

1st Annual ACCTA Summer Series
Monday June 10th and Tuesday June 11th, 2024

1-5pm Eastern / 12-4pm Central / 11am-3pm Mountain / 10am-2pm Pacific

[ZOOM LINK](#)

All programs will be virtual and provide CEs for attendees.

Times provided below are in Eastern time.

Program descriptions are below the schedule.

Monday June 10, 2024	
1:00 - 2:30pm	Concurrent Programs (1.5 CEs) <ul style="list-style-type: none"> ● Training Coordinator/Director Timeline and Tips Diane Stoebner-May, Ph.D. & Mark Sampson, Ph.D. ● How Can We Better Support Neurodivergent Trainees Ruby Casiano, Ph.D. & Jess Westcott, Ph.D.
2:30 - 2:45pm	Meet the ACCTA Board
2:45 - 3:00pm	Break
3:00 - 4:30pm	Passages (1.5 CEs) Mark Taracuk, Ph.D.

Tuesday June 11, 2024	
1:00 - 2:30pm	Getting the Most Out of the Liaison Outcomes Portal in the Internship Selection Process (1.5 CEs) Kasey Schultz-Saindon, Ph.D.
2:30 - 3:00pm	Break
3:00 - 4:30pm	Culture Sharing (1.5 CEs) Standing Committee on Diversity

Continuing Education Credit Program Descriptions

Training Coordinator/Director Timeline and Tips

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

How Can We Better Support Neurodivergent Trainees

Supporting neurodivergent Interns/Trainees has been identified as an area where training directors struggle and an area with little guidance from literature. This presentation will discuss what can be gleaned from research about how neurodivergence affects the training process. The real-life training struggles faced by training directors, practicum coordinators, and program faculty.

Learning Objectives:

1. Review what is found in the literature regarding psychology trainees who are also neurodivergent.
2. Discuss common struggles TD's and other training staff observe with trainees who are also neurodivergent.
3. Offer space to collectively brainstorm approaches that differ from the "status quo."
4. Identify gaps in the literature.

Passages

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, ReImmersion, 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.

Getting the Most Out of the Liaison Outcomes Portal in the Internship Selection Process

This presentation will begin by setting the frame of these factors that affect internship selection and reference some existing guidance within the field that encourages standardization within the search process. This will include some discussion of how such standardization could help to decrease bias and attend to multicultural and diversity factors in the internship search process. This presentation will then identify ways in which internship training directors can maximize features available in Liaison Outcomes to maximize efficiency in the application review process and to aid in the standardization of application review/ranking. The program will review customizable options, such as customizing the dashboard, a variety of ways to screen for minimum and preferred criteria, creating calculated fields, and using tags, phases, and segments. The creation of review forms, assignment of reviewers, and downloading of data from review forms will also be discussed as one option for standardizing and attempting to quantify the application review process.

Learning Objectives:

1. Participants will review APA Standards of Accreditation and Council of Chairs of Training Councils recommendations relevant to the internship selection process.
2. Participants will learn ways to use the Liaison Outcomes Portal to reduce error and reviewer bias, promoting equity and fairness in the internship application review process.
3. Participants will learn customizable options and how to more efficiently review objective criteria from applications in order to improve efficiency in the application review process.
4. Participants will learn strategies and methods for reviewing AAPI applications in the Liaison Outcomes Portal and consider how to apply these strategies in their internship program.

Culture Share

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.