



**41st Annual ACCTA Conference  
Saturday, September 22 – Wednesday, September 26, 2018  
Minneapolis-St. Paul, Minnesota**

**Reaching Beyond Our Borders: Expanding Our Training Worldview  
Program Descriptions**

**Unopposed Presentations**

**Keynote Presentation (1.5 CEs)**

**Sunday, September 23, 2018, 8:30 – 10:00 am**

***Integrating International Perspectives to Broaden Our Circle of Influence***

Ayşe Çiftçi, Ph.D.

In this keynote presentation, I will focus on two aspects of the conference theme “Reaching beyond our borders: Expanding our training worldview”. The first part of my presentation is about the current status of the training in counseling centers outside of the U.S. The second part will be connected to critical issues related to international interns, staff and clients. By the end of the presentation and small group discussions, participants should have at least 2-3 strategies for their counseling centers to broaden their worldview views beyond the traditional, nationalistic climate currently affecting our practice.

Learning Objective 1: Describe examples of different training models in the counseling centers from outside of the U.S.

Learning Objective 2: Describe three current issues related to the hiring of international interns and staff.

Learning Objective 3: Develop 2-3 strategies for participants’ counseling centers to broaden their practices to be more internationally inclusive.

**Diversity Scholars Presentations (1.5 CEs)**

**Sunday, September 23, 2018, 1:30 – 3:15 pm**

***Longing for Wakanda: Intersectionality among International and Domestic Trainees of Color***

Tanya Brown, Ph.D., UCLA

Addressing multicultural differences within diverse trainee groups enables exploration of the impact of systemic oppression and microinvalidations on members’ individual identities and relational styles. This presenter will focus on the challenges of addressing underrepresented domestic vs. international trainees’ differences with respect to their professional and clinical skills development. Considerations for facilitating dialogue and self-reflection in addressing inter- and intracultural similarities and differences in training groups will be reviewed.



Learning Objective 1: Define microinvalidation and describe its impact on self-esteem and relational dynamics in training settings

Learning Objective 2: Identify unique challenges faced by immigrant trainees and its impact on how they conceptualize clinical work in the US and abroad.

Learning Objective 3: Explain factors impacting training group member engagement and avoidance in addressing differences

Learning Objective 4: List creative ways to facilitate dialogue, self-reflection and repair in a range of training settings

### ***Brief Therapy Training for Doctoral Interns at College Counseling Centers***

Soonhee Lee, Ph.D., University of Maryland, Baltimore County

This presentation will describe the current state of brief therapy training for doctoral interns based on data collected from interns, postdoctoral fellows, and clinical staff at college counseling centers. Specifically, the focus of brief therapy seminar (i.e., general brief therapy issues, treatment theories and applications, presenting concerns), the ideal structure, content, and modality of brief therapy training, barriers to improving the training, and the influence of system (e.g., absorption model, waiting time) and individual variables (e.g., theoretical orientation, competency) will be discussed. The speaker will share her experiences of offering a series of brief therapy seminars to six cohorts of interns and facilitate discussion on challenges of structuring and offering brief therapy training in the context of other internship training.

Learning Objective 1: Identify common foci in brief therapy training.

Learning Objective 2: Describe the interplay between individual, system, and multicultural variables and brief therapy training.

Learning Objective 3: Describe ideal structure and content of brief therapy training.

Learning Objective 4: Discuss challenges of offering brief therapy training to doctoral interns.

### ***Passages (2.0 CEs)***

**Sunday, September 23, 2018, 3:30 – 5:30 pm**

Carmen Cruz, Psy.D.

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, September 24, 2018, 8:30 – 10:00 am**

***Recruitment and Training of International Interns: Benefits and Challenges***  
Bong Joo Hwang, Ph.D.

This program will discuss various matters related to working with international interns at a university counseling center setting. Internship training programs would like to recruit diverse interns including international interns to strengthen multicultural training opportunities for their intern cohort. Hosting a diverse intern cohort also brings out not only potentially rich multicultural training opportunities for the interns and perhaps the staff but also improvement on clinical services to the diverse student populations on campus. In fact, hosting international interns can be both quite challenging and rewarding. This presentation aims to help training directors improve their competence and confidence in recruiting and training international interns by unpacking various issues related to hosting and working with international interns.

Learning Objective 1: Describe at least 3 challenges that international students/interns face.

Learning Objective 2: Describe at least 3 challenges that international staff face.

Learning Objective 3: Articulate at least 3 benefits that international interns bring to an internship program and the center.

Learning Objective 4: Generate a couple of ideas and solutions to implement to their internship program and the center to increase their “international competence”.

Learning Objective 5: Describe a “typical” case example of international intern in terms of recruitment, hiring process and internship training process.

**SOA Panel Discussion (1.5 CEs)  
Tuesday, September 25, 2018, 10:30 am – 12:00 pm**

***S.O.S.! Assistance Writing a Self-Study under the Standards of Accreditation (SoA)***  
Kenli Urruty, Ph.D., Terri DeWalt, Ph.D., Matthew Reiser, Ph.D., Carina Sudarsky-Gleiser, Ph.D.

Given the recent transition to the Standards of Accreditation (SoA), training directors are facing the challenge of writing a self-study that complies with the new standards. This program will outline the process of completion of a self-study and site visit under the SoA. Presenters will outline the process for both programs seeking initial accreditation and those going through reaccreditation. Participants will learn about key similarities and differences in the G&P and SoA and how to make the transition in the self-study document. The presentation will be conducted by four training directors with unique experiences going through both initial accreditation and reaccreditation both under G&P and SoA.

Learning Objective 1: Participants will be able to identify key similarities and differences in G&P and SoA.

Learning Objective 2: Participants will be able outline the key steps in completing a self-study and site visit under SoA.

Learning Objective 3: Participants will be able to develop a clear timeline for completion of the self-study.

Learning Objective 4: Participants will be able to describe the required components of the self-study, including the required tables.



Learning Objective 5: Participants will be able to identify the differences between elements, activities, and outcomes and how each is used in demonstrating compliance with SoA and intern competencies.

## **Pre-Conference Sessions (1.5 CEs)**

**Saturday, September 22, 108, 1:00 – 2:30 pm**

### ***Training Director/Coordinator Timeline and Tips***

Maureen Lafferty, Ed.D., Matt Zimmerman, Psy.D.

This presentation will share examples of timelines to help manage the many tasks and responsibilities of the internship year, as well as general "tips" for staying on top of the demands of the internship training role. Presenters will also respond to related questions to assist new training directors in organizing the multiple aspects of the internship program.

Learning Objective 1: Identify the core and ancillary tasks of a counseling center training director/coordinator.

Learning Objective 2: Provide strategies for managing the tasks of a counseling center training director/coordinator.

Learning Objective 3: Identify important aspects of the annual training timeline.

Learning Objective 4: Explore the many roles and relationships associated with the training director/coordinator position and ways to best manage them.

**Saturday, September 22, 2018, 2:45 – 4:15 pm**

### ***Managing the Intern Selection Process***

Debra Crisp, Ph.D., Carl Dindo, Psy.D.

This presentation is meant to cover the basics of the intern selection process. Areas covered will include important dates, guidelines, and available resources. There will also be a discussion about forming an intern selection committee and how to navigate application reviews, the interview process, and final rankings. Preparation for Phase II will be covered as well. Finally, the Post Match Vacancy Service will be discussed.

Learning Objective 1: Participants will be able to utilize updated APPIC Match statistics, important intern selection dates, and web resources to assist in the selection process.

Learning Objective 2: Participants will assess options for organizing and managing an intern selection committee

Learning Objective 3: Participants will develop strategies and methods for reviewing applications and conducting interviews during Phase I, II, and PMVS

Learning Objective 4: Participants will discuss considerations for ranking or not ranking applicants.

Learning Objective 5: Participants will develop strategies for programs with intern cohorts of less than 2.



## **Concurrent Sessions (1.5 CEs)**

**Sunday, September 23, 2018, 10:15 – 11:45 am**

### **Concurrent Session 1**

#### ***When In Doubt: Strategic Thinking About Career Sustainability as a Training Director***

Jennifer Petro, Psy.D., Cindy Bruns, Ph.D., Brigid Cahill, Ph.D., Maureen Lafferty, Ed.D., Jenny Lybeck-Brown, Ph.D., Laura Wright, Ph.D.

Being a Training Director is fraught with moments of doubt that are often navigated with a bit of support and consultation. However, when doubt begins to linger and generalize from particular situations to the entire role, a Training Director may begin to struggle. Using the Passages stage of “Doubt” as a starting place, this presentation will explore the multiple contextual issues that can lead a Training Director to doubt themselves, their role, and, ultimately, their career trajectory. These contextual issues include the changing demands of counseling center work in general, changes in the national training landscape (e.g., health service psychology, outcome-based service delivery), and personal-professional concerns such as general career passages, increased demands in an Training Director’s personal life, and other developmental concerns can combine to create a context ripe for burnout, compassion fatigue, and, perhaps, training fatigue (aka Doubt). This presentation will discuss ways to explore and assess the experience of Doubt and aims to create space for the reality that there is no “right” resolution to Doubt, but rather emphasizes a thoughtful, supported process of working through Doubt to find the resolution that best fits the individual and their context.

Learning Objective 1: Describe the stage of Doubt as a training director.

Learning Objective 2: List influencing factors that contribute to the stage of Doubt as a training director.

Learning Objective 3: Discuss strategies that can be used to assess, explore, and resolve stage of Doubt.

Learning Objective 4: Create a plan of at least one new strategy participants can use to resolve stage of Doubt for themselves.

#### ***Expanding our Cultural Worldview Through the Arts: Looking Within to Reach Beyond***

Randal Boldt, Psy.D.

Artistic exploration and self-expression can be used to bring interns and training staff together, create safety for mutually appropriate vulnerability, and deepen understanding of cultural differences and similarities. The art acts as both a buffer and a bridge to connection, creating a “brave space” and allowing participants to titrate their sharing to the level that they feel appropriate. The result can be enhanced cultural competencies and a corrective emotional experience that deepens the internship experience – for interns and training directors alike. This experiential workshop will provide supportive background and personal examples of this process, and then offer participants their own experiential creating and sharing activities. Participants will engage in a self-exploration process around their cultural identities and be invited to share in small groups. The degree of sharing and self-disclosure will be at the discretion of each participant. This is an opportunity to build bridges with colleagues, and also take home a diversity training idea for your home training program.



Learning Objective 1: Explain the importance of including experiential activities during a diversity training.

Learning Objective 2: Explain the benefits of using art during a diversity training.

Learning Objective 3: Utilize art in a diversity training activity with interns at your own counseling center.

### ***Supporting International Psychology Interns***

Pei Yi Lin, Ph.D.

International psychology interns face some unique challenges while completing their internship training. This presentation intends to increase awareness of how unconscious bias could impact international interns' selection process in the match. We will also explore international interns' difficulties via case examples, use theories to conceptualize the challenges international interns may encounter, and brainstorm interventions to support them better.

Learning Objective 1: Describe the impact of unconscious bias and minimize the impact on the internship training with international interns

Learning Objective 2: List theories of acculturation and cultural identity

Learning Objective 3: Use theories to conceptualize international interns' difficulties

Learning Objective 4: Discuss strategies for applying theories in the supervision, training and system contexts

**Monday, September 24, 2018, 1:20 – 2:50 pm**

**Concurrent Session 2**

### ***Empowering Trainees: Developing Their Skillset for Delivering Constructive/Difficult Feedback***

Brandy Smith, Ph.D., Katie Werner, Psy.D.

Practicum and intern trainees often struggle with timely giving constructive and/or difficult feedback to clients, supervisors, and peers. In this presentation attendees will be exposed to literature addressing the skills and associated aids and barriers to timely and appropriately delivering difficult feedback and will discuss scenarios and brainstorm ideas that can be taken back and used with current and future trainees. The primary focus will be on ways to empower trainees, but a related topic will be how the Training Director and agency create an environment that encourages constructive and/or difficult feedback. Diversity factors will be woven into the presentation and conversation.

Learning Objective 1: Apply literature on delivering constructive/difficult feedback by generating ways the agency/ Training Director can provide feedback more effectively.

Learning Objective 2: Identify ways to enhance trainees' skills in delivering constructive/difficult feedback.

Learning Objective 3: Recognize and describe the ways that the Training Director and agency influence the environment for constructive/difficult feedback.

Learning Objective 4: Select at least one idea to take back to the respective agency to help empower trainees by developing their skillset with delivering constructive/difficult feedback.



### ***Integrating Cultural Intelligence (CQ) into our Multicultural Training***

Cheryl Forster, Psy.D.

There are various approaches to cultural competency. While the different approaches tend to overlap and be complimentary, it can be helpful to understand the variations. Cultural intelligence (CQ) offers another avenue for increasing our cultural effectiveness. Since emotional intelligence (EQ) is often culture-bound,

CQ picks up where EQ leaves off. CQ is a well-researched concept that has been connected to individual effectiveness. We will explore how CQ was conceptualized, its four components, and how to apply the model.

Learning Objective 1: Compare traditional psychology cultural and intercultural competency models with the cultural intelligence (CQ) model.

Learning Objective 2: Identify the four CQ capacities and some of their sub-dimensions, and discuss how they may be applied to working with international students.

Learning Objective 3: Apply CQ to training in psychology (e.g., research findings, training sequence).

### ***“Do You Know Where You Are Going To . . .?”: Reflecting and Reconsidering Our Relationship with Training***

Francis Diaz, Psy.D., Nancy L. Glenn, Ph.D., Di Sobel, Ph.D.

The journey to becoming a training director can look very different from individual to individual. For some the call to the role is about giving back to the profession, serving as a mentor, and/or helping to shape the future of the profession. While the role of Training Director can be rewarding, there often comes a point in a Training Director’s professional career where they are faced with making a decision about remaining in the role, moving to the role of Director, becoming a staff psychologist or leaving the role altogether. Participants will have an opportunity to engage in an experiential activity that promotes self-reflection to foster increased understanding of the demands placed upon the role and factors that may contribute to one’s decision to remain or follow a different path.

Learning Objective 1: Participants will be able to articulate factors that influence their commitment to training and the training director role.

Learning Objective 2: Participants will be able to identify how professional and institutional factors contribute to their decision making about career trajectory.

Learning Objective 3: Participants will be able to identify how cultural and other individual contextual factors contribute to their decision making about career trajectory.

**Tuesday September 25, 2018, 2:15 – 3:45 pm**

**Concurrent Session 3**

### ***Best Practices in Group Supervision: Supervisee Anxiety, Sociocultural Identities, and Ethics***

Stephanie Kendall, Ph.D., Tania Czarneck, Psy.D., Steven Lucero, Ph.D.

This presentation will provide an overview of best practices for group supervision, focusing on three common areas of concern including supervisee anxiety, multicultural and intersecting identities, as well as ethics. Information presented will include specific practices and roles for group supervisors in addressing each of these areas of concern. Using a combination of lecture and smaller discussion groups



for each of the core areas of concern, participants will also have time to engage in reflection and learning regarding the implementation of these ideas within their own programs.

Learning Objective 1: Identify significant contributing and hindering phenomena in group supervision.

Learning Objective 2: Explain the role of anxiety among supervisees and its impact on group supervision processes, and identify at least 2 best practices to address supervisee anxiety in a group context.

Learning Objective 3: Identify areas where intersectional identities and multicultural exploration may contribute to better group supervision practices.

Learning Objective 4: Identify at least two ethical issues in group supervision and explore suggested best practices to manage ethical dilemmas.

### ***Post Match Post Postscript: Lessons Learned***

Daniela Linnebach Burnworth, Ph.D., Randal Boldt, Psy.D., Matthew Reiser, Ph.D.

This program is intended to inform program attendees about the Post Match Vacancy Service from the perspective of training directors that have participated in the process. It aims to demystify the general process, highlight how Post Match is similar to/different from Match Phase I/II and illustrate "lessons learned" along the way by panel members. This program offers an overview of what can be expected from the PMVS experience and is intended for audience members for whom the PMVS may be the entry point in the selection process for interns as well as for program Training Directors/Coordinators who may not have had experience with the PMVS and wish to better understand it.

Learning Objective 1: Participants will be able to describe the PMVS process and utilize strategies for successful matching of applicants to the internship program.

Learning Objective 2: Participants will be able to analyze the context of the PMVS within the larger Match process and prepare for differences.

Learning Objective 3: Participants will be able to use strategies for responding to the personal/professional impact of the PMVS process.

### ***Trainers and Trainees: Whole, Complete, and Perfect***

Jonathan Schmalz-Benson, Ph.D.

As training directors, we are an influential piece of the context in which training staff and trainees learn, grow, and live. This presentation engages training directors in conceptualizing and holding the behavior of trainees, training staff, and their own selves in a holistic and contextualized manner that allows for effective training outcomes, growth, creativity, and connection. To work from the perspective that humans are whole, complete, and perfect (Murrell, 2006) is to have mindful awareness and acceptance of the judgements, frustrations, stress, irritation, and inflexible narratives about training staff, trainees, and ourselves that often accompany the role. In the moment re-connection to one's values increase the likelihood one can choose to act in ways reflective of the training director (or therapist, or supervisor, or parent, etc.) one wishes to be. Mindfulness exercises, reflective interactive exercises, and guided interactions with other program attendees will provide attendees with insight into the freedom to maintain limits and hold appropriate expectations (e.g., gatekeeping functions) and to also create space for creativity, growth, and connection.

Learning Objective 1: Explain the theoretical foundations of a "whole, complete, and perfect" approach to human behavior and the implications for the training director role.

Learning Objective 2: Describe one's own commonly utilized forms of avoidance/safety behaviors.

Learning Objective 3: To identify how mindfulness and acceptance can increase one's connection to their values as training directors.