



## CE Program Detailed Descriptions

### **44th Annual ACCTA (Virtual) Conference Monday, October 4 – Friday, October 8, 2021**

### **Theme: "Margins Within the Margins: Invisible Identities We Continue to Miss in Developing Our Multicultural Competence"**

#### **Pre-Conference Sessions – Monday October 4, 2021** **1:00 – 2:30 pm EST; 3:00 – 4:30 pm EST**

##### **Monday, October 4, 2021, 1:00 – 2:30 pm EST (1.5 CEs)** **Training Coordinator/Director 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 Objectives:**

1. Identify the core and ancillary tasks of a counseling center training director/coordinator.
2. Provide strategies for managing the tasks of a counseling center training director/coordinator.
3. Identify important aspects of the annual training timeline.
4. Describe the many roles and relationships associated with the training director/coordinator position and ways to best manage them.

##### **Monday, October 4, 2021, 3:00 – 4:30 pm EST (1.5 CEs)** **Managing the Intern Selection Process** Katie Werner, Ph.D., Dwaine Campbell, Ph.D.

This presentation is meant to cover the basics of the intern selection process and most appropriate for new training directors. 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 and the Post Match Vacancy Service will be discussed. In line with the theme of this year's conference, presenters will also discuss strategies for establishing and maintaining connecting through COVID-19.

**Learning Objectives:**

1. Participants will be able to utilize updated APPIC Match statistics, important intern selection dates, and web resources to assist in the selection process.
2. Participants will develop strategies and methods for reviewing applications and conducting interviews during Phase I, II, and PMVS (Post Match Vacancy Service).
3. Participants will discuss considerations for ranking or not ranking applicants.
4. Participants will identify strategies for managing their counseling center's internship selection process.
5. Participants will discuss and reflect upon multicultural considerations to take into account when managing the internship selection process.
6. Participants will discuss strategies/ considerations for selection in the COVID-19 pandemic context



**Unopposed Presentation – Tuesday October 5, 2021**  
**3:00 – 5:00 pm EST**

**Tuesday, October 5, 2021, 3:00 – 5:00 pm (2.0 CEs)**

**Passages**

Laura Wright, Ph.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 Objectives:

1. Participants will identify the stage that is most relevant to them using the Passages stage model for Training Directors.
2. Participants will discuss experiences and factors associated with a particular stage with others who self-identify as being in that same stage.
3. Participants will discuss experiences and factors that would contribute to remaining in the same stage or moving into another stage.



**Keynote Address (Unopposed Presentation) – Wednesday, October 6, 2021**  
**11:15 am – 12:45 pm EST**

**Wednesday, October 6, 2021, 11:15 am – 12:45 pm EST (1.5 CEs)**  
**Keynote Address - Cultural Competence in Disability Culture, Intersectionality, and Allyship**

Angela Kuemmel, Ph.D., ABPP

This presentation will cover basic information on the disability population and cultural competence in working with people with disabilities. The presenter will discuss the social issues commonly faced by PWD and how this differs whether their disability is visible or invisible. The ways that disability intersects with other diverse identities to shape the experience of those with multiple diverse identities will be discussed. Important topics such as language, disability culture, and considerations for assessment, conceptualization, and intervention will also be included. The presentation will conclude with how nondisabled audience members can be allies to the disability community.

**Learning Objectives:**

1. Participants will be able to identify three models to conceptualize disability
2. Participants will be able to list three elements of disability culture
3. Participants will be able to describe the intersectionality of other diverse identities and disability
4. Participants will be able to describe how you can be an ally to the disability community



**Concurrent Session # 1 – Wednesday, October 6, 2021**  
**3:30 – 5:00 pm EST**

**Wednesday, October 6, 2021, 3:30 – 5:00 pm EST (1.5 CEs)**  
**The Disability Affirming Training Environment and Supervisor/Training Director Advocacy**

Angela Kuemmel, Ph.D., ABPP

This session will cover an introduction to the challenges that students with disabilities face in clinical training including challenges with accommodations, disclosure, and biases. The challenges of ensuring accommodations are established and utilized and how biases can affect the supervisory relationship will be discussed. The presenter will define a DATE and how to establish one. Finally, the presentation will cover why and how supervisors and training directors need to be advocates for students with disabilities.

Learning Objectives:

1. Participants will be able to identify common challenges students with disabilities face in clinical training
2. Participants will be able to describe how to establish a Disability Affirming Training Environment (DATE)
3. Participants will be able to describe ways supervisors can be advocates of students with disabilities

**Wednesday, October 6, 2021, 3:30 – 5:00 pm EST (1.5 CEs)**  
**Evidence Based Training for a Generalist Setting**

Donna McDonald, PhD

University Counseling Centers have an obligation to equip doctoral interns with evidence based clinical skills. However, UCC clinicians need to operate from a generalist perspective and finding appropriate generalist-focused evidence-based practices can be challenging. The common factors literature does provide some guidance while the multicultural literature guides the clinician in meeting the needs of a diverse population. A third layer, which provides direction for specific and targeted techniques, is found in the transdiagnostic literature. Combining these approaches, allows the establishment of a strong foundation for effective therapy, an attention to individual and cultural diversity, and a focused set of techniques. This presentation will provide a review of these three approaches and discuss the training sequence used at the University of Akron. A discussion of methods for adapting similar practices will also occur.

Learning Objectives:

1. Describe the need for evidence-based generalist practices for intern training in a UCC setting



2. Explain how the common factors, multicultural, and transdiagnostic literature all have important roles to play in evidence-based generalist training
3. Create next steps to utilize evidence-based generalist training practices in their own settings

**Wednesday, October 6, 2021, 3:30 – 5:00 pm EST (1.5 CEs)**

**When This is Not What I Expected - Treating Clients and Supporting Interns Experiencing Postpartum Mood and Anxiety Disorders**

Gina Meyer, Ph.D.

Society tells us that having a baby is one of life's greatest joys and that parenting will bring abundant happiness and gratitude. Yet, sometimes pregnancy, labor, and/or delivery can be characterized by fear, shattered expectations, trauma, loss of control, loss of autonomy, and loss of identity. To feel or express negative emotions following childbirth is often stigmatized, ignored, and/or minimized which can feel devastating and complicate help-seeking. These difficult experiences are further compounded if one develops a postpartum mood and anxiety disorder (PMAD), which happens to be the number one complication of childbearing. Contributing factors to the development of PMADs are varied and complex, but may include biological, hormonal, historical, individual, social, situational, and relational variables. This presentation will review the different types of PMADs, cultural implications in the diagnosis and treatment of PMADs, evidence-based treatment approaches, and how to support interns and/or staff who may be experiencing a PMAD. Finally, resources will be provided to assist in supporting and/or treating those with a postpartum mood and anxiety disorder.

**Learning Objectives:**

1. Participants will be able to describe the common characteristics and symptoms of several postpartum mood and anxiety disorders (PMADs).
2. Participants will be able to identify at least 2 evidence-based treatment approaches for postpartum mood and anxiety disorders.
3. Participants will be able to identify at least 3 cultural considerations in the manifestation, diagnosis, and treatment of postpartum mood and anxiety disorders.
4. Participants will be able to identify at least 3 ways to support staff and trainees who may be experiencing postpartum mood and anxiety disorders.
5. Participants will be able to list at least 3 national resources regarding treatment and support for postpartum mood and anxiety disorders as well as two books that can be recommended to someone experiencing a PMAD.



**Unopposed Presentation – Thursday, October 7, 2021**  
**11:30 am – 12:30 pm EST**

**Thursday, October 7, 2021, 11:30 am – 12:30 pm EST (1.0 CEs)**

**The Social Responsiveness Toolkit: How to Use it in Practice**

Matt Zimmerman, Psy.D., ABPP, Natasha Maynard-Pemba, PhD, Cecilia Sun, PhD,  
Carmen Cruz, PsyD

This presentation will provide an overview of the CCTC Social Responsiveness Toolkit modules and share examples of practical applications. Time will be allotted for attendees to discuss implementation ideas with each other, specific to each module. The presentation will also discuss ways for programs and institutions to identify social responsiveness priorities and connect with members interested in addressing similar social responsiveness foci.

**Learning Objectives:**

1. Identify the modules in the Social Responsiveness Toolkit and consider those most applicable to internship programs.
2. Determine ways to assess and identify needed social responsiveness change priorities for each member institution.
3. Learn ways to use a few specific aspects of the Toolkit.
4. Identify methods of connecting with member programs addressing similar social responsiveness foci.



**Concurrent Session # 2 – Thursday, October 7, 2021**  
**3:30 – 5:00 pm EST**

**Thursday, October 7, 2021, 3:30 – 5:00 pm EST (1.5 CEs)**  
**A Game-Based Approach to Cultural Competence Training**  
Sonia Dhaliwal, Psy.D.

Effective training in cultural competence is imperative for professionals at every level of mental health treatment settings. Despite the importance of developing cultural competence, many barriers exist in relation to diversity training and education (Sue, D.W. et al., 2007). The purpose of this oral presentation is to introduce an interactive video game project that aims to increase cultural competence for client-based interactions in a mental health setting.

Learning Objectives:

1. List the advantages of utilizing video games and interactive technology for learning and training purposes.
2. Identify the main challenges to cultural competence training and articulate the ways in which a virtual environment may address such challenges in a training environment.
3. List the domains of multicultural competence training and discuss which domain(s) is/are most appropriate for game-based training.

**Thursday, October 7, 2021, 3:30 – 5:00 pm EST (1.5 CEs)**  
**Professionalism: Exploring the Definition**  
Donna McDonald, Ph.D., Betsy Lehman, Ph.D.

APA Standards of Accreditation require training programs to graduate interns who are competent in professional attitudes, behaviors and values. However, defining professionalism can be challenging. Existing definitions are value-based and not explicitly operationalized. Thus, individual and cultural differences as well as implicit biases can play a role in the evaluation of the professionalism of trainees. This presentation will examine and critique the existing literature on professionalism. In addition, participants will be asked to explore their own ideas of professionalism.

Learning Objectives:

1. Describe current definitions of professionalism
2. Critique the conceptualization of professionalism
3. Assess their own definitions of professionalism





**Thursday, October 7, 2021, 3:30 – 5:00 pm EST (1.5 CEs)**  
**Multicultural Counseling Rotation (MCR): Reflections and Future Directions**  
Sean Moundas, Psy.D.

Presenters will share resources and engage in reflective discussion regarding the development, content, and evaluations of the MCR experience for doctoral interns. Participants will have an opportunity to reflect on resources needed to develop or enhance existing MCR at a particular site, within a framework of cultural humility, diversity, equity and inclusion.

Learning Objectives:

1. Identify components of Multicultural Counseling Rotation (MCR)
2. Describe how MCR elements relate to APA Competency Benchmarks for Professional Psychology
3. Identify components of evaluation tools for MCR
4. Evaluate resources needed to develop or enhance existing MCR at a particular site

**Thursday, October 7, 2021, 3:30 – 5:00 pm EST (1.5 CEs)**  
**Stigma, Vulnerability, and Growth: Supporting Interns with Lived Experience of Mental Illness**

Kasey Schultz-Saindon, Ph.D., Matt Reiser, PhD, Aki Hosoi, Ph.D.

It is not uncommon for doctoral trainees to experience significant mental health struggles before or during the course of internship training. Yet, as a field, we often forget to consider intern mental health status/diagnoses as marginalized identities because of the stigma and invisibility associated with mental illnesses. This presentation will address the difficulties that training directors and supervisors face when their trainees are experiencing personal difficulties connected with their mental health and functioning during the course of internship training. The program aims to cover ethical concerns, developmental training issues, and considerations of the impact on clients, the organization, training cohort, supervisors, and training director. Participants will learn about steps that can be taken to support the intern, supervisors, and training director while navigating these types of situations. This program will include didactic portions as well as opportunities for participants to self-reflect and discuss their experiences and knowledge of navigating similar situations.

Learning Objectives:

1. Participants will be able to articulate the complex challenges and ethical concerns related to intern mental health struggles.
2. Participants will be able to discuss the needs of interns and training programs when it comes to mental health concerns affecting an intern's functioning.
3. Participants will be able to describe unique strengths of clinicians who have had personal experience with a mental illness.
4. Participants will be able to identify specific strategies they can use in the future for supporting interns who are experiencing mental health concerns.



**Concurrent Session # 3 – Friday, October 8, 2021**  
**11:30 am – 1:00 pm EST**

**Friday, October 8, 2021, 11:30 am – 1:00 pm EST (1.5 CEs)**

**Who Decides? Considering Bias in the “Professionalism” Competency**

Bonnie Benson-Palmgren, Ph.D., Durriya Meer, Psy.D.

The APA Commission on Accreditation (2018) identifies Professional Values, Attitudes, and Behaviors as one of the nine Profession-Wide Competencies for internship training in Health Service Psychology. Training Directors, who are considered among the gatekeepers to the profession (Keilin, 2021), are charged with ensuring that interns meet the minimum standards of this competency. In light of increasing attention to the monocultural roots of psychological training and the gendered, racialized, and colonialist underpinnings of a century of defining professionalism in the U.S. (Khalili, Hall, & DeLuca, 2014), a consideration of bias within this competency is critical to avoid potential unfairness (or worse) in intern evaluation. This session invites attendees to explore their own perceptions of what the professionalism competency means, how they developed this perspective, and how potentially biased perceptions could be reformulated in more culturally sensitive ways. Attendees will be invited to share and reflect, in small groups, on incidents of “unprofessionalism” among their trainees and to consider which behaviors constitute problems within the trainee vs. bias within the system that defines professionalism. The session will conclude with a discussion of how Training Directors may ensure the integrity of program requirements while avoiding professional microaggressions and other forms of discrimination.

Learning Objectives:

1. Define the Profession-Wide Competency (PWC) related to professionalism.
2. Describe how professionalism is historically been rooted in gendered, Western, white racist, and colonialist concepts.
3. Identify strategies to address challenges to this PWC while meeting APA requirements and maintaining the integrity of the program.

**Friday, October 8, 2021, 11:30 am – 1:00 pm EST (1.5 CEs)**

**Creating a Diversity, Equity, and Inclusion Committee within a University Counseling Center**

Sonia Dhaliwal, Psy.D.

This presentation will outline the process in designing a diversity committee within a UCC and how this contributes to the overall mission and goals of a university system. With an increased knowledge of the importance of such a committee, administrators, educators, and clinicians will be able to take steps necessary to implement diversity and inclusion efforts within their department.



Learning Objectives:

1. Participants will learn how to identify the steps and processes involved in designing and developing a UCC diversity committee.
2. Participants will identify how UCC diversity committees may increase opportunities for training and mentorship and serve as a way to prepare trainees to respond to social injustices.
3. Participants will identify how diversity committees could respond to situations within a university system that produce social inequalities.

**Friday, October 8, 2021, 11:30 am – 1:00 pm EST (1.5 CEs)**

**Implementing a Social Justice Project for Interns**

Katy Dorsheimer, Ph.D., Heather Cosgrove, Ph.D.; Terri Rhodes, Ph.D.

More than ever, psychologists are called to attend to issues of social injustice and to implement this training for trainees in the field. Attendees will learn the importance of incorporating social justice training into doctoral internships. This presentation will focus on the social justice projects of three UC training programs, including their format, implementation, lessons learned, and triumphs along the way. Join us to learn more about how we implemented these programs, encourage a “hands on” training experience around social justice, and reflect on how social justice projects could fit into your own programs.

Learning Objectives:

1. Attendees will be able to compare examples of social justice projects from three different internship training programs.
2. Attendees will be able to apply the take-aways from the trials and triumphs of these social justice projects into their own training context.
3. Attendees will have the opportunity to consult with each other on how to implement social justice projects/training into their own programs.

**Friday, October 8, 2021, 11:30 am – 1:00 pm EST (1.5 CEs)**

**Congratulations, You’ve Been Tasked to Develop an Internship in Health Service Psychology from Scratch!**

Diane Stoebner-May, Ph.D.

The experiences of one training director in building a doctoral internship in health service psychology from scratch will be discussed.

Learning Objectives:

1. Identify the basic building blocks of a training program (i.e., training activities, evaluation, diversity, policies) and important considerations when developing each of these components.
2. Identify strategies for advertising your internship program and recruiting interns to a newly created program.
3. Describe the rationale and basic process of seeking APA accreditation.