ANNOUNCEMENTS

The 4th Annual NC Chapters of CSI Advocacy Summit was held at the 2019 Annual NCCA Conference.

Record numbers in attendance at the 2019 Annual NCCA Conference in Durham, NC.

2020 Annual NCCA Conference to be held in Charlotte, NC.

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

We’re on Social Media
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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
Government Relations:
Member-at-Large: Crystal Waters
Carolina Counselor Sections

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
Branch News

2019 NCCA Annual Conference a Success!
2019 NCCA Annual Conference a Success!
NCCA is pleased to announce 2019 Annual Award Winners presented at the NCCA Annual Conference February 21, 2019.

Don C. Locke Multicultural & Social Justice Award - Inaugural award presented to Dr. Phyllis Post

Jane E. Myers Wellness Counseling Award - Inaugural award presented to Dr. Stephen Kennedy

Administrator of the Year Award - Molly Hayes

Innovation/Creativity in Counseling Award - Dr. Nicole Stargell

Professional Writing and/or Research Award - Dr. Allison Crowe

Beginning Counselor Award - Sarah Mehta

Division Recognition Awards:

Most Improved Division - NCAARC - NC Association for Assessment and Research in Counseling

Research in Counseling - NCAARC President Todd Bolin

Most Effective Membership Drive/Recruitment - NCGSA - NC Graduate Student Association, President Chris Hieb
Diversity and Advocacy

LGBTQ+ Competency Strategies for School Counselors
Contribution by: Josh Carrico

Although the lesbian, gay, bisexual, transexual, and queer (LGBTQ+) population may be dubbed the invisible minority, their presence is actually quite prominent and continues to grow, as there are approximately 10 million people who identify as LGBTQ+ in the US as of 2016 (Gallup, 2017). With this in mind, school counselors must be prepared with strategies to develop a safe atmosphere within the school setting for LGBTQ+ students as they develop their identities. The following strategies have been constructed primarily to help school counselors with situations that they may encounter within the education system. However, they may also be taken into consideration for all counselors to help LGBTQ+ identifying youth.

Strategies for School Counselors
- Counselors should be aware of their own biases, stereotypes, prejudices, and any personal beliefs that may impede their duties as a counselor and be able to address them as well as set them aside within the counseling setting (McCabe, 2014; Stone, 2017).

Josh Carrico earned his BA in Psychology from Western Carolina University. He is currently enrolled as a second-year graduate student in the Professional School Counseling program at Appalachian State University and works as an intern at Valle Crucis Elementary.

carricojc@appstate.edu

Carolina Counselor
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• Promote professional development opportunities for staff and administration about LGBTQ+ issues, GLSEN is a good resource on this for educators (Boyland, 2018; Dragowski, McCabe, & Rubinson, 2016; McCabe, 2014; Payne & Smith, 2018).

• Train school staff on understanding LGBTQ+ issues, helping develop strategies on how to act when LGBTQ+ incidents occur, and how to identify themselves appropriately as a resource to students (Boyland, 2018; Dragowski et al., 2016; Miller, 2008; Payne & Smith, 2018).

• Provide resources for identifying students to express themselves; create safe spaces, and help promote SGA and Campus Pride groups to increase advocacy and develop allies (Byrd & Hays, 2013; Garvey, 2017; Hanna, 2017; Seelman, Forge, Walls, & Bridges, 2015; Walsh & Townsin, 2018).

• Provide positive displays and bulletin boards about the LGBTQ+ community to help foster feelings of acceptance for students (Dunnell, 2018; HRC, 2018).

• If a student comes from a rejecting household, a counselor should always assess for potential risk of harm, even if there does not seem to be any apparent initial risk (AAS, 2018; *Eisel v Montgomery County Board of Education*, 1991).

• Stay up to date on regional, state, and national policies regarding LGBTQ+ topics, as well as antibullying and nondiscrimination laws (ACLU, 2017; Chen, 2016; Dunnell, 2018; HRC, 2018).
Diversity and Advocacy

LGBTQ+ Competency Strategies for School Counselors
Continued 3 of 4

Conclusion

According to the American School Counselor Association’s (ASCA) *Ethical Standards for School Counselors* (A.1.f.), school counselors have a responsibility to respect and support their LGBTQ+ students within the school setting (ASCA, 2017). Keeping up to date on topics like relevant legislature and regional school policies can also help counselors be better suited to advocate for their students. The goal of providing these strategies is to help contribute to the development of school counselors’ skills in aiding the LGBTQ+ population within the school setting.

References


Dunnell, C. (2018). Work in progress: Schools have come a long way in supporting LGBTQ students and faculty, but they must continue to examine how that mission aligns with actions. *Independent School*, 78, 84-88.

carricojc@appstate.edu
Garvey, J. C., Rankin, S., Beemyn, G., & Windmeyer, S. (2017). Improving the campus climate for LGBTQ students using the campus pride index. New Directions for Student Services, 159, 61–70.
Mental Health of International Students: A Missed Opportunity?
Contribution by: S Anandavalli

At present, there are over one million international college students in the U.S., from over 200 countries around the world (Institute of International Education, 2016). With increasing competition for the international education market from a number of countries, including Canada, Australia and the U.K., it is perhaps time to reflect on how college counselors can provide a more lucrative and safe space for the diverse international students studying in U.S. colleges and universities. Researchers have explored a multitude of stressors this community experiences. Some of these challenges have been found to adversely impact international students’ college education experiences: stress (e.g., Iwamoto & Liu, 2010; Lee, Koeske, & Sales, 2004), homesickness (e.g., Hendrickson, Rosen, & Aune, 2011; Thurber & Walton, 2012), loneliness (e.g., Servaty-Seib, Lockman, Shemwell, & Reid Marks, 2016), and English language difficulties (e.g., (Andrade, 2006; Benzie, 2010), among others. Researchers have also found that frequent psychological distress can contribute to the development of mental health issues such as depression (e.g., Dao, Donghyuck, & Chang, 2007),

S Anandavalli, MS, LPCA, NCC
Doctoral Student, Counseling & Counselor Education
Department of Counseling & Educational Development
The University of North Carolina at Greensboro

Emerging Leader Fellow 2018-20
Southern Association for Counselor Education and Supervision
http://www.saces.org/

Emerging Reviewer
Journal of Multicultural Counseling and Development
http://jmcdonline.org/
Pronouns: She/Her/Hers

s_ananda@uncg.edu
Mental Health of International Students: A Missed Opportunity?  
Continued 2 of 7

anxiety (e.g., Crawford, 2000; Yan & Berliner, 2011), or at times even suicidal ideation (e.g., Servaty-Seib et al., 2016) among international college students. Adapting to a new country, language, culture, and education system, in addition to overcoming common challenges associated with the college education can be daunting; these challenges have been associated with adverse mental health consequences for international students (e.g., Hyun, Quinn, Madon, & Lustig, 2007; Mukminin & McMahon, 2013; Subanthore, 2011).

At present, counselors rely on research that is predominantly based on John W. Berry’s (1997) theory of acculturation. Berry’s theory of acculturation comes from a positivist and Euro-centric perspective. He highlighted five factors of acculturation: nature of the larger society, nature of contact, modes of acculturation, social and demographic characteristics of the individual, and the individual’s psychological characteristics. Although Berry’s (1997) theory of acculturation has proven to be valuable in helping researchers and college counselors (e.g., Dao et al., 2007; Iwamoto & Liu, 2010; Olivas & Li, 2006) identify factors that influence international students’ acculturation experiences, his theory has some glaring limitations.

Firstly, the theory is individual-centric. Berry identifies factors such as the individual’s psychological characteristics and the individual’s modes of acculturation, but fails to recognize that most international students in the U.S. belong to collectivistic cultures, where strong ties with friends, ethnic groups, families, and religious communities play a significant role in a person’s well-being. Although the dominant U.S. culture is individualistic, almost 60% of international students come from predominantly People of Color Communities - China, India, South Korea, and Saudi Arabia (Institute of International Education, 2016). These countries have values often founded on the ideologies of

s_ananda@uncg.edu
collectivism and social connectedness, yet Berry’s theory doesn’t take these key influences into account when considering an international student’s acculturation approach.

The second limitation potentially further clarifies the first problem of the theory. Berry’s theory doesn’t offer researchers and practitioners a multicultural context to conceptualize international students’ preferred coping skills and cultural strengths that they can actively incorporate to support their psychological health (Yakunina, Weigold, Weigold, Hercegovac, & Elsayed, 2013). International college students actively engage in culturally unique strategies to support their acculturation process. For instance, in several research studies, international students have commented on the positive impact of the emotional strength they received from their families during the study abroad period (e.g., Sangganjanavanich & Black, 2009; Sato & Hodge, 2015; Tatar, 2005). In one study of Chinese international students, several individuals shared that their families were their biggest source of drive for their academic achievement (He & Hutson, 2018). Co-nationals (a fellow international student from the same national group) have been found to be another source of strength and relief, providing emotional support and direction to new incoming international students (He & Hutson, 2018; Yakunina et al., 2013). Although these sources of cultural capital (social strengths that enhance chances of social mobility for individuals, especially in a stratified society) may not be prevalent and preferred for in White, Western, individualistic societies, international college students have been continually found to draw strength and support from families, co-nationals, and ethnic groups to support their well-being (He & Hutson, 2018; Pedersen, 1991; Sangganjanavanich & Black, 2009; Yakunina et al., 2013). Berry’s theory of acculturation provides no avenue for college counselors to intentionally explore international students’ cultural capital, thereby overlooking how international students actively employ these strengths to
potentially support their mental health.

The tendency to focus on a dominant group’s behavior as the standard and neglect and even minimize international students’ cultural capital is not limited to Berry’s theory. In a recent dissertation study, Girmay (2017), explored the mental health needs and acculturative experiences of international graduate students. In her semi-structured interview schedule, questions were predominantly centered around the distressful acculturation experiences of international students - “culture shock,” “stressful part about being an international graduate student,” and “balancing daily stressors” (p. 191). Admittedly, information on the challenging aspects of acculturation is of great value for college counselors and health professionals. It allows them to easily recognize common presenting problems in this population. However, this student’s research perpetuates an incomplete and deficient image of international students. Research questions addressing the strengths and strategies international students use to support their transition, as well as growth-oriented experiences of international students as a result of acculturation, could have provided mental health counselors a comprehensive understanding of international students. Knowledge about the students’ cultural capitals can also help counselors in adapting coping strategies that are appropriate for their cultural background. Yet, the researcher provided no occasion for participants to perhaps share their experiences of grit, growth, and cultural capital in maintaining their mental health during acculturation.

The trend of deficit-centric approach to understand the experiences of international students was captured well by Pendse and Inman (2017) in their 34-year content analysis of international student research studies, the authors noted that “existing research on international students seemed to focus on adjustment problems and psychological distress, with little attention to the coping and resiliency factors of
these students.” (p. 31). Thus, a main concern that plagues college counselors in their work with international students is the perpetuation of a limitation-centric conceptualization of the international students, and a lack of asset-based exploration of their acculturation experiences in counseling.

Long years of limitation-oriented counseling of international students have possibly adversely impacted the multicultural expertise of college counselors working with international students. In fact, college-counselors’ limited cultural sensitivity has been repeatedly found to be one of the chief reasons for international students’ under-utilization of campus counseling services (Arthur, 2003; Boafo-Arthur & Boafo-Arthur, 2016; Brinson & Kottler, 1995; Pendse & Inman, 2017). Yoon and Portman (2004) noted that, although every accredited counseling program includes coursework in multicultural counseling, there is a lack of specific training for counselors around working with international students.

International students’ rate of accessing campus counseling services has been found to be one of the lowest of all college students. Nilsson, Berkel, Flores, and Lucas (2004), found that only 2% of all international students opted for counseling services during the academic year; additionally, a third of them dropped out after intake. The students predominantly reached out to the counseling services for support regarding mental health issues (e.g., depression, anxiety), and school-related concerns (e.g., selection of major and job), indicating many were experiencing grave mental health challenges, and yet they did not continue with mental health counseling. These findings were corroborated by Yakushko, Davidson, and Sanford-Martens (2008) in their evaluation of archival records of a campus counseling center during a five-year period. The utilization rate by international students again was found to be low, with only 1.8% of all international students at this university accessing formal counseling services.
during this time-period. Given counselors’ limited competency to work with international students and the insufficient emphasis on skills necessary to counsel this community, in addition to existing low utilization rate of counseling services by this community, there exists a significant mental health concern for international students in the U.S.

References

s_ananda@uncg.edu


s_ananda@uncg.edu
All across the nation, National School Counseling Week (NSCW) was celebrated during the week of February 4-8, 2019. Faculty members at UNC Pembroke engaged in the celebration! Dr. Jeffrey Warren educated students and stakeholders on the professional identity of school counselors as opposed to “guidance counselors”. Faculty member, Dr. Jonathan Ricks, organized a capstone event for NSCW inviting Pembroke Mayor Charles Cummings to sign a proclamation announcing February 4 – 8, 2019 as Professional School Counseling Week in Pembroke, NC as UNCP faculty, students, and local practicing counselors witnessed the momentous occasion.

School counselors from across the state convened in Raleigh during NCSW to speak to legislators about the role of school counselors and the important work they do each school day to help students achieve. Professional school counselors and affiliates who were not able to attend the North Carolina School Counseling Association’s (NCSCA) Legislative Day found other ways to advocate for the profession. A very simple way to do so is by refraining from using the term “guidance counselor”. As an act of advocacy, it would also help to educate others (i.e., teachers, principals, parents, etc.) when the term is used. 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.

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 of 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 social-emotional development. Professional school counselors support student development through data-driven practices. 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 are all effective in closing the achievement/opportunity gap, promoting college and career readiness, and advancing college access initiatives.

If we are to move forward, in a direction that promotes the use of the specialized training and encourages comprehensive school counseling, it is important members of our profession are cohesive. Please use the appropriate term (Professional School Counseling) to define the work members of our profession do each and every day in schools. Doing so is vitally important.

"Professional School Counselor" is the established term for our profession. Using this term and educating others about its use, our specialized training, and the role we play in promoting student success helps establish cohesion within and outside the profession.

As the school counseling profession continues to evolve, with an emphasis on evidence-based practices and accountability, counselors are urged to 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.

Jeffrey.Warren@uncp.edu * Shenika.Jones@uncp.edu * Jonathan.Ricks@uncp.edu
Legislative News

The Mental Health Access Act Improvement
American Counseling Association

The American Counseling Association needs your help in encouraging Members of Congress to cosponsor the Mental Health Access Act Improvement. This measure would include licensed professional counselors (LPCs) as covered Medicare providers. Senator John Barrasso (R-WY) and Senator Debbie Stabenow (D-MI) introduced the Senate bill on January 31st. Congressman Mike Thompson (D-CA) and Congressman John Katko (R-NY) introduced the House bill the same day.

Why this bill is important.
Medicare does not include licensed professional counselors in its coverage. Medicare beneficiaries are often at higher risk for mental health problems, such as depression and opioid addiction, yet older Americans are the least likely to receive mental health services. Only 1 in 5 older Americans receive needed mental health care, according to NAMI.

Medicaid recipients can see an LPC and Medicaid will cover them—until they reach 65. Many individuals with private health insurance have mental health coverage but, once they retire, find that they can no longer afford to see an LPC. The passage of this legislation will enable Medicare to help the 4 out 5 seniors currently not receiving much-needed mental health care.

advocacy@counseling.org
You can help ACA pass this bill this year!
Ask your senators and your House member to cosponsor the Mental Health Access Improvement Act.

Click on the link below to send an email to them. You can add your own thoughts to the message.

You can also call the U.S. Capitol at 202-224-3121 and ask to speak to someone in your representatives' offices. A phone call is sure to get the attention of someone in a Congressional office and you can also let them know about your role as a licensed professional counselor.

Click the link below to log in and send your message:
https://www.votervoice.net/BroadcastLinks/0wxgXAiSNzvlrg1HHw6K-Q

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Clinical Supervisors: Gatekeepers to the Counseling Profession

Contribution by: Yvonne Ward

Although supervision can be challenging at times, it can be one of the most rewarding experiences for Clinical Supervisors. According to the Fundamentals of Clinical Supervision by Bernard and Goodyear (1998), clinical supervision is an intervention provided by a more senior member of the profession to a more junior member or members of that same profession. The relationship is evaluative and extends over time creating opportunities for the supervisor to enhance the professional functioning of the more junior member (Bernard & Goodyear). Clinical supervisors may fulfill the role of mentor, teacher, trainer, and are ultimately responsible for gatekeeping which includes monitoring client services with the intent of adhering to the American Counseling Association (2014) Code of Ethics related to beneficence and maleficence. I find this topic of clinical supervision and gatekeeping of particular interest as I have encountered numerous novice clinicians entering the field that have several questions about topics such as; the licensure process, their theoretical orientation, and clarifying their counseling identity I am concerned that there may be some gaps in the gatekeeping process. I have found in conversations with my colleagues that the

Yvonne Ward, LPC, LCAS, NCC, CCS, PhD Candidate is currently working on her doctorate in Rehabilitation Counseling and Rehabilitation Counselor Education at North Carolina Agricultural & Technical State University. She earned a Master’s degree in Adult Education from North Carolina Agricultural & Technical State University and a Master’s degree in Clinical Mental Health Counseling from the University of North Carolina at Charlotte. She is a Licensed Professional Counselor, National Certified Counselor, Licensed Clinical Addictions Specialist, and a Certified Clinical Supervisor. Yvonne currently provides services to individuals with mental health and substance use issue.
lines between clinical supervision and administrative supervision continue to be blurred, creating a void where there is a clear need for quality clinical supervision.

As a Clinical Supervisor, have you identified your theoretical orientation? How about your supervision style? It is important that supervisors are familiar with the various theoretical orientations and supervision styles, it is also important for each individual to identify their own supervision orientation and style as a part of their professional counseling identity. Having an understanding of who you are as a clinician and a supervisor will provide you with the foundation and framework you need to serve the clinicians you provide professional guidance and supervision.

Clinical supervision should be more than checking a box on a form; supervision should be a purposeful and intentional interaction. Often the daunting task of checking the boxes required by agencies and organizations can get in the way of the quality exchange of knowledge and skills that is the intent of supervision. Making supervision purposeful and intentional requires that it be consistently scheduled, that there is an agenda, that the supervisee has input, and that there is unconditional positive regard for the developmental stage of the individual supervisee. Supervisors are charged with building an alliance with their supervisees, identifying their strengths and needs, and developing a plan with the supervisee to work on areas of improvement. As a Clinical Supervisor are you using specific strategies such as direct observation, review of video or audio tapes, role play, or review of specific therapeutic interventions during the supervision process? If not, how are you fulfilling your gatekeeping role of supporting supervisees on their journey of developing a counselor identity?
Providing quality supervision is important to the continued growth and development of the counseling field. I was fortunate enough to have a supervisor that was present, available, flexible, intentional, and our sessions were purposeful. She encouraged me to ask questions and provided me with feedback in a supportive manner. The individuals who come to our supervisees seeking care, come with complex issues. It is important that as supervisors and clinicians we are well equipped to assist them in addressing their clients’ needs. In an effort to be successful at this task, clinicians must be willing to take the time to work on areas for continued growth and development. It is important to stay abreast of the current research, best practice models, and therapeutic interventions available to meet the complex needs of clients.

Even with the supervisor being the gatekeeper, it is important to note that the supervisee has a responsibility to the supervisor/supervisee relationship as well. Supervisees have a responsibility to be present, engaged, open to feedback, and an active participant in the exchange of knowledge and skills bringing topics they have an interest in learning about to the session. Participating in supervision, attending professional trainings, and consulting with peers will help a supervisee to grow and develop into clinician with a clear sense of their counseling identity. Supervisors should be intentional about encouraging supervisees to be active participants in the supervision process. This intentional approach can enrich the supervisor/supervisee relationship, creating opportunities for a two-way exchange of information and ideas that could prove to be beneficial to the work performed with clients. Supporting supervisees and creating a strong supervisory alliance, not only supports the development of strong professionals, it supports the continued growth and development of the counseling field.
Clinical supervision is a critical function in the counseling field. It is a rewarding and sometimes challenging endeavor with huge responsibilities for the supervisor. It requires a commitment to remaining abreast of best practice models for facilitating clinical supervision. It requires the supervisor be open-minded, creative, self-reflective, and open to ongoing professional growth and development. It requires a level of passion for working with others in a way that helps them to discover and embrace their own skills and abilities. As leaders in the profession it is important that we work together and encourage each other to be good gatekeepers and support the more junior members of the profession. Our efforts to support the continued growth and development of the counseling field are needed so that we can continue to help the members of our communities heal.

References

ymward@aggies.ncat.edu
Thanks for Reading!

Do you have a contribution for the Carolina Counselor?

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

e-mail Nicole Stargell at nccounselingassociationweb@gmail.com

Like us next time you log into Facebook!

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Follow NCCA on Instagram!

www.facebook.com/NorthCarolinaCounselingAssociation
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.

Happy New Year!
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.

Contact NCCA

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<td>Mark Schwarze</td>
<td><a href="mailto:schwarzem@appstate.edu">schwarzem@appstate.edu</a></td>
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<tr>
<td>President-Elect-Elect</td>
<td>John Nance</td>
<td><a href="mailto:john.nance6@gmail.com">john.nance6@gmail.com</a></td>
</tr>
<tr>
<td>Secretary</td>
<td>Loni Crumb</td>
<td><a href="mailto:crumbl15@ecu.edu">crumbl15@ecu.edu</a></td>
</tr>
<tr>
<td>Treasurer</td>
<td>Kerri Legette McCullough</td>
<td><a href="mailto:kclegette@gmail.com">kclegette@gmail.com</a></td>
</tr>
<tr>
<td>Member-at-Large Gov’t Relations</td>
<td>Megan Numbers</td>
<td><a href="mailto:numbersmk@grizzlies.adams.edu">numbersmk@grizzlies.adams.edu</a></td>
</tr>
<tr>
<td>Member-at-Large</td>
<td>Crystal Waters</td>
<td><a href="mailto:pugh_crystal103@yahoo.com">pugh_crystal103@yahoo.com</a></td>
</tr>
<tr>
<td>Past-President</td>
<td>Allison Crowe</td>
<td><a href="mailto:crowea@ecu.edu">crowea@ecu.edu</a></td>
</tr>
<tr>
<td>President</td>
<td>Dr. Shenika Jones</td>
<td><a href="mailto:shenika.jones@uncp.edu">shenika.jones@uncp.edu</a></td>
</tr>
<tr>
<td>Executive Administrator</td>
<td>Calvin Kirven</td>
<td><a href="mailto:ckirven@continentalpr.com">ckirven@continentalpr.com</a></td>
</tr>
<tr>
<td>Director of Information &amp; Technology / NCCA Newsletter Editor</td>
<td>Nicole Stargell</td>
<td><a href="mailto:nccounselingassociationweb@gmail.com">nccounselingassociationweb@gmail.com</a></td>
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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.
12th Annual Glen H. Walter Drive-In Counseling Workshop

Date: Friday, April 5, 2019
Location: UNCP UC Annex
1 University Dr. Pembroke, NC 28372
Cost: $5 (free for students, GAL volunteers, and UNCP Counseling Department Site Supervisors)

8:00-8:55am—Registration and Coffee

8:55-9:00am—Welcoming Remarks
Dr. Angela McDonald, Interim Dean, College of Health Sciences

9:00-10:00am—Keynote Address
Dr. Stephanie Robinson and Dr. Dana Unger, UNCP Counseling Department
Consulting to Better Serve our Clients: Collaboration Between Clinical Mental Health and School Counselors

10:00-11:00am—Informational Tables & Posters
Email Nicole.Stargell@uncp.edu to reserve your table

11:00am-12:00pm—Content Session I

12:00-1:00pm—Lunch on Your Own

1:00-2:00pm—Specialty Content Session

2:00-3:00pm—Content Session II

3:00pm—Closing Remarks & CEU Signouts

Deadline to Register: 3/30/2018
To learn more and to register, click here or go to

https://tinyurl.com/y7ndqhf2

UNCP Counseling Department; PO Box 1510 Pembroke, NC 28372
nicole.stargell@uncp.edu; 910-521-6898
www.uncp.edu/departments/counseling

If you need an accommodation to access the program and/or program materials, please contact nicole.stargell@uncp.edu no later than five business days prior to the program. A good faith effort will be made for any request made less than five days in advance. This publication is available in alternative formats. Please contact Accessibility Resource Center, D.F. Lowry Building, Room 107, or call 910.521.6695 for additional assistance.
Trans-Affirming Therapy: Ethical Considerations in Clinical Practice with Transgender and Gender Non-Conforming Individuals

Friday, April 12, 2019 1pm-4pm

Presented by Laura Kacere, LPC

Boone Professional Center
838 State Farm Rd, Suite 1
Boone, NC

Explore clinical practice issues related to the unique needs of transgender and gender non-conforming clients in therapy, including a discussion of gender dysphoria, the importance of language and environment in affirming care, the systemic impacts of coming out, and the clinician’s role as gatekeeper in gender-affirming medical care.

NBCC Clock Hours Offered!

Spots for this workshop are limited. Please pre-register by calling Boone Professional Center at 828-386-1172 or emailing info@bhcboone.com.

Outline:
12:30p-1p Registration
1:00-2:00p Understanding Gender Identity and Mental Health
2:00-2:30p Systemic and Relational Considerations in Clinical Work
2:30-2:45p Break
2:45p-4p Strengths-based and Affirming Practices in Clinical Work with Trans Clients

Laura Kacere is a licensed professional counselor who specializes in working with transgender and gender non-conforming clients. Laura has a Master’s in Clinical Mental Health Counseling from Adler University in Chicago, and trained at the Center on Halsted, the Midwest’s largest LGBTQ community center. Laura owns and practices psychotherapy at Evergreen Counseling & Wellness, PLLC, a practice focused on providing affirming counseling for women and LGBTQ individuals.
# Membership Application

**NORTH CAROLINA COUNSELING ASSOCIATION**
**MEMBERSHIP APPLICATION**
**EXPIRES JUNE 30, 2020**

(TO BE PRINTED)

Miss ☐ Ms. ☐ Mrs. ☐ Mr. ☐ Dr. ☐

Name: ____________________________

Last First Middle Initial Member ID# ☐ YES ☐ NO

Mailing Address: _____________________________________________________________________

No. & Street City State & Zip County

Telephone: (H) ( ) ( ) (O) ( ) E-Mail: ____________________________

Employer/School: ________________________________________________________________

Primary Position: ☐ Counselor Setting: ☐ Agency ☐ Private Practice

☐ Counselor Educator ☐ Community College ☐ University

☐ Student ☐ K-12 School ☐ Other ____________________________

☐ Please DO NOT include my name in a directory of NC Counselors.

☐ Please 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 DUES

(Required for enrollment in any Division)

☐ Professional $60.00

☐ Regular $50.00

☐ 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 NCCDA 15.00
- NC Association for Humanistic Counseling NCAHC 5.00
- NC Association for Assessment and Research in Counseling NCAARC 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 NCAODCA 12.00
- NC Mental Health Counselor Association NCMHCA 15.00
- NC College Counseling Association NCCC 10.00
- Association for Gay, Lesbian and Bisexual Issues in Counseling of NC AGLBIC of NC 10.00
- 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 ACACNC 10.00
- Military and Government Counseling Association - NC MOCA-NC 15.00
- NC Graduate Students Association NC199SA 5.00

TOTAL ENCLOSED $ ____________________________

☐ Check payable to: NCCA MEMBERSHIP

☐ VISA ☐ MasterCard ☐ American Express ☐ Discover Expires Security Code

Signature ____________________________

(Required to process payment by credit card) Date ____________________________

MAIL TO: NCCA, P.O. Box 20875, 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 ____________________________

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.

03/13/2019