

CONTINUING EDUCATION TRAINING OPPORTUNITIES FOR CLINICAL SITE SUPERVISORS 2026-2027

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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.

Derek Parker (dparker14@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.

[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

[Helping the Helper: Implementing a Compassion-Based Model of Counseling Supervision](#)

Deedre Mitchell Denise Ebersole, PhD, LPC, NCC, Licensed School Counselor and Laura Martin, PhD, LPC, NCC, Licensed School Counselor

While counseling is a rewarding profession, most are aware of the challenges that can come along with this important work. Stress, compassion fatigue, and burnout can be commonly experienced if protective factors are not in place for the practicing counselor (Litam et al., 2021). Counseling supervision is one protective factor that can help emerging and practicing counselors mitigate the stressors of counseling, while navigating challenges to build resiliency and find fulfillment (ACES, 2011). Additionally, counselor educators and supervisors can implement supervision strategies that teach and model self-care, while protecting against counselor burnout and acting as gatekeepers for the profession (ACA, 2014; CACREP, 2016). In this presentation, a Compassion-Based Model of Supervision that implements beliefs, values, and guidelines that can be conceptualized as “caregiving” will be shared (McCrea & Bulanda, 2008).

1. Identify the ethical guidelines for self-care, supervision, and gatekeeping.
2. Describe a Compassion-Based Model of Counseling Supervision.
3. Integrate compassion-based techniques and practices into their theory-based supervision and leadership work.

[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.

[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.

Professional 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

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. Analyze recent research on the need for an improved school counselor-principal relationship.
2. Identify and utilize specific evidence-based strategies to improve the school counselor-principal relationship.

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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

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.

Improving access to care: The impact of digital delivery on mental health services in rural communities

Logan McCarthy, Ph.D, LCPC, NCC, ACS and Jeffrey McCarthy, PhD, LCPC, NCC, CCATP, CTMH

Increasing telehealth mental health treatment to rural communities is essential to assist this very underserved population. This presentation is vital not only for professionals, but CIT students, too, as it will provide statistics on the importance of increasing telehealth mental health services to rural communities

1. Participants will learn about the challenges and lack of accessibility to mental health services rural communities face.
2. Participants will learn about the importance of increasing accessibility to mental health services to rural communities.
3. Participants will learn about ways and strategies mental health providers can increase accessibility to mental health services

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.

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](#)

[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

Unseen Warrior: A Military Cultural Guide for Mental Health Professionals

Jessica Behne, M.A., LMFT, Sam Zasadny, PsyD, and Charles Hoge, MD

This session provides a deeper exploration of military culture, drawing on "Unseen Warrior: A Military Cultural Guide for Mental Health Professionals," authored by three veterans who have dedicated their lives to clinical work. We will explore cultural foundations, neurological and cognitive changes, developmental disruptions, and unique cultural factors that influence the clinical presentation of service members and veterans. The session concludes with a practical clinical guide designed to help providers navigate the military world with cultural competence and confidence. ** This is a two-part series and worth 4 CEUs.

1. **Identify** common myths and stereotypes about military service that can influence clinical perception and therapeutic rapport.
2. **Describe** key aspects of military culture, including values, traditions, and the warrior ethos, and their impact on mental health and identity formation.
3. **Explain** how neurological, cognitive, and developmental factors influence the presentation of trauma and stress-related conditions in service members and veterans.
4. **Differentiate** between clinical manifestations of PTSD, moral injury, and related conditions within the military population.
5. **Apply** culturally responsive and trauma-informed clinical strategies to strengthen the therapeutic alliance and improve treatment outcomes with military and veteran clients.

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.

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

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

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