



42nd Annual ACCTA Conference
Saturday, September 21 – Wednesday, September 25, 2019
Alexandria, Virginia

**From Surviving to Thriving: Engaging Your Power Within through
Connection, Leadership, and Identity**

Unopposed Presentations

Keynote Presentation (1.5 CEs)

Sunday, September 22, 2019, 8:30 – 10:00 am

Trailblazing as Leadership: Sustaining Training Excellence in Challenging Times

Theodore Burnes, Ph.D.

How do training directors at university counseling centers continue to embody and sustain transformational leadership in today's difficult climate? With increasing demands of high intensity work, and new training paradigms that require speedy adaptation, the demand on different layers of training directors' multiple identities is increasingly evident. In this interactive presentation, attendees will re-connect with styles of transformational, social justice leadership to ensure training excellence. Emphases will be placed on multiple, intersecting identities of trainees' personal and professional worlds, as well as self-care and resilience.

Learning Objective 1: By the end of this presentation, attendees will be able to identify or remind themselves of at least two self-care strategies to buffer against increasing demand as a training director.

Learning Objective 2: By the end of this presentation, attendees will be able to differentiate between two different styles of social justice-focused leadership.

Learning Objective 3: By the end of this presentation, attendees will be able to discuss at least one way to more intentionally integrate the multiple aspects of their professional identities.

Passages (1.5 CEs)

Sunday, September 22, 2019, 10:15 – 11:45 am

Laura Wright, Ph.D. and Diane Hayashino, 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 Objective 1: Participants will identify the stage that is most relevant to them using the Passages stage model for Training Directors.

Learning Objective 2: Participants will discuss experiences and factors associated with a particular stage with others who self-identify as being in that same stage.

Learning Objective 3: Participants will discuss experiences and factors that would contribute to remaining in the same stage or moving into another stage.

Diversity Scholars Presentations (1.5 CEs)

Sunday, September 22, 2019, 1:30 – 3:15 pm

Improving Diversity Training and Dialogue Through More “Consciousness-Raising” Experiences

Odessa Despot, Psy.D., Rochester Institute of Technology

Conversations around diversity and inclusion tend to be challenging for most people. Feelings of defensiveness, shame, guilt, fear, grief, discomfort, anxiety, anger, helplessness, denial, and exhaustion are common among people experiencing, exploring, and confronting intersecting identities and a culture of pervasive discrimination in the U.S. (Jacobs, 2014; Linder, 2015; Mitchell, 2015). The presentation is an invitation to action and encourages participants to engage in “consciousness-raising” and consider ways to pursue ongoing meaningful dialogue among staff and peers at their institutions. Key concepts related to “virtual diversity”, “faking diversity”, and “racial capitalism” will be discussed as well as strategies for facilitating improved dialogue using panels, pluralistic pairs, experts, and prompts.

Learning Objective 1: Participants will identify challenges to meaningful diversity-related dialogue.

Learning Objective 2: Participants will list and discuss possible challenges to meaningful diversity-related dialogues in their workplace environment.

Learning Objective 3: Participants will revise strategies to improve conversations around diversity-focused dialogue in their workplace settings.

Learning Objective 4: Participants will describe key concepts as they relate to benefits and barriers to inclusivity in higher education.

Counseling African College Students: Recommendations for Developing a Culturally-Effective Treatment Approach

Lilian Odera, Ph.D., Towson University

This presentation will focus on training and attaining competence in providing culturally-effective services to African immigrant college students. In recent years, there has been an increase in enrollment of continental African students in colleges across the US. Undoubtedly, this has brought an increase to the number of African students who need mental health services. Despite the increase in this unique student population there continues to be a dearth of literature and training recommendations to match this growth. This presentation will provide an understanding of the unique experience of the African immigrant college student as well as discuss recommendations for training in multicultural case conceptualization and treatment. The presentation is intended to equip training directors and supervisors in training interns and other counselors in providing culturally-effective services to African immigrant college students.



Learning Objective 1: Participants will identify challenges faced by African students and the challenges involved in providing services to this population.

Learning Objective 2: Participants will be able to describe and design culturally-effective approaches in providing services to African students.

Learning Objective 3: Participants will be able to apply knowledge regarding African immigrant mental health to their efforts of integrating culturally-effective strategies in training programs.

SCD Sponsored Program (1.5 CEs)

Tuesday, September 24, 2019, 9:00 – 10:15 am

Deconstructing a Walk Through History: Processing the Tour of the National Museum of African American History and Culture

Diane Hayashino, Ph.D., Tanya Brown, Ph.D., Debra Crisp, Ph.D., Belinda Hinojos, Ph.D., Bethany Riddle, Ph.D., and Sterling Watson, Ph.D.

The National Museum of African American History and Culture opened in September 2016, the founding director Lonnie Bunch shared “history for me, became a tool to help me understand my own life, but I also realized that if a nation understands its history, it is a wonderful tool to help a nation figure out how they live their lives, how to understand the conditions they face.” African Americans are more exposed to racial discrimination than are other ethnoracial groups (Chou, Asnaani, & Hofmann, 2012). The legacy of collective cultural trauma on African Americans impacts our daily interactions today, as the Black Lives Matter movement continues to raise awareness of anti-Black racism as well as the intersectional oppression including, race, gender, and sexual orientation. It is also important to acknowledge the resiliency and healing from racial trauma that may also cross generations (Comas-Diaz, Hall, & Neville, 2019). Healing racial trauma is challenging because racial wounds occur within a sociopolitical context and on a continuing basis (Comas-Diaz, Hall, & Neville, 2019).

Multicultural competency building includes 4 components: conceptual and intellectual knowledge; behavioral engagement; emotional insights through multicultural dialogue; and skill building (White and Henderson, 2008). The tour of the National Museum of African American History and Culture followed by a debrief session and panel are necessary elements to enhance learning and impact change in our personal and professional lives as training directors. This session will be structured with a large group discussion to provide the context to this session, followed by a panel and/or small group breakouts with reflection questions, and will close with identifying and sharing specific action steps in the large group.

Learning Objective 1: Describe at least two examples or exhibits that had a significant impact on your understanding of African American history and culture.

Learning Objective 2: Identify the larger systemic and historical context of trauma and resiliency of African Americans. (Black identified)

Learning Objective 3: Explain the psychological impact of present and past events on African Americans (Black identified) /communities of color/individuals.

Learning Objective 4: Review the unique challenges for African American (Black identified) trainees and training directors working within a counseling center staff in a university and its various departments and systems. (Panel for this portion)



Learning Objective 5: Prepare a facilitated discussion on addressing implicit bias and racial anxiety in our counseling center work with colleagues, trainees, and clients. (Action steps)

Pre-Conference Sessions (1.5 CEs)

Saturday, September 21, 2019, 1:00 - 2:30 pm

Training Director/Coordinator Timeline and Tips

Maureen Lafferty, Ed.D., HSPP, Matt Zimmerman, Psy.D., ABPP

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 Objective 1: Identify the core and ancillary tasks of a counseling center training director/coordinator.

Learning Objective 2: Provide strategies for managing the tasks of a counseling center training director/coordinator.

Learning Objective 3: Identify important aspects of the annual training timeline.

Learning Objective 4: Describe the many roles and relationships associated with the training director/coordinator position and ways to best manage them.

Saturday, September 21, 2019, 2:45 – 4:15 pm

Managing the Intern Selection Process

Jay Manalo, Ph.D., Charisse Williams, Ph.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 Objective 1: Participants will be able to utilize updated APPIC Match statistics, important intern selection dates, and web resources to assist in the selection process.

Learning Objective 2: Participants will develop strategies and methods for reviewing applications and conducting interviews during Phase I, II, and PMVS.

Learning Objective 3: Participants will discuss considerations for ranking or not ranking applicants.

Learning Objective 4: Participants will identify their roles as leaders in managing their counseling center's internship selection process.

Learning Objective 5: Participants will discuss and reflect upon multicultural considerations to take into account when managing the internship selection process.



Concurrent Sessions (1.5 CEs)

Sunday, September 22, 2019, 4:15 – 5:45 pm

Concurrent Session 1

Postvention After Mass Violence: Preparing our Trainees (and Ourselves) to Provide Trauma-Centered Care

Fiona Vjak, Ph.D.

Current postvention guidelines typically focus on how to provide appropriate support after a suicide, largely taking the form of support for the bereaved (family, friends, professionals and peers). However, these guides do not typically include preparation for supporting survivors after an event of mass violence. After such an event, all members of the surrounding community will be affected. A concrete postvention plan will assist mental health professionals and other community leaders in making key decisions in a short timeframe. In this presentation, typical post-traumatic effects after mass violence will be reviewed, as well as factors promoting resilience and healing for both individuals and the community. Recommendations will be made regarding elements to include in a postvention plan, and how best to train interns in postvention after a mass casualty event.

Learning Objective 1: Participants will be able to explain effects of mass violence on individuals and communities.

Learning Objective 2: Participants will be able to describe trauma-informed recommendations for a postvention plan after a mass casualty event.

Learning Objective 3: Participants will be able to identify specific issues that may necessitate customization of postvention plans for specific communities.

Learning Objective 4: Participants will be able to name and explain specific postvention concepts to be used in intern training.

On Whose Authority? The Opportunities and Challenges of Being an Early Career Professional (ECP) Training Director with a Minority Identity

Michael Rogers, Ph.D., Belinda Hinojos, Ph.D., Christine Jehu, Ph.D., Lilia G. Miramontes, Ph.D., and Sonia Dhaliwal, Psy.D.

This workshop is designed to assist training directors in increasing their effectiveness at navigating, or mentoring those navigating, the opportunities and challenges that arise due to the intersection of early career professional status and one or more minority identities. The workshop will combine the personal experience of presenters and participants, theoretical concepts, and research regarding leadership to identify effective leadership strategies for training directors who are minority-identified, early career professionals.

Learning Objective 1: Participants will be able to identify at least 3 leadership opportunities that arise from the intersection of ECP and minority identities.

Learning Objective 2: Participants will be able to identify at least 3 specific leadership challenges that training directors who are early career psychologists and have a minority identity face within university counseling centers.



Learning Objective 3: Participants will develop strategies for enhanced leadership inclusive of their lived experience as minorities and their years within the profession of psychology and/or develop strategies for enhanced allyship/mentorship of early career psychologist and minority-identified training directors.

Building Resiliency: The Impact of Change on UCC Training Programs

Mark Sampson, Ph.D.

This program will explore historical events that have shaped the role of University Counseling Centers. We will explore factors that continue to have an impact on counseling centers and consequently our training programs. Such influences include the emergence of “Generation Z” students and trainees owning fluid identities and expecting an increased focus on social justice and cultural competency. Another example is the shifting make-up of many counseling center staffs and how a potential shortage of psychologists may affect or is affecting our training programs. This program will present a didactic portion followed by general discussion for participants to share knowledge and experiences.

Learning Objective 1: Participants will be able to explain how societal influences have historically impacted the role of university counseling centers.

Learning Objective 2: Participants will be able to identify characteristics/identities of Generation Z and how they may interact with training programs.

Learning Objective 3: Participants will discuss the need for collaboration to meet the ever-changing needs of clinical demands and training.

Learning Objective 4: Participants will discuss the shifting make-up of university center staff and how this impacts both psychology training and supervision.

Monday, September 23, 2019, 8:15 – 9:45 am

Concurrent Session 2

Subtitles to Relationships: Strengthening Connection, Emotional Intelligence, and Leadership Abilities through Nonverbal Communication Skills

Michael Adams, Ph.D.

The following presentation will help participants increase in their ability to read and understand common nonverbal messages in an effort to more strongly connect with others, increase in their emotional intelligence, and improve their leadership styles. Further, these skills can be taught to intern trainees to help them increase their communication skills and emotional intelligence. The presentation will have a didactic component reviewing the primary terms, definitions, facial expressions, microexpressions, and body postures and their most common meanings, highlighting universal facial expressions and body language, as well as cultural differences in facial expressions and body language. Pictures, videos, and other visual examples will be provided to help audience members practice reading commonly found cues within nonverbal communication.

Learning Objective 1: Describe the seven universal emotions amongst all cultures.

Learning Objective 2: Identify cultural differences in facial expressions and body language.



Learning Objective 3: Explain the definition for microexpressions and analyze what emotion a microexpressions is most likely communicating.

Learning Objective 4: Identify what “emotional scripts” are and how they dictate how we interact with others on a nonverbal level.

Learning Objective 5: Analyze different facial expressions as well as common body postures.

Surviving (and Maybe Even Thriving from) Difficult Feedback Experiences

Brandy L. Smith, Ph.D.

Training Directors cannot do the hard work of facilitating feedback required from our TD role and survive much less thrive without having a support network of another/others, reminding ourselves of the leadership role of TD, and reconnecting with the identity part(s) of us that reminds us of the importance of doing the hard work. This presentation is intended to help TDs better navigate difficulties associated with feedback. Attendees will be asked to reflect on the reasons they want to foster feedback and in some cases are even energized by feedback conversations. Hurdles and challenges with a hopeful intermixing of positive experiences will also be shared. Attendees will be asked to reflect and share, if they wish, about what drains them within navigating feedback situations as well as to identify ways to recharge. The impact of when it is a tough process and ways to more healthily cope will be included along with ways to distance self when needed. Small and large group discussions will be included with the hope the presentation is educational, instructive, and a bit cathartic.

Learning Objective 1: Identify why fostering feedback is important to you.

Learning Objective 2: Discuss hurdles and challenges of facilitating feedback.

Learning Objective 3: List what drains and recharges you with feedback conversations.

Learning Objective 4: Identify the impact of difficult feedback experiences.

Learning Objective 5: Create a list of healthy coping strategies for difficult feedback situations.

Systemic Approach to Implementing APA Supervision Guidelines within a Competency Based Supervision Model

Michael Rogers, Ph.D.

This workshop tells the story of one counseling center’s multi-year systematic process in implementing the 2014 APA Supervision Guidelines throughout its training programs. Three key tasks included establishing and maintaining buy-in, initial and continuing training, and creating sustainable resources that focus on supervision competence development. The workshop will go into depth regarding these three topics and allow time for participants to discuss what unique factors they have encountered or imagine encountering in implementing the supervision guidelines with their staff. Below is additional information about each section of the workshop content.

Learning Objective 1: Participants will be able to articulate the three areas needed for systematic implementation of the APA supervision guidelines within a competency-based supervision model.

Learning Objective 2: Participants will be able to assess their counseling center’s level of implementation of the APA supervision guidelines.



Learning Objective 3: Participants will apply what they have learned in small groups to develop an action plan for implementing supervision guidelines within a competency-based supervision framework at their counseling centers.

Monday, September 23, 2019, 10:00 – 11:30 am
Concurrent Session 3

Redefining Leadership: How “Traditional leadership Models Fail to Support a Social Justice Mission and Therapist- and Training Director-Aligned Values in UCCs

Laura DiPasquale, Ph.D., Raquel Bateman, Ph.D. and Durriya Meer, Psy.D.

Traditional models and styles of leadership, those typified by a hierarchical structure and authoritarian in nature, are known to contribute to systemic oppression, which supports the preservation of privileges of dominant groups and disadvantages associated with marginalized groups. Traditional models/styles of leadership, therefore, can be at odds with the values fundamental to therapists and training directors, who aim to train the next generation of psychologists as social justice advocates. Additionally, identity variables, such as culture, gender, age, et cetera, and their intersection, can influence the leadership style adopted by individual training directors, thus making it challenging at times to feel effective, valued as a leader when the systems in which training directors are embedded in are misaligned with a training director's individual leadership style/values. Additionally, traditional models of leadership may make it difficult to recruit and retain diverse staff, as differing voices and styles of thought are devalued and could contribute to limited career mobility. This presentation aims to describe traditional models of leadership and the limitations to these models in university counseling centers. Participants will be invited to engage in a structured experiential exercise intended to highlight the influence of identity variables and leadership perspectives on reactions to various leadership styles and responses to situations that leaders are often tasked with navigating. Finally, alternative models of leadership, those that acknowledge the reality of systemic oppression and propose options, considerations for change that more closely align with the identities/roles of social justice advocates, therapists, and training directors, will be reviewed.

Learning Objective 1: Describe traditional models of leadership, and identify the variables that contribute to perceptions of what traditional leadership looks like.

Learning Objective 2: Describe the limitations of traditional leadership models in university counseling centers, particularly how they can be in misalignment with the identities/roles of social justice advocates, therapists, and training directors.

Learning Objective 3: Review and discuss leadership vignette(s), and reflect on the varied identities and perspectives that influence affective reactions and inclinations toward leadership response.

Learning Objective 4: Identify at least 2 models for leadership that aim to acknowledge reality of systemic oppression and propose options, considerations for change that more closely align with the identities/roles of social justice advocates, therapists, and training directors.



The Hunger Games: Developing an Internship from Scratch Under the New Match Imbalance

Christine Love Sterk, Ph.D., HSPP, Elizabeth Stout, Ph.D. and Amy Miller, Psy.D.

Three internship training directors will discuss their experiences building psychology internship programs from scratch amidst the reversed APPIC Match imbalance that is more favorable for intern applicants. The presenters will discuss our varying timelines for building an internship, considerations in the development phase, recruitment strategies, and common barriers and challenges to building an internship from scratch. The rationale and basic process of seeking APPIC membership and APA accreditation will be discussed as well.

Learning Objective 1: Identify the basic building blocks of a training program (i.e., training activities, evaluation, remediation, diversity) and important considerations when developing each of these components.

Learning Objective 2: Identify strategies for advertising your internship program and recruiting interns to a newly created program.

Learning Objective 3: Describe the rationale and basic process of seeking APPIC membership & APA accreditation.

Learning Objective 4: Identify common barriers/challenges of building an internship from scratch and cite strategies for overcoming barriers

Keeping Training Programs in Step with Counseling Center Trends

Kenli Uruty, Ph.D., Jason Hindman, Ph.D.

Increased client pathology, decreased client resilience, and an overall spike in service delivery demands has led to a cultural shift in many university counseling centers. Changes in UCCs are directly impacting training programs and require us to modify internship programming to keep various stakeholders satisfied. Psychologists are expected to enter the field with an ability to function flexibly in many diverse roles. Training programs must respond innovatively to ensure that they are equipping interns with the skills that will be required of them in this new generation of university counseling. Training programs must also support the mission of their agency/university (clinical service). This presentation will examine fresh and practical ways that training directors might effectively navigate these complex roles.

Learning Objective 1: Attendees will be able to identify strategies for helping trainees adjust to changing service delivery.

Learning Objective 2: Attendees be able to identify strategies for creating training for health service psychologists in an integrated healthcare setting.

Learning Objective 3: Attendees will be able to identify strategies for supporting trainees' self-care in the midst of ever increasing demands.

Learning Objective 4: Attendees will be able to identify strategies for helping staff stay engaged and enthusiastic about training despite their busy schedules.



Tuesday September 24, 2019, 2:15 – 3:45 pm

Concurrent Session 4

Finding meaning through identity, leadership, social justice, and training: Creating an innovative international training experience for interns

Natasha Maynard-Pemba, Ph.D.

This program describes the process of creating a social justice service learning consultation project for interns in Jamaica. The presentation will explore how two Jamaican-American psychologists developed the program, implemented it, and made it an integral part of the internship program. The program will examine the purpose of the project, trials and errors, outcomes, financial challenges, and the development of cross cultural collaborations. The project focused on mental health awareness in Jamaica. The interns and trainers collaborated with community agencies, universities, and schools on the island. The presenter will share the impact that the project had on the interns she worked with, how it affected her personally and professionally, and how it has affected her identity as a leader and trainer.

Learning Objective 1: Demonstrate an understanding of why building global awareness and engaging in cultural immersion is an important competency

Learning Objective 2: Examine ways to incorporate international service learning into your training program

Learning Objective 3: List 3 ways an international service learning project is beneficial to your training program, counseling center, university, and the general public

Connecting is Key! Developing your Identity as a Training Director through Affiliation and Support

Bethany Riddle, Ph.D., Sung Kim –Kubiak, Ph.D. and Sarah E.M. Nolan, Ph.D.

This program will focus on the centrality of connection and support in developing and sustaining the role of Training Director. The presenters will share stories about their own development and identities as Training Directors - including reflections on connecting with others at their institution, in the ACCTA community, and with each other specifically. They will discuss the ways in which connection and support has facilitated the solidification of their leadership and identity(ies). They will share specific vignettes about the role of connecting with others at different stages of professional development and the ways in which connecting and a sense of belonging benefits and promotes professional activities including navigating professional challenges and demands, interpersonal challenges with staff and trainees, and institutional challenges. The goal is for attendees to leave the presentation with ideas and strategies for increasing their sense of connection and belonging with colleagues at their own institutions and in the Training Director community in service of their professional goals and identity.

Learning Objective 1: Identify 2 antecedents and 2 consequences of professional social networks.

Learning Objective 2: Identify 3 constituents or themes to the structure of belonging at work.

Learning Objective 3: Identify 3 options for self-care and connection in support of one's professional role.



Surviving to thriving: Identity, connection and self-care through the arts

Randal Boldt, Psy.D., Sterling Watson, Psy.D.

Creativity and the arts are a powerful resource for building connections, exploring our identities, and providing self-care amidst the chaos of being leaders in a counseling center. This experiential workshop will provide activities through art that can be used with interns or colleagues as they grapple with what it means to be in the helping profession while also practicing self-care. The process of creating and sharing can build deep connection and community with others, while also developing insight about who we are as leaders, how our identities influence us, and about our very humanity.

This workshop will provide supportive background and personal examples of this process, and then offer participants their own experiential creating and sharing activities. We will provide some guidance and materials to support self-exploration and sharing through a variety of media that may include visual imagery, poetry, and other artistic modes of expression. Participants will then be invited to share in small groups. The degree of sharing and self-disclosure will be at the discretion of each participant.

Our hope for attendees is that they experience this workshop as restorative and inspiring, while also deepening connections with other ACCTA members. This is an opportunity to build bridges with colleagues and take home a training idea that offers both a self-care experience and an opportunity for professional identity development.

Learning Objective 1: Participants will identify ways in which creative activities can be integrated into their clinical and training activities.

Learning Objective 2: Participants will apply applications of art for emotional expression and identity exploration.

Learning Objective 3: Participants will describe artistic/creative expression as it relates to the practice of self-care.

Learning Objective 4: Participants will select artistic activities to create connection.