

**Liberty University
School of Behavioral Sciences
Department of Counselor Education and Family Studies**

Presents

**The 6th Annual Central Virginia Counselor Development Symposium
Friday, October 4th
9:00 a.m. – 5:00 p.m. EST**

Presentation Schedule

Track: Counselor Education and Supervision

Session	Presenters	Synopsis	Link for the Presentation/Quiz
Session 1 9:00 – 10:00 a.m. EST Helping the Helper: Implementing a Compassion- Based Model of Counseling Supervision	Deedre Mitchell, PhD, LPC, NCC, Licensed School Counselor Denise Ebersole, PhD, LPC, NCC, Licensed School Counselor 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. 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. In this presentation, a Compassion-Based Model of Supervision that implements beliefs, values, and guidelines that can be conceptualized as “caregiving” will be shared. Within this model, practical supervision techniques and practices, integrated with formal supervision theory, can help prevent compassion fatigue, while helping counselors to develop skills and improve the quality of client care. This model can be implemented in various supervision settings and can strengthen and revive the counselor and counseling profession with a shared purpose of meeting the mental health needs of our community.	https://libertyu.webex.com/meet/dmitchell134
Session 1 Quiz: https://liberty.col.qualtrics.com/jfe/form/SV_bfw2diExR0Iylro			

<p>Session 2 10:15 – 11:15 a.m. EST</p> <p>Safeguarding Supervisees from the Adverse Effects of Providing Trauma-Informed Care</p>	<p>Deborah Braboy, LPC, PhD, LPC-S, NCC</p> <p>Paula Weaver, MA, LAC</p>	<p>Clinical Supervisors oversee their supervisees' professional development and prepare them for the personal impact of working with traumatized clients. The impact that counselors face when exposed to their client's traumatic experiences is well documented. Repeated exposure to traumatic themes can cause counselors to experience vicarious trauma, secondary trauma, and compassion fatigue, which often presents with decreased motivation, efficacy, and empathy. Emerging counselors may not be prepared for the personal impact of providing trauma-informed care and sitting with clients who have traumatizing experiences. Supervisors should incorporate practices into supervision to help supervisees mitigate the distress that can arise including increased awareness of the problematic sequela when exposed to a client's trauma experiences. Supervisory practices should include psychoeducation regarding understanding trauma and its impact, vicarious trauma, self-care, resilience building, professional boundaries, and supervisory support. Without proper support, supervisees have the potential to suffer long-term, negative psychological consequences from providing trauma-informed care and emotional support to clients.</p>	<p>https://libertyu.webex.com/meet/dabraboy</p>
<p>Session 2 Quiz: https://liberty.col.qualtrics.com/jfe/form/SV_bjFu5qAh3fLezoG</p>			

<p>Session 3 11:30 – 12:30 p.m. EST</p> <p>Self-Care and Wellness Promotion in Counselor Education and Supervision</p>	<p>Derek J. Parker PhD, MA, LPC, NCC, ACS</p> <p>Alysha Blagg, Ph.D., LPCC-S, NCC</p>	<p>Self-care and wellness are two essential aspects that impact the field of counseling. It is critical that counselor education programs, training facilities, and supervisors focus on the importance of these professional practices. The American Counseling Association (ACA) (2014) code of ethics addresses the need to be self-aware of risks of impairment; however, also calls on supervisors to help clinicians monitor and manage these risks. Lambie and Blount (2016) explored the impact that wellness has on client care and noted an increase in the quality of services provided by counselors who are well.</p> <p>However, Blount et al. (2016) noted that very little research has been focused on the supervisor's perception of addressing wellness and self-care in clinical supervision. As such, it is important to explore the impact that counselor educators and supervisors have on the development, assessment, and improvement of the wellness of counselors-in-training. This presentation will focus on the importance of addressing self-care and wellness in counselor education programs and during clinical supervision. The aim of this presentation will be to address the impact of self-care and wellness on counselor development and client care. We will also provide some examples of how counselor educators and supervisors can promote holistic wellness during the counselor education program as well as clinical supervision. Participants should leave with an understanding of including self-care and wellness in both counselor education and supervision sessions and tangible skills that</p>	<p>https://libertyu.webex.com/meet/dparker14</p>
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		can be incorporated into their classes or supervision sessions.	
Session 3 Quiz: https://liberty.col.qualtrics.com/jfe/form/SV_9n22x9bWetl2M4u			
Lunch	Lunch	Lunch	Lunch
Session 4 1:30 – 2:30 p.m. EST Supporting Third Culture Kids: Understanding Challenges and Enhancing Acculturation in Counseling	Heyde Luz, PhD, LPC, NCC Ashlee Lakin, PhD, LPC, NCC	As more individuals identify as third culture kids (TCKs) or ATCKs (adult third culture kids), it is crucial for counselors and mental health professionals to understand their experiences and unique concerns they have. TCKs or ATCKs can be identified as individuals who spent a significant amount of time living in a “host” culture different from their passport or home country (Pollock et al., 2017). ATCKs belong to subcategories ranging from missionary, military, business, diplomat, education, NGO, among others (Crossman & Wells, 2022; Pollock et al., 2017). TCKs face challenges relating to cultural identity, belonging, and grief and loss (Millet et al., 2020), which may result in unresolved grief, anxiety, depression, low self-esteem and feelings of inferiority (Miller et al., 2020; Smith & Kearney, 2016). TCKs are especially susceptible to these symptoms when returning to their passport countries for college (Hervey, 2009; Smith & Kearney, 2016). Transitioning to college can be stressful for any young adult; however, the experience of repatriation for college TCKs poses additional considerations, as negative earlier transition experiences significantly impact levels of distress (Hervey, 2009; Smith & Kearney, 2016; Tan et al., 2021). Moreover, research suggest lack of social support and unresolved grief also influence their	https://libertyu.webex.com/meet/homarques

		acculturation (Segrin et al, 2017). In this presentation, we will seek to raise awareness of TCKs, and explore how counselors and counselors educators may assist with cultural adaptation, aiding TCKs with their sense of belonging.	
Session 4 Quiz: https://liberty.col.qualtrics.com/jfe/form/SV_6YiFc49Qp0dRTFQ			
Session 5 2:45 – 3:45 p.m. EST Let's Unpack This: Supervising Religious Counselors Working with Religious Trauma	Nicole Taylor, EdS, LPC	How do counseling supervisors address vicarious trauma and burnout in the context of treating religious trauma while effectively addressing the ACA ethical code's guidelines for multicultural competency regarding religion? Ethical and professional guidelines include the appropriate integration of multiculturalism including spiritual and religious values and it is imperative for counselors to be aware of their own beliefs and how this influences their approach within the counseling relationships (Singh et al., 2020; Smith et al., 2019). The lack of research on supervising cases of religious trauma poses a specific challenge in supporting emerging counselors, particularly emerging counselors who, themselves, engage in religious practices. This suggests the need of a supervision approach specific to the unique value conflict present when religious counselors work with individuals who have experienced religious trauma. Religious trauma has become more recognized in the past two decades of counseling research as a form of betrayal trauma (Cashwell & Swindle, 2018; Pressley & Spinazzola, 2015), but little research has been completed on how this can or should be addressed within the realm of supervision. Working with survivors of	https://libertyu.webex.com/meet/dparker14

		<p>trauma naturally poses existential questions for counselors related to the meaning of life and the existence of a higher power (Cashwell & Swindle, 2018; Hardiman & Simmonds, 2013). Spiritual well-being has been identified as a buffer for burnout, but issues of faith and religion often complicate feelings of burnout for counselors who participate in the same religious practices as the ones discussed in session (Cashwell & Swindle, 2018).</p>	
Session 5 Quiz: https://liberty.co1.qualtrics.com/jfe/form/SV_6G3aDBqwxFIZnFA			

Track: Clinical Mental Health Counseling

Session	Presenters	Synopsis	Link for the Presentation
Session 1 9:00 – 10:00 a.m. EST Spirituality as a Key Resilience Factor for Military Families Transitioning Overseas	John Ferreira, Ph.D., LPC, Cassandra Ferreira	Resilience in military families has been studied for decades. A twelve-year review (ending in 2021) of clinical work with military families identified spirituality, support networks, resourcefulness, prior preparation efforts, flexibility, and core family relationships as key resilience factors for military families. A more recent review (years 2022 through 2023) indicates that spirituality is the key resilience factor for a successful overseas transition. The history and definition of resilience in the military, key resilience factors, spirituality as the primary resilience factor, and implementation of spirituality practices across the military culture are the key areas explored in this presentation. Applications related to other cultures are also made.	https://libertyu.webex.com/meet/dparker14
Session 1 Quiz: https://liberty.co1.qualtrics.com/jfe/form/SV_2biTboiQ5aPibn8			

<p>Session 2 10:15 – 11:15 a.m. EST</p> <p>Joy Unlocked: Rediscover Play Therapy for Grown-Ups</p>	<p>Amanda Strivings, Ph.D., LPC, NCC</p> <p>Melissa Smith, MSCP, LPCC-S, NCC</p>	<p>This interactive workshop strips away the formality of traditional therapy to reveal a playground where emotions can be navigated with curiosity and creativity. Participants will learn about activities from drama therapy, arts-based methods, and action-oriented play, which can be directly translated into clinical practice.</p> <p>Participants will learn about various play therapy techniques that can be adapted for adults, such as role-playing, sand play, drama therapy, and therapeutic use of games, arts and crafts. These techniques not only stimulate creative expression but also facilitate deeper self-awareness and emotional healing. The session will discuss how these activities can be tailored to fit the therapeutic goals and personal experiences of adult clients.</p> <p>Ethical considerations will also be addressed, focusing on maintaining professional boundaries while engaging in more informal, playful activities. Participants will learn how to create a safe and inviting environment that encourages adults to embrace play without judgment or reservation.</p> <p>By integrating play therapy into adult practice, we invite a sense of wonder and discovery that reawakens the joy of living and fosters enduring change. Join us to unlock the transformative potential of play and infuse therapy with creativity, healing, and heart.</p>	<p>https://libertyu.webex.com/meet/msmith770</p>
<p>Session 2 Quiz: https://liberty.col.qualtrics.com/jfe/form/SV_dbOUHnQgwDZ9A90</p>			
<p>Session 3 11:30 – 12:30 p.m. EST</p> <p>Bridging the Gap: Black Americans and Engagement with Mental Health Services</p>	<p>Kisha Heron, LMHC, CASAC-T, EMDR trained</p>	<p>About 21% of Blacks/African Americans report having a mental illness. Of this number only 39% are receiving services. This community continues to struggle with their mental health and are not receiving the services that they need. As a result of the pervasive systemic racism, oppression, and</p>	<p>https://libertyu.webex.com/meet/jdgobble</p>

		discrimination, the confidence in the health care system and with providers have been challenged. This leads to the reinforcement of stigma and barriers that widens the gap of access and engagement with services. Through a PowerPoint presentation, practitioners will be able to continue exploring the state of Black mental health, the continued systemic factors that contribute to limited access and barriers, the stigma that continues to be perpetuated, and ways to combat these stigmas, reduce barriers, and build trust within this population. Mental illness continues to be on the rise; however, engagement in treatment continues to be challenging. The stigma associated within the Black community with the healthcare system and providers continues to be a barrier to access and engagement. Understanding where the stigma comes from and gaining tools to deconstruct these stigmas are important to serve this population.	
Session 3 Quiz: https://liberty.co1.qualtrics.com/jfe/form/SV_1YNF47GPTkpb0t8			
Lunch	Lunch	Lunch	Lunch
Session 4 1:30 – 2:30 p.m. EST Bridging the Gap: Service and Leadership Advocacy Steps For the Counseling Compact	Hillary Marker, MA LPC Carly Rowan, MA LPC	Prior to the introduction of the Counseling Compact by the American Counseling Association in 2019, licensed professional counselors who wanted to practice in states other than their state of residence had to apply for an additional license in their desired secondary or tertiary state(s). As of early Spring 2024, 34 states have joined the Counseling Compact and enacted legislation, and 10 states have filed legislation. Applications for the privilege to practice within the joined states are expected to be available by the fall of this year; this privilege to practice will enable licensed professional counselors within these states to meet with clients who do not live in their state of residence. Two of the remaining six states that have no active legislation include Michigan and Texas, where the presenters live and practice.	https://libertyu.webex.com/meet/dparker14

		Currently, there is a lot of work and advocacy occurring at the local and state level within Michigan to help Michigan legislators and the licensing board see the value of joining the Compact. There is minimal legislation in Texas. A potential roadblock to Texas joining the Compact is the disparity in licensure requirements and continued education in other states. Regardless of the state(s) one is licensed in, all mental health professionals can help to advocate for reciprocity within mental health counseling licensing requirements to encourage all states to become a part of the Counseling Compact and to expand access to counseling services to all who may seek it.	
Session 4 Quiz: https://liberty.col.qualtrics.com/jfe/form/SV_2fu0aKjQb7DGkxo			
Session 5 2:45 – 3:45 p.m. EST Navigating Challenges while Providing Counseling to Non Documented Students	Odais Romero, LMHC, CCMHC, NCC, CCTP	Counselors tend to get individuals into out offices of all cultures and in all parts of immigration. Counselors need to be aware of reasons why some individuals may not come to therapy as well as ways to help them come to therapy. In this presentation, participants will learn the reasons behind non documented students not seeking out therapy as well as how to best help them.	https://libertyu.webex.com/meet/smheckler
Session 5 Quiz: https://liberty.col.qualtrics.com/jfe/form/SV_bxt3r4dSovmwUBg			
Session 6 4:00 – 5:00 p.m. EST The Whole Person: Cultural Competence in the Counseling Classroom and Office	Alysha Blagg, Ph.D., LPCC-S (OH), NCC Jennifer D. Gobble, LPC, NCC, ACS	Multiculturalism is in the forefront of society's mind. Whether related to politics, economics, mental health or more, conversations of cultural competence are a daily reality. Cultural competency is not only an ethical mandate in the counseling field, but it is the only way to insure accurate and appropriate treatment of every single person in the counseling office. Competence in multicuture goes beyond assessment of and discussions of race and ethnicity but must include all aspects of personhood including age, gender,	https://libertyu.webex.com/meet/adgardner

		<p>faith/spirituality, sexual orientation, family dynamics, socioeconomic status, ability/disability needs, and so much more. This presentation will discuss Sue's (2001) argument that by including other dimensions of humanness in cultural discussions takes away from the discussions of "race, racial prejudice, racial discrimination, and systemic racial oppression" (p. 792) but will present an argument for intersectionality and the need to explore, understand, and provide counseling for the whole client. Applications to the classroom and counseling office will be made concerning multicultural discussions for the whole client.</p>	
<p>Session 6 Quiz: https://liberty.col.qualtrics.com/jfe/form/SV_aVIxYnzZpyUiZBc</p>			

Track: School Counseling

Session	Presenters	Synopsis	Link for the Presentation
Session 1 9:00 – 10:00 a.m. EST HELP WANTED: School Counselors! Navigating Ethical and Legal Challenges when Supporting Non-School- Counseling Credentialed Personnel to Meet the current School Counselor Shortage	Kerry Bowles, PhD, NCC, Assistant Professor Capri Brooks, PhD, EdS, NCC, NCSC, Associate Professor Summer Kuba, PhD, EdS, MSW, Associate Professor Shannan Shiderly, PhD, Professor	The nation is experiencing a massive school counselor shortage. School districts are filling positions with non-school-counseling credentialed personnel, leaving those hired with skill gaps and those supervising with legal and ethical concerns. This session will explore these issues and their impact on the school counseling profession. This session will also identify ways to support these non-school-counseling credentialed personnel, their supervisors, and their counselor educators as they work together to increase professional competency of effectively delivering school counseling services for their school communities.	https://libertyu.webex.com/meet/kllamphere
Session 1 Quiz: https://liberty.col.qualtrics.com/jfe/form/SV_eICwqzUN5JvhdUq			
Session 2 10:15 – 11:15 a.m. EST S.P.A.R.K.L.E. Power: School Counselors Paving the Way and Seizing Opportunities	Janis Roberson, Ed.D, LPC, CSC, NCC, CCTP Adeli Minet Cortez, M.Ed., LPC, RPT, CSC, NCC, CCTP	Are you putting out fires daily? Interacting with students who would be considered Tier 3? Experience has shown that investing time in implementing a school-wide counseling program with focused attention on providing Tier 1 support minimizes escalating behaviors. Adept school counselors recognize that their efficiency	https://libertyu.webex.com/meet/dparker14

		<p>requires them to navigate the challenges they are presented with and embrace the opportunities they are afforded to make each interaction with their students count. When demands extend beyond your counseling duties, how can you effectively connect, engage, and foster positive relationships with your greatest stakeholders? Join us as we share data-driven strategies to enhance your efficacy as a school counselor with ideas for guidance lessons and informal assessments to support your students.</p> <p>Preparing the path onward begins with purposefully acknowledging that many of our learners are frequently overlooked.</p> <p>Continuously assessing program effectiveness and prioritizing the entire student body provides us with more opportunities to empower them to become change agents for improving our future.</p> <p>Just as sparkles catch the eye from various distances and perspectives, the school counselors' legacy should be evident in the lives they touch.</p>	
<p>Session 2 Quiz: https://liberty.col.qualtrics.com/jfe/form/SV_3NVhs8HwQewHSQe</p>			

Session 3 11:30 – 12:30 p.m. EST Digital Addiction in Adolescents: A School-Based Intervention Model	Lacey Ricks, Ph.D., NCC, NCSC Sarah Kitchens, Ph.D., LPC, NCC Tashaunda Hannor-Walker, Ph.D., LPC, NCC	Approximately, 96 percent of teenagers report using the Internet every day (Pew Research Center, 2024). On average, children aged 8 to 12 years old spend about 5.5 hours on a media device per day, while 13 to 18-year-olds spend about 8.5 hours on a media device per day (Rideout et al., 2022). Although most adolescents can use digital platforms with little to no impact on their mental or physical health, some teens suffer from internet addiction (Bickham, 2021). This presentation will focus on identifying and addressing digital addiction among adolescents using a school-based model.	https://libertyu.webex.com/webappng/sites/libertyu/dashboard/pmr/jbyars
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Session 3 Quiz: https://liberty.col.qualtrics.com/jfe/form/SV_bQ1dHrDUkgD7SCy

Lunch	Lunch	Lunch	Lunch
Session 4 1:30 – 2:30 p.m. EST How can School Counselors and Mental Health Counselors Effectively Collaborate in their Professions.	DeAnne Law Sarah Kitchens, Ph.D., LPC, NCC	Over the last twenty years counseling has evolved. There have been changes with various expectations and methods of counseling. The roles of school counselors and mental health counselors have been divided in the counseling profession due to the differences of settings and job expectations. The difference in job expectations has created confusion and lack of understanding of each profession. Recently there have been many changes to the requirements in both fields (ASCA, 2022; ACA,	https://libertyu.webex.com/meet/jdgobble

		<p>2014). The school counseling profession and mental health counselor have specific requirements and rules to follow. The American Counseling Association (ACA) and American School Counseling Association (ASCA) code of ethics give us a code of ethics to follow which provide guidelines for each profession (ASCA, 2022; ACA, 2014). While there is a common thread between ACA and ASCA, there are many differences. The differences and changes have left school counselors feeling misunderstood (Rock, 2022). Also, there are some professional counselors who are still in the old mindset (Appling et al, 2019). School Counselors feel as if they are not being treated professionally or thought to have a lack of knowledge and training. School counselors also find they will always have the title of “guidance counselor” (Gysbers, n.d.). If both professions become aware of each other's requirements they could effectively collaborate while helping students and families be more successful and feel supported. Truly understanding the role of both the clinical counselor and school counselor will help provide additional support at school and home by creating a team approach.</p>	
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Session 4 Quiz: https://liberty.col.qualtrics.com/jfe/form/SV_eKb04RLcantPnG6			
Session 5 2:45 – 3:45 p.m. EST Navigating On-Site Supervision: Cultivating a Win-Win Experience	Angelica Greiner Ph.D., LSC, CDF, ASCA Certified Legal and Ethical Specialist Crystal Hatton Ph.D., LSC, NCC, NCSC, ACS	While experienced school counselors are often willing to share their expertise with school counseling supervisees, many still have questions about the role, responsibilities, and expectations of serving as a site supervisor. In this engaging session, participants will explore the following: (1) ASCA's ethical standards and position statements that pertain to on-site supervision; (2) common ethical dilemmas on-site supervisors encounter and strategies to overcome them; and (3) best practices for supporting supervisees throughout their practicum and internship field experiences.	https://libertyu.webex.com/meet/aagreiner
Session 5 Quiz: https://liberty.col.qualtrics.com/jfe/form/SV_77ByJSJOfbw6nwq			

Track: Special Topics

Session	Presenters	Synopsis	Link for the Presentation
Session 1 9:00 – 10:00 a.m. EST The Hive Mentality: Beekeeping as a Therapeutic Outlet	Eric J. Camden, PhD, LPC, NCC, ACS Alysha Blagg, PhD, LPCC-S, NCC	Civilizations have managed honeybees for thousands of years; doing so requires knowledge of honeybee anatomy and, more importantly, honeybee behavior. Beekeeping is a creative way to practice therapeutic skills of emotional regulation and has been used to curtail recidivism (Tierney, 2012) and with veterans (i.e., Hives for Heroes; Learning English, 2019). Further, beekeeping is steeped in community, such as mentoring new beekeepers and joining beekeeping groups. Overall, especially for students and clients who are nature-oriented, beekeeping offers a sense of pride connected to stewardship of honeybees, sense of community health, and provides positive environmental impact (Burke & Corrigan, 2024). As such, this presentation reviews beekeeping facts and explores how they translate to counselor education, supervision, and, perhaps most importantly, clinical application.	https://libertyu.webex.com/meet/adgardner
Session 1 Quiz: https://liberty.co1.qualtrics.com/jfe/form/SV_eLFeZua3Ia3W6Uu			
Session 2 10:15 – 11:15 a.m. EST Embracing the Ethics of Wellness: Overcoming Self- Care Challenges to Promote Ethical Practice	Natae Feenstra, PhD, LPC, NCC, School Counselor, Assistant Professor Kaitlin McIntosh, PhD, NCC, Assistant Professor Melissa Ostrander, PhD, LCMHC (NC),	Counselor wellness and self-care are mandated by ACA and are essential for ethical counseling practice. Research supports that wellness can reduce counselor impairment. In this presentation, we will provide a brief history of wellness as well as practical ways to increase self-care, connection, and overall wellness to reduce burnout.	https://libertyu.webex.com/meet/nfeenstra

	LMHC (FL), NCC, Assistant Professor		
Session 2 Quiz: https://liberty.co1.qualtrics.com/jfe/form/SV_1H9Z38bTlC0wBAq			
Session 3 11:30 – 12:20 p.m. EST Psychedelics: The Good, the Bad and the Ugly.	Christopher Ostrander, Ph.D., LCMHC, LMHC, LPC, NCC	With the recent renaissance in exploring psychedelics as an evidence-based treatment, clients, students, providers, and educators are seeking out more information on these novel treatments. Preliminary research suggests promising results for clients utilizing plant medicine for depression, anxiety, trauma and end of life transitions. Despite growing interest in these approaches' safety protocols, screeners, best practices, med management, and ethics remain unclear. This discussion will explore what is known and what is still missing.	https://libertyu.webex.com/meet/clostrander
Session 3 Quiz: https://liberty.co1.qualtrics.com/jfe/form/SV_4HOtn5Shl21QgtM			
Lunch	Lunch	Lunch	Lunch
Session 4 1:30 – 2:30 p.m. EST Circling back through Time: Reconnecting, Reclaiming, Redefining	Tanyeka Hayes, Ph.D., LMFT, NCC LaShonda Fuller, Ph.D., LPC, NCC, SCL; Brittany Dennis, Ph.D.	Historically, the United States' psychological services have been based upon European theorists and Western ways of knowing, which are primarily taught to counselors in training (Sharma & Kivell, 2023). BIPOC people, however, conceptualize the world differently and function by different ways of knowing. The practice of Western psychological services has cultivated a lack of diversity among culturally responsive counseling professionals providing nondiscriminatory treatment. Therefore, BIPOC populations experience mental health disparities and are less likely to receive services from someone who understands and respects their trauma story. One of the descriptions of trauma in the DSM-V-TR (2022) includes learning about repeated traumatic events of actual violent deaths happening to family members or friends (APA). Considering the conflict between empowering people through historical knowledge of Indigenous genocide and employing the benefits of natural healing in counseling practices, the mental health	https://libertyu.webex.com/meet/tfoster7

		field stands at a crossroads asking, “How can Indigenous practices help us all?” Martin et al. (2023) attest that due to COVID and the current focus on racial disparities and inequities, now is the time to center BIPOC people and strategically develop interventions that center the needs of BIPOC individuals. We seek to find ways of integrating Indigenous and Western ways-of-knowing-in-being through complementarity rather than contradiction (Higgins & Eun-Ji, 2019). The Indigenous wholistic theory has been identified as a knowledge set for practice (Absolon, 2019). This theory will be introduced and discussed. Within the discussion of the Indigenous wholistic theory, postmodern theories, and intervention integration will be highlighted.	
Session 4 Quiz: https://liberty.col.qualtrics.com/jfe/form/SV_08qX2ht7YtKfvvw			
Session 5 2:45 – 3:45 p.m. EST Impostor Syndrome: Hispanic and Non-Hispanic Comparison	Douglas L. Flor, Ph.D.	This study of Impostor Syndrome began in response to hearing from interns associated with the Congressional Hispanic Leadership Initiative (CHLI). Interns had been making statements about their work on Capitol Hill indicating they felt like being an impostor. The leadership of CHLI initially commissioned a survey of interns and then capitalized on their network of Hispanic/Latinos and non-Hispanic/Latinos to expand the study and assess whether there were any significant effects regarding age, gender, being a 1st generation college student, and whether Hispanic-Latino/a experienced the phenomenon differently from Non-Hispanic-Latino participants. Of the total 237 participants, 173 were of Hispanic-Latino/a ethnicity, thus making it one of the largest studies of involving Hispanic-Latino/a participants of Impostor Syndrome. Consistent with prior research, a significant effect was noted for 1st generation college students, but only in college and not in the workplace setting. A significant effect was noted for age with mixed results. While there was no effect for gender when examining all participants - consistent with prior research, there was a gender effect noted for gender when analyses were	https://libertyu.webex.com/meet/dflor1

		<p>confined to the Hispanic-Latino/a participants consistent with the earliest work done in this area. Qualitative analyses revealed some consistencies in ethnographic themes across college and workplace settings for the overall sample. Ethnographic themes when analyzed by gender for Hispanic-Latino/a participants exhibited one key difference. Conceptual concepts derived from the qualitative data could be used in future scale development for differentiating Impostor Syndrome from other related constructs.</p>	
<p>Session 5 Quiz: https://liberty.col.qualtrics.com/jfe/form/SV_dajdbNh0eRAgE0C</p>			
<p>Session 6 4:00 – 5:00 p.m. EST</p> <p>Improving Access to Care: The Impact of Digital Delivery on Mental Health Services in Rural Communities</p>	<p>Logan McCarthy, PhD, LCPC, NCC, ACS</p> <p>Jeffrey McCarthy, PhD, LCPC, NCC, CCATP, CTMH</p>	<p>There are a variety of methods for digital delivery of mental health services to rural communities. There are asynchronous methods, such as smartphone apps, text, or email; and synchronous online programs allowing video interaction between counselor and client. There has been a continued increase in the use of digital delivery of mental health services and particularly during the past five years. This increased use of digital delivery of mental health services is one reason why the current American Counseling Association code of ethics includes a section on distant counseling, and the use of social media and technology. However, the delivery of mental health services for rural communities continues to trail other communities. The primary reasons for increased challenges with the digital delivery of mental health services are the lack of accessibility to online services, limited online mental health professionals, lack of affordability, and less acceptance of online services. Yet there is a significant need for increased digital delivery of mental health services to rural communities as there is a much higher rate of suicide and significant substance use. Providing digital services to more rural communities will also help vulnerable populations that include children, the elderly, veterans, and indigenous populations such as American Indian or Alaska Native. Increased digital delivery of mental health services to rural communities can reduce health problems and use of hospitals,</p>	<p>https://libertyu.webex.com/meet/lmccarthy8</p>

		eliminate transportation concerns, save money and time off work, and digital delivery of services at home provides more comfort and acceptance of these services.	
Session 6 Quiz: https://liberty.col.qualtrics.com/jfe/form/SV_3eejAX2YFgV8Xsy			

Continued Education Information

To obtain CEUs, please click on the quiz link for the corresponding session you attended. You will take a five question quiz based on the content of the presentation, then a quick survey, answer Yes to ‘do you wish to earn CEUs’. Then enter the email you would like the certificate sent to , and your name as you wish for it to appear on the certificate. After submission you will receive the certificate by email to the account you wrote in, the email will come from noreply@qualtrics-survey.com.

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Symposium Evaluation

The Central Virginia Counseling Symposium committee would like for you to also complete an evaluation on the symposium. This event is run by volunteers, and we wish to see what you liked about the event, and suggestions for improvement. Please complete the following survey to help us shape future events. A link to this will be provided during the conference.