CONTINUING EDUCATION WORKSHOPS
WASHINGTON, DC  AUG 2–5

Enroll online
CONVENTION.APA.ORG/CE

Sponsored by the APA Office of Continuing Education in Psychology and the Continuing Education Committee

A supplement to the APA Monitor on Psychology
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CONTINUING EDUCATION APPROVAL STATEMENT

All Continuing Education (CE) Workshops are sponsored by the APA Continuing Education Committee (CEC). They have been reviewed and approved by the APA CEC to offer CE credits for psychologists. The APA CEC maintains responsibility for the content of the programs.

The American Psychological Association is recognized by the New York State Education Department’s (NYSED) State Board for Psychology as an approved provider of continuing education for licensed psychologists #PSY-0100.
We are thrilled to invite you to join us in Washington, DC for our in-person Continuing Education Workshops!

We hope you will take the opportunity to connect with thousands of your colleagues at APA 2023 in Washington, DC — the psychology event of the year. APA 2023 is where scientists, practitioners, applied psychologists, and educators come together to explore the most compelling issues in the discipline. Wherever you are on your career path, you will find that there is something for you!

Together with the APA Continuing Education Committee, the APA Office of Continuing Education in Psychology is pleased to present an outstanding lineup of in-depth CE workshops this year, August 2-5, 2023. This will include 50 half-day (4-hour) and full-day (7-hour) workshops on a wide range of topics, including addictive behaviors, autism, culturally competent care, integrated care, ethics, psychotherapy treatment, and supervision among many others. Join us in DC to meet well-known psychological experts in your specialty area and deepen your professional network.

DISTINGUISHED WORKSHOP SERIES

We are delighted to present our Distinguished Workshop Series, Advances in CBT for Addictive Disorders: Focus on Therapy Content and Processes, on Thursday, August 3, from 6:00 to 8:50 p.m., presented by Bruce Liese, PhD (see p. 17 for more details). Hors d’oeuvres and light refreshments will be served before the workshop.

All CE workshops will be held at the Renaissance Washington, DC Downtown Hotel. Enrollments are accepted on a first-come, first-served basis. Space is limited, so early enrollment is strongly encouraged. This will be an excellent series of professional trainings that will add to your lifelong learning and professional development. We look forward to seeing you at APA 2023.

Sincerely,

Greg Neimeyer, PhD
Associate Executive Director, Education Directorate
Office of Continuing Education in Psychology
## CE Workshops at a Glance

### WEDNESDAY, AUGUST 2

**Full-Day Workshops**  
8:00 a.m.–3:50 p.m.

- **101** Beyond Cultural Humility: Helping Black Couples Break Negative Legacies and Thrive Culturally
- **102** Designing and Conducting Qualitative Research Studies With Methodological Integrity

**Morning Half-Day Workshops**  
8:00–11:50 a.m.

- **104** Ethical Considerations for Psychologists Working in Integrated Care Settings
- **105** Immigration-Related Psychological Assessments

**Afternoon Half-Day Workshops**  
1:00–4:50 p.m.

- **106** Advancing Your Clinical Practice With Older Adults: Culturally Responsive Psychotherapy
- **107** Psychological Assessment of Bipolar Spectrum Disorders: A Multimethod Approach
- **108** Understanding and Working With Migrants and Refugees, Especially Those of Middle Eastern and Arabic Origin

### THURSDAY, AUGUST 3

**Full-Day Workshops**  
8:00 a.m.–3:50 p.m.

- **201** Advancing Competency-Based Clinical Supervision: Challenges and Opportunities
- **202** Emotion Regulation Training: An Evidence-Based Practice From Soup to Nuts
- **203** Introduction to Bayesian Analysis
- **204** Introduction to Motivational Interviewing Through the Deliberate Practice Lens
- **205** Suicide: Effective Risk Assessment and Intervention
- **206** Transference-Focused Psychotherapy for Patients With Personality Disorders

**Morning Half-Day Workshops**  
8:00–11:50 a.m.

- **207** Child-Adult Relationship Enhancement: Improving Outcomes for Youth After Trauma
- **208** Clinical Practice in a Gender-Expansive World: Practical Applications and Clinical Tools
- **209** Cognitive Assessment: At the Intersection of Ethics, Science, Demographics, and Clinical Care
- **210** Establishing Leadership Partnerships in Children’s Hospitals

**Afternoon Half-Day Workshops**  
1:00–4:50 p.m.

- **211** Juvenile Risk and Needs Assessment: Beyond J-SOAP-II
- **212** Power, Sex, Community, and Headspace: Working Clinically With BDSM/Kink Sexualities and Communities
- **213** Reclaiming Our Worth and Wellness: A Self-Worth Framework for BIPOC Clinicians and Their Clients
- **214** Virtual Reality: Using Technology to Improve Treatment Access and Client Outcomes

**Evening Workshop**  
6:00–8:50 p.m.

- **DWS** Advances in CBT for Addictive Disorders: Focus on Therapy Content and Processes
FRIDAY, AUGUST 4

Full-Day Workshops
8:00 a.m.–3:50 p.m.

301 Applying Best Practices in Parent Training for Autistic Children With Challenging Behaviors

302 Awareness, Bravery, Commitment: ABCs for Health Service Psychologists Building Cultural Humility

303 Forensic Evaluation of Trauma and Emotional Injury: Assessment, Ethics, and Legal Standards

304 Lifelong Learning as a Clinical Supervisor: How to Promote Skill Building and Self-Reflection

305 Prolonged Grief Disorder and Prolonged Grief Disorder Therapy: An Integrated Multicultural Perspective

306 Strengthening Psychological Assessment: A Multimethod, Integrative, and Diversity-Sensitive Approach

Afternoon Half-Day Workshops
1:00–4:50 p.m.

311 Another Kind of Long COVID: The Psychosocial Impact of COVID-19 on Neuropsychological Development

312 Ethical Content Creation in Digital Spaces: Twitch, YouTube, and TikTok

313 Implicit Bias: Reducing Clinicians’ Implicit Prejudices and Implicit Stereotypes in Clinical Practice

314 Topamax: The Silent Medication-Assisted Treatment

Morning Half-Day Workshops
8:00–11:50 a.m.

307 BIPOC Trans and Nonbinary Liberation: Practice and Advocacy Strategies

308 A Communitarian Approach to Training: Supporting Trainees With Competence Issues

309 Family Leave and Coverage: Preparing Your Practice for Clinician Transitions

310 Narrative Therapy: Poststructural Theory, Clinical Applications, and Humane Practices

SATURDAY, AUGUST 5

Full-Day Workshops
8:00 a.m.–3:50 p.m.

401 Cognitive Rehabilitation for Mild Neurocognitive Disorder and Dementia: It’s Not Taboo Anymore—It’s Essential

402 Culturally Competent Care With Black Women

403 Enhancing Your Psychotherapy Practice With Insights From Cognitive Science Research

404 Ethics, Test Standards, and Test Interpretation: Measurement Matters

405 Harm-Reduction Treatment for Substance Use Disorders: Meeting People Where They’re At

406 Not All That Blows Up Is Bipolar (But Some of It Is): Latest Practice Update and Best Free Tools

407 Comprehensive Diagnostic Evaluations for Autism Spectrum Disorders

408 The Mindful Way of Doing What Matters: Clarifying Clients’ Values and Promoting Values-Based Actions

409 Overview of Attachment-Based Family Therapy

410 Unmask the Secrets of NIH Funding: Your Complete Guide to Successful Research Grant Applications

Morning Half-Day Workshops
8:00–11:50 a.m.

411 Body-Focused Repetitive Behaviors: Advancing Evidence-Based Practices

412 The Chatbot Cannot Replace You: Using Digital Technologies to Expand Your Positive Impact on Mental Health

413 A Mindfulness-Based Approach to Personal and Professional Self-Care and the Prevention of Burnout

414 Suicide Awareness: Updated Information on Prevention, Assessment, and Postvention in the Schools

Afternoon Half-Day Workshops
1:00–4:50 p.m.

415 Another Kind of Long COVID: The Psychosocial Impact of COVID-19 on Neuropsychological Development

416 Ethical Content Creation in Digital Spaces: Twitch, YouTube, and TikTok

417 Implicit Bias: Reducing Clinicians’ Implicit Prejudices and Implicit Stereotypes in Clinical Practice

418 Topamax: The Silent Medication-Assisted Treatment
Overview

Workshop Location
All CE workshops before and during the convention will be held at the Renaissance Washington, DC Downtown Hotel, 999 Ninth Street, NW, Washington, DC, 20001. CE Workshops will be offered exclusively in person and will not be available virtually.

Enroll early—space is limited!
CONVENTION.APA.ORG/CE
See p. 32 for enrollment details.

Workshop Dates and Times

WEDNESDAY, AUGUST 2 – SATURDAY, AUGUST 5

- **FULL-DAY**
  - 8:00 a.m.–3:50 p.m. (7 hours)

- **MORNING HALF-DAY**
  - 8:00–11:50 a.m. (4 hours)

- **AFTERNOON HALF-DAY**
  - 1:00–4:50 p.m. (4 hours)

- **EVENING**
  - 6:00–8:50 p.m. (3 hours)

*Full attendance at the workshop is required to receive CE credits. No partial credit is awarded; late arrival or early departure will preclude awarding of CE credits.*

CONTACT US
For questions about the workshops, contact cpe@apa.org.
Enrollment Dates and Fees
CE Workshops are designed for professional psychologists.* CE credits are included in workshop fees.

**Workshop Levels**

**INTRODUCTORY •**
No prior knowledge of the specific content area is needed for you to participate fully and effectively in the workshop. The information or skills will be new for those who enroll.

**INTERMEDIATE • •**
Some basic knowledge of the specific content area is required, but you do not need in-depth knowledge or skills. The workshop will provide information at a level beyond the basic knowledge of the topic.

**Refreshments**
Complimentary continental breakfast will be provided to workshop attendees each morning from 7:00 to 8:00 a.m. Afternoon snacks and beverages will also be provided.

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*Students may enroll, but the same pricing and refund policy apply. There is no discounted price for students.
The books *Diversity in Couple and Family Therapy* (Kelly, 2016) and *Emotionally Focused Therapy with African American Couples* (Guillory, 2021) both suggest that using conceptual models for racial matters helps therapists work effectively with Black couples. This intermediate workshop assists participants in conceptualizing key racial concepts and integrating them into treatment. Participants learn to broach race with Black couples, address race-based incidents and internalized stereotypes that adversely impact individual wellness and love bonds, and facilitate cultural thriving. Case studies, vignettes, research data, and video clips of interventions illustrate the work, and breakout groups are used to practice specific interventions.

*Paul Guillory, PhD, University of California-Berkeley; Shalonda Kelly, PhD, Rutgers University GSAPP*
102
DESIGNING AND CONDUCTING QUALITATIVE RESEARCH STUDIES WITH METHODOLOGICAL INTEGRITY

CE CREDITS  7
INTRODUCTORY  ♦

This introductory workshop provides an overview of qualitative research methods with an eye toward design and publication. Participants learn about key features of common qualitative methods and epistemological approaches to inquiry. Through experiential learning exercises, they accrue skills that are common across qualitative approaches, such as interviewing skills and coding text to increase the fidelity and utility of their findings. Participants also learn how to select methods to achieve their goals and consider how best to adapt procedures to their question and participant characteristics so as to increase the methodological integrity of their research.

Heidi Levitt, PhD, University of Massachusetts Boston

Morning Half-Day Workshops  8:00–11:50 a.m.

103
BEST PRACTICES FOR MINDFUL SPORT PERFORMANCE ENHANCEMENT: WHAT YOU WON’T LEARN FROM A MANUAL

CE CREDITS  4
INTERMEDIATE  ♦♦

This intermediate workshop provides experiential training in leading components of Mindful Sport Performance Enhancement (MSPE), an evidence-based mental training approach for athletes and other performers. In addition to live demonstrations of two core MSPE sessions, the workshop provides a review of the existing empirical support for MSPE and other mindfulness-based approaches for performance, as well as best practices and ethical considerations. Specific emphasis is placed on introducing the rationale for mindfulness-based approaches, modeling mindfulness as a service provider, and navigating some of the more challenging or novel aspects of delivering MSPE (e.g., leading the sport meditation, explaining concepts like nonstriving).

Timothy Pineau, PhD, and Keith Kaufman, PhD, Mindful Sport Performance Enhancement Institute, Washington, DC; Carol Glass, PhD, The Catholic University of America

104
ETHICAL CONSIDERATIONS FOR PSYCHOLOGISTS WORKING IN INTEGRATED CARE SETTINGS

CE CREDITS  4
INTERMEDIATE  ♦♦

This intermediate workshop presents ethical considerations for psychologists working in integrated care settings. Supporting and conflicting laws, regulations, and professional standards are also presented. Participants learn the most common ethical issues facing professionals working on interprofessional teams and acquire the tools for ethical decision-making in the face of ethical conflicts that arise in integrated care settings.

Tiffany Chenneville, PhD, University of South Florida
IMMIGRATION-RELATED PSYCHOLOGICAL ASSESSMENTS

**CE CREDITS** 4
**INTRODUCTORY ●**

This introductory workshop describes immigration-related psychological evaluations associated with humanitarian options (e.g., extreme hardship, asylum, and U visa) and referral questions related to these options. The presenter highlights major areas that need to be addressed in these types of reports and case examples and discusses the need for a thorough assessment of abuse and trauma relevant to several types of immigration cases. Participants learn the steps to follow in conducting a demographic analysis, review important basics of report writing, and examine four factors involved in strong expert testimony.

*Aileen Torres, PhD, William Paterson University of New Jersey*

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**Afternoon Half-Day Workshops** 1:00–4:50 p.m.

106 ADVANCING YOUR CLINICAL PRACTICE WITH OLDER ADULTS: CULTURALLY RESPONSIVE PSYCHOTHERAPY

This workshop is cosponsored by the APA Committee on Aging.

**CE CREDITS** 4
**INTERMEDIATE ●●**

This intermediate workshop, cosponsored by APA’s Committee on Aging, is aimed at practicing psychotherapists and integrated care clinicians interested in enhancing their knowledge and skills with patients 65 years and older. The workshop is relevant for work with patients across many common presenting concerns and for clinicians practicing from a range of theoretical orientations. APA’s Center for Workforce Studies consistently reports a shortage of psychologists adequately prepared for clinical practice with culturally diverse older adults. Participants develop an understanding of APA’s *Guidelines for Psychological Practice With Older Adults*, practice several common adjustments to sessions with aging individuals, and increase their awareness and use of available clinical resources.

*Veronica Shead, PhD, VA St. Louis Health Care System; Ann Steffen, PhD, University of Missouri-St. Louis*

107 PSYCHOLOGICAL ASSESSMENT OF BIPOLAR SPECTRUM DISORDERS: A MULTIMETHOD APPROACH

This intermediate workshop provides a summary of empirically based and clinically relevant information regarding the psychological assessment of bipolar spectrum disorders (BSD), as presented in the APA book *Psychological Assessment of Bipolar Spectrum Disorders* (Kleiger & Weiner, Eds., 2023). A discussion of conceptual and diagnostic issues and controversies is followed by a review of the contributions of leading assessment clinicians on the use of personality inventories (e.g., MMPI-3, PAI, screening scales, and others) and performance-based methods like the Rorschach and cognitive-neuropsychological measures. The focus then shifts to the differential diagnosis of BSD from overlapping disorders and critical issues of diagnosis of BSD in a multicultural context.

*James Kleiger, PsyD, Independent Practice, Bethesda, MD*
General travel and migration, geodemographic movements, and the influx of displaced people and war refugees are increasing worldwide. The reasons for involuntary migration or resettlement vary considerably (e.g., economic hardship, political turmoil, armed conflicts, unfair intimidation, ethnic-religious persecution). Many migrants/travelers, especially from Middle Eastern and North African countries, cross the borders of neighboring states for sociocultural proximity and convenience. Others venture to distant shores, hoping to settle in the global West. Practitioners and clinical helpers need better training, cultural understanding, and adequate therapeutic skills to work effectively with these immigrants, refugees, and displaced populations. This intermediate workshop focuses on the needs and social struggles of these migrants, describes their norms/heritages/values, and defuses common misconceptions. Practical guidelines and clinical suggestions are presented.

Naji Abi-Hashem, PhD, Baylor University
Full-Day Workshops  8:00 a.m.–3:50 p.m.

201
ADVANCING COMPETENCY-BASED CLINICAL SUPERVISION: CHALLENGES AND OPPORTUNITIES

This intermediate workshop is designed to provide the most current skills to enhance supervision practice in a framework of cultural humility, competencies, supervision guidelines, trauma exposure, ruptures and strains, and emerging empirical research. The focus is on the development of the supervisory relationship; strain, ruptures, and repair; reflective practice; diversity and multiculturalism in all aspects; assessment, feedback, and evaluation strategies; legal and ethical considerations; self-care; and management of supervisees who do not meet performance competency standards. Through a competency-based frame, interactive metatheoretical strategies are developed via skill building, video review, and reflection.

Carol Falender-Zohn, PhD, University of California-Los Angeles;
Edward Shafranske, PhD, Pepperdine University
EMOTION REGULATION TRAINING: AN EVIDENCE-BASED PRACTICE FROM SOUP TO NUTS

CE CREDITS 7
INTERMEDIATE •

This intermediate workshop presents a comprehensive, evidence-based intervention to improve emotion regulation (ER). Often considered a component of the executive function system, effective ER is associated with improved emotional, cognitive, and functional outcomes. In this three-part workshop, the presenters review theories of ER and executive functioning; introduce a comprehensive ER intervention, discuss evidence obtained from recent clinical trials with people with brain injury, and present case studies; and provide hands-on training in the intervention through role-play with coaching and feedback.

Theo Tsaousides, PhD, Independent Practice, Fort Lauderdale, FL; Teresa Ashman, PhD, Independent Practice, Savannah, GA

INTRODUCTION TO BAYESIAN ANALYSIS

CE CREDITS 7
INTRODUCTORY •

Understanding Bayesian statistics is an important skill for researchers and practitioners of psychological research. This introductory workshop presents the basic concepts of Bayesian statistics. Interactive activities, illustrations, and lectures are used to convey the four steps of Bayesian analysis: specifying a prior distribution, summarizing evidence about parameter values using a likelihood function, combining the prior and likelihood to form a posterior distribution, and making inferences. Participants also become familiar with the history of Bayesian methods, including the stories of diverse individuals who advanced the methodology.

Brian Leventhal, PhD, James Madison University

INTRODUCTION TO MOTIVATIONAL INTERVIEWING THROUGH THE DELIBERATE PRACTICE LENS

CE CREDITS 7
INTRODUCTORY •

This introductory workshop presents motivational interviewing (MI) basics through the use of deliberate practice exercises. Participants learn about the spirit of MI, with a particular emphasis on client change language. Four key concepts from the recently published Deliberate Practice in Motivational Interviewing (Manuel et al., 2022) are discussed, followed by an opportunity for participants to practice and ask questions. This interactive workshop is geared toward clinicians and educators alike and is intended to serve as an introduction for those new to MI or as a refresher for those who have already been trained in it.

Jennifer Manuel, PhD, Department of Veterans Affairs; Denise Ernst, PhD, Portland State University

Enroll early—space is limited!

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See p. 32 for enrollment details.
205
SUICIDE: EFFECTIVE RISK ASSESSMENT AND INTERVENTION

CE CREDITS 7
INTERMEDIATE ••

NEW

Suicide is the most common psychological emergency therapists will encounter. Recent research has identified suicide-specific therapies that are effective in treating both suicidal ideation and behavior, and prior research has established effective crisis intervention strategies. The problem is that most therapists are not aware of them, nor have they been trained in them, so most suicidal clients do not receive these potentially lifesaving treatments. This intermediate workshop provides a valuable opportunity for participants to assess, practice with, and implement these empirically validated, evidence-based approaches for suicide that are fast becoming the standard of care.

Lisa Firestone, PhD, The Glendon Association, Santa Barbara, CA

206
TRANSFERENCE-FOCUSED PSYCHOTHERAPY FOR PATIENTS WITH PERSONALITY DISORDERS

CE CREDITS 7
INTERMEDIATE ••

NEW

This intermediate workshop explores the theory and techniques of transference-focused psychotherapy (TFP), an empirically supported dynamic treatment for borderline personality disorder (BPD) that is also useful in treating other personality disorders. Because BPD therapy is often affected by poor treatment adherence, chaotic service use, high drop-out rates, and clinician burnout, clinicians need effective treatments that address these issues. TFP not only reduces borderline pathology but improves personality functioning, identity, and reflective functioning in patients with personality disorders. The presenters summarize TFP research, discuss participants’ questions, and use PowerPoint slides, examples, and videos to enhance learning.

Monica Carsky, PhD, Weill Cornell Medical College; Kenneth Levy, PhD, The Pennsylvania State University

Morning Half-Day Workshops 8:00–11:50 a.m.

207
CHILD–ADULT RELATIONSHIP ENHANCEMENT: IMPROVING OUTCOMES FOR YOUTH AFTER TRAUMA

CE CREDITS 4
INTERMEDIATE ••

NEW

A factor consistently identified to improve outcomes in youth after trauma is strong, positive relationships. Unfortunately, the most effective programs require intensive training and treatment. Furthermore, as COVID-19 revealed, the need for mental health services outstrips the capacity to provide them. This intermediate workshop focuses on CARE, an evidence-based set of skills created to enhance relationships and reduce mild/moderate behavior challenges often present after trauma. Culturally sensitive, CARE can be used alone or to complement intervention services. Through didactics, videos, activities, live practice with feedback, and discussion, participants learn CARE skills they can immediately use in a variety of settings.

Robin Gurwitch, PhD, Duke University School of Medicine; Jami Furr, PhD, Florida International University
208

CLINICAL PRACTICE IN A GENDER-EXPANSIVE WORLD: PRACTICAL APPLICATIONS AND CLINICAL TOOLS

CE CREDITS 4
INTERMEDIATE ● ●

The ever-changing world of gender can be hard for practitioners to navigate, but building the necessary skills to do so is vital because gender considerations impact clinical documentation, intake procedures, assessment approaches, supervision dynamics, and so on. In this intermediate workshop, the presenters use case studies involving gender-expansive (e.g., transgender, nonbinary) clients to offer skills, information, and practical tools practitioners can use to more thoughtfully and competently approach clinical tasks with a gender-affirming disposition. Participants gain personal and professional insights necessary to provide more effective services for gender-expansive clients, supervisees, and consultation partners.

Douglas Knutson, PhD, Oklahoma State University; Julie Koch, PhD, University of Iowa; Chloe Goldbach, MS, MA, Southern Illinois University Carbondale

209

COGNITIVE ASSESSMENT: AT THE INTERSECTION OF ETHICS, SCIENCE, DEMOGRAPHICS, AND CLINICAL CARE

CE CREDITS 4
INTERMEDIATE ● ●

This intermediate workshop reviews which demographic factors influence cognitive performances by summarizing the relevant science, ethical guidelines, and practice recommendations that inform navigational decisions in clinical and research settings. A particular point of intersection that highlights this dilemma is the positioning of individual psychologists on the value versus risk considerations of applying demographic adjustments to the interpretation of cognitive test scores. Issues of sensitivity and specificity are reviewed, as well as how to balance these concerns for diverse populations and a changing demography while adhering to evidence-based and ethically driven practice.

Marc Norman, PhD, University of California–San Diego; Desiree Byrd, PhD, City University of New York Queens College; Forzin Irani, PhD, AAA Neuropsychology, LLC, Malvern, PA

210

ESTABLISHING LEADERSHIP PARTNERSHIPS IN CHILDREN’S HOSPITALS

CE CREDITS 4
INTERMEDIATE ● ●

This intermediate workshop provides specific leadership strategies for engaging as partners with physicians and medical team members to ensure parity for mental health services. Such strategies include pursuing medical leadership opportunities and participating in hospital-based administrative responsibilities. The presenters review the U.S. News & World Report (USNWR) Behavioral Health Survey, which is currently in development (two of the presenters are USNWR national committee members), and provide an overview of the process involved in seeking full medical staff membership for psychologists. Models from three children’s hospitals are presented.

Jennifer Katzenstein, PhD, Johns Hopkins All Children’s Hospital; Heather Huszti, PhD, Children’s Hospital of Orange County; Eric Butter, PhD, Nationwide Children’s Hospital
Afternoon Half-Day Workshops  1:00–4:50 p.m.

211
**JUVENILE RISK AND NEEDS ASSESSMENT: BEYOND J-SOAP-II**

This intermediate-level workshop addresses the problems of assessing risk factors associated with juvenile offenders, particularly those juveniles with sex offenses. The workshop presents the most recent advance in the development of a new contribution to the field that focuses on treatment needs that are individualized to mitigate risk for youths. Participants learn about the challenges of assessing the risk posed by juvenile offenders and the development and implementation of this new assessment procedure.

*Robert Prentky, PhD, Fairleigh Dickinson University*

212
**POWER, SEX, COMMUNITY, AND HEADSPACE: WORKING CLINICALLY WITH BDSM/KINK SEXUALITIES AND COMMUNITIES**

This introductory workshop is geared toward exploring and addressing specific counseling issues that arise in the treatment of people who express kink/BDSM sexuality (bondage/discipline, dominance/submission, and sadomasochism, collectively labeled BDSM). For approximately 23%–46% of the U.S. population, this aspect of sexuality is expressed in fantasy; for 10–12%, it is expressed in behavior; and for 1%–2%, it is central to sexual identity. Clinical issues and an outline of cultural competency related to this kind of sexuality are presented in lecture, case studies, and discussion.

*Richard Sprott, PhD, California State University-East Bay; Anna Randall, DHS, MPH, MSW, TASHRA-The Alternative Sexualities Health Research Alliance, Rio Vista, CA*

213
**RECLAIMING OUR WORTH AND WELLNESS: A SELF-WORTH FRAMEWORK FOR BIPOC CLINICIANS AND THEIR CLIENTS**

From 2020 to the present, every racial minority community has suffered some form of injustice. BIPOC clinicians (Black, Indigenous, and people of color) have shown up consistently to hold and heal their communities—and have faced burnout as a result. This intermediate workshop illuminates the ways direct and vicarious racial trauma can erode clinician self-worth and lead to burnout, compassion fatigue, and ineffective therapy. Participants are guided through reflective and experiential exercises to restore a sense of personal power, decolonize the methods in our practice, and increase our ability to shepherd our clients through the process of reclaiming self-worth and wellness despite continued oppression.

*Meag-gan O’Reilly, PhD, Stanford School of Medicine; Adia Gooden, PhD, Independent Practice, Chicago, IL*
VIRTUAL REALITY: USING TECHNOLOGY TO IMPROVE TREATMENT ACCESS AND CLIENT OUTCOMES

This intermediate workshop covers the ever-expanding clinical applications of virtual reality (VR), presenting research findings and case examples supporting use of VR with clients of different cultural backgrounds, genders, ages, and diagnoses. A technological breakthrough in cognitive behavioral exposure therapy for anxiety disorders and obsessive-compulsive disorder, VR is also used with substance abuse, body image and eating disorders, depression, pain control, rehabilitation, preparation for medical procedures, and to teach relaxation and mindfulness. VR via teletherapy using inexpensive equipment increases access to care by underserved populations. VR apps allow between-session practice. Benefits, risks, and limitations of VR are reviewed. Participants have the opportunity to experience VR in the workshop.

Elizabeth McMahon, PhD, Independent Practice, San Francisco, CA
Distinguished Workshop Series

Evening Workshop 6:00–8:50 p.m.

DWS
ADVANCES IN CBT FOR ADDICTIVE DISORDERS: FOCUS ON THERAPY CONTENT AND PROCESSES

CE CREDITS 3
INTERMEDIATE **

This intermediate workshop provides psychologists an opportunity to experience the latest developments and advances in cognitive behavioral therapy (CBT) for a wide range of addictive disorders and problematic habitual behaviors, including drug and alcohol misuse, problem gambling, online gaming, and binge eating. The presenter distinguishes between content (“What is done in CBT”) and process (“How it is done”). For example, the presenter briefly reviews the CBT model of addictive disorders and standard techniques for facilitating change (i.e., content). The workshop also highlights processes like structure, collaboration, case conceptualization, and psychoeducation. The presenter describes potential rewards and challenges of working with diverse individuals and in various modalities (e.g., individual and group therapy). Finally, volunteers will be invited to participate in role-play exercises to demonstrate CBT content and processes. While this workshop focuses primarily on addictive disorders, participants will certainly learn about therapy content and processes relevant to all clinical work.

1. List and describe at least two advances in CBT for addictive disorders.
2. Distinguish between CBT content and structure and give at least one example for each.
3. Describe at least one therapeutic challenge and one strategy for addressing that challenge while working with patients with addictions from diverse backgrounds.

Enrollment Dates and Fees

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<th>EVENING (3 hours)</th>
<th>EARLY BIRD 4/25–5/31</th>
<th>ADVANCE 6/1–6/30</th>
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These fees apply ONLY to this 3-hour DWS workshop.

Bruce Liese, PhD
University of Kansas Medical Center

Hors d’oeuvres and light refreshments will be served before the workshop.
301
APPLYING BEST PRACTICES IN PARENT TRAINING FOR AUTISTIC CHILDREN WITH CHALLENGING BEHAVIORS

This intermediate workshop prepares clinicians to use an evidence-based practice for parent training (PT) with autistic children. Serving the growing number of children diagnosed with autism spectrum disorder (ASD) is a rising challenge for clinical providers. Parent-training programs are scalable and culturally congruent approaches, which are also empirically supported, time limited, and cost effective. Participants learn how to implement the RUBI PT program (Bearss et al., 2015) for children with ASD and disruptive behavior across multiple modalities, cultural contexts, and community-based implementations. RUBI PT provides a structured approach for clinicians who have less training in treating children with ASD.

Eric Butter, PhD, Nationwide Children’s Hospital; Cynthia Johnson, PhD, Cleveland Clinic; Karen Bearss, PhD, University of Washington
302
**AWARENESS, BRAVERY, COMMITMENT:**
**ABCS FOR HEALTH SERVICE PSYCHOLOGISTS BUILDING CULTURAL HUMILITY**

CE CREDITS 7  
INTRODUCTORY •

How does my identity impact the work I am doing? What are my blind spots? How can I confront bias and manage microaggressions? How do I use my voice to dismantle oppressive policies? APA’s 2017 multicultural guidelines note that health service psychologists must acknowledge themselves as cultural beings with attitudes, beliefs, and personal histories that may influence clinical care, teaching, supervision, research, and advocacy. This introductory, interactive workshop features experiential activities and in-depth discussions focused on cultural identity, intersectionality, privilege, implicit and explicit bias, and microaggressions. Frameworks for increasing awareness of cultural identity, confronting stereotypes and bias, and developing antiracist allyship skills are emphasized.

_Colleen Cullinan, PhD, University of California-San Francisco; Roger Harrison, PhD, Nemours/Alfred I. duPont Hospital for Children_

303
**FORENSIC EVALUATION OF TRAUMA AND EMOTIONAL INJURY:**
**ASSESSMENT, ETHICS, AND LEGAL STANDARDS**

CE CREDITS 7  
INTERMEDIATE •

What procedures would you use if an attorney asked you to determine if a litigant suffered emotional injury or trauma due to the fault of another person? How would you determine if the claim was exaggerated or fabricated? How do you follow the rules of evidence while maintaining your professional ethics and boundaries? How do you remain fair and neutral when you render an expert opinion that favors one side over the other? In this intermediate workshop, the presenter answers these questions and discusses general procedures, billing and fees, the competing professional ethics of psychologists and attorneys, preparation for cross-examination, and tips for a rewarding courtroom experience.

_Mark Zelig, PhD, Independent Practice, Anchorage, AK_

304
**LIFELONG LEARNING AS A CLINICAL SUPERVISOR:**
**HOW TO PROMOTE SKILL BUILDING AND SELF-REFLECTION**

CE CREDITS 7  
INTERMEDIATE •

This intermediate workshop uses interactive, experiential learning experiences to engage clinical psychology supervisors in reflecting on current supervisory practices and learning new supervisory strategies. Participants become familiar with the 2015 *APA Guidelines for Clinical Supervision in Health Service Psychology*, write supervision philosophy statements, and increase competency in incorporating multicultural considerations and antiracism into supervision. This workshop uses multiple participant-centered activities, including skills demonstrations, role-plays, self-assessments, and group discussions, to meet learning objectives and cultivate lifelong learning practices.

_David Topor, PhD, and Monica Roy, PhD, VA Boston Healthcare System; Christopher AhnAllen, PhD, Brigham and Women’s Faulkner Hospital, Jamaica Plan, MA_
305  
**PROLONGED GRIEF DISORDER AND PROLONGED GRIEF DISORDER THERAPY: AN INTEGRATED MULTICULTURAL PERSPECTIVE**

**CE CREDITS 7**  
**INTRODUCTORY**  

This introductory workshop presents an overview of the “new” ICD-11 and DSM-5-TR diagnosis, prolonged grief disorder (PGD), formerly referred to as complicated grief. The presenter discusses the diagnostic criteria for PGD, a framework of grief and how adaption to loss can be derailed, and the influence of the COVID-19 pandemic on the incidence of PGD. The debate about labeling or stigmatizing grief is also addressed. Participants learn about the evidence-based treatment protocol for PGD therapy and the therapist characteristics that are essential to the success of the treatment.

Sonya Lott, PhD, Independent Practice, King of Prussia, PA

306  
**STRENGTHENING PSYCHOLOGICAL ASSESSMENT: A MULTIMETHOD, INTEGRATIVE, AND DIVERSITY-SENSITIVE APPROACH**

**CE CREDITS 7**  
**INTERMEDIATE**  

This intermediate workshop presents strategies for conducting and writing integrated and meaningful psychological assessments, with a focus on integrating culture and context. Multimethod, integrated, and person-focused evaluations and reports are also explored. Participants are introduced to critical components of conducting and writing effective and integrated assessments and reports, including making assessment findings clear, individualized, specific, sensitive to culture and context, and meaningful for the client and other audiences. Participants learn specific steps to better organize and integrate assessment data and write it up.

A. Jordan Wright, PhD, New York University

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**Morning Half-Day Workshops  8:00–11:50 a.m.**

307  
**BIPOC TRANS AND NONBINARY LIBERATION: PRACTICE AND ADVOCACY STRATEGIES**

**CE CREDITS 4**  
**INTERMEDIATE**  

This intermediate workshop presents practice and advocacy strategies to support BIPOC (Black, Indigenous, and people of color) trans and nonbinary (TNB) liberation both within and outside of psychological settings. Participants learn how to distinguish between affirmative and liberatory approaches to BIPOC TNB liberation and how to use decolonization approaches and liberatory tenets, practice, skills, and interventions. The presenters draw from the wisdom and long history of BIPOC TNB scholars and activists, as well as from current empirically based studies. Using popular education techniques and case studies, participants learn how to collaboratively support BIPOC TNB liberation in the “real” world.

Anneliese Singh, PhD, and Tochukwu Awachie, BA, Tulane University; Rebekah Ingram Estevez, PhD, University of Georgia
308
A COMMUNITARIAN APPROACH TO TRAINING: SUPPORTING TRAINEES WITH COMPETENCE ISSUES

CE CREDITS 4
INTERMEDIATE ••

Working with trainees with competence problems is a central part of the trainer experience that can cause confusion, stress, and anxiety for all. Much of this stress may flow from traditional, hierarchical, individualistic training paradigms. Communitarian models are emerging that support multiculturally competent and socially just training practices for trainers and trainees alike. This intermediate workshop provides practical knowledge to help trainers balance their goal to create inclusive, safe training environments and their role as gatekeepers for the profession. Participants learn best practices for supporting students with competence problems and explore new ideas about trainee confidentiality and implementing a communitarian program.

Rebecca Schwartz-Mette, PhD, University of Maine; Nancy Elman, PhD, University of Pittsburgh; Linda Forrest, PhD, University of Oregon; Evelyn Hunter, PhD, Auburn University

309
FAMILY LEAVE AND COVERAGE: PREPARING YOUR PRACTICE FOR CLINICIAN TRANSITIONS

CE CREDITS 4
INTRODUCTORY •

When clinicians temporarily leave their practices to care for a child, other family members, or themselves, colleagues often provide coverage. This introductory workshop presents a comprehensive model for transitioning a clinical practice for a leave, explores the interpersonal experiences of clinicians who provide coverage, and discusses how a temporary shift in therapist may enhance conceptualization and promote client growth. Clinical examples based on the participants’ experiences illustrate clinical decision-making. Participants learn to critically consider personal and client factors that will impact a leave and how to execute an ethical leave of absence.

Marla Vannucci, PhD, Christine E. Reh, PsyD, Mandi Ginsburg, PsyD, and Monica Holliday, PsyD, Marla Vannucci, PhD & Associates, PLLC, Chicago, IL

310
NARRATIVE THERAPY: POSTSTRUCTURAL THEORY, CLINICAL APPLICATIONS, AND HUMANE PRACTICES

CE CREDITS 4
INTERMEDIATE ••

This intermediate workshop explores narrative therapy (NT) as developed by Michael White and Stephen Gaddis and presents emerging evidence-based research on its clinical applications. The presenter discusses NT’s theoretical worldview and compares it to other treatment modalities. Participants engage with NT’s therapeutic practices (e.g., externalizing, reauthoring, and re-membering conversations), especially as they relate to clinical populations. Connections are made to contextual, cultural, and ethical elements of NT practices to clarify NT’s approach to treating patients humanely as unique persons.

Michael Mookie Manalili, MSW, Boston College
311  
**ANOTHER KIND OF LONG COVID: THE PSYCHOSOCIAL IMPACT OF COVID-19 ON NEUROPSYCHOLOGICAL DEVELOPMENT**

The COVID-19 pandemic caused widespread and sustained psychosocial disruption for children and adolescents. This introductory workshop reviews youth mental health and learning during the pandemic, focusing on developmental implications. The presenters discuss the impact of sudden and prolonged educational disruption on cognitive, academic, social, and emotional development. They also consider the impact of reduced access to interventions, especially on early identification and treatment of emerging concerns in marginalized youth. These factors have influenced and altered the developmental trajectory of this generation in a lasting way that needs to be considered in assessment, intervention, and in designing supports, now and in the future.

*Mary Colvin, PhD, Massachusetts General Hospital; Jennifer Reesman, PhD, The Chesapeake Center, Bethesda, MD; Tannahill Glen, PsyD, Independent Practice, Jacksonville, FL*

312  
**ETHICAL CONTENT CREATION IN DIGITAL SPACES: TWITCH, YOUTUBE, AND TIKTOK**

This intermediate workshop addresses the growing number of mental health professionals who are—or are becoming—content creators in digital spaces and the ethical conflicts and considerations of taking on this role. The workshop focuses on three major content creation spaces (Twitch, YouTube, and TikTok) as vehicles for psychoeducation dissemination, the benefits of using these platforms, and the ethical minefield mental health providers must navigate while participating in these spaces. Public speaking and media ethics are reviewed and expanded upon to accommodate these new media forms, and recommendations and examples of documentation (i.e., media policy for existing/former clients) are included.

*Kelli Dunlap, PsyD, Pixel Perfect Psychotherapy, Whitesboro, NY; Ashley Elliott, PsyD, Dr. Vivid, Washington, DC*

313  
**IMPLICIT BIAS: REDUCING CLINICIANS’ IMPLICIT PREJUDICES AND IMPLICIT STEREOTYPES IN CLINICAL PRACTICE**

This introductory workshop aims to enhance clinicians’ knowledge, skills, and abilities concerning implicit bias in clinical practice. Participants engage in exercises to explore and identify their implicit biases, consider the resulting impact in their clinical practice, and learn and role-play strategies to implement culturally informed practices that reduce the impact of implicit bias. The workshop includes lecture, case studies, and role-play using evidence-based strategies and application of culturally sensitive frameworks to reduce the impact of clinician implicit bias.

*Lori Woehler, PsyD, Independent Practice, Olympia, WA; Abigail Martin, PsyD, Boston University*
TOPAMAX: THE SILENT MEDICATION-ASSISTED TREATMENT

The United States continues to be in the throes of an opioid epidemic, and the number of people who have developed a substance use disorder continues to increase. This introductory workshop explores the use and helpfulness of topiramate (Topamax®) in treating Black clients with cocaine use disorder. The presenter discusses disparities in the rate of medication-assisted treatment of Black and White clients with opioid use disorders, microaggressions in treatment, and common misperceptions about Black clients with cocaine use disorder. Participants learn how counselors can better serve Black clients with cocaine use disorder and assist in their recovery.

Holly Sawyer, PhD, Drexel University
Until very recently, cognitive rehabilitation for dementia was considered a waste of resources given that most dementias cause progressive declines. The social and economic impact of dementia among the baby boomer generation, however, makes early identification and treatment, including cognitive rehabilitation, a growing necessity. Psychologists in clinical practice are uniquely positioned to identify early-stage cognitive decline and aid in implementing known treatment recommendations. In this introductory workshop, participants gain hands-on experience in administering evidence-based screening and cognitive rehabilitation tools that are easy to implement in the psychotherapy setting, helping clients’ efforts to slow cognitive decline and maintain independence.

Sherrie All, PhD, Centers for Cognitive Wellness, Chicago, IL
CULTURALLY COMPETENT CARE WITH BLACK WOMEN

This intermediate workshop presents research, case studies, and clinical support to further mental health practitioners’ awareness, understanding, and ability to provide culturally competent mental health care to Black women. The workshop explores historical and current sociocultural factors that impact Black women’s identities and experiences. It provides participants with skills for developing cultural case conceptualizations and discusses cultural nuances in recognizing and treating depression and anxiety symptoms. Participants are provided with interventions to use in working with multiracial Black women and treating identity-based trauma.

Kimber Shelton, PhD, Independent Practice, Mansfield, TX; Michelle Lyn, PhD, Oglethorpe University; Jasmine Winbush, PsyD, Independent Practice, Mableton, GA; Courtney Williams, PhD, Vanderbilt University; Natalie Malone, MS, University of Kentucky

ENHANCING YOUR PSYCHOTHERAPY PRACTICE WITH INSIGHTS FROM COGNITIVE SCIENCE RESEARCH

In this intermediate workshop, evidence-based cognitive science constructs and processes are reviewed and related to psychotherapy practice. Consistent with a clinical science model of practice is the assumption that increased relevant, evidence-based psychological knowledge should enhance therapy practice. After briefly reviewing salient therapy processes, the presenter discusses evidence-based cognitive science constructs and processes (e.g., attention, judgment, heuristics, bias, dual processing) in detail. Case examples illustrate how these constructs and processes are applied in therapy, and role-playing helps participants realize how these constructs function in practice.

Bruce Liese, PhD, University of Kansas Medical Center

ETHICS, TEST STANDARDS, AND TEST INTERPRETATION: MEASUREMENT MATTERS

This intermediate workshop explores the application of professional ethics and test standards that impact test interpretation. A particular focus is on applying measurement principles (reliability, validity, utility, norms) to tests and assessment methods used in psychological assessment. Ethical standards and scientific principles foundational to test interpretation are discussed, as well as specific research methods for empirically supported (evidence-based) interpretation practices for tests of intelligence, psychopathology, achievement, and other measures. Participants learn to critically evaluate test manuals, interpretation guides, the Mental Measurements Yearbook, and the extant literature. Application of this content helps participants provide more ethical and evidence-based assessment practices.

Gary Canivez, PhD, Eastern Illinois University

Enroll early—space is limited!

CONVENTION.APA.ORG/CE

See p. 32 for enrollment details.
HARM-REDUCTION TREATMENT FOR SUBSTANCE USE DISORDERS: MEETING PEOPLE WHERE THEY’RE AT

The term harm reduction refers to a set of pragmatic and compassionate strategies that aim to reduce substance-related harm and improve quality of life for people who use substances and for their communities—without requiring abstinence or reduction in use. Harm reduction can refer to interventions and approaches applied at the policy, population, community, or individual level. In this introductory workshop, participants learn how to apply harm reduction in the individual psychotherapeutic context through an efficacious and client-driven approach in which therapists engage a harm-reduction mindset, heart-set, and concrete therapeutic components.

Seema Clifasefi, PhD, University of Washington; Susan Collins, PhD, Washington State University

NOT ALL THAT BLOWS UP IS BIPOLAR (BUT SOME OF IT IS): LATEST PRACTICE UPDATE AND BEST FREE TOOLS

Mood disorders and suicide are increasing, especially in teens and young adults. There has been an explosion of research in the last 10 years, and new versions of the DSM and ICD have appeared. Should any of this change how we practice? The presenter uses a set of clinical cases to illustrate points of controversy and make practical recommendations. The focus of this intermediate workshop is on clinical implications, practical evidence-based tools, techniques to clarify differential diagnosis, and effective treatment options. Participants learn how to improve assessment and treatment using free yet high-quality resources, including more than 200 webpages with PDFs of measures and free automated scoring for more than 70.

Eric Youngstrom, PhD, University of North Carolina at Chapel Hill

Morning Half-Day Workshops  8:00–11:50 a.m.

COMPREHENSIVE DIAGNOSTIC EVALUATIONS FOR AUTISM SPECTRUM DISORDERS

Autism spectrum disorder (ASD) impacts multiple areas of functioning, demanding a multidisciplinary approach to conceptualization, diagnosis, and intervention. With the prevalence of ASD on the rise, clinicians need to learn about the nature and course of ASD, how specific disciplines can contribute to identification and care, and the impact of sociocultural factors on effective detection. This introductory workshop helps practitioners identify, assess, and diagnose symptoms of ASD—from infancy through adulthood—using a comprehensive developmental approach to evaluation that focuses on state-of-the-art measures and standards of best practice in the field. Translating assessment results into recommendations for treatment and intervention is discussed.

Celine Saulnier, PhD, Neurodevelopmental Assessment and Consulting Services, Decatur, GA
408
THE MINDFUL WAY OF DOING WHAT MATTERS: CLARIFYING CLIENTS’ VALUES AND PROMOTING VALUES-BASED ACTIONS

CE CREDITS 4
INTERMEDIATE •

Clinicians often wonder how to help clients recognize what matters to them and increase their engagement in their lives. This intermediate workshop illustrates the values clarification and values-based actions component of acceptance-based behavioral therapy, an evidence-based treatment that incorporates mindfulness and elements of acceptance and commitment therapy to target generalized anxiety and related disorders. Participants learn how to develop an acceptance-based behavioral conceptualization; help clients clarify what matters to them, including addressing common barriers to this process; and facilitate engagement in values-based actions, including addressing internal and external barriers to meaningful actions.

Lizabeth Roemer, PhD, University of Massachusetts Boston; Susan Orsillo, PhD, American Psychological Association, Washington, DC

409
OVERVIEW OF ATTACHMENT-BASED FAMILY THERAPY

CE CREDITS 4
INTRODUCTORY •

This introductory workshop reviews the theory, research, and clinical strategies regarding attachment-based family therapy (ABFT). ABFT is a manualized, empirically supported family therapy designed to target family and individual processes associated with adolescent depression and suicide. Tested with diverse families, including low-income and minority families, ABFT is a trust-based, emotion-focused, process-oriented brief therapy. The model is organized by five treatment tasks that provide directionality. Participants learn how this model helps families repair interpersonal ruptures that have damaged trust and rebuild emotionally protective, secure parent-child relationships.

Guy Diamond, PhD, Drexel University

410
UNMASK THE SECRETS OF NIH FUNDING: YOUR COMPLETE GUIDE TO SUCCESSFUL RESEARCH GRANT APPLICATIONS

CE CREDITS 4
INTRODUCTORY •

This introductory workshop presents a comprehensive guide for developing, preparing, writing, and submitting applications for National Institutes of Health (NIH) research and career development funding support that can yield the highest likelihood of success. Key elements of the application process are identified, from developing a fundable scientific question to fulfilling federal requirements for conducting ethical and humane research. Particular attention is paid to identifying specific elements that can strengthen or weaken a prospective application; understanding the specific roles NIH staff play in assisting applicants; and engaging productively with both NIH staff and local institutional colleagues throughout the process.

Harold Perl, PhD, Independent Practice, Arroyo Seco, NM
Afternoon Half-Day Workshops 1:00–4:50 p.m.

411  
**BODY-FOCUSED REPETITIVE BEHAVIORS: ADVANCE EVIDENCE-BASED PRACTICES**

Body-focused repetitive behaviors (BFRBs) are repetitive self-grooming behaviors, such as trichotillomania (hair pulling) and excoriation disorder (skin picking), that fall within the scope of obsessive-compulsive and related disorders. Although BFRBs are common, affecting as many as 1 in 20 individuals, accessing accurate information and evidence-based treatment resources can be challenging. This introductory workshop provides an overview of BFRBs, including the phenomenology of the behaviors, their self-reinforcing nature, resources for client and clinician support, and current trends in evidence-based treatment, as well as an introduction to integrative behavioral therapy for BFRBs.

*Marla Deibler, PsyD, The Center for Emotional Health of Greater Philadelphia, PA; Renae Reinardy, PsyD, Lakeside Center for Behavioral Change, Fargo, ND*

412  
**THE CHATBOT CANNOT REPLACE YOU: USING DIGITAL TECHNOLOGIES TO EXPAND YOUR POSITIVE IMPACT ON MENTAL HEALTH**

Are you wary of the role of technology in mental health, or excited about technology’s potential but not sure where to start? This introductory workshop is for you. The presenter reviews types of digital mental health interventions, explores how these interventions mitigate barriers to service, evaluates data on their utility, and examines the rapidly growing developments in cultural adaptation. Using their own smartphones, participants engage in hands-on exploration to identify apps for specific people or problems. Although the presenter has conducted research on digital technologies for anxiety for 20+ years, she does not consider herself “a technology person.”

*Page Anderson, PhD, Georgia State University*

413  
**A MINDFULNESS-BASED APPROACH TO PERSONAL AND PROFESSIONAL SELF-CARE AND THE PREVENTION OF BURNOUT**

This introductory workshop presents an empirically supported and mindfulness-based approach to self-care. Designed to prevent burnout and support professional and personal well-being, mindful self-care addresses sustainable ways to be of service to oneself and others. Instruction includes review of and practice in mindful self-care assessment and mindfulness practice, and creation of a mindful self-care plan. The presenters also include a step-by-step guide to formulating a value-based mission. The mindful self-care process can be used personally as well as with clients and students. Research across a range of helping professions is provided to illustrate key points.

*Catherine Cook-Cottone, PhD, and Wendy Guyker, PhD, University at Buffalo-State University of New York*
SUICIDE AWARENESS: UPDATED INFORMATION ON PREVENTION, ASSESSMENT, AND POSTVENTION IN THE SCHOOLS

This intermediate workshop provides critical updated information on suicide awareness in the school setting. Participants review the four evidence-based components of an effective school-based suicide risk assessment, with an opportunity to practice interviewing skills related to each of these components. Integrated in this process is updated information about risk and protective factors that have emerged during the COVID-19 pandemic, as well as unique methods of addressing the experiences of the most vulnerable student populations, including LGBT+ and Black youth. Strategies for shifting risk assessment results into proactive supports and providing postvention support following a suicide are also included.

Paula McCall, PhD, Next Step Psychology, Chandler, AZ
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FOR FULL DESCRIPTIONS AND TO ENROLL: CONVENTION.APA.ORG/CE
CE Workshop Details

CE Workshops will be offered exclusively in person in Washington, DC, and will not be available virtually.

Health and Safety Information
The health and safety of our in-person APA 2023 participants remains our highest priority. To that end, APA seeks to minimize the risk of infection exposure, specifically COVID-19 and its variants, by establishing health and safety protocols. APA requires each individual planning to attend the in-person Convention to agree to comply with the Health and Safety Protocols and the Waiver of Liability.

LEARN MORE
CONVENTION.APA.ORG/ATTEND/HEALTH-AND-SAFETY-PROTOCOLS

Enrollment Dates and Fees
CE Workshops are designed for professional psychologists.* CE credits are included in workshop fees.

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<th>MEMBERS</th>
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<td></td>
<td>EARLY BIRD</td>
<td>ADVANCE</td>
<td>REGULAR</td>
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<td>4/25-5/31</td>
<td>6/1-6/30</td>
<td>7/1-8/5</td>
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<td>HALF-DAY</td>
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<td>(4 hours)</td>
<td>$140</td>
<td>$175</td>
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<td>FULL-DAY</td>
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<tr>
<td>(7 hours)</td>
<td>$235</td>
<td>$295</td>
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|                  | NONMEMBERS    |              |              |
|                  | EARLY BIRD    | ADVANCE      | REGULAR      |
|                  | 4/25-5/31     | 6/1-6/30     | 7/1-8/5      |
| HALF-DAY         |               |              |              |
| (4 hours)        | $170          | $215         | $250         |
| FULL-DAY         |               |              |              |
| (7 hours)        | $275          | $355         | $425         |

*Students may enroll, but the same pricing and refund policy apply. There is no discounted price for students.

Enrollment
Enrollments are accepted on a first-come, first-served basis. All workshops have space limitations; many reach capacity long before the enrollment deadline. Early enrollment is strongly encouraged. Each participant must purchase enrollment to attend the workshop. Workshop space is limited to paid participants.

If you purchased a family member badge to attend convention activities, CE Workshops (4- and 7-hours) are not included in this benefit. Family members are NOT permitted to attend CE Workshops (4- and 7-hours) held at the Renaissance Washington, DC Downtown Hotel without purchasing enrollment.

ENROLL ONLINE
CONVENTION.APA.ORG/CE

Enrollment is confirmed immediately. Take advantage of this quick and easy enrollment option by using your credit card.

Online enrollment deadline: August 1.

Enrollment will not be taken over the phone or by mail. If you need assistance completing your online enrollment, contact cpe@apa.org.

NOTE: Advance enrollment fees effective June 1. Regular enrollment fees effective July 1.

If First Choice Is Full?
Join the Wait List via the online registration platform. You will be contacted if space becomes available.

Workshop space limitations are controlled by the APA CEP Office; please do not contact the workshop presenter regarding space limitations.

On-Site Enrollment:
Locations, Dates, and Times

WALTER E. WASHINGTON CONVENTION CENTER
ONE DAY ONLY!
801 Mt. Vernon Place, NW, Washington, DC 20001
Wednesday, August 2
3:00 – 8:00 p.m.

RENAISSANCE WASHINGTON, DC DOWNTOWN HOTEL
999 Ninth Street, NW, Washington, DC 20001
Wednesday, August 2 – Saturday, August 5
7:00 a.m. – 4:00 p.m.
Earning CE Credit

CE credits are included in the workshop fee. Full attendance at the workshop is required to receive CE credit. No partial credit is awarded; late arrival or early departure will preclude awarding CE credits.

Participants will scan into the workshop at the beginning and scan out of the workshop when it concludes. Participants will claim CE credit online; they will not receive a hardcopy evaluation or paper CE certificate.

Participants will complete the CE course evaluation via the APA 2023 mobile app or the online convention platform. Participants will download their CE certificate once they have finished earning credit at APA 2023. Participants will receive detailed instructions about how to claim their credit via email prior to the convention.

Refund Policy

Requests for refunds must be sent via email to cpe@apa.org by the dates noted below.

- By June 30: Full refund
- By July 31: 75% refund per workshop
- By August 5: 50% refund per workshop
- After August 5: No refund will be issued

CE Workshop Cancellation Policy

The APA CEP Office reserves the right to cancel a workshop due to insufficient enrollment (seven or fewer enrollees). If the CEP Office cancels a workshop, enrollees will be notified immediately and will receive a full refund.

APA reserves the right to cancel, alter, or reschedule the convention for any reason, including because APA determines in its sole discretion that the convention cannot be held as planned. APA also reserves the right to close registration when tickets are sold out or if local mandates impose restrictions. If the convention is canceled, workshop enrollees will be notified immediately and will receive a full refund.

Accommodations

Persons with disabilities who require special accommodations while attending CE workshops should contact the CEP Office (cpe@apa.org) by July 7.

Convention Registration and Lodging

APA 2023 registration is NOT required to enroll in a CE workshop; however, we encourage you to register for the convention to attend convention sessions (one and two hours in length) and visit the APA Solutions Center. The CEP Office does not arrange hotel accommodations. Please visit the APA 2023 website (convention.apa.org) for registration information and hotel reservations.

Continuing Education Approval Statement

All Continuing Education (CE) Workshops are sponsored by the APA Continuing Education Committee (CEC). They have been reviewed and approved by the APA CEC to offer CE credits for psychologists. The APA CEC maintains responsibility for the content of the programs.

The American Psychological Association is recognized by the New York State Education Department’s (NYSED) State Board for Psychology as an approved provider of continuing education for licensed psychologists #PSY-0100.

CONTACT US

For questions about the CE Workshops, contact cpe@apa.org.