A supplement to the APA Monitor on Psychology

San Francisco, CA
August 9–12

Continuing Education Workshops

ENROLL ONLINE APA.ORG/CONVENTION/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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All Continuing Education (CE) programs in this document have been reviewed and approved by the APA Continuing Education Committee (CEC) to offer CE credits for psychologists. The APA CEC maintains responsibility for the content of the programs.
Dear Colleagues:

We hope you are planning to connect with thousands of your colleagues at the APA convention in San Francisco, the premiere learning and networking event for psychologists and students. Take advantage of all APA has to offer—including a broad range of continuing education programs.

Together with the APA Continuing Education Committee, the APA Office of Continuing Education in Psychology is pleased to present an outstanding lineup of workshops this year, including four preconvention workshops on Wednesday, August 8 (see pages 9–10), and 65 half- or full-day workshops Thursday through Sunday, August 9–12 (see pages 12–40).

Please join us for our 10th Annual Distinguished Workshop Series, *Digital Tools to Expand, Deepen, and Improve the Psychologist’s Work: A Hands-On Guide*, on Friday evening, August 10, from 6:00 to 8:50 p.m., presented by Joseph Bankman, PhD, JD; Rachael E. Flatt, BS; Elsa E. Rojas-Ashe, PhD; Josef I. Ruzek, PhD; Shiri Sadeh-Sharvit, PhD; and C. Barr Taylor, MD (see page 27 for more details). Hors d’oeuvres and light refreshments will be served before the workshop.

All CE workshops will be held at the Hilton San Francisco Union Square 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. We look forward to seeing you at this year’s convention.

Sincerely,

Greg Neimeyer, PhD

Associate Executive Director, Education Directorate
Office of Continuing Education and Professional Development
CE Workshops at a glance

WEDNESDAY, AUGUST 8

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

- 002 Ethics and Law for the Practicing Psychologist
- 003 Psychosocial Issues in Palliative and End-of-Life Care: Considerations for Psychologists

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

- 001 Tricking Coyote: Cutting-Edge Strategies for Harnessing Motivation and Achieving Goals

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

- 004 Incorporating Appetite Awareness Training Into Interventions for Eating Concerns

THURSDAY, AUGUST 9

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

- 107 Acceptance and Change in Couple Therapy: Integrative Behavioral Couple Therapy
- 108 Acquired Brain Injury: A Clinical Primer for Psychologists
- 109 Applying Theory and Research to Understanding and Working With Multiracial Youth and Their Families
- 110 Cognitive Behavioral Therapy for Substance Use Disorders and Addictions: An Experiential Workshop
- 111 Preemployment Screening for High-Risk Professions: Techniques, Ethics, and Legal Standards
- 112 Transference-Focused Psychotherapy for Personality Disorders: Evidence-Based Dynamic Therapy
- 113 Using Science to Select Assessment Tools

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

- 101 Culturally Adapting CBT for Asian Americans: An Evidence-Based Approach
- 102 Deliberate Practice and the Expertise-Development Model of Supervision and Consultation
- 103 Fifty Shades of Grey in Therapy: Working With BDSM/Kink Sexualities and Communities
- 104 Introduction to Multiple Imputation for Psychological Research
- 105 The Psychologist’s Role in Postpartum Psychosis: From Recognition, to Treatment, to Legal Advocacy
- 106 Treating Practical Executive Function Deficits in Children With ADHD: Organizational Skills Training
FRIDAY, AUGUST 10

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

114 An Indigenous Perspective on the APA Ethics Code
115 Dazed and Confused? Finding Your Way When CBT With Youth Doesn’t Work Like a Textbook
116 Empirically Supported Psychotherapy for Persistent Depressive Disorder With Trauma History: CBASP
117 Resilience for Trauma and Violence Researchers: Protecting Ourselves From Secondary Traumatic Stress
118 Spiritual Practices in Psychotherapy: Thirteen Tools for Enhancing Psychological Health
119 Working With Trainees With Competence Problems: Ethical, Legal, and Multicultural Considerations

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

124 Building a Successful, Ethically Responsible Independent Practice
125 Clinical and Person-Centered Perspectives on Dementia Assessment and Care
126 Criminal Law and Mental Illness
127 Crisis Response Planning for Suicidal Patients
128 Ethics, Test Standards, and Test Interpretation: Measurement Matters
129 Evidence-Based Interventions for First-Episode Psychosis: RAISE-ETP and Beyond
130 Routine Outcome Monitoring Using the OQ®-Analyst to Enhance Client Outcome
131 Treating the Chronic Pain Triad: Chronic Pain, Insomnia, and Depression/Anxiety
132 What Every Psychologist Needs to Know About the Effects of Media on the Health of Children and Adolescents

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

120 Building Better Men: Reducing Violence and Increasing Prosocial Behavior in the American Male
121 Dysfunctional Anger in Men and Women: Assessment and Treatment
122 Ethical Dilemmas: Strategies for Clarifying Ethical Conflicts and Generating Options for Resolution
123 Minimizing Opioid Use by Optimizing Pain Psychology
FRIDAY, AUGUST 10

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

133 CBT for the Difficult-to-Treat Depressed Client

134 Clinical Practice With Transgender and Gender-Diverse Clients in Rural and Small-Town Settings

135 Hands-On Skills for Using Apps and Online Programs for Veterans With PTSD and Related Issues

136 Unlock the Mysteries of NIH Funding: A Comprehensive Guide to Successful Research Grant Applications

Evening Workshop
6:00–8:50 p.m.

DWS001 Digital Tools to Expand, Deepen, and Improve the Psychologist’s Work: A Hands-On Guide

SATURDAY, AUGUST 11

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

141 Advances in Primary Care Behavioral Health: Lessons Learned From 20 Years of Implementation

142 Attachment-Based Family Therapy

143 Clinical Supervision: Ethics and Skills for Enhanced Competence in Multicultural Practice

144 Designing and Conducting Qualitative Research Studies With Methodological Integrity

145 Evidence-Based Treatment of Borderline Personality Disorder: Clinical and Ethical Considerations

146 Forensic Evaluation of Trauma and Emotional Injury: Techniques, Ethics, and Legal Standards

147 Psychological Assessment Report Writing: Producing Meaningful Reports

148 Suicide Assessment and Intervention Training for Mental Health Professionals

149 Using Brief Standardized Measures in Clinical Practice: The Why, What, and How of Routine Screening

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

137 Fostering Positive Mental Health Outcomes for Immigrant Youth in Schools and the Community

138 Joyful and Sustainable Professional Practice: The Ethics of Self-Care and Colleague Care

139 Research and Practice With Consensually Nonmonogamous People: Polyamory in Therapy

140 Virtual Reality Therapy: Using Virtual Reality With Anxiety and Other Disorders
**2018 APA CONVENTION**

**SUNDAY, AUGUST 12**

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

150 A Grammar of Power in Psychotherapy: Exploring the Dynamics of Privilege

151 Goal-Focused Positive Psychotherapy: A Comprehensive Strengths-Based Approach

152 Make the Most of the e-Therapy Revolution: Using Computerized CBT to Enhance Therapeutic Impact

153 Mild Neurocognitive Disorders: Improving Detection, Diagnosis, and Early Interventions

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

160 Acceptance-Based Approaches for Obesity and Weight-Related Distress

161 ADA and APA’s Diabetes Education Program for Mental Health Providers

162 Holistic Interventions and Integrative Care for Clients With Chronic Illness and Disability

163 Inventing Solutions for a Better Life: A Problem-Solving Intervention for People With Brain Injuries

164 Understanding and Working With People From Arab and Middle Eastern Backgrounds

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

154 Conducting Ethical Sexual Health Histories: Addressing Bias and Increasing Comfort of Practitioners

155 Managing Ethical Dilemmas and Complex Relationships in Police and Public Safety Psychology Settings

156 Photovoice: A Promising Methodology to Enhance Psychological Research and Clinical Practice

157 Screening, Brief Intervention, and Referral to Treatment: Clinical Practice Applications

158 Understanding and Treating Work-Based Issues in Psychotherapy

159 What to Do When Therapy Isn’t Working: A Transdiagnostic Model for Improving Treatment Outcomes

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All 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.
CE Workshop Information

Why Attend CE Workshops?

› Choose from more than 65 outstanding in-depth workshops offered on a wide range of topics, including addictive behaviors, anxiety, depression, disabilities, ethics, and psychotherapy treatment, among many others.
› Earn CE credit by attending half- and full-day workshops.
› Add to your lifelong learning and professional development.
› Broaden your professional network.
› Meet well-known psychological experts in your specialty area.

Workshop Fees

CE workshops are targeted for professional psychologists.*
CE credits are included in workshop fees.

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*Students may enroll, but the same pricing and refund policy apply; there is no discounted price for students.
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 activity will provide information at a level beyond the basic knowledge of the topic.

♦♦♦ ADVANCED
To participate fully, you must have a substantial working knowledge or skill level in the specific content area. Generally, you currently use the knowledge or skill in your job. At this level, advanced techniques or knowledge is offered to refine and expand current expertise.

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.
AUGUST 8
PRECONVENTION

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

002
ETHICS AND LAW FOR THE PRACTICING PSYCHOLOGIST

This vignette-based intermediate workshop addresses ethical decision making; the relationship between ethical, clinical, legal, and risk-management decision making; and ways to minimize exposure to ethical liability. The workshop views the APA Ethics Code as a tool to aid in resolving complex ethical dilemmas through a process of ethical reasoning rather than as a “laundry” list of ethical requirements and prohibitions. The focus is on ethical standards relevant to clinical practice, including emerging areas of practice especially likely to reflect or interact with law and regulations.

Robert T. Kinscherff, PhD, JD, William James College; Reneau Kennedy, EdD, Independent Practice, Honolulu, HI

003
PSYCHOSOCIAL ISSUES IN PALLIATIVE AND END-OF-LIFE CARE: CONSIDERATIONS FOR PSYCHOLOGISTS

Workshop 003 is cosponsored by the APA Committee on Aging.

This intermediate workshop provides an overview of issues common to individuals living with advanced serious illness or at the end of life. The presenters review foundational knowledge and skill competency domains relevant to practice with this population and their care partners. Participants learn specific approaches to assessment and intervention, as well as goals of care conversations, advance care planning, and interprofessional practice.

Julia E. Kasl-Godley, PhD, Memory Check Psychological Services PC, Los Angeles, CA; Veronica L. Shead, PhD, Veterans Affairs St. Louis Health Care System, St. Louis, MO; Maureen E. Lyon, PhD, Children’s National Medical Center, Washington, DC; Rebecca S. Allen, PhD, University of Alabama
Morning Half-Day Workshop  8:00–11:50 a.m.

001  
**TRICKING COYOTE: CUTTING-EDGE STRATEGIES FOR HARNESSING MOTIVATION AND ACHIEVING GOALS**

Workshop 001 is cosponsored by Division 12, Society of Clinical Psychology.

CE CREDITS  4  
ENROLLMENT LIMIT  50  
INTERMEDIATE  ++  
NEW

After clarifying values and stating intentions, what are ways to help your clients, employees, or patients get to, complete, and maintain behavioral change? This intermediate workshop focuses on translating advances in motivational research into stepwise interventions to enhance and maintain motivation, taking into account both strategic and habitual processing (your dual nature). Motivational interventions are presented from a transdiagnostic perspective, so that no matter whether your clients are focusing on weight loss, reducing procrastination/avoidance, completing behavioral assignments, managing employees, or maintaining healthy behaviors, this workshop will be of value.

*Michael W. Otto, PhD, Boston University*

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

004  
**INCORPORATING APPETITE AWARENESS TRAINING INTO INTERVENTIONS FOR EATING CONCERNS**

Workshop 004 is cosponsored by Division 12, Society of Clinical Psychology.

CE CREDITS  4  
ENROLLMENT LIMIT  50  
INTERMEDIATE  ++  
NEW

Appetite Awareness Training (AAT) is a cognitive behavioral intervention designed to restore a more natural feeling of control over eating. AAT uses self-monitoring to train individuals to use internal cues of moderate hunger and fullness to regulate eating rather than respond primarily to unhelpful cues. AAT discourages “getting too hungry” as well as “getting too full” to normalize amounts eaten before targeting food type. This intermediate workshop discusses the application of AAT to a range of disordered eating issues and to weight management, as well as the use of the Mindful Eating Coach app. Participants will receive the children’s book *Training Your Inner Pup to Eat Well*.

*Linda A. Croighead, PhD, Emory University*
107  **ACCEPTANCE AND CHANGE IN COUPLE THERAPY: INTEGRATIVE BEHAVIORAL COUPLE THERAPY**

This intermediate workshop provides an overview of integrative behavioral couple therapy (IBCT), an evidence-based treatment for couples developed and tested with federal grant support. The presenter—the co-developer of IBCT—will lecture, show video clips, and lead exercises in which small groups of three (a therapist and couple) role play IBCT strategies. IBCT has been adopted by the U.S. Department of Veterans Affairs as one of its evidence-based treatments, and the Administration for Children and Families is funding a study examining the efficacy of an IBCT-based online program for low-income couples.

*Andrew Christensen, PhD, University of California–Los Angeles*

108  **ACQUIRED BRAIN INJURY: A CLINICAL PRIMER FOR PSYCHOLOGISTS**

This introductory, clinically oriented workshop is ideal for psychologists who desire an understanding of the fundamentals of acquired brain injury, including (but not limited to) traumatic brain injury (TBI), stroke, brain tumor, neuroinfection, toxic exposure, hypoxia/anoxia, and electrical injury. Psychologists in hospital and outpatient clinic settings will benefit from this overview of acquired brain injuries beyond TBI for patients and their caregivers. Those in nonmedical settings who are unfamiliar with such injuries will gain new perspective on how these conditions affect the biopsychosocial sequelae of patients and their caregivers.

*Dong Y. Han, PsyD, University of Kentucky*

109  **APPLYING THEORY AND RESEARCH TO UNDERSTANDING AND WORKING WITH MULTIRACIAL YOUTH AND THEIR FAMILIES**

This introductory workshop describes multiracial youth and uses ecological theories to frame developmental issues. Drawing on research, the presenter discusses salient racial identity matters, identifies individual characteristics and environmental influences that predict how multiracial youth identify, and explains the consequences of racial identity choices for their social-emotional adjustment. The workshop helps participants develop interview questions, compile a list of best practices, and recommend strategies to support multiracial youth, their parents, and teachers.

*Annamaria Csizmadia, PhD, University of Connecticut*
110
COGNITIVE BEHAVIORAL THERAPY FOR SUBSTANCE USE DISORDERS AND ADDICTIONS:
AN EXPERIENTIAL WORKSHOP

CE CREDITS 7
ENROLLMENT LIMIT 30
INTERMEDIATE ++

This intermediate workshop is an opportunity for practicing psychologists (both generalists and addiction specialists) to explore the latest developments in cognitive behavioral therapy (CBT) for diverse addictive and problematic habitual behaviors, including drug and alcohol misuse, problem gambling, shopping, sex, Internet gaming, and binge eating. The focus is on five essential components of individual and group CBT: structure, collaboration, case conceptualization, psychoeducation, and techniques. The workshop includes lively activities, including case presentations, discussions, critiques of recorded CBT sessions, demonstrations, and role playing.

*Bruce S. Liese, PhD, University of Kansas Medical Center*

111
PREEMPLOYMENT SCREENING FOR HIGH-RISK PROFESSIONS: TECHNIQUES, ETHICS, AND LEGAL STANDARDS

CE CREDITS 7
ENROLLMENT LIMIT 50
INTERMEDIATE ++

NEW

This intermediate workshop provides instruction on the state of the science for assessing personality and executive functioning for high-risk positions. Considerable time is spent discussing statutes, case law, and unique ethical issues that control the provision of these services. Special attention is paid to alerting participants of assessment procedures that are appropriate in general clinical or counseling settings but illegal when applied to prospective employees.

*Mark Zelig, PhD, Independent Practice, Cottonwood Heights, UT*

112
TRANSFERENCE-FOCUSED PSYCHOTHERAPY FOR PERSONALITY DISORDERS:
EVIDENCE-BASED DYNAMIC THERAPY

CE CREDITS 7
ENROLLMENT LIMIT 40
INTERMEDIATE ++

Personality disorders (PD) are prevalent and often debilitating disorders characterized by chronic emotionality, interpersonal problems, and multiple comorbidities and suicidality. Borderline PD (BPD) therapy is often marked by poor treatment adherence, chaotic service use, drop-out, and clinician burnout. This intermediate workshop focuses on one of several treatments (cognitive behavioral and psychodynamic) shown to have efficacy for BPD: transference-focused psychotherapy (TFP). Like other empirically supported treatments, TFP has been shown to reduce symptomatology; however, TFP has unique effects for remediating problems in personality functioning and identity and addresses PD comorbidities.

*Monica Carsky, PhD, Weill Cornell Medical College Personality Disorders Institute, New York, NY; Kenneth N. Levy, PhD, Penn State University Park*
Psychologists must be experts in using scientific evidence to select assessment tools; unfortunately, not all manuals emphasize the most important evidence. This introductory workshop involves minimal didactic instruction and maximum guided group work through rich case studies. Participants are given tools for approaching assessment selection decisions, training in applying the process in a systematic way, and enhanced knowledge of the ways the various pieces of evidence fit together and complement each other. When applying these skills to practice, participants can be confident in choosing the correct assessment tool for each specific decision, based on contextual variables.

Ryan J. Kettler, PhD, Rutgers the State University of New Jersey/Piscataway; Kelly A. Feeney-Kettler, PhD, FK and K Consulting, Basking Ridge, NJ
101
**Culturally Adapting CBT for Asian Americans: An Evidence-Based Approach**

**CE Credits**: 4  
**Enrollment Limit**: 40  
**Intermediate**: ++  
**New**

What are cultural adaptations? How can psychotherapy be culturally adapted in a clinically sound and evidence-based manner for Asian Americans? This intermediate workshop focuses on how culture influences mental health processes and identifies areas for cultural adaptation. Culturally adapted therapy is presented within the context of top-down and bottom-up frameworks. The presenter provides concrete examples from a culturally adapted treatment manual he developed and tested in a randomized controlled trial. The goal of this workshop is to gain both breadth and depth of understanding, as well to develop practical clinical tools to use with diverse populations.

*Wei-Chin Hwang, PhD, Claremont McKenna College*

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102
**Deliberate Practice and the Expertise-Development Model of Supervision and Consultation**

**CE Credits**: 4  
**Enrollment Limit**: 50  
**Introductory**: •  
**New**

This introductory workshop presents the expertise-development model of supervision and consultation and helps participants develop the skills to apply it in practice. This model aims to improve the effectiveness of clinical training through the use of “deliberate practice” (Ericsson & Pool, 2016), which is backed by decades of research in a wide range of other professions. Deliberate practice is transtheoretical and will work with all models of therapy as well as with therapists at all levels of experience. The workshop is highly experiential, and participants are provided many opportunities to try deliberate practice themselves.

*Rodney K. Goodyear, PhD, University of Redlands; Michael V. Ellis, PhD, University at Albany–State University of New York; Tony G. Rousmaniere, PsyD, University of Washington*

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103
**Fifty Shades of Grey in Therapy: Working with BDSM/Kink Sexualities and Communities**

**CE Credits**: 4  
**Enrollment Limit**: 30  
**Introductory**: •

This introductory workshop explores and addresses specific counseling issues that arise in the treatment of people who express kink/BDSM sexuality (bondage/discipline, dominance/submission, and sadomasochism, collectively labeled BDSM). About 23% of the U.S. population expresses this aspect of sexuality in terms of fantasy and 10% in behavior; hence the popularity of *Fifty Shades of Grey*. Clinical issues and an outline of cultural competency regarding this kind of sexuality are presented in lecture, case studies, and discussion.

*Richard A. Sprott, PhD, California State University–East Bay; Keely Kolmes, PsyD, Independent Practice, Oakland, CA; Ryan Witherspoon, MA, Alliant International University–Los Angeles*
104

**INTRODUCTION TO MULTIPLE IMPUTATION FOR PSYCHOLOGICAL RESEARCH**

**CE CREDITS** 4  
**ENROLLMENT LIMIT** 40  
**INTRODUCTORY**  

The past 20 years has seen an uptick in research on missing data problems, and sophisticated missing data routines are widely available in software. However, the adoption of these modern approaches is not uniform in psychology. This introductory workshop discusses the use of multiple imputation for psychological research. After introducing and describing imputation, the presenter addresses practical issues that researchers are likely to encounter in their research, including mixtures of categorical and continuous variables, item-level missing data in questionnaires, interactive effects, and multilevel data. Analysis examples illustrate imputation with popular software.

_Craig K. Enders, PhD, University of California–Los Angeles_

105

**THE PSYCHOLOGIST’S ROLE IN POSTPARTUM PSYCHOSIS: FROM RECOGNITION, TO TREATMENT, TO LEGAL ADVOCACY**

**CE CREDITS** 4  
**ENROLLMENT LIMIT** 25  
**INTERMEDIATE**  

This intermediate workshop presents an overview of symptoms, risk factors, and acute treatment of postpartum psychoses (PPP), the rarest and most serious type of perinatal mental health disorder. The unique challenges faced by PPP survivors and their families are described, and participants learn techniques for effectively partnering with PPP survivors and helping them in recovery. Legal challenges when crimes are committed and other complications are discussed, as well as strategies for working with PPP survivors concerning long-term recovery issues such as planning future childbearing.

_J. Jo Kim, PhD, and Richard K. Silver, MD, NorthShore University HealthSystem, Evanston, IL; Susan B. Feingold, PsyD, Independent Practice, Chicago, IL; Barry M. Lewis, JD, Law Office of Barry M. Lewis, Chicago, IL_

106

**TREATING PRACTICAL EXECUTIVE FUNCTION DEFICITS IN CHILDREN WITH ADHD: ORGANIZATIONAL SKILLS TRAINING**

**CE CREDITS** 4  
**ENROLLMENT LIMIT** 40  
**INTERMEDIATE**  

This intermediate workshop provides training in a specialized treatment for children with attention-deficit/hyperactivity disorder (ADHD) that addresses deficits in organization, time management, and planning (OTMP), found in 50% of diagnosed children. The treatment, developed and tested through systematic research, shows lasting improvements in home and school functioning. Participants learn about OTMP deficits, methods for evaluating such deficits, and how to provide an intervention tested in a large randomized controlled trial. Participants learn details of treatment sessions, observe demonstrations of treatments, and practice treatment in guided role plays. Translation from clinic to school settings is addressed.

_Richard Gallagher, PhD, New York University_
Afternoon Half-Day Workshops 1:00–4:50 p.m.

114  
AN INDIGENOUS PERSPECTIVE ON THE APA ETHICS CODE  
This intermediate session targets skill building in ethics and cultural competence. Presenters provide background information on the Society of Indian Psychologists’ (SIP) commentary on the APA Ethics Code and how the Ethics Code aligns—or does not align—with indigenous psychologists and Native lifeways and thoughtways. The workshop focuses on an engaging process of uncovering culture in ethics codes through vignettes and using this knowledge to increase ethical research and service provision with diverse populations. The workshop ends with a review of the main findings of the SIP commentary and how these findings parallel the workshop processes.  
Melissa Tehee, PhD, JD, and Amanda Blume, MS, Utah State University; Kee J.E. Straits, PhD, TLC Transformations, LLC, Albuquerque, NM

115  
DAZED AND CONFUSED? FINDING YOUR WAY WHEN CBT WITH YOUTH DOESN’T WORK LIKE A TEXTBOOK  
This intermediate workshop enables clinicians to narrow the research–practice gap with ready-to-use techniques and procedures for cognitive behavioral therapy (CBT) with youth that help translate gains in laboratory-controlled studies to the raw world of practice. Emphasis is placed on building an individualized evidence-based treatment grounded in sound case formulation. Participants also learn to use various measures to track progress. The proper application of established and innovative CBT procedures such as psychoeducation, behavioral tasks, cognitive restructuring, and exposure-based interventions to challenge young patients’ clinical presentations are explained and demonstrated.  
Robert D. Friedberg, PhD, Palo Alto University

116  
EMPIRICALLY SUPPORTED PSYCHOTHERAPY FOR PERSISTENT DEPRESSIVE DISORDER WITH TRAUMA HISTORY: CBASP  
The Cognitive Behavioral Analysis System of Psychotherapy (CBASP) is an empirically supported therapy for treating persistent depressive disorder, especially in those with early trauma histories. This introductory workshop provides an overview of the theory of CBASP and hands-on practice with its major techniques. Evidence for effectiveness is reviewed, including neurophysiological changes and related changes in felt emotional safety, interpersonal functioning, and avoidance behavior. Cultural adaptations for various populations and ethical cautions of treating this high-risk population are reviewed and discussed, along with strategies for dissemination.  
J. Kim Penberthy, PhD, University of Virginia School of Medicine; Marianne Liebing-Wilson, MA, National Health Service Tayside, Perth, Scotland, United Kingdom; Eric Levander, MD, MPH, University of California–Los Angeles; Sarah Meshberg-Cohen, PhD, Veterans Affairs Connecticut Health System, West Haven, CT
117
RESILIENCE FOR TRAUMA AND VIOLENCE RESEARCHERS:
PROTECTING OURSELVES FROM SECONDARY TRAUMATIC STRESS

A wealth of research and clinical literature has been devoted to helping practitioners address the negative effects of exposure to others’ trauma, termed secondary traumatic stress. However, little recognition has been given to the fact that those concerns are also relevant to research contexts in which investigators study trauma and interpersonal violence. This introductory workshop presents evidence-informed techniques designed to foster preparedness, resilience, and effective coping in the face of exposure to trauma-related material and challenges in the research context. The presenter emphasizes the practical application and dissemination of these skills within research teams.

*Patricia K. Kerig, PhD, University of Utah*

118
SPIRITUAL PRACTICES IN PSYCHOTHERAPY: THIRTEEN TOOLS FOR ENHANCING PSYCHOLOGICAL HEALTH

This intermediate workshop provides spiritual and religious tools common among the major spiritual and religious traditions that can be used by contemporary psychologists regardless of their spiritual or religious affiliation (or lack thereof) to enhance their professional services. Examples include the benefits of meditation, charitable works, ethical values, and approaching others with compassion. Integration of services, ethical issues, and best practices are discussed, and religious and spiritual factors as multicultural issues are highlighted.

*Thomas G. Plante, PhD, Santa Clara University*

119
WORKING WITH TRAINEES WITH COMPETENCE PROBLEMS:
ETHICAL, LEGAL, AND MULTICULTURAL CONSIDERATIONS

Nearly every psychologist in a training setting has experiences with trainees who have problems of professional competence (TPPC). Yet stress, confusion, and questions regarding legal and ethical risk surround the process. Moreover, little attention is paid to intersections of diversity with TPPC issues. This intermediate workshop directly addresses the identification, assessment, and remediation of TPPC in training settings, with specific guidance on ethics, legal, and multicultural issues. Through multimodal instruction that includes didactic, experiential, and discussion-based learning, participants gain concrete knowledge to apply in their training settings.

*Rebecca A. Schwartz-Mette, PhD, University of Maine; David S. Shen-Miller, PhD, Bastyr University; Evelyn Hunter, PhD, Auburn University; Linda Forrest, PhD, University of Oregon*
Full-Day Workshops  8:00 a.m.–3:50 p.m.

124
BUILDING A SUCCESSFUL, ETHICALLY RESPONSIBLE INDEPENDENT PRACTICE
CE CREDITS  7
ENROLLMENT LIMIT  60
INTRODUCTORY ●

This introductory workshop shows participants how they can have a successful independent practice that functions in an ethically responsible manner. Opportunities for creating niche practices outside of managed care through evidenced-based strategies, multicultural sensitivity, and sound risk-management procedures are discussed. Participants are shown how to develop strategic alliances with other health care referral partners. Participants are also given the opportunity to develop their own action plan for their practice and shown how their data management processes can help in planning and directing their practice activities and in providing quality clinical care.

Lauren Behrman, PhD, and Jeffrey Zimmerman, PhD, Independent Practice, New York, NY; Pauline Wallin, PhD, Independent Practice, Camp Hill, PA

125
CLINICAL AND PERSON-CENTERED PERSPECTIVES ON DEMENTIA ASSESSMENT AND CARE
CE CREDITS  7
ENROLLMENT LIMIT  50
INTRODUCTORY ●

This introductory workshop provides a comprehensive clinical approach to Alzheimer’s disease, other dementias, and mild cognitive impairment. An integrative approach to clinical practice is presented, including an overview of various cognitive syndromes and a focus on effective screening, detection, and assessment of cognitive syndromes; behavioral and psychological symptoms of dementia; assessment and intervention with dementia caregivers; and person-centered approaches to assessment and care. Evidence-based yet practical approaches and tools are highlighted throughout.

Benjamin T. Mast, PhD, University of Louisville

126
CRIMINAL LAW AND MENTAL ILLNESS
CE CREDITS  7
ENROLLMENT LIMIT  50
ADVANCED ●●●

This advanced workshop elucidates aspects of criminal law as it relates to the assessment of mentally ill defendants. Many case examples and laws are drawn from death penalty cases, but currently the law applies approaches from capital cases to all criminal cases, and lawyers will increasingly expect psychologists to do so as well. This practical approach to law will frame and expand participants’ critical engagement with the current state of the research on cognition and psychiatric/neurologic illnesses to illuminate litigation, mitigation, and psychologists’ unique role and expected participation in criminal adjudication.

David Freedman, PhD, Columbia University in the City of New York; Jennifer K. Johnson, JD, San Francisco Public Defender’s Office, San Francisco, CA; George W. Woods, MD, Independent Practice, Oakland, CA
127

CRISIS RESPONSE PLANNING FOR SUICIDAL PATIENTS

CE CREDITS 7
ENROLLMENT LIMIT 40
INTRODUCTORY •

This introductory workshop is designed to enhance professionals’ knowledge about crisis response planning for managing acute suicide risk and to increase their ability to confidently and competently administer this intervention with at-risk individuals. The first half of the workshop provides didactic knowledge about suicide, the development of the crisis response plan intervention, and its empirical support. The second half includes clinical demonstrations by the instructor and skills practice by participants.

Craig J. Bryan, PsyD, University of Utah

128

ETHICS, TEST STANDARDS, AND TEST INTERPRETATION: MEASUREMENT MATTERS

CE CREDITS 7
ENROLLMENT LIMIT 40
INTERMEDIATE ••

This is an intermediate workshop to improve knowledge and application of professional ethics and test standards impacting test interpretation by increasing the knowledge and application of measurement principles (reliability, validity, utility, norms) to tests/assessment methods used in psychological assessment. Ethical standards and scientific principles that provide the foundation and specific research methods for empirically supported interpretation practices are discussed for tests of intelligence, psychopathology, achievement, and other measures. Participants will be better able to critically evaluate test manuals, interpretation guides, the Mental Measurements Yearbook, and the literature.

Gary L. Canivez, PhD, Eastern Illinois University

129

EVIDENCE-BASED INTERVENTIONS FOR FIRST-EPILOGUE PSYCHOSIS: RAISE-ETP AND BEYOND

CE CREDITS 7
ENROLLMENT LIMIT 30
INTERMEDIATE ••

This intermediate workshop presents information from the National Institute of Mental Health’s RAISE-ETP (Recovery After an Initial Schizophrenia Episode–Early Treatment Program) project, a landmark multisite randomized controlled trial to evaluate the benefits of comprehensive specialty care (CSC) in treating first-episode psychosis in typical community clinics. Results from the RAISE initiative have led to a national initiative to use CSC strategies to decrease future episodes of psychosis, reduce long-term disability, and help people regain functional capability.

Mary A. Jansen, PhD, Bayview Behavioral Consulting, Inc., Vancouver, BC, Canada; Kim T. Mueser, PhD, Boston University; Robert K. Heinssen, PhD, National Institute of Mental Health, Bethesda, MD; Piper S. Meyer-Kalos, PhD, University of Minnesota; Shirley M. Glynn, PhD, University of California–Los Angeles; Nicholas J.K. Breitborde, PhD, Ohio State University
130

ROUTINE OUTCOME MONITORING USING THE OQ®-ANALYST TO ENHANCE CLIENT OUTCOME

This introductory workshop provides proven methods for tracking client progress, identifies clients at risk for treatment failure, and introduces the use of clinical support tools to help clinicians improve client outcomes. After describing the fundamental properties needed to accurately use and interpret these instruments, presenters make a formal case for monitoring client treatment response in daily practice. Primary focus is on adult, child, and adolescent populations and includes methods appropriate for individual and group psychotherapy. The application of a system (OQ®-Analyst software) to deliver providers with real-time progress feedback is presented.

*Michael J. Lambert, PhD, Independent Practice, Salt Lake City, UT; Gary M. Burlingame, PhD, Brigham Young University*

131

TREATING THE CHRONIC PAIN TRIAD: CHRONIC PAIN, INSOMNIA, AND DEPRESSION/ANXIETY

It is not uncommon for a patient to appear at a therapist’s practice and describe experiencing chronic pain as well as difficulty sleeping, stress, and mood issues. Sufferers often report high levels of continuous pain, daytime sleepiness, difficulties concentrating, negative mood states, feelings of stress and anxiety, difficulties with daily functioning, and a general dissatisfaction with their lives. This introductory workshop provides clinicians with a basic level of understanding and skill in addressing and treating the chronic pain triad.

*Robert S. Meyers, PsyD, JD, Independent Practice, Bayside, NY*

132

WHAT EVERY PSYCHOLOGIST NEEDS TO KNOW ABOUT THE EFFECTS OF MEDIA ON THE HEALTH OF CHILDREN AND ADOLESCENTS

The media represent one of the most important—and underrecognized—influences on the development of children and adolescents, but how far does the media’s influence actually extend? Do violent video games result in mass shootings? Does sexual content lead to earlier sexual intercourse? Are the media responsible for the current epidemic of child and adolescent obesity? Do teenagers using Facebook use more drugs than their peers? This introductory workshop answers these questions and addresses many other questions and controversies about media effects and young people. Participants assess potential solutions and how to use these in their work.

*Ed Donnerstein, PhD, University of Arizona; Vic Strasburger, MD, University of New Mexico*
120
BUILDING BETTER MEN: REDUCING VIOLENCE AND INCREASING PROSOCIAL BEHAVIOR IN THE AMERICAN MALE

This intermediate workshop presents a multicultural exploration of influences affecting the socialization of males in America. The masculinity developmental hierarchy is introduced as a conceptual framework by which to characterize these influences. This is followed by a description of the Building a Better Man intervention, a science-based positive masculinity approach that applies this theory with the goal of reducing violence and increasing prosocial behavior. The presenters engage the audience in experiential activities to help them integrate their understanding of the model with therapeutic techniques to address violence prevention/reduction effectively.

William L. Seymour, PhD, Waukesha County Department of Health and Human Services, Waukesha, WI; Ramel Smith, PhD, Independent Practice, Milwaukee, WI; Hector Torres, PsyD, Center on Halstead, Chicago, IL

121
DYSFUNCTIONAL ANGER IN MEN AND WOMEN: ASSESSMENT AND TREATMENT

Anger has a place in one’s emotional repertoire, but it can become maladaptive. As with other disorders, treatment of anger is guided by assessment. This intermediate workshop identifies anger in the DSM and then introduces more complex and subtle types of anger as revealed through psychometric tests. “Anger management” has largely been the province of cognitive behavioral therapy (CBT). The presenter demonstrates that CBT can be greatly enhanced in cognitive behavioral affective therapy, an integrative program that draws from different schools, including experiential and emotion-focused therapies. Wherever possible, treatment should be tailored to the sociodemographic aspects of the population in question.

Ephrem Fernandez, PhD, University of Texas at San Antonio
ETHICAL DILEMMAS: STRATEGIES FOR CLARIFYING ETHICAL CONFLICTS AND GENERATING OPTIONS FOR RESOLUTION

This intermediate workshop presents formalized and widely applicable steps to use in resolving ethical dilemmas in psychology. Developed by the National Center for Ethics in Health Care, the six-step approach is applicable to all facets of psychology. The presenters teach the steps and illustrate their use in a wide range of professional contexts. Participants learn how to identify conflicting values in an ethical dilemma, write an ethics question, create arguments and counterarguments, and weigh options for the best resolution of the dilemma. Reproducible handouts are provided for future use.

Shannon E. Woller, PsyD, Department of Veterans Affairs, Indianapolis, IN; Claudiu C. Dumitrescu, PsyD, Department of Veterans Affairs, Canandaigua, NY

MINIMIZING OPIOID USE BY OPTIMIZING PAIN PSYCHOLOGY

With up to one third of the U.S. population living with ongoing pain, psychological treatment for chronic pain is relevant to all mental health professionals. Concomitantly, there is an urgent need to help nonaddicted patients with chronic pain reduce the use of opioids. This intermediate workshop provides instruction that equips attendees with the knowledge, skills, and resources to help clients reduce reliance on opioids to manage chronic pain. Case-based examples and interactive exercises complement didactics. Participants receive toolkits that include opioid reduction resources and evidence-based behavioral medicine strategies that empower clients to self-manage pain and symptoms.

Beth Darnall, PhD, Stanford University
Clients who suffer from treatment-resistant depression can be difficult to treat for a number of reasons. They may have comorbidities or chronic depression and hopelessness, or they may face continual crises or other deterrents to getting better. This intermediate workshop outlines the difficulties in treating depression, reviews the cognitive formulation of depression, and teaches participants how to adapt cognitive behavioral therapy using techniques from a variety of psychotherapeutic modalities within the framework of a cognitive conceptualization for this population.

Judith S. Beck, PhD, Beck Institute, Bala Cynwyd, PA

This intermediate workshop presents important considerations for clinical practice with transgender and gender-diverse clients in rural and small-town settings. Presenters address the unique psychological and health needs of this population, and by means of lectures and large and small group discussions, share practical recommendations and guidelines for treatment. Participants join in conceptualizing a case study and planning action steps for possible implementation in their own practices.

Julie M. Koch, PhD, Oklahoma State University; Daniel Walinsky, PhD, Salem State University; Douglas Knutson, PhD, Southern Illinois University Carbondale

This intermediate workshop presents research on the use of mobile applications (apps) and online programs in mental health care. Experts from the National Center for PTSD mobile apps team provide training on apps the Department of Veterans Affairs has developed for self-management of PTSD symptoms and related issues (e.g., anger and substance use). On provided tablets, participants practice using a variety of mobile and online self-management tools that can supplement or facilitate the care they provide. Intermediate skills for interacting with veterans around technology, including ethics and cultural considerations, are demonstrated, as well as an overview of using apps for clinical research.

Pearl A. McGee-Vincent, PsyD, Jason E. Owen, PhD, MPH, and Beth K. Jaworski, PhD, National Center for PTSD, Menlo Park, CA
UNLOCK THE MYSTERIES OF NIH FUNDING: A COMPREHENSIVE GUIDE TO SUCCESSFUL RESEARCH GRANT APPLICATIONS

This intermediate workshop presents comprehensive guidelines for developing, writing, and submitting applications for National Institutes of Health (NIH) research funding (and career development support) that can have a high likelihood of success. Key elements of the grant 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 describing specific components that can strengthen or weaken an application, selecting the most appropriate grant mechanism, and engaging NIH staff productively throughout the process.

Harold Perl, PhD, Independent Practice, Arroyo Seco, NM
This intermediate workshop demonstrates how to incorporate digital tools in clinical care. Using empirical data, case reports, and role plays, participants learn how available digital resources can aid clients via assessment of symptoms and monitoring of progress; telepsychology (e.g., text messages, email, and web conferencing); online support or treatment groups, training, and consultation; self-help interventions to reduce target symptoms; and analysis of the client’s use of social media. Participants also learn about safety, privacy, and ethical and billing considerations when incorporating technology in their practice. The workshop concludes with a review of how to assess digital resources.

Joseph Bankman, PhD; Rachael E. Flatt, BS; Elsa E. Rojas-Ashe, PhD; Josef I. Ruzek, PhD; Shiri Sadeh-Sharvit, PhD; and C. Barr Taylor, MD, Stanford University

Hors d’oeuvres will be served prior to the workshop.
Full-Day Workshops  8:00 a.m.–3:50 p.m.

141 ADVANCES IN PRIMARY CARE BEHAVIORAL HEALTH: LESSONS LEARNED FROM 20 YEARS OF IMPLEMENTATION

CE CREDITS  7  
ENROLLMENT LIMIT  50  
INTERMEDIATE  **

This intermediate workshop provides an overview of recent advances in the integrated primary care behavioral health model. The focus is on building competencies not only for direct patient care but also for administrators, other allied health professionals, provider extenders, and trainees. Strategies for implementation of clinical pathways (e.g., for insomnia, pain) to increase population penetration are discussed. Presenters provide data from large managed-care organizations that have used this model for over two decades, with an emphasis on innovations and demonstrated improvements in cost savings, patient reach and access, health, and satisfaction for both patients and team members.

Ryan R. Landoll, PhD, Uniformed Services University of the Health Sciences, Bethesda, MD; Anne C. Dobmeyer, PhD, Psychological Health Center of Excellence, Silver Spring, MD; Patricia J. Robinson, PhD, Mountainview Consulting Group, Zillah, WA

142 ATTACHMENT-BASED FAMILY THERAPY

CE CREDITS  7  
ENROLLMENT LIMIT  50  
INTRODUCTORY  *

This introductory workshop reviews the theory, research, and clinical strategies of attachment-based family therapy (ABFT). ABFT is the only 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 to use this model to help families repair interpersonal ruptures that have damaged trust and rebuild emotionally protective, secure parent–child relationships.

Guy S. Diamond, PhD, and Suzanne A. Levy, PhD, Drexel University

143 CLINICAL SUPERVISION: ETHICS AND SKILLS FOR ENHANCED COMPETENCE IN MULTICULTURAL PRACTICE

CE CREDITS  7  
ENROLLMENT LIMIT  40  
INTERMEDIATE  **

This intermediate workshop is designed to provide the most current skills to enhance ethical multicultural supervision practice, including cultural humility; competencies; new supervision guidelines and emerging best practices; the supervisory relationship; strain, ruptures, and repair; reflective practice; diversity and multiculturalism in all aspects; assessment, feedback, and evaluation strategies; legal and ethical frames; self-care; and management of supervisees not meeting performance competency standards. Through a competency-based frame, interactive metatheoretical strategies for practice are developed via practice exercises, skill building, video review, and reflection.

Carol A. Falender, PhD, Pepperdine University, Los Angeles; Edward P. Shafranske, PhD, Pepperdine University, Irvine
144

DESIGNING AND CONDUCTING QUALITATIVE RESEARCH STUDIES WITH METHODOLOGICAL INTEGRITY

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 common across qualitative approaches, such as interviewing skills and coding text to increase the fidelity and utility of their findings. They 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 M. Levitt, PhD, University of Massachusetts Boston

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EVIDENCE-BASED TREATMENT OF BORDERLINE PERSONALITY DISORDER: CLINICAL AND ETHICAL CONSIDERATIONS

The research literature on borderline personality disorder (BPD) is complex, confusing, and replete with contradictory findings from heterogeneous, convenient, small, and/or selected samples. This intermediate workshop focuses on current research findings on BPD. Particular attention is paid to prevalence, phenomenology, comorbidity, course, and treatment outcomes. Both seminal treatment studies and often neglected findings are highlighted. Evidence-based principles are derived and highlighted throughout, with specific attention to differential diagnoses and making treatment decisions. Vignettes and role plays are used to bring these evidence-based principles to life.

Kenneth N. Levy, PhD, Penn State University Park

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FORENSIC EVALUATION OF TRAUMA AND EMOTIONAL INJURY: TECHNIQUES, ETHICS, AND LEGAL STANDARDS

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? How would you determine if the claim was exaggerated or fabricated? How do you follow the rules of evidence while maintaining professional ethics and boundaries? How do you remain fair and neutral when you render an expert opinion favoring 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, and tips for a rewarding courtroom experience.

Mark Zelig, PhD, Independent Practice, Cottonwood Heights, UT
147

**PSYCHOLOGICAL ASSESSMENT REPORT WRITING: PRODUCING MEANINGFUL REPORTS**

**CE CREDITS 7**  
**ENROLLMENT LIMIT 30**  
**INTERMEDIATE ++**

This intermediate workshop presents the challenges in writing psychological reports and strategies to improve writing. Writing effective reports is especially important given the new proficiency in personality assessment, which uses integrated, well-written reports as an indicator of proficiency. Participants are introduced to critical components for writing effective and integrated reports, including making assessment findings clear, individualized, specific, and meaningful for the client and other audiences. Participants learn specific steps to better organize and integrate reports, balancing professional language with accessibility.

*Jordan A. Wright, PhD, New York University; Hadas Pade, PsyD, Alliant International University–San Francisco*

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**SUICIDE ASSESSMENT AND INTERVENTION TRAINING FOR MENTAL HEALTH PROFESSIONALS**

**CE CREDITS 7**  
**ENROLLMENT LIMIT 50**  
**INTERMEDIATE ++**

This comprehensive intermediate workshop presents current best practices to increase knowledge and improve skills and confidence of psychologists and other mental health professionals who are identifying youth and adults at risk for suicide and planning for their care. The presenters review current information on risk and protective factors, warning signs, strategies for eliciting suicidal ideation and identifying levels of risk, and essential concepts for thorough assessment of suicidal thoughts and behaviors. Participants rehearse best practice methods for safety planning and also focus on the needs of suicide loss survivors and evidence-based strategies for intervention.

*Lawrence Berkowitz, EdD, MPA, Riverside Trauma Center, Needham, MA; Rebecca Mirick, PhD, MSW, Salem State University*

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**USING BRIEF STANDARDIZED MEASURES IN CLINICAL PRACTICE: THE WHY, WHAT, AND HOW OF ROUTINE SCREENING**

**CE CREDITS 7**  
**ENROLLMENT LIMIT 40**  
**INTERMEDIATE ++**

This intermediate workshop teaches participants to use a variety of brief, freely accessible behavioral health tools to assess patient concerns, facilitate goal setting, and track treatment progress in a range of age groups, from pediatric to geriatric populations. Whether working independently, in mental health clinics, or colocated, psychologists who routinely integrate screening in clinical work to inform care and enhance communication of treatment progress with medical providers, school personnel, and insurers will position themselves for steady referral streams and roles in the newly developing models of collaborative health care. Interprofessional communication strategies are thoroughly reviewed in this skill-building workshop.

*Barbara V. Ward-Zimmerman, PhD, Independent Practice, Glastonbury, CT; Nancy B. Ruddy, PhD, Montefiore Medical Center, Bronx, NY*
Morning Half-Day Workshops  8:00–11:50 a.m.

137  
**FOSTERING POSITIVE MENTAL HEALTH OUTCOMES FOR IMMIGRANT YOUTH IN SCHOOLS AND THE COMMUNITY**

This introductory workshop provides foundational information needed to engage in ethical and culturally competent practices to foster positive mental health outcomes for immigrant youth in schools, in the community, and in hospital settings. Using a psychosociopolitical lens, the presenters discuss migration trajectories, acculturative stress, racial/ethnic identity, barriers to care, and school policies that have contributed to negative outcomes for immigrant youth. Participants use a culturally responsive framework to select assessments, evaluate evidenced-based treatments (e.g., trauma-focused cognitive behavioral therapy), and create inclusive school policies and practices that support the resilience of immigrant youth.

*Charmain F. Jackman, PhD, and Vanessa Prosper, PhD, Boston Public Schools, Boston, MA; Soundhari Balaguru, PhD, ChangeMakers Academy, Vallejo, CA*

138  
**JOYFUL AND SUSTAINABLE PROFESSIONAL PRACTICE: THE ETHICS OF SELF-CARE AND COLLEAGUE CARE**

Strong links exist between self-care and competent, sustainable practice. Participants in this intermediate workshop explore methods for building self-care and colleague care into their practices, starting with a comprehensive assessment. Participants analyze practice vignettes involving ethical and multicultural issues and identify ways to incorporate preventive self-care into their work. The workshop also focuses on the role of communitarian care in maintaining professional competence. Participants examine effective self-care and communitarian care strategies that include intellectual, emotional, physical, cultural, and spiritual dimensions in the context of current research.

*David S. Shen-Miller, PhD, Bastyr University; Erica H. Wise, PhD, University of North Carolina at Chapel Hill*
RESEARCH AND PRACTICE WITH CONSENSUALLY NONMONOGAMOUS PEOPLE: POLYAMORY IN THERAPY

This introductory workshop provides foundational knowledge, skills, and awareness regarding consensual nonmonogamies (CNM) relevant to clinical practice. Presenters provide an overview of the theory and research on CNM, the demographics and types of CNM, and common myths and other sources of stigma associated with this diverse population. Exploring the needs, challenges, and strengths of CNM people/relationships relevant to practice, presenters discuss issues related to emotions, time, boundaries, and communication in a CNM context and inclusive responses based on real-life clinical experiences, case examples, and emerging research on helpful/unhelpful therapeutic responses.

Michelle D. Vaughan, PhD, Wright State University; Ryan Witherspoon, MA, Alliant International University–Los Angeles

VIRTUAL REALITY THERAPY: USING VIRTUAL REALITY WITH ANXIETY AND OTHER DISORDERS

This intermediate workshop reviews research findings on virtual reality (VR), an exciting technological advance offering significant clinical benefits. VR is used to help treat specific phobias, war-related posttraumatic stress disorder, school phobia, social anxiety, public speaking fear, and obsessive-compulsive disorder. Additional uses are being explored for substance abuse, body image and eating disorders, attention-deficit/hyperactivity disorder, autism spectrum disorder, pain, and rehabilitation. Research findings and clinical experience support its efficacy and effectiveness, especially with phobias. Case examples and treatment recommendations for incorporating VR exposure in anxiety treatment are presented, and participants can personally experience 3-D immersive VR.

Elizabeth J. McMahon, PhD, Independent Practice, San Francisco, CA
150
A GRAMMAR OF POWER IN PSYCHOTHERAPY: EXPLORING THE DYNAMICS OF PRIVILEGE

This advanced workshop addresses disparities in social privilege and their practical implications for psychotherapists. The presenter discusses core themes of her book, *A Grammar of Power in Psychotherapy*, which won the 2016 Johanna K. Tabin Prize and is the topic of a forthcoming APA video. The presenter posits a matrix of relative privilege that includes four core patient-therapist dynamics: similarity of privilege, privilege favoring the therapist, privilege favoring the patient, and similarity of nonprivilege. The workshop offers exercises and discussions about how to address issues of privilege in clinical work, at agencies, and in supervision.

*Malin Fors, MS, Finnmark Hospital Trust, Hammerfest, Norway*

151
GOAL-FOCUSED POSITIVE PSYCHOTHERAPY: A COMPREHENSIVE STRENGTHS-BASED APPROACH

This intermediate workshop presents concepts and processes of Conoley and Scheel’s recently published book, *Goal Focused Positive Psychotherapy* (GFPP; 2018). Participants are oriented to GFPP’s paradigm shift that prioritizes the promotion of client well-being and happiness. Eight methods of fostering the four hallmarks of GFPP (i.e., instilling hope, identifying strengths, experiencing positive emotions, and forming approach goals) are taught through lecture and experiential learning. Cutting-edge research on the effectiveness of GFPP is reviewed, numerous case examples are offered, and training methods are provided.

*Michael J. Scheel, PhD, University of Nebraska–Lincoln; Collie W. Conoley, PhD, University of California–Santa Barbara*
MAKE THE MOST OF THE E-THERAPY REVOLUTION: USING COMPUTERIZED CBT TO ENHANCE THERAPEUTIC IMPACT

This introductory workshop presents a brief overview of the evidence-based computerized cognitive behavioral therapy (cCBT) programs available to children and young people with mood disorders. The challenges associated with locating suitable evidence-based cCBT interventions and using these successfully as an adjunct to face-to-face therapy are discussed. Participants use at least three cCBT programs in-session and take part in small group discussions about the strengths and limitations of cCBT. A case study cCBT program (SPARX with indigenous Canadian youth) is presented as a means of generating debate about how best to use cCBT to assist underserved populations in remote areas.

Yvonne M. Bohr, PhD, and Leah Litwin, MA, York University, Toronto, ON, Canada; Mathijs F.G. Lucassen, PhD, The Open University, Milton Keynes, United Kingdom; Matthew J. Shepherd, PsyD, University of Auckland, Auckland, New Zealand

MILD NEUROCOGNITIVE DISORDERS: IMPROVING DETECTION, DIAGNOSIS, AND EARLY INTERVENTIONS

This interdisciplinary, intermediate workshop helps clinicians and researchers understand the detection, clinical significance, and current, evidence-based treatment for people with mild neurocognitive disorders. Topics include a review of normal and pathological aging, how to distinguish depression from dementia, neuropsychological assessment, cutting-edge neuroimaging techniques, and interventions. In the absence of biomarkers, it is critical that clinicians and scientists understand these fundamental aspects of aging in order to diagnose, treat, and investigate aging-related cognitive changes effectively.

Donald Davidoff, PhD, Regan Patrick, PhD, and David Olson, MD, PhD, McLean Hospital, Belmont, MA; James Ellison, MD, MPH, Swank Memory Care Center, Wilmington, DE; Jennifer R. Gatchel, MD, Massachusetts General Hospital, Boston, MA
Full-Day Workshops  8:00 a.m.–3:50 p.m.

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ACCEPTANCE-BASED APPROACHES FOR OBESITY AND WEIGHT-RELATED DISTRESS

CE CREDITS  7  
ENROLLMENT LIMIT  40  
INTERMEDIATE  ••

Clients often present with weight concerns and related distress (e.g., depression, eating disorders, body image concerns, stigma) that are not effectively treated with behavioral weight loss. Self-acceptance-based treatments are emerging to enhance clients’ mental and physical health without focusing on weight loss. In this intermediate workshop, participants learn about evidence-based self-acceptance approaches to weight concerns, including acceptance and commitment therapy (ACT) and Health at Every Size (HAES®), as well as an integrative psychotherapy—Accept Yourself!—that combines ACT and HAES to enhance the mental and physical health of psychologically distressed obese women.

Margit I. Berman, PhD, Argosy University, Twin Cities

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ADA AND APA’S DIABETES EDUCATION PROGRAM FOR MENTAL HEALTH PROVIDERS

CE CREDITS  7  
ENROLLMENT LIMIT  75  
INTRODUCTORY  •

Among the wide-ranging comorbidities associated with diabetes, mental health issues are the most overlooked, despite their potential to compromise self-management and increase the risk for serious complications. Only about one third of patients with coexisting mental health conditions receive diagnosis and treatment. Many physicians recognize challenges patients face in diabetes self-management, but when a potential issue is identified, there is a lack of adequately trained mental health professionals to provide appropriate care. This introductory workshop is the first of a two-part program that fills that need, resulting in a listing in the American Diabetes Association’s online mental health referral directory.

Diana Naranjo, PhD, and Korey K. Hood, PhD, Stanford University

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HOLISTIC INTERVENTIONS AND INTEGRATIVE CARE FOR CLIENTS WITH CHRONIC ILLNESS AND DISABILITY

CE CREDITS  7  
ENROLLMENT LIMIT  40  
INTERMEDIATE  ••

This interactive and experiential intermediate workshop focuses on skill building to work effectively with clients with chronic illness/disability. Emphasis is on culturally responsive interventions to increase resiliency and enable clients to participate more fully in their health care, family, community, and work life. Disability-affirmative and mind/body interventions for symptoms, pain, and stress management are demonstrated, and competencies and roles in multidisciplinary health care settings are addressed. The presenters integrate research, vignettes, multimedia, and experiential activities with their professional experiences to demonstrate ideas and actively engage participants.

Pearl B. Werfel, PhD, Independent Practice, San Francisco, CA; Rhoda J. Olkin, PhD, and Amber J. Landers, PhD, Alliant International University–San Francisco
**INVENTING SOLUTIONS FOR A BETTER LIFE: A PROBLEM-SOLVING INTERVENTION FOR PEOPLE WITH BRAIN INJURIES**

Problem solving is a significant component of executive function. It consists of different stages, each of which engages different brain regions and cognitive skills. This intermediate workshop presents an evidence-based intervention to improve problem solving after brain injury. Participants are presented with theories of executive function, provided with evidence from clinical trials, and trained in how to help their patients optimize performance on each aspect of the problem-solving process.

*Theo Tsaousides, PhD, Icahn School of Medicine at Mount Sinai; Teresa Ashman, PhD, University of Delaware*

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**UNDERSTANDING AND WORKING WITH PEOPLE FROM ARAB AND MIDDLE EASTERN BACKGROUNDS**

With the increase in migration waves and the influx of war refugees from the Middle East and North Africa, professional helpers and practitioners are in greater need of better cultural understanding and clinical skills to work effectively with these populations. Yet there is a lot of confusion and anxiety about who Arabs, Muslims, and Middle Easterners are. How large a population are they in North America? What are their needs, contributions, and struggles? What challenges do they represent to the host societies? Details on cultural functioning, corrections of misconceptions, therapeutic tools, and practical guidelines are presented in this introductory workshop.

*Naji Abi-Hashem, PhD, Independent Practice, Seattle, WA*
Morning Half-Day Workshops  8:00–11:50 a.m.

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CONDUCTING ETHICAL SEXUAL HEALTH HISTORIES: ADDRESSING BIAS AND INCREASING COMFORT OF PRACTITIONERS

This intermediate workshop provides evidence-based practices for conducting ethical sexual health histories that adhere to affirmative clinical guidelines for multicultural populations across the lifespan. The different forms of clinician bias and stages of comfort are presented, and an opportunity to address and improve participants’ self-understanding is provided. The presenters also review common medical and psychological issues impacting sexual health and sexual and intersectional identities. Participants learn several methods for conducting comprehensive sexual health histories and also engage in case review and direct skills practice.

Joshua G. Kellison, PhD, Phoenix Children’s Hospital, Phoenix, AZ; Candice Hargons, PhD, University of Kentucky; Jennifer A. Vencill, PhD, University of Minnesota–Twin Cities

155
MANAGING ETHICAL DILEMMAS AND COMPLEX RELATIONSHIPS IN POLICE AND PUBLIC SAFETY PSYCHOLOGY SETTINGS

Police and public safety psychology is a specialized practice domain that requires knowledge of the services provided to consumers, an understanding of the legal issues associated with service delivery, and cultural competency related to the environments in which intervention and consultation occur. This advanced workshop addresses steps in managing ethical dilemmas and complex relationships consistent with the APA Ethics Code. Through didactic material and interactive discussion of case examples, participants advance their ability to manage predicaments in this distinct environment and thoughtfully consider emerging issues in ethical reasoning specific to these governmental agencies.

Jocelyn E. Roland, PhD, Independent Practice, Modesto, CA; Jeni McCutcheon, PsyD, Independent Practice, Phoenix, AZ

156
PHOTOVOICE: A PROMISING METHODOLOGY TO ENHANCE PSYCHOLOGICAL RESEARCH AND CLINICAL PRACTICE

This introductory workshop familiarizes participants with Photovoice—a cutting-edge methodology that has been gaining increased popularity in the public health and mental health fields. Although it has predominantly been used as a participatory action research method, there has been a growing trend to use Photovoice in clinical practice as a therapeutic tool embedded in larger psychosocial and health interventions. Participants are oriented to the Photovoice methodology and work on a Photovoice assignment relevant to fostering resilience. Participants also engage in a discussion about the applicability of Photovoice to their own research or clinical practice.

Zlatka Russinova, PhD, Boston University; Lauren Mizock, PhD, Fielding Graduate University
157
SCREENING, BRIEF INTERVENTION, AND REFERRAL TO TREATMENT: CLINICAL PRACTICE APPLICATIONS

CE CREDITS 4
ENROLLMENT LIMIT 30
INTERMEDIATE ••

This intermediate workshop presents cutting-edge research and training in the clinical application of the evidence-based practice of screening, brief intervention, and referral to treatment (SBIRT) for alcohol and other drugs in primary health and mental health care settings. Participants explore the practical implications and challenges of using SBIRT in diverse behavioral health care settings. The workshop focuses on the knowledge and skills essential to the delivery of motivational interviewing (MI) and its central role in conducting SBIRT in various clinical settings. Participants are given ample opportunity to practice and receive feedback on MI and SBIRT skills.

*Maria D. Cimini, PhD, and Jessica L. Martin, PhD, University at Albany–State University of New York*

158
UNDERSTANDING AND TREATING WORK-BASED ISSUES IN PSYCHOTHERAPY

CE CREDITS 4
ENROLLMENT LIMIT 40
INTRODUCTORY •

This introductory workshop provides participants with a conceptual framework and specific tools to integrate work-based treatment into psychotherapy. Massive changes in the world of work are creating stress for clients and communities across the globe. Clients are increasingly asking for help in managing their work lives as an inherent part of their treatment. Through lecture, group discussion, and role plays, participants learn skills designed to help clients manage the stress of their work lives.

*David L. Blustein, PhD, Boston College*

159
WHAT TO DO WHEN THERAPY ISN’T WORKING: A TRANSDIAGNOSTIC MODEL FOR IMPROVING TREATMENT OUTCOMES

CE CREDITS 4
ENROLLMENT LIMIT 40
INTERMEDIATE ••

When a client does not seem to be getting better, therapists may feel stuck, discouraged, and unclear why presenting problems are not resolving. Transdiagnostic case formulation (Frank & Davidson, 2014) offers insight into the underlying drivers of patients’ problems, as well as possibilities for resolving treatment impasses. This intermediate workshop examines such client-specific variables as culture, family, clinical issues, and progress monitoring that point to 10 pivotal explanations that can help therapists more accurately assess and identify actual and perceived treatment failure, guide them in modifying therapy to facilitate achievement of client goals, and improve outcomes.

*Rochelle I. Frank, PhD, University of California–Berkeley; Joan Davidson, PhD, San Francisco Bay Area Center for Cognitive Therapy, Oakland, CA*
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CE Workshop Enrollment Information

Continuing Education Statement

All 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.

Workshop Location

All CE Workshops (preconvention and convention workshops) will be held at the Hilton San Francisco Union Square Hotel, 333 O’Farrell Street, San Francisco, CA 94102.

Workshop Dates

**PRECONVENTION WORKSHOPS**
Wednesday, August 8

**CONVENTION WORKSHOPS**
Thursday, August 9–Sunday, August 12

Times

- **Full day** (7 hours)
  8:00 a.m.–3:50 p.m.
- **Morning half-day** (4 hours)
  8:00–11:50 a.m.
- **Afternoon half-day** (4 hours)
  1:00–4:50 p.m.
- **Evening** (3 hours)
  6:00–8:50 p.m.

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. Sunday attendees: Please schedule your departure plans accordingly; full-day workshops end at 3:50 p.m.

Enrollment

Enrollments are accepted on a first-come, first-served basis. All workshops have space limitations; many are full long before the enrollment deadline. Early enrollment is strongly encouraged.

Enrollment Dates

- **Advance**: April 16–June 30
- **Regular**: July 1–August 7
- **On-Site**: August 8–12
Enrollment Fees

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<td>FULL-DAY (7 hours)</td>
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<td>HALF-DAY (4 hours)</td>
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How Do I Enroll?

Online at apa.org/convention/ce: Enrollment is confirmed immediately. Take advantage of this quick and easy enrollment option by using your American Express, MasterCard, or Visa. Online enrollment deadline: August 8. (Note: Regular enrollment fees effective July 1. On-site enrollment fees effective August 8.)

By telephone: Call 1-800-374-2721, ext. 5991, option 3 (outside DC metropolitan area) or 202-336-5991 (V/TTY) (within DC metropolitan area): 9:00 a.m.–5:00 p.m., EDT. Pay by credit card only (American Express, MasterCard, or Visa). Telephone enrollment deadline: August 3.

By Fax: Use 202-336-6151. Pay by credit card only (American Express, MasterCard, or Visa); must have valid signature and expiration date. Fax enrollment deadline: July 23.

By mail: Mail to APA Accounting/CEP Office, WS Enrollment, 750 First Street, NE, Washington DC 20002-4242. The workshop enrollment form (page 49) will only be accepted with one of the following forms of payment: check, money order, or valid credit card. Checks should be made payable to “American Psychological Association” and must be received by July 23.

CE workshops are targeted for professional psychologists. CE credits are included in workshop fees. Students may enroll, but the same pricing and refund policy apply; there is no discounted price for students.
On-Site Enrollment: Locations, Dates, and Times

**MOSCON param—ONE DAY ONLY!**
747 Howard Street, San Francisco, CA 94103
› Wednesday, August 8: 3:00–8:00 p.m.
Self-service kiosks (for individuals paying by credit card) will be available for on-site CE workshop enrollment at the APA registration area only on Wednesday, August 8.

**HILTON SAN FRANCISCO UNION SQUARE HOTEL**
333 O’Farrell Street, San Francisco, CA 94102
› Thursday, August 9–Saturday, August 11
7:00 a.m.–4:00 p.m.
› Sunday, August 12
7:00–8:30 a.m.

If First Choice Is Full?
› If you are enrolling online, contact the CEP Office by phone to be placed on the waitlist.
› If you are enrolling by fax or mail, we will contact you by phone.

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

Workshop Ticket
You will receive an EMAIL confirmation that will serve as your workshop ticket(s) on July 18 if you enroll prior to July 17. The email confirmation will include the following information: your name, workshop title, date, time, and location. Attendance at each workshop will be verified by your email confirmation, so please be sure to PRINT it out and BRING it to the convention. You will be required to sign in to your workshop(s).

Individuals who enroll after July 17 will need to pick up workshop ticket(s) at the Hilton San Francisco Union Square Hotel, 333 O’Farrell Street, San Francisco, CA 94102.

FOR PRECONVENTION WORKSHOP ATTENDEES ONLY (WEDNESDAY, AUGUST 8)
If you are attending a preconvention workshop (to be held Wednesday, August 8) and you have NOT received your EMAIL confirmation that serves as your workshop ticket(s), please come directly to the Hilton San Francisco Union Square Hotel, 333 O’Farrell Street, San Francisco, CA 94102, to pick up your ticket(s). The CE Enrollment Desk will open at 7:00 a.m. All preconvention workshops will be held at this location.

Refund Policy
Requests for refunds must be submitted to the CEP Office by email (cpe@apa.org) on or before August 12.
› Refunds requested by June 30 will be charged a 25% service charge PER workshop.
› Refunds requested by July 31 will be charged a 50% service charge PER workshop.
› Refunds requested by August 12 will be charged a 75% service charge PER workshop.
› NO refunds will be issued after August 12.

CEP 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.

Special Services
Persons with disabilities who require special accommodations while attending CE workshops should contact the CEP Office (cpe@apa.org) by July 2.

Convention Registration/Accommodations
Convention registration is NOT required to enroll in a CE workshop; however, we encourage you to register for the convention to attend convention sessions (1 and 2 hours in length) and visit the APA exhibit hall. The CEP Office does not arrange hotel accommodations. Please visit the convention website (apa.org/convention) for registration information and hotel reservations.

Transportation
APA will provide a shuttle bus system during the convention. Shuttle bus schedule and location of pickup will be available on-site.
Map of Workshop Area
Hilton San Francisco Union Square Hotel
WORKSHOP ENROLLMENT FORM 2018

NAME (First) ____________________________ (MI) ____________________________ (Last) ____________________________

APA MEMBER? ☐ Yes, ____________________________ ☐ No ____________________________

MEMBER # ____________________________

STREET ADDRESS ____________________________

CITY ____________________________ STATE / PROVINCE ____________________________

ZIP CODE ____________________________ COUNTRY ____________________________

DAYTIME PHONE ____________________________ EMAIL ADDRESS ____________________________

ARE YOU A PSYCHOLOGIST? ☐ Yes. In what state? ____________________________ ☐ No ____________________________

STATE ____________________________

Number Workshop Title Fee
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

TOTAL ENCLOSED OR TO BE CHARGED TO YOUR CREDIT CARD $ ____________

Method of Payment

CHECK
Drawn on a U.S. bank in U.S. dollars to “American Psychological Association.” ____________________________

CREDIT CARD (Complete information below in full)

I authorize APA to charge my workshop fees to my credit card as listed below.

☐ American Express ☐ MasterCard ☐ VISA

ACCOUNT # ____________________________ EXP. DATE ____________________________

CARDHOLDER NAME (First) (MI) (Last) ____________________________

DAYTIME PHONE ____________________________

CREDIT CARD BILLING ADDRESS (Only if different from above)

STREET ADDRESS ____________________________

CITY ____________________________ STATE / PROVINCE ____________________________

ZIP CODE ____________________________ COUNTRY ____________________________

SIGNATURE (required) ____________________________ DATE ____________________________

MAIL TO APA Accounting/CEP Office
WS Enrollment
750 First Street, NE
Washington, DC 20002-4242

FAX TO (202) 336-6151
PROGRAM/ACCOUNT CODE: 401390-44010

FOR FULL DESCRIPTIONS AND TO ENROLL: APA.ORG/CONVENTION/CE 49