

The Counselor



CHI SIGMA IOTA—SIGMA TAU SIGMA CHAPTER

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The Presidents Message: Getting All You Can from Your Membership

By: Kenyatta Dawson, President



Chi Sigma Iota is the international honor society for students, professional counselors and counselor educators established at Ohio University in 1985. Our mission is to promote scholarship, research, professionalism, leadership and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling.

Kenyatta Dawson will graduate in December 2006. She has been a tremendous asset to CSI, ensuring that the Executive Council maintain professionalism and respectability in the counseling community.

CSI provides its members with many benefits. Starting from the ground up, as being a Sigma Tau Sigma (STS) chapter member, you are able to get the most of STS's events via email advertisements, weekly reminders, and free attendance. Furthermore, our chapter's monthly newsletter, *CSI Tidbits*, provides monthly information including program news, upcoming conferences, workshops, and important deadlines, such as the

registration deadlines for the CPCE and NCE Exams. Along with the monthly newsletter, the semester newsletter, *The Counselor*, allows officers and members alike to develop academically and professionally by writing articles that are valuable to the professional counseling students in our program. Lastly, CSI-STS encourages counseling students to build relationships and network with area agencies and counselors to build on professionalism, leadership, and additional clinical knowledge.

CSI provides its members with many benefits, such as being recognized as an academically outstanding professional counseling student. To be a member of CSI you must consistently maintain at least an overall GPA of 3.5. Maintaining an overall GPA of 3.5 or above in a counseling graduate program definitely shows a high level of commitment to the one's academic achievement. CSI members also receive relevant information to the counseling field through newsletters, the chapter and national CSI websites, and emails through the CSI listserv.

The *Exemplar* is a scholarly newsletter distributed by CSI national headquarters, which provides relevant counseling information for counseling students, educators, and professionals.

The *Counselor* is a semi-annual newsletter dispersed by our local chapter, which provides relevant information to students and alumni, and an update on past chapter events and events that will occur in the upcoming semester.

To increase the value of your membership, please contact STS at CSI-STS@TxState.edu to participate in semester events. Your participation could include any of the following: planning, advertising, decorations et cetera. Your help would be greatly appreciated. Furthermore, in the Spring Semester we will start the election process for the Executive Council for the 2007-2008 school year!

"CSI-STS encourages counseling students to build relationships and network with area agencies and counselors to build on professionalism, leadership, and additional clinical knowledge."

Kenyatta Dawson

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The Counselor



Laura Kahaneck graduated in May 2006. She had helped guide and train the current CSI officers in stepping into their positions.

“Remember, the quality of your experience in the program and how it will prepare you for your future endeavors is largely up to you!”

Laura Kahaneck



Kim Frueh will graduate in May 2006. She will be a great leader for 2007!

Making the Most of Your Experience in the Professional Counseling Program By: Laura Kahaneck, Past President

Now that I have graduated, I realize even more than I did before it isn't about the end result, the physical symbol of completion, the diploma. I am sure this will sound familiar to all students in the counseling program – but it really *is* about the “process.” Being active in CSI was a large part of my “process” in the Professional Counseling Program. It is where I gained experiences such as organizing events, making connections with other students and professionals, learning to work as a team, and developing myself as a leader. My process was also enhanced by my internships, practicum, and working as a Graduate Instructional Assistant for Dr. Colleen Connolly. I tried to push myself as much as possible, so I could grow and improve skills, such as public speaking. Pushing myself to get involved and work on improving my skills and abilities has benefited me a great deal post-graduation. I know have confidence in my skills and abilities, and have connections with other professionals that, without being involved in CSI or other professional organizations, I would likely not have. Any efforts you make to improve your skills or grow as a person and professional will benefit you greatly after graduation. Only doing the requirements defeats the whole purpose of graduate school, especially in the Professional Counseling Program, where we learn as counselors how to support our clients in their own “process.” How has your experience been in the Professional Counseling Program thus far? Remember, the quality of your experience in the program and how it will prepare you for your future endeavors is largely up to you!

CSI Membership By: Kim Frueh, President-Elect

Chi Sigma Iota (CSI) is an international professional honor society that recognized academic achievement in counseling. **To become a member of Chi Sigma Iota, you must (1) have a cumulative GPA of 3.5 or greater and (2) have complete six graduate hours in the Professional Counseling Program at Texas State University – San Marcos or related counseling program.**

In the middle of each semester, the Executive Council of the Sigma Tau Sigma Chapter of Chi Sigma Iota will invite students who meet the above criteria to become a member of CSI. Upon receiving the invitation, future members of CSI are asked to complete and submit their application for membership online at www.csi-net.org. The cost of membership is \$35, which goes to the CSI National, and an additional \$15 that goes to the local Sigma Tau Sigma Chapter of CSI.

The Executive Council of CSI encourages all members to become an active participant in your local chapter. Take full advantage of your membership dues by attending CSI events, which are free to members. These events are full of helpful information that is not given in the classroom. Visit our chapter website at www.eaps.us/csi-sts for more information about upcoming events, conferences, membership, and anything else CSI! Please feel free to email csi-sts@txstate.edu or kim_frueh@yahoo.com if you have any questions or comments.

Mini-Workshop: September 23, 2006 By: J.C. Shakespeare,

A small band of CSI members got lots of hands-on attention and advice about creating powerful resumes as well as successfully navigating the challenges of the internship process at September's Mini Workshop. Dr. Greg Hill and Susan Lorino from Career Services, along with Dr. Pam Moore from the Counseling Center, gave expert critiques on resumes, offering tips to make them into great marketing tools. Then, a panel made up of Megan Bayles Bartley, Kenyatta Dawson, and LeAnna Coulter shared advice and personal stories about their internship experiences. It was a great sharing process of information that you just can't get in classes.

It is important to remember that each one of us is responsible for our experience of graduate school. It's easy to get caught up in the hectic pace of life, and to think that we only have time to go to classes and to just get by. However, we also need to make the most of opportunities for networking and professional development. We are all building the foundations for our careers right now. We hope that more students will take advantage of the opportunities developed by CSI. The more you put in, the more you get out!

Networking By: Rhea Pledger, Community Representative

I made it! Well, almost. I've completed all of my classes, gained useful experience in my practicum, and passed my comps. I'm done! Whew! Oh, wait, I still have to find an internship. No problem, right? I mean, I've managed to get into grad school, and I kept my GPA at a 3.85, so I will not have a hard time finding an internship. It is no big deal that I don't know anyone in Austin or any of the agencies. I will just search through the yellow pages under the heading, 'Potential Internship Sites for Slackers.' I have such a winning personality. I will charm the socks off them, and they will drop all the candidates who have been in contact with them for the past year. Who needs networking, when I have this killer smile? I used to think like this. Seriously, I was this stupid. Hard to believe, right?

Networking is more important than your resume. If you think that all of your grad school achievements looking pretty on your expensive paper will get you an internship, you are in for a big surprise. I've personally seen the effects of networking, and I want to share a few tips. First off, what is networking? I really hate this term, as it makes one feel like a slimy weasel. I think that we network everyday. Whether you mean to or not, you are networking when you talk to that student who sits next to you on your left. Networking can also involve going to professional conferences or meetings, or showing up at CSI's Internship/Volunteer Expo. Networking is mainly just expanding your web of friends and acquaintances. You can think of it as relationship building. Counseling students all know how important this is. When you network, you should be genuine. People will see right through you if you talk with them solely for the reason of finding a job or internship. You also want to give off a good first impression. I heard somewhere that we are judged within the first two seconds of meeting someone. Keep up with your contacts. Email them and say hi every once in awhile. And, again, keep it genuine. Don't be afraid to ask for what you want. Don't feel like you are using someone to get an internship. Chances are they just may ask you for something later on down the road.

Nervous? Don't be. Just keep it real, be yourself, and stay positive. You'll figure it out. Oh, and you just may want to take advantage of all that CSI has to offer. Graduate school is one of the most important times of your life. Don't let it slip past you. Good luck!



JC Shakespeare and his adorable daughter, Mary Sophia.

"...WE ALSO NEED TO MAKE THE MOST OF OPPORTUNITIES FOR NETWORKING AND PROFESSIONAL DEVELOPMENT."

J.C. SHAKESPEARE



Rhea Pledger helped gather all of the community representatives that attended the CSI Internship EXPO, along with Kim Frueh.

The Counselor

iA Tu Salud: Research Grant By: Dr. Eric Schmidt, CSI Faculty Advisor



Dr. Eric Schmidt has served as the CSI Faculty Advisor since 2005.

iA TU SALUD HAS RECEIVED CLOSE TO A HALF OF A MILLION DOLLARS THROUGH GRANT FUNDING TO PROMOTE HEALTH AND WELLNESS FOR LOWER INCOME WOMEN



We are currently in the third and final year of Women's Health Grant HRSA-04-063: Innovative Approaches to Promoting Healthy Body Weight in Women (H59) entitled *iA Tu Salud*. Having received \$446,351 in funding from the US Department of Health and Human Services, the purpose of *iA Tu Salud* is to establish a multifaceted health and wellness program specifically designed for lower socioeconomic Mexican-American women and their families residing in San Marcos .

Over the past two and one half years, we've conducted 8, 12 or 16 week interventions, involving over 200 overweight and obese Mexican-American women in San Marcos . All of these women have participated in a comprehensive weight management program that provides both extensive group and individual support. We've collected data (both pre and post intervention) on all participants and are currently in the process of determining the efficacy of our program. Graduate interns from the departments of Health, Physical Education and Recreation, Nutrition and Foods, and Educational Administration and Psychological Services within the College of Education at Texas State University-San Marcos have assisted greatly in measurement and implementation phases of the grant. We also collaborate closely with community partners, such as Women, Infants and Children (WIC), Hays County Health Department, public schools, etc., who assist in referring high-risk women to the program.

All exercise, education and supportive counseling sessions are led by nutritionists, exercise scientists, or graduate counselors, and cover such topics as:

- Setting achievable health and fitness goals,
- Identifying opportunities to increase physical activity;
- Identifying barriers to healthful eating and exercise practices from a cultural perspective,
- Developing effective strategies to overcome these barriers,
- Improving motivation,
- Using appropriate nutritional guidelines to design a diet that is both sensible and easy to follow within culturally appropriate parameters,
- Preparing healthful meals and snacks that parallel and include heritage,
- Modifying diets to promote a healthy body weight,
- Identifying effective strategies for increasing adherence to a weight loss program, and
- Devising practical individualized activity programs based on age, fitness level, and interests.

We've already begun, as you may know, to compile the data for publication in professional journals and presentation at professional conferences. We have completed multiple phases of interventions focusing on strategies/variables such as: 1) the effects of counseling in promoting weight loss and increasing exercise self-efficacy; 2) the potential benefits of combining counseling with nutrition education classes; and 3) the prospective outcomes of using "promotoras" (female Hispanic community members who have completed at least one phase of the program and who have received experience/training in health promotion practices and information) vs. graduate student counselors in promoting adherence to a weight loss program. If you'd like more information on the grant, feel free to contact me: ES17@txstate.edu.

Research Opportunities within our Program

By: Mary Costello, Secretary

I was informed that there are students in our program that are interested in learning about research opportunities to further their learning and professional development. In an interview with Dr. Shawn Patrick, I learned that most of the faculty in our program are in fact working on research projects that welcome students to become involved.

Dr. Patrick is currently working on 3 different research topics with other professionals in the field. The first study Dr. Patrick is working on is with Dr. Beckenbach, which is funded through a grant from CSI. It involves men's thoughts and ideas on intimacy, and will be presented in poster format at the 2007 ACA conference in Detroit. There are 3 graduate research assistants involved in the project, Ryan Foster, Jason Ledley, and Joshua Nash. It is a qualitative study that consists of semi-structured interviews with male participants, and will be a part of a larger study that will expand to consider cultural and sexual orientation. The second study that Dr. Patrick is working on is also with Dr. Beckenbach, and Dr. James Sells of Regent University. This study consists of a couple's workshop that this fall's pre-practicum students were able to assist with. The goal of the study is to validate Dr. Sells' couples conflict resolution model, which is expected to increase a couple's level of intimacy. The third research project Dr. Patrick is working on is in collaboration with other counselors through the Dulwich Centre of Narrative Therapy. It is a research project working on diversity issues called the Discussion of Privilege Project. The objective is to try and help people talk about racism, and have a better dialogue about their own unearned privileges (race, gender, ability, birth right, etc.). Clients are anticipated to be able to identify their own privileges and how it affects their relations with others.

The benefits of counseling students becoming a part of these studies may be to further their own counseling development, get an opportunity to be published, an accolade for entering a doctoral program, promote counseling research advancement, and various other reasons.

For students that may be interested in becoming involved in research, Dr. Patrick suggested that students should ask around in their department, and have an idea of what they are interested in. The key is to ask professors about the research they are doing, and figure out which study best fits with your own research and career aspirations.



Mary Costello writes the meeting minutes for CSI. She will graduate in August 2007.

“THE KEY IS TO ASK PROFESSORS ABOUT THE RESEARCH THEY ARE DOING, AND FIGURE OUT WHICH STUDY BEST FITS YOUR OWN RESEARCH AND CAREER ASPIRATIONS.”
Mary Costello



The Counselor

On being a working student By: Yamilet Medina-Lopez,



Yamilet Medina-Lopez is working on her Masters in Guidance and Counseling, and is a Admissions Counselor for the university.

1. STAY AHEAD
AT ALL TIMES
2. PREPARE,
PLAN &
PRACTICE
3. RELAX,
REFRESH &
RENEW

Working full-time and being a student in the counseling program can be quite a challenge. There are many things to consider before you make the decision to be a full time working student. Some students have to work; it is just a reality. Keeping a regular 8 to 5 schedule, class work, and house work can be quite overwhelming at times. As a full time working student there are things that I have discovered and come to realize through this journey. It has been difficult at times but very refreshing at others. There are three rules that I have learned to live by. It has been a work in progress but maybe sharing a little of my experience can help other students in the same position.

Rule number one: Stay ahead at all times. It is so easy to fall behind on your readings in graduate school especially because of the amount of reading that is required. You have to remember that if you fall too far behind it becomes a game of catch up in which you never seem to catch up. It becomes more daunting each time you have to read because it adds up to more and more. It is critical to spend a small amount of time each day reading at least an article of a chapter in order to keep up. This will help you stay more organized, focused, and prepared for class discussions. Rule number two: Prepare, Plan and Practice. Find a method of staying organized that best fits your personality and practice it! Do not rely on your mind to remember details, because when there is a lot going on it is not unusual to become forgetful. Planning ahead as much as possible is necessary when you are trying to handle multiple schedules. This is quite helpful when you have multiple events occurring in one day. For example, you don't want to show up for a meeting at 4:00pm when it started at 3:00pm or drive back from Houston only to find all your professional attire is still at the hotel! Rule number three: Relax, Refresh and Renew. If you do not take care of yourself you will not be able to attend to all your responsibilities to the best of your ability. Take time for yourself at least once or twice a week to do whatever helps you relax and recharge since your weeks will feel too long or not long enough. This also means talking to someone if you are feeling overwhelmed and asking for help because from time to time we all need a little help.

The Changing Role of the School Counselor

By: Kimberly Harrington-Delgado, School Representative

Many of us can look back at our school career and wonder if there really were school counselors at our elementary or middle school. For some of us the only memory of a school counselor was when it came time to apply for college or the dreaded financial aid. This is due in part to the redefining of the school counselor's role.

The traditional role of the counselor was more of an administrator who you could go to for information. Most of the counseling in the school was with a few students one-on-one. There was little or no group counseling. Traditional, the counselor would only meet the needs of a few students.

With the collaboration of school counselors, the American School Counseling Association, and the Texas School Counseling Association, higher standards have been set to emphasize the growing importance of mental health care providers in schools. Due to educational reform, the role of the school counselor has gone from just being a position in the 1920's and 1930's to becoming a crucial component of student achievement. Educational reform now holds school counselors accountable in student performance making it imperative that school counselor are highly trained before entering their position.



Internship Planning: What You Need to Plan For

By: Kenyatta Dawson, President

These are the current breakdown for tracks as cited in the Guidelines for Internship Packet.

Community Counseling:

Over the course of the two, sequential COUN 5389 experiences:

- 120 direct client contact hours (50%) must be in a community agency setting;
- The remaining 120 direct client contact hours (50%) may be in an alternative setting, such as a school.

The student intern must log a total of 600 hours across 2 semesters: 240 direct client contact, 360 indirect hours.

Marriage and Family Counseling:

Over the course of the two, sequential COUN 5389 (internship) experiences:

- Each semester, 60 direct client contact hours (50% each semester) must be in community setting;
- The remaining 60 direct client contact hours (50% each semester) may be in an alternative setting, such as a school.

Regardless of the setting, each semester:

- 72** of the students direct client contact hours must be with couples and/or family units.
- The remaining 48 direct client contact hours may be individual clients from a systemic perspective.

The student intern must log a total of 600 hours across 2 semesters: 240 direct client contact, 360 indirect hours. [as cited from Guidelines for Internship Packet]

School Counseling:

The internship site for one semester of COUN 5389 is to be in a K-12 school counseling setting through the school-counseling program at the school. A total of 240 direct client contact hours should include individual and group counseling of students, classroom guidance presentations, consultation services to parents and teachers.

The student intern must log a total of 600 hours: 240 direct client contact, 360 indirect hours.

Student Affairs:

120 direct client contact hours must be in a university or community agency setting.

Including COUN 5388, the student intern must log a total of 300 hours across 2 semesters: 240 direct client contact, 360 indirect hours.

A great CSI resource for those eager to obtain a valuable internship experience is the **Internship/Volunteer Expo (IVX)** that is held annually, typically in January or February. This school year, will be held on both spring and fall semesters to aid those who are transitioning into internship early. At this event you will have to opportunity to network with internship site coordinators that are looking for interns. Even if you are not seeking internship at the time, it is always a good idea to make contacts and a good impression early on. Furthermore, volunteering at agencies that you're your interest is a great way to gain knowledge in your field of interest, gain a pre-practicum group site as well as an internship. Additionally, several of our students have obtained employment from their internship sites!

To prepare yourself for the IVX, contact **Texas State University – San Marcos Career Services** (<http://www.careerservices.txstate.edu/>) to update your resume or vita. They provide resume and cover letter critiques, individual career counseling, assessment inventories, job search strategies and can even help you prepare for an interview. This service is free of charge to enrolled Texas State students.



Kim Frueh and Rhea Pledger at the CSI Internship EXPO



Kristen Hensley and Jennifer Wade at the CSI Internship EXPO



Jay Koonce of Phoenix Academy at the CSI Internship EXPO

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Dr. Moore at the CSI Internship EXPO. Dr. Moore also attended the Mini-Workshop, editing and revising student resumes.

“I WOULD ADVISE ONE TO HAVE A PRIMARY SITE WHERE ONE WOULD GAIN MOST OF THEIR EXPERIENCE”
KENYATTA DAWSON

My Internship Experience: Working without Pay & Earning by Learning By: Kenyatta Dawson, President

Internship can be both a stressful and fulfilling time in your educational career. For myself, it was DEFIANTLY both! As a student in the Marriage & Family track, I allowed others to intimidate me with the amount of hours needed.

Marriage & Family hours consist of family sessions, family groups, and dyads (roommates, residential facilities, etc) with a systemic approach. It can be quite overwhelming when thinking about hours. Many people figure out what they need per week to aid in their stress levels. Eight direct client hours, six M&F, per week in a regular semester keeps you balanced. Many overload on direct client hours in the beginning of the semester to guarantee completion of both direct and indirect hours.

For reasons pertaining to intimidation and wanting a diverse internship experience I had two internship sites in the summer and three this fall. From personal experience, I would advise one to have a primary site where one would gain most of their experience. A secondary site is great for students who have more than one interest category. For myself I interned at a residential substance abuse agency, child/family advocacy center, and a private university. While I never had to worry about obtaining hours, stress levels rose by the amount of travel and different agency policies. Furthermore, it was very difficult to keep a part-time job along with other daily stressors.

When it rains, it hails, and floods.

Even with all the stress I choose to engage in, I've learned vast lessons in counseling. By having three different locations, I learned my professional needs and wants. Most importantly, I have learned so much about myself. I finally learned what my limits are and how much my plate can hold. I have not only learned the value of saying “No” (politely), but also having a strong persona so I don't have to say anything.

When it rains, it pours. But the rain doesn't last forever. And even if the sun doesn't come out shining like you want it, you learn to let it go.

The Benefits of Carpooling, By Mary Costello, Secretary

I have been carpooling to classes for over a year now. When I first heard of people getting together to carpool to class, I thought that it was to cut down on commuting costs. I have since learned that there are so many other perks that come with sharing a ride with people. First off, it does cut down on gas money which is always nice for our pocket-books. It also provides a source of support with people that are dealing with the exact same school stressors. It is such a relief to have friends to spend time with before and after class that are studying for the same exam, writing a research paper, or preparing for a presentation just like you. It's a period of time when you can vent to people that truly understand and can relate. It has personally helped alleviate stress for me, and also helped me to make some of the best friends I've made in the program. We don't always have the time in class to really get to know each other very well, and carpooling has been one my solutions of gathering a cohort of colleagues that I look forward to working with in the future. It is such a pleasure to watch each other grow through the semester. I highly recommend asking classmates to start up a carpool! The benefits are tremendous!



Preparing for Graduation

By: Amy Milligan, Treasurer

Congratulations! As you enter your final semester at Texas State University there are several important details about graduation that you will want to know. The most important thing is to make sure that you follow through with the graduation application and make sure that all requirements have been met. Many students also take the NCE examination in their final semester as well.

Applying for Graduation

All Master's and Doctoral students must apply in order to be considered a candidate for graduation. The graduate application deadline is February 9th of 2007 for Spring graduates. The application can be found by going to www.eaps.us and clicking on the graduation information. You can also apply online for graduation through the CATSWEB at the "apply for graduation" link.

Commencement Ceremony

The commencement ceremony is our opportunity to recognize and celebrate your outstanding academic achievement. The College of Education will hold graduation for the Spring semester on May 12th at 2pm.

Information on the ceremony as well as ordering cap and gown and graduation announcements can be found at www.txstate.edu/academicaffairs/commencement/commencement.html

Graduation regalia includes cap and gown, tassel and hood. The College of Education wears a white colored hood. This regalia is \$68.19 and must be paid in full before ordering.

Chi Sigma Iota regalia is also often worn by members and usually begins selling a few months prior to graduation. CSI regalia that can be purchased are cords, stole and medallion. For CSI regalia ordering information and photos visit <http://www.eaps.us/csi-sts>.

Temporary License

In order to apply for a temporary license you can contact the LPC board for a temporary license packet. You must send your final transcript to the Texas State Board of Examiners of Professional Counselors along with a passing score on the NCE. Any hours that you accrue between the end of your internship and the day that your temporary license is approved will not be counted toward the 3000 hours needed for licensure. Any hours over 300 that are required for the program can be counted toward your 3000 post-grad hours. There will be a maximum of 400 surplus hours counted.



Amy Milligan has served as the Secretary for CSI since January 2006. She will graduate this December.

“THE MOST IMPORTANT THING IS TO MAKE SURE THAT YOU FOLLOW THROUGH WITH THE GRADUATION APPLICATION AND MAKE SURE THAT ALL REQUIREMENTS HAVE BEEN MET.”



Amy Milligan & Yamilet Medina-Lopez at the CSI Mini-Workshop



Promoting Excellence in Professional Counseling

CHI SIGMA IOTA—SIGMA TAU SIGMA CHAPTER

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Tammy Fisher & Kim Frueh at the CSI Mini-Workshop

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JC Shakespeare, Mary Costello, & Kim Frueh at the CSI Social in May 2006.

If I Knew Then What I Know Now...

By: Kim Frueh, President-Elect & Tammy Fisher,
Event Coordinator

1. ...I would've asked more questions!!

Find a student that has been in the program longer than you and ask lots and lots of questions. Be sure to include topics like how to balance other personal obligations or interests with academics as well as practicum requirements and internship expectations. Talk to professors and your advisor and make sure you're on the right track. You do not want to find yourself well into a track like Marriage and Family and then learn about the direct client hour differences for internship and eventually the LMFT credential. Another example of this is to be on the School Counselor track and then realize you will be unable to obtain a school counselor position in Texas until you have fulfilled the two year teaching obligation.

2. ...I would've not taken pre-practicum in the summer!

We had problems finding clients, which caused undue stress. When we did find those few willing folks, they did not come consistently because of vacations and other summer time fun activities. Imagine having the choice to go to counseling or the lake... hmm...

3. ...I would've studied more in theories.

All roads lead to theories. It's the most basic foundation and when you don't really study, it comes back and bites you later. Especially when someone asks you the dreaded question, "So which theory do you counsel from?" Be prepared!! This question is ALWAYS followed by, "Why?" In addition to your professors proposing this question for self exploration, you will be asked it many times when interviewing for internships. It is also possible you will be asked to explore other theories and if or how you would find them useful. Try to remain open minded – every theory has its benefits.

4. ...I would've not taken things personally in pre-practicum.

No one's perfect. Your professors do not expect you to be great during this phase of the program, so do not think you will impress them with your book knowledge – especially when you quote verbatim! We all need improvement. Remember that it's all constructive criticism and it's meant to be just that: constructive. It's meant to help you grow as a counselor. Use it and get better!

5. ...I would've become a CSI member sooner.

Membership and active participation creates a sense of fellowship and belonging. Because we are all graduate students with jobs, families and lives outside of school, it's nice to know that you belong and are a part of something. Also, keep in mind that these fellow students will be your professional colleagues (and possible referral base) in the near future. What a great time to make these connections and get to know the interests or specialties of others!