

CONTINUING EDUCATION TRAINING OPPORTUNITIES FOR CLINICAL SITE SUPERVISORS 2022-2023

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.



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.

Clinical Supervision

Adlerian Supervision

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

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

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 education 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](#)

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.

ICMe: Using photovoice to promote values clarification

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

The American Counseling Association (ACA) code of ethics mandates that counselors are aware of their personal values 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 students 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

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

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

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.

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 HARNESS 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 HARNESS model as a framework for reconciling value conflicts.

Vicarious Trauma: What Supervisors Need to Know.

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

[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

Ethical Decision Making: Using Case Studies to Practice the Process

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.

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.

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.

Finding Solutions: Effective Goal Setting and Problem Solving for Increased Quality of Life

Timothy Sosin, MA, LPC, NCC

Many 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.

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.

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

Improving School Counselor-Principal Relationships

Denise Ebersole, Ph.D., LPC, ACS, NCC, NCSC

The 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

Timothy Sosin, MA, NCC, LPC

The 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 it is necessary that they be shared.

1. To increase understanding of how combining BLS techniques 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

Robert Pincus, Ph.D., LCS, Tessaunda Hannor-Walker, Ph. D, LCS

Motivational 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.

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](#)

Trauma responses following sexual betrayal

Barbara Steffens PhD LPCC-S

Couples 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

Brad Imhoff, Ph. D, LPC (OH)

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

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.

Social and Cultural Considerations

Bolstering African American Student Achievement: Practical Interventions for School Counselors

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 an individualized list of interventions that will work best with students.

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.

Welcoming vitality: The universal and cultural expressions of joy and awe

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

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](#)

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.

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.

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-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.