Liberty University Counselor Education and Family Studies Department has been approved by NBCC as an Approved Continuing Education Provider, ACEP No.4592. Programs that do not qualify for NBCC credit are clearly identified. Liberty University Counselor Education and Family Studies Department is solely responsible for all aspects of the programs.

 

Continuing Education TRaining Opportunities for Clinical Site Supervisors

Dear Site Supervisor,

As noted in previous communication, we are pleased to provide to our site supervisors, continuing education training focused on clinical supervision and relevant issues within the field of Counseling. Each session listed qualifies for one hour of NBCC continuing education credit. In order to receive the certificate, you must review the recorded session and successfully complete the quiz. The quiz link is listed in the details section of the recorded session. Below is a description of the sessions accessed by the link in the Title of the presentation as well as the objectives of the session.

Clinical Supervision

[Adlerian Supervision](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwatch.liberty.edu%2Fmedia%2Ft%2F1_xvadjisa&data=02%7C01%7Cnedwards10%40liberty.edu%7C3331093e336d4c79feb608d832386800%7Cbaf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637314565337384380&sdata=MjwU2GQ%2B0c7gesLU2mqdQIQ%2FkT7RLM%2BKzFdc0xAg8CA%3D&reserved=0)

Courtney Evans, PhD, LPC, QS, NCC, ACS, RPT

This presentation will focus on how clinical supervisors can utilize Adlerian supervision as a conceptual framework to guide supervision of counselors in training.

1. Describe Adlerian theory as applied in the context of supervision
2. Differentiate Adlerian supervision to other common modalities of clinical supervision
3. Apply Adlerian supervision to a case study

[Best Practices for Providing Corrective Feedback](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwatch.liberty.edu%2Fmedia%2Ft%2F0_8djm354a&data=02%7C01%7Cnedwards10%40liberty.edu%7C91c6c9c4de51478f5e3708d7d0e1a0cb%7Cbaf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637207539808234897&sdata=Hr5v0qYbrbXlhLvxgvGybWZ2owhWDeAViIman4zrW74%3D&reserved=0)

Vasti Holstun, PhD, LPC, SC, NCC, NCSC, Lynn Bohecker, PhD, LMFT, Registered Supervisor

Research shows that counselor self-efficacy is impacted by corrective feedback (Holstun, Rigsbee, & Bohecker, in press). Supervisors tend to have difficulty providing corrective feedback, and there is a tendency to provide mostly positive feedback in supervision. However, corrective feedback is a major aspect of counselor supervision. The focus of this presentation will be on new research on the interplay between corrective feedback and positive feedback and its effect on self-efficacy. The presentation will address practical modalities of providing corrective feedback in supervision. Implications for site supervisors will be discussed.

1. Participants will learn about the impact of feedback on self-efficacy and review new research on corrective feedback in supervision.
2. Participants will discuss the utilization of the Corrective Feedback Instrument -Revised in establishing norms for providing corrective feedback.
3. Participants will be able to implement evidence-based practices to provide corrective and positive feedback.

[CREATE(ing) Effective counselor supervision](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwatch.liberty.edu%2Fmedia%2Ft%2F1_40t241lq&data=04%7C01%7Cnedwards10%40liberty.edu%7C9709f0e572e1408c5e4d08d87a705803%7Cbaf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637393970609548869%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=UU55Y5pc%2BYm10G5FcntmtlD%2Fpd1NC8rhrMG%2FZp08oyo%3D&reserved=0)

Steve Johnson, PhD, ThM, LPC, LMFT, ACS, Karin Dumont, PhD, NCC, LCMHC-S, LCAS, CCMHC, CCCJS, CMCC, ACS , Henry Bruns, PhD

Supervisors are the bridge linking a student's formal eduation to their clinical experience.  Given this important role, the CACREP standards, the ACA code of ethics, and the ACES best practices each underscore the importance of continuing education and professional development opportunities.  In the spirit of advancing continuing education opportunities for supervisors, this program assists supervisors in CREATE(ing)a memorable framework designed to enhance supervisor self-efficacy, competence, and effectiveness.

1. ​ Understand the CREATE acronym as a suggested common factors conceptualization for supervision
2. Identify key concepts of the CREATE model of supervision
3. Apply content of the CREATE model to supervision

Quiz link not included in details: [CREATE(ing) Effective counselor supervision quiz link](https://liberty.co1.qualtrics.com/jfe/form/SV_6WpctiOik7xh6tL)

[ICMe: Using photovoice to promote values clarification](https://watch.liberty.edu/media/t/1_5a8cbxs2)

Patricia Kimball, Ph.D, LPC-S(VA)

The American Counseling Association (ACA) code of ethics mandates that counselors are aware of their persoanl vlaues and that they are not to place their own values onto clients (ACA, 2014). However, values are often outside conscious awareness, making increased awareness a foundational goal (Horley, 2012). One creative approach to increasing values awareness is I See Me (ICMe), a Photovoice inspired protocol.  Participants will learn the ICMe protocol and how to apply it with studnets and supervisees. They will then evaluate ICMe’s effectiveness based on preliminary assessment findings with counselors in training.

1. ​Participants will examine the importance of values exploration and identification in multiple settings including supervision and educational.
2. Participants will appraise the process of ICMe and how it integrates the components of Photovoice while making it accessible to use in multiple settings.
3. Participants will understand how they can utilize the ICMe procedure in their own practice.

[Intersection of Personal and Professional: Ethical and Legal Responsibilities with Non-Clients: What Counselors and Supervisors Need to Know](https://watch.liberty.edu/media/t/1_g73fe3ji)

Jama Davis, PHD, LMHC, LPC, NBCC, Deborah Braboy, PhD, LPC-S, David Brown, PhD, LPCC-S, LCDC-III, NCC, ACS, Robyn Trippany Simmons, EdD, LPC, NCC, Yulanda Tyre, PhD, LPC-S, NCC

It is commonly understood among mental health professionals about the mandated reporting requirements related to abuse and maltreatment of children. However, reporting requirements for second-hand information it is not as easily understood or explained. This presentation is designed to address this concern, helping counselors and supervisors navigate the ethical and legal considerations of determining when to report incidents of which they do not have direct knowledge or identifying information.

1. Explore the challenges and limitations of reporting laws regarding abuse and neglect of minors, including the difference between mandatory and permissive requirements.
2. Analyze various rationales for and against reporting a child abuse/neglect situation for which no direct information is known.
3. Select and utilize an ethical decision-making process to determine a counselor’s responsibility to report a situation of which they have no direct knowledge or identifiable information

[Utilizing Supervision Models to Address School Counseling Intern Anxiety](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwatch.liberty.edu%2Fmedia%2Ft%2F1_cuyfkhjy&data=04%7C01%7Cacrable%40liberty.edu%7C57e27eb77f62453dfdf108d920eaad94%7Cbaf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637577014592882488%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=%2FSd6A0MeseyE5oufaZZl9u5bRhGyctAfMPR2TY0jecU%3D&reserved=0)

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](https://liberty.co1.qualtrics.com/jfe/form/SV_5ojRj7a8smCysVU)

[Vicarious Trauma: What Supervisors Need to Know.](https://watch.liberty.edu/media/t/1_gibwauio)

Robyn Simmons, Ed.D, LPC-S, NCC, RPT-S, Jama Davis Ph.D., LMHC, LPC, NCC, BCPCC, Jonna Byers, PH.D., LPC, NCC

Vicarious trauma and impairment are widely noted in the field, however identification within supervision relationships can vary from clinical. Clinical supervisors are ethically obligated to assess for impairment within clinical supervision. This presentation is designed to address this concern, helping supervisors and counselors navigate the ethical considerations of determining impairment.

1. Explore the complexities of vicarious trauma
2. Understand ethical requirements within effective Clinical Supervision
3. Identify potential strategies to utilize within supervision

Professional Practice

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|  | [Aligning your Heart for Clients: Positive Benefits of Self-Compassion and its Relationship to Empathy for Increased Clinical Success](https://watch.liberty.edu/media/t/1_i5eiww9p)Patti Hinkley EdD., LPC, LMFT, NCC, Anita Kuhnley PhD, LPCEmpathy 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.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 praticum/internship students as well as clients.

 Quiz link not included in details: [Aligning your Heart for Clients: Quiz Link](https://liberty.co1.qualtrics.com/jfe/form/SV_a9pi38jQo21gkL4)[Ethical Decision Making: Using Case Studies to Practice the Process](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwatch.liberty.edu%2Fmedia%2Ft%2F1_h87uhi7z&data=02%7C01%7Cnedwards10%40liberty.edu%7C35e3802254634e83d0c208d7f10a8bee%7Cbaf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637242900011829763&sdata=QVu5LjbpJXQHpHBBJT%2FJEFZNpCASBQ88h0XtsVDMnXM%3D&reserved=0)Patricia Kimball, PhD, LPC (VA), LPC-S (VA)The American Counseling Associations (ACA; 2014) code of ethics states that “When counselors are faced with ethical dilemmas that are difficult to resolve, they are expected to engage in a carefully considered ethical decision-making process…” (p. 3).  One way to enhance the ability to make an ethical decision is to systematically practice resolving dilemmas through the use of case studies. This seminar will use an ethical dilemma case study to practice the step by step process of coming to an acceptable solution. Because the ACA does not specify a particular model, the basic elements for ethical decision making by Herlihy and Corey (2014) will be reviewed for this exercise and the Forester-Miller and Davis (1996) Model will be modified for use. Additionally, participants will engage in working through the dilemma to increase understanding of their own thought process when arriving at an ethical decision. 1. Learn the importance of practicing ethical decision making.
2. Identify the basic elements of most ethical decision making models.
3. Practice implementing the basic elements of ethical decision making with an ethical dilemma case study.

[Finding Solutions: Effective Goal Setting and Problem Solving for Increased Quality of Life](https://watch.liberty.edu/media/t/1_mi8xhsy5)Timothy Sosin, MA, LPC, NCCMany young individuals desire to increase their sense of satisfaction in life but find themselves overwhelmed by the weight of compounding factors that make healthy change seem like a distant dream. However, evidence has shown that there are clear cut solutions for individuals feeling stuck, enabling them to move in forward motion. This session will provide helpers with a strength-based language and plan for helping individuals engage in self-assessment and then set relevant goals and solve pervasive problems keeping them from the success they seek.

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|  | 1. ​To empower attendees with the ability to empower their clients or mentees to create change in their lives
2. To teach evidence-based goal setting and problem solving strategies.
3. To provide training to utilize language that promotes change and progress and forward motion.
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[Improving School Counselor-Principal Relationships](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwatch.liberty.edu%2Fmedia%2Ft%2F1_kahsicok&data=02%7C01%7Cnedwards10%40liberty.edu%7C692faabe85cc4474b16908d8190be283%7Cbaf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637286886115760917&sdata=pajXYkOCNExd7qlLg1pcckXKyVlm6HrO%2FlU20%2F%2B4Hro%3D&reserved=0)Denise Ebersole,​ Ph.D., LPC, ACS, NCC, NCSCThe purpose of this presentation is to encourage school counselors to intentionally improve school counselor-principal relationships through the use of specific evidence-based strategies.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 relationship.

[Integrating Body-Based, Bilateral Stimulation into Trauma Treatment](https://watch.liberty.edu/media/t/1_lzm8ex7f)Timothy Sosin, MA, NCC, LPCThe profound effects of trauma are experienced in the body, mind and spirit, resulting in the need for methods that integrate all three into trauma treatment and healing. Due to the debilitating nature of trauma, it is important that clients learn how to find peace and control within their daily experience of their symptoms of trauma, starting with the body. We are designed with bodily mechanisms that can be utilized to help us regulate emotionally, creating a sense of safety that is required to engage in the work of trauma healing. Bilateral Stimulation techniques are body-based techniques that accomplish the goal of creating that much needed sense of safety. This presentation is also relevant to the field because training in Bilateral Stimulation Techniques is not widely available to counselors without advanced trauma treatment, but these techniques hold such value to the preliminary stages of counseling that is is necessary that they be shared.1. ​To increase understanding of how combining BLS techniues with therapeutic interventions can increase the felt safety and strength that clients dealing with the effects of trauma in their lives.
2. To build knowledge about bilateral stimulation and to what degree it positively impacts treatment and client “agency.”
3. To demonstrate various techniques that integrate bodily healing mechanisms to promote trauma healing, down-regulation and strengthening of the body, mind and spirit.

 [Motivational Interviewing for Secondary School Counselors](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwatch.liberty.edu%2Fmedia%2Ft%2F1_7qc0oynm&data=02%7C01%7Cnedwards10%40liberty.edu%7Ce09c29a15252486ce9da08d7c48c6712%7Cbaf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637193979605644176&sdata=M69Gef0qCsmM4DmeAx0mDfBfqH3YM4PmNT2JPNe7Bo8%3D&reserved=0)Robert Pincus, Ph.D., LCS, Teshaunda Hannor-Walker, Ph.D, LCSMotivational interviewing is a clinically sound and ethical treatment for adolescents based on past research. Dr. William Miller designed motivational interviewing in the 1980s while working with clients suffering from substance abuse to solicit change talk that empowers the clients to control their own lives. Nine professional school counselors in middle and high school shared stories of their experiences and perceptions using motivational interviewing with their student clients. The results suggested motivational interviewing is an effective technique in working with middle and high school students. This program will share some of the techniques the school counselors used with their student clients.1. Participants will understand the tenets of motivational interviewing.
2. Participants will gain motivational interviewing skills through an interactive presentation to work with at-risk students at their home schools.
3. Participants will know how the ASCA Mindsets can assist them in using motivational interviewing techniques.

Quiz Link not included in details: [Motivational Interviewing for Secondary School Counselors Quiz Link](https://liberty.co1.qualtrics.com/jfe/form/SV_788Gm84QtZyjHcF)[Trauma responses following sexual betrayal](https://watch.liberty.edu/media/t/1_2ft9gh53)Barbara Steffens PhD LPCC-SCouples and individuals often present to counselors following an affair or discovery of multiple sexual betrayals in their primary committed relationship. Few counselors have specific training on how to assist and assess the betrayed partner or spouse. A trauma informed treatment model will assist the betrayed partner/spouse heal from the wounds of betrayal.1. Participants will be able to assess and respond to the needs of those who are betrayed by their loved one’s sexual behaviors.
2. Participants will be able to summarize a proposed model of care for betrayed spouses or partners.
3. Participants will identify related ethical principles and standards of practice appropriate for this population

[Understanding and Addressing Social Anxiety Disorder](https://watch.liberty.edu/media/t/1_qjor7mnk) Brad Imhoff, Ph.D, LPC (OH) |
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Social Anxiety Disorder affects up to 13% of the United States population, but individuals go an average of 15 years before receiving treatment. This results in a lot of missed opportunities for those who suffer from the social, academic, and work impairment associated with the disorder. In this presentation, participants will become familiar with a Cognitive Behavioral understanding of the disorder and the beliefs and self-talk that perpetuate impairment. Furthermore, participants will be provided with a variety of ideas and interventions to use when working with supervisees who struggle with social anxiety.

1. Participants will develop a cognitive-behavioral understanding of how Social Anxiety Disorder develops and is maintained through core beliefs, self-talk, and avoidance.​
2. Participants will learn the key characteristics and traits of social anxiety and how these can impede supervisee development and functioning as a counselor.​
3. Participants will acquire a list of resources, ideas, and techniques for helping supervisees with social anxiety navigate their development and early experiences with clients

Social and Cultural Considerations

[Bolstering African American Student Achievement: Practical Interventions for School Counselors](https://watch.liberty.edu/media/t/1_czp7zhbd)

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

African-Americans are deeply rooted in community. School counselors must make connections within the community in order to truly reach African-American students. Community connections are but one tangible intervention that can be used to assist students. This presentation will give school counselors the information necessary in order to assist students, bolster student success, and close the achievement gap.

1. Describe the importance of the community among African Americans.
2. Identify different African American community organizations and how they will assist the school counselor and students.​
3. Create a individualized list of interventions that will work best with students.

[Welcoming vitality: The universal and cultural expressions of joy and awe](https://watch.liberty.edu/media/t/1_qojs1z3f)

Daria White Ph.D.

This presentation focuses on joy and awe, in their universal and cultural expressions. It explores the contributors and blocks to both emotions, while engaging with culture through  cultural values, ideal affect, and cultural scripts. A phenomenological study examined joy and awe in four countries – Bulgaria, Greece, Turkey, and the USA.

At the conclusion of this session, participants will be able to:

1. Reflect upon their own experience of joy and awe and it’s transformative and healing power.
2. Learn about the mechanisms of positive emotions as described in the research literature.
3. Understand the multicultural aspects of emotions, such as ideal affect and the role of cultural scripts.
4. Recognize contributors and blockers to joy and awe in clients and address them.

[Women managing chronic conditions: psychological impact and clinical interventions](https://watch.liberty.edu/media/t/1_ek4pjays)

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](https://liberty.co1.qualtrics.com/jfe/form/SV_bq4LX9Yljnz3Tb8)

Self-Care and Wellness

[Green Pasture Moments: Spiritually Integrated Self-Care for Counselors](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwatch.liberty.edu%2Fmedia%2Ft%2F1_qsdpmfbv&data=04%7C01%7Cacrable%40liberty.edu%7C934602cdbe384b9c726208d9090f2341%7Cbaf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637550782917187224%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=ZhB6umNr0tMTbENaqh8kP4JKnlODU2CUmFlHO1PjKyQ%3D&reserved=0)

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.