

MARYLAND PSYCHOLOGICAL ASSOCIATION

2026 Annual Convention

Program Agenda & Presenter Materials

In-Person: October 19–20, 2026 | Lord Baltimore Hotel, Baltimore, MD

Virtual: October 22–23, 2026

Workshop 1A

Expanding the Psychologist's Role: Opportunities Beyond Traditional Clinical Practice

Presenter(s): Tami R. Brooks, PsyD

Date & Time: Monday, October 19 | 8:45 AM – 12:00 PM

Format: In-Person & Live Streamed

CE Credits / Length: 3 CE Hours

Level: Intermediate

SESSION DESCRIPTION

This forward-focused and interactive training is designed to challenge and expand traditional perceptions of the psychologist's role by exploring diverse, non-clinical, and interdisciplinary career pathways. While clinical practice remains a foundational component of psychology, the evolving demands of today's workforce, healthcare systems, and communities require psychologists to apply their expertise in broader, more innovative ways.

The purpose of this workshop is to equip psychologists with the knowledge, tools, and confidence to extend their professional identity beyond conventional clinical roles and into emerging areas such as organizational consulting, leadership development, behavioral health program design, public policy, community-based initiatives, forensic systems, and entrepreneurial ventures. Participants will examine how core psychological competencies — assessment, behavior change, emotional intelligence, and systems thinking — are highly transferable and valuable across multiple sectors.

A key component of this training is the integration of both quantitative and qualitative insights. Quantitative data will be used to highlight workforce trends, shifting demands in behavioral health, and the increasing need for psychological expertise in non-traditional settings. Complementing this, qualitative data — including real-world case examples and professional narratives — will illustrate how psychologists have successfully transitioned into expanded roles, offering participants a realistic and relatable understanding of role diversification.

The training will also explore systemic and structural factors that influence professional identity, including training models, licensure expectations, organizational barriers, and perceptions of scope of practice, along with the concept of "professional survival and adaptability" in response to burnout, workforce shifts, and the need for sustainable career development.

Instructional approach: didactic instruction to introduce key concepts and research; experiential reflection activities; case-based learning highlighting real-world examples of psychologists in non-traditional roles; and interactive peer discussion. Materials include a structured slide presentation, case examples, self-assessment/reflection tools, and resource lists for continued professional development.

SESSION OBJECTIVES

1. Identify at least three non-traditional or emerging career pathways in which psychologists can apply their professional competencies beyond conventional clinical practice.
2. Analyze how core psychological skills — assessment, behavior change, emotional intelligence, and systems thinking — can be transferred and utilized across interdisciplinary and organizational settings.
3. Develop actionable strategies for expanding professional identity and increasing career adaptability in response to workforce trends, systemic barriers, and evolving behavioral health needs.
4. Identify professional organizations, APA divisions, interdisciplinary networks, and community-based associations that support career development, collaboration, and professional engagement beyond traditional clinical psychology roles.
5. Examine diverse divisions and specialty areas within psychology and related behavioral science industries, including non-clinical sectors and emerging professional pathways, to understand how psychological expertise is utilized and valued across business, organizational, governmental, educational, and community settings.

PRESENTER BIO

Dr. Tami R. Brooks is the founder of MetamorPHIS Coaching and Training, LLC, where she serves as an Organizational Strategist and Training Consultant. Her work centers on innovative training, coaching, and organizational development services tailored to diverse individuals and institutions, guided by the philosophy “Training Humans, Not Titles.” Dr. Brooks holds a Doctorate in Psychology with dual emphases in Clinical and Organizational/Vocational Psychology, as well as a Master's in Public Administration and a Bachelor's in Criminal Justice. Her professional portfolio includes executive coaching, leadership development, occupational and behavioral assessments, organizational communication, and capacity building; she also serves as an adjunct professor mentoring adult learners, justice-involved individuals, and professionals facing systemic and personal challenges. Raised in Arkansas amid family instability and systemic barriers, her lived experience shapes her trauma-informed, culturally responsive approach to workforce development, education, and consulting psychology.

Workshop 1B

Professional Will Essentials: Clinical Implications and Practical Solutions

Presenter(s): Robyn B. Miller, PhD

Date & Time: Monday, October 19 | 8:45 AM – 12:00 PM

Format: In-Person & Live Streamed

CE Credits / Length: 3 CE Hours

Level: Introductory

SESSION DESCRIPTION

This practical workshop asserts that to practice at the highest standard of clinical care, psychologists must have a Professional Will. Several accessible solutions will be presented to help navigate this often-avoided yet essential task, ensuring ethical compliance, protecting patients from the risks of traumatic termination, and sparing colleagues and family from unnecessary burden. Insights are drawn from the presenter's first-hand experience as a Practice Executor and will feature pitfalls and best practices.

Beginning with the assumption that the therapeutic alliance is foundational to psychotherapeutic efficacy, the clinician's responsibility for the patient's well-being is evaluated. Considering ethics code principles to give “paramount consideration...to the welfare of the patient,” we will analyze the mandate to make “reasonable efforts to plan for facilitating services...and to protect the confidentiality of records” if psychological services are interrupted due to the therapist's own incapacitation or death (APA, 2017). Clinical, ethical, and legal obligations will be discussed, along with points of conflict between these ideals.

Without an emergency plan for a colleague to assist patients by notifying them, referring to new providers, and securing and transferring medical records, therapists risk harm to patients, the public, and the profession. The impact on patients of sudden loss of their therapist — feelings of abandonment, rage, rejection, and betrayal — will be described, as illustrated by patient reports. Confidentiality may be breached and access to continued care interrupted; the therapist's legacy may be damaged, and family and colleagues exposed to stress as well as legal and financial liability.

Research indicates that only a small percentage of psychotherapists have documented a practice emergency plan, whether due to lack of education, avoidance of facing their own mortality, or feeling overwhelmed by how to create such a plan. Taught using clinical vignettes, the role of the Practice Executor is explicated, defining the tasks necessary for the care of current patients, along with legal and ethical responsibilities for records and notification of past patients. Guidelines are presented both for those serving on a colleague's behalf and for creating one's own Professional Will, including several models of Practice Executor coverage and the risks and benefits of each.

SESSION OBJECTIVES

1. Explain the psychotherapist's ethical duty to plan for sudden terminations.
2. Describe the important components to include in a plan / Professional Will regardless of therapist age.
3. List the clinical, business, and practical duties of a Practice Executor, and guidelines for best practice.

PRESENTER BIO

Robyn Miller, PhD, is a Maryland clinical psychologist and founder of TheraClosure, LLC, the first psychotherapist professional executor service. She writes and trains clinicians on professional wills and was featured in the New York Times in July 2025. She trained at Massachusetts Mental Health Center/Harvard Medical School and holds a PhD from the University of Rochester.

Workshop 2A

Working with Forensic Populations on the Inside and Outside

Presenter(s): Tami R. Brooks, PsyD

Date & Time: Monday, October 19 | 2:00 PM – 5:15 PM

Format: In-Person & Live Streamed

CE Credits / Length: 3 CE Hours

Level: Intermediate

SESSION DESCRIPTION

This interactive training is designed to expand psychologists' competence and confidence in working with forensic populations across institutional and community-based settings. For the purpose of this presentation, forensic populations are defined broadly — individuals who are currently incarcerated, on probation or parole, court-involved, participating in diversion programs, or transitioning back into the community following incarceration — emphasizing that effective practice must extend beyond institutional walls into real-world community contexts.

The training will address both “inside” systems (jails, prisons, detention centers) and “outside” systems (reentry programs, community-based treatment, probation and parole), with a focus on continuity of care and the long-term implications of justice involvement. A central component is the integration of research and lived experience — quantitative data on incarceration, recidivism, and behavioral health needs alongside qualitative narratives that highlight trauma exposure, systemic barriers, identity shifts, and resilience, with particular attention to the impact of forensic involvement on family systems, including disrupted attachment, intergenerational trauma, and caregiver strain.

The training will also explore the role of diversion programs, specialty courts, and mandated treatment services as alternatives to incarceration, along with the concept of “survival” within forensic populations — adaptive behaviors that may be misunderstood in traditional clinical contexts but are essential for functioning within correctional or high-risk environments.

Instructional approach: didactic instruction, experiential reflection activities, case-based learning featuring both “inside” and “outside” scenarios, integration of qualitative narratives, and interactive discussion. Materials include a structured slide presentation, case study materials, practical intervention tools, reflection exercises, and resource lists related to forensic systems, diversion programs, and community supports.

SESSION OBJECTIVES

1. Identify the psychological, social, and systemic factors that impact justice-involved individuals across correctional, diversion, reentry, and community-based settings.
2. Describe trauma-informed and culturally responsive approaches for engaging and supporting forensic populations, including individuals impacted by incarceration, probation, parole, and mandated treatment systems.
3. Analyze how survival-based behaviors, institutional experiences, trauma exposure, and systemic barriers influence behavior, treatment engagement, and continuity of care among justice-involved populations.
4. Apply practical strategies for working effectively across correctional, behavioral health, diversion, and community-based systems while supporting ethical and collaborative care.
5. Examine the impact of incarceration and forensic involvement on family systems, including attachment disruption, caregiver strain, intergenerational trauma, and stigma.

6. Identify the roles of diversion programs, specialty courts, reentry initiatives, and interdisciplinary community resources in reducing recidivism and supporting long-term behavioral health and recovery outcomes.
7. Recognize and evaluate personal and professional biases, assumptions, and stigmatizing attitudes related to justice-involved populations in order to support more ethical, culturally responsive, and effective clinical engagement.

PRESENTER BIO

Dr. Tami R. Brooks is the founder of MetamorPHIS Coaching and Training, LLC, where she serves as an Organizational Strategist and Training Consultant. Her work centers on innovative training, coaching, and organizational development services tailored to diverse individuals and institutions, guided by the philosophy “Training Humans, Not Titles.” Dr. Brooks holds a Doctorate in Psychology with dual emphases in Clinical and Organizational/Vocational Psychology, as well as a Master's in Public Administration and a Bachelor's in Criminal Justice. Her professional portfolio includes executive coaching, leadership development, occupational and behavioral assessments, organizational communication, and capacity building; she also serves as an adjunct professor mentoring adult learners, justice-involved individuals, and professionals facing systemic and personal challenges. Raised in Arkansas amid family instability and systemic barriers, her lived experience shapes her trauma-informed, culturally responsive approach to workforce development, education, and consulting psychology.

Workshop 2B

The Neuropsychology of Neurodiversity: Understanding Differences in Executive Functions

Presenter(s): Rebecca Resnik, PsyD

Date & Time: Monday, October 19 | 2:00 PM – 5:15 PM

Format: In-Person & Live Streamed

CE Credits / Length: 3 CE Hours

Level: Intermediate

SESSION DESCRIPTION

The neuropsychology of neurodiversity can be understood by recognizing differences in executive functioning profiles across individuals. For this course, Dr. Rebecca Resnik presents current research on differences in executive functioning (specifically in attention, information processing, working memory, and self-regulation) often seen among Autistic and 2E patients, as well as those with ADHD. Attendees will be able to identify characteristics of different types of minds, including both strengths and areas of need. Attendees will learn to apply their understanding of EF differences to assessment, therapy, creating recommendations, and for empowering patients with self-understanding.

SESSION OBJECTIVES

1. Identify common executive function profiles for Autistic patients, 2E patients, and patients with ADHD.
2. Describe strengths and weaknesses associated with these executive function profiles.
3. Apply current research to assessment decisions and report writing.
4. Apply current research and lived-experience perspectives to identifying interventions and support needs for patients.

DIVERSITY / INCLUSION FOCUS

This workshop focuses on neurodiversity and recognizes the "Disability as Diversity" model of identity. The presenter includes material from self-advocacy groups such as the Autistic Self-Advocacy Network (ASAN) and those with lived experience such as Temple Grandin, Trevor Noah, Hannah Gadsby, John Elder Robison, and Emily Farris.

PRESENTER BIO

Dr. Resnik specializes in neuropsychological assessment in her group practice, Rebecca Resnik and Associates LLC in North Bethesda. Dr. Resnik has served as President of the Maryland Psychological Association and has chaired the Educational Affairs and Communications committees as well as having served as Editor of the TMP. Dr. Resnik currently serves on the board of the APA Division 12 Assessment Psychology section. In 2014, she co-founded the Computational Linguistics and Clinical Psychology workshop at the North American/International Association for Computational Linguistics, which is in its 11th year. This workshop founded a collaborative community of technologists and mental health professionals to inform and publish research on computational methods of improving mental health care. Dr. Resnik authored the book *A Family's First Guide to ADHD*. She regularly speaks at conferences/events such as: the MPA Annual Convention (3 times), the International Conference on ADHD, the LDA national conference, DC Psychological Association, The Erik Erikson Conference at Austin Riggs, the VA International Brain Summit, and the Reading League national conference.

Workshop 3A

Understanding Implicit Bias and Structural Racism: Fundamental Tools for the Practice of Psychology

Presenter(s): Linda Fleming McGhee, BBA, JD, PsyD

Date & Time: Tuesday, October 20 | 9:00 AM – 11:00 AM

Format: In-Person & Live Streamed

CE Credits / Length: 2 CE Hours of Implicit Bias & Structural Racism Training

Level: Intermediate

Room: Calvert Ballroom

SESSION DESCRIPTION

This workshop is designed to review the historical backdrop and long-standing research surrounding unconscious and implicit bias and structural racism. While we will review the meanings of these terms, the goal is to go beyond definitions and to work toward the application of research to our psychological practices, and to understand our ethical obligations to our clients with regards to bias and racism. An interactive approach will be used in the form of case studies.

SESSION OBJECTIVES

1. Analyze unconscious bias, structural racism, and related concepts in the backdrop of history and present-day contexts, including how these issues impact psychological treatment, assessment, and consultation.
2. Assess the ethical guidelines, and regulatory and legal standards associated with competency and the humane treatment of all peoples in connection with unconscious bias and structural racism, including actionable ways to improve and demonstrate competency.
3. Discuss case examples and appropriate courses of action with regards to scenarios involving unconscious bias and structural racism.

PRESENTER BIO

Linda McGhee is a clinical psychologist and nationally recognized author and speaker. Dr. McGhee was recently elected as APA President of the Assessment Psychology section of Division 12, the Society of Clinical Psychology. She is the Past President of the Maryland Psychological Association and is one of the nation's foremost experts on culturally sensitive testing and assessment for diverse populations. Dr. McGhee currently teaches diversity and teaches and supervises assessment at GWU and Loyola University.

Workshop 3B

Legal and Ethical Issues When Working With Traumatized Youth

Presenter(s): Stephanie Wolf, JD, PhD

Date & Time: Tuesday, October 20 | 9:00 AM – 11:00 AM

Format: In-Person & Live Streamed

CE Credits / Length: 2 Ethics/Legal CE Hours

Level: Advanced

Room: Calvert Ballroom

SESSION DESCRIPTION

Mental health professionals who treat traumatized children will often face challenging legal and ethical situations that they feel ill-equipped to navigate. This presentation is designed to review some of the common areas that may arise when working with such youth. Focus will include mandated reporting, responding to subpoenas for records, and testifying in court. Each area will be explored through legal obligations, ethical duties, and best practices for successful management.

SESSION OBJECTIVES

1. Demonstrate understanding of mandated reporting requirements and how to fulfill them successfully in various situations.
2. Identify steps to take once receiving a subpoena for records.
3. Explain when a therapist may be asked to testify and give an opinion.
4. Apply ethical standards to decision-making as far as how to respond to testimony requests.

PRESENTER BIO

Dr. Wolf is a licensed psychologist with a clinical and forensic practice across the United States. She is the co-owner of Maven Psychology Group and has been working with children and families for over 15 years. Dr. Wolf holds a PhD in Clinical Psychology from Virginia Commonwealth University and a JD from the University of Maryland School of Law.

Workshop 4A

Digital Detox: Tools for Managing Your Clients' Digital Media Health

Presenter(s): Shreya Hessler, PsyD

Date & Time: Tuesday, October 20 | 1:30 PM – 4:45 PM

Format: In-Person Only (Not Live-Streamed or Recorded)

CE Credits / Length: 3 CE Hours

Level: Introductory

Room: Calvert Ballroom

SESSION DESCRIPTION

Human relationships with technology are having a negative impact across the lifespan with respect to emotional health and interpersonal relationships. This course offers participants awareness of current understanding of the research on the emotional costs and benefits of digital and social media use. Updated empirical research on the psychological impact of using smartphones, apps, and other technologies will also be provided. In addition, practical strategies for “digital detox” will be provided so that clinicians can work with clients in the application of separation from technology for wellbeing.

SESSION OBJECTIVES

1. Explain the ways use of technology enhances and negatively impacts psychological well-being.
2. Identify common barriers to minimizing or altering use of technology.
3. Describe best practices for engaging clients in leaning into digital detox during therapeutic sessions.
4. Explain how strategies for reducing technology use can be integrated regardless of theoretical orientation.

PRESENTER BIO

Dr. Shreya Hessler is a psychologist and the founder of The MINDset Center in Bel Air, Maryland. She works with individuals and families across the lifespan, specializing in anxiety, learning challenges, and performance pressure. An author, educator, and TEDx speaker, Dr. Hessler is a national voice in mental health, known for translating psychology into practical resilience skills for youth, parents, and professionals.

Workshop 4B

Evidence-Based Suicide Care: From Assessment to Treatment

Presenter(s): David A. Jobes, PhD, ABPP

Date & Time: Tuesday, October 20 | 1:30 PM – 4:45 PM

Format: In-Person & Live Streamed

CE Credits / Length: 3 CE Hours

Level: Introductory

Room: Calvert Ballroom

SESSION DESCRIPTION

This program will cover the spectrum of considerations for evidence-based suicide care for different patient populations. There will be an initial overview of the history of dealing with suicidal risk and the epidemiology of suicidality and major models/theories for understanding suicide. The focus will then shift to screening and assessment of suicidal risk before considering acute interventions to help stabilize a person who struggles with suicidal ideation and behavior.

The presentation will then consider proven clinical treatments for what causes a person to be suicidal based on randomized controlled trials. There will be a final consideration of ethics and how to reduce the threat of malpractice liability by providing evidence-based suicide care. Participants will learn about effective ways of decreasing suffering through proven suicide care and potentially being part of a life-saving course of practice.

SESSION OBJECTIVES

1. Assess suicide risk using evidence-based approaches to screening and suicide-focused assessment tools.
2. Stabilize patients using evidence-based acute interventions.
3. List and describe proven effective clinical treatments for suicidal risk.

DIVERSITY / INCLUSION FOCUS

This program is sensitive to issues of diversity, equity, inclusion, and belongingness. Recent research with marginalized and underserved populations will be discussed.

PRESENTER BIO

David A. Jobes, PhD, ABPP, is a Professor of Psychology, Director of the Suicide Prevention Laboratory, and Associate Director of Clinical Training at The Catholic University of America. Dr. Jobes is also an Adjunct Professor of Psychiatry, School of Medicine, at Uniformed Services University. He is the author of seven books and hundreds of articles and book chapters. Dr. Jobes is a past President of the American Association of Suicidology (AAS) and the recipient of various awards for his scientific work, including the 1995 AAS “Shneidman Award,” the 2012 AAS “Dublin Award,” the 2016 AAS “Linehan Award,” the 2022 Alfred M. Wellner Award for Lifetime Achievement from the National Register of Health Service Psychologists, and the 2025 “Erwin Ringel Service Award” from the International Association of Suicide Prevention (IASP). He has been a consultant to the Centers for Disease Control and Prevention, the National Academy of Medicine, the National Institute of Mental Health, the Federal Bureau of Investigation, the Department of Defense, and Veterans Affairs, and served as a “Highly Qualified Expert” to the U.S. Army's Intelligence and Security Command. Dr. Jobes is a Board Member of the American Foundation for Suicide Prevention, a Fellow of the American Psychological Association, and is board certified in clinical psychology (American Board of Professional Psychology). He maintains a private clinical and consulting practice in Washington, DC and in Maryland.

Workshop 4C

Surprise! Some of Your Clients are Autistic: Recognizing and Supporting Less Obvious Presentations

Presenter(s): Donna Henderson, PsyD

Date & Time: Tuesday, October 20 | 1:00 PM – 5:00 PM

Format: In-Person & Live Streamed (Not Recorded)

CE Credits / Length: 4 Diversity CE Hours

Level: Introductory

Room: Calvert Ballroom

SESSION DESCRIPTION

Over the past few decades, the prevalence of autism has risen from 1 in 150 to 1 in 31. This is due in part to growing recognition of autistic individuals who mask or camouflage their traits. Research suggests that there are still significant numbers of undiagnosed autistics, and that accurate diagnosis can be life-changing for these individuals and their families. However, many clinicians, both novice and seasoned, continue to feel ill-equipped to recognize autism and/or to rely on an outdated understanding of it.

This workshop will provide clarity by describing the DSM diagnostic criteria for autism and the many ways they can present, particularly in individuals with less obvious autistic traits. Participants will learn a practical, structured diagnostic approach for considering the possibility of autism in their clients, as well as neuroaffirming strategies for supporting autistic clients in therapy.

SESSION OBJECTIVES

1. Describe the core characteristics of autism as it presents in individuals with a less obvious presentation.
2. Apply a systematic clinical approach for identifying (or ruling out) possible autism in clients.
3. Implement at least five neuroaffirming strategies when working with autistic clients in therapy.

DIVERSITY / INCLUSION FOCUS

Diversity is central to this workshop's content rather than a peripheral consideration. A primary focus will be gender, as research consistently shows that autistic females and gender-diverse individuals are significantly more likely to be missed or misdiagnosed due to differences in how autism presents and the greater tendency to camouflage. The workshop will address how diagnostic tools and criteria were historically developed based on male presentations, and the clinical implications of this for identifying autism across genders. The workshop will also focus on neurodiversity as a dimension of human diversity that is too often overlooked in both clinical training and broader conversations about diversity and inclusion, inviting participants to consider a neuroaffirming lens — one that treats neurological difference as variation rather than deficit — as itself a diversity-informed stance.

PRESENTER BIO

Dr. Donna Henderson has been a clinical neuropsychologist for over 30 years. She is passionate about identifying and supporting autistic individuals, particularly those who camouflage, and she is co-author (with Drs. Sarah Wayland and Jamell White) of two books: *Is This Autism? A Guide for Clinicians and Everyone Else* and *Is This Autism? A Companion Guide for Diagnosing*. Dr. Henderson's professional home is The Stixrud Group in Silver Spring, Maryland, where she provides neuropsychological evaluations and consultations for children, adolescents, and adults who would like to understand themselves better. She is a frequent presenter on autism, including for Cambridge Health Alliance, ChildMind Institute, the American Academy of Pediatric Neuropsychology, and Psychotherapy Networker, among others.

Workshop Virtual

Culturally Responsive Assessment and Case Conceptualization

Presenter(s): Ryan C.T. DeLapp, PhD & Celenia DeLapp, PhD

Co-Presenter: Celenia DeLapp, PhD (Empower CBT, Co-Owner & Psychologist)

Date & Time: Thursday, October 22 | 9:00 AM – 12:15 PM

Format: Virtual Only

CE Credits / Length: 3 Diversity CE Hours

Level: Intermediate

SESSION DESCRIPTION

This 3-hour training is designed to deepen clinicians' capacity to deliver culturally responsive cognitive behavioral therapy (CBT) to clients. The session will begin by reviewing actionable strategies for cultivating a culturally responsive mindset in and outside of the therapy room. As culturally embodied individuals, various aspects of one's identity impact both delivery and receipt of therapy. Participants will be invited to engage in meaningful self-reflection on their own identities and how these intersect with those of their clients, with the goal of increasing awareness of how personal perspectives and identities can shape clinical interactions. Within this self-reflection, attendees will be guided to thoughtfully examine potential stereotypes, implicit biases, and unintended microaggressions that may arise, particularly during discussions of culturally or identity-rooted stressors. Attendees will also be invited to consider how their personal strengths and values can both enhance and interfere with rapport building, assessment, and case conceptualization.

Next, this training will discuss strategies for integrating a culturally responsive mindset into the assessment and case conceptualization process. The training will introduce the concept of Cultural/Identity Stress, defined as experiences in which clients feel negatively judged, mistreated, or denied opportunities due to their cultural background. Participants will learn practical strategies to screen for culturally stressful experiences and understand how these stressors may influence presenting concerns, therapeutic rapport, and treatment outcomes. In addition, the training will provide concrete guidelines for assessing clients' cultural strengths and values in ways that promote culturally sensitive case conceptualization.

By the end of the training, clinicians will have an awareness of actionable strategies they can take to regularly cultivate a culturally responsive mindset and be better equipped to integrate cultural awareness into assessment and case conceptualization, ultimately improving engagement and outcomes for diverse client populations.

SESSION OBJECTIVES

1. Gain an understanding of how their own identities can influence their clinical practice when working with clients.
2. Identify personal actions attendees can take (both in and outside of the therapy room) to help clients feel safe to bring their whole selves to therapy.
3. Gain strategies for creatively and flexibly assessing client strengths and values in a culturally sensitive manner.
4. Gain strategies for creatively and flexibly assessing past, present, or anticipated experiences of cultural stress.
5. Learn to formulate culturally affirming and strengths-based case conceptualizations that do not pathologize identity.

PRESENTER BIO

Ryan DeLapp, PhD, is a licensed psychologist in New York and Delaware, a PSYPACT member, co-owner of Empower CBT, and creator of the Racial, Ethnic, and Cultural Healing (REACH) program. Dr. DeLapp is widely recognized for his expertise in supporting minority individuals with healing from and learning to navigate cultural stressors within their lives. The REACH Program adapts evidence-based treatments to help teens and young adults develop protective skills to alleviate the impact of race-based stress, and is derived from over 10 years of Dr. DeLapp's research and clinical practice. He has authored over 20 publications and conducted over 100 presentations on assessing and treating racial and cultural stress in diverse populations, culminating in his recently released workbook, "Empower Yourself Against Racial and Cultural Stress: Using Skills from the REACH Program to Heal, Cope, and Thrive."

Workshop Virtual

Current Ethical and Professional Issues in Artificial Intelligence and the Practice of Clinical Psychology

Presenter(s): Edward A. "Ted" Peck, III, MS, PhD, ABPP-CN

Date & Time: Thursday, October 22 | 1:00 PM – 4:15 PM

Format: Virtual Only

CE Credits / Length: 3 Ethics/Legal Hours

Level: Introductory

SESSION DESCRIPTION

As artificial intelligence (AI) becomes increasingly integrated into clinical psychology, it offers transformative possibilities as well as revealing significant ethical and professional challenges. This presentation is designed to provide clinical psychologists with up-to-date ethical and professional insights when adopting AI technologies in their mental health practices. Participants will learn how to maintain and balance professional AI-related competence with ethical integrity in this evolving digital age.

The presentation will cover the current use of AI in clinical mental health settings, including AI-assisted therapy tools, AI scribe and transcription use for interviews, therapy and treatment notes, and psychological assessment/report writing, as well as diagnostic decision-support systems. It will also explain ethical concerns associated with professional online digital visibility and AI marketing, now common with AI-generated Reputation Management software for patient feedback surveys and testimonials.

Embracing AI technologies ethically necessitates a thorough examination of the current APA Ethics Code. This presentation will address fundamental ethical and professional issues inherent to the use of digital-age AI versus the current APA Ethics Code, including patient privacy, data security, informed consent, dual relationships, the definition of current versus former patient, testimonials, and avoidance of malfeasance in the context of AI.

SESSION OBJECTIVES

- 1. Understand AI Applications:** Identify how various AI technologies are being utilized in clinical psychology, including diagnostic tools, treatment planning, and patient monitoring, and learn how to apply these technologies appropriately in practice.
- 2. Navigate Ethical Challenges:** Identify specific ethical issues related to AI in clinical psychology, how the APA Ethics Code applies (patient privacy, confidentiality, informed consent), and how Online Reputation Management software creates ethical challenges for psychologist-employees who use this survey material.
- 3. Maintain Professional Standards:** Explain how to integrate AI tools into clinical practice while adhering to the APA Ethics Code/Guidelines, and develop an objective pass/fail AI ethics checklist for use in clinical practice.
- 4. Prepare for AI-Enhanced Clinical Practice:** Identify how to develop a standard-of-practice document regarding AI, how to talk with patients about AI use in practice, and how to modify patient registration forms to include current AI professional standards information (e.g., AI transcription/note-taking).

PRESENTER BIO

Dr. Peck is a licensed Clinical Psychologist and Board Certified Clinical Neuropsychologist (ABPP-CN). He received his MS and PhD degrees from Tufts University and completed his internship and fellowship through Harvard Medical School. His full-time private practice is in Richmond, Virginia, where his primary clinical focus is on executive neurocognitive wellness and assessment, and his forensic practice involves criminal, civil, and malpractice matters. He is the author of numerous publications and frequently presents at state and national organization meetings on professional ethics, AI, and mental health. He is the Consulting Medical Expert to the 4th Circuit Court Judicial Wellness Program, where he provides consultations directly to Federal Judges and presents at Judicial Conferences.

Workshop Virtual

Beyond Awareness: Ethical Decision-Making, Cultural Humility, and Real-World Clinical Application

Presenter(s): Jessica Fraser, PsyD

Date & Time: Friday, October 23 | 10:00 AM – 12:00 PM

Format: Virtual Only

CE Credits / Length: 2 Ethics CE Hours

Level: Intermediate

SESSION DESCRIPTION

This advanced training builds on foundational concepts of cultural humility and ethical practice by focusing on real-world clinical application. Designed for experienced clinicians, the session explores how bias, power, and context influence decision-making in complex situations.

Participants will engage in case-based discussion and practical skill-building to strengthen their ability to navigate ethical dilemmas, address microaggressions, and balance empathy with accountability in diverse clinical settings. Emphasis is placed on moving beyond awareness into action, equipping clinicians with concrete language, frameworks, and strategies they can apply immediately in their work.

SESSION OBJECTIVES

1. Apply ethical decision-making frameworks to complex, real-world clinical scenarios.
2. Identify how bias and cultural context influence clinical judgment and intervention.
3. Respond to microaggressions and ethical tensions with clarity and confidence.
4. Balance empathy with accountability when working across differences.
5. Integrate cultural humility into ongoing clinical practice and supervision.

PRESENTER BIO

Dr. Jessica Fraser, PsyD, is a licensed psychologist and trainer specializing in implicit bias, ethical decision-making, and culturally responsive clinical practice. She provides continuing education trainings for behavioral health professionals, focusing on practical, real-world application and skill-building. Dr. Fraser's work centers on helping clinicians navigate complex conversations, address bias in real time, and maintain both psychological safety and accountability in diverse clinical settings. She has presented for hospitals, community organizations, and professional associations, and is passionate about equipping providers to deliver ethical and equitable care.

Workshop Virtual

Beyond the Basics: Ethical Considerations and Engagement in Telehealth

Presenter(s): Mary Karapetian Alvord, PhD & Janet P. Orwig, MBA, CAE

Co-Presenter: Janet P. Orwig, MBA, CAE (PSYPACT Executive Director) — expected to make a brief guest appearance of 15–30 minutes on PSYPACT updates.

Date & Time: Friday, October 23 | 1:00 PM – 4:15 PM

Format: Virtual Only

CE Credits / Length: 3 Ethics CE Hours

Level: Intermediate

SESSION DESCRIPTION

This workshop will integrate key ethical principles from the updated 2025 APA guidelines on telehealth, along with 2025 APA emerging guidance on the ethical use of artificial intelligence (AI) in psychological practice. Particular emphasis will be placed on issues of informed consent, transparency, and patient collaboration within the context of telehealth.

Participants will examine how telehealth can reduce barriers to care, while also focusing on practical criteria for determining when telehealth, in-person services, or a hybrid model best serves the client's clinical needs. Discussion will include how to introduce and phase hybrid care across the course of treatment, as well as how to engage clients collaboratively in these decisions. A structured decision-making checklist will be provided to support ethical and clinically sound modality selection.

The workshop will also address an update on PSYPACT and interjurisdictional practice considerations, including ethical and logistical challenges psychologists may encounter when providing telehealth across state or distal boundaries. In addition, participants will explore ethically appropriate ways to incorporate AI tools into telehealth practice, with a focus on maintaining professional responsibility, safeguarding client welfare, and ensuring transparency. (Use of AI for record keeping will not be covered.) Case examples will be used throughout to highlight key decision points and facilitate applied discussion.

SESSION OBJECTIVES

1. Describe two ways the 2024 APA Telepsychology Guidelines changed from the 2013 APA Telepsychology Guidelines.
2. Explain two criteria to consider in making ethical decisions of care.
3. List two factors to consider regarding regulatory and interjurisdictional practice when deciding to use telehealth, hybrid, or in-person care.
4. Apply the checklist of variables to consider when discussing and making recommendations to the client or group members to determine remote or in-person care.

PRESENTER BIO

Mary K. Alvord, PhD, is a licensed psychologist and the founder of Alvord, Baker & Associates, LLC and the charitable nonprofit Resilience Across Borders. A longtime leader in the integration of psychology and technology, Dr. Alvord served as President of the American Psychological Association's Division 46 (Society for Media Psychology and Technology) in 2013 and has been an advocate for internet safety and telehealth for over two decades. In 2023, she served on the APA's Expert Panel on Social Media and Teens, and in 2025, contributed to the APA Health Advisory on Artificial Intelligence and Adolescent Well-Being. Dr. Alvord is co-author of Resilience Builder Program, Conquer Negative Thinking for Teens, The Action Mindset Workbook for Teens, and Resilience Builder Program—Universal.