

STUDENT NEWSLETTER

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Summer Letter From the ARCA Student Representative

Dear ARCA Students,

I hope this newsletter finds you safe and well. With the school year now behind us, I hope you have each had the opportunity to take some time for yourselves to engage in self-care—especially after another challenging academic year during the COVID-19 pandemic. It is our hope that this newsletter will share some informative content and also provide beneficial resources to help in your academic and professional endeavors.

Our Student Committee has been hard at work these past few months organizing webinars for the division that we hope have been especially valuable for our student members. The first webinar, hosted on May 7, 2021 titled, “Advancing the Field of Rehabilitation Counseling: A Discussion with ARCA Past Presidents” provided meaningful conversation with four generations of ARCA Past-Presidents and over 80 attendees! Our other webinar, hosted on June 4, 2021 titled, “CRC Examination Preparation: What Examinees Need to Know” offered an important overview of the CRC Examination and provided helpful tips and tools for examination preparation. This webinar had over 70 attendees!

Our student committee will continue working on putting together more student-focused webinar programming in the upcoming months as we begin the 2021-2022 term, but in the meantime, we invite our ARCA membership to watch previous ARCA student-hosted webinars on the ARCA website under “Resources - Webinars,” which can also be found [here](#).

As the 2020-2021 term comes to a conclusion at the end of June, we are excited to share that one of the student initiatives during this past term was to work in collaboration with NAMRC (specifically, Alexis Duggan, NAMRC's Membership and Coalition Committee Member) to create a resource guide for students and new professionals who are preparing to take the CRC Examination. In doing so, we surveyed the ARCA membership for available and recommended resources, and based on the responses and outside consultation, we were able to create a resource guide listed on the ARCA website under “Resources – Student Task Force – CRC Study Material,” which can also be found [here](#). It is our hope that this resource will serve our students and new professionals in their endeavors to pursue the CRC Certification!

We are grateful for the support of the ARCA membership and of our ARCA students, and we appreciate your participation in the division’s programming this past year. We are looking forward to another wonderful term ahead of us, and we wish each of you a restful and enjoyable summer!

Sincerely,
Daniel Balva, M.S., NCC, CRC
Doctoral Candidate | Counseling Psychology | University of Georgia
ARCA Student Representative



I Have a Disability. What's Joe Biden Doing for Me?



By Alexis Duggan

Within the last several months, our country has gone through many changes, a pandemic and a change of presidencies has left many Americans feeling anxious and exhausted. As Biden transitioned into office, I began to wonder how will this administration serve individuals with disabilities? That led me to do some digging on his webpage to see if any prospective policies had been put in place and here is what I found:

1. Ensure full inclusion of PWDs in policy development while enforcing civil rights. The Biden administration is looking to appoint a white house official to ensure that policies for PWDs are upheld appropriately.
2. Guarantee access to better healthcare that includes mental health and supports in integrated areas. Biden plans to further expand the Affordable Health Care Act to serve individuals with pre-existing conditions and to lower costs while ensuring that mental health is accounted for and destigmatized.
3. Expand competitive and integrated job employment opportunities through ensuring that PWDs are not discriminated against based on their disability status and are paid a competitive wage.
4. Protect and strengthen economic security within the disability community through minimizing the five-month waiting period for SSDI and the two-year waiting period for Medicare.
5. Strengthen access for students with disabilities from birth through supportive resources by fully funding supports and resources via IDEA.
6. Provide accessible and affordable housing, transportation, and assistive technology. One way the Biden administration plans to do is by looking to restructure and increase transportation options.

Now these points leave a LOT to unpack! Each of these potential policies are important areas within the disability community that need to be tackled to improve overall outcomes. I must admit I like what I see here but can this administration pull it off? If you would like to hear more on this topic be sure to check out my YouTube video on "I Have a Disability What's Joe Biden Doing for Me?" You can also see this twenty-four page plan on the Biden administration website.

Free LGBTQ+ and Disability Training

TAKE ACTION TO GAIN COMPETENCY DURING PRIDE MONTH WITH THIS SERIES BY THE CENTER FOR INNOVATIVE TRAINING IN VOCATIONAL REHABILITATION

Two-Part Series on LGBTQ+ and Disability: An Introduction to Working with Clients with Intersecting Identities (CRC Credits available)

Go to: <https://gwcrcre.org/lgbtq-and-disability-training-series/>



Health Discrepancies for Transgender Children and Adolescents

Health Discrepancies for Transgender Children and Adolescents

Neha Reimoo

University of Georgia

Much of recent news on gender issues has been centered on the recent bill passed in Arkansas and being considered in nine other states, banning gender-affirming treatment and care for trans youth (Conron et al., 2021). Gender affirming care includes administering hormonal treatments to slow down puberty and allow the patient to develop physically in accordance with their gender identity (Conron et al., 2021). The issue of having access to gender affirming care is not new for the trans youth community. However, this previously centered on the fact that many medical providers were simply not trained to provide the appropriate care to transitioning youth (Beal, 2017). According to Beal (2017), the compounded impact of lack of specialized training on the medical provider's part and gate-keeping barriers surrounding access to hormonal therapy has historically left trans youth vulnerable to anxiety, depression, substance abuse, and suicide.

Of course, this was prior to the passing of the recent bill banning gender affirming care. The bill was originally vetoed by the governor of Arkansas, but the legislature voted to override the veto and pass the bill (Cox, 2021). Before, it was a lack of training and understanding that led to decreased access to appropriate healthcare services for trans youth. Now, it is a crime in Arkansas to provide gender affirming care to minors and grounds to file a suit against the medical provider (Conron et al., 2021). The bill also states that health plans cannot cover reimbursements for gender affirming care for minors and insurances do not need to cover said care for transgender individuals, minor or not (Conron et al., 2021). While it has only been passed in Arkansas, it is being considered in other states such as Texas, Tennessee, and the Carolinas (Conron et al., 2021). These other states also include that parents may receive penalties for encouraging gender affirming care for their kids, some even going to the extent that if a school knows that a student is transgender, they must notify the parents (Conron et al., 2021). This alone is an incredible breach of privacy for the kids and takes away their sense of autonomy over when they decide to come out to their parents.

The benefits of providing gender affirming care are numerous. For one, it greatly reduces the risk of suicide ideation and attempts both in youth and later in life (Conron et al., 2021). The mental health of individuals who have received gender affirming care have been greatly improved due to a stronger sense of identity and feeling safer within their schools (Conron et al., 2021). Thus, it is so important to provide proper care starting from an early age. In doing so, we would be able to greatly reduce the number of older trans individuals who are suffering mentally and reduce the number of suicide attempts in the trans community. The rates of suicide in the trans community are incredibly concerning, with 92% of transgender adults having attempted suicide before turning 25 ("Facts about suicide," 2017). Reducing this percentage by any amount would be incredible and is possible by simply providing gender affirming care from the start.

Health Discrepancies for Transgender Children and Adolescents Continued...

While Arkansas was the first to pass the bill on banning gender affirming care, many other states have the same or similar bills in the works. In fact, some states have added provisions in terms of insurance, school, and parents that are incredibly invasive and concerning. Approximately 45,100 transgender youth could potentially lose access to care across nine states (Conron et al., 2021). But it is not just nine states considering some form of this bill. There are now about 15 states considering some form of a ban on gender affirming care for minors (Cox, 2021).

As upsetting as it is that many other states are considering similar bills, there is some hope to be found in the fact that some bills are still in their early stages. This leaves us with some time to stop it from being passed. This can be done by gathering support from all those opposed to the bill and reaching out to the legislators in office. One way to try and sway the opinions of the legislators is by sending emails or letters to them, explaining why we are opposed to the bill and the ways in which it would be harmful for the transgender community. We could also sit in on committee hearings and protest peacefully against the bill.

Outside of the bill, we can provide support to the transgender community in a number of ways. First, we can push for specialized training for medical professionals on gender affirming care while it is still legal. Having more individuals who are knowledgeable on the matter will allow for greater access to proper care for trans youth and thus hopefully lead to a reduction in the percentage of transgender individuals who feel anxious, depressed or who attempt suicide. There are also ways for us to show support in our everyday lives, such as volunteering for organizations like the Transgender Youth Equality Foundation (TYEF) and The Trevor Project. TYEF provides support specifically for transgender youth while The Trevor Project provides support to the LGBTQ youth community altogether. The Trevor Project provides crisis and suicide intervention services as well as educational resources for individuals working with LGBTQ youth. By advocating for the trans youth community, we can make a difference in their present as well as their future realities.

References

1. Beal, J. A. (2017). Healthcare for Transgender Youth. *MCN: The American Journal of Maternal/Child Nursing*, 42(5), 296–296. <https://doi.org/10.1097/nmc.0000000000000362>
2. Conron, K. J., O'Neill, K., & Vasquez, L. A. (2021, April 13). Prohibiting gender-affirming medical care for youth. <https://williamsinstitute.law.ucla.edu/publications/bans-trans-youth-health-care/>.
3. Cox, C. (2021, April 8). As Arkansas bans treatments for transgender youth, 15 other states consider similar bills. *USA Today*. <https://www.usatoday.com/story/news/politics/2021/04/08/states-consider-bills-medical-treatments-transgender-youth/7129101002/>.
4. Facts About Suicide. The Trevor Project. (2017, September 20). <https://www.thetrevorproject.org/resources/preventing-suicide/facts-about-suicide/>.

Student News and Accomplishments

Congratulations to ARCA's 2021 Award Winners!

Research Award

Songtian Zeng, Alicia Strain, Connie Sung
"Health Care Transition Services and Adaptive
and Social-Emotional Functioning of Youth with
Autism Spectrum Disorder"

Doctoral Student Research Proposal

Wiangli Chen: Department of Rehabilitation
Psychology and Special Education, University of
Wisconsin-Madison

ARCA Doctoral Student of the Year

Jose "Joey" Tapia-Fuselier, Jr. Doctoral Candidate,
CRC, LPC, NCC

Student News and Accomplishments

Continued



Adult Daily Living Skills or Activities of Daily Learning (ADLs) are tasks that are performed on a routine basis that are necessary to live independently. These activities often include organization, personal hygiene, and money management. Many individuals within the disability community can benefit from hands-on instruction on how to live independently. While the pandemic may be coming to an end many day treatment programs are closed or not operating at full capacity. This creates another barrier for the disability community to access needed resources. To combat this barrier, I have decided to create a YouTube channel that will serve students and adults with disabilities. My YouTube channel will feature weekly vides that center on organizational skills, educational resources, and Adult Daily Living demonstrations. If you would like to request a video to be made or have a live demonstration that centers on one of these topics, please email me at duggan138@gmail.com. I look forward to serving you!



Student News and Accomplishments

Continued



Congratulations to Jose "Joey" Tapia-Fuselier Jr., Doctoral Candidate, CRC, LPC (TX), NCC on his recent publication!

Rodríguez, M., Tapia-Fuselier, J. L., Jr., Ceballos, P., & Agarwal, S. (2021). Disability-responsive adaptations: Child-parent-relationship therapy for children with disabilities. *The Family Journal: Counseling and Therapy for Couples and Families*, 1-10. <https://doi.org/10.1177/1066480721992504>



CRC Exam Preparation



The ARCA Student Committee has created a task force to provide you with a comprehensive collection of exam resources for your CRC exam preparation. Click the link below to see that guide!

<http://www.arcaweb.org/resources/student-task-force/study-and-material/>

Happy Studying!



AART Job Post!

Institute on Disability/UCED



We're Hiring

Two Postdoctoral Research Associates

The Institute on Disability at the University of New Hampshire is pleased to announce two openings in our postdoctoral training program in disability and employment research. Postdoctoral research associates will engage in didactic and on-the-job training with a multidisciplinary team of experienced mentors. Primary activities include contributing to grant-funded projects, conducting collaborative and independent research; producing peer-reviewed manuscripts; and presenting at national conferences and professional meetings. Competitive salary and benefits included.

Qualified applicants with disabilities are strongly encouraged to apply.

MINIMUM QUALIFICATIONS

- Doctorate or equivalent professional degree in social sciences, health, public health, policy, rehabilitation, or related field
- Demonstrated capacity to perform independent research
- Data analysis using Stata, SAS, or R

TO APPLY

[Learn more and apply](#). Application requires CV or resume, names of 3 professional references, dissertation abstract, and cover letter demonstrating interest in disability.

Please direct questions to Dr. Kimberly Phillips, kimberly.phillips@unh.edu

JOIN US
jobs.usnh.edu/postings/41295

Submit Content To ARCA Newsletter!

**Interested in submitting essays,
student updates/accomplishments,
and content to ARCA's Quarterly
Student Newsletter?**

Be sure to email your content to our Chief Editor
for the Student Newsletter, Jessica Forsys, at
forysj20@students.ecu.edu

