personal growth; (d) required individual counseling and personal growth experience through group process; and (e) application of wellness principles and practices as part of the total (Continued on page 16)
CSI Projects and Activities: Tried and True

Sondra Smith
Associate Editor

Good things are happening for members of Chi Sigma Iota in chapters across the country and the seas. Our society is growing by leaps and bounds every day thanks to the dedication and hard work of strong international leadership as well as many teams of faculty advisors, officers, and members throughout the world. As a society, we have a collective mission of promoting excellence in counseling, and guided by our mission, many chapter projects and activities have emerged which are signature CSI functions.

So far in my association with two chapters of Chi Sigma Iota International, the question often arises: What can the chapter do to meet the professional needs of its members and to increase participation and interest in the chapter? Though “more than a line on your vita” is the rally cry of all chapters, many Chi Sigma Iota chapters, both beginning or growing, may benefit from a new idea for promoting excellence and involving students and professionals in their sponsored activities. A summary of some of the CSI projects and activities which are “tried and true” is provided to help other chapters stimulate thinking about and planning projects and activities to encourage student, faculty, alumni, and area professional participation. The projects listed here are those projects which, I believe, are gaining in popularity because they are representative of our collective mission and are therefore, becoming “signature” CSI.

If your local chapter has not adopted any of the projects listed below, suggest one or more of these at your next meeting.

1. Sponsored conferences and workshops lead the way as the most time-intensive and expensive project undertaken by many chapters, yet also the most rewarding and far-reaching. CSI conferences and workshops may be sponsored by local CSI chapters, state divisions of ACA, counselor education programs, or local community agencies. These workshops provide professional development and networking opportunities for members and counseling professionals. In many cases, continuing education credit may be available through NBCC.

2. Silent and/or live auctions are held by chapters for fund-raising and social, academic, and professional networking. Donations are invited from the university and broader community.

3. Monthly presentations by faculty, members, alumni, or invited speakers are held on a regular basis. Chapters select a day of the week or week of the month to hold the meetings. Meetings are open to students, faculty, alumni, and professionals. Social time before and after the presentations provide for networking opportunities.

4. Chapter newsletters are provided to members and distributed to professionals in the area. Not only do many chapters publish a newsletter, but the chapter newsletters are growing in their scope. In addition to announcing upcoming chapter events and news from CSI international, newsletters may include regular columns, book reviews, abstracts of student and faculty research, up-coming conferences, reports of recent conferences, and member recognition. Chapters may request to be added to other chapters’ newsletter mailing lists.

5. Mentoring programs are often developed by CSI chapters through which incoming students are assisted by continuing graduate students. Professional development, academic and social support are the tenets of successful mentor programs. Some chapters also may choose to expand their student mentoring programs to alumni and professional mentoring wherein alumni mentor students and/or recent graduates of the counseling program.

6. Alumni resource networks have similar goals as the mentoring programs mentioned above. Chapters systematically track members and alumni (i.e., computer list serves). Through these networks, alumni are provided with the rich information and resources of their colleagues and therefore, counseling communities built around CSI chapters and counselor education programs remain a strong foundation for former and current members.

7. Service projects are becoming part of some CSI chapter activities. Students, faculty, and alumni are organized as volunteers for community service projects such as walk-a-thons, soup kitchens, and community mental health centers.

Does your chapter sponsor a project that you would like to share with other chapters? Or does your chapter have specific suggestions for chapters regarding any of these tried and true CSI projects? Please let us know.

Chapter Tip: The Chapter and the Department

Catharina Chang
CSI Intern

Most chapters of Chi Sigma Iota are sponsored by counseling departments and have faculty advisors who are appointed by the department chairperson. This presents both opportunities and challenges. Individual chapters of CSI operate under the guidelines set forth by Headquarters; however, individual chapters also must consider the guidelines of the department. What is the relationship between CSI and the department that is its sponsoring institution? What obligation does CSI have to the department, and what obligation does the department have to it? What role should the department play within the running of the chapter?

These are questions that we have faced in the past in our chapter. Although we constantly reevaluate our relationship with the department, we have institutionalized some steps in order to facilitate that discussion.

1. We invite the department chairperson to the leadership workshop for an open discussion on what is our relationship. The leadership workshop is held in April for the newly elected and appointed members of the Executive Council.

2. Minutes of our Executive Council meetings and membership meetings are copied to the department chairperson so that she is aware of our activities.

3. The president-elect attends all faculty meetings so that she may serve as a liaison between the department and the chapter.

It is clear that this relationship between chapter and department is mutually enhancing and beneficial; however, this relationship like all others needs to be monitored and cultivated.
Chapter Happenings

Alpha Tau Chi Chapter
In September, the Alpha Tau Chi chapter at the Citadel held a welcome party for new professor Dr. George Williams and for new students to the program. All clinical and school counseling students were invited.

In January, the chapter plans on having an initiation at which it will induct 19 new members. Many chapter members are also planning to attend the South Carolina Counseling Association's annual conference in February.

Beta Phi Chapter
On October 19, the Bradley University Beta Phi chapter inducted a chapter record number of new members when 21 students and local professionals joined the group at the fourth annual Fall Induction Ceremony and Meeting. Total membership has now topped the 100 mark, growing from a start of 13 members only four years ago.

Chapter activities have included:
* Fall and Spring Induction Ceremonies with featured speakers
* Mentoring program for Bradley students
* Study classes (taught by member graduates) and materials for students taking the required comprehensive exams
* A summer party for networking and yearly activity planning
* A winter networking and socializing party
* A newsletter sent to all members three times a year
* A professional membership drive intended to interest local professionals in the group
* Transportation to conventions
* Honor cords awarded at graduation
* A telephone survey of members to establish needs and to publish a directory of members

Plans for the upcoming year include a continued effort to bring more working professionals into the chapter.

The group is also in the process of investigating ways of increasing political involvement.

Beta Upsilon Chapter
Karri Anderson, the president of the Beta Upsilon chapter at Barry University, challenged CSI members in her column "From the President's Pen" in a recent chapter newsletter. She wrote the following:

"The other day I read the quote, 'Excellence is never an accident.' No one claimed ownership to this one-sentence-knock-out truth, and I wondered who was the person behind the quote. The anonymous author had simple, yet profound, insight to excellence. I tried to imagine what kind of excellence had been obtained by the author to draw this kind of conclusion. Excellence comes in many shapes and forms, yet, one of its constants is that excellence will not appear without effort nor can it be received as a gift.

"All members of CSI have a personalized certificate that recognizes the 'scholastic and professional excellence' of the individual. This statement means little on parchment, but it holds incredible weight when the words are reflected within the lives of our members. In order to be a CSI member, academic achievement is a requirement. However, pedantic knowledge, in and of itself, does not hold the ideals of the organization. Scholastics, coupled with excellence within each member's circle of influence, are the standard.

"For each Beta Upsilon member, excellence needs to be a by-product of proactive involvement within the counseling profession. All current and future Beta Upsilon members are required to lead by example first before they can be associated with the organization. As an international honor society for counselors, we recognize that the merits of excellence are not bestowed at random, and one cannot "stumble upon" it by chance. When CSI members uphold the ideals of the organization, the counseling profession, CSI, and most importantly, our clients benefit from our achievements."

Delta Sigma Upsilon Chapter

Kappa Chapter
The Kappa chapter of Lynchburg College, Virginia hosted a two day workshop on Child-Centered and Filial Play Therapy on October 24 and 25. The workshop was attended by 40 persons from across Virginia. The workshop presenter was Dr. Louise Guerney, Professor Emeritus at Penn State University. Dr. Guerney is a highly respected leader in play therapy and is in great demand for workshops.

On Friday evening, October 24, Dr. Guerney was the keynote presenter at an induction ceremony for new members of Kappa chapter. Twenty-two new members were inducted. The induction ceremony was led by Kappa president Kristin Bailey-Tomlin and president-elect Lynessa Spivey.

Virginia CSI chapters also had two special sessions during the recent Virginia Counselors Association's annual convention held November 12-15 at the Hyatt Richmond. On Friday afternoon a special interest session for CSI was held. A great time was had by all who attended. Then on Friday evening CSI chapters hosted a reception for the full convention. Virginia now has nine CSI chapters and a 10th one is being formed.

Mu Tau Beta Chapter
Mu Tau Beta at the University of North Carolina at Charlotte has implemented a new fund-raising project to honor the professors in the counseling program during February, Teacher Appreciation Month. Students are asked to make a donation to the fund (minimum of $1) in a professor's name and give a brief statement of why that professor has been significant to the student. The professor will receive a handwritten note with that statement indicating that a donation has been made in the professor's honor.

Rho Chi Epsilon Chapter
Officers from the Rho Chi Epsilon chapter at Radford University held an organizational business meeting at the nearby Selu Conservatory. Along with making plans for the chapter, they enjoyed many of the interesting...
Dealing with Childhood Bullying & Teasing

Joan Orman Harris
Nu Chapter

Childhood Bullying and Teasing: What School Personnel, Other Professionals, and Parents Can Do

The subject of childhood bullying has recently become a hot topic. News magazines show clips of bullying events in school yards, and even Oprah advises parents on ways to tell if their child is a bully or is being bullied by others. Despite all the press and attention given to the subject, however, childhood bullying remains a frustrating problem for parents and professionals. Since schools are the prime location where bullying occurs, school counselors must learn to deal with the issue better in order to teach students to cope successfully with bullying and ultimately to control it.

Research Points to Problems

In Childhood Bullying: What School Personnel, Other Professionals, and Parents Can Do, Ross cites many studies done on bullying. The research cited points to the most important contributing factor in bullying situations as being the opportunity to bully. Teachers and principals who ignore bullying behaviors provide opportunity. The predominant view of students interviewed was that school personnel do not respond adequately to the problem.

Describes the Steps Needed

Ross reports that the primary reason adults fail to respond to bullying is that they do not know what to do. The book provides helpful school and parental interventions in bullying relationships, gives specific ways to stop bullying, discusses the issue of teasing, and defines the steps for primary prevention of bullying.

Ross details the steps needed to set up a school-wide intervention program. She is frank in her discussion of obstacles to expect and some possible ways to overcome them. She also discusses sexual harassment as a form of bullying and gives information about the provisions of Title IX of the Education Amendments of 1992. Under Title IX sexual harassment must be distinguished from other types of bullying and teasing and must be dealt with according to federal law.

In the chapter on specific interventions, the author discusses many of the programs currently employed in schools. These include support groups, Big Brother/Sister, peer counselors, and conflict resolution training for students. Each program is reviewed in terms of its impact on bullying, and both the positive and negative aspects of each program are presented.

Problems with Teasing

The subject of teasing is viewed from the perspective that teasing is an inherent part of bullying. The author does, however, acknowledge that teasing can be fun and is a part of the development of social skills. Child advocates must learn to recognize the difference between social teasing and cruel teasing. The information on teasing programs in schools differs from bullying programs in that teasing victims are taught to handle the problem themselves to end the teasing, empowering them to develop social skills.

Community Involvement Needed

The topic of primary prevention of bullying includes ideas for schools, pre-schools, and community involvement. Much like the idea of the whole village being needed to raise a child, the whole community is needed to alleviate the problem of bullying in our society. If parents, schools, and community's members work together, bullying can be lessened.

This book is recommended for school personnel, parents, and others who work with children. The information is invaluable if children are to be kept safe from bullies. School counselors should be able to use many of the author's suggestions and to incorporate her ideas into their counseling programs.

Chapter Happenings (Continued from page 14)

Upsilon Nu Chi Chapter

The Service Committee of the Upsilon Nu Chi chapter at Greensboro, North Carolina sponsored a team to walk in the Juvenile Diabetes Foundation Walk in September. Twenty chapter members turned out for the walk and raised over $1,000. The committee also sponsored a booth at the UNCG Children's Festival in October. The chapter also sponsored a food drive for the Triad Health Project, a project assisting AIDS patients. The chapter has focused many of its fall activities on providing service to the community.

Monthly brown bag luncheons featuring local practitioners from the community have also been held.

Send Chapter Information

All chapters are encouraged to send copies of their newsletters or information concerning their chapter activities to June Williams, Southeastern Louisiana University, SLU 310, Hammond, LA 70402 or e-mail them to jwilliams@selu.edu.
A Wellness Program (Continued from page 12)

practicum and internship experience. Leadership needs to come from a faculty person who would be responsible for coordinating the wellness aspects of the counselor education program. Planning, implementation strategies, and evaluation would be the responsibility of a faculty-student committee.

A wellness approach to counselor preparation provides a timely opportunity to translate the concepts of humanistic education into a reality. Emphasizing health as well as pathology would maximize the potential effectiveness of our graduates. It would also help prevent impairment and counselor burnout. Infusing the program with a wellness philosophy would place us on the cutting edge of counseling for the next century.

References


Multicultural/Diversity (Continued from page 7)


Goal 5: To build bridges internationally.

Principle IV: ACA values and respects a joyful expansion of leadership that is diverse across the membership and the practice of counseling.

- Goal 1: To develop a cadre of emerging leaders.
- Goal 2: To promote diversity in all fields of counseling practice.
- Goal 3: To expand leadership opportunities within ACA.
- Goal 4: To reflect diversity, interest, and expertise in national, divisional and branch committee membership.

Strategies were also developed and one strategy directly addresses Chi Sigma Iota. The strategy states, “ACA in collaboration with divisions and branches will investigate the possibility of a mentoring program with Chi Sigma Iota for undergraduate/high school students.” If you wish to have a copy of the complete document, I’ll be happy to send you one. You can contact me at the following address: Dr. Mary Thomas Burke, Dept. of Human Services, UNC Charlotte, Charlotte, NC 28223.