ANNOUNCEMENTS

NCCA 2017 Conference
Counselors Unite:
Joining Together During
Challenging Times
Feb 23 - 24, 2017

Special Edition
The NCMCD division is doing
a Carolina Counselor spring
newsletter takeover!
Read more in division news.

Counselor Spotlight
Congratulations to
Leigh Coffey!

NCCA Journal
Your officers are working to
re-launch the NCCA
professional journal. Stay
tuned for more information.

We're on Instagram!
@nc_counselors

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2016 - 2017 NCCA Division Leaders

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NC Association for Assessment in Counseling
NCAAC President: Zulena Staton
NCAAC Secretary/Treasurer:

NC Association for Multicultural Counseling and Development
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NC Association for Specialists in Group Work
NCASGW President:
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NC Graduate Student Association
NCGSA President:
NCGSA Secretary/Treasurer:

NC Addiction & Offenders Counselor Association
NCAOCA President:
NCAOCA Secretary/Treasurer:

NC Mental Health Counselor Association
NCMHCA President: Angel Dowden
NCMHCA Secretary: Natalie Spencer

NC College Counseling Association
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NCCCA Vice-President: Vacant
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NC Association of Marriage and Family Counselors
NCAMFC President:
NCAMFC Vice President:
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NC Association for Adult Development & Aging
NCAADA President: Lydia Smith
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Association for Child & Adolescent Counseling NC
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11/2016
NCAMCD Special Newsletter Edition Call for Proposals

The education committee of the NCAMCD division is offering an incredible opportunity to NCCA members to participate in a publication experience. NCAMCD is calling for proposals for the NCCA spring newsletter to sponsor a unique multicultural and social justice edition. Interested individuals would be required to submit a one-page outline related to the theme of this year’s conference, **Counselors Unite: Joining During Challenging Times**. The articles in the special edition will emphasize uniting with a multiculturalism mission.

Counselors are invited to submit conceptual articles that focus on their individual roles and collaborative partnerships as leaders who utilize multicultural and social justice perspectives to examine, address, and eliminate cultural barriers impeding client, counselor, and community advancement. Approved articles will have a 1,500-word limit and be written in APA style.

**Timeline:**

- November 1, 2016: Call for Proposals
- November 21, 2016: Deadline for Outline Submissions
- December 19, 2016: Written Notifications from Editors of Outline Approval
- January 16, 2017: First Draft of Article Due
- February 16, 2017: Final Article Submission Due

For additional information, contact editors: Dr. La Vera Brown ([laverabrown17@webster.edu](mailto:laverabrown17@webster.edu)) & Latonya Graham ([lmgraha2@ncsu.edu](mailto:lmgraha2@ncsu.edu)).
The 2016 National Career Development Association Global Conference, which was hosted in Chicago and North Carolina, was well represented. The conference, themed “Fostering Well-Being through Meaningful Work,” generated sessions that both encouraged practitioners to take time to practice self-care, and provided strategies to coach clients in identifying meaningful work. The North Carolina attendees took the theme to heart and enjoyed deep dish pizza, Garrett's famous popcorn, Chicago-style hotdogs, and more! We learned about assessment, finding balance, and leadership during the many presentations, keynotes, and roundtable discussions. We are especially proud of our members who presented their final projects as part of the Leadership Academy and look forward to seeing what the new cohort will share next year. On the last night of the conference we met for a networking dinner near the Magnificent Mile - good times had by all!

Professional Recognition Awards

The New Professional Award recognizes an individual in North Carolina who has made a significant contribution to career development and has been in the profession for 5 years or less. The recipient would be an individual who in their early years of practice has shown unusual skill and promise of outstanding future accomplishments and has demonstrated evidence of meritorious service to the career development profession and/or NCCDA. The 2015 recipient was Heidi Robinson from Wake Forest University.

The Roy N. Anderson Award recognizes an individual in North Carolina who has made an outstanding contribution to career development, both in the state and at the regional or national levels over an extended period of time. This award, affectionately known as “The Roy”, is named for the founding professor of the North Carolina State University Counselor Education Program. The 2015 recipient was Dr. Angie Smith from North Carolina State University.
Morning Musings

Morning Musings is a new meetup sponsored by NCCDA. The purpose is for career professionals to connect outside of the annual conference at various locations throughout the state. Conversations are casual and centered about career development. The fall meetup was August 10th. The spring meetup will be April 27th. Be on the lookout for the link to sign up for a location near you.

National Career Development Month

November is National Career Development Month. National Career Development week is November 14-18, and National Career Development Day is November 16. During the month the Poster and Poetry Contest takes place. This year’s theme is “The Joy of Work: Positive Approaches to Work, Career, & Life!” Throughout the state students submit artwork and poetry for the contest. Each year NCCDA sends state winners to the national contest, where NC individuals have won.

### NCCDA Community Service Activity
Submitted by: Christy Walker

Date: Friday, November 11, 2016 (Veterans Day)

Activity: Résumé Reviews for Salvation Army patrons

Multiple locations around the state including: Asheville, Charlotte, Greensboro, and Durham metro areas - More locations and additional details TBA.

### Government Relations Update
Submitted by: Jonathan Adams

2016 continues to be a busy year for activism within career development and education! Updates of note include:

**Education Funding for 2017**

- NCDA’s Government Relations Committee is actively involved in advocacy, including building awareness around recommended cuts to the 2017 education budget. While cuts as much as $1.6 billion below 2016 levels have been proposed by The Appropriations Committees of the House and Senate, it is anticipated that a Continuing Resolution will be passed by both the House and the Senate to uphold 2016 funding levels until after the current election cycle.
- NCDA is encouraging members to get involved by contacting your Senators and Representatives to vote for the Continuing Resolution. Additionally, members can advocate for your governing officials to pass amendments to increase funding for the 2017 education budget.
- For more on NCDA’s Philosophy on Public Policy: Advocating for Career Development and for resources on how to contact your Senators and Representatives see the Government Relations and Public Policy portion of the NCDA website

**National convening of the U.S. Chamber of Commerce Foundation on February 22nd, 2016**

- Led by the Global Pathways Institute, the meeting was convened to create concrete goals and action steps in support of positioning career development as an essential component of K-12 and higher education.
- Participants included 250 leaders from both the public and private sectors nationwide, who through discussion and collaboration forged a call to action to promote career development. The call to action will provide direct the efforts of a coalition on career development, which is in the process of being developed.
- To read the full call to action or join the coalition on career development, visit the Global Pathways Institute website at [http://www.globalpathwaysinstitute.org](http://www.globalpathwaysinstitute.org)
NC Addiction & Offenders Counseling Association (NCAOCA):
New President Introduction

Greetings NCCA community! My name is Michael Englert, and as the new President of NCAOCA, I would like to take this time to thank Jonnie Seay Lane and each of the NCAOCA members for allowing me the opportunity to continue moving the division forward. Much has been done within NCAOCA, and I hope to continue this great legacy of work and leadership that has been laid out before me.

I am here to learn with you and from you. In the past year, I understand that the division has been working on issues such as the newsletter, membership, feedback from other counselors working in the substance abuse/mental health and offender populations, needs assessment, presentation development for future conferences and advocacy on the state level – all of which I plan to continue and grow.

With the passing and signing the Comprehensive Addiction and Recovery Act (CARA) on July 22, 2016 North Carolina counselors will begin to see an increase of treatment resources for incarcerated people with addictions along with an expansion of veteran court treatment programs and services. With these increases in resources and services this will give our division a great opportunity for presenting on the need and effectiveness of the above name services in NC. Given that addiction and offender legislation is often slow, we are also in a good position to advocate for the changes and continued growth needed in the addiction in the offender program service areas.

Currently there are 193 student members of the International Association of Addiction and Offender Counselors, of the 193 members, 93 joined in 2015 with the state of Florida representing the most members (44). North Carolina represents the second highest member total with 42; this suggests that there is a significant interest in the addiction and offender populations in and around the state of North Carolina. Let’s continue to move forward and address the systemic issues that have surrounded the addiction and offender populations for far too long.

Thank you for your time, patience and insight regarding the necessary steps involved in moving the NCAOCA forward. Please feel free to contact me at any time at: mkengler@ncsu.edu.

Perspectives From the Field
Editor: Beth Davis

Calling all NCCA members: We want to hear your voice!

Submissions for this section could focus on: ethical issues in counseling, counseling theory, research experience, or reflections on your practice as a student, professional counselor, supervisor, or counselor educator. Please email submissions to Beth Davis at endavis@ncsu.edu to be featured in a future edition of the Carolina Counselor.
Online Graduate Certificate in Post-Masters in 
SCHOOL COUNSELING

PROGRAM OVERVIEW

The online certificate is designed to meet the needs of professionals who have completed a master’s degree in clinical mental health, community counseling or addictions counseling and now desire to become a licensed school counselor in NC.

Completion of the program and passing the Praxis II Specialty Area Test for School Counselors, will enable the student to be recommended for the license in school counseling with NCDPI.

- Admits summer 1 only
- 12 Credit hours
- Admission deadline March 30th
- No GRE needed

DistanceEd.uncc.edu/Education

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Faculty and students in the Counselor Education program at East Carolina University have been working with the Division of Student Affairs to support student success on campus. The faculty and students in the department have developed some initiatives to support undergraduate growth and success on campus while also providing a unique training opportunity for graduate students in the Counselor Education program. The three main areas of focus in these initiatives are college student psychosocial development, successful transitions to college and psychosocial supports for international students. The program employs a service-learning approach to involve graduate students in clinical and professional experiences of supporting members of the undergraduate community. The students provide counseling services to undergraduates through the McClammy Counseling Laboratory. These students may be struggling with psychosocial, academic, and personal issues that are impacting their success at school. The department has also engaged graduate students in an undergraduate course, Student Development and Learning in Higher Education, to help undergraduates become aware of what services are available to them on campus. Also, some students have become involved with a group counseling experience for international students experiencing psychosocial issues. The program coordinator for the Counselor Education department, Dr. Kylie Doston-Blake, shared that “the Division of Student Affairs has been an absolutely essential partner to our program in designing opportunities to engage our students in real world professional experiences which provide structured, supervised clinical skill training and allow students to make a valuable contribution to their campus community.”

“the Division of Student Affairs has been an absolutely essential partner to our program in designing opportunities to engage our students in real world professional experiences…”
- Dr. Kylie Doston-Blake

These opportunities have enhanced the skills of the graduate students and are hopefully supporting the retention of undergraduates at ECU. Dr. Allison Crowe, Clinic Director for the McClammy Counseling and Research Laboratory of the Counselor Education program, shared, “Faculty appreciate the depth of investment our students are willing to make in the success of ECU’s undergraduates. They have given much of themselves to implement strong programming for student success.”
The Appalachian State Clinical Mental Health Program has announced recipients for its 2016 Awards and Scholarships. Suzy Ward has received the 2016 NCASERVIC Mary Thomas Burke Award. Brian Carr has received the Forgivable Education Loans for Service (FELS) scholarship from the College Foundation of North Carolina. LaTonya M. Summers, a graduate of the CMHC program, has been awarded a $20,000 Counseling Fellowship from NBCC and Affiliates.

Other recognitions for Appalachian State: Jessica Smith has recently been selected as a Graduate School Ambassador for the 2016-2017 academic year by the School of Graduate Studies. EJ Horrocks has been appointed as the new Director of Information and Technology for the North Carolina Counseling Association.

NC Counselor Spotlight
Editor: Saundra Burleson

Leigh Coffey
By: Saundra Burleson

University in Clemson, SC, and currently practices as a Mental Health Clinician at Mission Hospital on the Geriatric Psychiatric Unit. Leigh provides unconditional, non-judgmental, and compassionate empathy through individual and group counseling for geriatric behavioral health patients who are dealing with various mental health issues, sometimes related to this very important developmental stage of life. Having witnessed Leigh at work, I can personally attest to the compassion and unending patience with which she treats every patient in this very important counseling position.

When asked what led her to counseling, Leigh shared that after obtaining her undergraduate degree, she began volunteering with AmeriCorps. It was during this time that she became aware of a real need for counselors and began applying to graduate schools.

Congratulations to Leigh Coffey, LPC, LCAS, who has been nominated and selected for this edition’s Counselor Spotlight section! Leigh obtained her M.Ed. in Clinical Mental Health Counseling from Clemson
After obtaining her degree, Leigh volunteered at a hospital in the Dominican Republic that provided medical services to adults and children who otherwise would have been without medical support. Her knowledge of the Spanish language was an important component of her service there. She spent some time traveling and then accepted a position with Partnership for a Drug Free N.C. During her employment there, she connected with a supervisor and began working toward her Licensed Professional Counselor credentials.

Leigh shared that the most challenging aspect of being a counselor in her current position has been maintaining an effective presence with her clients. Leigh feels most rewarded by the opportunities she has to hear patients sharing their own insights and the energy that comes from that. Leigh also enjoys working with families and offering resources that can provide valuable support following discharge.

Leigh is an advocate for self-care in the counseling profession. She believes it is important to recognize any early signs of caregiver fatigue and burnout in yourself and to think creatively about solutions. She goes further to say that “It’s not enough to just say take care of yourself. Get specific.”

When asked what advice she might give to someone considering a career as a professional counselor, Leigh shares that “If you are considering going to school to become a counselor, great and welcome aboard! It’s an interesting and rewarding field, but still, go to counseling yourself and make sure that this profession is a good fit and that you are pursuing that interest for sound reasons. A helping profession is not for everyone. Really think carefully about where you work during school and where you do your internship so you have a foot in the door after graduation.” She also shares that keeping connected with your graduate school cohort can provide valuable resources. She enjoys hearing about the interesting things that her cohort members have become involved in since graduating.

Leigh is originally from Florida and has lived in Asheville, NC since 2012. She has worked in both inpatient and outpatient positions. In her free time, Leigh enjoys spending time with her husband and family, hiking, traveling, and checking out new restaurants.

Thank you Leigh Coffey, for sharing with us and for being an outstanding counseling professional!

If you would like to nominate a counselor to be the subject of our next Counselor/Member Spotlight column, please email Saundra Burleson at: burlsj13@alumni.wfu.edu.
Wildin Guillen Acosta was like many other seniors at my school, Riverside High School, in Durham, NC. Living with his father, mother and younger sister after coming to the U.S. just a couple of years ago, he was on track to graduate in June. He’s not a student on my caseload, but my colleague had just met with him the previous week so she might reassure him about meeting graduation requirements. He wanted to make sure he would be crossing the stage with his friends in a few short months. Instead, he’s now sitting in an immigration detention center two states away waiting for a judge to decide whether he will be deported back to Honduras and what Wildin feels will be certain death. A gang in that area of his country, Barrio 18, told him to join with them or be killed. That’s when he left for the U.S.

His odyssey to the detention center in Stewart, GA, began on a January morning in 2016, when two plainclothes Immigration and Customs Enforcement (ICE) officials flashed a badge at Wildin. He was returning to his apartment from starting his car’s cold engine, and after they approached him, he was put on the ground and handcuffed. His father, Hector, heard his son screaming, “I don’t want to go,” but watched helplessly from the window as his son was led away fearing he, too, might be taken into custody. The family didn’t know when, or if, they would ever see their family member again.

Wildin came to the U.S. during a dramatic influx of unaccompanied youth from Central America numbering in the tens of thousands, according to public estimates. He was stopped at the border by Immigration in 2014 and was released as a minor pending application for asylum and a judge’s decision. Where I live in the Southeast, there has been a recent intensification of actions by ICE with youth being picked up near school bus stops and outside their dwellings. Currently, there are seven young people in North Carolina being held in regional detention centers - all with no history of criminal activity. According to the Department of Homeland Security (DHS), the young men are a priority because of the threat they pose to border security.
The day after Wildin was picked up, one of our homeroom teachers for Spanish-speaking students, Ellen Holmes, reported a third of her students absent. The fear generated by ICE grabbing someone from their community caused families to keep their children home from school. Ms. Holmes is a vocal advocate for our Latino students, sponsors an active, supportive club called Destino Success, and said, “Wildin was a dedicated student, loved to play soccer and worked an afterschool job to help support his family. His detainment has sent a very large ripple of fear through our community and within our students at Riverside.” She, along with many of our teachers and students, is heartbroken over the removal of a good student/citizen with the world ahead of him.

Like Wildin, those in detention centers have never been in trouble with the law and have no gang affiliations or pose other measures of threat to their communities. They are good students, have strong family ties, and have the potential to be contributing members of our society. As Ms. Holmes stated to me, our seniors who should be celebrating things like prom, scholarship offers from colleges, and commencement in three months are instead “having a hard time focusing as the constant fear and worry takes a toll on their home and school life.” The impact of stress associated with raids and deportations has been documented in studies as Post Traumatic Stress Disorder.

Another teacher for English as a Second Language (ESL), Alaina Burr, recently met with a panel of Latino parents. She witnessed the stress and worry in the parents as one cried about having to divulge her address when registering her child for school out of fear they will be found and deported. Ms. Burr works with a student who has deportation orders and still plans to return for his 3rd court date. She told me, “He is waiting for a letter from his country that explains the murder of his cousin last year. His cousin was shot for refusing to participate in local gang activity and he hopes the letter will demonstrate the danger of being sent back to his country of birth.” The Human Rights Watch Organization has said Honduras had the highest murder rate in the world for 2014. According to the United Nations Office on Drugs and Crime, male victims aged 15-29 in Central America are “more than four times the global average rate for that age group.”

Evelyn Smallwood, Wildin’s attorney, referenced a U.S. ICE document on a Sunday in February during a National Public Radio segment. The document from DHS Secretary Jeh Johnson, published on November 20, 2014, is titled “Policies for the Apprehension, Detention and Removal of Undocumented Immigrants.” It is vital to the recent actions of ICE and the youth being held in detention centers. In it, the Department of Homeland Security prioritizes the levels of enforcement. Level I describes ‘aliens’ as: a) engaged in terrorism, espionage, and b) “aliens apprehended at the border or ports of entry while attempting to unlawfully enter the United States.” Thus, children fleeing for their lives have been labeled a “threat” equal to spies and terrorists. The document also gives ICE judges the flexibility to prosecute “at any stage of enforcement proceeding,” including “enforcing final orders of removal.” Flexibility to prosecute means a judge may decide the fate of any detainee at any point in the process.
The same day, DHS published another J. Johnson memo titled, “Exercising Prosecutorial Discretion with Respect to Individuals Who Came to the United States as Children and with Respect to Certain Individuals Who are the Parents of U.S. Citizens or Permanent Residents.” This document is based on former DHS Secretary Napolitano’s guidance about deferring action. Deferred action is a form of prosecutorial discretion and simply means that, “For a specified period of time, an individual is permitted to be lawfully present in the United States.” In 2012 Secretary Napolitano asked children be considered on a case-by-case basis. The document further states, “Hard-working people who have become integrated members of American society” and have not committed “serious crimes or otherwise become enforcement priorities...are extremely unlikely to be deported given the Department’s limited resources.” Wildin and the other young men recently picked up had never been involved with law enforcement, save for their encounters at the border, yet they were prioritized.

What can be done? Many of the recommendations listed below were made in an article for the Urban Institute following immigration raids in 2007 in which parents were rounded up and deported. The recommendations are just as relevant to the current developments for our young man.

- Congress should provide oversight of immigration enforcement activities.
- Congress should revise the rules concerning release, deportation, and banishment of noncitizens.
- ICE should provide detainees access to counsel and advise them of their right to confer with their country’s consular office.
- Detainees should be allowed access to telephones, and the confidentiality of their telephone conversations should be ensured.
- Social service and other public agencies should prepare plans to respond to immigration raids and develop outreach strategies to assure parents and other caregivers that it is safe to seek emergency assistance.

"Wildin and the other young men recently picked up had never been involved with law enforcement, save for their encounters at the border, yet they were prioritized."

- Churches and other religious institutions should be considered central points of communication, distribution of assistance, and outreach to families affected by immigration enforcement activities.
- Immigration lawyers, advocates, community leaders, and others should be honest with arrested immigrants about their chances of remaining in the United States, and be strategic in choosing which cases to fight. Arrested immigrants should not have to pay large legal fees if their cases have a low probability of success, especially when they are already facing substantial economic hardship.
- A clearinghouse of information about responses to raids should be developed nationally. Such a clearinghouse could be a repository for stories about raids, a conduit for sharing information, and a setting for developing best practices in service delivery.
- Schools should develop plans to ensure students are safe from enforcement activities. In California, the Los Angeles Unified School District passed a resolution to protect children from enforcement activity by preventing them from accessing school grounds.
The members of the Board of Education also called on Congress to pass immigration reform.

- Schools should reach out to affected families to reduce reluctance to seek care and to help overcome language, cultural, and other access barriers.
- Children may need academic and other counseling for an extended period of time following a raid, just as they would after any other major disruptive event.

Children are the most vulnerable members of society. Hubert Humphrey said, “The moral test of government is how that government treats those who are in the dawn of life, the children...” Yet for these children now in America, a path to legally remaining in the U.S. is fraught with the following roadblocks: a cultural and language barrier, lack of information or knowledge about rights, complexity of the process, no personal framework for navigating their situation, and an inability to ask questions about how the process is supposed to go. They, and their families, are dependent on schools, churches, and advocacy groups for support, yet the schools and community groups often aren’t collaborating. And, they aren’t prepared to assist at the level needed following the recent wave of unaccompanied minors.

Largely due to the actions of Wildin’s lawyers, a local advocacy group, and our school’s Destino Success, actions have been taken and the media have become a useful tool. The group Alerta Migratoria NC started a petition for the release of the seven students recently picked up by ICE. It asks the young men be considered under prosecutorial discretion and allowed to stay for humanitarian reasons.

On Friday, March 18, 2016, a large group of our students staged a demonstration in front of U.S. Representative G.K. Butterfield’s office, asking for the release of their friend Wildin and the other six detained youth. They carried signs that read “deport me instead,” and referenced their social media campaign, “#Education not deportation.” Afterward, Representative Butterfield’s statement indicated he had reached out to Jeh Johnson, Secretary of Homeland Security and “officials at the highest level of the White House” to express his feelings about those youth held. He insisted Wildin not be deported and said, “I believe our limited resources would be better served focusing on dangerous criminals who pose a threat to our communities rather than high school students and teenagers trying to make better lives for themselves.”
Update Sunday, March 20, 2016:

As reported by WUNC’s Jess Clark, “On Sunday morning, Immigration and Customs Enforcement (ICE) director Sarah Saldaña issued an order preventing the deportation of Riverside High School student Wildin Acosta before his case has been heard by an immigration judge. Congressman G.K. Butterfield says he worked through Saturday night with Rep. Zoe Lofgren (D-California) to convince Saldaña to use her executive authority. This is apparently an about-face from Saldaña’s decision on Friday night not to intervene.” So, for now at least, Wildin Guillen Acosta is still on U.S. soil, and the national news has taken notice, as evidenced in this Associated Press video.

Update Friday, October 7, 2016:

Wildin was released and returned to Riverside High School to complete his graduation requirements. The following summarizes the events that transpired after the update, above, and some of Wildin’s personal reflection.

Our students, teachers, and supporters from Alerta Migratoria continued to advocate for Wildin’s release with his lawyers pleading for a chance to make a case for asylum. One teacher, Mr. Bryan Christopher, met with Secretary of Education John King and arranged for a group of our students to go to Washington. They met with people from the Department of Homeland Security, Secretary King, and the Department of Education. Also during this time, Representative Butterfield was accessible to our students and was continuing his efforts and support.

In June, Wildin’s peers graduated without him, but they wore white wrist bands in solidarity for their missing classmate. The local newspaper showed Wildin’s mother at commencement surrounded by her child’s supporters garbed in caps and gowns. Wildin needed just three credits when he was picked up, and afterward his teachers sent work to the detention center in an effort to keep his progress current, but the packages were returned. In July, Wildin asked one of the detention officers if he’d heard anything about when he might be freed. The officer responded, “Kid, I’ve seen your record. I don’t know why you’re here.”

Finally, in August, a bond hearing was set. Dozens of students, staff and community members planned to attend. In a surprising development, someone within the system and Stewart Detention Center cancelled the hearing and set bond at $10,000. Within 48 hours through a GoFundMe account, the money was raised and Wildin was released. Approximately two weeks following his return to Durham, a press conference was held and Wildin recounted his reason for fleeing Honduras and entering the U.S. illegally. He talked about death threats from gang members, having to bribe officials at the Guatemalan and Mexican borders and arriving in Texas one month following his departure from Honduras.

When I talked with him, and casually called him a celebrity, he bristled. With a student assisting me in translation, I asked him to tell me why he’s uncomfortable with that word. He said there’s a burden inherent and then he recounted driving a nephew somewhere shortly after his return home. As he stopped, someone from a car that had been following him asked if he was Wildin Acosta. Following a ‘yes’ response, the man and two others jumped out of their car with a camera and digital recorder. Until he knew their motives, he felt fear and apprehension- not just for himself but for his nephew. He hadn’t been free for long- what was happening?
That experience drove him to ask for the press conference mid-August. Too many media contacts asked for an ‘exclusive’ and Wildin wanted just to address everyone’s questions and go about his days. He spoke before the cameras for almost an hour with his mother standing proudly beside her son, no longer worried about his deportation. Since Wildin described the experience as having felt so much like jail/prison, one other question had to be asked, “What was the first thing you wanted to do upon your release?”

Wildin said, “My mother cooked for me and I ate until I couldn’t eat anymore.”

Wildin will be a January, 2017 graduate. He feels grateful to his supporters, but he longs for the normality he had before the ‘raid’ and his detention. His teachers say he is a model student with an attitude toward school that is ‘professional.’ But, Wildin was a good student before his detention and his commitment to education was never in question. He was victim of the times.

About the Author: Catherine Sebring
I earned my undergrad from Ball State University in Muncie Indiana in Secondary Ed., and am a former teacher. We moved to NC in 1985 and I worked in various capacities within education. I returned to school for my master’s in 2009 and graduated from North Carolina Central University, a CACREP accredited counseling program, in 2012. I have worked at Riverside High School since then. It is a large, urban high school of almost 2000 students and I serve over 350 students in grades 9-12. I have been married for 34 years to the same wonderful man and we have 2 grown boys. The oldest recently married, so I finally have a girl in the family.
Perspectives on the American Counseling Association (ACA)
Multicultural Competencies
from a multi-racial graduate student
By: Charmayne Adams

Charmayne Adams is currently pursuing a Masters in counseling at Wake Forest University. In the fall of 2016, she will be attending the University of Tennessee in Knoxville to pursue a PhD in Counselor Education and Supervision. Charmayne finds passion in the intersection between counseling and social justice issues, especially those concerning individuals who have been victims of traumatic experience and incarceration. She hopes to engage colleagues and students in the national conversation on race, ethnicity, and role of counselors as advocates for change.

“It said to the sun, ‘Tell me about the big bang.’ The sun said, ‘it hurts to become.’”
-Andrea Gibson

It is challenging to have a meaningful conversation regarding the integration of culturally competent models into practice without first addressing that the field of counseling is struggling to attract diverse clients, counselors, and educators. I am not speaking exclusively about cultural diversity; there are deficits in gender diversity, religious diversity, as well as ethnic diversity. It is both a blessing and a curse that in an attempt to remain relevant in a quickly-changing world, the ACA governing council endorsed a set of competencies that will be difficult to put into practice without acknowledging the root of the issue. To create therapeutic relationships that are informed by cultural competence and social justice we must diversify, and we cannot diversify without community engagement.

My personal experience in the world of counseling as a multiracial graduate student has been rife with well-intentioned conversations and professional feedback that have contributed to personal feelings of marginalization on the road to becoming a professional counselor. As a community of helpers, we take pride in the ability to provide a safe space for clients and students to explore vulnerable experiences. Unfortunately, in some cases, we are missing the mark on how to ensure that the space provided is free from microagressions and that we are ethically providing effective services.

To address the issue of deficits in diversity, I propose a shift in the profession-wide education model; we must integrate and engage through community service and immersion experience, which in turn will foster advanced multicultural knowledge. Self-awareness, which is the foundation of the Multicultural and Social Justice Counseling Competencies, does not come from homogenous experience; it comes from an assortment of experiences that create opportunity for growth. The Institutes created by the National Board of Certified Counselors International division are an example of educational and service learning programming for that very purpose.
NBCC-I is creating opportunities for counselors and students to support communities through workshops, increased learning initiatives about local mental health resources, and building knowledge about local culture through experience and interaction. This program and similar initiatives are an example of how we integrate the Multicultural and Social Justice Competencies into practice. Through these experiences our professional community can expand its worldview, be exposed to a variety of social justice and multicultural issues, and open the door to diverse communities joining the profession. As people see the helpfulness of counselors, and see in themselves the tools to service their own communities, there can be progress.

The key to cultural competence does not lie in academic papers or guidelines; it lies in our actions as a community. Community justice counseling, has the opportunity to teach counselors a new language and perspective. Through this diversification, counselors can become embedded in projects across the country that can literally change the way counseling is perceived and practiced. Once this model is accepted and put into practice, integrating the Multicultural and Social Justice Competencies will follow naturally. We cannot and should not believe that this work can be done from behind a desk. The only way to truly embody these competencies is to engage.
Legislation

Legislation calls to extend independent provider status to mental health counselor services under part B of the Federal Medicare program. The bills, S. 1830 and H.R. 2759, are known as “The Seniors Mental Health Access Improvement Act of 2015” and “The Mental Health Access Improvement Act of 2015.” They can be tracked at S. 1830 and H.R. 2759.

Justification

Close to fifty percent of rural counties have no practicing psychiatrists or psychologists. Mental health counselors are often the only mental health providers in many communities, and yet they are not currently recognized as covered providers within part B of the Medicare program. These therapists have equivalent or greater training, education, and practice rights as other eligible provider groups that currently bill for mental health services through Medicare. So why are mental health providers within the Medicare system limited to licensed clinical social workers? Medicare should utilize the skills of mental health counselors to ensure that beneficiaries, many of whom are senior citizens, have access to necessary mental health services. In addition to increasing services to senior citizens, other reasons to expand Medicare coverage to counselors include:

- Lack of access in rural and underserved areas: Approximately 77 million older adults live in the identified 3,000 mental health professional shortage areas. Fifty percent of rural counties in the U.S. have no practicing psychiatrists, psychologists, or social workers. However, many of these mental health professional shortage areas have mental health counselors whose services are underutilized due to lack of Medicare coverage.

- Underserved minority populations: In a report entitled “Mental Health: Culture, Race, and Ethnicity,” the United States Surgeon General spoke to striking disparities in the mental health services utilized and accessed by racial and ethnic minority Americans. A critical result of this disparity is that minority communities bear a disproportionally high burden of disability from untreated or inadequately treated mental disorders. Expanding Medicare coverage to mental health counselors would narrow this gap.

Let’s contact local and federal legislators immediately to do something about these bills which have not moved forward since their introduction in both houses in 2015.

North Carolina Counseling Association 2017 Annual Conference

Counselors Unite: Joining Together During Challenging Times

Pre-Conference
February 22, 2017

Conference Dates
February 23-24, 2017

Location
The Durham Convention Center in Durham, NC

Hotel Accommodations
Reserve your hotel room at 21c Museum Hotel by calling (919)956-6700 and referencing the NC Counseling Association room block by February 1, 2017 to receive the highly discounted group rate.

Schedule
No schedule is available at this time. Please check back periodically for updates.

Register
Registration coming late 2016. Stay tuned!

Members enjoying an excellent community luncheon at the 2016 NCCA conference!
Division News

**Aisha Al-Qimlass** is currently a doctoral student in Counseling and Counselor Education at North Carolina State University. She received her Masters degree in Rehabilitation Counseling from San Diego State University, and holds certificates/licenses as: Certified Rehabilitation Counselor, Licensed Professional Counselor Associate, and Licensed Clinical Addiction Specialist Associate in Raleigh, North Carolina. She is about to start work as a Graduate Assistant at Research Triangle International (RTI). Her research interest and focus for her dissertation is Islamic Feminism and Career Development factors for women in Kuwait.

NC Diversity and Advocacy

**Joy McNeil** is a North Carolina native and has spent over a decade answering the call to serve the community in various capacities. Joy graduated from the University of North Carolina at Chapel Hill in 2003 with a dual degree in Journalism and Mass Communication and Women’s Studies. While completing various journalistic internships for Teach for America, the District of Columbia, and the Sonja Haynes Stone Center for Black Culture and History, Joy decided to pursue her passion for empowering people by completing a Masters in Psychology at Fayetteville State University. While a Masters student at FSU, Joy worked with survivors of interpersonal violence and sexual assault, and she continued her work upon graduation within the military community as an advocate and educator. Joy is currently completing a Human Services and Counseling Studies doctorate through Capella University where she is writing her dissertation on the lived experiences of women of color who report an extended road to diagnosis with an autoimmune disorder. She is a Licensed Professional Counselor Associate in Fayetteville, North Carolina.
NCCA Member Spotlight

Saundra Burleson is a Wake Forest University graduate student working toward her Master of Arts in Clinical Mental Health Counseling. She holds a BA in Psychology and currently works as a Behavioral Health Technician at a local hospital. She and her husband live in the Asheville, NC and enjoy spending time with their three grown children and granddaughter. Saundra runs a group called Appalachian Angels that provides hand knitted/crocheted “clothing items of warmth, made with love” to the local community centers and shelters. Saundra wants to work with women who have decided to further their education and career options at a later age than the traditional college student.

Around Campus

Cheryl Meola is currently enrolled in the PhD program in the Department of Addictions and Rehabilitation Counseling at East Carolina University. She has a Master’s in Counseling from Bridgewater State University in Massachusetts. Her main focus in research and practice is equine facilitated psychotherapy, specifically focusing on working with veterans and military families. She is a LPC and currently works in the DARS department counseling clinic as well as running an Equine Service for Heroes program at Rocking Horse Ranch in Greenville, NC.

Legislative News

Mishelle Lockerby is presently a graduate student at Montreat's Clinical Mental Health Counseling Program. She has experience working in mental health as an Access Clinician with Foothills Area Program LME in Morganton, NC where she worked in this capacity for four years. Most recently, she worked as a Mobile Crisis Clinician for a local non-profit, Phoenix Counseling Center. She does volunteer work on the side as an interpreter. Presently, she earns a living as an insurance agent for Allstate insurance company where she is licensed in all 50 states. Her goals post-graduation is to pursue licensure as an LPC and apply for doctorate study either at UNC-Charlotte or USC Columbia's Ph.D. in Counselor Education Program. Her research interests include PTSD with civilian and military populations and immigrant/Latino mental health and acculturation issues.

Perspectives from the Field

Beth Davis is a doctoral candidate in Counselor Education at North Carolina State University. She is a licensed professional counselor and licensed clinical addiction specialist. Her research interests include meaning-based interventions and coping processes.
NORTH CAROLINA COUNSELING ASSOCIATION
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JULY 1, 2016 - JUNE 30, 2017
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Web Site: www.nccounselingassociation.org

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Member ID #

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No. & Street ____________________________ City ____________________________ State & Zip ____________________________ County ____________________________

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Primary Position: [ ] Counselor  [ ] Counselor Educator  [ ] Other

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Please note: Your contact information may be shared with other professional organizations for the purpose of professional development.

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ANNUAL NCCA MEMBERSHIP DUES
(Required for enrollment in any Division)

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NC Career Development Association NCCDA 15.00 ________

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Note: Professional dues may or may not be deductible in full or part. Please check with your tax preparer. Approximately 10% of your NCCA dues are allocable to nondeductible lobbying efforts on behalf of the counseling profession in the state.

** Graduate Students: (Students are intended to be full time and memberships are granted at the discretion of NCCA)

Please have your counseling education faculty member sign the following statement:

“I hereby certify that the applicant is engaged in counseling studies during the current academic year.”

Signature of professor and University/College Name: ____________________________

Date: __________

I am aware that I may be dropped from membership in the association for conduct that is contrary to or destructive of its mission according to its Bylaws and the Code of Ethics for the American Counseling Association.

05/28/2015
The fundamental purposes of the North Carolina Counseling Association shall be:

- To provide a united organization though which all persons engaged or interested in any phase of the counseling profession can exchange ideas, seek solutions to common problems, and stimulate their professional growth.
- To promote professional standards and advocacy for the counseling profession.
- To promote high standards of professional conduct among counselors.
- To promote the acceptance and value of individual differences and the well-being of all individuals.
- To conduct professional, educational, and scientific meetings and conferences for counselors.
- To encourage scientific research and creative activity in the field of counseling.
- To become an effective voice for professional counseling by disseminating information on, and promoting, legislation affecting counseling.
- To encourage and support the divisions and chapters.

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The North Carolina Counseling Association represents diverse interests of its membership through an Executive Council, geographically located members, specialty organizations, and committees.