

# AZPA 2022 ANNUAL CONVENTION

## REGISTRATION BROCHURE



# Thriving in the Pines

## 2022 Annual Convention

### September 29 - October 1

#### HOTEL INFORMATION

#### PREScott RESORT AND CONFERENCE CENTER

*Prescott, Arizona*

AzPA convention attendees are eligible to receive a discounted room rate starting at \$129 per night plus applicable taxes at the Prescott Resort and Conference Center. The discounted group rate is available until **Wednesday, September 7, 2022**.

Reservations will be made by calling 800-967-4637. Callers must identify themselves as attendees of Arizona Psychological Association. All reservations must be accompanied by a first night room and tax deposit or guaranteed with a major credit card. All reservations made after September 7, 2022 will be subject to availability and may not be at the conference rate.

#### VISIT PREScott

AzPA is headed up north to beautiful Prescott, Arizona! Prescott is home to plenty of restaurants, galleries and museums, and outdoor adventures including golf and hiking. [Click here to learn more.](#)

Be sure to check out the following locations, recommended by Prescott locals!

- [Western Heritage Center](#)
- [Superstition Meadery](#)
- [Watson Lake](#)
- [Yavapai County Courthouse Plaza](#)

## THRIVE AT CONVENTION

In order to help attendees THRIVE at convention, we have incorporated optional activities including Qigong and a morning hike into the agenda. Additional information can be found below. We will also offer a contemplative, meditation room throughout the convention for attendees to unwind, reflect or meditate.

## AGENDA OVERVIEW

### THURSDAY, SEPTEMBER 29

- 12:00 - 4:00 pm** | Convention Registration
- 1:00 - 4:00 pm** | Pre-Convention Consortium Workshop
- 5:00 - 6:30 pm** | Governing Council Meeting, Joint meeting with GMPS

### FRIDAY, SEPTEMBER 30

- 6:30 - 7:00 am** | Qigong session lead by Dr. Sarette Zecharia
- 7:00 am - 5:00 pm** | Registration
- 7:00 - 8:00 am** | Breakfast and Annual Business Meeting
- 8:00 - 8:30 am** | President's Welcome and Introduction
- 8:30 - 10:00 am** | General Session
- 10:00 - 11:00 am** | Sponsor Break and Poster Session
- 11:00 am - 12:30 pm** | Concurrent Breakout Sessions
- 12:30 - 2:15 pm** | Lunch and Sponsor Break
- 2:15 - 3:45 pm** | Concurrent Breakout Sessions
- 3:45 - 4:00 pm** | Sponsor Break
- 4:00 - 5:40 pm** | General Session
- 5:40 - 7:00 pm** | Networking Reception
- 7:00 - 9:00 pm** | Reception After Party

### SATURDAY, OCTOBER 1

- 6:30 - 7:45 am** | Hike lead by Dr. Mary Zemansky
- 7:00 am - 4:00 pm** | Registration
- 7:00 - 8:00 am** | Breakfast
- 8:00 - 9:40 am** | General Session
- 9:40 - 10:00 am** | Sponsor Break
- 10:00 - 11:30 am** | Concurrent Breakout Sessions
- 11:30 - 11:45 am** | Sponsor Break
- 11:45 am - 1:15 pm** | Concurrent Breakout Sessions
- 1:15 - 2:15 pm** | Lunch and Sponsor Break
- 2:15 - 3:45 pm** | Concurrent Breakout Sessions
- 3:45 - 4:00 pm** | Sponsor Break
- 4:00 - 5:00 pm** | General Session
- 5:00 - 5:30 pm** | Closing Remarks

*Please see below  
for the full agenda  
and session details.*



# AGENDA AND SESSION DESCRIPTIONS

THURSDAY,  
SEPTEMBER 29

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## PRE-CONVENTION CONSORTIUM WORKSHOP: A FRESH LOOK AT GREAT SUPERVISION

1:00 - 4:00 pm | 3 CEs

**Presentation by MaryAnne Belton, PsyD, Sylvia Cohen, PhD, Dr. Natalie Loomis, Deborah Partington, PsyD, Michael Redivo, PhD, Neil Stafford, PsyD**

This three-hour workshop, "A Fresh Look at Supervision," will be divided into two sections. The first part will be an interactive "game show" format with the participants divided into teams competing for the correct answers to questions related to supervision. Questions will be drawn from information gathered from recent literature on supervision and from a questionnaire completed by Consortium residents and supervisors as to what qualities are necessary of a great supervisor. The second part will be a panel discussion. The panel is comprised of supervisors from different fields of health service psychology. Issues discussed will include, but not be limited to, the importance of clinical supervision, including diversity; their growth as a supervisor; and qualities they feel are necessary to be an exceptional supervisor.

Program Level: Intermediate

### Learning Objectives

1. Describe three reasons why clinical supervision is important for professional growth—beyond that fact that it is required by academic programs and licensing boards.
2. Describe three qualities or characteristics of a great supervisor.
3. Describe three tasks supervisors accomplish on their growth path to become a great clinical supervisor.

## GOVERNING COUNCIL MEETING

5:00 - 6:30 pm

The GC meeting is open to AzPA members. This will be a joint meeting with the Granite Mountain Psychological Society.

**FRIDAY,  
SEPTEMBER 30**

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## **QIGONG SESSION**

*6:30 - 7:00 am*

Join Dr. Sarette Zecharia for a guided Qigong session. Please RSVP on the online registration form.

## **BREAKFAST AND ANNUAL BUSINESS MEETING**

*7:00 - 8:00 am*

The Annual Business Meeting will begin at 7:00 am and is open to all attendees.

## **WELCOME AND INTRODUCTION**

*8:00 - 8:30 am*

Join us as Dr. Evelyn Burrell, AzPA President welcomes everyone to the convention! We are also honored to have Janet Doka Jones, Secretary for the Yavapai-Prescott Tribal Nation, join us for welcome remarks and an opening prayer.

*Awards for Outstanding Psychology Faculty and Special Award for Service to Students, the Community and the Profession will be distributed.*



## **KEYNOTE SESSION: THE ROLE OF PSYCHOLOGY IN ADVANCING EQUITY, DIVERSITY, AND INCLUSION**

*8:30 - 10:00 am | 1.5 CE*

### **Presented by Vanessa Hintz, PsyD**

During this presentation we will discuss the structure and context needed to create systemic change and promote collective accountability – leading with the principle that we are all responsible for supporting and contributing to a culture that fully promotes equity, diversity, and inclusion (EDI). We will outline how the work of psychologists align with the EDI Framework and how APA's Executive EDI Office can support these efforts. Members of AzPA will consider strategies for incorporating the current EDI principles into their work. Participants will engage in critical discussions concerning the infusion of EDI efforts internally, across the field of psychology, and within society.

Program Level: Introductory

### **Learning Objectives:**

1. Describe three ways APA has contributed to social hierarchies and inequities.
2. Identify two examples of strategies to work to decolonize psychological science.
3. List three strategies for utilizing to achieve equity, diversity, and inclusion excellence principles in your work.

## **SPONSOR BREAK & STUDENT POSTER SESSION**

*10:00 - 11:00 am*

*Poster session sponsored by:*

Visit our sponsors and check out the research of our next generation of psychologists.

**AZPF**  
ARIZONA PSYCHOLOGICAL FOUNDATION

## **DROP-IN GUIDED COMPASSION MEDITATION**

*10:40 - 11:00 am*

Join Dr. Urszula Klich for a guided compassion meditation. To maintain the intention of this space we ask that you refrain from talking or using electronic devices.

## **CONCURRENT BREAKOUT SESSION: ROUNDTABLE DISCUSSION: THE ROLE OF PSYCHOLOGY IN ADVANCING EQUITY, DIVERSITY, AND INCLUSION**

*11:00 am - 12:30 pm | 1.5 CE*

**Presented by Vanessa Hintz, PsyD**

Following the keynote session, participants will continue critical discussions concerning the infusion of EDI efforts internally, across the field of psychology, and within society.

Program Level: Intermediate

Learning Objectives:

1. Describe three ways APA has contributed to social hierarchies and inequities.
2. Identify two examples of strategies to work to decolonize psychological science.
3. List three strategies for utilizing to achieve equity, diversity, and inclusion excellence principles in your work.

## **CONCURRENT BREAKOUT SESSION: SERIOUS MENTAL ILLNESS DETERMINATIONS: OVERVIEW AND CLINICAL CONSIDERATIONS**

*11:00 am - 12:30 pm | 1.5 CE*

**Presented by Korey Hawkins PhD and Stephanie Vitanza, PhD**

In the state of Arizona, the process for receiving additional mental health services is statutorily defined. Individuals who have a Serious Mental Illness (SMI) designation are considered higher risk for deterioration of their conditions. "In order to ensure that individuals who may qualify for designation are promptly identified and role for services, AHCCCS has developed a standardized process for their overall, evaluation, determination of SMI eligibility. The requirements associated with the referral for an SMI evaluation and SMI eligibility determination are specified by policy." ([www.azahcccs.gov](http://www.azahcccs.gov)) This program will review the application process cultural considerations and the criteria an applicant must meet to obtain a SMI designation.

Program Level: Intermediate

Learning Objectives:

1. Describe two differences between GMH and SMI level of service provision in Arizona.
2. Identify two SMI qualifying versus SMI non-qualifying mental health diagnoses.
3. List the four areas of functional impairment for SMI diagnosis and provide an example of each.

## **LUNCH & SPONSOR BREAK**

*12:30 - 2:15 pm*



*Awards for Outstanding Postdoctoral Resident, Outstanding Early Career Psychologist, and Hal Arkowitz Distinguished Mentor will be distributed.*

## **CONCURRENT BREAKOUT SESSION: COMMUNITY CHATS: ADVOCACY, EDUCATION AND BEST PRACTICES FOR PROVIDERS**

**2:15 - 3:45 pm | 1.5 CE**

**Moderated by Shirley Yang, PsyD**

**Presented by Darrell Hill, Diana Medina, PhD, Jeanne Woodbury and Andi Young,  
LMSW**

Community Chats: Advocacy, Education and Best Practices for Providers is a panel conversation moderated by Dr. Yang, featuring guest panelists Dr. Medina, and representatives from non-profit community partners, Darrell Hill (AZ ACLU), Jeanne Woodbury (Equality Arizona), and Andi Young, LMSW (GLSEN). Panelists will discuss best practices for transgender care, as well as provide education on available resources and support for LGBTQ+ population. The panel will also address potential barriers and limitations to accessing gender-affirming care and present ways participants can support LGBTQ+ individuals in advocacy efforts and in psychological practice.

Program Level: Intermediate

Learning Objectives:

1. Identify two best practices in working with individuals who identify as transgender.
2. Define WPATH and two reasons why these guidelines are important.
3. Identify at least 2 questions that may be important to ask clients in reference to sexual health for LGBTQ+ clients.

## **CONCURRENT BREAKOUT SESSION: DEMYSTIFYING THE PUBLICATION PROCESS: STRATEGIES AND TIPS FOR OVERCOMING BARRIERS AND PUBLISHING YOUR WORK**

**2:15 - 3:45 pm**

**Presented by Y. Evie Garcia, PhD, Gurjot Kaur, MS, Chesleigh Keene, PhD**

Students and psychologists at all career stages generate research, projects, and ideas that they hope to publish. Publication is one way to contribute to the psychology profession, advance one's career, network with other psychologists and expand one's own psychological expertise. Navigating the path of publication of professional articles, book chapters, and scholarly books can seem daunting and overwhelming for those new to the process and/or lacking insider knowledge. Presenters share evidence-informed strategies and tips for successful publication and discuss experience-based methods to overcome internal and external/systemic barriers to publishing.

Program Level: Introductory

Learning Objectives:

1. Identify two internal and systemic barriers to publishing their professional projects, ideas or research.
2. Describe at least three methods for overcoming barriers to publication.
3. List at least three specific steps and tips for publication.

## **CONCURRENT BREAKOUT SESSION: OPTIMAL PERFORMANCE TRAINING IN PERFORMANCE PSYCHOLOGY**

**2:15 - 3:45 pm | 1.5 CE**

**Presented by Leslie Sherlin, PhD**

Performance Psychology is increasingly utilized for more than athlete and elite performers. These strategies are useful in healthy and clinical populations, as well to enhance performance related emotional and cognitive states. Historically, the concepts of sport and performance psychology were aimed solely at understanding and being able to enhance performance in the field or overcome injury adversity with athletes; or to increase exercise and health related applications in healthy individuals. These foundations blossomed into an entire subfield of psychology and recent trends are to apply the findings to not only athletes, but law enforcement, military, performing arts, business, and healthy populations. For the provider to implement sport and performance strategies it is first important to understand the culture and mindset of performance, the defined experiences within context of a performance, and strategies for creating and enhancing not only the outcome, but also the perceived experiences of the individual. Focusing on the combination of both performance attributes, as well as the perceived experiences, is a more robust approach rooted in the physical, physiological, and psychological constructs of performance. The presentation aims to create a deeper understanding of performance populations' mindset, physiological contributions, experiential attributes, and to introduce modalities of intervention to enhance the client experience regardless of the performance environment.

Learning Objectives:

1. List at least 3 primary constructs describing mental states in performance psychology
2. Define 1 way optimal performance is related to performance outcomes
3. Identify 3 modalities/interventions appropriate for training optimal performance

## **SPONSOR BREAK**

**3:45 - 4:00 pm**

## **AWARD DISTRIBUTION**

**4:00 - 4:10 pm**

 *Awards for Distinguished Contribution to Advocacy, Distinguished Contribution to Diversity and Distinguished Contribution to Rural Psychology will be distributed.*

## **GENERAL SESSION: STAYING ENERGIZED IN A CLIMATE OF PSYCHOLOGICAL EXHAUSTION: TREATING ANXIETY/DEPRESSION RELATED TO COVID USING COMPREHENSIVE ENERGY PSYCHOLOGY (CEP) PROTOCOL**

**4:10 - 5:40 pm | 1.5 CE**

**Presented by Sarette Zecharia, Ph.D., DCEP, EHP-C, CIMHP**

Energy psychology (EP), also known as cognitive somatic practices, is a family of mind-body methods. These methods are able to rapidly reduce stress and trauma while increasing calm by activating various aspects of the bio-energy system of the body.

Calming the body (where stress is stored) is a missing key to unlocking rapid change (Barraza-Alvarez, 2021). At the same time, EP approaches do not require that the patient relive traumatic memories and are therefore less likely to be retraumatizing. The most commonly used EP methods involve acupressure--that is, teaching the patient to touch or tap points on the meridian system. Comprehensive Energy Psychology (CEP) is an integrative method that can be effectively done via telehealth to help with anxiety/depression and trauma related to COVID. It also has the capacity to help the practitioner with compassion fatigue (Dince & Inangil, 2021; Uzzi et al., 2021). These are challenging times. EP modalities such as CEP allow the practitioner to move between paradigms. These modalities also allow for customization of treatment on multiple levels (Alamdar et al., 2020; Feinstein, 2021 & 2022).

Program Level: Introductory

Learning Objectives:

1. Define the six steps in Comprehensive Energy Psychology (CEP) that help reduce the emotional charge of a traumatic event.
2. Identify three outcomes demonstrating the efficacy of energy psychology (EP) regarding anxiety and depression.
3. Describe two self-care exercises from energy psychology that can be used to reduce compassion fatigue.

## **NETWORKING RECEPTION**

*5:40 - 7:00 pm*

Visit with your colleagues and new friends at our networking reception! Guest tickets may be purchased for \$25.

## **RECEPTION AFTER PARTY**

*7:00 - 9:00 pm*

Kick up the fun and bring your competitive side to AzPA game night!

**SATURDAY,  
OCTOBER 1**

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## **HIKE**

*6:15 - 7:45 am*

Join us for a beautiful sunrise, 6,000 ft elevation hike guided by AzPA member and Prescott local, Dr. Mary Zemansky! Participants will meet in the hotel lobby at 6:15 and carpool to the hike location, about 5 minutes from the hotel. Please RSVP on the online registration form.

## **BREAKFAST**

*7:00 - 8:00 am*

## **AWARD DISTRIBUTION**

*8:00 - 8:10 am*



*Awards for Distinguished Contribution to Science, Distinguished Contribution to the Professional Practice of Psychology and Distinguished Service to Psychology will be distributed.*

## **GENERAL SESSION: FRIEND OR FOE: THE POWER OF THE ARIZONA PSYCHOLOGICAL ASSOCIATION (AZPA) AND ARIZONA BOARD OF PSYCHOLOGIST EXAMINERS (BOPE) WORKING TOGETHER**

*8:10 - 9:40 am | 1.5 CE*

**Presented by Melissa Flint, Psy.D., FT, CCTP and Heidi Herbst Paakkonen, MPA**

This presentation will explore the unique and beneficial relationship between the Arizona Psychological Association (AzPA) and the Arizona Board of Psychologist Examiners (BOPE). We will provide examples about the synergistic dynamics between our organizations and by working together how we are able to achieve our respective objectives and missions.

Program Level: Introductory

Learning Objectives:

1. Describe two similarities and differences between the mission statements of AzPA and the BOPE.
2. Describe at least two instances where the organizations worked together to achieve a specific goal/ outcome.
3. Identify one way that individuals can join forces with the AzPA to shape regulatory policy as a part of the collective voice for psychologists licensed in Arizona.

## **SPONSOR BREAK**

*9:40 - 10:00 am*

## **CONCURRENT BREAKOUT SESSION: BILLING WORKSHOP**

*10:00 - 11:30 am | This session will not be for CE credit.*

**Presented by Linda Carapellese**

*Session information is coming soon.*

## **CONCURRENT BREAKOUT SESSION: SO YOU'RE SAYING WE ARE ALL BIASED?! HOW DOES THIS AFFECT ME AND MY RELATIONSHIPS?**

*10:00 - 11:30 am | 1.5 CE*

**Presented by Evelyn Burrell, PsyD**

Dr. Evelyn Burrell will discuss the meaning of implicit biases, how they come to be, how they affect our daily lives, and our interpersonal relationships. Participants will gain an understanding as to how implicit biases affect us all and the importance of recognizing, minimizing, and talking about our own biases.

Program Level: Intermediate

Learning Objectives

1. Describe two ways implicit bias affects interpersonal interactions.
2. Identify two examples of their own biases and how it impacts interpersonal communication.
3. Describe two implicit biases they may hold and how to reduce it.

## **CONCURRENT BREAKOUT SESSION: AN ETHICAL MORNING AT THE MOVIES**

**10:00 - 11:30 am | 1.5 CE**

### **Presented by Larry Cohen**

This program will use clips from movies and television programs to raise everyday ethical issues psychologists face in their everyday practice.

Program Level: Intermediate

Learning Objectives:

1. Identify one ethical issue that arises in their everyday practice.
2. Describe one problem-solving strategy and solution for an ethical issue following ethical, legal, statutory or regulatory policies, guidelines, and standards.
3. Discuss two ways to communicate with patients about ethical issues.

*This program is designed to meet Arizona state criteria for Ethics credit, however, final determination is made by the Arizona Board of Psychologist Examiners.*

## **SPONSOR BREAK**

**11:30 - 11:45 am**

## **CONCURRENT BREAKOUT SESSION: FOSTERING RESILIENCY AMONG RURAL HEALTHCARE PROVIDERS: THE ROLE OF RURAL PSYCHOLOGY**

**11:45 am - 1:15 pm | 1.5 CE**

### **Presented by Carisa Authier, PsyD, John B. Martin, PhD, Joseph B. Stewart, EdD, Sherri Ruggiero, PhD, and Mary F. Zemansky, PhD**

The pandemic has had a devastating impact on healthcare providers across the country. However, this impact has been more severe among rural healthcare providers, already struggling with scarce resources and experience. Our interactions with our healthcare provider colleagues have revealed significant compassion fatigue, moral distress, and burnout. In this panel discussion, we describe our efforts to help our colleagues recover from these effects through building resiliency. We reflect on our personal experiences in our resiliency building efforts, and our observations as to the effect of these efforts. Our purpose in this presentation is to describe how rural psychology, in the current context of the pandemic, can positively impact our colleagues in healthcare and help sustain efforts to care for the communities they serve.

Program Level: Intermediate

Learning Objectives:

1. Describe at least two sources of compassion fatigue, moral distress, or burnout among rural healthcare providers.
2. Identify three interventions used to foster resiliency among rural healthcare providers.
3. Identify at least two opportunities for fostering resiliency among rural healthcare providers in their own communities.

## **CONCURRENT BREAKOUT SESSION: EIGHT BEST PRACTICES TO IMPROVE FORENSIC PSYCHOLOGICAL ASSESSMENTS**

**11:45 am - 1:15 pm | 1.5 CE**

**Presented by Tess M.S. Neal, PhD and Elizabeth M. Mathers**

We review the state of forensic mental health assessment. The field is in much better shape than in the past; however, significant problems of quality remain, with much room for improvement. We provide an overview of forensic psychology's history and discuss its possible future, with multiple audiences in mind. We distill decades of scholarship from and about fundamental basic science and forensic science, clinical and forensic psychology, and the law of expert evidence into eight best practices for the validity of a forensic psychological assessment. We argue these best practices should apply when a psychological assessment relies on the norms, values, and esteem of science to inform legal processes. The eight key considerations include (a) foundational validity of the assessment; (b) validity of the assessment as applied; (c) management and mitigation of bias; (d) attention to quality assurance; (e) appropriate communication of data, results, and opinions; (f) explicit consideration of limitations and assumptions; (g) weighing of alternative views or disagreements; and (h) adherence with ethical obligations, professional guidelines, codes of conduct, and rules of evidence.

The presentation will be based on an article that is in press at the Annual Review of Law and Social Science, and also formed the basis for expert testimony to the Mass Casualty Commission. Portions of this original synthesis were prepared simultaneously for this article and for a report commissioned by the independent public inquiry by the Government of Canada and Province of Nova Scotia into the April 2020 Nova Scotia mass casualty called the Mass Casualty Commission. Drs. Martire and Neal served as expert consultants in the inquiry process. Our reports are available [here](#) and a video of our expert testimony about this work before the Commission is available [here](#). With transparent declarations to and permissions from both the Mass Casualty Commission and the journal, this article contains extracts from our report to the Commission's inquiry, reframed to summarize and emphasize the core generalizable principles of rigorous forensic psychological assessment practices for the readership of the Annual Review of Law and Social Science.

Program Level: Introductory

Learning Objectives:

1. Describe eight best practices for the validity of forensic psychological assessments.
2. Identify two ways to minimize bias in assessment practices.
3. Identify two changes to make in one's practice to align with and exceed ethical standards of practice and promote improvement in the field.

*This program is designed to meet Arizona state criteria for Ethics credit, however, final determination is made by the Arizona Board of Psychologist Examiners.*

## **CONCURRENT BREAKOUT SESSION: PRACTICAL IMPLICATIONS OF EVIDENCE-BASED PRINCIPLES FOR ADOLESCENT SUBSTANCE USE DISORDER TREATMENT**

*11:45 am - 1:15 pm | 1.5 CE*

**Presented by Patrick Barrasso, LCSW and Michele Butler, MA**

In these times of unparalleled challenges among our nation's youth, it is paramount that treatment providers and clinicians be knowledgeable of the most effective ways to serve our youth clients struggling with substance abuse. Recently, the National Institute on Drug Abuse (NIDA) developed a research-based guide on Principles of Adolescent Substance Use Disorder Treatment. This presentation will delve into each of NIDA's thirteen principles and provide contemporaneous programmatic policy implementation suggestions. Post-presentation, we will engage in a question-and-answer period to ensure there is robust discussion about the real-life implications of the best practices suggested by NIDA and cover challenges that may be faced by providers when implementing these recommendations.

Program Level: Intermediate

### **Learning Objectives**

1. Identify the 13 Principles of Adolescent Substance Use Disorder Treatment as recognized by the National Institute on Drug Abuse.
2. Suggest a minimum of five programmatic policies that providers can easily implement in their treatment of clients.
3. Discuss three major challenges providers face in light of implementing NIDA's recommendations.

## **LUNCH & SPONSOR BREAK**

*1:15 - 2:15 pm*



*The Aaron and Matty Canter Award for Lifetime Achievement in Psychology will be distributed.*

## **CONCURRENT BREAKOUT SESSION: VALIDATION AND APPLICATION OF APPROACH/AVOIDANCE MEASURES**

*2:15 - 3:45 pm | 1.5 CE*

**Presented by John Woodman, PhD**

This program will explore research related to implicit behaviors towards approaching positive, pleasant, and enjoyable stimuli versus avoiding negative, potentially harmful stimuli. Recent work in the field has developed a simple online measurement tool which simulates a visual approach/avoidance, The Visual Approach Avoidance by the Self Task (VAAST; Aube et al., 2019; Rougier et al., 2018).

The program will communicate research findings from literature and those conducted at Embry-Riddle Aeronautical University. Attendees will learn about the application of The VAAST to studying implicit behaviors such as the stereotype threat. This will be discussed as it pertains to college females' identification with mathematics (Batailler et al., 2021) and how individuals over 65 years of age respond to positively and negatively stereotyped words (Woodman, 2022). Additionally, the program will discuss further applications to

behavioral health components currently being studied such as substance use and exercise. Lastly, the program will explore how future modifications and implementations can be potentially impactful for assessment and intervention.

Program Level: Intermediate

Learning Objectives:

1. Explain at least one process of how approach/avoidance stimuli influence subconscious behaviors.
2. Describe two ways stereotype threats can be influenced by engagement in approach/avoidance simulations.
3. Identify two ways The VAAST could have an impact in assessment, intervention, and daily behaviors.

## **CONCURRENT BREAKOUT SESSION: THE DHARMA OF LEADERSHIP- HOW TO AND WHY YOU?**

2:15 - 3:45 pm | 1.5 CE

**Presented by Evelyn Burrell, PsyD, Sherri Ruggiero, PhD, Daniel Schulte, PhD, Gregory Shrader, PhD, and Ellen Williams, PhD**

Dharma is a term that is translated in different ways, but from some Buddhist traditions it relates to “purpose.” In this presentation, our panel seeks to explore leadership “purpose” that often is not well addressed in the context of other leadership training, or in models or theories of leadership. While recognizing and appreciating the value of leadership models, we begin addressing leadership from a more foundational place through basic questions such as “What does it really mean to lead?” and “How do you do it?” as well as “Who can and should provide leadership?” and “Why would one choose to seek a leadership role?” To address these questions, our panel will rely both on concepts from literature, as well as their own experiences, influences, and aspects of their personal identities that have influenced their engagement in leadership roles, both in traditional and non-traditional leadership roles, including leading “behind the scenes” and “from the outside.” Beyond the abstract concepts of leadership, panelists will discuss what leadership has meant for them, integrating concepts including organizational experience, influential mentors, spirituality, and personal identity and values. The program will also include an opportunity for interaction and discussion to allow audience members to discuss their questions and perspectives regarding leadership.

Program Level: Intermediate

Learning Objectives:

1. List two ways in which “traditional” leadership models do not fit all populations and how “non-traditional” leadership approaches may provide opportunities for those who might otherwise not engage in professional leadership roles.
2. Describe three specific applications of integration of personal identity and values to leadership application.
3. Articulate two characteristics of what it means to “lead from a spiritual space.”

## **CONCURRENT BREAKOUT SESSION: WALKING THE LINE WITH SUICIDAL CLIENTS**

2:15 - 3:45 pm

**Presented by Stevie Mae Douglas, PsyD and Marcus Earle PhD, LMFT, CSAT, S-PSB**

One of the most difficult aspects of our work is assessing and treating the client who is threatening self-harm. While tools exist to assess risk, it still comes to a subjective decision regarding whether to continue treatment with safe guards to promote safety or to admit clients for 24 hour care. Our current cultural climate and at times our professional climate seems to support we can know the unknowable – when is somebody going to act on harming themselves. This discussion intends to draw on the collective experience of not only the presenters, but the participants as well. We will focus on what is a reasonable standard of care, whether we have a compassionate or judgmental approach to one another, and holding space for grief.

Program Level: Intermediate

Learning Objectives:

1. Describe two things the client and therapist have in common when the client is reporting suicidal ideation.
2. Identify two of your own fears and judgments regarding working with clients who threaten self-harm.
3. Develop an evidence-informed plan for assessing and consulting when a client threatens self-harm.
4. Identify two groups that can experience suicide rates greater than other groups.

## **SPONSOR BREAK**

3:45 - 4:00 pm

## **GENERAL SESSION: THE ARIZONA JURISPRUDENCE EDUCATION TOOL (JET)**

4:00 - 5:00 pm | 1 CE

**Presented by Faren Akins, PhD, JD and Melissa Flint, Psy.D., FT, CCTP**

This presentation will explore the newly developed Jurisprudence Educational Tool (JET) soon to be required upon licensure renewal by the Arizona Board of Psychologist Examiners (BOPE). First, a review of the background and development of the tool will be provided to participants. Following, are you ready to practice? A Jeopardy style review of materials will help Arizona psychologists prepare for this important change in renewal practices.

Program Level: Introductory

## Learning Objectives:

1. Describe two common reasons psychologist's face licensing board complaints.
2. Identify the reason why the Arizona Board of Psychologist Examiners is requiring a jurisprudence tool at licensure renewal.
3. Identify three issues during the "Jeopardy" study session that seem unfamiliar and commit to educating oneself on those issues as they related to psychology practice.

*This program is designed to meet Arizona state criteria for Ethics credit, however, final determination is made by the Arizona Board of Psychologist Examiners.*

## CLOSING REMARKS

5:00 - 5:30 pm



The Arizona Psychological Association (AzPA) is approved by the American Psychological Association to sponsor continuing education for psychologists. AzPA maintains responsibility for this program and its content.

## **REGISTER ONLINE AT WWW.AZPA.ORG/2022-AZPA-CONVENTION**

Breakout session selection will be required at the time of registration. Please review this brochure in full before registering.

Registration fees can be found online at [www.azpa.org/Convention-Fees/](http://www.azpa.org/Convention-Fees/).

Scholarships are available for students and early career psychologists.  
[Click here for more information.](#)

If you are interested in contributing to the scholarship fund, [click here](#).

Registration questions can be answered via email, [admin@azpa.org](mailto:admin@azpa.org) or phone, (480) 675-9477.