



47th Annual ACCTA Conference

Saturday, September 14 – Tuesday, September 17, 2024
Philadelphia, Pennsylvania

Unopposed Presentations

Keynote Presentation (1.5 CEs)

Sunday, September 15, 2024, 8:30 – 10:00 am

Practicing social justice values in the context of anti-DEI initiatives and cancel culture

Tania Israel, Ph.D.

Social justice demands attention to diversity while anti-DEI initiatives limit how this can be carried out. Sustainable change can involve coalition and compromise, which may not satisfy activist ideals. How can social justice-oriented leaders skillfully navigate competing demands without losing their integrity, credibility, and effectiveness? This program harnesses psychological research and skills to offer a blueprint for enacting social justice values in divisive times.

Learning Objectives:

1. Identify unique challenges of practicing social justice values in the current sociopolitical context
2. Recognize cognitive biases that compromise social justice efforts
3. Harness skills of mental health professionals to enact social justice values

Diversity Scholars Presentation (1.5 CEs)

Sunday, September 15, 2024, 1:30 – 3:15 pm

Deliberate design: Addressing critical accessibility gaps within supervision and training programs.

Marie Adams, Ph.D.

Despite the reality that approximately 15 percent of the population in the United States is disabled (Olkin, 2002), there remains a paucity of literature detailing the prevalence or experiences of psychologists or trainees with disabilities. Even further, there is a persistent lack of conversation amongst supervisors and trainers on providing supervision to trainees with disabilities. This, coupled with an uneven literature base regarding definitions of disability, how to inquire about disability, and implementation of a structure for training in disability awareness, demonstrates the necessity for development and expansion of diversity training in the field. Such increased training may have direct



implications for both individual and group-based supervisory dynamics and assessing trainee's cultural competency within clinical services and outreach programming. This presentation will provide a review of available data within the literature base on the prevalence and experiences of psychologists and trainees with disabilities, offer suggestions and action steps for incorporating disability conversation and training within the supervisory relationship, and provide an example of disability-focused programming and supervision conducted within a UCC setting on a large university campus.

Learning Objectives

1. Describe the current available data on the prevalence and experiences of psychologists and trainees with disabilities
2. Analyze biases, common stereotypes, and ableism within supervisory relationships and larger training program designs
3. Critique current training program and supervision models to identify areas for improvement in training on disability awareness and disability-specific programming
4. Plan improvements for training programs to better incorporate disability awareness and improve trainees' collaboration with campus partners on disability-related programming.

Becoming a Culturally Informed and Social Justice-Oriented Supervisor: Using the Multicultural Orientation Model to Facilitate Difficult Dialogues with Trainees

Yujia Lei, Ph.D.

Clinical supervisors and training directors (TDs) need be adept at navigating a wide range of cultural, diversity, and social-political justice issues when providing individual and group supervision. Developing these competence does not happen automatically; instead, continue education and deliberate practice in clinical supervision is essential for skill growth. This presentation will review the latest literature on how supervisors can develop their competence to provide culturally informed and justice-oriented supervision using the Multicultural Orientation (MCO) model. Through live interactions with the audience and discussion of case vignettes, the presenter will illustrate how the MCO model can enhance supervisory relationships, address intersectionality of identities among clients, supervisees, and supervisors, as well as proactively create a space for difficult dialogues within the current socio-political context (e.g., Israel & Gaza/Palestine conflict, transgender care constraints, racial trauma, etc.).The presenter aims to engage audiences professionally and personally, exploring what matters, whose concerns matters, and how to use MCO model to facilitate meaningful dialogue. Hopefully, TDs will have the opportunity to share their effective and ineffective supervision experiences via anonymous Slido surveys, fostering a space of collectivistic wisdom and learning. This workshop aims to equip supervisors with the knowledge and skills to navigate complex cultural and socio-political dynamics in clinical supervision. By integrating the MCO model, supervisors can create a more inclusive and supportive environment for their trainees, ultimately enhancing the quality of care provided to clients.

Learning Objectives:

1. Create a Space for Sharing Experiences: Provide a forum for TDs/supervisors to share their experiences of having difficult dialogues on current socio-political events with their trainees.



2. Understand Supervisor Development Theories: Refresh participants' understanding of theories related to supervisor development and introduce the MCO model, focusing on its three components: cultural humility, cultural opportunities, and cultural comfort.
3. Integrate MCO into Professional Development: Demonstrate how the MCO model can be integrated into the lifelong professional development of supervisors to become culturally responsive and social justice oriented.

Passages (2.0 CEs)

Sunday, September 15, 2024, 3:30 – 5:30 pm

Passages is an ACCTA tradition at the annual conference. The passages program is offered to provide Training Directors an opportunity to engage in small-group discussions related to professional development topics. Traditionally, Training Directors self-identify with one of six developmental stages: Entry, Identity/Immersion, Doubt, Re-Immersion, Continuously Evolving, or Exit. More detailed descriptions of each stage and related prompting questions can be viewed on the ACCTA website.

Learning Objectives:

1. Participants will identify the stage that is most relevant to them using the Passages stage model for Training Directors.
2. Participants will discuss experiences and factors associated with a particular stage with others who self-identify as being in that same stage.
3. Participants will discuss experiences and factors that would contribute to remaining in the same stage or moving into another stage.

SCD Sponsored Programs (3.5 CEs total)

Tuesday, September 17, 2:15 – 3:45 pm

SCD Conversation and Connection Hour (1.5 CEs)

S. Aki Hosoi, Ph.D./Standing Committee on Diversity

Over the course of the past year we have seen increasing legislative pressure on colleges and universities in many parts of the country to cut back on efforts to support diversity, equity, and inclusion (DEI). Fourteen laws passed in twelve different states currently restrict DEI offices and staff, mandatory diversity training, diversity statements, and identity-based preferences for hiring and admission.

Unique to the positions of Training Directors and psychologists are the standards and ethical guidelines that support our provision of care to diverse clients and ultimately our training of doctoral interns. Training in individual and cultural diversity is one of the core competencies we teach under the APA Standards of Accreditation, as well as being foundational to many of our personal and professional values. As racism and anti-LGBTQ legislation continue to grow in our country, it has been increasingly challenging for many Training Directors to balance their role as social justice change agents with their needs for personal and professional safety. The purpose of this discussion hour is to generate



discussions related to navigating the ever changing political/socio-political climate and how it impacts our training programs.

Learning Objectives:

1. Participants will identify challenges related to discrepancies between 1) their personal values and or values/ethics of the profession of psychology and 2) current laws and related regulations impacting their role as training directors.
2. Participants will discuss how to navigate conversations about these discrepancies with colleagues and trainees while simultaneously navigating their roles as Training Directors and supervisors.
3. Participants will explore the differential personal impact of the current socio-political environment in the context of geography and personal intersecting identities.
4. Participants will identify how to engage in self-care while navigating these socio-political conversations with colleagues and trainees.

Tuesday, September 17, 4:00 – 6:00 pm

Culture Share (2.0 CEs)

Standing Committee on Diversity

Culture sharing at the Association of Counseling Center Training Agencies (ACCTA) is a tradition that goes back to the 1990s. It initially began as an informal way for Training Directors to share aspects of their cultural identities with one another in the interest of creating connections, building relationships, and expanding understanding of each other's lived experiences. In the following years, culture sharing has become more intentional and structured. Volunteers prepare material beforehand and share cultural aspects of their lived identities including but not limited to race, ethnicity, socioeconomic status, gender and gender identities, sexual orientation, immigration status, ability status, and more. Presenters also often reflect on their intersecting identities.

Learning Objectives:

1. Participants will gain increased appreciation for the fluidity and complexity of identity and self-definition
2. Participants will be able to analyze the fluidity and complexity of identity and self-definition
3. Participants will be able to describe historical and contemporary experiences with power, privilege and oppression
4. Participants will be able to discuss cultural empathy by increased understanding of another's worldview and/or lived experiences (APA, 2017).



Pre-Conference Sessions (3.0 CEs total)

Saturday, September 14, 2024, 1:15 – 2:45 pm

Training Director/Coordinator Timeline and Tips (1.5 CEs)

Diane Sobel, Ph.D., and Maureen A. Lafferty, Ed.D, HSPP

This presentation will share examples of timelines to help manage the many tasks and responsibilities of the internship year, as well as general "tips" for staying on top of the demands of the internship training role. Presenters will also respond to related questions to assist new training directors in organizing the multiple aspects of the internship program.

Learning Objectives:

1. Identify the core and ancillary tasks of a counseling center training director/coordinator
2. Provide strategies for managing the tasks of a counseling center training director/coordinator
3. Identify important aspects of the annual training timeline
4. Describe the many roles and relationships associated with the training director/coordinator position and ways to best manage them.

Saturday, September 14, 2024, 3:00 – 4:30 pm

Managing the Intern Selection Process (1.5 CEs)

Ed Rogers, Psy.D. & Kasey Schultz-Saindon, Ph.D.

This presentation is meant to cover the basics of the intern selection process. Areas covered will include important dates, guidelines, and available resources. There will also be a discussion about forming an intern selection committee and how to navigate application reviews, the interview process, and final rankings. Preparation for Phase II will be covered as well. Finally, the Post Match Vacancy Service will be discussed. In line with the theme of this year's conference, presenters will also discuss serving in a leadership role in the internship selection process in one's counseling center as well as multicultural considerations involved in the selection of interns.

Learning Objectives:

1. Participants will be able to utilize updated APPIC Match statistics, important intern selection dates, and web resources to assist in the selection process.
2. Participants will develop strategies and methods for reviewing applications and conducting interviews during Phase I, II, and PMVS.
3. Participants will discuss considerations for ranking or not ranking applicants.
4. Participants will identify their roles as leaders in managing their counseling center's internship selection process.
5. Participants will discuss and reflect upon multicultural considerations to take into account when managing the internship selection process.



Concurrent Sessions (4.5 CEs total, 1.5 CEs per session)

Concurrent Session 1: Sunday, September 15, 2024, 10:15 – 11:45am

Getting the Most out of Liaison Outcomes in the Internship Selection Process

Kasey Schultz-Saindon, Ph.D.

The internship search process is a complex and time-intensive process during which training directors must make decisions around who to interview and how to rank applicants, while ensuring that their program meets the Standards of Accreditation and any site/institution expectations. This presentation will begin by setting the frame of the factors that affect internship selection and reference some existing guidance within the field that encourages standardization within the search process. This will include some discussion of how such standardization could help to decrease bias and attend to multicultural and diversity factors in the internship search process. This presentation will then identify ways in which internship training directors can maximize features available in Liaison Outcomes to maximize efficiency in the application review process and to aid in the standardization of application review/ranking. The program will review customizable options, such as customizing the dashboard, a variety of ways to screen for minimum and preferred criteria, creating calculated fields, and using tags, phases, and segments. The creation of review forms, assignment of reviewers, and downloading of data from review forms will also be discussed as one option for standardizing and attempting to quantify the application review process. Attendees are encouraged to bring laptops for hands-on learning in using these features in Liaison Outcomes.

Learning Objectives:

1. Describe APA Standards of Accreditation and Council of Chairs of Training Councils recommendations relevant to the internship selection process.
2. Identify at least 2 ways to use the Liaison Outcomes Portal to reduce error and reviewer bias to promote equity and fairness in the internship application review process.
3. Develop a plan for using customizable options and advanced features in the Liaison Outcomes Portal to increase standardization and efficiency in the internship selection process.

How can I help Interns Network?: Creating a Regional Professional Development Program for Local Internships

Stefanie Denu, Psy.D. & Cecilia Sun, Ph.D.

With clinical and administrative demands on both interns and training directors, it can be difficult to incorporate consistent, dedicated time throughout the year devoted specifically to addressing the professional development needs that interns are facing. Beyond this, even more challenging is fostering a space in which interns from a variety of different programs can connect, empathize, and network with one another and with local training sites. This presentation will explore the creation and maintenance of



CHATS (Council of Houston Area Training Sites), which evolved to address the regional need of providing monthly trainings to Houston area doctoral interns from each of the APA-accredited programs (i.e., 30-40 interns) attending. Examples of didactic professional development topics and experiential networking opportunities will be provided as well as the challenges that have arisen in efforts to Rev May 20, 2024 implement. Participants will be able to explore how this programming may be useful in their own state or regional networks

Learning Objectives:

1. Participants will be able to describe didactic and experiential trainings that can comprise a comprehensive professional development program for a variety of internship sites.
2. Participants will be able to identify potential benefits and challenges with incorporating this type of programming.
3. Participants will be able to brainstorm and generate ideas about how to implement this type of programming within their own unique state or region.

Finding the balance: Values-driven Decision Making in Response to Difficult Socio-political Issues

Belinda Hinojos, Ph.D., Debra Crisp, Ph.D., & Sung Kim-Kubiak, Ph.D.

As socio-politically related tensions seem to keep growing in our universities, communities, country, and the world, it is incumbent upon us as professionals in psychology who value social justice, fairness, and respect for all peoples, to engage in making values-driven choices and actions. It is important to examine the many factors that can influence our choices and actions, both internal (e.g., personal identities, values, assumptions, perspectives, biases, and vulnerabilities) and external/relational/systemic factors (e.g., colleagues, university, state/federal) that can provide support and/or present challenges and barriers, and be thoughtful in how we respond. The purpose of this program is to (1) discuss the importance of intentionally and explicitly making choices around engaging in social justice oriented action (in various forms), even when it is complicated, (2) explore the process of how such decisions are made and factors that can impact those choices, and (3) discuss some steps to consider in implementing a chosen action. Examples of recent experiences will be used to illustrate relevant issues and processes. Participants will be asked to engage in small group discussion to share their own experiences, give/receive support, and generate ideas and strategies that may be helpful in their own continued social justice oriented work.

Learning Objectives:

1. Discuss the importance and the challenges of social justice oriented responses to socio-political events, especially those that involve complex contexts and perspectives that can evoke polarized reactions
2. Identify potential factors (e.g., support or barriers) that may contribute to how one choose to respond to such events
3. Reflect on and discuss one's own identities, values, assumptions, and biases that may contribute to decision about how to respond to such events



4. Identify steps that participants could take to support your engagement in social justice oriented actions in response to significant events in the community/world, including personal limits

Concurrent Session 2: Monday, September 16, 2024, 8:30 – 10:00am

UCC Innovation Strategies to Attract and Retain Staff

Diane Stoebner-May, Ph.D., Annatolee King, Psy.D., Katy Dorsheimer, Ph.D., Dan Elreda, Ph.D., & Annette Peters, Ph.D.

University and college counseling centers serve increasingly diverse student bodies, but this diversity is often not reflected in their staff. Professional psychology and counseling organizations have recently stressed the importance of increasing diversity among higher education faculty and staff. To create a respectful and welcoming environment that attracts and retains diverse staff, we must develop systematic, coherent, and long-term efforts within our centers. In this session, we will explore the challenges faced by counseling centers in recruiting and retaining diverse staff, identify effective strategies, and discuss the evaluation of these efforts using data from the ACCTA annual survey and research committee, and relevant literature. Presenters will share examples of their own experiences with innovative strategies and barriers then provide the opportunity for small group discussion for learning from each other based on their experiences in their centers to share back with the group.

Learning Objectives:

1. Describe the need and significance of efforts to recruit and retain diverse staff at university and college counseling centers.
2. Identify at least 2 challenges for recruitment and retention of diverse staff at UCCs.
3. Identify innovative recruitment and retention strategies for diversity at UCCs.

Beyond Remediation: Navigating the Complexities of Dismissing Trainees from Training Programs

Sonaly Silva, Psy.D. & Jodi Thomas, Psy.D.

This presentation explores the critical role of gatekeeping in mental health training programs, focusing on remediation plans and the dismissal process when remediation is unsuccessful. We will discuss ethical standards, due process, documentation, and the emotional impact on Training Directors and Clinical Supervisors. Strategies for self-care and managing cohort and staff dynamics during the dismissal process will also be addressed.

Learning Objectives:

1. Understand the ethical responsibilities and standards for gatekeeping in mental health training programs.



2. Identify the components and importance of providing and following clear due process procedures in maintaining program integrity and client welfare.
3. Recognize the emotional and professional challenges faced by Training Directors and Clinical Supervisors during remediation and dismissal processes.
4. Explore strategies for effective documentation, consultation, and the use of resources to support ethical decision-making in gatekeeping
5. Learn supportive mechanisms for Training Directors to manage the emotional toll of dismissing students from training programs.

Bridging the Gap – Readyng Our Trainees for the Multigenerational Workplace

Yoey Cheng, Psy.D. & Tanya Brown, Ph.D.

As Counseling Center leadership, we work closely and lead a multigenerational workforce. Referring to Elmore and Twenge’s research on generational differences and trends in training and work settings, the presenters will share examples and provide opportunities for reflection and connection about current experiences with counseling center teams. The presentation will review significant world events that contribute to differing traits, and values about work from each generation. Using this, attendees will identify challenges and opportunities for growth and connection among professional teams. We will also explore how leaders may manage differences and expectations when workplace tensions arise. Finally, we will provide space for small group and large group discussions on ways one might be able to take specific strategies to implement in their centers.

Learning Objectives:

1. Define generational shifts and review how world events impact different generational values and perceptions of leadership
2. Explore challenges and opportunities as we contemplate our work together in university counseling centers.
3. Discuss how we may build connections in our work together.
4. Identify three approaches to bridge the gap between generations.

Concurrent Session 3: Monday, September 16, 2024, 1:15 – 2:45 pm

Supporting International Student Psychology Interns as a Training Director

Jason Wong, Psy.D., Minji Yang, Ph.D. Chun-Chung Choi, Ph.D., Tzu-An Hu, Ph.D., Chia-Chen Tu, Ph.D., & Andri Yennari, Ph.D.

International Student Psychology Interns (ISPI) in Clinical/Counseling Psychology doctoral programs often experience numerous challenges and unique factors in their graduate career. Despite various challenges, they also hold many strengths. They also contribute heavily to the field of counseling and the



U.S. with their numerous skills and positive qualities. Training Directors at internship sites such as at college counseling centers, also may experience challenges in supporting ISPI given these multiple concerns and needs and differences in identities. Thus, it is imperative to provide Training Directors with ways to hold cultural humility, practical tools, and suggestions to help ISPI navigate the complex systems they are a part of.

Learning Objectives:

1. Identify common challenges faced by International Student Psychology Interns
2. Identify common strengths and contributions of International Student Psychology Interns
3. Identify the unique learning needs of International Student Psychology Interns from a multicultural lens
4. Identify common challenges faced by Training Directors working with International Student Psychology Interns
5. Identify ways to hold cultural humility, practical tools, and suggestions for Training Directors to support, train, and advocate for International Student Psychology Interns

Building Sociopolitical and Structural Competencies among Psychology Trainees at University Counseling Centers

Tanisha Joshi, Ph.D.

Psychology training programs do not do an adequate job of training their students in discussing sociopolitical concerns with their clients, if they offer any training on the topic at all. Although there is an abundance of literature highlighting the need to shift from an individual-focused education, training and practice, most psychological training in diversity remains focused on addressing identity rather than the systemic causes of human suffering. While the complex nature and potential for conflict in both professional and personal relationships make this a challenging topic to discuss, given that political trauma impacts different people on different levels, avoiding these conversations is counterproductive at best and harmful at worst. It is critical that we help our trainees to develop the skills to address the impacts of sociopolitical trauma with their clients. This program is aimed at exploring the ways in which reflecting on our own positionality and using structural competency as a framework for training could be a foundation that helps our trainees develop these skills.

Learning Objectives:

1. Define sociopolitical stress and the impact on college students
2. Describe the concept of structural competencies as it applied to clinical practice and training in psychology
3. Identify at least two ways that our own positionality influences their work with clients and trainees
4. Identify at least two ways in which they can incorporate structural competencies into their training programs



How Can We Better Support Neurodivergent Interns/Trainees

Ruby Casiano, Ph.D. & Jess Westcott, Ph.D., LP-SHP

Supporting neurodivergent Interns/Trainees have been Rev May 20, 2024 identified as an area where training directors struggle and an area with little guidance from literature. This presentation will discuss what can be gleaned from research about how neurodivergence affects the training process. The real-life training struggles faced by training directors, practicum coordinators, and program faculty.

Learning Objectives:

1. Review what is found in the literature regarding psychology trainees who are also neurodivergent.
2. Discuss common struggles TD's and other training staff observe with trainees who are also neurodivergent.
3. Offer space to collectively brainstorm approaches that differ from the "status quo."
4. Identify gaps in the literature.