

Continuing Education Credit Program Descriptions

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.

Ethical Decision-making: The Socially Responsive Model

The Socially Responsive Model of Decision-Making arose from a need to view ethics through a lens of equity, diversity, and inclusion, which previous models often lacked. While existing models aid in addressing ethical dilemmas, they tend to treat culture as a secondary consideration rather than a core component. The proposed model integrates cultural awareness and self-reflection from the beginning of the decision-making process, encouraging input from diverse sources and emphasizing cultural humility. This presentation will introduce the model. Practical applications of the model will be illustrated through detailed vignettes, with a particular emphasis on training and supervision scenarios.

Learning Objectives:

1. Learners will identify the 7 steps of a proposed Socially Responsive Model of Decision-Making
2. Learners will be able to list multiple strategies to integrate social and cultural responsiveness into their decision-making process
3. Learners will practice application of the model using training and supervision vignettes

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.

Fostering Success: Supporting International Student Psychology Interns in Internship Training

International Student Psychology Interns (ISPIs) in Clinical and Counseling Psychology doctoral programs face unique challenges, including cultural adjustment, visa-related constraints, and identity-based stressors. Despite these hurdles, ISPIs bring invaluable strengths to the field, such as cross-cultural insight, various clinical skills, adaptability, and multilingualism. These qualities enrich both the counseling profession and the broader U.S. mental health landscape. However, Training Directors, especially in college counseling centers, may encounter difficulties in supporting ISPIs due to their complex needs and diverse identities. It is essential to provide Training Directors with strategies rooted in cultural humility and practical tools to help ISPIs navigate the complexities of their training and immigration systems. Such support ensures that ISPIs can thrive in their roles and contribute meaningfully to their work.

Learning Objectives:

1. Analyze the common challenges faced by International Student Psychology Interns.
2. Evaluate the strengths and contributions of International Student Psychology Interns to the field and community.
3. Assess the unique learning needs of International Student Psychology Interns through a multicultural lens.
4. Examine the challenges encountered by Training Directors when working with International Student Psychology Interns.
5. Develop strategies to practice cultural humility and implement practical tools to support, train, and advocate for International Student Psychology Interns.