

CONTINUING EDUCATION TRAINING OPPORTUNITIES FOR CLINICAL SITE SUPERVISORS 2024-2025

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Dear Site Supervisor,

At Liberty University, we are pleased to provide to our site supervisors, continuing education training focused on clinical supervision and relevant issues within the field of Counseling. This is part of an ongoing endeavor to offer training opportunities as an appreciation for the hard work and due diligence shown in supervising counselors in training.

Each session equates to one hour of NBCC continuing education credit. Below is a description of the presentation including the learning objectives of each session. Simply click on the link in the name of the presentation to view. Upon completion, in order to receive the certificate, successfully complete the quiz listed in the details section of the recorded session including the name you wish listed and email of choice. The certificate will be generated and sent to the email provided.

Once again, thank you for your efforts as clinical site supervisors. Development of counselors in training is a critical step in the continued excellence within our field and we hope you enjoy the following training opportunities.

Robin Switzer, Ed.D, LPC, NCC (rswitzer@liberty.edu)

NBCC ACEP

Liberty University

Clinical Supervision

Counselor Educators as advocates for the profession: developing professional identity in themselves and their students

Alysha Blagg, Ph.D and Angela Waggoner, Ph.D, LPC-S (TX, LA, VA), LCDC-I, CSC, NCC

One of the many responsibilities of a counselor educator is to help counselors-in-training develop a professional identity. The sustainability of the counseling profession is dependent on counselors having a strong professional identity and also being willing to advocate for the field (Reiner et al., 2013). This presentation will discuss the importance of counselor educators modeling professional advocacy for students, mentoring students in professional advocacy, and practical ways to include professional advocacy in counselor education as a means of helping counselors-in-training develop a professional identity.

1. Attendees will have an understanding of the history of the counseling field and the importance of professional advocacy for its sustainability and as a means of developing professional identity.
2. Attendees will review and apply the ethical (e.g., ACA and AACC Codes of Ethics) and professional (e.g., CACREP standards) mandates of engagement in professional advocacy to developing a professional identity.
3. Attendees will collaborate with other attendees to identify ways to model professional advocacy, mentor counselors-in-training in their own professional advocacy efforts, and practical ways to encourage professional advocacy engagement in the classroom.

Christians can do what? How Christian Counseling programs train ethically competent counselors.

David Jones, EdD, NCC, MPH, LPC , Angela Banks-Johnson, Ph.D, Arleezah Marrah, Ph.D, , Kaitlin McIntosh Ph.D

CACREP-accredited Christian counseling programs train counselors to take a holistic view of clients that aligns with non-discriminatory practices. This presentation will offer insights into how CACREP Accredited Christian Counseling programs are effective in training ethically competent counselors.

1. Identify how CACREP Accredited Christian Counseling Programs attend to CACREP requirements of meeting teaching standards and teaching respect of others.
2. Identify how ACA principles align with attending to religion and spirituality.
3. Identify ways that Christian values and the values outlined in the ACA Code of Ethics serve similar purposes and act to protect vulnerable groups and individuals.

Cross My Heart and Hope to Try: Becoming A School Counseling Site Supervisor

Laura Martin, Ph.D, LPC, NCC

Supervision: Have you ever wondered how YOU could positively impact the future of our profession? Do you enjoy mentoring and supervising? If so, join us to learn about how you could become a site supervisor for graduate school counseling students in training and lead through kindness!

1. Examine how experienced school counselors can become site supervisors.
2. Discuss how school counselors can use their experience to support school counselors in training toward becoming effective future school counselors.
3. Apply new knowledge by considering specific opportunities to serve as site supervisors.

Early Recollections: An Adlerian technique in psychotherapy and supervision

Courtney Evans, Ph.D., LCMHCS

In this session, the presenter will describe the Adlerian technique of early recollections (ERs). The presentation will include an explanation of how ERs can be used in both psychotherapy and clinical supervision.

1. Participants will be understand the technique of early recollections
2. Participants will be able to describe how ERs are used in psychotherapy
3. Participants will be able to describe how ERs can be used in clinical supervision

Examining the Role Play as an Integral Aspect of Counselor Education: Addressing Best Practices in Instructional Design for Optimum Graduate Student Development

Aaron Jackson Ph.D. LCMHC (NC), LPC (MS & VA), BC-TMH, NCC, Macy Sheeley, Morgan Sims, and Cassandra Andrea

This session will examine best practices and instructional design factors when designing role plays. Students benefit greatly from role play exercises, and this session will promote thoughtful use and application of such exercises in virtual and in-vivo learning environments.

1. Participants will learn about the "Authentic Task" and how it relates to learning activities in counselor education and supervision.
2. Participants will examine their own approaches to learning activities in the context of instructional design principles.
3. Participants will consider additional factors in successful integration of the role play in counselor education and supervision programs.

Global Advocacy - Helping Students Understand and Address Increasing Advocacy Needs in Global Settings

Karin Dumont , Ph.D, LMHC and Jerry Vuncannon, Ph.D, LPC

In the practice of counseling, advocacy has evolved into a focus on social justice advocacy. With the ongoing emergence and development of mental health practice in other cultures, it seems logical there would be the emergence and development on the importance of social justice advocacy concepts as well. In fact, the counseling literature reflects an increased focus on globalization of the field to include advocacy.

1. Understand the advocacy domains noted in the American Counseling Association (ACA) advocacy competencies
2. Know the challenges that may arise when applying ACA advocacy competencies to an international context
3. Discuss considerations and examples of applying competencies for global application

Is it Safe to be Me?

Mariah Goodwin, MA, LPCC, NCC and Thomas E. Weil Jr., LPC

The supervisory relationship is essential for the development of competency in the provision of mental health services. Thus, fostering psychological safety is paramount for the reduction of shame within the supervision triad. This presentation will describe methods to encourage earned security through compassionate interventions.

1. Discern psychological safety within the supervision triad
2. Familiarize clinician and faculty supervisors on how psychological safety reduces shame within the supervision triad
3. Introduce interventions that increase psychological safety

Neurodivergent students in Counselor Education programs: Effective Teaching and Gatekeeping for Counselor Educators

Alysha Blagg, LPCC-S (OH), NCC and Eric Camden, Ph.D., LPC, NCC, ACS

As counselor educators we are tasked with equipping counselors-in-training with skills and knowledge to help people with trauma, mental health disorders, relationships issues, and more. It is increasingly likely that counselor educators have and will continue to encounter students who are neurodivergent and may require additional skills training, specific accommodations, and further mentoring. Counselor educators may also encounter neurodivergent students who are not appropriate for the counseling profession and effective gatekeeping must be in place. This presentation will discuss practical ways to engage neurodivergent students, the importance of gatekeeping, and ways of adapting teaching and skills development in counselor education courses.

1. Attendees will understand neurodivergence, conditions that are under the “neurodivergent” umbrella, and the statistics of neurodivergent students in higher education.
2. Attendees will learn about pedagogy and recommendations for educators in higher education when working with neurodivergent students while collaborating on practical ways to engage these students in counselor education courses.
3. Attendees will learn about gatekeeping with neurodivergent students in courses and during fieldwork experiences while devising practical steps for counselor education programs.

Resilient Role Models and Personal Meaning Making

Shannon Warden, Ph.D., LCMHCS (NC)

Identifying resilient role models is an act of personal meaning making and may add to clients' and supervisees' resilience. This presentation will challenge and equip counselors and supervisors to explore the topic of role models and resiliency by helping clients and supervisees consider opportunities and barriers in selecting resilient role models.

1. to examine the literature pertaining to role models and resilience
2. to analyze opportunities and barriers in the meaning making process related to the selection of role models
3. to gain practical tools for assisting clients and supervisees in identifying resilient role models.

Student perspectives on CREATE(ing) hope for counselors-in-training

Steve Johnson, PhD, LPC, LMFT, ACS, AAMFT approved supervisor, Taylor Dean and Sarah Embry

This program explores the role hope plays in the development of the practicum/internship student. Two recent CMHC graduates share their experiences of how the CREATE supervision model enhances a sense of hope in the student experience.

1. Identify and describe the common factors to supervision and counseling as presented in the CREATE framework.
2. Develop an understanding of the definition and goals of supervision through the lens of the CREATE model to provide hope in supervisors and supervisees.
3. Demonstrate the simplicity and adaptability of the CREATE model to alleviate supervisors' and supervisees' anxiety about the supervision process.
4. Explain how the common struggles Practicum and Internship students experience can be addressed by the CREATE model.

Using Narrative Therapy Infused In the Discrimination Model to Supervise Diverse Counselors-in-Training and Counselors

Evadne Ngazimbi, Ph.D, NCC, LPC (ID & CT), Advanced Narrative Therapy Certificate

This session provides information about using Narrative Therapy in supervision of diverse counselors-in-training and counselors. The presentation will explain the tenets of Narrative Therapy and the Discrimination Model of supervision.

1. List the tenets of Narrative Therapy
2. Describe the Discrimination Model of Supervision (Bernard, 1979)
3. Apply the tenets of NT to the Discrimination Model in supervision.

Utilizing the Enneagram in Supervision: Facilitating Self- and Other-Awareness in Supervisees

Deborah A Braboy, Ph.D, LPC-S, NCC and Yulanda Tyre, Ph.D, LPC, NCC

The importance of self-awareness and empathy of counselors in training cannot be overlooked as a skill set. Practicum and Internship supervisors work to facilitate supervisees in their understanding of how they relate to others and how their awareness can impact the therapeutic process. Use of the Enneagram in the supervision process allows for genuine, authentic, and open communication, and promotes a unique way to draw a parallel process for supervisees with their clients.

1. Define the Enneagram tool, purpose, and history.
2. Explore how the Enneagram can be used in supervision to promote self-awareness and empathy.
3. Apply practical Enneagram techniques and tools in the supervisory relationship.

Utilizing Supervision Models to Address School Counseling Intern Anxiety

Denise Ebersole, Ph.D., LPC, ACS, NCC, NCSC, Deedre Mitchell, Ph. D, LPC, NCC, and Laura Martin, Ph.D., ACS, NCC, LPC

This presentation will use various models of supervision to address the rising levels of anxiety in school counseling interns. Site supervisors will better understand, identify, and apply these models to improve the overall supervisory experience while focusing on the anxiety of counseling interns.

1. Discuss the impact of current events on supervisee level of anxiety and how this may impede their professional development.
2. Identify three evidenced-based supervision models that can be utilized to address supervisee anxiety.
3. Ethically apply a variety of techniques to address anxious supervisees.

Quiz Link not included in details: [Supervision Models: School Counseling Intern Anxiety Quiz Link](#)

Value Harnessing: A Supervision Approach for Value Reconciliation

Deedre Mitchell, Ph.D., LPC, NCC, Certified School Counselor and Dr. Laura Martin, Ph.D, LPC, NCC, ACS, NCSC

The ability to ethically integrate personal and professional values requires a complexity of thought that evolves as a counselor develops. We present the novel concept of value harnessing and the HARNES Model as a supervision practice to guide supervisees in recognizing and utilizing their values when facing value conflicts.

1. Discuss the ethical obligation for counselors to avoid imposing values on their clients and the supervisor's role in this process.
2. Analyze personal and professional value integration through a developmental lens.
3. Describe the concept of value harnessing and the HARNES model as a framework for reconciling value conflicts.

Professional Practice

[Aligning your Heart for Clients: Positive Benefits of Self-Compassion and its Relationship to Empathy for Increased Clinical Success](#)

Patti Hinkley EdD., LPC, LMFT, NCC, Anita Kuhnley PhD, LPC

Empathy is a necessary and foundational skill for professional counselors. While many counselors in training naturally demonstrate empathy, there are others who struggle with the construct. This webinar will provide a research-based program for increasing empathy through self-compassion exercises. Findings from an original research study will be discussed as well as the implications for clinicians. Self-compassion exercises will be provided along with ongoing tools to help enhance empathy in the participants. Quiz link not included in details: [Aligning your Heart for Clients: Quiz Link](#)

1. Articulate an operational definition of self-compassion.
2. Explore original research findings that reveal insight into the connection between empathy and self-compassion.
3. Apply a self-compassion exercise to utilize with practicum/internship students as well as clients.

[Ambiguous loss and Complex PTSD: What's the connection?](#)

Jonna Byers, Ph.D, LPC, NCC

This presentation will look at the ambiguous loss, complex PTSD and their relationship to each other and COVID - 19. The research is clear that both ambiguous loss and complex PTSD are misdiagnosed and in many cases leading clinicians to over treat an issue used to cope with ambiguous loss and complex PTSD. By going to the root of the issue we can more accurately help our clients.

1. Participants will learn to identify the symptoms and types of ambiguous loss and its relation to COVID 19.
2. Participants will become knowledgeable of the causes of Complex PTSD, its symptoms, how it differs from PTSD and its relation to COVID 19.
3. Participants will gain an understanding of how ambiguous loss and Complex PTSD are related and how misdiagnosis of these can lead to not going to the root of many of our clients' issues.

[An Overview of Heart Rate Variability for Professional Counselors](#)

Cassandra Johnson, PhD, LPC, CPCS

As a supplemental tool, heart rate variability can be incorporated into the counseling setting easier than expected! The heart plays a major role in how we think, feel, and act. With education and training, clients can learn self-regulation skills and improve overall health.

1. Explore the fundamentals of biofeedback
2. Examine basic science information about heart rate variability (HRV)
3. Analyze the effectiveness of HRV in practice

[Creative Manifestations for Traumatized Children](#)

Robin Switzer, Ed.D, LPC

Children affected by trauma can become stuck in stages and cycles of dysfunction and creative modalities have long been the natural language of childhood processing. Review of creative modalities with passive and active engagement techniques such as art, sand tray and roleplay will occur, integrated with real practice case studies psychodynamic theoretical foundations, assessment and how to adapt techniques are targeted to assist in the healing process for children with trauma.

1. Explore theoretical foundations of Unconscious Manifestations
2. Identify therapeutic techniques for traumatized children
3. Gain an understanding of integrating creativity and traumatic healing for children

[Call to Action: Advocating for Professional Service to the Counseling Field](#)

Alysha Blagg , Ph.D., LPCC-S (Ohio), NCC and Ellise Raghavan, MA, LPC

There is an importance of advocating for the counseling profession, yet some counseling professionals are not involved in advocacy for the counseling field (Myers & Sweeney, 2004). Literature supports the idea of professional advocacy as a means of professional identity development, especially among counselor-trainees and new counselors (Brat et al, 2016; Myers et al., 2002; Wester & Lewis, 2005). This presentation will discuss areas of professional advocacy, how counselors can get involved, and present a call to action for counselor involvement in advocacy for the field.

1. Attendees will have an understanding of the history of the counseling field and the importance of professional advocacy for its sustainability.
2. Through a call to action, attendees will practice identifying areas of professional advocacy in which they can become involved and devise a plan to get involved.
3. Attendees will collaborate with other attendees and those outside of this training (i.e., in their workplaces, communities, etc.) to advocate for specific areas of professional advocacy that is needed in their local, state, and national counseling associations and the general counseling field.

[Creating a Climate of Compassionate Care: ACEs Professional Development](#)

Lashonda Fuller, Ph.D

Research has shown traumatic experiences from childhood affect absenteeism, classroom engagement, and academic achievement (Crouch, et al., 2019). Developing school counselors and educator's knowledge and awareness of traumatic experiences to build skills in managing the effects of trauma improves relationships, reduces problematic behaviors, and increases academic achievement in schools (Liang, et al., 2020). This presentation will identify, and cross examine symptoms across children's diagnoses and highlight one method of approach school counselors and teachers may apply in response to trauma symptoms.

1. Participants will identify similarities of symptoms across diagnoses affecting students.
2. Participants will explore relevant treatment approaches according to accurate symptoms that can be shared with teachers and admin in support of relationship building with students.
3. Participants will explore ways to teach school staff resilience building techniques for improved teacher-student classroom interactions.

[CEU Quiz Link: Not listed in Video Description](#)

Cultivating the School Counselor-Principal Relationship

Denise Ebersole, Ph.D., LPC, NCC, ACS , Laura Martin, Ph.D., LPC, NCC, ACS and Deedre Mitchell, Ph.D., LPC

Everybody wins when there is a collaborative relationship between the school counselor and principal. Join us as we delve into specific evidence-based recommendations for improving this partnership. Our presentation will help school counselors leverage their unique skills and training to maximize their partnership with principals so that increased collaboration can occur.

1. Compare and contrast the unique roles of the school counselor and principal.
2. Analyze recent research on the need for an improved school counselor-principal relationship.
3. Identify and utilize specific evidence-based strategies to improve the school counselor-principal relationship.
4. Compare and contrast the unique roles of the school counselor and principal.
5. Analyze recent research on the need for an improved school counselor-principal relationship.
6. Identify and utilize specific evidence-based strategies to improve the school counselor-principal relationship.

Embodiment (Somatic Counseling) Practices for a Healthy Mind and Body

Lisa Sosin Ph.D., LPC, LLP, BACS, Erica Rhoads, MA, LPC, NCC, Daniel Kimonyi, MA, Erica Gray, Ana Barend

Emerging research indicates that body-oriented counseling is effective and safe and offers additional counseling tools when talking alone does not do enough to alleviate symptoms. This session focuses on embodiment and embodiment theory. Attendees learn about and practice several embodiment activities that promote a healthy mind and body.

1. Describe what embodiment practices are in counseling.
2. Understand the theoretical framework for integrating embodiment practices into counselor self-care, counseling, and counselor education.
3. Evaluate and apply five somatic counseling practices for personal care, professional counseling, and counselor education.

From treatment to long term recovery in addiction: The role of Trauma

Jonna Byers, Ph.D, LPC, NCC

Recovery from addiction is a lifelong process. There is considerable data about short-term recovery and the effectiveness of different treatments, but far less is known about longer-term recovery. This presentation describes the differences between long term professional treatment planning and long-term patient-directed treatment, as well as the role of the counselor in long-term recovery of clients.

1. Describe the role of addiction professionals in supporting long-term recovery
2. Describe the role of the patient in long-term recovery
3. Identify areas of identity and character that lead to long-term recovery
4. Consider the importance of relationships in long-term care
5. Understand the role of unprocessed trauma in long-term recovery

[Igniting Hope and Healing: The School Counselor's Role in Establishing Trauma-Sensitive School Environments](#)

Crystal Hatton, Ph.D. LCS, Angela Greiner, Ph.D.

Many children and adolescents experience trauma and it impacts their progress in school. In this session, participants will identify types of trauma that children and adolescents experience, understand how trauma affects their social-emotional wellness in school, and explore how school counselors can implement trauma-informed practices to foster trauma-sensitive school environments.

1. Participants will identify types of trauma that children and adolescents experience.
2. Participants will understand how trauma affects students' social-emotional wellness in school.
3. Participants will determine characteristics of trauma-sensitive school environments.
4. Participants will explore how school counselors can implement trauma-informed practices to foster trauma-sensitive school environments

[Immersive Healing: Exploring the Benefits of Virtual Reality in Counseling](#)

Melissa A. Smith, MSCP, LPC, NCC

Virtual Reality (VR) technology holds great promise in transforming counseling practices by offering innovative therapeutic interventions and enhancing client experiences. Through case studies and empirical evidence, specific applications of VR across diverse client populations, including those with anxiety disorders, trauma, and phobias, are briefly examined to showcase its versatility and effectiveness in addressing various mental health issues. Furthermore, the presentation navigates through the ethical dimensions of utilizing VR in counseling, emphasizing the importance of maintaining client confidentiality, obtaining informed consent, addressing potential risks, and ensuring cultural competence.

1. Better understand the potential benefits of integrating virtual reality (VR) technology into counseling practice.
2. Identify specific applications of VR in counseling across diverse client populations and presenting concerns.
3. Explore ethical considerations and professional responsibilities associated with the use of VR in counseling practice, to promote ethical and responsible implementation of VR in counseling.

[Just Breathe: Sharing Fundamental Knowledge with Caregivers to Alleviate Anxiety Distress and Prepare Children for Counseling Work](#)

Deedre Mitchell Ph.D, LPC and Laura Martin, Ph.D, LPC

Physiological symptoms of anxiety can be debilitating for children and adolescents and inhibit counseling work. Neuroscience-informed CBT focuses on this physiological response before implementing techniques. Counselors can address this with caregivers to bring immediate relief, provide hope, and prepare children to be more receptive to counseling work.

1. Counselors will be able to explain the neurological response to fear stimuli that leads to physiological symptoms of anxiety.
2. Counselors will be able to describe the physiological symptoms of anxiety.
3. Counselors will be able to list and/or demonstrate a variety of ways caregivers can help their child alleviate the physiological symptoms of anxiety.

Reframe to Reform Resilience

Mondo Davison, Lashonda Fuller

Historical trauma is present and pervasive throughout learning environments for all Americans. The ability to reframe the deficit lens through which trauma is viewed may accelerate school counselor's ability to reform a resilient view of students who illustrate developmentally hindering behavior that may be impressed upon teachers and administration working with students ill diagnosed.

1. School Counselors will be able to recognize the power of reframing resilience
2. School Counselors will be able to identify the power of "facilitating vs educating"
3. School Counselors will be able to experience the influential power of mainstream media

Refreshing Your Toolkit: Exploring Current Trauma-Informed Practices to Serve Students

Angelica Greiner, PhD, LSC, CDF and Crystal Hatton, Ph.D., LSC, NCC, NCSC, ACS

One out of every three children and adolescents has encountered an adverse childhood experience and the impact is often intensified within underserved communities and schools. Thus, school counselors have an ethical obligation to address inequities and promote trauma-sensitive learning environments for all students. When school counselors are equipped with the tools to implement trauma-informed practices within their school counseling programs and overall school environments, students will feel safe, comfortable, and ready to learn.

1. To identify types of trauma that are experienced by children and adolescents
2. To understand how trauma impacts the social-emotional health and wellness of children and adolescents within the school environment
3. To explore how school counselors can implement trauma-informed practices to establish trauma-sensitive school environments

The Relevance of Career Calling for School Counselors and Students

Christopher Wheelus, PhD, LPC, LMFT, Certified School Counselor

Career calling is a centuries-old concept yet is still relevant today. My own research demonstrated career calling's relevance to school counselors while many other researchers have shown its relevance to emerging adults. Career calling may even further explain counselors' motivation behind advocating for students. School counselors may consider making their students aware of the concept – and consider viewing their own careers through the lens of calling.

1. Participants will list the elements of career calling.
2. Participants will list five instruments to measure career calling.
3. Participants will discuss the personal relevance of career calling in their own careers

[The Significance of Adult Attachment Style and Relational Stress in an Ever-Changing World](#)

Jama Davis, LMHC (IN), LCMHC (NC), LMHC (IA), NCC, ACS and David Brown, Ph.D, LPC

Research shows that attachment style influences relationships during stressful times, and with COVID-19, pandemic-related stressors emerged that impacted various life aspects, including intimate relationships. This presentation will provide an overview of how pandemic-related stressors affect intimate relationships and how attachment coping impacts relational stress in a pandemic world.

1. To summarize basic information on attachment theory and its influences within romantic relationships
2. To describe the common coping strategies used by secure and insecure romantic partners during times of relational stress
3. To discuss recent research on attachment style, coping strategies, and factors affecting intimate relationships, post Covid-19, in the ever-changing world.

[Using Play To Heal: An AdPT Approach for Trauma](#)

Courtney Evans, LCMHCS, NCC, ACS, RPT-S,

In trauma informed therapy, the therapist considers the widespread impact of trauma on a person's life. This session will focus on the application of AdPT in the context of trauma. Specifically, basic tenets of AdPT will be described with the addition of how to utilize AdPT in a trauma-informed way.

1. Participants will be able to: define trauma-informed care.
2. Participants will be able to: discuss basic tenets of AdPT.
3. Participants will be able to: apply AdPT in a trauma-informed way.

[Vibroacoustic Therapy as an Adjunctive Service for Mental Health Treatment](#)

Michael T. Trexler, Ph.D., LMHC (IN), LPC (GA, TX, VA), NCC, CCMHC, ACS, Certified EMDR Therapist, Certified Vibroacoustic Therapy Practitioner

Vibroacoustic therapy (VAT) is a treatment approach with over 40 years of research that transforms sound frequencies into vibrations applied directly to the body. This presentation provides an overview of VAT and how it can be used in the treatment of mental health symptoms.

1. Attendees will understand what VAT is and the impact it has on the body.
2. Attendees will recognize the extant literature surrounding the use of VAT.
3. Attendees will discover how VAT can be utilized to support mental health treatment.

Social and Cultural Considerations

[Black American Community Involvement: Strategies for School Counselors](#)

Krystal L. Clemons, Ph.D., LSC, NCC, NCSC

This session provides information on successful interventions for Black students including creating partnerships with local Black churches, hair salons/barbershops, and Black Greek Letter Organizations. These partnerships provide multiple supports for schools and families and critical mentoring opportunities for students. Black American students' success depends on the involvement of the community in which they are nurtured and loved. School counselors can use data to prioritize interventions and to show the overall effectiveness of the interventions.

1. Describe the importance of the community among Black Americans and identify different Black American community organizations and how they will assist the school counselor and students.
2. Use process, perception, and outcome data to demonstrate the effectiveness of Black American community organizations' involvement with the school counseling program.
3. Create SMART goals and data reports pertaining to Black American community organization involvement within the school counseling program.

Quiz link not included in video details: [Black Community Involvement Quiz Link](#)

[Commercial Sexual Exploitation of Children & Exploring its impact in Schools](#)

Teshaunda Hannor-Walker, Ph.D., LPC, NCC and Sarah Kitchens, Ph.D., NCC

Human trafficking is a human rights issue that impacts schools. Helping schools better understand its impact on survivors is crucial. The commercial sexual exploitation of children can impact a child's academic, behavior, and identity. Learning how to identify victims, provide the appropriate resources, crisis interventions, and preventive practices are critical.

1. Participants will learn both the risk factors and warning signs for identifying victims connected to Commercial Sexual Exploitation of Children (CSEC)
2. Participants will discuss ways sexual trauma can impact a child's academic achievement, behavior, and self-identity.
3. Participants will learn evidence-based approaches, screening tools, and a school counseling model for implementing trauma-informed practices and various preventive measures to end Commercial Sexual Exploitation of Children (CSEC).

[On the Path to Equity and Inclusion: Creating a Trauma-Informed Learning Environment for Black Students from Underserved Populations](#)

Brandy Richeson Ph.D, LSC, LPC, ACS, Krystal Clemons Ph.D, NCC, NCSC, and Crystal Hatton Ph.D, LCS

Many children and adolescents experience trauma and its impact is often intensified for Black members of underserved communities. Black children and adolescents spend a significant amount of time at school and it is imperative that they feel safe, comfortable and valued to learn effectively. When trauma-informed practices are implemented to recognize and understand the effects that trauma can have on Black students from underserved populations, they can feel better connected to the school environment, thrive, and reach their full potential.

1. Participants will define trauma and explore how it manifests in the lives of Black students from underserved communities.
2. Participants will explore how trauma impacts the mental health, wellness, and academic development of Black students from underserved communities.
3. Participants will learn practical strategies for implementing trauma-informed practices for underserved Black students.

[Race Based Traumatic Stress: Strategies for School Counselors](#)

Tylon Crook, PhD, NCC

Racial trauma is a negative product of racism that can impede the academic, social/emotional, and career development of students, specifically Black students. This presentation will focus on helping school counselors identify and understand symptoms of racial trauma and their impacts on students within the K-12 setting. Strategies and interventions for addressing racial trauma from within school counseling programs will be put forward.

1. Participants will be able to define and synthesize racial trauma from a psycho-socio-historical perspective
2. Participants will be able to identify and understand the symptoms and impact of racial trauma on students' social/emotional development, especially Black students
3. Participants will be able to identify and analyze strategies for addressing racial trauma within a school counseling program

[Tools to Serve Them Well: School Counselors Supporting the Mental Health Needs of Students of Color](#)

Crystal Hatton, Ph.D., LSC, NCC, NCSC, ACS, Brandy Richeson Ph.D., LSC, LPC, ACS, and Krystal Clemons, Ph.D., LSC, NCC, NCSC

Mental health needs are prevalent among all student groups. However, school counselors have an ethical obligation to consider the diverse and unique needs of students from vulnerable populations, including students of color, due to the disparities and inequities that exist within their communities. In this engaging session, attendees will explore the mental health needs of students of color and learn strategies that can be implemented to foster their social-emotional health and wellness while at school.

1. Attendees will explore the diverse and unique mental health needs of Black/African American, Latinx, Asian American/Pacific Islander, and Native American students as indicated in the literature
2. Attendees will determine how various cultural and societal factors impact student access to mental health support/services and influence their perception of mental health support/services
3. Attendees will discuss mental health disparities among Black/African American, Latinx, Asian American/Pacific Islander, and Native American students that impact their social-emotional wellness while at school

[Women managing chronic conditions: psychological impact and clinical interventions](#)

Daria Borislavova White, Ph.D

More than 40% of people in the USA, about 133 million, struggle with chronic illnesses. This presentation explores the most common chronic conditions in women, the impact of trauma and stress on functioning. It outlines evidence-based treatments and therapies that engage the body for better coping and more manageable lives.

1. Describe common chronic illnesses seen in counseling, the psychological impact on mental wellbeing, and related *DSM-V* diagnosis in women.
2. Understand the role of contributing personal and cultural factors: Adverse Childhood Experiences (ACE), Allostatic Load and Culture of Healthism.
3. Identify evidence-based treatments, tools, and techniques used in counseling women suffering from a chronic illness.

Quiz link not included in details: [Women managing chronic conditions quiz link](#)

Young, Black & Exceptional: The School Counselor's Role in Serving Gifted Black Students

Crystal Hatton, PhD, Licensed School Counselor, NCC, NCSC, ACS and Krystal Clemmons, Ph.D, NCC, NCSC

Black students are underrepresented within gifted education. However, school counselors are ethically obligated to help close gaps and promote equitable access for students who are marginalized by educational systems. This session will explore cultural considerations for gifted black students and identify how school counselors can effectively meet their needs.

1. Attendees will identify unique challenges and cultural considerations of gifted Black students
2. Attendees will explore the school counselor's role in meeting the needs of gifted Black students
3. Attendees will learn practical strategies for meeting the needs of gifted Black students

Self-Care and Wellness

Counselors-in-training: Relationship among physical activity, screen-based behaviors, and wellness

Logan McCarthy, PhD, LCPC, NCC, ACS, and Jeff McCarthy, Ph.D, LCPC, NCC

Counselors-in-training (CITs) are exposed to the concept of wellness and learn ways they can promote self-care as an emerging counseling professional. However, further education on the relationship among physical activity, screen-based behaviors, and wellness will better equip CITs as they enter the counseling profession in the 21st century. Participants will learn about the impact of physical activity on their overall wellness.

1. Participants will learn about the impact of physical activity on their overall wellness.
2. Participants will learn about the impact of screen-based behaviors on their overall wellness.
3. Participants will learn ways to further assist counselors-in-training and counselors will promoting their overall wellness as it relates to physical activity and screen-based behaviors.

Counselors as Clients: An Exploration of Personal Counseling for Counselors and Counseling Students

Brad Imhoff, Ph.D., LPC, Jeff Mazone and Robert Switala

This presentation will explore the benefits of counselors and counseling students receiving personal counseling, including as a form of self-care and a protective factor against burnout. Obstacles to engaging in personal counseling will also be presented and solutions to overcome these will be discussed.

1. Participants will identify the potential benefits of engaging in personal counseling for themselves and/or for the counseling students they educate or supervise.
2. Participants will examine obstacles related to counselors and students receiving personal counseling and brainstorm ways to navigate these challenges.
3. Participants will evaluate the role of personal counseling in the prevention of burnout and its overall self-care benefits.

Fanning the Flame of Unity: A Multicultural, Social Justice, and Peace Intervention for Interpersonal Cruelty

Lisa Sosin Ph.D., LPC, LLP, BACS, Ana Barend MA, NCC, Daniel Kimonyi MA & Jeremy Bonta MS

The Creative and Expressive Arts Personal Growth Group (CAPG) is a manualized, multiculturally-informed intervention for interpersonal violence. In this presentation, we explain a biblically-based version of CAPG for diverse Christians. This experiential presentation describes the manualized CAPG treatment, recent empirical findings, and implications for use in counseling and counselor education.

1. Describe a version of the Creative and Expressive Arts Personal Growth Group for shame and trauma (CAPG) formatted for Christians impacted by interpersonal violence and bullying.
2. Assess CAPG empirical findings
3. Apply components of the CAPG to promote personal fear and shame recovery and connection with God, self, and others
4. Discuss application experience with presentation participants to promote self-awareness and connection with other participants

Green Pasture Moments: Spiritually Integrated Self-Care for Counselors

Theresa C. Allen PhD, LPC, NCC

Educating and encouraging counselors to engage in regular self-care can help to reduce burnout and compassion fatigue. It can also increase self-awareness, empathy, and the overall personal wellbeing of the counselor. Additionally, incorporating a spiritual component to self-care interventions provides a more holistic approach to supporting the counselor's bio-psycho-social-spiritual health.

1. Discuss the empirical research on the benefits of spiritually integrated self-care to a counselor's own mental, emotional, and spiritual wellbeing.
2. Describe spiritually integrated interventions to help counselors manage and reduce burnout and compassion fatigue.
3. Explore strategies for a counselor to utilize spiritually integrated self-care interventions in the clinical setting.

How Smart is My Smartphone Use: The Impact of Smartphone Use on Counselor's-in-Training Anxiety and Wellness

Logan McCarthy, PhD LCPC, NCC, ACS and Karin Dumont, PhD LPC

Counselor's-in-training (CITs) are exposed to the concept of wellness throughout their graduate program. Research has shown most individuals own a smartphone device. However, CITs may not be aware of the impact smartphones could have on their anxiety levels and wellness. Further education in these areas will assist CITs as they emerge into the counseling profession.

1. Attendees will be able to evaluate counselor's in training anxiety from problematic smartphone usage to assist in developing effective coping skills

2. Attendees will be able to assess the effect on counselor's in training wellness from problematic smartphone usage to improve self-care
3. Attendees will be able to formulate a plan applicable to counselor's in training struggling with problematic smartphone usage to assist in increasing overall wellness

Implementation of Nature-Based Therapy in Clinical Mental Health Practice- Benefits to Clients and Practitioners

Sherie Hawkins, Ph.D., LPC, NCC, CPCS, Certified EMDR Practitioner, Certified Forest Therapy Guide

The field of Nature-based therapy as a "named concept" has evolved into evidence-based rationale and practices that can aid practitioners in utilizing the healing potential of natural spaces. This presentation introduces the participant to nature-based counseling and the benefits of this treatment modality to both the client and the counselor.

1. Participants will learn about Nature-Based therapy/Ecotherapy and the evidence-based rationale for the practice.
2. Participants will gain self-evaluative practices as well as client considerations including cultural considerations for appropriateness of engagement in nature-based work.
3. Participants will learn practical strategies for implementation of nature-based practices both outside of and within the therapy room.

Rekindling Psychological, Physiological, and Spiritual Wellbeing with Gratitude

Theresa Allen, Ph.D, LPC, NCC

Many mental health professionals have lost "that loving feeling" when it comes to being passionate about the field due to being overscheduled, overstretched, and overwhelmed. Gratitude, however, has been identified as a primer for passion and a balm for burnout among this population.

1. Discuss the empirical research on burnout among mental health professionals.
2. Analyze the neuroscience of gratitude, including the positive psychological and physiological health outcomes.
3. Explore mindfulness and spiritually-integrated strategies and interventions for increasing gratitude and self-compassion.

Resiliency in Counselors and Counselor Educators/Supervisors

Dr. Candace McLain Tait EdD LPC ACS BC-TMH

Especially during COVID and the aftermath of cultural social upheaval, stress and duress, counselors and their supervisors alike can benefit from tapping into existing reservoirs of resiliency and learn to cultivate, train and assess for more to support clients and colleagues alike in the profession of counseling.

1. Participants will gain understanding of definitions of collective trauma, resiliency, counselor professional dispositions and post traumatic growth
2. Participants will explore how counseling professional dispositions align with many of the resiliency factors and model
3. Participants will apply the information towards understanding, cultivating and building their own resiliency plan of action while considering how to apply to their clients as well

Resiliency-the intersection of faith and mental health care for counselors

Patrick Tidwell, PH.D, LMFT

Can spirituality and mental health practices work together? This session will share strategies for networking between counselors and spiritual leaders to help people with mental health issues post-COVID. Learn how to build bridges between churches and the resources in your community to help be part of the solution for healing.

1. Be able to implement a plan for networking with Christian counselors in your area (e.g., Lynchburg, Virginia).
2. Gain knowledge of the secular resources in your area to help with different populations (e.g., NAMI).
3. Develop strategies to partner with churches and agencies to let people know that help is available (e.g., ads on Christian radio stations such as KLOVE).
4. Discover ways to bridge the gap of misunderstanding between church leaders and counselors.

Self-Care: A Clinical Imperative

Sonya Heckler Cheyne, Ph.D, LPC and Sheri Collinsworth Cobarruvias, LPC, LPC-S

Mental health professionals are categorized in the most stressful professions worldwide, and despite training and awareness, they identify the same barriers to self-care and seeking treatment as clients. In this presentation, the 8 Dimensions of Wellness will be shared, along with effective, achievable, and diverse options for self-care.

1. Learn about the 8 Dimensions of Wellness model.
2. Obtain effective, achievable, and diverse options to practicing self-care and enhancing wellbeing.
3. Become an agent of change through advocacy and self-practice of self-care and wellbeing in the mental health profession.

Self-Care and The School Counselor

Tamika Hibbert, Ph.D. Natasha Moon, PH.D. and Laverne Ware Ph.D.

The role of a school counselor is both rewarding and demanding. The job requires emotional, mental, and physical stamina. Therefore, it is imperative for those professionals in the field to establish and commit to an accessible and deliberate self-care routine to remain healthy and fresh.

1. Participants will identify the career stressors of school counselors
2. Participants will examine the stress response and how stressors are experienced
3. Participants will learn what self-care is
4. Participants will explore self-care tools and practices