



48th Annual ACCTA Conference

**Saturday, September 13 – Tuesday, September 16, 2025
Chicago, Illinois**

Unopposed Presentations

Keynote Presentation (1.5 CEs)

Sunday, September 14, 2025, 8:30 – 10:00 am

Holding Steady in the Storm: Training Clinicians for Courage and Compassion in a Challenging Sociopolitical Climate

Shenay Bridges-Carter, Ph.D.

In a time when campus counseling work is shaped by shifting laws, cultural polarization, and rising student needs, training future clinicians is both a responsibility and an opportunity. This keynote offers a path forward—grounded in cultural humility, resilience, and systemic awareness—so training programs can support and challenge emerging clinicians, help them navigate moral distress, and prepare them to lead with courage and compassion in a complex world.

Learning Objectives:

1. Identify at least three current socio-political trends affecting campus mental health training and service delivery.
2. Apply a socio-political lens to clinical decision-making and case conceptualization.
3. Articulate ways in which training programs can function as agents of change within higher education institutions.



Jay Zimmerman Mentorship Scholars presentations (1.5 CEs)

Monday, September 15, 2025, 8:30 – 10:15 am

Surviving on Iced Coffee: The Financial Burden of a Doctoral Psychology Education and its Impact on Interns. Jennifer Archer, Ph.D.

Surviving on Iced Coffee aims to provide a broad overview on how the financial burden of graduate school continues to negatively impact trainees. The larger obstacles faced by marginalized trainees will be highlighted. Additional attention will be given to doctoral interns, as they occupy a unique position at the border between student and early career professional. The presentation will summarize current efforts to reduce the burden on interns and discuss potential areas of improvement.

Learning Objectives

1. Describe the current graduate debt crisis as it pertains to doctoral psychology students
2. Discuss the cumulative impact of financial struggles and their repercussions for doctoral trainees.
3. Assess potential avenues to better advocate for doctoral interns in one's home training program.

Supporting Bi/Multilingual Supervisors and Trainees: Enhancing Training and Supervision through Language and Multicultural Humility

Monica Becerra, Ph.D.

The presenter will highlight the benefits of integrating language and culture into clinical practice and supervision, with a focus on supporting bi/multilingual clinicians and trainees. Drawing from personal experiences, the presenter aims to promote cultural and linguistic humility while advocating for systemic support for language diversity in clinical settings. A case example and relevant professional guidelines will illustrate how language can be a powerful tool for connection, identity development, and healing.

Learning Objectives:

1. Describe benefits of providing bi/multilingual clinical services and supervision.
2. List two main differences between knowing language and knowing culture.
3. Identify challenges of bi/multilingual speaking clinicians and ways to support them.



Passages (1.5 CEs)

Monday, September 15, 2025, 1:15 – 2:45 pm

Patrick Galligan, 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.

SCD Sponsored Programs (3.5 CEs total)

Sunday, September 14, 10:15 – 11:45 pm

SCD Plenary (1.5 CEs)

Maritza Lugo-Stalker, Psy.D. and S. Aki Hosoi, Ph.D.

Over the course of the past two years the pressure on colleges and universities in many parts of the country to cut back on efforts to support diversity, equity, and inclusion (DEI) have intensified by recent executive orders and actions taken at state and national levels. Twenty-eight laws passed in eighteen different states currently restrict DEI offices and staff, mandatory diversity training, diversity statements, and identity-based preferences for hiring and admission. Unique to the positions of Training Directors and psychologists are the standards and ethical guidelines that support our provision of care to diverse clients and ultimately our training of doctoral interns. Training in individual and cultural diversity is one of the core competencies we teach under the APA Standards of Accreditation, as well as being foundational to many of our personal and professional values. As racism and anti-LGBTQ legislation continue to grow in our country, it has been increasingly challenging for many Training Directors to balance their role as social justice change agents with their needs for personal and professional safety. The purpose of this plenary is to present data on changes university counseling centers have made in response to state and federal legislation. We will use this data to guide discussion on how the sociopolitical climate impacts our training programs, and to formulate actionable steps training directors can bring back to their organizations.

Learning Objectives:

1. Participants will identify challenges related to discrepancies between 1) their personal values



- and or values/ethics of the profession of psychology and 2) current laws and related regulations impacting their role as training directors.
2. Participants will explore the differential personal impact of the current socio-political environment in the context of geography and personal intersecting identities.
 3. Participants will brainstorm how to be proactive in navigating their roles as training directors while assisting trainees and clients they serve.
 4. Participants will share actionable steps that training directors will bring back to their organizations and training programs.

Tuesday, September 16, 10:00 – 12:00 pm

Culture Share (2.0 CEs)

Standing Committee on Diversity

Culture sharing at the Association of Counseling Center Training Agencies (ACCTA) is a tradition that goes back to the 1990s. It initially began as an informal way for Training Directors to share aspects of their cultural identities with one another in the interest of creating connections, building relationships, and expanding understanding of each other's lived experiences. In the following years, culture sharing has become more intentional and structured. Volunteers prepare material beforehand and share cultural aspects of their lived identities including but not limited to race, ethnicity, socioeconomic status, gender and gender identities, sexual orientation, immigration status, ability status, and more. Presenters also often reflect on their intersecting identities.

Learning Objectives:

1. Participants will gain increased appreciation for the fluidity and complexity of identity and self-definition
2. Participants will be able to analyze the fluidity and complexity of identity and self-definition
3. Participants will be able to describe historical and contemporary experiences with power, privilege and oppression
4. Participants will be able to discuss cultural empathy by increased understanding of another's worldview and/or lived experiences (APA, 2017).



Pre-Conference Sessions (3.0 CEs total)

Saturday, September 13, 2025, 1:15 – 2:45 pm

Training Director/Coordinator Timeline and Tips (1.5 CEs)

Amy Kleiner, Ph.D. & Patrick Galligan, Ph.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.

Saturday, September 13, 2025, 3:00 – 4:30 pm

Managing the Intern Selection Process (1.5 CEs)

Amy Kleiner, Ph.D. & Ed Rogers, 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. In line with the theme of this year's conference, presenters will also discuss serving in a leadership role in the internship selection process in one's counseling center as well as multicultural considerations involved in the selection of interns.

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.
3. Participants will discuss considerations for ranking or not ranking applicants.
4. Participants will identify their roles as leaders in 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.



Concurrent Sessions (4.5 CEs total, 1.5 CEs per session)

Concurrent Session 1: Sunday, September 14, 2025, 1:30 – 3:15pm

Holding Steady in Shifting Sands: Supporting interns Through Personal and Systemic Disruption

Chun-Chung Choi, Ph.D., Kusha Murarka, Ph.D.; Jennifer Hung, Psy.D.

The doctoral internship year is a time of intense growth, transition, and identity development — yet it often unfolds alongside deeply personal and systemic disruptions. Interns may face significant life events such as serious illness, pregnancy, or the death of a loved one, while simultaneously navigating institutional, state, or federal policy changes that directly affect their working conditions (e.g., shifts from exempt to non-exempt status, telehealth regulations, licensure changes). These layers of uncertainty can impact an intern's capacity to fully engage with training while raising ethical, developmental, and emotional considerations for supervisors and training programs. This session draws on experiences from three training sites, highlighting how each has responded to both expected and unforeseen challenges with clarity, compassion, and flexibility. Drawing from relational-cultural theory, trauma-informed supervision, and administrative advocacy, this presentation will explore how training directors and supervisors can create psychologically safe, structurally responsive environments that honor the human experience within professional development. Real-world examples will be presented, including how programs have supported interns navigating pregnancy, unexpected caregiving roles, immigration stress, grief, and abrupt changes in employment status. Attendees will leave with strategies to strengthen their programs' readiness and responsiveness to personal and systemic transitions—grounded in a values-driven approach that prioritizes transparency, trust, and individualized support.

Learning Objectives:

1. Recognize common personal and systemic disruptions that may impact interns' functioning and professional development.
2. Apply trauma-informed and values-based principles to respond effectively to interns navigating significant life or institutional changes.
3. Design or enhance program policies and practices that foster flexibility, transparency, and psychological safety during times of transition.

Trauma Informed Training and Supervision

Donna McDonald, Ph.D.

Trauma can be broadly defined as harmful or life-threatening events that have adverse effects on mental, physical, social or spiritual well-being. Sources of trauma are varied and include personal, community, and macro-level sources. Traumatized individuals can experience intrusive symptoms, avoidance and/or hyperarousal. They may be sensitive to interactions within their environments, have difficulty focusing, a fear of taking risks, or increased anxiety and anger. All of these factors affect



learning and ultimately training environments. Trauma Informed Care (TIC) is a strength-based systemic approach that assumes trauma has occurred. TIC provides guiding principles (safety, collaboration, transparency, empowerment, support, and an understanding of cultural, historical and gender factors) that emphasize physical, psychological, and emotional safety to create non-traumatizing organizations (SAMHSA, 2014). It is aligned with multicultural and feminist thinking (Rudolph, 2021). More recently, trauma informed principles have been adapted for work and learning environments (Davidson, 2017). This presentation will explore the effects of personal and societal traumas on UCC training environments and how the principles of Trauma Informed Care can be applied to work environments, supervision, and training. Examples will be provided and participants will be able to explore how TIC principles may be applied to their own training programs.

Learning Objectives:

1. Attendees will be able to identify the core principles of trauma informed care.
2. Attendees will be able to describe examples of trauma informed care as applied to training programs.
3. Attendees will be able to discuss and brainstorm how trauma-informed care can be implemented in their own training programs.

Concurrent Session 2: Monday, September 15, 2024, 10:30 – 12:00pm

Cultural Humility and Supporting International Students in Times of Uncertainty

Mack Bowers, Ph.D.

The number of international students continues to grow in the U.S. following a brief decline during Covid. With more than 1.1 million international students in the United States (Open Doors, 2024), psychologists and counselors are finding themselves increasingly working with this diverse constituency in university counseling centers. In times of uncertainty - whether social, political, or economic - it becomes even more crucial to support these students with cultural humility and awareness. In this presentation, we will explore relevant theories of international student adjustment as well as effective strategies for engaging international students in counseling and in the community. Primary emphasis will be placed on building the knowledge, awareness and skills needed to work with this population. A brief explanation of cultural humility and how important this component of service delivery will also be included. In addition, we will explore strategies for creating a welcoming environment of support that taps into their resilience and strength.

Learning Objectives:

1. Identify relevant theories of international student development (Dalby et. al., Rhinesmith)



2. Identify challenges faced by international students Identify innovative recruitment and retention strategies for diversity at UCCs.
3. Discuss the importance of cultural humility when working to provide supporting to international students
4. Apply strategies to support international students in times of uncertainty

Is This Real Life...or AI Talking? Ethical Considerations on the Use of Artificial Intelligence in Training

Drew Zaitsoff, Ph.D., María Luz Berbery, Ph.D., Patrick K. Galligan, Ph.D., Doug Spiker, Ph.D., HSPP

Generative artificial intelligence (AI) tools (e.g., ChatGPT, CoPilot) have become increasingly ubiquitous in the last few years. Mental health providers have already begun using AI tools to reduce workload, interpret content, and generate ideas. Although AI tools have the capacity to streamline aspects of mental health providers' work, the use of AI by trainees presents many ethical considerations. Training directors now face the challenge of building their own understanding of AI while simultaneously developing AI use policy at their center and preparing trainees to appropriately use AI. To address these challenges, this presentation will provide basic explanations of generative AI, explore ethical considerations in the use of AI, offer guidelines regarding the use of AI in therapist training, and make recommendations for assisting trainees to develop AI literacy.

Learning Objectives:

1. Participants will be able to describe differences between generative AI (Large Language Models) and other technologies (Google, writing assistants, spellcheck, etc)
2. Participants will be able to identify ethical considerations in the use of AI in training and clinical services.
3. Participants will be able to identify key components to include in the development of guidelines for AI use in training programs.
4. Participants will be able to identify strategies for assisting trainees in developing AI literacy.

Concurrent Session 3: Tuesday, September 16, 2025, 2:45 – 4:15 pm

Creating Disability-Affirming Training Spaces

Diane Stoebner-May, Ph.D., ABPP

Most supervisors report that they have not received training in supervising trainees with disabilities and few report feeling competent to work with trainees with disabilities. In supervisory practice, few supervisors report routinely asking their trainees about the need for reasonable accommodations. Furthermore, there is limited research regarding the number and characteristics of disabled



psychologists and trainees in psychology. While there is limited formal training reported by supervisors and limited research on this topic, there is convincing evidence that lack of awareness can lead to harm of the student/trainee. According to 2023 APPIC Match Survey of Applicants, 28% of interns report having some type of disability with the most common type being invisible disabilities such as mental illness, chronic health conditions, and learning disabilities. Some of the most difficult challenges faced by individuals with disabilities include stigma and discrimination, and clinical supervisors are not immune to having these biases and discriminate toward their students and trainees with disabilities. In this session, we will explore guidelines and discuss strategies for clinical supervisors in creating a disability affirming training environment for all students and trainees. Secondly, stigma and discrimination of students and trainees with disabilities will be addressed and supervisors will be encouraged to engage in their own self-reflection and self-assessment. Finally, we will apply the guidelines and strategies from creating a disability affirming training environment to case vignettes.

Learning Objectives:

1. Define disability and describe the need for clinical supervisors to develop competency in this area.
2. Identify at least three strategies for creating a Disability Affirming Training Environment.
3. Describe the impact of stigma and discrimination on students and trainees in psychology with visible and invisible disabilities.
4. Apply guidelines and strategies for creating a Disability Affirming Training Environment to case vignettes.

Managing Difficult Situations: Ethics, Accountability, Risk and Integrity

Donna McDonald, Ph.D., María Luz Berbery, Ph.D.

Training Directors need to manage a variety of difficult situations in an ethical and competent matter. Issues may include questions of trainee competency, how to apply accreditation standards, or how to manage state licensing requirements or laws. This presentation provides a model to manage such situations. First, factors that hold Training Directors accountable such as ethics, laws, APA and APPIC guidelines, and university policies are presented. Next, a training-based revision of the Bin Model (Behnke, 2014) is discussed. Behnke proposed that the first step in resolving an ethical dilemma is to understand what issues the situation raises by using a four “bin” approach. His bins included legal, clinical, ethical and risk management. For training purposes, accreditation, institutional, and work setting bins have been added. For example, deciding how to manage requirements for clinical hours would involve understanding requirements in the legal/licensing bin, the training accreditation bin, and the work setting bin. Finally, the presentation also addresses personal and professional integrity. Ultimately, we need to make decisions in which we can feel comfortable. Understanding our own values, practicing self-care and having confidence in our judgment are useful components to consider when managing difficult situations. Relevant examples, including a recognition of recent federal and state laws that have impacted training, will be used throughout the presentation. In addition, the audience will have the opportunity to explore their own difficult situations using the material presented.



Learning Objectives:

1. Attendees will be able to list factors that hold training directors accountable.
2. Attendees will be able to use the “bin model” to better understand the factors involved in managing difficult training situations.
3. Attendees will be able to demonstrate how integrity contributes to the management of difficult training situations