



49th Annual ACCTA Conference

Saturday, September 26 – Tuesday, September 29, 2026
San Francisco, California

Unopposed Presentations

Keynote Presentation (1.5 CEs)

Sunday, September 27, 2026, 8:30 – 10:00 am

What We Refuse to Lose: Care, Community and Justice in a Threatened Time

Jei Africa, Psy.D.

We are living through a dangerous moment: conflict and war in the daily headlines, children in poverty, climate change reshaping food systems, communities erased, inequality persisting while the infrastructure built to address it is being dismantled. How do health practitioners honor the oath to do no harm in this environment — and keep offering care and hope to clients, colleagues, communities, and the trainees entering the field? This presentation examines what we refuse to lose. Using resilience scholarship, critical self-reflection, and social justice frameworks, it distinguishes resilience as individual trait from resilience as an infrastructure of training environments, and offers program-level practices that strengthen professional, clinical, and personal care.

Learning Objectives:

1. **Describe** three systemic pressures facing behavioral health today and **explain** their effect on clinical care
2. **Differentiate** resilience as individual trait from resilience as a feature of the training environment
3. **Identify** two practices that strengthen care, community, or equity in their own program, and **describe** one barrier to putting them in place

Passages (1.5 CEs)

Monday, September 28, 10:30 am – 12:00 pm

Maria Luz Berbery, 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.

Annual Survey (1.0 CEs)

Sunday, September 27, 12:00 – 1:15 pm

Katy Dorsheimer, Ph.D. & Edward Rogers, Ph.D.

This presentation will review key findings from the 2026 ACCTA Membership survey followed by discussion groups for reflection. This will provide an opportunity to explore challenges and create strategies and solutions through collective wisdom

Learning Objectives:

1. Participants will describe national trends in Doctoral Internship programs identified by Training Directors as reflected in the annual membership survey.
2. Through utilization of national trends, participants will identify at least one potential strategy to implement in improving their Doctoral Internship
3. Through critique of trends, participants will specify at least one strategy for navigating change at their center.

SCD Sponsored Programs, Unopposed (5.0 CEs total)

Standing Committee on Diversity Plenary (1.5 CEs)

Sunday, September 27, 10:15 – 11:45 am

Jamie Welch, Ph.D., Maritza Lugo-Stalker, Psy.D., Camille Velazquez-Zeigler, Ph.D., Dan Elreda, Ph.D., Kusha Murarka, Psy.D., Marquitta Bowman, Psy.D., Christina Zavalza, Psy.D., Tzu-An Hu, Ph.D., & Andrea Sia, Ph.D.

This presentation is intended to serve as a space in which training directors are able to speak to the various ways in which their own training programs have been impacted by changes to policy and law, and ways in which each of us has been able to adapt to this changing landscape in order to continue to meet our training needs while adhering to required changes to our programs. Prior to the plenary, data will be collected from attendees to gather information about the various ways in which we have been impacted to help guide discussion questions. Specific attention to the ways in which we as individuals have been disproportionately impacted in both our personal and our professional lives will be given. Attendees will be encouraged to share effective strategies that they have been able to develop on their own campuses and help to address concerns held by others. We hope that being able to share space



around this topic will allow us to engage in creative problem solving, exchange of ideas and strategies that we have already developed, and creation of communal, mutually supportive space.

Learning Objectives:

1. Discuss strategies for how to navigate the changing environment around our roles as training directors as we work with interns whose identities are the subject of local and national scrutiny.
2. Identify major concerns related to upholding accreditation standards related to serving a diverse population of clients and interns while giving consideration to national policy and law.
3. Create plans to engage support community support for training directors whose personal experiences may be impacted to varying degrees by both macrolevel policies that affect us as individuals and microlevel policies that influence how we navigate our roles and personal lives
4. Identify sources of support from others who may be experiencing similar difficulties and from others who have implemented new policies and procedures to help adjust to the current working environment
5. Gather quantitative information about experiences from counseling centers on a national stage around pressures related to recent national policy related to counseling center training

Affinity Groups (2.0 CEs)

Sunday, September 27, 3:30 – 5:30 pm

Zavalza, Christina, Psy.D., Andrew Sia, Ph.D., Camille Velazquez-Ziegler, Ph.D., Tzu-An Hu, Ph.D., Kusha Murarka, Psy.D., Marquitta Bowman, Psy.D., Dan Elreda, Ph.D., Maritza Lugo-Stalker, Psy.D., & Jamie Welch, Ph.D.

This presentation invites participants to engage in structured affinity group dialogue with fellow training directors to explore common experiences, critically examine shared challenges, and cultivate mutual support, with the aim of strengthening culturally informed practices and professional development in their roles as training directors. In this presentation participants will divide into several affinity groups. Groups will discuss common experiences among group members, common challenges and difficulties, and offer mutual support. Group members will be encouraged to reflect on shared and differing cultural experiences and ways in which identity shapes values and behavior. Group members will reflect on culturally responsive practice, develop strategies to address challenges in training director roles, and generate new and creative solutions to current difficulties.

Learning Objectives:

1. Analyze the diversity of experiences within identity-based affinity groups through dialogue in order to challenge assumptions about within-group homogeneity
2. Generate strategies to address identified difficulties related to creating more inclusive and supportive training environments for trainees and trainers
3. Identify the influence of personal and cultural identities on values, leadership, and decision-making in training roles



4. Identify shared strengths among affinity group members that support self-esteem and self-confidence related to the training director role

Diversity Scholars Presentation (1.5 CEs)

Monday, September 28, 8:30 – 10:15 am

1. Supervision That Sustains: Relational-Cultural Supervision and Cultural Accountability in Internship Training.

Shelly-Ann Collins Rawle, Ph.D.

This session applies Relational-Cultural Theory (RCT) to clinical supervision and internship training, offering a framework for moving from cultural awareness to cultural accountability in the development and retention of trainees of color and other trainees from underrepresented backgrounds. The content is grounded in peer-reviewed scholarship on relational-cultural supervision, multicultural and competency-based supervision, and the experiences of trainees with marginalized identities, and is designed to be directly useful to supervisors, training coordinators, and training directors. Cultural and diversity considerations are central: the presentation attends to intersectionality, power, and systemic oppression, foregrounds the experiences of underrepresented trainees, and acknowledges the presenter's own positionality and the limits of generalizing from any single standpoint. Participants will leave with reflective prompts and program-level strategies for supervision, seminars, case consultation, and evaluation.

Learning Objectives

1. Describe core relational-cultural theory concepts — including mutual empathy, authenticity, relational awareness, and growth-fostering relationships — as applied to clinical supervision
2. Explain how power, evaluation, cultural taxation, and identity-based ruptures shape the supervisory relationship for trainees of color and other trainees from underrepresented backgrounds
3. Apply at least three relational-cultural strategies for moving from cultural awareness to cultural accountability across supervision, seminars, case consultation, and evaluation
4. Identify program-level practices that support the development and retention of trainees from underrepresented backgrounds.

2. Compassionate Accountability in Critical Supervision Events: Cultural Countertransference, Gatekeeping, and Repair in Internship Training

Jazmin Gonzalez Harder, Ph.D.

This presentation will introduce a compassionate accountability framework for responding to critical moments and challenging trainee behaviors in supervision. Specifically, the program will examine how supervisors and training systems can respond to challenging trainee behaviors in ways that support learning, repair, client care, and ethical gatekeeping. The materials presented are intended to be useful for supervisors, training directors, and training committees who encounter difficult supervision moments involving professionalism concerns, trainee defensiveness, cultural ruptures, remediation, or



strained supervisory relationships. The framework is empirically and theoretically informed by supervision process research, multicultural orientation scholarship, and literature on countertransference management, while also acknowledging that the specific compassionate accountability framework offered in this presentation is an integrative model rather than an independently validated intervention. Particular attention will be given to cultural and diversity considerations, including how supervisors' identities, values, institutional roles, and cultural assumptions may shape their interpretations of trainee behavior and their decisions about feedback, repair, remediation, and gatekeeping. Participants will be invited to consider how training and supervision can support learning, growth, and resilience when compassion and accountability are held together rather than treated as competing obligations.

Learning Objectives:

1. Define a critical supervision event and identify how trainee behavior, supervisory response, and system context interact during high-stakes training moments.
2. Identify and describe three pillars of multicultural orientation in supervision, including cultural humility, cultural comfort, and cultural opportunities.
3. Describe cultural countertransference in supervision, including moral, class-based, generational, racial/ethnic, institutional, or role-based reactions that may shape supervisor judgment.
4. Apply a compassionate accountability framework to difficult trainee concerns involving professionalism, remediation, cultural dynamics, and repair

Culture Share (2.0 CEs)

Tuesday, September 29, 10:00 am – 12:00 pm

Standing Committee on Diversity

Maritza Lugo-Stalker, Psy.D., Camille Velazquez-Ziegler, PhD, Jamie Welch, PhD, Dan Elreda, PhD, Kusha Murarka, PsyD, Marquitta Bowman, PsyD, Christina Zavalza, PsyD, Tzu-An Hu, PhD, Andrew Sia, PhD

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



Pre-Conference Sessions (3.0 CEs total, 1.5 CEs each)

Training Director/Coordinator Timeline and Tips (1.5 CEs)

Saturday, September 26, 1:15 – 2:45 pm

Amy Kleiner, Ph.D. & Laura Miller, 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. Participants will be able to Identify the core and ancillary tasks of a counseling center training director/coordinator
2. Participants will be able to identify at least 2 strategies for managing the tasks of a counseling center training director/coordinator
3. Participants will be able to Identify important aspects of the annual training timeline
4. Participants will be able to describe the many roles and relationships associated with the training director/coordinator position and ways to best manage those roles.

Owning the Internship Selection Process (1.5 CEs)

Saturday, September 26, 3:00 – 4:30 pm

Ed Rogers, Psy.D. & Rachel Koch, Psy.D.

This presentation will help new training directors identify the many stages, tasks, and decisions involved in coordinating the internship selection process. Presenters will share examples of how they have managed the process, as well as tips for thoughtfully organizing a process with attention to trainee factors, UCC needs, and maximizing a good internship match. Presenters will also respond to related questions to assist new training directors in organizing the multiple aspects of the internship selection process.

Learning Objectives:

1. Participants will identify their roles as leaders in managing their counseling center's internship selection process.
2. Participants will discuss and reflect upon multicultural considerations to take into account when managing the internship selection process.
3. Participants will develop strategies and methods for reviewing applications and conducting interviews during the selection process.
4. Participants will discuss considerations for the ranking process, particularly concerning whether to rank an application or not.



Concurrent Sessions (3.0 CEs total, 1.5 CEs per session)

Concurrent Session 1: Sunday, September 27, 2026, 1:30 – 3:00 pm

1. *"I Was Never Taught How To Do This": Giving Feedback in Support of Growth Without the Scars*

Katie Bekkeli, Psy.D., L.P., ABPP & Clare Duffy, Ph.D. L.P.

This presentation will address the challenge that many training directors and supervisors face: that of navigating trainee challenges that meet the need for remediation and the process of giving feedback. We will identify ways to personalize approaches to delivering feedback that consider the supervisor and supervisee's interpersonal styles and needs as a way to increase the effectiveness of the feedback. While the information provided can be broadly applied, limitations with regards to the presenters specific site, program structure, and style will be discussed. Considerations with regards to diversity components at play in the remediation process will also be provided.

Learning Objectives:

1. Identify the benefits of providing difficult feedback to supervisees, the supervisory relationship, and the process of supervision.
2. Identify 3 strategies for supporting the growth and development of trainees who have identified competence issues but remain within the agency.
3. Identify insight-oriented processes to personalize approaches to delivering feedback that enhance the effectiveness of the feedback and the process of supervision.

2. *Under Pressure: Supporting Trainees through Socio-political Upheaval and Uncertainty*

Chia-Chen Tu, Ph.D.

Recent sociopolitical upheaval and intensified immigration enforcement activities in Minnesota created unprecedented demands on healthcare systems and mental health providers. Counseling and clinical psychology trainees played a critical role in sustaining services while experiencing emotional strain, moral distress, and disruptions to training and supervision. This presentation examines the impact of these events on trainees through findings from an anonymous survey assessing psychological well-being, organizational support, and supervision needs. Survey results will highlight key stressors, concerns regarding professional preparedness and emotional safety, and factors that supported resilience. Participants will explore evidence-informed approaches for supporting trainees during community crises and periods of sociopolitical instability. Recommendations will be provided to help training directors, supervisors, and organizational leaders strengthen trainee support systems and promote workforce wellness during future emergency response efforts.

Learning Objectives:

1. Describe the psychological, emotional, and professional impacts of intensified immigration enforcement activities on counseling and clinical psychology trainees based on findings from an anonymous survey



2. Identify common needs expressed by trainees during social political upheaval, including supervision, communication, peer connection, and access to wellness resources
3. Apply survey-informed recommendations to strengthen supervisory practices, trainee wellness initiatives, and organizational responses during future crisis events

3. *Integrating Multicultural Orientation into Training and Clinical Supervision*

Christina Zavalza, Psy.D. & Leakhena (Leah) Tappero, Ph.D.

Cultural factors lie at the center of psychotherapy, highlighting the importance of developing a culturally oriented practice that considers and integrates client, therapist, and systemic sociocultural factors in treatment (Wilcox et al., 2022). Recent literature has suggested that multicultural competence (MCC) is a way of “doing” therapy, whereas maintaining multicultural orientation (MCO) is a way of “being” in therapy and supervision (Wilcox, et al., 2022). Licensed clinical supervisors strive to nurture the multicultural orientation of their supervisees and support the full integration of cultural values and beliefs to enhance therapy processes (American Psychological Association, 2014; Wilcox et al., 2022). Supervisors’ MCO is crucial for effective clinical supervision, contributes to supervisees’ professional growth, and ultimately impacts clinical care (Wilcox et al., 2022; Jang, et al., 2019). The Worldview Genogram (WVG) is a practical training tool aimed at deepening self-exploration around biases, assumptions, beliefs, and attitudes in supervisory relationships (Chege et al., 2023). It is crucial for supervisors to maintain an accurate view of their own cultural knowledge and limitations to support their professional development (Davis, et al., 2018) as well as the safety and development of supervisees. The ADDRESSING framework (Hays, 2022, 2024) and the Worldview Genogram (Chege et al., 2023) are practical tools for training directors/coordinators and supervisors to integrate process-oriented relational approaches to enhance multicultural competency and multicultural orientation in supervision and training.

Learning Objectives:

1. Participants will identify and discuss their own intersectional identities
2. Participants will evaluate how a multicultural orientation expands on multicultural competencies
3. Participants will demonstrate understanding of the World View Genogram model to support value exploration with supervisees

Concurrent Session 2: Tuesday, September 29, 2026, 2:45 – 4:15 pm

1. *Practicing Radical Compassion in Gatekeeping*

Quintin Bailey, Psy.D. & Thanh Nguyen, Psy.D.

This presentation explores the dual role of training directors as both supportive mentors and professional gatekeepers. Rooted in empirical literature on competency-based evaluation and multicultural supervision, the workshop details how to provide structured feedback that honors each intern's unique cultural context and humanity. A key focus is a critical diversity framework that



examines how traditional definitions of professionalism can inadvertently demand conformity rather than true competence, disproportionately impacting trainees from historically marginalized backgrounds. To counter this, we introduce approaches grounded in cultural humility and compassion to pivot institutional mindsets from trainee deficits to developmental growth. Attendees will also analyze the legal, ethical, and systemic stressors of gatekeeping by navigating the tensions between APA Standards of Accreditation and decolonial supervisory practices. While this content offers high utility for clinical training clinics, a notable limitation is that systemic and institutional constraints may restrict how rapidly participants can implement these decolonial and structural changes.

Learning Objectives:

1. Analyze trainee performance concerns through developmental, cultural, and systemic lenses, including the influence of implicit bias and traditional definitions of professionalism on evaluation and remediation.
2. Apply culturally humble and compassionate strategies to evaluation, feedback, and remediation while maintaining ethical gatekeeping responsibilities and professional standards.
3. Implement reflective practices that help training directors and supervisory teams manage emotional reactions, maintain effective decision-making, and sustain compassionate gatekeeping throughout the remediation process.

2. *Artificial Intelligence Perceptions, Training, and Use in College Counseling Center Training Programs: A Presentation of Survey Data from ACCTA Members and Trainees*

Ed Rogers, Psy.D., Drew Zaitsoff, Ph.D., L.C.P., Katy Dorsheimer, Ph.D., Maria Luz Berbery, Ph.D., Doug Spiker, Ph.D., HSPP, Patrick Galligan, Ph.D., & Annette Peters, Ph.D., CGP

With AI use rapidly evolving, thoughtful oversight by professionals in our field is imperative (American Psychological Association, 2025). Opportunities, challenges, Training professionals are called upon to provide guidance with attention to ethics and diversity to their trainees (Crofford, Bor, & Kemer, 2026). Presenters will review recent literature and present upon ACCTA member and trainee survey findings to note trends and facilitate discussion of application. Areas for further research and further learning will be addressed.

Learning Objectives:

1. Identify trends in AI challenges and opportunities in the professional psychology and training literature
2. List trends from ACCTA member and intern survey results on AI perceptions and use
3. Reflect and discuss reactions to the literature and survey results as well as share any initiatives at own sites pertaining to AI in training for member learning
4. List 3-5 resources and references for further learning

3. *Siblings in Service: How Multidisciplinary Training Strengthens College Mental Health Care*

Cecilia Sun, Ph.D., Mark G. Sampson, Ph.D. & Joey Hannah, Ph.D.



As the composition of university counseling centers has become more multidisciplinary, more centers are seeking to offer training in disciplines outside of Psychology. This session provides models of multidisciplinary training structures and explores “sibling” considerations, including benefits, challenges, and interdisciplinary collaboration. The 3 panelists represent large counseling centers at public universities that have access to academic graduate programs in several mental health disciplines. Participants are invited to join in the discussion and to share perspectives applicable to a more diverse range of campus variables.

Learning Objectives:

1. Identify models for implementing multidisciplinary mental health training in university counseling centers
2. Identify benefits and potential points of friction in interdisciplinary training
3. Identify requirements of each discipline to produce a collaborative training program