

**President**

Michael  
Flynn  
[flynnm@pdx.edu](mailto:flynnm@pdx.edu)

**Vice President**

Deborah  
Orandon  
[orandon@pdx.edu](mailto:orandon@pdx.edu)

**Treasurer**

Matthew  
Morscheck  
[matthewm@pdx.edu](mailto:matthewm@pdx.edu)

**Secretary**

Jewls Krentz  
[juli@pdx.edu](mailto:juli@pdx.edu)

**Membership**

Susan Farrelly  
[sufarrelly@aol.com](mailto:sufarrelly@aol.com)

**Mentorship**

David  
Chittenden  
[davidc@pdx.edu](mailto:davidc@pdx.edu)

**Newsletter/  
Website**

Darcy Kramer  
[darcy.kramer@gmail.com](mailto:darcy.kramer@gmail.com)

---

## APA Seminar

### **Back by popular demand!**

Did you miss it the first time? Didn't catch everything? Heard about how great and helpful the seminar was? Were you thinking, "Gee, I hope they have another APA seminar!"

You're in luck! Darcy has agreed to hold another seminar!

Come one, come all to the APA Seminar on **Monday, January 29, from 3:00-3:50** (yes you will get out in time for class!) in **ED 220**.

---

## Letter From The President: Self-Care Part II

I sit here writing the second half of my self-care editorial feeling no small amount of chagrin and irony. I'm physically, mentally, and emotionally drained as I have not practiced my own self-care. I have let my "holiday break" become "the holidays are trying to break me." I decided the best way to actually take a positive step in my own self-care would be to actually sit down and write about it. As I stated in the last letter I wanted to touch on self-care in regards to family/friends, finances, work, and physical health in. It's extremely hard to break them all down into separate pieces of the self-care spectrum as they are all interconnected. For the sake of academia and the brevity of an editorial I will have to separate them out. In fact I am only going to touch

on families/friends and finances in this article, and delegate physical health to Darcy. I hope this will provoke you to more thought on how these areas interrelate in your life.

Families and friends can make it very difficult for me to take time for me. Since I am single and without children I stand in awe of those in our program who are able to balance school, work, and friends while still having time for partnership and kids. Some of the advice I have gleaned from them is that planning ahead and setting positive boundaries has eased some of the pressure on them. Talking in advance with your partner and kids about division of household duties, transportation, time for study, and planning time to be free from supervising the kids leads to much less conflict.

Since we have self-selected a field of helping others through

relationships this may seem antithetical to our very nature: we tend to want to give more to others than ourselves. Knowing when to ask for help for ourselves is so much harder than offering of ourselves to help others. It may feel selfish to place more responsibility on our partners and family, but in the end it will lead to greater trust, less conflict, and success in school. Just remember to say thank you and let your family know how much you love them.

Setting boundaries with regard to friends is also highly recommended, as they may exert a "benign" form of peer pressure because they really want your company. Sometimes you feel guilty because you have to say no - even when you really want to spend time with them - in order to take care of yourself and your responsibilities.

The other side of the coin of self-care is balancing being with friends and loved ones by putting responsibilities on hold may be just what you need to recharge your batteries and allow you to fully tackle your obligations. Finally, stop being so hard on yourself! Remember to be flexible, as boundaries that are too rigid may drive you to burnout, while boundaries that are too diffuse may set you up for failure.

Regarding finances, I would like to touch on what I like to refer to as the "end-of-term blues," and "school loan spiral." This hits me every time. You get that big financial aid check in mail and you end up spending it all before you even hit finals. Budgeting what you need to spend on bills every month and keeping a small buffer will curtail that impulse to blow your money so quickly.

Another thing that I do when I get that money is lose my motivation to work as much, and, as a result, I take time off or come in late and clock out early. The wiser choice would be to do that at the end of the term during finals rather than during breaks.

One good piece of advice I heard was take a chunk of your loans and get a short-term CD so you can't spend the money until later in the term, and make a few bucks in interest (probably not enough to buy a pizza - don't do this for investment purposes).

Once you get the end-of-term blues you tend to join the school loan spiral. You put off paying bills until you get the next set of loans, so you start the next term in the red and using the next term's loans to pay off last term's debt - with interest. The only way to break the spiral is to spend your break working a lot, which

burns you out before you get to the next term when you should be resting. Then you end up having to sit down and write an article on self-care to get your head back on straight.

Also a word of caution if this is your first year in the program: **IF YOU ACCEPT THE FULL AMOUNT OF STUDENT LOANS DURING THE FALL, WINTER, AND SPRING TERMS YOU DO NOT GET FINANCIAL AID IN THE SUMMER!** You are only allowed approx \$20,000 a year in federal graduate student loans, so you either need to accept smaller loans each term or get a higher interest private loan to pay for summer classes.

Any advice or comments on how to pay off loans after school or finding a reputable accountants/financial advisors would be greatly appreciated by CSI. I look forward to hearing from you and I'm looking forward to another rewarding winter term with everyone here at Portland State University.

Michael J. Flynn, President

## Catching Up With Transformation

As we turn a new corner in our collective journey towards becoming counselors, it seems appropriate to take some time

to pause and reflect on the changes that we are experiencing. Some of us are just starting out and are coming to terms with re-emersion into school-life after our first quarter. Some of us are about to begin practicum, while some of us have just finished Practicum and are transitioning into the internship and/or Practicum supervision phase. And finally, some of us are heading into the last leg of the journey towards graduation. But all of us are deeply involved in the process of change and transformation that this program elicits, and all of us are involved in a personal process of integrating the joys of accomplishment and the acquisition of new skills, along with the challenges of facing new situations and the anxieties that flit around the edges of new responsibility.

Arguably, you don't really have to *do* much of anything for change to find you. Time, in and of itself, will effect transformation. But, the kind of intrapsychic and interpersonal focus that we employ in this program seems to accelerate this process of self-awareness and personal growth. I find that at this point, I have to remind myself that I am a very different person than I was at this time last year. In fact, the changes are happening so quickly, I can barely identify with the woman

using my name at the beginning of this term! What I am realizing is that I need to slow down and take stock of this process.

It occurs to me that in this fast-paced, accomplishment-driven, future-focused culture, a bias exists suggesting that where we are heading is necessarily desirable, good, and better. We don't often get encouragement to slow down, process, and integrate the transformations occurring within us, or to re-evaluate whether the changes occurring are the ones we want to take hold in our lives. When we do slow down, we may notice that along with the benefits these changes are bringing, there are other aspects of change that are more difficult to face and often get overlooked or minimized. These aspects involve facing the actual loss that comes with change, and grieving these losses thoroughly.

Making any choice, whether consciously or unconsciously, means that we choose one path over many others that we may have considered. Circumstances, too, often place us squarely on one path, eliminating the others. So what are the losses? To find out, we have to start to ask ourselves some pointed questions: When we choose to spend our time focused on learning this specific set of

counseling skills how does this affect our relationship with ourselves and with others? How does it affect our identities, our time commitments, and our philosophies? How are we changing in relation to our families and the world as we take on this role of professional counselor? I have come to feel that it is vitally important to fully acknowledge the paths not taken and grieve the losses of what we are giving up as we change. Otherwise, the old ways and old possible paths can haunt us, preventing us from fully experiencing the present course.

Lately I have been asking myself to try and really take stock of the changes occurring within me. For each identified new way of being in the world, I am asking myself, "What is this costing me?" "What am I leaving behind, as I become this person?" and, "What is this giving me?" I have noticed that for me, the losses and benefits center around personal and professional issues of identity and relationship: self-esteem, self-efficacy, boundaries, responsibilities, and emotional self-regulation. Not surprisingly, I find that these are all the same issues I am asking my clients to face as they make changes in their lives—talk about parallel processing!

Sometimes I find this pretty painful. Some new ways of being have costs embedded that, while still not outweighing the benefits, are nevertheless difficult to experience and require a certain amount of discomfort and grieving to adjust to. But that is OK. Owning up to the existence of the pain, rather than trying to minimize it or ignore it, is still a choice that I want to make and I find that in the long run, it's much easier.

So, I encourage you (while I am reminding myself) to take time, and take stock of this metamorphosis. We really ARE going through a LOT!!!! Honor who you are becoming; celebrate your losses as well as your gains by giving yourself permission to grieve the lost dreams, the safe paths, the old comfortable identities and ways of doing things, so that the space is cleared for you to become more fully who you want to be as a professional, but most importantly, as a person.

Deborah Orandon, Vice  
President

---

## Graduate Certificates

### Addictions Counseling and Couples, Marriage & Family Counseling

The Masters in Counselor Education Program introduces you to the field of addictions when you take Foundations in Substance Abuse Counseling. Similarly, for some students in the program, there is an introduction to Community, Marriage and Family Counseling. But what if you want more? What if you decide that you are interested in one or both? Or you realize that you need further understanding and clinical practice in order to achieve your professional goals? Look no further...

It is possible to earn a Graduate Certificate in Addictions Counseling (GCAC) and/or a Graduate Certificate in Couples, Marriage & Family Counseling (GCMF) through Portland State University's Continuing Education Program. These programs are especially intended for mental health professionals in the community and graduate students in related fields to enable them to acquire training and education in science-based practice and to provide knowledge essential to working with these populations.

Since these courses overlap with the counselor education curriculum, it is possible to take some (or all) of these classes concurrently while enrolled in the Counselor Education Program. The Continuing Education Program requires that you complete an application process for each certificate program. This process is greatly facilitated when an applicant is currently enrolled in the Counselor Education Program, as opposed to waiting until after graduation to apply. Once you are accepted, any courses that you have previously taken that meet certification requirements can be applied. An applicant is allowed seven years to complete the certification process.

The tricky part for a Counselor Education student hoping to complete a certification concurrently is fitting the sequence of certification courses into the already tight track schedules. For the most part, the certification coursework is cumulative. (Some deviations in sequence can be approved.) What this means to a graduate student in the Counselor Education Program is that in order to merge the two schedules successfully, early schedule comparisons and considerations are important, and manipulations of your track schedule or the

# Chi Sigma Iota

Member, Association of College Honor Societies

Counseling Academic & Professional Honor Society International

certification sequences may be necessary. If course sequences need to be changed, it is always best to check with your advisor and/or **Katje Wagner**, the Mental Health & Addictions Program Coordinator for the Continuing Education / Graduate School of Education at Portland State University.

Overall, the professional advantages of certification may be worth the extra cost and energy to you – because the GCAC prepares you for Certification as an Alcohol and Drug Counselor (CADC) and the GCMF assists in becoming licensed as a Marriage & Family Therapist (LMFT). It is advantageous and worth it to consider whether adding either of these pieces makes sense while you are still here. Alternatively, even if doubling up on coursework isn't for you,

it may be worthwhile to weigh the possible benefits of applying for the program while still enrolled if you have intend to complete these certifications post-graduation.

Below, we've included an overview of the two certification programs. For more information go to [http://www.ceed.pdx.edu/programs\\_hs.shtml](http://www.ceed.pdx.edu/programs_hs.shtml), or contact **Katje Wagner** at [katje@pdx.edu](mailto:katje@pdx.edu) or call **503-725-8165**.

## Graduate Certificate in Addictions Counseling (GCAC)

The GCAC offers a series of courses to prepare participants for work with substance-abusing clients.

The series provides:

- an overview of the

biological, psychological, and social dimensions of substance abuse;

- a basic understanding of psychopharmacology of addictive substances;
- knowledge and skills of assessment and goals;
- various modalities of substance abuse treatment;
- an examination of ethical issues involved in addictions counseling;
- and an overview of dual diagnosis in co-occurring psychiatric and substance abuse disorders.

The program culminates with a capstone project, demonstrating the integration and mastery of knowledge from the courses in the series as the final work product.

The series includes seven 3-credit courses, six of which are required (18 credits) to earn a noncredit certificate of completion or a university-sanctioned Graduate Certificate in Addictions Counseling. Six of the seven are core courses, and the seventh may be chosen as an elective providing additional academic hours. All classes are ACCBO-approved and fulfill the academic requirements toward CADC.

<http://www.ceed.pdx.edu/gcac/>

## Graduate Certificate in Couples, Marriage and Family Counseling

Graduate School of Education/Continuing Education

▲ WINTER 2007

### Mental Health and Addictions Training

January 26	<b>Youth &amp; Addictions: Creating Connections that Count</b> —Javier Sanchez	March 2	<b>Practicing Mindfulness in an Overstimulated Society: Intervention Strategies for Mental Health and Addictions Professionals</b> —Greg Crosby, Donald Altman
February 2	<b>Understanding and Integrating CBT/DBT/ACT Therapies</b> —Greg Crosby	March 22	<b>Integrated Alcohol and Drug Treatment: Using the Best Evidence to Improve Practice</b> —Scott Miller
February 16	<b>New Directions in Relapse Prevention: Processing the Common Roots of Co-Occurring Disorders</b> —Joe Goodbread, Kas Robinson	March 23	<b>Advanced Outcome-Informed Intensive</b> —Scott Miller
February 23	<b>Adjusting to a Gender Transition</b> —Reid Vanderburgh		

**Certification** CEUs available for each workshop  
**Registration** [www.ceed.pdx.edu/aware.html](http://www.ceed.pdx.edu/aware.html) or call 503-725-4832  
**Discounts** Available for groups, admitted PSU students, or if registered for two or more training days  
**Contact** Katje Wagner at 503-725-8165 or email [katje@pdx.edu](mailto:katje@pdx.edu)  
**Website** [www.ceed.pdx.edu/programs](http://www.ceed.pdx.edu/programs)



Every mental health/human services professional finds themselves working with couples and families at some point in their careers. The dynamics of the relationships are very different from working with individuals and require a systems approach to understanding and intervening. This program can help you develop the knowledge base and skills vital to helping your clients with couples and family concerns.

The series provides:

- a focus on contemporary couples, marriage, and family systems as they exist in American society today;
- examination of family development as a foundational framework for family therapy;
- study of the expression of human sexuality and intimacy across the life span;
- conceptualization and systematic intervention methods to ally with couple units;
- analysis of the range of normative and paranormative problems experienced by family members;
- and analysis of current therapeutic assessment tools and interventions grounded in systemic theory and research as they pertain to family transitions.

The coursework in this program parallels that of the Marriage and Family track in the Counselor Education Program. It is comprised of four 3-credit courses, three 2-credit courses and two 1-credit electives or seminars.

<http://www.ceed.pdx.edu/gcmf/>

Katje Wagner & Deborah Orandon

---

## The Mentorship Corner

Hello Counseling Students,

We are now entering the winter quarter. The days are short and cold, and it is now getting dark early.

In the last newsletter, I asked if anyone would be interested in a space and time for getting together to ask questions and discuss things. I received some positive feedback, but was unable to acquire a room at the end of the semester.

So, this time, I have reserved a room, once per month, during the winter quarter. The schedule follows:

**Monday, January 22**

3:00 PM - 4:00 PM, ED 402

**Monday, February 12**

3:00 PM - 4:00 PM, ED 402

**Monday, March 12**

3:00 PM - 4:00 PM, ED 402

I hope to see you there!

David Chittenden, Mentorship

---

## Self-Care Part III: The Benefits of A Good Night's Sleep, Exercise, & Eating Right

I can hear the groans from here! ;-)  
It's difficult to write an article like this without sounding either self-righteous or condescending. I'm merely relating my experiences in hopes that one or two ideas I toss out may prove useful. We all struggle with these issues!

Sleep, exercise and healthy eating are things we all mean to do but set aside when papers are due, or when we don't want to leave the party early, or when veging out in front of the TV is easier. It's easier to grab some fast food or go to a vending machine than to consider healthy alternatives. In this article, I will start with sleep and exercise, and then move on to eating right.

Sleep. Ah, sleep. I remember sleep! This is a tough one for anyone balancing graduate school, work, and life. It's easy to make promises to myself to catch up with sleep on the weekend and then fail to follow through. I get so stressed-out I can't fall asleep even when I'm exhausted.

Sound familiar? I'd like to share what has worked for me. It has taken the better part of two years

for me to figure this out!

One important step is developing some routines around sleep and exercise. Try to eat dinner within a 2-hour window. Try to set a bedtime and stick to it. Take a warm bath or shower before bed. Wear socks to bed - did you know that warm feet promotes better sleep?

If friends want to go out for drinks, set a time 2 hours before bedtime for your last drink. Alcohol can disrupt a good night's sleep.

I spent a year believing that extra sleep over the weekend would somehow magically store up energy for the coming week. Imagine my surprise when this consistently failed to work! I am well aware that it is not possible to get a good night's sleep every night, but it is possible to look at your coming week and decide whether you're going to need more energy the next day, and choose to go to bed on time.

This is my experience with exercise: Fall term I slipped into an unhealthy pattern. It's easier to drive than to take the bus; it's easier to take the bus than to walk a mile to the Max stop; it's "more important" to write one more paragraph than to work out.

Unfortunately, putting exercise aside has had consequences. This Fall I noticed that my "fuse" was shorter than usual. I felt tired all the time. I was feeling more stressed-out than usual. My neck, which has not been the same since it got torqued several years ago,

started to give me major trouble.

It was only when my clothes ceased to fit comfortably that I faced the truth: I'd put exercise on the back burner and it was causing trouble in all areas of my life.

What to do?? Well, the obvious: exercise! I reviewed what had worked in the past to keep me on the right track with exercise. A big one is building opportunity for exercise into my day. I got back into the habit of walking a mile to the Max stop. How many of us park in the garage closest to the ED building, rather than the one farthest away (note that the one farthest away usually has more available parking spaces!)?

Another thing that works for me is in-my-face guilt, so I put my workout clothes in a pile right next to the TV where I couldn't miss them, which annoys me into working out.

Getting back into exercise means that I now feel better. I'm sleeping better. I'm less stressed-out. My clothes are already starting to fit better. And a host of aches and pains I'd been trying to ignore have gone away (or at least improved). So... Exercise. It may be your least favorite thing to do (it's number 9,999 on my list!), but it can make a big difference in your life.

Onward to healthy eating! If you haven't seen the documentary *Super Size Me*, I highly recommend it as a motivator to eat right!

There are a number of factors that go into our choices when it comes to food. Some of us have a difficult relationship with food - we see it as comfort rather than sustenance, or the enemy that makes us fat. Some of us (okay, many of us!) are impoverished graduate students who can't afford organic produce. All of us feel the pressure of not having enough hours in the day to prepare a gourmet meal.

All of these things are valid issues. I'm going to relate how I handle these in my life. Some of my ideas may be helpful to you.

One thing in my favor as far as healthy eating: I'm allergic to wheat, dairy, and eggs. There's nothing at a fast food place, nor any items in a vending machine, I can eat! The downside is that I can't just skip over to McDonald's or Subway for a quick bite. I have to plan. I have to be careful about where I eat and what I eat.

So how do I juggle work, school, and healthy eating? In a word: **preparation**. I have to know which meals I will need each day, and whether I'll need snacks. I set aside time each weekend to prepare meals and snacks for the coming week. It doesn't take long - an hour or two is more than enough. I have a large stock of single-serving containers into which I can put the various meals. Toss the containers in the refrigerator or freezer, and then it's a matter of grab-and-go. Cheap, fast, and healthier. Fruit: portable, healthy, and it tastes good. 'Nuff said.

If even that is too much, consider

that there are healthier places to buy food than McDonald's that can put a meal in your hands as fast. Make a deal with yourself. For every time you buy French fries or vending machine food, (and note I'm not telling you to give it up!) you'll get healthier food next time.

Know that Practicum is a time vacuum. Bring your lunch or dinner, because you won't have time halfway into your Practicum hours to run out for a meal.

The same thing goes for class! A 10-minute break is not enough time to go get a good meal; you'll end up at the vending machines. Buying dinner before class and having it to-hand at break time means you have 10 minutes to eat and enjoy!

Foods such as French fries, pizza, and candy taste soooooo good, and that can have a definite benefit. Balancing those foods with healthier choices will help you feel better and give you more energy as you go through graduate school.

Darcy Kramer, Newsletter

---

## Your Input Is Requested

### Extra! Extra!

Do you have a unique perspective, insight, or story to share about the world of counseling? If so, the Portland State University chapter of Chi Sigma Iota would like to hear from you. Whether you are a current or perspective

member, we would like you to submit articles for upcoming newsletters. We look forward to hearing from you!

For inclusion in the next newsletter, please email your submissions to Darcy (darcy.kramer@gmail.com) by 5:00 pm February 16, 2007. For inclusion in later newsletters, please email your submission to Darcy or any other CSI officer.

### Suggestions?

The PSU chapter of Chi Sigma Iota is primarily a student run and supported organization. We value your suggestions for ways that CSI can enrich your experience in the Counselor Education program.

Last term, I heard from some students in the '06 cohort who had some wonderful ideas for social events and educational workshops. We are in the process of putting some of these into place. For example, one student suggested a monthly, informal social gathering off-campus. This would be an opportunity to foster community outside the classroom in a fun, relaxed atmosphere.

Stay tuned and keep talking to us! You can email your ideas to Jewls at [jewls@pdx.edu](mailto:jewls@pdx.edu) or contact any of the CSI officers with your input.

Jewls Krentz, Secretary

## Did Someone Say Party? You're Invited!

Whew! The first term of the year is over and we are embarking on another. It is time to get together and have a little fun before we get too swept away with our classes, Practicum and internships (not that these aren't also thrilling).

CSI is hosting a potluck party on Saturday, January 27<sup>th</sup>. Family, friends, significant others, kids and pets are welcome! Here are the details:

**When: Saturday,  
January 27<sup>th</sup>  
4:00 pm to whenever**

**Where: Jewls Krentz'  
House**

**For Address &  
Directions, email  
Jewls ([juli@pdx.edu](mailto:juli@pdx.edu))  
Or any CSI officer**

Jewls Krentz, Secretary