

National Council of Schools and Programs of Professional Psychology

(Re)claiming our Identity:

Rediscovering our Social Relevance as NCSPP and Psychologists

Long Beach, California

January 16-20, 2017

The 2017 mid-winter conference will address the broad theme of identity and impact. Our conference will provide an opportunity for us to reflect on our core values, beliefs, challenges, and aspirational goals as a training council and re-ignite our dedication as psychologists to serve the diverse communities in which we live, teach, and practice. In our various keynote, plenary, and poster sessions, we will expand on this theme by providing innovative and creative ways in which schools and programs have led the way in meeting the ever changing needs and demands of our global society. Our breakout groups will offer opportunities for self-reflection as members of our various councils, schools, and programs and also extend us the privilege of being able to develop socially relevant pathways for further inclusion into our communities.

The conference will focus on the following goals:

- To understand the importance of 40 years of NCSPP history and the social context for the notable NCSPP public actions.
- To articulate our roles and responsibilities as a training council and educational institutions to address our future engagement/leadership in professional psychology and the broader social community.
- To identify the pedagogical and applied practice needs of a Health Service Psychologist within the broader diverse community in which we live, teach, and practice.
- To identify current pedagogical interventions which highlight the integration of theory and practice in a manner that reflects social accountability.
- To evaluate innovative ways of translating and providing psychological services within our communities.
- To identify current practices of change management that integrates the realities of our systems with the emerging needs of our communities (students and public).
- To consider what socially relevant and culturally competent program development are still needed for our current healthcare and social context (e.g. practica, internships, academic, institutional).

In order to give our presenters *flexibility* in updating their presentation slides, references, and even resources, we have created a new **2017 NCSPP Dropbox** account. This will allow presenters time to finalize their slides while also permitting LIVE access by all attendees to this year's mid-winter conference. Please go to www.dropbox.com (username email: ncspp@cox.net; password: ncspp2017). For upload and download instructions, please reference the *NCSPP 2017 Conference DROPBOX Instructions pdf document*.

Monday, January 16, 2017

MLK Day of Service Benefitting Long Beach Rescue Mission, Organized by the ERDC - Meet in Hotel Lobby at 8:30 a.m.

Honoring Dr. Martin Luther King Jr.'s life and his work on the MLK holiday has been an essential mission behind the NCSPP "Day of Service" projects which began in 2011, under the leadership of Dr. Torrey Wilson, former NCSPP President and former chair of the Ethnic Racial Diversity Committee (ERDC). In January 2017, our 7th annual Ethnic and Racial Diversity Committee Community Service Day/Project will take place in Long Beach, CA. We will be partnering with the Long Beach Rescue Mission (LBRM), a non-profit organization that has been providing food, clothing, shelter, and spiritual support to those who are homeless and/or in need since 1972. Annually, the LBRM

serves over 187,000 meals to members of the Long Beach community, including senior citizens, families, and those who are homeless. In addition, the site provides emergency shelter, transitional housing, and workforce development programs for shelter and community residents in need of support in making a new start. This service project provides a wonderful opportunity for NCSPP delegates to come together in offering a meaningful contribution to the Long Beach community.

On January 16, 2017 (MLK holiday), we will begin our project at 9:00am. NCSPP will provide transportation between the Hyatt Regency, Long Beach and the project site. Based on the number of participants, we will most likely divide into several groups to work on various kitchen, organizational, and outdoor tasks. We will plan to finish our project between noon and 2pm. Water will be provided by the site; however lunch will be on your own once we return to the hotel.

A few important items:

- The site requests that volunteers are at least 10 years of age, and that any child under 17 years of age is accompanied by an adult.
- Whether you are able to join us for the Day of Service activity or not, the LBRM welcomes donations.
 - You can find a list of items of which they are in need at the following link: <http://lbrm.org/needs>
 - For delegates who would like to make a financial donation, you are welcome to do so here: <https://www.servicenetwork.com/olg/lbr/donate.aspx?FormId=312E3FF2-AA52-433F-8089-5C3B37E52ED8&Metro=True>
- Participants should wear comfortable clothes and close-toed shoes that can withstand wear from normal food preparation, outdoor, and/or cleaning supplies. The site also requests that volunteers are conscious of the residents around whom we will be working (children, families) when selecting attire.
- Each participant should bring his/her own work gloves and snacks (if desired), as they will not be provided.

The NCSPP Day of Service speaks to the importance within our profession of staying connected to the community and being advocates for those in need. More information will be provided as we approach our mid-winter conference in January 2017, and a follow up email will be sent out to all delegates with details. We hope that many of you will be able to be a part of this service project.

Tuesday, January 17, 2017

- 7:30 a.m. – 12:00 p.m. Conference Registration.....Seaview Foyer
- 8:00 a.m. Breakfast on your own
- 8:00 a.m. – 3:00 p.m. Executive Committee Meeting.....Shoreline A
- 8:30 a.m. – 4:30 p.m. **CoA Site Visitor Workshop (7 CEs)**.....Seaview A-B
- This workshop is a full-day training that includes both didactic and experiential exposure to the *Standards of Accreditation (SoA) for Health Service Psychology* and the role and functions of the site visitor. You must attend the entire training to receive the CE credits.
- 8:30 a.m. – 2:30 p.m. **CoA Self-Study Workshop (No CEs provided)**.....Seaview C
- This half-day workshop is designed to provide current and future directors with specific information about the *Standards of Accreditation (SoA) for Health Service Psychology* and how to apply them in being responsive to the self-study instructions. The workshop is also open to anyone interested in learning more about the overall accreditation process.
- 12:00 p.m. Lunch provided by workshop attendees

3:00 p.m. – 6:00 p.m. **DCT Training and Consultation** (3 CE).....Seaview A-B

Developing practicum is always challenging in mental health settings but particularly so in today’s mental health social and economic context. This training will provide a presentation and discussion with Randall Wyatt, PhD and colleagues. A question and answer discussion will also address DCT issues and concerns.

Participants will be able to:

- Discuss best practices, obstacles, and challenges with incorporating aspects of culturally accountable training/frameworks into their existing programs
- Identify ways students can engage in consultation and advocacy within an integrated care and community-based service settings
- Evaluate effective methods for managing supervision, student professional identity development, and systemic challenges from a culturally responsive framework.

Wednesday, January 18, 2017

7:30 a.m. – 12:00 p.m. Conference Registration.....Regency Foyer

8:00 a.m. – 9:00 a.m. Breakfast.....Beacon Ballroom A & Rotunda
New Delegate/First-time Attendees & Liaison Introductions, Lavita Nadkarni, PhD, University of Denver, Graduate School of Professional Psychology (NCSPP President)
Student Delegate Introductions, Veronique Thompson, PhD, The Wright Institute (NCSPP Liaison to Student Delegates)

9:00 a.m. – 9:30 a.m. **Welcome and Presidential Address, Lavita Nadkarni, PhD**.....Regency A-C

9:30 a.m. – 11:00 a.m. **Keynote Panel: The History of NCSPP: Multiple Perspectives, Roger L. Peterson, PhD, ABPP, Antioch University, New England; James E Dobbins, PhD, ABPP, Wright State University; La Pearl Logan Winfrey, PhD, Wright State University** (1.5 CEs)..... Regency A-C

NCSPP and the practitioner-scholar model: Strengths, omissions, and shortcomings, Roger L. Peterson, PhD, ABPP, Antioch University, New England

- This presentation will describe the history and distinctive training vision of NCSPP, including the development of a strong voice for professional psychology and attention to diversity. Growth areas for the organization will also be explored.

Is social responsibility equal to social relevance? James E Dobbins, PhD, ABPP, Wright State University

- This presentation will provide an overview of the history of race and ethno-cultural social action within the profession that serves as precept for future socially relevant professional psychology education, training, practice, and advocacy.

The need to continue slashing in the wilderness: PsyD education for the 21st century, La Pearl Logan Winfrey, PhD, Wright State University

- Building on my experiences as an African American female leader, this presentation will provide my unique perspective on the history of NCSPP and how that experience may contribute to helping our council preserve its future as a leading voice for professional psychology.

Participants will be able to:

- Identify 2 strengths of the practitioner-scholar model
- Describe the importance of culturally relevant social action on our profession
- Discuss 2 issues which are still relevant to professional psychology over the past decade.

11:00 a.m. – 11:15 a.m. BreakRegency Foyer

11:15 a.m. – 12: 00 p.m. **Breakout Discussion Groups: “Reflections”**Regency D,E,F and Seaview A,B,C

Breakout groups will focus on questions that will assist delegates in their self-reflection as members of our various councils, schools, and programs. Group moderators will pose questions designed to guide participant discussion and to help each participant evaluate their program’s engagement/leadership in professional psychology and the broader social community.

12:00 p.m. – 1:00 p.m. Lunch.....Beacon Ballroom A & Rotunda

1:00 p.m. – 2:00 p.m. **CONCURRENT SESSIONS**

#1 Improving disability competency in ourselves, our training programs, and our students: A call to action, Megan Carlos, PhD, ASPP at Argosy University San Francisco Bay Area; Alette Coble-Temple, PsyD, John F. Kennedy University; Eileen Cronin, PhD, Private Practice; Craig Kramer, PsyD, Palm Beach County Youth Services Department (1 CE).....Regency D

The purpose of this interactive session is to facilitate a discussion about what is needed to prepare practitioners who are competent to work with issues of disability. This session will be facilitated by three psychologists and a post-doctoral student who identify as professionals with disabilities. Participants will be led in a “difficult dialogue” to examine cultural stigma regarding disability and its role in faculty and supervisor countertransference in training programs. The session will also review the Standards of Accreditation which relate to disability competency, and will facilitate a discussion identifying action steps programs need to take in order to improve the training of health psychology practitioners in disability.

Participants will be able to:

- Describe the importance of training students in disability competency in light of the Standards of Accreditation
- Identify steps the training programs can take in order to improve the training of health psychology practitioners in assessing and treating individuals with disabilities

#2 Promoting diversity, social justice, and community in professional programs, Michael Y. Lau, PhD, The Chicago School of Professional Psychology, DC Campus; Ana Chapman, PhD, The Chicago School of Professional Psychology, DC Campus (1 CE)Regency E

The goal of this interactive session is to discuss ways in which professional psychology programs can aspire to the mission and training model of NCSPP. The facilitators of the session will present the benefits of promoting diversity, social justice and community in training programs. They will do so by sharing strategies developed for a social justice and diversity oriented doctoral program with a student population made up of majority students of color. The strategies of this session will focus on student centered community building, proactive advising, practicum and internship development, and research and dissertation advisement and will provide participants the opportunity to develop practical ideas and strategies geared towards their local needs.

Participants will be able to:

- Describe community and social justice values in professional psychology programs
- Identify strategies to realize diversity, social justice, and community values in professional psychology programs

#3 Consulting to our communities: Preparing our graduates for success and competence as consultants in an expanding practice landscape, Kim Dell'Angela, PhD, The Chicago School of Professional Psychology, Chicago Campus; John Shustitzky, PhD, The Chicago School of Professional Psychology, Chicago Campus (1 CE)Regency F

This presentation will focus on an approach to addressing the competency of consultation using a service-learning project model that gives students a hands-on opportunity to help an organization in the community deal with a real-world problem or challenge it is facing. The audience will be presented with examples of consultations done by The Chicago School of Professional Psychology, Chicago Campus students, and the challenges, benefits and the impact this model has had on students, faculty and the community. This interactive session will include video vignettes from the students involved in projects serving community mental health, government and social service agencies as well as representatives of their “client” organizations.

Participants will be able to:

- Summarize the expanding opportunities for health service psychologists to serve as consultants to organizations that serve the needs of diverse communities
- Identify three models for service learning projects that offer graduate students the ability to bring course learning to practice by serving as consultants under supervision, to mission-driven organizations in their community

#4 Identifying best practices in culturally accountable graduate training: A framework for doctoral psychology programs, Michelle J. Montagno, PsyD, University of San Francisco, PsyD Program; Dellanira Valencia-Garcia, PhD, University of San Francisco, PsyD Program; David A. Martinez, PhD, University of San Francisco, PsyD Program; & Jennifer Ho, MS, University of San Francisco, PsyD Program (1 CE)Seaview A

Presenters will provide a brief description of a new and innovative psychology doctoral program that focuses on training the next generation of culturally accountable health service psychologists to work with underserved populations. The presenters will also provide an overview of a cultural accountability training model and discuss the development of the program as well as the lessons learned through our successes and challenges. In the interactive session, participants will have the opportunity to discuss and strategize about their best practices, obstacles, and challenges with incorporating aspects of culturally accountable training/frameworks into their existing programs. Specific breakout topics will include culturally accountable practices in: coursework and curriculum; academic partnerships and clinical training; and recruitment, admissions and retention.

Participants will be able to:

- Apply the concept of cultural accountability and its relationship to doctoral psychology training
- Discuss barriers associated with the adoption and implementation of culturally accountable doctoral training
- Identify best practices, obstacles, and challenges with incorporating aspects of culturally accountable practices/frameworks into their existing programs

#5 Discovering one's own leadership potential and encouraging it in colleagues, faculty and students, Lorraine Mangione, PhD, Antioch University New England; David Cimbora, PhD, Biola University, Rosemead School of Psychology (1 CE)Seaview B

In this interactive session, attendees will be encouraged to examine and reflect upon their own sense of leadership potential and identity in an effort to foster greater leadership action and abilities in themselves, as well as to foster leadership development in those with whom we work such as colleagues, faculty, and students. The first half of the presentation will be devoted to a brief presentation of some “leadership essentials and possibilities” that includes metaphors for thinking about leadership from both the psychological and organizational literature and professional psychology practices. The second half of the presentation will center around encouraging leadership in others, with presenters offering ideas on “leadership encouragement and

pedagogy” from the literature and professional psychology practices. Participants will reflect on practices that could enhance leadership development in their programs.

Participants will be able to:

- Describe styles, contexts, and behaviors of leadership
- Identify aspects of themselves that fit with a leadership role
- Identify the different levels of intervention that call for leadership such as occupational, clinical, small groups, and societal, and consider which levels might be the best fit for them as leaders
- List three ways they can encourage socially and professionally relevant leadership within their departments

#6 The CoA Update and the Standards of Accreditation and Implementing Regulations for Health Service Psychology , Bill L. Hathaway, PhD, Regent University; Clark Campbell, PhD, Biola University, Rosemead School of Psychology; Gilbert Newman, PhD, The Wright Institute (No CEs provided)Seaview C

2:00 p.m. – 3:00p.m. **CONCURRENT SESSIONS**

#1 Courageous conversations: A pedagogical model for psychologists who care about culture, Alicia del Prado, PhD, The Wright Institute; Anastasia Kim, PhD, The Wright Institute (1 CE)Seaview A

Courageous conversations involve sustaining communication and connection with others, even when the conversations become uncomfortable. The value of such conversations comes because there is a deepening to the point where authentic understanding and meaningful actions occur. A curriculum and training program that integrates courageous conversations throughout its training will develop psychologists that are prepared to engage in issues of social relevance throughout their career. The presenters will introduce attendees to our 8-step model for engaging in courageous conversations about difficult topics pertaining to culture (e.g., microaggressions, homophobia, xenophobia, sexism). This presentation will help attendees be able to go beyond “lip service” and provide them with practical, useful guidelines for how to openly, directly, and consistently talk about the important issues salient to cultural competence and social injustice.

Participants will be able to:

- Explain the courageous conversations model.
- Describe the applications of the courageous conversations model for the professional roles of a psychologist.
- Apply and practice the steps of the courageous conversations model.

#2 Social justice and a proactive advising model, Heather D. Sheets, PsyD, The Chicago School of Professional Psychology, DC Campus; Michael Lau, PhD, The Chicago School of Professional Psychology, DC Campus (1 CE)Seaview B

This program will discuss and describe the Proactive Advising Model. Drawing from Robert Glennen's (1975) intrusive advising model, the presenters will review the literature that supports its development, especially with students of color. The presenters will articulate the benefits of the model and how to apply the model to a program with faculty unfamiliar with this type of advising. Additionally the program will articulate an application of the model to a doctoral program with a social justice mission and provide outcome data supporting the success of the model for students of color.

Participants will be able to:

- Identify concepts and research associated with a Proactive Advising Model
- List the related components of the Proactive Advising Model
- Create an application of Proactive Advising Model in their doctoral program

#3 Social accountability through proficiency in personality assessment, *Hadas Pade, PsyD, Alliant International University, San Francisco Campus; A. Jordan Wright, PhD, ABAP, Empire State College, State University of New York; Radhika Krishnamurthy, PsyD, ABAP, Florida Institute of Technology* (1 CE)Seaview C

Personality assessment (PA), beyond its traditional clinical use, is utilized by psychologists for diverse, socially-relevant applications such as assessment of mental disorder among culturally diverse immigrants, trauma among asylum seekers, parental capacity in child abuse and neglect cases, and fitness-for-duty in law enforcement. This presentation will discuss goals, criteria, and processes for PA proficiency, with emphasis on incorporating them into graduate education and training. The presenters will provide examples to illustrate proficient assessments in various application contexts. Time will be allotted for audience participation and discussion.

Participants will be able to:

- Discuss the strengths and obstacles of incorporating a socially accountable model of personality assessment in their training program
- List the personality assessment proficiency criteria
- Identify the guidelines for training students to be proficient in personality assessment

2:00 p.m. – 3:00 p.m. NON-STANDING COMMITTEE MEETINGS

Clinical Training.....Regency D
 Accreditation.....Regency E

3:00 p.m. – 3:15 p.m. BreakRegency Foyer

3:15 p.m. – 4:30 p.m. CONCURRENT SESSIONS

#1 Ethics and Risk Management in Telepsychology, *Jana Martin, PhD, The TRUST Companies; Elizabeth Rucker, MBA, The TRUST Companies* (1.25 CE)Regency D

There’s no question that telepsychology will impact the practice of psychology. It is up to psychologists to ensure that the impact is positive. Being familiar with the Guidelines for the Practice of Telepsychology (2013) and basic risk management strategies assists in legal and ethical decision making regarding remote therapy. This presentation will provide a quick overview of the Guidelines and a framework for risk management along with a checklist of questions to consider before providing telepsychological services.

Participants will be able to:

- Describe two conditions under which telepsychology might be appropriate and suitable.
- List at least three competence skills a provider must possess prior to using telepsychology.
- Explain two potential ethical issues and strategies for effective risk management.

#2 ASPPB Update on the EPPP-2, *Jacqueline B. Horn, PhD, The Association of State and Provincial Psychology Boards* (No CEs provided)Regency D

#3 In ally-ance with women across identities: Teaching, mentoring, and modeling intersectional ally competency development towards social action, *Megan O’Banion, PsyD, ASPP at Argosy University, San Francisco Bay Area; Crystal S. Collier, PsyD, FSPP at Argosy University; Megan Carlos, PhD, ASPP at Argosy University, San Francisco Bay Area; Gary Howell, PsyD, FSPP at Argosy University; Robert Perl, PsyD, ASPP at Argosy University, San Francisco Bay Area* (1.25 CE)Regency F

Allies from privileged groups can influence decision-making, allocation of funds, share needed skills and knowledge, and be role models for other dominant group members to support equity. It is critical for people from privileged groups to be committed to being allies and to act in solidarity with people from oppressed groups (and others from privileged groups) to promote equity. During this interactive session, the panelists will discuss frameworks to teach intersectional ally development, ways to sustain ally commitments to social justice,

as well as challenges and opportunities in their own mentoring and modeling ally-ship to women across statuses/identities (including women of color, sexual minorities, and women with disabilities). Finally, panelists will explore effective strategies for fostering leaders in psychology who are allies and activists in today's socio-political context.

Participants will be able to:

- Identify pertinent areas of ally-ship for women across statuses/identities, such as leadership development, employment negotiations, family planning, pregnancy, and parenting
- Describe dilemmas and challenges that may occur when working to be an effective ally for women of different statuses/identities than your own
- Apply two or more ways to teach ally development through social action to affect both individual-interpersonal and institutional-cultural level change

#4 Interprofessional education and practice: Preparing future psychologists for integrated healthcare, Alvin McLean, Jr., PhD, John F. Kennedy University; Sukie Magraw, PhD, John F. Kennedy University (1.25 CE)

.....Seaview A

The purpose of this interactive session is to describe an interprofessional education and practice (IPE) course that is being conducted through a collaboration of three universities: the Joint Medical School of University of California-Berkeley and University of California-San Francisco (JMP); Samuel Merritt University (SMU); and John F. Kennedy University (JFKU). This presentation will describe and engage the attendees in a discussion about the pedagogy of this training program of interprofessional practice and education. The presentation will culminate with a discussion of the potential of replicating such a training approach in other programs across the country.

Participants will be able to:

- Identify the three modules of the IPE training
- Describe the strengths and challenges of implementing the IPE learning model
- Select strategic methods to replicate the IPE model in their own programs

#5 Integrating “integrated healthcare”: Strategies within a clinical psychology program and the university, Ann Sauer, PhD, ABPP, Midwestern University; Robynne Lute PsyD, Midwestern University (1.25 CE)

.....Seaview B

As Clinical Psychologists who are part of the broader community of “Health Service Providers,” the profession is moving increasingly to models of “Integrated Healthcare” and “Primary Care Behavioral Health.” The present challenge is how best to educate and train the current generation of psychology students for this expanded role and the increasingly interprofessional environment in which they will work. This symposia will discuss the efforts of one clinical psychology program to increasingly integrate “Integrated Care” into its curriculum and to integrate psychology into the broader interprofessional healthcare environment within a University specializing in graduate programs in healthcare.

Participants will be able to:

- Describe the role of psychologists within an Integrated Healthcare environment
- Discuss one program’s efforts to integrate psychology into the interprofessional education and practice of healthcare
- Identify one approach to integrating “Integrated Healthcare” into a clinical psychology curriculum and training program

#6 A service learning model in professional forensic psychology: Out of the classroom and into the community, W. Neil Gowensmith, PhD, University of Denver, GSPP; Lauren Best, PsyD, University of Denver, GSPP (1.25 CE)

.....Seaview C

The University of Denver’s Forensic Institute for Research, Service, and Training (Denver FIRST) provides an innovative model for teaching and applied practice, with an emphasis on social accountability and service to

persons with mental illness caught in the criminal justice system. The interactive presentation will describe how the institute was created, how it is sustained, and its outcomes. The presenters will focus on the emphasis on “out of the classroom” training and will highlight the integration of culturally competent services and the institute’s impact on social justice reforms, as well as the role of the applied professional psychology model to the provision of forensic service, research, and training.

Participants will be able to:

- Describe how to develop a step-by-step model for service learning in professional psychology
- List at least 3 potential settings for opportunities in forensic psychology service learning
- Analyze the benefits and practical implementation steps of a postdoctoral fellow in professional psychology
- Identify the financial and administrative structures for creating a student-friendly professional psychology institute

5:00 p.m. – 6:00 p.m. **OPENING RECEPTION** (*Cash Bar and Appetizers*)Beacon Rotunda

Thursday, January 19, 2017

7:30 a.m. – 12:00 p.m. Conference Registration.....Regency Foyer

8:00 a.m. – 9:00 a.m. Breakfast.....Beacon Ballroom A & Rotunda

9:00 a.m. – 10:15 a.m. **Keynote Address: Developing relevant and innovative training opportunities to meet the needs of our communities, Gilbert Newman, PhD, The Wright Institute; Wendy Paszkiewicz, PsyD, Adler University** (1.25 CE)Regency A-C

This presentation will provide examples of the development of innovative training opportunities for students to meet the needs in their communities ; describe the processes involved, challenges and lessons learned in establishing these programs or curricula changes; analyze innovation within the context of internal and external limitations and finances.

Participants will be able to:

- Identify two examples of innovative training and outreach opportunities for students to meet the needs in their communities
- Explain three challenges and/or lessons learned in establishing innovative programs or curricula changes to address the needs of the community
- Describe two examples of how to analyze innovation within the context of internal and external limitations

10:15 a.m. – 10:30 a.m. BreakRegency Foyer

10:30 a.m. – 11:45 a.m. **Breakout Discussion Groups: “Pathways”**Regency D,E,F and Seaview A,B,C

Breakout groups will focus on questions that will assist delegates in refining or developing pathways to increase social relevance as members of our various councils, schools, and programs. Group moderators will pose questions designed to guide participant discussion and to help each participant incorporate conference programming and establish take-away points to assist with enhancing the social relevance of the education and training provided by their programs.

11:45 a.m. – 1:00 p.m. Awards Lunch.....Beacon Ballroom A & Rotunda

1:00 p.m. – 2:00 p.m. **Liaison Panel, Moderated by Torrey Wilson, PhD, ISPP at Argosy University, Chicago** (No CEs provided)Regency A-C

The goal of this dialogue hour is for liaisons and NCSPP delegates to engage in a conversation about how each training council, directorate, credentialing group, and professional organization is fostering the leadership in professional psychology and addressing their current practices of change management that integrate the realities of our systems with the emerging needs of our communities.

2:00 p.m. – 3:00 p.m. **Plenary: A conversation about passion, career path, and community engagement, Louise Baca, PhD, Arizona School of Professional Psychology at Argosy University; Kelli Johnson, PhD, ISPP at Argosy University, Schaumburg** (No CEs provided)Regency A-C

This dialogue will stimulate participants to think about their own ways in which they have shaped their careers, in terms of sparking or re-igniting their passion for socially relevant community engagement and how they have mentored their students to continue in this path.

3:00 p.m. – 3:15 p.m. BreakRegency Foyer

3:15 p.m. – 4:45 p.m. **CONCURRENT SESSIONS**

#1 Preparing professional psychology students for careers in integrated healthcare, Erin O'Callaghan, PhD, CSPP at Alliant International University, Los Angeles; Stephanie C. Wood, PhD, MHA (Expert Discussant), CSPP at Alliant University (1.5 CE)Regency D

The Los Angeles campus of California School of Professional Psychology at Alliant International University provides a shared a Clinical Health Psychology Emphasis area across its PhD and PsyD programs. The symposium will include four separate presentations that will describe more fully the programs' training model in the following four areas: curricular overview and professional competencies, coursework, clinical training and fieldwork, and the integration of multicultural perspectives into education and training of students within the clinical health psychology field.

Mapping the CSPP-LA Clinical Health Psychology Curriculum to Integrated Healthcare Competencies, Peter S. Theodore, PhD, CSPP at Alliant International University, Los Angeles; Ron E. Duran, PhD, CSPP at Alliant International University, Los Angeles

- This presentation will focus on providing participants with an overview of the Clinical Health Psychology Emphasis area, including its mission, training goals and objectives. A discussion of how to align professional competencies with the emphasis area mission, goals, and objectives will be provided.

Developing and Teaching Clinical Health Psychology Courses, Erin T. O'Callaghan, PhD, CSPP at Alliant International University, Los Angeles; Denise Rockwell, PhD, CSPP at Alliant International University, Los Angeles

- This presentation will outline the required "Psychology of Health and Illness" first year Clinical Health Psychology course, as well as several Clinical Health Psychology Emphasis area electives, which focus on various subspecialties within the field of integrated healthcare. Additionally, discussion will address how these courses were developed and are taught to meet emphasis area competencies.

Mentoring/Advising Students for Successful Field Training Experiences in Health Psychology, Cristina Magalhaes, PhD, CSPP at Alliant International University, Los Angeles; Jessie R. Lowell, PsyD, CSPP at Alliant International University, Los Angeles

- This presentation will describe the mentoring/advising model CSPP PsyD and PhD programs use to help students in the Health Emphasis match to practicum and internship sites that align with their professional goals. The presenters will discuss challenges, lessons learned, and future directions for the

program, as it continues to evolve to meet new demands and ensure quality of field training experiences.

Preparing Students to Work with Diverse Populations, Jennifer F. Hsia, PhD, CSPP at Alliant International University, Los Angeles; Kristin J. Conover, PhD, CSPP at Alliant International University, Los Angeles

- This presentation will address ways to prepare students for working with diverse populations, with a focus on people with disabilities and cultural groups. Discussions will focus on building awareness, knowledge, and skills through self-reflection on prejudice and biases, contextualizing mental and physical health disparities, introducing alternative perspectives, and facilitating difficult dialogues.

Participants will be able to:

- Articulate the four areas that this program has developed in their Clinical Health Psychology program training model.
- List two ways the mentoring/advising model in this program helps these students to meet their professional goals in clinical health psychology field.
- List two ways the program integrates multicultural perspectives into education and training of their students within the clinical health psychology field.

#2 Challenges to teaching advocacy in a complex political climate, Kathi A. Borden, PhD, Antioch University, New England; Gilbert Newman, PhD, The Wright Institute; Hideko Sera, PsyD, University of Redlands; Alexandra M. Ginsberg, APA Education Government Relations Office (1.5 CE)

.....Regency E

NCSP has been a leader in advocacy training and activities among psychology education and training groups. By learning how to advocate for public and social policy change, psychologists can influence laws and attitudes, and ensure that the interests of psychologists and those we serve are heard and considered, leading to positive social change. In this symposium, we will overview the advocacy process, and discuss issues that arise in effective advocacy and advocacy training. The presenters will cover several challenges that arise for academic faculty and students when teaching and conducting advocacy activities. Because legislative advocacy is a large portion of the advocacy activities of psychologists, these challenges are particularly salient in a charged and emotional political climate.

Walking the Tightrope: Teaching Advocacy in a Politically Diverse Nonprofit Setting, Kathi A. Borden, PhD, Antioch University, New England

- In this presentation, a brief overview of the advocacy process will be outlined followed by a discussion of challenges to teaching and involvement in advocacy in our institutions.

Hard wired towards conservatism vs. liberalism: Is persuasion possible? Gilbert Newman, PhD, The Wright Institute

- In this presentation, why conservatism and liberalism may be inherent, hard-wired dispositional traits will be explored. The presenter will also examine the science of persuasion and the use of psychological science as the ethical means to gain consensus or majority. Advocacy will be discussed as another form of difficult dialogue that calls for respectful appreciation for each others' values, viewpoints, and emotional experiences, and approaching our differences without engaging in a win/lose dialectic.

Advocacy by Diverse Graduate Students: Mentorship to Gain Voices, Hideko Sera, PsyD, University of Redlands

- Diverse students often feel disfranchised without ways to make contributions to society and important causes. In addition, students are very busy with a myriad of other responsibilities, and advocacy may not be prioritized. This presentation will explore the challenge of engaging diverse students in the advocacy process.

Participants will be able to:

- Identify challenges to teaching and conducting advocacy in psychology programs and ways to address some of those challenges.

- Describe how we can use relationship skills, techniques of ethical persuasion and the science of psychology to enhance our effectiveness as advocates.
- Utilize ways to engage diverse students in the advocacy process.

#3 Accommodations for trainees with disabilities in psychological testing and assessment, *Megan Carlos, PhD, ASPP at Argosy University, San Francisco Bay Area; Christy Hobza, PsyD, ASPP at Argosy University, San Francisco Bay Area; Hadas Pade, PsyD, CSPP at Alliant International University, San Francisco; & Lisa Whipple Drozdick, PhD, Pearson Clinical Assessment* (1.5 CE)Regency F

This symposium will bring together psychologists with expertise in the areas of assessment and reasonable accommodations to discuss accommodations for trainees with disabilities in assessment courses and field placements. This symposium is based on a core assumption—namely, that conducting standardized assessments can be made more accessible for trainees with disability—that is an innovative idea in the literature on training of clinical psychologists. Four speakers will discuss conceptualizing accommodations for students with disabilities in assessment training.

Experiences of Psychology Trainees with Disabilities in Assessment Training, *Megan Carlos, PhD, ASPP at Argosy University, San Francisco Bay Area*

- This presentation will present data from a study on the experiences of trainees with disabilities in assessment training. Results of the study, including specific types of accommodations participants received and challenges experienced in gaining accommodations, will be presented. Results will be discussed in light of their implications for how training programs can best support students with disabilities in assessment training.

Accommodations for Psychology Trainees with Learning Disabilities, *Christy Hobza, PsyD, ASPP at Argosy University, San Francisco Bay Area*

- This presentation will describe accommodations for trainees with learning disabilities. This talk will apply generally recommended accommodations for learning disabilities to the process of successfully administering and scoring psychological assessments. Accommodations for different types and severity levels of learning disabilities will be discussed, and case examples will be used for illustration.

Utilizing Digital Platforms to Accommodate Examiners with Disabilities, *Hadas Pade, PsyD, CSPP at Alliant International University*

- This talk will describe how digital assessment may offer increased accessibility for examiners with different types of disabilities. This talk will describe options that are currently available digitally, including via online administration and iPad technology, that can increase test administration accessibility for examiners with visual, auditory, learning, and motor disabilities.

Including Accessibility in the Design of Digital and Traditional Assessments, *Lisa Whipple Drozdick, PhD, Pearson Clinical Assessment*

- This last presentation will describe the approach of developing psychological assessments with accessibility features built into the design. This talk will describe the innovative design work going into creating traditional and digital assessments that incorporate elements of accessibility for both the practitioner and the client.

Participants will be able to:

- Describe a three-tier level system for conceptualizing reasonable accommodations for trainees with disabilities in psychological testing.
- List three reasonable accommodations for trainees with disabilities in psychological testing.

#4 Midcareer transitions: Reflections, renewal, and re-engagement with ourselves, our core values, and our work, *Penelope A. Asay, PhD, ABPP, ISPP at Argosy University, Chicago; Nicole E. Taylor, PhD, University of Denver, GSPP* (1.5 CE)Seaview A

This symposium will address the Mid-Career Psychologist (MCP) and ways to embrace mid-career as a distinct and dynamic career phase filled with possibilities for rediscovery and relevance.

Are We Where Yet? Rediscovering Our Spark Midcareer, Penelope A. Asay, PhD, ABPP, ISPP at Argosy University, Chicago

- This presentation will explore how MCPs can recognize and embrace this transition with reflection on the passions that burn the brightest and those that may quietly flicker, calling to re-ignite. The presenter will outline various career development perspectives on the tasks unique to mid-career, with a particular focus on cultivating and maintaining openness and curiosity though planned happenstance and serendipity. The attendees will be able to discuss how re-engagement with oneself can lead to re-engagement with our students and forging new connections with our communities, with conducting meaningful research as an example of one vehicle of re-engagement.

Secure Your Own Professional Oxygen Mask: Using Your Passion to Serve Students and the Community, Nicole E. Taylor, PhD, University of Denver, GSPP

- The second presentation of the symposium will highlight the formation of the Center for Oncology Psychology Excellence at the University of Denver’s Graduate School of Professional Psychology. The behind-the-scenes details of how this center was developed will allow participants to explore how their own personal passions could be shaped in to similar programs. Elements of self-assessment and self-reflection, partnering with community agencies to develop field placements, curriculum development, and fundraising and donor relations will be discussed and practical tips will be given.

Participants will be able to:

- Identify multiple theoretical and practical ways of understanding the professional and personal shift from early to midcareer psychologist, including tasks, roles, pitfalls, and possibilities
- Complete a professional self-assessment of career engagement and values
- List two ways of re-engaging with the self and students in applicable/practical examples of integrated practice

#5 *Bringing diversity, inclusiveness, and social justice concerns to public awareness: Our experiences at NACIQI and beyond to create change and reclaim our core values, Andrea Morrison, PhD, ASPP at Argosy University, San Francisco Bay Area; Rene Puliatti, JD, California Psychology Internship Council; Juliet Rohde-Brown, PhD, Pacifica Graduate Institute; & Nadia Thalji, MA, Pacifica Graduate Institute* (1.5 CE)Seaview B

This symposium will provide context on how APA/CoA standards impact the diversity, inclusivity and social justice of our profession, and offer some possible collaborative solutions for addressing these concerns while addressing APA/CoA concerns for quality. The presenters will discuss and share their public statements made at the National Advisory Committee on Institutional Quality and Integrity (NACIQI) hearing, as examples of how to advocate for important goals of increasing diversity, inclusiveness, and social justice in standards of accreditation.

Participants will be able to:

- Discuss the impact of standards and policies, and how unintended consequences can negatively impact the profession and the public
- Identify the role of advocacy, for students and psychologists, to promote changes in the profession to better reflect core values such as diversity, inclusiveness and social justice

#6 **Smarter through laughter: Using humor and science to promote success and improve your life, Isaac Prilleltensky, PhD, University of Miami School of Education (1.5 CE)Seaview C**

This symposium will review the presenter’s approach called “smarter through laughter” where the study of humor and science are combined to promote well-being and growth in one’s professional and personal life. The presenter will tackle serious issues such as happiness, change, achieving success, and careers in academia through a comedic lens.

Participants will be able to:

- Discuss the impact of humor on wellbeing, as well as on personal and professional growth
- Identify how the use of humor can promote change, success, and help one navigate careers in academia

5:00 p.m. – 6:30 p.m. **POSTER SESSION (Cash Bar and Appetizers)Regency Foyer & Beacon Rotunda**

6:30 p.m. – 12:00 a.m. **40TH ANNIVERSARY CELEBRATION DANCE (Cash Bar and Appetizers).....Beacon Ballroom A**

We are excited that this year’s event will be to celebrate the 40th anniversary of NCSPP! Please join us for our famous event dancing the night away overlooking the historic Long Beach waterfront, on a lit dance floor, and to the beats of a locally grown DJ. We will also be including a raffle event for a chance to win a range of exciting delights! Tickets are *only* \$50, so be sure to sign up early to join the fun!

Friday, January 20, 2017

8:00 a.m. – 9:00 a.m. BreakfastSeaview Rotunda
National Register Update, Morgan Sammons, PhD, ABPP, The National Register

9:00 a.m. – 10:30 a.m. **Presidential Invited Symposium: Mattering - The heart of wellness and fairness, Isaac Prilleltensky, PhD, University of Miami School of Education (1.5 CE).....Seaview A-C**

Mattering refers to the phenomenological experience that one is important and that one’s life has meaning. There are two essential components to the experience of mattering: feeling valued and adding value. There are three sources to the experience of feeling valued: self, relationships, and community. There are two kinds of values that we derive from, and add to, these three pillars of mattering: wellness and fairness. We derive wellness from self, relationships and community, and we add value by contributing to wellness in self, relationships and community. We feel valued by experiencing fairness in self, relationships, and community, and we add value by promoting fairness in these three pillars of mattering as well. The talk will elaborate on the relationship between wellness and fairness, and their contributions to mattering, an essential aspect of the human experience.

Participants will be able to:

- Summarize the concept of mattering
- Articulate the three sources to the experience of feeling valued
- Identify how to adapt the existing models of Health Service Psychology curriculum by integrating the concept of mattering as a catalyst for creating new and innovative training programs and leadership engagement

10:30 a.m. – 11:45 a.m. **Student Delegate Reflections followed by Breakout Discussion GroupsSeaview A-C**

Student delegates will be guided in a fishbowl discussion by Dr. Veronique Thompson, PhD, The Wright Institute (Student Delegate Liaison). Informed by conference content and personal goals and experiences, student delegates will share their thoughts on how they can have a socially relevant impact in their communities and how the profession can continue to help them realize this goal. Following the student delegate discussion, all attendees will have the opportunity to explore their own reflections based on the conference content in smaller groups. Attendees will be provided with reflection questions to help prompt their group discussion.

11:45 a.m. – 12:45 p.m. LunchSeaview Rotunda

12:45 p.m. – 1:45 p.m. **COMMITTEE MEETINGS** (*Standing and Non-standing*)

 Ethnic and Racial Diversity Committee (ERDC).....Shoreline A

 Education and PedagogyShoreline B

1:45 p.m. – 2:45 p.m. **COMMITTEE MEETINGS** (*Standing and Non-standing*)

 Women’s Issues Committee (WIC).....Shoreline A

 Advocacy for Professional Training IssuesShoreline B

2:45 a.m. – 3:00 p.m. BreakSeaview Foyer

3:00 p.m. – 4:00 p.m. **COMMITTEE MEETINGS** (*Standing and Non-standing*)

 Sexual Orientation and Gender Diversity Committee (SOGDC).....Shoreline A

 Research and EvaluationShoreline B

4:00 p.m. – 5:30 p.m. **Business Meeting**.....Seaview A-C