

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

Presents

The Counseling Marketplace: Innovations, Insight, and Spiritual Integration.

**The 2026 Annual Central Virginia Counselor Development Symposium
Friday, October 2nd
9:00 a.m. – 5:00 p.m. EST**

Presentation Schedule – Subject to change – A updated schedule will be provided to registered participants the day before the event.

Presentation Subject to Change. A updated Schedule will be provided to those who register the day before the event.

Track: Counselor Education and Supervision

Session	Presenters	Synopsis	Link for the Presentation
Session 1 9:00 – 10:00 a.m. EST The TCM Model: Trust, Curiosity, and Morality in Ethical Decision-Making	Wendy Robinson Candace M. McLain, EdD LPC ACS BC TMH	Ethical decision-making often occurs in complex and emotionally demanding situations where pressure and competing responsibilities can diminish trust, limit curiosity, and blur ethical judgment. This presentation introduces the TCM Model (Trust–Curiosity–Morality), a neurobiologically informed framework that helps CES lead with integrity, facing ethical challenges with greater clarity, confidence and psychological safety.	
Session 1 Quiz:			
Session 2 10:15 – 11:15 a.m. EST Finding Your Tribe: How to Find Your People to Succeed in Academia—with Optimal Growth	Candace McLain Wendy Robinson	Counselor educators and supervisors (CES) wear many hats, including teaching, supervising, counseling, program leadership, publishing, and service, while sustaining optimal professional dispositions and excellence (Limberg et al., 2020; Litherland & Schulthes, 2020). Although doctoral training emphasizes mentoring and embedded research opportunities to develop these multiple identities with faculty (Limberg et al., 2020; Prosek, 2020), the literature offers limited operational guidance for building trust and	

		psychological safety, engaging in accurate self-assessment, and identifying collegial partners especially post-graduation who align with one's goals, values, and work style. Early-career CES and doctoral students often struggle to articulate expectations regarding authorship, presentation, and committee work (Dollarhide et al., 2013; Limberg et al., 2013). These challenges are amplified by multi-role complexity, boundary concerns, and workload demands (Austin et al., 2016; Litherland & Schulthes, 2020). Guided by Erikson's generativity stage (Erikson, 1950), this session translates evidence-informed themes into a practical model for 'finding your tribe.' We operationalize six collaboration features including clear goals, mutual respect and trust, equity in roles/authorship, regular communication/documentation, diverse expertise, and shared accountability/leadership (Delgadillo, 2016; Johnston et al., 2020; Misra, 2020; Newman, 2024), and align them with CCS-R professional dispositions, leadership attributes, and work-style indicators (e.g., conscientiousness, time management, follow-through, openness, intrinsic/extrinsic motivation, self-awareness). Participants will leave this session with a self-assessment, self-awareness, a partner-matching rubric, and an authorship/MOU template they can immediately apply to research, publishing, presenting, curriculum work, and committee service. The session fosters both rigor and enjoyment in scholarly collaboration by helping attendees understand who they are, what they want to	
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		contribute, and how to locate colleagues who fit their mission and methods while finding satisfaction from work and enjoyable edifying relationships with others.	
Session 2 Quiz:			
Session 3 11:30 – 12:30 p.m. EST Intentional Professional Generativity: Strengthening the Next Generation of Counselors	Denise B. Ebersole, PhD. Laura Martin, Ph.D., LPC, NCC Deedre Mitchell, Ph.D., LPC, NCC Matthew Walters, Graduate School Counseling Student	Join us as we explore the concept of professional generativity and its application to the counseling profession! The original understanding of generativity will be briefly before delving into professional generativity, generativity stagnation, and their relevance to the counseling profession. Theoretical and practical application for counselor educators will be integrated throughout, specifically related to teaching, supervising, advising, and mentoring. We'll conclude with Q&A time and an opportunity for counselor educators to share relevant insight and ideas. Join us to be thoughtfully engaged, encouraged, and inspired to strengthen the future of the counseling profession!	
Session 3 Quiz:			
Lunch	Lunch	Lunch	Lunch
Session 4 1:30 – 2:30 p.m. EST Understanding Imposter Syndrome Characteristics in Counselor Educator Students'	Gabrielle Bunch Rachel Day, LSC, LGPC, NCC, PhD Student	This interactive session will explore Imposter Syndrome in relation to counselor educator professional identity development. The focus will be on common characteristics (perfectionism, fear of failure, fear of success, denial of	

Professional Identity Development	Macy Henson, RMHCI, PhD Student	competence, analysis paralysis, super-heroism, imposter cycle) that may affect confidence, professional identity, and a sense of belonging in the counselor educator role. Through hands-on activities, group discussions, and personal reflective exercises, participants will discuss the unique transition from professional clinician to educator. Reflective exercises will help participants uncover hidden expectations that feed into negative self-talk. Participants will discuss practical strategies to combat negative self-talk related to Imposter Syndrome and build resilience to strengthen professional identity.	
Session 4 Quiz:			
Session 5 2:45 – 3:45 p.m. EST Integrating Sex Therapy Education with Faith Sensitivity in CACREP Clinical Mental Health Counseling Programs	Tanyeka Hayes, PhD.	This presentation addresses the critical need for expanded sex therapy education within CACREP-accredited Clinical Mental Health Counseling graduate programs, with intentional integration of faith-sensitive clinical practice. Despite the prevalence of sexual concerns in counseling settings, many counselors report minimal formal training in sexual assessment, intervention, and ethics, particularly when working with religious clients. This presentation explores current gaps in counselor education, identifies specific core courses where sex therapy content can be embedded, and examines the	

		professional advantages of such integration. Participants will also explore the ethical, clinical, and systemic risks associated with the omission of sex therapy training. Emphasis is placed on culturally responsive, sex-therapy, and spiritually integrated approaches that honor both client values and professional counseling standards.	
Session 5 Quiz:			
Session 6 4:00 – 5:00 p.m. EST From Fragmentation to Integration: Ego-State Therapy, EMDR, and Spiritual Meaning in Trauma Work[	Christina E. Selvig Adrian M Marquez Ayala, MA, LMHC (FL), NCC, PhD Student CES (Liberty University) Lisa Hathaway, MBA, MA, LCMHCA (NC), PhD Student CES (Liberty University)	Counselor educators and supervisors are increasingly responsible for preparing new counselors to handle complex trauma and ethically incorporate clients' spiritual and religious beliefs. Although approaches like Eye Movement Desensitization and Reprocessing (EMDR) and psychodynamic ego-state therapy are gaining increased attention in trauma treatment, many training programs lack structured methods for teaching spiritually responsive integration within these modalities. This presentation introduces a clinically grounded and pedagogically transferable model that integrates ego-state theory, Adaptive Information Processing (AIP), and biblically informed meaning-making within professional ethical standards. The model highlights client autonomy, multicultural humility, and the distinction between spiritual integration and spiritual imposition. Participants will explore conceptual foundations, supervision and consultation strategies, and applied clinical tools that support trauma treatment while	

		preserving client autonomy, multicultural humility, and clear boundaries between spiritual integration and spiritual imposition. Grounded in trauma research, counselor education scholarship, and spiritually integrated counseling competencies, this session offers both educators and experienced practitioners a coherent framework for ethically integrating spirituality in trauma-focused care.	
Session 6 Quiz:			

Track: Clinical Mental Health Counseling

Session	Presenters	Synopsis	Link for the Presentation
Session 1 9:00 – 10:00 a.m. EST Insight for Counseling Mothers: Thinking Outside the Counseling Box	Melissa Ostrander Kaitlin McIntosh, Ph.D., NCC Natae Feenstra, Ph.D., LPC (TN), NCC, Certified Level 1 Run Walk Talk® Therapist	Motherhood includes implications relating to role identity and mental health. Motherhood challenges create perceived barriers for parents to engage in therapy. Counselors have ethical and multicultural responsibilities to tailor treatment to the needs of the client. This session challenges educational instructional norms and considers the individual needs of clients.	
Session 1 Quiz:			

Session 2 10:15 – 11:15 a.m. EST Integrative Trauma-Informed Approaches for Binge Eating Disorder: Enhancing Clinical Outcomes	Lily Carone Stacy Carone, Ed.D., Licensed Professional Counselor (LPC), Certified Clinical Trauma Specialist (CCTS), Associate Professor in the Department of Counselor Education and Human Development at Indiana University of Pennsylvania	This presentation equips clinical mental health counselors with integrative, trauma-informed interventions for clients with binge eating disorder (BED). The recent formal recognition of BED as a distinct diagnosis, limited research (Giel et al., 2023), rising prevalence, and high treatment dropout rates (Ghaderi et al., 2018) underscore the need for more specialized approaches to address the evolving clinical landscape and improve treatment outcomes. BED is the most prevalent eating disorder and presents with physiological, behavioral, and psychological characteristics that differ from other eating disorders. Despite the differences, interventions have historically been used similarly across eating disorder types compromising outcomes of clients with BED (Riise et al., 2025). The distinct facets of BED warrant a more client-centered and integrative framework. Research suggests that individuals with BED exhibit patterns of emotional dysregulation, neural functioning (Giel et al., 2023), and stressful life histories (Degortes et al., 2014) similar to trauma-affected populations, therefore a trauma-informed treatment lens may enhance treatment outcomes (Brewerton, 2019). Trauma-informed frameworks emphasize safety, regulation, empowerment, and spirituality, extending beyond traditional symptom-focused	
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		interventions such as food exposure and body acceptance (Essayli et al., 2023). They also allow for integrative interventions such as health education, weight management, and cognitive behavioral therapy to fully address the problems associated with BED. Drawing from emerging research in BED, the proposed approach utilizes a trauma-informed, holistic framework. This information will help counselors enhance their clinical approaches and evaluate potential referral sources for clients with BED to ultimately improve their personal well-being and treatment outcomes.	
Session 2 Quiz:			
Session 3 11:30 – 12:30 p.m. EST Faith and Love: Integrating Christian Faith in the Counseling Room	Ryan Cowell	Integrating faith into the counseling room is key to being congruent in the counseling room. This congruent presentation supports positive outcomes in counseling. On the other hand, professional counselors are ethically mandated not to impose values during the counseling process. Finding the balance of being congruent and ethical is key to quality Christian counseling. Modeling through example and intentional posture are key ways to integrate faith and honor client culture and beliefs.	
Session 3 Quiz:			
Lunch	Lunch	Lunch	Lunch
Session 4			

1:30 – 2:30 p.m. EST Clinical Supervision That Guides, Leads, and Empowers	Hope Charles Keyona Harper, PhD, LPCC, NCC Nivischi Edwards, PhD, LMHC, LPC, NCC, BC-TMH Tamika Lewis, PhD, LPC, NCC Brittany Hill-Morales, MA, MDiv, LPC, LLMFT (PhD student)	Counseling supervision occurs when a seasoned clinician supports the skill development of a novice counselor. This often includes developing skills, pointing out blind spots, and consulting. When BIPOC supervisors and supervisees engage in this nurturing relationship, the support that ensues elicits positive self-discovery. In this session, presenters will share how they have experienced this type of supervision relationship and offer tools that will support those on the supervision journey.	
Session 4 Quiz:			
Session 5 2:45 – 3:45 p.m. EST Clinical Counseling for Caregivers Experiencing Moral Injury Addressing Professional Caregivers Moral Injury	Stephanie JW Ford, PhD, LP, CCTP	Mental health professionals are trained to bracket and evaluate their personal values. When providers' values and beliefs do not align with their clients, colleagues, and professional standards; psychological, relational, and spiritual distress may arise (Koenig & Zaben, 2021). Moral injury occurs when one's sense of goodness, morals, and understanding of right, and wrong are challenged (Vanderweele, Wortham et al., 2025). Moral injury is identified as a Z code in the Diagnostic and Statistical Manual 5-TR (APA, 2025). What occurs when a graduate student in counseling does not know how to express or process moral injury? How do licensed professional address concerns about goodness while adhering to workplace standards? Awareness and addressing moral injury with graduate students and mental	

		health professionals requires vulnerability and humility; along with strategies to address concerns. Participants will learn how to define, assess, and address moral injuries when working with clients and when providing supervision. Participants will interact with one another while evaluating and applying processes that will assist with the restoration of one's wellbeing after experiencing a moral injury.	
Session 5 Quiz:			
Session 6 4:00 – 5:00 p.m. EST Beyond the Clinic: A Phenomenological Exploration of Combative Sports and Powerlifting as Interventions for Delayed-Onset PTSD in Veterans	Hope Torres Cynthia Doney, Phd, LPC	Traditional therapeutic interventions for Delayed-Onset Post-Traumatic Stress Disorder (D-PTSD) often face barriers to engagement within the veteran community, where clinical environments may feel disconnected from military culture. This phenomenological study explores the effectiveness of sports and exercise—specifically high-intensity and combative sports—as a primary mechanism for managing D-PTSD symptoms. The research sought to understand how veterans describe the impact of physical activity on their symptoms, their physiological and emotional states immediately following exercise, and the holistic connectedness found in these physical outlets. Utilizing a longitudinal qualitative design, participants were observed in-person during their activity routines and interviewed both before and after exercise. Data collection included the innovative use of cognitive imagery, where veterans provided and described mental images of their PTSD in	

		relation to their physical performance. The thematic analysis revealed three dominant narratives: the immediate regulatory effects of activity, the significance of military resemblance in fostering a sense of purpose, and the intentional confrontation of triggers within a controlled, high-stakes environment. The findings suggest that combative sports offer a unique "therapeutic transition" for veterans, leveraging familiar physical stressors to process trauma. By introducing a novel framework for examining alternative treatments, this study provides mental health practitioners with culturally competent insights into integrating somatic, sports-based interventions into veteran care. These results advocate for a shift in the clinical paradigm, highlighting the potential for combative sports to serve as an effective, self-directed alternative to traditional sedentary therapies.	
Session 6 Quiz:			

Track: School Counseling (9am, 10:15am) Special Topics (11:30am, 1:30pm) Counselor Education and Supervision (2:45pm, 4pm)

Session	Presenters	Synopsis	Link for the Presentation
Session 1 – School Counseling 9:00 – 10:00 a.m. EST Scrolling Stories: Using Narrative Therapy to Disrupt Digital Addiction	Lacey Ricks Sarah Kitchens, Ph.D., LPC, NCC, Teshaunda Hannor-Walker, Ph.D., LPC, NCC	Most teens use social media and have a smartphone, and nearly half say they're online almost constantly (Pew Research Center, 2024). Digital technology has become embedded into students' lives and schools are at the forefront of addressing issues related to promote problematic usage. This presentation promotes narrative therapy as a strengths-based, developmentally appropriate approach for addressing digital addiction within the school settings. This presentation will inject creative narrative therapy interventions that target internet addiction in adolescents, while empowering youth and mitigating addiction risks (Maina et al., 2022).	
Session 1 Quiz:			
Session 2 – School Counseling 10:15 – 11:15 a.m. EST School Counselors in Court: Insights from Cases Involving Students and Suicide Risk	Angelica Greiner Crystal Hatton Ph.D., LSC, NCC, NCSC, ACS	School counselors have a legal and ethical obligation to prioritize student safety. However, many school counselors encounter legal and ethical challenges when supporting students with suicidal ideations. This presentation will explore lessons learned from court cases involving school counselors and students at risk for suicide.	

Session 2 Quiz:

Session 3 – Special Topics TIME TO BE ANNOUNCED Rural Telemental Health: Ethical, Effective, and Culturally Competent Care	Logan McCarthy Jeff McCarthy, PhD, LCPC, NCC, CCATP, CTMH, Candace McLain, EdD, LPC, ACS BC- TMH	Rural telemental health services (R-TMH) have emerged as an essential solution to address longstanding disparities in mental health and substance abuse care for rural communities. There has been a continued increase in the use of telemental health services over the past six years. This rise in technology-based care is one reason the ACA (2014) Code of Ethic includes guidance on technology use and digital delivery. Despite progress, rural communities still face barriers to accessing effective, ethical, and culturally competent care. Expanding R-TMH can increase access for vulnerable populations, reduce stigma, and offer care in the comfort of clients' homes. R-TMH ethical considerations, best practices, and culturally responsive strategies will be explored in this presentation via PPT presentation and immersive experiential learning.	
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Session 3 Quiz:

Lunch	Lunch	Lunch	Lunch
Session 4 – Special Topics 1:30 – 2:30 p.m. EST Training the Next Generation of Counselors: Innovative Supervision Practices that Integrate Wellness, Ethics, and Creativity	Stacey C. Lilley Kristy M. Ford, PhD, LMHC-S, NCC	Clinical supervision is a cornerstone of counselor training and plays a critical role in preparing competent, ethical, and resilient professionals. As the counseling profession continues to respond to increasing mental health needs, supervisors must move beyond traditional case review models to incorporate innovative supervision practices that foster deeper reflection, professional identity development, and counselor wellness.	

		Counselors in training often encounter ethical dilemmas, emotional fatigue, and uncertainty as they begin working with clients, highlighting the need for supervision approaches that intentionally address wellness, ethical decision-making, and reflective growth. This presentation introduces innovative supervision practices designed to support the development of counselors in training while protecting client welfare and strengthening professional competence. Drawing from counselor education training practices, participants will explore experiential and creative supervision strategies that promote counselor self-awareness and reflective learning. Techniques will be discussed as tools to deepen supervision dialogue and support supervisee development. Participants will also examine the supervisor's role in promoting wellness, monitoring potential impairment, and modeling ethical practice within the supervisory relationship. These innovative supervision strategies help counselors integrate personal reflection, ethical awareness, and professional growth as they navigate the evolving counseling marketplace. By incorporating experiential and creative supervision approaches, supervisors can better prepare the next generation of counselors for sustainable and ethical clinical practice.	
Session 4 Quiz:			

Session 5 - CES 2:45 – 3:45 p.m. EST Ethical Spiritual Integration in Supervision	Breanna McNeal Jeremy Gillentine, MS, LPC, Stacey Lilley, PhD, LPSC, LPC-S (VA)	Spiritual and religious beliefs frequently shape the identities, worldviews, and clinical decision-making processes of both counselors and clients. Within counselor education and supervision, addressing spirituality ethically presents both opportunities and challenges. Supervisors are tasked with helping supervisees develop awareness of their own spiritual values while ensuring that personal beliefs do not interfere with ethical client care. Failure to address these dynamics may contribute to value conflicts, countertransference, and counselor burnout. This presentation explores ethical considerations related to integrating spirituality into the supervisory process. Participants will examine professional standards from ACA, CACREP, ACES, and ASERVIC related to spiritual and religious competencies. Practical strategies will be provided for ethically exploring supervisees' spiritual identities, facilitating reflective dialogue, and addressing value conflicts that may arise in clinical work. A developmental supervision framework will be discussed to illustrate how supervisors can support supervisees at varying levels of professional development while maintaining ethical boundaries and cultural humility. Through case examples and applied discussion, participants will learn how to create a supervisory environment that encourages thoughtful spiritual reflection while protecting client autonomy and professional ethical standards.	
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Session 5 Quiz:

Session 6 - CES

4:00 – 5:00 p.m. EST

Navigating Values Conflicts and Religious Harm in Counseling Practice: Ethical and Spiritual Considerations

Nicole Taylor

Stacey Lilley, Ph.D.,
LPC-S, LPSC,

Kristy Ford,

Hillary Coolbaugh

Counselors regularly work at the intersection of personal values, spiritual beliefs, and clinical practice. While religion and spirituality can offer clients resilience and meaning, they can also contribute to distress, trauma, or values-based conflict. These situations require counselors to balance ethical standards, multicultural and spiritual competence, and respect for client autonomy. This presentation explores ethical and clinical considerations related to values-based conflicts and religious harm in counseling. Participants will examine how personal beliefs, countertransference, and professional identity shape clinical judgment. Ethical guidance from the ACA Code of Ethics, along with multicultural and spiritual competency frameworks, will be reviewed to support ethically sound responses to value conflicts. Using case examples and reflective dialogue, the session highlights strategies for identifying religious harm, managing personal value tensions, and maintaining client-centered care. Decision-making models and supervision approaches will be introduced as tools for supporting counselors navigating these complex dynamics. The overall aim is to strengthen counselor self-awareness, enhance ethical practice, and promote culturally responsive approaches to religious and spiritual issues in the counseling relationship.

Session 6 Quiz:

Track: Special Topics

Session	Presenters	Synopsis	Link for the Presentation
Session 1 9:00 – 10:00 a.m. EST Creative Expression: The Power of Sand	Renae M Bush Jennifer Payne, Ph.D student	Because the child’s cognitive, emotional, relational, and social abilities are still developing, play provides a developmentally appropriate way through which counselors can facilitate therapeutic change. When considering expressive and creative play approaches, sand techniques provide a flexible and versatile approach for facilitating therapeutic progress. Through understanding the practical applications of sand play and sand tray techniques, counselors may be better equipped to implement sand interventions and support the child’s healing and growth.	
Session 1 Quiz:			
Session 2 10:15 – 11:15 a.m. EST The Embodied Counselor: Integrating Somatic Awareness, Spiritual Insight, and Professional Resilience	Asia S. Foster Jennifer Gobble	Counselors and counselor educators often emphasize cognitive and emotional skills while neglecting the body’s critical role in stress regulation and professional sustainability. The Embodied Counselor integrates somatic awareness, neurobiological insight, and biblical principles to strengthen counselor self-care, spiritual formation, and therapeutic presence. Graduate students and faculty face elevated stress and early burnout without structured wellness supports (Hill, 2025; Thompson, 2013; Duncan, 2024). Polyvagal-informed practices, mindful breathing, grounding, and interoceptive awareness enhance emotional regulation, relational attunement, and nervous system stability (Porges, 2022; Mehling et al., 2018). Faith integration provides additional resilience, reminding counselors of God’s sustaining presence (Isaiah 40:31; Matthew 11:28–30). Evidence shows mindfulness and somatic interventions reduce stress and trauma-related distress across helping professions (Salvado et al., 2021; Dou et al., 2025;	

		Kuhfuß et al., 2021). Through experiential exercises, reflection, and biblical framing, attendees learn to use the body and Spirit as barometers for stress, cultivating resilience, ethical practice, and a wellness-centered counseling culture aligned with God’s design for rest, stewardship, and holistic care (1 Corinthians 6:19–20). This session equips counselors and educators to integrate somatic and spiritual practices into professional life, supporting personal sustainability, ethical service, and innovative contributions to the counseling marketplace.	
Session 2 Quiz:			
Session 3 11:30 – 12:20 p.m. EST Adoptees Speak: Lived Experiences and Clinical Implications From a Qualitative Follow-Up Study	Steve Johnson Laurel Shaler, PhD, NCC, LPC-S, LMFT, LCSW, LISW-CP Wendy Robinson, PhD, LPC, CCTP Cynthia Doney, PhD, LPC Keaghan Strasshofer, M.A., LPC, NCC, CCMHC, CCTP	This presentation expands upon our 2025 symposium presentation, which explored factors influencing adoption outcomes from the adoptee’s perspective. While adoption provides an alternative to foster care or institutional care (Langenhoven & Greeff, 2022), the literature suggests adoption at times poses some negative psychological outcomes for adoptees, such as trauma and adjustment disorders (Brodzinsky et al., 2022), schemas (Merritt, 2022), insecure attachment styles (Feeney et al., 2007; van den Dries et al., 2009), and issues in neurological development (Brodzinsky et al., 2022). In this follow-up session, we present findings from our qualitative study examining the lived experiences of adult adoptees. Drawing from in-depth interviews with participants adopted through domestic, international, and foster-care pathways, our analysis reveals five central thematic domains: (1) Adoption as a complex and multifaceted experience; (2) Identity, autonomy, and cultural belonging; (3) Openness and communication within adoptive families; (4) Support systems and resilience; and (5) Trauma, loss, and systemic barriers. These themes highlight both risk factors and protective factors. Participants’ narratives offer clinically rich	

		insight into how adoptees make sense of identity development, relational safety, cultural context, and the role of both parents and foster/adoption-care professionals across the lifespan. Implications for clinical mental health counseling are emphasized throughout, including skills for supporting adoptees processing grief and loss, strategies for fostering adoptive family communication, and culturally attuned approaches to identity development. The session concludes with practice-oriented recommendations for counselors, educators, and adoption professionals, as well as considerations for policy and systemic reform raised by adoptees themselves.	
Session 3 Quiz:			
Lunch	Lunch	Lunch	Lunch
Session 4 1:30 – 2:30 p.m. EST Purpose-Driven Practice: Clinical Rehabilitation Counseling for a Changing Marketplace	Tyra Turner Whittaker Bridget Staten, LPC, LPC-S, NCC	With a legacy spanning over 100 years, rehabilitation counseling has a steep tradition of restoring dignity, independence, innovation, hope, and empowerment to individuals with disabilities (Peterson, 2024). Clinical Rehabilitation Counselors (CLRC) address the physical, mental, developmental, cognitive, and emotional needs of clients or consumers with disabilities (CRCC, 2021). As the number of individuals with disabilities skyrockets, it is imperative that counselor and counselor educators increase their awareness of the unique counseling skills possessed by their CLRC colleagues. Doing so improves the outcomes for individuals with diverse disabilities in the marketplace. The current presentation introduces attendees to this counseling specialty and its foundational underpinnings. This presentation will also explore disability-focused frameworks used in the clinical rehabilitation counseling process and discuss effective and ineffective Biblical integration strategies used when working with persons with disabilities.	

Session 4 Quiz:			
Session 5 2:45 – 3:45 p.m. EST Who Are You?: Clinical Application for Addressing Catfishing and Online Deception in Clinical Practice	Derek J. Parker, PhD, LPC, NCC, ACS Eric Camden, PhD, LPC, NCC, ACS	Catfishing, or online deception, has been an increasing topic within our society. Catfishing occurs when an individual goes online and pretends to be someone they are not, or exaggerates features about themselves, to deceive others online. The two primary gains of Catfishing are typically relationship and/or financial gains (Campbell & Parker, 2022). Catfishing can be quite detrimental to individuals who are victims of online deception and may seek counseling to address this experience. Additionally, perpetrators of Catfishing may also find themselves in counseling to address their actions. As many individuals turn to online dating, the possibility of working with a victim or perpetrator of Catfishing increases in clinical practice. This presentation will aim to help participants gain an understanding of the background of Catfishing, identify key characteristics of both victims and perpetrators of Catfishing, and assess clinical treatment approaches when working with individuals involved in online deception.	
Session 5 Quiz:			
Session 6 4:00 – 5:00 p.m. EST Beyond the Baby Blues: Recognizing and Supporting Peripartum Mental Health Needs	Alysha Blagg Jennifer Gobble, Ph.D., LPC, NCC, ACS	The birth of a child is widely viewed as a joyful and transformative milestone, yet many parents encounter unexpected emotional and psychological difficulties during this period. Although most describe positive birth experiences, a significant portion report negative or distressing ones, highlighting an important concern for the general population and especially for clients seeking counseling support. Maternal mental health is a leading contributor to preventable maternal mortality in the United States, with about 15% of women experiencing	

		depression or anxiety during pregnancy and rising rates of suicidal ideation. Complicated or challenging labor and delivery further increase these risks. Additionally, around 10% of U.S. families face a NICU hospitalization each year, which is strongly linked to heightened postpartum mental health challenges. Counselors frequently work with clients managing perinatal and postpartum stress, grief, identity shifts, and lingering psychological effects of childbirth—sometimes long after the event. Without proper training, clinicians may overlook signs of anxiety, depression, trauma, or postpartum psychosis. This presentation will examine childbirth experiences, NICU-related stress, and overall perinatal mental health. It will review current research, outline clinical implications, and offer practical strategies for supporting this population, with particular emphasis on trauma-informed and culturally responsive approaches.	
Session 6 Quiz:			

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.