The CSI Awards Program

Recognizing Member and Chapter Excellence

Lynn D. Miller
CSI Awards Chairperson

One of the greatest gifts we can give to others is to recognize their accomplishments and contributions. Indeed, this is one of the primary purposes of Chi Sigma Iota International — to recognize excellence in the counseling profession. The initiation of new members into the Society is only the beginning. At its annual awards ceremony held at the ACA World Conference, CSI recognizes outstanding leaders who have demonstrated excellence in counseling. Exemplary chapters and students are also recognized. All CSI members are strongly encouraged to submit nominations for the following CSI awards:

- Outstanding Chapter Awards
- Outstanding Newsletter
- Outstanding Individual Program
- Outstanding Chapter

Outstanding Member Awards
- Outstanding Entry Level Student
- Outstanding Doctoral Student
- Outstanding Service to Chapter

Other awards include the following:
- Outstanding Research Award
- CSI Practitioner Supervisor Award
- CSI Practitioner Award
- Thomas J. Sweeney Professional Leadership Award

Additionally, CSI presents the fellowship and intern awards at the awards ceremony.

Chapters are encouraged to submit nominations and also to conduct awards presentations at the local chapter level. Although outstanding chapter awards would not be appropriate at the chapter level, chapters can recognize outstanding members, research, practitioners and practitioner supervisors. All chapters should also consider submitting nominees for fellow and intern awards. Chapters who have never submitted nominations are especially encouraged to submit nominations.

This year CSI chapters will be able to download the Awards Nomination Packet from the CSI web site (wwwcsi-net.org) along with the Fellowship and Intern Nominations Packet.

Chapters, begin making your awards plans early! Start by formulating an awards committee to decide which awards will be presented, awards selection criteria, and to solicit and develop nominations for the CSI International awards. Award packet nominations for the year 2001 must be submitted and postmarked no later than December 1, 2000, to the CSI Awards Chair, Lynn Miller.

Under no circumstances will nominations be considered via fax or internet or postmarked later than December 1, 2000.

Mark your calendars for the ACA World Conference that will be held in San Antonio, March 16-20, 2001. You certainly will not want to miss the exciting activities planned for CSI Day. Be sure to get started identifying chapter nominees for CSI awards and send in those nominations! If you have any questions or need further information, please contact headquarters or Lynn Miller, CSI Awards Chairperson, 1826 Wesbrook Crescent, Vancouver, British Columbia, Canada V6T 1W2 or by e-mail to Lynn.Miller@ubc.ca
Issues Facing Chi Sigma Iota

Ed Herr
CSI President

Let me use this opportunity to thank you for your support of Chi Sigma Iota and for your professional commitment to advancing the counseling profession. It is my privilege to serve as your president this year and to work with the executive director, committee chairs, and elected officers in serving the goals we share as members of CSI. As such, let me share some thoughts with you.

In June the Executive Committee met in Greensboro, NC to consider the issues and the trends affecting the immediate and the longer term roles of Chi Sigma Iota in behalf of its members and the counseling profession. In addition to committee appointments, approval of the budget for 2000-2001, planning for CSI Day at the ACA convention in San Antonio, and related organizational matters, the executive committee discussed at some length a number of issues which are directly related to the professional contributions of CSI. Since space is limited here and Tom Sweeney will discuss a number of these matters in his column as executive director, let me focus on only two of the major issues.

CSI Services at All Levels

One of these issues has to do with the nature of membership in Chi Sigma Iota and how it may be interpreted at the chapter level. For example, there is growth in CSI chapters across the nation but not a commensurate rise in members or in member renewals. That statement sounds contradictory and in some ways it is. But, part of this reality seems to be that some chapters and some members believe that CSI is primarily a student organization. That is not true. While student members are the lifeblood of the counseling profession and of CSI, the fact is that CSI is committed to a membership that sustains involvement in CSI throughout their career from student to professional to elder states-persons. At each of these career markers, CSI and its chapters need to offer services, programs, and benefits to members that are life-long and tailored to the different levels of professional development persons at different career stages require. During the forthcoming year several CSI committees will be collaborating to address this important matter. For example, during the current year, a new task force on faculty advisors will be seeking information from faculty advisors about how CSI can be most helpful to them in their pivotal role. Since many experienced faculty advisors are reaching retirement age, we need to learn how CSI can be most helpful to both experienced and new faculty advisors. This task force will also be collaborating with the Committee on Chapter Development and the Committee on Membership as the latter two committees consider how to emphasize best practices at the chapter level and how to work with struggling chapters. We expect useful information to evolve from these initiatives that will appear in the Exemplar and on the CSI Web-site. Our intent in these collaborative efforts is to ensure that CSI services to members, chapters, and to faculty advisors are cohesive, efficient, and responsive to each of these dimensions of chapter success.

Technology and CSI

A second major issue is the role of...
Thomas J. Sweeney

Are all who engage in counseling, members of the counseling profession? Periodically, I receive correspondence from students and faculty as well as department or college administrators regarding CSI's membership criteria. Among the most frequently asked questions is, why are other disciplines, e.g., psychologists, marriage and family therapists, social workers, not considered eligible for membership in CSI? Implicitly stated, if not explicitly, is a belief that they should be automatically qualified by virtue of their "obvious" qualifications. They may be teaching in a counselor education program, hold a state or national credential as a counselor, and even have a master's degree in counselor education prior to earning a doctorate in another discipline. After all, they reason, all use counseling as a *modus operandi*, does that not mean we are all "counselors"? If we follow the same logic, however, we all use "psychological procedures"; therefore, are we not all "psychologists"?

Clearly, psychology associations and licensing boards would not agree (Sweeney & Sturdevant, 1974). Likewise, other disciplines would not take kindly to some use of their disciplines' theory or methods as sufficient to be titled as such or to enjoy "all the rights and privileges appertaining thereto."

Professional identity, therefore, is a central issue not only for state licensing boards which regulate such matters but anyone who has invested time, personal resources, and emotional commitment to advanced preparation and continuing education.

**CSI's Purpose**

Chi Sigma Iota was founded to recognize and promote excellence in the counseling profession. We started from its inception with an emphasis on national counselor education standards for preparation, support for professional counselor credentials, and attention to advocating for the uniqueness of counseling as a profession. As a consequence, we deliberately emphasize professional counselors and the profession of counseling as our sole purpose for being.

While it is beyond the scope of this update to cover what rightfully belongs in a course on professional orientation, an overview of what our uniqueness entails may be useful to those who ask about such matters. Briefly, there are at least four areas that deserve some attention: national preparation standards, philosophical orientation, professional identity, and entry level at the master's degree.

**National Preparation Standards**

The national standards for the preparation of counselors define the core, clinical, and specialty requirements for entry into the profession. They also define the advanced preparation for counselor education, including research, supervision, consultation, and teaching. While there are some variations in licensing and certification from state to state, there are many states that have used the national standards to define what is unique to counseling. In addition, our national certification (National Certified Counselor) follows the CACREP (Continued on Page 5)
CSI Fellowship and Intern Program

Don C. Locke
CSI Past-president

During my year as CSI president I targeted awards as one of the themes for that year. Fellowship and intern recipients are parts of the awards process, and I encourage each CSI chapter to consider nominating deserving students for one or both of these awards. It would be most fulfilling to me to receive a nomination from every chapter in the organization.

It is gratifying to note that many of the CSI officers, including nominees for offices this year, began their involvement with CSI as interns or fellows. Others have gone on to leadership positions in other state and national counseling organizations. This speaks well to participation in this program as a major leadership development opportunity.

The fellows program provides outstanding CSI members an opportunity to develop leadership skills and learn about professional involvement. Fellows will attend and participate in leadership training during CSI Day at the San Antonio ACA Conference in March, 2001. Fellows also become involved in various projects sponsored by CSI.

Applicants for the fellows program are also eligible to apply for one of two CSI internships. Interns participate in several required activities related to the Association. Duties include attendance at the ACA World Conference, participation in the CSI Executive Council meetings both at the conference and during the summer, and working on a CSI project, committee, or task force. Interns are reimbursed for their expenses associated with work on behalf of CSI.

Applicants for either the fellows or intern program must be nominated by the local chapter using the application materials on the CSI web page (www.csi-net.org). Nomination materials are not sent through the mail. Applicants must be counselor education graduate students in the early years of professional development who either are current students or who have earned their most recent graduate degree within the past three years. Detailed eligibility requirements and responsibilities may be found on the CSI web page.

The deadline for submitting applications is December 15, 2000. Recipients of the awards will be notified by February 1, 2001.

Each fellow and intern will receive a $400 grant from CSI International. The local chapter must commit a $100 matching grant. The $500 will provide partial funding for attendance at the conference and for participation in CSI activities associated with the conference. Each fellow or intern will receive recognition during the awards ceremony on CSI Day in addition to the $400 grant.

It is my personal desire that you give serious consideration to participation in this training opportunity. The future of the profession depends on the development of new leaders. CSI fellows and interns receive a great opportunity to give and to receive in the process.

Leadership Workshop
(Continued from page 4)

technology in CSI’s professional image and in its service to chapters. The Technology Committee has done an outstanding job of creating the CSI Web-site, making it user friendly, developing a policy and support services by which chapters can use the CSI logo, beginning to get abstracts of doctoral dissertations completed at CSI chapters on the web, providing information on the availability and ordering of CSI merchandise and sharing other CSI governance information on the web-site. Such processes are labor intensive and require constant attention because of the continuing need to update information. In an age of advanced technology, comprehensive information on the web is extremely important to provide support to chapters and to potential members. Chapters are now downloading forms and information from the web-site that would have in the past taken time and postage to acquire. The Technology Committee is now engaged in exploring additional ways by which the CSI web-site can be used for such support. Included is our new process of on-line voting in elections and extended information about individual chapters.

Conclusion

Other issues in which CSI is also engaged are support of the outstanding work of the Advocacy Committee in its creation of materials and processes in behalf of advancing the counseling profession; obtaining feedback from the Academy of Leaders about how CSI can most effectively facilitate the Quest for Personal Excellence is a major theme for CSI; and how best to use the time at CSI Day to provide practical help to faculty advisors and chapters. We will discuss these and other topics in subsequent issues of the Exemplar. In the interim, the Executive Committee and the executive director will look forward to hearing about your queries or recommendations via the web-site or by other means.

Have a great fall.
Update from Headquarters
(Continued from page 3)

Pattern as the nationally Certified Rehabilitation Counselor (CRC) follows the CORE pattern. In short, our national standards for counselor education define the uniqueness of counseling as a profession.

Philosophical Orientation
Counseling and counselor education had its historical roots in a developmental, life-span, facilitative approach to intervention and human growth since the early part of the 20th century. There are clear signs that our association with educators in schools and colleges greatly influenced both the acceptance of counseling as a profession as well as its direction as a new discipline (Hickman & Alexander, 1998; Jones, 1934). Before "wellness" and holistic approaches to helping were in vogue, guidance and counseling literature contained the philosophy and values now embraced by many in the helping professions (Cottingham, 1956; Hill & Luckey, 1969; Hutson, 1968; Miller, 1961; Peters & Farwell, 1967). Indeed, the failure of our health-care systems to adequately address the needs of the American public is predicated in large part upon the mistaken concept that until one's health is diseased or injured, no care is required (Myers, Sweeney, & Witmer, 2000). It may surprise some to know that the early leaders of the American Mental Health Counselors Association (AMHCA) were steadfast in their commitment to optimizing the health of clients, not just remediating their dysfunction (Seiler & Messina, 1979).

Professional Identity
Sam Gladding has a simple but profound welcome to audiences: "Hi, I'm Sam. I am a counselor!" Chi Sigma Iota is an organization committed to those who identify themselves as professional counselors in all that they do. We are proud of our members and we want everyone we touch to know why. In the mid-seventies when few states licensed counselors, when there was no national certification for counselors, and when accreditation of counselor education was still a dream to be realized, many counselors had no choice but to use euphemisms for whom they really were and what they could do - counsel. Most counselors now have a choice. As a consequence, we want to help all counselors advocate for their profession through a clear professional identity.

Master's Degree Entry Level
In some professions, a bachelor's degree is sufficient for entry level employment (e.g., school teaching). In others, entry level opportunities require a doctorate (e.g., psychology). The early pioneers in counseling chose the master's degree for entry into our profession (Hoyt, 1974). The counseling profession believes in the competence, contributions, and value of its entry-level professionals. There is always more to learn about human behavior, intervention strategies, and the settings. It is one of the great challenges and questions for both accrediting bodies and university programs. How much is enough education to begin practicing in vivo? Outcome data exist to demonstrate that counselors' services make a positive difference for their clients (Sexton, Whiston, Bleuer, & Walz, 1997). Likewise, preparation at the master's degree level has been found to result in better services, for example, to rehabilitation clients (Szymanski, Linkowski, Leahy, Diamond & Thoreson, 1993). The issue is not so much can master's level practitioners be effective, but rather, what greater benefit is derived by more advanced preparation? This is an issue that will continue to require attention in the future.

Conclusion
In conclusion, counseling brings uniqueness to the helping professions: 1) by virtue of its national preparation standards, 2) its life-span, developmental emphasis philosophically upon optimizing the well being of those we serve, 3) its purposeful identity as one of "professional counselors," and 4) its clear support for master's level preparation for entry into the profession. Chi Sigma Iota membership is reserved for members of the counseling profession. This selective practice is in keeping with every other discipline that has an honor society. In that respect, Chi Sigma Iota is no different than other honor societies. We are pleased, as a consequence, to help define the distinctiveness of counseling as a profession through our membership criteria.

References

CSI’s Advocacy Initiative Continues

Nancy Sherman and Bill Nemec
Co-chairs, CSI Advocacy Task Force

In May of 1998 Chi Sigma Iota adopted an Advocacy Initiative that resulted in two conferences with leaders of the various constituencies in the counseling profession coming together to discuss how best to advocate for the profession as a whole. Representatives at the conferences agreed that learning how to advocate for the counseling profession, as well as for clients, is a leadership competency worthy of the attention of CSI. Other areas of agreement included development of common themes for advocacy, the importance of collaboration in defining the themes, and a commitment to follow through with implementation. Six themes were identified for further definition: a) counselor education, b) intra-professional relations, c) marketplace recognition, d) inter-professional issues, e) research, and f) prevention/wellness.

From the work of the conference attendees, CSI Executive Director Tom Sweeney developed the Strategic Plan for Advocacy, which is accessible through the CSI web site. CSI chapter leaders and members who attended the CSI Leadership Training workshop at CSI Day 1999 in San Diego participated in sessions directly resulting from the Advocacy Initiative. Members asked for practical ideas on how to implement advocacy activities at the chapter level. As a result, a task force was established to develop advocacy training materials for CSI chapters. At CSI Day 2000 in Washington, D.C., the task force presented a format for web-based training materials and samples of advocacy activities developed for the six themes.

Advocacy Training Materials Available

At the annual meeting in June, the CSI Executive Council endorsed the work the task force has completed and set a target date of October 1, 2000, for having the Advocacy Training Materials available on the CSI web site. Located on the CSI web page is a button for “Advocacy.” This site contains the Advocacy Strategic Plan as well as advocacy training materials. Currently, the task force is continuing to solicit materials, particularly advocacy activities and/or projects that reflect one of the six advocacy themes. Clicking on one of the advocacy themes accesses activities and projects; detailed instructions on developing the project are then shown. Activities already developed include sponsoring a certification/licensure workshop, group counseling for natural disaster victims, and a brochure describing what counselors do, among others.

Contributions Requested

On this page is a form which provides you with an opportunity to play a major role in CSI’s Advocacy Initiative. Many chapters already sponsor projects that advocate for the counseling profession. Some projects are major undertakings while others are more modest in scope. Either way, we ask you to share your efforts with other chapters by completing the form detailing your activity and/or project so we can add it to the Advocacy Training Materials. Some chapters may have ideas for activities and/or projects but have yet to implement their ideas. We invite you to share these ideas as well by completing the form as if planning the project. Type up the information requested on the form and send it to Nancy Sherman, 306 Westlake Hall, Bradley University, Peoria, IL 61625, or by e-mail to nes@bradley.edu. After receiving a completed form, we put the information in the training material format, assign it to a theme location, and credit the source on the web page. We look forward to receiving your important contribution!

Advocacy Project/Program Description

Name of Person Completing Form:

Phone:

Email:

Title of Advocacy Project/Program/Activity:

To which theme/goal/objective does the activity relate?

Please describe how the activity relates to this objective:

Description of the activity: (please provide as much detail as possible)

Resources helpful for developing activity: (websites, people, books, articles?)

Cost:

People needed for implementation: (number, position, etc.)

Timeline for developing and implementing activity:

Name of Chapter and Person to be credited with project:
The Creative Use of Computer Applications in Higher Education

Linda L. Leech and John Holcomb

We were brought reluctantly into the computer age. I was introduced to the world of web design during my involvement in private practice where the Internet was both a tool for marketing and a vital way of communicating with and educating the widely scattered rural population of Southeastern Ohio. My introduction to use of the web in that setting proved invaluable when I accepted a faculty position at the University of South Carolina. The largely rural layout of the state generated a necessity for practitioners, agencies, and institutions of higher education to find ways to offer their services at a distance. John began his master's degree in rehabilitation counseling without a computer. The persistent arm-twisting of the faculty persuaded him to purchase his first laptop. A propensity for the medium and the ability to learn quickly earned him the opportunity to co-pilot our adventure into cyberspace and online education. Since then, we have both become excited about the possibilities for creating valuable learning activities and building networks of learners from all over the country.

The push to continue to make graduate education a feasible option in a time when the master's degree has become the entry point for many professions has created numerous challenges for higher educators. Modern educators find themselves involved either willingly or unwillingly in the search for graduate education models that match the needs of the profession, the modern students, and the institutions of higher education.

The growing use of computers in counselor education has been spurred in part by developments in computer technology that make it possible for nearly everyone to own or have access to a personal computer. Educators seeking ways to effectively and efficiently teach students at a distance and on campus have recognized the feasibility of using computer technology as a medium affordable to students and institutions of higher learning alike.

The wealth of information available about computers and the newest technology is overwhelming to most novices. However, once the "jargon" becomes familiar and the initial fears about the complexity of designing materials for web publication have been addressed through experience, the benefits often outweigh the apparent overwhelming investment of time at the outset. Software packages make it possible for educators to utilize the Internet for publishing information, allow students to interact with material through interactive web CD's, bulletin boards, e-mail, and video, audiovisual conferencing, testing and evaluation formats which allow instant grading and recordkeeping.

Using Computers to Meet the Needs of the Profession

The counseling profession is made up of practitioners with diverse interests and specialties. Professional counseling crosscuts work settings, populations, cultures, and disciplines. Beginning counselors in their graduate education are exposed to a sprinkling of information which best represents the possibilities available to them when their education and supervision have been completed. Yet there appears to be more and more information to be taught in the same number of available hours. In addition, practicing counselors seek continuing education on a regular basis and are often on the lookout for opportunities for additional training. Computer technology and online teaching offer an interesting and effective alternative to expensive conferences.

Using Computers to Meet the Needs of Adult Learners

Much has been written about the unique needs of adult learners. The modern professional climate demands that individuals not only have a master's degree but a degree that includes specialized training and coursework. An example of this is the federal requirement that individuals working as rehabilitation counselors in agencies receiving federal rehabilitation dollars meet the coursework requirements for the Certified Rehabilitation Counselor credential. This change has resulted in a huge influx of already-employed vocational rehabilitation counselors into graduate school as non-degree or degree-seeking students. Individuals with a need to augment a previously earned master's degree or acquire an additional master's degree are making up an increasing percentage of the graduate school student body.

Non-traditional students attempting to juggle the demands of family, job, and school require a flexible schedule. They respond best to assignments and learning activities that are immediately applicable and are not limited by geography. Adult learners benefit most from activities that allow them to utilize and connect new information to previous learning and/or professional experiences. They require activities that promote and support creative and analytical thinking, professional judgment, and opportunities to grow at a rate that matches their unique place on the developmental ladder of counseling skill and competency.

(continued on page 16)
Chapter Tip

Using Technology to Recruit, Inform, and Involve Members

Claire Bienvenu
Chapter Development Chairperson

Many of the challenges and quandaries experienced by chapter leaders and advisors are related to membership. How can our chapter recruit members when the student pool is largely part-time and commuter? How can we keep members active during the practicum/internship period and after graduation? What can be done to keep professional members involved? And how can we get organized and accomplish activities for our chapter when involvement in CSI, while selective, is also voluntary?

The answers to these questions involve targeting membership services to better meet the needs of members. Using online technology provides an excellent way to augment your chapter's membership services. The Internet provides innovative ways to recruit, post opportunities and information, and communicate with members (Hawthorne, 1997). The Internet can also provide new ways to involve members, especially those who may not be able to participate in your traditional opportunities—especially meetings. An added bonus of using technology is that a written record of all interactions is created, which can be helpful in program reports, award applications, etc. (with permission from members, of course).

Recruitment and Involvement

While on-line methods will not replace traditional methods of reaching and involving members, many great reasons exist to incorporate online technologies in recruitment and involvement efforts:

* Potential members who are not reached by traditional offline means may be reached online.
* Members who might overlook a departmental memo or bulletin board flyer may indeed be interested and are easily reached via e-mail.
* Extended services can be offered through World Wide Web and Internet discussion groups.
* E-mail provides a quick and easy way to communicate with current volunteers.

Suggestions

Some specific suggestions for using virtual technology include:

* Post chapter information and contact data on the university's departmental web page and send announcements via group broadcast in an effort to recruit potential students and those newly enrolled in the program.
* Create a CSI chapter web page—link it to CSI International's and the department's web pages—use it to provide officer and chapter faculty advisor contact information, recognize members, post activities, list membership requirements, and to provide calendar of event postings, along with links to relevant resource and professional sites, etc.
* Send advance welcome messages to people about to enter the counseling program with information about the benefits of joining CSI. Send follow-ups to the same group supporting their progress and encouraging membership.
* Offer networking and mentoring programs via the Internet—use online discussion groups (either through e-mail or via a live chat) to ask each other questions, offer advice, etc.
* Create and publish an online newsletter that is delivered to members' e-mail accounts.
* Create databases that allow for flyers, resources, and activities to be specifically geared to subgroups of members.
* Start an e-mail or chat room answer/support line, where people write their questions and members answer them.
* Send congratulations messages to graduating members with reminders of the CSI benefits for professional members.
* Offer distance continuing education learning, training, and fact sheets on various subjects via the use of the Internet and virtual workshops.

International Web Page

Not ready to take on technology on the chapter level? CSI International has a great network already in place. First, visit the CSI Website at http://www.csi-net.org where you will find contact information for reaching national leaders; the chapter handbook; resource material on starting, maintaining, and revitalizing a chapter; sample documents required by chapters; and much more! In fact, CSI offers web page software to help develop your CSI chapter web page and link it to the CSI International's page. For more information, contact Dr. Jane E. Myers via e-mail (jemyers@uncg.edu) or by phone (336) 334-3429. Finally, two list-serves exist as CSI chapter resources. These list-serves allow for chapter advisors and leaders from all over the country and internationally to easily network with one another. Subscription requests can be made to Dr. Myers as well.

All the innovations available through technology are exciting. However, virtual contacts should not be looked at as a replacement for face-to-face interactions with your potential and active members. Instead, it is an expansion of your communication resources, an augmentation of your chapter's activities, and another way for members to help support your chapter and get involved. For some people, it will be a preferred avenue of communication, but for many people, it will be an additional avenue of interacting. The possibilities for infusing technology into chapter activities are endless. How virtual your chapter becomes is up to you.

References and Resources:


CSI International Website
http://www.csi-net.org

Managing Volunteer Programs

Handbook for Online Volunteers
http://www.serviceleader.org/vwhandbook/
Knowing Myself —
In Order to Understand Others

Susan DeVaney
CSI Associate Editor

Many years ago I attended a church retreat for women. One of the leaders there asked us to introduce ourselves by describing our respective places in time and history, race, and mores. By way of example he introduced himself as a Caucasian male of European ancestry and Presbyterian values including love of family and respect for industry. He indicated that his world view was colored by his birth to working class parents during the Depression, his military service in Korea, and the social upheaval of the early 70s.

The women in the group looked at him blankly. One by one, they fumbled with their own introductions, which fell into a familiar pattern not at all like the leader's example. "I'm Mary Armfield. My husband is Alexander. I have three children. Alex, Jr. is 18 and a freshman at Clemson; Lou is 15 and a cheerleader at Central High; and Amy, an honor student at Central Middle School, is 13. I enjoy volunteer work." Although I understood the leader's request, I followed the ladies' pattern. At first I reasoned, it would not pay to be too deviant in a group of conservative church women. I bowed to their cultural norm.

At that time and over the ensuing years, I have often pondered the matter of how we define ourselves. The women of the church defined themselves in terms of the accomplishments of their children and by alluding to (but not detailing) certain socially acceptable activities, such as serving the community through volunteer work. They gave little attention to the impact of their ethnicity, age, and historical context on their ways of relating to the world. The leader had asked us to momentarily expand our cultural definitions and take a broader perspective of our journeys through life. The group found the request disturbing and confusing. Politely, they resisted the request.

I usually think of this event when I invite counselors-in-training to take a broader view of themselves and others. Sometimes when I ask students to write a description of the cultural factors and circumstances affecting their worldviews, I meet resistance. Some mystified students write a single page telling me that they do not have a culture (Blacks, Asians, and Hispanics do). Others tell me that they learned everything from their parents, to whom they are "very close." In turn, as a class we discuss the question of what it means to understand oneself. We consider many culturally bound attitudes and beliefs, using queries such as:

- What effect has the year of your birth had on your life? Given what you know of history and your family, how might your upbringing be different had you been born 20 years earlier? How would you expect your values to differ?
- What does it mean to you to be a man or woman? How would you behave differently had you been born of the other gender?
- What has religion affected your life? What are the origins of your spiritual beliefs?
- What does it mean to be a member of your ethnic/racial group? What have you internalized about your group in general? In what ways are you proud to be a member of this group? In what ways are you ashamed?
- What do you expect to gain from paid work? What kinds of occupations do you consider suitable or unsuitable for yourself? What factors influence these beliefs?
- What books and magazines do you enjoy? What books and magazines have you avoided or never read? Why?
- How do you define friendship? How did your friends come to be so? How important is similarity of race, education, age, social class, and life circumstances (including proximity) in your choice of friends?

- What is your relationship to your body? In what ways are physical appearance and physical prowess important to you? What is your picture of yourself as a sexual being? How did you formulate that picture?
- What is your relationship to money? What are your beliefs about spending, saving, and investing? What are your financial habits and how did you come to develop them?
- To what do you aspire in life? What led you to develop that aspiration?

Speculating on these cultural queries requires considerable time and effort. This effort, however, is an early stepping stone on the path to recognizing the origins of one’s biases. For example, if I aspire to be respected in my profession and work mightily to that end, how might I relate to a person who eschews paid work in favor of, say, caring for an elderly parent? Would I hold him/her in lower regard than I would a successful professional? Would I choose this person as a friend? If this person were my client, would I give him/her less mental attention than a more "high powered" person? Would my answers to these questions vary according to the age or sex of the client?

Developing a broader cultural perspective has to do both with expanding our definitions of self and considering the implications of those definitions on interactions with others. It is a simple task and a challenging one.

A counselor who has never read Muscle Fitness, Bury My Heart at Wounded Knee, or Soldier of Fortune
Outstanding Slate

Chi Sigma Iota is thankful for the willingness of our slate of candidates to run for Chi Sigma Iota president-elect and treasurer for 2001-2002. CSI has had a great history of outstanding leaders over its fifteen-year history, and this group of candidates certainly continues that tradition.

For the 2001-2002 slate, president-elect nominees are Linda L. Leech and Geoffrey G. Yager. The candidates for treasurer are Darcy H. Granello and Jeffrey S. Moctado.

Read the biographical information and goal statements for each candidate before making your decision. Please note that the BALLOT IS INSERTED IN THIS COPY OF THE EXEMPLAR OR YOU MAY VOTE ONLINE. To vote online, go to the CSI Home page (csi-net.org) and click on the election button or go directly to this page by entering http://csi-net.org/asp/onlivote.asp and follow the instructions.

Linda L. Leech
Assistant Professor
University of South Carolina
Columbia, South Carolina

Geoffrey G. Yager
Professor
University of Cincinnati
Cincinnati, Ohio

Academic and Professional Experience

Linda L. Leech, Ph. D., LPC, LPCC, CRC is currently an Assistant Professor in the Rehabilitation Counseling Program at the University of South Carolina. Her over thirty year experiences include counseling, advocacy, administration, program development, grant writing, direct service, private practice, and public mental health. She has recently developed a twenty-four hour Certificate of Graduate Study in Psychiatric Rehabilitation, one of the first of its kind in the country, which is in the final stages of approval by the South Carolina Commission on Higher Education. Dr. Leech is a past president of the CSI Alpha chapter at Ohio University and a former Chi Sigma Iota intern. Her current research agenda includes a variety of issues pertaining to psychiatric rehabilitation, identification of potential impairment among counselors, and the effectiveness of adult education strategies in teaching and providing supervision to beginning counselors.

Goal Statement

I had been deliberating the value of adding some new application activities to my Theories and Techniques class which would allow the students to get more of a feel for the full counseling process. I wanted them to have a context in which to apply the things we were discussing, so I talked about my dilemma with a mentor whose insights always impressed me.

"Good classroom teaching is important and mentoring allows students to have an introduction to the context in which their learning will be applied. However, skills are best learned in more of an apprenticeship model where learners work side by side in real situations with more experienced professionals."

His analogy caused me to restructure some of my thinking about my role as educator and supervisor of counselors. Apprenticeships involve activity in the "real work" of the profession. They learn their jobs on the site, working hand in hand with those to whom they are apprenticed. Their contribution is not seen as an "add on" but as part of the vital function of the job. The relationship begins in training and assumes the apprentice will eventually assume the role of the master tradesman who has been teacher, mentor, and trainer.

Geoffrey G. Yager is a Professor in the Counseling Program at the University of Cincinnati and a Professional Clinical Counselor in the State of Ohio. He is a 1973 Counseling Graduate of Michigan State University. In addition to his present position, he has taught at Michigan State, the University of North Dakota, and Shippensburg University of Pennsylvania. His primary areas of research interest have been counselor training, counseling supervision, self-disclosure, videotaped training of counseling, and values in counseling. Throughout his career, he has been actively involved in the Association for Counselor Education and Supervision (ACES), the American Counseling Association, and the American Educational Research Association. He is presently secretary of ACES, and he has been a past-president of Ohio ACES and North Central ACES. As a founding member of the Upsilon Chi chapter of Chi Sigma Iota, he has served as faculty advisor since 1992.

Goal Statement

I am honored to be nominated for president of Chi Sigma Iota (CSI). Our international counseling honor society has quickly become a vital source of discussion, investigation, and growth in the broad field of counseling. I list below three goals for my presidency that I believe are totally consistent with the organization's recent direction:

1. Continued clarification of a professional identity for counseling,
2. Advocacy for the profession of counseling, and
3. Initiation of professional education and training.

The viability of the counseling profession is tied to its ability to attract students to these foci, and there is no counseling professional organization that represents the breadth of our profession as well as does CSI! The membership of counseling's major professional associations (e.g., ACA, ASCA, AMHC, ARCA) have recently become increasingly specialized. In contrast, CSI members, both students and practitioners, represent all...
ELECTION FOR 2001-2002

Instructions provided.

Voting a ballot takes only a few seconds. You may vote only once—either by mail or via the Internet. Once a vote is recorded on the Internet ballot, no changes may be made after the "submit" button is clicked upon to record the vote. (Only current dues-paying members are eligible to vote in the election. In the event your membership has elapsed, you can still be eligible to vote online by sending in your renewal before the December 31, 2000 deadline.) Candidate information is also available online.

Exercise your professional responsibility by marking your ballot and submitting it by December 31, 2000. Your vote counts, and we need to hear from all CSI members.

Thanks again to each of these nominees for their willingness to be leaders in CSI.

Darcy Haag Granello
Associate Professor
Ohio State University
Columbus, Ohio

Academic and Professional Experience
Darcy Haag Granello is an Associate Professor of Counselor Education at The Ohio State University. She received her doctorate from Ohio University in 1995 and her master's degree in 1993 from Stetson University in Florida. She is an Ohio LPCC with a supervising credential. She has been president of Ohio ACES and the program selection committee chair for ACES.

Darcy has been active with Chi Sigma Iota since her master's program, when she was president of the Alpha Omicron chapter. During her doctoral program, she was president of the Alpha chapter. At OSU, she worked to reinstate the dormant Alpha Lambda Rho chapter and is currently chapter advisor. She is listserv owner of COUNSGRADS, an international listserv for counseling graduate students. Darcy has authored over 30 articles and delivered more than 50 national and state presentations, with a primary focus on counselor education pedagogy and the cognitive development of counselor trainees.

Goal Statement
I am honored to be considered for the position of treasurer. I believe CSI is an integral part of the graduate student experience—it certainly was for me. CSI can enhance academic inquiry at national meetings and local workshops. It can provide leadership training formally (at the national conference) and informally, as chapter leaders learn by doing. CSI can offer an important venue for social support. Chapters provide many services—welcome socials, mentoring programs, workshops on resume writing or licensure preparation, contacts with program alumni, recognition for graduating students—the possibilities are endless. As treasurer, I would seem that my most important job would be to insur that these opportunities continue to exist and are encouraged to expand. Thus, my main goals would be to oversee the financial books and investments in a sound and fiscally responsible manner and to help find ways for local chapters to receive enhanced funding.

Jeffrey S. Mostade
Private Practitioner and
Doctoral Candidate
Senex ElderCare,
Counseling & Training
Cleveland, OH

Academic and Professional Experience
Jeffrey received his MA from John Carroll University and is currently a doctoral candidate in Counselor Education at Kent State University. He is licensed as a Professional Clinical Counselor with supervisory endorsement and has his NCC. Jeffrey maintains a private practice as a counselor and trainer in addition to being an adjunct faculty member. Published in the field of diversity counseling, he serves as a current co-chair of the CSI Membership Committee, has served as chair of the 1996 ACA Restructuring Task Force, and as a member of the 2001 CACREP SRRT and CSI Chapter Development Committees. He was a CSI Intern, received the 2000 CSI Outstanding Doctoral Student Award, the Dr. David K. Brooks Professional Service Award, and the Western Reserve Interdisciplinary Geriatric Education Award. He also serves as the chair of the Cleveland Interagency Task Force on Gay and Lesbian Aging and as a trustee of an anti-oppression foundation and a local community development corporation.

Goal Statement
I am honored to be nominated to serve Chi Sigma Iota as treasurer. In the six years I have been a member of Chi Sigma Iota, I have had the opportunity to serve as both a chapter officer and national committee member. As treasurer, my intentions would be to increase retention of members beyond their years of initial training and to increase membership amongst cultural minority members and amongst practitioners/professionals. These untapped communities have much to offer our next generation of counselors; this generation of students has much to offer the clinical community as well. I advocate a community-based response to an actively sexist, racist, classist, ageist, able-ist, and heterocentrist society through organizational interventions facilitated by our membership. It is important to me to continue the outreach of CSI to under-represented cultural groups. I would be honored to serve the members of Chi Sigma Iota as a leader.
"I am a woman of age, wisdom, and power. I am a seeker and a learner. I am healthy. I think my spirit is young. In fact, my spirit gets me in trouble with my body." This is how Thelma described herself. Read on and enjoy the interview with Thelma Jones Vriend, an amazing woman who has been an important leader in the shaping of the counseling profession and who continues to be a faithful friend to Chi Sigma Iota.

Connie: Would you be willing to start by telling how you came to be a counselor?

Thelma: I began my working career as a secretary. I thought I wanted to be a nurse at the time. Thankfully, you had to be 17 to go into nursing. I was not, and that's what saved me from a career in nursing, which I would have hated. When I went off to college I studied home economics because, for some reason, I thought I wanted to be a seamstress. Then my career got interrupted and I came to Detroit to live with my sister. I couldn't get into Wayne State at the time so I went into an office. Teachers were desperately needed during the early 50s. I resigned, took the money that was in my pension fund and went to school full time. I earned my degree in Family Life Education and I was teaching family living classes to high school students. A lot of the things they were reading in the textbook and I was reinforcing were clashing against the family values they were living. The students felt comfortable with me and I found myself doing a lot of counseling. They'd say, "Well, you don't seem like a teacher. You seem more like a momma." After I earned my degree and was placed as a counselor I found that I had done more counseling when I was teaching family living and home economics than I was able to do as a counselor.

Connie: Who were some of your mentors or role models?

Thelma: First, there was a counselor at the school where I first started to be a counselor who helped me to keep developing myself. Then I met George Leonard and worked with a project that he had gotten funded called the Developmental Career Guidance Project. He was a mentor and got me involved in professional activities. Another mentor was my doctoral advisor at New York University, Dr. Martin Hamburger. His guidance involved living the examined life. There was something called NDEA (National Defense and Education Act) institutes funded by the federal government and some of the Institutes involved Guidance and Counseling. I was accepted for one at New York University. It was an advanced year-long institute training experienced counselors to work with disadvantaged students in the large urban setting. That was a very significant experience.

Connie: How did that change or redirect you, Thelma?

Thelma: The institute focused on each of us as individuals learning about ourselves — again, living the examined life in terms of who you are and what you need to do. The intention of the Institute was that we would never be the same as persons or professionals. We were urged to go back into our communities and schools and make a difference with our students and our colleagues.

Connie: Was that true of your experience?

Thelma: Yes. Some of us couldn't change our environments the way that we wanted and so many went on to leadership positions.

Connie: How did the concept of excellence enter your life?

Thelma: Excellence has always been a part of my life. I remember a little saying, "If a task is once begun, never leave it till it's done. Be it labor great or small, do it well or not at all." That's the way my parents were; they were uneducated but very smart people. That's the way the teachers in my school were, also. Susan Taylor writes about the concept of "carrying your own head," that is, being responsible for your own ideas and for the things you do. That concept has always been with me: living from the inside out. Personal excellence for me is using our innate gifts and talents, living our purpose, and carrying our own heads. One of the basics of personal excellence is preparation. You have to be empowered for excellence and prepare yourself for what you are doing. To be incompetent is to be unethical. A second basic of personal excellence is passion. You need energy and zest for what you do. Passion believes so fiercely that you move beyond the fight against insurmountable odds. Finally, in order to follow the path of personal excellence your values must include some sense of morality and spirituality. I also think that excellence is a balance between doing the very best you can possibly do and accepting the fact that there'll always be more to accomplish at the end of each day.

Connie: Beautiful! Did you want to add anything about professional excellence?

Thelma: I think professional excellence builds on personal excellence and involves knowing and empowering yourself and the profession. Steeping yourself in what you need to know about your work and your profession. Doing nothing less than you are capable of doing and expecting the best from everybody.

Connie: Please say more about spirituality.

Thelma: Now is a good time for me to be talking about this because I per-
An Interview
(Continued from page 12)

personally have been off of my routine for about a month. I've been so busy vacationing that I have suspended some of my health routines of regular exercise and daily meditations. I need to get back to my wholeness. The initial spiritual grounding I had as a child was primarily intuitive until I had a couple of life-threatening illnesses about 18 years ago. I had to focus on holistic health principles and a thorough examination of my own spirituality. I had to concentrate on wholeness of body, soul, and spirit and knowing my connection to a higher source or my connection to universal laws. (Don't want to talk about God, as such. I want to talk about spirituality as a connection to a higher source and to certain universal principles.) I had to deal with my soul in terms of emotional health, mental health, and a greater wisdom or consciousness. Next I had to deal with my body which meant affirming my right to health—affirming that I had the strength and the flexibility and the resiliency to heal. Health was my birthright. So it was in this setting that I began to read, to practice, and to get in touch with my spirituality, which, I think, made the difference between reordering my life and living it more fully or dying. There were some people who didn't think that I'd survive. I didn't think that; I was not ready to die. So, I sought what would help me to live more fully. I got actively involved with readings and meditation and my connection to the universe and to others in the universe. I have my little schedule and my spiritual place (my reading corner with my daily reading basket) and my exercise routine, I have ordered my life in step with universal law and divine order. That's how I view spirituality.

Connie: Let's talk about your work with students. Is there one who touched your life in some way?

Thelma: I remember a young high school student named Hawthorne. I overheard him talking to another student who was not very happy with me because, at that time, I was very direct.

Connie: I can't imagine, Thelma. (Lots of laughter.)

Thelma: That reminds me of a student at Wayne State, not too long ago, asking me, 'Are you always so direct?' I said, 'No, sometimes I am even more direct.' (More laughter.) Anyway, Hawthorne was defending me and he said, 'You just have to understand her.' He didn't know that I heard him. 'She's really a very good person and she cares about us, but you have to understand her.' The second memory occurred when Hawthorne said to me: 'Are you married?' I said: 'No.' 'Have you ever been married?' I said: 'No.' 'He said, 'Then I'm goin' tell you what.' He says, 'You know there's nobody in the world who could be any nicer than you.' And he said, 'There's nobody in the world that could be any meaner than you. And you switch from one to the other just like that.' I always remembered that. I think he said to me, 'You may never get married.' And during the time I was married I wanted to find Hawthorn and say to him, 'You see, I DID get married!' Hawthorn's comments made me think about the polarity of my personality. I have a more recent example of a student who invited me to do some self-examination. I went to Southern Illinois for a Chi Sigma Iota initiation. A young woman named Amanda asked if I would respond to a series of soul-searching questions regarding moral exemplars. It was a very revealing and developing exercise for me to go through. Those are some things that students have done to help me with my on-going growth as a professional and a person.

Connie: You continue to demonstrate your theme of the self-examined life.

Thelma: I read a lot of new age development stuff. I've been reading Iyanla Vanzant. She writes from an ethnic point of view and uses clear, open, personal experiences. I read several of her works including her daily meditation. I was buying Christmas presents and I picked up One Day My Soul Just Opened Up and didn't have the slightest idea what it was about. I was going to give it away. I had even put the 'To: From:' thing on the front. To myself I said: "Well, you really out to know what you're giving someone so you ought to flip through it." I read that first poem and I said: "Oh, I know who I'm giving this to." I just wrote: 'To: TJV; From: TJV.' It was extremely helpful and one of the best books that I've read in a while.

Connie: What do you see as the most important consideration(s) facing the counseling profession?

Thelma: I think as counselors we need to be what Milton Cudney called "green shoot people" and that comes from his poem about green shoots growing from the blackened forest. It's a symbol that somehow counselor's have to keep growing and developing and never become static. I am most concerned about how on earth do you make a difference in the lives of people in terms of basic values, about living, learning, working and relating. I quit teaching because I insisted upon students coming to class on time and fulfilling assignments. Most of them wrote good papers and did good work but in the process they complained: "You are treating us like you expect us to learn something." One of the comments on a teaching evaluation asked: 'Was the instructor organized?' And the response was, "Oh, yes! She was organized. She was so organized that she expected us to do all the work." And I thought: Good. I reached my objective. That was the idea. They don't know how hard I worked to organize that class so that they would do all the work!

Connie: Thelma, what advice would you offer to a beginning counselor?

Thelma: Deal early with your own wholeness. Don't wait for catastrophe. Live from the inside out. First, be sure that the inside is in order (divine or universal order). Develop connections to other people as well as to other professionals and organizations, like Chi Sigma Iota.

Connie: Why have you remained so involved and devoted to Chi Sigma Iota?

Thelma: I think Chi Sigma Iota offers a support system for excellence across the life span. I don't feel that I am too old to contribute something to Chi Sigma Iota. And I don't feel that...
Working with spirit, working with soul. That is how I truly feel about the work I do. I counsel people with serious, chronic, or terminal illness and I work with their families and loved ones. I have found that counseling the seriously ill or the dying or the people around them stretches me in every direction. Those wonderful, basic, and profound counseling skills we all learn early in our training are the tools I use every day. Additionally, my clients challenge me to be genuine, focused, in touch with my head, heart, and spirit. I can do no less, because they offer themselves to me in those ways, their very vulnerable, fragile, I don’t have time for non-sense-selves. We hunker right down and get to it. Am I going to make it or not? Who am I now that I have this changed body/self/life? What is/has my life been all about? How do I go on living? How do I die?

Hope and Presence
Some of what I do with my clients is instilling hope—not the illusionary hope of “everything will be fine” but the pragmatic hope of “I think I can do this, no matter what happens.” The other part of what I do is to BE THERE. I have learned that there are many times in my work with the ill and dying when we are way past action, past “doing something,” and when there are just no words to say. It has been very difficult, I must admit, to learn to be still in the presence of great loss, pain, and fear. Yet that is one of the most profound things my clients, my amazing and wonderful teachers, have helped me learn. When everything else has been stripped away, including our very breath, what we have to give each other as human beings is our pure and simple presence, our being there.

Lessons I Have Learned
I have learned other things also, things I would not have paid much attention to before doing this work. My teachers have taught me about real priorities. Each of us, of course, has different things we believe in and value. What I believe now is that there is one most important thing, and that is this moment, the present, the now. In this moment, all things unfold, all things are possible. It is easy to forget this, and our fast-paced culture makes it hard to honor the present moment even when we try to do so. On my desk is a beautiful hand-carved soap-stone rose, delicately etched and given to me by one of my clients shortly before her death. “Remember,” she wrote, “to stop and smell the roses.” Her gift is a constant reminder to me, and I do.

My clients have also taught me about gratitude. It may sound naive or incredible that anyone who is seriously ill or infirm or dying could possibly find anything for which to be grateful. “Where is the anger?” you might ask. Where is the fear, the despair? Well, all that and more is there for most people. And certainly not all individuals process their way through to gratitude. Yet many do, and from them, I have learned much. I am grateful—truly, deeply grateful—for each breath. Breath is such a basic thing; it sustains us, yet we rarely notice it. I am grateful for the moment and for each day. I am grateful for my life, which is always unfolding in amazing ways, and for all the people in my life who love and support me. (Yes, even for the “difficult people,” because they are teachers, too.) I am grateful for the simple graces: the sun slanting in through my window, my granddaughter’s phone call, the rose sitting on my desk, the smile of someone encountered on the street. I’m grateful for loving touches and kind words.

My teachers have also taught me about compassion. I have seen compassion in the body of the husband as he leans gently over his wife and strokes her hair. I have heard compassion in the voice of the daughter singing softly to her comatose father. I have seen this amazing, gentle, tender, and fierce compassion on the breath, in the eyes, the bodies, and the gestures of so many people it has been my great privilege to be with. Fierce compassion—that is what my teachers have taught me, what they teach me every day when I am with them.

A Paradox
Everything is such a paradox, is it not? In working with the infirm, I have learned about strength. In working with the fearful, I have learned about courage. In working with the dying, I have learned about living.

Suggested Readings

CSI Day
in
San Antonio

Plan now to attend CSI Day on Saturday, March 17, 2001, in San Antonio.
Dr. Waymon Webster, of Prairie View A&M University in Texas, holds the distinction of serving as faculty advisor for CSI’s largest chapter. The sixth chapter to be affiliated with CSI, their rolls list 285 dues-paying members. Prairie View A&M University, located 50 miles from Houston, has an enrollment of 6100 students and the sixth largest counseling program in the world. It was originally founded in 1876 to serve persons of color and today remains committed to serving a diverse community of students and educators.

Active Chapter

"We have a lot of activities during the year," Webster shared recently. "On Chi Sigma Iota Day, everyone wears their Chi Sigma Iota T-Shirt, and we have workshops where Chi Sigma Iota members get discounts. We have outstanding people each year. The workshops are well attended. I let the students run them on their own." Past workshop instructors have included CSI past-president Dr. Don Locke and renowned group facilitator Gerald Corey.

Currently chapter members are planning their initiation ball, which will take place at the Texas Counselor’s Association State Conference. Webster explains, "There will be a ball with the banquet on Friday evening of the convention. We’re hoping 200 members will attend. I think its going to be a real exciting event."

Philosophy

Dr. Webster considers himself a "Rogerian" counselor, "... with the exception that my philosophy is that people have conflicts and unresolved emotions, and they don’t clearly understand themselves in relation to the problem. Once they understand themselves, they can deal with their concerns. First you’ve got to get in tune with self, only after that can you help someone else."

His Own Conflicts

Dr. Webster survived adversity in achieving his goals. "In the 1960’s I couldn’t attend any school in Texas. I was accepted by the University of Wyoming, the University of Montana, and the University of North Dakota, so I went to North Dakota. When they started accepting blacks at Texas A&M I transferred. I was really the first black student in educational psychology at Texas A&M."

He came to Prairie View A&M University as a faculty member in 1967. He entered as a professor, was promoted to department head, then spent 15 years as the Dean of the Graduate School. He is currently the Associate Dean.

Asked what challenges await counseling professionals today, Dr. Webster responded, "Young, black males... 50% of black males aged 16-25 are in jail, prison or on probation. That is an alarming figure. That’s a real big challenge, ‘What can we do for this population?' Each time you look at the figure, it increases. There has got to be a reason, if that many are in that position. Young, black males are the last to seek counseling and the first to leave. There may be an element of trust."

Dr. Webster has considered retirement, but explained, "I just have one more task, I’m working to get the counseling program CACREP accredited." And, he noted with a laugh, he retired once before, for less than 24 hours. "I retired at 5:00 p.m. and came back to work at 8:00 a.m. the next morning."
Use of Computer Applications  
(Continued from page 7)

These dynamics suggest that the education of adults needs to be highly individualized. The responsibility for quality in the educational experience is shared equally by the student who must take initiative to ensure that his learning experience meets personal goals and the instructor who must design activities which allow the learner the freedom to pursue a personal learning goal. The unlimited geographic world of the Internet allows learners to easily and quickly follow their own interests without having to leave their desk. The educational experience for both instructor and student becomes one of sharing new ideas and thoughts rather than simply ingesting a prescribed set of materials.

Using Computers to Match the Needs of Graduate Programs

Accrediting bodies and institutions of higher education have recognized the value of computer-based education and have begun to incorporate standards which ensure that distance education courses, particularly those offered online, meet the same standards of academic integrity as courses offered in a more traditional format. However, other issues involve the selection of a method of delivery and its feasibility for use both by students and faculty. Online teaching deflects a portion of the expense to the student who must have a computer and software which supports the course. However, in return, students get the flexibility of doing their class sessions at home and often in a time slot which is convenient for them.

A Menu of Possible Applications

Computers have not only offered a medium to teach students at a distance but also to augment and supplement courses taught in person. Educators are seeking new instructional methods which allow them to accommodate the vastly different academic abilities and learning styles of their students. They also use the Internet as a library of resources for students to supplement more traditional readings and lectures. The following menu lists some of the most common ways in which counselor educators are using computers.

1. Use of e-mail as a means of providing access to faculty and students
2. Use of the Internet as a valuable repository of resources and materials
3. Use of websites as a companion to classroom teaching
   a. Use of website to post lecture notes, syllabi, other class materials
   b. Use of site to post supplementary information for students
   c. Use of site to conduct threaded discussions, additional consideration of material
4. Use of computers in distance education
   a. Use of website as an online classroom
   b. Use of website as one component on an online classroom
5. Use of computer-based communication to aid in supervision and individual instruction
6. Use of computer-based technology to facilitate competency-based teaching and evaluation

Trying It in Person

The series of Exemplar articles that follow will present some examples of how computer technology has been used in the Rehabilitation Counseling Program at the University of South Carolina to meet the needs of students, faculty, the program, and the profession. As two individuals who were brought kicking and screaming into the computer-age, we invite you to explore the possibilities available in person as we share with you some of our best and most useful efforts. You will be given a chance to see and participate with us in some computer-based learning experiences. We have no doubt that you will enjoy your journey with us and will find some useful food for thought.

Next: An Interactive Tour of an Online Classroom.

Geoffrey G. Yager  
(Continued from page 10)

areas of counseling: school, rehabilitation, college, mental health, corrections, and more. As long as one is a counselor or a counselor-in-training, there is a place for that counselor within Chi Sigma Iota. I am excited to contemplate leading our organization in addressing each of the above goals. How do I envision efforts aimed at the accomplishment of the three goals?

Professional Identity

Counselor professional identity has provided a source of confusion and debate for more than fifty years. Are counselors now becoming increasingly differentiated even though we all claim the same title? Probably so, but I want to encourage efforts to celebrate the variety of academic and experiential ties that link us together as counselors. There is no better place to examine and discuss the spectrum of professional identity issues than the counseling professional organization that includes all counselors: Chi Sigma Iota.

Advocacy

Recent Chi Sigma Iota leadership has devoted needed attention to the area of advocacy. The profession of counseling has too long overlooked the importance of advocacy. We need to be talking ourselves up and letting others know what we now do and what we can do in the future. There is more for us to address in this area. My plan will be to generate more ways, including the use of the technology of the Internet, to include advocacy efforts directly in our counseling training and practice.

Professional Education and Training

Ensuring that members can access quality professional education and training is a tradition in Chi Sigma Iota that, I hope, we will never outgrow. Indeed, this is an area where we have consistently excelled, and it is a natural focus of our organizational time, energy, and resources. On the local chapter level, professional education and training are the fundamental building blocks of the organization. In addition to local efforts, the International CSI adds more through constantly revised web pages, CSI scholars, fellows/interns, and leadership training/convention programs. We have the opportunity to be energetic, creative, and innovative with approaches to professional development. With goals related to identity, advocacy, and education, our work will never be completed, but each small step will provide a meaningful contribution to our profession.
Chapter Happenings

June Williams
CSI Associate Editor

Alpha Theta Chapter

The Alpha Theta chapter at California State University at Bakersfield has an outstanding lineup of workshops for 2000-2001. On October 6, 2000, Kathleen Ritter and Anthony Turnrup will present "Diagnosis and Treatment of Depressive Disorders." On December 1, 2000, the topic will be "What Every Counselor Needs to Know about ADD/ADHD/LD: Therapeutic Interventions with Adolescents & Adults."

Nancy Steihler Thurston will present "Treatment of Shame: Awakening the Sleeper in Psychopathology" on February 23, 2001. For more information call 661-398-2055 or e-mail: vkuckreja@bakrr.com.

Submitted by Karen A. Kuckreja, president

Beta Phi Chapter

The Beta Phi chapter at Bradley University in Peoria, Illinois, had an extremely busy year last year. Accomplishments included focusing on keeping alumni involved through the use of the newsletter, designing and distributing a PR brochure to use on campus and in the community, and raising $400 at the annual holiday party and auction. We also held two initiation ceremonies, conducted an ethics roundtable for CEUs, offered a comprehensive exam study group, conducted a recruitment mailing to the alumni, and called and welcomed all new students to the counseling program. In addition to these activities, we updated our mentor list for new students, had a Beta Phi member selected as Practitioner of the Year, attended the ACA convention, and assisted with the Cancer Center for Healthy Living's newsletter and donation of a coat rack.

Goals for 2000-2001 include (1) to increase renewal memberships, (2) to increase attendance at meetings and other events; (3) to nominate our chapter for Chapter of the Year, (4) to publish five newsletters during the year, (5) to use the web page more effectively, (6) to sponsor an advocacy project, and (7) to nominate a CSI fellow or intern from our chapter.

Submitted by Amy Leary, president

Beta Upsilon Chapter

The Beta Upsilon chapter at Barry University in Miami, Florida, has several events planned for the fall which include a fund raising event at the orientation for incoming freshmen, a chapter mixer, and a talent show. In addition, the chapter will visit the Children's Home Society, a homeless shelter for children, where they will lead fun activities such as baking cookies, flying kites, and making friendship bracelets. Goals for the upcoming semester include increased efforts to raise awareness about issues concerning the local community and involvement with helping agencies in the area.

Submitted by Esther Londono, vice-president and newsletter editor

Chi Chapter

Earlier this year the Chi chapter at the University of Montevallo (Alabama) hosted a spring conference. Celebrating the Human Spirit Across the Lifespan, in celebration of Counseling Awareness Month in the theme of the upcoming ACA conference. Samuel Gladding, keynote speaker for the morning session, presented "The Counselor in Context: Assessing Development in the Circles of Life." The afternoon sessions focused on various stages of the lifespan. Barbara Moore, provided information on eldercare as well as issues facing family members. Marquita Furness-Davis, discussed traditional and contemporary concerns of the college student and young adult populations. Stephen Parker, presented the findings of his joint longitudinal study of the adolescent population. Rod Marshall, shared a wealth of knowledge regarding counseling techniques for children. The conference was well attended by students and professionals throughout the area. The Zeta chapter of Birmingham held a fireside chat with Dr. Gladding on the eve of the conference, which was both a unique and inspiring occasion for students from both the University of Montevallo and the University of Alabama at Birmingham.

Submitted by Tracy Payne, president

Delta Gamma Chapter

The Delta Gamma chapter at the University of South Tampa has been actively recruiting new members, and after some reorganization we are revving up for the upcoming academic year. The chapter was present at the new student program orientation, welcoming the new students and selling Student Handbooks for the Counselor Education program. Goals for the year include the development of an alumni network and the hosting of quarterly workshops on areas of interest and concern to the members.

Submitted by Charles Myers, president

Epsilon Upsilon Chapter

Xavier University of Louisiana is excited to report the establishment of the Epsilon Upsilon chapter of CSI. The chapter, under the advisement of Circie West-Olatunji, held its first induction ceremony on April 19, 2000. During the ceremony six new members were inducted to the delight of family, friends, and faculty members.

The chapter is currently planning fund raisers and other events in an effort to become more visible in the counseling community and on campus. Present initiatives include hosting a reception for new counseling students and increasing the number of counseling students attending and presenting at local and national conferences.

Submitted by Kimberly Frazier

Nu Chapter

The Nu chapter, SUNY Brockport, just completed their planning meeting and tentative programs for the upcoming year include a series of programs directed toward student needs such as writing APA style, how to develop a presentation, how to search for a job, how to prepare for the NCE, and eating disorders. In addition to these educational activities, the chapter will continue to sponsor the "Counseling Career Fair" on campus and continue to participate in community outreach events.

Submitted by Amy Johnson, president
Chapter Happenings

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Educational programs, a big fund raiser will also be held.

Debbie Fister, president

Mu Tau Beta Chapter

The Mu Tau Beta chapter at UNC-Charlotte is preparing for an exciting and productive year. The 2000-2001 Executive Board met in June to plan an agenda for the semester which includes orientation, the mentor/mentee program, professional development opportunities, service opportunities, and chapter socials. This being our tenth year as a chapter, we will be celebrating by having a Decade Dinner and Auction in November. The auction will feature items and services donated by faculty, staff, and students. Other social events are planned to celebrate various multicultural days. We are in the process of deciding on two community service projects for our chapter. Some great ideas about professional development opportunities are underway. Our semester ends with our annual Winter Party at a faculty member’s home. We invite and encourage all students, faculty, and alumni to get involved with our chapter happenings! Be sure to check out our website at http://education.uncc.edu/MTB.

Submitted by Ashlee Fisher, president

Upsilon Nu Chi Chapter

This year promises to be a special one for Upsilon Nu Chi chapter at UNC-Greensboro as it celebrates its 15th year anniversary! Many fun/educational activities are planned for our members, as well BIG plans for helping to host the Southern Association of Counselor Educators and Supervisors (SACES) 2000 annual conference in our own backyard in Greensboro. This summer the chapter hosted a leadership retreat for our officers and chairpersons in order to formulate goals and ideas for the upcoming year. Our fall semester will begin with an evening social event including indoor and outdoor activities for fun and dinner for all! Our focus will then shift to the October SACES 2000 conference where our members will be participating and volunteering in the hosting of this exciting event with several other CSI chapters in the state. During the semester our

Professional Development Committee has plans for two professional development opportunities. Our highly successful mentoring program will continue as we work to get more and more counselors in our community involved with our counselors-in-training. We welcome everyone to visit our chapter’s website at www.csi-net.org/upsilon_nu_chi.

Submitted by Andrea L. Dixon, president

Zeta Chapter

The Zeta Chapter at the University of Alabama at Birmingham has many exciting programs planned for the 2000-2001 school year. The program ideas are a result of a member survey that was conducted over the summer, and the overall theme and goal of our programming this year will be to provide on-going educational opportunities as well as networking opportunities for students, graduates, and community professionals while we promote and recognize excellence in counseling. We will be co-sponsoring a New Student Orientation this fall and developing a Clinical Orientation in the spring for students entering Practicum/Internship. Our first “Monograph” will be published this fall, highlighting student papers on the topic of “Ethics in Counseling.” We will be presenting a content session on the process associated with creating this Monograph at our state Counseling conference in November. Plans are also underway for a Peer Mentoring program, a Career Day, and quarterly socials for students, faculty and local professionals. In addition to these, we are organizing a quarterly “Brown Bag Luncheon Seminar” series due to begin in the winter quarter. We will be participating in the awards process this year, and we plan to end the school year in “style” this spring with our first Annual Initiation Banquet, where we will honor new members as well as award nominees and recipients.

Submitted by Anita Paprata, president

Linda Leech

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partner. Such a description is not far from my understanding of the mission of Chi Sigma Iota and its ideal role in the professional development of its members.

Chi Sigma Iota offers opportunities for training in good leadership technique. It also offers opportunities for members to engage in mentoring relationships. However, even more than this, the potential is there for CSI members to grow into leadership by doing, not simply under the guidance of more experienced counselors, but in partnership with local, state, and national leaders in the profession.

My goal as president-elect/president for CSI would be to find ways in which the organization could actively offer its members an “apprenticeship” in leadership. That goal could be achieved by: a) the development of an organization-wide proactive agenda for leadership development using input from local chapters, professional organizations, and practicing counselors; b) increased use of computer and Internet technologies to allow chapters and members opportunities for interaction with organizational and professional leaders via audio and visual conferencing; c) increased interest and involvement of professional members through greater local involvement in leadership development issues; d) expansion of role and involvement of both CSI interns and fellows in the ongoing activities of the organization and other professional organizations; and e) maintenance of current initiatives and directions in chapter development, collaborative activities, and Academy of Leaders.

As a previous CSI intern, local chapter president, and now counselor educator, my assumption of a leadership role within CSI seems like the next step in my ongoing apprenticeship with the organization and the type of modeling that can best benefit those new partners who choose to follow my path and the master tradespeople who have given their time and energies to the profession of counseling.

DON’T FORGET TO VOTE!

Use the enclosed ballot or Vote Online

Go to the CSI Home page (csi-net.org) and click on the election button or go directly to this page by entering http://csi-net.org/asp/onlivote.asp and follow the instructions provided.
Faculty Advisor Tip

Importance of Becoming a Faculty Advisor

Jennifer Mercante
CSI Intern

As an intern for Chi Sigma Iota, I have been asked to write a column addressing different topics of concern for future and current CSI faculty advisors. My hope is to someday become an advisor myself, so I have really thought about how overwhelming that prospect could be. Here we are as counselor educators (and future counselor educators, as in my case) conducting research, teaching classes, attending conferences, attending to family and students, and now advising a CSI chapter. This is a rather overwhelming prospect. Where would I begin?

I took my questions and concerns to Bill Nemec, a chapter advisor for eight years. He made the quest for successful chapter advising seem both achievable and exhilarating. His written responses to my questions were a wonderful source of information and inspiration. When reading his responses, I was first intrigued by one of his comments where he explained he had been reluctant to become the chapter advisor for a very active chapter. Like myself, Dr. Nemec had also been worried about the duties consuming a lot of his time and that faculty would not value CSI as much as research and publications. However, Dr. Nemec gave me three different perspectives of how his concerns and values changed over time.

Impact on Student Members

Dr. Nemec described how he sees his role as advisor impacting student members: “Initially, I underestimated the importance of mentoring, encouraging and empowering others. CSI is a wonderful vehicle to assure that new students as well as practicing members are provided opportunities to develop and apply their unique talents in service to others, the profession and society. I believe new professionals are looking for opportunities to develop as leaders, and we have an obligation to provide them these opportunities. I never realized the impact of providing leadership opportunities to students until a number of our chapter leaders have gone on to assume other leadership positions at the state and national level in the counseling profession.”

Impact on His Own Professional Development

Dr. Nemec also discussed how being a CSI advisor had impacted him professionally: “At first, I was concerned whether my work as the CSI chapter advisor would help or hinder my progression toward promotion. I found that by keeping our department chair and college dean informed and involved in our chapter activities he/she could readily see the impact our chapter was having on our students, program, college and counseling community. When it came time for my consideration for promotion to full professor it was very evident that the stature of our CSI chapter was a significant factor in my promotion.”

Impact on Counseling Program

Dr. Nemec also found CSI to be important in the success of the counseling program. He explained: “Initially, I was also concerned that program issues such as accreditation, scheduling, committee work, publications would seriously limit other faculty members’ commitment to CSI. I found that while commitment did not come easily or immediately — it could be developed and nurtured over time. By directly helping with department projects such as orientation, accreditation and fund raising, our chapter eventually became an integral part of our counselor education program’s mission. Over time most faculty overtly supported CSI which is important to the long-term success of a CSI chapter.”

Conclusion

In conclusion, Dr. Nemec indicated that his work with CSI as a faculty advisor has been important and fulfilling. He said, “On a personal level, my involvement in Chi Sigma Iota has been a highlight of my career. I hope these ideas play some small part in encouraging others to consider becoming a chapter advisor.” Indeed, Dr. Nemec’s words have encouraged me to continue my pursuit to become a successful chapter advisor.

An Interview

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the youngest professional or professional-in-training is too young to be a part of this support system. I think that we don’t have to act alone in trying to effect change in our lives and in the lives of others. Chi Sigma Iota refreshes me, and I think it does for many others. We have had visionary leadership in Chi Sigma Iota and we’ve had inclusive, participatory leadership. Chi Sigma Iota not only promotes excellence; it recognizes excellence and people need recognition as well as support. I have a quote from “The Invitation” by Oriah Mountain Dreamer: “It doesn’t interest me where or with whom you have studied. I want to know what sustains you from the inside when all else falls away.”

Connie: Finishing with a fun note, please share your thoughts about birthdays.

Thelma: I believe that you ought to celebrate the important things in life and I can’t think of anything more important than your birthday. I think of birthdays as a point on the magical circle of life. If you are afraid to grow old you invite death. Woody Allen said: “I don’t want to achieve immortality through my work. I want to achieve immortality through not dying.” I think we have to emphasize the “growing” in “growing old.” I like the quote that states; “I am blessed and highly favored. I have a sense of entitlement. I have a passion for professionalism and scholarship. My life is full of solutions.”

Why do some students succeed in school and others fail? According to William Purkey, the answer to this question may involve the inner voice of the self, which determines how students see themselves and how they fit into the world. Helping students replace their negative inner voice with a positive inner voice is the subject of this book.

Overview
Chapter One presents an introduction to the whispering self which Purkey defines as "the current self with a voice" (p. 4). This voice is important to understanding how the self is developed and maintained. To enable his readers to understand better the whispering self and to provide a foundation for explaining the inner voice of the self, Purkey describes in detail five characteristics of the self: (1) it is organized, (2) dynamic, (3) consistent, (4) legitimate, and (5) learned. Chapter Two contains a brief history of the self. He divides the history of the self into classical history and beliefs, early 20th century beliefs, middle 20th century concepts, and late 20th century research on the self. The section on contemporary research on the self reviews some of the constructs that relate to the whispering self.

Chapter Two concludes with a discussion of the future direction of research on the self and the future looks very promising.

Chapter Three is divided into four sections. The first section focuses on the whispering self of a young child. For a child, the source of this whispering self depends on whatever is available in his or her world. The next section, emergence of self-awareness, occurs during the early months of life. It is at this time that the child begins to sense his or her value as a human being. The third section deals with the child's home. A child who grows up in a home where rules are fair, where mistakes are accepted, and individual differences are appreciated will enable the child to develop a positive self. In the last section, the author contends that the school, next to the home, is an important force in determining what message a child's inner voice whispers.

In Chapter Four, the focus is on teachers and what teachers can do to promote positive self-talk in their students. First, successful teachers understand it is their whispering self that influences how their students view themselves and how well they do in school. Second, he describes what teachers can do to promote positive self-talk in their students. Teachers can help their students change their negative self-talk by giving them permission and time to reflect. In addition, teachers can emphasize the importance of optimism and respect in their classrooms in order to make their positive self-talk come true. In the last chapter, chapter five, he stresses that everyone and everything in the entire school should be a positive influence on the self-talk of students. To attain this goal, the school needs to assess and enhance the five P's: people, places, policies, programs, and processes. Next he describes the Blue and Orange Card Metaphor model where everything about the school is color coded either blue (positive messages) or orange (negative messages). This model emphasizes that everything and everyone in the school counts.

Recommendation
Although the book is written primarily for teachers, counselors and school administrators, parents or anyone involved with students will find this book helpful. The book is easy to read and understand. Important points are highlighted in boxes. Each chapter provides the reader with practical examples, activities, and strategies. In fact, I liked the book so much that I have adopted it for my self-concept course.