Continuing Education Workshops

Enroll Online
Convention.APA.org/CE

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

A supplement to the APA Monitor on Psychology

Chicago
August 8-11

2019 APA

Continuing Education Workshops
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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.
We hope you are planning to connect with thousands of your colleagues at APA 2019 in Chicago—the psychology event of the year. APA 2019 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’ll find there’s 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, including five preconvention workshops on Wednesday, August 7 (see pp. 8–10), and nearly 70 half- or full-day workshops Thursday through Sunday, August 8–11 (see pp. 11–42).

**SOCIAL JUSTICE TRACK**
This year we are offering a special theme of workshops dedicated to building bridges between social justice, research, and practice, such as workshops that provide strategies for addressing problems associated with sociopolitical trends or discuss access and equity in evidence-based treatments for common disorders. Nine workshops are dedicated to this track and are identified by the symbol above.

**DISTINGUISHED WORKSHOP SERIES**
Please also join us for our 11th Annual Distinguished Workshop Series, *CBT for Weight Loss and Maintenance*, on Friday, August 9, from 6:00 to 8:50 p.m., presented by Judith S. Beck, PhD (see p. 27 for more details). Hors d’oeuvres and light refreshments will be served before the workshop.

All CE workshops will be held at the Hyatt Regency McCormick Place 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 APA 2019.

Sincerely,

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

## WEDNESDAY, AUGUST 7

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

- **002** Chronic Pain Treatment and the Opioid Crisis: A Science-Based Interdisciplinary Approach
- **003** Ethics and Law for the Practicing Psychologist
- **004** Mental Health Provider Diabetes Education Program

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

- **001** Unified Protocol for the Transdiagnostic Treatment of Emotional Disorders

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

- **005** Behavioral Activation Therapy for Adolescents With Depression

## THURSDAY, AUGUST 8

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

- **106** Acceptance-Based Approaches for Weight and Body Image Concerns
- **107** Applied Ethics: Using the CASES Approach to Resolve Ethical Dilemmas in Psychology
- **108** Cognitive-Behavioral Therapy for Substance Use Disorders and Addictions: An Experiential Workshop
- **109** Psychological Assessment Report Writing: Producing Meaningful Reports
- **110** Principles of Psychological Care for End of Life and Bereavement for Adults
- **111** Social Justice Informed Therapy: Nuts and Bolts
- **112** Understanding and Working With People From Arab and Middle Eastern Backgrounds
- **113** Using the MMPI-2-RF in Medical Settings

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

- **101** An Evidence-Based Approach to Culturally Adapting Psychotherapy for Asian Americans
- **102** Clinical Practice With Consensually Nonmonogamous People
- **103** Standards of Practice in Pediatric Behavioral Sleep Medicine
- **104** The Basics in Quality Improvement Science: How to Operationalize in Your Health Service Setting
- **105** The Intersection of Media Portrayals of Suicide and the Science of Suicide Prevention

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

- **114** Concussion: A Clinical Profile Approach to Assessment and Treatment
- **115** Lifelong Learning as a Clinical Supervisor: A Workshop to Promote Skill-Building and Self-Reflection
- **116** Mysteries of NIH Funding Revealed: A Comprehensive Guide to Applying for Research Grants
- **117** Providing Affirmative Care to LGBT Adults: Integrating Science, Ethics, and Practice
- **118** Virtual Reality Therapy: A Breakthrough in Treatment for Anxiety
FRIDAY, AUGUST 9

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

124 Attachment-Based Family Therapy
125 Bridging Education, Guidelines, Research, and Advocacy in Addressing the Immigration Crisis
126 Designing and Conducting Qualitative Research Studies With Methodological Integrity
127 Fitness-for-Duty and Professional Practice Evaluations: Ethics and Assessment Techniques
128 Inventing Solutions for a Better Life: A Problem-Solving Intervention for People With Brain Injuries
129 New Developments in the Death Penalty and People With Intellectual Disability
130 Racial Identity Theory in Action: Application to Counseling and Clinical Supervision
131 The Dynamics of Power and Privilege in Psychotherapy

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

119 Joyful and Sustainable Professional Practice: The Ethics of Self-Care and Colleague Care
120 The Assessment of Autism Spectrum Disorder in Adults
121 The Ethics and Assessment of Medical and Financial Decision-Making Capacity
122 Thinking Through Adult ADHD: CBT and How Thoughts Turn Intentions Into Actions (or Not)
123 TRANSlating Research Into Practice: Evidenced-Based Care for the Transgender Community

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

132 CBT Outside the Box: Tips and Tools for Multicultural Practice
133 Means Safety Counseling for Suicide Prevention
134 Mild Neurocognitive Disorders: Improving Detection, Diagnosis, and Early Interventions
135 Power, Sex, Community, and Headspace: Working Clinically with BDSM/Kink Sexualities and Communities
136 Screening, Brief Intervention, and Referral to Treatment: Clinical Practice Applications

Evening Workshop
6:00–8:50 p.m.

DWS001 CBT for Weight Loss and Maintenance
### CE Workshops at a glance

#### SATURDAY, AUGUST 10

<table>
<thead>
<tr>
<th><strong>Full-Day Workshops</strong></th>
<th><strong>Morning Half-Day Workshops</strong></th>
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<td>8:00 a.m.–3:50 p.m.</td>
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<td>141</td>
<td>137</td>
<td>149</td>
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<tr>
<td>Emotion-Centered Problem-Solving Therapy to Reduce Suicide Risk</td>
<td>Affirmative Care Model: Gender and Sexuality Awareness Training for Psychologists</td>
<td>CBT for Depression in Middle and Later Life: Tips and Strategies for Practice</td>
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<td>142</td>
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<td>Harm Reduction Treatment for Substance Use Disorders: Meeting People Where They’re At</td>
<td>Resilience for Trauma Researchers and Responders—Protecting Ourselves From Secondary Traumatic Stress.</td>
<td>Mindful Self-Care: Integrating Mindfulness and Mission Into Personal and Professional Self-Care</td>
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<td>140</td>
<td>152</td>
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<tr>
<td>Not All That Blows Up Is Bipolar (...But Some of It Is): Latest Practice Update</td>
<td>Working With Trainees With Competence Problems: Ethical, Legal, and Multicultural Considerations</td>
<td>Publishing Clients’ Information in Case Reports and Psychological Writing: Ethical and Clinical Considerations</td>
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<td>145</td>
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<td>Parent Training for Children With Autism Spectrum Disorders and Disruptive Behaviors</td>
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<td>Survivors Healing From Abuse: Recovery Through Exposure—Group Treatment for Sexual Assault</td>
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<td>Psychotherapy With Black Women</td>
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<td>Racism in Psychology: Promoting Healing and Transformation</td>
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<td>Treating Adolescent Mood Disorders in the Era of Legalized Marijuana and Ubiquitous Social Media</td>
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### SUNDAY, AUGUST 11

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

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<tr>
<th>Workshop ID</th>
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<tbody>
<tr>
<td>159</td>
<td>A Syringe and Powerful Medicine: Primary Care</td>
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<tr>
<td></td>
<td>Behavioral Health and Focused Acceptance and Commitment</td>
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<tr>
<td>160</td>
<td>Acquired Brain Injury: A Clinical Primer for Psychologists</td>
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<td>161</td>
<td>Addressing the Mental Health Needs of LGBTQ Refugees and</td>
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<td>Asylum Seekers</td>
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<td>162</td>
<td>Building a Thriving, Ethically Responsible ‘Goldilocks’</td>
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<td>Practice: Just Right for You AND the Public</td>
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<td>163</td>
<td>Clinical Supervision: An Experiential Approach to</td>
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<td>Competency-Based Practice</td>
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<td>164</td>
<td>Facing Your Fears: Group CBT for Managing Anxiety in</td>
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<td>Children and Teens With Autism Spectrum Disorder</td>
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<td>165</td>
<td>Practical Strategies to “Walk the Talk” of Diversity and</td>
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<td>Inclusion</td>
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<td>166</td>
<td>What Every Psychologist Needs to Know About Effects of</td>
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<td>Media on Child and Adolescent Health</td>
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**Morning Half-Day Workshops**  
8:00–11:50 a.m.

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<th>Workshop ID</th>
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<tr>
<td>154</td>
<td>Anger in Men and Women: Idiographic Assessment, Diagnosis, and Treatment</td>
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<td>155</td>
<td>Community-Based Participatory Research in Psychology: Theory, Research, and Practice</td>
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<td>156</td>
<td>Ethics and Competence of Research, Supervision, and Practice With Indigenous Populations</td>
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<td>157</td>
<td>Leaning Into Masculinity: Applying the New APA Guidelines for Psychological Practice With Boys and Men</td>
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<td>158</td>
<td>Scoring and Clinical Applications of the Social Cognition and Object Relations Scale</td>
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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.
## Overview

### Why Attend CE Workshops?

- Choose from more than 70 outstanding in-depth workshops 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.
- Deepen your professional network.
- Meet well-known psychological experts in your specialty area.

### Enrollment Dates and Fees

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

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<thead>
<tr>
<th></th>
<th>MEMBERS</th>
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<th>NONMEMBERS</th>
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<td>EARLY BIRD</td>
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<td><strong>FULL-DAY</strong></td>
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<td>$220</td>
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<td><strong>HALF-DAY</strong></td>
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*Students may enroll, but the same pricing and refund policy apply. There is no discounted price for students.

### Workshop Location

All CE workshops before and during the convention will be held at the Hyatt Regency McCormick Place Hotel, 2233 South Martin Luther King Drive, Chicago, IL 60616.

**ENROLL ONLINE**

CONVENTION.APA.ORG/CE

See p. 46 for enrollment options.
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.

♦ ♦ ♦ **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 7  PRECONVENTION

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

002  CHRONIC PAIN TREATMENT AND THE OPIOID CRISIS: A SCIENCE-BASED INTERDISCIPLINARY APPROACH
This workshop is cosponsored by the APA Practice Directorate.

CE CREDITS  7
ENROLLMENT LIMIT  50
INTERMEDIATE  ++
NEW

Research shows that chronic pain may be more emotion than sensation. In contrast to medical treatments for pain such as opioids and surgical procedures, psychological treatments are often as effective, while being safer and less costly. In this intermediate workshop, presenters describe the contribution of psychologists to interdisciplinary pain treatment, including a review of pain science, how ineffective pain treatments contributed to the opioid crisis, a physician’s perspective on medical treatment guidelines for chronic pain/opioid dependence and the role of pain psychologists, psychological assessment and treatment of pain, and how psychological science is influencing evolving government policies.

Daniel Bruns, PsyD, Independent Practice, Greeley, CO; Ravi Prasad, PhD, Stanford University; Kathryn Mueller, MD, MPH, Colorado Division of Workers’ Compensation, Denver, CO; Traci Cipriano, JD, PhD, Independent Practice, New Haven, CT

003  ETHICS AND LAW FOR THE PRACTICING PSYCHOLOGIST

CE CREDITS  7
ENROLLMENT LIMIT  75
INTERMEDIATE  ++

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. Special attention is given to issues arising when psychologists may become involved in court proceedings.

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

004  MENTAL HEALTH PROVIDER DIABETES EDUCATION PROGRAM

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 part of a two-part program that fills that need, resulting in a listing in the American Diabetes Association’s online mental health referral directory.

Jill Weissberg-Benchell, PhD, Ann and Robert H. Lurie Children’s Hospital of Chicago, IL; John Zrebiec, LCSW, and Persis Commissariat, PhD, Joslin Diabetes Center, Harvard Medical School, Boston, MA; Ann Goebel-Fabbri, PhD, Independent Practice, Brookline, MA

FOR FULL DESCRIPTIONS AND TO ENROLL: CONVENTION.APA.ORG/CE  9
001
UNIFIED PROTOCOL FOR THE TRANSDIAGNOSTIC TREATMENT OF EMOTIONAL DISORDERS

This workshop is cosponsored by Division 12, Society of Clinical Psychology.

CE CREDITS  4
ENROLLMENT LIMIT  50
INTERMEDIATE  ++

NEW

The unified protocol for the treatment of emotional disorders (UP; Barlow et al., 2018) is a recently developed transdiagnostic, emotion-focused cognitive-behavioral treatment that targets core deficits occurring across the neurotic spectrum (e.g., anxiety, depressive, and related disorders). This intermediate workshop briefly reviews evidence supporting the development of such transdiagnostic interventions. The presenter provides a description and demonstration of how to apply core UP treatment modules, along with the similarities and differences between the UP and traditional cognitive-behavioral therapy. Audio and videotaped illustrations of core treatment interventions are presented.

Shannon Sauer-Zavala, PhD, University of Kentucky

005
BEHAVIORAL ACTIVATION THERAPY FOR ADOLESCENTS WITH DEPRESSION

This workshop is cosponsored by Division 12, Society of Clinical Psychology.

CE CREDITS  4
ENROLLMENT LIMIT  50
INTERMEDIATE  ++

NEW

This intermediate workshop presents a developmentally responsive adaptation of behavioral activation therapy (BA) for adolescents with depression. Participants learn the history and theoretical underpinning of BA, followed by a comprehensive review of the clinical treatment structure and elements adapted for adolescent populations. The presenters emphasize teaching, modeling, and practicing key strategies to help adolescents increase activity, overcome avoidance, and replace mood-driven behavior with goal-oriented behavior. The workshop also demonstrates the ways in which BA can be tailored to meet the needs of diverse populations.

W. Edward Craighead, PhD, and Allison LoPilato, PhD, Emory University
**Full-Day Workshops** 8:00 a.m.–3:50 p.m.

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106

**ACCEPTANCE-BASED APPROACHES FOR WEIGHT AND BODY IMAGE CONCERNS**

**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 clients.

*Margit I. Berman, PhD, Geisel School of Medicine Dartmouth*

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107

**APPLIED ETHICS: USING THE CASES APPROACH TO RESOLVE ETHICAL DILEMMAS IN PSYCHOLOGY**

**CE CREDITS** 7  
**ENROLLMENT LIMIT** 75  
**INTERMEDIATE** ++

This intermediate workshop presents the National Center for Ethics in Healthcare’s CASES approach for resolving ethical dilemmas. The presenter teaches the steps and illustrates their use in a wide range of professional contexts. Participants learn to identify ethical dilemmas, write an ethics question, generate options for resolution, and weigh options for the best resolution of the dilemma. Participants utilize the CASES approach in either an individual or team environment.

*Shannon E. Woller, PsyD, Richard L. Roudebush VA Medical Center, Indianapolis, IN*

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108

**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, psycho-education, 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, Kansas City*
PSYCHOLOGICAL ASSESSMENT REPORT WRITING: PRODUCING MEANINGFUL REPORTS

This intermediate workshop presents the challenges in writing psychological reports and strategies to improve writing. It follows a multimethod, integrated, and individualized approach to assessment reports. 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.

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

PRINCIPLES OF PSYCHOLOGICAL CARE FOR END OF LIFE AND BEREAVEMENT FOR ADULTS

This introductory workshop provides an overview of the fundamentals of psychological care for adults nearing the end of their life, and for their caregivers during bereavement. Presenters introduce participants to various tools and strategies to help patients and families navigate the end-of-life process, focusing on communication, legacy planning, and meaning making. Using case studies, videos, and experiential exercises, participants learn four cognitive behavioral therapy (CBT) strategies that they can use to care for seriously ill patients at the end-of-life, in addition to four CBT strategies to help bereaved individuals adjust to the death of their loved one.

Sue E. Morris, PsyD, and Karen M. Fasciano, PsyD, Dana-Farber Cancer Institute, Boston, MA

SOCIAL JUSTICE INFORMED THERAPY: NUTS AND BOLTS

Drawing from relational-cultural theory and social identity development theory, this intermediate workshop presents practitioners with a framework and techniques to provide social justice informed therapy. Through lecture, case studies, discussion, and question and answer, the workshop helps practitioners from various theoretical orientations understand and conceptualize patients’ presenting issues and symptoms in the social justice context and formulate and deliver social justice informed treatment.

Hsiao-Wen Lo, PhD, Independent Practice, Ann Arbor, MI
112  
UNDERSTANDING AND WORKING WITH PEOPLE FROM ARAB AND MIDDLE EASTERN BACKGROUNDS

CE CREDITS  7  
ENROLLMENT LIMIT  40  
INTRODUCTORY  

With the increase in migration waves and influx of war refugees from the Middle East and North Africa, professional helpers and practitioners are in need of better cultural understanding and clinical skills to effectively work 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, social values, corrections of misconceptions, therapeutic tools, and practical guidelines are presented in this introductory workshop.

Naji Abi-Hashem, PhD, Independent Practice, Seattle, WA

113  
USING THE MMPI-2-RF IN MEDICAL SETTINGS

CE CREDITS  7  
ENROLLMENT LIMIT  75  
ADVANCED  
NEW  

This advanced workshop focuses on the use of the MMPI-2-RF in medical settings, with an emphasis on presurgical psychological evaluations. It is designed for individuals familiar with the MMPI-2-RF, such as those who have completed the Introduction to the MMPI-2-RF workshop. The presenters cover topics such as general issues pertaining to the use of the MMPI-2-RF in medical settings, use of the MMPI-2-RF in assessments of bariatric surgery candidates, and use of the MMPI-2-RF in assessments of spine surgery and spinal cord stimulator candidates. Use of the MMPI-2-RF in these assessments are illustrated with a series of case studies.

Ryan J. Marek, PhD, University of Houston-Clear Lake; Yossef S. Ben-Porath, PhD, Kent State University
Morning Half-Day Workshops  8:00–11:50 a.m.

101
AN EVIDENCE-BASED APPROACH TO CULTURALLY ADAPTING PSYCHOTHERAPY FOR ASIAN AMERICANS

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

102
CLINICAL PRACTICE WITH CONSENSUALLY NONMONOGAMOUS PEOPLE

This introductory workshop provides foundational knowledge, skills, and awareness regarding consensual nonmonogamies (CNM) relevant to clinical practice. The presenter provides 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, the presenter discusses 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 Vaughan, PhD, Wright State University

103
STANDARDS OF PRACTICE IN PEDIATRIC BEHAVIORAL SLEEP MEDICINE

This introductory workshop provides an overview to the field of pediatric behavioral sleep medicine. The presenters discuss normal sleep physiology and patterns in youths, consequences of insufficient sleep, sleep measurement strategies, as well as specific interventions to improve sleep. Case examples highlight interventions with different pediatric populations (infants through adolescents, typically developing children and children with special needs) and include a variety of behavioral sleep disturbances (primary and comorbid insomnia, circadian rhythm sleep disorders, and nightmares).

Sarah M. Honaker, PhD, Indiana University School of Medicine; Kate Lyn Walsh, PsyD, Riley Children’s Hospital, Indianapolis, IN; Terese Amble, PsyD, Children’s Hospital of Minnesota, St. Paul; Danielle Graef, PhD, Cincinnati Children’s Hospital Medical Center, OH
104
THE BASICS IN QUALITY IMPROVEMENT SCIENCE: HOW TO OPERATIONALIZE IN YOUR HEALTH SERVICE SETTING

This introductory workshop teaches quality improvement (QI) methods, including terminology and steps to collect and analyze data for implementation of a QI project in health service settings. In today’s healthcare climate, QI activities improve efficiency, extend clinical care, and inform strategies for optimizing cost-effective service delivery. QI combines psychological science, appreciation of systems, theory of knowledge acquisition, and understanding of observations and variation. QI approaches to understanding variation has impacted improvement in industry and medical care. Efforts to rigorously apply these principals in psychology are underway.

*Catherine Butz, PhD, and Eric M. Butter, PhD, Ohio State University*

105
THE INTERSECTION OF MEDIA PORTRAYALS OF SUICIDE AND THE SCIENCE OF SUICIDE PREVENTION

13 Reasons Why (13RW) is the story of Hannah Baker’s spiral of trauma and despair that culminates in the graphic depiction of her suicide. 13RW has raised awareness about important issues but has also been criticized for the displays of gratuitous violence and for concern that the depiction of suicide might lead to contagion. Ayers et al. (2017) showed a significant spike in U.S. internet searches on “how to kill yourself” after 13RW was released. There are significant gaps between the portrayals of suicide in the media and the science and practice of suicide prevention. In this intermediate workshop, the presenters provide guidelines for effective and ethical practices of suicide prevention.

*Kurt Michael, PhD, Appalachian State University; Eric A. Youngstrom, PhD, University of North Carolina at Chapel Hill*
Afternoon Half-Day Workshops  1:00–4:50 p.m.

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CONCUSSION: A CLINICAL PROFILE APPROACH TO ASSESSMENT AND TREATMENT

CE CREDITS  4  
ENROLLMENT LIMIT  50  
INTRODUCTORY 

This introductory workshop presents an evidence-based, clinical profile approach to assessing and treating concussion. The presenter covers topics including concussion clinical profiles, symptoms and impairment, risk factors, psychological issues, comprehensive assessments, and targeted treatments. The presenter focuses on the psychologist’s role in assessing and treating concussion. The workshop features interactive case discussion and interpretation, empirical findings, and clinical applications and hands-on demonstrations, with special attention to at-risk populations such as athletes, military, and youth.

Anthony P. Kontos, PhD, University of Pittsburgh

115  
LIFELONG LEARNING AS A CLINICAL SUPERVISOR: A WORKSHOP TO PROMOTE SKILL-BUILDING AND SELF-REFLECTION

CE CREDITS  4  
ENROLLMENT LIMIT  25  
INTERMEDIATE 

This intermediate workshop engages psychology clinical supervisors in reflecting on their current supervisory practices and learning new strategies to use in supervision. Participants become familiar with the 2014 APA Guidelines for Clinical Supervision in Health Service Psychology and develop a personal philosophy of supervision statements. Self-assessments guide this process. This workshop uses multiple participant-centered activities, including skills demonstrations, role plays, self-assessments, and group discussions, to meet learning objectives and to cultivate lifelong learning practices.

David R. Topor, PhD, MEd, VA Boston Healthcare System, Brockton, MA; Christopher G. AhnAllen, PhD, Brigham and Women’s Faulkner Hospital, Jamaica Plain, MA

116  
MYSTERIES OF NIH FUNDING REVEALED: A COMPREHENSIVE GUIDE TO APPLYING FOR RESEARCH GRANTS

CE CREDITS  4  
ENROLLMENT LIMIT  50  
INTERMEDIATE 

This intermediate workshop presents a comprehensive guide for developing, writing, and submitting applications for National Institutes of Health (NIH) research funding (and career development support) that 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 entire process.

Harold I. Perl, PhD, Independent Practice, Arroyo Seco, NM
117
PROVIDING AFFIRMATIVE CARE TO LGBT ADULTS: INTEGRATING SCIENCE, ETHICS, AND PRACTICE

This workshop is part of the Social Justice Track.

This intermediate workshop integrates current science, ethics, and research on best practices in clinical care of lesbian, gay, bisexual, and transgender adults. The presenters emphasize healthcare disparities, suicide prevention, and unique considerations for special populations (e.g., military veterans). Participants learn techniques to integrate affirmative care principles into practice (e.g., creating and evaluating an evidence-based LGBT health education group), documentation and privacy considerations, multiple relationships and ethics considerations, and skill-development for delivering transgender specialty care services (e.g., readiness evaluations).

Tiffany M. Lange-Altman, PsyD, Hampton VA Medical Center, VA; Michelle M. Hilgeman, PhD, Tuscaloosa VA Medical Center, AL; Robert J. Cramer, PhD, Old Dominion University

118
VIRTUAL REALITY THERAPY: A BREAKTHROUGH IN TREATMENT FOR ANXIETY

In this intermediate workshop, participants learn how virtual reality (VR) can benefit their clients and their practice. VR is used to help specific phobias, posttraumatic stress disorders, public speaking fear, social anxiety, obsessive-compulsive disorder, substance abuse, body image, eating disorders, and other common clinical problems. VR helps teach relaxation and mindfulness and is used with all ages from children to the elderly. VR is used for pain control, rehabilitation, and preparation for medical procedures. Research findings and clinical experience support its efficacy and effectiveness, especially with phobias. Case examples and 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
**Full-Day Workshops  8:00 a.m.–3:50 p.m.**

**124**

**ATTACHMENT-BASED FAMILY THERAPY**

This introductory workshop reviews the theory, research, and clinical strategies of 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 to use this model to help families repair interpersonal ruptures that have damaged trust and rebuild emotionally protective, secure parent-child relationships.

*Suzanne Levy, PhD, Drexel University*

**125**

**BRIDGING EDUCATION, GUIDELINES, RESEARCH, AND ADVOCACY IN ADDRESSING THE IMMIGRATION CRISIS**

This workshop is part of the Social Justice Track.

The current immigration crisis provides psychologists with an opportunity to use their skills to document trauma, speak up for those without a voice, broaden the multicultural aspects of their practice, and promote the use of scientific knowledge to broaden policies. In this intermediate workshop, participants learn the different forms of relief available to immigrants, describe components of an evaluation, and how to testify in court when appropriate. The presenters describe how to use an interpreter, explain the role of the United Nations and APA in human rights advocacy by describing appropriate use of research conducted on this population, and articulate current research on family separation policy.

*Claudette S. Antuña, PsyD, LCSW, and Leonora P. Cabrero, MA, Independent Practice, Seattle, WA; Luz M. Garcini, PhD, MPH, Rice University; Shahana Koslofsky, PhD, Pacific University; Alfonso Mercado, PhD, University of Texas Rio Grande Valley; Sita G. Patel, PhD, Palo Alto University*

**126**

**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 key features of common qualitative methods and epistemological approaches to inquiry. Through experiential learning exercises, participants accrue skills common across qualitative approaches, such as interviewing skills and coding text in order to increase the fidelity and utility of their findings. Participants learn how to select methods to achieve their goals and consider how to best 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*
127  
**FITNESS-FOR-DUTY AND PROFESSIONAL PRACTICE EVALUATIONS: ETHICS AND ASSESSMENT TECHNIQUES**

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

Psychologists are often asked to evaluate licensed professionals, police officers, or other employees holding positions of special trust who are suspected of having an emotional or cognitive disorder that interferes with their ability to safely perform their duties. This intermediate workshop offers practical suggestions to psychologists wishing to increase their involvement in this interesting and challenging area of forensic practice. Recommended assessment strategies are in keeping with evolving ethical principles, practice guidelines, newly enacted federal statutes, and case law.

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

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128  
**INVENTING SOLUTIONS FOR A BETTER LIFE: A PROBLEM-SOLVING INTERVENTION FOR PEOPLE WITH BRAIN INJURIES**

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

Executive functions are the cognitive skills that contribute to adjustment and achievement, especially after brain injury. 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.

*Theodore Tsaousides, PhD, Icahn School of Medicine at Mount Sinai; Teresa Ashman, PhD, Independent Practice, New York, NY*

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129  
**NEW DEVELOPMENTS IN THE DEATH PENALTY AND PEOPLE WITH INTELLECTUAL DISABILITY**

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

The landmark Supreme Court of the United States decision in *Atkins v. Virginia* (2002) ruled that the death penalty for people with intellectual disability (ID; then called mental retardation) is an unconstitutional violation of eighth amendment protections from cruel and unusual punishment. Two subsequent decisions in *Hall v. Florida* (2014) and *Moore v. Texas* (2017) have greatly clarified the specifics of psychological evaluations that contribute to the diagnosis of ID in capital cases. This intermediate workshop emphasizes interactive examples to provide the most recent information, as well as continuing controversies, in the diagnosis of ID in capital cases.

*John G. Olley, PhD, University of North Carolina at Chapel Hill; Karen L. Salekin, PhD, University of Alabama; Juliet M. Yackel, JD, Law Offices of Juliet Yackel, Chicago, IL; Daniel J. Reschly, PhD, Vanderbilt University*
130

RACIAL IDENTITY THEORY IN ACTION: APPLICATION TO COUNSELING AND CLINICAL SUPERVISION

This intermediate workshop presents the application of Helms’s racial identity theories and social interaction model in clinical practice and supervision. The workshop aims to bridge a strong body of research and theoretical work on racial identity with practical application reinforcing social justice principles. Participants engage in practicing assessment of themselves, their clients, and their supervisees in regard to their racial identity; application of the social interaction model; and learning strategies to strengthen and promote awareness of racial identity with clients and supervisees.

Anmol Satiani, PhD, DePaul University; Cynthia E. Chen, PhD, University of Colorado Denver; Kisha N. Bazelais, PhD, University of Miami; Janet E. Helms, PhD, Boston College; Carlton E. Green, PhD, University of Maryland College Park; Kevin T. Henze, PhD, Regis College

131

THE DYNAMICS OF POWER AND PRIVILEGE IN PSYCHOTHERAPY

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, winner of the 2016 Johanna K. Tabin Prize. 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 uses lecture, case demonstration (film), and exercises to address issues of privilege in clinical work at agencies and in supervision.

Malin Fors, MS, Finnmark Hospital Trust, Hammerfest, Norway
Morning Half-Day Workshops 8:00–11:50 a.m.

119
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, Independent Practice, Seattle, WA; Erica Wise, PhD, University of North Carolina at Chapel Hill

120
THE ASSESSMENT OF AUTISM SPECTRUM DISORDER IN ADULTS

As an increasing number of children and adolescents are identified with autism spectrum disorder (ASD), the need to assess this condition throughout the adult lifespan is critical. This intermediate workshop presents research demonstrating the core deficits of ASD and their continued presentation throughout the adult years. The presenter examines challenges with socialization and communication, unusual behavior, and self-regulation present in adults with ASD. Participants learn a framework for assessment, an overview of available clinical tools, and issues related to comorbidity and treatment.

Sam Goldstein, PhD, Neurology, Learning and Behavior Center, Salt Lake City, UT

121
THE ETHICS AND ASSESSMENT OF MEDICAL AND FINANCIAL DECISION-MAKING CAPACITY

One’s autonomy to make decisions on their own behalf is presumed, unless threatened by illness or injury. This introductory workshop focuses on the ethics of decision-making capacity and its evaluation. Topics include potential causes of incapacity, optimizing and restoring capacity, and family conflicts. The presenters provide illustrations of how to examine capacity, including an evaluation of functional elements. Participants explore case examples of medical decision-making capacity in rehabilitation and long-term care settings, as well as of financial capacity in underserved populations. Throughout, evaluation of ethical dilemmas helps illustrate ethical principles.

Lynn Schaefer, PhD, Nassau University Medical Center, East Meadow, NY; Brian P. Yochim, PhD, VA St. Louis Health Care System, MO; Peter A. Lichtenberg, PhD, Wayne State University
THINKING THROUGH ADULT ADHD: CBT AND HOW THOUGHTS TURN INTENTIONS INTO ACTIONS (OR NOT)

Increasing numbers of adult patients are seeking therapy for attention-deficit/hyperactivity disorder (ADHD). The features of ADHD that create problems in their daily lives—procrastination, disorganization, and poor time management—also interfere with follow-through on the use of coping strategies. This introductory workshop presents a cognitive behavioral therapy (CBT) approach with an implementation focus (including the role of negative thinking) designed to help ADHD adults better use effective coping strategies outside the therapy room. The presenter reviews central targets and themes of CBT (cognitive, emotional, behavioral, implementation, social) and presents and discusses a video of a CBT session for adult ADHD.

Russell Ramsay, PhD, Perelman School of Medicine at the University of Pennsylvania

TRANSLATING RESEARCH INTO PRACTICE: EVIDENCED-BASED CARE FOR THE TRANSGENDER COMMUNITY

This introductory workshop presents current perspectives on theory, diagnosis, ethical responsibilities, and best practices for the integrated treatment of transgender and gender diverse clients. Biological, social, psychological, and cultural literature informs providers of the various issues psychologists face when working with individuals from this population. Cutting-edge research regarding the use of psychological assessment with gender diverse individuals and modifications of evidence-based practices are discussed.

James A. Scholl, MA, Boston Medical Center, MA; Kurt T. Choate, PhD, Northeastern State University; William Bryant, MA, The University of Tulsa
Afternoon Half-Day Workshops  1:00–4:50 p.m.

132  
**CBT OUTSIDE THE BOX: TIPS AND TOOLS FOR MULTICULTURAL PRACTICE**  
This workshop is part of the Social Justice Track.

**CE CREDITS 4**  
**ENROLLMENT LIMIT 50**  
**INTERMEDIATE † †**  
**NEW**

This intermediate workshop offers 10 practical steps for integrating cognitive behavioral therapy (CBT) with multicultural considerations. Participants learn how to avoid the most dangerous CBT mistake of premature cognitive restructuring, inspire clients with the Personal Strengths Inventory, and use culturally responsive cognitive strategies including compassion voice, attitude of gratitude, wise elder, most generous interpretation, and the magic three-step technique with kids. To aid in assessing ongoing progress, participants create culturally responsive homework that works.

_Pamela A. Hays, PhD, Independent Practice, Soldotna, AK_

133  
**MEANS SAFETY COUNSELING FOR SUICIDE PREVENTION**

**CE CREDITS 4**  
**ENROLLMENT LIMIT 50**  
**INTRODUCTORY †**  
**NEW**

Means safety counseling, also referred to as means restriction counseling, entails assessing whether an individual at risk for suicide has access to a firearm or other lethal means for suicide, and working with the individual and their support system to limit their access to these means until suicide risk has declined. Means restriction has garnered empirical support as an intervention that has led to reductions in suicide across diverse samples and populations. This introductory workshop provides an overview of means safety counseling with patients, practical suggestions and tips for navigating conversations with high-risk patients, and offers opportunities to practice strategies in role-plays.

_Craig J. Bryan, PsyD, and AnnaBelle O. Bryan, MS, University of Utah_

134  
**MILD NEUROCOGNITIVE DISORDERS: IMPROVING DETECTION, DIAGNOSIS, AND EARLY INTERVENTIONS**

**CE CREDITS 4**  
**ENROLLMENT LIMIT 75**  
**INTERMEDIATE † †**

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 A. Davidoff, PhD, Regan Patrick, PhD, and David P. Olson, MD, PhD, McLean Hospital, Belmont, MA; James Ellison, MD, MPH, Swank Memory Care Center, Wilmington, DE_
135

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

CE CREDITS 4
ENROLLMENT LIMIT 25
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% to 46% of the U.S. population expresses this aspect of sexuality in terms of fantasy, and 10% to 12% in behavior; hence the popularity of Fifty Shades of Grey. Clinical issues and an outline of cultural competency around 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

136

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
Most individuals have difficulty either losing weight or sustaining weight loss. A significant reason for this is that they never learned the cognitive and behavioral skills they need to be successful. In this intermediate workshop, the presenter discusses how to help dieters make changes to their thinking so they can maintain fundamental and long-lasting changes in their eating behavior. The workshop includes skills such as setting achievable goals, creating an accountability system, building self-efficacy, managing hunger and cravings, solving eating-related problems, getting back on track immediately when they make a mistake, and continually motivating themselves through their lifetime.

Judith S. Beck, PhD,
Beck Institute for Cognitive Behavior Therapy,
Bala Cynwyd, PA

Hors d’oeuvres will be served prior to the workshop.
Special 2019
Social Justice Track

This year we are offering a special theme of workshops dedicated to building bridges between social justice, research, and practice, such as workshops that provide strategies for addressing problems associated with sociopolitical trends or discuss access and equity in evidence-based treatments for common disorders. Nine workshops are dedicated to this track.

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EMOTION-CENTERED PROBLEM-SOLVING THERAPY TO REDUCE SUICIDE RISK

This intermediate workshop trains participants in the application of emotion-centered problem-solving therapy (EC-PST) to reduce suicide risk. EC-PST is an evidence-based intervention that has been found to be effective for a wide range of psychological disorders and problems, including suicidal risk. In addition to learning the conceptual and empirical background of this approach, participants learn, via demonstrations and role plays, how to conduct EC-PST as a means of reducing suicidal ideation and preventing suicidal behaviors. Major treatment targets include chronic stress, emotion dysregulation, and ineffective social problem-solving.

Arthur M. Nezu, PhD, and Christine M. Nezu, PhD, Drexel University

142

ETHICS, TEST STANDARDS, AND TEST INTERPRETATION: MEASUREMENT MATTERS

This intermediate workshop improves knowledge and application of professional ethics and test standards impacting test interpretation by increasing the knowledge and application of measurement principles 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

143

HARM REDUCTION TREATMENT FOR SUBSTANCE USE DISORDERS: MEETING PEOPLE WHERE THEY’RE AT

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 their communities—without requiring abstinence or use reduction. Harm reduction can refer to interventions and approaches applied at the policy, population, community, or individual levels. In this introductory workshop, participants learn how to apply harm reduction in the individual psychotherapeutic context using an effective and client-driven approach in which therapists engage a harm-reduction mindset, heart-set, and concrete therapeutic components.

Susan E. Collins, PhD, and Seema L. Clifasefi, PhD, MSW, University of Washington
NOT ALL THAT BLOWS UP IS BIPOLAR (...BUT SOME OF IT IS): LATEST PRACTICE UPDATE

There are now more than 10,600 articles just on bipolar disorders in children and adolescents, with more than 90% published in the last 15 years. This explosion of evidence arrived after most practitioners finished their training and obtained licensure. This intermediate workshop provides an executive summary of the literature, sorting through controversy to make practical recommendations. The presenter focuses on clinical implications, practical evidence-based assessment tools, differential diagnosis, and selecting effective treatment options. The workshop uses a set of cases to show how new information can update and hone clinical practice using free high quality resources.

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

PARENT TRAINING FOR CHILDREN WITH AUTISM SPECTRUM DISORDERS AND DISRUPTIVE BEHAVIORS

This intermediate workshop prepares clinicians to use an evidence-based practice for parent training in autism spectrum disorder (ASD). ASD is a chronic neurodevelopmental condition of early childhood onset characterized by social communication deficits, restricted interests and repetitive behaviors. ASD affects 1 in 59 children and as many as 50% of children with ASD exhibit behavioral problems, including tantrums, noncompliance, aggression, and self-injury. These behaviors interfere with performance of daily living skills and engagement in educational services and may increase social isolation. The Research Units in Behavioral Intervention Autism Network developed this time-limited parent training program ready for use.

Eric M. Butter, PhD, Ohio State University; Cynthia R. Johnson, PhD, Case Western Reserve University; Karne Bearss, PhD, University of Washington

PSYCHOTHERAPY WITH BLACK WOMEN

Black women in the United States are a unique population and effective psychotherapy with these women must be responsive to their personal, social, ecological, and historical experiences. This intermediate workshop explores the strengths and challenges of Black women and the clinical implications of their experiences. The presenters examine constraints to building alliances with Black women and review key strategies for forging strong therapeutic alliances and working collaboratively with them to address their mental health concerns. This engaging and experiential workshop helps participants build cultural competence and clinical skills and knowledge that they can readily integrate into their clinical practice.

Adia S. Gooden, PhD, University of Chicago; Donna Baptiste, EdD, Northwestern University

FOR FULL DESCRIPTIONS AND TO ENROLL: CONVENTION.APA.ORG/CE
RACISM IN PSYCHOLOGY: PROMOTING HEALING AND TRANSFORMATION

At a time when the impacts of racism in the United States are painfully apparent, psychologists often struggle to respond effectively. This intermediate workshop is designed for psychologists who wish to engage that struggle in a manner that is honest, respectful, and actionable. The presenters examine how psychology was shaped by racial inequities and how those influences continue to shape the field. In response, the presenters explore a step-wise approach to professional practice that promotes social justice and advances the field. Multimodal teaching techniques assist participants in apprehending course material in a manner that leads to tangible results.

Lele Diamond, PsyD, Symbio, Inc., Fairfax, CA; Michael Connor, PhD, Alliant International University-San Francisco; Nancy Arvold, PhD, Independent Practice, San Francisco, CA; Wade E. Pickren, PhD, Ithaca College

TREATING ADOLESCENT MOOD DISORDERS IN THE ERA OF LEGALIZED MARIJUANA AND UBIQUITOUS SOCIAL MEDIA

This intermediate workshop addresses contemporary challenges in treating adolescents with mood disorders, including legalization of medicinal and recreational marijuana and the impact of social media on adolescents. Discussion focuses on how to incorporate psychoeducation on substances and social media and how to increase emphasis on healthy habits (sleep, eating, exercise, meditation, “in real life” interactions) into evidence-based psychotherapy, using psychoeducational psychotherapy (PEP) as the model. The presenter reviews core components of PEP, including differential diagnosis, comorbidity, and pharmacologic and nonpharmacologic biological interventions (e.g., nutritionals, phototherapy).

Mary A. Fristad, PhD, Ohio State University
Morning Half-Day Workshops 8:00–11:50 a.m.

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**AFFIRMATIVE CARE MODEL: GENDER AND SEXUALITY AWARENESS TRAINING FOR PSYCHOLOGISTS**

This introductory workshop increases competence to create an LGBTQI+ affirming environment and is relevant for psychologists working in all settings. Participants familiarize themselves with respectful terminology and practice affirming clinical interviews. Instructors review current research on gender and sexuality, including risk, resiliency, and intersectional factors. Participants collaborate to identify concrete approaches to increase gender and sexuality awareness in their institutions, including strategies for interdisciplinary education and policy development. Instructors share lessons learned in the development of LGBTQI+ awareness training for a large hospital.

*Katharine Thomson, PhD, Kerry McGregor, PsyD, and Amy Tishelman, PhD, Boston Children’s Hospital, MA*

138
**MASS ANGER IN ETHNIC CONFLICT: LESSONS IN ANALYSIS AND PROBLEM-SOLVING**

This intermediate workshop extends an idiographic view of anger to the “mass anger” of social injustice, as witnessed in ethnic conflict. Mass anger is defined by spatio-temporal parameters. It is explained by a functional analysis of antecedents, consequences, context, and exacerbating factors. This opens the path to problem-solving approaches that go beyond mere intrapsychic change to actual social change. Working in small groups, participants will analyze sociocultural conflict and anger, and apply problem-solving approaches. Finally, the presenters model reconciliation strategies after examples from recent history, considering implications for the United States.

*Roger D. Petersen, PhD, Massachusetts Institute of Technology; Ephrem Fernandez, PhD, University of Texas at San Antonio*

139
**RESILIENCE FOR TRAUMA RESEARCHERS AND RESPONDERS—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 their research teams.

*Patricia K. Kerig, PhD, University of Utah*
WORKING WITH TRAINEES WITH COMPETENCE PROBLEMS: ETHICAL, LEGAL, AND MULTICULTURAL CONSIDERATIONS

Nearly every psychologist in a training setting has experiences with trainees with 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 include didactic, experiential, and discussion-based learning, participants gain concrete knowledge to apply in their training settings.

Rebecca A. Schwartz-Mette, PhD, University of Maine; Linda Forrest, PhD, University of Oregon; Evelyn Hunter, PhD, Auburn University; David S. Shen-Miller, PhD, Independent Practice, Seattle, WA
Afternoon Half-Day Workshops  1:00–4:50 p.m.

149  
**CBT FOR DEPRESSION IN MIDDLE AND LATER LIFE: TIPS AND STRATEGIES FOR PRACTICE**

This intermediate workshop provides practitioners familiar with cognitive behavioral therapy (CBT) tools to increase their effectiveness with depressed clients in the later half of life. APA workforce predictions show a shortage of psychologists prepared for work with older adults (APA, 2018). CBT for depression is effective across the lifespan when clinicians employ key modifications. This workshop trains clinicians to identify and respond to age-related challenges in assessment and intervention. The presenters provide tips for practice (e.g., billing, referrals) and future professional development in clinical geropsychology.

*Ann M. Steffen, PhD, University of Missouri-St. Louis; Suzann M. Ogland-Hand, PhD, Ogland-Hand Consulting, LLC, Grand Rapids, MI*

150  
**INTELLECTUAL ASSESSMENT AS A SOCIAL JUSTICE ISSUE: THEORETICAL CONSIDERATIONS AND PRACTICAL SOLUTIONS**

This intermediate workshop provides an overview of the concept of social justice as it relates to psychologists’ assessment of intelligence using traditional IQ tests in contrast to those based on a neuropsychological conceptualization of abilities. The implications of IQ test content for socially just assessment is clearly described as well as research comparing all tests by race, ethnicity, disabilities, English language status, and culture for individuals across the ability continuum. The presenters use illustrative case studies following the Individuals with Disabilities Educating Act (2004) and court cases to explore this topic.

*Jack A. Naglieri, PhD, University of Virginia; Tulio M. Otero, PhD, School District 47, Crystal Lake, IL*

151  
**MINDFUL SELF-CARE: INTEGRATING MINDFULNESS AND MISSION INTO PERSONAL AND PROFESSIONAL SELF-CARE**

This introductory workshop presents an empirically supported and mindfulness-based approach to self-care. Designed to prevent burnout and support professional and personal wellbeing, mindful self-care addresses the hows and why’s of sustainable ways of being of service to others. The workshop includes review of and practice in mindful self-care assessment, dyad processing, mindfulness practice, and creation of a mindful self-care plan. The presenter also provides a step-by-step guide to formulating a value-based mission. The mindful self-care process can be used personally and with clients. Research across a range of helping professions helps illustrate key points.

*Catherine P. Cook-Cottone, PhD, and Wendy Guyker, PhD, University at Buffalo-State University of New York*
152
**PUBLISHING CLIENTS’ INFORMATION IN CASE REPORTS AND PSYCHOLOGICAL WRITING: ETHICAL AND CLINICAL CONSIDERATIONS**

**CE CREDITS** 4  
**ENROLLMENT LIMIT** 50  
**INTRODUCTORY** •  
**NEW**

This introductory workshop helps clinicians, journal editors, students, and professors navigate the complexity of protecting client confidentiality and maintaining ethical and legal compliance while continuing to advance the field of psychology through the use of case reports and other psychological writing. The presenter uses a multimedia examination of historical and current publishing practices, an interactive exercise analyzing ethical and legal standard, and a discussion of the risks and recommendations of using specific techniques when writing about clients. Participants create their own clinical plan informed by current research and ethical guidelines.

*Barbara C. Sieck, PhD, Medical College of Wisconsin*

153
**SURVIVORS HEALING FROM ABUSE: RECOVERY THROUGH EXPOSURE—GROUP TREATMENT FOR SEXUAL ASSAULT**

This workshop is part of the Social Justice Track.

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

This intermediate workshop provides instructions to clinicians in the implementation and evaluation of a group treatment developed for incarcerated women with sexual violence victimization histories (Survivors Healing From Abuse: Recovery Through Exposure; SHARE). The primary focus of SHARE is imaginal exposure to trauma memories. The presenters have conducted evaluations of SHARE in two state prisons, demonstrating it is effective at reducing symptoms of posttraumatic stress disorder, depression, and anxiety, and increasing distress tolerance. Furthermore, benefits persist months after treatment has ended. Participants learn the phases of treatment, strategies for leading exposures, and tips for managing group dynamics.

*Ana J. Bridges, PhD, and Danielle E. Baker, MA, University of Arkansas; Melissa J. Zielinski, PhD, University of Arkansas for Medical Sciences*
Full-Day Workshops  8:00 a.m.–3:50 p.m.

159
A SYRINGE AND POWERFUL MEDICINE: PRIMARY CARE BEHAVIORAL HEALTH AND FOCUSED ACCEPTANCE AND COMMITMENT

This workshop is part of our Social Justice Track.

CE CREDITS  7
ENROLLMENT LIMIT  50
INTRODUCTORY • NEW

People living with significant socioeconomic challenges often do not receive adequate health care, and integrating behavioral health services into primary care promises to improve their access. This introductory workshop describes the primary care behavioral health (PCBH) model: an approach to integration associated with improving access and patient satisfaction. The workshop also introduces focused acceptance and commitment therapy (fACT), a trans-diagnostic approach to delivery of brief, intermittent services over the lifespan. PCBH is a powerful syringe and fACT is a powerful medicine for improving healthcare outcomes for underserved primary care patients.

Patricia J. Robinson, PhD, and Kirk D. Strosahl, PhD, Independent Practice, Portland, OR

160
ACQUIRED BRAIN INJURY: A CLINICAL PRIMER FOR PSYCHOLOGISTS

CE CREDITS  7
ENROLLMENT LIMIT  50
INTRODUCTORY •

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 (Dan) Y. Han, PsyD, and Timothy Ainger, PhD, University of Kentucky

161
ADDRESSING THE MENTAL HEALTH NEEDS OF LGBTQ REFUGEES AND ASYLUM SEEKERS

CE CREDITS  7
ENROLLMENT LIMIT  50
INTRODUCTORY • NEW

This introductory workshop reviews current challenges faced by LGBTQ refugees and asylum seekers. Participants learn about the context of LGBTQ asylum seeking, as well as the roles that psychologists play in working with this population. Participants receive an overview of the forensic assessment process, as well as an introduction to multiple perspectives on providing treatment that consider the context of an individual client’s needs, with a specific emphasis on the intersectional experiences of those seeking asylum or immigrating from nations in the Middle East and North Africa.

Nadine Nakamura, PhD, University of La Verne; Brigitte Khoury, PhD, American University of Beirut, Lebanon; Khashayar Farhadi Langroudi, PsyD, Kaiser Permanente, San Francisco, CA; Sarilee Kahn, PhD, McGill University, Montreal, QC, Canada; Edward Alessi, PhD, Rutgers The State University of New Jersey; Matthew Skinta, PhD, Independent Practice, San Francisco, CA
162
BUILDING A THRIVING, ETHICALLY RESPONSIBLE ‘GOLDILOCKS’ PRACTICE:
JUST RIGHT FOR YOU AND THE PUBLIC

This introductory workshop shows participants how they can have a successful, ethically responsible independent practice. Opportunities for creating niche practices outside of managed care through evidenced-based strategies 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 J. Behrman, PhD, Independent Practice, New York, NY; Jeffrey Zimmerman, PhD, Independent Practice, White Plains, NY; Pauline Wallin, PhD, Independent Practice, Camp Hill, PA

163
CLINICAL SUPERVISION: AN EXPERIENTIAL APPROACH TO COMPETENCY-BASED PRACTICE

This intermediate workshop is designed to provide a foundation for essential and innovative supervision. The presenters identify best practices, including supervisory relationship, ethics, the learning cycle, management of supervisees not meeting performance expectations, and self-care. The workshop emphasizes developing skills in observation, reflection, evaluation, feedback, and effective learning strategies. Presenters consider multicultural competence, context, and multiple identities throughout. 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, and Edward P. Shafranske, PhD, Pepperdine University

164
FACING YOUR FEARS:
GROUP CBT FOR MANAGING ANXIETY IN CHILDREN AND TEENS WITH AUTISM SPECTRUM DISORDER

Children and teens with autism spectrum disorder (ASD) are at high risk for developing anxiety symptoms that interfere with functioning at home, school, and in the community. Youth with ASD and anxiety demonstrate significant reductions in anxiety following participation in modified cognitive behavioral therapy (CBT) interventions. Facing your fears (FYF) is a group CBT intervention for managing anxiety in youth with ASD. In this intermediate workshop, participants are introduced to FYF, identify core components of the clinic-based FYF program, describe modifications for teens with intellectual disabilities, and learn strategies for delivering FYF in schools. Video examples and interactive small group activities occur throughout the training.

Judy Reaven, PhD, and Audrey Blakeley-Smith, PhD, University of Colorado Denver/Anschutz Medical Campus
**165**
**PRACTICAL STRATEGIES TO “WALK THE TALK” OF DIVERSITY AND INCLUSION**

CE CREDITS 7  
ENROLLMENT LIMIT 30  
INTERMEDIATE •

This intermediate workshop presents a cutting-edge approach to cultural competency by examining a person’s multiple identities and their intersectionality. The workshop also addresses how to deal with complex emotions around generational perpetuation of different socialization paths by the system resulting in internalized privilege and oppression. Participants learn paradigm shifts in thinking (from conventional to complex) and learning (from conceptual to transformative) to increase cultural competency. The presenter provides practical strategies developed by integrating behavioral and social psychology and cognitive neuroscience research findings.

*Heesoon Jun, PhD, Evergreen State College*

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**166**
**WHAT EVERY PSYCHOLOGIST NEEDS TO KNOW ABOUT EFFECTS OF MEDIA ON CHILD AND ADOLESCENT HEALTH**

CE CREDITS 7  
ENROLLMENT LIMIT 40  
INTRODUCTORY ♦

The media represent one of the most important—and underrecognized—influences on the development of children and adolescents, but how far does their 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? What are the effects of cyberbullying? This introductory workshop answers these 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*
Morning Half-Day Workshops  8:00–11:50 a.m.

154
ANGER IN MEN AND WOMEN: IDIOGRAPHIC ASSESSMENT, DIAGNOSIS, 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 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. Whenever possible, the treatment should be tailored to the sociodemographic aspects of the population in question.

_Ephrem Fernandez, PhD, University of Texas at San Antonio_

155
COMMUNITY-BASED PARTICIPATORY RESEARCH IN PSYCHOLOGY: THEORY, RESEARCH, AND PRACTICE

Community-based participatory research (CBPR) answers the call for more patient-centered, community-driven research approaches to address growing health disparities. CBPR is a collaborative research approach that equitably involves community members, researchers, and other stakeholders in the research process and recognizes the unique strengths that each bring. Although CBPR is well-aligned with psychology’s ethical principles and research aims, it has not been widely implemented in psychology research. This introductory workshop presents a promising research framework that may guide the implementation of more effective, culturally appropriate, socially just, and sustainable community-based research.

_Eleanor F. Gil-Koshiwabara, PsyD, Portland State University; Patricia Rodriguez Espinosa, PhD, MPH, Stanford University School of Medicine; Seema L. Clifasefi, PhD, MSW, and Susan E. Collins, PhD, University of Washington_

156
ETHICS AND COMPETENCE OF RESEARCH, SUPERVISION, AND PRACTICE WITH INDIGENOUS POPULATIONS

This intermediate workshop 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. This workshop ends with a review of the main findings in the SIP commentary and how these findings parallel the workshop processes.

_Melissa Tehee, PhD, JD, Utah State University; Alberta A. Arviso, PhD, University of Arizona_
157

LEANING INTO MASCULINITY:
APPLYING THE NEW APA GUIDELINES FOR PSYCHOLOGICAL PRACTICE WITH BOYS AND MEN

Psychologists are now rethinking masculinity through the same multicultural lens that feminist researchers have utilized in the study of women, and the maturing body of research, theory, and applied clinical work with men is now thriving. In 2018, APA passed official guidelines for psychological practice with boys and men. This intermediate workshop provides concrete, actionable information regarding best practices in psychotherapy with men through a multicultural, contextual lens.

Daniel B. Singley, PhD, The Center For Men’s Excellence, San Diego, CA

158

SCORING AND CLINICAL APPLICATIONS OF THE SOCIAL COGNITION AND OBJECT RELATIONS SCALE

Within psychology, there is an over-reliance on self-report measures of personality and increasingly limited use of performance-based tasks. This is concerning given that personality is a multi-faceted construct and more than one method is required to assess its implicit and explicit aspects. The Social Cognition and Object Relations Scale (SCORS-G) is one of the most commonly used performance-based measures to quantify narrative data. In this interactive introductory workshop, participants learn how to score narratives using the SCORS-G and practice using clinical examples provided from diverse populations. Participants are also introduced to innovative approaches for incorporating the SCORS-G into research and clinical practice.

Michelle B. Stein, PhD, Massachusetts General Hospital, Boston; Jenelle Slavin-Mulford, PhD, Augusta University
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CE Workshop Details

Workshop Location
All CE workshops before and during the convention will be held at the Hyatt Regency McCormick Place Hotel, 2233 South Martin Luther King Drive, Chicago, IL 60616.

Workshop Dates
PRECONVENTION WORKSHOPS
Wednesday, August 7

CONVENTION WORKSHOPS
Thursday, August 8 – Sunday, August 11

Workshop 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.

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.

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 Dates and Fees

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<td>FULL-DAY (7 hours)</td>
<td>$220</td>
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<td>HALF-DAY (4 hours)</td>
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<td>FULL-DAY (7 hours)</td>
<td>$260</td>
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<td>HALF-DAY (4 hours)</td>
<td>$160</td>
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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.
How Do I Enroll?

**Online at convention.apa.org/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 7.**

**NOTE** Advance enrollment fees effective May 16. Regular enrollment fees effective July 1.

**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 2.**

**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 22.**

**By mail:** Mail to APA Accounting/CEP Office, WS Enrollment, 750 First Street, NE, Washington, DC 20002-4242. The workshop enrollment form (p. 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 22.**

On-Site Enrollment: Locations, Dates, and Times

**MCCORMICK PLACE—ONE DAY ONLY!**
2301 South Martin Luther King Drive, Chicago, IL 60616
- Wednesday, August 7
  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 7.

**HYATT REGENCY MCCORMICK PLACE HOTEL**
2233 South Martin Luther King Drive, Chicago, IL 60616
- Thursday, August 8–Saturday, August 10
  7:00 a.m.–4:00 p.m.
- Sunday, August 11
  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 17 if you enroll prior to July 16. 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 16 will need to pick up workshop ticket(s) at the Hyatt Regency McCormick Place Hotel, 2233 South Martin Luther King Drive, Chicago, IL 60616.

FOR PRECONVENTION WORKSHOP ATTENDEES ONLY WEDNESDAY, AUGUST 7
If you are attending a preconvention workshop on Wednesday, August 7 and you have NOT received your email confirmation that serves as your workshop ticket(s), please come directly to the Hyatt Regency McCormick Place Hotel, 2233 South Martin Luther King Drive, Chicago, IL 60616, 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 emailed (cpe@apa.org) to the CEP Office by the dates noted below.

- By June 15: 75% refund PER workshop.
- By July 15: 50% refund PER workshop.
- By August 11: 25% refund PER workshop.
- After August 11: No refunds will be issued.

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 1.

Convention Registration/ Accommodations
APA 2019 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 exhibit hall. The CEP Office does not arrange hotel accommodations. Please visit the convention website (convention.apa.org) for registration information and hotel reservations.
Map of Workshop Area
Hyatt Regency McCormick Place Hotel
WORKSHOP ENROLLMENT FORM 2019

NAME (First) (Middle) (Last)  

APA MEMBER? ☐ Yes, MEMBER # ☐ No  

STREET ADDRESS  

CITY STATE / PROVINCE  

ZIP CODE COUNTRY  

DAYTIME PHONE EMAIL ADDRESS  

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

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<th>Number</th>
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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.” CHECK #  

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) (Middle) (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: 4D1390-44010  

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