

**46<sup>th</sup> Annual ACCTA Conference**  
**Saturday, September 9 – Tuesday, September 12, 2023**  
**Kansas City, MO**

**Continuing Education Credit Program Descriptions**

Sessions with Virtual Access highlighted

**Saturday Pre-Conference**

**Pre-Conference Session 1 (1.5 CEs)**

**Training Coordinator/Director Timeline and Tips** – Di Sobel, Ph.D. and Debra Crisp, 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 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

**Pre-Conference Session 2 (1.5 CEs)**

**Managing the Internship Selection Process** - Megan Guinn, Ph.D. and Kasey Schultz-Saindon, 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.

## **Sunday Presentations**

### **Keynote Presentation (1.5 CEs)**

**Clinical Training and Heart-Centered Justice: Liberation Psychology, Self-Compassion, and the Intersection of Individual and Social Pathologies** - Broderick Sawyer, Ph.D.

Heart-felt humanity is not a cultural phenomenon, psychological theory, or data-driven finding. The field of psychology and its many theories are dominated by Western, European thinking, including the Western oppressive structures that perpetuate racism, sexism, homophobia, predatory capital gain, classism, and more. Through the acultural Liberation Psychology, we can identify and unpack our unconsciously held, harmful ideologies without shame. Core to this radical framework is self-compassion, which allows us to engage our training efforts with self-awareness, tenderness, and wisdom. This empowering keynote holds the radical perspective that social justice is possible to teach to the next generation of mental health professionals, without losing the ground we have made thus far as a powerful, data-driven field.

Learning Objective 1: Unpack Liberation Psychology and ways that Western training perspectives perpetuate harmful systemic structures.

Learning Objective 2: Highlight and integrate unconscious cultural conditioning and practices in self-compassion.

Learning Objective 3: Offer several recommendations for those seeking to integrate Liberation Psychology into their training frameworks.

**Passages (2.0 CEs)** - Laura Wright, Ph.D. and Mark Taracuk, 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

## **Monday Presentations**

### **Diversity Scholars (1.5 CEs)**

#### **Inclusive health and wellness assessment and data-driven policy for students of various social identities** – Danqing Huo, Ph.D.

This presentation aims to discuss an inclusive health and wellness assessment, specifically on utilizations and experiences for students from multiple social identities. We will discuss the awareness of working with LGBTQ+ students, international students, and other social identity groups in health and wellness practices. Both quantitative and qualitative data are applied to improve policies, practices, and relationships with individuals from various cultural identity groups. Actions and strategies will be discussed.

Learning Objective 1: Discuss an inclusive health and wellness assessment plan.

Learning Objective 2: Assess and analyze special needs that are identified by students with various social identities (e.g., international, LGBTQ+ students, students with disabilities, etc.) in health and wellness practice.

Learning Objective 3: Create plans with data-driven policies and practices.

#### **Treating Racial Trauma through bearing witness, Antiracism, and Somatic Liberation** – Chad Sims, Ph.D.

The purpose of this training is to foster awareness regarding the often under acknowledged suffering of racial trauma among BIPOC populations; and to provide methods, tools, and strategies of healing via bearing witness, antiracism, and somatic interventions. Another goal of this presentation is to send out a clarion call for others to join the struggle for freedom from racial psychological oppression, bear witness to the suffering of BIPOC survivors, and equip allies with more tools, strategies, and

techniques for healing. This presentation will consist of key themes and concepts related to white supremacy, racial identity, racial oppression, racial trauma, culturally centered practice, and healing techniques. There will also be time at the end for discussion about the material presented.

Learning Objective 1: Participants will gain more awareness of what racial trauma is, its residual impact, and how to recognize when it shows up in their therapeutic work with clients.

Learning Objective 2: Participants will learn how racial identity impacts racially sensitive trauma informed work (Hardy, 2023), and will learn to strategies to help them navigate their own racial identity.

Learning Objective 3: Participants will learn healing methods through bearing witness (giving voice), culturally centered practice, and somatic techniques.

**Diversity Conversation and Connection Hour (1.0 CE)** – Standing Committee on Diversity Co-Chairs Lilia Miramontes, Ph.D. and Aki Hosoi, Ph.D.

Over the course of the past year legislation has been increasingly proposed that would terminate efforts to ensure inclusive, diverse, equitable, and social justice advocacy and practices in college and universities across the country. Unique to the position of Training Director and as a psychologist are the standards and ethical guidelines that support our provision of care to diverse clients and ultimately our training of doctoral interns. As racism and anti-LGBTQ legislation continue to grow in our country, our call to action as Psychologists continues to be that of social justice change agents. The purpose of this discussion hour is to generate discussions related to navigating the ever changing political/socio-political climate and how it impacts our training programs.

Learning Objective 1: Participants will reflect and share about their own political/sociopolitical views.

Learning Objective 2: Participants will reflect and share about how their own political/socio-political views align or don't align with state and/or the country views, including the impact of their own intersecting identities.

Learning Objective 3: Participants will explore how to navigate conversations about the political/socio-political views within their state/the country while simultaneously navigating their roles as Training Directors and supervisors.

Learning Objective 4: Participants will identify how to engage in self-care while navigating these political/socio-political conversations with trainees.

## **Monday Concurrent Session #1 (1.5 CEs)**

**Trauma Informed Training and Supervision** – Donna McDonald, Ph.D. and Jay Manalo, Ph.D.

Trauma has many sources including personal experiences and societal sources such as racial trauma and historic trauma. Recent events such as the COVID-19 pandemic add additional layers. The effects of trauma can be particularly damaging to learning and thus, to training environments. Trauma-informed care (TIC) is a systemic approach focused on reducing re-traumatization in organizations. Recently TIC has been applied to post-secondary education, training, and supervision. This presentation will explore the effects of personal and societal traumas on UCC work environments, supervision and training. Examples from the training programs at the University of Akron and Western Carolina University will be provided and participants will be able to explore how TIC principles may be useful in their own training programs.

Learning Objective 1: Attendees will be able to identify the core principles of trauma informed care.

Learning Objective 2: Attendees will be able to describe examples of trauma informed care as applied to training programs.

Learning Objective 3: Attendees will be able to discuss and brainstorm how trauma-informed care can be implemented in their own training programs.

**Maintaining our Professional Identity: Educating and Advocating for Doctoral Internship in an Integrated Wellness Center** – GiGi Giordano, Ph.D. and Kusha Murarka, Psy.D.

Integrated care, the integration of medical care, mental health care, and prevention, is trending. While this has not been widely implemented, the conversation begins to explore how integration can improve service delivery and system administration. As training directors, we are able to educate and advocate for the internship role. Additionally, integrated teams may offer increased training activities for multidisciplinary consultation, supervision, and outreach. At the same time, culture around training and education may vary between departments. Drawing from our own experiences in integrated centers, we hope to facilitate a discussion that helps participants identify questions about the integration of training into integrated centers, identify tips for educating others about doctoral internship, strategies for advocating for interns and interns being integrated training exercises within centers, and generate ideas for maintaining and promoting the college counseling center identity within integrated systems.

Learning Objective 1: Identify tips for educating other professions about Health Service Psychology Internship

Learning Objective 2: Name strategies for advocating for interns within integrated centers.

Learning Objective 3: Generate ideas for maintaining college counseling center identity within integrated centers.

**"I thought this job was about the trainees": Navigating the unexpected elements of being a Training Director / Training Coordinator – Megan Guinn, Ph.D.**

The purpose of this training is to identify and acknowledge the unexpected challenges of the training director role within university counseling centers, with a particular emphasis on the tensions of middle management, and the intra-and interpersonal challenges of giving and receiving feedback, and navigating difficult group and relational dynamics (within center, within cohort, etc). The presenter will share observations and provide perspective on how to approach these challenges, as well as invite the collective sharing of strategies with participants present. The aim of this presentation is for participants to walk away with tangible strategies and support to address the challenges and prioritize sustainability in their role as training directors/coordinators.

Learning Objective 1: Participants will reflect on and discuss unexpected challenges of their training director/coordinator role, both individually and collectively.

Learning Objective 2: Participants will discuss 3 identified tensions within the training director/coordinator role: middle management, giving and receiving feedback, and navigating difficult group/workplace dynamics

Learning Objective 3: Participants will identify strategies to address these challenges and avenues to support sustainability in the training director/coordinator role.

**Monday Concurrent Session #2 (1.5 CEs)**

**What about assessment?: Use and integration of assessments in training and practice at UCCs – Clare Duffy, Ph.D. and Jorge Marquez, Ph.D.**

For those of us who attempt to provide the required training experiences for the assessment competency at an accredited internship training site, it can feel like there are few psychologists that feel competent to administer much less supervise assessments, UCCs are so overwhelmed with clinical responsibilities that assessments have been increasingly narrowing at UCCs limiting training opportunities, and many of us are unsure of what actually counts for assessment as a competency according to CoA. In addition to the training considerations, the focus at UCCs has drifted away from administering assessments, but we continue to see our diverse and often under-resourced student bodies in need of assessments that psychologists are typically trained well in and sometimes one of a few types of professionals that are qualified to

provide. During this presentation, we hope to discuss the requirements according to CoA to address the assessment competency in training programs, options for assessments beyond ADHD and learning disabilities, options to integrate assessments into our clinical work such as therapeutic assessments, considerations for assessments with students with diverse identities (i.e., students of color, gender diverse students), and how providing assessments at UCCs can be an important consideration in our work as social justice advocates.

Learning Objective 1: Identify and discuss the requirements according to CoA to address the assessment competency in accredited training programs.

Learning Objective 2: Identify and discuss options for assessments beyond ADHD and learning disabilities such as therapeutic assessments.

Learning Objective 3: Identify and discuss considerations for assessments with students with diverse identities (i.e., students of color, gender diverse students).

Learning Objective 4: Identify and discuss DEI considerations of providing assessments at UCCs.

**Thriving, DEI Climate, and Staff Retention in College Counseling Centers: Do Training Programs Make a Difference?** - Mengchun Chiang, Ph.D. and Lilia Miramontes, Ph.D.

Based on data collected in 2022, this presentation sheds light on how having a training program impacts staff's intent to remain at counseling centers. The presentation will share the results of the relationship between turnover intention and thriving, affective commitment, diversity climate, and inclusion/exclusion, in addition to reporting on the impact of training program on turnover intention among counseling center staff. Qualitative data complement the quantitative results by expanding on important considerations for counseling center staff, including pay dissatisfaction, increased work demand, burnout, lack of support from university or center administration, and limited depthful focus on diversity.

Learning Objective 1: Name 2-3 three factors that contributes to turnover intention in the existing literature.

Learning Objective 2: List 2-3 salient themes that impact counseling center staff's well-being based on the qualitative results of the study

Learning Objective 3: Specify the strength and direction of the relationship between training program and DEI climate, thriving, and turnover intention.

Learning Objective 4: Identify the impact of COVID-19 and racial justice movement on counseling center staff's satisfaction with participating in training programs at their center.

## **Tuesday Concurrent Session 3 (1.5 CEs)**

### **Holding Space for the Unthinkable: When an Intern's Client Dies by Suicide – Regina Meyer, Ph.D.**

This presentation will address the personal and psychological impact of client suicide on doctoral interns. One research study found that 29% of psychology interns surveyed had a client attempt suicide and 11% experienced a client die by suicide during their training year (Kleespies, Penk, & Forsyth, 1993). Despite these seemingly high numbers, little research exists to inform those involved in academic and internship settings about how to effectively attend to the intern's personal and professional needs following a client suicide. There are some professional organizations that provide postvention recommendations, which will be shared during the presentation. In addition, the presenter will detail how one system responded to the tragedy. Specifically, the role of the system, the intern's clinical supervisors, and the Training Director will be disclosed along with reflections about what interventions/responses were helpful and unhelpful. Finally, time will be provided in small groups for the participants to reflect on how they would like to assist and support interns who experience suicide during their training year.

Learning Objective 1: Participants will be able to identify at least 5 ways that client suicide can impact an intern's personal and professional life

Learning Objective 2: Participants will be able to identify at least 3 things they could do to positively support an intern following a client suicide

Learning Objective 3: Participants will work in small groups to develop a starting framework for how they would like their training program/system to respond following suicide of an intern's client

### **The More Things Change, the More They... Change: Navigating Uncertainty in Counseling Center Internship Programs - Maureen Lafferty, Ed.D. and Di Sobel, Ph.D.**

The last several years have been characterized by unprecedented cultural, institutional and personal change that has impacted both training programs and individual Training Directors/Coordinators on many levels. A global pandemic, a long-overdue racial reckoning, economic and political stressors, increased threats to human rights and the climate, generational shifts, changes in workplace culture, and increased demands for mental health care on campus and in the culture at large have overwhelmed our internal and external resources despite our best efforts. At the same time, training programs can have a unique role in assisting Centers in remaining focused on psychology's core values. These values include the provision of compassionate, evidence-based care that is responsive to student's needs and identities while supporting our own needs and identities as well as those of our colleagues, and promoting an ongoing commitment to social justice and advocacy. This program will help Training Directors/Coordinators



identity practical impacts of change on their centers and their training roles as well as on their sense of well-being and brainstorm personal and professional strategies to manage these changes.

Learning Objective 1: Participants will be able to identify 3 changes occurring on their campuses that impact their Counseling Centers and Training Programs.

Learning Objective 2: Participants will be able to identify the practical impacts that these changes in their centers have had on them personally and on their roles as Training Directors/Coordinators.

Learning Objective 3: Participants will be able to identify additional strategies to help manage the multiple stressors and changes impacting them both personally and professionally in their role as a Training Director/Coordinator.

### **Creating a Multicultural Counseling Rotation for your Internship - Camille Velazquez, Ph.D.**

This workshop will focus on helping internship sites develop a multicultural counseling rotation for interns who want to specialize in this area of practice. This workshop will provide an overview of the Multicultural Counseling Rotation Toolkit the University of Pittsburgh University Counseling Center developed in 2021 through a grant received from the Association of Psychology Postdoctoral and Internship Center's Call to Action on Equity, Inclusion, Diversity, Justice, and Social Responsibility Project Review Committee. The toolkit is a curricular framework that consists of development, implementation, and evaluation of various training components that are grounded in applications of cultural humility, diversity, equity, and inclusion. This toolkit provides a framework to develop or modify a rotation that provides interns comprehensive opportunities during their internship experience including clinical work, outreach services, consultation, and supervision.

Learning Objective 1: Demonstrate how to design a multicultural counseling rotation by developing goals and objectives specific to each intern's area of interest.

Learning Objective 2: Discuss how to develop a multicultural care team that provides administrative, clinical and outreach to the center and campus community.

Learning Objective 3: Explore how to evaluate cultural humility before and after completing a multicultural counseling rotation.

### **Culture Sharing (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 Objective 1. Participants will gain increased appreciation for the fluidity and complexity of identity and self-definition;

Learning Objective 2: Participants will be able to analyze the fluidity and complexity of identity and self-definition;

Learning Objective 3: Participants will be able to describe historical and contemporary experiences with power, privilege and oppression;

Learning Objective 4: Participants will be able to discuss cultural empathy by increased understanding of another's worldview and/or lived experiences.

## **Town Hall (1.5 CEs)**

**Navigating Current Stressors and Burnout as Trainers** - Bethany Riddle, Ph.D.,  
Natasha Maynard-Pemba, and Cecilia Sun, Ph.D.

The current landscape of college mental health is a complex one. Increasingly, counseling center staff are reporting greater levels of stress, experiencing burnout, and managing high levels of acuity of mental health concerns among students seeking counseling services. The pandemic brought additional stressors (e.g., isolation, loss, financial challenges) and also prompted a shift in priorities (e.g., work/life balance) for many. Those who hold marginalized identities (i.e., race, ethnicity, sexual orientation) face additional stressors within the larger sociopolitical environment. While burnout impacts counseling staff significantly, and “recent surveys of counseling center staff suggest over 90% are experiencing burnout that is negatively impacting their satisfaction and, alarmingly, the quality of the care and risk management they provide to students at their institutions” (Gorman, Walden, Braun, Hotaling, 2022, p. 4), the toll on Training Directors and Coordinators deserves unique attention as individuals in these roles bear the additional weight that comes with the responsibility for training the next generation of psychologists.

This Town Hall is aimed at creating space for Training Directors and Coordinators to share experiences, solidarity, wisdom and perspectives as we work together to support each and every ACCTA member as a community of trainers.

### Learning Objectives

1. Identify ethical considerations for TDs/TCs related to burnout;
2. Provide strategies for addressing burnout-related stress;

3. Identify options for navigating multiple stressors (i.e., demands from trainees, accreditation standards, colleagues, management, and institution);
4. Consider realistic possibilities for changes in workplace culture aimed at improving burnout.