ANNCOUNCEMENTS

·
Mark Your Calendars!
2019 NCCA Annual Conference
Durham Convention Center
Wednesday February 20th
Thursday February 21st
Friday February 22nd

·
We're on Social Media
Instagram: @nc_counselors
Facebook: @NorthCarolinaCounselingAssociation
Twitter: NC_Counselors

·
Have a Contribution for the Newsletter?
Email your submission to:
nccounselingassociationweb@gmail.com

·
2019 NCCA Award Nominations
Due January 18, 2019
(see page 7 for more information)

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New 2018-2019 Executive Officers

President: Shenika Jones
President-Elect: Mark Schwarze
President-Elect-Elect: John Nance
Past President: Allison Crowe
Secretary: Loni Crumb
Treasurer: Kerri Legette McCullough
Member-at-Large: Crystal Waters

Government Relations:
Member-at-Large:
Branch News:
News about the North Carolina branch of the American Counseling Association

Campus Happenings:
News concerning student projects and student work in professional organizations such as local chapters of CSI and/or state, regional, and national counseling organizations.

Diversity and Advocacy:
Discussion of issues related to diversity, multicultural competency, and advocacy; may address the helping professions directly or indirectly

Division News:
Any news related to NCCA division projects

Higher Education in NC:
Comments on the state of higher education in North Carolina and tips for effective teaching/learning.

Legislative News:
State and national news concerning enacted and proposed policy changes related to professional counselors in any setting

Member Spotlight:
NCCA members who deserve the spotlight! Please provide a photo of the nominee, a short summary of the member’s accomplishments, and contact information/photo of your nominee

Perspectives from the Field:
Ethical issues in counseling, counseling theory/practice, and/or reflections on work as a student, professional counselor, counselor supervisor, counselor educator
The 2019 NCCA conference will focus on the theme, **Counselors Committed to Advocacy**. The call to advocacy can be intimidating when viewed as only extreme societal movements rather than on its most basic level of helping people be their best. Competent counselors recognize that clients and students are limited at being their best when they face issues or injustices on individual, community and systemic levels. The ACA Advocacy Competencies highlight domains of advocacy for counselors centered around empowerment, public information, community collaboration, and political advocacy. Our role as advocates or social change agents in the counseling profession will take on unique qualities based on the background of clients and students served as well as areas of expertise. NCCA is seeking proposal submissions to help counselors redefine, explore, plan and implement advocacy work to provide the most effective services to our clients and students. Consistent and collaborative **Advocacy** happens when counselors are committed to using our identity, power and privilege to positively influence the prevailing climate outside as well as inside of our counseling offices.
North Carolina Counseling Association
2019 Annual Conference

Counselors Committed to Advocacy

February 20 - 22, 2019
Durham Convention Center
Durham, NC

Featured Speakers Include:

Dr. David Kaplan
Chief Professional Officer of American Counseling Association

Dr. Lyndon Abrams
Associate Professor at University of North Carolina Charlotte

Dr. Heather Trepal
President-Elect of American Counseling Association

Dr. Carl Sheperis
Interim President and CEO of National Board for Certified Counselors

- Over 85 breakout sessions
- 25 Graduate Research Posters
- Excellent Professional Networking Opportunity

Register Now

For more information please visit nccounselingassociation.org
Find us on Facebook at North Carolina Counseling Association
Career Connect

WHEN: Thurs. February 21, 2019 from 3:30-5:00 pm

WHERE: Durham Convention Center, Durham, NC

This exciting portion of the NCCA 2019 Annual Conference offers students and new professionals from across North Carolina the opportunity to network, provide their resume, interview with organizations and supervisors, and explore job and internship opportunities.

If you would like to participate in this opportunity and learn more information, sign up here: https://goo.gl/forms/R1t33MDAyR7bXPse2

No later than Jan. 15, 2019. This event is FREE for organizations as well as graduate students and new professionals who are registered and attending the NCCA 2019 conference!
The North Carolina Counseling Association wishes to recognize professional excellence and service. All members are urged to take a moment to reflect on the excellence of colleagues and consider nominating them to one of the annual awards to be presented at the 2019 NCCA Annual Conference.

Nominations must be made by members of NCCA. Nominees must be members of NCCA. Exemptions to this requirement may be the Administrator of the Year and Special Citizen’s Merit Award.

The awards nomination deadline is January 18, 2019.

Awards presented are:

- The Ella Stephens Barrett Award for excellence in professional leadership
- Administrator of the Year Award
- Innovation/Creativity in Counseling Award
- Professional Writing and/or Research Award
- Devoted Service Award
- Special Citizen’s Merit Award
- Don C. Locke Multicultural & Social Justice Award
- Jane E. Myers Wellness Counseling Award
- Most Improved Division
- Most Effective Membership Drive/Recruitment

Please direct questions to Dr. Theresa Kascak, Awards Committee email: tkascsakphd@icloud.com

Visit nccounselingassociation.org for more information and to submit a nomination
Chi Upsilon Chi Chapter of Chi Sigma Iota

Julie Velie and Theresa Kascsak

The Chi Upsilon Chi (CUC) chapter of Chi Sigma Iota (CSI) was established in 2009 and boasts well over 1400 members. Because we are an online university, active involvement of our Chapter membership is a consistent goal despite difficulties. Our Chapter currently has eight committees, which include Nominations and Elections, Membership/Alumni, Professional Development, Scholarships and Awards, Fundraising, Newsletter, Social Media and Service Projects. The overarching goal is to develop initiatives to connect its members more cohesively in the digital age. This past year I made a dedicated effort to become more involved in Chapter Leadership and joined the Membership/Alumni Committee. As a future Alumni, I also see the value of continued membership in Chi Sigma Iota as a new professional. Committee. As a future Alumni, I also see the value of continued membership in Chi Sigma Iota as a new professional.

Julie Velie is a Clinical Mental Health Counseling Student at Capella University and lives in Fayetteville, NC. She has been a member of CSI since April 2016. Julie is preparing to graduate this December of 2018 and apply for LPCA and the NCC credential. She can be reached at juliemarievelie@gmail.com

Dr. Kascsak is a Core Faculty Member in Mental Health Counseling at Capella University and resides in Burlington, NC. She is a LPC Supervisor and Licensed School Counselor in NC, a National Certified Counselor, and Registered Play Therapist Supervisor. She is the Membership Faculty Advisor for the Chi Upsilon Chi Chapter of CSI. She can be reached at theresa.kascsak@capella.edu
My interest in getting more involved was sparked by my attendance at the 3rd Annual North Carolina Advocacy Summit held at UNC Pembroke in February of 2018. The CSI Chapters from UNC Pembroke and East Carolina University co-hosted the event. I made my way the short distance from Fayetteville to the UNC Pembroke campus excited to meet and connect with fellow counseling students as well as discuss the importance of advocacy and generate new advocacy ideas. Quite by accident, I sat next to a fellow online-learner from a different NC university. After exchanging bios and realizing the serendipity of our meeting, we began discussing our observations of the cohesion of university-based CSI chapters relative to our experiences. Because of the frequent contact, the brick and mortar chapters seemed to be able to expedite advocacy and professional development initiatives in ways that are not relevant for the online chapters. We discussed ways our respective Chi Sigma Iota Chapters might go about enhancing connection amongst its nation-wide membership. If the online CSI members had more frequent contact with one another, they dreamed, our leadership and members could generate collective initiatives for advocacy, professional development, service, and beyond, just as the university-based chapters are able to demonstrate.

After leaving filled with fresh ideas and a new online-learning friend, I am now spearheading new ideas on our Membership/Alumni Committee. Another fortuitous reality is that one of our Chapter Faculty Advisors is a NC resident so she was familiar with the Advocacy Summit and many of the counseling
Chi Upsilon Chi Chapter of Chi Sigma Iota

Julie Velie and Theresa Kascsak

programs we have in our state. Some of the ideas that we will be rolling out in 2019 include: regular Facebook live events, online polls, and topic-focused interviews with our faculty, which are all at the fingertips of its members. It should not be surprising that online learners readily embrace social media, so parlaying opportunities to engage in this format is ideal. It also allows for collaboration with other committees.

The mission of Chi Sigma Iota is Promoting Excellence in the Profession of Counseling. Engaging our membership first hand in this mission is a priority. Currently, our Professional Development Committee is creating quarterly topic interviews with faculty; a secondary advantage is engaging our membership. This activity promotes scholarship, research, and professionalism. Each quarter at our Masters Teaching Residency, the Service Project Committee partners with a local human services agency and does a collection drive over the course of the week. Our Chapter members are encouraged to “talk it up” in their respective courserooms in order to maximize participation. This activity promotes leadership and advocacy. Increasing membership connection holds the potential for enhancing existing chapter efforts aimed at promoting professional development, advocacy, and professional excellence in counseling. In the spirit of Chi Sigma Iota’s Intra-Professional Relations Advocacy Theme, North Carolina online programs and online learners should be working together as we embrace the ever-expanding digital age.

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The purpose of this article is to provide a brief overview of Historically Black Colleges and Universities (HBCUs) for those who may not be familiar with these institutions of higher learning. Additionally, the aim is to highlight the unique needs of African American students at HBCUs. One could argue that some of these issues are common student concerns, but we believe that because HBCU students are primarily African American, they experience added pressures. We will focus on pressure to succeed, culture shock, and religious/spiritual values and beliefs. Common presenting concerns at our counseling center and implications for counselors will be examined, as well.

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Diversity and Advocacy

Unique Needs of African American Students at HBCUs
Atticia P. Bundy and Dominique M. Clemmons-James

Historical Information

The establishment of HBCUs in the late 1800s provided the first opportunity for many African Americans to attend college (Bracey, 2017). Even after racial desegregation of colleges and schools in the mid-1900s, predominantly white institutions (PWIs) may have been out of reach for African American students due to financial issues, selective admissions criteria, and other reasons. In the 20th century 27 private and 17 land grant HBCUs were established (Bracey, 2017). Although legislation is in place to ensure that racial segregation does not exist, researchers argue that HBCUs are important, necessary, and beneficial for African American students (Bracey, 2017; Keys & Smith-Lewis, 2018; Wyllie, 2018). For example, Franke & Nichols (2017; as cited in Wyllie, 2018) found that African American students who attend HBCUs graduate at higher rates than at PWIs and are more likely to graduate within 6 years. Frank & Nichols (2017; as cited in Wyllie, 2018) also found that “HBCUs graduate black students at higher rates (38 percent versus 32 percent for comparable PWIs) despite their students’ having lower standardized test scores and greater financial need” (p. 2).

According to Bracey (2017), currently there are “101 historically black colleges and universities across the United States—in 19 states, the District of Columbia, and the U.S. Virgin Islands” (p. 678). The authors of this article are Clinical Counselors at an HBCU counseling center in the south. The current enrollment at the university is slightly over 12,000 students of which are 78%

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African American. The examples provided in the following paragraphs represent anecdotal and statistical information and may not be generalized to other HBCUs (public or private).

**Under Pressure**

African American students who attend HBCUs may be the first in their family to attend college. These first-generation college students may feel pressure to be a good role model for siblings back home and ultimately help the family financially. Some of these students are working part-time or even full-time jobs in addition going to college. Homelessness may also be an issue for our students, whether their family is homeless, or the student is unable to afford housing while in college.

On the other hand, African American students attending an HBCU may have very successful parents, perhaps Greek affiliated and/or alumni of the institution and feel pressure to do as well if not better than their family members. Many students that this author (Bundy) works with have stated that they feel pressure to maintain a certain GPA for scholarship or internship purposes as well. Oftentimes, this desired GPA is a 3.0 or higher. A high GPA may be challenging to maintain when the student is also very involved in student organizations, band, athletics, or Greek life.

Whether first generation college student or not, there are instances where students may be the first African American person to earn an advanced degree in their field of study. Imagine the level of pressure (and pride) one must feel with

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this realization. This is an important point because many of us have grown up believing that college is for everyone, but that opportunity hasn’t always been attainable and there continue to be barriers for many African American students.

**Culture Shock**

Some African American students may have attended predominantly white institutions (PWI) including high school or have transferred from PWI colleges and universities. The transition into a new culture at an HBCU can be challenging. Possibly for the first time in their lives, these students will be attending an institution of higher learning with predominantly African American students. Although the majority of fellow students may “look like” them, there is still a process of adjustment and acculturation that occurs.

Likewise, students coming from Washington D.C./Northern VA area, Chicago, Atlanta, and New York City/New Jersey, Philadelphia may experience culture shock moving to a much smaller metropolitan area and institution. Although, we don’t have statistics on how many students attended PWIs or transferred from larger cities, we do know that 22% of the freshman class of Fall 2017 at our institution were considered “out of state.”

In either case, African American students may need help making friends and getting involved on campus. As counselors, we can develop outreach programs to specifically work on making friends and/or create environments where the process of making friends happens naturally. For example, this semester we offered a series of workshops entitled #squadgoals where students

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Unique Needs of African American Students at HBCUs
Atticia P. Bundy and Dominique M. Clemmons-James

could come together to get tips on creating their own “squad” of friends. We also had “Donut Day” throughout the semester where students could hang out together, drink coffee, and eat donuts in a relaxed atmosphere.

“Just Pray About It”

Many African American students come from families who value prayer and faith in God. However, students may be discouraged by their parents or guardians to seek out counseling services on campus because it may be seen as a lack of faith. Family members may encourage students to pray about their problems and let God work things out for them. While we value spirituality and respect others’ religious beliefs, we do want to encourage students to use any resources on campus that could be of benefit to them, including counseling services.

In addition, students have reported to us that they have experienced anxiety or depression for many years but did not seek out treatment due to lack of support from their family. Although we don’t see as much stigma towards mental health on our campus, we do realize that it may be an issue for family members back home and create some added stress for students when they inform their family about seeking counseling services. According to a study by Alang (2015), “compared with non-Hispanic Whites, both Blacks and Hispanics had significantly greater odds of reporting stigma as a reason for perceived unmet need for mental health care” (p. 295). Alang (2015) also noted that participants younger than 26 had less stigma toward mental health care.

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Understanding that religious values may be of primary importance, it would be wise for counselors to seek out additional information to get a clearer picture of the students’ beliefs and family practices. For example, we may see a student who could benefit from medication consultation/management, but the parents or guardians don’t believe in mental health disorders. The parents or guardians may have health insurance benefits that the student needs to get treatment. Likewise, the student may want to involve family in their decision-making process. This situation can get complicated rather quickly. The counselor must be an advocate for the student and respectful of the family as well.

**Counseling Services Statistics**

In the 2016-2017 academic year, 14% of clients at our center were diagnosed with Major Depressive Disorder, 13% Generalized Anxiety Disorder, and nearly 8% Adjustment Disorder with both Anxiety and Depression. In the same academic year, nearly 37% of clients experienced stress-related and somatoform disorders and over 27% experienced mood disorders. Likewise, in the 2017-2018 academic year over 19% of clients were diagnosed with Major Depressive Disorder, 14% Generalized Anxiety Disorder, and nearly 12% Adjustment Disorder with both Anxiety and Depression. Forty-five percent of clients experienced stress-related and somatoform disorders and 30% experienced mood disorders during the 2017-2018 academic year. So far in Fall 2018, 11% of clients have been diagnosed with Generalized Anxiety Disorder, nearly 10% Adjustment Disorder with Anxiety and Depression, and over 9%
Unique Needs of African American Students at HBCUs
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Major Depressive Disorder. Forty-two percent of clients experienced stress-related and somatoform disorders while nearly 16% percent of clients experienced mood disorders.

**Implications for Counselors**

Implications derived from this information may be useful for counselors working on college campuses as well as school counselors who may assist students in the college application process. It is important to understand why HBCUs exist and why they may be a good fit for many students. As you are gathering information from students during your intake process, be sure to get the whole picture. We know that students often present with career or other “non-clinical” types of concerns when they really are dealing with something more serious. Be sure to ask about things like family background, acculturation process, and spiritual values when you are working with African American students at HBCUs or in other settings. Take the time to establish rapport and build trust as your clients may need some extra time to reveal some of this personal information. Many students have been taught not to tell others about their personal “business” and we need to be respectful of that value and, at the same time, make sure we are serving our students in the best way possible.

**Conclusion**

HBCUs are an important resource for African American students and other underserved minorities as well. HBCUs have a culture of their own that attracts African American students and instills a great sense of pride. As a result,
students receive higher education in an environment that fosters familiarity and comfort. While common mental health concerns are present, there are difficulties unique to this population as well. At our institution, we commonly see students who struggle with depressed mood, anxiety, and stress-related disorders. Our students have reported to us that they feel pressure to succeed and to be successful for their families, they experience culture shock for a variety of reasons, and they may be reluctant to seek out counseling services or share with their families that they deal with anxiety, depression, or stress. Counselors can assist students with these issues by being aware of these concerns, being sure to check in with students about pressures as well as family values and beliefs and providing appropriate outreach to aid in educating students about common concerns and ways of managing anxiety, depression, and stress.

References

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Transformative Reading: Implementing a Culturally Engaged Book Study in Counselor Education

Lucy L. Purgason and Robyn Honer

As leaders and advocates, supporting immigrant and refugee students is critical to the work of professional school counselors (American School Counselor Association, 2016). In the two decades between 1994 and 2015, the number of immigrant children in the United States grew by over 50% (Camera, 2016). Further, the number of children enrolled in K-12 schools with a parent who is undocumented is also increasing (Camera, 2016). Amid the current socio-political landscape, many immigrant and refugee students experience significant amounts of stress due to growing safety concerns and fear of family separation (Grant Makers Concerned with Immigrants and Refugees, 2017). School counselors are poised to support immigrant and refugee students and families;

Dr. Lucy L. Purgason earned her Ph.D. in Counseling and Counselor Education from The University of North Carolina at Greensboro and is a licensed school counselor, National Certified Counselor, and Approved Clinical Supervisor. Prior to pursuing her Ph.D., she spent nearly 5 years working as a school counselor in elementary and high school settings in Virginia and North Carolina.

Robyn Honer earned her BA in Psychology from the University of North Carolina at Chapel Hill. She is currently enrolled as a first-year graduate student in the Professional School Counseling program at Appalachian State.
however, many school counselors may need further training on this topic (Suárez-Orozco, Onaga, & Lardemelle, 2010). Educating future professional school counselors is key to activating application of this content in the field. As such, this article introduces the use of a classroom book study as a pedagogical approach for preparing school counselors to work with newcomer immigrant and refugee students and families. The voices of Dr. Lucy Purgason, assistant professor, and Robyn Honer, graduate school counseling student are included.

**Robyn:** What went into creating the book study assignment?

**Lucy:** I wanted to incorporate greater attention to culturally responsive school counseling approaches in the Introduction to School Counseling course. I came across the book, Little Daughter, as a part of my research with refugee high school students. The author, Zoya Phan, is a Karen (ethnic minority group) refugee from Burma. Zoya details her experiences fleeing her home country from a brutal military regime and her journey in and out of refugee camps. In painstaking detail, the reader learns about the trauma and difficult choices that Zoya faced along the way and the important role of education in the maintenance of hope. Reading the autobiographical work of

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Culturally-diverse writers exposes students to experiences beyond ones they may encounter daily and can activate an emotional connection to the content that is difficult to achieve in a lecture format. After selecting the novel, I identified 2-3 reflection prompts to accompany selected readings. The intent of the prompts was to help students connect the literature to information discussed in class, individually process emotional and cognitive reactions to the readings, facilitate personal connections to the material, and identify implications for professional practice. As a way to encourage group processing, a discussion board was created where students posted weekly responses to the prompts. The prompts were sequentially designed to increase vulnerability in responding as the weeks progressed. In addition, a significant part of one class was devoted to a book club style sharing. The class gathered in a circle to discuss reactions to the readings using broad prompts such as “what did you know about the refugee experience prior to the reading?”; “what did you learn after reading?”, and “what do you want to do with what you have learned?”

**Lucy:** How will the reading and discussion of the book influence your work as a professional school counselor?

**Robyn:** I now better understand both the diverse needs of my future
students and my role as the professional school counselor in providing support and services to meet the needs of all students as part of a comprehensive school counseling program. Discussing the reading allowed me to consider the diverse backgrounds of our students and the wide variety of traumas that students living in the United States potentially experience on a daily basis. I feel this has improved my multicultural competence as a counselor while providing additional context behind the culturally responsive services and interventions that I will need to implement in my future work as a school counselor. The readings and discussion allowed me to develop a greater empathic understanding of refugee students and provided perspective on the culturally responsive services these students may need upon relocating to a school in the United States.

Lucy: What was it about the format of this assignment that impacted your learning?

Robyn: The book club format provided an opportunity for more in-depth exploration of the immigrant and refugee experience. Reading about and reflecting upon Zoya’s thoughts and feelings about her experience was an emotional process at times, as I began to understand the traumatic journey.
that she and so many others go through to survive. When learning solely about Response to Intervention theory, I feel that you are missing the critical experiences and perspectives of the individual within the intervention, and the book club format helped to bridge that gap by connecting real experiences to the content we learn in class.

References

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Advocating for use of Cinematherapy for Childhood Trauma and Displacement

Dominique S. Hammonds and Jessica M. Kempton

With over 46,000 individuals immigrating to the United States in 2016, immigration has been a topic of debate in recent years (UNICEF, 2016). Policies such as Deferred Action for Childhood Arrivals (DACA) which granted deportation protection and temporary work permits to almost 800,000 program participants have helped immigrants establish a sense of belonging and community in a new land (Stanford Immigration Policy Lab, 2017).

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Jessica M. Kempton, MT-BC is a graduate student pursuing Master’s degrees in Clinical Mental Health Counseling and Music Therapy at Appalachian State University in Boone, NC. She earned her Bachelor of Arts in music therapy at Montclair State University in Montclair, NJ. She is a Board-Certified Music Therapist and currently provides music therapy in the public school system serving children with diverse abilities. Jessica is also a graduate research assistant at Appalachian State. kemptonjm@appstate.edu
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Additionally, the conclusion of the program ushered in a new era of immigration policy - zero tolerance. Under the Trump administration, zero tolerance, intended to bring legal action against adults caught illegally crossing the border into the US and forcibly separate them from their children officially ended on June 20, 2018 (USA Today, 2018). These actions, while brief, resulted in disturbing reports of negative impacts on children and families nationwide.

Children forcibly separated from their caregivers due to deportation are at increased likelihood of experiencing economic hardship, food insecurity, and housing instability (Capps et al., 2015; Chaudhary et al., 2010; Dreby, 2012). Psychologically, these children experience anxiety, sadness, anger, withdrawal, and physiological outcomes such as negative changes in eating and sleeping habits (Brabeck et al., 2012; Dreby, 2012; Hagan et al., 2010). Importantly, it should also be noted that if reunification is achieved, the emotional and behavioral consequences typically endure (Brabeck et al., 2012; Dreby, 2012; Hagan et al., 2010).

The impacts of forced separation on immigrant and refugee families have been explored in counseling using treatment modalities such as creative approaches and the Multiphase Model of Psychotherapy, Counseling, Social Justice, and Human Rights (Bemak & Chung, 2017; Marshall, Butler, Roche, Cumming, & Taknint, 2016).

While clinicians have used these strategies with immigrant populations, due
to the increased occurrence of forced separation of culturally diverse families, the authors suggest the exploration of culturally sensitive therapeutic approaches, such as cinematherapy, for use with children. Cinematherapy, an extension of bibliotherapy, is an intervention that involves therapeutic use of metaphors (Sharp, Smith, & Cole, 2002). Hesley and Hesley (2001) describe cinematherapy or “VideoWork” as the process of discussing themes and characters from films within the context of a therapeutic relationship in order to promote self-understanding and introduce ideas for treatment and future therapeutic techniques. The client typically watches a film between counseling sessions. Once in counseling, the clinician will facilitate a discussion regarding the client’s response to the movie’s characters and themes as well as the client’s relationship to the characters and perceptions about the film. Cinematherapy is a therapeutic process that contains materials which connect to a child’s experience and provide a safe way of relating to and engaging with the clinician. Cinematherapy has been a suggested intervention for use with children with chronic illness and adolescents processing grief (Buskirk, 2017; Slyter, 2012). Marsick (2010) used cinema therapy with children coping with parental divorce and noted outcomes of deeper expression of emotions, catharsis, and decreased isolation.

The National Child Traumatic Stress Network (n.d.) cite separation from family, living in refugee camps, and harassment by local authorities as traumatic events and hardships experienced by refugee children and their families.
The National Child Traumatic Stress Network outline resettlement, acculturation, and isolation as core stressors for this population related to the process of moving or fleeing to a new country. Bibliotherapy has been used with children experiencing trauma resulting in loss, displacement, and anxiety (Stewart & Ames, 2014). Jackson & Heath (2017) used bibliotherapy with school-aged children in Guam to preserve their culture by selecting and creating reading materials that depict the students’ racial and ethnic group and that contain indigenous stories, traditions, and customs native to Guam. These clinical goals can be transferred to the practice of cinematherapy. For example, Betzalel and Shechtman (2017) used bibliotherapy superheroes with children experiencing parental absence while in foster care and found significant decreases in anxiety. Superheroes were selected for use with this group due to their backstory, which often includes the traumatic loss of loved ones and growing up with an alternative family structure. Similarly, Dantzler (2015) suggested using cinematherapy involving the Marvel Cinematic Universe, arguing that superhero origin stories are becoming “new mythologies” used to find meaning in life which may be especially appropriate for children (p. 497).

Cinematherapy offers the opportunity to preserve the child’s culture of origin. Clinicians can strive to do this by selecting films that reaffirm the child’s lived experiences regarding separation, displacement, and/or immigration. Clinicians can also select films depicting characters who share similar physical...
Advocating for use of Cinematherapy for Childhood Trauma and Displacement
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Characteristics, traditions, language, and customs as the child.

Cinematherapy decreases anxiety and improves coping skills in children and adolescents. Through thoughtful multicultural practice, clinicians can utilize this intervention in a manner which has the possibility to preserve and reflect diverse cultural experiences. It is noted that clinicians wishing to apply cinematherapy should seek further education about the cultural impact of processes such as migration, displacement, and forced separation on children and their families. In addition, it will be necessary for clinicians to have a working knowledge of the cultural background and traditions of their clients. Future research may provide further support for the use of creative interventions such as cinematherapy with these populations.

Selected References

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Thanks for Reading!

Do you have a contribution for the Carolina Counselor?

Would you like to discuss a potential idea for this newsletter?

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Vanessa Doran, LPCA currently works at Jodi Province Counseling Services, PLLC in Wilkesboro, NC serving a rural community with an array of mental health needs. As a Licensed Professional Counselor Associate and National Certified Counselor, she works with children as young as 2 years old to adults ages 40+, and everyone in between. Vanessa thoroughly enjoys working with middle and high school age kids, and utilizing CBT, Person Centered, and Existential Theory in her counseling office. She graduated with a MAEd in Clinical Mental Health Counseling from the University of North Carolina at Pembroke (UNC-Pembroke) in 2016, and her BA in Psychology with a minor in Sociology from the University of North Carolina at Charlotte (UNC-Charlotte). Vanessa enjoys learning about Expressive Arts therapy, Animal Assisted Therapy, and Play Therapy.
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 the divisions and chapters.
NORTH CAROLINA COUNSELING ASSOCIATION
MEMBERSHIP APPLICATION
EXPIRES JUNE 30, 2019
Toll free: 888.308.NCCA
Web Site: www.nccounselingassociation.org

(Please Print) 
New Member [ ] YES [ ] NO 

Name: 
Last [ ] Miss [ ] Ms. [ ] Mrs. [ ] Mr. [ ] Dr. 
First Middle Initial Member ID# 

Mailing Address: No. & Street City State & Zip County 

Telephone: (H) ( ) (D) ( ) E-Mail: 

Employer/School: 
Primary Position: [ ] Counselor [ ] Counselor Educator [ ] Other 
Setting: [ ] Agency [ ] Community College [ ] Private Practice 
[ ] Community College [ ] K-12 School [ ] University 
[ ] K-12 School [ ] Other 

☐ Please DO NOT include my name in a directory of NC Counselors. 
Note: Your contact information may be shared with other professional organizations for the purpose of professional development. 
☐ Please DO NOT share my contact information with other professional organizations. 

ANNUAL NCCA MEMBERSHIP FEES 
(Reduced for enrollment in any Division) 

☐ Professional $60.00 
☐ Regular $60.00 
☐ Emeritus $15.00 
☐ Student** $15.00 

ANNUAL NCCADIVISION AND INTEREST GROUP DUES 
NC Association for Counselor Education and Supervision NCACES 10.00 
NC Career Development Association NCDA 15.00 
NC Association for Humanistic Counseling NCAH 5.00 
NC Association for Assessment in Counseling NCAAC 5.00 
NC Association for Multicultural Counseling & Development NCAMCD 5.00 
NC Association for Spiritual, Religious & Value Issues in Counseling NCASERVIC 3.00 
NC Association for Specialist in Group Work NCASGW 5.00 
NC Addiction & Offenders Counselor Association NCADCA 12.00 
NC Mental Health Counselor Association NMHCA 15.00 
NC College Counseling Association NCCA 10.00 
Association for Gay, Lesbian and Bisexual Issues in Counseling of NC AGLBIC of NC 5.00 
NC Association of Marriage and Family Counselors NCAMFC 10.00 
NC Association of Adult Development and Aging NCAADA 10.00 
Association for Child and Adolescent Counseling - NC ACAC 10.00 
Military and Government Counseling Association - NC MGCA-NC 15.00 
NC Graduate Students Association NCOSA 5.00 

TOTAL ENCLOSED $ 

☐ Check payable to: NCCA MEMBERSHIP 
☐ VISA ☐ MasterCard ☐ American Express ☐ Discover 

Signature (Required to process if paying by credit card) 

(Required to process if paying by check) 

MAIL TO: NCCA, P.O. Box 28875, Raleigh, NC 27619 
CREDIT CARDS MAY BE FAXED TO: 919.782.9470 

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 non-deductible 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 04/24/2018 

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.