



**39<sup>th</sup> Annual ACCTA Conference**  
**Saturday, September 10 – Wednesday, September 14, 2016**  
**Bonita Springs, Florida**

**Self-Care as an Ethical Practice**  
**Program Descriptions**

**Unopposed Presentations**

**Keynote Presentation (1.5 CEs)**  
**Sunday, 9/11/16, 8:30-10:00 am**

***The Ethic of Self-Care: Enhancing Personal and Professional Lives***  
Melba J.T. Vasquez, PhD, ABPP

This presentation will focus on our ethical responsibility to ensure our competence, which can be compromised if we neglect self-care. The *APA Ethical Principles of Psychologists and Code of Conduct* (2010) includes the General Principal of “Beneficence and Nonmaleficence.” The Principal obligates us to strive to benefit those with whom we work and to take care to do no harm. Because our judgments and actions may affect the lives of others, we are encouraged to strive to be aware of the possible effects of our own physical and mental health on our ability to help those with whom we work. Failure to engage in self-care can result in the experience of depletion, discouragement and burn-out, with negative consequences to ourselves and to consumers of our services. This presentation will describe strategies to prevent those conditions, promote self care, boost resilience and thrive.

Learning Objective 1: Participants will be able to identify two causes of depletion, discouragement and burn-out.

Learning Objective 2: Participants will be able to identify two consequences of failures in self-care.

Learning Objective 3: Participants will be able to list 3 practical strategies to promote self-care, boost resilience and thrive.

**Diversity Scholars Presentations (1.5 CEs)**  
**Sunday 9/11/16 1:30-3:00pm**

***The Safe Zone Symbol: Its Impact on Attitudes Toward Seeking Mental Health Services***  
Marshall Bewley, PhD, Texas Woman’s University

Efforts to combat the stigma and discrimination that LGBTQ individuals faced has been done through providing ‘Safe Zones.’ However, research has not investigated the impact that a Safe Zone Symbol has on clients’ willingness to seek treatment from a mental health facility until now.

Learning Objective 1: Participants will be able to explain how the Safe Zone Symbol impacts clients’ willingness to seek treatment.



Learning Objective 2: Participants are better able to consider the implications of Safe Zone Symbols for their internship sites.

Learning Objective 3: Participants will identify ways in which explicit affirmation can be implemented at their internship sites.

***Supervisor Awareness and Strategies for Addressing Racial Trauma Among Trainees of Color***

Carlton Green, PhD, University of Maryland, College Park

Increased attention to police-involved violence toward people of Color has supposedly stimulated a “national conversation on race.” Amid the emotionally-challenging “conversation,” trainees of Color may experience racial trauma, which negatively affects their functioning. This session will enhance trainers’ competence for assisting trainees in identifying and coping with racial trauma.

Learning Objective 1: Participants will be able to define racial trauma and identify related symptoms.

Learning Objective 2: Participants will be able to describe trainers’ responses to race-related trauma and violence.

Learning Objective 3: Participants will be able to delineate supervision strategies for addressing trainees’ racial trauma responses.

**Passages (2.0 CEs)**

**Sunday, 9/11 3:15-5:15 pm**

Carmen Cruz, PsyD

Passages is an ACCTA tradition at the annual conference. The passages program is offered to provide Training Directors an opportunity to engage in small-group discussions related to professional development topics. Traditionally, Training Directors self-identify with one of six developmental stages: Entry, Identity/Immersion, Doubt, Re-immersion, Continuously Evolving, or Exit. More detailed descriptions of each stage and related prompting questions can be viewed on the ACCTA website.

Learning Objective 1: Participants will identify the stage that is most relevant to them using the Passages stage model for Training Directors.

Learning Objective 2: Participants will discuss experiences and factors associated with a particular stage with others who self-identify as being in that same stage.

Learning Objective 3: Participants will discuss experiences and factors that would contribute to remaining in the same stage or moving into another stage.



**SCD Sponsored Program (1.5 CEs)  
Monday 9/12 8:30-10:00 am**

***What Happens When the Political Becomes Personal? Social Justice and Training Issues***  
Debra Crisp, PhD, Kym Jordan Simmons, PhD, SCD-Steering Committee Members

This year has seen a number of social justice issues rise to the forefront. These issues include: the call for a wall to surround the U.S.; fear of deportation or expulsion for immigrants; Transgender rights; the continued focus on Black Lives Matter; the resulting All Lives Matter, Blue Lives Matter and racism in criminal justice system. As training directors it is important to monitor our own thoughts and feelings around these issues as well as providing a safe space for our interns to process these issues. This program will begin in a large group where stimuli for each of these topics will be presented. Participants will then break into small groups based on self-selection to discuss the issue(s) which are most salient to them. Participants will then re-assemble so that the large group can hear what has been said and add any comment they might have. There is a possibility that Ad Hoc groups may rise out of these discussions.\*

Learning Objective 1: Demonstrate their improved knowledge about the current, national social justice issues.

Learning Objective 2: Describe their own thoughts and feelings about current, national social justice issues.

Learning Objective 3: Articulate ways to use what they have learned with their own center staff and trainees.

**Concurrent Sessions (1.5 CEs)**

**Sunday September 11, 2016 10:15-11:45 am  
Concurrent Session 1**

***Leading by Example: Training Directors as Models of Self-Care***

Cathye Griffin Betzel, PsyD, Mack Bowers, PhD, Daniela Linnebach Burnworth, PhD

Training Directors serve as primary role models for interns who are being socialized into the profession. This presentation will provide perspectives on “leading by example” through exploration of our integration of self-care principles and the ways in which these practices inform training and leadership roles. Participants will focus on the ethics, attitudes, and practical behaviors pertinent to maintaining professional and personal life balance in the face of the demands placed on training directors. This presentation will also contain a relaxing experiential component.

Learning Objective 1: Participants will learn the ethical basis of providing a professional role model for trainees.

Learning Objective 2: Participants will explore the implications of personal and professional life balance.

Learning Objective 3: Participants will explore the concept of self-care on a moment-to-moment basis.

Learning Objective 4: Participants will learn practical self-care methods.



### ***Clarifying our Barriers to Self-Care: An Experiential Workshop Using Functional Subgrouping and Force Field Analysis***

Brent Elwood, PhD

Taking care of ourselves physically, mentally, emotionally, and spiritually is a necessary precondition to be able to effectively support our clients, trainees, and colleagues. Given the demands on our attention, even taking the time to clarify our wants, needs, and forces that influence us can be challenging. In this workshop, participants will have the opportunity to explore experientially in a group what inhibits them from setting and maintaining boundaries to support their own self-care. Participants will be introduced to and use functional subgrouping and force field analysis to explore the barriers and incentives to initiating and maintaining self care. \*

Learning Objective 1: Participants have a better understanding of personal factors that inhibit establishing or maintaining their own self care.

Learning Objective 2: Participants have an awareness of the usefulness of functional subgrouping to promote exploration and support differences.

Learning Objective 3: Participants understand how to use Force Field Analysis to identify driving and restraining forces in relationship to a desired goal (i.e., self care).

Learning Objective 4: Participants have identified one or two steps that will lead to better self care.

### ***Teaching Multicultural Competence: An Examination of Two Internship Models***

Mollie Herman, PhD, Anita-Yvonne Bryant, PhD

The program provides an opportunity for attendees to reflect on their own models for teaching multicultural competence and how they compare to two individual models shared by presenters. Discussion will focus on relative strengths of varied approaches and identifying core components in multicultural training models for doctoral internships.

Learning Objective 1: Participants will review the importance of multicultural training as a professional development competency.

Learning Objective 2: Participants will learn two models of multicultural training.

Learning Objective 3: Participants will evaluate training models based on features of their training sites.

Learning Objective 4: Participants will discuss methods to approach teaching based on the unique environment of their training sites.



### ***Starting an Internship from Scratch: A Recipe for Success***

Amber R. Cargill, PsyD, Emily Russell Slife, PhD

This presentation will provide necessary "ingredients" for creating a successful internship program from scratch. Hear about trials and triumphs from two training directors who have completed their second year of new internship programs. Both training directors are in various stages of the application for initial accreditation process (i.e., site visit completed, self-study submitted). Reflections, guidance, and resources will be provided in order to minimize challenges when implementing a new internship program. We will discuss the process of creating a psychology internship in a university counseling center setting and provide detailed information on training needs, tasks, and the role of a training director in a university counseling center.

Learning Objective 1: Prepare for the process of creating a psychology internship, from the initial stages through recruitment.

Learning Objective 2: Compile information on the ingredients necessary to implement the internship successfully.

Learning Objective 3: Gain understanding of diversity as key ingredient to a successful internship (e.g., recruitment and retention of staff/interns, multicultural competence training), and the variety of ways to satisfy the requirements of Domain D (individual and cultural differences).

Learning Objective 4: Review timelines and task lists in order to become familiar with the training director's responsibilities.

Learning Objective 5: Create a plan of action for your center's training needs.

### **Tuesday September 13, 2016 10:30am-12:00pm Concurrent Session 2**

#### ***Deconstructing Safety***

Daniela Linnebach Burnworth, PhD, Michele Willingham, PsyD

This program seeks to engage participants in an exploration of the meaning of and implications for "safety." We aim to deconstruct the notion of "safety" and the frequent process of conflating "safety"

with "comfort." We will examine how expectations for "safety" can interrupt efforts to engage in courageous conversations related to social justice, as well as the self-examination needed for ongoing multicultural competence and growth in supervision, and discuss setting expectations within our training environments around safety and the need for discomfort to occur.

Learning Objective 1: Participants will be able to identify at least 3 common expectations for safety in training contexts, including supervision.

Learning Objective 2: Participants will be able to name at least 2 potential barriers to effective training and supervision posed by the assumption of "safety."

Learning Objective 3: Participants will gain at least 2 examples of activities and/or strategies for deconstructing safety with their interns and reconstructing expectations for self-reflection and engagement in courageous conversations.



### ***When Things Don't Go According to Plan: Lessons Learned About Remediation Plans for Trainees***

Michael Jay Manalo (Jay), PhD

What happens when a trainee's development of professional competence does not go according to plan and implementation of a remediation plan is necessary? How as a Training Director does one engage in the difficult conversations that ensue while tracking a trainee's progress on a remediation plan? And what happens if the remediation plan itself does not go according to plan, a trainee does not agree to a remediation plan, or a remediation plan is ultimately not successful?

This presentation will review of relevant literature discussing best practices in the management of problems with professional competence and the remediation of these problems. The presenter will also discuss case examples, lessons learned from his own work with trainees who were on remediation plans, and sample communications strategies and documentation of remediation plans. Finally, the importance of self-care for trainees, supervisors, and the Training Director during the implementation of the remediation plan will also be emphasized.

Learning Objective 1: Recognize when the implementation of a remediation plan is necessary.

Learning Objective 2: Apply relevant literature, best practices, and "lessons learned" related to remediation plans and managing issues with professional competence.

Learning Objective 3: Utilize case studies and example documentation in the implementation of remediation plans.

Learning Objective 4: Apply self-care strategies in managing remediation plans.

Learning Objective 5: Discuss and troubleshoot situations when the remediation plan does not go "according to plan."

### ***Peer Supervision for Licensed Supervisors: An emotion and supervisor-focused model.***

Natasha Maynard-Pemba, PhD

The presentation will include information about emotion focused peer supervision for supervisors (not trainees). Often in supervision consultation with our peers we focus on the supervisee and what to do to ameliorate the particular supervision issue. However, it can also be as, if not more, fruitful to focus on the supervisor's experience on an emotional and less problem-solving level. The format of the presentation includes didactic information describing the model. However, the presentation will be highly experiential in nature so that participants can experience how the model works. Discussion of diversity issues regarding how it affects and is incorporated into this model, will be addressed.\*

Learning Objective 1: Learn about the difference between supervisee development focused and supervisor development focused peer supervision

Learning Objective 2: Learn how to use emotion-focused supervision to work through supervision issues/dynamics

Learning Objective 3: Learn how to use emotion-focused and supervisor focused peer supervision as a self-care ethical practice



## ***Evidence Based Practice in a Generalist Setting: Implications for Training***

Donna McDonald, PhD

The SOA ask that we prepare interns to competently use evidence based practices (EBP) in the implementation of clinical services. Competencies include the ability to develop and use evidence based intervention plans as well as the ability to apply scientific literature to practice. In 2006, the APA Presidential Task Force on EBP defined it as the “integration of the best available research with clinical expertise in the context of patient characteristics, culture, and preferences” citing that its purpose is to “promote effective psychological practice and enhance public health by applying empirically supported principles of psychological assessment, case formulation, therapeutic relationships, and intervention (APA, 2006). Thus, ensuring intern competency in EBP entails an understanding of the current empirically validated treatment literature as well as the research regarding a number of client and relational variables. This presentation examines this issue and then outlines potential areas of EBP training.

Learning Objective 1: Participants will be able to define Evidence Based Practice.

Learning Objective 2: Participants will be able to apply common factors research to the training of EBP.

Learning Objective 3: Participants will be able to list empirically validated treatments that can be adapted to a UCC setting.

Learning Objective 4: Participants will be able to discuss what type of EBP training can be applied to their own work settings.

**Tuesday September 13, 2016 2:00-3:30pm**

**Concurrent Session 3**

## ***Intern Self-Care Training: Strategies for developing self-care competencies leading to ethical, sustainable practice in health service psychology.***

Charee Boulter, PhD, Kristen Davis-John, PhD, Michele Willingham, PsyD

Maintaining healthy self-care is an ethical obligation for every psychologist. Living a balanced life and practicing self-care is crucial to our professional ability to be present and competent with our clients. Our interns need to learn how to engage in self-care to manage/prevent burn out and support their longevity as competent psychologists well beyond their internship year. This presentation will incorporate didactic and experiential components focusing on ethics, secondary traumatization, communitarian training culture, and related strategies for teaching and modeling self-care to interns.

Learning Objective 1: Participants will be able to list 2 ethical principles that address the importance of maintaining one’s own physical and mental health in service of being a competent psychologist.

Learning Objective 2: Participants will be able to identify 3-4 strategies to help prevent and/or manage symptoms of burn out, secondary traumatization, and/or compassion fatigue.

Learning Objective 3: Participants will be able to describe 3-4 methods of teaching self-care to interns that incorporate various cultural perspectives.



### ***Beyond Jihad: Understanding the Muslim world***

Durriya A. Meer, PsyD

In the current sociopolitical climate, Muslims are in the limelight for many reasons, unfortunately, none of them positive. Muslim students on campus have reported feeling increasingly unsafe and the Federal Bureau of Investigation Uniform Crime Report shows a steady increase in hate crimes against Muslims – from 11.6% in 2012 to 13.7% in 2014. This is despite there being a drop in the number of hate crimes across the country, according to the Southern Poverty Law Center (2015). This presentation aims to increase awareness of the religion (as practiced around the world), how to work effectively with Muslim students and trainees and ways in which a counseling center can forge relationships with Muslim-identified groups across campus. A related objective is to understand the diversity within Islam which is mostly perceived as a monolithic religion.

Learning Objective 1: Understand basic concepts in Islam

Learning Objective 2: Prepare TDs and interns for working with Muslim students

Learning Objective 3: Strategies to support Muslim trainees and students in current environment

### ***Co-Supervision: Shaping a relational process in the training of supervision competence***

Jonathan Schmalz-Benson, PhD, Randal Boldt, PsyD

This presentation will present a co-supervision model used for training doctoral interns in the provision of supervision to practicum students. Facilitators will describe standard models of supervision of supervision and will then provide the rationale and a description of the co-supervision model. Facilitators will also provide preliminary qualitative interview data from recent interns and practicum students regarding their experiences and opinions of the impact the model had on their training. Significant attention will be paid to reflecting on the relational and multicultural components of this model, as the increased number of identities in the room enhance opportunities for relational and cultural dialogues. The challenges of addressing the levels of power in the triadic relationship, while modeling for trainees what it looks like to “power with” them, will also be explored.

Learning Objective 1: Participants will understand a co-supervision model for training interns in supervision competency that they can apply to their own training programs.

Learning Objective 2: Participants will learn how to integrate the benefits and navigate the challenges of using a co-supervision model in their training programs.

Learning Objective 3: Participants will learn to identify, navigate, and utilize the relational and multicultural processes that can emerge in the co-supervision model.

### ***Implementation of the Fair Labor Standards Act: Implications for Training Programs***

Karen M. Taylor, PhD, Joyce Illfelder-Kaye, PhD

This program will provide an overview of the history of the Fair Labor Standards Act and its impact on training programs. Strategies to comply with the regulations will be explored. Results of a survey of ACCTA members regarding these strategies will be presented. Audience will participate in discussion of a range of implications of this legislation on issues such as total internship direct clinical service and overall internship hours. The social justice issue of adequate compensation will also be discussed.





Learning Objective 1: Participants will learn what the Fair Labor Standards Act entails.

Learning Objective 2: Participants will explore the issue of whether interns are considered exempt or non-exempt.

Learning Objective 3: Participants will discuss strategies to comply with the legislation while maintaining the required elements of a quality internship program.

## **Innovations Showcase Presentations**

**Tuesday 9/13/16 5:30-7:00 pm**

### ***Unpacking the Diaper Bag: Navigating Maternity Leave and Parenthood as a Training Director***

Alia Fons-Scheyd, PhD

There are many unique elements in navigating a medical leave process and parenthood while leading a training program. The presenter is a counseling center training director who has recently returned from maternity leave, and was formerly an assistant training director and supervisor who previously took maternity leave. Areas discussed will include arranging appropriate supervisory and administrative coverage, processing the experience with interns and trainees, interfacing with administration, planning for the experience of both leaving and returning, balancing personal and professional self-care needs, ethical considerations, and setting appropriate limits and boundaries, and generalizability of maternity leave experiences to other forms of leave or family leave. Practical considerations will be discussed and tips provided as well as issues and questions for processing and personal consideration, reflection and resolution.

### ***Live Demonstration: Using the AAPI Online Data Download for Intern Selection***

Cecilia Sun, PhD

A tutorial for an optional Excel tool ("TD Database") used by many TDs to manage intern selection data. Come see a step-by-step demonstration of the AAPI Online Data Download and how the spreadsheet can be used to inform intern selection decisions. Experienced users are invited to share innovations and suggestions.

### ***Integrating Positive Psychology Concepts into your training program.***

Jeffrey Volkmann, PhD, ABPP

This presentation is designed to teach training directors how to integrate positive psychology techniques into their training program. Positive psychology concepts such as gratitude, human strengths, savoring, meaningfulness, and humor will be discussed in relation to intern development. Additionally, the positive psychology component of a cultural self-study that is completed by interns at my training program will be outlined in the presentation. The presentation will have an experiential component where participants will complete some of the exercises interns complete at my training program. Finally, presentation attendees will learn how to modify and/or create their own Positive Psychology training interventions.

\*Presenter indication of stressful content