Don C. Locke retired in July 2007 from UNC Asheville as Director of Diversity and Multiculturalism, and was named Distinguished Professor Emeritus at NC State University. Previously he served as Director of the Asheville Graduate Center and Director of the NC State University doctoral program in Adult and Community College Education at the Asheville Graduate Center. Immediately prior to assuming his position in Asheville in July 1993, he was Professor and Head of the Department of Counselor Education at NC State University in Raleigh.

He is the author or co-author of more than 100 publications, with a thematic focus on multicultural issues. His 1992 book, Increasing Multicultural Understanding, was a Sage Publications Best Seller; the second edition was released in 1998; the co-authored third edition was released in 2013. His co-authored book, Culture and Diversity Issues in Counseling was published in 1996. He is co-editor of The Handbook of Counseling, published in 2001.

He is a member of Emmanuel Lutheran Church. He is a life member of the American Counseling Association, the Association for Counselor Education and Supervision, Alpha Phi Alpha, the NAACP and the YMI Cultural Center. He is a member of the AB Technical Community College Board of Trustees, Buncombe County Health and Human Services Board, and Pisgah Legal Services Board. He and his wife, Marjorie, live in Weaverville.
Tips for Working a Conference

(1) The goal of a conference is to LEARN and to CONNECT with people. To start, that means actively listening and learning from your seat in the audience. The goal is to make a good impression, to learn something about and/or show you know something about the topic and get permission to follow up. The goal of a conference is to learn and connect.

(2) Read up on all the speakers. You should have an idea what you’d say ask to each if you get the chance to say hello.

(3) Get there early. Show up early, but at least show up on time. I know someone who started a 30-year relationship because they both showed up on time for a conference and were the first and only ones in the room.

(4) Sit in the Front Row. There is ALWAYS a seat in the front row, and you should walk right up to the front and take it. If you arrive late, you should walk past all the people standing around the wall in the back barely listening and head right up to the front. Sitting up there forces you to pay attention and makes you less likely to get buried in your iPhone.

(5) Don’t get buried in your iPhone. Be in the present, and be actively looking for opportunities to connect with people—that’s the reason you’re there.

(6) Stand where people pass by. There is usually an obvious choke point of people, where every speaker and attendee will converge or pass through, and it’s a good place to stand to get to meet the people you want to connect with. It might be the registration desk, it might be the entrance to the main room—but you have to stand/chat somewhere and that’s as good a place as any.

(7) Asking a question from the audience – basic. Most conference sessions have a Q&A section at the end, and most of the time there is silence for a few moments before the first question. Assume there will be Q&A and have a great question ready, and state your name and affiliation so that other attendees know you’re there too.

Adapted from How to Work a Conference (1/27/2013), by Chris Fralic (Chris can be followed at www.linkedin.com/in/chrisfralic/)
Dear Graduate Students,

If you are planning to attend the NCCA conference scheduled for January 27-29, 2014 in Pinehurst, NC, please consider attending the Graduate Student Social at Dugan’s Pub on the evening (6:30 pm until) of the 28th.

Enjoy FREE appetizers while you network with counseling graduate students from across the state.

Karaoke starts at 8!

See the attached flyer for additional information.

Happy Holidays!

Jeffrey M. Warren, Ph.D., LPCS, NCC, NCSC, ACS
President, North Carolina Counseling Association

—Winter 2014

2014 NCCA Conference: Empowering, Advocating, and Adapting in a Multicultural Society

Hey Graduate Students, Are you heading to the NCCA Conference in Pinehurst? Join Us!

GRADUATE STUDENT SOCIAL
TUESDAY, JANUARY 28 FROM 6:30PM - 8PM
DUGAN’S PUB
2 MARKET SQUARE, PINEHURST, NC
(MEET IN THE HOTEL LOBBY TO WALK OVER TOGETHER AT 6:30PM)
Cash bar and free appetizers from 6:30pm-8pm;
Stick around for Karaoke at 8!

For more information about the conference schedule and registration, please visit the website by clicking HERE.
2014 NCCA Conference: Empowering, Advocating, and Adapting in a Multicultural Society

Pre-conference
Monday, January 27th
Morning Sessions (9am - 12pm):

♦ Motivational Interviewing (MI) in Addictions Counseling
  Dr. Paul Toriello

♦ Leadership Training  *Event co-sponsored by Chi Sigma Iota
  Dr. Craig Cashwell

♦ Serving Those Who Serve: An Introduction to Counseling Members of the Military and Their Families
  Dr. Angela McDonald

♦ NCACES-Sponsored Workshop: Multicultural Issues in Gatekeeping
  Drs. Susan Furr, Lyndon Abrams, & Sejal Parikh

Afternoon Sessions (1pm - 4pm):

♦ An Experiential Model for Supervisee Development
  Dr. LoriAnn Stretch

♦ Grass Roots Advocacy: Your Voice, Our Profession
  Dr. Jeffrey Warren

♦ Getting Active in Group Counseling: Experiential Activities for Success
  Drs. Scott Glass & Kylie Dotson-Blake

♦ NCACES-Sponsored Workshop: Demystifying the Professorship
  Dr. Stan Baker
Visit NCSCA at www.ncschoolcounselor.org.
Visit NCCA at http://nccounselingassociation.org/.

2014 Graduate Student Research Grant Award Winners

Emily Donald
Grant Proposal Title: The Effects of Child Teacher Relationship Training (CTRT) on Residential Care Workers ($250)

Lynn Tovar
Grant Proposal Title: A Phenomenological Exploration of the Experience of Spanish-Dominant Parents within Schools in the United States ($250)

Building Bridges: A Letter from NCCA and NCSCA Presidents, Jeffrey Warren & Cecil Coates

November 1, 2013
Dear NCCA and NCSCA members,

As some are aware, the North Carolina School Counselor Association (NCSCA) formed its own association apart from the North Carolina Counseling Association (NCCA) in 2007. To put this in perspective, across the nation, many state branches of the American School Counselor Association (ASCA) are operating separately from their respective state branch of the American Counseling Association (ACA). Interestingly, ASCA is still an active division within ACA (Canfield, 2008).

The North Carolina School Counselor Association is a division of the American School Counselor Association and is organized in accordance with the North Carolina Articles of Incorporation and the Bylaws of the American School Counselor Association.
NCSCA promotes professionalism and ethical practices in school counseling while providing resources, knowledge and linkages to promote student success in the school, the home, and the community. NCSCA’s mission is to promote excellence in the profession of school counseling and the development of all students.

The North Carolina Counseling Association is the state’s branch of the American Counseling Association. It is governed in accordance with its Bylaws, its Articles of Incorporation, North Carolina law, and the Bylaws of the American Counseling Association.

NCCA represents diverse interests of its professional membership through an Executive Council, committees, and geographically located members. The NCCA is committed to the enhancement of human development throughout life span, the development and education of professional counselors, and the promotion and advocacy of counseling and counselors in North Carolina.

During the 2013 annual NCCA conference, leadership from both associations met to discuss the associations’ history and more importantly focus on the future; one in which our associations can support each other in achieving common goals. It was decided at that meeting our associations would continue to explore ways we can work together. Since then, our associations have been diligent in the posting and sharing of counseling related information across memberships. We plan to be present at each other's annual conferences. You may also see our associations sponsoring educational sessions at the other's conference. We are comfortable with where we are now and plan to move forward by exploring opportunities that’s in the best interest of both associations.

Please visit both associations at:

NCSCA / www.ncschoolcounselor.org
NCCA / http://nccounselingassociation.org/

Sincerely,

Cecil Coates, NCSCA President
Jeffrey M. Warren, NCCA President
Changes to NC LPC Administrative Rules

Several changes to the North Carolina Licensed Professional Counselor administrative rules that govern Article 24 Licensed Professional Counselors Act are being proposed. A public hearing was held on Friday, Dec. 6, 2013 at 10:00AM at the Wingate Inn in Garner, NC. Dr. Jack Culbreth attended this hearing on behalf of NCCA.

The public comment period runs until January 14, 2014. I encourage you to review ALL the proposed changes (see below for summary of proposed changes) and direct all questions and concerns to:

Beth Holder
NCBLPC
P.O. Box 1369
Garner, NC 27529
919-661-0820
NCBLPC@caphill.com

You can view the official description of the changes here (beginning on page 1029 (Chapter 53—Board of Licensed Professional Counselors): http://www.ncoah.com/rules/register/Volume28Issue10November152013.pdf

Summary of topics covered in proposed rules changes:
- Increase in fees (application, renewal, and other)
- Changes to the Professional Disclosure Statement
- Supervision does not count towards
- Supervisor Qualifications
- Supervision hours do NOT count toward professional practice hours (same will apply to practicum and internship)
- Guidelines for postgraduate group supervision
- Definition of live supervision to include streaming synchronous web-based
- Guidelines for those licensed in other states
- Guidelines for military personnel and military spouses licensed in other states and practicing in NC
- Examination guidelines
- Length of application status
- Name and address change policies for applicants and licensees
- Continuing education credit policies
- Coursework required for application
The next edition of the Licensure Requirements for Professional Counselors was revised and completed for publication and release in January 2014. This edition features expanded sections on distance counseling/supervision as well as updated information regarding educational, experiential, and testing requirements for licensure in all 50 states, the District of Columbia, and Puerto Rico.

A new “What’s New for 2014” section will address changing requirements in the areas of citizenship/residency, continuing education, and criminal background checks. Updated information regarding emerging credential titles and reciprocity/portability mandates is included as well.

**ACA Participates in National Dialogue on Mental Health**

On October 12, 2013 ACA participated in a town hall event hosted by Creating Community Solutions and DC Mayor Vincent Gray. The event was part of the National Dialogue on Mental Health, which was launched as part of the President’s plan to protect our children and our communities by reducing gun violence. More than 400 people convened at the Walter E. Washington Convention Center in Washington DC, with participants ranging from middle school students and consumers to mental health professionals, associations, and facilities. Presenters included Mayor Gray; Steven Brigham, President of American Speaks; Dr. Joseph Wright from the Washington DC Children’s Medical Center; Councilwoman Yvette Alexander, Chair of the Washington DC committee on Health; Stephen Baron from the Washington DC Department of Behavioral Health; and Dr. Dr. Paramjit Joshi from the George Washington University School of Medicine. ACA’s input focused on the need for early assessment in schools through the funding of school counselors and the need to fund professional counselors in mental health settings to address the chronic under treatment of those with mental health issues.

Press release from the American Counseling Association.
**Administration Issues Final Mental Health and Substance Use Disorder Parity Rule**

**November 8, 2013**

*Final rules break down financial barriers and provide consumer protections*

The Departments of Health and Human Services, Labor and the Treasury today jointly issued a final rule increasing parity between mental health/substance use disorder benefits and medical/surgical benefits in group and individual health plans.

The final rule issued today implements the Paul Wellstone and Pete Domenici Mental Health Parity and Addiction Equity Act, and ensures that health plans features like co-pays, deductibles and visit limits are generally not more restrictive for mental health/substance abuse disorders benefits than they are for medical/surgical benefits.

Today’s action also includes specific additional consumer protections, such as:

- Ensuring that parity applies to intermediate levels of care received in residential treatment or intensive outpatient settings;

- Clarifying the scope of the transparency required by health plans, including the disclosure rights of plan participants, to ensure compliance with the law;

- Clarifying that parity applies to all plan standards, including geographic limits, facility-type limits and network adequacy; and

- Eliminating the provision that allowed insurance companies to make an exception to parity requirements for certain benefits based on “clinically appropriate standards of care,” which clinical experts advised was not necessary and which is confusing and open to potential abuse.

By issuing this rule, the administration has now completed or made significant progress on all 23 executive actions included in the President and Vice President’s plan to reduce gun violence. An updated report summarizing the status of all 23 executive actions is available here: [http://www.whitehouse.gov/sites/default/files/docs/...](http://www.whitehouse.gov/sites/default/files/docs/docs...)

In January, as part of the President and Vice President’s plan to reduce gun violence, the Administration committed to finalize this rule as part of a...
larger effort to increase access to affordable mental health services and reduce the misinformation associated with mental illness. As the President Vice President have made clear, mental illness should no longer be treated by our society – or covered by insurance companies – differently from other illnesses.

The Affordable Care Act builds on the Mental Health Parity and Addiction Equity Act and requires coverage of mental health and substance use disorder services as one of ten essential health benefits categories. Under the essential health benefits rule, individual and small group health plans are required to comply with these parity regulations.

“This final rule breaks down barriers that stand in the way of treatment and recovery services for millions of Americans,” said Health and Human Services Secretary Kathleen Sebelius. “Building on these rules, the Affordable Care Act is expanding mental health and substance use disorder benefits and parity protections to 62 million Americans. This historic expansion will help make treatment more affordable and accessible.”

“Americans deserve access to coverage for mental health and substance use disorders that is on par with medical and surgical care,” said Treasury Secretary Jacob J. Lew. “These rules mark an important step in ending the disparities that exist in insurance plans, and will provide families nationwide with critical coverage and protections that fulfill their health needs.”

“New efforts are underway to expand coverage to the millions of Americans who have lacked access to affordable treatment for mental and substance use disorders,” said Labor Secretary Thomas E. Perez. “These rules will increase access to mental health and substance abuse treatment, prohibit discriminatory practices, and increase health plan transparency. Ultimately, they’ll provide greater opportunities for affordable, accessible, effective treatment to Americans who need it.”

The final Mental Health Parity and Addiction Equity Act rule was developed based on the departments’ review of more than 5,400 public comments on the interim final rules issued in 2010.


A fact sheet on the rules is available here: http://cms.hhs.gov/CCIO/Programs-and-Initiatives/Other-Insurance-Protections/mhpaea_factsheet.html.
In 2013 ACA made significant progress on two important legislative priorities to the counseling profession: Medicare recognition of Licensed Professional Counselors and full integration into the Department of Veterans Affairs.

In December, for the first time since 2009, we saw a bill introduced in the House of Representatives that would expand Medicare coverage for counseling services. Representative Chris Gibson (NY-19) introduced H.R. 3662, the “Mental Health Access Improvement Act of 2013,” a companion piece of legislation to S. 562, which would finally rectify the omission of LPCs from Medicare Part B. ACA is in full support of this bi-partisan legislation and looks forward to working with Rep. Gibson and Sen. Wyden to get these bills passed in the new year.

ACA also worked with Senator Jon Tester to introduce important legislation that would expand career opportunities for Licensed Professional Counselors seeking employment in the Department of Veterans Affairs. S. 1155, the Rural Veterans Mental Health Improvement Act, mandates that the VA fully integrate counselors into its trainee program so that counselors can receive a financial stipend when they are enrolled in the trainee program. Psychologists, psychiatrists, and social workers all receive stipends as part of this program, but counselors are currently left out.

This is a training program that is also a well-proven pathway to a career within the VA. The VA itself has testified that over 65 percent of the psychologists employed by the VA today came through this program. S. 1155 was incorporated into S. 1581, which was sent to the full Senate for consideration in mid-November. ACA will be working with the Senator to see that this bill is passed and receives support in the House as well.

Click here to learn more about ACA Government Affairs.

Press release from the American Counseling Association.
Eric Chancy is a professional school counselor residing in Apex. He earned his Bachelor of Arts degree in Secondary Education with a concentration in English from Duquesne University. Eric continued his education by earning a Master of Arts degree in School Counseling, also from Duquesne University.

When asked about his greatest professional accomplishment, Eric stated that “Jordan and Ed felt the need to come back to high school and finish after dropping out. “M” felt comfortable enough to tell me her fears, and together we made college a reality. There are others, but my greatest professional accomplishments live in helping people realize their goals and overcoming their fears, and moving forward with their lives.”

Eric remarks that, “Counseling is rarely an immediate return, immediate impact profession. A few years ago, I was on a university campus, and a student from thirteen years ago stopped me just to say thank you for being my counselor, and a great one. The work is hard, and sometimes in those tough moments, I would wonder if what I was doing was making any difference.” As a result of such experiences, Eric describes his biggest professional challenge as self-care and delayed professional gratification.

As a high school counselor, Eric reminds his students that “we won’t all be good at everything easily, but there are ten lifetimes worth of things to learn if you turn on your brain. With hard work and diligence, you can learn, and potentially do, almost anything you want.”

Eric’s favorite counseling resource is the web, specifically the rich resource of people with experience and knowledge in online communities like the ASCA scene or other groups and discussion forums for school counselors online. Eric recommends LinkedIn, overseen by Kathleen Rakestraw from ASCA.

Eric would like for readers to observe how interpersonal communication has shifted toward technology. “We are coming to a crucial time when counselors will need to expand beyond learning counseling theory to incorporate communications theories, since so much of our interpersonal communication now takes place via technology. Counselors may want to consider reading up on Social Presence Theory, Social Identity Theory, and other theories that consider how our communication is enhanced or altered, and not always for the better, using technology.” Eric would like to invite readers to join in the technology and counseling conversation: LinkedIn – ericchancy and Twitter – ericjchancy. He posts articles of interest to educators and counselors.
The holidays, a time when helping others is a little more top-of-mind than the rest of the year, are the perfect time to incorporate service learning into a curriculum. Combining service to community with formal learning goes beyond helping others as students hone critical and reflective thinking skills and build civic responsibility.

Research is beginning to connect service learning to students’ long-term outcomes, including life skill development and career development (Astin & Sax, 1998; Astin, Vogelgesang, Ikeda & Yee, 2000). Even without research, we can infer that getting involved in something bigger than themselves helps students make connections and broaden their self-learning beyond the classroom.

So, to mark the conclusion of a successful pilot semester of UNC Charlotte’s new on-campus internship program, I designed a fun holiday service gathering—with a little career development built in.

The 29 students engaged in the University Professional Internship Program (UPIP) this past semester worked directly for university faculty and administrators across campus. As program manager, I support these faculty and administrators in mentoring their students; I also coordinate professional development activities throughout the semester to help foster work/career connections for students and to promote a cohort mentality among interns who might not otherwise interact.

I wanted to continue the networking among students and to celebrate the completion of our first semester. To do this, UPIP hosted a 2-hour holiday drop-in on the last day of classes in our University Career Center. Interns were invited to stop by for holiday sweets and to make cards for soldiers through the American Red Cross’ Holiday Cards for Heroes initiative. For a not-required event at a busy time of the semester, I didn’t know what to expect as far as attendance, but we ended up having more than 25 attendees! Three current interns brought friends interested in the program for future semesters, and two mentors stopped by to share their positive experiences from the semester.
While I enjoyed seeing these students for a celebratory event, I was also able to accomplish several “sneakier” goals. This was the first time some of the students spent time in our Career Center; the event exposed them to our counselors and our range of resources. We talked about their projects and made connections between them—demonstrating the power of networking. We talked about how to incorporate internships into résumés, with me even working on a couple résumés that interns brought for us to review together. And, we made a stack of holiday cards to send to soldiers who might like a little cheer from Charlotte.

We survey students after all our events to see what’s working and what we can improve, and by all accounts, this holiday drop-in was a hit. We will be sure to include an end-of-semester gathering for each term as we grow, doubling in size for the spring!

References


Online Post-Master’s Graduate Certificate in School Counseling at UNC Charlotte

Interested in becoming a licensed school counselor? UNC Charlotte offers an online certificate for counselors with a master’s degree in mental health counseling from a CACREP-accredited program.

Students are admitted to the 12-credit hour certificate in March each year. Admitted students will take a course in both of the summer sessions, one course in the fall, and complete the program with an internship in the spring. Graduates are then able to take the Praxis II and apply for licensure as a school counselor in North Carolina.

The coursework is completed online and the internship can be completed at a school near you. Applications are due by March 1, 2014. You will find program information online. Contact Shanna Coles at shannacoles@uncc.edu for additional information.
Happy New Year! In the spirit of new beginnings, we are excited to share with you our most recent developments.

First of all, we are looking forward to seeing you at the NCCA Conference in Pinehurst, NC. This year we have sponsored two pre-conference workshops. We hope you take advantage of the bundle package that will include membership to NC-ACES for a great bargain.

Second, we have created a NC-ACES Facebook page that we have begun to use to expand our network and share real-time events and news. Please make sure you locate and “like” our page to stay connected. For those of you who are Twitter users, we will take advantage of the 140 characters so send out short and informative messages.

Finally, we expanded our awards this year to include two new categories. These categories are Outstanding Doctoral Student and Outstanding Site Supervisor. We hope that you keep these in mind as you come across exceptional professionals and students in the counseling field.

On behalf of NC-ACES, we hope that 2014 brings you all that you envision for a successful year!

Sincerely,
Sejal Parikh, Ph.D.
NC-ACES President

The North Carolina Graduate Student Association looks forward to engaging with all graduate students at the NCCA Conference! There will be a Grad Student Social on Tuesday, January 28 from 6:30pm onwards at Dugan’s Pub, which is in walking distance of the conference. Please come and bring a friend!

Additionally, if you are interested in serving on the leadership committee for the Graduate Student Association next year, please email Megan Tajlili at megan.tajlili@gmail.com.
The NC ASERVIC Division has been busy throughout the past few months. To increase membership and increase active involvement in the division, three new members have joined the newsletter committee: Whitney Akers, Paul Smith, and Alwin Wagener. Working together, they created a beautiful and informative newsletter that was distributed to members in late fall. The newsletter includes information about upcoming events, tips about grounding oneself and breathing, and contemplative pieces about spiritual sight and dreams.

Additionally, members of the NC ASERVIC newsletter committee and the president plan to present on spiritual self-care at the upcoming NCCA conference. The presentation will include information about four strategies of spiritual self-care: centering oneself through movement, body and breath for active release, spiritual dreamwork, and mindfulness and music. As a group, we are delighted by the accomplishments of the past few months and look forward to the upcoming year! If you have any questions or would like to become more involved, please feel free to contact me, Jodi L. Bartley, at jlbartl2@uncg.edu.

The NC Career Development Association would like to announce its new officers for 2013-2014:

**Membership Updates (see full list attached):**
President - Linda Pollock
President Elect - Amanda Williams
Past President - Ross Wade
Secretary - Marianne Brigola
Best Practices Grant - Megan Walters
Member-at-Large/Membership Co-Chair - Starr Reece King
Community Outreach Chair (Ad Hoc) - Christy Walker

**Other News:**
NCCDA has created a Community Outreach Chair (Ad Hoc) position to create more opportunities for NCCDA members to connect and serve the community in conjunction with other career related organizations (e.g. NC Association of Colleges and Employers).
There are many ways you can advocate for our profession, and specifically professional school counseling. A very simple way to do so is by refraining from use of the term "guidance counselor." You can also educate others when you hear use of this term. The term "guidance counselor" is outdated and fails to adequately describe the profession today. This term is considered by many to have negative connotations and its use ignores the evolution and transformation of our profession. For example, think back to your elementary, middle, or high school experiences with "guidance counselors." They provided classroom guidance, were testing coordinators, covered for absent teachers, enrolled students, etc. Now, if you are currently a school counselor, you may be thinking, "I do some of these things now!" Unfortunately, all if these activities, with the exception of classroom guidance, are considered non-counseling related activities. Still, the role of a professional school counselor goes far beyond simply providing classroom guidance. Today, professional school counselors are agents of systemic change, charged with promoting student success by addressing three key areas of focus: academic, career, and socio-emotional development. Professional school counselors can address these areas in a variety of ways. Preventative and responsive services including individual and small group counseling, consultation with parents and teachers, school-wide programs and initiatives, collaborative efforts with other helping professionals, and classroom guidance can all be effective in promoting student success.

If we are to move together in a direction that promotes the use of the training we have received and encourages comprehensive school counseling programming, it is important that members of our profession are cohesive. The counseling profession, as a whole, has struggled with unity over the past 50+ years. Utilizing appropriate terms to define the work members of our profession do is vitally important.

"Professional school counselor" is the recommended and preferred term for the profession. This term is much more descriptive of the role played by members of this profession. Using this term and educating others about its use helps establish cohesion within and outside of the profession.

As the professional school counseling profession continues to evolve, with an emphasis on evidence-based practices and accountability, we must support each other and remain unified. In an economic climate which sees budgets reduced and positions cut daily, we must stand united. That begins with what we call ourselves collectively: Professional School Counselors.

If you have any thoughts, comments, or concerns please email me directly at jeffrey.warren@uncp.edu.
Counselors in North Carolina, and across the country, will now have to adjust the way they approach diagnosis and treatment planning. The Diagnostic and Statistical Manual of Mental Disorders (5th ed.; DSM-5; American Psychiatric Association, 2013) was released in May 2013 with much controversy and scrutiny. Critics suggest the DSM-5 lowers thresholds of various diagnoses and creates a medicalization of normal human experiences. With these lower diagnostic thresholds, and the heavier emphasis on genetic and neurobiological etiology of disorders, some fear that the pharmaceutical companies could be the biggest benefactors of the update (Sachdev, 2013). Proponents of the DSM-5 state that the manual will have more clinical utility and will more accurately represent a developmental approach to mental health issues. Additionally, the development of several measures to assess symptom severity and disaggregation will provide a much more dimensional approach to diagnosis (American Psychiatric Association, 2013).

The updates in the DSM-5 are numerous and significant. It would be impossible in a newsletter article of this size to address them all. Instead, I will cover what I believe to be foundational changes to the concept of diagnosis, and then address some major changes to specific disorders.

No More Multi-Axial System
The multi-axial system used in some previous editions of the DSM has been replaced with a non-axial system that integrates the previously used Axis I, II, and III into one diagnosis that combines mental disorders and medical diagnoses. Part of the reasoning for this change is the increasing acknowledgement of the holistic nature of health and the impact that mental and physical health have on each other. V-Codes have been expanded in the DSM-5 to align more closely with the World Health Organization’s (WHO) International Classification of Diseases (ICD). As a whole, the DSM-5 has provided the ICD-10 codes for every disorder in hopes of synching with that coding system by October 2014, the date by which most physicians and health care providers in the United States will start to use ICD-10 codes to bill Medicare and other insurance companies. Finally, the Global Assessment of Functioning (GAF) has been removed and replaced with the WHO’s Disability Assessment Schedule (WHODAS). The WHODAS comes with measures that will provide disability assessments that appear to be more reliable and valid than the subjective GAF scores of the past.

Dimensional Approach to Diagnosis
A strong critique of previous editions of the DSM has been the application of categorical constructs on dimensional mental states (Sachdev, 2013). The DSM-5 attempts to offer a more dimensional approach to diagnosis. By providing enhanced severity and cross-cutting symptom measures, the DSM-5 attempts to provide the clinician with more tools to use informed clinical judgment and see symptoms across a spectrum.

Developmental and Lifespan Approach
The chapter organization of the DSM-5 has been structured to represent a developmental focus across the lifespan. Disorders normally occurring in childhood are at the beginning, and those disorders typically affecting older persons are at the end.
Individual chapters include a Development and Course section further exploring relevant lifespan issues related to that disorder.

**Culture and Gender Considerations**

Additional emphasis has been placed on the role of culture and gender in mental health disorders. Within the chapters, sections related to the influence of culture and/or gender on the development and diagnoses of disorders have been expanded. Most notably, the inclusion of the Cultural Formulation Interview (CFI) will provide clinicians with an additional tool to help with assessing the impact of culture on the clinical presentation (American Psychiatric Association, 2013).

**Disorder Updates and Changes**

As mentioned above, the changes in the diagnostic disorders and criteria are too significant to address thoroughly here. Instead, I have highlighted what I consider to be a few important conceptual changes to disorders.

- Autism Spectrum Disorder (ASD) is the result of an integration of the four previous disorders of Autistic Disorder, Asperger’s Disorder, Childhood Disintegrative Disorder, and Pervasive Developmental Disorder-NOS. ASD is now seen as a dimensional spectrum of symptoms with levels of severity.
- The bereavement exclusion has been removed from Major Depressive Disorder and a new disorder called Disruptive Mood Disregulation Disorder has been added to better account for bipolar-like symptoms in children.
- Hoarding Disorder has been added as a new diagnosis in the *DSM-5*.
- The terms abuse and dependence have been removed from drug and alcohol-related diagnoses. The diagnosis is now Substance Use Disorders, and it is to be assessed on a continuum of severity. Gambling Disorder has been officially added in the *DSM-5*.

As counselors begin familiarizing themselves with the *DSM-5*, it is worth a trip to the American Psychiatric Association’s website for the manual at [www.dsm5.org](http://www.dsm5.org). Here you can find a detailed summary of changes and assessments and measures to help make better diagnoses. Additionally, the American Counseling Association has ongoing trainings, including a webinar series, to help prepare the counseling field to use the *DSM-5* effectively and competently.

**References**


Register Now for the largest, most comprehensive professional development event of 2014. Click HERE for registration and conference rate information.

Morgan Spurlock, Academy Award-Nominated Director of Super Size Me and Documentary Filmmaker
Friday, March 28, 2014
8:30 a.m. – 10:00 a.m.
Morgan Spurlock is an award-winning writer, director, and producer best known for his immersive explorations of the social issues that both directly and indirectly shape the choices and life paths of our clients, students, colleagues... and ourselves. As a man with his finger on the pulse of a rapidly changing society, Spurlock will share experiences, insights, and reflections from the front lines of American culture.

Learn more

Cloé Madanes
Saturday, March 29, 2014
8:30 a.m. – 9:30 a.m.
Cloé Madanes is a world-renowned innovator and teacher of family and brief therapy and one of the originators of the strategic approach to family therapy. She has authored seven books that are classics in the field: Strategic Family Therapy; Behind the One-Way Mirror; Sex, Love, and Violence; The Secret Meaning of Money; The Violence of Men; The Therapist as Humanist, Social Activist, and Systemic Thinker; and Relationship Breakthrough. Learn more
NPR has highlighted the challenges of veterans who received “other than honorable discharges” for their military service in seeking mental health treatment. This conundrum is disheartening given that their dismissal may in fact be due to a mental health issue (possibly PTSD), of which they can not readily qualify for treatment based on their discharge papers. The NPR series is enlightening. Learn more...

Read about long wait time for veterans to receive mental health treatment...

On a positive note, military suicide rates decreased. Read more...

Press release from the American Counseling Association.

Meet the Carolina Counselor Editor

Kathryn Kelly is currently a Clinical Mental Health Counseling graduate student at the University of North Carolina at Pembroke. She holds a Master of Arts degree in English from the University of North Carolina Wilmington; she taught composition and literature courses at UNCW for three years before deciding to pursue a degree in counseling. In addition to holding the position of Carolina Counselor editor, she serves NCCA as Director of Information and Technology—maintaining the organization’s website and social media. Her professional interests include LGBTQ issues and advocacy, clinical hypnosis, mindfulness, and existential theory.

Please email me if you would like to contribute to the Carolina Counselor!

kcs002@bravemail.uncp.edu
Legislative News

Emily Gray is currently a Clinical Mental Health Counseling graduate student at the University of North Carolina at Pembroke. She is interested in working with children who have suffered from maltreatment and neglect. She would like to research how maltreatment and neglect impact child development. She would like to incorporate art and music into counseling as a form of treatment, as well as play therapy.

Around Campus

Yayranex Ayala is currently a Clinical Mental Health Counseling student and master’s candidate at the University of North Carolina at Pembroke. Being a student in this program has allowed her to explore many interests in counseling and to develop skills as a professional helper. It has expanded what once was a narrow focus, into a world of endless possibilities in being helpful to those trying to achieve wellness. During her time in the program, she has focused on learning about mindfulness and employing it as her theoretical approach. In the near future she hopes to continue research in mindfulness in therapy, Energy Psychology, and to seek training in therapeutic yoga as well as energy healing.

Division News

Rebecca Scherer PhD, LPCA, NCC has been the Division News Section Editor for the past two years. She recently defended her dissertation examining trait anxiety, attachment quality, multicultural counseling competence, and therapeutic working alliance of child therapists using play modalities. She will officially graduate from the University of North Carolina at Charlotte in December, 2013. Currently she resides in Charlotte, North Carolina where she works in private practice and for a local agency as a community support team lead and outpatient therapist.
**NCCA Member Spotlight**

*Tiffany Cooper* began her professional career as an educator teaching middle school. She is a North Carolina Teaching Fellow and earned her Bachelor of Arts degree in Middle Grades Science and Math from North Carolina Central University in Durham, North Carolina. Tiffany hails from a family of educators. Realizing that she enjoyed the conversations that her students *chose* to have with her and realizing how students’ personal issues impact their academic productivity, she pursued a Master of Arts degree in Counselor Education with a concentration in School Counseling. Tiffany looks forward to assisting students with their academic, personal/social and career goals.

**Perspectives from the Field**

*Emily Donald* is a doctoral student at the University of North Carolina at Charlotte. Currently in her 5th year, she is chipping away at her dissertation while maintaining that the only non-negotiable goal is to finish, even if it takes a bit longer. She has two children, ages 4 and 2, as well as a wonderful husband without whom this whole PhD thing would be impossible. Emily's research interests are in play therapy, social justice, and the internationalization of counseling. She is a registered play therapist and licensed professional counselor; she has experience working with all ages in an agency setting.

**NC Diversity and Advocacy**

*Shanna Bell* is a Bronx, NY native who graduated in 2009 from North Carolina Central University with Bachelor’s in Psychology. While at NCCU she was resident assistant for residential life and intern for the psychology department. She is currently a graduate assistant for the Professional School Counseling Program at UNCP; she is also a member of Chi Sigma Iota. She is enjoying learning about the fundamentals of counseling. Her goal is to work with children and veterans.
NORTH CAROLINA COUNSELING ASSOCIATION
- MEMBERSHIP APPLICATION -
JULY 2013 - JUNE 2014

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Employer/School: __________________

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Setting:  ☐ Agency  ☐ Community College  ☐ University  ☐ Private Practice  ☐ K-12 School  ☐ Other

☐ Please DO NOT include my name in a directory of NC Counselors.  ☐ Please send paper newsletter INSTEAD of an electronic one.

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

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(Required for enrollment in any division)

☐ Professional $60.00
☐ Regular $60.00
☐ Emeritus $15.00
☐ Student $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 counselor 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.

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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.

The fundamental purposes of the North Carolina Counseling Association shall be:

- To provide a united organization through 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 divisions and chapters.

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“Dedicated to the growth and development of the counseling profession and those who are served.”