

The top portion of the cover features a photograph of a fern frond in a forest setting. The frond is in sharp focus, showing its intricate, feathery structure. The background is a soft-focus blur of other foliage and tree trunks, creating a sense of depth and a natural, serene atmosphere. The NCCA logo is overlaid on the left side of this image.

NCCA

Carolina Counselor

Fall 2021

Official Newsletter of the North Carolina
Counseling Association

Carolina Counselor



Official Newsletter of the NCCA

ANNOUNCEMENTS

Welcome 2021-2022
Executive Committee

Welcome BLF
Management

Special Thanks to our
2020-2021 Officers

Our new website is
n2ca.org

**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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2020-2021 Executive Officers

President: Dominique Hammonds

President-Elect: Sharon Webb

President-Elect-Elect: Andrea Barbian

Past President: John Nance

Secretary: Christie Nelson

Treasurer: Rebecca Blanchard

Member-at-Large
Government Relations: Theresa Kascsak

Member-at-Large: Amy Grybush

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 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

NCCA membership is required to submit articles.

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Thanks for Reading!

Please think of *Carolina Counselor* next time you have something to share with professional counselors in North Carolina.

Branch News

From the President

Greetings!

My name is Dominique Hammonds and I will be serving as your President for the 2021-2022 year. I serve as Associate Professor and Director of the Clinical Mental Health Counseling Program in the Department of Human Development and Psychological Counseling at Appalachian State University. I earned a Ph.D. in Counseling from The University of North Carolina at Charlotte and a Master's in Clinical Mental Health Counseling from The University of North Carolina at Greensboro. I am a Licensed Clinical Mental Health Counselor, Clinical Supervisor, National Certified Counselor, and Board Certified-TeleMental Health Provider.



I am passionate about increasing mental health awareness among communities of Color and increasing access to quality, culturally responsive mental health care in a global society. My scholarship and professional service activities center around a variety of subjects including: a) culturally responsive teaching, counseling and clinical supervision, b) creative teaching and supervision methods, and c) technology in counseling. In addition to my work in education and research, I collaborate with community partners, engage in clinical work, and participate in community outreach. I am excited to be leading an incredible team this year to continue the great work that NCCA has accomplished for counselors and their clients. The new NCCA Governing Council kicked off another administrative year on July 1, 2021 and new initiatives and projects are in the works.

hammondsds@appstate.edu

Branch News

From the President

I will be working with our governing council, executive administrators, division leaders, and our members to make sure this is a year of growth and reinvigoration. We have a new management team, led by Brad Feldman. We are energized and working toward serving our membership in new ways and becoming more embedded in the North Carolina community. We have so many exciting things happening at NCCA and we are glad you are along for the journey. Be sure to stay up-to-date on all of the happenings through our social media accounts.

Finally, I want to close with a call to action. For NCCA to be a viable and important organization at the state and national level, we need you. Be sure to ask colleagues who are not members to join. Consider volunteering for committees or running for office. Get involved and contribute to building a powerful voice for you and your clients. I look forward to meeting you and please don't hesitate to contact me if you have questions or concerns.

My office number is (828) 262-6047 and my email is hammondsds@appstate.edu

Warmly,
Dominique Hammonds

Branch News

2021-2022 Executive Committee

President: Dominique Hammonds



Dr. Dominique Hammonds is an Associate Professor and Program Director of the Clinical Mental Health Counseling Program in the Department of Human Development and Psychological Counseling at Appalachian State University.

President Elect: Sharon Webb



Sharon Webb, PhD, LCMHCS, NCC is Associate Professor and Program Coordinator for Clinical Mental Health Counseling Programs at Gardner-Webb University.

Branch News

2021-2022 Executive Committee

President Elect Elect: Andrea Barbian



Dr. Andrea Barbian, LCMHC, NCC currently serves as a core faculty member for the Department of Counselor Education and Family Studies at Liberty University.

Treasurer: Rebecca Blanchard



Rebecca Blanchard graduated from UNCC's Clinical Mental Health Counseling program with a concentration in play therapy. She is currently a clinical mental health therapist at a private practice in Charlotte, NC.

Branch News

2021-2022 Executive Committee

Secretary: Christie Nelson



Dr. Christie Nelson is a Licensed Clinical Mental Health Counselor Supervisor and a clinician at Novant Health in Winston-Salem, North Carolina.

Immediate Past President: John Nance



John Nance, PhD, LCMHC-S, NCC, ACS is an active speaker and counselor with credits as a TEDx UNCC speaker. At UNC Charlotte Counseling Program, John is an assistant clinical professor & director of clinical placement.

Branch News

2021-2022 Executive Committee

Member at Large/Government Relations: Theresa Kascsak



Dr. Theresa Kascsak serves as a Core Faculty counselor educator at Capella University. She is licensed as an LPC with a Supervisor endorsement in North Carolina, a National Certified Counselor, a Registered Play Therapist Supervisor and NC School Counselor.

Member at Large: Amy Grybush



Dr. Amy Grybush is a Licensed Clinical Mental Health Counselor Associate and a Licensed Clinical Addiction Specialist Associate.

Branch News

Live Webinars - FREE for NCCA Members

Preventing Divorce Wars and Protecting Children

Wednesday, October 6, 2021

1:00 PM ET - 2:00 PM ET

Michael Aurit, JD, MDR and Karen Aurit, LAMFT

<https://train.n2ca.org/products/preventing-divorce-wars-and-protecting-children-webinar#tab-product> tab overview

Counseling Children with Autism Spectrum Disorder Using Play Therapy

Wednesday, December 8, 2021

1:00 PM ET - 2:00 PM ET

Rosario Huerta, M.Ed., MSC, LPC-S

<https://train.n2ca.org/products/counseling-children-with-autism-spectrum-disorder-using-play-therapy-webinar#tab-product> tab overview

Campus Happenings

UNC Pembroke's Department of Counseling: Making an Impact in the Lower Cape Fear Region

Stephanie Robinson & Phebe Crawshaw

The Department of Counseling's Wilmington Initiative is excited to welcome its 5th cohort for the 2021-2022 academic year. Originally envisioned by the late Glen "Doc" Walters and NCCA Past President, Mark Schwarze, UNCP's Department of Counseling established the Wilmington Initiative in 2017 with the goal of addressing the need for a graduate counseling program in the Lower Cape Fear region. The Wilmington Initiative provides individuals the opportunity to complete a graduate degree from UNCP in either Clinical Mental Health Counseling (CMHC) or Professional School Counseling (PSC) at a satellite campus in Wilmington, NC. Wilmington Initiative students are also able to complete the Graduate Certificate in Addiction Counseling (GCAC), the Play Therapy Graduate Certificate, or the Advanced School Counseling for Postsecondary Success Graduate Certificate programs that are currently offered by UNCP's Department of Counseling.

Approximately 20 combined CMHC and PSC students are accepted each academic year into the Wilmington Initiative. The 60-credit hour CMHC or PSC program can be completed by attending classes in-person at Cape Fear Community College-North Campus and online.

Inaugural UNCP Wilmington Initiative class, 2017



stephanie.robinson@uncp.edu

Campus Happenings

UNC Pembroke's Department of Counseling: Making an Impact in the Lower Cape Fear Region

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Wilmington Initiative students can complete all required coursework without having to travel a significant distance from the Lower Cape Fear region to UNCP's main campus.

UNCP's Department of Counseling's core faculty teach Pembroke and Wilmington Initiative courses, ensuring that the same exceptional graduate level education is provided to counseling students at both locations. Wilmington Initiative students complete their practicum and internships in Wilmington and the surrounding areas, making UNCP's reach and impact across the region even greater.

For questions about the Wilmington Initiative, please visit our webpage at <https://www.uncp.edu/departments/departments-counseling/programs/wilmington-initiative>

or contact Dr. Stephanie Robinson at stephanie.robinson@uncp.edu

Diversity and Advocacy

Jericho Road

Latonya L. Agard

My feet stumble upon rock and sand,
footsteps wobble with uncertainty,
as I pray my body to move. I sway,
now and then, dizzy when my eyes
peer too far ahead, straining to see
beyond this valley of shadow and bone.
Just ahead, in single-file, two priests

in holy garb tread confidently,
as if carried along by rushing wind.
Now and then, side by side, their arms
lock, and I hear their laughter echo
in this desolate place, and the prick
of envy reminds me that I am alone.
Yet, I press, falling farther behind,

toward the voice that calls me home.
Beneath my cloak I grip my sword—

Dr. Agard attended the University of Alabama where she acquired a Bachelor of Science degree in Chemistry and a Master of Arts degree in English. She received her Master of Divinity degree in theology (Magna Cum Laude) from Duke University Divinity School. In 2019, she earned her certification as a North Carolina Fee-Based Practicing Pastoral Counselor Associate and founded BeSpeak Solutions, Inc. Her creative work is grounded in the spiritual and material experience of blackness—black bodies, black communities, black culture, and black histories.



Diversity and Advocacy

Jericho Road

Page 2 of 2

short and sharp—a reminder
of vigilant courage, as I draw near
a dark crevice ahead. Memories
of bruise and blood creep in and cloud
my brain. I awoke in a muddy crimson pool,

life spilling onto a stony grave. But love
appeared in a stranger's face, and death
was swallowed by hope. Just ahead,

another pilgrim squats to rest. She,
too, walks this road alone, knife glinting
in the angry sun. I stop, drink the silence
between us and squat nearby to rest.
My offer, a skin of wine; hers,
a cake of bread. We rest, smile, and eat,
shielding squints in the blinding heat.

Rising, from strength to strength,
restored for the journey ahead,
we continue climbing the Jericho Road.

Diversity and Advocacy

Intersection: A Magazine Dedicated to Celebrating Art, Mental Health, and Social Justice

Russ Curtis

The story of tattooing serves as an allegory for how colonization and its white, male, heteronormative standards stripped many indigenous cultures of their values, traditions, lands, and dignity. European imperialists and their Christian missionaries attempted to "civilize" many indigenous cultures, including Native Americans, by extorting land and resources while eradicating many indigenous traditions, such as tattooing. However, the increasing prevalence and acceptance of body art, especially among the millennial generation, may be a portend for the reemergence of traditional values and customs. Indeed, perhaps the reemergence of body art is a sign that we as a collective are slowly peeling off the layers of inauthentic imperialistic values and moving back to our true nature.

We believe the bold indelible art in which we adorn our bodies and buildings symbolizes our deepest desire to heal and move forward as a society. Consequently, the students and faculty in the Western Carolina University counseling program, coupled with talented artists in the community, created

Russ Curtis, Ph.D., Licensed Clinical Mental Health Counselor (LCMHC), is a professor of counseling at Western Carolina University.



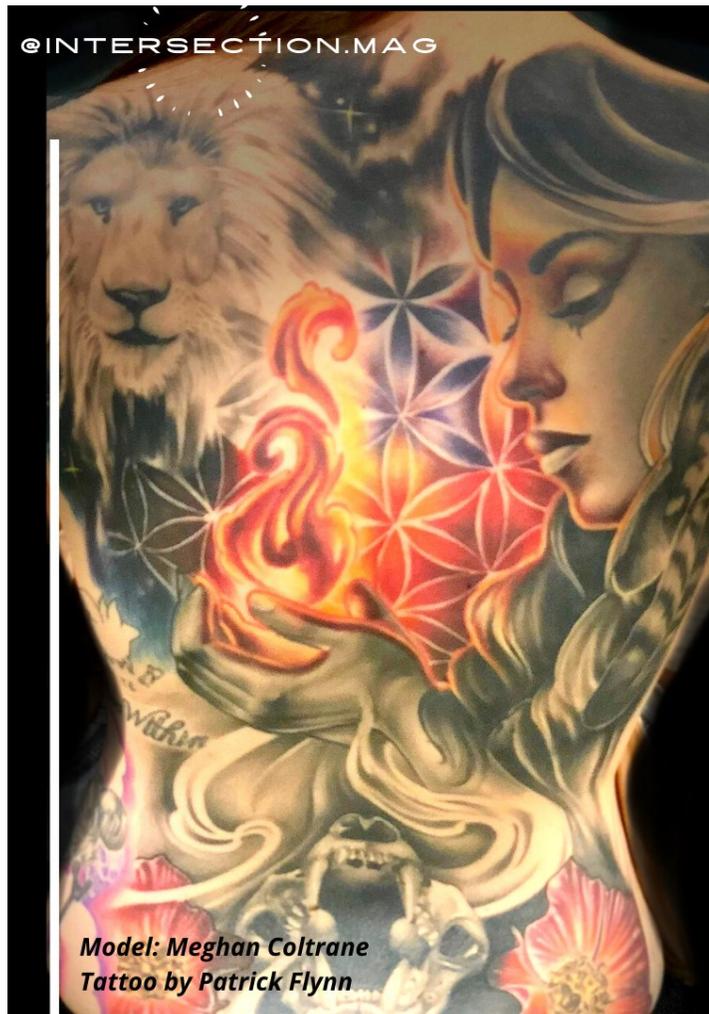
curtis@email.wcu.edu

Diversity and Advocacy

Intersection: A Magazine Dedicated to Celebrating Art, Mental Health, and Social Justice

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Intersection Magazine to celebrate body art, murals, and diversity while providing information about how to become a more inclusive profession and society. Please flip through our first edition of Intersection: Art, Mental Health, & Social Justice Magazine and follow us @intersection.mag.



INTERSECTION
Art, Mental Health, and Social Justice Magazine

North Carolina Arts Council
www.NCArts.org

JACKSON COUNTY
ARTS COUNCIL

TATTOOS: TRANSFORMING TRAUMA

Compiled by Russ Curtis from Crompton et al., (2020)

- By making the internal, invisible pain, visible;
- Reminding others of significant historical trauma (i.e., Holocaust, Hurricane Katrina);
- Increasing connection with others through symbols (e.g., semi-colon);
- Gaining control over physical scars caused by traumatic events (e.g., cancer);
- Inflicting "safe" pain (tattoo) to indicate the desire to move beyond trauma that was out of our control.

*Model: Meghan Coltrane
Tattoo by Patrick Flynn*

<https://online.fliphtml5.com/pdhbe/uinm/>



North Carolina Arts Council
www.NCArts.org



We Can Do It!



INTERSECTION

Art, Mental Health, and Social Justice Magazine

CASEY THE RIVETER

MAGAZINE REVEAL

LINK IN BIO!!!

Modern tattooed and pierced women CAN do it. There is often a negative stigma against tattooed and pierced women, especially in the workforce. The best thing we can do to BREAK down this stigma is to "glow up" full force in the workplace and prove that tattooed women CAN DO IT! Honestly we do a great job, *while looking fierce.*

Tattoo by Cameron Scofield @instacam666

-Casey Mock

Division News

MGCA-NC: Rally Point

Bill Stewart

A “rally point” is military jargon for “a place where soldiers meet after conducting a mission as multiple groups.” The Military and Government Counseling Association of North Carolina (MGCA-NC) has been working diligently to schedule a rally point for all those interested in working with military families. Military families have unique mental challenges as they struggle to cope with the service of a family member. These needs have been increased as our military has been heavily deployed in combat over the past 20 years. We are tentatively scheduling a virtual forum for November 13 where we plan to address the following topics:

- Military cultural competencies,
- Working with service members and veterans,
- Military couples, and
- Working with military families.

Stay tuned for more details as we finalize the date, program and speakers.

In other news, recent events in Afghanistan have increased the mental strain on our military as service members question whether their work and sacrifices had

Bill Stewart holds an MBA from Duke University and is a current master’s student in counseling at UNCC. After over 25 years of work – starting as a paratrooper in the 82nd Airborne and then at Johnson & Johnson - Bill is now pursuing his passion of helping veterans as a counselor and an advocate.

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Division News

MGCA-NC: Rally Point

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merit. Social media has been flooded with stories of service men and women who are struggling to understand the sacrifices they and their fellow soldiers made. This is an important time to check in on the mental health of those who served to ensure they can weather another storm in their path.

On a final note, a reminder that MGCA is focused on three advocacy goals for the year and will be continuing to engage current state and national representatives as well as 2022 candidates. The advocacy goals are:

- Portability of licenses,
- Support for the greater utilization of counselors at the VA, and
- Access to mental health care for active duty and veterans.

If you have a passion for helping the military and government community or want to learn more about helping this group, please do not hesitate to join our team. You can join through the NCCA website or our start to connect through our Facebook or LinkedIn groups.

Higher Education in NC

Online Counselor Education and the Role of Mentors in Forming Online Counselors-in-Training

Jeff Mazzone & Krista E. Kirk

With The Council for Accreditation of Counselor Education and Related Educational Programs (CACREP) database of institutions revealing that there are over 100 online accredited counselor education programs, the Association for Counselor Education and Supervision (ACES) Teaching Initiative Taskforce (2016), reports that online education will be commonplace by 2025, projecting to offer at least 20 percent or more of their courses online. With this projected increase, there is much to consider for counselor education programs.

Counselor education has specific considerations when tailoring curriculum to an online format since faculty must evaluate and teach skills that are observed in practice. Clinical skills, ethics, interpersonal skills, and leadership skills are all parts of faculty evaluation. To evaluate students sufficiently, faculty must spend sufficient face-to-face time with the students. Therefore, in addition to needing to develop online delivery systems of curricula, online counselor education programs are also tasked with identifying specific remote modalities to effectively interact with students to aid in mentorship and personal development for the counselor identity to emerge.

Developing the counselor identity in an online environment can be a challenge.

Jeff Mazzone is an online student of clinical mental health counseling at Liberty University graduating in December of 2021 and then starting residency at a private practice. He hosts a counseling student podcast RENAR Voice sponsored by the Rho Eta Nu Alpha Rho chapter of CSI.



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Higher Education in NC

Online Counselor Education and the Role of Mentors in Forming Online Counselors-in-Training

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Specifically, the counselor identity includes the development of leadership skills to be agents of change through active advocacy efforts. The American Counseling Association's Past-President Heather Trepal (2020) discusses how counselor education programs will need to develop competencies in advocacy and leadership through united efforts of mentoring the next generation of counselors; however, in an online community, there are several challenges that arise. These challenges include competent skills demonstration, navigating sophisticated technology systems, and effective mentoring to help students engage in professional advocacy and leadership at a larger scale. Counselor educators (CEs) can also struggle with feeling connected to the students while teaching in online programs (Bezuidenhout, 2015), leading to turnover and burnout (Harrichand et al., 2021); however, mentorship is reportedly a highly desired part of working as a CE (Purgason et al., 2018) and organizations, such as Chi Sigma Iota (CSI), can help facilitate these mentoring relationships between the student and faculty.

Online CEs can glean from what Wahesh et al. (2018) discovered in a content analysis that determined what CSI chapters are doing to promote leadership among members. In the analysis, the authors identified: (1) the positive impact

Dr. Krista Kirk is an Assistant Professor of Counselor Education at Liberty University. In addition to providing telemental health services, Dr. Kirk publishes in the areas of gatekeeping in the counseling profession, multicultural competence, and mental illness stigma.



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Higher Education in NC

Online Counselor Education and the Role of Mentors in Forming Online Counselors-in-Training

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of external professional development activities, (2) the acceptance of leadership positions, (3) opportunities to plan and manage professional events, and (4) the encouragement and modeling of mentors during the early stages of trainees' professional identity formation. Although there may be many considerations, these findings can be easily tailored to online programs with the use of video-based platforms and webinar opportunities. Additionally, online programs may even have the advantage of having a larger capacity for leadership (than their residential counterpart) due to the wide-spread use of technology among the field.

Though online counselors-in-training may share a sense of isolation in their programs, they also report the ability to build strong connections, gain advanced knowledge, enhance their self-efficacy, and face the perceived stigma that online courses of study are inferior to residential programs (Roth et al., 2019). Moreover, the remote course experience does not demonstrate significantly different learning outcomes when compared to residential students (Holmes et al., 2020). More research is needed to examine how online mentoring impacts the development of online students into counselor-servant-leaders, and the factors that make for an effective relationship. In lieu of this literature gap, I (Jeff) would like to share from my own experience as an online student growing in leadership and professional identity through the efforts of mentors in my online CACREP-accredited program.

An Online Student's Personal Reflection

Scholl et al. (2017) argues that mutual and personal engagement between students and instructors are critical in online counseling programs despite difficulties in cultivating them. Online counselors-in-training reported the importance of instructors' care for their development communicated through

Higher Education in NC

Online Counselor Education and the Role of Mentors in Forming Online Counselors-in-Training

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personal and affective investment in their learning. When exploring the mentoring dynamic, counselors-in-training identified the need for mentors to be approachable and encouraging, keen on suggesting professional opportunities that would develop the mentee as a counselor, and willingness to offer an individual approach to each student (Boswell et al., 2015; Stark et al., 2019). Similarly, students shared the preference for mentors who they perceived as experienced, knowledgeable, well established, and who cared for their mentees (Lazovsky & Shimoni, 2007).

My own experience coincides well with these findings, as my continued growth is directly associated with the personal investment of mentors committed to my formation as a clinician, speaker, writer, and servant-leader. Mentors consistently communicate this to me through their trust, affection, feedback, scholarly collaboration, and personalized advocacy efforts. In reflecting on the mentoring relationship from which I have most benefited, I continue to experience from it a mentor who willingly invests themselves into their mentees much like a parent offers their very selves as sustenance for their children. Doing this with appropriate boundaries may be a challenge for mentors, but when done properly, the buy-in for a student is immense. My own experience demonstrates the fecundity of a mentor who clearly strives to leave a legacy of excellent, ethical, extraordinary, and effective counselor-servant-leaders. The challenge remains finding more easily accessible means to connect mentors and students given the isolation both may experience in online programs.

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Higher Education in NC

Post Defense Depression: Becoming a Doctor in COVID-19

Samantha Simon

“Are you sick yet?” My clinical supervisor asked a week after my dissertation defense. She informed me about the cultural norm of becoming sick and your body giving out after going through the strenuous process of a PhD program. Thankfully in COVID-19, I was happy to quickly answer her “nope, not yet” and laugh it off. However, I noticed, my body was responding in a unique way after defending my dissertation- depression. For three weeks I could barely make it out of bed, I felt numb, and emotions did not feel like they used to. I had added the letters “Dr.” to the beginning of my name, and yet the expectant joy did not infiltrate. Ten years of college led to a lot of daydreaming, but most of those daydreams included what it would be like to defend my dissertation and hear “Congratulations, Dr. Simon” for the first time, hug my partner and family members, take pictures with my committee, go out to eat and get drinks to celebrate.

When COVID hit during my last semester of my PhD program, I had no idea how it would affect me. At first, I thought “oh good, I get to stay home and work on writing,” followed by guilt that I would even think that to begin with. “People are dying, Sam,” I thought to myself, “and all you care about is academia and finishing this dissertation.” It was not true, but it felt true.

Dr. Samantha Simon (she/they) is a visiting professor at The University of North Carolina at Pembroke. She advocates for and researches entry-level counselor wellness.



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Higher Education in NC

Post Defense Depression: Becoming a Doctor in COVID-19

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Academia, specifically the PhD process, consumed my whole life. I, alongside the rest of the world, was fighting against COVID, making sure survival was a top priority, and this dissertation became a close second. I was exhausted and feeling guilty for being exhausted, not writing on days where I was worried about the fate of the world. The once loved relationship with academia quickly became toxic. The only thing getting me through was counting down the days until my defense and being done with the stress.

The morning of my defense I got ready, but not to go out the door. I got ready to sit in front of my computer screen. I kissed my partner as they told me “good luck,” but they did not go into a room, they sat outside of my home office. I never thought I would defend my dissertation in my apartment. Instead of waiting outside of a room, I waited in a Zoom breakout room while my committee discussed if I passed. Instead of watching a door open and being greeted, I was greeted with a countdown stating my breakout room would end in sixty seconds. I heard the words “Dr. Simon,” but they were not followed with a hug from my chair. My committee members took a picture, but not where we were awkwardly standing close to one another, but where all our faces were in Zoom boxes. I closed my laptop and stared at the wall. “I’m done, I’m a doctor.” The experience was a bit more anticlimactic than the daydreams I had been imagining for ten years, and I felt sad. I was not supposed to feel this way.

Higher Education in NC

Post Defense Depression: Becoming a Doctor in COVID-19

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After my own personal therapy, I realized that the lack of something important can also be traumatic. I needed and deserved that walk across the stage announcing for the first time that I was Dr. Samantha Simon, and I did not get it. I needed those hugs and validation, but I did not get it, and it is sad. I acknowledge the privilege of the experience I still had, while also hurting with and for those who also felt an anticlimactic end to their academic careers. It is okay to be depressed, it is okay to be sad, and in the same breath, it is okay to still be proud. Take care of yourselves.

Perspectives From the Field

Addressing Homelessness in LGBTQ+ Youth

Nicole Arnn

Although social conditions have been improving for the LGBTQ+ population, LGBTQ+ youth still face a lot of issues regarding their sexuality. One significant issue they face is homelessness because their family rejected them (Robinson, 2018). According to Wang et al. (2019), being homeless exposes youth to dangers that increase their risk of more trauma. Also, being homeless creates gateways for other issues. For example, they may face issues related to substance abuse and crime (Wang et al., 2019). Last, depression and anxiety are a few mental health issues that these individuals may encounter as they cope with being rejected for their sexuality (Craig et al., 2019).

Unfortunately, most youth do not have access to resources, such as counseling and health services, or other tools to help them cope with the events that have occurred (Wang et al., 2019). The first intervention technique to use should be family-based therapy (Wang et al., 2019). Unfortunately, if the family has already rejected their child, this intervention will most likely not be beneficial. However, LGBTQ+ youth who are at risk of being rejected by their family may benefit from this intervention (Wang et al., 2019).

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Wang et al. (2019) also found that cognitive-behavioral therapy (CBT) is useful in helping this population overcome any issues resulting from being rejected by their family. Wandrekar and Nigudkar (2019) found that using a CBT-based group therapy focused on Sexuality, Awareness, Acceptance, Health, and Support (SAAHAS) helped these individuals with their mental health issues. While CBT is useful in helping the LGBTQ+ community, more research needs to be published (Wandrekar & Nigudkar, 2019).

The first thing that counseling professionals should focus on is helping these individuals access mental health resources. These resources can help them cope effectively with what has happened to them. Wandrekar and Nigudkar (2019) note that using CBT-based group therapy that focuses on utilizing SAAHAS techniques is extremely cost effective. Just like Alcoholics Anonymous meet in buildings such as churches and schools, group therapy sessions can occur in similar places.

Craig et al. (2019) noted that using affirmative coping skills helps decrease unhealthy behaviors and increases positive behaviors. Using affirmative coping skills as a technique can prove useful if the youth end up being forced into homelessness, since it teaches coping skills to handle stressful situations. This is another area that needs to be studied further to help these individuals.

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Perspectives From the Field

The Importance of Encouraging Parents

Courtney Evans

A parent is a person who brings up and cares for a child. Being a parent encompasses more than just a relationship. Parenting is a major responsibility. Parenting is also a process. Parenting entails supporting children physically, emotionally, socially, and intellectually ... from infancy through adulthood. While many may share a similar dream of becoming a parent, what being a parent looks like can vary from person to person. Parenting practices are different both across and within cultures. Although being a parent may be seen as a gift, it is not always perceived as an easy task. Some parents look to experts - such as pediatricians- for advice on best parenting practices. Pediatricians in the United States are even charged with the task of delivering health advice as recommended by the American Academy of Pediatrics (Belamarich et al., 2006). Such experts may provide differing advice or education. In fact, research studies even differ on findings regarding this topic (Schuster et al., 2000; Smith et al., 2010).

One recent research study found that most parents view the pediatric health care systems as meeting only the physical needs of their young children but reported that clinicians often fail to discuss nonmedical questions with them, which they

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considered important (Young et al., 2017). Other studies have found the opposite, reporting that pediatricians give advice which is conflictual to the parent's own instincts and choice of parenting practices (Evans, 2020). What's interesting is that advice from medical experts such as pediatricians differ across locations, suggesting the high impact of culture on parenting strategies, even as recommended by experts.

As counselors, we can provide a listening ear to parents and help encourage healthy parenting practice that are non-discriminatory to culture. This is important work, as psychological theory tells us that a young infants early experience of life lays the foundation for personality development (Klein, 1987). Adlerian theory takes a positive approach to parenting. In fact, Adler was quite the advocate on empowering parents; in the early 1900s, he started addressing the importance of positive parenting (Ansbacher & Ansbacher, 1956).

Alfred Adler believed that all humans have the need to belong and to feel they have significance. Adlerian theorists explain that each individual is born with feelings of inferiority and strives to overcome such feelings throughout life (Ansbacher & Ansbacher, 1956). To feel connected and significant are two basic needs that can help in overcoming feelings of inferiority. Adler taught that when an individual is encouraged, he or she can feel capable and appreciated which contributes to a feeling of connectedness which enhances cooperation; on the contrary, when an individual is discouraged, withdrawal, depression, and giving up may occur. (Ansbacher & Ansbacher, 1956).

If a child does not get what he or she needs in order to overcome feelings of inferiority, the child may seek attention through demands, power struggles,

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arguments, revenge, or even depression; as such goals of misbehavior would be classified into attention seeking, power, revenge, and/or proving inadequacy (Kottman & Meany-Wallen, 2016). As Rudolph Dreikurs pointed out, a misbehaving child is a discouraged child (Dreikurs & Soltz, 1964). Children need encouragement like a plant needs water (Dreikurs & Soltz, 1964).

Active parenting, an Adlerian based parenting program, focuses on the child's psychological and behavioral goals, logical and natural consequences, mutual respect, and encouragement techniques (Active Parenting Publishers, 2021). Positive discipline is another Adlerian based parenting program that focuses on solutions, challenges the idea that children need to feel bad to do better, redefines time outs as positive rather than punitive, emphasizes kind and firm discipline without being permissive, is non-punitive and non-violent, emphasizes why adults are responsible for so many behavior problems, and provides parents with resources (Deikers & Soltz, 1964).

As Adler asserted that upbringing a child is one of the most important adventures of which one may embark the importance of empowering parents cannot be taken lightly. Overall, Adlerian theory promotes building self-confidence in children, stimulating independence, encouraging self-acceptance, supporting initiative, inspiring social interest, teaching empathy and understanding, promoting thankfulness, and emphasizing friendliness. Counselors can provide support and education to parents to help them attune to their child's needs, which in turn can positively affect the child in a way that he or she feels secure, valued, and loved.

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individuals, mental health issues are also rising for these gamers. Using games as a coping strategy for other underlying issues becomes an addiction, as real

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