ANNOUNCEMENTS

- The North Carolina Counseling Association rejects racism, systemic oppression, and white supremacist ideologies.

- Possibility of Merging NCCA and LPCANC

- The 2019-2020 year is coming to a close.

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

We’re on Social Media

Facebook: NorthCarolinaCounselingAssociation

Instagram & Twitter @nc_counselors

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2019-2020 Executive Officers

President: Mark Schwarze
President-Elect: John Nance
President-Elect-Elect: Dominique Hammonds
Past President: Shenika Jones
Secretary: Cassandra Acheampong
Treasurer: Kerri Legette McCullough
Member-at-Large: Allison Crowe
Member-at-Large: Vickey Maclin
Dear NCCA Community:

As I sit here writing my last “From the President” for the NCCA newsletter, I am struck by all we have accomplished as an association in the midst of such challenging times. None of us could have predicted the issues that would face us personally and professionally as a result of the COVID-19 pandemic. We have all felt great sadness and anger over the recent events involving the senseless murders of George Floyd, Ahmaud Arbery, and Breonna Taylor. However, even in the midst of all of this, professional counselors continued to find ways to serve clients and support each other.

In March, NCCA members Drs. Dominique Hammonds (NCCA President Elect-Elect) and Christina Rosen conducted a training on best practices in telemental health work. Over 140 of our members attended. This training will allow counselors to continue to provide quality services to clients who desperately need them now more than ever. Additionally, NCCA President-Elect Dr. John Nance began a weekly community meet up for our members. This meet up was held every Friday afternoon and provided a safe space for our members to talk and share ideas.
This past year we also focused on stabilizing division leadership and held elections or made appointments so that all divisions had active officers who continue to build the membership and engagement. These divisions had an active presence at our first ever “sold out” conference in Charlotte in February. This record-breaking attendance at our conference was no doubt supported by a 47% increase in our membership for the 2019-2020 year.

Finally, the Executive Council of NCCA was excited to announce on June 1 the start of talks with the Licensed Professional Counselor Association of North Carolina (LPCANC) about the possibility of a future merger of the two associations. These talks are just beginning, but I feel confident the results of this merger would mean a stronger position for professional counselors and their clients in North Carolina politically, professionally, and nationally.

As I end my presidency in the coming weeks, let me say what an honor it has been to lead our members and board officers of this great association. It has been tremendously gratifying to serve in this way and I hope that all of you will consider a leadership position in the future. I would like to say thank you to Calvin and Helen Kirven, who operate as NCCA’s Executive Administrators, our wonderful board members, and all of you. I look forward to serving in a guiding role as the Immediate Past-President for 2020-21.

Stay well and remember to take care of yourself and each other.

Mark Schwarze
President of the North Carolina Counseling Association
Branch News:
News about the North Carolina branch of the American Counseling Association

Campus Happenings:
News concerning student projects and student work in the department, university, community, and/or 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/counseling

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:
Professional and ethical issues in counseling, counseling theory/practice, and/or reflections on work as a student, professional counselor, counselor supervisor, and/or counselor educator
Vanessa Doran, LCMH, NCC 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 Clinical Mental Health Counselor 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.

Nicole Stargell, Ph. D., LCMHCA, LSC, NCC, is the NCCA Director of Information and Technology and the 2019-2022 Carolina Counselor editor! Nicole is an Associate Professor in the Department of Counseling at the University of North Carolina at Pembroke (UNCP). She serves as the Clinical Mental Health Counseling Field Placement Coordinator, the Counseling Programs Testing Coordinator, and Chapter Faculty Advisor for the Phi Sigma Chapter of Chi Sigma Iota at UNCP. She is a member of the UNCP Institutional Review Board, the ACA Practice Brief Advisory group, and the editorial boards for Counseling Outcome Research & Evaluation and Teaching & Supervision in Counseling.
The North Carolina Counseling Association Rejects Racism, Systemic Oppression, and White Supremacist Ideologies

We come to you today with great sadness and anger over the recent events involving the senseless murders of George Floyd, Ahmaud Arbery, Breonna Taylor, and the countless other human lives lost at the hands of individuals who weaponize the weight of an unjust system. This will not be another carefully-worded statement prepared by a professional association expressing our thoughts and concerns with links to where members can read more about the issues. We want to engage in more than ineffective and reactionary attempts to address the deeply systemic racism, injustice, and oppression perpetrated on black people by white people. Today, we issue a call to action for the current and future leaders and members of the North Carolina Counseling Association.

Our organization and esteemed members must resist the trap of reactively waiting for the cries of the oppressed to serve as a rallying call to order our collective professional steps. We recognize it is not only inappropriate, but shameful, to look toward the oppressed to tell us about the impact of the system that oppresses them. It is our personal responsibility to gain knowledge, understanding, and take action. We as an organization can and MUST do more. We recognize and take responsibility for our role as professional counselors and the ethics the American Counseling Association calls us to uphold. We can no longer conduct “business as usual”, accept willful ignorance of these issues, or be complicit in this system that has been built to subjugate and dehumanize Black Americans and other BIPOC individuals.

These issues impact us all, both personally and within our profession. As professional counselors committed to this end, we ask you this — how can NCCA join, support, or advocate on behalf of you, your clients, students, and colleagues?
What are the action steps we can take to make change? We have a collective expertise in our membership, and we want to hear from you. Below is a list of ideas from NCCA leadership; but, this list is just a start. Click below to submit ideas and suggestions for what we can do as a professional organization to stand up and say *we will not tolerate systemic racism or injustice and we will seek to eradicate systemic oppression and white supremacy within the counseling field.*

We will use our expertise and resources to create a collective list that will guide our organization’s leadership into the future. We will share this work with you, other stakeholders, and other communities so that we can take action and stand up during this time of racial crisis. We bare our vulnerability and sit in intentional reflection hoping that you are encouraged to do the same. We are committed to action. Join us in sharing your ideas.

Here are our ideas:

1. Revitalize the Human Rights and Social Justice Committee of NCCA.
2. Dedicate NCCA resources to legislative advocacy working for racial equity and against racial injustice within the state of North Carolina in addition to other issues vital to our work as professional counselors.
3. Develop and disseminate policy and practice briefs with the goal of informing our membership of critical issues on local and state levels, introducing tangible action steps they can take to advocate on behalf of their clients and the citizens of North Carolina.
4. Partner with local organizations whose mission it is to work toward equity, justice, and the eradication of white supremacy.

5. Identify a list of North Carolina individuals and organizations who train on and speak about issues related to racial equity and anti-racism.

6. Identify a list of North Carolina counselors who specialize in treating trauma resulting from racism.

7. Develop a Book Club with a specified focus for discussion, furthering the knowledge base and challenging personal/professional awarenesses around critical issues relevant to ourselves and to those we serve.

8. Encourage NCCA Divisions to address social justice and racial disparity within their current bylaws or governance structure.

9. Partner with the HBCUs in our state with a focus on emerging leaders.

Please share your ideas and thoughts here.

Thoughtfully and motivated to create change,

The Executive Council
North Carolina Counseling Association
The leadership of North Carolina Counseling Association (NCCA) and Licensed Professional Counselors Association of North Carolina (LPCANC) voted on April 25, 2020 and April 30, 2020 respectively to begin conversations about the possibility of merging to form one association for professional counselors in North Carolina. Leaders from both associations believe that a merger may speak to a collective identity and vision valuing the strengths of each organization for professional counselors in the state of North Carolina. These discussions will focus on unity and will more clearly communicate to members, consumers, and stakeholders our shared identity as well as support licensure portability and advocacy for the profession.

This expansion may also allow for a greater commitment to support not only our complex profession but to better meet the evolving needs of the professional counselor, who must continue to address the increasing challenges presented by our various clients and communities. Having a shared vision and goal to support and equip professional counselors with the best tools possible is a victory for all. We are, in fact, stronger together.

These merger conversations are in the early stages. Leadership from both associations have asked ACA and AMHCA for consultation and support as we navigate uncharted territories, and we look forward to learning from other state associations who have similar structures. Since we value input from our members, the leaders from NCCA and LPCANC also plan to be in communication with members throughout this process to answer questions, hear concerns, and create a shared vision for everyone.

While we still have much to discuss, we believe merging will offer members clearer and stronger advocacy efforts at the state and national levels. Additionally, this merger will result in a larger and more robust membership and annual
conference, with opportunities for even more professional development; a successful management company to handle administrative needs of the association; a governing structure composed of NCCA and LPCANC leaders, and many increased resources for members.

We send this message today for transparency purposes. Some of you may have questions. We encourage these, and ask that you contact Dr. John Nance, President-Elect of NCCA or Dr. Cori Costello, President of LPCANC who will be leading our merger task force in the months ahead.

Contact NCCA President-Elect Here

Contact LPCANC President Here

We are excited about the future and look forward to continuing to serve the professional counselors of North Carolina.

Sincerely,

Mark Schwarze, President of the North Carolina Counseling Association

Cori Costello, President of the Licensed Professional Counselors Association of North Carolina
The counseling program at Western Carolina University, in collaboration with K-12 western North Carolina public schools, is pleased to present the inaugural issue of Masterpeace: A Wellness & Art Magazine. The purpose of this magazine is to celebrate student art, normalize adolescent experiences, provide mental health and wellness education, and increase conversations among students, parents, and teachers about the importance of seeking mental health care. Research indicates that creating and appreciating art has the capacity to heal (Ramirez, 2016; Slayton, D’Archer, Kaplan, Maryhurst, 2010). Integrating art into a wellness magazine can help normalize the distress we all experience at times while destigmatizing the need to seek help. Furthermore, an art magazine dedicated to wellness has the potential to reach a much broader audience than a traditional mental health awareness campaign, as illustrated by the 1,600 times the magazine was read in the first week of publication.

Masterpeace was created with funding through the 2019-20 School University Teacher Education Partnership (SUTEP) Grant from the College of Education and Research. 

Russ Curtis, PhD, LCMHC is a professor of counseling at Western Carolina University where he serves as the coordinator of the Clinical Mental Health Counseling program. For the past 20 years, Dr. Curtis has taught and supervised both school and clinical counselors, and has published in areas related to positive psychotherapy, integrated care, adolescent anxiety, and has published over 80 counseling videos on YouTube that have garnered over 1.4 million views.
Allied Professions at Western Carolina University. We are very grateful for all the beautiful art submissions we received and look forward to future editions. Please also follow us @masterpeace.artmag where we will continue to post mental health awareness information.

**Full link to Masterpeace:**
https://fliphtml5.com/pdhbe/mggo

**Full link to Youtube:**
https://www.youtube.com/channel/UCNDi1wc1NtJAPdiicv5nI3w

References

There is a balm in Gilead: Partnering with Black Pastors to Provide Counseling Support

Benita Lewis and Jeff Wolfgang

There is a balm in Gilead to make the wounded whole;
There is a balm in Gilead to heal the sin-sick soul.
Sometimes I feel discouraged, and think my work’s in vain,
But then the Holy Spirit revives my soul again.

(Traditional Spiritual; Williams 2000)

On Sunday, May 31, 2020, just six days after the murder of George Floyd, Black pastors stood in pulpits across the state of North Carolina to formulate words to minister to the wounds of congregants participating in worship via the internet or conference lines. On the heels of the recent murders of Breonna Taylor and Ahmaud Arbery, Black pastors realized that communities were looking to them to provide hope amid a pandemic and continued racial injustice. The arduous work of making meaning out of the nonsense of racism and discrimination is a harsh, unspoken, trauma-laden reality that is all too familiar to Black pastors. The truth of the matter is that no ordination process, ecclesiastical order, or theological training fully prepares Black pastors for managing the magnitude of this cultural trauma.

Rev. Benita Lewis, LCMHA, is a doctoral student in the Rehabilitation Counseling and Rehabilitation Counselor Education Program at North Carolina Agricultural and Technical State University. Her research focuses on the wellness practices of Black pastors as they grapple with loss and grief.

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Sue et al. (2007) assert racism is an on-going plague in the United States of America. There is “chronic existential grief and angst manifested in destructive behaviors such as racism and discrimination” (Stamm et al., 2003, p. 94). Levin (1984) states, “Race is merely a proxy for sociological stress” for people of color and Whites continue to experience a protective effect of being non-Black (p. 477). Consequently, if racism and the disparities related to it remain woven into the fabric of American culture, the Black church (along with its pastors) remains a relevant safe haven from oppression (Hardy, 2014), and it is a place where Black people can positively cope with racism (Moore, 2003).

As Black pastors grapple with making meaning of the nonsense of racism and discrimination, counselors across the state asked, “What can I do to make a difference”? How can I use my education, experience, and empathy to make change? The answer is, “You can make a difference and your experience and empathy are needed at a time like this”. There are ways in which culturally competent counselors may partner with Black pastors to provide counseling support during these times. The first step is to form meaningful connections with

Dr. Jeff Wolfgang, PhD, is a counselor educator who specializes in integrating the ecological impact of traumatic stress on diverse communities. He has an interest and experience with incorporating spirituality and religiosity into counseling, supervision and counselor education pedagogy.

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Black pastors and their congregations. Second, counselors must intentionally make Black pastors aware of their specific counseling experience, and finally, they must encourage Black pastors to incorporate consistent wellness practices into their routines so that Black pastors remain physically, emotionally, intellectually, and spiritually strong to support parishioners and communities.

**Forming Meaningful Connections**

Research indicates that Black pastors play a major role as gatekeepers for congregants to traditional mental health care delivery systems (Kramer et al., 2007; Neighbors et al., 1998). They also serve as frontline mental health support and empathetic listeners (Jacobson et al. 2013; Payne, 2014). Black pastors’ ability to influence the counseling supports of congregants and community members is fueled by genuine relationships that have been developed over time. It is essential for culturally competent counselors to understand the importance of formulating relationships FIRST. By establishing meaningful relationships with Black pastors, counselors can begin their connections by first accessing the churches’ websites, engaging in their social media pages, and making phone calls to learn more about the churches’ histories, missions, and services to their communities. Taking time to listen to recent sermons and/or Bible studies may help give counselors insight to the concerns facing the congregation and/or the community which it serves.

**Making Black Pastors Aware of Specific Expertise**

Once counselors have gathered information, they can engage in dialogue about the church by reaching out to the pastor via email or phone. Hopefully, your new knowledge of the church brings opportunity to have a face-to-face meeting with the pastor; remember honor social distancing, and wear a mask. This action further demonstrates that you are aware of the current impact of COVID19 on

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communities. As a licensed counselor, provide your specific counseling credentials, experience, services, and articulate desires to be of service to the pastor and congregation. Counselors need to be mindful that in Black communities having a long line of letters behind your name holds little to no credence. Leave professional “lingo” out of the conversation, and give the pastor salient ways in which you can be of help. Be specific about what it is that you do, and if given the opportunity, in a humanistic way, provide support to the congregation and/or community.

Encouraging Black Pastors to be Intentional about Self-care
Culturally competent counselors are also authentic examples of what serves the profession well. Research indicates that “self-care has emerged as a core intervention for promoting worker (counselor) well-being and avoiding emotional exhaustion and…burnout” (Bressi & Vaden, 2017, p. 33). Before you present your “self-care spiel” to Black pastors, make sure that you are indeed a practicing “believer” of the intervention. Then, disclose how essential self-care is to your work as a counselor, your well-being, and how it empowers you to be more “fit” to do the work that you are called/assigned to do.

Finally, remember that at this time of uncertainty, you have an opportunity to abandon what is comfortable and familiar. You have the opportunity to partner with Black pastors and communities to be an active ingredient in the healing balm that can make a difference in communities across our state.

References

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There is a Balm in Gilead: Partnering with Black Pastors to Provide Counseling Support


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**UPDATE: North Carolina Division of the Association for Child and Adolescent Counseling**

Amy Grybush

The North Carolina Division of the Association for Child and Adolescent Counseling (ACACNC) is growing and the division is currently involved in various capacities. The division’s presence at the North Carolina Counseling Association Conference 2020 was a recent success, with numerous presentations related to child and adolescent counseling (many play therapy presentations offered APT CE’s….thanks to UNC Charlotte for this sponsorship!). ACACNC is committed to continuing to promote child and adolescent topics at the NCCA annual conferences. The division also had a table set up at the conference with multiple giveaways, including ACACNC totes, notepads, pens, and three giveaway baskets. Flyers were handed out at the conference with intentions of promoting membership in the division.

The division is working in other ways, including creating presentations in the form of webinars related to child and adolescent counseling topics to disseminate to members; the board is working on these and we are also partnering with doctoral students to get these completed. The Winter ACACNC Newsletter was recently sent out, with the featured article by Dr. Terri Kottman, founder of Adlerian Play

Amy Grybush is a doctoral candidate at the University of North Carolina at Charlotte. Her research interests include trauma, resilience, and multicultural and social justice issues.

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Therapy (AdPT). Our division board is discussing and collaborating on a special project for the upcoming year that includes getting a proclamation signed proclaiming National Play Therapy Week in North Carolina by the governor. We are excited about all the current projects as we continue to work to advocate for the profession!

We are also excited to announce that from **July 1-31, 2020** we will be hosting our annual membership drive. ACACNC provides a support and information network for counselors who work with children and adolescents. We encourage all past, present, and future counselors who work with children and adolescents in a variety of settings to join. Benefits of membership include professional development, access to new research, greater awareness for professional counseling services, and networking opportunities. To join, click this link, [join NCCA](#), and select ACACNC as a division for $10. Please visit our [ACACNC website](#) for more information.

Finally, the Summer edition of our newsletter will be published soon and will include articles relating to: the impact of COVID19 on children and families; an Adlerian perspective on COVID19; resources for summer professional development; summer reading suggestions for counselors; summer reading
reading suggestions for counselors; summer reading suggestions for kiddos; and a selection of resources for Spanish speakers. We also encourage your submissions for the newsletter! To do so, please contact Amy Grybush. Our hopes are for your safety and health during this challenging time. Please reach out to any of the board members with any questions or concerns, and we look forward to connecting with you soon!

Sincerely,

The ACACNC Board

https://nccounselingassociation.org/ncca-divisions/acacnc/

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The North Carolina Counseling Association Graduate Student Association (NCGSA) invites all members of NCCA to learn about our programming and member benefits. The goal of the graduate division is to support graduate level counseling students as they progress through their degree requirements and emerge as new clinicians. The 2019/2020 executive board includes Ashleigh Glover, President; Kristen Wagner-Hilt, Vice-President; Ann Gregory, Treasurer; Chris Bumgardner, Secretary; and Cecilia Stonebraker, Member-At-Large. Board member bios are as follows:

Ashleigh Glover, Student, President: Ashleigh will be graduating from Campbell University’s Clinical Mental Health program in July 2020. She is pursuing a licensure as a LCMHC-A. Ashleigh has worked tirelessly to grow the graduate division. She has been instrumental in developing a full board
of executives. She has worked to double the number of members in NCGSA, and has developed our new logo for the graduate division. Ashleigh has worked to advance the mentor/mentee program, and she is constantly looking for ways to grow and provide leadership to graduate students. “I am so proud of how I am leaving the graduate division. I am sure it will be in GREAT hands”.

Kristen-Wagner Hilt, Student, Vice President: Kristen is currently in the Clinical Mental Health Counseling program at Campbell University and will graduate in May 2021. “When deciding to take on this role in the NCGSA division, I really wanted to be intentional about providing a student voice to NCCA as a whole. It is my hope that the work we did this year will continue to be built upon, and our executive board and members will continue to build their professional identity through the NCGSA division.”

Chris Bumgardner, Student, Secretary: Chris is in the Clinical Mental Health Counseling program at Lenoir-Rhyne University. He had this to say about NCGSA, "I believe in the importance of the NCGSA division of NCCA. It is helpful for us, as students of the counseling profession, to have networking opportunities, as well as a common place to discuss thoughts/ideas, and to ask questions. The NCGSA is that place; and I consider it a great honor to hold the position of Secretary in this division.”

Ann Gregory, M.A., LCMHCA, Treasurer: Ann moved to Greensboro, NC three years ago and has just entered her dissertation phase for a PhD in Counselor Education and Supervision at Liberty University. She has been instrumental in designing our new swag/gear and developing our mentor program. “I serve as the treasurer of NCGSA and have been excited to be a part of growing this division.”

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Cecilia Stonebraker, M.Ed., LCAS-A, Member at Large: Cecilia is a May 2020 graduate of NC State’s Clinical Mental Health program and is pursuing dual licensure as a LCMHCA/LCAS. “I’ve so enjoyed serving the profession in this capacity and having the opportunity to get to know other graduate students across the state. I’m proud of what we’ve accomplished this year and look forward to supporting NCGSA as a new professional.”

The 2019/2020 board has been active in growing to a full executive board for the first time in division history, establishing by-laws, helping to plan parts of the NCCA annual conference where we won most improved division, has grown membership to over 90 members from 12 graduate schools across the state, and has created an action plan to continue our successes to next year and beyond. Other accomplishments include: the design of a new logo for the division, bi-monthly newsletters to NCGSA members, regular executive board meetings, and a virtual COVID19 support meeting for members.

If you would like to join our efforts, please consider supporting our mentor program! As the NCGSA, we have the opportunity to create a culture of leadership and advocacy as future counselors develop. One way we can do this is through our mentor program. One aspect of the mentoring program is professional mentoring. As our students develop into professionals, some have a desire to “learn the ropes” from those before them. If you are a professional and interested in mentoring a student, please reach out to aglover0318@aol.com.

The other aspect of the mentor program is peer mentoring, where students who are further along in their programs, mentor newer students. This helps both the mentee and mentor develop as future professionals. The student feels supported navigating the demands of graduate school, and the mentor is given a platform to develop leadership skills. If you are a counselor educator, please consider talking with your

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students from the beginning about getting involved with ACA and our local divisions; including the graduate student division. As a student, membership in professional organizations may not be a priority or even on the radar; we can change that. Let’s cast a vision for students to be engaged not only in our profession, but in their own professional development and that of others. Our hope is to connect folks from different programs across the state to broaden our input and experiences. We appreciate the support of our greater organization as we seek to develop future leaders in our field. If you are a student and interested in either being or having a mentor, please reach out to aglover0318@aol.com.

Other opportunities for involvement include serving as a board member for the upcoming 2020/2021 service year. Summer elections will provide the opportunity for new board members to be elected; an email was sent to all NCGSA members advising how to become a candidate. If you are interested in joining the graduate division, the NCGSA membership can be accessed through your NCCA membership portal. The NCGSA is thankful for all the support we received throughout the year, and is looking forward to building on this success in the year to come.

As we reflect on the past year, it has become obvious to the NCGSA leadership team that there are no students of color or LGBTQ+ members on our board. We know we can not adequately show support to marginalized members without these members having representation in our leadership. Please consider sharing your ideas on how we can better support you by contacting Cecilia Stonebraker at cfstoneb@ncsu.edu and please consider joining NCGSA and running for office in the upcoming 2020/2021 election cycle.

https://nccounselingassociation.org/ncca-divisions/ncgsa/

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Achievement Gaps in College and Career Preparedness for Students Living in Poverty

Allyson Murphy

Discussion of various challenges students from impoverished households face in relation to college and career preparedness is explored within this literature review (Bryant, 2019; Gomez, Beachum, 2019; Johnson, 2017; Yavuz, Parzych, & Generali, 2019). Attention is given to a wide student demographic ranging from fourth grade to twelfth grade. In most articles reviewed, students were identified as living in poverty based on their eligibility for free or reduced school lunch services (Bryant, 2015; Gomez & Beachum 2019). Within this overview, apparent problems in attainment, achievement, and opportunity will be addressed; as well as potential solutions and areas for growth in further research and assessment.

United States students living in poverty are from diverse backgrounds. The highest poverty schools are found in urban areas; however, poverty-affected schools are also found in rural, small town, and suburban areas. Although White students (particularly in rural areas) are affected by poverty, students of color are far more likely to be impoverished, and Native American students are five times more likely than their white peers to be living in poverty (Bryant, 2015). Students from poverty face a variety of disadvantages and those attending high-poverty schools are more likely to have inexperienced mentors and teachers working in their

Allyson Murphy is entering her second year as a graduate student in the Professional School Counseling graduate program at Appalachian State University. She is passionate about advocating for and supporting students in schools and hopes to primarily work with students in grades K-8.

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Building. As Bryant (2015) explains, “New teachers are still developing their classroom management skills and their ability to foster higher-order thinking among students” (p. 6). Bryant also reports that high-poverty schools are less likely to offer the recommended college readiness, Science Technology Engineering and Mathematics (STEM) courses, and other curricular offerings needed to prepare students for post-secondary options and self-management skills. The effect of this disparity becomes evident in the stark truth that nationwide, “only 20 percent of students who graduated from high-poverty high schools graduate from college within six years” (Schiappa, 2019, p. 39). Furthermore, Stone (2017) notes that “access to advanced coursework is a predictor of future economic opportunities and allows students to choose from the widest array of postsecondary opportunities” (p. 390). Clearly, the issue of underfunded and under resourced high-poverty schools has short and long-term detrimental effects on disadvantaged students.

Outside of the school building, students from poverty lack various other forms of capital which peers from higher income earning families possess (Yavuz, Parzych, & Generali, 2019). This capital, as divided into four subcategories by the authors, is understood as financial, cultural, academic, and social. When asked through assessment surveys what support they needed in order to be prepared for life after twelfth grade, high school students reported wanting more career enrichment training before graduating through shadowing, internships and other experiential learning opportunities (Yuvuz, Parzych, & Generali, 2019). These impoverished students, like so many of their peers, are willing to engage; however, the lack of adequate support leaves them unable to fulfill their academic and career training hopes.

Specifically, students in high poverty schools lament the lack of support from and
relationship with their school counselors (Yavuz, Parzych, & Generali, 2019). These authors posit that this may be caused by the higher than recommended ratio of students to counselors in impoverished schools. ASCA recommends that nationally, the school counselor to student ratio within public schools K-12 should be 1:250 (ASCA, 2019). Yet, in high poverty schools this ratio is far above the recommended average: Michigan reports that within high-poverty schools across the state the average is 1:824 students (Hubbard, Zamarripa, & Tafari, 2019).

When addressing qualitative research carried out in the field of college and career preparedness, interviews completed with underserved, impoverished fourth and fifth grade students were conducted in order for this population to be heard and better understood (Gomez & Beachum, 2019). The authors found students lacked accurate knowledge of career paths, and had a difficult time thinking about career options due to the abstract nature of the task. Many of these students only knew the social network within their own family circles where most parents, guardians, and community members etc. lacked secondary training/education. Yet, these students showed strong optimism and confidence in their ability to achieve career dreams and goals. Along with research findings about young students’ self-efficacy, independent school districts as well as the ASCA advocate for introducing college and career curriculum in early elementary school to help foster student curiosity in a variety of fields (ASCA, 2019).

In addition to decreasing the student-to-school counselor ratio and introducing post-secondary options at a younger age, reformulating schools financial allocations (waiving test and college application fees, providing transportation, funds for college visits, etc.) and partnering with institutions of higher education are ways to increase the pipeline from primary to post-secondary schooling (Bryant 2015; Yavuz, Parzych, & Generali, 2019). One way of connecting with
Higher Education in NC

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Institutions of higher education is providing mentor programs between K-12 schools and colleges (Ohlson, 2019). Programs such as the one at the University of North Florida (UNF) demonstrate how mentorship for students from impoverished backgrounds help students become familiarized with college campuses, gain optimism in relation to future opportunities and gain a greater sense of self-worth (Ohlson, 2019). All these factors, as well as others, will help bolster a student’s likelihood of feeling supported within higher education.

Findings from reviewed literature show the disadvantages students from poverty face on a daily basis. Ranging from a lack of in-school support (i.e. appropriately challenging coursework, teacher expertise/experience, support from school counselors, school financial support) to external resources (i.e. social capital, community networking). Yet, students interviewed at a young age are confident and optimistic towards their futures (Gomez & Beachum, 2019). Furthermore, students from more challenging backgrounds are academically resilient and determined when it comes to reaching goals (Johnson, 2017; Williams et al., 2016).

Collaboration with both in-school leaders (i.e. teachers, administration, mental health workers) as well as community stakeholders (i.e. churches, community centers, high-education resources) must be harnessed in order to provide student resources and reinforce students’ abilities and self-efficacy (Johnson, 2017). The CARE model, which emphasizes “cultivating a positive counseling relationship with poor clients, empathizing with their unique realities, and working to remove barriers to future success and well-being by building on their strengths” (Foss, Generali, & Kress 2011, p. 161) is one conceptual framework suggested as a meaningful application tool for impoverished students; although it awaits conclusive evidence-based findings to prove its impact (Johnson, 2017).

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Apparent gaps in opportunity, attainment, and achievement necessitates that greater support must be given to support students from impoverished homes. Professional school counselors and other school professionals must incorporate ASCA’s three domains of academic, career, and social/emotional support through classroom curriculum, individual and group counseling, collaboration with parents and community stakeholders, and other creative initiatives such as mentorship programs, in order to "enhance the learning processes and create a culture of college and career readiness for all students" (ASCA, 2014, p. 3).

References

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Helping Families Understand and Support a Family Member with Bipolar Disorder
Tyler Breese and Christina Stanley

The family unit is a unique microcosm in human society. Within the past 200 years of human society, those with mental illnesses were stigmatized and hidden away (Yilidiz & Nemeroff, 2015). A family would sooner deny they had a child than to admit that child suffered with a mental illness. We are currently in a cultural revolution regarding mental health, there has never been a more freeing time to speak about mental health concerns. However, many families are still hiding in the shadows of a stigma that may never fully fade away. We, as counselors, can help families come out of the darkness and learn effective strategies to support their loved one with a mental illness, in this case bipolar spectrum disorders.

When working with a family it is important to understand that parents may blame themselves for their child’s illness. As counselors, we should help parents refocus this irrational thought. Instead of focusing on the “cause” we can help parents learn strategies to help their loved one and help themselves in the process.

Bipolar spectrum disorders are characterized by mood swings that move between two “polar” ends; a major depressive episode is one of the key diagnostic criteria. According to the DSM-5 a major depressive episode lasts for 2 or more weeks.

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(American Psychiatric Association, 2013). These depressive episodes are followed by a period of mania or hypomania. Mania is an extremely elevated mood that can encompass decreased need for sleep, increase in risky behaviors, racing thoughts, and more overall energy than is typical for the individual. In a hypomaniac state, the individual experiences more agitation and irritability than euphoria. Overall, a hypomaniac state should not be seen as any less detrimental to the individual.

There are four unique illnesses that fall under the umbrella of bipolar spectrum disorder; Bipolar I, Bipolar II, Cyclothymia, and Bipolar Disorder Not Specified (APA, 2013). A person with Bipolar I experiences both major depressive episodes and manic episodes. Bipolar II disorder is characterized by hypomania instead of a mania. Cyclothymia is unique as it is characterized by depressive and hypomaniac symptoms, not episodes; cyclothymia is a “milder” form of Bipolar I and II.

Bipolar disorders can be difficult to distinguish from other mental health conditions. For this reason, proper assessment tools are needed to come to the best diagnosis for the client. The Mood Disorder Questionnaire (MQQ) consists of 15 items covering topics such as symptoms and client’s history (Williams, 2017; tylerbreese88@gmail.com)

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Spearing, Post, Leverich, Brandt, & Nolen, 1997). The Young Mania Rating Scale (YMRS) can be used to rate a client’s manic symptoms over the past 48 hours (Youngstrom, Gracious, Danielson, Findling, & Calabrese, 2004).

Family-Focused Therapy was developed by David Miklowitz, Ph.D. for the treatment of bipolar disorder (Perlick, Miklowitz, Lopez, Chou, & Kalvin, 2010; Reinares, 2016). He believed the family was at the center of successful treatment. His approach focuses on psychoeducation, problem solving skills, and communication. This a brief approach that normally consists of 21 sessions.

Psychoeducation is the first step of family focused therapy; during this stage, relapse prevention is addressed (Gehart, 2018). During Family-Focused Therapy, the counselor will help teach the family communication and problem-solving skills; effective and healthy communication is a key factor in any relationship or family unit. Family-Focused Therapy leans heavily into roleplays within the family unit, in order to help change the behavior of the family’s communication. Practicing within the counseling session allows all members of the family to participate, not just the member with a bipolar spectrum disorder. The use of “I” statements is particularly effective in this form of therapy.

Suicidality and self-harm are unfortunate symptoms that are more prevalent in people with bipolar order. The DMS-5 states that nearly one-fourth of all suicide deaths are related to bipolar disorder (APA, 2013). As a best practice, it remains vital to regularly assess clients with bipolar spectrum disorders. During counseling, it may be prudent to address firearms/firearm safety. A safety plan regarding firearms in the family home should be done carefully and with tact. Many people have strong beliefs about owning firearms and these views should be respected. However, the counselor should gently remind the family that the safety
of the loved one with bipolar disorder is the focus. Safety planning is about safety and is not a reflection of political views on gun ownership.

A diagnosis of bipolar disorder is a life changing moment. Many questions and worries can arise, and the homeostasis of the family can be jeopardized. However, there is hope in family counseling. Many families are able to reconnect and adjust to the new “normal”. As with any form of counseling, there is always hope for recovery and healing. Using these empirically validated techniques, and the power of the therapeutic alliance, counselors can intervene and aid families fighting against the stigma of bipolar disorder.

References

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Love, Sex, and Herpes: How School Counselors Can Help Adolescents with Herpes Simplex Diagnosis
Zakiyyah E. Omar

In the United States, sexually transmitted infections (STIs) among adolescents in high school have reached epic proportions. An average of 14.9% of sexually active students have had four or more sexual partners (Straub, 2009) and adolescents between the ages 15 through 24 who are sexually active, contribute to 10 million sexually transmitted infections annually (Center for Disease Control, 2017). Although the most common STIs among the adolescent population can be treated with an antibiotic, incurable STIs such as Herpes Simplex Virus (HSV) are a growing concern. This article will provide a case study examining the complex issues of an HSV diagnosis and a conceptual framework to help students cope and develop long-term wellness strategies.

Case Study of an Adolescent Who Contracted Herpes Simplex Virus-2
Stacy (a pseudonym) is a 15-year-old sophomore student who was absent from school for five days. After noticing Stacy’s numerous absences, the school counselor called home and was informed that Stacy was sick and would return to school in a few days. Upon returning to school, Stacy met with the school counselor and reported she was diagnosed with herpes. After receiving her diagnosis, she stated she could not cope with her feelings of shame, guilt, anger,

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embarrassment. Stacy stated she was given a prescription, advised to inform her sexual partners, and given a pamphlet regarding general information about the virus. Stacy asked her school counselor for help, since her family does not have medical insurance and has limited access to transportation, to have access to community-based counseling. During this session, it was evident that no specific theoretical framework or strategies for addressing students with incurable sexually transmitted viruses exists in the literature.

**Proposed Framework to Help Students Cope With a Herpes Simplex Virus Diagnosis**

The proposed framework for helping adolescent students cope with a diagnosis of HSV has foundational roots grounded in Erik Erikson’s Psychosocial Developmental Stages, Carl Rogers’ Person Centered Theory, Steven Hayes’ Acceptance and Commitment Therapy, and Bill Miller’s Motivational Interviewing.

**Step One: Building Rapport**

In the initial stages of meeting the student, school counselors need to establish a positive relationship through the implementation of Carl Rogers’ Person Centered Theory. School counselors are encouraged to unbiasedly accept the student, exercise empathy, render unconditional positive regard, and meet students exactly where they are. The school counselor is tasked with establishing a safe space and explaining/establishing confidentiality rules with the student according to local school rules and policy.

**Step Two: Assessment**

This step encompasses background knowledge of Erik Erikson’s (1950) psychosocial stages and deeply understanding the developmental tasks.
adolescents are enduring. Likewise, in this step, counselors need to consider the student’s age, cognitive ability to process complex material, ability to problem solve, and maturity level.

**Step Three: Problem Identification and Processing**
The intentional creation of a safe and confidential space, along with developing a positive relationship with the student, will cultivate and encourage an environment for the students to identify their problems. Based on the literature, students who acquire a HSV diagnosis experience increased emotional responses such as sadness, emptiness, isolation, anger, embarrassment, loss of hope, and depression (Bavis, Smith, & Siomos, 2009).

**Step Four: Goal Setting/Developing a Plan of Action**
After a thoughtful and thorough analysis of the problem, the adolescent and school counselor are tasked with categorizing the problems and addressing one issue at a time. School counselors should exercise advanced counseling skills to empower the students to think critically about their goals, and help them move towards developing positive coping skills and long-term wellness when dealing with issues surrounding their HSV diagnosis. However, if the students are having suicidal ideations, this must be prioritized and addressed first according to local school and district policies. Once the goals are clearly defined, students are tasked with developing action steps for reaching their goals.

**Step Five: Intervention**
During the intervention phase, school counselors will extract strategies from motivational interviewing theory and acceptance and commitment theory to support the students as they continue to process their thoughts, work on their goals, and follow through with their action steps.
Step Six: Termination and Resiliency
Once students are in a state of congruence with themselves, and their goals are accomplished, the final stage is fostering resiliency, emphasizing their strengths, and processing the implementation of termination.

Conclusion
It is imperative to be aware of and equipped with theoretical approaches and a conceptual framework to address the mental, physical, and emotional impact on students’ success in school when they are diagnosed with HSV. Hardships with access to community-based mental health services (i.e., lack of transportation, lack of health insurance, lack of knowledge about services, and/or lack of literacy in completing referral paperwork) exists which oftentimes results in school counselors closing the gaps for access to community-based mental health services. This article offers practitioners with a framework to help students change the trajectory of lives of at-risk students with lifelong coping skills and strategies to help process and manage their herpes simplex virus diagnosis.
References

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