

57th Annual Convention

SEATTLE



November 16–19, 2023

Cultivating Joy With CBT



Association for Behavioral and Cognitive Therapies

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Contents

Message From the Program Chair	ii
Convention and Education Issues.	v
Program Committeevi
Continuing Education	xv
Registration Information.	xvi
ABCT Membership.	xix
Understanding the ABCT Conventionxxii
ABCT Awards Recipients	xxiv
Hotel Maps/Floor Plans	xxvi
Welcome to the 57th Annual Conventionxxx
Clinical Intervention Trainings	1
Advanced Methodology and Statistics Seminars	6
Institutes	8
Attendee Orientation to the ABCT Convention	24
Thursday	1
Friday	24
Saturday.	209
Sunday.	443
Poster Sessions	
Friday.522
Saturday593
Sunday654
Subject Index666
Author Index669

Message From the Program Chairs



Emily Bilek, Ph.D., ABPP (she/her), *Program Chair*,
University of Michigan



Krystal M. Lewis, Ph.D. (she/her), *Associate Program Chair*,
National Institute of Mental Health

As your 2023 ABCT Program Chairs, we joyfully welcome you to ABCT's 57th Annual Convention in Seattle, WA. The Pacific Northwest has unparalleled natural beauty, and the city of Seattle boasts a rich cultural history. Take some time to explore the city while also enjoying our enriching ABCT Annual Convention. As always, we aim to uphold the ABCT vision of promoting “human wellness and the understanding and treatment of behavioral, emotional, and health problems through science” by disseminating high-quality research and clinical presentations. The 2023 Annual Convention offers a unique opportunity to gather with colleagues across mental health disciplines and all levels of experience to exchange expertise and share what brings us joy.

In developing a program around the theme of “Cultivating Joy With CBT,” we are most excited to bring you innovative and cutting-edge research and clinical presentations focused on improving well-being by reducing burden of disease; examining interventions dedicated to well-being and meaning making; increasing inclusivity to combat systemic injustice and historical exclusion of minoritized populations; improving access to care; understanding risk factors and systemic barriers facing mental health professionals; and combating stigma in mental health and clinical research. We accepted a diversity of submissions, some of which relate directly to the theme and many others which showcase novel assessment and therapeutics, highlight consequences of psychological illness, explore response to treatment, share advanced statistical methods, and focus on implementation and dissemination research.

To underscore key elements of our theme, we are privileged to have invited addresses featuring leading experts in science and practice. We are thrilled to welcome four amazing keynote speakers:

Dr. Dean Kilpatrick (Saturday, November 18, at 12:30 pm)—ABCT 2022
Lifetime Achievement Award Recipient
“My Adventures in the Traumatic Stress Field: Lessons Learned and
Thoughts About the Future”

Dr. Michelle Craske (Friday, November 17, at 10:00 am)

“Reward Sensitivity as a Risk Factor and Treatment Target for Depression and Anxiety”

Dr. Michael Southam-Gerow (Saturday, November 18, at 9:00 am)

“Working Out the Irrigation System: Toward Better Access to Quality Mental Health Services”

Dr. Thema S. Bryant (Saturday, November 18, at 2:00 pm)

“Psychology’s Path Forward: Trauma-Informed and Culturally Attuned Care”

Dr. Wilson Okello (Sunday, November 19, at 10:00 am)

“Are You Sure You Want to be Well?: On Healing and the Practice of Joy”

Please mark your calendars for three additional invited talks. On Friday, November 17, we are hosting a panel on “Affirmative Care Across Domains,” moderated by **Dr. Donte Bernard**, with presentations by **Dr. Melissa Anderson**, **Dr. Ashleigh Coser**, **Dr. Isha Metzger**, **Dr. Susan White**, and **Dr. Alexander Wilkins**. On Friday, November 17 we will also host a Spanish-language clinical grand rounds presentation on trauma-focused care, led by ABCT’s 2022 Program Chair, **Dr. Rosaura Orengo-Aguayo**. Finally, on Saturday, November 18 there will be a clinical grand rounds presentation on Dialectical Behavioral Therapy with a live demonstration by members of ISITDBT (International Society for the Improvement and Teaching of DBT), including **Dr. Vibh Forsythe Cox**, **Dr. Aditi Vijay**, **Dr. Alison Yaeger**, and **Dr. Maureen Zalewski**.

In addition to selecting invited speakers, this year we also prioritized an equitable and data-driven review process initiated by last year’s chairs. This entailed upholding changes related to masking reviews and offering more objective reviewer rating scales. Additionally, in response to feedback from members, we omitted review criteria related to convention theme and attempted to disseminate the review criteria more broadly in advance of the submission deadline. (Volume 46, issue 6, of *the Behavior Therapist* contains a detailed description of our review and selection process.) We are thrilled with the resulting peer-reviewed convention programming consisting of 221 symposia, 81 panels, 42 clinical round tables, 3 clinical grand rounds, and 1,300 posters. These presentations encompass a broad range of topic areas, including (but not limited to): addictive behaviors; ADHD; anxiety; autism spectrum; culture, race, and ethnicity; dissemination and implementation science; eating disorders; LGBTQ+; obsessive compulsive and related disorders, parenting, suicide and self-injury. For a more detailed overview of the accepted submissions and topic areas, please see the 2023 ABCT Convention itinerary planner.

In addition to offering top-notch presentations, the ABCT Annual Convention is a great place to meet up with colleagues, make new connections, and spend

time engaging in self-care. We encourage you to participate in our special programming focused on joy and well-being, which includes a cardio dance class on the morning of Saturday, November 18 at 7:00 am. Additional thematic programming will be announced as the convention approaches. As we look forward to the convention, we invite you to reflect on and align with your values so that we can continue to move the field forward by enhancing treatments, decreasing barriers to care, celebrating and supporting trainees, reducing stigma, and promoting a culture of inclusivity. To that end, we encourage all attendees to bring a welcoming, generous, and curious attitude with you to the convention. You might operationalize this by attending a presentation on a topic you know very little about, thanking a colleague who has been influential in your career, or perhaps sharing a positionality statement at the beginning of your presentation. If none of these suggestions speak to you, we welcome you to ask yourself: *How can I foster joy at ABCT this year?*

It has been an honor to serve as your program chairs for the 2023 ABCT Annual Convention. Words cannot express our gratitude for the opportunity granted to us by President Jill Ehrenreich-May and the ABCT Board. We give thanks to the 2022 program chairs, Rosaura Orengo-Aguayo and Emily Thomas, for being such excellent models and for guiding us during the transition into our roles. Convention planning is a team effort, and we would also like to acknowledge the 2023 Convention Committee for their steadfast dedication and commitment to planning such a wonderful convention. ABCT Central Office staff, especially Mary Jane Eimer and Stephen Crane, are invaluable to the success of the Annual Convention and organization; thank you for being so patient and generous with your wisdom. We would also like to thank Jacqueline Howard who provided significant administrative support in the convention planning process. Last, we want to extend our deepest appreciation to those on the Program Committee who volunteered their time as scientific reviewers. There were many hands involved in creating this wonderful scientific program and we give thanks to all.

Wishing everyone a joyful and fulfilling conference. We can't wait to see you there!

Convention and Education Issues

Coordinator, Convention and Education Issues

Christina Boisseau, Ph.D.

Program Chair, 2023

Emily Bilek, Ph.D.

Associate Program Chair, 2023

Krystal Lewis, Ph.D.

Program Chair, 2024

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Lily Brown, Ph.D.

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Workshop Committee Chair

Susan J. Wenze, Ph.D.

Advanced Methodology and Statistics Seminars Chair

Miryam Yusuf, Ph.D.

Master Clinician Seminars Chair

Tejal Jakatdar, Ph.D.

Research and Professional Development Chair

Amanda Raines, Ph.D.

Sponsorships Committee

Patrick McGrath, Ph.D.

Local Arrangements Chair

Tammy Schuler, Ph.D.

Annual Meeting of Members & Update on DEIAJ Initiatives at ABCT

▷ **Saturday, November 18, 2023**

▷ **3:15 to 4:15 p.m.**

▷ **Beckler (302), Level 3**

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(*denotes Super Reviewers)

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Gabrielle L. Fabrikant-Abzug, *Arizona State University*
Brienna M. Fogle, *University of Houston*
Lillian Foote, *The Catholic University of America*
Sandra Mariely Estrada Gonzalez, *The University of Texas Rio Grande Valley*
Caroline J. Harris, *Oakland Cognitive Behavior Therapy Center*
Dorian Higashi, *University of Hawaii at Manoa*
Juliana Holcomb, *Suffolk University*
Elizabeth Kitt, *Yale University*
Clara Law, *City University of New York–Hunter College*
Daniella Levine, *Case Western Reserve University*
Jasmine Lewis, *Virginia Tech*
Letian Li, *Oakland Cognitive Behavior Therapy Center*
Rachel McDonald, *Montclair State University*
Laurel Meyer, *University of Maryland, Baltimore County*
Alexandria Miller, *Suffolk University*
Emily Nishimura, *University of Hawaii at Manoa*
Immanuela Obisie-Orlu, *Northwestern University Feinberg School of Medicine*
Gabriela Rivera, *Rutgers, The State University of New Jersey*

Sarah Rutter, *Case Western Reserve University*
Nellie Shippen, *University of Illinois at Chicago*
Daniel J. Taylor, *University of Arizona*
Logan Tufty, *University of Illinois at Chicago*
Holly R. Turner, *University of Hawaii at Manoa*
Mikayla Ver Pault, *University of Rhode Island*
Christine Wang, *William Patterson University*
Elizabeth Weimer, *Chatham University*
Abigail Winnier, *The University of Texas at Austin*

PRESIDENTIAL PANEL NOVEMBER 18 | 6:15 PM - 7:30 PM



An ABCT Presidential Panel: Transformative Ideas to Address the Ongoing Youth Mental Health Crisis

Moderator: Jill Ehrenreich-May, Ph.D., *University of Miami*

Panelists: Riana Elyse Anderson, Ph.D., *Columbia University*,
Miya Barnett, Ph.D., *UC-Santa Barbara*, Rob Morris, Ph.D., *Koko, Inc.*,
Maggi Price, Ph.D., *Boston College*, Jessica Schleider, Ph.D.,
Stony Brook University, Shirley Wang, Ph.D., *Harvard University*

For most of ABCT's history, the President has given an address to the membership at the Annual Convention highlighting their innovative scholarship or vital ideas to move our clinical science forward. While upholding the value of this rich history, this year, I wish to offer another paradigm of how this time at our convention could be spent. Specifically, as a youth treatment researcher, I have observed the steep increase in youth with mental health concerns, while the number of therapists equipped to address this crisis remains stagnant and our implementation of efficacious psychotherapies in community settings often fails. Youth and families, particularly those who are minoritized, marginalized, and/or historically underserved, are routinely being left without the resources we as a field have worked so hard to develop. Thus, I've convened a "Presidential Panel" including a new generation of great thinkers and innovators addressing this youth mental health crisis head-on through a variety of game-changing ideas. Following a brief introduction, Drs. Riana Elyse Anderson, Miya Barnett, Rob Morris, Maggi Price, Jessica Schleider, and Shirley Wang will each present 5-minute flash talks highlighting one "big idea" to address this crisis. Following this, I will moderate a discussion on next steps for collaborative, scalable solutions to inform both current clinical practice and future research ideas to aid youth in need.

Continuing Education at ABCT

At the ABCT Annual Convention, there are ticketed events (meaning you usually have to buy a ticket for one of these beyond the general registration fee) and general sessions (meaning you can usually get in by paying the general registration fee), the vast majority of which qualify for CE credit. Below is a list of organizations that have approved ABCT as a CE sponsor. Note that we do not currently offer CMEs.



Psychology

ABCT is approved by the American Psychological Association to sponsor continuing education for psychologists. ABCT maintains responsibility for this program and its content



Counseling

The Association for Behavioral and Cognitive Therapies has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 5797. Programs that do not qualify for NBCC credit are clearly identified. The Association for Behavioral and Cognitive Therapies is solely responsible for all aspects of the programs.



Marriage and Family Therapy

The Association for Behavioral and Cognitive Therapies is recognized by the California Board of Behavioral Sciences for Marriage and Family Therapist (MFT) to offer continuing education as Provider #4600.

New York State Psychologists

Association for Behavioral and Cognitive Therapies (ABCT), is recognized by the New York State Education Department's State Board for Psychology as an approved provider of continuing education for licensed psychologists #PSY-0124

New York State Social Workers

Association for Behavioral and Cognitive Therapies (ABCT), is recognized by the New York State Education Department's State Board for Social Workers as an approved provider of continuing education for licensed social workers #SW-0657.

For full information about our CE program, visit:

<https://www.abct.org/convention-ce/continuing-education-opportunities/>

Registration

Preregister on-line at www.abct.org. To pay by check, complete the registration form available in PDF format on the ABCT website. Participants are strongly urged to register by the preregistration deadline of October 15. Beginning October 16 all registrations will be processed at the on-site rates. Please note: Convention Program Books will NOT be distributed. A flipbook of the program book will be available and posted to the ABCT convention page. Please download the convention app to view and create your own personalized schedule.

To receive the member-discounted convention registration rate, members must renew for 2024 before completing the registration process or they must join as a new member of ABCT.

Preconvention ticketed sessions and registration for preconvention sessions will be held on Thursday, November 16 at the Hyatt Regency Seattle. All preconvention sessions are designed to be intensive learning experiences. Preregister to ensure participation. Registration for all PRE-convention sessions (AMASS, Clinical Intervention Training, Institutes) will take place in the Hyatt Regency Seattle at the ABCT onsite registration area:

► **Thursday, November 16: 7:30 a.m. - 6:30 p.m.**

General Registration Upon arrival at the Hyatt Regency Seattle, you can pick up the program addendum, additional convention information, and ribbons at the Pre-Registration Desk.

PLEASE REMEMBER TO BRING CONFIRMATION LETTER WITH YOU TO THE MEETING.

Onsite Registration AND Preregistration pickup will be open:

- Thursday, November 16: 7:30 a.m. - 6:30 p.m.
- Friday, November 17: 7:30 a.m. - 6:30 p.m.
- Saturday, November 18: 7:30 a.m. - 6:30 p.m.
- Sunday, November 19: 7:30 a.m. - 1:00 p.m.

The general registration fee entitles the registrant to attend all events on November 16 - November 19 except for ticketed sessions. Your canceled check is your receipt. Email confirmation notices will be generated automatically for on-line registrations and will be sent via email the same day you register. Email confirmations will be sent within 1 week for faxed and mailed registrations. If you do not receive an email confirmation in the time specified, please call the ABCT central office, (212) 647-1890, or email Tonya Childers at tchilders@abct.org.

You must wear your badge at all times to be admitted to all official ABCT sessions, events, and the exhibits. If you lose your badge there will be a \$15 charge for the replacement.

All presenters (except for the first two presenters of ticketed CE sessions) must pay the general registration fee.

Leaders of ticketed session will receive information regarding their registration procedure from the ABCT Central Office.

Admission to all ticketed sessions is by ticket only. Preregistration is strongly advised as ticketed sessions are sold on a first- come, first-served basis.

Please note: **NO PURCHASE ORDERS WILL BE ACCEPTED.**

To register, please choose one format:

Registering On-Line

The quickest method is to register on-line (go to abct.org and click on the convention banner on the home page or go to <https://www.abct.org/2023-convention/>). Use this method for immediate feedback on which ticketed sessions you will be attending. To receive members' discounted rates, your ABCT dues must be up to date. If your membership has lapsed, use this opportunity to renew.

To get member rates at this conference, your ABCT dues must be paid through October 31, 2024. The ABCT membership year is November 1, 2023 - October 31, 2024. To renew, go to abct.org or the on-site membership booth.

Registering by Fax

You may fax your completed registration form, along with credit card information and your signature, to (212) 647-1865. If you choose this method, please **DO NOT** send a follow-up hard copy. This will cause double payment. For preregistration rates, please register **BEFORE** the deadline date of October 15.

Registering by Mail

All preregistrations that are paid by check must be mailed to ABCT, 305 Seventh Avenue, 16th Floor, New York, NY, 10001. For preregistration rates, forms must be postmarked by the deadline date of October 15.

Forms postmarked beginning October 16 will be processed at on-site rates. There will be no exceptions. Refund Policy Cancellation refund requests must be in writing. Refunds will be made until the October 15 deadline, and a \$50 handling fee will be deducted. Because of the many costs involved in organizing and producing the Convention, no refunds will be given after October 15.

Payment Policy

All fees must be paid in U.S. currency on a U.S. bank. Any bank fees charged to the Association will be passed along to the attendee. Please make checks payable to ABCT.

Exhibits, ABCT Information Booth Hours

- Friday & Saturday: 8:30 a.m. - 5:00 p.m.
- Sunday, 8:30 a.m. - 11:00 a.m.

ABCT ONLINE WEBINARS

Learning doesn't need to stop at the Convention! ABCT provides webinars for psychologists and other mental health professionals. Our webinars can be attended live or viewed online at your convenience. Visit our new webinar platform (elearning.abct.org) to view live or recorded webinars. CE opportunities are available for many! We are open to suggestions. Drop Rachel Lamb (rlamb@abct.org) a note with your recommendations of speakers or topics.

Recorded Webinars

ARTHUR ANASTOPOULOS

Adapting CBT to the Needs of College Students
With ADHD

BRITTANY HALL-CLARK

Addressing Discrimination Stress in the Context of CBT

SCOTT WALTMAN

Socratic Dialogue and Collaborative Empiricism:
Practical Strategies to Overcome Common Pitfalls

CAMILO ORTIZ

A gentle introduction to Behavioral Parent Training
for Disruptive Behavior in Preschool- and School-Age
Children

DEBRA HOPE

Best Practices for CBT With LGBTQA+ Adults

>>> *and many more, at*
<https://elearning.abct.org/>

ABCT Membership

Please join us! Accessing the benefits of your membership with ABCT has never been easier with the reimagined www.abct.org

Your annual ABCT membership gives you the most from your dues dollars for all stages of your career. Members receive more than just the lowest registration rates at the 2023 Convention:

- Stay connected and updated with your colleagues and the latest developments in mental health research through the ABCT Forums, the ABCT membership directory, and our online resources. Join one of 40+ SIGs, “like” us on Facebook, and follow us on X (Twitter)! Share photos on our Instagram account and sign up for the convention app.
- Participate in our Find-a-CBT-Therapist online referral network. It continues to be our most frequently visited web page. To expand your listing and include your practice particulars, pay just \$50 more per year.
- FREE on-line access to all issues of *the Behavior Therapist*, featuring articles and reviews of research and clinical import, and our outstanding journals *Cognitive and Behavioral Practice* (4 times per year/ impact factor: 2.946) and *Behavior Therapy* (6 issues per year; the Institute for Scientific Information now ranks us 13th out of 121 clinical psychology journals, with an impact factor of 4.183).
- Expand your skill sets and earn CE with our growing list of webinars—attend live sessions or view online at your convenience. Earning CE credits has never been easier with our new eLearning platform. Planning for 2023 sessions is under way! Let us know what you’d like to see by responding to the survey after our November convention.
- Refer to our website for a growing list of resources on Coping with COVID-19; Resources to Combat Racism; Information on Opioids and the Opioid Crisis; Information on Gun Violence; Information on Seasonal Depression, and more.
- Participate in the new ABCT Forums, connecting you to like-minded professionals around the globe! ABCT members can share job/internship opportunities, seek or provide clinical referrals to other members, get advice from colleagues on challenging client issues.
- Our online Job Bank connects job seekers with the best employment opportunities in CBT. Reasonable rates for employer listings.
- Access our growing library of syllabi and other teaching tools for the latest techniques and principles among CBT teaching resources.

A M B A S S A D O R S

Recognition

- Be recognized as a role model who has had a positive impact on colleagues, students, and community by encouraging participation and membership within ABCT
- Help your students and colleagues understand more about ABCT and supporting your professional home
- Be the local resource of association knowledge and be “in-the-know”

Student Ambassador Program

- Be the first to know upcoming deadlines for convention submissions and the student award programs
- Build your cv by being active in your professional organization
- Build your own professional network

Interested? Contact Dan Hoffman, Ph.D.,
at dhoffman7@northwell.edu

Rewards

- Be listed as an Ambassador on our website and listed in *tBT*
- Give back to your professional home
- Receive a ribbon and be recognized as an ABCT Ambassador

Join a growing group of members and convention attendees who support the association by renewing their memberships, attending annual conventions, and providing related information. The time commitment is small, no more than 30 minutes per month.

It's easy to become an ABCT ambassador

Learn more at:

<http://www.abct.org/membership/abct-ambassador-and-student-ambassador-programs>

Call for Continuing Education Ticketed Sessions

58th Annual Convention • November 14–17, 2024 | Philadelphia

Submissions will be accepted through the online submission portal, which will open after January 1, 2024. Submit a 250-word abstract and a CV for each presenter. For submission requirements and information on the CE session selection process, please visit www.abct.org and click on “Convention and Continuing Education.”

Workshops & Mini Workshops | Workshops cover concerns of the practitioner/ educator/researcher. Workshops are 3 hours long, are generally limited to 60 attendees, and are scheduled for Friday and Saturday. Please limit to no more than 4 presenters. Mini Workshops address direct clinical care or training at a broad introductory level. They are 90 minutes long and are scheduled throughout the convention. Please limit to no more than 4 presenters. When submitting for Workshops or Mini Workshop, please indicate whether you would like to be considered for the other format as well.

► For more information or to answer any questions before you submit your abstract, contact the **Workshop Committee Chair**, workshops@abct.org

Institutes | Institutes, designed for clinical practitioners, are 5 hours or 7 hours long, are generally limited to 40 attendees, and are scheduled for Thursday. Please limit to no more than 4 presenters.

For more information or to answer any questions before you submit your abstract, contact the **Institute Committee Chair**, institutes@abct.org

Master Clinician Seminars | Master Clinician Seminars are opportunities to hear the most skilled clinicians explain their methods and show taped demonstrations of client sessions. They are 2 hours long, are limited to 40 attendees, and are scheduled Friday and Saturday. Please limit to no more than 2 presenters.

► For more information or to answer any questions before you submit your abstract, contact the **Master Clinician Seminar Committee Chair**, masterclinicianseminars@abct.org

Research and Professional Development | Presentations focus on “how to” develop one’s own career and/or conduct research, rather than on broad-based research issues (e.g., a methodological or design issue, grantsmanship, manuscript review) and/or professional development topics (e.g., evidence-based supervision approaches, establishing a private practice, academic productivity, publishing for the general public). Submissions will be of specific preferred length (60, 90, or 120 minutes) and format (panel discussion or more hands-on participation by the audience). Please limit to no more than 4 presenters, and be sure to indicate preferred presentation length and format.

► For more information or to answer any questions before you submit your abstract, contact the **Research and Professional Development Chair** researchanddevelopmentseminars@abct.org

Submission deadline: February 6, 2024 11:59 a.m. EST

Understanding the ABCT Convention

The ABCT Annual Convention is designed for practitioners, students, scholars, and scientists. All of the ABCT members involved in making the convention have as their central goals the provision of opportunities to meet the needs of the diverse audiences interested in the behavioral and cognitive therapies. Attendees have varying disciplines, varying levels of experience, varying theoretical orientations, as well as special clinical concerns. Just as important are the opportunities to meet people with similar interests for social as well as professional networking.

Some presentations will offer the chance to see and hear what is new and exciting in behavioral and cognitive work from our dynamic and vibrant presenters. Other presentations will address the clinical-scientific issues of how we develop empirical support for our work.

General Sessions and Ticketed Events

• GENERAL SESSIONS

Symposia: Presentations of data, usually investigating efficacy of treatment protocol or particular research. Symposia are either 60 minutes or 90 minutes in length. They have one or two chairs, one discussant, and between three and five papers.

Panel Discussions and Clinical Round Tables: Discussions (sometimes debates) by informed individuals on an important topic. These are organized by a moderator and have between three and six panelists who bring differing experience and attitudes to the subject matter.

Membership Panel Discussions: Organized by representatives of the Membership and Student Membership Committees, these events generally have a particular emphasis on training or career development.

Special Sessions: Designed to provide useful information regarding professional, rather than scientific, issues. For more than 25 years our Internship Overview and Postdoctoral Overview have been helping people find their educational paths. For those just starting the journey, Getting Into Graduate School has proven useful.

Research and Professional Development (RPD): Presentations explicitly focused on broad-based research issues (e.g., a methodological or design issue, grantsmanship, manuscript review) and/or professional development topics (e.g., evidence-based supervision approaches, establishing a private practice, academic productivity, publishing for the general public).

Mini Workshops: Mini Workshops (90 minutes) occur throughout the meeting and address direct clinical care or training at a broad, introductory level.

Spotlight Research: This format provides a forum to debut new findings considered to be groundbreaking or innovative for the field. A limited number of extended-format sessions consisting of a 45-minute research presentation and a 15-minute question-and-answer period allows for more in-depth presentation.

Clinical Grand Rounds: Master-level clinicians give simulated live demonstrations of therapy. Clients may be portrayed by graduate students studying with the presenter and specializing in the problem area to be treated.



After reviewing the 2023 Program, we hope you will turn to the online Itinerary Planner and begin to build your ultimate ABCT convention experience!

- ▶ *SEARCH* by topic, presenter, session, type, day/time
- ▶ *BROWSE* by day and view the entire program in time/day order
- ▶ *DEVELOP* your personal ABCT convention schedule

<https://www.abct.org/2023-convention/>

Poster Sessions: One-on-one discussions between researchers, who display graphic representations of the results of their studies, and interested attendees. Because of the variety of interests and research areas of the ABCT attendees, between 1,200 and 1,500 posters are presented each year.

Special Interest Group Meetings: Nearly 40 SIGs meet each year to renew relationships, accomplish business (such as electing officers), acknowledge excellence through the awards program, and often offer presentations. SIG talks are not peer-reviewed by the Association, nor are they eligible for CE credit.

• **TICKETED EVENTS** *These listings—located throughout the program book—include a level of experience to guide attendees and offer CE credit.*

Workshops: Covering concerns of the practitioner/educator/researcher, Workshops are an anchor of the Convention. These sessions are 3 hours long and are generally limited to 60 attendees.

Master Clinician Seminars: The most skilled clinicians explain their methods and show video demonstrations of client sessions. Offered throughout the Convention, these seminars are 2 hours long and are generally limited to 40 attendees.

Advanced Methodology and Statistics Seminars: Designed to enhance researchers' abilities, these are 4 hours long and limited to 40 attendees.

Institutes: Leaders and topics for Institutes are taken from previous ABCT Workshop and Master Clinician Seminar presentations in which a longer format is beneficial. They are offered as 7-hour or 5-hour sessions on Thursday, and are generally limited to 40 attendees.

Clinical Intervention Training: One-day event emphasizing the “how-to” of clinical intervention. The extended length allows for exceptional interaction. Participants attending a full-day session can earn 7 continuing education credits.

Awards & Recognition

Career/Lifetime Achievement:

Stefan Hofmann PhD, *Alexander von Humboldt Professor, LOEWE Spitzenprofessur for Translational Clinical Psychology, Philipps-University Marburg, Germany*

Outstanding Clinician:

Robert Leahy PhD: *Founder and Director, American Institute for Cognitive Therapy and Professor, Weill-Cornell Medical College*

Outstanding Training Program:

Torrey A. Creed, Ph.D., *Founder and Director, Penn Collaborative for CBT and Implementation Science, University of Pennsylvania, Perelman School of Medicine*

The Francis C. Sumner Excellence Award:

Sierra E. Carter PhD, *Georgia State University*

Anne Marie Albano Early Career Award:

Lauren Quetsch PhD, *University of Arkansas*

The President's New Researcher Award (awarded by the President's New Researcher Committee):

Jessica Hamilton PhD, *Rutgers University*

Outstanding Service to ABCT: Members of the Task Force for Equity, Inclusion, and Access:

RaeAnn Anderson, PhD, *University of North Dakota*

Anu Asnaani, PhD, *University of Utah*

Sierra Carter, PhD, *Georgia State University*

Christina J. Cho, PsyD, *Montefiore Medical Center, Albert Einstein College of Medicine*

Ryan DeLapp, PhD, *The Ross Center*

Brian Feinstein, PhD, *Rosalind Franklin University of Medicine and Science*

Christina M. Lopez, PhD, *Medical University of South Carolina*

Jae Puckett, PhD, *Michigan State University*

Charles Silverstein Lifetime Achievement Award in Social Justice:

Thema S. Bryant, Ph.D., *Pepperdine University and President of the American Psychological Association*

Distinguished Friend to Behavior Therapy:

Connie and Steve Ballmer and the Ballmer Institute

Awards & Recognition

Virginia Roswell Student Dissertation Award:

Emily Presseller, M.S., *Drexel University*

Leonard Krasner Student Dissertation Award:

Mackenzie Zisser, M.A., *University of Texas at Austin*

Student Research Grant:

Alexa Raudales, *University of Rhode Island*

Honorable mention:

Mallory Cannon, B.A., *Auburn University*

2023 Champions:

Ayada Bonilla, M.Ed., *Hawaii State Department of Education*

Lucene Wisniewski, Ph.D., FAED, *Center for Evidence Based Treatment Ohio*

Elizabeth Koschmann, Ph. D, *University of Michigan*

Regine Galanti, Ph. D, *Long Island Behavioral Psychology*

Vanessa Ramirez, Psy.D., *Krisit House Child Advocacy Center*

Elsie Ramos Award Winners:

Xinyi Deng, M.A., *Southwest University, China and Cornell University*

Melissa-Ann Lagunas, Ph.D., *Seattle Pacific University*

Mikela D. Ritter, AA, *Children's Hospital Los Angeles/University of Southern California*

Student Travel Award:

Min Eun Jeon, M.A., M.S. *Florida State University*

Hila Sorka, Ph.D., *The Hebrew University of Jerusalem*

Spotlight on Mentors:

Anu Asnaani, Ph.D., *University of Utah*

Kelsie H. Okamura, Ph.D., *Baker Center for Children and Families/Harvard Medical School*

Michael P. Twohig, Ph.D. *Utah State University*

ABCT Fellows:

Ray Christner, Psy.D., NCSP, *Cognitive Health Solutions, LLC*

Muniya Khanna, Ph.D., *OCD & Anxiety Institute; Lumate Health*

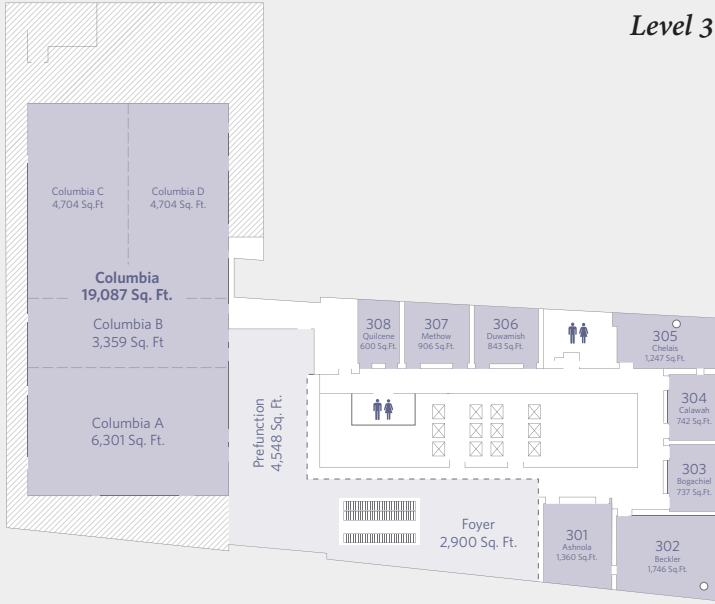
Carmen McLean, Ph.D., *VA Palo Alto Health Care System*

Russell Morfitt, Ph.D., LP, *National Center for PTSD*

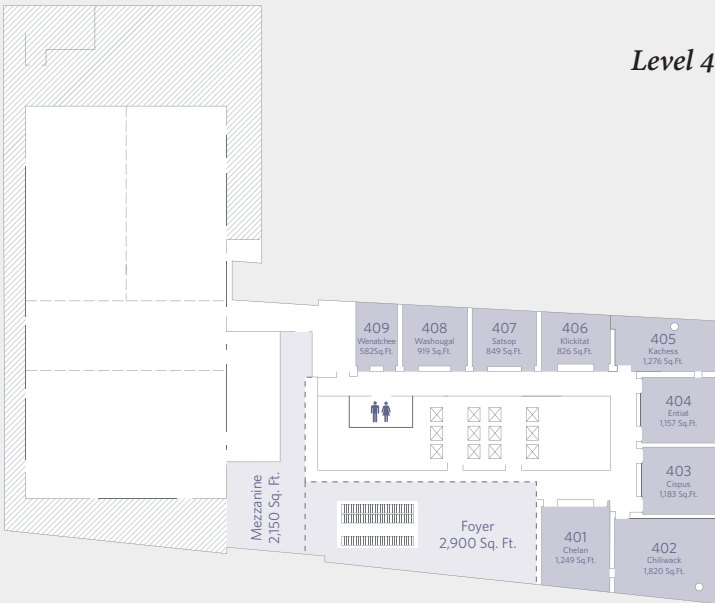
Nicholas Salsman, Ph.D., ABPP, *Xavier University*

Hotel Floor Plans

Level 3

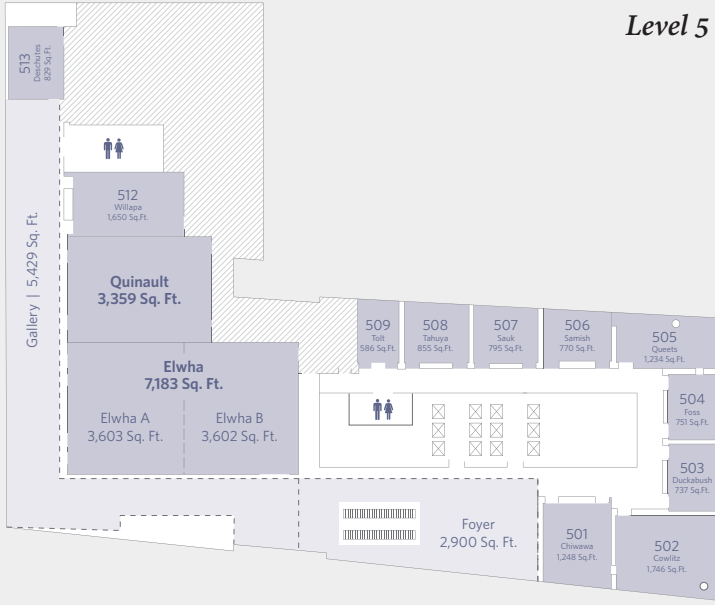


Level 4

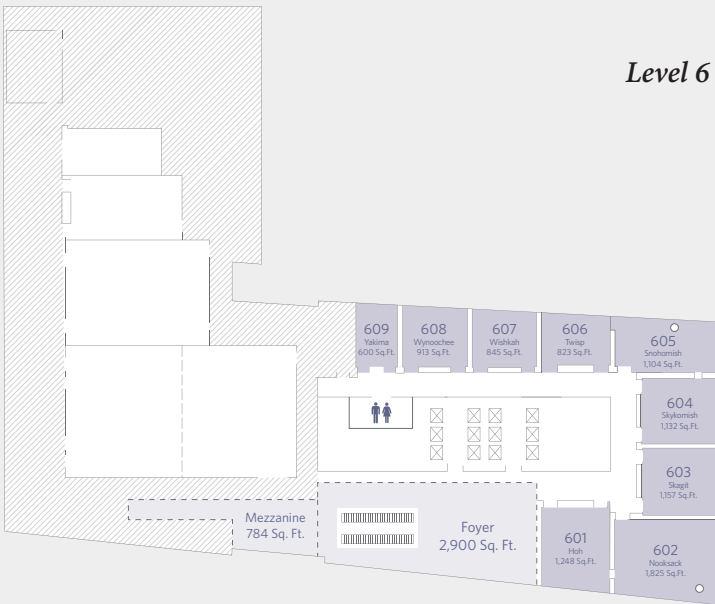


Hotel Floor Plans

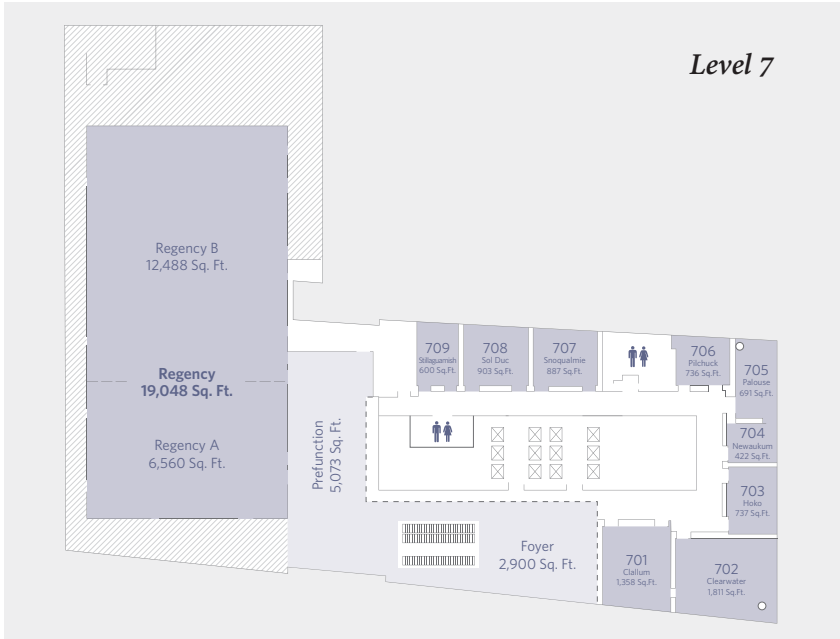
Level 5



Level 6



Hotel Floor Plans



Mark Your Calendars

- November 1** 2024 Membership year begins
Election month: time to vote!
- January 2** Submission portal opens for submitting
Continuing Education ticketed sessions
- January 31** Deadline for 2024 membership renewal
without late fee penalty
- February 7** Deadline for CE Submissions (AMASS,
Mini-Workshops, Workshop, Institute,
Master Clinician Seminars, Research &
Professional Development)
- February 8** Call for General Sessions
(Symposia, Panel Discussions, Clinical
Roundtables)
- March 1** Deadline for ABCT award nominations
- March 14** Deadline for Call for General Sessions
(Symposia, Panel Discussions, Clinical
Roundtables, Posters, Spotlight Research)
- September 1** Deadline for ABCT officer nominations
- November 14-17** Annual Convention, Philadelphia

Welcome to the 57th Annual ABCT Convention

Cultivating Joy With CBT

Jill Ehrenreich-May, Ph.D., President

Emily Bilek, Ph.D., ABPP, Program Chair

Krystal Lewis, Ph.D., Associate Program Chair

Descriptions follow of a few hundred events to be presented November 16–19, 2023. There are sessions on a large array of topic areas and all familiarity levels. If this is your first ABCT Convention, join Emily Bilek and Krystal Lewis, ABCT's Program Chairs, along with Shari Steinman, Membership Issues Coordinator, Rebecca Skolnik, Membership Committee Chair, Lillian Reuman, Committee on Student Members, and Dan Hoffman, Ambassador Committee Chair, at 8:00 to 9:00 A.M. on Friday, November 17, to learn how to navigate the Electronic Program and make the most of the convention experience this year. Whether you are a new member, first-time convention attendee, or just want to learn how to navigate the convention, all are welcome. Discover the electronic evaluation forms, CE certificates, and the credit tracking system. Discover networking opportunities, gain insights into the convention electronic program and how to plan your itinerary.

Thursday, November 16

THURSDAY

Clinical Intervention Training 1

ticket

Acceptance and Commitment Therapy (ACT) for Children and Adolescents: A Process-based Approach to Shaping Psychological Flexibility

8:30 a.m. - 5:00 p.m.

Earn 7 continuing education credits

Skagit (603), Level 6

Lisa Coyne, Ph.D., New England Center for OCD and Anxiety

Primary Category: Child/Adolescent - Anxiety

Key Words: ACT (Acceptance and Commitment Therapy), Child, Adolescents



This workshop for clinicians with some experience with cognitive behavior therapy, behavior therapy, or Acceptance and Commitment Therapy (ACT) will explore how to use ACT to enhance psychological flexibility with children, adolescents, and parents through supporting curiosity, willingness, mindfulness, and values-guided trial and error learning. Specifically, the presenter will introduce a transdiagnostic process-based developmental model of ACT (the DNA-V; Hayes & Ciarrochi, 2015) and discuss how to shape psychological flexibility through incorporate specific ACT strategies in exposure-based treatment. Clinical examples, role play demonstrations, and opportunities for participants to practice will augment the workshop's didactic content to illustrate case conceptualization and pragmatic applications of therapeutic techniques. Clinicians can expect to leave the workshop with an understanding of how to identify and address skills deficits contributing to psychological inflexibility in disorders of childhood and adolescence. The practical skills in contextual behavioral, process-based assessment and treatment they will gain can be used as stand-alone intervention or may be incorporated into other cognitive behavioral or behavioral approaches.

Outline:

- I. Part I (Morning) – Introduction to A Process-Based Contextual Behavioral Approach to Disorders of Childhood and Adolescence
 - a. Overview of Contextual Behavioral Science and theoretical underpinnings
 - i. What is a contextual behavioral approach?
 - ii. Underlying assumptions
 - iii. Implications for understanding “disorder” from this perspective
 - b. Description of processes targeted in treatment
 - i. Understanding psychological flexibility as a set of skills
 - ii. Six processes of ACT (present moment awareness, acceptance, defusion, perspective-taking, valuing, committed action)
 - iii. Treatment targets and goals from a process-based contextual behavioral perspective
 - c. Evidence base for ACT
 - i. Brief review of treatment research to date
 - d. Introduction to the DNA-V model
 - i. *Overview of the DNA-V*
 - ii. *Theoretical underpinnings*
 - iii. *Experiential presentation of DNA-V components*
 - e. *The Therapeutic Alliance and Stance*
 - i. *Creating a context for acceptance and change*
 - ii. *Key processes for therapists*

Break for Lunch

- II. Part II (afternoon) – Application of the DNA-V Model: Shaping Psychological Flexibility
 - a. DNA-V as Assessment Tool
 - i. Understanding skills deficits using the DNA-V
 - ii. The Comfort vs. Discovery Zone Worksheet
 - b. Shaping Noticing Skills
 - i. Identifying deficits in noticing
 - ii. Shaping stronger noticing skills
 - c. Shaping Advising Skills
 - i. Identifying deficits in using the “Advisor”
 - ii. Shaping more effective use of the Advisor

- d. Shaping Discovery Skills (Exposure engagement)
 - i. Identifying deficits in discovery skills
 - ii. Shaping flexible, self-directed discovery
 - e. Shaping Valuing Skills
 - i. Identifying deficits in valuing
 - ii. Shaping connection to and embodiment of valuing
- III. Part III: Case Conceptualization, Consultation, & Discussion

At the end of this session, the learner will be able to:

- Describe the theoretical underpinnings of Acceptance and Commitment Therapy (ACT)
- Identify the behavioral processes targeted in an ACT intervention.
- Describe psychological flexibility as a set of behavioral skills that can be shaped as a target of contextual behavioral intervention.
- Explain how to shape the processes involved in psychological flexibility, including present moment awareness, defusion, valuing, and committed action.
- Identify skills deficits that contribute to psychological inflexibility.

Recommended Readings: Gloster, A. T., Walder, N., Levin, M. E., Twohig, M. P., Karekla, M. (2020). The empirical status of acceptance and commitment therapy: A review of meta-analyses, *Journal of Contextual Behavioral Science*, 18; 181-192, <https://doi.org/10.1016/j.jcbs.2020.09.009>. Han A, Yuen HK, Jenkins J. Acceptance and commitment therapy for family caregivers: A systematic review and meta-analysis. *Journal of Health Psychology*. 2021;26(1):82-102. doi:10.1177/1359105320941217 Hayes, L. and Ciarrocchi, J. (2015). *The Thriving Adolescent: Using Acceptance and Commitment Therapy and Positive Psychology to Help Teens Manage Emotions, Achieve Goals, and Build Connection*. Context Press: US. Puolakanaho, A., Lappalainen, R., Lappalainen, P. et al. Reducing Stress and Enhancing Academic Buoyancy among Adolescents Using a Brief Web-based Program Based on Acceptance and Commitment Therapy: A Randomized Controlled Trial. *J Youth Adolescence* 48, 287-305 (2019). <https://doi.org/10.1007/s10964-018-0973-8> Shuanghu Fang, S. Dongyan Ding, D. (2020). A meta-analysis of the efficacy of acceptance and commitment therapy for children, *Journal of Contextual Behavioral Science*, 15; 225-234, <https://doi.org/10.1016/j.jcbs.2020.01.007>.

8:30 a.m. – 5:00 p.m.

Earn 7 continuing education credits

Skykomish (604), Level 6

Clinical Intervention Training 2

ticket

An Introduction to Compassion-focused Therapy

Russell Kolts, PhD, Eastern Washington University

Primary Category: Treatment - Other

Key Words: *Compassion, Treatment, Psychotherapy Process*



Compassion-Focused Therapy (CFT) is a form of cognitive-behavior therapy that draws upon contextual behavioral science, evolution science, affective neuroscience, and attachment theory in assisting individuals who suffer with emotional difficulties. Utilizing the purposeful cultivation of compassion, mindfulness, and a host of treatment strategies such as imagery, chair-work, breath-body work, and behavioral and thought experiments, CFT is a transdiagnostic therapy developed to assist clients who struggle with issues of shame and self-criticism. In this training, participants will learn an operational definition of compassion and why it can be a helpful component of psychotherapy. We'll introduce a behaviorally-based framework for approaching CFT, and participants will learn a way of organizing CFT into a set of layered processes and practices that will allow them to systematically understand, train, and begin to implement the practices of CFT. We'll explore the therapeutic relationship in CFT, the role of modeling and shaping in applying compassion-work in therapy, and participants will gain exposure to a number of core CFT concepts and we'll explore how to implement them through experiential practice. Ultimately,

the goal of the workshop is to provide therapists of all behaviorally-oriented modalities tools they can use to help clients overcome avoidance and shame.

Outline:

- What is compassion and why is it important in psychotherapy?
- A behavioral framework for approaching compassion in CFT
- Layered Processes and Practices
- The Therapeutic Relationship in CFT
- Facilitating Compassionate Realizations
- Mindfulness in CFT
- An Introduction to Compassionate Self Work

At the end of this session, the learner will be able to:

- Describe an operational definition of compassion and how it can be useful in helping psychotherapy clients.
- Articulate a behaviorally-oriented model of how to integrate compassion work into psychotherapy.
- Describe the roles of the therapist in Compassion-Focused Therapy.
- Describe the three-systems model of emotion.
- Guide clients in exploring the ways that different motives and emotions organize their mental experience.

Recommended Readings: Craig, C., Hiskey, S., & Spector, A. (2020). Compassion focused therapy: a systematic review of its effectiveness and acceptability in clinical populations. *Expert Review of Neurotherapeutics*, DOI: 10.1080/14737175.2020.1746184 Kolts, R.L., Bell, T., Irons, C., & Bennett-Levy, J. (2018). *Experiencing Compassion-Focused Therapy from the Inside Out: A Self-Practice/Self-Reflection Manual for Practitioners*. New York: Guilford. Gilbert, P. (2020). Compassion: From its evolution to a psychotherapy. *Frontiers in Psychology*, 11, 1-31. <https://doi.org/10.3389/fpsyg.2020.586161> Gilbert, P., & Simos, G. (2021). *Compassion focused therapy: Clinical practice and applications*. Routledge. Kolts, R.L., Bell, T., Irons, C., & Bennett-Levy, J. (2018). *Experiencing Compassion-Focused Therapy from the Inside Out: A Self-Practice/Self-Reflection Manual for Practitioners*. New York: Guilford.

Earn 4 continuing education credits

Snohomish (605), Level 6

AMASS 2

ticket

The ORBIT Model for Developing and Testing Health Related Behavioral Interventions

Kenneth E. Freedland, PhD, FABCT, Washington University School of Medicine

Sylvie Naar, Ph.D., Florida State University College of Medicine

Lynda H. Powell, Rush University Medical Center

Primary Category: Health Psychology / Behavioral Medicine - Adult

Key Words: *Randomized Controlled Trial, Research Methods, Translational Research*

This AMASS will introduce the ORBIT model, a multiphase translational research framework for developing and testing behavioral interventions for chronic diseases. ORBIT was created by an NIH-sponsored consortium and is used in many areas of behavioral intervention research. Following this model helps to increase the scientific rigor and clinical impact of behavioral intervention research programs. The seminar will start with an overview of the defining features and methods of each phase of the model, and a brief comparison of ORBIT with other contemporary models such as the Multiphase Optimization Strategy (MOST) and the Science of Behavior Change (SOBC) framework. The other presentations will focus on the development and refinement of complex behavioral interventions in Phase I, proof-of-concept studies and pilot trials in Phase II, and randomized controlled trials in Phases II-IV. The speakers will highlight examples of successful grant applications and publications that have used the ORBIT model, and they will provide advice for maximizing success in grant submissions and publications that are based on this model. Participants will be asked to submit some information about their own behavioral intervention research, along with questions about how to use the ORBIT model in their own work.

Outline:

1. Overview of the ORBIT model and comparison with other frameworks.
2. Phase I research to define and refine behavioral interventions.

3. Phase IIa proof-of-concept studies to evaluate plausibility of benefit.
4. Phase IIb feasibility studies and pilot trials to prepare for RCT proposals.
5. Randomized controlled trials in Phases II-IV.
6. Using the ORBIT model to guide your own research program.

At the end of this session, the learner will be able to:

- Describe the four phases of the ORBIT model.
- Explain the core principle of “starting with the end in mind.”
- Identify appropriate study designs for each subphase of the model.
- Decide when to move forward or backward within the ORBIT model or to move laterally to a different intervention research model.
- Position the participant’s own studies within the ORBIT model.

Recommended Readings: Czajkowski SM, Hunter CM. From ideas to interventions: A review and comparison of frameworks used in early phase behavioral translation research. *Health Psycho.* 2021;40(12):829-844. doi: 10.1037/hea0001095. Czajkowski SM, Powell LH, Adler N, Naar-King S, Reynolds KD, Hunter CM, Laraia B, Olster DH, Perna FM, Peterson JC, Epel E, Boyington JE, Charlson ME. From ideas to efficacy: The ORBIT model for developing behavioral treatments for chronic diseases. *Health Psychol* 2015;34(10):971-982. doi: 10.1037/hea0000161. Freedland KE. Pilot trials in health-related behavioral intervention research: Problems, solutions, and recommendations. *Health Psychol* 2020;39(10):851-862. doi: 10.1037/hea0000946. Powell LH, Appelhans BM, Ventrelle J, Karavolos K, March ML, Ong JC, Fitzpatrick SL, Normand P, Dawar R, Kazlauskaitė R. Development of a lifestyle intervention for the metabolic syndrome: Discovery through proof-of-concept. *Health Psychol* 2018;37(10):929-939. doi: 10.1037/hea0000665. Powell LH, Freedland KE, Kaufmann PG. (2021) *Behavioral Clinical Trials for Chronic Diseases: Scientific Foundations*. Cham, Switzerland: Springer Nature.

9:00 a.m. – 5:00 p.m.

Elwha A, Level 5

Attention-deficit/hyperactivity Disorder (ADHD) SIG

Meeting Agenda: The ADHD SIG meeting will include key speakers from the field of ADHD, roundtable discussions of ADHD research, practice, and education, as well as interactive networking opportunities. Note: The business meeting time will be 2:00 pm- 3:00pm.

Thursday, 8:30 a.m. – 5:00 p.m.

Earn 7 continuing education credits

401 (Chelan), Level 4

Institute 1

Applying Efficacious Treatments to Improve the Home and School Lives of Youth with ADHD: Treatments for Organizational Skills and Executive Functions

Richard Gallagher, Ph.D., New York University School of Medicine
Margaret Sibley, Ph.D., University of Washington School of Medicine

Basic to Moderate level of familiarity with the material

Primary Category: ADHD - Child

Key Words: *ADHD, Evidence-Based Practice, School*

Two efficacious psychosocial interventions are available for treating the challenging difficulties that youth with attention-deficit/hyperactivity disorder (ADHD) have in managing home and school demands. One is for children and their parents (Organization Skills Training, OST; Abikoff et al., 2013) and one is for teens and their parents (Supporting Teens' Autonomy Daily, STAND; Sibley et al., 2016). Data indicate that a majority of youth with ADHD have impairing deficits in executive functioning (EF) and reflections of those deficits in organization, time management, planning (OTMP). Over the years, these deficits reduce school performance, create major homework problems, and add to family conflict, especially during homework times. Through extensive research, methods for evaluating and treating EF and OTMP deficits in all subtypes of ADHD have been created by two different clinical research teams. In over a decade of work, Organizational Skills Training (OST) for elementary-aged children was created to address the practical

gaps that children with ADHD demonstrate at home and at school. For middle-school and early high-school teens, Supporting Teens Autonomy Daily (STAND) was developed and tested in a program of research that recognized the special challenges needed for teens to gain supported independence in managing school. Large RCTs have shown that the interventions led to improvements in OTMP skills, academic performance, homework performance, level of family conflict, and attitudes towards school and teachers that were sustained in follow-ups. Participants will learn how deficits in organizational skills and executive functioning hinder school productivity, school performance, and contribute to documented conflicts in family relationships and emotional distress in children and adolescents. Instruction is given on the details of the two interventions and how to implement components of the interventions. Special therapeutic techniques are incorporated, including motivational interviewing and how to view skill deficits as problems to manage, rather than personal character flaws. Participants learn how to deliver the interventions in clinical settings and how to select youth for whom the interventions are most appropriate.

Outline:

- Children and teens with ADHD are often hindered by weak development in executive functioning
- The deficits in executive functioning have a negative impact on major life areas including school performance and productivity and relationships with parents and teachers who are concerned about failure to advance appropriately.
- Two clinical research programs have addressed these issues in elementary school children and middle and high school youth.
- The research developed means of evaluating practical reflections of low executive functioning in organization, time management and planning skills.
- Additionally, the clinical research teams developed and tested treatments that are efficacious as documented in randomized control trials.
- The institute will provide attendees with:
 - A. Strategies for assessing practical deficits in organization, time management, and planning, their impact on family and school functioning,
 - B. Determining which youth would benefit from treatment.
 - C. A basic foundation for conducting both proven treatments.
 - D. Ideas on adapting the treatment for subclinical cases and for delivery via tele-health methods.
 - E. Extensive time for discussion, practice, and questions is incorporated.

At the end of this session, the learner will be able to:

- Identify three common organization, time management, and planning deficits in children and adolescents with ADHD and list how they impact home and family.
- Conduct a systematic evaluation for identifying up to four organizational, time management, planning, and executive function deficits through the use of questionnaires or functional interviews.
- Identify the key components of the Organization Skills Training treatment.
- Identify the key components of the Supporting Teens' Autonomy Daily Program.
- Integrate motivational techniques into treatment to engage parents and youth.

Recommended Readings: Gallagher, R., Abikoff, H.B., & Spira, E.G. (2014). Organizational skills training for children with ADHD: an empirically supported treatment. New York: Guilford Publications. Sibley, M.H., (2016). Parent-Teen Therapy for Executive Function Deficits and ADHD: Building Skills and Motivation. New York: Guilford. Abikoff, H., Gallagher, R., Wells, K. C., Murray, D. W., Huang, L., Lu, F., & Petkova, E. (2013). Remediating organizational functioning in children with ADHD: immediate and long-term effects from a randomized controlled trial. *Journal of consulting and clinical psychology*, 81(1), 113-128. Sibley, M.H., Graziano, P.A., Kuriyan, A.B., Coxe, S., Pelham, W.E., Rodriguez, L.M. et al., (2016). Parent-Teen Behavior Therapy+ Motivational Interviewing for Adolescents with ADHD. *Journal of Consulting & Clinical Psychology*, 84, 699-712. Nigg, J. T. (2017). *Getting Ahead of ADHD: What Next-Generation Science Says about Treatments That Work? and How You Can Make Them Work for Your Child*. New York: Guilford Publications.

Earn 7 continuing education credits

Chiliwack (402), Level 4

Institute 2

Breathing the Science of Compassion into the Behavioral Treatment of Trauma: An Introduction to Compassion- focused Acceptance and Commitment Therapy (CFACT) for Complex PTSD

Dennis Tirsch, Ph.D., The Center for Compassion Focused Therapy
Laura Silberstein-Tirsch, Psy.D., The Center for Compassion Focused
Therapy
Talya Vogel, Psy.D., The Center for Compassion Focused Therapy

Basic to Moderate level of familiarity with the material

Primary Category: Treatment - Mindfulness & Acceptance

Key Words: ACT (*Acceptance & Commitment Therapy*), *Compassion / Empathy, Trauma*

During this era of pandemic, war, and systemic inequality, people all over the world have been reporting increasing distress and symptoms of PTSD (Yuan et al., 2021). This wave of trauma responses is a painful reminder of how pervasive and complex the psychological sequelae of traumatic events can be. Effective treatment for people living with trauma is a global priority, and it needs to address a range of different traumatic experiences, from the acute and physical to the chronic and emotional. Grounded in Compassion Focused Acceptance and Commitment Therapy (CFACT, Tirsch, Schoendorf & Silber-

stein, 2015) and tri-phasic treatment of trauma (Herman, 1992), this workshop provides an integrative and ACT-consistent framework for working with trauma in its multifarious and varied forms. Participants will learn the foundations of an approach to trauma that integrates compelling techniques from Compassion Focused Therapy (Gilbert, 2010), Acceptance and Commitment Therapy (Hayes, Strosahl & Wilson, 2012), and CBT (Ehlers & Clark, 2000). Rather than a mere remix of therapy techniques, the model presented involves a robust and coherent case formulation strategy, that drives deployment of evidence based processes and procedures. Participants will be able to discuss the supporting research and scientific foundations of this approach to trauma, as well as be able to integrate these techniques into their existing cognitive and behavioral practice. This workshop will introduce specific tools designed to help clients safely connect to the present, compassionately develop new relationships with the past, and meaningfully build a future, including elements of emotional exposure drawn from EMDR. Highly experienced trainers, who are innovators in compassion focused behavioral interventions will use rare and user-friendly experiential exercises, didactic instruction, and role-play practices to empower participants to meet their most complex cases with new perspectives and the transformational applied science of mindful compassion.

Outline:

- I. Introduction
 - A. The global impact of trauma in the current era
 - B. The need for effective and comprehensive trauma treatment
 - C. The Elements of CFACT for Complex PTSD
- II. Theoretical Foundations
 - A. Compassion Focused Acceptance and Commitment Therapy (CFACT)
 1. CFT
 2. ACT
 3. Other sources (Buddhist Psychology, CBT, EvoS, FAP, etc.)
 - B. Tri-phasic treatment of trauma
- III. Integration of Evidence-Based Approaches
 - A. Incorporating techniques from Compassion Focused Therapy, Acceptance and Commitment Therapy, and CBT with theoretical integrity and coherence.
 - B. Case formulation strategy for evidence-based processes and procedures
- IV. Supporting Research and Scientific Foundations
 - A. Evidence for the effectiveness of compassion-focused interventions in trauma treatment
 - B. Scientific principles underlying the integration of CFACT.
- V. Cultivating Mindful Compassion and Psychological Flexibility
 - A. Role of mindful compassion in enhancing trauma-focused therapy
 - B. Strategies for developing psychological flexibility in clients with a history of complex trauma.
- VI. Bottom-Up and Top-Down Compassion-Focused Grounding Techniques
 - A. Training clients in grounding techniques during the stabilization phase
 - B. Incorporating both bottom-up and top-down approaches for comprehensive healing.
- VII. Compassion-Focused Therapy Imagery Practices in ACT-Consistent Treatment
 - A. Introduction to foundational compassion-focused therapy imagery practices
 - B. Application of imagery practices in ACT-consistent trauma treatment
- VIII. Psychoeducation on the Evolutionary Model of Emotion Regulation
 - A. Explaining the evolutionary model of emotion regulation found in CFACT.
 - B. Providing psychoeducation to clients on emotion regulation processes.
- IX. Case Conceptualization

- A. Developing an ACT-consistent and trauma-informed case conceptualization.
 - B. Focusing on cultivating psychological flexibility and compassion in the treatment process.
- X. Conclusion and Transformational Applied Science of Mindful Compassion
- A. Empowering participants to approach complex trauma cases with new perspectives.
 - B. Encouraging the integration of mindful compassion in clinical practice.

At the end of this session, the learner will be able to:

- Explain how cultivating mindful compassion and psychological flexibility can be used to enhance trauma-focused therapy.
- Describe how to train clients to use bottom-up and top-down compassion-focused grounding techniques during the stabilization phase of trauma processing therapy.
- Use foundational compassion focused therapy imagery practices in ACT consistent treatment for trauma.
- Provide psychoeducation on the evolutionary model of emotion regulation found in CFACT.
- Complete a case conceptualization that is ACT consistent, trauma informed and focused on cultivating psychological flexibility and compassion.

Recommended Readings: Tirsch, D., Schoendorff, B., & Silberstein, L. R. (2014). *The ACT Practitioner's Guide to the Science of Compassion: Tools for Fostering Psychological Flexibility*. Oakland, CA: New Harbinger Publications. Gilbert, P. (2009). *The Compassionate Mind: A New Approach to Life Challenges*. London: Constable and Robinson Ltd. Hayes, S. C., Strosahl, K. D., & Wilson, K. G. (2012). *Acceptance and commitment therapy: The process and practice of mindful change* (2nd ed.). Guilford Press. Teresa M. Au, Shannon Sauer-Zavala, Matthew W. King, Nicola Petrocchi, David H. Barlow, Brett T. Litz, *Compassion-Based Therapy for Trauma-Related Shame and Posttraumatic Stress: Initial Evaluation Using a Multiple Baseline Design*, *Behavior Therapy*, Volume 48, Issue 2, 2017, Pages 207-221, Craig, C., Hiskey, S., & Spector, A. (2020). *Compassion focused therapy: A systematic review of its effectiveness and acceptability in clinical populations*. *Expert review of neurotherapeutics*, 20(4), 385-400.

9:00 a.m. – 5:00 p.m.

Elwha A, Level 5

Attention-deficit/hyperactivity Disorder (ADHD) SIG

Meeting Agenda: The ADHD SIG meeting will include key speakers from the field of ADHD, roundtable discussions of ADHD research, practice, and education, as well as interactive networking opportunities. Note: The business meeting time will be 2:00 pm- 3:00pm.

Earn 5 continuing education credits

Cispus (403), Level 4

Institute 3

A Transdiagnostic Approach to Exposure-based Treatment

Michael W. Otto, Ph.D., Boston University
Jasper Smits, Ph.D., The University of Texas at Austin
Marie Parsons, Ph.D., Boston University

Moderate to Advanced level of familiarity with the material

Primary Category: Transdiagnostic

Key Words: *Treatment, Exposure, Anxiety*

Exposure-based treatments are often disseminated in the context of manualized protocols, and these protocols may have the unwitting effect of drawing attention away from the core principles of change that underlie the effect exposure therapy. This workshop is designed to provide a personalized and transdiagnostic approach to thinking through exposure therapy in a way that integrates the latest research in extinction and memory processes. Exposure will be discussed as an active learning process that must be integrated into existing (fear) memory structures. Specific strategies for conceptualizing exposure targets and delivering exposure learning interventions will be emphasized. Consistent with this year's convention theme, we will also specifically present information on the role of positive affectivity and positive goal attainment on exposure-based treatment and the nature of home practice assignments for exposure. The goal is to help clinicians enact especially individualized exposure treatments that flexibly move between specific fear targets and exposure procedures.

Outline:

- General Approach: Planning and Delivery of Exposure Sessions and the Art of Playing with
- Fear
- Thinking Through Exposures: What is to be learned and retained from exposure sessions?
- Intervening with Fears of Emotions and Related Sensations
- Intervening with Fears of People
- Intervening with Fears of Thoughts, Images, and Traumatic Memories

- Self-supervision and Trainee Supervision of Personalized Exposure Therapy
- Unique Applications of Personalized Exposure Therapy

At the end of this session, the learner will be able to:

- Develop an approach to exposure therapy based on the enactment of core principles of therapeutic change rather than protocols/strategies.
- Identify exposure strategies that can engage the core therapeutic change mechanisms across diagnostic subtypes.
- Evaluate the role of contexts in case formulations and exposure planning.
- Integrate exposure planning with perspectives from cognitive science.
- Describe the role of post-exposure process in the consolidation of safety learning.

Recommended Readings: Smits, J. A. J., Powers, M. B., & Otto, M. W. (2019). Personalized exposure therapy: A person-centered transdiagnostic approach. New York, NY: Oxford University Press. Kredlow, M. A., Eichenbaum, H., & Otto, M. W. (2018). Memory creation and modification: Enhancing the treatment of psychological disorders. *American Psychologist*, 73, 269-285. Carpenter, J. K., Andrews, L. A., Witcraft, S. M., Powers, M. B., Smits, J. A. J., & Hofmann, S. G. Cognitive behavioral therapy for anxiety and related disorders: A meta-analysis of randomized placebo-controlled trials. *Depression and Anxiety*, 35, 502-514. Hunt, C., Campbell-Sills, L., Chavira, D., Craske, M., Sherbourne, C., Sullivan, G., ... & Bomyea, J. (2022). Prospective relations between anxiety sensitivity and transdiagnostic anxiety following cognitive-behavioral therapy: Evidence from the Coordinated Anxiety Learning management trial. *Behaviour Research and Therapy*, 155, 104119. Pittig, A., Heinig, I., Goerigk, S., Richter, J., Hollandt, M., Lueken, U., ... & Wittchen, H. U. (2022). Change of threat expectancy as mechanism of exposure-based psychotherapy for anxiety disorders: evidence from 8,484 exposure exercises of 605 patients. *Clinical Psychological Science*, 21677026221101379.

Earn 5 continuing education credits

404 (Entiat), Level 4

Institute 4

Common Elements Treatment Approach (CETA): A System of Care to Address Common Mental Health Problems

Kristie L. Metz, Ph.D., Johns Hopkins University
Laura Murray, Ph.D., Johns Hopkins University School of Public Health
Caleb Figge, Ph.D., Johns Hopkins University School of Public Health
Stephanie Skavenski, M.A., Johns Hopkins University School of Public Health

Moderate level of familiarity with the material

Primary Category: Global Mental Health

Key Words: *Common Elements, Implementation, Treatment*

Global mental health has seen progress over the past decade showing effectiveness of a range of evidence-based treatments. However, most of these treatments were developed for a focus on a single disorder or cluster of disorders. These single disorder-focused treatments that target one problem have been cited as a barrier to scale-up and sustainability in LMIC because they require complex referral systems, a large work force that is trained in multiple EBT, and do not teach lay providers how to deal with comorbidity. The Common Elements Treatment Approach (CETA) is an evidence-based system of care that has been found to be highly effective in reducing a range of mental and behavioral health problems including depression, anxiety, trauma, violence, functional impairment, unhealthy alcohol use and risky behaviors. Adult RCTs in southern Iraq, Thailand, and Zambia have demonstrated that CETA has large effect sizes for trauma, depression, anxiety, anger management, and dysfunction, moderate effects for interpersonal violence, and small effects for unhealthy substance use (Weiss et al. 2015; Bolton et al. 2014; Murray et al. 2020b). Additionally, an open trial of CETA-Youth in Ethiopian refugee camps found promising results for internalizing, externalizing, posttraumatic stress symptoms, and

well-being (Murray et al. 2018). CETA's modular, community-based approach addresses several mental health challenges in concert, enabling scale-up and sustainability in low-to-middle-income settings. This pre-institute training will review how CETA system of care was developed specifically for us by lay providers in LMIC. The presenters will discuss research on how a common elements approach could aid in the scale-up and sustainability of mental health services in LMIC. The training will include both a review of the elements in CETA and their utilization across a range of different levels of care as well as program implementation factors.

Outline:

1. Global Mental Health and Evidence-Based Treatments: Setting the Context a. Existing treatments and system, needs of mental health services, challenges within the system and to scale-up and sustainability.
2. Lessons from Practice and Implementation Science leads to innovation
 - a. Why develop the CETA System of Care?
 - b. What is the CETA system of care?
 - c. Evidence and outcomes'
3. A Closer Look at the CETA System
 - a. CETA evidence-based elements and how they are put together.
 - b. How CETA is implemented in a variety of settings, including adaptations to programming to fit community needs.
 - c. Using an Apprenticeship Model of training to build capacity within resource restricted settings.
4. Case studies: Applications of the CETA System of Care
 - a. Ukraine
 - b. Rural Illinois

At the end of this session the learner will be able to:

- Describe the CBT elements that make up the Common Elements Treatment Approach.
- Identify the barriers to scale-up and implementation in LMIC addressed by the CETA system.
- Cite the evidence of effectiveness of CETA.
- Identify the ways in which the CETA system of care may be implemented with different populations and settings.
- Explain the apprenticeship model of teaching CBT to lay providers.

Recommended Readings: Murray LK, Dorsey S, Haroz E, Lee C, Alsiary MM, Haydari A, Weiss WM, Bolton P. A Common Elements Treatment Approach for Adult Mental Health Problems in Low- and Middle-Income Countries. *Cogn Behav Pract.* 2014 May;21(2):111-123. doi: 10.1016/j.cbpra.2013.06.005. PMID: 25620867; PMCID: PMC4304666. Murray LK, Haroz E, Dorsey S, Kane J, Bolton PA, Pullmann MD. Understanding mechanisms of change: An unpacking study of the evidence-based common-elements treatment approach (CETA) in low and middle income countries. *Behav Res Ther.* 2020 Jul;130:103430. doi: 10.1016/j.brat.2019.103430. Epub 2019 Jun 22. PMID: 31780251; PMCID: PMC8114793. Weiss, W.M., Murray, L.K., Zangana, G.A.S. et al. Community-based mental health treatments for survivors of torture and militant attacks in Southern Iraq: a randomized control trial. *BMC Psychiatry* 15, 249 (2015). <https://doi.org/10.1186/s12888-015-0622-7> Bolton P, Lee C, Haroz EE, Murray L, Dorsey S, Robinson C, Ugueto AM, Bass J. A transdiagnostic community-based mental health treatment for comorbid disorders: development and outcomes of a randomized controlled trial among Burmese refugees in Thailand. *PLoS Med.* 2014 Nov 11;11(11):e1001757. doi: 10.1371/journal.pmed.1001757. PMID:

25386945; PMCID: PMC4227644. Murray LK, Kane JC, Glass N, Skavenski van Wyk S, Melendez F, Paul R, Kmett Danielson C, Murray SM, Mayeya J, Simenda F, Bolton P. Effectiveness of the Common Elements Treatment Approach (CETA) in reducing intimate partner violence and hazardous alcohol use in Zambia (VATU): A randomized controlled trial. *PLoS Med.* 2020 Apr 17;17(4):e1003056. doi: 10.1371/journal.pmed.1003056. PMID: 32302308; PMCID: PMC7164585.

Earn 5 continuing education credits

405 (Kachess), Level 4

Institute 5

Parent-child Interaction Therapy Adapted for Older Children (ages 7 to 10 Years)

Cheryl B. McNeil, Ph.D., University of Florida
Corey C. Lieneman, Ph.D., University of Nebraska Medical Center
Erinn J. Victory, B.A., West Virginia University
Melanie M. Nelson, Ph.D., University of Florida

Moderate level of familiarity with the material

Primary Category: Child / Adolescent - Externalizing

Key Words: *Child, Parent Training, Externalizing*

This workshop describes an adaptation of Parent Child Interaction Therapy (PCIT) for older children between the ages of 7 and 10 years. This program involves live coaching of caregivers while they interact with their school-aged children. An overview of the research, conceptual framework, and procedures will be provided with particular emphasis on ways that the older child protocol deviates from standard PCIT. Participants will learn the adapted goal criteria for Child-Directed Interaction, developmentally appropriate activities for coaching sessions, the hands-off time-out procedures in adapted Parent-Directed Interaction (e.g., “big ignore,” time-out acceptance chart, suspension of privilege), strategies for engaging the child through individual therapy, and techniques for encouraging emotion regulation in the caregiver and child. Videos, experiential exercises, and a case example will be used to illustrate the use of the skills.

Outline:

- I. Introduction
 - A. Welcome and Introductions
 - B. Workshop objectives and agenda overview
- II. Framework of PCIT
 - A. Brief overview of standard PCIT

- B. Brief overview of standard PCIT literature
- III. Adapting PCIT for Older Children
 - A. Rationale for adapting PCIT for older children (ages 7-10)
 - B. Findings from the literature on PCIT for older children
- IV. Adaptations to CDI
 - A. Overview of similarities between standard PCIT CDI and CDI for older children
 - B. Child check-ins in CDI
 - 1. Rationale for individual check-ins
 - 2. Topics to cover during individual check-ins
 - C. Recommended toys
 - D. Special time
 - E. PRIDE skills and goal criteria
 - 1. Experiential exercise: Meeting goal criteria (7-7-7)
 - 2. Experiential exercise: Coding
- V. Adaptations to PDI
 - A. Overview of similarities between standard PCIT CDI and CDI for older children
 - B. Child check-ins in PDI
 - C. Three PDI modules
 - 1. Command training
 - a) Big ignore
 - b) Experiential exercise: big ignore for child misbehavior
 - c) Experiential exercise: coaching big ignore
 - 2. Time-out acceptance chart
 - a) Rationale and explanation of chart
 - b) Experiential exercise: Role play use of time-out acceptance chart
 - c) Explaining rewards to the child
 - d) Experiential exercise: Coding or coaching time-out acceptance chart
 - e) House rules
 - 3. Time-out with suspension of privileges
 - a) Rationale and explanation of suspension of privileges
 - b) Experiential exercise: Coding or coaching time-out acceptance chart
 - c) Swoop and go for refusal in session
 - d) Sibling and public behavior sessions
 - D. Progression through treatment with the PDI staircase
- VI. Case example and skill demonstration

Case example highlighting a family's progression through PCIT for older children with video demonstrations
- VII. Summary and Conclusion
 - A. Summary of key concepts and skills covered in the workshop
 - B. Q&A session

At the end of this session, the learner will be able to:

- Explain the rationale for adapting PCIT for working with older children.
- Explain the differences between standard PCIT and PCIT for Older Children with respect to working individually with the child each session to promote engagement.
- Explain the goal criteria for Child-Directed Interaction with older children.
- Articulate the three phases of Parent-Directed Interaction that promote hands-off discipline procedures with older children.

- Develop skills for working individually with children and adapting the coaching of parent-child interactions when working with Older Children.

Recommended Readings: Gibson, K., Motzenbecker, T., Harvey, C., Han, R. C., & McNeil, C. B. (2021). Parent-Child Interaction Therapy (PCIT) Adapted for Older Children: A Research Development Manual. Seattle, WA: Kindle Direct Publishing. Briegel W. Tailoring Parent-Child Interaction Therapy (PCIT) for Older Children: A Case Study. *Z Kinder Jugendpsychiatr Psychother.* 2018 Jul;46(4):298-304. doi: 10.1024/1422-4917/a000536. Epub 2017 Aug 15. PMID: 28809509. Lieneman, C. & McNeil, C. B. (2023). Time-Out for Child Behavior Management. Göttingen, Germany: Hogrefe. McNeil, C. B., & Hembree-Kigin, T. (2010). Parent-Child Interaction Therapy: Second Edition. New York: Springer. Jocelyn O. Stokes, Ashley Scudder, Amanda H. Costello & Cheryl B. McNeil (2017) Parent-Child Interaction Therapy with an Eight-Year-Old Child: A Case Study, *Evidence-Based Practice in Child and Adolescent Mental Health*, 2:1, 1-11, DOI: 10.1080/23794925.2016.1268938

Earn 5 continuing education credits

602 (Nooksack), Level 6

Institute 6

Acceptance and Commitment Therapy for Managing Cravings and Addictive Behaviors

Maria Karekla, Ph.D., Associate Professor, University of Cyprus
Megan Kelly, Ph.D., Professor of Psychiatry, University of Massachusetts

Moderate level of familiarity with the material

Primary Category: Addictive Behaviors, Treatment – Mindfulness & Acceptance

Key Words: ACT (*Acceptance & Commitment Therapy*), *Addictive Behaviors*

The application of Acceptance and Commitment Therapy (ACT) for the treatment of many problems where craving is a core feature is growing (e.g., substance use, tobacco use, overeating). Cravings are intense desires for using or consuming certain substances with the goal of feeling pleasure and satisfaction. They are a key component of addiction-related problems, including addictions to substances like tobacco, alcohol, and drugs. substance use, tobacco use, overeating). Individuals presenting with addictions often have difficulty managing cravings, although this is an inevitable aspect of experiencing substance use and other addictive behaviors. Research finds that cravings are reported by 58% to 97% of the general population (Gendall, Joyce & Sullivan, 1997), and they occur as often as 2–4 times-per-week (Hill, 2007). Difficulties involving cravings are associated with substantial distress, functional impairment, and low quality of life.

This workshop presents practical strategies based in ACT to help individuals to cope and manage cravings at the core of common addictions. The workshop will also present the latest research in ACT for dealing and overcoming cravings, and examine the efficacy, the mechanisms, and processes of change of ACT for the treatment of craving-related problems. Concepts will be illustrated using live demonstrations, experiential exercises, metaphors, and worksheets. This workshop is designed to teach skills needed to explore ACT as an assessment model and intervention method for addressing cravings and addictions. It will be mostly experiential and will balance an understanding of the model with a personal connection with the issues raised in ACT, and with skill development.

Outline:

- What are Cravings?
- Reasons for Addressing Cravings and Addictions
- Values and Addictions
- External vs. Internal Triggers
- Acting with Willingness
- Taking a Step Back From Cravings
- Self-Compassion
- Committed Action
- Common Challenges to Managing Cravings
- Addressing Slips and Relapses
- Getting Support for Managing Cravings and Addictions
- Other Treatments for Cravings and Addictions
- Summary and Wrap-Up

At the end of this session, the learner will be able to:

1. Apply a functional behavioral analysis approach to craving-related problems
2. Describe how to use mindfulness, acceptance, experiential exercises, metaphors, and defusion techniques, to improve well-being in individuals with craving-related issues.
3. Explain case conceptualization based on ACT processes and how to practically work with exposure of current cravings.
4. Explain the latest culturally-adapted ACT advances when working with craving related problems
5. Discuss data on the efficacy of ACT for craving-related issues and addictive behaviors.
6. Utilize experiential exercises, role-plays, and a variety of hands-on techniques to cultivate a direct experience with the ACT approaches to craving and addictions.

Recommended Readings: Karekla, M., & Kelly, M. (2022). Cravings and Addictions: Free Yourself from the Struggle of Addictive Behavior with Acceptance and Commitment Therapy. New Harbinger Publications. Kelly, M. M., Sido, H., Forsyth, J. P., Ziedonis, D. M., Kalman, D., & Cooney, J. L. (2015). Acceptance and commitment therapy smoking cessation treatment for veterans with posttraumatic stress disorder: a pilot study. *Journal of dual diagnosis*, 11(1), 50-55. Stavriniaki, M., Kelly, M., & Karekla, M. (2021). Acceptance and Commitment Therapy for Substance Use. Karekla, M., Georgiou, N., Panayiotou, G.P., Sandoz, E., Kurz, S., & Constantinou, M. (2020). Cognitive Restructuring vs. Defusion: Impact on craving, healthy and unhealthy food intake. *Eating Behaviors*, 37. <https://doi.org/10.1016/j.eatbeh.2020.101385>. Gloster, A. T., Walder, N., Levin, M.E., Twohig, M.P., & Karekla, M., (2020). The empirical status of Acceptance and Commitment Therapy: A review of meta-analyses. *Journal of Contextual Behavior Science*, 18, 181-192. <https://doi.org/10.1016/j.jcbs.2020.09.0>

Friday, November 17

Cowlitz (502), Level 5

New Attendee Orientation & Breakfast

8:00 a.m. – 9:00 a.m

Maximize your ABCT convention experience by joining us first thing Friday morning. Enjoy continental breakfast and get your personal blueprint to getting the most out of the Seattle Convention! Whether you are a new member, first-time convention attendee, or just want to refresh your memory on how to navigate the convention, all are welcome. Learn how to take full advantage of earning continuing education credits and the documentation required, note networking opportunities, gain insights into the convention program addendum; how to utilize the online itinerary planner, and/or master the convention app. You will learn how to stay connected to ABCT throughout the year via our website, Facebook page, Special Interest Groups, and other networking opportunities. Plus be on the lookout for members wearing Ambassador ribbons. They can answer any lingering questions about ABCT in general. We look forward to personally meeting you! This session does not offer continuing education credit.

Invited Panel

Reckoning with Our Past: An Update from Behavior Therapy’s Editorial Task Force on Addressing the SOGIECE Literature

FRIDAY

PANELISTS:

Jonathan S. Comer, Ph.D., Professor, Florida
International University

John Pachankis, Ph.D., Susan Dwight Bliss Associate
Professor of Public Health (Social and Behavioral
Sciences), Yale School of Public Health

Richard LeBeau, Ph.D., Associate Director, University of
California Los Angeles

Diane Chen, Ph.D., Associate Professor/Director of
Behavioral Health for Adolescent Medicine, Ann &
Robert H. Lurie Children’s Hospital of Chicago/
Northwestern University Feinberg School of Medicine

David Langer, ABPP, Ph.D., Suffolk University

Primary Category: Trans/Gender Health

Sexual orientation and gender identity/expression change efforts (SOGIECEs) are a set of discredited and ineffective practices that pose serious risks of harm to exposed individuals. The APA and other professional governing bodies have passed clear resolutions against such so-called “conversion therapy,” and the majority of U.S. states now have prohibitory laws banning SOGIECEs. Nonetheless, SOGIECE practices persist. As ABCT and the fields of behavioral and cognitive therapies reckon with their significant roles played in the historic development and promotion of these practices—which continue to cause untold harms to this day—the Editor of Behavior Therapy organized a 14-member task force to collectively determine whether and what actions to take on SOGIECE articles published in the journal (i.e., “Behavior Therapy Editorial Task Force on Addressing the SOGIECE Literature”). For this symposium, five Task Force members will provide an overview of the Task Force’s formation and missions and describe its procedural rules and decision-making thresholds. Panelists will describe the Task Force’s major discussions, debates, and deliberations, the outcomes of Task Force votes, editorial actions taken, and

next steps. The symposium will conclude with opportunities for audience questions and input, and recommendations for reducing the likelihood of similar future harms to other communities. This session does not offer continuing education credit.

8:30 a.m. – 10:00 a.m.

Earn 1.5 continuing education credits

Skagit (603), Level 6

Spotlight Research 1

MDMA-assisted Therapies for PTSD: New Opportunities for CBT

CHAIR:

Kenneth R. Weingardt, Ph.D., Healing Breakthrough Foundation

PANELIST:

Maciej Gonek, Ph.D., Healing Breakthrough Foundation

Primary Category: Trauma and Stressor Related Disorders and Disasters

Key Words: *PTSD (Posttraumatic Stress Disorder), Psychotherapy Outcome, Clinical Trial*

MDMA-Assisted Therapy (MDMA-AT) involves the use of prescribed doses of MDMA as an adjunct to psychotherapy sessions. The basic premise is that the therapeutic effect is not due simply to the physiological effects of the medicine; rather, it is the result of an interaction between the effects of the medicine, the therapeutic setting and the mindsets of the participant and the therapists. MDMA-AT has historically used a non-directive approach to help individuals to identify their inner healing wisdom which is thought to guide them as they process the traumatic memories linked to their PTSD ([Mithoefer et al, 2017](#)).

Six Phase II randomized trials demonstrated acceptable safety and promising initial efficacy results (Mithoefer, et al, 2019). The FDA granted Breakthrough Therapy Designation to MDMA-AT in 2017 and approved the designs of two Phase III trials that started in 2018. In the first Phase 3 randomized double-blind study (Mitchell et al., 2021), participants underwent three 8-hour experimental sessions spaced four weeks apart in addition to three preparatory and nine integrative therapy sessions. Using the CAPS-5 as a primary outcome, 88% of those who received MDMA-AT experienced clinically significant reduction PTSD symptoms, while only 60% of patients who received the placebo achieved a similar reduction.

These remarkable results may be further enhanced by leveraging manualized, evidence based, trauma focused therapies such as Prolonged Exposure (Foa, et al 2019), or Cognitive Processing Therapy (Resick, et al 2016) in the MDMA-Assisted Therapy frame-

work. This novel approach would marry an empathogen (MDMA) with an existing first line treatment for PTSD. It is consistent with recent arguments that cognitive-behavioral approaches should be the default for Psychedelic Assisted Therapies (Yaden, D.B. et al., 2022) because they avoid issues of cultural insensitivity, make minimal assumptions about the nature of mind and reality, and have the largest evidence base regarding safety and effectiveness outside of psychedelic therapy. The presentation will conclude with a brief case study highlighting some of the challenges and opportunities inherent in this approach.

At the end of this session, the learner will be able to:

- Describe the MDMA-AT protocol as it was implemented in the MAPS Phase III Trial.
- Discuss some of the ways in which Trauma Focused CBT could be combined with MDMA to develop powerful new treatments.
- Understand biases for or against using Psychedelic Assisted Therapies such as MDMA-AT in the treatment of PTSD and other psychiatric disorders.
- Review the research supporting MDMA-Assisted Therapy for PTSD.
- Discuss some of the ways in which CBT can be leveraged to support Psychedelic Assisted Therapies such as MDMA-AT.

Recommended Readings: Mithoeffer, M, Mithoefer, A., Jeroen, L., Ruse, J., Doblin, R., Gibson, E., Ot'alora, M.G., Sola, E (2017) A Manual for MDMA-Assisted Psychotherapy in the Treatment of Posttraumatic Stress Disorder, The Multidisciplinary Association for Psychedelic Studies, 1115 Mission Street, Santa Cruz, CA. Mitchell, J.M., Bogenschutz, M., Lilienstein, A. et al. MDMA-assisted therapy for severe PTSD: a randomized, double-blind, placebo-controlled phase 3 study. *Nat Med* 27, 1025–1033 (2021). <https://doi.org/10.1038/s41591-021-01336-3> Yaden DB, Earp D, Graziosi M, Friedman-Wheeler D, Luoma JB, Johnson MW. Psychedelics and Psychotherapy: Cognitive-Behavioral Approaches as Default. *Front Psychol.* 2022 May 23;13:873279. doi: 10.3389/fpsyg.2022.873279. PMID: 35677124; PMCID: PMC9169963.

Earn 1.5 continuing education credits

Ashnola (301), Level 3

Symposium 1

FRIDAY

Research, Clinical, and Commercial Applications of Tailored and Adaptive Interventions for Alcohol Use in the Digital and Automated Age

CHAIRS:

Hayley Treloar Padovano, Ph.D., Alpert Medical School of Brown University

Nehal P. Vadhan, Ph.D., Northwell Health Zucker Hillside Hospital

DISCUSSANT:

Joseph E. Glass, Ph.D., LICSW, Kaiser Permanente Washington Health Research Institute

All level of familiarity with the material

Primary Category: Addictive Behaviors

Key Words: *Alcohol, Implementation, Technology / Mobile Health*

The Impact of Modality and Age on Adaptive Interventions for Alcohol Use Disorder

Alexis Kuerbis, Ph.D., LCSW, Hunter College, City University of New York
Jon Morgenstern, Ph.D., Zucker School of Medicine at Hofstra/Northwell

A Randomized Controlled Trial of Different Text Messaging Interventions to Reduce Heavy Drinking

Frederick J. Muench, Ph.D., Unregret Foundation
Sean Madden, M.A., Hofstra University

**Reductions in Number of Drinks Per Drinking Day During Digital Interventions
in Adults Seeking Treatment for Alcohol Misuse**

Svetlana Levak, Ph.D., Northwell Health Zucker Hillside Hospital

**Meeting Drinkers Where They Are: A Startup-Developed, Technology-Assisted
Platform to Support Alcohol Moderation**

Nehal P. Vadhan, Ph.D., Northwell Health Zucker Hillside Hospital

Nick Allen, B.A., Cutback Coach, Inc.

Hayley Treloar Padovano, Ph.D., Alpert Medical School of Brown University

Earn 1.5 continuing education credits

Beckler (302), Level 3

Symposium 2

FRIDAY

Applying Ecological Momentary Assessment (EMA) & Daily Diary Methods to Identify Just-in-time Intervention Targets for Adolescents & Young Adults with ADHD

CHAIR:

Traci Kennedy, Ph.D., University of Pittsburgh School of Medicine

DISCUSSANT:

Margaret Sibley, Ph.D., University of Washington School of Medicine

All level of familiarity with the material

Primary Category: ADHD - Adult

Key Words: *ADHD, Technology / Mobile Health, Research Methods*

The Day-to-day Peer Interactions of Female Adolescents with and Without ADHD

Dara Babinski, ABPP, Ph.D., Penn State College of Medicine

Xue Wu, M.S., Pennsylvania State University

Ming Wang, Ph.D., Case Western Reserve University

Examining Associations Between Parent and Adolescent EMA Ratings and Treatment Outcomes for Adolescents with ADHD

Rosanna Breaux, Ph.D., Virginia Polytechnic Institute and State University

Delshad Shroff, M.A., Virginia Polytechnic Institute and State University

Annah R. Cash, M.S., Virginia Polytechnic Institute and State University

Examining In-the-moment Predictors of Real-world ADHD Symptoms in Emerging Adults: The Roles of Stress and ADHD Symptom Awareness

Traci Kennedy, Ph.D., University of Pittsburgh School of Medicine

Brooke Molina, PhD, University of Pittsburgh School of Medicine

Sarah Pedersen, PhD, University of Pittsburgh Department of Psychiatry

Protective Behavioral Strategy Use in College Students with and Without ADHD in a Daily Diary Study

Nicholas P. Marsh, M.S., University of Maryland- College Park

Lauren Oddo, M.S., University of Maryland- College Park

Daria Taubin, B.A., University of Maryland

Amanda H. Steinberg, B.S., Children's National Hospital

James Murphy, Ph.D., University of Memphis

Andrea Chronis-Tuscano, Ph.D., University of Maryland- College Park

Avoidant Automatic Thoughts in the Moment Are Associated with ADHD Symptoms and Task Avoidance: Investigation of Potential Intervention Target

Laura E. Knouse, Ph.D., University of Richmond

Earn 1.5 continuing education credits

Chelais (305), Level 3

Symposium 3

Developing Inclusive Clinical Research and Practice for Neurodivergent Youth

CHAIR:

Connor M. Kerns, Ph.D., The University of British Columbia

DISCUSSANT:

Elliot G. Keenan, B.A., University of California Los Angeles

All levels of familiarity with the material

Primary Category: Autism Spectrum and Developmental Disorders

Key Words: *Autism Spectrum Disorders, ADHD, Stigma*

The Childhood Adversity and Social Stress (CASS) Questionnaire, Parent Report

Version: A Childhood Adversity Measure Tailored to Autistic Youth

Connor M. Kerns, Ph.D., The University of British Columbia

Anat Zaidman-Zait, Ph.D., Tel Aviv University

Craig Newschaffer, Ph.D., Pennsylvania State University

Steven Berkowitz, Ph.D., University of Colorado Anschutz Medical Campus

Paul Shattuck, Ph.D., Drexel University

Carla Mazefksy, Ph.D., University of Pittsburgh

Diana L. Robins, Ph.D., Drexel University

Adolescent Peer Victimization Predicts Future Internalizing Symptoms in Autism and ADHD When Assessed Using a Disability-adapted Measure

Hannah Morton, Ph.D., Oregon Health and Science University

Jessica E. Granieri, M.A., Binghamton University

Mia C. Grosso, M.S., Binghamton University

Katherine Warnell, Ph.D., Texas State University

Raymond Romanczyk, Ph.D., BCBA-D, Binghamton University

Jennifer Gillis Mattson, Ph.D., BCBA-D, Binghamton University

Individualized Social Profiles as Interventions Outcomes for Neurodiverse Youth

Jacquelyn A. Gates, M.A., Stony Brook University

Morgan L. McNair, M.A., Stony Brook University

Matthew Lerner, Ph.D., Stony Brook University

Promoting the Social Value of Students with ADHD in the Classroom:

Children's Perceptions of Teacher Behaviors

Caroline E. Miller, M.A., The University of British Columbia

Vivian Hongyuan Qi, Ph.D., The University of British Columbia

Amori Mikami, Ph.D., The University of British Columbia

Earn 1.5 continuing education credits

Chiliwack (402), Level 4

Symposium 4

Effects of App-based Mindfulness Interventions on Internalizing Symptoms and Risk Factors

CHAIRS:

Alexander L. Williams, M.S., Northwestern University
Judy Garber, Ph.D., Vanderbilt University

DISCUSSANT:

Richard E Zinbarg, Ph.D., Northwestern University

Basic to Moderate level of familiarity with the material

Primary Category: Telehealth/m-Health

Key Words: *Mindfulness, Telehealth/m-health, Prevention*

Effects of Mindfulness Training on Distress Tolerance in At-risk Youth

Alexander L. Williams, M.S., Northwestern University
Rachel Chiu, Degree in Progress, Northwestern University
Phoebe Chapnick-Sorokin, Degree in Progress, Northwestern University
George Abitante, B.A., Vanderbilt University
Tierney McMahon, Ph.D., Northwestern University
Denise Chavira, Ph.D., University of California Los Angeles
Emma Adam, Ph.D., Northwestern University
Richard E Zinbarg, Ph.D., Northwestern University
Michelle G. Craske, Ph.D., University of California Los Angeles
Judy Garber, Ph.D., Vanderbilt University

Predicting Which Adolescents with Elevated Rumination Are Well-suited to App-based Mindfulness Training

Christian A. Webb, Ph.D., Harvard Medical School & McLean Hospital
Caroline Swords, B.A., Lawrence University
Lori Hilt, Ph.D., Lawrence University

Is Dosage of App-based Meditation Practice Associated with Changes in Psychological Distress? It Depends How You Ask

Ashley D. Kendall, Ph.D., University of Illinois Chicago

Matthew Hirshberg, Ph.D., Center for Healthy Minds, University of Wisconsin-Madison

Bethany Bray, Ph.D., The University of Illinois at Chicago

Richard Davidson, Ph.D., Department of Psychology and Center for Healthy Minds, University of Wisconsin - Madison

Simon Goldberg, Ph.D., Department of Counseling Psychology and Center for Healthy Minds, University of Wisconsin - Madison

8:30 AM - 10:00 AM

Earn 1.5 continuing education credits

Washougal (408), Level 4

Symposium 5

Emerging Trends in Parent-child Interaction Therapy

CHAIRS:

Sharon Phillips, M.A., West Virginia University

Cheryl B. McNeil, Ph.D., University of Florida

DISCUSSANT:

Melanie M. Nelson, Ph.D., University of Florida

Moderate level of familiarity with the material

Primary Category: Parenting / Families

Key Words: *PCIT (Parent Child Interaction Therapy)*

Piloting a Group-based, Time-limited Format of Pcit-toddler Among Japanese Mother-child Dyads

Kokoro Furukawa, Ph.D., Kobe Shinwa University

Robin Han, M.S.Ed., West Virginia University

Lindsay R. Druskin, M.S., West Virginia University

Sharon Phillips, M.A., West Virginia University

Erinn J. Victory, B.A., West Virginia University

Sheila Eyberg, Ph.D., University of Florida

Cheryl B. McNeil, Ph.D., University of Florida

Addressing Heterogeneity in Presentation of Clinically-significant Selective Eating Using a Pcit-informed Approach: Recent Lessons Learned Within Flexeat

Erin E. Reilly, Ph.D., University of California San Francisco

Lauren Webb, M.A., Hofstra University

Phyllis Ohr, Ph.D., Hofstra University

Get Comfortable Being Uncomfortable: PCIT Adapted for Selective Mutism

Zohra Chahal, Ph.D., Kurtz Psychology Consulting PC

Steven Kurtz, Ph.D., ABPP, Kurtz Psychology Consulting PC

Assessing Clinicians' Perspectives of the Cultural Sensitivity of PCIT with Black Families

Erica Coates, Ph.D., Georgetown University

Felipa T. Chavez, Ph.D., Florida Institute of Technology

Emily Aron, M.D., Georgetown University

Katherine Hayes, M.S., Georgetown University

Creating Community: lessons from a Culturally Sensitive Parent Child Interaction Therapy (PCIT) Training of Black & Latinx Clinicians Servicing Black & Latinx Families with Autistic Children

Felipa T. Chavez, Ph.D., Florida Institute of Technology

Harlee Onovbiona, B.S., University of Arkansas Psychology Department

Lauren B. Quetsch, Ph.D., University of Arkansas Fayetteville

Ashley Tempel Scudder, Ph.D., Iowa State University

Earn 1.5 continuing education credits

Tahuya (508), Level 5

Symposium 6

Considering the Role of the Menstrual Cycle in Time-varying Psychological Processes and Symptoms: Applications for Research and Clinical Practice

FRIDAY

CHAIR:

Jaclyn M. Ross, Ph.D., University of Illinois at Chicago

DISCUSSANT:

Michelle Martel, Ph.D., University of Kentucky

All level of familiarity with the material

Primary Category: Women's Health

Key Words: *Women's Health, Suicide, DBT (Dialectical Behavior Therapy)*

Characterizing Menstrual Cycle Changes in Event-related Potentials Associated with Positive and Negative Valence Systems: The Reward Positivity and the Error-related Negativity

Elizabeth M. Mulligan, Ph.D., University of Illinois at Chicago

Tory Eisenlohr-Moul, Ph.D., University of Illinois at Chicago

Katja Schmalenberger, Ph.D., University of Illinois at Chicago

Nicole Petersen, Ph.D., University of California, Los Angeles

Lisa Eckel, Ph.D., Florida State University

Greg Hajcak, Ph.D., Florida State University

Unique Associations of Suicide Attempt History (vs. Ideation Only) with Premenstrual Changes in Emotional Symptoms, Suicidal Ideation, and Suicide Planning

Hafsah Tauseef, Ph.D., University of Illinois at Chicago

Tory Eisenlohr-Moul, Ph.D., University of Illinois at Chicago

Characterizing Daily Symptom Correlates of Suicidal Ideation and Planning in a Transdiagnostic Sample of Female Outpatients: Covariation and Mediation of Menstrual Cycle Effects

Jaelyn M. Ross, Ph.D., University of Illinois at Chicago

Jordan Barone, B.A., University of Illinois Chicago

Tory Eisenlohr-Moul, Ph.D., University of Illinois at Chicago

Cutting-edge Methods and Idiographic Models for Assessing Ovarian Hormone Sensitivity in Borderline Personality Disorder

Jessica R. Peters, Ph.D., Brown University

Allison Stumper, Ph.D., Brown University

Megan Fydenkevez, B.A., Brown University

Yunshu Yu, B.S., Brown University

Leslie Brick, Ph.D., Alpert Medical School of Brown University

Tory Eisenlohr-Moul, Ph.D., University of Illinois at Chicago

Earn 1.5 continuing education credits

Skykomish (604), Level 6

Symposium 8

Recovery from Suicidal Thoughts in Behaviors During Adolescence: Definitions in Diverse Datasets

FRIDAY

CHAIR:

Molly Adrian, Ph.D., University of Washington

DISCUSSANT:

David A. Jobes, ABPP, Ph.D., The Catholic University of America

Moderate level of familiarity with the material

Primary Category: Suicide and Self-Injury

Key Words: *Suicide, Self-Injury, Recovery*

One-year Course of Suicidal Ideation and Attempts Among Adolescents with Bipolar Disorder Engaged in Treatment

Tina Goldstein, Ph.D., University of Pittsburgh School of Medicine

John Merranko, M.A., University of Pittsburgh School of Medicine

Noelle Rode, B.S., University of Pittsburgh School of Medicine

Raeanne Sylvester, LSW, University of Pittsburgh School of Medicine

Rasim Diler, M.D., University of Pittsburgh School of Medicine

Danella Hafeman, M.D. Ph.D., University of Pittsburgh School of Medicine

Dara Sakolsky, M.D., University of Pittsburgh

Boris Birmaher, M.D., University of Pittsburgh School of Medicine

Understanding Treatment Response to Dialectical Behavior Therapy for Suicidal and Self-harming Adolescents: Remission, Recovery and Trajectories of Response

Michele Berk, Ph.D., Stanford University

Robert Gallop, Ph.D., West Chester University

Joan Asarnow, Ph.D., University of California Los Angeles

Molly Adrian, Ph.D., University of Washington

Jennifer Hughes, Ph.D., MPH, Nationwide Children's Hospital

Elizabeth McCauley, Ph.D., ABPP, University of Washington

Impact of a Brief, Outpatient Crisis Care Clinic for Reducing Youth Suicide Risk

Sarah Danzo, Ph.D., University of Washington

Kalina Babeva, Ph.D., Seattle Children's Hospital

Molly Adrian, Ph.D., University of Washington

Jessica L. Jenness, Ph.D., University of Washington

Eileen Twohy, Ph.D., University of Washington

Elizabeth McCauley, Ph.D., ABPP, University of Washington

Earn 1.5 continuing education credits

Clearwater (702), Level 7

Symposium 9

Marginalization, Discrimination, and Dehumanization: Incorporating Perception of Otherness as Psychopathology Risk Factors

FRIDAY

CHAIR:

Min Jeon, M.S., Florida State University

DISCUSSANT:

Thomas Joiner, Ph.D., Florida State University

Moderate level of familiarity with the material

Primary Category: Oppression and Resilience Minority Health

Key Words: *Risk / Vulnerability Factors, Suicide, Trauma*

Minority Stress and Posttraumatic Cognitions Fully and Serially Mediate Effect of Discrimination on Suicidal Ideation

Min Jeon, M.S., Florida State University

Thomas Joiner, Ph.D., Florida State University

Beyond Prejudice: The Role of Systemic and Personal Marginalization in Predicting Transgender and Gender-diverse Adults' Suicide-related Thoughts and Behaviors

Lee Robertson, B.A., Florida State University

Thomas Joiner, Ph.D., Florida State University

Racial Minority Status in the Relationship of Homophobic Discrimination and Suicidal Ideation: An Intersectional Perspective

Nikhila S. Udupa, B.A., Florida State University

Min Jeon, M.S., Florida State University

Thomas E. Joiner, Ph.D., Florida State University

Megan Rogers, Ph.D., Texas State University

Examining the Relationship Between Invalidation, Microaggressions, and Traumatic Symptoms of Discrimination in People of Color

Miracle Potter, B.S., Florida State University

Brad Schmidt, Ph.D., Florida State University

Min Jeon, M.S., Florida State University

Morgan Robison, M.A., Florida State University

Lee Robertson, B.A., Florida State University

Nikhila S. Udupa, B.A., Florida State University

The Development and Validation of the Self-dehumanization Scale, Cross-cultural Adaptability, and Its Relationship to Suicidal Ideation Across Three Samples

Morgan Robison, M.A., Florida State University

Min Jeon, M.S., Florida State University

Thomas Joiner, Ph.D., Florida State University

Earn 1.5 continuing education credits

Columbia D, Level 3

Mini Workshop 2

ACT Tips for Fostering Acceptance in Exposure Therapy

FRIDAY

Brian Pilecki, Ph.D., Portland Psychotherapy
Brian Thompson, Ph.D., Portland Psychotherapy

Moderate to Advanced level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *Anxiety, Exposure, Acceptance*

ACT-informed exposure, an acceptance-based cognitive behavioral treatment, has been shown to be comparatively as effective as traditional exposure in the treatment of anxiety disorders (Arch et al., 2012; Twohig et al., 2018). As the ability to be open and present with discomfort is as important in traditional exposure work as it is in ACT, CBT therapists can benefit from integrating an ACT understanding of acceptance into traditional exposure without necessarily needing to learn the full ACT model. This workshop offers practical tips on how the process of acceptance, or what is often called “willingness” in ACT, can be targeted to facilitate exposure and enhance learning. This workshop will provide a theoretical overview of willingness in ACT and demonstrate common interventions to initially orient clients to willingness that potentially can strengthen this crucial process in ways that are helpful in conducting successful exposure therapy later on. The presenters will also emphasize how paying attention to willingness during exposure, such as by using quantitative ratings similar to SUDS, can help bring attention to when clients are struggling with avoidance behaviors during exposure practice and develop an internal sense of how willingness may fluctuate. This workshop will also address how acceptance can be applied to feelings of joy, social closeness, or accomplishment that occur in exposure therapy, as some clients may have a tendency to avoid positive emotions just as often as they avoid negative ones. ACT has an abundance of metaphors, experiential exercises, and activities to strengthen acceptance or willingness that may benefit all exposure therapists. Participants will also develop a greater understanding of how ACT’s perspective on willingness can be used in case conceptualization to troubleshoot when clients are struggling with exposure work.

Outline:

- Importance of acceptance in exposure therapy
- Acceptance or willingness within the ACT psychological flexibility model
- Case conceptualization
- Clinical interventions for enhancing acceptance/willingness
- Tracking willingness during exposure to assess client engagement.
- Willingness/acceptance with positive emotions
- Troubleshooting common client difficulties with acceptance/willingness
- Summary and wrap-up

At the end of this session, the learner will be able to:

- Describe how acceptance is framed from an ACT perspective.
- List acceptance-based interventions that complement traditional exposure therapy.
- Respond to common client barriers using an acceptance lens.
- Use willingness scores to track client engagement during exposure practice.
- Long-term goal: Demonstrate strategies for orienting clients to practicing acceptance during exposure therapy.

Recommended Readings: Thompson, B.L., Pilecki, B.C., & Chan, J.C. (2023). ACT-informed Exposure for Anxiety Disorders: Creating Effective, Innovative, & Values-based Exposures Using Acceptance and Commitment Therapy. Context Press. Bluett, E.J., Homan, K.J., Morrison, K.L., Levin, M.E., & Twohig, M.P. (2014). Acceptance and commitment therapy for anxiety and OCD spectrum disorders: An empirical review. *Journal of Anxiety Disorders*, 28, 612-624. Twohig, M.P., Abramowitz, J.S., Smith, B.M., Fabricant, L.E., Jacoby, R.J., Morrison, K.L., Lederman, T. (2018). Adding acceptance and commitment therapy to exposure and response prevention for obsessive-compulsive disorder: A randomized controlled trial. *Behaviour Research and Therapy*, 108, 1-9.

Earn 1.5 continuing education credits

Chelan (401), Level 4

Clinical Round Table 1

Culturally Responsive Eating Disorder Treatment: Discussing Challenges and Lessons Learned

FRIDAY

MODERATOR:

Taryn A. Myers, Ph.D., Virginia Wesleyan University

PANELISTS:

Kristine Luce, Ph.D., Stanford University School of Medicine

Debra L. Safer, M.D., Stanford University

Stacy Lin, Ph.D., Stanford University

Aubrey Toole, Ph.D., Stanford University

Meenakshi Denduluri, M.D., Private Practice

Primary Category: Eating Disorders

Key Words: *Body Image, Evidence-Based Practice, Culture*

Contrary to historically held stereotypes, research and clinical observations clearly demonstrate that eating disorders affect people of all genders, ethnicities, sexual orientations, shapes, and weights. Unfortunately, our standard evidence-based practices (EBP) for eating disorders often fail to meet the needs of individuals who hold marginalized identities (e.g., racial/ethnic minorities, sexual minorities, gender minorities). These failures include, but are not limited to, misdiagnosis, low retention rates, and suboptimal treatment outcomes. Relatedly, greater diversity is needed among the clinical providers and researchers who work with these individuals.

This Clinical Round Table will include panelists with a range of experiences and perspectives adapting EBPs in a Department of Psychiatry adult outpatient clinic for eating disorders. Panelists will describe their observations of limitations of EBPs when working with individuals from diverse backgrounds as well as adaptations made to better serve the needs of diverse patients with eating disorders. Examples include treatment philosophy modifications for BIPOC ED patients with complex/developmental trauma and body image group adaptations for patients who identify as BIPOC, LGBTQIA+, and who hold other marginalized identities. Panelists will share key challenges and successes associated with systemic barriers and navigation of these spaces by providers who may hold dominant social identities. The moderator will lead a discussion through interactive question/answer with the audience. The moderator will highlight key take-aways for audience members regarding implementation of suggested strategies from panelists as well as future direc-

tions (e.g., efforts to increase the recruitment, retention, and promotion of post-doctoral trainees and clinical providers).

8:30 a.m. – 10:00 a.m.

Earn 1.5 continuing education credits

Chiwawa (501), Level 5

Panel Discussion 1

Affirming Cognitive Behavioral Interventions for Addressing Race-based Stress and Trauma in People of Color

MODERATORS:

Kevin O. Narine, M.A., William James College,
Graduate Education in Psychology
Molly Sawdy, M.S., Suffolk University

PANELISTS:

Anu Asnaani, Ph.D., University of Utah
Ummul Kathawalla, Ph.D., Boston University
Valene A. Whittaker, Ph.D., Washington DC VA
Medical Center
Monnica T. Williams, ABPP, Ph.D., University of
Ottawa
Juliette McClendon, Ph.D., Bold Psych, LLC

Primary Category: Racial Trauma

Key Words: *Race, Racial Trauma, CBT*

In response to ongoing anti-Black violence, the American Psychological Association has classified racism as a “pandemic.” Racism exists in many forms and advances the harmful notion that in a racial hierarchy, the White racial group is superior to all other racial groups on an individual, institutional, and systemic level. Moreover, racism is associated with trauma, anxiety, and mood-related disorders, as well as poor physical health in people of color (POC; Kirkinis et al., 2018; Paradies, 2006; Williams, 2003). At the intersection of racism and trauma lies race-based stress and trauma (RBST), which refers to POC’s reactions to dangerous events and real or perceived experiences of racial discrimination (e.g., threats of harm and injury, humiliating and shaming events, witnessing racial discrimination toward other POC (Comas-Diaz et al., 2019). Moreover, RBST involves ongoing

individual/collective injuries due to exposure and re-exposure to RBST (Comas-Díaz et al., 2019). Nationwide prevalence rates of clients experiencing racial trauma are estimated to be 71% (Hemmings & Evans, 2018), underscoring the importance of available affirming interventions to address RBST for folks seeking mental health support. Panelists were chosen based on their research and clinical expertise in understanding and managing RBST. Panelists will discuss the current research literature on the impact of RBST, including symptoms that may develop after acute or chronic exposure. Additionally, panelists will discuss the scarce literature on effective CBT-based interventions for RBST (e.g., CBT, ACT, Mindfulness) in veterans or service members and civilians. Moreover, panelists will share their experiences with providing affirming, individual, and group-based CBT interventions with POC. This discussion will focus on strategies for increasing empowerment in people and communities of color to cultivate joy in the presence of ongoing racist experiences and environments. Finally, panelists will discuss challenges and solutions for implementing and sustaining CBT-based interventions for addressing RBST in various clinical settings.

Earn 1.5 continuing education credits

Willapa (512), Level 5

Panel Discussion 2

Creating Joy Amidst Struggle: Guidance for Developing Antiracist and Culturally Responsive Group Practice or Clinic

MODERATOR:

Jason B. Luoma, Ph.D., Portland Psychotherapy

PANELISTS:

Yash Bhambhani, Ph.D., Montefiore Medical Center
Amber Calloway, Ph.D., University of Pennsylvania
School of Medicine

Brittany N. Hall-Clark, Ph.D., University of Texas Health
Science Center at San Antonio

Jonathan Kaplan, Ph.D., SoHo CBT + Mindfulness
Center

Lauren P. Wadsworth, Ph.D., Genesee Valley Psychology

Primary Category: Oppression and Resilience Minority Health

Key Words: *Culture, Underserved Populations, Treatment/ Program Design*

This panel focuses on the lived experiences of people dedicated to fostering antiracist and culturally responsive care in organizations utilizing CBT. The panelists will share what they have learned in roles as leaders and directors in group practices and clinics; consultants on DEI and antiracist practice; and trainers of culturally responsive CBT. Panelists will discuss challenges, successes, stuck places, the joys, and the barriers overcome in moving toward more antiracist, equitable, accessible, and socially just practice. Through sharing our stories and experiences, we hope to both inspire attendees to take action in their organizations and also provide them with practical ideas they could take to move their organization ahead on their antiracist journey. Presenters will discuss topics such as: challenges of providing treatment for racial trauma and models for centering this in practice; incorporating measures of racism and discrimination into assessment and treatment; experiences training community mental health providers to deliver CBT that

has both high fidelity and also is responsive to the cultural context and identities; how to bring antiracist work into all-white or highly privileged groups and how to address lapses into privilege as an individual or group; running clinics that provide culturally responsive and accessible EBPs; methods for structuring supervision and training to address these topics; creating culturally responsive forms; and engaging with this work across hierarchies and identities present within organizations.

8:30 a.m. – 10:00 a.m.

Earn 1.5 continuing education credits

Nooksack (602), Level 6

Panel Discussion 3

The Future of Case Formulation

MODERATOR:

Donald J. Robinaugh, Ph.D., Northeastern University

PANELISTS:

Julian Burger, M.S., Yale University

Jacqueline B. Persons, Ph.D., Oakland CBT Center/UC
Berkeley Department of Psychology

Tracy Dwight Eells, Ph.D., University of Louisville

Stefan Hofmann, Ph.D., University of Marburg,
Germany

Christina Jeffrey, Ph.D., University of Central Arkansas

Marilyn L. Piccirillo, Ph.D., University of Washington,
Seattle

Primary Category: Treatment - CBT

Key Words: *Case Conceptualization / Formulation, CBT*

Case formulations are a tool to create a comprehensive understanding of why a person experiences psychopathology, and to tailor clinical interventions toward the specific problems and resources of a given person. As a consequence, they address issues connected to manualized treatment, such as a lack of protocols for comorbidity, nonadherence to protocols, and non-existence of protocols for person-specific problems. In recent years, case formulations have been a topic of renewed interest, as prominent researchers have called for a shift away from a “protocols-for-disorders” approach to treatment and toward a process-based approach that emphasized the identification and targeting of person-specific processes. This renewed interest coincides with advances in collecting personalized data that could potentially inform case formulations, as well as new perspectives on understanding mental health as complex dynamical systems that can be represented by computational models and explored via computer simulations. This panel discussion aims to integrate these developments and has two aims: First, to take stock of the case formulation

approach and its current hopes and challenges, and second, to outline future avenues that could advance the case formulation approach to a better understanding of personalized psychopathology and psychotherapy. Future avenues that will be discussed are novel research methods and assessment strategies to support case formulation, ways to advance their accuracy and interrater reliability, and approaches to increase cultural inclusivity. The panel includes experts that cover different eras in the case formulation development, ranging from early developments to current methodological and technological advancements.

8:30 a.m. – 10:00 a.m.

Earn 1.5 continuing education credits

Clallum (701), Level 7

Panel Discussion 4

Increasing Access to Care Among Under-resourced and Under-represented Couples in Research and Practice: What Is Working and What Else Is Needed?

MODERATOR:

Katherine A. Lenger, Ph.D., University of North Carolina at Chapel Hill

PANELISTS:

Kristina Gordon, Ph.D., University of Tennessee - Knoxville

Hannah C. Williamson, Ph.D., The University of Texas at Austin

Ryan G. Carlson, Ph.D., LPC, University of South Carolina

Sarah W. Whitton, Ph.D., University of Cincinnati

Shawn C.T. Jones, Ph.D., Virginia Commonwealth University

Michael Newcomb, Ph.D., Northwestern University

Primary Category: Couples / Close Relationships

Key Words: *Couples / Close Relationships, Underserved Populations, Implementation*

Under-resourced and under-represented couples experience greater psychosocial stressors and different relationship stressors relative to higher income and white, heterosexual, couples. These couples also face greater barriers to accessing care, and many existing interventions have been developed and validated among primarily white, heterosexual, middle-class, participants, which may not fully address the needs of other communities being served. Such barriers make it difficult to access and retain these communities in research and clinical practice, which further perpetuates health inequities within these communities. Recent efforts in couples research has taken notable strides to increase access to care within these communities by developing brief, flexibly delivered interventions that are specifically tailored to the unique needs of the community being served, with good effect. Though these efforts are essential for increasing health equity for all couples and families, barriers still remain. The present panel will highlight progress on increasing access to care among under-resourced and under-represented communities in research and clinical practice as well as areas where barriers persist, and what resources and strategies are needed to address these barriers. We have six experts, who specialize in working with a range of under-resourced and under-represented couples and families. All panelists will speak to their experiences adapting interventions to specific community needs and efforts to increase the accessibility of treatment services among these communities. Drs. Gordon, Williamson, and Carlson will discuss efforts to increase access to care among couples and families with low-income. Drs. Whitton and Newcomb will discuss methods for engaging sexual and gender minority couples. Drs. Jones, Carlson, and Williamson will discuss engaging parents as well as couples and families of color. Through this discussion, we will cultivate a rich dialogue with the audience about their experiences engaging under-resourced and under-represented populations as well as consider how we can continue to address existing barriers and deliver culturally sensitive interventions most suitable for the populations we seek to serve.

8:30 a.m. – 10:00 a.m.

Earn 1.5 continuing education credits

Sol Duc (708), Level 7

Panel Discussion 5

Community-academic Partnerships: Lessons Learned

MODERATOR:

Allison G. Harvey, Ph.D., University of California
Berkeley

PANELISTS:

Emma R. Agnew, LCSW, University of California,
Berkeley

Carolyn B. Becker, Ph.D., Trinity University

Audrey Harkness, Ph.D., University of Miami

Brad J. Nakamura, Ph.D., University of Hawaii at Manoa

Natalie Rodriguez-Quintana, M.P.H., Ph.D., TRAILS

Kelli Scott, Ph.D., Northwestern University Feinberg
School of Medicine

Primary Category: Dissemination & Implementation Science

Key Words: *Community-Based, Professional Development, Dissemination*

It takes many years to translate a small portion of original research into routine practice settings. Eliminating the large time lag between the development of a novel treatment or treatment adaptation and it being available in routine clinical practice is a key reason for the development of community-academic partnerships. The critical role of community-academic partnerships is recognized in many implementation frameworks and models, yet the nuts and bolts of how to establish these partnerships is much less clear. This expert panel gathers people who have built and sustained community-academic partnerships. As you will hear during this panel discussion and linking to the theme of “Cultivating Joy with CBT”, partnerships are often invigorating and meaningful and partnerships keep the end-goal of research tangible and “front-of-mind” and this is inspiring. The expert panel will share the lessons they have learned across all partnership phases, including exploration, preparation, implementation, and sustainment. The panelists have worked across a diverse range of contexts including the VA, community mental health, residential care, schools, community opioid treatment programs, states (Hawaii) as well an international roll-out. The populations the panelists specialize in is equally diverse and includes child and adult mental health, eating disorders, PTSD, substance use, HIV-prevention, sexual health and relationship skill building. Key lessons learned include: building on community strengths and values, willingness to get out of your comfort zone, setting up a collaborative evidence-based practice implementation plan that accounts for sustainment from the start, incorporating community partners into project design, and accepting and embracing adaptations. Less discussed topics such as project failures and navigating funding demands will also be featured. Implementation and outcome data will be shared, and discussion will occur within the context of larger issues in our field, such as service system design, practice-based evidence, and in the behavioral science ontologies.

Earn 1.5 continuing education credits

Snohomish (605), Level 6

Clinical Grand Round 1

Debunking Myths of Phone Coaching in Dialectical Behavior Therapy

FRIDAY

CHAIR:

Qingqing Yin, M.S., Rutgers University

PANELISTS:

Shireen L. Rizvi, ABPP, Ph.D., Rutgers University

Allison K. Ruork, Ph.D., Rutgers University

Emily R. Edwards, Ph.D., Department of Veterans Affairs

Alexander L. Chapman, Ph.D., Simon Fraser University

Alan R. Fruzzetti, Ph.D., McLean Hospital & Harvard Medical School

Primary Category: Treatment - CBT

Key Words: *DBT (Dialectical Behavior Therapy)*

Phone coaching between sessions is a critical treatment mode of Dialectical Behavior Therapy (DBT) that functions to mitigate crisis, enhance therapeutic alliance, and generalize skillful behaviors learned in the natural environment. It is also the least frequently adopted DBT treatment component, in part due to concerns of its impacts on therapist burnout. Clients in DBT often present with life-threatening behaviors and other problems that are difficult to treat, which may make phone coaching intimidating and stressful for therapists. However, some of the therapists' concerns may be due to myths and not facts about phone coaching.

The invited panelists aim to discuss and debunk the myths of phone coaching when working with clients with suicide risk and emotion regulation difficulties in DBT. Panelists will identify common misconceptions therapists have about how DBT phone consultation is implemented, critically discuss the challenges to effective phone coaching (e.g., therapy interfering behaviors), and clarify the rationale, utility, and procedure of phone coaching.

Specifically, myths around when the phone coaching is utilized between sessions (e.g., "It is the same as suicide crisis management"), what treatment principles underly phone coaching to target acquisition of skillful behaviors and reduction of maladaptive ways of

coping (e.g., “Phone coaching fosters dependency”), and the procedure of phone coaching, such as the timing, length, and structure (e.g., “Therapists must be available 24/7”), will be discussed. Important considerations of therapist limits around phone coaching will also be presented, along with concrete clinical examples and relevant research findings to illustrate the effective use of phone coaching.

At the end of this session, the learner will be able to:

- List the clinical utilities of phone coaching in DBT.
- Describe the principles of behavior change in utilizing phone coaching.
- Describe the procedure of phone coaching (e.g., timing, length, structure).
- Discuss the balance between observing and extending therapist limits in phone coaching.
- Critically evaluate the challenges to effective phone coaching.

Recommended Readings:

Oliveira, P. N., & Rizvi, S. L. (2018). Phone coaching in dialectical behavior therapy: frequency and relationship to client variables. *Cognitive Behaviour Therapy*, 47(5), 383-396. <https://doi.org/10.1080/16506073.2018.1437469>

Ruork, A. K., Yin, Q., & Fruzzetti, A. E. (2021). Phone consultation and burnout among providers of dialectical behaviour therapy. *Clinical Psychology & Psychotherapy*. 1-10. <https://doi.org/10.1002/cpp.2668>

Edwards, E. R., Kober, H., Rinne, G. R., Griffin, S. A., Axelrod, S., & Cooney, E. B. (2021). Skills homework completion and phone coaching as predictors of therapeutic change and outcomes in completers of a DBT intensive outpatient programme. *Psychology and Psychotherapy: Theory, Research and Practice*, 94(3), 504-522. <https://doi.org/10.1111/papt.12325>

Research and Professional Development 1

Becoming a Clinician Educator: Why “Tenure-track Dropout” Can Be an Excellent Career Path

FRIDAY

PANELISTS:

Esme A.L. Shaller, Ph.D., Department of Psychiatry and Behavioral Sciences, UCSF
Nancy H. Liu, Ph.D., University of California at Berkeley
Ashley C. Maliken, Ph.D., Portland DBT Institute
Barbara K. Stuart, ABPP, Ph.D., University of California San Francisco
Alison M. Yaeger, Psy.D., McClean Hospital, Harvard Medical School

Basic level of familiarity with the material

Primary Category: Professional / Interprofessional Issues

Key Words: *Professional Issues, Career Development, Training / Training Directors*

Have you ever noticed that most people at ABCT either only do science or see patients in private practice? Do you find yourself wondering if there is another way? Psychologists are taught to develop four broad areas of expertise: clinical work, research, advocacy, and teaching. Yet when we were in our doctoral programs, all five of us felt pressure to get a tenure-track position. If we did not do that, it was assumed that our other option was private practice. Research and clinical work, often separately, tend to dominate discussions of and in our field. This panel will examine how focusing on practicing, teaching, and supervising empirically-supported assessment and treatments can lead to opportunities for advocacy, academic-community partnerships, clinical education and other academic leadership, training grants, and conducting research in a clinical setting. Along the way, it will also refine your clinical work! This light-hearted yet informative professional development seminar will examine various pathways to becoming a clinician-educator, including in academic medical centers, traditional University departments (e.g., psychology), and large group practices that take commercial insurance. We will discuss discovering your own professional values, managing your personal life, ways to get more direct training in teaching and clinical work, and ways to forge a career that combines the parts you like best about being a psychologist (and allows for flexibility and growth along the way!). We will use pair shares and interactive activities (like the card sort for professional values) to help partici-

pants think about the kind of careers they want to have and how to take proactive steps to get the positions that align with their educational and clinical values. These discussions will include examining quality-of-life considerations like work-life balance, raising a family, and avoiding burnout in a helping profession that demands a great deal from you personally. We will also share our varied paths to becoming Clinician Educators and discuss the role of mentorship, sponsorship, and experimentation in building our respective careers.

This session does not offer continuing education credit.

At the end of this session, the learner will be able to:

- Describe several different settings where psychologists can combine teaching and clinical work outside of private practice or a university department.
- Assess their personal professional values in order to help inform their decision making at crucial career junctures.
- Describe ways to improve their training teaching and advocacy work.

8:30 a.m. – 11:30 a.m.

Earn 3 continuing education credits

403 (Cispus), Level 4

Workshop 1

ticket

Implementing the Collaborative Assessment and Management of Suicidality in Schools

Amy M. Brausch, Ph.D., Western Kentucky University
Kurt Michael, Ph.D., Jed Foundation

Basic to Moderate level of familiarity with the material

Primary Category: Suicide and Self-Injury

Key Words: *Suicide, Adolescents, Evidence-Based Practice*

Rates of suicide ideation and attempts for youth remain high in the United States and there is a lack of evidence-based treatment for suicide risk for adolescents. Many

youth only have access to mental health resources and services through their school, and suicide-specific assessment and treatment frameworks are needed within this setting. The Collaborative Assessment and Management of Suicidality (CAMS) treatment framework aims to help suicidal patients manage suicide thoughts and behaviors on an outpatient basis as much as possible, while also addressing individualized drivers of suicide as a focus of treatment and learning alternate ways of coping. The Suicide Status Form (SSF), which guides the treatment process through assessment, treatment planning, and stabilization planning, has been validated for adolescents ages 12-17 (Brausch et al., 2021). An NIMH-funded randomized clinical trial is currently underway to evaluate the effectiveness of CAMS-4Teens. School mental health providers have successfully implemented CAMS in schools, and the initial data show that it is an acceptable and feasible approach in secondary educational settings, especially in schools that have an established capacity to serve students onsite via university-school partnerships (e.g., Capps et al., 2019; Kirk et al., 2019). Providing comprehensive suicide-specific treatments in a context where the youth spend most of their day is an important innovation to consider, especially given some of the access barriers and mental healthcare disparities impacting minoritized youth disproportionately still in the shadow of a global pandemic. The workshop presenters will discuss both the successes and challenges of implementing CAMS in schools, including a detailed review of a yet-to-be published open trial which assessed the utility and effectiveness of using CAMS in rural K-12 settings. In summary, this workshop will provide an overview of the CAMS Framework®, its evidence base for decreasing suicide ideation and increasing hope in both adults and adolescents, and specific strategies for implementing CAMS in high school settings.

Outline:

- Adolescent Suicide
 - Review of Epidemiology
 - Suicide ideation, attempts, and deaths; for whom is risk increasing?
- CAMS
 - Review CAMS treatment framework
 - Therapeutic assessment using the Suicide Status Form (SSF)
 - Suicide-specific treatment framework that focuses on suicide risk first
 - Treatment plan includes stabilization plan and interventions tailored to “drivers” of suicide, individualized for each client
 - Focus on collaboration, honesty, and empathy
 - Review of CAMS-4 Teens
 - Psychometric and clinical trial research
 - Structure of first session with parents/caregivers
 - Review of the Stabilization Support Plan (SSP)
 - Tips and considerations for involving parents/caregivers
 - Implementing CAMS-4Teens in K-12 schools
 - Review of different models
 - Ideas for adaptations
 - Ideas for schools in rural areas
 - Review of successful implementation
 - Strategies for navigating challenges and barriers
 - Review of research on CAMS in schools

At the end of this session, the learner will be able to:

- Describe the research to date on using CAMS with teens.
- Differentiate how the CAMS treatment framework is utilized with adolescents ages 12 and up.
- Evaluate readiness and capacity to implement CAMS in a school environment.
- Implement specific strategies to incorporate CAMS into existing K-12 service delivery models with fidelity.
- Assess and use strategies for managing challenges with CAMS implementation that arise in K-12 settings.

Recommended Readings: O'Connor, S. S., Brausch, A. M., Ridge Anderson, A., & Jobes, D. (2014). Applying the Collaborative Assessment and Management of Suicidality (CAMS) to suicidal adolescents. *The International Journal of Behavioral Consultation & Therapy*, 9, 53-58. Brausch, A. M., O'Connor, S. S., Powers, J. T., McClay, M. M., Gregory, J. A., & Jobes, D. A. (2020). Validating the Suicide Status Form for the Collaborative Assessment and Management of Suicidality in a psychiatric adolescent sample. *Suicide and Life-Threatening Behavior*, 50, 263-276. DOI: 10.1111/sltb.12587 Adrian, M., Blossom, J. B., Chu, P. V., Jobes, D., & McCauley, E. (2022). Collaborative Assessment and Management of Suicidality for teens: A promising frontline intervention for addressing adolescent suicidality. *Practice Innovations*, 7, 154-167. Swift, J. K., Trusty, W. T., & Penix, E. A. (2021). The effectiveness of the Collaborative Assessment and Management of Suicidality (CAMS) compared to alternative treatment conditions: A meta-analysis. *Suicide and Life-Threatening Behavior*, 51, 882-896. Schorr, M., Van Sant, W., & Jameson, J. P. (2017). Preventing suicide among students in rural schools. In Eds. (K. D. Michael & J. P. Jameson), *Handbook of Rural School Mental Health*, pp. 129-145. Springer International Publishing.

Earn 3 continuing education credits

404 (Entiat), Level 4

Workshop 2

ticket

CBT for Chronic GI Disorders (They're More Common Than You Think!)

FRIDAY

Melissa G. Hunt, Ph.D., University of Pennsylvania

All level of familiarity with the material

Primary Category: Health Psychology / Behavioral Medicine - Adult

Key Words: *Health Psychology, Treatment Development, Anxiety*

Gastrointestinal disorders are exacerbated by stress and are also stressful. Irritable Bowel Syndrome (IBS) is a highly prevalent (approximately 10% of the population) disorder of gut-brain interaction that is highly co-morbid with anxiety disorders and depression and shares conceptual overlap with panic disorder, agoraphobia, social anxiety and ARFID. It also leads to considerable disability and distress. Managing these patients effectively requires a good understanding of the biopsychosocial and cognitive underpinnings of IBS as well as the kinds of avoidance behaviors that maintain and exacerbate both symptoms and disability. General CBT skills are essential, but incorporating GI specific phenomena (like bowel control anxiety and fear of food) are also important. There is significant empirical evidence supporting the use of CBT in treating IBS. The inflammatory bowel diseases (IBD: Crohn's Disease and ulcerative colitis), have clear pathophysiology, but share some of the same symptoms and can lead to heightened risk for secondary IBS. In addition, many IBD patients experience shame, avoidance and social anxiety about their condition. This workshop will cover what is known about the etiology and symptoms of IBS, how IBS patients present in clinical practice; IBS in the context of co-morbid panic and agoraphobia, social anxiety disorder, ARFID and depression; formulating appropriate treatment goals and basic cognitive and behavioral strategies for treating IBS, including IBS that is comorbid or secondary to a more serious IBD. Case material reflecting patients along a spectrum of severity will provide for lively discussion and acquisition of new skills and techniques. Audience participation, clinical questions and role-playing will be welcomed, leading to interactive, experiential, in-depth training. Application of evidence-based psychotherapies to chronic GI disorders is now referred to as psychogastroenterology. Unfortunately, there are very few providers trained in GI informed psychotherapy. We desper-

ately need more skilled clinicians to treat this large and underserved population. ABCT's membership is an obvious target audience, since they bring solid CBT skills and need only acquire an understanding of GI specifics.

Outline:

- Prevalence, etiology, presentation and psychiatric co-morbidity of both Irritable Bowel Syndrome and Inflammatory Bowel Disease.
- Cognitive (e.g. catastrophizing) and behavioral (e.g. agoraphobic avoidance and dietary restriction) factors that exacerbate distress and disability.
- How to modify standard CBT for depression and anxiety disorders to address GI specific issues including bowel control anxiety, ARFID, shame and secrecy.

At the end of this session, the learner will be able to:

- Identify when GI symptoms are causing or exacerbating distress and disability in treatment seeking psychiatric patients.
- Develop a case conceptualization that integrates GI disorders with any co-morbid mood or anxiety disorders.
- Identify the unique cognitive distortions and behavioral avoidance strategies (especially fear of incontinence and dietary restrictions) that tend to maintain and exacerbate distress and disability.
- List the real complications, medication adverse effects and sociobehavioral complexities faced by patients with IBD.
- Modify the standard CBT approach to treat GI patients effectively, including collaborating successfully with gastroenterologists and considerations about medication.

Recommended Readings: Kinsinger SW. Cognitive-Behavioral therapy for patients with irritable bowel syndrome: current insights. *Psychol Res Behav Manag* 2017;10:231-7. Shah K, Ramos-Garcia M, Bhavsar J, et al. Mind-body treatments of irritable bowel syndrome symptoms: an updated meta-analysis. *Behav Res Ther* 2020;128:103462. Yeh H-W, Chien W-C, Chung C-H, et al. Risk of psychiatric disorders in irritable bowel syndrome—a nationwide, population-based, cohort study. *Int J Clin Pract* 2018;72:e13212. Hunt, M. (2021). *Coping with Crohn's and Colitis: A Patient and Clinician's Guide to CBT for IBD*. Routledge: Taylor and Francis Group, New York, NY. Hunt, M. (2022). *Reclaim Your Life from IBS: A Scientifically Proven CBT Plan for Relief Without Restrictive Diets, Second Edition*, Routledge: Taylor and Francis Group, New York, NY.

Earn 3 continuing education credits

405 (Kachess), Level 4

Workshop 3

ticket

Cultivating Joy and Post-traumatic Growth in Clients from Diverse Backgrounds Using Compassion and Humility

FRIDAY

Mudita A. Bahadur, Ph.D., Private Practice
Janeé Steele, Ph.D., LPC, Kalamazoo Cognitive and Behavioral Therapy, PLLC

Hollie Granato, Ph.D., private practice
Lisa Bolden, Psy.D., University of California Los Angeles & Emma
Psychology Center

Moderate level of familiarity with the material

Primary Category: Oppression and Resilience Minority Health

Key Words: *Racial Trauma, Resilience, CBT*

With increased isolation from the COVID-19 pandemic coupled with racial trauma in BIPOC communities, the recent mass-shootings and attacks on LGBTQIA+ populations, extensive anti-immigrant sentiment for migrant populations, and the loss of reproductive rights for women, there is a need for culturally relevant mental health support. Research suggests that being able to support clients with culturally-sensitive and compassionate care, which acknowledges the trauma and stress while also cultivating post-traumatic growth, can engender greater transformation and joy post recovery. Accordingly, this workshop will focus on cultivating post-traumatic growth in clients experiencing stress and trauma directly related to their identity and diversity. Post-traumatic growth, as defined by Tadeshi and Calhoun (1996), consists of five main domains: (1) greater appreciation for life, (2) close relationships, (3) new possibilities, (4) personal strength, and (5) spiritual development. As such, learners will be guided in strategies to expand cultural humility within the framework of post-traumatic growth, distinguishing this construct from resilience.

Presenters will use case vignettes from diverse backgrounds to demonstrate culturally sensitive methods for acknowledging trauma and building post-traumatic growth. Case-conceptualizations will be explored to challenge intermediate beliefs and behaviors which may be involved in post-traumatic growth. Participants will also be provided opportunities to engage in role-playing exercises supported with key phrases to generate a culturally humble orientation to clinical practice. Finally, presenters will discuss assessment tools to measure baseline joy and treatment outcomes. All the presenters in this workshop are members of the Diversity Action Committee of the Academy of Cognitive and Behavioral Therapies and represent diverse backgrounds and identities. The presenters bring years of clinical and research experience and will draw on cases and professional examples from their roles within mental health agencies across the country.

Outline:

- Opening exercise
- Define post-traumatic growth, the five areas
- Present case vignettes and explore of case conceptualizations
- Introduce interventions and strategies to challenge trauma related intermediate beliefs
- Role-playing demonstration
- Participant Role-playing exercise
- Introduce assessment measures for joy and growth
- Self-assessment of post-traumatic growth
- Discussion, Questions, Comments

At the end of this session, the learner will be able to:

- Define post-traumatic growth.
- Identify the five main domains of post-traumatic growth.
- Identify culturally sensitive methods to acknowledge the psychological effects of oppression.
- Identify and challenge trauma-related intermediate beliefs to engender post-traumatic growth.
- Identify the relationship between thoughts, emotions, and behaviors related to post-traumatic growth.

Recommended Readings: Steele, J. M., & Newton, C. S. (2022). Culturally adapted cognitive behavior therapy as a model to address internalized racism among African American clients. *Journal of Mental Health Counseling*, 44(2), 98-116. Ortega-Williams, A., Beltrán, R., Schultz, K., Ru-Glo Henderson, Z., Colón, L., & Teyra, C. (2021). An integrated historical trauma and posttraumatic growth framework: A cross-cultural exploration. *Journal of Trauma & Dissociation*, 22(2), 220-240. Grier-Reed, T., Maples, A., Houseworth, J., & Ajayi, A. (2022). Posttraumatic growth and flourishing in the face of racial trauma. *Psychological trauma: Theory, research, practice, and policy*.

Earn 2 continuing education credits

Queets (505), Level 5

Master Clinician Seminar 1

ticket

Cognitive Behavior Therapy for Decision Making

FRIDAY

Robert L. Leahy, Ph.D., American Institute for Cognitive Therapy

Basic to Moderate level of familiarity with the material

Primary Category: Adult Anxiety

Key Words: *Cognitive Schemas / Beliefs, Transdiagnostic, Cognitive Processes*

Most areas of psychopathology involve problems in decision making including avoidance, passivity, impulsiveness, procrastination, excessive reassurance seeking, and substance abuse. Although cognitive and social psychology have elaborated problematic processes in decision making very little of this has been applied to CBT. Effective therapy often involves helping clients evaluate their decisions and pursue alternatives that they otherwise might avoid. In this presentation we will review the following problems in decision making: loss aversion (framing decisions as losses only), arbitrary false dichotomies (“It’s either A or B”), the endowment effect (placing greater value on the status quo), risk assessment (miscalculating probabilities and magnitudes of outcomes), myopic (short-term) focus, intolerance of uncertainty (demanding certainty and equating uncertainty with bad outcomes), faulty heuristics (e. g. , basing decisions on emotions, salience, recency, or accessibility), and making decisions focused primarily on avoiding regret. A wide range of techniques will be reviewed, including clarification of priorities, enhancing future self-perspective, examining opportunity costs, framing choice as risk vs. risk, developing pre-commitment strategies, reversing sunk-cost effects, and reducing the impact of regret and post-decision rumination. Some decision makers have idealized beliefs about decisions, rejecting ambivalence as an inevitable part of the tradeoffs underlying decision making under uncertainty. Specific decision styles are more likely to contribute to regret, including maximization, emotional perfectionism, intolerance of uncertainty, and over-valuation of “more” information rather than relevant information. In this presentation we will examine how decisions are linked to hindsight bias, maximization rather than satisfaction strategies, intolerance of uncertainty, rejection of ambivalence, refusal to accept tradeoffs, excessive information demands and ruminative processes. Participants are invited to consider decisions in their own lives in light of the material in this presentation.

Outline:

- I. Normative and Descriptive Models of Decision-Making
 - a. Ideal vs Real decisions
 - b. Coping with limitations (Bounded Rationality)
- II. Common biases and heuristics
 - a. Short-term vs. long-term; hedonistic biases; loss aversion; availability
 - b. Playing to win vs. playing not to lose
 - c. Maximizing vs. satisfying
 - d. Intolerance of uncertainty and ambivalence
- III. Anticipatory and retrospective regret
 - a. Exaggerating or underestimating risk
 - b. Over-prediction of regret
- IV. The use of Multiple Selves
 - a. Which self?
 - b. Wisdom of the future self
- V. Depressive decision making
 - a. Pessimistic bias
 - b. Perception of future losses
 - c. Inability to recover from loss
- VI. Building Resilience
 - a. Acceptance of tradeoffs
 - b. Life portfolio
 - c. Writing the chapters in your book
 - d. Using regret productively

At the end of this session, the learner will be able to:

- Identify problematic styles of decision making.
- Identify opportunity costs, hindsight bias, risk vs. risk.
- Identify strategies to help clients set realistic goals and accept tradeoffs.
- Identify strategies to reduce rumination and indecision.
- Identify maximization styles and how to reverse them.

Recommended Readings: Leahy, R. L. *If Only.. Finding Freedom from Regret* (2022). New York: Guilford
 Leahy, R.L. (2015). *Emotional Schema Therapy*. New York: Guilford.
 Kahneman, D. (2011) *Thinking Fast and Slow*. New York: Farrar, Straus and Giroux
 Anderson, C. J. (2003). The psychology of doing nothing: forms of decision avoidance result from reason and emotion. *Psychological bulletin*, 129(1), 139.
 Bjälkebring, P., Västfjäll, D., Svenson, O., & Slovic, P. (2016). Regulation of experienced and anticipated regret in daily decision making. *Emotion*, 16(3), 381.

Internship Panel

Internship Training Site Overview

Shona N. Vas, Ph.D., ABPP, The University of Chicago
Lauren Weinstock, Ph.D., Brown University
Karen Rowa, Ph.D., CPsych, McMaster University, St. Joseph's Healthcare
Hamilton
Nisha Jagannathan, M.Sc., University of Chicago; Illinois Institute of
Technology

The Internship Training Site Overview is designed to help students learn about the internship application and selection process, including what to look for when applying to or selecting an internship, how to prepare for internship interviews, and how to find a good internship “fit.” The program will consist of two parts. The first 90 minutes will feature a panel discussion by behaviorally oriented internship directors from American and Canadian institutions. These presenters will address both the training director and the student perspectives of the application process, including the criteria used to assess applicants. Questions from the audience will be accepted at the end of the segment. The second section will consist of informal meetings between internship site representatives and prospective internship applicants. A list of participating sites will be published in the program addendum distributed at the convention registration desk. If you are a student and are either just beginning to learn about internships and the application process or are in the process of applying for internship now, we encourage you to attend. Internship sites that would like to be represented at this event should contact Rachel Lamb at the ABCT Central Office: rlamb@abct.org.

This session does not qualify for continuing education credit.

8:30 a.m. – 9:30 a.m.

Bogachiel (303), Level 3

networking 

Child and Adolescent Depression SIG

8:30 a.m. – 9:30 a.m.

Methow (307), Level 3

networking 

Mindfulness and Acceptance SIG

8:30 a.m. – 10:00 a.m.

Klickitat (406), Level 4

networking 

Behavioral Medicine and Integrated Primary Care SIG

Meeting Agenda:

- Review of SIG Rationale/Mission
- Introduction of new student co-representative
- Review of decisions from last year
- SIG accomplishments in the past year
- Award presentations
- Collection of dues
- Co-Chair 2024 election discussion?
- Goals for 2024
- Feedback

8:30 a.m. – 10:00 a.m.

Satsop (407), Level 4



Latinx SIG

Meeting Agenda:

Elections; Awards; Presentation; Networking

9:30 a.m. – 10:30 a.m.

Calawah (304), Level 3



Neurocognitive Therapies and Translational Research SIG

At this year's NTTR SIG meeting, we will be presenting winners from the SIG student poster competition, as well as discussing upcoming webinars in our webinar series, enhancements to our student mentorship program, and other updates from the executive committee.

9:30 a.m. – 10:30 a.m.

Duwamish (306), Level 3



Technology and Behavior Change SIG

The Technology and Behavior Change SIG meeting will discuss SIG business and will have members share research and clinical work relevant to the SIG focus. Members will have the opportunity to give brief presentations in a modified Ignite presentation format (5 minutes) to showcase their work using varying technologies to facilitate behavior change. Presentations can be about formal research projects or findings, work in progress, new ideas, and innovative uses of technology in clinical practice. SIG Awards will be presented and awardees will give presentations of their research. All ABCT members are welcome to join this meeting, and we encourage all individuals with shared interest in technology and behavior change to attend and consider joining our SIG.

Earn 1 continuing education credit.

Columbia A, Level 3

Invited Address 1

Reward Sensitivity as a Risk Factor and Treatment Target for Depression and Anxiety

Michelle G. Craske, Ph.D., University of California Los Angeles

Primary Category: Transdiagnostic

Key Words: *Depression, Anxiety, Treatment*

Threat and reward sensitivity are fundamental processes that become dysregulated in the context of vulnerability to, or expression of, anxiety and depression. Treatments have traditionally targeted reductions in threat sensitivity with limited effects upon reward mechanisms. Investigation of reward sensitivity is essential for our understanding of anxiety and depression and for targeted treatment approaches. I will present our latest findings regarding neural, behavioral and subjective features of reward hyposensitivity that correlate with and predict anxiety, depression and anhedonia. These findings led us to develop a treatment that specifically targets reward hypo sensitivity, termed Positive Affect Treatment, which we have shown to be more effective than cognitive behavioral therapy that specifically targets negative affect and threat sensitivity. I will present our replication study in anxious, depressed and extremely low positive affect individuals, where the symptomatic outcomes occur in parallel with changes in target measures of reward anticipation-motivation and attainment. I will also present findings from virtual reality technologies for delivering aspects of Positive Affect Treatment. I will conclude with evidence for reward-related mechanisms within the context of exposure therapy for fears and anxiety, and potential methods for targeting such mechanisms.

Outline:

Topic A: Importance of targeting reward sensitivity to understand and treat anxiety and depression

- a. Treatments to date have mostly targeted elevated threat sensitivity and have had limited effect upon positive affect and reward sensitivity
- b. Evidence for neural, behavioral and subjective features of reward hyposensitivity that correlate with and predict anxiety, depression and anhedonia.

Topic B: Positive Affect Treatment directly targets reward sensitivity

- a. Description of therapeutic strategies included in Positive Affect Treatment

- b. Evidence for efficacy of Positive Affect treatment relative to active control condition (Negative Affect Treatment)
 - c. Evidence for Positive Affect Treatment to lead to greater improvements in reward sensitivity than (Negative Affect Treatment)
 - d. Use of virtual reality technologies to augment Positive Affect Treatment
- Topic C: Relevance of reward processes for exposure therapy
- a. Reward/relief mechanisms are essential to extinction and thereby relevant to exposure therapy
 - b. Preliminary evidence for relevance of anhedonia/low positive affect to exposure therapy
 - c. Possible therapeutic strategies for increasing reward sensitivity in the context of exposure therapy

At the end of this session, the learner will be able to:

- Describe the features of reward hyposensitivity that characterize anhedonia, depression and anxiety.
- Explain the evidence that shows that Positive Affect Treatment is an effective treatment for depression, anxiety and anhedonia.
- List the different therapeutic strategies that directly target reward sensitivity and describe the ways in which virtual reality technologies can augment such strategies.
- Long-term Goal: Present the evidence for hyposensitivity to reward as a risk factor and as a treatment target for depression and anxiety.

Recommended Readings: Craske, M.G., Meuret, A., Ritz, T., Treanor, M., & Dour, H. (2016). Treatment for anhedonia: a neuroscience driven approach. *Depression and Anxiety*, 33(10), 927-938. <https://doi.org/10.1002/da.22490> Craske, M.G., Meuret, A., Ritz, T., Treanor, M., Dour, H., & Rosenfield, D. (2019). Positive affect treatment for depression and anxiety: a randomized clinical trial for a core feature of anhedonia. *Journal of Consulting and Clinical Psychology*, 87(5), 457-471. <https://doi.org/10.1037/ccp0000396> affect treatment for depression and anxiety: a randomized clinical trial for a core feature of anhedonia. *Journal of Consulting and Clinical Psychology*, 87(5), 457-471. <https://doi.org/10.1037/ccp0000396> Craske, M.G., Meuret, A., Echeverri-Cohen, E., Rosenfield, D., & Ritz, T. (in press). Positive affect treatment targets reward sensitivity: a randomized controlled trial. *Journal of Consulting and Clinical Psychology*. Sandman, C. F., & Craske, M. G. (2022). Psychological Treatments for Anhedonia. *Current topics in behavioral neurosciences*, 58, 491-513. https://doi.org/10.1007/7854_2021_291

10:00 a.m. – 11:00 a.m.

Elwha A&B, Level 5



Internship Meet and Greet

Internship Meet and Greet

For description, please see “Internship Training Site Overview” at 8:30 a.m.

Earn 1 continuing education credit

Ashnola (301), Level 3

Symposium 10

Responding to the Opioid Epidemic: Furthering Understanding of Risk Factors and Improving Treatment Outcomes

CHAIRS:

Caroline Scherzer, B.S., Louisiana State University
Julia D. Buckner, Ph.D., Louisiana State University

DISCUSSANT:

Amanda M. Raines, Ph.D., Southeast Louisiana Veterans Health Care System

All level of familiarity with the material

Primary Category: Addictive Behaviors

Key Words: *Addictive Behaviors*

Association of Opioid Misuse with Anxiety and Depression: A Systematic Review of the Literature

Andrew Rogers, M.A., University of Washington Medical Center

Joseph Ditre, Ph.D., Syracuse University

Julia D. Buckner, Ph.D., Louisiana State University

Gordon Asmundson, Ph.D., University of Regina

Michael J. Zvolensky, Ph.D., University of Houston

Indirect Effects of Negative Mood on Opioid Misuse and Dependence via Anxiety Sensitivity Subfacets: Evidence from Adults Reporting Chronic Pain

Tanya Smit, M.A., University of Houston

Testing the Feasibility and Acceptability of a Combined Web- and Text-message Delivered Intervention Designed to Improve Medication-based Treatment for Opioid Use Disorder

Kirsten Langdon, Ph.D., Warren Alpert medical School of Brown University

Group Cognitive Behavioral Therapy for Substance Use Disorders Among Psychiatric Inpatients in an Underserved Area: An Intervention for Opioid Misuse

Caroline Scherzer, B.S., Louisiana State University

Julia D. Buckner, Ph.D., Louisiana State University

Kathleen A. Crapanzano, M.D., Our Lady of the Lake Regional Medical Center

paige E. Morris, B.A., Louisiana State University

10:30 a.m. – 11:30 a.m.

Duckabush (503), Level 5



Behavior Analysis SIG

Students, researchers, practitioners, and educators are all encouraged to attend. Updates on the past year's activities including those of our sister SIGs at ABAI and ACBS will also be provided. Interested in taking a leadership position in the SIG? There is room for you to bring your talents and passion to our group.

Earn 1.5 continuing education credits

Chiwawa (501), Level 5

Panel Discussion 27

Approaches to Facilitate and Enhance Culturally Responsive Consultation

MODERATOR:

Brittany N. Hall-Clark, Ph.D., University of Texas Health Science Center at San Antonio

PANELISTS:

Brittany N. Hall-Clark, Ph.D., University of Texas Health Science Center at San Antonio

Jessica Graham-Lopresti, Ph.D., Suffolk University
Amber Calloway, Ph.D., University of Pennsylvania School of Medicine

Ryan C. DeLapp, Ph.D., The Ross Center

Primary Category: Culture / Ethnicity / Race

Key Words: *Culture, Education and Training, Multicultural Psychology*

Professional interest and discussion of diversity, equity and inclusion and culturally responsive care has steadily increased over the last several years. Misdiagnosis due to cultural misunderstandings, ruptured therapeutic relationships due to microaggressive clinical encounters, and clinician overall discomfort (e.g., anxiety, guilt, shame) in broaching topics related to race can continue to create barriers to adequate mental health care for clients of color. Such factors require more attention than didactic interventions (e.g., CEs, lectures, scholarly readings), thereby warranting the incorporation of culturally responsive consultation within clinical settings. Specifically, such consultation enables clinicians to address education gaps, implicit or explicit biases, and emotional discomforts that impede culturally responsive care, and offers support with translating available culturally responsive assessment and intervention frameworks into their clinical practice. Panelists were chosen to discuss various approaches to culturally responsive clinical and organizational consultation. Each panelist provides consultation in the context of various settings, including academia, hospital settings, internship programs, individual and group-based consultations programs, and tailored workshops. Initial discussions will describe approaches to defining culturally responsive care. Panelists will provide an overview of conceptual frameworks guiding their consultation process. Topics will progress to include considerations of when and to adapt CBT for diverse populations, the importance of ongoing consultation, navigating sensitive conversations around cultural differences given ongoing

sociopolitical events, and providing consultation to national organizations. Panelists will then discuss successes and challenges in diversity-focused consultation experiences and provide recommendations for supporting meaningful dialogues around diversity. Finally, panelists will demonstrate culturally responsive case conceptualization with clinical examples and invite audience members to participate.

Earn 1.5 continuing education credits

Beckler (302), Level 3

Symposium 11

FRIDAY

Getting and Benefiting from Treatment: Promoting Family Engagement in Evidence-based Treatments for ADHD

CHAIRS:

Jennifer A. Mautone, Ph.D., Children's Hospital of Philadelphia
Thomas Power, Ph.D., Children's Hospital of Philadelphia

DISCUSSANTS:

Thomas Power, Ph.D., Children's Hospital of Philadelphia
Andrea Chronis-Tuscano, Ph.D., University of Maryland-College Park

Basic to Moderate level of familiarity with the material

Primary Category: ADHD - Child

Key Words: *Adherence, ADHD, Evidence-Based Practice*

Engaging Families in Evidence-based Treatment for ADHD: Results from an RCT of the Bootcamp for ADHD Program

Jenelle D. Nissley-Tsiopinis, Ph.D., Children's Hospital of Philadelphia
Marilyn Featherston, M.D., Lurie Children's Hospital of Chicago & Rush University Medical Center

Sébastien Normand, Ph.D., Université du Québec en Outaouais & Hôpital Montfort
Jennifer A. Mautone, Ph.D., Children's Hospital of Philadelphia
Jason Fogler, Ph.D., Boston Children's Hospital & Harvard University
Juliyael Gross, M.S., Lehigh University
Phylcia Fleming, Ph.D., Children's Hospital of Philadelphia
Courtney Cleminshaw-Mahan, M.S., Lehigh University

Katie Tremont, M.S., Children's Hospital of Philadelphia
Abbas Jawad, Ph.D., Children's Hospital of Philadelphia & University of Pennsylvania
Thomas Power, Ph.D., Children's Hospital of Philadelphia

Can a Digital Health Tool Improve Parent Adherence to Behavioral Parent Training for ADHD?

Linda Pfiffner, Ph.D., University of California San Francisco
Sara Chung, Ph.D., University of California, San Francisco
Elizabeth Hawkey, Ph.D., University of California, San Francisco
Jasmine Lai, B.S., University of California, San Francisco
Melissa R. Dvorsky, Ph.D., Children's National Health System
Pevitr Bansal, Ph.D., University of California San Francisco
Laura Henry, M.A., University of California San Francisco
Lauren M. Haack, Ph.D., University of California San Francisco
Elizabeth Owens, PhD, University of California, San Francisco

Family-reported Determinants of Engagement in Behavioral Parent Training Based in Primary Care for Children with ADHD

Alex Holdaway, Ph.D., Children's Hospital of Philadelphia
Bridget Poznanski, M.S., Children's Hospital of Philadelphia
Charlotte Scott, B.A., Children's Hospital of Philadelphia
Shira Kahn-Samuels, B.A., Children's Hospital of Philadelphia
Athena Gainey, B.A., Children's Hospital of Philadelphia
Jazmine Smith, M.S., Children's Hospital of Philadelphia
Tynika Brown, B.S., Children's Hospital of Philadelphia
Thomas Power, Ph.D., Children's Hospital of Philadelphia
Jennifer A. Mautone, Ph.D., Children's Hospital of Philadelphia

Earn 1.5 continuing education credits

Chiliwack (402), Level 4

Symposium 12

FRIDAY

New Empirical Findings from a Clinical Trial of an Augmented Digital Application of the Unified Protocol for Enhancing Positive Affect and Psychological Flourishing

CHAIRS:

Laura Long, Ph.D., Boston University
Daniella Spencer-Laitt, M.A., Boston University Center
for Anxiety and Related Disorders

DISCUSSANT:

Elizabeth Eustis, Ph.D., Boston University

All level of familiarity with the material

Primary Category: Telehealth/m-Health

Key Words: *Anxiety, Technology / Mobile Health, Emotion Regulation*

Introduction, Rationale, and Description of Methods for a Randomized Clinical Trial of an Augmented Version of the Internet-based UP Targeting Adaptive Positive Affect Regulation

Todd Farchio, Ph.D., Boston University

Examining Changes in Negative Affectivity, Stress, Depression, and Anxiety in Response to an Augmented Digital Application of the Unified Protocol

Laura Long, Ph.D., Boston University

Todd Farchio, Ph.D., Boston University

Exploring Relationships Between Character Virtues, Positive Affect and Flourishing During Treatment with a Digital Version of the Unified Protocol (iUP)

Daniella Spencer-Laitt, M.A., Boston University Center for Anxiety and Related Disorders

Todd Farchio, Ph.D., Boston University

Changes in Savoring and Emotion Suppression Following Treatment with the Internet-based Unified Protocol

Lauren Woodard, B.A., Boston University Center for Anxiety and Related Disorders

Julián Moreno, M.Sc., Boston University

Todd Farchio, Ph.D., Boston University

Earn 1.5 continuing education credits

Washougal (408), Level 4

Symposium 13

The Role of Structural Stigma in Psychopathology Among Marginalized Youth

CHAIRS:

Isaac L. Ahuvia, M.A., Stony Brook University
Sarah McKetta, M.D., Ph.D., Harvard Medical School

DISCUSSANT:

Maggi Price, Ph.D., Boston College

Basic to Moderate level of familiarity with the material

Primary Category: Child / Adolescent - Depression

Key Words: *Adolescents, LGBTQ+, Stigma*

Relative Influences of Social Support and Structural Stigma on LGBTQ+ Adolescent Mental Health

Laura Jans, M.A., Stony Brook University
Ian Sotomayor, B.A., Stony Brook University
Benjamin Katz, Ph.D., Stony Brook University
Katherine Cohen, M.A., Stony Brook University
Kathryn R. Fox, Ph.D., University of Denver
Jessica Schleider, Ph.D., Stony Brook University

Effectiveness of an Online Single-session Minority Stress Intervention: Variation by Structural Stigma?

Ya-Wen Chang, M.A., Stony Brook University
Ian Sotomayor, B.A., Stony Brook University
Erica Szkody, Ph.D., Stony Brook University
Kathryn R. Fox, Ph.D., University of Denver
Jessica Schleider, Ph.D., Stony Brook University

How Do Subjective Social Status and Objective Neighborhood Resources Relate to Adolescent Depression?

Rebecca Mirhashem, M.A., Stony Brook University

Daneele Thorpe, M.A., Stony Brook University

Isaac L. Ahuvia, M.A., Stony Brook University

Kathryn R. Fox, Ph.D., University of Denver

Jessica Schleider, Ph.D., Stony Brook University

Neighborhood Resources, Discrimination, and Treatment Access for Adolescents Engaging in Self-injury

Kailyn Fan, B.A., McLean Hospital

Mallory Dobias, B.S., M.A., Stony Brook University

Isaac L. Ahuvia, M.A., Stony Brook University

Kathryn R. Fox, Ph.D., University of Denver

Jessica Schleider, Ph.D., Stony Brook University

Earn 1.5 continuing education credits

Cowlitz (502), Level 5

Symposium 14

Impact of Peer Victimization in Youth and Directions for Intervention: A New Look at an Old Problem

CHAIR:

Annette M. La Greca, Ph.D., University of Miami

DISCUSSANT:

Jonathan S. Comer, Ph.D., Florida International
University

Basic to Moderate level of familiarity with the material

Primary Category: Child / Adolescent - Anxiety

Key Words: *Adolescents, Social Relationships, Anxiety*

**Peer Victimization, Depression, and Anxiety in Hispanic Youth During
the Transition to High School: The Mediating Roles of Sleep Problems and
Repetitive Negative Thinking**

Evan T. Burdette, M.S., Department of Psychology, University of Miami

Annette M. La Greca, Ph.D., University of Miami

**Peer Victimization, Depressive Symptoms, and Theory of Mind: A Comparison
of Self-, Informant-, and Interview-rated Experiences**

Chloe Hudson, Ph.D., McLean Hospital/Harvard Medical School

Nicole Holmes, B.A. (Hons), Queen's University

Samantha Jones, MSc, University of Western Ontario

Stephanie Osharode, BSc (Hons), The Royal Ottawa Mental Health Centre

Caleigh Treissman, BSc (Hons), JD, Queen's University

Elizabeth Kelley, PhD, Queen's University

**Peer Victimization and Anhedonia: Associations with Blunted Reward
Responsiveness in Socially Anxious Teens**

Corinne Carlton, M.S., Virginia Tech

**Modular CBT for Victims of Bullying with Co-occurring Mental Health Needs:
Results from a Pilot Study**

John L. Cooley, Ph.D., Department of Psychological Sciences, Texas Tech University

Brianna T. Ricker, M.A., M.S., Texas Tech University

Carlos R. Sanchez, B.A., Texas Tech University

James E. Barnett, M.A., Texas Tech University

10:30 AM – 11:30 AM

Earn 1 continuing education credit

Tahuya (508), Level 5

Symposium 15

Women's Experiences of Gaslighting Across Contexts and Situations

CHAIR:

Patti T. Fritz, Ph.D., University of Windsor

DISCUSSANT:

Jennifer Langhinrichsen-Rohling, Ph.D., University of
North Carolina at Charlotte

Basic to Moderate level of familiarity with the material

Primary Category: Women's Issues

Key Words: *Women's Health, Violence / Sexual Assault, Gender*

Gaslighting and University Women: Definitions, Contexts, and Lived Experiences

Patti T. Fritz, Ph.D., University of Windsor

Hayley Proctor, B.A., University of Windsor

Angela Hormiz, BSC, Talk Suicide

I Was Tired of Being Told I Was Fine... Women's Experiences of Medical Gaslighting: A Qualitative Inquiry

Emma Getty, B.S., Yorkville University

Chloe Curran, BSC, University of Windsor

Kendall Soucie, Ph.D., University of Windsor

FRIDAY

Undergraduate Women's Perceptions of Gaslighting Used in Unwanted Sexual Experiences

Erienne Cookson, B.A., University of Windsor

Patti T. Fritz, Ph.D., University of Windsor

10:30 AM – 12:00 PM

Earn 1.5 continuing education credits

Nooksack (602), Level 6

Symposium 16

How Social and Structural Determinants of Health Foster Mental Health Inequities Among Marginalized Groups

CHAIR:

Elliott R. Weinstein, M.P.H., M.S., University of Miami

DISCUSSANT:

David Pantalone, Ph.D., University of Massachusetts
Boston

All level of familiarity with the material

Primary Category: LGBTQ+

Key Words: LGBTQ+, *Health Psychology*, *HIV / AIDS*

Stigma, Peer Social Support, and the Mental Health of Sample of Young Sexual Minority Men of Color

Gabriel Robles, Ph.D., LCSW, Rutgers, The State University of New Jersey

Joseph Hillesheim, M.A., B.A., Hunter College

Daniel Brusche, B.A., Hunter College

Demetria Cain, Ph.D., MPH, Hunter College of the City University of New York

Tyrel J. Starks, Ph.D., Hunter College of the City University of New York

The Salience of Structural Barriers and Behavioral Health to Antiretroviral Therapy Adherence in People Receiving HIV Primary Care in South Africa

Steven A. Safren, ABPP, Ph.D., University of Miami

Jasper S. Lee, Ph.D., Massachusetts General Hospital /Harvard Medical School

Lena Anderson, Ph.D., University of Copenhagen

Amelia Stanton, Ph.D., Boston University

Ashraf Kagee, Ph.D., Stellenbosch University

Norik Kirakosian, B.S., University of Miami

Conall O'Cleirigh, Ph.D., Massachusetts General Hospital/Harvard Medical School

John Joska, MBChB, FC, MMed, Ph.D., University of Cape Town

Examining the Dose Response Relationship Between Syndemic Conditions and Internalized HIV Stigma

Noelle A. Mendez, M.S., University of Miami

Elliott R. Weinstein, M.P.H., M.S., University of Miami

Megan Jones, MPH, CPH, University of Miami

Steven A. Safren, ABPP, Ph.D., University of Miami

Mpox and the Mental Health of Sexual Minority Men in the US: Examining Associations Between Epidemic-related Cognition and Symptoms of Anxiety and Depression

David Scales, M.D., Ph.D., Weill Cornell Medicine

Demetria Cain, Ph.D., MPH, Hunter College of the City University of New York

Juan Castiblanco, B.A., Hunter College of the City University of New York

Jack Gorman, M.D., Critica

Tyrel J. Starks, Ph.D., Hunter College of the City University of New York

Policy, Relationships, and Well-being: Associations Between Mental Health and Main Partner Relationships Among Cisgender Sexual Minority Men in the Context of US State-level Policies

Tyrel J. Starks, Ph.D., Hunter College of the City University of New York

Joseph Hillesheim, M.A., B.A., Hunter College

Rob Stephenson, Ph.D., University of Michigan

Gabriel Robles, Ph.D., LCSW, Rutgers, The State University of New Jersey

Earn 1.5 continuing education credits

Skagit (603), Level 6

Symposium 17

FRIDAY

Enhancing Sexual Minority Wellbeing via Emotion Regulation: Research Implications and Clinical Insights from Affective and Intervention Science

CHAIRS:

Nathan L. Hollinsaid, B.S., Department of Psychology,
Harvard University
Rachel M. Martino, B.S., Harvard University

DISCUSSANT:

Mark Hatzenbuehler, Ph.D., Harvard University

All level of familiarity with the material

Primary Category: LGBTQ+

Key Words: *LGBTQ+, Emotion, CBT*

Structural Stigma and Single-session Intervention Efficacy Among Sexual Minority Adolescents: Emphasizing Emotions in High-stigma Contexts

Nathan L. Hollinsaid, B.S., Harvard University
Mark Hatzenbuehler, Ph.D., Harvard University
Kathryn R. Fox, Ph.D., University of Denver
Jessica Schleider, Ph.D., Stony Brook University

Negative Emotion Intensity and Brooding Rumination as Mechanisms Prospectively Linking Stigma to Internalizing Psychopathology Among a Population-based Sample of Sexual Minority Young Adults

Rachel M. Martino, B.S., Harvard University

Nathan L. Hollinsaid, B.S., Harvard University

Erik Nook, Ph.D., Princeton University

Richard Bränström, Ph.D., Karolinska Institutet

John Pachankis, Ph.D., Yale School of Public Health

Katie McLaughlin, Ph.D., Harvard University

Mark Hatzenbuehler, Ph.D., Harvard University

Minority Stress, Repetitive Negative Thinking, and Internalizing Symptoms Among Sexual Minorities: Does Cognitive Content Matter?

Michael J. Pellicane, M.A., Kent State University

Melanie Brewster, Ph.D., Columbia University

Jeffrey Ciesla, Ph.D., Kent State University

Pathways to Improving Syndemic Health of Young Gay and Bisexual Men: Emotion Regulation Mediators of LGBQ-affirmative Cognitive-behavioral Therapy

Julian Burger, M.S., Yale University

John Pachankis, Ph.D., Yale School of Public Health

Earn 1 continuing education credit

Skykomish (604), Level 6

Symposium 18

FRIDAY

Understanding Cognitive and Affective Processes in Adolescents at High Risk for Suicide During Clinical Transition Periods

CHAIR:

Rachel E. Siciliano, M.S., Vanderbilt University Medical Center

DISCUSSANT:

Richard Liu, Ph.D., Massachusetts General Hospital, Harvard Medical School

All level of familiarity with the material

Primary Category: Suicide and Self-Injury

Key Words: *Emotion, Emotion Regulation, Adolescents*

Parental Attunement, Affect, and Emotion Regulation Following Their Adolescents' Psychiatric Hospitalization

Rachel E. Siciliano, M.S., Vanderbilt University Medical Center

Taylor A. Burke, Ph.D., Massachusetts General Hospital, Harvard Medical School

Jacqueline Nesi, Ph.D., Rhode Island Hospital/Alpert Medical School of Brown University

Richard Liu, Ph.D., Massachusetts General Hospital, Harvard Medical School

Alexandra Bettis, Ph.D., Vanderbilt University Medical Center

Testing Relations Among Emotion Regulation, Rumination, and Suicidal Ideation Among Hospitalized Depressed Adolescents

Neha Parvez, M.A., Queen's University

Jeremy G. Stewart, Ph.D., Other, Queen's University

Applying EEG to Identify Risk for Suicide Attempts in Adolescents Following Acute Psychiatric Treatment

Lisa Venanzi, M.Ed., Vanderbilt University

Autumn Kujawa, Ph.D., Vanderbilt University

Samantha Pegg, M.S., Vanderbilt University

Anh Dao, B.A., Vanderbilt University

Margaret Benningfield, Ph.D., Vanderbilt University Medical Center

Alexandra Bettis, Ph.D., Vanderbilt University Medical Center

10:30 AM – 12:00 PM

Earn 1.5 continuing education credits

Clallum (701), Level 7

Symposium 19

New Horizons of Digital Relationship Research: Expanding Methods, Reach, and Application

CHAIR:

Emily Georgia Salivar, Ph.D., Nova Southeastern University

DISCUSSANT:

Scott R. Braithwaite, Ph.D., Brigham Young University

Moderate level of familiarity with the material

Primary Category: Couples / Close Relationships

Key Words: *Couples / Close Relationships, Dissemination, Research Methods*

Comparative Effectiveness of Varying Levels of Coach Contact on Distressed Relationships: A Randomized Trial of the Online Ourrelationship Program

McKenzie K. Roddy, Ph.D., Vanderbilt University Medical Center

Yunying Le, Ph.D., University of Denver

Karen Rothman, Ph.D., Together CBT

Emily Georgia Salivar, Ph.D., Nova Southeastern University

Shayna Guttman, M.S., University of Miami

Brian D. Doss, Ph.D., University of Miami

An Instrumental Collective Case Study: Employing a Qualitative Examination of the Ourrelationship Program

Alexia M. Hirlemann, M.S., Nova Southeastern University

Emily Georgia Salivar, Ph.D., Nova Southeastern University

Brian D. Doss, Ph.D., University of Miami

Implementing the Ourrelationship Program in a Danish Context: A Randomized Controlled Pilot

Tea Trillingsgaard, Ph.D., Aarhus University

Frederik Godt Hansen, Ph.D., Aarhus University

Hanne Frentz, Ph.D., Aarhus University

Impact of a Digital Relationship Intervention for Jailed Individuals

Shayna Guttman, M.S., University of Miami

Brian D. Doss, Ph.D., University of Miami

Web-based Relationship Education and Pornography-related Behaviors: A Single-group Design During the COVID-19 Pandemic

Gabe Hatch, Ph.D., Not Affiliated

Zachary Goodman, M.A., University of Miami

H. Dorian Hatch, B.S., The Ohio State University

Yunying Le, Ph.D., University of Denver

Shayna Guttman, M.S., University of Miami

Brian D. Doss, Ph.D., University of Miami

Earn 1.5 continuing education credits

Clearwater (702), Level 7

Symposium 20

Understanding and Dismantling Weight Stigma

FRIDAY

CHAIR:

Hannah F. Fitterman-Harris, Ph.D., University of Louisville

DISCUSSANT:

Carolyn B. Becker, Ph.D., Trinity University

Basic to Moderate level of familiarity with the material
Primary Category: Oppression and Resilience Minority Health
Key Words: *Stigma, Obesity*

Development of the Weight Bias in Healthcare Scale

Hannah F. Fitterman-Harris, Ph.D., University of Louisville
Jillon S. Vander Wal, Ph.D., Saint Louis University

It's so Internalized, and It's so Personal: Clinician Trainees' Perspectives on Unlearning Weight Stigma

Erin N. Harrop, Ph.D., LICSW, University of Denver
Sarah Sullivan, M.A., University of Denver
Megan Doyle, MSW, University of Denver
Kerry Honan Sherman, MSWc, University of Denver
Zoe Kipp, MSWc, University of Denver
Brendon Holloway, MSW, University of Denver

Associations of Experiencing Weight Stigma in Healthcare and Mental Health Outcomes

Savannah C. Hooper, B.A., University of Louisville
Chevese Turner, B.A., Body Equity Alliance
Lisa S. Kilpela, Ph.D., UT Health San Antonio Barshop Institute for Longevity and Aging Studies
Victoria B. Marshall, B.A., University of Texas Health Science Center at San Antonio
Sabrina Cuauero, B.A., Trinity University
Carolyn B. Becker, Ph.D., Trinity University

Addressing Internalized Weight Stigma in Group Psychotherapy: Central Principles and Preliminary Effectiveness

Lisa M. Brownstone, Ph.D., University of Denver

Hannah Norling, M.A., University of Denver

Devin Kelly, M.A., University of Denver

Caity Roe, B.A., University of Denver

Jade Cool, B.A., University of Denver

Kat Becker, M.A., University of Denver

Kate Daley, B.A., University of Denver

Martin Kivlighan III, Ph.D., University of Iowa

Angie Gomez Horta, B.A., University of Denver

10:30 AM – 12:00 PM

Earn 1.5 continuing education credits

Sol Duc (708), Level 7

Symposium 21

Listening to Patients: Consumer Perspectives on Treatment

CHAIR:

Margaret E. Crane, M.A., Temple University/Weill
Cornell Medicine

DISCUSSANT:

Ruben Martinez, Ph.D., University of California, Los
Angeles Geffen School of Medicine

Basic level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Implementation, Treatment Development, Community-Identified Problems*

Mixed Methods Analysis of Youth Mental Health Support Preferences

Mallory Dobias, B.S., M.A., Stony Brook University

Chantelle Roulston, Ph.D., Stony Brook University

Laura Jans, M.A., Stony Brook University

Isaac L. Ahuvia, M.A., Stony Brook University

Jessica Schleider, Ph.D., Stony Brook University

Caregiver Treatment Preferences and Attitudes

Vanessa Mora Ringle, Ph.D., Lehigh University

Amanda Jensen-Doss, Ph.D., University of Miami

What Caregivers Like the Most (and Least) About Cognitive Behavioral Therapy for Youth Anxiety: A Mixed Methods Approach

Lesley Norris, M.A., Temple University

Jonathan C. Rabner, M.A., Temple University

Margaret E. Crane, M.A., Temple University/Weill Cornell Medicine

Matti Cervin, Ph.D., Lund University

Julia S. Ney, M.A., Temple University

Kristen G. Benito, Ph.D., Warren Alpert Medical School of Brown University

Philip C. Kendall, Ph.D., Temple University

Hannah E. Frank, Ph.D., Warren Alpert Medical School of Brown University

Caregiver Attitudes and Perceptions of Exposure Therapy for Youth Anxiety

Margaret E. Crane, M.A., Temple University/Weill Cornell Medicine

Danielle R. Adams, Ph.D., University of Washington, St. Louis

Gabriella T. Ponzini, M.A., West Virginia University

Julia Ney, M.A., Temple University

Dominique McKnight, B.A., Temple University

Giovanna Zappone, Temple University

Marc S. Atkins, Ph.D., University of Illinois, Chicago

Sara Becker, Ph.D., Northwestern University Feinberg School of Medicine

Jonathan Purtle, DrPH, MSc, New York University

John Lestino, M.A. LPC, Magowan Elementary School

Philip C. Kendall, Ph.D., Temple University

Hannah E. Frank, Ph.D., Warren Alpert Medical School of Brown University

 10:30 a.m. – 12:00 p.m.

Earn 1.5 continuing education credits**Chelais (305), Level 3****Panel Discussion 6**

Parent Training for Youth with Autism and Developmental Disabilities: Dissemination at Home and Abroad

MODERATOR:

Cy Nadler, Ph.D., Children's Mercy Kansas City

PANELISTS:

Cy Nadler, Ph.D., Children's Mercy Kansas City

Erin Brooker Lozott, Ed.D., Other, Els for Autism Foundation

Nadia Shafique, Ph.D., Foundation University Islamabad

Annette F. Maldonado, M.S., University of Utah

Nathan R. Moon, ABPP, Psy.D., Navy Medicine

Readiness and Training Command Okinawa

Karen Bearss, Ph.D., Seattle Children's Autism Center,

University of Washington

Primary Category: Autism Spectrum and Developmental Disorders

Key Words: *Autism Spectrum Disorders, Dissemination, Parenting*

At least 1 in 6 children have a developmental disability (DD), and about 95% of these youth live in low- and middle-income countries (Cogswell et al., 2022; Olusanya et al., 2018). Even in the United States, access to evidence-based interventions for behavioral and mental health concerns common to youth with DDs is severely limited by workforce shortages, payment models, and other barriers (Malik-Soni et al., 2022). These barriers also disproportionately impact minoritized youth, families in rural locations, and families who speak languages other than English (Smith et al., 2020). To improve the well-being of youth with DDs and their families, cognitive-behavioral treatment models must be adapted, disseminated, and evaluated in service of both local and global access.

The Research Units in Behavioral Intervention program (RUBI; Bearss et al., 2015) and similar parent-mediated models for youth with autism and other DDs have demonstrated efficacy for reducing challenging behaviors, reducing parenting stress, and advancing child adaptive skills. However, access remains severely limited in the U.S. and other countries despite offering a cost- and time-efficient approach to care. This panel will highlight efforts to disseminate RUBI to under-served global populations, adapt the intervention for novel settings and technology, and evaluate approaches that increase service capacity through group delivery. First, feasibility of telehealth-delivered RUBI to families of youth with autism in South Africa, Canada, and the U.S. will be described. Second, an ongoing randomized trial of RUBI delivery in Pakistan will be discussed. Third, culturally and linguistically sensitive adaptation of RUBI with elements of Acceptance and Commitment Therapy for parents in Puerto Rico will be shared. Fourth, clinical delivery of RUBI for youth with DDs and their military families stationed in Japan will be described. Fifth, community-based comparative effectiveness of individual vs. group-based telehealth delivery of RUBI in the midwestern U.S. will be described, with findings applicable to global dissemination. Finally, Dr. Karen Bearss (lead author of the RUBI manual) will discuss strategic facilitators for the dissemination of parent-mediated interventions.

Earn 1.5 continuing education credits

Chelan (401), Level 4

Panel Discussion 7

Eating Disorder Prevention: Theoretical Foundations and Current Approaches

FRIDAY

MODERATORS:

Savannah Roberts, M.A., University of Pittsburgh
Scout Silverstein, M.P.H., Equip Health

PANELISTS:

Tiffany A. Brown, Ph.D., Auburn University
Anna Ciao, Ph.D., Western Washington University
Ally Duvall, B.S., Equip Health
Summer Pascual, B.S., The Baker Center for Children
and Families/Harvard Medical School

Primary Category: Eating Disorders

Key Words: *Body Image, Prevention, LGBTQ+*

Eating disorders typically develop in adolescence and disproportionately affect those with marginalized sexual- or gender-identities. Eating disorders are at an all-time high following COVID-19, and disparities among youth and LGBTQ+ populations were exacerbated. Prevention is more critical now than ever. Dissonance-based protocols (e.g., the Body Project) have a robust evidence-base, yet were primarily designed for cisgender women and girls. In this panel, body image scholars will describe conceptual and ethical considerations for applying existing theories to vulnerable populations, introducing tailored protocols that promote joy in one's identity, regardless of one's weight or appearance.

Panelists will first describe the cognitive-behavioral theory underlying dissonance-based protocols. Panelists will then present adaptations for five populations whose body image concerns were not addressed by standard protocols: (1) the PRIDE Body Project, a protocol for gay men that targets muscularity concerns; (2) Freeform, a program for transgender and gender diverse adults that focuses on the intersection of gender identity and appearance ideals; (3) the EVERYBody Project, a gender-, sexuality-, and racially-inclusive protocol for college students; (4) Proud to Be Me, a protocol for LGBTQ+ adolescents that encourages body-esteem related to one's identity; and (5) the Body Justice Project, a social justice-focused protocol co-designed by diverse middle school students and staff. Moderators will facilitate discussion regarding: the pros and cons of inclusive vs. tailored approaches; requirements for culturally responsive and gender affirming care; pathways

for dissemination and community partnerships; and future directions for the eating disorders field.

Together, this panel will offer a comprehensive and nuanced view of eating disorder prevention, highlighting the strengths and weaknesses of the field while revealing future directions for research and clinical care. Attendees will leave with an understanding of how eating disorder prevention can address stigma, encourage body liberation, overcome treatment barriers, and harness social justice to promote body acceptance and impact the communities that are most affected.

10:30 a.m. – 12:00 p.m.

Earn 1.5 continuing education credits

Wilipa (512), Level 5

Clinical Round Table 2

Cultivating Joy in Minoritized Communities: A Clinical Roundtable

MODERATOR:

Ilana Seager van Dyk, Ph.D., Massey University

PANELISTS:

Ash M. Smith, M.A., City University of New York

Alexandria N. Miller, M.S., Suffolk University

Janie Hong, Ph.D., Stanford University School of Medicine

Yoreidy Tavaréz, ABPP, Ph.D., Kennedy Krieger Institute

Jamilah R. George, M.S., University of Connecticut

Alana J. McVey, Ph.D., University of Washington School of Medicine

Primary Category: Culture / Ethnicity / Race

Key Words: *Underserved Populations, Resilience, Culture*

Research and trainings on delivering CBT with minoritized patient populations often focus on acknowledging the structural and interpersonal oppression and stress faced by these communities. Although this context is critical to effective evidence-based practice with minoritized people, focusing too much on these challenges can further pathologize and “other” minoritized clients. Minoritized communities often have rich subcultures that celebrate unique aspects of identity and difference, as well as unique characteristics that have empowered minoritized individuals to achieve both personal and collective gains throughout history (e.g., Civil Rights movement, Stonewall riots). Even content that celebrates the resilience of minoritized communities tends to center their responses to oppression, rather than strength derived from positive aspects of identity (e.g., embodi-

ment, community). Terms such as “queer joy” and “Black joy” have grown in popularity in recent years, indicating a broader public desire to see minoritized communities not only for their resilience in the face of challenges, but the experiences of joy, pride, and pleasure that make resilience possible. In this clinical round table, clinical experts from ABCT’s minoritized SIGs will discuss strategies for cultivating joy and identity-based pride using a CBT framework in clients from diverse communities. The discussion will include real-world clinical examples highlighting this approach with individuals holding identities represented by the SIGs (e.g., sexual and gender minorities, Asian Americans and/or Pacific Islanders, Black and Latinx individuals, people on the autism spectrum and/or with developmental disabilities). Panelists will emphasize the uniquely salient experiences of joy at the intersection of multiple minoritized identities. Attendees will learn how to adapt traditional CBT techniques to amplify group- and individual-based strengths, as well as how to balance clinical attention between minority-related stressors and identity-related joy.

10:30 a.m. – 12:00 p.m.

Earn 1.5 continuing education credits

Snohomish (605), Level 6

Clinical Round Table 3

Call-to-action: Recognizing and Correcting Marginalization in Exposure Therapy Practice

Caitlin M. Pinciotti, Ph.D., Baylor College of Medicine
Rajinder Sonia Singh, Ph.D., University of Arkansas for Medical Sciences
Lauren P. Wadsworth, Ph.D., Genesee Valley Psychology
Cheri Levinson, Ph.D., University of Louisville
Martin E. Franklin, Ph.D., Rogers Behavioral Health
Monnica T. Williams, ABPP, Ph.D., University of Ottawa

Primary Category: Treatment - CBT

Key Words: *Exposure, Implementation, LGBTQ+*

Despite advances in the psychology field aimed at addressing and correcting its historical participation in the marginalization of minoritized groups, areas for improvement remain. In particular, current accepted practices of exposure therapy, a gold standard treatment for a variety of anxiety- and fear-based conditions, often lack a justice-based approach in which implications for historically marginalized groups are considered (Pinciotti et al.,

2022). For example, obsessive-compulsive disorder (OCD) can involve themes related to sexual orientation, gender identity, race, and ability status, leading many clinicians to encourage exposure activities that reinforce harmful stereotypes, stigmatize non-dominant identities, and normalize disgust and repulsion of marginalized individuals. Individuals who hold marginalized identities experience fear and engage in adaptive avoidance in social settings, which carry the risk of rejection and physical harm, yet are commonly misdiagnosed with social anxiety and prompted to engage in socially assertive behaviors when it may not be safe or necessary to do so. Clinicians treating individuals with health anxiety focused on disability status may design exposures that propagate stereotypes about individuals with disabilities or reinforce the notion that living with a disability is not a life worth living. Exposure therapy for eating disorders can target fears rooted in the anti-fat bias prevalent in our society (e.g., weight gain and social judgment or rejection, criticism of body shape or eating habits, harmful stereotypes associated with larger bodies) and can risk reinforcing themes of weight stigma and disgust toward larger bodies. This roundtable represents a crucial call-to-action for the field of psychology by identifying common pitfalls in the implementation of exposure therapy and discussing updated, justice-based recommendations for improving care so that all impacted persons—client, provider, and society—are considered and respected. Panel members share a breadth of expertise in exposure therapy for OCD, social anxiety, health anxiety, and eating disorders, and will discuss recommendations to enhance these conceptual frameworks to be more culturally affirming.

10:30 a.m. – 12:00 p.m.

Earn 1.5 continuing education credits

Columbia C, Level 3

Mini Workshop 3

BPD Compass: A Novel, Short-term CBT Protocol for Borderline Personality Disorder

Shannon Sauer-Zavala, Ph.D., University of Kentucky
 Matthew W. Southward, Ph.D., University of Kentucky

Basic to Moderate level of familiarity with the material

Primary Category: Personality Disorders

Key Words: *Borderline Personality Disorder, Transdiagnostic*

BPD COMPASS (Cognitive-behavioral Modules for Personality Symptoms) is a short-term, customizable treatment for people with borderline personality disorder (BPD). Ample research suggests that BPD is characterized by emotional, interpersonal, and impulsive symptoms; these problem areas are mirrored in DSM-5's Alternative Model of Personality Disorders (AMPD), which specifies that BPD is expressed as high levels of neuroticism, antagonism, and disinhibition. It is important to note, however, that this condition is heterogeneous and not all symptoms apply to each individual with BPD. BPD COMPASS allows clinicians to select discrete cognitive, behavioral, and mindfulness skills that correspond to emotional (neuroticism), interpersonal (antagonism), and impulsive (disinhibition) difficulties. This workshop will provide the conceptual background on this treatment, including a description of the mechanisms through which cognitive-behavioral skills may exert their effects on personality dimensions. We will provide an overview of each BPD COMPASS module, which include values identification, cognitive flexibility, exposure, and mindfulness. Finally, we will offer a summary of the empirical support to date. In a recent RCT, we found that BPD Compass resulted in large improvements in BPD symptoms relative to a waitlist. We also found that within-person changes in the relevant personality dimensions was associated with within-person changes in BPD symptoms, suggest that personality change is a mechanism through which BPD Compass exerts its effects.

Outline:

- 10:30 – 11:00: Rationale for modular, personality-focused treatment
- 11:00 – 11:15: Values identification skills for identity disturbance and motivation
- 11:15 – 11:25: Flexible thinking about emotions, relationships/trust, and one's ability to withstand impulses
- 11:25 – 11:35: Changing unhelpful emotional, interpersonal, and impulsive behaviors
- 11:35 – 11:45: Mindful attention to emotions, relationships, and urges
- 11:45 – 11:50: Relapse prevention
- 11:50 – 12:00: Q & A

At the end of this session, the learner will be able to:

- Describe the three personality-based risk factors for BPD that are described in the DSM Alternative Model of Personality Disorders: Neuroticism, Antagonism, and Disinhibition.
- Describe the mechanisms through which cognitive-behavioral skills engage the personality traits that maintain BPD, despite the common belief that personality is not malleable.
- Articulate the evidence base for BPD Compass, including effects on BPD symptoms, personality features, and functioning.
- Articulate the treatment components in BPD, including identifying/approaching values, cognitive flexibility, behavior change, and mindfulness.
- Long Term Goals: Attendees will be able to understand how dimensional diagnostic models like the Hierarchical Taxonomy of Psychopathology (HiTOP) and DSM-5's Alternative Model of Personality Disorders inform treatment decisions in CBT

Recommended Readings: Sauer-Zavala, S., Southward, M. W., Fruhbaerova, M., Semcho, S. A., Stumpp, N. E., Hood, C. O., Smith, M., Elhusseini, S., & Cravens, L. (in press). BPD Compass: A randomized controlled trial of a short-term, personality-based treatment for borderline personality disorder. *Personality Disorders: Theory, Research, & Treatment*. Sauer-Zavala, S., Southward, M. W., Hood, C. O., Elhusseini, S., Fruhbauerova, M., Stumpp, N. E., & Semcho, S. A. (2022). Conceptual development and case data

for a modular, personality-based treatment for borderline personality disorder. *Personality Disorders: Theory, Research, & Treatment*. Advance online publication. Ruggero, C. J., Kotov, R., Hopwood, C. J., First, M., Clark, L. A., Skodol, A. E., ... & Zimmermann, J. (2019). Integrating the Hierarchical Taxonomy of Psychopathology (HiTOP) into clinical practice. *Journal of consulting and clinical psychology*, 87(12), 1069.

10:30 a.m. – 12:00 p.m.

Earn 1.5 continuing education credits

Columbia D, Level 3

Mini Workshop 4

Cultivating Joy with CBT in Medical Populations

Megan M. Hosey, Ph.D., Johns Hopkins University School of Public Health
 Abbey J. Hughes, ABPP, Ph.D., Johns Hopkins University School of Medicine
 Yevgeny Botanov, Ph.D., Penn State University - York

All level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *Health Psychology, CBT, Health Care System*

Being diagnosed and living with a medical condition inherently requires acquisition of new skills to manage physiologic, emotional, and neurocognitive symptoms. Interactions with medical environments can over-emphasize pathology and loss without properly attending to values, strengths, and goals held by medical patients (Warren et al, 2017). Furthermore, emphasis on medical procedures and pharmacologic intervention often comes at the expense of exploring opportunities for building self-efficacy and non-pharmacological approaches for symptom management. This workshop will focus on the application of three cognitive behavioral therapy (CBT) approaches, adapted to three medical populations: 1) people with critical illness in an inpatient setting (Hosey, et al 2021); 2) people with Stiff Person Syndrome in an outpatient setting; and 3) people with multiple sclerosis and their caregivers in an outpatient setting (Hughes et al., 2022). Presenters will emphasize use of CBT, ACT, and DBT approaches to foster partnership with patients and promote skill-building in both the management of disease and doing so in a way that brings symptom reduction, renewed joy, and greater meaning in life. The workshop will include a mix of didactic training, clinical vignettes, and videos useful for learners of

all levels who are treating adults (and their family members or caregivers) with medical conditions. Presenters will also cover strategies for supervisors engaging doctoral and post-doctoral trainees in this setting. This workshop is consistent with the conference theme: “Cultivating Joy with Cognitive Behavioral Therapy.”

Outline:

1. Overview – Context of Need for Joy in Medical Environments
2. Hosey:
 - a. Intensive Care Unit – evidence and applications
 - b. Case Examples
 - c. Engaging Psychology Trainees in the ICU Setting
3. Hughes:
 - a. Stiff Person Syndrome - evidence and applications
 - b. Case examples
4. Botanov:
 - a. Multiple Sclerosis – evidence and applications
 - b. Case examples
5. Botanov and Hughes: Engaging Psychology Trainees in the Medical Telehealth Setting
6. Summary – Key Highlights for Cultivating Joy with CBT Approaches in the Setting of Illness and Hospitalization

At the end of this session, the learner will be able to:

- Describe common emotional and physiologic challenges experienced by people living with medical conditions and their caregivers.
- Apply basic behavioral activation and cognitive behavioral therapy (CBT) skills with patients and families in critical care settings.
- Describe methods to adapt acceptance and commitment therapy (ACT) to patients with stiff person syndrome.
- Describe methods to adapt dialectical behavior therapy skills training for individuals with multiple sclerosis and their caregivers.
- Plan for the effective supervision of trainees who are learning to apply CBT approaches in patients with complex medical presentations.

Recommended Readings: Warren, A. M., Agtarap, S., & deRoon-Cassini, T. (2017). Psychological resilience in medical rehabilitation. *Practical psychology in medical rehabilitation*, 57-66. Hughes, A. J., Botanov, Y., & Beier, M. (2022). Dialectical behavior therapy skills training for individuals with multiple sclerosis and their support partners: A pilot randomized controlled trial. *Multiple Sclerosis and Related Disorders*, 59, 103481. Hosey, M. M., Wegener, S. T., Hinkle, C., & Needham, D. M. (2021). A cognitive behavioral therapy-informed self-management program for acute respiratory failure survivors: a feasibility study. *Journal of clinical medicine*, 10(4), 872.

10:30 a.m. – 12:00 p.m.

Methow (307), Level 3



Parenting and Families SIG

- SIG Business
- SIG Elections
- Student Poster Award Winner Presentation
- SIG Sponsored Panel Discussion

10:30 a.m. – 11:30 a.m.

Satsop (407), Level 4



Cognitive Therapy SIG

Meeting Agenda We will review efforts and advances in Cognitive Therapy, dissemination of new research, introduce new members, review our mentorship program, poster session, etc. We will then have an invited guest speaker present new work in a relevant topic area. We are particularly interested in having students attend, but all are welcome even if you're not yet a member!

Earn 2 continuing education credits

Queets (505), Level 5

Master Clinician Seminar 2

ticket

Tackling Tics: A Behavioral Approach to Reducing Symptoms and Improving Functioning in Children and Adults with Tic Disorders

FRIDAY

Michael B. Himle, Ph.D., The University of Utah
Douglas W. Woods, Ph.D., Marquette University

Basic to Moderate level of familiarity with the material

Primary Category: Tic and Impulse Control Disorders

Key Words: *Tic Disorders, Habit Reversal, Behavior Analysis*

Persistent tic disorders (PTDs), including Tourette Disorder, are a class of neurodevelopmental conditions characterized by sudden, recurrent, involuntary movements and vocalizations (i.e., motor and vocal tics). Over the past decade, there has been a growing body of evidence showing that tics can be effectively managed with a treatment package referred to as Comprehensive Behavioral Intervention for Tics (CBIT), which combines elements of habit reversal training with psychoeducation and function-based behavioral interventions to reduce the overall severity of tics and their impact on daily life. Despite now being recommended as a first-line intervention for PTD, few clinicians have been trained in CBIT. In this session, two of the developers of CBIT will describe and demonstrate the various components of the CBIT package and their application in the treatment of PTD. In addition to learning the general therapeutic techniques, attendees will learn about the biobehavioral model of TD and the theoretical and empirical rationale for CBIT. Various instructional technologies will be employed including didactic instructions, video demonstrations of primary treatment components, and experiential exercises. An overview of alternative/emerging treatment modalities (group, intensive, telehealth, online) will also be provided.

Outline:

- Overview of tics & tic disorders: Diagnosis, phenomenology, and clinical course
- Introduction to the biobehavioral model of tic disorders
- Understanding how internal and external antecedents and consequences influence the course and severity of tics
- Overview of the CBIT approach to conceptualizing and treating tic disorders
- Implementing the function-based assessment & intervention (FBAT) component of CBIT
- Implementing the habit reversal training (HRT) component of CBIT
- Discussion of ancillary therapeutic strategies for reducing tics and tic-related impairment
- Review of the evidence base supporting CBIT
- Overview of treatment delivery formats (tele-CBIT, group delivery, online formats)

At the end of this session, the learner will be able to:

- Recognize tic disorders and describe their key phenomenological features.
- Explain the core elements of the biobehavioral model of tic disorders.
- Identify the core components of the CBIT approach for treating tic disorders.
- Describe the application of habit reversal training and the functional approach to managing tics.
- Discuss the evidence base supporting the efficacy of behavior therapy for tic disorders.

Recommended Readings: Piacentini, J. C., Woods, D. W., Scahill, L. D., Wilhelm, S., Peterson, A., Chang, S., . . . Walkup, J. T. (2010). Behavior therapy for children with Tourette Syndrome: A randomized controlled trial. *Journal of the American Medical Association*, 303, 1929-1937. Wilhelm, S., Peterson, A. L., Piacentini, J., Woods, D.W., Deckersbach, T., Sukhodolsky, D. G., ... Scahill, L. (2012). Randomized trial of behavior therapy for adults with Tourette syndrome. *Archives of General Psychiatry*, 69, 795-803. Pringsheim, T., Okun, M. S., Muller-Vahl, K., Martino, D., Jankovic, J., Cavanna, A. E., ... Piacentini, J. (2019). Practice guideline recommendations summary: Treatment of tics in people with Tourette syndrome and chronic tic disorders. *Neurology*, 92,896-906. Rizzo, R., Pellico, A., Silvestri, P. R., Chiarotti, F., & Cardona, F. (2018). A randomized controlled trial comparing behavioral, educational, and pharmacological treatments in youths with chronic tic disorder or Tourette syndrome. *Frontiers in Psychiatry*, 9, 1-9. Woods, D. W., Piacentini, J. C., Chang, S., Deckersbach, T., Ginsburg, G., Peterson, A. L., . . . Wilhelm, S. (2008). *Managing Tourette's Syndrome: A behavioral intervention for children and adults (therapist guide)*. New York: Oxford University Press.

Earn 1 continuing education credit

Hoh (601), Level 6

Research and Professional Development 2

How to Use Routine Progress Monitoring Data for Research Purposes: Examples and Hands-on Help

FRIDAY

PANELISTS:

Jacqueline B. Persons, Ph.D., Oakland CBT Center/UC Berkeley Department of Psychology
Travis L. Osborne, ABPP, Ph.D., Evidence Based Treatment Centers of Seattle
Garret Zieve, M.A., University of California, Berkeley

Basic level of familiarity with the material

Primary Category: Professional / Interprofessional Issues

Key Words: *Assessment, Career Development, Psychotherapy Outcome*

This session will feature brief presentations by 3 presenters who have published papers using data collected via routine progress monitoring data that were collected for clinical purposes. Presenters will briefly present their papers and describe some of the impediments to this mode of research they encountered and how they addressed them. Half the session will be devoted to answering questions posed by members of the audience who would like to get some hands-on help conducting this sort of research in their own clinical practice setting.

At the end of this session, the learner will be able to:

- Identify 3 hypotheses that can be tested using routine outcome monitoring data.
- Identify one strategy for obtaining informed consent for research from patients.
- Identify two peer-reviewed journals that might publish a study based on data collected in routine practice.

Recommended Readings: Persons, J. B. (in press) How to conduct research in your private practice. *Cognitive and Behavioral Practice*. Persons, J. B., Osborne, T. L., & Codd, III, R. T. (2021). Ethical and legal guidance for mental health practitioners who wish to conduct

research in a private practice setting. *Behavior Therapy*, 51(3), 313-323. Moore, S., Welch, S. S., Michonski, J., Poquiz, J., Osborne, T. L., Sayers, J., & Spanos, A. (2015). Psychometric evaluation of the Overall Anxiety Severity and Impairment Scale (OASIS) in individuals seeking outpatient specialty treatment for anxiety-related disorders. *Journal of Affective Disorders*, 175, 463-470.

11:15 a.m. – 12:15 p.m.

Quinault, Level 5

Postdoctoral Paths for Professional Development

Shona N. Vas, Ph.D., ABPP, The University of Chicago
Jessica Lohnberg, Ph.D., VA Palo Alto Health Care System
Molly Erickson, Ph.D., University of Chicago

Panelists will address important issues for interns and others considering applying to a postdoctoral residency training program and those who are interested in postdoctoral research funding. Topics to be addressed include: what applicants should look for in a postdoctoral training program; the differences between research and clinical postdoctoral training, including how training is funded; the advantages or disadvantages of following a postdoctoral path in terms of professional development; how best to find and select a program that fits the applicant's needs; the impact of APA accreditation in the postdoctoral arena; what training sites are looking for in evaluating applications; tips on how to prepare for the interview; and how postdoctoral offers are made and the process of accepting an offer. There will be time for questions from the audience during the panel presentation. After the panel, prospective postdoctoral applicants will be able to meet with representatives from postdoctoral programs. A list of participating sites will be published in the program addendum distributed at the convention registration desk. Postdoctoral sites that would like to be represented in this event should contact Rachel Lamb at the ABCT Central Office: rlamb@abct.org.

Earn 1.5 continuing education credits

Columbia A, Level 3

Clinical Grand Round 2

“Implementation of Trauma-focused Cognitive Behavioral Therapy in Latin America and the Caribbean” Spanish: “implementación De La Terapia Cognitiva Conductual-enfocada En Trauma En Latino América Y El Caribe”

FRIDAY

This Presentation Will Be Entirely in Spanish with Simultaneous Interpretation Available in English

Rosaura Orengo-Aguayo, Ph.D., Medical University of South Carolina

Primary Category: Child / Adolescent - Trauma / Maltreatment

Key Words: *Global Mental Health, Trauma, Hispanic American/Latinx*

Each year, approximately one billion youth worldwide will experience a traumatic event (e.g., physical, emotional, or sexual abuse, neglect, community or family violence, traumatic loss, disaster; Hillis et al., 2016). Moreover, the COVID-19 pandemic has increased the risk of trauma exposure for already vulnerable youth and families (Khan et al., 2020; Xiong et al., 2020). Exposure to traumatic events increases the risk of developing posttraumatic stress disorder (PTSD), depression, behavior problems, substance use disorders, and suicidal ideation/self-harm (Fairbank & Fairbank, 2009; Lai et al., 2017). Trauma exposure is also associated with poor academic and occupational achievement and adverse physical health outcomes that can last a lifetime (Carliner et al., 2016; Holt et al., 2007; McLaughlin et al., 2012; Ormel et al., 2008). The limited data available suggest that 30–60% of children in Latin America have experienced a traumatic event during their life-

time (Speizer et al. 2008). Latin American countries (including Central and South American countries) have a long-standing history of political instability, gang-related violence, poverty, and forced migration that has further exposed youth to potentially traumatic events (Wirtzet al. 2016). Furthermore, the 21st century has seen an alarming increase of severe weather events (e.g., hurricanes, floods, wildfires, tornadoes, earthquakes, tsunamis) resulting in loss of life, infrastructure, safety, social support, and adverse mental and physical health outcomes (Goldmann & Galea, 2014; World Disasters Report, 2018). An estimated 175 million youth around the globe will continue to be affected each year by the devastating effects of climate change (Seballos et al., 2011), further increasing youth's risk of exposure to traumatic events (Augustinavicius et al., 2021). Effective mental health interventions for trauma-exposed youth, particularly those that live in Latin America and the Caribbean, are crucial for supporting resilient outcomes in children exposed to compound trauma. Trauma-Focused Cognitive-Behavioral Therapy (TF-CBT; Cohen et al., 2017) is an evidence-based, manualized treatment protocol designed to treat posttraumatic stress and co-occurring symptoms such as depression, anxiety, and mild-to-moderate behavior problems in trauma-exposed children and youth ages 3-18 and their supportive and non-offending caregivers. TF-CBT is divided into nine cognitive and behavioral components, all of which incorporate gradual exposure to trauma memories and reminders. These components are summarized by the acronym PRACTICE: (1) psychoeducation, (2) parenting skills, (3) relaxation skills, (4) affective modulation skills, (5) cognitive processing skills, (6) trauma narration and processing, (7) in-vivo mastery of trauma reminders, (8) conjoint child-parent sessions, and (9) enhancing future safety and development. TF-CBT is typically delivered in 12-25 weekly sessions (via a combination of individual, caregiver, and conjoint sessions). TF-CBT is one of the most researched and efficacious mental health treatments for trauma-exposed youth. Over 23 randomized controlled trials across the U.S. and the globe have documented its effectiveness at treating posttraumatic stress symptoms (PTSS) in children and adolescents (Cohen et al., 2017, pp. 74-80; de Arellano et al., 2014), including youth in low- and middle-income countries like Zambia (Murray et al., 2013), the Democratic Republic of the Congo (McMullen et al., 2013; O'Callaghan et al., 2013), and Kenya and Tanzania (Dorsey et al., 2020). In the United States, TF-CBT applications have also been developed for Hispanic youth (de Arellano et al., 2012) and American Indians and Alaska Natives (BigFoot & Schmidt, 2010). TF-CBT, however, had not yet been systematically evaluated in Latin America or the Caribbean context, particularly with Hispanic youth exposed to multiple disasters, violence, and other traumatic exposures. In this clinical grand rounds, Dr. Rosaura Orenge-Aguayo will describe the implementation and outcomes of TF-CBT in two different low-resourced contexts (Puerto Rico and El Salvador) impacted by poverty, natural disasters, and violence guided by principles of cultural humility, language justice, implementation science, and community based participatory research.

***This presentation will be fully in Spanish with English language simultaneous interpretation available for audience members who need it

*** This is the first ever ABCT presentation offered completely in a language that is not English.

Outline:

1. Introduction to:
 - a. Cultural Humility
 - b. Language Justice
 - c. Implementation Science framework
 - d. Community Based Participatory Action Research
2. Introduction to:
 - a. Prevalence of childhood trauma

- b. Impact of childhood trauma
3. Description of the context in El Salvador and Puerto Rico
 - a. Historical and sociopolitical context
 - b. Significant traumatic events impacting youth in recent decades
 - c. Need for trauma treatment
4. Implementation of TF-CBT in Puerto Rico
 - a. Building partnerships
 - b. Culturally and linguistic tailoring
 - c. Contextual tailoring
 - d. Implementation strategies
 - e. Outcomes
 - f. Lessons learned
5. Implementation of TF-CBT in El Salvador
 - a. Building partnerships
 - b. Culturally and linguistic tailoring
 - c. Contextual tailoring
 - d. Implementation strategies
 - e. Outcomes
 - f. Lessons learned
6. Future Directions

At the end of this session, the learner will be able to:

- Describe the implementation of Trauma Focused Cognitive Behavioral Therapy (TF-CBT) in two different low resourced contexts (Puerto Rico and El Salvador) impacted by poverty, natural disasters, and violence.
- Describe the implementation of TF-CBT using principles of cultural humility, language justice, implementation science, and community based participatory research.
- Describe program evaluation outcomes, lessons learned, and future directions for global implementation of TF-CBT in Latin America and the Caribbean.
- Long- term Goal: TF-CBT has preliminary effectiveness (via non-randomized pilot trials) in two, low-resourced contexts in Latin America and the Caribbean (Puerto Rico and El Salvador).
- Long-term Goal: The incorporation of principles of cultural humility, language justice, implementation science, and community based participatory research were crucial in the successful implementation of TF-CBT in these two low-resourced and diverse contexts.

Recommended Readings: Orengo-Aguayo, R., Dueweke, A.R., Nicasio, A., de Arellano, M., Rivera, S., Cohen, J.A., Mannarino, A.P., & Stewart, R.W. (2022). Trauma Focused Cognitive Behavioral Therapy with Puerto Rican youth in a post-disaster context: Tailoring, implementation, and program evaluation outcomes. *Child Abuse & Neglect*, 129, 105671. <https://doi.org/10.1016/j.chiabu.2022.105671> Stewart, R.W., Orengo-Aguayo, R., Villalobos, B.T., Nicasio, A.V., Dueweke, A., Alto, M., Cohen, J.A., Mannarino, A.P., & de Arellano, M.A. (2021). Implementation of an evidence-based psychotherapy for trauma-exposed children in a lower-middle income country: The use of Trauma-Focused Cognitive Behavioral Therapy in El Salvador. *Journal of Child & Adolescent Trauma*, 14, 433-441. <https://doi.org/10.1007/s40653-020-00327-9> Orengo-Aguayo, R., Stewart, R. W., Villalobos, B. T., Hernandez Rodriguez, J., *Dueweke, A. R., de Arellano, M. A., & Young, J. (2020). Listen, don't tell: Partnership and adaptation to implement trau-

12:00 p.m. – 3:00 p.m.

Earn 3 continuing education credits

403 (Cispus), Level 4

Workshop 4

ticket

Feeling Stuck? FA It Out! Putting the Fun Back into Functional Assessment for Kids and Families

Sandra S. Pimentel, Ph.D., Montefiore Medical Center
Brian C. Chu, Ph.D., Rutgers University

Basic to Moderate level of familiarity with the material

Primary Category: Child / Adolescent - Anxiety

Key Words: *Child, Case Conceptualization / Formulation, Clinical Decision Making*

The ever-lasting challenge in clinical practice is how to address the needs of a seemingly infinite number of clinical presentations and client needs with a limited toolbox of evidence-based practice. How do you address social anxiety in the context of ongoing bullying at school? How do you account for a history of family conflict and neglect? How does one accommodate developmental disabilities and complicated comorbidities? There are few behavioral techniques as straightforward, but also as robust and flexible, as functional assessment. Functional Assessment (FA) is more of a process than a technique, one that prompts the clinician to continuously assess the antecedents or circumstances (e.g., person, place, object, event, thought, feeling, action) that prompts consistent emotional or behavioral responses. Understanding what internal and environmental consequences that maintain functional and impairing patterns can help the clinician to develop a holistic conceptualization of the client. The current workshop aims to help attendees re-acquaint themselves with this foundational approach and apply to real-world situations. The presenters will highlight strategies to help youth and families become their own best FA detectives – using worksheets and metaphors to sleuth out the puzzles of their own behavioral-emotional traps. Multiple case studies will be presented and attendees will work in

small groups to brainstorm case conceptualizations to make treatment plans that target the youth's primary goals while keeping it interesting and relevant. The presenters will share worksheets and handouts from their newly published text to illustrate FA, chain analysis, case conceptualization, and treatment planning. Attendees may also bring local examples for group consultation. Presenters will moderate a discussion of effective interventions and help attendees tailor established interventions to their local contexts.

Outline:

- I. Youth and family cases are ever and increasingly challenging.
 - A. Complex clinical profiles: how comorbidity and severity of psychological disorders requires.
 - B. Challenging social and family contexts.
 - C. How these challenges require flexibility and adaptation in CBT.
- II. Functional Assessment
 - A. Basic premise/principles
 - B. How FA is inherently contextual and flexible.
 - C. How it aids case conceptualization, treatment planning, and moment-to-moment decision-making.
- III. Case illustrations in case conceptualization
 - A. Using FA to tease out common mechanisms across disorders: anxiety, mood, and behavioral
 - B. Using FA to understand the impact of medical, educational, and developmental conditions in youth
 - C. Using FA to understand how cultural issues impact the youth, like intergenerational conflict, community trauma and social injustice.
- IV. Case Illustrations to guide how to respond to moment-to-moment decisions.
 - A. Using FA to guide effective exposures and behavioral experiments to optimize learning and minimize safety behavior.
 - B. Using FA/case conceptualizations to direct assessment of parent-child interactions and family-based exposures.
 - C. Using FA to conduct assessment of risk behaviors.

At the end of this session, the learner will be able to:

- Describe and employ a continuous assessment process using functional assessment to understand the circumstances that prompt and maintain behavioral-emotional traps.
- Apply the functional assessment process across emotional and behavioral states to personalize conceptualization to diverse clients, problems, and clinical contexts.
- Instruct youth and caregivers in using FA and chain analysis to identify their own behavioral and parenting traps.
- Devise a treatment plan based on a personalized FA that incorporates youth, family, and community factors that maintain behaviors.
- Long-term Goal: Become a more flexible, principles based cognitive-behavioral therapist that uses continuous assessment in their conceptualization and treatment planning.

Recommended Readings: Chu, B. C., & Pimentel, S. (2023). *CBT Treatment Plans and Interventions for Depression and Anxiety Disorders in Youth*. New York: Guilford Press. Pimentel, S.S., & DeLapp, R.D. (2022). Superheroes and CBT for Youth, In RD Friedberg & EV Rozmid (Eds.), *Creative CBT with Youth Clinical Applications Using Humor, Play, Superheroes, and Improvisation* (pp. 143-174), Springer Publications. [*Friday* • 109](https://doi.org/10.1007/978-3-030-99669-7Rizvi, S. L., & Ritschel, L. A. (2014). Mastering the art of</p>
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chain analysis in dialectical behavior therapy. *Cognitive and Behavioral Practice*, 21(3), 335-349. Hoffman, L. J., & Chu, B. C. (2019). When is seeking safety functional? Taking a pragmatic approach to distinguishing coping from safety. *Cognitive & Behavioral Practice*, 26(1), 176-185. <https://doi.org/10.1016/j.cbpra.2018.11.002> Badin, E., Alvarez, E., & Chu, B. C. (2020). Cognitive Behavioral Therapy for Child and Adolescent Anxiety: CBT in a Nutshell. In *Cognitive Behavioral Therapy in Youth: Tradition and Innovation* (pp. 41-71). New York: Humana (Springer).

12:00 p.m. – 3:00 p.m.

Earn 3 continuing education credits

Entiat (404), Level 4

Workshop 5

ticket

Fostering Queer Joy in Youth: How to Do Affirmative Cognitive Behavior Therapy with LGBTQ+ Youth & Their Families

Jeffrey M. Cohen, Psy.D., Columbia University
Ilana Seager van Dyk, Ph.D., Massey University

Moderate level of familiarity with the material

Primary Category: LGBTQ+

Key Words: *LGBTQ+*, *CBT*, *Adolescents*

Due to ongoing anti-LGBTQ+ stigma in society, LGBTQ+ youth experience higher rates of mental health concerns relative to their cisgender, heterosexual peers (Russell & Fish, 2016). Fortunately, families with LGBTQ+ children frequently seek mental health treatment, offering an exciting opportunity for mental health professionals to help shift these vulnerable youths' mental health trajectories towards wellbeing. Mental health providers can potentially combat systemic injustices and cultivate joy in LGBTQ+ youth with affirming mental health treatments (e.g., Craig & Austin, 2016; Pachankis et al., 2022). However without training in LGBTQ+ affirming care, mental health providers may feel ill equipped to work with this population (Gandy et al., 2013), and LGBTQ+ youth may be less comfortable seeking care from providers (e.g., Zullo et al., 2021). As a result, it is likely that LGBTQ+ mental health disparities will persist, and the impact of evidence-based

practice, including CBT, may be limited. This workshop aims to provide attendees with the basic tools needed to use evidence-based clinical practice (i.e., CBT) with LGBTQ+ youth and their families using an affirming, minority stress-informed lens. Using live demonstrations, Drs. Cohen and Seager van Dyk will teach attendees how to conceptualize cases using this lens, as well as how to adapt existing CBT techniques (e.g., exposures, cognitive flexibility) to be sensitive to the unique needs and challenges experienced by this population (e.g., gender dysphoria, coming out). This workshop will highlight strategies for navigating difficult conversations with family members of LGBTQ+ youth (e.g., parents, caregivers), and give attendees concrete ideas for how to foster well-being and joy among LGBTQ+ youth and their families.

Outline:

- Overview of landscape for LGBTQ+ youth and their families
- Overviews of LGBTQ+ and gender affirmative models of care.
- Introduction to integrating affirmative care into CBT with LGBTQ+ youth & families.
- Clinical roleplay of therapy session with LGBTQ+ youth
- Clinical roleplay of therapy session with caregiver(s) of LGBTQ+ youth.
- Discussion of additional treatment considerations and anticipated problems.

At the end of this session, the learner will be able to:

- Develop case conceptualizations using an integration of cognitive behavioral and LGBTQ+ affirmative frameworks.
- Foster pride and queer joy among LGBTQ+ youth and their families.
- Identify strategies for adapting CBT when working with LGBTQ+ youth including how to explain minority stress.
- Ascertain how to speak with caregivers and parents about supporting LGBTQ+ youth identity development and mental health.
- Identify two or more strategies that can be implemented to affirm LGBTQ+ identities in clinical practice.

Recommended Readings: Cohen, J. M. & Feinstein, B. A. (2020). Adapting cognitive and behavioral strategies to meet the unique needs of sexual and gender minorities. *The Behavior Therapist*, 43(3), 81 - 86. Zullo, L., Seager van Dyk, I., Ollen, E. W., Ramos, N., Asarnow, J.R., & Miranda, J. (2021). Treatment recommendations and barriers to care for suicidal LGBTQ youth: A quality improvement study. *Evidence-Based Practice in Child and Adolescent Mental Health*, 6(3), 393-409. Craig, S. L., Iacono, G., Pascoe, R., & Austin, A. (2021). Adapting clinical skills to telehealth: Applications of affirmative cognitive-behavioral therapy with LGBTQ+ youth. *Clinical Social Work Journal*, 49(4), 471-483. Chen, D., Berona, J., Chan, Y. M., Ehrensaft, D., Garofalo, R., Hidalgo, M. A., ... & Olson-Kennedy, J. (2023). Psychosocial Functioning in Transgender Youth after 2 Years of Hormones. *New England Journal of Medicine*, 388(3), 240-250. Olson, K. R., Durwood, L., DeMeules, M., & McLaughlin, K. A. (2016). Mental health of transgender children who are supported in their identities. *Pediatrics*, 137(3).

Earn 3 continuing education credits

405 (Kachess), Level 4

Workshop 6

ticket

An Introduction to Psychedelic Assisted Therapy for CBT Clinicians

Jason B. Luoma, Ph.D., Portland Psychotherapy
Brian Pilecki, Ph.D., Portland Psychotherapy

Basic level of familiarity with the material

Primary Category: Transdiagnostic

Key Words: *Transdiagnostic, Evidence-Based Practice, Treatment*

Psychedelic-assisted therapy is showing promise as a highly effective form of mental health treatment and appears poised to become a major new form of mental health care moving forward. Patients participating in psychedelic-assisted therapy often relate that their sessions were among the most meaningful experiences in their life, often rating them similarly to events like the birth of a first child or getting married. Thus, these interventions don't just reduce suffering, they appear to increase meaning-making, fulfillment, and positive mental health. This workshop, led by presenters currently running clinical trials of this type of therapy, will provide CBT professionals with an evidence-based overview of this new clinical area. Differences between the most common psychedelics will be outlined and results from the most recent and rigorous clinical trials will be summarized. The basic model of psychedelic-assisted psychotherapy using ACT and CBT models will be explained with an emphasis on highlighting the importance of preparation and integration in obtaining therapeutic benefits from a psychedelic experience. Mechanisms of change will be discussed, including intriguing findings suggesting that psychedelic-assisted therapy may function more through increasing positive functioning, meaning, self-transcendence, flexibility, interpersonal engagement, and fulfillment rather than directly reducing symptoms. The current legal status of psychedelics will be reviewed, including recent state level initiatives toward legal psychedelic service access. Diversity and equity issues will be reviewed including lack of access for underserved and non-majority populations and the risks of cultural appropriation involved in modern psychedelic science. We will also provide recommendations on obtaining further training for those who want to learn more.

This workshop will help clinicians understand the current state of psychedelic science, as well as to have more informed and evidence-based conversations with clients about psychedelics and their potential risks and benefits, legal status, and timeline for public accessibility.

Outline:

- I. Introduction
 - A. Presentation of the significance and promise of psychedelic-assisted therapy as a new form of mental health treatment.
- II. Psychedelic Substances
 - A. Outline of the differences between common psychedelics
 - B. Review of the most recent and rigorous clinical trial results
- III. The Basic Model of Psychedelic-Assisted Therapy
 - A. Overview of the use of Acceptance and Commitment Therapy (ACT) and Cognitive Behavioral Therapy (CBT) models in psychedelic-assisted therapy
 - B. Emphasis on the crucial role of preparation and integration for therapeutic benefits
- IV. Mechanisms of Change in Psychedelic-Assisted Therapy
 - A. Discussion on neuroscience models of change
 - B. Discussion of psychological models of change with focus on psychological flexibility
- V. Legal Status of Psychedelics
 - A. Overview of the current federal and state-level legal status
 - B. Discussion on recent initiatives toward legal psychedelic service access
- VI. Diversity and Equity in Psychedelic Science and Practice
 - A. Review of current problems related to diversity and equity in psychedelic science.
 - B. Examination of the risks of cultural appropriation in modern psychedelic science
- VII. Further Training
 - A. Recommendations on obtaining additional training for interested professionals.

At the end of this session, the learner will be able to:

- Describe the theory and practice of psychedelic assisted psychotherapy.
- Summarize research findings and identify the clinical applications with the most empirical support.
- Discuss the current legal status of psychedelic assisted psychotherapy at a state and federal level.
- Describe the role of CBT in preparation for and integration of psychedelic experiences.
- List at least 3 current problems in the literature relating to diversity and equity in psychedelic science and practice.

Recommended Readings: Watts, R., & Luoma, J. B. (2020). The use of the psychological flexibility model to support psychedelic assisted therapy. *Journal of Contextual Behavioral Science*, 15, 92-102. Luoma, J. B., Sabucedo, P., Eriksson, J., Gates, N., & Pilecki, B. C. (2019). Toward a contextual psychedelic-assisted therapy: perspectives from acceptance and commitment therapy and contextual behavioral science. *Journal of Contextual Behavioral Science*, 14, 136-145. Williams, M. T., & Labate, B. C. (2020). Diversity, equity, and access in psychedelic medicine. *Journal of Psychedelic Studies*, 4(1), 1-3. Yaden, D. B., Earp, D., Graziosi, M., Friedman-Wheeler, D., Luoma, J. B., & Johnson, M. W. (2022). Psychedelics and psychotherapy: Cognitive-behavioral approaches as default. *Frontiers in psychology*, 1604. Leger, R. F., & Unterwald, E. M. (2022). Assessing the effects of methodological

differences on outcomes in the use of psychedelics in the treatment of anxiety and depressive disorders: A systematic review and meta-analysis. *Journal of Psychopharmacology*, 36(1), 20-30. Luoma, J. B., Chwyl, C., Bathje, G. J., Davis, A. K., & Lancelotta, R. (2020). A Meta-Analysis of Placebo-Controlled Trials of Psychedelic-Assisted Therapy. *Journal of psychoactive drugs*, 52(4), 289-299. <https://doi.org/10.1080/02791072.2020.1769878>

12:00 p.m. – 1:00 p.m.

Bogachiel (303), Level 3



Student SIG

The Student SIG will host its annual meeting to discuss upcoming events for the year and connect with current and potential members.

12:00 p.m. – 1:30 p.m.

Klickitat (406), Level 4



Child Maltreatment and Interpersonal Violence SIG

Meeting Agenda:

An invited speaker with expertise in child maltreatment and/or interpersonal violence will present. We will conduct elections as well as announce the winners of the Neil S. Jacobson Student Poster Award and the Deborah J. Rhatigan Early Career Award. We will also announce winners of two new awards: the Equity in Research Student Poster Award and a Student Research Grant being offered this year. Award winners will present their research. We will hold a membership networking session to discuss research partnerships and career development.

12:15 p.m. – 1:15 p.m.

Elwha A&B, Level 5



Postdoctoral Meet and Greet

For description please see “Postdoctoral Paths for Professional Development” at 11:15 a.m.

12:30 p.m. – 2:00 p.m.

Wenatchee (409), Level 4



Oppression and Resilience: Minoritized Mental Health SIG

Meeting Agenda:

This year, we will gather and prioritize connection amongst members of the SIG . We will explore research collaborations, professional development, and mentorship topics with members at the meeting. We will discuss the future of the SIG, including how to keep growing our membership, all the initiatives the SIG board has been working on over the past year, and how we will keep growing in 2024.

FRIDAY

Snoqualmie (707), Level 7

Becoming Board Certified in Cognitive and Behavioral Therapy

Robert D. Dvorak, Ph.D., ABPP, University of Central Florida

This workshop will focus on how to become a Board Certified Specialist in Behavioral and Cognitive Psychology. Certification by ABPP demonstrates psychologists have met their specialty's standards and competencies. Board Certification is valuable for several reasons: (a) it is increasingly becoming an expectation in our profession; (b) it enhances practitioner credibility for patients; (c) it distinguishes you from other psychologists; (d) there are potential salary increases by the VA, hospitals, the military, and other health care facilities; (e) it enhances qualifications as an expert witness; (f) it facilitates inter-jurisdictional licensing and practice mobility; and (g) it streamlines the credentialing process for licensing boards, and insurance companies. The application process for regular, early entry (graduate students, interns, and residents), and senior option candidates will be reviewed. This session does not qualify for continuing education credit.

Earn 1.5 continuing education credits

Snohomish (605), Level 6

Symposium 7

Population-based Insights into How Stigma “gets Under the Skin”: Moving Towards a Biopsychosocial Mediation Framework of Sexual Minority Wellbeing

FRIDAY

CHAIR:

Nathan L. Hollinsaid, B.S., Department of Psychology,
Harvard University

DISCUSSANT:

Mark Hatzenbuehler, Ph.D., Harvard University

All level of familiarity with the material

Primary Category: LGBTQ+

Key Words: *LGBTQ+, Stigma, Mediation / Mediators*

**Hypervigilance: An Understudied Mediator of the Longitudinal Relationship
Between Stigma and Internalizing Psychopathology Among Sexual Minority
Young Adults**

Nathan L. Hollinsaid, B.S., Harvard University

John Pachankis, Ph.D., Yale School of Public Health

Richard Bränström, Ph.D., Karolinska Institutet

Mark Hatzenbuehler, Ph.D., Harvard University

Threats to Social Safety and Inflammatory Mechanisms Underlying Sexual Orientation Disparities in Depression: A Prospective Population-based Study of Young Adults

Richard Bränström, Ph.D., Karolinska Institutet
Mark Hatzenbuehler, Ph.D., Harvard University
Micah Lattanner, Ph.D., Harvard University
Nathan L. Hollinsaid, B.S., Harvard University
Thomas McDade, Ph.D., Northwestern University
John Pachankis, Ph.D., Yale School of Public Health

The Role of Shame in the Sexual Orientation Disparity in Mental Health: A Prospective Population-based Study of Multimodal Emotional Reactions to Stigma

John Pachankis, Ph.D., Yale School of Public Health
Mark Hatzenbuehler, Ph.D., Harvard University
Daniel Klein, Ph.D., Stony Brook University
Richard Bränström, Ph.D., Karolinska Institutet

Thwarted Belonging Needs: A Mechanism Prospectively Linking Multiple Levels of stigma and Interpersonal Outcomes Among Sexual Minorities

Micah Lattanner, Ph.D., Harvard University
Mark Hatzenbuehler, Ph.D., Harvard University

Earn 1.5 continuing education credits

Beckler (302), Level 3

Symposium 22

Promoting Success in School: Identifying Key Elements of Effective Organizational Skills Training Interventions

FRIDAY

CHAIRS:

Thomas Power, Ph.D., Children's Hospital of Philadelphia

Jenelle D. Nissley-Tsiopinis, Ph.D., Children's Hospital of Philadelphia

DISCUSSANT:

Richard Gallagher, Ph.D., New York University School of Medicine

All level of familiarity with the material

Primary Category: ADHD - Child

Key Words: *ADHD, Evidence-Based Practice, School*

**Parent and Teacher Involvement in School-based Child Skills Training:
Supporting Skills Generalization**

Jennifer A. Mautone, Ph.D., Children's Hospital of Philadelphia

Bridget Poznanski, M.S., Children's Hospital of Philadelphia

Phylicia Fleming, Ph.D., Children's Hospital of Philadelphia

Shannon Ryan, Ph.D., Children's Hospital of Philadelphia

Jaclyn Cacia, M.S., Children's Hospital of Philadelphia

KatieT Tremont, M.S., Children's Hospital of Philadelphia

Howard Abikoff, Ph.D., Hassenfeld Children's Hospital at New York University
Langone

Richard Gallagher, Ph.D., New York University School of Medicine

Thomas Power, Ph.D., Children's Hospital of Philadelphia

Jenelle D. Nissley-Tsiopinis, Ph.D., Children's Hospital of Philadelphia

Components of Effective Child Skills Training Intervention: An Organizational Skills Training Exemplar

Jenelle D. Nissley-Tsiopinis, Ph.D., Children's Hospital of Philadelphia

Bridget Poznanski, M.S., Children's Hospital of Philadelphia

Phylicia Fleming, Ph.D., Children's Hospital of Philadelphia

Howard Abikoff, Ph.D., Hassenfeld Children's Hospital at New York University
Langone

Richard Gallagher, Ph.D., New York University School of Medicine

Shannon Ryan, Ph.D., Children's Hospital of Philadelphia

Jaclyn Cacia, M.S., Children's Hospital of Philadelphia

KatieT Tremont, M.S., Children's Hospital of Philadelphia

Jennifer A. Mautone, Ph.D., Children's Hospital of Philadelphia

Thomas Power, Ph.D., Children's Hospital of Philadelphia

Lessons and Questions from 20 Years of Research on Organization Training

Steve Evans, Ph.D., Ohio University

Brandon Schultz, Ed.D, East Carolina University

Joshua Langberg, Ph.D., Rutgers, The State University of New Jersey

George J. DuPaul, Ph.D., Lehigh University

Julie S. Owens, Ph.D., Ohio University

Earn 1.5 continuing education credits

Chiliwack (402), Level 4

Symposium 23

Digital Technology Innovations in Psychopathology Assessments in Veteran Populations

FRIDAY

CHAIR:

Snezana Urosevic, Ph.D., Minneapolis VA Health Care System

DISCUSSANT:

Eric Kuhn, Ph.D., National Center for PTSD

All level of familiarity with the material

Primary Category: Telehealth/m-Health

Key Words: *Assessment, Technology / Mobile Health, Veterans*

Capturing Sleep Parameters in the Sleeping Context Across Two Samples of Trauma-exposed Veterans

Katherine Miller, Ph.D., Minneapolis VAMC

Steve Woodward, Ph.D., National center for PTSD, D&T division

Phil Gehrman, Ph.D., Cpl Michael J. Crescenzo VAMC

Technologies for Monitoring Functional Cognition in Normal Aging and Mild Cognitive Impairment

Adriana Hughes, Ph.D., Minneapolis VAMC
 Destiny Weaver, B.S., Minneapolis VA Health Care System
 Anael Kuperwais Cohen, B.A., Minneapolis VA Health Care System
 Samuel Lee, B.S., Minneapolis VA Health Care System
 Catherine Ju, B.A., Minneapolis VA Health Care System
 Zachary Beattie, Ph.D., Oregon Health & Science University
 Yan Liu, M.S., Oregon Health & Sciences University
 Chao-Yi Wu, Ph.D., OT, Massachusetts General Hospital
 Sarah Gothard, B.S., Oregon Health & Sciences University
 Hiroko Dodge, Ph.D., Massachusetts General Hospital
 Alyssa De Vito, Ph.D., Brown University
 John Ferguson, Ph.D., University of Minnesota

Smartphone Gps-tracking Measures of Social Engagement in Veterans With Bipolar Disorders

Snezana Urosevic, Ph.D., Minneapolis VA Health Care System
 John J. Curtin, Ph.D., Department of Psychology, University of Wisconsin - Madison
 Tasha Nienow, Ph.D., Minneapolis VAMC
 David Bond, M.D., Ph.D., John Hopkins University
 Kasey Stack, B.S., Minneapolis VA Health Care System
 Helen Frieman, B.A., Minneapolis VA Health Care System
 Eric Kuhn, Ph.D., National Center for PTSD
 John Ferguson, Ph.D., University of Minnesota
 Adriana Hughes, Ph.D., Minneapolis VAMC

Ecological Momentary Assessment with High-risk Suicidal Veterans Following Inpatient Psychiatric Care

Carol Chu, Ph.D., Minneapolis VAMC
 Casey Gilmore, Ph.D., Minneapolis VA Health Care System

Ecological Momentary Assessment of Substance Use in Veterans

Brittany Stevenson, Ph.D., Minneapolis VAMC
 Maria Sciortino, M.A., Minneapolis VAMC
 Heather Herrmann, Minneapolis VAMC

Earn 1 continuing education credit

Washougal (408), Level 4

Symposium 24

Using Data-driven Methods to Inform “Precision Care”

CHAIR:

Qingqing Yin, M.S., Rutgers, The State University of New Jersey

DISCUSSANT:

Chelsey Wilks, Ph.D., Meta

Moderate level of familiarity with the material

Primary Category: Research Methods and Statistics

Key Words: *Service Delivery, Technology / Mobile Health, Treatment Development*

Development of a Multilevel Bayesian Model for Predicting Individual Daily Distress

John Kai Kellerman, M.S., Rutgers, The State University of New Jersey

Rachel Rosen, M.S., Massachusetts General Hospital

Evan Kleiman, Ph.D., Rutgers, The State University of New Jersey

Personalized Models for Social Context Detection Using Passively Sensed Biobehavioral Data

María Larrazabal, M.S., University of Virginia

Zhiyuan Wang, B.S., University of Virginia

Mark Rucker, M.S., University of Virginia

Emma R. Toner, M.A., University of Virginia

Katharine E. Daniel, M.A., Massachusetts General Hospital / Harvard Medical School

Mehdi Boukhechba, Ph.D., Johnson & Johnson

Laura Barnes, Ph.D., University of Virginia

Bethany Teachman, Ph.D., University of Virginia

Deriving Data Patterns from Ecological Momentary Assessment to Inform Prescription of Dialectical Behavior Therapy Skills

Qingqing Yin, M.S., Rutgers, The State University of New Jersey

Chris D. Hughes, Ph.D., Alpert Medical School of Brown University

Evan Kleiman, Ph.D., Rutgers, The State University of New Jersey

Shireen L. Rizvi, ABPP, Ph.D., Rutgers, The State University of New Jersey

Development and Open Trial of a Personalized Smartphone Application for Suicide Prevention

Heather Schatten, Ph.D., Butler Hospital & Brown University

Jennifer Primack, Ph.D., Providence VAMC & Brown Medical School

Chris D. Hughes, Ph.D., Alpert Medical School of Brown University

Daniel Alboukrek, B.A., Butler Hospital

Sara K. Kimble, B.S., Butler Hospital

Michael Armev, Ph.D., Warren Alpert Medical School of Brown University

Leslie Brick, Ph.D., Alpert Medical School of Brown University

A. Rani Elwy, Ph.D., Alpert Medical School of Brown University

Ivan Miller, Ph.D., Butler Hospital & Brown Medical School

Lauren Weinstock, Ph.D., Brown University

Earn 1.5 continuing education credits

Chiwawa (501), Level 5

Symposium 25

Breaking Ground: Interpersonal Emotion Regulation in Personality Disorders

FRIDAY

CHAIRS:

Katherine Dixon-Gordon, Ph.D., University of Massachusetts, Amherst
Skye Fitzpatrick, Ph.D., York University

DISCUSSANT:

Stefan Hofmann, Ph.D., University of Marburg, Germany

All level of familiarity with the material

Primary Category: Personality Disorders

Key Words: *Emotion Regulation, Personality Disorders, Social Relationships*

Examining the Relative Centrality of Intrapersonal versus Interpersonal Emotion Regulation Difficulties to Borderline Personality Disorder Pathology

Kim L. Gratz, Ph.D., University of Toledo
Clarissa Ong, Ph.D., University of Toledo
Matthew Tull, Ph.D., University of Toledo

A Direct Examination of Interpersonal Emotion Regulation Partners Across Personality Pathology

Kristen P. Howard, Ph.D., Milwaukee VA Medical Center/Medical College of Wisconsin
Jennifer S. Cheavens, Ph.D., The Ohio State University

Characterizing Interpersonal Emotion Regulation Across Personality Pathology

Jennifer S. Cheavens, Ph.D., The Ohio State University
Kristen P. Howard, Ph.D., Milwaukee VA Medical Center/Medical College of Wisconsin

12:30 PM – 1:30 PM

Earn 1 continuing education credit

Nooksack (602), Level 6

Symposium 27

Suicide Risk in Sexual Minorities: Integrating Minority Stress and Contemporary Suicide Models to Illuminate Relevant Processes

CHAIR:

Andrew Kurtz, B.A., University of Toledo

DISCUSSANT:

Ethan Mereish, Ph.D., University of Maryland

All level of familiarity with the material

Primary Category: LGBTQ+

Key Words: *LGBTQ+, Suicide, Mediation / Mediators*

Minority Stress and Suicide Risk: Evaluating the Influence of Negative Self-evaluations and Suicidal Desire

Andrew Kurtz, B.A., University of Toledo

Kim L. Gratz, Ph.D., University of Toledo

Matthew Tull, Ph.D., University of Toledo

Associations Between Intersectional Minority Stress, Outness, and Suicidality Among a National Sample of Sexual Minority Adolescents of Color

Tara R. Sullivan, B.A., University of Maryland- College Park

Ethan Mereish, Ph.D., University of Maryland

Juan Cabrera, Psy.D., M.S., Brown School, Washington University in St. Louis

Jeremy Goldbach, Ph.D., LMSW, Brown School, Washington University in St. Louis

From Homophobic Microaggressions to Suicidal Ideation: The Mediating Role of Perceived Burdensomeness in Minority Stress

Nikhila S. Udupa, B.A., Florida State University

Min Jeon, M.S., Florida State University

Morgan Robison, M.A., Florida State University

Miracle Potter, B.S., Florida State University

Lee Robertson, B.A., Florida State University

Thomas E. Joiner, Ph.D., Florida State University

Internalized Distress Fully Mediates the Relationship Between Exposure to Minority Stressors and Suicidal Thoughts and Behaviors in Sexual Minority Adults

Tyler B. Rice, B.S., Florida State University

Marie Campione, B.A., Florida State University

Lee Robertson, B.A., Florida State University

Thomas Joiner, Ph.D., Florida State University

Min Jeon, M.S., Florida State University

Nikhila S. Udupa, B.A., Florida State University

Earn 1.5 continuing education credits

Skagit (603), Level 6

Symposium 28

From Surviving to Thriving: Overcoming Trauma and Minority Stress in Queer Communities

CHAIRS:

Donovan Edward, B.S., VA Palo Alto Health Care System

Vaughan Hooper, M.S., National Center for PTSD

DISCUSSANT:

Adam Gonzalez, Ph.D., Stony Brook University

Moderate to Advanced level of familiarity with the material

Primary Category: LGBTQ+

Key Words: *Trauma, LGBTQ+, Treatment Development*

Mapping Rainbow Road: A Scoping Review of PTSD and Minority Stress Interventions for Sexual and Gender Minority Adults

Eve A. Rosenfeld, Ph.D., National Center for PTSD

Nadia Malek, Ph.D., National Center for PTSD

Alex Cudd, B.A., Georgia Southern University

Vaughan Hooper, M.S., National Center for PTSD

Donovan Edward, B.S., VA Palo Alto Health Care System

Laura Ong, B.A., National Center for PTSD

Alexis Ceja, B.A., University of California San Francisco

Cindy J. Chang, Psy.D., VA San Diego/University of California San Diego

Kelly Harper, Ph.D., National Center for PTSD

Cara Herbitter, PhD, VA Boston Healthcare System

Elizabeth N. Savarese, M.S., Boston VA Healthcare System

Biopsychosocial Contributions of Discrimination on Adaptation to Traumatic Stress Among Transgender Adults

Danielle Berke, Ph.D., Hunter College, City University of New York

Madalyn M. Liautaud, B.A., The Graduate Center, The City University of New York

Ramnik Dhingra, B.S., Hunter College of the City University of New York

Mental Healthcare Needs and Experiences of LGBTQ+/people of Color: A Scoping Review and Training Resource

Laura Jans, M.A., Stony Brook University

Sakura Ito, B.S., Stony Brook University

Eve A. Rosenfeld, Ph.D., National Center for PTSD

Adam Gonzalez, Ph.D., Stony Brook University

Dina Vivian, Ph.D., Stony Brook University, L. Krasner Psychological Center

Exploring the Intersections of Minority Stress, Substance Use, and Traumatic Stress Exposure and Symptoms Among Sexual and Gender Minority (SGM) People

Alexis Ceja, B.A., University of California San Francisco

Annesa Flentje, Ph.D., University of California San Francisco

James Dilley, M.D., University of California San Francisco

Nadra E. Lisha, Ph.D., University of California, San Francisco

Marylene Cloitre, Ph.D., National Center for PTSD

Tiffany Arttime, Ph.D., Pacific Lutheran University

Martha Shumway, Ph.D., University of California, San Francisco

Leslie Einhorn, B.A., CASA (Children's After School Arts)

Donovan Edward, B.S., VA Palo Alto Health Care System

Laura Ong, B.A., National Center for PTSD

Micah Lubensky, Ph.D., University of California San Francisco

Zubin Dastur, M.P.H., M.S., Stanford University

Juno Obedin-Maliver, M.D., MAS, MPH, Stanford University

Mitchell Lunn, M.D., MAS, Stanford University

Minority Stress as a Mechanism in Change in Posttraumatic Stress Disorder Symptom Severity Among LGBQ+ Men

Kelly Harper, Ph.D., National Center for PTSD

Amy Ellis, Ph.D., Nova Scotia University

Nicholas Livingstong, Ph.D., National Center for PTSD

Vanessa Simiola, Psy.D., Yale School of Medicine

Joan Cook, Ph.D., Yale School of Medicine, Department of Psychiatry

Earn 1.5 continuing education credits

Skykomish (604), Level 6

Symposium 29

FRIDAY

Using Real-time, Objective, and Performance-based Methods to Advance Understanding of Interpersonal Risk Factors for Suicidal Thoughts and Behaviors

CHAIR:

Olivia H. Pollak, M.A., University of North Carolina at Chapel Hill

DISCUSSANT:

Richard Liu, Ph.D., Massachusetts General Hospital, Harvard Medical School

Basic to Moderate level of familiarity with the material

Primary Category: Suicide and Self-Injury

Key Words: *Suicide, Social Relationships, Risk / Vulnerability Factors*

Cognitive Inflexibility and Suicidal Ideation Among Adolescents Following Hospitalization: The Moderating Role of Life Stress

Shayna Cheek, Ph.D., Duke University

Eva Kuzyk, B.S., Massachusetts General Hospital

David Goldston, Ph.D., Duke University

Richard Liu, Ph.D., Massachusetts General Hospital, Harvard Medical School

Social Problem-solving and Suicidal Behavior in Adolescent Girls: A Prospective Examination of Proximal and Distal Social Stress-related Risk Factors

Olivia H. Pollak, M.A., University of North Carolina at Chapel Hill

Shayna Cheek, Ph.D., Duke University

Karen Rudolph, Ph.D., University of Illinois at Urbana-Champaign

Paul Hastings, Ph.D., University of California, Davis

Matthew K. Nock, Ph.D., Harvard University

Mitchell Prinstein, Ph.D., University of North Carolina at Chapel Hill

Bidirectional Associations Between Interpersonal Conflict, Perceived Burdensomeness, and Suicidal Ideation: An EMA Study of Stress Exposure and Generation

Adam G. Horwitz, Ph.D., University of Michigan

Nadia Al-Dajani, Ph.D., Miami University

Ewa Cysz, Ph.D., University of Michigan

An Intensive Longitudinal Analysis of Social Connectedness and Suicidal Thoughts

Taylor McGuire, B.S., Harvard University

Adam Bear, Ph.D., Harvard University

Adam Haim, Ph.D., National Institute of Mental Health

Lia E. Follet, M.A., Harvard University

Rebecca Fortgang, Ph.D., Harvard University

Flynn Kelly, B.A., Harvard University

Evan Kleiman, Ph.D., Rutgers University

Alexander Millner, Ph.D., Harvard University

Onyinyechi I. Obi-Obasi, B.A., Harvard University

J.P. Onnela, Ph.D., Harvard T.H. Chan School of Public Health

Narise Ramlal, B.A., Harvard University

Jordan Smoller, M.D., ScD, Harvard Medical School/Massachusetts General Hospital

Tida Tamedou, B.A., Harvard University

Kelly Zuromski, Ph.D., Harvard University

Matthew K. Nock, Ph.D., Harvard University

Kate H. Bentley, Ph.D., Massachusetts General Hospital

Suzanne A. Bird, M.D., Massachusetts General Hospital

Ralph Buonopane, Ph.D., Franciscan Children's Hospital

Alexis Christie, B.A., Harvard University

Merryn Daniel, B.S., Harvard University

Interpersonal Risk Factors for Suicidal Ideation Among Psychiatrically-hospitalized Adolescents with Psychosis-spectrum Conditions

Elizabeth Thompson, Ph.D., Rhode Island Hospital/Alpert Medical School of Brown University

Sarah Thomas, Ph.D., Alpert Medical School of Brown University

Jacqueline Nesi, Ph.D., Rhode Island Hospital/Alpert Medical School of Brown University

Jennifer Wolff, Ph.D., Alpert Medical School of Brown University

Earn 1.5 continuing education credits

Clallum (701), Level 7

Symposium 30

Unraveling the Differential Effects of Couple Relationship Education on Underserved Populations: Leveraging Novel Analytic Approaches

CHAIR:

Yunying Le, Ph.D., University of Denver

DISCUSSANT:

Brian D. Doss, Ph.D., University of Miami

Basic to Moderate level of familiarity with the material

Primary Category: Couples / Close Relationships

Key Words: *Couples / Close Relationships, Underserved Populations, Randomized Controlled Trial*

Trajectories of Relationship Satisfaction Among Rural Black Couples After Relationship Intervention

Danielle Weber, Ph.D., University of Georgia

Justin Lavner, Ph.D., University of Georgia

Steven Beach, Ph.D., University of Georgia

Dissatisfied Couples Do Not Benefit from Couple Relationship Education: An Analysis of the PACT Program

Hannah C. Williamson, Ph.D., The University of Texas at Austin

Po-Heng Chen, M.A., The University of Texas at Austin

Profiles of Low-income Help-seeking Couples and Implications for Intervention Gains: A Person-centered Approach

Yunying Le, Ph.D., University of Denver

Mengya Xia, Ph.D., The University of Alabama

McKenzie K. Roddy, Ph.D., Vanderbilt University Medical Center

S. Gabe Hatch, Ph.D.

Brian D. Doss, Ph.D., University of Miami

Making Relationship Education Shiny: A Recommendation Algorithm for Varying Levels of Coaching

S. Gabe Hatch, Ph.D.

Brian D. Doss, Ph.D., University of Miami

Earn 1.5 continuing education credits

Sol Duc (708), Level 7

Symposium 31

FRIDAY

The Application of Pragmatic Methods to Develop, Tailor, and Adapt Implementation Strategies

CHAIR:

Kelsey S. Dickson, Ph.D., San Diego State University

DISCUSSANT:

Shannon Dorsey, Ph.D., University of Washington

Basic to Moderate level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Implementation, Evidence-Based Practice, Methods*

Applying Cognitive Walkthrough for Implementation Strategies to Inform the Redesign of an Implementation Toolkit for Use in Schools

Kelsey S. Dickson, Ph.D., San Diego State University

Olivia Michael, B.S., University of Washington

Amy Drahota, Ph.D., Michigan State University

Aksheya Shridhar, M.A., Michigan State University

Jessica Tschida, M.A., Michigan State University

Jill Locke, Ph.D., University of Washington School of Medicine

Brainwriting Premortem: A Community Engaged Qualitative Approach to Co-create COVID-19 Testing Strategies for Underserved Communities

Nicole A. Stadnick, M.P.H., Ph.D., University of California San Diego

Kelli Cain, M.S., University of California San Diego

Lawrence Ayers, B.A., University of California, San Diego

Angel Lomeli, B.A., University of California San Diego

Arleth Escoto, B.A., University of California San Diego

Maria Linda Buroola, M.S., University of California San Diego

Stephenie Tinoco Calvillo, B.A., University of California San Diego

Breanna Reyes, B.A., University of California San Diego

Linda Salgin, MPH, San Ysidro Health

Robert Tukey, Ph.D., University of California San Diego

Louise Laurent, M.D., University of California San Diego

Borsika Rabin, Ph.D., PharmD, MPH, University of California San Diego

Supporting Universal Prevention Programs in Schools: Centering School Leaders' Expertise to Evaluate Usability of a Leadership-focused Implementation Strategy

Vaughan K. Collins, MSW, University of Washington School of Medicine

Cathy Corbin, Ph.D., University of Washington School of Medicine

Mark Ehrhart, Ph.D., University of Central Florida

Jill Locke, Ph.D., University of Washington School of Medicine

Aaron Lyon, Ph.D., University of Washington

Expanding TEAMS Leadership Institute to Train Community Mental Health and Education Leaders in Selecting and Implementing Evidence-based Practices for Autism

Yesenia Mejia, Ph.D., University of California San Diego

Aubyn Stahmer, Ph.D., University of California, Davis

Cynde Katherine Josol, Ph.D., University of California, Davis

Patricia Schetter, MA, BCBA, University of California Davis MIND Institute

Lauren Brookman-Fraee, Ph.D., University of California, San Diego

Earn 1.5 continuing education credits

Chelais (305), Level 3

Panel Discussion 8

Engaging Autistic People as Full Research Partners: Evolutions in Community-based Participatory Research Strategies

MODERATORS:

Allison Ratto, Ph.D., Children's National Hospital
Brenna Maddox, Ph.D., University of North Carolina at Chapel Hill

PANELISTS:

Elodie Carel, B.S., B.A., Children's National Hospital
Dena Gassner, MSW, Towson University
Anne Kirby, Ph.D., University of Utah
Zack Siddeek, MSW, The Arc of King County

Primary Category: Autism Spectrum and Developmental Disorders

Key Words: *Autism Spectrum Disorders, Stakeholder Relevant, Dissemination*

Approximately 25% of adults in the US have a disability. However, people with disabilities are underrepresented in the field of psychology. Some estimates are that people with disabilities represent as few as 2% of faculty appointments at APA-accredited programs, contributing to a potential lack of disabled representation on research teams. Community Based Participatory Research (CBPR) is an approach that has been increasingly used by autism researchers to enable disabled representation. In autism research, CBPR aims to create equitable partnerships between researchers and community members to incorporate autistic perspectives in every stage of the research process. This includes representation of disabled researchers as well as disabled community members. Our panelists include both autistic and non-autistic researchers, as well as autistic community members, who will discuss their experiences in collaborative research teams. The panel will begin by discussing their experiences creating and maintaining successful research partnerships between autistic and non-autistic researchers and community members. Panelists will highlight a range of strategies for supporting effective communication and collaboration, including considerations of accessibility needs (e.g., plain language materials), representation of diversity within the community, equitable and accessible (i.e., timely) compen-

sation for community members that considers government benefits, approaches to collaborative decision-making processes, meaningful inclusion of disabled research partners, and opportunities for authorship and conference representation. The panel will present examples of how CBPR strategies have led to improvements in research processes and products, such as consent forms, measurement tools, educational programs, and a plain language translation of a published manuscript. Additionally, the panel will discuss the limitations of CBPR in addressing under-representation of autistic voices in research and innovative strategies for training, funding, and promoting autistic researchers. Finally, the panel will consider future directions for the inclusion of autistic researchers to improve clinical research.

12:30 p.m. – 2:00 p.m.

Earn 1.5 continuing education credits

Chelan (401), Level 4

Panel Discussion 9

When Cognitive Behavioral Therapy Is Insufficient for Eating or Body Image Concerns: Considerations for Minoritized Patients and Those with Comorbidities

MODERATOR:

Luis E. Sandoval-Araujo, B.A., University of Louisville

PANELISTS:

Carolyn B. Becker, Ph.D., Trinity University

Cheri Levinson, Ph.D., University of Louisville

Eva M. Trujillo, M.D., Other, Comenzar de Nuevo
/ Tecnológico de Monterrey School of Medicine and
Health Sciences

Tiffany A. Brown, Ph.D., Auburn University

Marisol Perez, Ph.D., Arizona State University

Primary Category: Eating Disorders

Key Words: *Eating, Body Image, CBT*

Eating disorders are lethal psychiatric illnesses with high rates of impairment and comorbidities. Eating disorders and body image concerns are extremely difficult to treat, with low rates of treatment response and high rates of relapse for those that do respond to treatment. For instance, only about 50% of individuals respond to enhanced cognitive behavioral therapy (CBT-E), the first-line treatment for eating disorders. However, as most individuals presenting for such issues present with comorbid conditions (e.g., anxiety, depression: rates estimated up to 95%), CBT and other evidence-based treatments are often unable to address the complexity of such cases. Furthermore, individuals of various minoritized identities (e.g., race, ethnicity, gender, sexual orientation, weight status) are at an increased risk of developing eating and body image issues, and existing evidence-based treatments have not been developed with these populations in mind. As such, CBT often needs to be modified to meet the demands of patients with comorbidities and holding minority identities. Panelists were chosen to discuss existing gaps in the use of CBT for eating and body image concerns and present on their ongoing efforts and projects to modify CBT to better serve a broader range of populations. First, discussions will focus on why existing first-line treatments do not work for a wide range of individuals. Next, panelists will present recent projects and case studies focused on modifying treatments to better target comorbid conditions and concerns related to minoritized identities. Additionally, we will discuss future considerations in addressing treatment gaps for diverse populations and provide suggestions for maximizing treatment effectiveness. Finally, the panel will conclude with discussion and questions from the audience.

Earn 1.5 continuing education credits

Cowlitz (502), Level 5

Panel Discussion 26

The Joy of Sex: Leveraging Behavioral and Cognitive Strategies to Support Sexual Wellbeing Across Populations of Women, Pregnant Persons, and Gender Diverse Individuals

FRIDAY

MODERATOR:

Amelia Stanton, Ph.D., Boston University

PANELISTS:

Amelia Stanton, Ph.D., Boston University

Sannisha Dale, Ph.D., University of Miami

Bridget Freihart, M.A., MSW, The University of Texas at Austin

Tiffany R. Glynn, Ph.D., Massachusetts General Hospital/Brigham and Women's Hospital/Harvard Medical School

Martin Seehuus, Ph.D., Middlebury College

Kyle R. Stephenson, Ph.D., Xavier University

Primary Category: Health Psychology / Behavioral Medicine - Adult

Key Words: *Health Psychology, Sexuality, Women's Health*

Sexual health is not only the absence of disease or impairment; it is also a state of emotional, mental, and social wellbeing. However, sexual health-oriented cognitive behavioral interventions typically focus narrowly on disease or impairment, with engagement in HIV/STI prevention or treatment and/or risk assessment as common treatment targets, and often ignore the more positive aspects of sexuality, including desire, arousal, and satisfaction. Though HIV/STI prevention and treatment are important aspects of sexual health, the relative lack of attention to other key elements is a significant disservice to patients. Interventions that integrate evidence-based cognitive behavioral strategies to

improve sexual function, pleasure, or agency, especially for diverse and minoritized populations, are sorely needed, as is training to support their execution. Panelists were chosen for their different roles and levels of involvement with cognitive behavioral intervention development projects that address sexual wellbeing from a holistic perspective among diverse populations of women (e.g., Black women, transwomen), couples, and pregnant persons. Panelists also represent different levels of seniority across multiple institutions (i.e., senior principal investigators, junior investigators, graduate students). Initial discussions will focus on defining sexual wellbeing and identifying relevant constructs that are similar across groups and distinct by population. Next, panelists will describe specific, evidence-based cognitive, behavioral, and physiological strategies that improve different aspects of sexual health and may be leveraged in interventions for different groups. Panelists directly involved in intervention delivery, both in clinical practice and in research, will describe the ways in which these strategies have been integrated into treatment programs and tested across modalities (e.g., in person, individual, group-based, web-based). Finally, panelists will discuss the challenges that they have faced (e.g., related to funding, prioritization, training) when conducting research and providing clinical services that sit at the intersection of sexual and mental health and embrace a holistic view of sexual wellness.

Earn 1.5 continuing education credits

Tahuya (508), Level 5

Panel Discussion 10

Dismantling Mental Health Stigma Among Clinical Psychologists: How We Are Part of the Problem, and What We Can Do to Address It

FRIDAY

MODERATORS:

Maya Nauphal, M.A., Boston University Center for Anxiety and Related Disorders

Andrew Devendorf, M.A., University of South Florida

PANELISTS:

Sarah E. Victor, Ph.D., Texas Tech University

Jessica Schleider, Ph.D., Stony Brook University

Michaela Swee, Ph.D., Harvard Medical School

Cassandra L. Boness, Ph.D., University of New Mexico

Stephen McCutcheon, Ph.D., VA Puget Sound Health Care System

Primary Category: Professional / Interprofessional Issues

Key Words: *Stigma, Professional Issues, Education and Training*

Stigma faced by people with psychopathology negatively impacts their sense of self, symptom severity, health care, and access to legal rights and privileges. Although clinical psychologists are uniquely positioned to combat mental health stigma – given their intersecting roles as clinicians, researchers, educators, advocates, and in many cases, recipients of mental health services – the field has rarely reflected on how psychologists, themselves, may perpetuate stigma. Both survey and experimental research show that psychologists hold similar negative stereotypes and prejudices toward people with psychopathology as non-psychologists. Within the field, psychologists with lived experience of psychopathology may be at risk of prejudice and discrimination for disclosing their experiences, and how it may relate to their work. As a result, clinical psychology may be inadvertently silencing the voices of psychologists with psychopathology—who can leverage their lived experiences to make key advancements in developing and refining cognitive-behavioral therapies.

This panel will highlight how addressing mental health stigma is essential to conducting rigorous, relevant research; developing and disseminating effective interventions; and creating inclusive paths for providers with lived experience to thrive in our field. Specifically, we will explore how stigma manifests among psychologists across different contexts (e.g., clinical care, research, supervision) and training levels. We will discuss how stigma among psychologists – including towards psychologists with psychopathology – ultimately harms the missions of clinical psychology to understand, treat, and de-stigmatize mental health difficulties. Panelists span diverse backgrounds, research areas, clinical interests, and current professional roles (e.g., graduate student, staff psychologist, faculty, Director of Clinical Training), while sharing a commitment to reducing stigma towards psychopathology. Panelists will draw upon their research, clinical practice, advocacy, and lived experiences to identify actionable strategies that can address mental illness stigma in the clinic, the lab, the classroom, and the community.

12:30 p.m. – 2:00 p.m.

Earn 1.5 continuing education credits

Wilipa (512), Level 5

Panel Discussion 11

Is CBT Less Effective or Inappropriate for Non-white Clients? Research and Real-World Clinical Perspectives

MODERATOR:

Daniel L. Hoffman, ABPP, Ph.D., Northwell Health
Zucker Hillside Hospital

PANELISTS:

Kevin Chapman, Ph.D., The Kentucky Center for
Anxiety and Related Disorders (KY-CARDS)
Camilo Ortiz, Ph.D., Long Island University -Post
Angela Neal-Barnett, Ph.D., Kent State University
Melanie Harned, ABPP, Ph.D., VA Puget Sound Health
Care System & University of Washington
Yukie Kurumiya, Ph.D., Other, The Chicago School of
Professional Psychology
Maria C. Alba, Psy.D., Montefiore Medical Center

Primary Category: Culture / Ethnicity / Race

Key Words: *Ethnicity, Race, Psychotherapy Outcome*

CBT is an umbrella term that encompasses many evidence-based strategies that have been shown to be efficacious in research and effective across real-world settings. A central tenet of CBT is implementation flexibly within fidelity (Kendall, 2008), which includes cultural and contextual adaptations. It also involves testing interventions developed in one culture to determine applicability and utility in another (Hofmann, 2006). Nuances of ethnicity, race, and culture are ideally incorporated into a case conceptualization of patients' learning histories and development of belief systems.

Recently, some in the public and academic circles claim that CBT lacks applicability to racial/ethnic minority groups. CBT has been called a colonization, oppression, and a gaslighting tool that undermines and invalidates racial/ethnic perspectives.

This panel brings together researchers and clinicians of diverse backgrounds, who work with multicultural populations, experiencing a wide range of mental health concerns. We demonstrate the inherent flexibility and adaptability of CBT with diverse populations within the United States and across the globe, delivered in a culturally and contextually sensitive manner. Populations discussed include foreign, domestic, and immigrant Asian, Latino/a, Black/African American, and people from other backgrounds.

Effectiveness of CBT in real-world clinical experiences across clinical settings and research findings for modalities such as ABA, ACT, CBT, DBT, TF-CBT, Behavioral Parent Training, and Family Based Therapy, are reviewed. We discuss potential circumstances for cultural and contextual adaptation, and the impact this has on actual CBT models. We summarize factors including outcomes, retention, and culturally adapted vs. unadapted implementation. Incorporating culture into case conceptualization and individualized treatment are considered. Cultural variations in values and socially acceptable behaviors and strengths-based approaches are discussed. We address provision of behavioral and mental health care in the context of disparities in access to, and knowledge of, resources. The impact of having multiple identities is examined. Practical advice for front line clinicians is discussed.

Earn 1.5 continuing education credits

Columbia C, Level 3

Mini Workshop 5

Culturally-attuned Behavioral Activation with Clients in the Second Half of Life

Ann M. Steffen, ABPP, Ph.D., University of Missouri

Basic to Moderate level of familiarity with the material

Primary Category: Positive Psychology

Key Words: *Behavioral Activation, Culture, Transdiagnostic*

Many behavioral health providers treat middle-aged and older adults. Improving session effectiveness and outcomes requires viewing age as a facet of diversity that intersects with other identities, calling for both humility and the application of culturally-responsive change strategies. Long considered an important treatment for depression, behavioral activation (BA) is a robust and transdiagnostic change process. Because reinforcement-based deficits are evident across disorders, BA is an evidence-based means of targeting reward systems and avoidance (e.g., in PTSD, anxiety, disordered eating and substance use disorders) with culturally diverse individuals including those from historically marginalized communities. Culturally-attuned BA combines activation with an intentional focus on values and meaning, and can be implemented by providers across levels of professional training. This mini-workshop highlights the common difficulties in applying BA with culturally diverse individuals in the second half of life, and gives examples of potential solutions to help clients cultivate joy amidst very real life challenges.

Outline:

1. Overcoming Ageism
 - A. Aging as a Facet of Diversity
 - B. Impact of Ageism on Delivery of CBT
 - C. Core Strategies for Culturally-Responsive CBT with Older Adults
2. Behavioral Activation
 - A. Overview of BA as transdiagnostic process
 - B. Features of Culturally Attuned BA
 - C. Culturally responsive within-session modifications with aging clients

3. Professional Development Resources

At the end of this session, the learner will be able to:

- Describe the rationale for behavioral activation as a transdiagnostic change process.
- Explain the culturally-responsive features of behavioral activation.
- Identify within-session strategies to improve effectiveness of BA with middle-aged and older adults.
- Long-term Goals: Increase utilization of best practices for culturally-attuned behavioral activation with middle-aged and older adults, as reflected by self-reported scores on the Rating Scale for CBT with Older Adults (ROOTS)
- Long-term Goals: Engage in a professional development plan for continued enhancement of knowledge and skills for applying CBT with culturally diverse middle-aged and older adults.

Recommended Readings: Steffen, A. M., Thompson, L. W. & Gallagher-Thompson, D. (2021) Chapter 8: Skills for Doing: Values-Based Living and Solving Problems, in *Treating Later-Life Depression: A Cognitive-Behavior Therapy Approach, Clinician Guide. Treatments That Work Series*, Oxford University Press. Fernández-Rodríguez, C., Coto-Lesmes, R., Martínez-Loredo, V., González-Fernández, S., & Cuesta, M. (2023). Is activation the active ingredient of transdiagnostic therapies? A randomized clinical trial of behavioral activation, acceptance and commitment therapy, and transdiagnostic cognitive-behavioral therapy for emotional disorders. *Behavior Modification*, 47(1), 3-45. Lehmann, D. C., & Bördlein, C. (2020). A systematic review of culturally adapted behavioral activation treatments for depression. *Research on Social Work Practice*, 30(6), 688-702.

Earn 1.5 continuing education credits

Columbia D, Level 3

Mini Workshop 6

DBT Skills for Everyday Living

Shireen L. Rizvi, ABPP, Ph.D., Rutgers University
Jesse Finkelstein, Psy.D., Columbia University Medical Center

All level of familiarity with the material

Primary Category: Treatment - Other

Key Words: *DBT (Dialectical Behavior Therapy), Stress, Emotion Regulation*

Although originally developed for suicidal and self-injuring individuals with borderline personality disorder (BPD), Dialectical Behavior Therapy (DBT) skills have been studied and used with a multitude of clinical presentations. Aspects of DBT have also been incorporated into schools, the workforce, and pop culture, indicating its popularity in non-clinical settings as well. The overarching goal of DBT is to develop “a life worth living.” This goal is often quite relevant to non-suicidal individuals as well. The dialectical principles that inform striving toward a synthesis of acceptance and change can be translated to our approach to problems of everyday living – for clients and ourselves. In this mini-workshop, the presenters will describe and demonstrate user-friendly ways of teaching DBT skills for everyday problems in living. Strategies for teaching DBT skills for a range of psychological problems and severity will be taught and demonstrated. Skills decision flowcharts will be shared that can help the individual determine what skill to use in what situation. The presenters have combined experiences in teaching DBT skills to a variety of populations and in developing popular resources for their dissemination. Experiential exercises and case examples will be utilized to bring the principles to life. This workshop is designed for anyone interested in learning more about how DBT skills can be applied to everyday problems.

At the end of this session, the learner will be able to:

- Utilize a skills flowchart to determine the most effective skill to use in various situations.
- Describe four options to approaching any problem.
- Identify the difference between skills for short-term relief and skills for problem solving.

Recommended Readings: Linehan, M.M. (2014). *DBT Skills Manual* (2nd Ed.). New York: Guilford Press. Valentine, S. E., Bankoff, S. M., Poulin, R. M., Reidler, E. B., &

Pantalone, D. W. (2015). The use of dialectical behavior therapy skills training as stand-alone treatment: A systematic review of the treatment outcome literature. *Journal of clinical psychology*, 71(1), 1-20.

Rizvi, S. L., Finkelstein, J., Wachta-Montes, A., Yeager, A. L., Ruork, A. K., Yin, Q., ... & Kleiman, E. M. (2022). Randomized clinical trial of a brief, scalable intervention for mental health sequelae in college students during the COVID-19 pandemic. *Behaviour Research and Therapy*, 149, 104015.

12:30 p.m. – 1:30 p.m.

Earn 1 continuing education credit

Hoh (601), Level 6

Research and Professional Development 3

Promoting Access to Clinical Psychology Training: A Model for Demystifying the Phd Admissions Process

PANELISTS:

Savannah Roberts, M.A., University of Pittsburgh
 Rowan A. Hunt, M.S., University of Louisville
 Melissa J. Dreier, B.A., Rutgers University
 Erin E. Reilly, Ph.D., University of California San Francisco

Basic level of familiarity with the material

Primary Category: Student Issues

Key Words: *Student Issues, Career Development, Dissemination*

More students apply to PhD programs in Clinical Psychology than any other psychology subfield, yet acceptances are among the lowest (~12%; as low as <1% among the most competitive). To gain admission, undergraduates are encouraged to obtain post-baccalaureate research positions, gain academic writing experience, and present work at (inter) national research conferences. Such opportunities are hard to come by, with the number of undergraduates overwhelming the positions available. Further, such expectations are often only shared with students who are already connected to research mentors who help post-baccalaureates apply to PhD programs on an annual basis, thus perpetuating a cycle of inequity in educational access across diverse groups. For most students interested in Clinical Psychology, the hidden admissions curriculum represents a major barrier to en-

try. Thus, there is a critical need for innovative, effective approaches to disrupt existing systemic challenges in this process. This 60-minute, hands-on professional development panel will provide attendees with a novel model for demystifying the PhD admissions process to undergraduate and post-baccalaureate audiences. Panelists will provide data and methodologies from a recently-piloted, free mentorship program offered to Clinical Psychology PhD applicants (N = 93) (available at www.psychphdeat.com). Although nearly 100 applicants enrolled in the program, materials were accessed by thousands. Program content had a 93.5% satisfaction rating and 100% would recommend it to others. Pillars of the program included: 1) monthly online meetings to walk applicants through the application process; 2) feedback on application materials from PhD students/faculty; and 3) office-hours for providing 1:1 support. This professional development panel will be useful for those passionate about mentorship, who interface with undergraduate and post-baccalaureate psychology students, or are otherwise involved in the PhD admissions process. Following the presentation, attendees will generate innovative ideas for how individuals across positions, subfields, and varying degrees of student contact can make tangible progress toward diversity and inclusion in doctoral psychology programs.

At the end of this session, the learner will be able to:

- Identify at least one method for helping psychology undergraduates and post-baccalaureates prepare for PhD applications, particularly in Clinical Psychology.
- Describe three elements of Clinical Psychology PhD applications that make applicants more competitive.
- Break down the Clinical Psychology PhD admissions process into 8 digestible, monthly increments occurring annually from July – February.

Recommended Readings: Buchanan, N. T., & Wiklund, L. O. (2020). Why clinical science must change or die: Integrating intersectionality and social justice. *Women & Therapy*, 43(3-4), 309-329. Stewart, C. E., Lee, S. Y., Hogstrom, A., & Williams, M. (2017). Diversify and conquer: A call to promote minority representation in clinical psychology. *The Behavior Therapist*, 40(3), 74-79. Vasquez, M. J., Lott, B., Garcia-Vázquez, E., Grant, S. K., Iwamasa, G. Y., Molina, L. E., ... & Vestal-Dowdy, E. (2006). Personal reflections: Barriers and strategies in increasing diversity in psychology. *American Psychologist*, 61(2), 157.

Earn 1.5 continuing education credits

Ashnola (301), Level 3

Clinical Round Table 4

The Role of Romantic Relationships in Understanding and Treating Substance Use Disorders: Couple-based Interventions in Context

FRIDAY

MODERATORS:

Emily A. Carrino, M.A., University of North Carolina at Chapel Hill

Louisa Kane, B.A., M.A., University of North Carolina at Chapel Hill

PANELISTS:

Donald H. Baucom, Ph.D., University of North Carolina at Chapel Hill

Julianne C. Flanagan, Ph.D., Medical University of South Carolina

Amber M. Jarnecke, Ph.D., Medical University of South Carolina

Jeremy Schumm, ABPP, Ph.D., Wright State University School of Professional Psychology

Primary Category: Addictive Behaviors

Key Words: *Addictive Behaviors, Couples / Close Relationships, Treatment Development*

Substance use disorder (SUD) is a common and costly public health concern. Research demonstrates that substance use impacts and is impacted by close relationships. Healthy, supportive relationships can serve as both a broad, reinforcing environment for recovery, and partners can directly influence substance use behaviors by using themselves or engaging in maladaptive relationship behaviors. Treatment approaches that bring committed partners into treatment show efficacy for decreasing substance use and improving relationship functioning. Despite empirical support, couples-based approaches are underutilized in the mainstream SUD treatment landscape.

This clinical roundtable brings together experts in both SUD and couple-based intervention research and practice to discuss best practices for integrating committed partners into SUD treatment. Panelists will describe evidenced-based interventions that integrate partners into SUD treatment. Aligned with this year's conference theme, included in this discussion is how these treatments facilitate the cultivation of positive emotions. For example, by involving partners in the cultivation of shared, meaningful activities, the couple experiences opportunities for both interpersonal sources of reward and "built-in" sources of relapse prevention and maintenance of treatment gains.

In addition, panelists will identify gaps between research and the current SUD treatment landscape and consider barriers to dissemination and implementation of couples-based SUD interventions. The panel will discuss the utility of incorporating close relationships into treatment for marginalized and under-resourced couples who face disproportionately worse SUD treatment access and outcomes. Discussions will integrate multicultural approaches with cognitive behavioral and ecological frameworks underlying leading couples-based treatments for SUD. Finally, this panel will identify next steps for future research and dissemination efforts to improve the individual and relational well-being of adults with SUD, while also encouraging future collaborations between SUD and couple therapy researchers and clinicians.

12:30 p.m. – 2:00 p.m.

Clearwater (702), Level 7

Making It "work": A Student-led Discussion Regarding the Financial Aspects of Graduate School

Lillian Reuman, Ph.D., Stonehill College
Casey D. Calhoun, Ph.D., Department of Psychiatry, UNC Chapel Hill
Kristin L. Szuhany, Ph.D., NYU School of Medicine
Henry A. Willis, Ph.D., University of North Carolina at Chapel Hill

Primary Category: Professional/interprofessional issues

Key Words: *Professional development, Student issues, Financial health*

The decision to pursue graduate training is multifaceted, and many graduate students experience financial strain before, during, and after the process. This panel, sponsored by the ABCT Student Membership Committee, will provide students and trainees insight into making informed financial decisions related to all aspects of graduate training - ranging from inquiring about salary in research assistant jobs and considering cost

of living expenses based on geographical region to pursuing funding opportunities and identifying sources for summer stipends. Student panelists will first define key terms (e.g., stipend, tuition remission, direct costs) and distinguish between common funding sources (e.g., scholarships, grants, assistantships). Panelists will then address how financial considerations have informed their decisions regarding the application process (for graduate school, internship, etc.), interviewing, geography (and associated cost of living), housing, loan repayment, health benefits, and more. Student panelists will share their wisdom and “lessons learned.” Panelists will also discuss how financial considerations might shape graduate students’ chosen career paths. Questions and contributions from the audience will be encouraged.

This session does not offer continuing education credit (CE).

At the end of this session, the learner will be able to:

- Identify and discuss challenges related to the costs of graduate training (and associated applications, interviews, moves, conferences, etc.)
- Understand options/strategies for various funding mechanisms (e.g., grants, loans, awards)
- Anticipate - and identify next steps for - making balanced graduate-school-related decisions that factor in one’s priorities (personally and professionally), values, and budget

1:00 p.m. – 2:00 p.m.

Duwamish (306), Level 3



Research in Clinical Practice SIG

We will introduce officers, discuss plans for spending our dues, and solicit input from members about what activities they would like the SIG to be involved in.

1:00 p.m. – 2:00 p.m.

Duckabush (503), Level 5



Clinical Psychological Science SIG

We will review SIG business, collect dues, present awards, and introduce new officers. We will also plan submissions for next year’s convention, and allow time for networking among members.

1:15 p.m. – 2:45 p.m.

Calawah (304), Level 3



Addictive Behaviors SIG

Meeting Agenda:
Student Poster Competitions/networking
Budget Overview
Awards Presentation
Research Spotlight Presentation

1:30 p.m. – 3:00 p.m.

Satsop (407), Level 4



Asian American Issues in Behavior Therapy and Research SIG

Meeting Agenda:

We provide a welcoming professional space for those who identify as Asian, South Asian, Asian American and/or Pacific Islander and seek to connect with others of AAPI origins. We also welcome individuals who are interested in supporting, studying, and advocating for the mental health needs of AAPI populations. In this meeting we will process the mental health impact of the COVID pandemic on our AAPI communities. We will develop ideas on how to strengthen our SIG presence within the ABCT and provide support for our SIG members. We will also spend time discussing research collaboration opportunities.

Earn 2 continuing education credits

Queets (505), Level 5

Master Clinician Seminar 3

FRIDAY

ticket

Developing Effective Imagery in Exposure-based Therapies

Dean McKay, ABPP, Ph.D., Fordham University

Moderate level of familiarity with the material

Primary Category: Adult Anxiety

Key Words: *Exposure, Anxiety, Case Conceptualization / Formulation*

Evidence-based treatment for anxiety, trauma, and obsessive-compulsive disorders emphasize the inclusion of imagery to facilitate new emotional learning related to the avoided stimuli (Garner, Steinberg, & McKay, 2021; McKay & Ojserkis, 2015). This imagery-based approach to treatment is either accompanied by in vivo exposure, or as a stand-alone intervention when in vivo is not possible. There are several challenges clinicians must overcome in developing imagery. First, therapists must determine the nature of the content for imagery. Second, calibrating the imagery content to be tolerable must be formulated. Third, the clinician must engage in language evocative of the full range of sensory experiences, as well as culturally-informed content for the imagery. This requires clinicians to conceive of 'imagery' as more than a visualization-based experience. Examination of the empirical literature and clinical guides provide little specific information on how to systematically address each of these essential therapeutic components of imagery-based interventions. Research in linguistics provides additional guidance on methods of evoking potent images, including culturally-informed and sensitive approaches (Tye, 1991). Further complicating imagery based treatment is the recent emphasis on inhibitory learning (Craske et al., 2014), which shifts the focus to new learning rather than habituation. In the experience of the presenter, the formulation of imagery-based approaches is a frequent topic of professional consultation. This Master Clinician Seminar aims to provide clinicians with a structured model for developing imagery-based exposure to handle the aforementioned three challenges. The session will include audiotape illustrations and exercises for attendees to practice new skills.

Outline:

- Overview of imagery
- Integration of imagery with exposure procedures

- Assessing extent client can engage in imagery - Training the client in imagery (Group Practice Exercise #1) - Practicing imagery alone, with low emotional charge
- Pulling in all the sense for imagery (Group Practice Exercise #2)
- Creating conditions where imagery is compelling - Translational research applications
- Q & A

At the end of this session, the learner will be able to:

- Explain the utility of imagery as part of comprehensive exposure-based therapy, either in conjunction with in vivo intervention, or as a stand-alone method of anxiety reduction.
- Describe the methods of imagery development, relying on both the recent developments in inhibitory learning, and the existing research in linguistics.
- Develop evidence-based treatment programs for anxiety, trauma, and obsessive-compulsive disorders.
- Integrate inhibitory learning methods into imagery-based treatment.
- Determine methods for formulating culturally-informed imagery-based models of exposure treatment.

Recommended Readings: Craske, M.G., Treanor, M., Conway, C.C., Zbozniak, T., Vervliet, B. (2014). Maximizing exposure therapy: An inhibitory learning approach. *Behaviour Research and Therapy*, 58, 10-23. Garner, L., & Steinberg, E., McKay, D. (2021). Exposure therapy. In A. Wenzel (Ed.). *Handbook of Cognitive Behavioral Therapy* (pp. 275-312). Washington, DC: American Psychological Association Press. McKay, D., & Ojserkis, R. (2015). Exposure in experiential context: Imaginal and in vivo approaches. In N. Thoma & D. McKay (Eds.), *Working with Emotion in Cognitive Behavioral Therapy: Techniques for Clinical Practice* (pp. 83-104). New York, NY: Guilford. Stopa, L. (2021). *Imagery in cognitive-behavioral therapy*. New York: Guilford.

Earn 1.5 continuing education credits

Columbia A, Level 3

Invited Panel

Affirmative Care Across Domains: Advancing Behavioral Health Equity

FRIDAY

MODERATORS:

Donte Bernard, Ph.D., Assistant Professor, University of Missouri-Columbia

PANELISTS:

Ashleigh Coser, Ph.D, Health Service Psychologist, Cherokee Nation

Melissa L. Anderson, Ph.D., Psychologist and Clinical Researcher, UMass Chan Medical School

Alexander Wilkins, Ph.D., Assistant Professor of Psychiatry, Department of Psychiatry, UMass Chan Medical School

Isha W. Metzger, Ph.D., Assistant Professor, Georgia State University

Susan White, ABPP, Ph.D., Doddridge Saxon Chair in Clinical Psychology, The University of Alabama

John Pachankis, Ph.D., Susan Dwight Bliss Associate Professor of Public Health (Social and Behavioral Sciences), Yale School of Public Health

Primary Category: Mental Health Disparities

Across the lifespan, people from historically marginalized and minoritized communities experience barriers to behavioral health care access and inclusion. Care that affirms a person's identity and lived experience, and their dignity and value within society, can promote optimal outcomes and increase therapeutic engagement. This panel will discuss a range of challenges faced by historically marginalized populations in accessing quality mental health services, as well as service delivery approaches that help mitigate barriers that reduce service access. Panelists speak from diverse backgrounds and bring expertise across a range of domains and populations including the Deaf and Hard of Hearing community, Indigenous/ American Indian peoples, African Americans, the LGBTQ+ community, and those who identify as neurodiverse. We address issues of discrimination, generational trauma, and socialization and also how these factors intersect with mental

health and affirmative treatment thereof. Ashleigh Coser will be presenting on Affirmative Care for Native Populations. Melissa Anderson and Dr. Alexander Wilkins will be presenting on Affirmative Care for Deaf Populations. Isha Metzger will be presenting on Affirmative Care for Black Youth and Families. The negative consequences of interpersonal trauma take a disproportionate toll on Black youth due to the compounding stress of experiencing unique race related stressors both directly and vicariously. To increase their utility in responding to and treating trauma, cognitive and behavioral therapies should integrate and address cultural risk and protective factors that are likely to influence Black families' engagement in mental health treatment. This presentation will present research on barriers and facilitators to service utilization for Black families and describe a Learning Community for clinicians considering culture in mental health treatment for Black youth and families. Susan White will be presenting on Affirmative Care for Neurodiverse Youth. John Pachankis will be presenting on Affirmative Care for LGBTQ+ populations.

At the end of this session, the learner will be able to:

- Identify barriers to service access that are both shared (across underserved groups) and unique, and key principles of CBT that are affirming.
- Describe historical and current aspects of minoritized communities lived experience impacting access to care and be able to discuss strategies for optimizing engagement and clinical outcomes.
- Identify community engagement strategies to address barriers via intervention development efforts, and gain exposure to completed interventions and interventions currently in the works.

Earn 1.5 continuing education credits

Quinault, Level 5

Mini Workshop 7

Early Intervention for Distress Following Disaster: Skills for Life Adjustment and Resilience (SOLAR)

FRIDAY

Scott M. Pickett, Ph.D., Center for Translational Behavioral Science,
Department of Behavioral Sciences and Social Medicine, Florida State
University College of Medicine

Meaghan O'Donnell, Ph.D., Centre for Posttraumatic Mental Health,
Department of Psychiatry, University of Melbourne

Basic to Moderate level of familiarity with the material

Primary Category: Disaster Mental Health

Natural disasters affect millions of people worldwide every year and have significant mental health consequences, including anxiety, depression, substance use disorders, and stress disorders such as posttraumatic stress disorder (Norris, 2006; Acierio et al., 2007; Kessler et al., 2008). Individuals affected by disasters may also experience impairments in functioning and experience an increase in somatic symptom severity without meeting criteria for a psychiatric disorder (Pollack, Weiss, & Trung, 2016). Skills for Life Adjustment and Resilience (SOLAR) is an internationally developed psychosocial skills based, brief program that can be delivered by lay community members (i.e., called coaches) that targets the adjustment difficulties experienced by disaster and trauma survivors. The six modules of the SOLAR program, delivered in 5 brief sessions, include arousal/affect management, promotion of healthy lifestyle and sleep, worry/rumination management, emotional processing of trauma, promotion of healthy relationships, and values-based behavioral activation and engagement. In a pilot study involving 15 disaster survivors (i.e., brush fires), the SOLAR program was found to be safe, feasible and acceptable, with reductions in psychological distress (O'Donnell et al., 2018). In Tuvalu, a Pacific Small Island Developing State, the SOLAR program was delivered following disastrous flooding resulting from Tropical Cyclone Pam. The results demonstrated decreases in distress, functional impairment, and

PTSD symptoms compared to a wait-list control (Gibson et al., 2021). Most recently, the SOLAR program was delivered in a group format among German trauma survivors with similar positive improvements in insomnia symptoms, social support, quality of life, distress, and functional impairment (Lotzin et al., 2021).

In this workshop we will:

1. provide an overview of the SOLAR program, including the content of the modules and associated activities, and
2. cover the coach training and supervision procedures. We will present information about the development and testing of SOLAR, and present new data from ongoing randomized controlled trials.

At the end of this session, the learner will be able to:

- Describe the content of the 5 sessions in the SOLAR program.
- Identify the treatment targets of the six SOLAR program modules.
- Explain the key components for coach training and supervision.
- Discuss the initial feasibility and effectiveness of the SOLAR program.
- Long-term Goal: Be prepared to implement the SOLAR program in a community affected by a natural disaster with consultation and supervision with the presenters.

Recommended Readings: O'Donnell, M.L., Lau, W., Fredrickson, J., Bryant, R. A., Bisson, J., Burke, S., Busuttill, W., Coghlan, A., Creamer, M., Gray, D., Greenberg, N., McDermott, B., McFarlane, A. C., Monson, C., Phelps, A., Ruzek, J. I., Schnurr, P. P., Ugang, J., Watson, P., Whitton, S., Williams, R., Cowlishaw, S., & Forbes, D. (2020). An open label pilot study of a brief psychosocial intervention for disaster and trauma survivors. *Frontiers in Psychiatry*. doi.org/10.3389/fpsyt.2020.00483
 Gibson, K., Little, J., Cowlishaw, S., Toromon, T., Forbes, D., O'Donnell, M.L. (2021). Piloting a scalable, posttrauma, psychosocial intervention in Tuvalu: The Skills for Life Adjustment and Resilience (SOLAR) Program. *European Journal of Psychotraumatology*. 12 (1). <https://doi.org/10.1080/20008198.2021.1948253>
 Lotzin, A., Hinrichsen, I., Kennemich, L., Freyberg, R.-C., Lau, W., & O'Donnell, M. (2021). The SOLAR group program to promote recovery after disaster and trauma - A randomized controlled feasibility trial among Germany trauma survivors. *Psychological Trauma: Theory, Research, Practice, and Policy*.

2:00 p.m. – 3:30 p.m.

Methow (307), Level 3



Eating Disorders and Eating Behaviors (EDEB) SIG

Meeting Agenda:

We will begin with a review of SIG activities over the last year, followed by a presentation from the Graduate Student Research Award Winner, and then an invited research talk from a TBD member of the SIG.

Earn 1.5 continuing education credits

Ashnola (301), Level 3

Symposium 33

Quantitative and Qualitative Examination of the Unified Protocol for Adolescents: Implementation in Diverse Contexts

CHAIRS:

Marc Weintraub, Ph.D., University of California Los Angeles School of Medicine

Vanesa Mora Ringle, Ph.D., Lehigh University

DISCUSSANT:

Jill Ehrenreich-May, Ph.D., University of Miami

All level of familiarity with the material

Primary Category: Transdiagnostic

Key Words: *Adolescents, Multicultural Psychology, Treatment/ Program Design*

UP for Young Adults: Mixed Method Design on Feasibility and Acceptability of a Brief Version

Gina Dimitropoulos, Ph.D., University of Calgary

Paul Arnold, M.D., Ph.D., University of Calgary

Jill Ehrenreich-May, Ph.D., University of Miami

David Lindenbach, Ph.D., University of Calgary

Melissa Rowbotham, MEd, University of Calgary

Alida Anderson, BSc, University of Calgary

Madison Heintz, MSW, University of Calgary

Dan Devoe, Ph.D., Mount Royal University

Jennifer Thannhauser, Ph.D., University of Calgary

Debbie Bruckner, MSW, University of Calgary

Amanda Richardson, MSW, Alberta Health Services

Tom Mogan, MSW, Alberta Health Services
Scott Patten, M.D., Ph.D., University of Calgary
Andrew Szeto, Ph.D., University of Calgary

Provider Perception of the Acceptability, Appropriateness, and Feasibility of Implementing a Transdiagnostic Intervention in a Youth Partial Hospitalization Setting: A Mixed Methods Evaluation

Elizabeth Casline, M.S., Children's Hospital Colorado
Owen Zielinski, B.S., University of Colorado Anschutz School of Medicine
Kathleen I. Diaz, Ph.D., Children's Hospital Colorado
Lauren Henry, Ph.D., Children's Hospital Colorado
Katharine Reynolds, Ph.D., University of Colorado Anschutz School of Medicine
Sarah Kennedy, Ph.D., University of Colorado Anschutz School of Medicine

Outcomes of an App-enhanced Unified Protocol for Youth at Risk for Severe Psychopathology

Marc Weintraub, Ph.D., University of California Los Angeles School of Medicine
Megan Ichinose, Ph.D., University of California Los Angeles School of Medicine
Jamie Zinberg, M.A., University of California Los Angeles Semel Institute
David Miklowitz, Ph.D., University of California Los Angeles Semel Institute

Community Therapist Qualitative Reports of Implementing the Unified Protocol for Transdiagnostic Treatment of Emotional Disorders in Adolescents (UP-A) with Diverse Families

Vanesa Mora Ringle, Ph.D., Lehigh University
Ashley Shaw, Ph.D., Bowdoin College
Sarah Kennedy, Ph.D., University of Colorado Anschutz School of Medicine
Amanda Rosado, B.A., Lehigh University
Broquelynn Shepard, M.S., Virginia Commonwealth University
Jill Ehrenreich-May, Ph.D., University of Miami
Golda Ginsburg, Ph.D., University of Connecticut School of medicine
Amanda Jensen-Doss, Ph.D., University of Miami

Feasibility of an Adapted UP-A for Racially and Ethnically Diverse High Schools

Clarissa V. Velez, M.S., University of Miami
Sara St. George, Ph.D., University of Miami
Yejin Ahn, Ph.D., University of Miami
Amanda Jensen-Doss, Ph.D., University of Miami
Chelsea Dale, Ph.D., University of Miami
Ceewin Louder, M.A. University of Miami
Dominique Phillips, B.S. University of Miami
Elizabeth Halliday, M.A., University of Miami
Paloma Pedronzo, B.A., University of Miami
Elizabeth Pulgaron, Ph.D., University of Miami
Jill Ehrenreich-May, Ph.D., University of Miami

Earn 1.5 continuing education credits

Beckler (302), Level 3

Symposium 34

Pathways to Wellbeing and Adaptive Functioning in ADHD

CHAIR:

Elizabeth Chan, M.A., M.S., Kennedy Krieger Institute

DISCUSSANT:

Joshua Langberg, Ph.D., Department of Clinical Psychology, Rutgers University

Basic to Moderate level of familiarity with the material

Primary Category: ADHD - Child

Key Words: ADHD, Adolescents, Resilience

Dimensions of School Climate and Psychological Wellbeing for Adolescents with and Without ADHD: A Longitudinal Study

Elizabeth Chan, M.A., M.S., Kennedy Krieger Institute

Melissa R. Dvorsky, Ph.D., Children's National Health System

Cathrin Green, M.S., Cincinnati Children's Hospital Medical Center/Virginia Commonwealth University

Amanda H. Steinberg, B.S., Children's National Hospital

Stephen P. Becker, Ph.D., Cincinnati Children's Hospital Medical Center

Joshua Langberg, Ph.D., Rutgers, the State University of New Jersey

Protective Factors for Buffering Against ADHD Symptoms in Predicting Academic Impairment, Alcohol Use, and Marijuana Use Across the Transition from High School to College

Melissa R. Dvorsky, Ph.D., Children's National Health System

Qinxin Shi, Ph.D., Children's National Health System

Joseph Graham, Ph.D., Children's National Health System

Amanda H. Steinberg, B.S., Children's National Hospital

Joshua Langberg, Ph.D., Rutgers, The State University of New Jersey

Strength as a Superpower: Examining the Associations Between Mental Health, Motivation, Coping, Activism, and Prosocial Behaviors for Black And/or Latine Adolescents with ADHD

Zoe Smith, Ph.D., Loyola University Chicago

Marcus Flax, M.A., Loyola University Chicago

Victoria Grant, B.S., Loyola University Chicago

Terumi Randle, B.A., Loyola University Chicago

Trajectories of Reward-related Functioning in Motivational Interventions for College Drinkers with ADHD

Lauren Oddo, M.S., University of Maryland- College Park

Samuel F. Acuff, B.S., M.S., The University of Memphis

Michael Meinzer, Ph.D., University of Illinois Chicago

James Murphy, Ph.D., University of Memphis

John Vasko, M.S., University of Wyoming

Nicholas P. Marsh, M.S., University of Maryland- College Park

Daria Taubin, B.A., University of Maryland

Andrea Chronis-Tuscano, Ph.D., University of Maryland- College Park

Earn 1.5 continuing education credits

Chelan (401), Level 4

Symposium 35

Innovative Approaches to Eating Disorder Treatment in Adults

CHAIR:

Angela Celio Doyle, Ph.D., Equip Health

DISCUSSANT:

Erin E. Reilly, Ph.D., University of California San Francisco

Moderate level of familiarity with the material

Primary Category: Eating Disorders

Key Words: *Adult, Eating, Treatment Development*

Through the Looking Glass: Using Virtual Reality in Cue Exposure Therapy for Eating Disorders

Cristin D. Runfola, Ph.D., Stanford University

Debra L. Safer, M.D., Stanford University

Virtual-based Family-based Treatment for Older Age Youth and Young Adults with an Eating Disorder

Angela Celio Doyle, Ph.D., Equip Health

Nickolas Jones, Ph.D., Equip Health

Jessica Baker, Ph.D., Equip Health

Dori Steinberg, Ph.D., Other, Equip Health

Project REBOOT: Evaluation of an Adjunctive Inhibitory Control Training to Cognitive Behavioral Therapy for Binge Eating

Elizabeth Lampe, M.S., Drexel University

Stephanie Manasse, Ph.D., Drexel University

Targeting Shape and Weight-related Cognitions to Promote an Adaptive Relationship with Exercise: Evidence from a Longitudinal Study Using Ecological Momentary Assessment

Kathryn A. Coniglio, Ph.D., Equip

Evan Kleiman, Ph.D., Rutgers, The State University of New Jersey

Edward Selby, Ph.D., Rutgers, The State University of New Jersey

What Makes Personalized Treatment Work? Mechanisms of Change in
Transdiagnostic Network-informed Personalized Treatment for Eating Disorders
Cheri Levinson, Ph.D., University of Louisville

2:30 PM – 4:00 PM

Earn 1.5 continuing education credits

Chiliwack (402), Level 4

Symposium 36

Far-reaching Impact for Well-being: Development and Evaluation of Sleep Treatments

CHAIR:

Laurel D. Sarfan, Ph.D., University of California,
Berkeley

DISCUSSANT:

Colleen E. Carney, Ph.D., Toronto Metropolitan
University

Basic to Moderate level of familiarity with the material

Primary Category: Sleep / Wake Disorders

Key Words: *Sleep, Psychotherapy Outcome, Treatment*

**Twelve-month Follow-up: Comparative Efficacy of Cognitive Therapy, Behavior
Therapy, and Cognitive Behavior Therapy for Adults with Insomnia**

Laurel D. Sarfan, Ph.D., University of California, Berkeley

Charles Morin, Ph.D., Université Laval

Allison G. Harvey, Ph.D., University of California, Berkeley

FRIDAY

Treatment of Comorbid Sleep Disorders and Posttraumatic Stress Disorder in U.S. Active Duty Military Personnel: A Pilot Randomized Clinical Trial

Daniel J. Taylor, Ph.D., University of Arizona

Kristi Pruiksma, Ph.D., University of Texas Health Science Center at San Antonio

Jim Mintza, Ph.D., University of Texas Health Sciences at San Antonio

Danica Slavish, Ph.D., The University of North Texas

Sophie Wardle-Pinkson, Ph.D., University of Arizona

Jessica R. Dietch, Ph.D., Oregon State University

Kathrine Dondanville, Psy.D., University of Texas Health Sciences at San Antonio

Stacey Young-McCaughan, Ph.D., University of Texas Health Science Center at San

Antonio and South Texas Veterans Health Care System

Karin Nicholson, M.D., Carl R. Darnall Army Medical Center

Brett Litz, Ph.D., Boston University Medical Center Psychiatry

Terence Keane, Ph.D., VA Boston Healthcare System

Alan L. Peterson, ABPP, Ph.D., University of Texas Health Science Center at San

Antonio

Patricia A. Resick, ABPP, Ph.D., Duke University School of Medicine

Developing the Shift Worker Intervention for Sleep Health

Jessica R. Dietch, Ph.D., Oregon State University

A Digital Health Intervention Targeting Sleep Disturbances in Preschool-aged Children with Autism Spectrum Disorder

Lauren Asarnow, Ph.D., University of California San Francisco

Nicole Bush, Ph.D., University of California, San Francisco

Bennett Leventhal, M.D., University of California, San Francisco

Earn 1.5 continuing education credits

Washougal (408), Level 4

Symposium 37

Caveats and Recommendations in Using Novel Analytic Methods: Application to Clinical Psychological Data

FRIDAY

CHAIRS:

Nur Hani Zainal, Ph.D., Harvard Medical School
Ki Eun Shin, Ph.D., Long Island University, Post

DISCUSSANT:

Craig Henderson, Ph.D., Sam Houston State University

Basic to Moderate level of familiarity with the material

Primary Category: Research Methods and Statistics

Key Words: *Statistics, Longitudinal, Psychotherapy Outcome*

Application of Temporal Network Analysis to Sleep Diary Data: Testing the Limits by Adhering to Best Practices?

D. Gage Jordan, Ph.D., Murray State University
Danica Slavish, Ph.D., The University of North Texas
Jessee Dietch, Ph.D., Oregon State University
Brett Messman, B.A., The University of North Texas
Camilo J. Ruggero, Ph.D., University of North Texas
Kimberly Kelly, Ph.D., The University of North Texas
Daniel J. Taylor, Ph.D., University of Arizona

Associations Between Affect and Suicidality After Psychiatric Inpatient Discharge: An Application of Dynamic Structural Equation Modeling

Gemma Wallace, M.S., Alpert Medical School of Brown University
Leslie Brick, Ph.D., Alpert Medical School of Brown University
Jessica R. Peters, Ph.D., Brown University
Heather Schatten, Ph.D., Butler Hospital & Brown University

Novel Computational Approaches to Psychiatric States-trait Phenotyping
Qimin Liu, Ph.D., Boston University

Rethinking Practices for Computing Standardized Effect Sizes and Reliable
Change to Overcome Sampling Error and Improve Comparability Across Studies
Alexander O. Crenshaw, Ph.D., Toronto Metropolitan University
Candice M. Monson, Ph.D., Toronto Metropolitan University

2:30 PM – 4:00 PM

Earn 1.5 continuing education credits

Skagit (603), Level 6

Symposium 38

Suicide Risk Protocols in Digital Monitoring Studies: Considerations, Implementation, and Outcomes

CHAIRS:

Alexander Millner, Ph.D., Harvard University
Rebecca Fortgang, Ph.D., Harvard University

DISCUSSANT:

Matthew K. Nock, Ph.D., Harvard University

Moderate level of familiarity with the material

Primary Category: Suicide and Self-Injury

Key Words: *Suicide, Telehealth/m-health, Ethics*

A Qualitative Assessment of Stakeholders' Opinion on Suicide Risk Assessment and Intervention in Real-time Monitoring Studies

Evan Kleiman, Ph.D., Rutgers, The State University of New Jersey
John Kai Kellerman, M.S., Rutgers, The State University of New Jersey
April L. Yeager, B.A., Rutgers, The State University of New Jersey
Jeremy Grove, Ph.D., Duke University
Alexander Millner, Ph.D., Harvard University
Matthew K. Nock, Ph.D., Harvard University

Suicide Risk Assessment Protocol for Digital Monitoring Studies

Rebecca Fortgang, Ph.D., Harvard University

Alexander Millner, Ph.D., Harvard University

Kelly Zuromski, Ph.D., Harvard University

Kate H. Bentley, Ph.D., Massachusetts General Hospital

Evan Kleiman, Ph.D., Rutgers, The State University of New Jersey

Yael Millgram, Ph.D., Harvard University

Francesca Castro-Ramirez, AM, Harvard University

Daniel Coppersemith, AM, Harvard University

Suzanne A. Bird, M.D., Massachusetts General Hospital

Ralph Buonopane, Ph.D., Franciscan Children's Hospital

Adam Haim, Ph.D., National Institute of Mental Health

Jordan Smoller, MD, ScD, Harvard Medical School/Massachusetts General Hospital

Matthew K. Nock, Ph.D., Harvard University

Implementation of a Suicide Risk Assessment Protocol During an Outpatient Real-time Monitoring Study: Findings and Practical Considerations

Kelly Zuromski, Ph.D., Harvard University

Kate H. Bentley, Ph.D., Massachusetts General Hospital

Alexander Millner, Ph.D., Harvard University

Rebecca Fortgang, Ph.D., Harvard University

Lia E. Follet, M.A., Harvard University

Evan Kleiman, Ph.D., Rutgers, The State University of New Jersey

Matthew K. Nock, Ph.D., Harvard University

Intervening on High-risk Responses During Ecological Momentary Assessment of Suicidal Thoughts: Is There an Effect on Study Data?

Kate H. Bentley, Ph.D., Massachusetts General Hospital

Alexander Millner, Ph.D., Harvard University

Adam Bear, Ph.D., Harvard University

Lia E. Follet, M.A., Harvard University

Rebecca Fortgang, Ph.D., Harvard University

Kelly Zuromski, Ph.D., Harvard University

Evan Kleiman, Ph.D., Rutgers, The State University of New Jersey

Daniel Coppersmith, AM, Harvard University

Adam Haim, Ph.D., National Institute of Mental Health

Suzanne A. Bird, M.D., Massachusetts General Hospital

Matthew K. Nock, Ph.D., Harvard University

Earn 1.5 continuing education credits

Skykomish (604), Level 6

Symposium 39

Longitudinal Predictors of Self-injurious Thoughts and Behaviors Among Clinical Populations Across the Lifespan

CHAIR:

Roberto Lopez, Jr., M.A., George Mason University

DISCUSSANT:

Heather Schatten, Ph.D., Butler Hospital & Brown University

Basic to Moderate level of familiarity with the material

Primary Category: Suicide and Self-Injury

Key Words: *Suicide, Self-Injury, Risk / Vulnerability Factors*

Adolescent Social and Generalized Anxiety Disorder Symptoms as Predictors of Suicidal Ideation: Longitudinal Mediation Modeling

Lauren Seibel, M.A., George Mason University

Katherine D. Maultsby, M.A., George Mason University

Roberto Lopez Jr, M.A., George Mason University

Jennifer Wolff, Ph.D., Alpert Medical School of Brown University

Anthony Spirito, ABPP, Ph.D., Alpert Medical School of Brown University

Christianne Esposito-Smythers, Ph.D., George Mason University

Relations Between Negative Urgency, Interpersonal Problems, and Non-suicidal Self-injury: An 18-month Investigation with High-risk Youth

Roberto Lopez, Jr., M.A., George Mason University

Richard Liu, Ph.D., Massachusetts General Hospital, Harvard Medical School

Examining the Impact of Sexual and Gender Minority Identity on the Association Between Interpersonal Stress and Suicide Ideation in Youth

Erika C. Esposito, M.A., University of Rochester

John Kai Kellerman, M.S., Rutgers, The State University of New Jersey

Emeyln Auad, B.A., Old Dominion university

Evan Kleiman, Ph.D., Rutgers, The State University of New Jersey

Elizabeth Handley, Ph.D., Mt. Hope Family Center, University of Rochester

Cassie Glenn, Ph.D., Old Dominion University

Trajectories of Adolescent Suicidal Ideation and Depressive Symptoms During Partial Hospitalization: Clinical and Demographic Characteristics as Predictors of Change

Katherine D. Maultsby, M.A., George Mason University

Roberto Lopez Jr, M.A., George Mason University

Lauren Seibel, M.A., George Mason University

Sonia Thomas, M.D., Inova Kellar

Rick Leichtweis, Ph.D., Inova Kellar

Christianne Esposito-Smythers, Ph.D., George Mason University

Longitudinal Risk of Suicidal Behaviors in People with Severe Mental Illness Following an Emergency Department Visit with versus Without Suicide Prevention Treatment

Ana Rabasco, Ph.D., Brown University

Sarah Arias, Ph.D., Brown University

Madeline Benz, Ph.D., Brown University & Butler Hospital

Lauren Weinstock, Ph.D., Brown University

Ivan Miller, Ph.D., Butler Hospital & Brown Medical School

Edwin Boudreaux, Ph.D., UMass Medical School

Carlos Camargo, Jr., M.D., DrPH, Massachusetts General Hospital, Harvard Medical School

Brandon Gaudiano, Ph.D., Brown University

Earn 1.5 continuing education credits

Clallum (701), Level 7

Symposium 40

Couples' Joy and Satisfaction over the Life Cycle: You Can Do This!

CHAIR:

Feea Leifker, M.P.H., Ph.D., University of Utah

DISCUSSANT:

Galena Rhodes, Ph.D., University of Denver

Basic to Moderate level of familiarity with the material

Primary Category: Couples / Close Relationships

Key Words: *Couples / Close Relationships, Resilience*

Can Relationships Be Fun?: Insights from Gen Z

Howard Markman, Ph.D., University of Denver

Yunying Le, Ph.D., University of Denver

Nicholas Perry, Ph.D., University of Denver

Predictors of Change in Relationship Satisfaction in Black Postpartum Mothers

Danielle Weber, Ph.D., University of Georgia

Justin Lavner, Ph.D., University of Georgia

Stable or Resilient: Having a Happy Relationship over Many Years

Donald H. Baucom, Ph.D., University of North Carolina at Chapel Hill

Ann-Katrin Job, Dr. rer. nat., University of Braunschweig

Kurt Hahlweg, Ph.D., University of Braunschweig

Melanie S. Fischer, Ph.D., University of Marburg, Germany

The Benefits of Daily Connection: Exploring Mechanisms Underlying the Benefits of the Agapé App

Ron Rogge, Ph.D., University of Rochester

Jenna Macri, B.A., Boston University

Khadesha Okwudili, B.A., Agape Wellness Inc.

Earn 1.5 continuing education credits

Sol Duc (708), Level 7

Symposium 41

The Joys of Cultivating CBT Competency and EBP Fidelity

FRIDAY

CHAIR:

Colin Adamo, Ph.D., Perelman School of Medicine at the University of Pennsylvania

DISCUSSANT:

Alayna L. Park, Ph.D., University of Oregon

Moderate level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Dissemination, Education and Training, Evidence-Based Practice*

CBT Manuals for Adult Clients: Past, Present, and Future

Katherine Wislocki, B.A., University of California, Irvine

Miranda Bridgwater, B.S., University of California, Irvine

Rosa Hernandez-Ramos, B.A., University of California, Irvine

David Cenkner, B.S., University of California, Irvine

Mai-Lan Tran, B.A., University of California, Irvine

Emily Petti, B.A., University of California, Irvine

Ghazal Naderi, B.A., University of California, Irvine

Leslie Walker, B.A., University of California, Irvine

Alyson Zalta, Ph.D., University of California, Irvine

The Impact of the COVID-19 Pandemic on Web-based Training for Evidence-based Practices in Community Mental Health Settings

Colin Adamo, Ph.D., Perelman School of Medicine at the University of Pennsylvania

Patty B. Kuo, Ph.D., University of Pennsylvania School of Medicine

Torrey A. Creed, Ph.D., Perelman School of Medicine at the University of Pennsylvania

Advancing Procedural Knowledge Assessment of Youth Mental Health Evidence-based Practices at the Practice Element with a Sample of Preservice Trainees

Tristan J. Maesaka, M.A., University of Hawai'i at Manoa

Brad J. Nakamura, Ph.D., University of Hawaii at Manoa

Trajectories in Cognitive Behavioral Therapy Skill Acquisition over Time

Patty B. Kuo, Ph.D., University of Pennsylvania School of Medicine

Amber Calloway, Ph.D., University of Pennsylvania School of Medicine

Max Halvorson, Ph.D., University of Washington

Colin Adamo, Ph.D., Perelman School of Medicine at the University of Pennsylvania

Torrey A. Creed, Ph.D., Perelman School of Medicine at the University of Pennsylvania

Development and Initial Validation of a Single Item Observer Rated CBT Competency Score Measure

Jesslyn M. Jamison, Ph.D., Penn Center for Mental Health

Rinad Beidas, Ph.D., Northwestern University Feinberg School of Medicine

Temma L. Schaechter, Ph.D., University of Pennsylvania School of Medicine

Sonja Schoenwald, Ph.D., Oregon Social Learning Center

Shannon Dorsey, Ph.D., University of Washington

Bryce D. McLeod, Ph.D., Virginia Commonwealth University

David S. Mandell, ScD, Penn Center for Mental Health, University of Pennsylvania School of Medicine

Steven C. Marcus, Ph.D., School of Social Policy and Practice, University of Pennsylvania

Torrey A. Creed, Ph.D., Perelman School of Medicine at the University of Pennsylvania

Emily Becker-Haimes, Ph.D., University of Pennsylvania

Earn 1.5 continuing education credits

Tahuya (508), Level 5

Panel Discussion 12

At the Borderline of Change: Revisiting and Revamping Our Conception of Borderline Personality Disorder

FRIDAY

MODERATOR:

Matthew W. Southward, Ph.D., University of Kentucky

PANELISTS:

Katherine Dixon-Gordon, Ph.D., UMass Amherst

Skye Fitzpatrick, Ph.D., York University

Shannon Sauer-Zavala, Ph.D., University of Kentucky

Aidan Wright, Ph.D., University of Michigan

Primary Category: Personality Disorders

Key Words: *Borderline Personality Disorder, Stigma, Assessment*

This Submission Sponsored by the newly-formed Personality/Personality Disorders SIG

Since the 1980s, work on borderline personality disorder (BPD) has flourished. Originally framed as psychopathology between psychosis and neurosis, then as an untreatable problem, and almost always through a pejorative lens (Masland et al., 2021), the BPD diagnosis has come a long way. BPD is now seen as treatable, and several formulations of BPD have been tested. Linehan's (1993) biosocial model is a particularly prominent theory of BPD in which emotion dysregulation forms the core of the disorder. However, burgeoning research shows that people with BPD do not uniformly exhibit pervasive emotion dysregulation. After decades of progress the field is facing a familiar question: What is BPD? Unlike several decades ago, there are now many potential evidence-based answers.

This panel brings together experts who have recently authored key works on the nature of BPD. Dr. Aidan Wright proposed that BPD is best distinguished from other conditions by interpersonal dysfunction and should be re-conceptualized as an interpersonal disorder (Wright et al., 2022). Dr. Shannon Sauer-Zavala has advanced that BPD is a heterogeneous expression of core personality functioning (Sauer-Zavala et al., 2022) that frequently presents as an emotional disorder (Sauer-Zavala & Barlow, 2014). Dr. Katherine Dixon-Gordon has suggested that BPD may be characterized by unique deficits in

interpersonal emotion regulation processes (Dixon-Gordon et al., 2015). Finally, Dr. Skye Fitzpatrick has outlined a dyadic model of BPD centered on sensitization to interpersonal threat leading to heightened emotional reactivity (Fitzpatrick et al., 2021).

Moderated by a leading expert in emotional processes in BPD and its treatment (Dr. Matt Southward), panelists will focus on three key questions: 1) What is BPD? 2) How do our understandings of BPD inform how it can be most effectively treated? 3) What are key future research directions to advance our understanding of BPD? Throughout, we will note how a history of stigmatization has limited efforts to understand and intervene on BPD and highlight how future efforts to further de-stigmatize BPD can promote a more hopeful, empirically-based approach to this condition.

2:30 p.m. – 4:00 p.m.

Earn 1.5 continuing education credits

Wilipa (512), Level 5

Panel Discussion 13

The Role of Clinical Supervisors in Protecting Doctoral Trainees of Color

MODERATOR:

Anishka Jean, B.A., West Virginia University

PANELISTS:

Shirley B. Wang, M.A., Harvard University

Rowan A. Hunt, M.S., University of Louisville

Akanksha Das, M.A., Miami University

Christina L. Boisseau, Ph.D., Northwestern University

Feinberg School of Medicine

Yara Mekawi, Ph.D., The University of Louisville

Amber W. Childs, Ph.D., Yale University School of
Medicine

Primary Category: Culture / Ethnicity / Race

Key Words: *Race, Supervision*

Providing multicultural training and supervision is an ethical imperative as identified by the APA. Yet, in a 2020 investigation of student perceptions of multicultural training, underrepresented students were 3 times more likely (than majority students) to report “faculty and clinical supervisors needed to be trained, supported, and evaluated in mul-

ticultural competence and sensitivity” (Gregus et al., 2020, pg. 301). Further, power imbalances are inherent in supervisory relationships given the evaluative role of supervisors. That imbalance can be further amplified by racial dynamics between white supervisors and doctoral trainees of color (TOC). TOC often find themselves being the “only one” in predominantly white clinical settings and experience an extra burden of being exposed to racial stressors, such as microaggressions and discrimination from their clients, peers, and supervisors (Miller & Orsillo, 2020). Further, TOC may not feel safe bringing up their experiences and concerns if their supervisor is either from a different racial/ethnic background or if the supervisor is the perpetrator themselves. Not only does this harm the supervisory relationship and client care, but it also can impact the TOC’s growth as a therapist (Jang et al., 2020).

As such, this proposed panel will offer a specific focus on the supervisory relationship on creating more inclusive, equitable, and culturally responsive clinical training environments for TOC. Importantly, the panel will build upon conversations from previous ABCT panels (Miller et al., 2021) in our life-long learning of culturally humble clinical practice. Panelists from various career levels (e.g., trainees, faculty) will discuss the importance of relational safety, effective multicultural supervision skills, and recommendations for ensuring the safety of TOC. Panelists will share how doctoral programs and training sites can protect TOC by (1) sharing their experiences as TOC or supervisors working with TOC, and (2) discussing individual and programmatic changes training clinics can make to better support TOC. Panelists will also answer questions and comments from the audience to foster a collaborative discussion on how audience members can address these challenges.

Earn 1.5 continuing education credits

Snoqualmie (707), Level 7

Panel Discussion 14

Ethical Considerations When Providing “Therapy” Without a Therapist

MODERATOR:

Iony D. Ezawa, Ph.D., University of Southern California

PANELISTS:

Kimberly Hieftje, Ph.D., Yale University School of Medicine

Steven D. Hollon, Ph.D., Vanderbilt University

David Mohr, Ph.D., Northwestern University

Albert Rizzo, Ph.D., University of Southern California

Noah Robinson, M.S., Vanderbilt University, Innerworld

Daisy R. Singla, Ph.D., University of Toronto

Primary Category: Technology

Key Words: *Ethics, Technology / Mobile Health, CBT*

There is a critical need for effective, affordable, and accessible mental health interventions. One barrier to meeting this need is the cost and limited supply associated with trained mental health professionals. Cognitive behavioral interventions designed to be self-guided or provided with limited support (such as in the form of a peer or more recently software that simulate human conversations like chatbot), has the potential to fill this need as well as cultivate joy more broadly. However, many ethical challenges arise when providing mental health care without traditionally trained mental health care professionals. Each of the panelists were chosen because of their pioneering efforts in researching self-guided or peer-supported cognitive behavioral interventions. During this panel, panelists will engage in an open discussion with the ABCT community to explore best practices of addressing ethical considerations such as: What differentiates what a peer versus a therapist can do? How can we build safety mechanisms for individuals in crisis when a therapist is not present? What is the responsibility of self-guided or peer-based interventions to refer people to higher levels of care?

Earn 1.5 continuing education credits

Chelais (305), Level 3

Clinical Round Table 5

Expanding Healthcare to Children with Autism in Rural Communities in Northwestern, Wisconsin, Using Cognitive Behavioral Therapy and Motivational Interviewing

FRIDAY

MODERATOR:

Sean M. Inderbitzen, LCSW, University of Wisconsin - Eau Claire

PANELISTS:

Ganesh Namachivayam, M.D., University of Wisconsin - Eau Claire

Lisa Quinn-Lee, Ph.D., LICSW, MSW, University of Wisconsin-Eau Claire

Katie L. Diebhold, MSW, Tulane University

Henry Cryer, University of Wisconsin - Eau Claire

Owen S. Strong, University of Wisconsin - Eau Claire

Primary Category: Autism Spectrum and Developmental Disorders

Key Words: *Autism Spectrum Disorders, Cognitive Therapy, Motivational Interviewing*

The goal of this clinical roundtable is to describe the use of Cognitive Behavioral Therapy (CBT) and Motivational Interviewing (MI) tools for increasing access to healthcare for children with Autism Spectrum (AS). People with AS are often underserved in rural settings due to factors including limited treatment options in their area of residence, the cost of travel, and medical provider's lack of training and experience in treating patients with AS (Antenzana, et al., 2017). In addition to lack of specialty care for a 2.5 hour radius, providers experience barriers to confidently providing treatment, including lack of knowledge and training (Brookman-Frazee et al. 2012). Maddox et al. (2020) found that only 1 in 22 providers are comfortable working with patients with AS. Lack of confidence impacts providers' willingness to treat patients with AS, which in turn contributes to symptom exacerbation and poor health outcomes for people with AS (Mason et al., 2019;

Stadnick et. al, 2020). Children with AS, regardless of place are less likely to have access to healthcare than their peers in part due to provider lack of confidence.

This project focuses on developing increased confidence among providers for the purpose of increasing healthcare access in primary care for children on the AS in the acute setting of rural Northwestern, Wisconsin. The Mayo Clinic provides medical services to families in small towns in Northwestern, Wisconsin (Barron, Rice Lake, Bloomer, etc). By applying the principles of CBT, and MI, this panel describes how these techniques were applied in this setting as an example for reducing healthcare disparities in historically underserved populations in rural settings. By reviewing the principles of how to apply CBT and MI to providers, panelists (persons with AS, clinicians, researchers, and pediatricians) attendees can expect to:

A. Describe the contours of disparity in healthcare access for children on the AS in an acutely underserved rural area (Northwestern, Wisconsin).

B. identify healthcare access disparities in relation to cognitive and motivational factors among providers who serve children on the AS.

C. Translate principles of how to effectively apply MI and CBT to health disparities in AS and rural health care access.

Earn 1.5 continuing education credits

Clearwater (707), Level 7

Clinical Round Table 6

Increasing the Capacity for Joy in Youth by Using DBT and CBT Interventions in Schools

FRIDAY

MODERATOR:

Tali Wigod, Psy.D., Cognitive and Behavioral Consultants

PANELISTS:

Alec L. Miller, Psy.D., Cognitive and Behavioral Consultants

James J. Mazza, Ph.D., University of Washington College of Education

Elizabeth Dexter-Mazza, Psy.D., DBT in Schools, LLC

Natalie Rodriguez-Quintana, M.P.H., Ph.D., TRAILS

Arielle Claire V. Linsky, Ph.D., Weill Cornell Medicine

Primary Category: Child / Adolescent - School-Related Issues

Key Words: *DBT (Dialectical Behavior Therapy), School, Mindfulness*

Over the last three years, youth ages 11-17 have been more likely than any other age group to experience moderate to severe symptoms of anxiety and depression (NIMH, 2020). Despite the intense need for mental health services, traditional outpatient therapy can be expensive and inaccessible (Kazdin, 2017). Thus, schools have been identified as a front-line resource for mental healthcare and ideally suited to address many barriers to care and accessing evidence-based resources in schools has never been more important (Miller, et al., in press; Reinke et al., 2021). Understanding the facilitators and barriers of school-based mental health service delivery is critical. The goal of this roundtable is to provide diverse perspectives on addressing youth mental health problems within the school context, before, during and after the pandemic. Panelists are leading experts in the field of translating evidence-based practices into school settings and have developed evidence-based prevention and/or intervention programs based in CBT, DBT, and mindfulness principles. The roundtable discussion will connect researchers, outpatient mental health providers, and school psychologists, and provide data on embedding evidence-based treatments into schools, both through universal prevention models and targeted interventions for students in need. The panelists will present strategies for the initial implementation and long term sustainability of prevention/intervention programs,

barriers and facilitators of implementation in school settings, and lessons learned from program implementation during a pandemic. Furthermore, panelists will consider the role of universal prevention efforts in reducing educational and mental health disparities. By increasing accessibility of evidence-based practice in schools, our children can learn how to reduce their emotional pain and suffering and increase their capacity for joy and pleasure which in turn can improve the quality of their lives.

2:30 p.m. – 4:00 p.m.

Earn 1.5 continuing education credits

Nooksack (602), Level 6

Clinical Round Table 7

Sexual and Gender Minorities- from Harmful Practices to Pride and Gender Euphoria

MODERATOR:

Greg Stanford, Psy.D., University of California Los Angeles

PANELISTS:

Cara Herbitter, PhD, VA Boston Healthcare System
 Steven A. Safren, ABPP, Ph.D., University of Miami
 Colleen A. Sloan, Ph.D., VA Boston Healthcare System
 Joel L. Becker, Ph.D., University of California Los Angeles
 Kevin O. Narine, M.A., William James College,
 Graduate Education in Psychology
 Jordan C. Alvarez, M.A., Auburn University

Primary Category: LGBTQ+

Key Words: *Resilience, Stigma, Integrated Care*

The primary goals of this clinical roundtable are to provide attendees the opportunity to identify helpful/affirmative sexual and gender minority (SGM) approaches and describe how these differ from harmful approaches. Given the increased stress on SGM populations and resulting harms to mental health, teaching the attendees the importance of affirmative care will save lives. The evidence provided will be a mix of clinical experience and results of research on affirmative care and harmful experiences, e.g., sexual orientation and gender identity and expression change efforts (SOGIECE). The panelists will represent numerous diverse groups (students, seniors, BIPOC, non-binary, individuals with lived experience, etc.) to address and review significant research related to this important topic.

The panel includes:

Cara Herbitter, Ph.D., will discuss their research about the unified trauma-minority stress model for transgender and gender diverse (TGD) people. In addition, they will highlight TGD experiences of gender euphoria.

Steven Safren, Ph.D., brings his expertise and research on HIV and mental health, adherence and persistence in care, as well as behavioral and biobehavioral HIV prevention.

Colleen Sloan, Ph.D., will convey her expertise in SGM health disparities, and the utilization and modification of evidence-based psychotherapies, particularly trauma-focused treatments.

Joel Becker, Ph.D., offers a perspective from his history of SGM advocacy and lived experience of aversive counterconditioning (contingent electric shock) during a sexual orientation change effort.

Kevin Narine, M.A., will present a student's perspective on underserved communities and intersectional considerations to empower minoritized subgroups among SGM.

Jordan Alvarez, M.A., has expertise regarding BIPOC and culturally responsive mental health interventions both from his research and outreach work with Charlie Health, a personalized youth LGBT program.

Greg Stanford, Psy.D. (Moderator), will provide his/their lived experience as a survivor of religiously focused sexual orientation change efforts, the joy he/they have experienced in SGM community settings, as well as his research on the harmful effects of SOGIECE.

Earn 1.5 continuing education credits

Snohomish (605), Level 6

Clinical Round Table 8

CBT in Real-world Clinical Practice: Essential Similarities (and Differences) Across Models

MODERATOR:

Zella E. Moore, Psy.D., Manhattan College

PANELISTS:

Raymond DiGiuseppe, ABPP, Ph.D., St. John's University

Frank L. Gardner, ABPP, Ph.D., Touro University

Lata K. McGinn, Ph.D., Yeshiva University/CBC

Primary Category: Treatment - CBT

Key Words: *REBT (Rational Emotive Behavior Therapy), Mindfulness, Cognitive Therapy*

The fundamental goal of Cognitive-Behavioral Therapy (CBT) is to reduce human suffering and produce a greater quality of life in the clients we serve. While different models of CBT have appeared over the years, recently there has been a movement to identify the core components of CBT and to further delineate which of these components are most related to optimal treatment outcomes. From the Unified Protocol (Barlow et al., 2017) to the Process-Based Approach to Therapy (Hayes & Hoffman, 2017), CBT advocates have sought to identify the common factors of CBT. While there is a need for clinical science to elucidate such mechanisms, there is value in allowing the experiences of expert CBT practitioners to inform research. This interactive clinical round table brings together noted and highly experienced clinicians whose approaches to treatment span various models of contemporary CBT: from rational-emotive behavior therapy to traditional cognitive and behavioral therapies, to mindfulness and acceptance based behavioral therapy. Dr. Ray DiGiuseppe will speak to his views on the relationship between REBT and Stoic thought with the newer models of CBT, and the core processes that bind these approaches together. Dr. Lata McGinn will discuss the evolution of cognitive and behavioral therapies and the similarities and differences in CBT models over time. Dr. Frank Gardner will describe his evolution from REBT practitioner to a mindfulness- and acceptance-based behavior therapist, including his view on the essential components of effective therapy irrespective of foundational model. During this clinical round table, the panel will discuss such issues as: a) how their clinical experiences have unearthed similarities and differences across models; b) what the empirical evidence tells us about similarities and differences across models; c) how the panelists' own clinical practice experiences can inform future research in unifying treatment approaches; d) what they would like to see from treatment

research; and e) how students and early career practitioners may best develop the necessary skills to deliver effective CBT models.

3:00 p.m. – 4:00 p.m.

Klickitat (406), Level 4



Native American Issues in Behavior Therapy and Research SIG

FRIDAY

Meeting Agenda This meeting will cover updates to the SIG on ongoing DEI initiatives through ABCT as relevant to the Native SIG. Also we will have research presentations from student SIG members. Finally, we will have a discussion about increasing participation and inviting speakers for future SIG meetings.

Earn 1.5 continuing education credits

Elwha A, Level 5

Mini Workshop 8

Enhancing Engagement with Digital Mental Health: Coaching 101

Courtney Beard, Ph.D., McLean Hospital
Jackie R. Bullis, Ph.D., McLean Hospital/Harvard Medical School
Sara Mei, B.S., Colorado State University
Harris E. Bajwa, B.A., McLean Hospital
IreLee Ferguson, B.S., McLean Hospital

Basic level of familiarity with the material

Primary Category: Telehealth/m-Health

Key Words: *Technology / Mobile Health, CBT, Telehealth/m-Health*

The field of Digital Mental Health (DMH) has grown exponentially and has become even more relevant since the COVID-19 pandemic. DMH includes a range of technology-related interventions, such as internet-based Cognitive Behavioral Therapy (iCBT), smartphone apps, and virtual reality. While DMH interventions have the potential to disrupt the current model of mental healthcare, providing access to treatment for many more people and augmenting treatment as usual, keeping users engaged is difficult. The evidence suggests that most people stop using DMH when they are delivered entirely on their own. However, there is support from meta-analyses of randomized controlled trials that human guided DMHs are effective. Bachelors-level coaches are a cost-effective strategy to enhance engagement by providing human support and accountability. This Mini Workshop will introduce digital mental health coaching to researchers and clinicians. We will share evidence-based recommendations, as well as lessons learned from (1) supervising coaches for Mass General Brigham Healthcare's primary care behavioral health on-line CBT, and (2) creating a digital CBT clinic during COVID-19 using three DMH CBT tools and bachelor-level coaches. Speakers will include two licensed clinical psychologists and two bachelor-level coaches. First, we will provide the rationale and evidence base for coaching, discussing the challenges of engaging users in DMH and the continuum of human support in behavioral intervention technologies (BITs). Second, we will describe the role

of a coach, the supportive accountability model of coaching, and how a coach differs from a therapist. Our coaches will role-play a coaching telephone session and app messaging and will share their experiences in a digital CBT clinic. Third, we will present the role of the licensed clinician, including training and supervision of coaches, safety monitoring, and study or clinic eligibility considerations. Finally, we will discuss sociocultural considerations for selecting DMH tools and for the relationship between coach and client.

Outline:

- Rationale and evidence base for coaching
- Challenges of engaging users in DMH and the continuum of human support in behavioral intervention technologies (BITs)
- Role of a coach & the supportive accountability model of coaching
- Role-play a coaching telephone session
- Role of the licensed clinician, including training and supervision of coaches, safety monitoring, and study or clinic eligibility considerations
- Sociocultural considerations for selecting DMH tools and for the relationship between coach and client.

At the end of this session., the learner will be able to:

- Describe the evidence supporting coaching to enhance engagement with digital mental health.
- Describe the roles of a coach.
- Describe the roles of a licensed supervisor.
- Long-term goal: Facilitate attendee's ability to create a digital mental health coaching clinical service or research project.

Recommended Readings: Torous, J., Nicholas, J., Larsen, M. E., Firth, J., & Christensen, H. (2018). Clinical review of user engagement with mental health smartphone apps: evidence, theory and improvements. *Evidence-based mental health*, 21(3), 116-119. Mohr, D. C., Azocar, F., Bertagnolli, A., Choudhury, T., Chrisp, P., Frank, R., ... & Banbury Forum on Digital Mental Health. (2021). Banbury Forum Consensus Statement on the Path Forward for Digital Mental Health Treatment. *Psychiatric Services*, appi-ps. Mohr, D., Cuijpers, P., & Lehman, K. (2011). Supportive accountability: a model for providing human support to enhance adherence to eHealth interventions. *Journal of medical Internet research*, 13(1), e30.

Earn 1.5 continuing education credits

Elwha B, Level 5

Mini Workshop 9

How to Deliver Acceptance-enhanced Behavior Therapy to Treat Body-focused Repetitive Behaviors Across the Lifespan

Eric B. Lee, Ph.D., Southern Illinois University
Clarissa Ong, Ph.D., University of Toledo

Basic to Moderate level of familiarity with the material

Primary Category: Obsessive Compulsive and Related Disorders

Key Words: *Trichotillomania, Acceptance, Habit Reversal*

Body-focused repetitive behaviors (BFRBs) are defined as recurrent, destructive behaviors directed toward the body that may cause physical damage or injury. They include hair pulling (trichotillomania), skin picking (excoriation), and nail biting. Prevalence estimates for BFRBs in non-clinical samples range from 14 to 23% (Solley & Turner, 2018; Teng et al., 2002), with even higher estimates in clinical samples (La Buissonnière-Ariza et al., 2021). BFRBs affect people across the lifespan, so it is important to know how to identify and treat it in children, adolescents, and adults. The psychological intervention with the strongest evidence base for treating BFRBs is habit reversal training (HRT; Bate et al., 2011; Farhat et al., 2020). HRT entails multiple components, including awareness training, competing response training, and generalization training (Azrin & Nunn, 1973). A version of HRT that incorporates acceptance-based strategies to target the emotion regulation function of BFRBs (Roberts et al., 2013) is acceptance-enhanced behavior therapy (AEBT), which has been found to be useful for treating trichotillomania in youth and adults, delivered in-person or virtually (Lee et al., 2018; Twohig et al., 2021; Woods et al., 2022). This Mini Workshop will teach attendees how to assess BFRBs and use AEBT to treat BFRBs. Presenters will cover the various components of AEBT (psychoeducation, HRT + stimulus control, acceptance strategies, and relapse prevention), with guidance on how to adapt the intervention for youth and virtual format.

- Psychoeducation on body-focused repetitive behaviors (BFRB)
 - A. Symptoms, prevalence rates, common forms of functional impairment
 - B. What to look for
 - C. Cultural and demographic considerations
 - D. Heterogeneity and subtypes within BFRB
 - E. Difficulty of finding quality help for BFRB
- Assessment of BFRB symptoms and processes
 - A. How to ask about BFRB
 - B. Useful and relevant measures
 - C. Behavior tracking
- Treatment
 - A. State of the evidence for BFRB treatment
 - B. Habit reversal training (HRT)
 - C. How to do it and when it falls short
 - D. Demonstration of HRT components
- Acceptance-enhanced behavior therapy (AEBT)
 - A. Demonstration of AEBT components
 - B. Stimulus control training
 - C. Values and motivation
 - D. Letting go of control
 - E. Making space for unwanted internal experiences
 - F. Relapse prevention
- Considerations and modifications for kids and working with parents

At the end of this session, the learner will be able to:

- Identify symptoms and signs of BFRBs.
- Describe the four main components of AEBT.
- Deliver each component of AEBT.
- Adapt AEBT to client age and treatment delivery format.
- Long-term goal: Notice signs of and assess for BFRB with your current clients.

Recommended Readings: Lee, E. B., Haeger, J. A., Levin, M. E., Ong, C. W., & Twohig, M. P. (2018). Telepsychotherapy for trichotillomania: A randomized controlled trial of ACT enhanced behavior therapy. *Journal of Obsessive-Compulsive and Related Disorders*, 18, 106-115. <https://doi.org/10.1016/j.jocrd.2018.04.003>Twohig, M. P., Petersen, J. M., Fruge, J. E., Ong, C. W., Barney, J. L., Krafft, J., Lee, E. B., & Levin, M. E. (2021). A pilot randomized controlled trial of online-delivered ACT-enhanced behavior therapy for trichotillomania in adolescents. *Cognitive and Behavioral Practice*. <https://doi.org/10.1016/j.cbpra.2021.01.004>Woods, D. W., Ely, L. J., Bauer, C. C., Twohig, M. P., Saunders, S. M., Compton, S. N., Espil, F. M., Neal-Barnett, A., Alexander, J. R., Walther, M. R., Cahill, S. P., Deckersbach, T., & Franklin, M. E. (2022). Acceptance-enhanced behavior therapy for trichotillomania in adults: A randomized clinical trial. *Behaviour Research and Therapy*, 158, 104187. <https://doi.org/10.1016/j.brat.2022.104187>

3:00 p.m. – 4:00 p.m.

Duckabush (503), Level 5



Psychedelic Research and Therapies SIG

As part of ABCT's Annual Convention, the ABCT SIG for Psychedelic Research and Therapies will hold our second-ever meeting! Join us for enlightening talks by established and emerging leaders on cutting-edge psychedelic therapies, challenges to equitable access, and opportunities for increased inclusion. We look forward to seeing you there!

3:15 p.m. – 4:45 p.m.

Calawah (304), Level 3



Clinical Psychology at Liberal Arts Colleges SIG

Our SIG is devoted to developing community and sharing resources among clinical psychology faculty, prospective faculty, and current and former students of liberal arts colleges. Meeting activities will include a review of SIG business, introduction of new officers, planning SIG activities for 2024, and presentation of our Student Poster Award.

Earn 1.5 continuing education credits

Cispus (403), Level 4

Spotlight Research 2

FRIDAY

A Paradigm Shift in Measurement Validation When Assessing Mental Health

CHAIR:

Andres De Los Reyes, Ph.D., University of Maryland at College Park

PANELISTS:

Mo Wang, Ph.D., University of Florida
Matthew Lerner, Ph.D, Stony Brook University
Bridget A. Makol, Ph.D., Rush University Medical Center
Olivia M. Fitzpatrick, M.A., Harvard University
John R. Weisz, ABPP, Ph.D., Harvard University

Primary Category: Assessment

Key Words: *Assessment, Measurement, Psychometrics*

Mental health researchers approach measurement validation the way many other social scientists do. They construct instruments (e.g., surveys, interviews, behavioral tasks), administer them to participants, and test the properties of scores taken from administering these instruments using the classic Multitrait-Multimethod Matrix (MTMM) paradigm (Campbell & Fiske, 1959). The MTMM paradigm rests on the idea that two or more measurements of a particular domain (e.g., anxiety, ADHD, cognitions, social support) are valid if their data converge; MTMM emphasizes converging data produced by instruments assessing the same domain but using “plausibly independent methods” (see p. 393 of Fiske & Campbell, 1992). In the MTMM paradigm, discrepant results produced by such measures are deemed measurement confounds (e.g., random error, rater biases) -threats to measurement validity (see Watts et al., 2022). One can trace this assumption back to the seminal Converging Operations concept developed by Garner and colleagues (1956), and before that to the Theory of Errors that Edgeworth (1888) repurposed from Physics to devise schemes for measuring mental states. But what if this central assumption—that discrepant results constitute error, and not meaningful information about mental health domains—doesn’t “fit” the data that mental health researchers collect? In this Spotlight Research Presentation, we dispute that assumption. We describe a recently published validation paradigm that we designed to detect domain-relevant information in both converging results *and* discrepant results, including cases in which reports from youths, caregivers, and other informants disagree (De Los Reyes et al., 2023). Because the long history of discrepant results in youth mental health assessments precedes the development of the MTMM

(i.e., Lapouse & Monk, 1958), we illustrate our paradigm using both historical and recent examples. Our illustrations traverse domains (e.g., autism, anxiety, disruptive behavior, parenting), study designs (experimental, observational, longitudinal), and clinical populations (e.g., acute care, outpatient services), underscoring the range of scenarios in which discrepant results produce meaningful, domain-relevant information.

At the end of this session, the learner will be able to:

- Discuss the typical patterns of converging and discrepant results in assessments of mental health.
- List theories underlying why mental health assessments might produce discrepant results.
- List innovative and novel approaches for integrating discrepant assessment outcomes.
- Discuss a validation paradigm designed to detect meaningful mental health assessment data in both converging results and discrepant results.
- Recite the empirical work supporting the validation paradigm described in this presentation.

Recommended Readings: De Los Reyes, A., Wang, M., Lerner, M.D., Makol, B.A., Fitzpatrick, O., & Weisz, J.R. (2023). The Operations Triad Model and youth mental health assessments: Catalyzing a paradigm shift in measurement validation. *Journal of Clinical Child and Adolescent Psychology*, 52(1), 19-54. <https://doi.org/10.1080/15374416.2022.2111684> Balling, C.E., Lane, S.P., & Samuel, D.B. (2022). Ratings of dimensional traits in clinical practice: Comparing therapist and client perspectives. *Personality Disorders: Theory, Research, and Treatment*, 13(3), 254-265. <https://doi.org/10.1037/per0000509> Nock, M.K., Millner, A.J., Ross, E.L., Kennedy, C.J., AlSuwaidi, M., Barak-Corren, Y., Castro, V.M., CastroRamirez, F., Lauricella, T., Murman, N., Petukhova, M., Bird, S.A., Reis, B., Smoller, J.W., & Kessler, R.C. (2022). Prediction of suicide attempts using clinician assessment, patient self-report, and electronic health records. *JAMA Network Open*, 5(1), e2144373. <https://doi.org/10.1001/jamanetworkopen.2021.44373>

Earn 1.5 continuing education credits

Entiat (404), Level 4

Panel Discussion 15

Improving the Mental Health & Wellbeing of Graduate Students in Clinical Psychology: A Call to Action from Trainee Stakeholders

FRIDAY

MODERATORS:

Samantha N. Hellberg, M.A., University of North Carolina at Chapel Hill; VA Puget Sound, Seattle
Heidi J. Ojalehto, B.S., University of North Carolina at Chapel Hill

PANELISTS:

Hannah Appleseth, M.A., Oklahoma State University
Kiran Kaur, M.S., University of Utah
Andrew Devendorf, M.A., University of South Florida
Marianne Chirica, M.S., Indiana University
Bloomington
Elizabeth S. Bocanegra, M.A., University of California,
Los Angeles

Primary Category: Student Issues

Key Words: *Student Issues, Professional Development, Education and Training*

The COVID-19 pandemic ignited a global “mental health crisis.” However, the implications of this crisis for graduate students—particularly those in clinical psychology—has been largely overlooked. Prior to the pandemic, the unique stress and challenges faced by clinical psychology trainees had begun to receive attention (e.g., Pakenham & Stafford-Brown, 2012). The interactions of these stressors with the COVID-19 pandemic and long-standing social injustice have critical implications for the wellbeing of clinical psychology students, and in turn, our field.

Through this panel, we aim to bring much needed attention to the state of mental health among clinical psychology trainees. We will build on several recent data-driven calls to action for structural initiatives to support the wellbeing of trainees within our field (e.g., Gee et al., 2022, Palitsky et al., 2022, Buchanan & Wiklund, 2020), and center the experiences of trainee stakeholders. Specifically, panelists with diverse backgrounds and training experiences will speak to the unique stressors faced by clinical psychology trainees, and their interactions with identity, cultural, and contextual factors. Panelists will speak to the

factors that influence trainee mental health, including professional values/expectations, program climate, financial stressors, mentor-mentee relationships, and more. Finally, we will discuss solutions that individuals, programs, and professional institutions can implement to reduce stress and support mental health among clinical psychology trainees.

In sum, this panel will integrate recent research findings with stakeholder perspectives to help identify actionable steps to support the wellbeing of clinical psychology trainees. We hope to raise awareness around these critical issues and spark initiatives that can support the wellbeing of our next generation of clinical psychologists and scientists.

3:30 p.m. – 5:00 p.m.

Earn 1.5 continuing education credits

Katchess (405), Level 4

Clinical Round Table 9

“Hope Is Not Passive, Hope Is Taking Action”: Supporting Youth Mental Health in the Context of the Climate Crisis

MODERATORS:

Katherine Crowe, Ph.D., Home for Anxiety, Repetitive Behaviors, OCD, and Related Disorders (HARBOR)

Anthony Puliafico, Ph.D., Columbia University Medical Center

PANELISTS:

Katherine Crowe, Ph.D., Home for Anxiety, Repetitive Behaviors, OCD, and Related Disorders (HARBOR)

Anthony Puliafico, Ph.D., Columbia University Medical Center

Sandra S. Pimentel, Ph.D., Montefiore Medical Center

Thomas J. Doherty, Psy.D., Sustainable Self, LLC

Sarah Schwartz, Ph.D., Suffolk University

Primary Category: Climate Change

Key Words: *Climate Change, Child, Public Health*

In 2023, our world is marked by devastating hurricanes, heatwaves, and floods, with such visible large-scale events punctuating the evolution of a climate that is steadily becoming more hazardous to human health. The effects of a changing climate are felt broadly

and profoundly, including in the realm of mental health. Growing evidence demonstrates the extent to which and pathways through which climate stressors threaten one's well-being, safety, emotions, and outlook for the future, particularly amongst young people. Youth and young adults face elevated risk of such burdens given their more limited autonomy and resources, likely longer futures on a changing planet, and reliance on coping mechanisms that are still in development. Further, youth from historically marginalized communities are particularly vulnerable due to outsized risks of climate harms facing such populations. As mental health professionals, we are obliged to equip ourselves to meet this moment. We can do so in part by better understanding the nature of these issues and the opportunities to help both inside and outside a therapeutic encounter. This roundtable will address: (a) common emotions and experiences associated with climate distress amongst young people; (b) ways in which individual, geographic, and socioeconomic factors put some at greater risk of harm in the context of climate change, psychologically and otherwise; (c) useful cognitive-behavioral principles in addressing climate distress (including valid, reasonable concerns young people may have); (d) opportunities to help youth cultivate positive experiences (e.g., connectedness, joy, and empowerment) alongside difficult emotions; and (e) opportunities to support families wrestling with climate stressors. Presenters will draw on their backgrounds working with young people in psychotherapeutic, advocacy, educational, and research settings in discussing how to support them in their daily lives, and in places that extend beyond a traditional clinical milieu.

Earn 1.5 continuing education credits

Chiwawa (501), Level 5

Symposium 42

FRIDAY

Influences, Inspirations and Joy in Developing Treatments for Child Anxiety, Phobias and Oppositional Defiant Disorders: a tribute to Distinguished Professor Thomas Ollendick, our 29th ABCT President

CHAIR:

Lara Farrell, Ph.D., Griffith University

DISCUSSANT:

Thomas H. Ollendick, Ph.D., Virginia Tech

Moderate to Advanced level of familiarity with the material

Primary Category: Treatment - Other

Key Words: *Child, Treatment, Randomized Controlled Trial*

Pre-schoolers Overcoming Phobias: A Randomized Controlled Trial of Play-modified, One Session Exposure Treatment for Very Young Children with Specific Phobias

Lara Farrell, Ph.D., Griffith University

Caroline Donovan, Ph.D., Griffith University

Allison Waters, Ph.D., Griffith University

Sue Spence, Ph.D., Griffith University

Melanie Zimmer-Gembeck, Ph.D., Griffith University

Thomas H. Ollendick, Ph.D., Virginia Tech

Leveraging Digital Tools for Parent Involvement in Cognitive Behavior Therapy for Anxiety Disorders in Hispanic/Latinx Children and Adolescents

Carla Marin, Ph.D., Yale Child Study Center

Yasmin Rey, Ph.D., Florida International University

Guadalupe Patriarca, B.A., Florida International University

Jeremy Pettit, Ph.D., Florida International University

Silverman Wendy, Ph.D., Yale University School of Medicine

Examining Collaborative and Proactive Solutions as an Evidence-based Alternative to Parent Management Training for Youth with Oppositional Defiant Disorder

Rachael Cheri Murrphy, Psy.D., Virginia Polytechnic Institute and State University

John McAloon, Ph.D., University Technology Sydney

Ross Greene, Ph.D., Lives in the Balance

Thorhildur Halldorsdottir, Ph.D., Reykjavik University

Sophia Drysdale, Ph.D., University Technology Sydney

Anna Dedousis-Wallace, M.S., Virginia Polytechnic Institute and State University

Thomas H. Ollendick, Ph.D., Virginia Tech

Parental Predictors and Moderators of Treatment Outcome in Children with Oppositional Defiant Disorder

Anna Dedousis-Wallace, M.S., Virginia Polytechnic Institute and State University

John McAloon, Ph.D., University Technology Sydney

Sophia Drysdale, Ph.D., University Technology Sydney

Ross Greene, Ph.D., Lives in the Balance

Rachael Cheri Murrphy, Psy.D., Virginia Polytechnic Institute and State University

Thomas H. Ollendick, Ph.D., Virginia Tech

4:00 p.m. – 5:30 p.m.

Bogachiel (303), Level 3



Suicide and Self-injury SIG

The Suicide and Self-Injury SIG aims to provide a forum for researchers, clinicians and students to present and discuss relevant advancements in the fields of nonsuicidal self-injury and suicide. Our annual meeting at the ABCT conference will entail updates about the SIG, presentations by Student Poster Award, Student Seed Funding, & Rising Star Award winners, Research Data Blitz presentations, and breakout discussions and research consultation with senior faculty.

4:00 p.m. – 5:30 p.m.

Duwamish (306), Level 3

networking 

Couples Research and Treatment SIG

Meeting Agenda:

At this meeting we will welcome new members; announce graduate student research award recipients; discuss content of future newsletters; elect new officers; obtain dues payments; provide briefs on activities of subcommittees; discuss the SIG's role in the larger ABCT organization; and discuss salient, novel couples/relationships research and intervention issues related to theory, methodology, statistics, grant funding, and public policy.

4:00 p.m. – 5:30 p.m.

Methow (307), Level 3

networking 

Forensic Issues & Externalizing Behaviors SIG

We will begin with an expert presentation by Sarah Kopelovich, PhD, University of Washington on CBT for Psychosis with Forensic Populations. The remainder of the meeting will discuss SIG-related business updates and plans.

Graduate School in Psychology: Getting in & Making It Work

Lillian Reuman, Ph.D., Stonehill College
Mitchell Prinstein, Ph.D., University of North Carolina at Chapel Hill
Martin M. Antony, Ph.D., Ryerson University
Angela Fang, Ph.D., University of Washington, Seattle
Denise Chavira, Ph.D., University of California Los Angeles
Kimberly Hill, Ph.D., PGSP-Stanford PsyD Consortium

Primary Category: Professional/interprofessional issues

This session brings together the perspectives of well-established graduate program directors and faculty mentors to provide useful information about graduate school to prospective and early-career graduate students, as well as the opportunity for attendees to interact with directors of specific graduate programs. The panelists include representatives from U.S. clinical psychology Ph.D. and Psy.D. programs and Canadian Ph.D. programs. Panelists will provide information about the graduate school application process, including how undergraduate students and other prospective applicants can: (a) select a graduate degree and graduate program that meets their training and career goals, (b) best prepare themselves to be successful applicants to graduate programs, and (c) effectively navigate the application process. Panelists will describe the historical context of the graduate school admission process and the ways in which it is overdue for an overhaul in the interest of social justice and equity. Panelists will also discuss how, once enrolled in graduate school, students can capitalize on skills and experiences that will prepare them for success at each future step of their graduate training and careers. The panel will be followed by a question-and-answer session and by a “Graduate Programs on Parade” session where representatives of graduate programs (typically 30–35 programs) will be available to discuss their particular programs with interested applicants. Several student members and new member professionals will be available to answer questions about their experiences applying to and participating in graduate programs. Attendees are encouraged to attend the ABCT SIG Expo immediately following this session. ABCT has over 40 different Special Interest Groups, many of which will be presenting research at the Expo. This is an excellent opportunity to meet students and professionals in specific areas of behavioral therapies. Participants are encouraged to visit www.abct.org and take advantage of ABCT’s resources for students, including information on getting into graduate school and what to expect as a graduate student in CBT, internships, grants, mentorships, postdoctoral fellowships, featured labs, and a student awards program.

This session does not offer continuing education credit.

At the end of the session, the learner will be able to:

- Identify activities one could engage to best prepare for graduate school in psychology
- Understand the processes of selecting graduate programs, submitting applications, completing a personal statement, and interviewing.
- Understand the context of the graduate school admissions process and the ways in which identity and privilege play a role in admission to graduate school.
- Convey information about strategies for excelling during the first year in a graduate program.

4:00 p.m. – 5:30 p.m.

Earn 1.5 continuing education credits

Queets (505), Level 5

Clinical Round Table 10

Ontological Astonishment: Encountering Awe and Wonder in Cognitive-behavioral Therapy

MODERATOR:

Kristen Middleton, B.A., M.S., Kean University

PANELISTS:

Donald R. Marks, Psy.D., Kean University

Brian Pilecki, Ph.D., Portland Psychotherapy

Jason B. Luoma, Ph.D., Portland Psychotherapy

Dennis Tirsch, Ph.D., The Center for Compassion
Focused Therapy

Laura Silberstein-Tirsch, Psy.D., The Center for
Compassion Focused Therapy

Erik J. Ranstrom, Ph.D., Saint John Vianney Center

Primary Category: Positive Psychology

Key Words: *Mindfulness, Therapeutic Relationship, Emotion*

The philosopher William Desmond (2018) describes ontological astonishment as “a shared sense of the mystery of being,” an experience of wonder at existence itself that is “impossible to pin down in a fully determinate way.” Such moments of astonishment, Desmond suggests, give rise to awe, a paradoxical experience of dawning awareness that is simultaneously startling and serene. Although cognitive-behavioral therapists have traditionally prioritized pragmatic solutions over poetic epiphanies, moments of ontological astonishment occur often in our work, conveying a sense of both vitality and vulnerability amid life’s anxieties (Chen & Mongrain, 2021). Innovations in psychedelic-assisted in-

terventions have also foregrounded experiences of astonishment and self-transcendence (Hendricks, 2018; Luoma & Lear, 2021). This panel explores the value of awe and wonder in cognitive-behavioral therapy, with an emphasis on mindfulness and compassion processes that promote flexible, appreciative perspective-taking. Questions that panelists will consider include: (1) in what ways do experiences of awe and wonder contribute to psychotherapy and behavior change? (2) what role do imagery, poetic language, and the arts (e.g., music) play in mindfulness-based and compassion-focused interventions? (3) what therapist characteristics and practices facilitate the acknowledgement of mystery and the emergence of awe? (4) how can the client and therapist's spirituality or faith tradition contribute to (or distract from) experiences of wonder? (5) in what ways do experiences of awe and wonder ~ and the importance of these experiences ~ differ across diverse populations? (6) what challenges do intervention researchers face in the study of seemingly inscrutable emotional experiences like awe and wonder?

Earn 1.5 continuing education credits

Hoh (601), Level 6

Symposium 43

Sustainable Solutions: Building Mental Health Interventions to Last through Community- engaged Approaches

CHAIR:

Savannah L. Johnson, B.S., M.A., Duke University

DISCUSSANT:

Gabriela A. Nagy, Ph.D., University of Wisconsin-
Milwaukee

Moderate level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Community-Based, Implementation, Global Mental Health*

Co-creating the Prevention Program for Adolescent Relationship and Emotional Development (PREPARED): A Community Based Participatory Study in Rural Kenya

Savannah L. Johnson, B.S., M.A., Duke University

Zainabu Halima, BCom, Duke University

Kennedy Mikula, BED, WISER Girls Secondary School

Eve S. Puffer, Ph.D., Duke University, Department of Psychology & Neuroscience,
Duke Global Health Institute

Sustainably Implementing a Depression and Alcohol Use Intervention for Fathers in Kenya: Understanding Barriers and Facilitators to in a Qualitative Study

Ali Giusto, Ph.D., New York State Psychiatric Institute/Columbia University Medical Center

Florence Jaguga, MBCChB, MMed Psych, Moi Teaching and Referral Hospital

Victor Pereira-Sanchez, M.D., New York University Grossman School of Medicine

Wilter Rono, B.A., Moi Teaching and Referral Hospital

Noah S. Triplett, M.S., University of Washington

Hani Rukh-E-Qamar, B.Sc., Department of Psychology, McGill University

Mattea Parker, B.A., Tuskegee University

Milton Wainberg, M.D., New York State Psychiatric Institute/ Columbia University Medical Center

Multilevel Stakeholder Engagement to Design Sustainable Strategies for Implementation of Adolescent Depression Services Integrated Within Mozambican Primary Care Clinics

Kathryn Lovero, Ph.D., Columbia University Mailman School of Public Health

Salma Adam, B.A., Ministry of Health, Mozambique

Carolina Bila, B.A., Ministry of Health, Mozambique

Maria Eduarda Fernandes, MS, Ministry of Health, Mozambique

Teresa Rodrigues, B.A., Ministry of Health, Mozambique

Palmira dos Santos, PhD, Ministry of Health, Mozambique

Co-designing Implementation Guidelines to Maximize Acceptability, Feasibility, and Usability of Mobile Phone Supervision in Kenya

Noah S. Triplett, M.S., University of Washington

Bernard Nabaliala, B.A., Ace Africa Kenya

Daisy Okoth, B.A., Ace Africa Kenya

Omariba Nyaboke, B.A., Ace Africa Kenya

Lucy Liu, B.S., University of Washington, Seattle

Jacinto Silva-Alvarez, B.A., University of Washington, Seattle

Sharon Kiche, MPH, University of Washington

Anne Mbwonyi, Ph.D., University of Nairobi

Cyrylla Amanywa, M.S., Ace Africa Kenya

Shannon Dorsey, Ph.D., University of Washington

Duckabush (503), Level 5



Personality Disorders SIG

The Personality/Personality Disorders SIG aims to: 1) Provide a home for ABCT members interested in personality disorders and personality to network; 2) Increase awareness of the overlap between personality and psychopathology; 3) Engage treatment experts in practical conversations about using transdiagnostic, personality-based approaches to streamline clinical care.

Awards Ceremony

2023 Award Winners

Career/Lifetime Achievement:

Stefan Hofmann PhD, Alexander von Humboldt Professor, LOEWE Spitzenprofessur for Translational Clinical Psychology, Philipps-University Marburg, Germany

Outstanding Clinician:

Robert Leahy PhD: Founder and Director, American Institute for Cognitive Therapy and Professor, Weill-Cornell Medical College

Outstanding Training Program:

Torrey A. Creed, Ph.D., Founder and Director, Penn Collaborative for CBT and Implementation Science, University of Pennsylvania, Perelman School of Medicine

The Francis C. Sumner Excellence Award:

Sierra E. Carter PhD, Georgia State University

Anne Marie Albano Early Career Award:

Lauren Quetsch PhD, University of Arkansas

The President's New Researcher Award (awarded by the President's New Researcher Committee):

Jessica Hamilton PhD, Rutgers University

Outstanding Service to ABCT: Members of the Task Force for Equity, Inclusion, and Access:

RaeAnn Anderson, PhD, University of North Dakota

Anu Asnaani, PhD, University of Utah

Sierra Carter, PhD, Georgia State University

Christina J. Cho, Psy.D., Montefiore Medical Center, Albert Einstein College of Medicine

Ryan DeLapp, PhD, The Ross Center

Brian Feinstein, PhD, Rosalind Franklin University of Medicine and Science

Christina M. Lopez, Ph.D., Medical University of South Carolina

Jae Puckett, PhD, Michigan State University

Charles Silverstein Lifetime Achievement Award in Social Justice:
Thema S. Bryant, Ph.D., Pepperdine University and
President of the American Psychological Association

Distinguished Friend to Behavior Therapy:
Connie and Steve Ballmer and the Ballmer Institute

Virginia Roswell Student Dissertation Award:
Emily Presseller, M.S., Drexel University

Leonard Krasner Student Dissertation Award:
Mackenzie Zisser, M.A., University of Texas at Austin

Student Research Grant:
Alexa Raudales, Ph.D., University of Rhode Island

Honorable mention:
Mallory Cannon, B.A., Auburn University

2023 Champions:
Ayada Bonilla, M.Ed., Hawaii State Department of
Education
Lucene Wisniewski, Ph.D., FAED, Center for Evidence
Based Treatment Ohio
Elizabeth Koschmann, Ph. D, University of Michigan
Regine Galanti, Ph. D, Long Island Behavioral
Psychology
Vanessa Ramirez, Psy.D., Krisit House Child Advocacy
Center

Elsie Ramos Award Winners:
Xinyi Deng, M.A., Southwest University, China and
Cornell University, US
Melissa-Ann Lagunas, Ph.D., Seattle Pacific University
Mikela D. Ritter, AA, Children's Hospital Los Angeles/
University of Southern California

Student Travel Award:

Min Eun Jeon, M.A., M.S. Florida State University
Hila Sorka, Ph.D., The Hebrew University of Jerusalem

Spotlight on Mentors:

Anu Asnaani, Ph.D., University of Utah
Kelsie H. Okamura, Ph.D., Baker Center for Children
and Families/Harvard Medical School
Michael Twohig, Ph.D. Utah State University

ABCT Fellows

Ray Christner, Psy.D., NCSP, Cognitive Health
Solutions, LLC
Muniya Khanna, Ph.D., OCD & Anxiety Institute;
Lumate Health
Carmen McLean, Ph.D., VA Palo Alto Health Care
System
Russell Morfitt, Ph.D., LP, National Center for PTSD
Nicholas Salsman, Ph.D., ABPP, Xavier University

5:30 p.m. – 6:30 p.m.

Level 5 Foyer



Grad School Meet and Greet

Lillian Reuman, Ph.D., Stonehill College

Primary Category: Professional Development

For description, please see “Graduate School in Psychology: Getting In and Making
it Work at 4:00p.m. “

6:30 p.m. – 8:30 p.m.

Columbia Ballroom, Level 3

networking 

Friday Night Welcome Party & SIG Expo

Come join your colleagues and friends at the first official networking event at the convention. Enjoy this terrific opportunity to find like-minded colleagues at the Special Interest Group tables. Each SIG selects poster presentations submitted by their members on their topic or population. You will get to speak with young researchers doing the most up-to-the-minute studies. See the program addendum, distributed at the Convention Registration Desk for a complete listing of titles and authors. Everyone attends, so be on the lookout for that friend from grad school-or that interesting person you met at a previous ABCT conference.

FRIDAY

Saturday, November 18



SIG Leaders Meeting

8:00 a.m. – 9:00 a.m.

Chiliwack (402), Level 4

Special Interest Group Leaders will share activities and concerns of their groups

8:00 a.m. – 11:00 a.m.

Earn 3 continuing education credits

403 (Cispus), Level 4

SATURDAY

Workshop 7

ticket

Managing Implicit Bias in Clinical Interactions with Evidence-based Strategies

Freda F. Liu, Ph.D., University of Washington School of Medicine

Basic level of familiarity with the material

Primary Category: Mental Health Disparities

Key Words: *Mental Health Disparities, Cognitive Biases / Distortions, Therapeutic Relationship*

Clinician implicit bias has been identified as a significant contributor to persistent healthcare inequities in many subspecialties including mental healthcare (Maina et al.,

2018). Clinician bias has been shown to negatively impact clinician-patient communication, trust, and relationship, and has been found to be associated with biased decision-making and inequitable care, disproportionately impacting minoritized and marginalized populations (Zescott, Blair, & Stone, 2016). Decades of research on implicit social cognition has led to the identification of some effective strategies for managing the impact of implicit bias in social interactions (Lai et al., 2016). In recent years, these strategies have been adapted for use in clinician-patient interactions in primary care (Stone et al., 2020) and youth mental health (Liu et al., 2022) with promising results for reducing clinician implicit bias. This 3-hour workshop will provide didactic and practical training on the most effective strategies (per the evidence-base) for managing one's own biases. The workshop will include a brief introduction to the cognitive processes and evolutionary function underlying implicit prejudice and stereotyping (with experiential exercises and live demonstrations). Then building on this foundational understanding that all human beings have biases, workshop attendees will learn specific bias-management strategies, with step-by-step instructions on how to use each strategy during clinical interactions. Attendees will integrate their learning with structured opportunities to practice through "real plays" and "role plays" work with case vignettes and their lived experience. Workshop will also include a discussion of implementation barrier and facilitators to promote post-training skills use and practice sustainment.

Outline:

1. Background
 - a. Overview of examples of health and mental inequities throughout the literature
 - b. Understanding the broader context of bias in the United States beyond healthcare
2. Bias Literacy
 - a. Social cognitive process underlying implicit bias
 - b. The Implicit Association Test (live demo)
 - c. The role of clinicians bias in inequitable care and outcomes
3. Strategies for Managing Implicit Bias in Clinical Interactions (real plays and role plays)
 - a. Setting the Stage
 - i. Increasing self-awareness (mindfulness)
 - ii. Cultivating willingness and curiosity
 - b. Evidence-based skills practice
 - i. Seeking Commonality
 - ii. Perspective Gaining
 - iii. Counter Stereotyping
 - c. Recovering from missteps
 - d. Systemic approaches
4. Question & Answer
5. Personal Commitment to on-going practice

At the end of this session, the learner will be able to:

- Describe how unchecked clinician implicit bias can lead to healthcare inequities and poorer outcomes for minoritized or marginalized patients/clients.
- Explain the social cognitive processes involved in implicit biases that makes them difficult to manage.
- Demonstrate the effective use of at least 2 out of 3 bias management strategies.

- Identify common pitfalls when using bias management strategies during clinical interactions.
- Create an implementation and sustainment plan for integrating bias management strategies into one's clinical practice.

Recommended Readings: Zestcott, C. A., Blair, I. V. & Stone, J. Examining the presence, consequences, and reduction of implicit bias in health care: a narrative review. *Group Process. Intergroup Relat.* 19, 528–542 (2016). Stone, J., Moskowitz, G. B., Zestcott, C. A. & Wolsiefer, K. J. Testing active learning workshops for reducing implicit stereotyping of Hispanics by majority and minority group medical students. *Stigma Health* Wash. DC 5, 94–103 (2020). Liu, F. F., Coifman, J., McRee, E., Stone, J., Law, A., Gaias, L., ... & Lyon, A. R. (2022). A brief online implicit bias intervention for school mental health clinicians. *International Journal of Environmental Research and Public Health*, 19(2), 679. Tajeu, G. S., Juarez, L., Williams, J. H., Halanych, J., Stepanikova, I., Agne, A. A., ... & Cherrington, A. L. (2022). Development of a Multicomponent Intervention to Decrease Racial Bias Among Healthcare Staff. *Journal of General Internal Medicine*, 37(8), 1970-1979. Maina, I. W., Belton, T. D., Ginzberg, S., Singh, A. & Johnson, T. J. A decade of studying implicit racial/ethnic bias in healthcare providers using the implicit association test. *Soc. Sci. Med.* 1982 199, 219–229 (2018).

Earn 3 continuing education credits

404 (Entiat), Level 4

Workshop 8

ticket

Network-informed Personalized Treatment for Eating Disorders

Rachel M. Butler, Ph.D., University of Louisville

Cheri Levinson, Ph.D., University of Louisville

Christina Ralph-Nearman, Ph.D., University of Louisville

All level of familiarity with the material

Primary Category: Eating Disorders

Key Words: *Anorexia, Eating, Treatment Development*

Eating disorders (EDs) are serious mental illnesses associated with high mortality rates and detrimental effects on functioning and quality of life (Arcelus et al., 2011; Jenkins et al., 2011). Current evidence-based treatments for EDs such as enhanced cognitive behavioral therapy (Fairburn, 2008) result in remission for only 30-50% of individuals, and no evidence-based treatments exist for adults with anorexia nervosa (AN) or atypical AN (Kaidesoja et al., 2022). These current gold-standard ED treatments often use a ‘one-size-fits-all’ approach, which may be limited due to the high degree of heterogeneity in symptoms both within and across diagnoses (Levinson et al., 2018). One method of addressing heterogeneity is to personalize treatment to the individual using data-driven approaches. Transdiagnostic Network-informed Personalized Treatment for Eating Disorders (T-NIPT-ED) seeks to address the issue of heterogeneity in symptoms and treatment response by personalizing treatment using idiographic (i.e., one person) network analysis (Levinson et al., 2021; Piccirillo et al., 2019). T-NIPT-ED takes a cognitive-behavioral theoretical approach to address a wide variety of symptoms including cognitions, affect, behavior, and co-occurring disorders using 18 symptom-specific interventions. Data suggests that T-NIPT-ED is feasible, acceptable, and leads to decreases in ED symptom severity, related pathology (e.g., worry, depression) and clinical impairment at posttreatment and one-year follow-up (Levinson et al., in press). To enhance feasibility with clinicians, we developed the Awaken Digital Guide, a companion digital mobile application that securely collects and identifies personalized treatment targets and matching evidence-based treat-

ments delivered in a clinician-friendly and easy to use manner. This workshop will provide attendees with foundational knowledge of personalized treatment for EDs through lecture, demonstrations, and group-based learning activities. Additionally, clinician-facing software for calculating idiographic networks and selecting treatment targets in clinical practice will be demonstrated. Attendees will leave confident in their ability to implement T-NIPT-ED in their clinical practice.

Outline:

1. Background on personalized treatment for EDs
 - A. Why personalize treatment?
 - B. Evidence from pilot trial
2. Network-informed personalized treatment
 - A. Overview of treatment
 - B. Collecting ecological momentary assessment data
 - C. Calculating and understanding network analysis
3. Demonstration of clinician-facing software to compute networks
4. Discussion of symptoms targeted and demonstration of treatment modules
5. Questions and Discussion

At the end of this session, the learner will be able to:

- Explain the evidence for transdiagnostic network-informed personalized treatment for eating disorders.
- Utilize clinician-facing software to facilitate network-informed personalized treatment in clinical practice.
- Describe at least three symptoms targeted by network-informed personalized treatment for eating disorders.
- Describe at least three evidence-based interventions used in network-informed personalized treatment for eating disorders.
- Use transdiagnostic network-informed personalized treatment with clients with eating disorders.

Recommended Readings: Borsboom, D., & Cramer, A. O. (2013). Network analysis: an integrative approach to the structure of psychopathology. *Annual Review of Clinical Psychology*, 9, 91-121. Levinson, C. A., Hunt, R. A., Keshishian, A. C., Brown, M. L., Vanzhula, I., Christian, C., ... & Williams, B. M. (2021). Using individual networks to identify treatment targets for eating disorder treatment: a proof-of-concept study and initial data. *Journal of Eating Disorders*, 9, 1-18. Levinson, C. A., Vanzhula, I. A., Brosos, L. C., & Forbush, K. (2018). Network analysis as an alternative approach to conceptualizing eating disorders: Implications for research and treatment. *Current Psychiatry Reports*, 20, 1-15. Levinson, C. A., Cash, E., Welch, K., Epskamp, S., Hunt, R. A., Williams, B. M., ... & Spoor, S. P. (2020). Personalized networks of eating disorder symptoms predicting eating disorder outcomes and remission. *International Journal of Eating Disorders*, 53, 2086-2094. Levinson, C.A., Williams, B.M., Christian, C., Hunt, R.A., Keshishian, A.C., Brosos, L.C., Vanzhula, I.A., Davis, G.G., Brown, M.L., Bridges-Curry, Z., Sandoval-Araujo, L.E., & Ralph-Nearman, C. (in press). Personalizing eating disorder treatment using idiographic models: An open series trial. *Journal of Consulting and Clinical Psychology*.

Earn 3 continuing education credits

405 (Kachess), Level 4

Workshop 9

ticket

Practice Adaptations for Affirming CBT for Transgender and Gender Diverse Adults

Debra A. Hope, Ph.D., University of Nebraska-Lincoln
Nathan A. Woodruff, Trans Collaborations

Basic to Moderate level of familiarity with the material

Primary Category: LGBTQ+

Key Words: *CBT, Professional Development, Resilience*

The recent increase in empirical research on the transgender and gender diverse (TGD) people's mental health concerns and affirmative mental health services offer CBT therapists an opportunity to serve these clients with an evidence-based approach for the first time. This workshop is based on the work of Trans Collaborations, our community-based participatory research (CBPR) collaborative that centers the voices and lived experience of transgender and gender diverse adults, especially in underserved areas. After a brief introduction to terminology and TGD communities' lived experience, this workshop will emphasize practical applications that clinicians can use immediately to transform their practice and clinical work to be affirming for TGD adults. Presenters will describe the community-based, empirically-derived Trans Collaborations Adaptations for Psychological Services as applied to case-formulation driven CBT for adults. Topics will include incorporating TGD intersectional identities into case formulations, adaptations for common CBT interventions, common themes in cognitive work with TGD clients, affirming use of cognitive restructuring around experiences of marginalization, therapists' implicit assumptions about gender, and progress monitoring tools. We will also address assessing the practice environment to be TGD-affirming. Although the emphasis will be on CBT for common outpatient mental health concerns, we will include some discussion of the CBT therapist's potential contribution to social, legal, and medical gender affirmation.

Consistent with the CBPR approach, presenters represent both the academy and community. Teaching methods will include didactics, roleplays, video demonstrations, and Q&A.

Outline:

1. 1. Introductions and context of community-based participatory research approach
2. Trans 101 - basic information about transgender and gender diverse people, sociopolitical context, resiliency, and mental health disparities
3. Evidence of efficacy of CBT with transgender and gender diverse clients
4. Overview of Trans Collaborations Practice Adaptations
5. Application of the Practice Adaptations (roleplays and video demonstrations)
 - a. Setting of services
 - b. Therapist behaviors and considerations
 - c. Case conceptualization
 - d. Cognitive restructuring
 - e. Common specific behavioral interventions
 - f. Multidisciplinary collaborations and referrals
 - g. Progress monitoring
6. Role of advocacy
7. Q & A

At the end of this session, the learner will be able to:

- Implement cognitive restructuring in an affirming manner with adults who identify as transgender or gender diverse seeking treatment for anxiety, depression, marginalization stress, or other common outpatient concerns.
- Adapt at least two common CBT interventions (e.g., exposure, behavioral homework) to be affirming of the lived experience of adults who identify as transgender or gender diverse.
- Assess their website and practice for barriers to care for adults who identify as transgender or gender diverse.
- Incorporate gender and other identities within an intersectional framework into case formulation for all clients.
- Implement affirming progress monitoring tools.

Recommended Readings: Hope, D.A., Holt, N. R., Woodruff, N., MocarSKI, R., Meyer, H. Puckett, J. A., Eyer, J., Craig, S., Feldman, J., Irwin, J., Pachankis, J., Rawson, K.J., Sevelius, J., Butler, S. (in press). Bridging the gap between practice guidelines and the therapy room: Community-derived adaptations for psychological services with transgender and gender diverse adults in the Central United States. *Professional Psychology: Research and Practice*. doi: 10.1037/pro0000448Holt, N. R., Huit, T. Z., Shulman, G. P., Meza, J. L., Smyth, J. D., Woodruff, N., MocarSKI, R., Puckett, J. A., & Hope, D. A. (2019). Trans Collaborations Clinical Check-in (TC 3): Initial Validation of a Clinical Measure for Transgender and Gender Diverse Adults Receiving Psychological Services. *Behavior Therapy*, 50(6), 1136–1149. doi: 10.1016/j.beth.2019.04.001Hope, D.A. (2022). Mitigating the mental health impact of marginalization and discrimination. *Cognitive and Behavioral Practice*, 29(3), 533-536. doi:10.1016/j.cbpra.2022.03.001Holt, N. R., Ralston, A. L., Hope, D. A., MocarSKI, R., & Woodruff, N. (2021). A systematic review of recommendations for behavioral health services with transgender and gender diverse adults: The three-legged stool of evidence-based practice is unbalanced. *Clinical Psychology: Science and Practice*. Holt, N. R., Hope, D. A., MocarSKI, R., & Woodruff, N. (2019). First impressions online: The inclusion of transgender and gender nonconforming identities and services in mental healthcare providers' online materials in the USA. *International Journal of Transgenderism*, 20(1), 49-62, doi.org/10.1080/15532739.2018.1428842

Rethinking Parent Behavior Management Training for Disruptive Behavior and ADHD: Increasing Engagement, Adherence and Adaptation for Diverse Caregiving Populations

DISCUSSANT:

Andrea Chronis-Tuscano, Ph.D., University of Maryland-College Park

Moderate level of familiarity with the material

Primary Category: Child / Adolescent - Externalizing

Key Words: *Externalizing, Treatment/ Program Design, Parent Training*

Patterns and Predictors of Engagement and Retention in “telegroup” Parent Behavior Management Training for Disruptive Behaviors

Megan Schultz, B.A., University of Washington

Kathie Nguyen, M.A., Seattle Children’s Hospital

Tyler Sasser, Ph.D., Seattle Children’s Hospital

Erin Gonzalez, Ph.D., Seattle Children’s Hospital

Adapting Parent Behavior Management Training for Foster and Kinship Caregivers: Addressing Early Adversity

Michelle Kuhn, Ph.D., University of Washington School of Medicine

Aleks Bacewicz, M.D., Seattle Children’s

Yesenia Garcia, B.A., Seattle Children’s Hospital

Emma Whitmyre, Ph.D., Children’s National

Kari Gillenwater, M.D., University of Washington

Elana Feldman, M.D., University of Washington

Erin Gonzalez, Ph.D., Seattle Children’s Hospital

Evaluating an Adaptation of Lifestyle Enhancement for ADHD Program (LEAP)

Parent Training for Spanish-speaking Families of Children with ADHD

Cindy O. Trevino, Ph.D., University of Washington School of Medicine

Yasmin Guzman, B.A., Seattle Children's Hospital

Nguyen Tran, B.S., Seattle Children's Hospital

Erin Gonzalez, Ph.D., Seattle Children's Hospital

Michelle Kuhn, Ph.D., University of Washington School of Medicine

Albert Hsu, B.S., Seattle Children's Hospital

Mark Stein, Ph.D., Seattle Children's Hospital/ University of Washington

Jason Mendoza, M.D., Seattle Children's Hospital/ University of Washington

Pooja Tandon, M.D., Seattle Children's Hospital/ University of Washington

Relations Between Caregiver Engagement in Parent Behavior Management Training, Caregiver Strain and Child Treatment Outcomes

Mary Charleson, M.S., Seattle Children's Hospital

Tess Gabert, M.D., Seattle Children's Hospital

Pooja Tandon, M.D., Seattle Children's Hospital/ University of Washington

Erin Gonzalez, Ph.D., Seattle Children's Hospital

Nguyen Tran, B.S., Seattle Children's Hospital

Earn 1.5 continuing education credits

Chelais (305), Level 3

Symposium 44

Increasing Accessibility of Mindfulness and Self-compassion Interventions: Adaptations and Innovations

CHAIR:

Eli Susman, B.A., University of California, Berkeley

DISCUSSANT:

Joanna Arch, Ph.D., University of Colorado Boulder

All level of familiarity with the material

Primary Category: Treatment - Mindfulness & Acceptance

Key Words: *Mindfulness, Compassion / Empathy, Treatment Development*

Daily Micropractice Can Augment Single Session Interventions: A Randomized Controlled Trial of Self-compassionate Touch

Eli Susman, B.A., University of California, Berkeley

Serena Chen, Ph.D., University of California, Berkeley

Ann Kring, Ph.D., University of California, Berkeley

Allison G. Harvey, Ph.D., University of California, Berkeley

Making Mindfulness-based Interventions Accessible for People of Color via Technology: The Mind-us Randomized Controlled Trial

Giovanni Ramos, Ph.D., University of California, Irvine

Amanda Montoya, Ph.D., University of California, Los Angeles

Adrian Aguilera, Ph.D., University of California, Berkeley

Anna Lau, Ph.D., University of California, Los Angeles

Chu Yin Wen, B.A., University of California, Los Angeles

Denise Chavira, Ph.D., University of California Los Angeles

Feasibility of a Mobile Mindful Parenting Intervention for Black and Latina/e Mothers of Toddlers

Destiny M. B. Printz Pereira, M.S., University of Connecticut

Stephanie Milan, Ph.D., University of Connecticut

Efficacy of an Adapted Self-guided Mindfulness and Self-compassion Intervention (Mind-OP+) to Increase Connectedness: Randomized Controlled Trial

Christine Bueno, B.A., University of Regina

Peace Dukuye, B.Sc., University of Regina

Shadi Beshai, Ph.D., R. D. Psych., University of Regina

Development and Initial Evaluation of Mindfulness-based Queer Resilience (MBQR) to Promote Mental and Sexual Health Among Gay, Bisexual, and Queer Men

Shufang Sun, Ph.D., Brown University School of Public Health

Arryn A. Guy, Ph.D., Brown University School of Public Health

David Zelaya, Ph.D., Brown University

Ty Scott, BS, MPH, Brown University

Frances Saadeh, MPH, Brown University

Don Operario, Ph.D., Emory University

Earn 1.5 continuing education credits

Chelan (401), Level 4

Symposium 45

Eating Disorder Symptomatology and Treatment Amongst Food Insecure Individuals

CHAIRS:

Cate Morales, M.A., Hofstra University
Victoria Ciotti, M.A., Hofstra University

DISCUSSANT:

Carolyn B. Becker, Ph.D., Trinity University

Basic to Moderate level of familiarity with the material

Primary Category: Eating Disorders

Key Words: *Eating, Vulnerable Populations, Public Policy*

Exploring Differential Item Functioning of the SCOFF by Food Insecurity Status and Its Interaction with Gender and Perceived Weight Status in U.S. College Students

Kara A. Christensen, Ph.D., University of Nevada, Las Vegas
Brianna N. Richson, M.A., University of California San Diego, University of Kansas
Vivienne M. Hazzard, Ph.D., RD, University of Minnesota
Kelsey E. Hagan, Ph.D., Virginia Commonwealth University School of Medicine

Impact of Food Insecurity on Food Parenting Practices, Child Eating Behaviors and Dietary Intake

Katie Loth, M.P.H., Ph.D., Other, University of Minnesota

Collateral Consequences of Household Incarceration: Implications for Emerging Adult Food Insecurity and Disordered Eating

C. Blair Burnette, Ph.D., University of Minnesota
Luke Muentner, Ph.D., MSW, University of Minnesota
Rebecca Schlafer, Ph.D., MPH, University of Minnesota
Marla Eisenberg, ScD, MPH, University of Minnesota
Dianne Neumark-Sztainer, Ph.D., MPH, RD, University of Minnesota

Preliminary Associations Among Food Insecurity, Internalized Weight Stigma, and Purging in College Women

Heather A. Davis, Ph.D., Virginia Polytechnic Institute and State University

A. Gabrielle G. Patarinski, B.S., Virginia Tech

Assessing Eating Disorder Symptoms in College Students with versus Without Food Insecurity

Yvette Karvay, M.A., Fordham University

Tatyana Bidopia, B.S., Fordham University

Julia Yermash, B.S., Fordham University

Natash Burke, Ph.D., Fordham University

8:30 AM – 10:00 AM

Earn 1.5 continuing education credits

Washougal (408), Level 4

Symposium 46

Service-delivery Methods for Building Parent Capacity in the Face of Child Adversity

CHAIRS:

Jasmine Lewis, M.S., Virginia Polytechnic Institute and State University

Rosanna Breaux, Ph.D., Virginia Polytechnic Institute and State University

DISCUSSANT:

Kate Theimer, Ph.D., University of Oklahoma Health Sciences Center

Basic to Moderate level of familiarity with the material

Primary Category: Parenting / Families

Key Words: *Trauma, Parenting, Community-Based*

Parent-child Interaction Therapy for Families with Current or past Corrections Involvement

Ashley Tempel Scudder, Ph.D., Iowa State University

SATURDAY

Building Capacity for Evidence-based Behavioral Parent Training in West Virginia During the Opioid Epidemic and COVID-19 Pandemic

Lindsay R. Druskin, M.S., West Virginia University
Robin Han, M.S.Ed., West Virginia University
Sharon Philips, M.A., West Virginia University
Erinn J. Victory, B.A., West Virginia University
Cheryl B. McNeil, Ph.D., University of Florida

Caregiver Support Following Child Sexual Abuse: Project SAFE (Sexual Abuse Family Education)

Gina C. May, M.A., University of Nebraska-Lincoln
Akemi Mii, M.A., University of Nebraska-Lincoln
Hannah Coffey, M.A., University of Nebraska Lincoln
Brittany S. Erskine, M.A., University of Nebraska-Lincoln
Mary Fran Flood, Ph.D., University of Nebraska-Lincoln
David Hansen, Ph.D., University of Nebraska-Lincoln

Early Intervention for Families Experiencing Homelessness: A Pilot Randomized Trial Comparing Two Parenting Programs

Paulo Graziano, Ph.D., Florida International University
Constance Collins, J.D., Sundari Foundation, Inc. dba Lotus House Women's Shelter
Jamie Spiegel, Ph.D., University of South Alabama
Timothy Hayes, Ph.D., Florida International University
Emily Arcia, Ph.D., Emily Arcia Consulting Co.
Shana Cox, Psy.D., Lotus House Women's Shelter
Murial Ayala, MSW, Lotus House Women's Shelter
Nicole Carnero, Master's Mental Health Counseling, Lotus House Women's Shelter
Noelle O'Mara, B.A., Lotus House Women's Shelter

Building Capacity for Youth Mental Wellness: Feasibility and Acceptability for a Mental Health Family Navigator Model for Foster Parents

Heather J. Risser, Ph.D., Northwestern University Feinberg School of Medicine
Linzy M. Pinkerton, M.S., Northwestern University Feinberg School of Medicine
Alexandra Morford, M.S., Northwestern University Feinberg School of Medicine
Ashley Murphy, M.S., Northwestern University Feinberg School of Medicine
Clara Law, M.A., Northwestern University Feinberg School of Medicine
Yexinyu "Yolanda" Yang, M.A., University of North Carolina
Emily Hersch, M.A., University of Massachusetts, Boston
Ellie Clark, B.A., Northwestern University Feinberg School of Medicine
Kate Schumacher, B.A., Northwestern University Feinberg School of Medicine
Christina L. Boisseau, Ph.D., Northwestern University Feinberg School of Medicine

Earn 1 continuing education credit

Quinault, Level 5

Symposium 47

The Continuum of Measuring Fidelity: Selecting, Conducting, and Evaluating Fidelity Measurement Across Low-resource Systems

CHAIR:

Brigid R. Marriott, Ph.D., Indiana University School of Medicine

DISCUSSANT:

Alyssa Ward, Ph.D., Carelon Behavioral Health

Basic to Moderate level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Adherence, Competence, Implementation*

Stakeholder Perspectives on Lay Health Worker Competencies for Mental Health Care Delivery in South Africa: The Role of Interpersonal Skills

Alexandra L. Rose, M.S., University of Maryland- College Park

Helen Jack, M.D., University of Washington

Latonya Aaron, B.S., University of Maryland

Yuche Jacobs, M.A., Western Cape Department of Health & Wellness

Nonceba Ciya, Other, South African Medical Research Council

Sibabalwe Ndamase, B.S., B.A., South African Medical Research Council

Kim Johnson, M.A., South African Medical Research Council

Kristen S. Regenauer, M.S., University of Maryland- College Park

Ashraf Kagee, Ph.D., Stellenbosch University

Brandon Kohrt, M.D., Ph.D., George Washington University

Bronwyn Myers, Ph.D., Curtin University

Jessica F. Magidson, Ph.D., University of Maryland, College Park

Fidelity Monitoring as Usual: Characterizing Fidelity Monitoring Practices in Community Behavioral Health Care

Brigid R. Marriott, Ph.D., Indiana University School of Medicine

Allison Meyer, Ph.D., Indiana University School of Medicine

Amanda Feagans, M.S., Indiana University School of Medicine

Rachel Was, Indiana university School of Medicine

Zachary Adams, Ph.D., Indiana University

Can We Salvage Self-report? Testing Accuracy of Pragmatic Methods of Adherence Measurement in Community Mental Health Settings

Simone Schriger, M.A., University of Pennsylvania

Steven C. Marcus, Ph.D., School of Social Policy and Practice, University of Pennsylvania

Rinad Beidas, Ph.D., Northwestern University Feinberg School of Medicine

Emily Becker-Haimes, Ph.D., University of Pennsylvania

Earn 1.5 continuing education credits

Elwha A, Level 5

Symposium 48

Emotion Dysregulation & Risk Behavior in the Perinatal Period: An Overlooked and Critical Issue for Research, Clinical Care, and Public Health Initiatives

CHAIR:

Samantha N. Hellberg, M.A., University of North Carolina at Chapel Hill; VA Puget Sound, Seattle

DISCUSSANT:

Sheila Crowell, Ph.D., The University of Utah

Basic to Moderate level of familiarity with the material

Primary Category: Women's Health

Key Words: *Perinatal, Emotion Regulation, Treatment Development*

Intergenerational Transmission of Emotional Difficulties: The Role of Borderline Symptoms and Emotion Dysregulation During Pregnancy

Nicolette C. Molina, B.A., The University of Utah

Anna Zhou, Ph.D., University of Utah

Parisa Kaliush, M.A., University of Utah

Elisabeth Conradt, Ph.D., Duke University

Sheila Crowell, Ph.D., The University of Utah

Implementation and Adaption of DBT in the Perinatal Period: A Scoping Review

Samantha N. Hellberg, M.A., UNC Chapel Hill; VA Puget Sound, Seattle

Amanda B. Bruening, Ph.D., University of Cincinnati College of Medicine

Katherine Thompson, Ph.D., Uniformed Services University of the Health Sciences

Tiffany Hopkins, Ph.D., University of North Carolina at Chapel Hill Hospitals;

University of North Carolina School of Medicine

An Investigation of CBT and Dbt-informed Treatment Outcomes for Emotion Dysregulation During the Perinatal Period

Arela Agako, Ph.D., McMaster University

Randi McCabe, Ph.D., McMaster University

Sheryl Green, Ph.D., McMaster University

The Strong Roots® perinatal DBT Model: Pilot Implementation Data for Women with Mood Disorders

Katie R. Bresky, LCSW, MSW, University of Michigan

Kate Rosenblum, Ph.D., ABPP, Zero to Thrive Michigan Medicine

Jessica Riggs, Ph.D., Zero to Thrive Michigan Medicine

Maria Muzik, M.D., M.S., University of Michigan

A Pilot Feasibility Study of Expanded Labor Support for Pregnant Patients Receiving Substance Use Disorder Treatment

Pilar Sanjuan, Ph.D., University of New Mexico, School of Medicine

Raquel Rivera, Ph.D., Bold Futures New Mexico

Korinna Christian, B.S., University of New Mexico School of Medicine

Paula Reiss, CD (DONA), University of New Mexico Volunteer Birth Companion Program

Carrie Murphy, CD, University of New Mexico Volunteer Birth Companion Program

Lawrence Leeman, M.D., MPH, University of New Mexico School of Medicine

Earn 1.5 continuing education credits

Chiwawa (501), Level 5

Symposium 49

The Who What and How of Regulating Emotions in Borderline Personality Disorder

CHAIRS:

Katherine Dixon-Gordon, Ph.D., University of
Massachusetts Amherst

Elinor E. Waite, M.S., University of Massachusetts
Amherst

DISCUSSANT:

Skye Fitzpatrick, Ph.D., York University

Moderate level of familiarity with the material

Primary Category: Personality Disorders

Key Words: *Borderline Personality Disorder, Emotion Regulation, Emotion*

**Patterns of Emotion Reactivity and Regulation Across Borderline Personality
Disorder and Posttraumatic Stress Disorder**

Clara G. DeFontes, M.S., University of Massachusetts Amherst

Sophie Charlotte Tilly, B.S., University of Massachusetts Amherst

Katherine Dixon-Gordon, Ph.D., University of Massachusetts Amherst

**Borderline Personality Disorder and Emotion Regulation: Considering Symptom
Severity and Strategy Selection**

Elinor E. Waite, M.S., University of Massachusetts Amherst

Sarah E. Huffman, B.A., University of Massachusetts Amherst

Kim L. Gratz, Ph.D., University of Toledo

Katherine Dixon-Gordon, Ph.D., UMass Amherst

A Mixed Methods Examination of How Individuals with Borderline Personality Disorder Express Emotion and Whether This Influences Emotion Regulation Effectiveness

Sonya Varma, M.A., York University

Jenna Traynor, Ph.D., McLean Hospital

Skye Fitzpatrick, Ph.D., York University

It's Not How Many Skills You Use, but How Often You Use Them: Predicting Session-to-session Reductions in BPD Features in a Novel CBT for BPD

Matthew W. Southward, Ph.D., University of Kentucky

Nicole Stump, B.A., University of Kentucky

Stephen Semcho, M.A., University of Kentucky

Martina Fruhbauerova, M.S., University of Kentucky

Alexandra Hines, B.S., University of Kentucky

Shannon Sauer-Zavala, Ph.D., University of Kentucky

Earn 1.5 continuing education credits

Nooksack (602), Level 6

Symposium 50

Understanding Experiences of Distress in Specific LGBT Groups: Taking Intersectionality and Measurement Seriously

CHAIRS:

Nina Micanovic, M.S., Queen's University
Elizabeth C. Hoelscher, B.A., Texas Tech University

DISCUSSANT:

Jose A. Soto, Ph.D., The Pennsylvania State University

Basic to Moderate level of familiarity with the material

Primary Category: LGBTQ+

Key Words: *LGBTQ+, Stress, Risk / Vulnerability Factors*

Under the Same Umbrella: Differences in Depression, Anxiety, and Stress Experiences Between Sexual and Gender Minority Groups

Nina Micanovic, M.S., Queen's University
Vera Vine, Ph.D., Queen's University
Nicole E. Seymour, Ph.D., Center for Behavioral Medicine
Sarah E. Victor, Ph.D., Texas Tech University

Interoceptive Awareness, in Relation to Multiple Indicators of Distress Among Transgender and Nonbinary People: The Moderating Role of Gender Appearance Congruence and Gender-affirming Interventions

Elizabeth C. Hoelscher, B.A., Texas Tech University
Sarah E. Victor, Ph.D., Texas Tech University

Leveraging Latent Profiles of Gender Diversity to Reveal Disparities in Psychological Distress Across Gender Sub-groups

Katharine K. Chang, B.S., University of Rochester
Ron Rogge, Ph.D., University of Rochester

Intersectional Oppression, Help-seeking Behaviors, and Coming out in LGBTQ+ Latines

Camilo Posada Rodriguez, M.S., The Pennsylvania State University

Sreelakshmi Pushpanadh, M.S., The Pennsylvania State University

Sara Albrecht-Soto, M.S., The Pennsylvania State University

Jose A. Soto, Ph.D., The Pennsylvania State University

Sexual Orientation Differences in Mental Health and Mental Health Service Use Among Veterans

Kelly Harper, Ph.D., National Center for PTSD

John R. Blosnich, Ph.D., Suzanne Dworak-Peck School of Social Work, University of Southern California; Center for Health Equity Research and Promotion, VA Pittsburgh Healthcare System

Nicholas Livingston, Ph.D., National Center for Posttraumatic Stress Disorder, VA Boston Healthcare System; Boston University Chobanian & Avedisian School of Medicine

Dawne Vogt, Ph.D., National Center for PTSD

Paul Bernhard, Ph.D., Health Outcomes of Military Exposures, Epidemiology Program, Office of Patient Care Services, Veterans Health Administration

Claire A. Hoffmire, Ph.D., VA Rocky Mountain MIRECC for Suicide Prevention University of Colorado Anschutz Medical Campus, Department of Physical Medicine and Rehabilitation

Shira Maguen, Ph.D., San Francisco Veterans Affairs Health Care System; Suzanne Dworak-Peck School of Social Work, University of Southern California; University of California, San Francisco School of Medicine

Aaron Schneiderman, Ph.D., Health Outcomes of Military Exposures, Epidemiology Program, Office of Patient Care Services, Veterans Health Administration

Earn 1.5 continuing education credits

Skagit (603), Level 6

Symposium 51

“Affectively” Understanding and Addressing Sexual and Gender Minority Mental Health Disparities: Implications from the Intersection of Emotion and Stigma Research

SATURDAY

CHAIRS:

Nathan L. Hollinsaid, B.S., Department of Psychology,
Harvard University

Nicole D. Cardona, M.A., Boston University

DISCUSSANT:

Amelia Aldao, Ph.D., Together CBT

All level of familiarity with the material

Primary Category: LGBTQ+

Key Words: *LGBTQ+, Emotion Regulation, Stigma*

Incorporating Macro-social Contexts into Emotion Research: Longitudinal Associations Between Structural Stigma and Emotion Processes Among Gay and Bisexual Men

Nathan L. Hollinsaid, B.S., Department of Psychology, Harvard University

John Pachankis, Ph.D., Yale School of Public Health

Patrick Mair, Ph.D., Harvard University

Mark Hatzenbuehler, Ph.D., Harvard University

Masking Emotion, Suppressing the Self: Queer and Trans Young Adults' Emotional Experiencing in the Context of Interpersonal Stress and Identity-related Invalidation

Nicole D. Cardona, M.A., Boston University
Mathena A. Abramson, M.A., Boston University
Samantha Brayton, Boston University
Elizabeth Eustis, Ph.D., Boston University
Kristin Long, Ph.D., Boston University

Comparing OCD Severity and Emotion Regulation Between Sexual Minority and Heterosexual Adults with OCD

Andreas Bezhler, B.S., Fordham University
Brian Feinstein, Ph.D., Rosalind Franklin University of Medicine and Science
Martha J. Falkenstein, Ph.D., McLean Hospital / Harvard Medical School
Jennie M. Kuckertz, Ph.D., McLean Hospital/Harvard Medical School

Differences in Emotion Regulation Underlie the Sexual Orientation Disparity in Depressive Symptoms: A Population-based Study of Young Adults

Ilana Seager van Dyk, Ph.D., Massey University
Caroline Rutherford, M.S., Columbia University Mailman School of Public Health
John Pachankis, Ph.D., Yale School of Public Health
Richard Bränström, Ph.D., Karolinska Institutet
Mark Hatzenbuehler, Ph.D., Harvard University

Earn 1.5 continuing education credits

Skykomish (604), Level 6

Symposium 52

Suicide Prevention by Involving Close Supporters of Individuals at Risk for Suicide

CHAIR:

Steven L. Sayers, Ph.D., University of Pennsylvania
School of Medicine / Philadelphia VA Medical Center

DISCUSSANT:

Lisa Brenner, Ph.D., US Department of Veterans Affairs

SATURDAY

Basic to Moderate level of familiarity with the material

Primary Category: Suicide and Self-Injury

Key Words: *Suicide, Prevention, Veterans*

**Third Party Calls to the Veterans Crisis Line: Characteristics of Calls from
Family, Friends, Providers, and Acquaintances**

Peter Britton, Ph.D., Center of Excellence for Suicide Prevention, VA Finger Lakes
Healthcare System

Dev Crasta, Ph.D., Center of Excellence for Suicide Prevention, VA Finger Lakes
Healthcare System

Elizabeth Karras, Ph.D., Center of Excellence for Suicide Prevention, VA Finger
Lakes Healthcare System

Tracy Stecker, Ph.D., Center of Excellence for Suicide Prevention, VA Finger Lakes
Healthcare System

Lisa Brenner, Ph.D., US Department of Veterans Affairs

Wilfred Pigeon, Ph.D., Center of Excellence for Suicide prevention, VA Finger Lakes
Healthcare System

Supporting Veteran Suicide Prevention via Family Members: An Opportunity for Va's Coaching into Care Service?

Steven L. Sayers, Ph.D., University of Pennsylvania School of Medicine / Philadelphia VA Medical Center

Lily A. Brown, Ph.D., University of Pennsylvania

Alexis M. May, Ph.D., Department of Psychology, Wesleyan University

Stephanie S. Daniel, Ph.D., Wake Forest University School of Medicine

Cindy Swinkels, Ph.D., VISN 6 MIRECC

Supporting Peer Navigators in Suicide Prevention Work

Lily A. Brown, Ph.D., University of Pennsylvania

Jessica Webster, M.S., LPC, University of Pennsylvania

Jennifer Tran, Ph.D., University of Pennsylvania

Tyler Burgese, B.A., University of Pennsylvania

James Wolfe, M.S., NCC, University of Pennsylvania

José Bauermeister, Ph.D., University of Pennsylvania

Integrated Electronic and Care Support Manager Intervention for Parents of Adolescents with Suicidal Behavior

Stephanie S. Daniel, Ph.D., Wake Forest University School of Medicine

David Goldston, Ph.D., Duke University

Andrew Mayfield, MMFT LMFT, Department of Family and Community Medicine, Wake Forest University School of Medicine

Beata Debinski, Ph.D., MHS, Department of Family and Community Medicine, Wake Forest University School of Medicine

Earn 1.5 continuing education credits

Clearwater (702), Level 7

Symposium 53

Disability as an Identity: Mental Health and Wellbeing Correlates and Implications for Future Research

CHAIRS:

Sarah E. Victor, Ph.D., Texas Tech University
Payton D. Rule, B.A., Washington University in St. Louis

DISCUSSANT:

Jessica Schleider, Ph.D., Stony Brook University

Basic to Moderate level of familiarity with the material

Primary Category: Oppression and Resilience Minority Health

Key Words: *Underserved Populations, Health Psychology*

Disability Among Applied Psychology Faculty and Trainees: Correlates and Related Outcomes

Sarah E. Victor, Ph.D., Texas Tech University
Andrew Devendorf, M.A., University of South Florida
Adam Schmidt, Ph.D., Texas Tech University

Disability Identity, Depression, and Anxiety in People with Visual Impairment

Jennifer G. Pearlstein, Ph.D., University of Washington
Mercedes Zapata, Ph.D., University of California, Berkeley

Perceptions of a New Physical Disability Identity Scale Among Adults with Physical Disabilities

Payton D. Rule, B.A., Washington University in St. Louis
Kaylin Ratner, Ph.D., University of Illinois Urbana-Champaign
Emily C. Willroth, Ph.D., Washington University in St. Louis
Patrick Hill, Ph.D., Washington University in St. Louis

Applying CBT to Target Cognitive Drivers of Suicide Risk in People with Disabilities: Findings from an Ongoing Pilot Trial

Lauren R. Khazem, Ph.D., The Ohio State University Wexner Medical Center

Cameron Long, B.S., The Ohio State University Wexner Medical Center

Jarrold Hay, B.S., The Ohio State University Wexner Medical Center

Austin Starkey, B.S., The Ohio State University Wexner Medical Center

Grace Tefend, B.S., The Ohio State University Wexner Medical Center

Simrtan Bhola, B.S., The Ohio State University Wexner Medical Center

Muna Mohamoud, B.S., The Ohio State University Wexner Medical Center

Craig J. Bryan, ABPP, Psy.D., The Ohio State University Wexner Medical Center

Earn 1.5 continuing education credits

Sol Duc (708), Level 7

Symposium 54

Novel Approaches to Expanding and Extending the Workforce to Meet Adult Mental and Behavioral Health Needs

CHAIR:

Brenna N. Renn, Ph.D., University of Nevada, Las Vegas

DISCUSSANT:

Joel T. Sherrill, Ph.D., National Institute of Mental
Health

90 minutes level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Treatment/ Program Design, Service Delivery, Underserved Populations*

Addressing the Mental Health Workforce Shortage: The Behavioral Health Support Specialist in Washington State

Patricia A. Arean, Ph.D., University of Washington, Seattle

William O'Connell, Ed.D., LMHC, NCC, University of Washington

Juliann Salsbury, MSW, University of Washington

Brenna N. Renn, Ph.D., University of Nevada, Las Vegas

Anna Ratzliff, M.D., Ph.D., University of Washington

Patrick Raue, Ph.D., University of Washington, Seattle

Developing a Brief, Nonspecialist-delivered Behavioral Intervention for Anxiety

Brenna N. Renn, Ph.D., University of Nevada, Las Vegas

Rakshitha Mohankumar, M.A., University of Nevada, Las Vegas

Ting Tong, B.S., BA., University of Nevada Las Vegas

Patrick Raue, Ph.D., University of Washington, Seattle

**Lay-delivered Behavioral Activation for Depressed Senior Center Clients:
Preliminary Results from a Multisite Randomized Controlled Trial**

Patrick Raue, Ph.D., University of Washington, Seattle

Amber Gum, Ph.D., University of South Florida

Jo Anne Sirey, Ph.D., Weill Medical College

**Social Connection Planning to Enhance Support for Complex Needs Callers to a
Senior Loneliness Line**

Emily Bower, Ph.D., Pacific University

Nirmala Dhar, LCSW, Oregon Health Authority

Hannah Gregorio-Zellmer, MPH, MSW, Lines for Life

Yvette Garza, LPC, Lines for Life

Taylor Loskot, B.A., Pacific University

8:30 a.m. – 10:00 a.m.

Earn 1.5 continuing education credits

Elwha B, Level 5

Panel Discussion 16

Navigating the Legislative Landscape Related to Critical Race Theory, DEI, and Gender- affirming Care

MODERATORS:

Elena Schiavone, B.A., Florida International University

Allison C. Goodman, M.S., Florida International
University

PANELISTS:

Lynn F. Bufka, ABPP, Ph.D., American Psychological
Association

Brittany N. Hall-Clark, Ph.D., University of Texas Health
Science Center at San Antonio

Juventino Hernandez Rodriguez, Ph.D., University of
Texas Rio Grande Valley

Researchers, clinicians, and families are currently navigating a unique legislative landscape. As of March 14, 2023, 44 states have put forward legislation that restrict teaching about racism and sexism (Schwartz, 2023), and 41 states have put forward anti-LGBTQ+ bills (ACLU, 2023). States like Florida have passed bills like HB 1557, better known as “Don’t Say Gay,” which limits public education about sexual orientation or gender identity. Dozens of states have since introduced similar bills (Jones & Franklin, 2022). In the context of this legislative landscape, psychological experiences are likely to vary as a function of social identities and lived experiences. In a recent survey (The Trevor Project, 2023), 86% of transgender and nonbinary youth (n = 716 ages 13-24) reported that debates about anti-trans bills have negatively impacted their mental health, adding to growing literature about the role of anti-LGBTQ+ policy on youth mental health (Parris et al., 2021). Additionally, there have been reports of university faculty resigning due to insufficient institutional support for diversity, equity, and inclusion (DEI; Knox, 2023).

Given the recently proposed bills relating to critical race theory, DEI, and gender-affirming care, this panel invites researchers, clinicians, and national representatives, with differing interests and roles within clinical psychology, to share insights on: (1) how such legislation impacts their work and the communities they serve, and (2) the role of clinical psychologists in responding to such policies. Panelists represent the national stage (Dr. Lynn Bufka, Associate Chief, APA), and will be able to speak to clinical considerations (Dr. Brittany N Hall-Clark, University of Texas Health Science Center at San Antonio) and research ones (Dr. Juventino Hernandez Rodriguez, University of Texas Rio Grande Valley). Panelists conduct research and/or provide clinical services across the domains of race, racism, and LGBTQ+ issues, connected by their shared goal of reducing health disparities. Discussion will focus broadly on the unique challenges faced within schools, higher education, and clinical settings in states with controversial, high-profile bills – and how panelists navigate such a landscape.

Earn 1.5 continuing education credits

Cowlitz (502), Level 5

Panel Discussion 17

School-research Partnerships: Working Together to Promote Evidence-based Practices in K-12 Schools and Address the Youth Mental Health Crisis

MODERATOR:

Averill Obee, M.S., Florida International University

PANELISTS:

Gwendolyn Lawson, Ph.D., Children's Hospital of Philadelphia/ Perelman School of Medicine, University of Pennsylvania

Kristina Conroy, M.S., Florida International University
Jill Locke, Ph.D., University of Washington School of Medicine

Catherine DeCarlo Santiago, Ph.D., Loyola University Chicago

Steve Evans, PhD, Ohio University

Primary Category: Child / Adolescent - School-Related Issues

Key Words: *School, Community-Based, Implementation*

At least one and six children in the U.S. are living with a mental health disorder (O'Connell et al., 2009), with rates drastically increasing during the COVID-19 pandemic (Leburn-Harris et al., 2022). Despite this, only one in ten children have received mental health services in the last year, with even lower rates in children from historically marginalized backgrounds (Bitsko, 2022). K-12 schools are managing the brunt of this crisis: over half of children who receive treatment do so in schools. Moreover, children from low-income and racial/ethnic minoritized groups are more likely to only receive services in school (Ali et al., 2019). However, schools are overtaxed and unable to provide services to all students. Many evidence-based cognitive and behavioral interventions can be incorporated into schools to support their efforts to address the youth mental health crisis. However, for practices to be effective and widely adopted, the unique context of schools

must be considered at every phase of intervention development, evaluation, and efforts to support dissemination and implementation (Forman et al., 2013). Forming meaningful partnerships with schools to learn from current practices and inform all stages of research can improve the appropriateness of evidence-based practices and facilitate their use. Panelists were chosen to discuss their work partnering with school communities to conduct research on evidence-based practices in school settings. Panelists have expertise across a range of mental health concerns, including attention-deficit/hyperactivity disorder, anxiety, autism spectrum disorder, stress, and trauma. Panelists will discuss how incorporating evidence-based practices into schools can promote well-being and decrease the burden of mental health concerns, particularly for historically marginalized groups. They will describe practices with demonstrated effectiveness in this setting, as well as promising approaches to facilitate feasibility, contextual appropriateness, and sustainment of practices. Finally, they will discuss the process of meaningfully engaging with teachers and other school personnel in all stages of research and share important considerations for clinicians and researchers partnering with schools.

Earn 1.5 continuing education credits

Snohomish (605), Level 6

Panel Discussion 18

Addressing Developmental Disruptions: How Clinicians Can Support Youth and Young Adults in Forging New Pathways for Resilience and Coping

MODERATORS:

Natalie Javadi, Ph.D., Columbia University Medical Center

Emily Badin, Psy.D., Columbia University Center for Anxiety and Related Disorders

PANELISTS:

Anne Marie Albano, ABPP, Ph.D., Columbia University Medical Center

Anthony Puliafico, Ph.D., Columbia University Medical Center

Ryan C. DeLapp, Ph.D., The Ross Center

Jonathan S. Comer, Ph.D., Florida International University

Katya Viswanadhan, Psy.D., New York University School of Medicine

Primary Category: Treatment - CBT

Key Words: *Risk / Vulnerability Factors, Clinical Utility, Adolescents*

There are myriad influences that shape mental health outcomes. In recent years, the impacts of the COVID-19 pandemic, racial injustice, legislation targeting LGBTQ rights, and increased rates of mental health disorders among youth and young adults has garnered widespread, mass media attention. These stressors have had devastating effects, with increased rates of depressive symptoms in minoritized youth and an exponential rise in suicidality among those with internalizing problems. This panel consists of renowned psychologists with both shared and unique expertise, whose clinical and research activi-

ties have spanned child, adolescent, and young adult populations, and who can speak to intersection of development and psychopathology. Integrating developmental, ecological, and cognitive-behavioral theories of human development and psychological well-being, panelists will speak to stressors that can disrupt development and how clinicians can better assess and treat internalizing problems in the context of these disruptions. Specifically, Dr. Comer will review his recent research on youth functioning in the context of the COVID-19 pandemic and the impact of internalizing disorders on early childhood development. Dr. Puliafico will examine the influence of anxiety and depression on development in school-aged youth and describe applications of school avoidance interventions to support school functioning. Dr. Viswanadhan will explore the developmental impact of stressors affecting gender expansive youth from a behavioral and intersectional framework in the context of medical intervention and psychotherapy. Dr. Albano will share her expertise on assessing and treating internalizing disorders and review clinical strategies to address developmental challenges unique to emerging adults. Dr. DeLapp will discuss the developmental impact of race-related stress and highlight how to support growth and healing within the context of racial and cultural stressors across the lifespan. Taken together, the panel will suggest clinical strategies to help youth and young adults forge new pathways for resilience and cultivate meaning and joy in their lives. This panel will also highlight implications for guiding future research and clinical practice.

8:30 a.m. – 10:00 a.m.

Earn 1.5 continuing education credits

Clallum (701), Level 7

Panel Discussion 19

Psychedelic-assisted Therapies for Couples and Relationships: The Joy of Connection

MODERATOR:

*Kayla Knopp, Ph.D., VA San Diego Healthcare System/
University of California, San Diego*

PANELISTS:

Anne C. Wagner, Ph.D., Remedy + Remedy Institute
Chandra Estelle Khalifian, Ph.D., VA San Diego
Healthcare System
Jayne Gumpel, LCSW, Relationship Resources LLC
Leslie Morland, Psy.D., VA San Diego Healthcare
System/University of California, San Diego

Primary Category: Couples / Close Relationships

Key Words: *Couples / Close Relationships, Evidence-Based Practice, Treatment*

Psychedelic medicines have been used in indigenous and spiritual traditions for millennia, and Western scientific research has recently begun to turn serious attention to the potential of these substances to treat mental health disorders. Psychedelic-assisted psychotherapies are emerging as promising treatments for clinical mental health problems including posttraumatic stress disorder, depression, suicidality, anxiety, eating disorders, and more. However, symptom-focused approaches miss the potential of psychedelic medicines to enhance wellbeing, foster connection, and cultivate joy. In particular, psychedelic substances have great potential to augment evidence-based couple therapies in ways that promote greater intimacy, vulnerability, and bonding. Relationship dysfunction has broad impacts on health, mortality, mental health, and quality of life, while healthy and thriving relationships promote resilience, longevity, and happiness. Although effective cognitive-behavioral relationship interventions exist, many couples do not fully recover from relationship distress by psychotherapy alone. The proposed biological and psychological mechanisms of psychedelic medicines, including 3,4-Methylenedioxymethamphetamine (MDMA), ketamine, and psilocybin include pathways that impact intimate relationships, such as triggering oxytocin release and promoting empathy. This panel discussion will focus on the potential of psychedelic medicines to enhance the impact of evidence-based treatments for couples and relationships. Expert panelists include researchers and clinicians with experience conducting MDMA-assisted Cognitive Behavioral Conjoint Therapy for PTSD and ketamine-assisted couple therapy, representing the vanguard of this new field of research and practice. The panel will discuss the small yet growing evidence base showing the promise of these treatments, along with clinical practice considerations, navigating safety and ethical concerns, the importance of cultural humility, and larger implications for the field of cognitive and behavioral science. The discussion will also identify areas for continued development in evidence-based practice and practice-informed research.

Earn 1.5 continuing education credits

Columbia C, Level 3

Mini Workshop 10

Innovative Treatment Approach for Bipolar Disorder: The Focused Integrated Team-based Treatment Program for Bipolar Disorder (FITT-BD)

SATURDAY

Alexandra K. Gold, Ph.D., Massachusetts General Hospital
Louisa Sylvia, Ph.D., Massachusetts General Hospital
Christina Temes, Ph.D., Massachusetts General Hospital
Amy Peters, Ph.D., Massachusetts General Hospital

Basic level of familiarity with the material

Primary Category: Bipolar Disorders

Key Words: *Bipolar Disorders, Severe Mental Illness, Treatment/ Program Design*

Bipolar disorders rank as the 17th leading source of disability among all diseases worldwide given their chronic course, debilitating symptoms, and high (> 70%) comorbidity with other psychiatric and medical conditions. As such, a thoughtful and comprehensive approach to managing bipolar disorder is required. The Focused Integrated Team-based Treatment Program for Bipolar Disorder (FITT-BD) was developed to include the best treatment practices for bipolar disorder while maximizing accessibility to care. Thus, FITT-BD is a team-based, goal-oriented, patient-centered, stepped care and multi-disciplinary program centered on a learning healthcare system model (i.e., patients complete standardized assessments regularly that are incorporated into their treatment in real-time). In today's workshop, we will teach the core aspects of the FITT-BD program, review case examples to demonstrate how it works as well as provide guidance on how to implement similar programs at other institutions. Dr. Alexandra Gold will provide an overview of the program and its different components as well as summarize the rationale for the multi-faceted approach. Dr. Louisa Sylvia will demonstrate the FITT-BD online platform, discuss

the lessons learned in developing it, and present strategies to implementing it at other organizations. Dr. Christina Temes will present a case example to demonstrate the stepped care approach for bipolar disorder and describe how the stepped care model works (i.e., with real-time feedback from patient reported outcomes). Finally, Dr. Amy Peters will share a case example on the integration of neuropsychological assessments, highlighting the team-based and multi-disciplinary nature of the FITT-BD program and how this occurs in a stepped care program. This workshop will demonstrate a new model for the treatment of bipolar disorder that increases accessibility to care while improving outcomes. Presentation

Outline:

1. We will provide an overview of the Focused Integrated Team-based Treatment Program for Bipolar Disorder (FITT-BD), a comprehensive and team-based program for treating bipolar disorder that incorporates stepped care and learning healthcare system models.
2. We will review the online patient-facing platform for FITT-BD, how it is utilized for patient care, lessons learned in developing this platform, and how a similar platform could be implemented at other institutions.
3. We will demonstrate a stepped care approach for treating bipolar disorder and how this approach is integrated into the FITT-BD program via a case example.
4. We will demonstrate how neuropsychological assessments are integrated into the FITT-BD program via a case example.

At the end of this session, the learner will be able to:

- Define a stepped care model and provide an example of when a patient might move up the stepped care “ladder.”
- Define patient-centered, team-based care and provide an example of how this approach might improve outcomes.
- Define learning healthcare systems and provide an example of how real-time data could inform the treatment of bipolar disorder.
- Describe one behavioral skill that can improve depressive symptoms among individuals with bipolar disorder.
- Describe the clinical course features that differentiate bipolar disorder with ADHD comorbidity from the cognitive symptoms of depression or mania.

Recommended Readings: Seekles W, van Straten A, Beekman A, van Marwijk H, Cuijpers P. Stepped care treatment for depression and anxiety in primary care. a randomized controlled trial. *Trials*. 2011;12:171. Budrionis A, Bellika JG. The Learning Healthcare System: Where are we now? A systematic review. *J Biomed Inform*. 2016;64:87-92. Bauer MS, McBride L, Williford WO, Glick H, Kinoshian B, Altshuler L, Beresford T, Kilbourne AM, Sajatovic M; Cooperative Studies Program 430 Study Team. Collaborative care for bipolar disorder: part I. Intervention and implementation in a randomized effectiveness trial. *Psychiatr Serv*. 2006;57:927-36.

Earn 1.5 continuing education credits

Columbia D, Level 3

Mini Workshop 11

Moving Towards Meaning and Fulfillment: Leveraging Values in Adolescent Treatment

Rebecca L. Schneider, Ph.D., Emory University School of Medicine

Allison LoPilato, Ph.D., Emory University School of Medicine

Joya Hampton-Anderson, Ph.D., Emory University School of Medicine

SATURDAY

Basic to Moderate level of familiarity with the material

Primary Category: Treatment - Other

Key Words: *Adolescents, Transdiagnostic, Motivation*

Values work is central to several psychotherapies and is an important aspect of treatment. This is particularly true for adolescents given the critical development of identity and autonomy during this period. Many practitioners understand the rationale behind including values work in therapy, but they have difficulty fully integrating values throughout treatment and struggle with how to move away from a conceptual discussion of values and instead bring clients' values alive in the therapy room. This workshop provides a comprehensive overview of how to augment existing evidence-based interventions with values to shift the focus beyond symptom reduction and towards increasing well-being and fulfillment. The first half of the workshop will highlight the role of development, context, and identity (e.g., racial, sexual-minority) in values clarification and how these considerations will inform treatment. The second half of the workshop will illustrate values work in action for depressed and anxious adolescents. We will discuss how values are impacted by these disorders and demonstrate how to effectively incorporate values to strengthen existing interventions. Experiential exercises and case examples will be used throughout to demonstrate.

- I. Part 1 - Values Work Foundations & Considerations (30 minutes)
 - A. What are values?
 1. Experiential activity
 2. What values are and what they are not
 - B. Theoretical Underpinnings

1. Impacts on therapist-patient relationship
- C. Developmental Considerations
 1. Interests
 2. Preferences
 3. Family
 4. Peers
- D. Contextual Considerations
 1. SES
 2. Geography
 3. Educational Environment
- E. Identity Considerations
 1. Racial Identity
 2. Sexual Identity
 3. Religious Identity
- F. Values Conflicts
 1. Client-therapist
 2. Parent-therapist
 3. Self-other
- G. Identifying & eliciting values with teens (15 minutes)
 1. Role play of values identification exercise with teen
- II. Part 2 - Values Work in Action with Adolescents (45 mins)
 - A. Depression Treatment (20 minutes)
 1. How values are impacted by the disorder
 2. When working with someone with depression:
 3. Why do you incorporate values?
 - B. Special considerations for how to incorporate values
 - C. Anxiety Treatment (20 minutes)
 1. How values are impacted by the disorder
 2. When working with someone with anxiety:
 3. Why do you incorporate values?
 - D. Special considerations for how to incorporate values
 - E. Q & A (5 minutes)

At the end of this session, the learner will be able to:

- Describe the theoretical, developmental, contextual, and identity-related factors that influence values clarification and work with adolescent populations.
- Demonstrate how targeted values work can be implemented in treatment for depressed and anxious adolescents.
- Review common conflicts and obstacles to values work specific to adolescents.

Recommended Readings: Lewis-Smith, I., Pass, L., & Reynolds, S. (2020). How adolescents understand their values: A qualitative study. *Clinical Psychology and Psychiatry*, 26(1), 231-242. Daniel E., Benish-Weisman M. (2019). Value development during adolescence: Dimensions of change and stability. *Journal of personality*, 87(3), 620-632. Yeager, D. S., Dahl, R. E., & Dweck, C. S. (2018). Why interventions to influence adolescent behavior often fail but could succeed. *Perspectives on Psychological Science*, 13(1), 101-122.

Earn 2 continuing education credits

Queets (505), Level 5

Master Clinician Seminar 4

ticket

Fear of Vomit – How to Calm It: Using CBT to Treat Vomit Phobia in Children and Adolescents

Deborah A. Ledley, Ph.D., Children's and Adult Center for OCD and Anxiety

SATURDAY

Moderate level of familiarity with the material

Primary Category: Child / Adolescent - Anxiety

Key Words: *Phobias, Child, ERP (Exposure and Response Prevention)*

Emetophobia, or Specific Phobia of Vomiting (SPOV), is one of the most distressing and impairing phobias. Impacting upward of 8% of the population, SPOV has an early age of onset, is chronic in course (van Hout & Bouman, 2012), and interferes significantly in functioning (Veale, 2009). At its most impairing, young people with SPOV are unable to attend school; even in milder cases, SPOV saps joy from youth due to avoidance of previously loved foods, enjoyable activities like parties and extra-curriculars, and family activities like eating out and traveling. Fortunately, CBT can be a highly effective tool for treating SPOV. In this Workshop, case examples will be used to describe how clients with SPOV present, how to differentiate SPOV from other disorders, and how to design an effective, age-appropriate course of treatment. Attendees will learn how to develop an individualized SPOV model that focuses on the role of safety behaviors and internal focus of attention as maintaining factors for the disorder. We will also highlight the importance of parental accommodation and discuss the important shift from accommodation to support (Lebowitz, 2021). Participants will learn to develop a hierarchy and carry out effective exposures, which can vary considerably depending on presentation. Consideration will be given to how the COVID pandemic might have impacted rates of SPOV and ethical issues associated with treating this disorder will be addressed. Throughout, focus will be placed on helping youth reclaim joy in their lives by freeing them of this severely impairing anxiety disorder.

Outline:

- Workshop will address how to use CBT to treat emetophobia (or specific phobia of vomiting - SPOV) in youth.
- Attendees will learn how to develop an individualized SPOV model that focuses on the role of safety behaviors and internal focus of attention as maintaining factors for the disorder.
- Consideration will be given to the important role of parental accommodation and how to help parents shift from accommodation to support.
- Participants will learn to develop a hierarchy and carry out effective exposures, which can vary considerably depending on presentation.
- Ethical issues in the treatment of SPOV will be considered.
- Ample case examples will be used to bring the treatment to life.

At the end of this session, the learner will be able to:

- Describe how youth with emetophobia present and how to differentiate emetophobia from other disorders.
- Lead young clients through the process of developing a model of their emetophobia.
- Educate clients about the role of safety behaviors (including parental accommodation) and self-focused attention in the maintenance of emetophobia.
- Help a client develop an individualized hierarchy to guide treatment.
- Design and carry out exposures with youth across the age range, both in person and via telehealth.

Recommended Readings: Breaking Free of Child Anxiety and OCD: A Scientifically Proven Program for Parents, Eli R. Lebowitz, Ph.D. Gag Reflections: Conquering a Fear of Vomit Through Exposure Therapy, Dara Lovitz and David Yusko, PsDEmetophobia: A CBT Self-Help Guide for a Fear of Vomiting, Alexandra Keyes & David VealeFacing Mighty Fears About Throwing Up, Dawn HuebnerFreeing Your Child From Anxiety and/or Freeing Your Child from Obsessive Compulsive Disorder, Tamar Chansky, Ph.D.

Earn 1.5 continuing education credits

Tahuya (508), Level 5

Clinical Round Table 11

Collaborating with Caregivers in Behavioral and Mental Health Intervention Delivery for Youth with Intellectual Disabilities: Celebrating the Strengths of Families and Addressing Barriers to Care

SATURDAY

MODERATOR:

Breanna Winder-Patel, Ph.D., UC Davis MIND Institute

PANELISTS:

Audrey Blakeley-Smith, Ph.D., University of Colorado Anschutz Medical Campus

Caitlin M. Conner, Ph.D., University of Pittsburgh School of Medicine

Lauren Moskowitz, Ph.D., St. John's University

Jeni Casidy, Other, University of Colorado Anschutz Medical Campus

Allison Meyer, Ph.D., Indiana University School of Medicine

Primary Category: Autism Spectrum and Developmental Disorders

Key Words: *Developmental Disabilities, Underserved Populations, Stakeholder Relevant*

Youth with intellectual disabilities (ID) experience elevated rates of co-occurring mental health conditions (i.e., 30-40%) and reduced access to behavioral and mental health care¹. Caregivers voice concern regarding their child's limited service access, unmet mental health needs, and over reliance on medication management². Although their understanding of the complexity of their child's abilities uniquely position them as intervention collaborators, caregivers historically have been excluded from interventions, resulting in a disconnect from mental health care systems. Fortunately, the field of mental health for youth with ID is shifting from a "parent training" model to a model of caregivers as

intervention collaborators. This shift empowers caregivers to be integral to intervention decision-making and adaptations. Yet, inclusion of caregivers in intervention is not without complication; clinicians need to also facilitate youth independence, rather than over reliance on caregivers and support family strengths, which may include youth's desire for autonomy. In this clinical round table, panelists will discuss strengths and areas of need in behavioral and mental health work with caregivers of youth with ID. Panelists have collaborated with caregivers in the following treatment programs: CBT for anxiety in autistic teens with ID (Facing Your Fears [FYF], ABS), mindfulness for autistic teens/young adults with ID (EASE Teams, CC), an English and Spanish caregiver-focused behavioral intervention for youth with Down Syndrome (AM), and a parent-mediated, telehealth behavioral intervention for autistic youth with ID (LM). In addition, a caregiver will share their lived experience as a collaborator in the FYF study.

Panelists will discuss the importance of honoring family strengths and knowledge of youth with complex mental health, cognitive, and linguistic skills; focusing on strategies that support the move from over reliance on caregivers for emotion regulation to caregiver-supported implementation of strategies; and empowering caregivers to support further tailoring of interventions to best address the unique learning style and skills of youth with ID.

Earn 1.5 continuing education credits

Willapa (512), Level 5

Clinical Round Table 12

Integrative Behavioral Couple Therapy (IBCT) Across Racial Lines: Accepting the Elephant in the Room

MODERATOR:

Karen Hammack Petty, Ph.D., Ralph H Johnson VAMC

PANELISTS:

Shereen Traylor, Ph.D., US Department of Veteran Affairs

Nicole Cammack, Ph.D., Washington DC VA Medical Center

Jenna B. Teves, Ph.D., Ralph H Johnson VA Medical Center

Primary Category: Culture / Ethnicity / Race

Key Words: *African Americans / Black Americans, Couples / Close Relationships, Racial Trauma*

The primary purpose of this clinical roundtable is to discuss the importance of acknowledging racial differences and potential issues in the couple therapy process (IBCT), and to offer guidance on IBCT modification, and to build a deeper framework with specific questions and language to create a more focused approach. The field of psychology is largely White providers; a 2018 APA report stated the US Psychology workforce is approximately 86% White, 4% Black or African American. In contrast, the US population is 62% White; 12% Black/AA, with some areas having much larger Black/AA population (SC: 27%; GA: 30%; DC: 41%). This clearly indicates that White psychologists need to incorporate direct, specific therapies accounting for culture, and explicitly acknowledge the history of systemic racism and violence perpetuated against Black/AA people in our country. However, White therapists often lack the awareness and knowledge (Hays, 2016) to address race-related topics effectively with clients of color.

IBCT is built upon a foundation of understanding and acceptance as essential for change, and considering a client's personal and social history is vital. As IBCT explicitly incorporates these individual factors and vulnerabilities (emotional sensitivities), as well as the broader context (external stressors), it is the ideal couple therapy to intentionally

consider cultural factors (Christensen, 2020). This roundtable brings together four IBCT-trained psychologists of differing racial backgrounds for a focused discussion of challenges and opportunities using IBCT across racial lines, with Black/AA and interracial couples particularly. The panelists will discuss: (1) strategies to acknowledge and address race flexibly and effectively with Black/AA couples, considering racial identity and cultural context of the therapist and the members of the couple (2) factors related to race-based emotional sensitivities (race-based trauma including macro and micro aggressions); incorporating these into case conceptualization (DEEP) and intervention (3) considerations with interracial couples, particularly when only one partner is same race as therapist; (4) strategies for addressing microaggressions in the room; (5) generalizability to other CBTs.

9:00 a.m. – 10:00 a.m.

Bogachiel (303), Level 3

SATURDAY



Clinical Research Methods and Statistics SIG

Meeting Agenda Our annual meeting will include a presentation from our distinguished speaker, presenting our annual SIG awards, and discussing SIG business and updates. We welcome ABCT members from all levels of training who are interested in expanding and sharing their clinical research methods and statistics skills.

9:00 a.m. – 10:00 a.m.

Beckler (302), Level 3

Becoming a Fellow of ABCT

Antonette M. Zeiss, Ph.D., Retired
Maureen L. Whittal, Ph.D., Vancouver CBT Centre/University of British
Columbia
Christopher Martell, ABPP, Ph.D., University of Massachusetts Amherst
J. Gayle G. Beck, Ph.D., University of Memphis

Becoming a Fellow of ABCT recognizes sustained and outstanding contributions to the field of behavioral and cognitive therapies. Members of the Fellows Committee will describe the process for becoming a Fellow and share a little of what it means to them to be a Fellow of the organization. The panel will also share the vision of the committee for greater inclusion of members from traditionally underrepresented groups in becoming Fellows as well as in serving on the Fellows Committee. The ultimate goal of the panel is to provide information to encourage those members meeting eligibility criteria to apply for Fellow status, and to de-mystify the process. There are several areas in which sustained and outstanding contributions can be determined, including clinical practice; education and training; advocacy/policy/public education; dissemination/implementation; research; and diversity, equity, and inclusion. Sustained and outstanding contributions in one or more of these areas qualify for consideration for Fellow status.

Outline

1. Antonette Zeiss - Overview - 5 minutes
 - a. History of Fellows Committee
 - b. “Outstanding and sustained accomplishments” basis of Fellow status; cannot just be doing one’s job well or service to ABCT
 - c. Six areas in which one could demonstrate excellence (only 1 area needed): Clinical practice; Education and training; Advocacy/policy/public education; Dissemination/implementation; Research; Diversity, equity, and inclusion
2. Maureen Whittal - Yearly round and finding information - 10 minutes
 - a. Serving on the Fellows Committee, process of application and decision
 - b. Applying for Fellow status - dates
 - c. Review process and final decisions on Fellow status
 - d. Obtaining information: tBT stories and announcements; website
3. J Gayle Beck - Developing a strong application - 15 minutes
 - a. Determining area(s) in which to demonstrate excellence - operationalizing “sustained and outstanding” contributions.
 - b. Selecting writers for letters of recommendation; help the Fellows Committee can offer
 - c. Strong letters - use info on the website to emphasize areas of outstanding and sustained achievement
 - d. Strong self-statement
4. Christopher Martell - Diversity, equity, and inclusion - 10 minutes
 - a. Using this category to apply for Fellow status
 - b. Encouraging a higher number of Fellow applications from diverse ABCT membership, on multiple dimensions - importance of this and ideas on how to accomplish it
 - c. Exploring an equitable process of application review A question and answer period will follow the presentations.

This session does not qualify for continuing education credit.

At the end of this session, the learner will be able to:

- Understand the steps to becoming a Fellow in ABCT.
- How “sustained and outstanding contributions” are defined in all of the areas considered for Fellow status.
- Suggestions for developing a successful application.
- Suggestions for writing recommendation letters in support of applicants.

Earn 1 continuing education credit

Columbia A, Level 3

Invited Address 2

Working out the Irrigation System: toward Better Access to Quality Mental Health Services

Michael A. Southam-Gerow, Ph.D., Virginia Commonwealth University

Primary Category: Dissemination & Implementation Science

Key Words: *Implementation, Community-Based, Stakeholder Relevant*

A key goal of implementation science (IS) is to increase access to quality mental health services. Despite many notable and important strides achieved, the mental health crisis has only worsened in recent years in the U.S. and many other countries around the world. To address the challenge, implementation science may benefit from refocusing its efforts in several different directions. This keynote will identify these multiple avenues for research, directions with potentially large returns on investment with regard to increasing access to quality mental health services. First, a focus on workforce development, recruitment, and retention, a major challenge for many states and localities, needs additional scholarly attention. Furthermore and relatedly, service financing, especially payment for evidence-based services, would benefit from increased scrutiny by implementation scientists. Last, service coordination systems, grossly underresourced, reliant on limited and out-of-date information, and operating in a mostly opaque manner to families who need services, warrant scientific inquiry. Potential paths to addressing these areas of concern are outlined and examples from ongoing work in Virginia will be highlighted. Last, future directions that implementation scientists could take will be identified.

Outline:

- Context of mental health crisis and efforts to address it
- Ecological model for implementation
- Addressing practitioner and provider organization factors
- Addressing systemic factors
- Examples from Virginia
- Future directions to consider

At the end of this session, the learner will be able to:

- Identify understudied areas of implementation science.
- Enumerate multiple ways that science could inform efforts to improve access to mental health services.

- Describe the relevance of community partnership building, as well as ways to partner.
- Long-term goal: Identify possible community partners for their research.
- Long-term goal: Meet with a prospective community partner.

Recommended Readings: Center for Evidence-based Partnerships in Virginia. (2021). Needs assessment and gaps analysis, 2021 report. Report prepared for the Division of Family Services of the Virginia Department of Social Services. Available online Rodriguez, A., Southam-Gerow, M. A., O'Connor, M. K., & Allin, R. B. (2014). An analysis of stakeholder views on children's mental health services. *Journal of Clinical Child & Adolescent Psychology*, 43, 862-876. Sale, R., Wu, J., Robinson, A., Finn, N., Aisenberg, G., Kaur, N., Riso, A., & Southam-Gerow, M. A. (2023). Workforce and other factors impeding implementation and sustainment of FFPSA evidence-based programs: A study of obstacles and opportunities. Report prepared for the Division of Family Services of the Virginia Department of Social Services. Available online

9:00 a.m. – 10:30 a.m.

Calawah (304), Level 3



Black Americans in Research and Behavioral Therapy SIG

9:30 a.m. – 11:00 a.m.

Duwamish (306), Level 3



Tic and Obsessive- compulsive Related Disorders SIG

In this meeting, two presentations will be given by experts in the field about their current SIG-relevant research. Following these presentations, attendees will be provided the opportunity to ask the presenters questions. At the end of the meeting, individuals

interested in tics and other obsessive compulsive related disorders will be given the opportunity to connect/network with others who are interested in these disorders.

9:30 a.m. – 10:30 a.m.

Methow (307), Level 3



Master's Level Clinical Training, Education and Practice SIG

We will review the SIG's activities, discuss current issues in Masters-level training, and overview annual elections.

10:00 a.m. – 11:30 a.m.

Duckabush (503), Level 5



Behavioral Sleep Medicine SIG

This meeting is open to any ABCT members with an interest in sleep. Our members vary from students who want to learn more about the field, sleep specialists and/or researchers, and those with very little sleep background. All are welcome. Greetings and introductions open the meeting. This is followed by a discussion of SIG business, including submission or collaborative ideas for the next meeting. To conclude the session, members provide a brief description of their activities over the past year.

Earn 1.5 continuing education credits

Columbia A, Level 3

Clinical Grand Round 3

DBT Clinical Grand Round: Exploring the Four Modes of Treatment Through a Live Demonstration

SATURDAY

Maureen Zalewski, Ph.D., University of Oregon
Alison M. Yaeger, Psy.D., McClean Hospital, Harvard Medical School
Aditi Vijay, Ph.D., Kean University
Vibh Forsythe Cox, Ph.D.

Primary Category: Dialectical Behavior Therapy (DBT)

Key Words: *Personality Disorders, DBT (Dialectical Behavior Therapy)*

ISITDBT will commemorate the 30th anniversary of the original DBT text (Linehan, 1993; Cognitive-Behavioral Treatment of Borderline Personality Disorder) with an invited Clinical Grand Rounds at ABCT 2023's annual convention in Seattle, Washington, the birthplace of DBT. Through an extended clinical demonstration, attendees will have the opportunity to witness the four modes of DBT treatment—Individual Therapy, Skills Group Training, Phone Coaching, and Consultation Team—come alive on stage. Through a single case vignette, a common and challenging clinical scenario will be presented to illustrate the effectiveness of DBT. The live demonstration will open with a client attending an individual therapy session; during this session, the audience will witness the client become emotionally dysregulated in response to a comment made by the therapist. The demonstration will unfold with role-plays of each of the four treatment modes; ultimately revealing how each mode plays a crucial and distinctive role in repairing the client-therapist relationship. Whether novices or experts in DBT, participants will observe the intricate ways these distinct modes of treatment work together to support patients and improve treatment outcomes.

Outline:

- I. Introduction to Four Modes of Treatment in DBT; brief description of how the role play will unfold through a single extended case vignette.
- II. Role play of rupture between therapist and client during individual treatment session (audience will observe client becoming increasingly emotionally dysregulated in session)

- III. Role-play of client in group, revealing to skills group leaders they are angry with their therapist and want to quit treatment (audience will watch group leaders reinforce effectiveness skills with client)
- IV. Role play of consultation team, in which therapist reveals difficulty of individual session. Therapist reveals they are anxious that next phone coaching session will lead to greater client dysregulation (audience will observe how consultation team helps therapist cope ahead with potential phone coaching call)
- V. Client will call therapist to receive phone coaching (audience will observe how client using skills reinforced by skills leaders as well as how consultation team helped therapist be effective on coaching call)
- VI. Summary. Narrator will describe and summarize the role plays, highlighting specifically the distinct and interconnected role of the four modes of treatment.

At the end of this session, the learner will be able to:

- Describe the four modes of DBT: Individual, Skills group training, phone coaching, and consultation team.
- Explain the function of each of the four modes and how each mode plays an important role in the overall treatment approach.
- Describe how consultation team supports the individual therapist to provide effective DBT to the client.

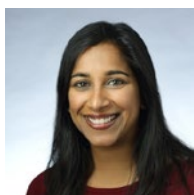
Recommended Readings: Lynch, T. R., Trost, W. T., Salsman, N., & Linehan, M. M. (2007). Dialectical behavior therapy for borderline personality disorder. *Annu. Rev. Clin. Psychol.*, 3, 181-205. DeCou, C. R., Comtois, K. A., & Landes, S. J. (2019). Dialectical behavior therapy is effective for the treatment of suicidal behavior: A meta-analysis. *Behavior therapy*, 50(1), 60-72. Linehan, M. M., Korslund, K. E., Harned, M. S., Gallop, R. J., Lungu, A., Neacsiu, A. D., ... & Murray-Gregory, A. M. (2015). Dialectical behavior therapy for high suicide risk in individuals with borderline personality disorder: A randomized clinical trial and component analysis. *JAMA psychiatry*, 72(5), 475-482. Haft, S. L., O'Grady, S. M., Shaller, E. A., & Liu, N. H. (2022). Cultural adaptations of dialectical behavior therapy: A systematic review. *Journal of Consulting and Clinical Psychology*. Di-meft, L., & Linehan, M. M. (2001). Dialectical behavior therapy in a nutshell. *The California Psychologist*, 34(3), 10-13.



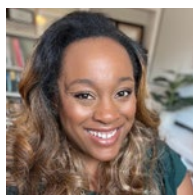
MAUREEN ZALEWSKI



ALISON YAEGER



ADITI VIJAY



VIBH FORSYTHE COX

Earn 1 continuing education credit

Ashnola (301). Level 3

Symposium 55

Using Emotion Regulation to Build Resilience Against Stress – Innovative Research and Intervention Insights

CHAIRS:

Alainna Wen, Ph.D., University of California Los Angeles
Allison V. Metts, M.A., University of California, Los Angeles

DISCUSSANT:

Liliana J. Lengua, Ph.D., University of Washington, Seattle

All level of familiarity with the material

Primary Category: Transdiagnostic

Key Words: *Emotion Regulation, Stress, Resilience*

An Affect Regulation Framework for Studying Psychological Resilience

Emily C. Willroth, Ph.D., Washington University in St. Louis
Allison Troy, Ph.D., Popular Comms Institute
Amanda Shallcross, ND, MPH, The Cleveland Clinic
Nicole Giuliani, Ph.D., University of Oregon
James Gross, Ph.D., Stanford University
Iris Mauss, Ph.D., University of California, Berkeley

Emotion Regulatory Domain of Executive Functioning, Inflammation, and Subsequent Depression-onset Among Adversity Exposed Adolescents

Kate R. Kuhlman, Ph.D., University of California, Irvine
Michael Irwin, M.D., University of California, Los Angeles
Michelle G. Craske, Ph.D., University of California Los Angeles
Steve Cole, Ph.D., University of California, Los Angeles
Andrew Fuligni, Ph.D., University of California, Los Angeles
Julienne Bower, Ph.D., University of California, Los Angeles

Diversity Is Key: Influence of Emotion Regulation Strategy Use on Adolescent Anxiety and Depressive Symptoms over Time

Alainna Wen, Ph.D., University of California Los Angeles

Allison V. Metts, M.A., University of California, Los Angeles

Richard E Zinbarg, Ph.D., Northwestern University

Susan Mineka, Ph.D., Northwestern University

Michelle G. Craske, Ph.D., University of California Los Angeles

Social Support Enhances Cognitive Reappraisal of Stressors: An Experimental Study of Resilience in At-risk Young Adults

Allison V. Metts, M.A., University of California, Los Angeles

Michelle G. Craske, Ph.D., University of California Los Angeles

Earn 1.5 continuing education credits

Beckler (302), Level 3

Symposium 56

Social-emotional Functioning of Youth with ADHD and Related Disorders in Different Developmental Stages

CHAIR:

Daniel A. Waschbusch, Ph.D., Penn State Milton S.
Hershey Medical Center

DISCUSSANT:

James Waxmonsky, M.D., Penn State Hershey Medical
Center

Moderate level of familiarity with the material

Primary Category: ADHD - Child

Key Words: *ADHD, Social Relationships, Emotion*

**Peer Functioning Among Preschool Children with ADHD: The Role of Emotion
Dysregulation**

Paulo Graziano, Ph.D., Florida International University
Melissa Hernandez, M.S., Florida International University
Madeline Curzon, M.S., Florida International University
Anthony Dick, Ph.D., Florida International University

**Behavioral and Emotional Responses to Time-out in Elementary School Age
Children with Conduct Problems: The Role of Callous-unemotional Traits**

Pevitr Bansal, Ph.D., University of California San Francisco
Daniel A. Waschbusch, Ph.D., Penn State Milton S. Hershey Medical Center

**Social Information Processing in Elementary-school-age Children with ADHD,
Conduct Problems, and Callous-unemotional Traits**

Daniel A. Waschbusch, Ph.D., Penn State Milton S. Hershey Medical Center

The Effects of ADHD, Co-occurring Psychopathology, and Neural Processing of Social and Monetary Reward on Personality Pathology in Female Adolescents

Dara Babinski, ABPP, Ph.D., Penn State College of Medicine

Samantha Pegg, M.S., Vanderbilt University

Autumn Kujawa, Ph.D., Vanderbilt University

Early Social and Emotional Predictors of Individual Differences in Wellbeing in Late Adolescent Among Youth with and Without ADHD

Melissa R. Dvorsky, Ph.D., Children's National Health System

Elizabeth Chan, M.A., M.S., Kennedy Krieger Institute

Qinxin Shi, Ph.D., Children's National Health System

Amanda H. Steinberg, B.S., Children's National Hospital

Stephen P. Becker, Ph.D., Cincinnati Children's Hospital Medical Center

Joshua Langberg, Ph.D., Rutgers., The State University of New Jersey

Earn 1.5 continuing education credits

Chelais (305), Level 3

Symposium 57

Evaluating Acceptance and Commitment Therapy Outcomes Across Behavioral Health Contexts

CHAIR:

Emily Bowers, B.S., Utah State University

DISCUSSANT:

Michael P. Twohig, Ph.D., Utah State University

All level of familiarity with the material

Primary Category: Treatment - Mindfulness & Acceptance

Key Words: ACT (*Acceptance & Commitment Therapy*), *Psychotherapy Outcome*, *Randomized Controlled Trial*

A Randomized Clinical Trial of Acceptance and Commitment Therapy for People with HIV Who Inject Drugs in St. Petersburg, Russia; Cultural Adaptation, Processes of Change, and Outcomes

Jason B. Luoma, Ph.D., Portland Psychotherapy

Sarah L. Rossi, MPH, Boston Medical Center

Karsten Lunze, M.D., MPH, DrPH, Boston Medical Center

Evaluation of a 1day Acceptance and Commitment Therapy Workshop for Increasing Moderatetovigorous Physical Activity in Adults with Overweight or Obesity

Jason Lillis, Ph.D., Brown University Medical School

Leah Schumacher, Ph.D., Temple University

Dale Bond, Ph.D., Hartford Hospital

Randomized Clinical Trial Evaluating the Algeapp, a Brief Avatar-guided Acceptance and Commitment Therapy for Chronic Pain, Compared to an Active-intervention Control

Maria Karekla, Ph.D., University of Cyprus

Orestis Kassinosopoulos, Ph.D., University of Cyprus

Efficacy and Feasibility of a Fully-automated Website Delivering AEBT for Adults with Trichotillomania: A Randomized Waitlist-controlled Trial

Leila K. Capel, M.S., Utah State University

Michael Levin, Ph.D., Utah State University

Michael P. Twohig, Ph.D., Utah State University

Julie Petersen, M.S., Utah State University

Earn 1.5 continuing education credits

Washougal (408), Level 4

Symposium 58

SATURDAY

Emotion Socialization in Adolescence and Emerging Adulthood: Exploring the Role of Parents/caregivers and Peers

CHAIRS:

W. John Monopoli, Ph.D., Susquehanna University
Patricia J. Long, Ph.D., University of New England

DISCUSSANT:

Rosanna Breaux, Ph.D., Virginia Polytechnic Institute and State University

Moderate to Advanced level of familiarity with the material

Primary Category: Parenting / Families

Key Words: *Emotion, Emotion Regulation, Adolescents*

Gender Differences in Adolescent Friend Emotion Socialization: A Longitudinal Examination

Molly Hale, M.S., University of Georgia
Janice Zeman, Ph.D., William & Mary
Natalee Price, M.A., Miami Ohio
Sarah Borowski, Ph.D., Lehigh University

How Do Queer and Trans Young Adults Develop Emotion-response Styles?

Influences of Caregiver Emotion Socialization on Emotion Beliefs and Coping

Nicole D. Cardona, M.A., Boston University
Mathena A. Abramson, M.A., Boston University
Sophia Kim, Boston University
Elizabeth Eustis, Ph.D., Boston University
Kristin Long, Ph.D., Boston University

Childhood Abuse, Parental and Peer Emotion Socialization, and Experiential Avoidance Among College Women and Men

Benjamin Katz, Ph.D., Stony Brook University

Patricia J. Long, Ph.D., University of New England

Initial Exploration of the Structure of Emotion Socialization in College Students

W. John Monopoli, Ph.D., Susquehanna University

Abbey C. Mooney, Susquehanna University

Andrew Jacques, B.A., Susquehanna University

Ashley Grant, Ph.D., Johns Hopkins University

Rebecca Houston, Ph.D., Rochester Institute of Technology

Earn 1.5 continuing education credits

Quinault, Level 5

Symposium 59

Strategies to Incorporate Community Partners' Perspectives from Design to Implementation

CHAIR:

Alyssa M. Herman, B.A., University of Oregon

DISCUSSANT:

Kelsie Okamura, Ph.D., The Baker Center for Children
and Families

All level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Dissemination, Implementation*

The Help Your Keiki Website: Incorporating Youth and Caregiver Voice into Public Large-scale Dissemination Strategies

Tessa R. Palafu, B.A., The Baker Center for Children and Families/Harvard Medical
School

Dorian Higashi, University of Hawai'i at Manoa

Tristan J. Maesaka, M.A., University of Hawai'i at Manoa

Trina E. Orimoto, Ph.D., University of Hawai'i at Manoa, Child and Adolescent
Mental Health Division, Department of Health, State of Hawai'i

Scott Shimabukuro, Ph.D., ABPP, Hawai'i State Department of Health Child and
Adolescent Mental Health Division

Brad J. Nakamura, Ph.D., University of Hawaii at Manoa

Kelsie Okamura, Ph.D., The Baker Center for Children and Families

Free, Online Mental Health Resources Nominated by Mental Health Professionals

Alyssa M. Herman, B.A., University of Oregon

Alayna L. Park, Ph.D., University of Oregon

The Effect of Caregiver Key Opinion Leaders on Increasing Caregiver Demand for Evidence-based Practices to Treat Youth Anxiety: A Qualitative Analysis

Margaret E. Crane, M.A., Temple University; Weill Cornell Medicine

Gabriella T. Ponzini, M.A., West Virginia University

Danielle R. Adams, Ph.D., University of Washington, St. Louis

Julia S. Ney, M.A., Temple University

Dominique S. McKnight, B.A., Temple University

Giavonna M. Zappone, Temple University

Marc S. Atkins, Ph.D., University of Illinois, Chicago

Sara J. Becker, Ph.D., Northwestern University

Jonathan Purtle, DrPH, MSc, New York University

John Lestino, M.A. LPC, Magowan Elementary School

Philip C. Kendall, Ph.D., Temple University

Bringing a Transdiagnostic Sleep and Circadian Intervention into a Community Mental Health Setting: A Qualitative Evaluation with Community Stakeholders Prior to Implementation

Nicole B. Gumport, Ph.D., Stanford University

Stephanie H. Yu, M.A., University of California, Los Angeles

Allison G. Harvey, Ph.D., University of California, Berkeley

Sleep Is “Universal”: Providers’ Perspectives on Delivering a Standard or Adapted Transdiagnostic Treatment for Serious Mental Illness and Sleep and Circadian Problems

Laurel D. Sarfan, Ph.D., University of California, Berkeley

Zia Bajwa, University of California, Berkeley

Marlen Diaz, B.A., University of California, Berkeley

Sondra Tiab, B.A., University of California, Berkeley

Krista R. Fisher, B.A., University of California, Berkeley

Emma R. Agnew, LCSW, University of California, Berkeley

Shayna A. Howlett, B.A., University of California, Berkeley

Sophia Oliver, University of California, Davis

Catherine A. Callaway, M.A., University of California, Berkeley

Allison G. Harvey, Ph.D., University of California Berkeley

Earn 1.5 continuing education credits

Elwha B, Level 5

Symposium 60

The Role of Positive Emotions in Depression and Anxiety: Evidence of Positivity Avoidance and Treatment Implications

CHAIR:

Amanda C. Collins, Ph.D., Dartmouth College

DISCUSSANT:

E. Samuel Winer, Ph.D., New School for Social Research

Basic level of familiarity with the material

Primary Category: Adult Depression

Key Words: *Depression, Anxiety, Treatment*

Semantic Signals in Self-reference: The Detection and Prediction of Depressive Symptoms from the Daily Diary Entries of a Sample with Major Depressive Disorder

Amanda C. Collins, Ph.D., Dartmouth College

Damien Lekkas, M.S., Dartmouth College

Matthew D. Nemesure, M.S., Dartmouth College

Tess Z Griffin, Ph.D., Dartmouth College

George D. Price, M.S., Dartmouth College

Arvind Pillai, M.S., Dartmouth College

Subigya K. Nepal, B.S., Dartmouth College

Michael V. Heinz, M.D., Dartmouth College

Andrew T. Campbell, Ph.D., Dartmouth College

Nicholas C. Jacobson, Ph.D., Dartmouth College

Assessing Relinquishment of Positivity as a Central Symptom Bridging Anxiety and Depression

Camryn J. Calafiore, M.A., New School for Social Research

Amanda C. Collins, Ph.D., Dartmouth College

Gregory Bartoszek, Ph.D., Fairleigh Dickinson University

E. Samuel Winer, Ph.D., New School for Social Research

The Influence of Positivity Avoidance on Depression Treatment Preferences

Michael R. Gallagher, M.S., Mississippi State University

Amanda C. Collins, Ph.D., Dartmouth College

Jessica S. Bryant, Ph.D., Central Arkansas Veterans Healthcare System

E. Samuel Winer, Ph.D., New School for Social Research

The Relationship Between Expressive Suppression, Therapeutic Bond, and Response to a Positive Affect Intervention for Adults with Anxiety And/or Depression

Samantha N. Hoffman, M.S., San Diego State University/University of California

Joint Doctoral Program in Clinical Psychology

Murray Stein, M.D., University of California San Diego

Charles Taylor, Ph.D., University of California, San Diego

Earn 1.5 continuing education credits

Chiwawa (501), Level 5

Symposium 61

Digital Health for Schizophrenia-spectrum Disorders: From Local Innovation to Global Impact

CHAIR:

Benjamin E. Buck, Ph.D., University of Washington
School of Medicine

DISCUSSANT:

Dror Ben-Zeev, Ph.D., University of Washington School
of Medicine

Basic to Moderate level of familiarity with the material

Primary Category: Schizophrenia / Psychotic Disorders

Key Words: *Technology / Mobile Health, Severe Mental Illness, Schizophrenia*

FOCUS on Implementation: Strategies to Support Real-world Translation of an Evidence-based Mhealth Intervention for Serious Mental Illness

Justin Tauscher, Ph.D., University of Washington School of Medicine

Benjamin E. Buck, Ph.D., University of Washington School of Medicine

Sarah L. Kopelovich, Ph.D., University of Washington School of Medicine

Lydia Chwastiak, M.D., University of Washington

Carol Levin, Ph.D., University of Washington

Steven C. Marcus, Ph.D., School of Social Policy and Practice, University of
Pennsylvania

Aaron Lyon, Ph.D., University of Washington

Dror Ben-Zeev, Ph.D., University of Washington School of Medicine

Bringing the Promise of Artificial Intelligence to a Community Behavioral Health Clinic near You: Introducing Cbtpro

Sarah L. Kopelovich, Ph.D., University of Washington School of Medicine

Rachel Brian, MPH, University of Washington School of Medicine

Roisin Slevin, B.S., Lyssn.io, Inc.

Victoria T. Shepard, B.S., University of Washington School of Medicine

Dror Ben-Zeev, Ph.D., University of Washington School of Medicine

Benjamin E. Buck, Ph.D., University of Washington School of Medicine

Michael Tanana, Ph.D., Lyssn.io, Inc.

Zac Imel, Ph.D., Lyssn.io, Inc.

Scott Baldwin, Ph.D., Brigham Young University

Empowering Early Psychosis Caregivers to Facilitate Help-seeking with Self-guided Mhealth: The Bolster Project

Benjamin E. Buck, Ph.D., University of Washington School of Medicine

Mary Wingerson, B.A., University of Washington

Erica Whiting, B.S., University of Washington

Maria Monroe-Devita, Ph.D., University of Washington

Jaime Snyder, Ph.D., University of Washington

Dror Ben-Zeev, Ph.D., University of Washington School of Medicine

Combining Mhealth and Nurse-delivered Care to Improve the Outcomes of People with Serious Mental Illness in West Africa: The M-healer Project

Anna Larsen, M.P.H., Ph.D., University of Washington, Seattle

Dror Ben-Zeev, Ph.D., University of Washington School of Medicine

Jaime Snyder, Ph.D., University of Washington

Dzifa Attah, Ph.D., MPhil, University of Ghana

Pamela Collins, M.D., MPH, University of Washington

Angela Ofori-Atta, Ph.D., M.A., University of Ghana

Wadma Network, NA

Earn 1.5 continuing education credits

Cowlitz (502), Level 5

Symposium 62

Leveraging Novel Statistical Methods to Describe Momentary Symptom Fluctuations in Daily Life

CHAIRS:

Devon Sandel-Fernandez, M.A., University of California, Berkeley

Esther Howe, M.A., University of California at Berkeley

DISCUSSANT:

Sarah E. Victor, Ph.D., Texas Tech University

Moderate level of familiarity with the material

Primary Category: Research Methods and Statistics

Key Words: *Change Process / Mechanisms, Methods, Transdiagnostic*

Emotion Regulation Moderators of Within-person Associations Between Emotions and Urgency

Kevin King, Ph.D., University of Washington, Seattle

Jonas Dora, Ph.D., University of Washington

Katherine Seldin, M.A., University of Washington

Michele Smith, M.A., University of Washington

Megan Schultz, B.A., University of Washington

Connor McCabe, Ph.D., University of Washington

Todd Obilor, B.A., University of Washington

Diego Moss, B.A., University of Washington

Gregory Smith, Ph.D., University of Kentucky

Yuichi Shoda, Ph.D., University of Washington

Christine Lee, Ph.D., University of Washington

Megan Patrick, Ph.D., Institute for Social Research, University of Michigan

Using Baseline Data to Identify Heterogeneity in Within-person Processes: The Use of Longitudinal Recursive Partitioning

Ross Jacobucci, Ph.D., University of Notre Dame

Brooke A. Ammerman, Ph.D., University of Notre Dame

A Person-specific Model of Momentary Urgency: Measuring Within-person Associations Amidst Behavior Heterogeneity

Devon Sandel-Fernandez, M.A., University of California, Berkeley

Sheri Johnson, Ph.D., University of California, Berkeley

The Time-varying Effects of Momentary Cognitive Processes and Suicidal Ideation

Chris D. Hughes, Ph.D., Alpert Medical School of Brown University

Leslie Brick, Ph.D., Alpert Medical School of Brown University

Megan Rogers, Ph.D., Texas State University

Melanie Bozzay, Ph.D., Brown University & Providence VA Medical Center

Heather Schatten, Ph.D., Butler Hospital & Brown University

Michael Armev, Ph.D., Warren Alpert Medical School of Brown University

The Short-term Psychological Dynamics of Posttraumatic Stress Disorder Emergence After Sexual Assault

Esther Howe, M.A., University of California at Berkeley

Earn 1.5 continuing education credits

Tahuya (508), Level 5

Symposium 63

Examining the Various Stages of Domestic and Global Mental Health Interventions for HIV from Treatment Development Priorities to Treatment Response

CHAIR:

Jasper S. Lee, Ph.D., Harvard University

Moderate level of familiarity with the material

Primary Category: Health Psychology / Behavioral Medicine - Adult

Key Words: *HIV / AIDS, Health Psychology, Global Mental Health*

Multimorbidity and Disease Control in Kwazulu-natal, South Africa: The Importance of Considering Health-related Quality of Life and Care Engagement in Behavioral Medicine Intervention Development

Amelia Stanton, Ph.D., Boston University

Ryan Boyd, Ph.D., The obelus Institute

Conall O'Cleirigh, Ph.D., Massachusetts General Hospital/Harvard Medical School

Stephen Olivier, Ph.D., Africa Health Research Institute

Resign Gunda, Ph.D., Africa Health Research Institute

Olivier Koole, Ph.D., Columbia University

Dickman Gareta, M.D., Africa Health Research Institute

Tshwaraganang Modise, Ph.D., Africa Health Research Institute

Zahra Reynolds, MPH, Massachusetts General Hospital

Thandeka Khoza, Ph.D., Africa Health Research Institute

Kobus Herbst, Ph.D., Africa Health Research Institute

Thumbi Ndung'u, M.D., Africa Health Research Institute

Willem Hanekom, M.D., Africa Health Research Institute/University College
London

Emily Wong, M.D., Africa Health Research Institute

Deenan Pillay, Ph.D., University College London
Mark Siedner, M.D., Massachusetts General Hospital/Harvard Medical School

Feasibility and Acceptability of Project MATTER: A Compassion-based Psycho-behavioral Intervention for Sub-optimally Engaged Men Who Have Sex with Men Living with HIV and Substance Use Disorders

Abigail W. Batchelder, M.P.H., Ph.D., Harvard Medical School/Massachusetts General Hospital

Hyo Shin, MPH, MGH

Hunter Baldwin, B.A., Fenway Health

Jacklyn D. Foley, Ph.D., Massachusetts General Hospital

Matthew C. Sullivan, Ph.D., Massachusetts General Hospital

Christopher Chiu, M.A., Massachusetts General Hospital

Kenneth Mayer, M.D., Fenway Health & Harvard Medical School

Conall O'Cleirigh, Ph.D., Massachusetts General Hospital/Harvard Medical School

Cognitive Behavioral Therapy for Trauma and Self-care (CBT-TSC): Results of an RCT to Reduce Condomless Anal Sex and Posttraumatic Symptoms Among MSM Who Have Histories of Childhood Sexual Abuse

Conall O'Cleirigh, Ph.D., Massachusetts General Hospital/Harvard Medical School

Gail Ironson, M.D. Ph.D., University of Miami

Katie Biello, Ph.D., Brown University School of Public Health

Michael Boroughs, Ph.D., C.Psych, University of Windsor

Brett M. Goshe, Ph.D., Massachusetts General Hospital

Samantha M. McKetchnie, LCSW, Massachusetts General Hospital

Jillian Shipherd, Ph.D., VA Central Office

Steven A. Safren, ABPP, Ph.D., University of Miami

You Will Be Gaining Each and Every Time You Come Here”: Feasibility and Acceptability of a Task-shared Intervention for Adherence and Depression (CBT-AD) in People Living with HIV in South Africa

Lena Skovgaard Andersen, Ph.D., University of Copenhagen

Maria Sofie Bach Danielsen, B.A., University of Copenhagen

Jane Brandt Sørensen, Ph.D., University of Copenhagen

Amelia Stanton, Ph.D., Boston University

Jessica F. Magidson, Ph.D., University of Maryland, College Park

Jasper S. Lee, Ph.D., Harvard University

Ashraf Kagee, Ph.D., Stellenbosch University

Conall O'Cleirigh, Ph.D., Massachusetts General Hospital/Harvard Medical School

Steven A. Safren, ABPP, Ph.D., University of Miami

John Joska, MBChB, FC, MMed, Ph.D., University of Cape Town

Trajectories of Treatment Response in a Cognitive-behavioral Therapy Intervention for Depression and Adherence in PWH in South Africa

Jasper S. Lee, Ph.D., Massachusetts General Hospital/Harvard Medical School

John Joska, MBChB, FC, MMed, Ph.D., University of Cape Town

Lena Skovgaard Andersen, Ph.D., University of Copenhagen

Earn 1.5 continuing education credits

Nooksack (602), Level 6

Symposium 64

Cultivating Trans Joy and Resilience: Positive Body Image Among Transgender and Nonbinary Populations

CHAIR:

Zachary Soulliard, Ph.D., Miami University

DISCUSSANT:

Jerel P. Calzo, M.P.H., Ph.D., San Diego State University

SATURDAY

Basic to Moderate level of familiarity with the material

Primary Category: LGBTQ+

Key Words: LGBTQ+, *Body Image*, *Resilience*

Positive Body Image Among Trans and Nonbinary Adults: Gender Identity Pride as a Correlate of Body Appreciation and Intuitive Eating

Zachary Soulliard, Ph.D., Miami University

Thomas Le, M.S., University of Maryland- College Park

Vic Yamasaki, B.A., Whitman Walker Institute

Tattooing, Body Image, and Embodiment: Cultivating Resilience and Joy

Scout Silverstein, M.P.H., Equip Health

Tamara Santibanez, M.A.

Positive Body Image Development Among Transgender and Nonbinary Online Sexual Content Creators

Benjamin Eisenstadt, B.A., Yale School of Public Health

Gabriel Murchison, Ph.D., MPH, Yale School of Public Health

Allegra Gordon, ScD, MPH, Boston University School of Public Health

Zachary Soulliard, Ph.D., Miami University

Associations Between Social Acceptance and Body Esteem Among a Nationwide U.S Sample of Transgender and Gender Diverse Adolescents
Savannah Roberts, M.A., University of Pittsburgh
Anne Maheux, M.S., University of Pittsburgh
Rachel Salk, Ph.D., Private Practice
Brian Thoma, Ph.D., University of Pittsburgh Medical Center
Michele Levine, Ph.D., University of Pittsburgh Medical Center
Sophia Choukas-Bradley, Ph.D., University of Pittsburgh

10:30 AM – 11:30 AM

Earn 1 continuing education credit

Skykomish (604), Level 6

Symposium 65

Increasing the Effectiveness of Real-time Suicide Intervention

CHAIR:

Allison K. Ruork, Ph.D., Rutgers University

DISCUSSANT:

Matthew K. Nock, Ph.D., Harvard University

Moderate level of familiarity with the material

Primary Category: Suicide and Self-Injury

Key Words: *Suicide, Technology / Mobile Health*

Developing and Testing an Automated Real-time Suicide Risk Intervention Tool

Daniel Coppersmith, AM, Harvard University

Kate H. Bentley, Ph.D., Massachusetts General Hospital

Evan Kleiman, Ph.D., Rutgers, The State University of New Jersey

Adam Jaroszewski, Ph.D., Massachusetts General Hospital

Matthew K. Nock, Ph.D., Harvard University

SATURDAY

Just-in-time Interventions for Promoting Safety Plan and Coping Strategy Use for Suicidal Thoughts: A Pilot Micro-randomized Trial

Kate H. Bentley, Ph.D., Massachusetts General Hospital

Walter Dempsey, Ph.D., University of Michigan

Molly I. Ball, B.A., Harvard University

Nathan S. Fishbein, B.A., Massachusetts General Hospital

Matthew K. Nock, Ph.D., Harvard University

Acceptability and Feasibility of an Ecological Momentary Intervention for Managing Emotional Distress Among Psychiatric Inpatients at Risk for Suicide

Evan Kleiman, Ph.D., Rutgers, The State University of New Jersey

Kate H. Bentley, Ph.D., Massachusetts General Hospital

Adam Jaroszewski, Ph.D., Massachusetts General Hospital

Jeff Huffman, M.D., Massachusetts General Hospital / Harvard Medical School

Matthew K. Nock, Ph.D., Harvard University

Engagement in Just-in-time Digital Interventions for Suicide: Bringing Back People

Allison K. Ruork, Ph.D., Rutgers University

Topher Jerome, B.A., Evidence Based Practice Institute

Daniela Mendez Faria, B.A., Evidence Based Practice Institute

Cindy Schaeffer, Ph.D., University of Maryland

Linda Dimeff, Ph.D., Jaspr Health, Inc.

Earn 1.5 continuing education credits

Snohomish (605), Level 6

Symposium 66

CBT Intervention Techniques for Boosting Positivity in Anxiety and Depression: What Do the Data Say About the Power of Positive Thinking?

CHAIR:

David Moscovitch, Ph.D., University of Waterloo

DISCUSSANT:

Lynn Alden, Ph.D., The University of British Columbia

All level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *CBT, Treatment Development, Translational Research*

Hooking the Self onto the Past: Deep vs. Superficial Processing of Positive Autobiographical Memories in Individuals with Social Anxiety

David Moscovitch, Ph.D., University of Waterloo

Kendra White, B.A., University of Waterloo

Taylor Hudd, M.A., University of Waterloo

Recall of Achievement Events Increases Authentic Pride and Positive Affect

Carly A. Parsons, M.A., The University of British Columbia

Tuguldur Lkhagva, B.A., The University of British Columbia

Lynn Alden, Ph.D., The University of British Columbia

Online Imagery Rescripting for Trait Anxiety: Viewing Memories More Positively

Jonathan Huppert, Ph.D., The Hebrew University of Jerusalem

Hila Sorka, M.A., The Hebrew University of Jerusalem

Snir Barzilay, M.A., The Hebrew University of Jerusalem

Elad Zlotnick, M.A., The Hebrew University of Jerusalem

The Ventromedial Prefrontal Cortex as a Potential Target to Enhance Hope for Individuals with Suicidal Thoughts and Behaviors

Robin L. Aupperle, Ph.D., Laureate Institute for Brain Research

Elisabeth Akeman, M.S., Laureate Institute for Brain Research

Aki Tsuchiyagaito, Ph.D., Laureate Institute for Brain Research

Masaya Misaki, Ph.D., Laureate Institute for Brain Research

Cassandra A. Sturycz-Taylor, Ph.D., Laureate Institute for Brain Research

Danielle DeVille, Ph.D., University of California, San Diego

Christine Cha, Ph.D., Columbia University

Daniel Schacter, Ph.D., Harvard University

Elizabeth Ballard, Ph.D., National Institute of Mental Health

Positivity Is Powerful: Increasing Positive Affect Accounts for Social Connectedness Improvements Throughout Treatment for Anxiety and Depression

Charles Taylor, Ph.D., University of California, San Diego

Earn 1.5 continuing education credits

Clallum (701), Level 7

Symposium 67

From “Too Little, Too Late” to the Right Treatment at the Right Time: Toward a Stepped-care Approach to Relationship Health

CHAIR:

Dev Crasta, Ph.D., Center of Excellence for Suicide Prevention, VA Finger Lakes Healthcare System

DISCUSSANT:

James Córdova, Ph.D., Clark University

Basic to Moderate level of familiarity with the material

Primary Category: Couples / Close Relationships

Key Words: *Couples / Close Relationships, Treatment/ Program Design, Technology / Mobile Health*

VA Couple and Family Service Access and Utilization in National Electronic Health Record Data

Kayla Knopp, Ph.D., VA San Diego Healthcare System/University of California, San Diego

Grace McKee, Ph.D., San Francisco VA Medical Center

Shirley Glynn, Ph.D., Research Service, Veterans Affairs Greater Los Angeles Healthcare System

Scott McDonald, Ph.D., Central Virginia VA Medical Center

Relationship Health in Integrated Primary Care: Preferences for Relationship Support Services

Dev Crasta, Ph.D., Center of Excellence for Suicide Prevention, VA Finger Lakes Healthcare System

Cory Crane, Ph.D., Rochester Institute of Technology

Nicole Trabold, Ph.D., Rochester Institute of Technology

Robyn Sheppardson, Ph.D., US Department of Veterans Affairs

Kyle Possemato, Ph.D., Syracuse VAMC

Jennifer Funderburk, Ph.D., Department of Veterans Affairs

Adapting the Relationship Checkups for Use in the Veterans Healthcare Administration: Utilizing Community and Provider Input to Maximize Treatment Engagement

Peter Britton, Ph.D., Center of Excellence for Suicide Prevention, VA Finger Lakes Healthcare System

Dev Crasta, Ph.D., Center of Excellence for Suicide Prevention, VA Finger Lakes Healthcare System

Jennifer Funderburk, Ph.D., Department of Veterans Affairs

Stephen Maisto, Ph.D., Syracuse University; Center of Integrated Healthcare, Syracuse VA Medical Center

Initial Results from a Multi-site Implementation of Stepped Care for Couple Distress

Tea Trillingsgaard, Ph.D., Aarhus University

Frederik Hansen, Ph.D., Department of Psychology, Aarhus University

Hanne Fentz, Ph.D., Department of Psychology, Aarhus University

Earn 1.5 continuing education credits

Clearwater (702), Level 7

Symposium 68

Strengths over Symptoms: Considering Indicators of Resilience Among Marginalized, Trauma-exposed Groups

CHAIR:

Katherine van Stolk-Cooke, Ph.D., Stanford University

DISCUSSANT:

Debra Kaysen, ABPP, Ph.D., Stanford University

Moderate to Advanced level of familiarity with the material

Primary Category: Oppression and Resilience Minority Health

Key Words: *Oppression, Trauma, Resilience*

The Predictive Relationship Between Social Support, Communal Mastery, and Successful Engagement in Culturally Adapted Cognitive Processing Therapy Among Native American Women

Katherine van Stolk-Cooke, Ph.D., Stanford University

Zoe Brier, M.A., Medical University of South Carolina

Cynthia Pearson, Ph.D., University of Washington

Matthew Price, Ph.D., University of Vermont

Debra Kaysen, ABPP, Ph.D., Stanford University

Examination of Resilience and Protective Factors in a Sample of Myanmar Political Violence Survivors in the Aftermath of the 2021 Military Coup

Phyu Pannu Khin, M.A., University of Vermont

Savoring as a Resilience Factor Among Black Sexual Minority Women in the United States

Praise Iyiewuare, M.P.H., M.A., University of Vermont

Kelly Rohan, Ph.D., University of Vermont

Earn 1.5 continuing education credits

Sol Duc (708), Level 7

Symposium 69

Innovative Qualitative Approaches to Understanding Implementation Processes and Outcomes in Legal Systems That Serve Youth

CHAIR:

Brittany Rudd, Ph.D., University of Illinois at Chicago

DISCUSSANT:

Lisa Saldana, Ph.D., Chestnut Health Systems

Basic to Moderate level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Implementation, Child, Research Methods*

Using Emerging Qualitative Approaches to Rapidly Identify Barriers to Connecting Families to Mental Health Services from Family Law Settings

Brittany Rudd, Ph.D., University of Illinois at Chicago

Jax Witzig, M.A., University of Illinois at Chicago

Holly M. Huber, B.A., Indiana University Bloomington

Catalina Ordorica, M.Ed., University of Illinois at Chicago

Emily Potter, B.A., University of Illinois at Chicago

Maria D Granger, J.D., Floyd County Superior Court 3

Leveraging Leaders in Youth Legal System Reform Efforts to Identify Implementation Strategies That Improve Culture and Climate

Catalina Ordorica, M.Ed., University of Illinois at Chicago

Gabriela Castillo, University of Illinois at Chicago

Sungha Kang, M.S., University of Illinois Chicago

Jax Witzig, M.A., University of Illinois at Chicago

Brittany Rudd, Ph.D., University of Illinois at Chicago

**Family Court Implements IPV Screening and Related Specialized Mediation:
Qualitative Study of Staff Perceptions**

Amy Holtzworth-Munroe, Ph.D., Indiana University

Holly M. Huber, B.A., Indiana University Bloomington

Logan Gillenwater, B.S., Indiana University

Amy G. Applegate, J.D., IU Maurer School of Law

Annamaria M. Walsh, Other, Appellate Court of Maryland

Lily J. Jiang, B.S., Indiana University Bloomington

Fernanda S. Rossi, Ph.D., VA Palo Alto Health Care System/Stanford

**Using Periodic Reflections and Rapid Analysis to Evaluate Implementation
Progress**

Elizabeth McGuier, Ph.D., University of Pittsburgh School of Medicine

Jaely Wright, M.A., University of Pittsburgh Medical Center

Greg Flett, MSW, National Children's Advocacy Center

Kyndra Cleveland, Ph.D., University of Pittsburgh

David J. Kolko, Ph.D., University of Pittsburgh School of Medicine

Earn 1.5 continuing education credits

Columbia C, Level 3

Mini Workshop 12

Optimizing Cognitive-behavioral Therapy for Older Adults: Considerations for Assessment and Treatment

Julie Erickson, Ph.D., University of Toronto

SATURDAY

Moderate to Advanced level of familiarity with the material

Primary Category: Aging and Older Adults

Key Words: *Aging, CBT, Older Adults*

Adults over the age of 60 are the fastest growing age group worldwide. Older adults are a historically underserved population with respect to psychological treatment. They have reduced access to qualified geriatric mental health care professionals and evidence-based treatments such as CBT. The effectiveness and optimization of CBT protocols for older adults has received relatively less empirical attention and yet will be of heightened importance as the demand for these services is expected to increase in the coming decade. The objectives of this mini-workshop are three-fold. First, summarize the CBT outcome literature for older adults focusing primarily on the most commonly occurring mental disorders: anxiety and depressive disorders. Various factors implicated in suboptimal response to treatment will be discussed. Second, describe an approach to assessment and case conceptualization with older adults that addresses important developmental factors (e.g., cognitive functioning, emotional and physical changes). Empirically validated self-report measures specific to older adults with anxiety or mood disorders will be highlighted. Third, offer recommendations for tailoring CBT protocols to the unique needs of older adults. Specifically, treatment pacing, cognitive supports, involvement of significant others, and alterations to exposure therapy will be discussed. A case example will illustrate how CBT can be optimized for an older adult with an anxiety disorder.

Outline:

- Highlight important developmental changes occurring in late life

- Review trends in the prevalence of anxiety and depressive disorders in late life
- Summarize the CBT outcome literature for older adults with anxiety or depressive disorders and identify factors implicated in treatment response.
- Discuss ways in which to enhance the assessment and conceptualization of older adults
- Discuss strategies to optimize the provision of CBT to older adults
- Review a case study of CBT with an older adult with an anxiety disorder

At the end of this session, the learner will be able to:

- Describe the relative effectiveness of CBT protocols for older adults with anxiety disorders or depression relative to other age groups.
- Identify age-related factors that may contribute to suboptimal treatment response.
- Explain why older adults need specialized approaches to assessment and CBT treatment.
- List 3 important considerations when assessing and conceptualizing older adults.
- List 3 ways to adjust CBT protocols for older adults to optimize their treatment response.

Recommended Readings: Erickson, J., & Rector, N.A. (2022). Anxiety Disorders in Late Life: Considerations for Assessment and Cognitive-Behavioral Treatment. *Cognitive and Behavioral Practice*, 29,635-647.Satre, D. D., Knight, B. G., & David, S. (2006). Cognitive-behavioral interventions with older adults: Integrating clinical and gerontological research. *Professional Psychology: Research and Practice*, 37(5), 489-498.Erickson, J. & Rector N.A. (2023). *The Aging Well Workbook*. Oakland, CA: New Harbinger.

Earn 1.5 continuing education credits

Columbia D, Level 3

Mini Workshop 13

Positive Affect Treatment for Affective Disorders

Alicia Esperanza Meuret, Ph.D., SMU

Moderate level of familiarity with the material

Primary Category: Positive Psychology

Key Words: *Treatment, Depression, Transdiagnostic*

Individuals with depression or anxiety often experience a loss of pleasure, interest, or joy in usual activities. Low positive affect (a core feature of anhedonia) is a risk factor for poor prognosis and suicidality, yet treatments to date have been relatively ineffective in targeting it. Based on advances in behavioral and neuroscience, Positive Affect Treatment (PAT) was developed to specifically target areas of reward sensitivity that are believed to contribute to anhedonia. These include the anticipation and motivation for reward, the response to reward attainment, and the learning of associations between actions and reward outcomes. PAT is a 15-session intervention composed of three modules targeting behaviors (Actions Toward Feeling Better), cognitions (Attending to the Positive), and Building Positivity. Each module has a set of skills that focuses on building the capacity to look forward to, attend to, enjoy, and savor, and learn about positive and rewarding experiences. The premise is that by building capacity for reward, not only will rewarding experiences be felt more strongly (rather than being dismissed), but negative experiences (internal or external) will also become less predominant. Randomized controlled trials comparing PAT to cognitive behavior therapy for individuals with moderate to severe depression or anxiety resulted in higher positive affect, lower negative affect, and superior reduction in symptoms of depression, anxiety, and suicidality.

At the end of this session, the learner will be able to:

- Describe the efficacy and mechanisms underlying the positive affect treatment (PAT) for anxiety and depression.
- Explain the treatment modules and related techniques of PAT.
- Assess suitability and priority of PAT techniques based on patient's reward sensitivity deficits.

Recommended Readings: +Craske, M. G., +Meuret, A. E., Echiverri-Cohen, A., Rosenfield, D., & Ritz, T. (in press). Positive Affect Treatment targets reward sensitivity: A randomized controlled trial. *Journal of Consulting and Clinical Psychology*.+Craske, M. G., +Meuret, A. E. Ritz, T., Rosenfield, D., Treanor, M., & Dour, H. (2019). Positive Affect Treatment for depression and anxiety: A randomized clinical trial for a core feature of anhedonia. *Journal of Consulting and Clinical Psychology*, 87, 457-471.Meuret, A.E., & Craske, M.G. (in press). Positive Affect Treatment. In C. B. Nemeroff & W. E. Craighead (Eds.), *Anxiety and depression: Diagnosis and treatment*. American Psychiatric Association, Publishing.

10:30 a.m. – 12:00 p.m.

Earn 1.5 continuing education credits

Skagit (603), Level 6

Panel Discussion 20

Deliberate Practice for the Training and Education of Culturally Responsive Psychotherapists

MODERATOR:

Joel Jin, Ph.D., Seattle Pacific University

PANELISTS:

Joel Jin, Ph.D., Seattle Pacific University

Melissa-Ann M. Lagunas, B.A., Seattle Pacific University

Cory Duffield, M.S., Seattle Pacific University

Elizabeth Mateer, M.S., Seattle Pacific University

Tony Rousmaniere, Psy.D., Sentio Counseling Center

Primary Category: Multicultural Psychology

Key Words: *Education and Training, Multicultural Psychology*

Deliberate Practice (DP) is an evidence-based approach to gain expertise across fields, such as music, sports, surgery, and psychotherapy. This panel discussion will focus on the significance and innovation of DP for training and educating culturally responsive psychotherapists. Briefly, DP is the purposeful, systematic rehearsal of targeted skills with observation and feedback, often done at the edge of ability. A variety of skills exercises invites trainees to repeatedly improvise clinical interventions to meet certain skill criteria in a low-stakes training environment. In turn, trainees approach incrementally anxiety-provoking, diverse, and nuanced clinical prompts to

develop greater clinical competence and confidence. Principles of DP focus on an experiential and procedural type of learning to improve a wide range of psychotherapy skills. To date, DP has been used for training in facilitative interpersonal skills, cognitive behavioral therapy, emotion focused therapy, and child and adolescent therapy.

Panelists will present innovative deliberate practice exercises in multicultural therapy (MCT). DP in MCT is significant because cultural opportunities are often implicit or uncomfortable to therapists. As such, these exercises provide opportunities for therapists to practice responding to anxiety-provoking, culturally-latent scenarios. Panelists are co-authors of a novel upcoming book to assist educators and supervisors. They will demonstrate various example exercises of DP in MCT, which focus on skills that are congruent with MCT theory, evidence-based, and address anxiety-provoking situations for trainees, such as broaching racism or race-based trauma. Then panelists will discuss their experience of participating in deliberate practice exercises in the class. These panelists are graduate students who are co-authors of a forthcoming article on deliberate practice in antiracist psychology as well. Finally, panelists will illustrate deliberate practice integrated into a training clinic. Panelist is the Executive Director of a training clinic and co-editor of two book series on DP.

Earn 1.5 continuing education credits

Willapa (512), Level 5

Clinical Round Table 13

Expanding Our Case Formulations for CBT: Broadening & Building a Stronger Framework to Inform Treatment

MODERATOR:

Nancy H. Liu, Ph.D., University of California at Berkeley

PANELISTS:

Janie Hong, Ph.D., Stanford University School of Medicine

Adrian Aguilera, Ph.D., University of California, Berkeley

Serena Wong, Ph.D., St. Joseph's Health Care London | Western University

Nadine A. Chang, Ph.D., Gracie Square Hospital

Janelle Goodwill, Ph.D., University of Chicago

Jason Herndon, Ph.D., Brightline

Primary Category: Culture / Ethnicity / Race

Key Words: *Case Conceptualization / Formulation, Mental Health Disparities, Community-Based*

Case formulation is a fundamental component of CBT that guides assessment and treatment for individuals within the context of their experience. However, “standard” case formulation includes inherent biases that limit the effectiveness of interventions and perpetuate mental health inequity, including assumptions about neurotypicality, racial/cultural norms about interpersonal relationships and beliefs about mental health, mind-body dualism, integrated use of technology, relative absence of religion/spirituality, and challenges related to inclusiveness, representativeness, systemic inequities, and intervention contexts. The primary goal of this Clinical Round Table is to focus on enhancing CBT by discussing real-world examples of expanded CBT case formulations that integrate these often-overlooked assumptions and strengthen their direct, clinical impact on case formulation to improve treatment planning and interventions. Each panelist will describe, using clinical case examples, additions to a standard CBT case formulation from their respective areas of expertise: neurodiversity, physical health and digital health interventions, cultural

adaptations, integrated religious/spiritual mental health care, school-based suicide prevention, and addressing systemic inequities in-session. Each panelist will then illustrate the subsequent treatment plan implications from this expanded case formulation. We will conclude with strategies for integrating these factors into clinical training in expanded case formulation in order to ensure that future generations of clinicians will provide more effective, inclusive CBT, and ultimately improve the mental health and overall well-being of individuals, especially those from marginalized or underserved populations.

10:30 a.m. – 12:30 p.m.

Earn 2 continuing education credits

Hoh (601), Level 6

Research and Professional Development 5: Writing a Book to Share Your Expertise and Your Joy in Your Work

SATURDAY

PANELIST:

Anne D. Bartolucci, Ph.D., Atlanta Insomnia & Behavioral Health Services, P.C.

Basic to Moderate level of familiarity with the material

Primary Category: Improved Use of Research Evidence

Key Words: *Dissemination, Professional Development, Publishing*

Unless one or more popular press outlets reports on a particular academic research study, those results and their potential benefits are unlikely to reach those who need it most, namely full-time clinicians and their clients. A published non-academic manuscript can establish a researcher's expertise in a broader sphere and serve as a powerful calling card to popular audiences and industry leaders. Many mental health practitioners have a book idea – or several – but don't know how to start. Or perhaps they have a draft, but the twists and turns of the publishing world seem overwhelming. In this workshop, traditionally and independently published author Anne Bartolucci, Ph.D., D.B.S.M. will share her extensive knowledge of the writing process, cognitive-behavioral principles to overcome normal resistance and self-doubt, and the increasing number of publishing options. During this seminar, participants will complete written and experiential exercises, so by the end, they'll start solidifying their ideas, narrowing their target audiences, and choosing their processes.

At the end of this session, the learner will be able to:

- Generate and narrow down a book topic idea and how to position it for success even before starting to write.
- Evaluate the challenges associated with the writing process and name cognitive-behavioral based strategies to address these challenges.
- Describe the different publishing paths and the basics of book marketing, which all authors have to do whether they're traditionally or independently published.

Recommended Readings: Grant, A.M. (2019). Writing a book for real people: On giving the psychology of giving away. *Perspectives on Psychological Science*, 14(1) 91-95. Katz, D.L. (2022). Don't judge a book by its cover: A case study and comparative analysis of popular vs. academy psychology books. *Journal of Scientific Exploration*, 36, 233-250. Reiss, S. (2012). Intrinsic and extrinsic motivation. *Teaching of Psychology*, 39, 152-156.

10:30 a.m. – 12:00 p.m.

Bogachiel (303), Level 3



Spiritual and Religious Issues in Behavior Change SIG

SIG Expo Award Winner
Guest Speaker

Future directions

10:30 a.m. – 12:00 p.m.

Elwha A, Level 5



Sexual and Gender Minority SIG

We will review the activities of the SGM SIG over the previous year, announce SGM SIG award winners, and plan for the next convention.

Earn 2 continuing education credits

Queets (505), Level 5

Master Clinician Seminar 5

ticket

Using CBT to Address Treatment Refusal: A Family Consultation Approach

Alec Pollard, Ph.D., Saint Louis University

Moderate level of familiarity with the material

Primary Category: Parenting / Families

Key Words: *Families, Motivation, Adherence*

Treatment-refusal is a significant healthcare problem. Untreated psychiatric disorders often lead to a lifetime of distress and disability, and not just for the diagnosed individual. Impairment in one person can jeopardize the physical health, psychological well-being, and socioeconomic stability of the entire family. For most people, hope rests on the promise of getting help, but even evidence-based treatment can't help someone who never receives it. When families reach out to healthcare professionals, they are told nothing can be done. In this seminar, I will describe something that can be done, an intervention called Family Well-Being Consultation (FWBC), a result of 3 decades of clinical development and research. FWBC uses established cognitive and behavioral principles and focuses on the well-being of the entire family. Families are taught how to shape recovery-compatible behavior in the treatment-refuser and how to reduce conflict and stress within the family. The seminar will include a lecture, video, and demonstration of technique.

Outline:

- I. The Nature of Recovery Avoidance
 1. Definition and Features
 2. Common Misunderstandings
 3. Contributing Factors
- II. The Family's Response
 1. Accommodating
 2. Minimizing
- III. Development of the Family Trap
 1. Early Stages

SATURDAY

2. Advanced Stages
- IV. 5 Steps of the Family Well-Being Intervention
 1. Prepare for Crises
 2. Redefine the Problem
 3. Embrace Valued Activity
 4. Ease Family Distress
 5. Create a Recovery-Friendly Environment

At the end of this session, the learner will be able to:

- Identify 4 cognitive behavioral factors that contribute to treatment-refusal and other forms of recovery avoidance.
- Describe how family accommodations reinforce recovery avoidance.
- Define the term “minimization” and articulate how it exacerbates recovery avoidance.
- Describe the 5 steps of Family Well-Being Consultation.
- Develop/implement interventions to help families manage crises commonly associated with treatment-refusal.

Recommended Readings: Swift, J.K., Greenberg, R.P., Tompkins, K.A., & Parkin, S. (2017). Treatment refusal and premature termination in psychotherapy, pharmacotherapy, and their combination: A meta-analysis of head-to-head comparisons. *Psychotherapy, 54*, 47-57. VanDyke, M., Pollard, C.A., Harper, J., & Conlon, K.E. (2015). Brief Family Consultation to families of treatment-refusers with symptoms of Obsessive-Compulsive Disorder: Does it impact family accommodation and quality of life? *Psychology, 6*, 1553-1561. Johnco, C. (2016). Managing family accommodation of OCD in the context of adolescent treatment-refusal: A case example. *Journal of Clinical Psychology, 72*, 1129-1138.

11:00 a.m. – 12:00 p.m.

Calawah (304), Level 3



Aging Behavior and Cognitive Therapy SIG

Meeting Agenda:

The Aging Behavior and Cognitive Therapy SIG will be meeting to welcome new and returning members to discuss aging events of interest at the 2023 Convention.

11:00 a.m. – 12:00 p.m.

Methow (307), Level 3



Climate Change and Psychology SIG

11:30 a.m. – 1:00 p.m.

Duwamish (306), Level 3



Autism Spectrum and Developmental Disabilities (AS/DD) SIG

Meeting Agenda:

We will begin with an introduction and progress report from the past year, followed by a keynote presentation by a scientific leader in the field and the presentation of awards. The winner of the Best ASDD Poster from the SIG Expo will then present their research. We will conclude with a discussion of the strategic plan and goals for next year.

SATURDAY

Earn 3 continuing education credits

403 (Cispus), Level 4

Workshop 10

ticket

Regulation of Cues Treatment: A Novel Treatment for Overeating, Binge Eating and Weight Loss

Kerri Boutelle, Ph.D., University of California, San Diego
Dawn Eichen, Ph.D., University of California, San Diego

Moderate level of familiarity with the material

Primary Category: Weight Management

Key Words: *Eating, Exposure, Evidence-Based Practice*

Current behavioral treatments of obesity result in clinically significant weight loss for approximately 50% of patients and binge eating treatments result in significant decreases in binge eating in 40-60% of patients. Targeting underlying mechanisms of overeating and binge eating could improve current treatment and maintenance outcomes. The behavior susceptibility theory suggests that individuals who overeat are less sensitive to internal hunger and satiety signals and more sensitive to external environmental cues to eat. We developed the Regulation of Cues (ROC) program which addresses these two underlying mechanisms of overeating. ROC integrates appetite awareness skills to target satiety responsiveness and inhibitory skills to target food cue responsiveness, as well as psychoeducation and in vivo learning with food. Importantly, ROC does not recommend calorie counting. We have utilized this treatment with adults with obesity and/or binge eating and children with obesity and their parent. This workshop will a) outline the key components of the ROC program; b) present findings from published and current studies that utilize ROC; c) demonstrate how to implement ROC using case examples, role-plays and audience participation; d) discuss common challenges with the implementation of ROC. Upon completion, workshop participants will appreciate the rationale for the ROC program, learn about the data supporting ROC, and develop the basic knowledge and skills to deliver the ROC program in clinical settings. Workshop attendees will partake

in an appetite awareness training exercise and a cue exposure treatment exercise to gain a first-hand experience of what the ROC treatment entails.

Outline:

1. Introductions
2. Background
3. Lunch
4. Research support
5. Clinical Presentations
6. Exposures
7. Program Skills 8. Questions and answers

At the end of this session, the learner will be able to:

- Define the behavioral susceptibility theory.
- Outline the key components of the ROC program.
- Identify the findings from published and current studies that utilize ROC.
- Describe how to provide ROC in group and individually.
- List common challenges when implementing ROC and how to address them.

Recommended Readings: Boutelle, K. N., Eichen, D. M., Peterson, C. B., Strong, D. R., Kang-Sim, D. J. E., Rock, C. L., & Marcus, B. H. (2022). Effect of a novel intervention targeting appetitive traits on body mass index among adults with overweight or obesity: a randomized clinical trial. *JAMA Network Open*, 5(5), e2212354-e2212354. Boutelle, K. N., Manzano, M. A., & Eichen, D. M. (2020). Appetitive traits as targets for weight loss: The role of food cue responsiveness and satiety responsiveness. *Physiology & behavior*, 224, 113018. Boutelle, Knatz, Carlson, Bergmann, Peterson et al. (2017) An open trial targeting food cue reactivity and satiety sensitivity in overweight and obese binge eaters. *Cognitive and Behavioral Practice* 24(3). 363-373. Boutelle, K. N., Kang Sim, D. E., Manzano, M., Rhee, K. E., Crow, S. J., & Strong, D. R. (2019). Role of appetitive phenotype trajectory groups on child body weight during a family-based treatment for children with overweight or obesity. *International journal of obesity*, 43(11), 2302-2308. Boutelle, K. N., Zucker, Peterson, CB, Rydell S, Carlson J, Harnack LJ (2011). Two novel treatments to reduce overeating in overweight children: A randomized controlled trial. *Journal of consulting and Clinical Psychology* 79 (6) 759-771.

Earn 3 continuing education credits

404 (Entiat), Level 4

Workshop 11



RUBI Parent Training for Young Children with Autism and Mild to Moderate Disruptive Behaviors

Elizabeth Cross, Ph.D., Center for Autism and Related Disorders, the
Kennedy Krieger Institute

Ji Su Hong, M.D., Johns Hopkins University School of Medicine

Kate McCalla, Ph.D., Center for Autism and Related Disorders, Kennedy
Krieger Institute

Karen Bearss, Ph.D., Seattle Children's Autism Center, University of
Washington

Basic to Moderate level of familiarity with the material

Primary Category: Autism Spectrum and Developmental Disorders

Key Words: *Autism Spectrum Disorders, Parent Training, Externalizing*

It has been well documented that challenging behavior, such as irritability, aggressive behaviors, and noncompliance, are very common in autistic youth and emerge in early childhood. Literature indicates overwhelming rates of aggressive behaviors in children with autism (aggression to a caregiver 68%, aggression to non-caregivers 49%, and self-injury 27.7%), and challenging behavior problems are strongly associated with poor quality of life, social isolation, behavioral crisis, school problems, and parental stress and depression (Kanne & Mazurek, 2011; Lecavalier et al., 2006; Soke et al., 2016). RUBI PT is a manualized, time-limited parent training intervention for autistic youth, which has strong evidence for reducing challenging behaviors and improving daily living skills (Bearss et al., 2015). In this workshop, we will provide the audience with an in-depth educational experience on RUBI PT through didactic instruction, video clips, role-play of a RUBI session, and educational handouts. Several core RUBI sessions will be discussed in detail, including behavioral principles (emphasizing the antecedent-behavior-consequence

model), prevention strategies, reinforcement, planned ignoring, and functional communication training. We will review how RUBI PT is structured, and the audience will have the opportunity to see how a RUBI session is conducted. Lastly, we will review the current evidence supporting the efficacy of RUBI.

Outline:

1. Learn about basic principles of applied behavior analysis (ABA) on which RUBI PT was developed.
 - a. Behavioral principles
 - b. Prevention strategies
 - c. Reinforcement
 - d. Planned ignoring
 - e. Functional communication training
2. Discuss the structure of RUBI PT
 - a. Overview of session content and behavior support plan
 - b. Structure of treatment
 - c. Treatment materials: therapist manual; parent workbook; video vignettes
 - d. Engaging families in treatment.
3. Review of the current evidence supporting RUBI PT
4. Speakers will do a brief role-play of a RUBI session

At the end of this session, the learner will be able to:

- Describe the basic behavioral principles that are the foundation of RUBI.
- Explain how behavioral strategies, such as reinforcement and planned ignoring, can be used by parents.
- Identify the type of patients who would benefit from RUBI.
- Describe how RUBI is structured.
- Identify the current evidence supporting the efficacy of RUBI.

Recommended Readings: Bearss, K., Johnson, C., Smith, T., Lecavalier, L., Swiezy, N., Aman, M., ... & Scahill, L. (2015). Effect of parent training vs parent education on behavioral problems in children with autism spectrum disorder: a randomized clinical trial. *JAMA*, 313(15), 1524-1533. Scahill, L., Bearss, K., Lecavalier, L., Smith, T., Swiezy, N., Aman, M. G., ... & Johnson, C. (2016). Effect of parent training on adaptive behavior in children with autism spectrum disorder and disruptive behavior: Results of a randomized trial. *Journal of the American Academy of Child & Adolescent Psychiatry*, 55(7), 602-609. Burrell, T. L., Postorino, V., Scahill, L., Rea, H. M., Gillespie, S., Evans, A. N., & Bearss, K. (2020). Feasibility of group parent training for children with autism spectrum disorder and disruptive behavior: a demonstration pilot. *Journal of Autism and Developmental Disorders*, 50(11), 3883-3894. Bearss, Karen, et al. "Feasibility of parent training via telehealth for children with autism spectrum disorder and disruptive behavior: A demonstration pilot." *Journal of Autism and Developmental Disorders* 48.4 (2018): 1020-1030. Iadarola, S., Levato, L., Harrison, B., Smith, T., Lecavalier, L., Johnson, C., ... & Scahill, L. (2018). Teaching parents behavioral strategies for autism spectrum disorder (ASD): Effects on stress, strain, and competence. *Journal of Autism and Developmental Disorders*, 48(4), 1031-1040.

Earn 3 continuing education credits

405 (Kachess), Level 4

Workshop 12

ticket

The Unified Protocol for Transdiagnostic Treatment of Emotional Disorders in Adolescents: An Introductory Workshop

Sarah M. Kennedy, Ph.D., Assistant Professor, University of Colorado School
of Medicine

Elizabeth Halliday, B.A., University of Miami

Basic to Moderate level of familiarity with the material

Primary Category: Transdiagnostic

Key Words: *Transdiagnostic, Adolescents*

The Unified Protocol for Transdiagnostic Treatment of Emotional Disorders in Adolescents (UP-A) is a modular, core-dysfunction focused intervention that can be used flexibly with a range of emotional disorders, including anxiety, depression, obsessive-compulsive disorder, and their common comorbid presentations. The UP-A includes cognitive behavioral strategies, including emotion education and awareness, flexible thinking, problem-solving, and interoceptive and situational exposures, and mindfulness strategies to address emotional disorder symptoms, emotional distress, and related impairment. The UP-A primarily aims to reduce avoidance of strong emotions by addressing maladaptive behaviors, across disorders, that contribute to a negative reinforcement cycle and therefore maintain symptoms. Parent-related factors (e.g., overprotection, criticism, modeling) are also addressed. This workshop will provide an introduction to the UP-A, including a review of the rationale for treatment, case formulation, and clinical content review. Didactic review of clinical strategies will be supplemented by behavioral role plays, experiential practice, and video review. The workshop will emphasize how to best tailor these strategies to varying client presentations, including culturally-responsive modifications,

and treatment length, implement the modules flexibly, and use the UP-A to optimize and personalize treatment outcomes. Highlights from the upcoming UP-C/UP-A 2.0 will also be presented.

Outline:

Briefly review the empirical support for the UP-A, including the support for different clinical presentations

- Orient participants to UP-A materials
- Review the UP-A treatment model case conceptualization.
 - Transdiagnostic approach
 - Define and describe neuroticism.
 - Neuroticism: pattern or temperament that is present from an early age.
 - Individuals high in neuroticism experience high levels of negative emotions more frequently than others, become distressed, anxious, and uncomfortable, and take actions to suppress, avoid, escape, distract from, or otherwise control these feelings in effort to relieve oneself from distress.
 - Review the cycle of negative reinforcement associated with emotional behaviors.
 - When faced with a trigger, clients engage in emotional disorders, which results in short-term relief, but in the long-term, may get them into trouble, cause them to miss out on things, makes things more difficult for them, and prevents them from seeing what may have happened if they did not engage in that emotional behavior. Because the emotional behaviors provide relief, they are negatively reinforced, thus creating a cycle of behaviors.
 - Illustrate how to apply the case conceptualization to various clinical presentations.
 - Present how the treatment model applies to comorbid anxiety and depression.
 - Present the Cycle of Angry behaviors.
 - Present a case conceptualization of OCD.
- Describe the eight modules of the UP-A and their strategies/goals.
 - Module 1: Building and Keeping Motivation
 - Module 2: Getting to Know Your Emotions and Behaviors
 - Module 3: Introduction to Emotion-Focused Behavioral Experiments
 - Module 4: Awareness of Physical Sensations
 - Module 5: Being Flexible in Your Thinking
 - Module 6: Awareness of Emotional Experiences
 - Module 7: Situational Emotion Exposure
 - Module 8: Reviewing Accomplishments and Looking Ahead
 - Module P: Parenting the Emotional Adolescent
- Demonstrate UP-A concepts and strategies using video of role-plays, participant role-plays, and live demonstration, as time permits
- Present UP-A content related to parent factors.

- Present UPA tailoring and modification strategies
 - How to shorten UPA and prioritize modules
 - Culturally responsive modifications
 - Personalizing the ordering of modules
- Coming soon: UPA 2.0
 - Review considerations for a new edition of the manual
 - Reducing and streamlining worksheets
 - Beginning exposures sooner in treatment
 - Expanding Module P

At the end of this session, the learner will be able to:

- List two reasons for using transdiagnostic treatment approaches for adolescents.
- Identify the core-dysfunction targeted by the UPA.
- Conceptualize a case using the UPA treatment model.
- List the core modules and session content of the UPA.
- List two types of emotion-focused behavioral experiments.

Recommended Readings: Ehrenreich-May, J., Kennedy, S. M., Sherman, J. A., Bilek, E. L., Buzzella, B. A., Bennett, S. M., & Barlow, D. H. (2017). Unified protocols for transdiagnostic treatment of emotional disorders in children and adolescents: Therapist guide. Oxford University Press. Ehrenreich-May, J., Rosenfield, D., Queen, A. H., Kennedy, S. M., Remmes, C. S., & Barlow, D. H. (2017). An initial waitlist-controlled trial of the unified protocol for the treatment of emotional disorders in adolescents. *Journal of Anxiety Disorders*, 46, 46-55. Sherman, J. A., Tonarely, N. A., & Ehrenreich-May, J. (2018). Targeting comorbid anxiety and depression using the unified protocol for transdiagnostic treatment of emotional disorders in adolescents. *Clinical Case Studies*, 17(2), 59-76. Sherman, J. A., & Ehrenreich-May, J. (2020). Changes in risk factors during the unified protocol for transdiagnostic treatment of emotional disorders in adolescents. *Behavior Therapy*, 51(6), 869-881. Ehrenreich-May, J., & Kennedy, S. M. (Eds.). (2021). Applications of the unified protocols for transdiagnostic treatment of emotional disorders in children and adolescents. Oxford University Press.

12:00 p.m. – 2:00 p.m.

401 (Chelan), Level 4

Shabbat

Please join us for Shabbat. All are welcome.

Earn 1.5 continuing education credits

Chiiwack (402), Level 4

Symposium 70

Leveraging Digital Mental Health Interventions to Increase Access to Care Among Marginalized Racial-ethnic Groups

CHAIRS:

Alexandra L. Silverman, M.A., University of Virginia
Giovanni Ramos, Ph.D., University of California, Irvine

DISCUSSANT:

Adrian Aguilera, Ph.D., University of California,
Berkeley

All level of familiarity with the material

Primary Category: Technology

Key Words: *Technology / Mobile Health, Race, Ethnicity*

**Mental Health Is Something We Don't Talk About in My Community:
Increasing Access to Care for Teens via Digital Mental Health Tool Adaptation
and Implementation into Primary Care**

Colleen Stiles-Shields, Ph.D., University of Illinois at Chicago

Karen Reyes, B.A., Rush University Medical Center

Randy Boley, B.A., University of Illinois at Chicago

Kailyn Deavens, B.S., University of Illinois at Chicago

Lily Caglianone, B.S., University of Illinois at Chicago

Niranjan Karnik, M.D., Ph.D., University of Illinois at Chicago

Pilot Feasibility and Acceptability of a Culturally-enhanced Web-based Interpretation Training Program for Anxiety Among Spanish-speaking Latinx Individuals

Alexandra L. Silverman, M.A., University of Virginia
 Ángel Vela de la Garza Evia, M.S., University of Virginia
 María Larrazabal, M.S., University of Virginia
 Medhi Boukhechba, Ph.D., University of Virginia
 Laura Barnes, Ph.D., University of Virginia
 Bethany Teachman, Ph.D., University of Virginia

Treatment Satisfaction Is Associated with Clinical Outcomes for Internet-delivered Parent-child Interaction Therapy Among Racial/ethnic Minoritized Families of Children with Developmental Delay

Keara J. Neuman, M.S., Florida International University
 Jonathan S. Comer, Ph.D., Florida International University
 Daniel M. Bagner, Ph.D., Florida International University

Reductions in Stress, Anxiety, and Depression in a Randomized Controlled Trial of a Self-guided, App-based Mindfulness Meditation for People of Color Who Experience Discrimination

Giovanni Ramos, Ph.D., University of California, Irvine
 Amanda Montoya, Ph.D., University of California, Los Angeles
 Adrian Aguilera, Ph.D., University of California, Berkeley
 Anna Lau, Ph.D., University of California, Los Angeles
 Chu Yin Wen, B.A., University of California, Los Angeles
 Denise Chavira, Ph.D., University of California Los Angeles

Intersectionality and a Minority Stress-based Single-session Intervention Benefit Multiply-marginalized LGBTQ+ Adolescents

Ian Sotomayor, B.A., Stony Brook University
 Ya-Wen Chang, M.A., Stony Brook University
 Erica Szkody, Ph.D., Stony Brook University
 Kathryn R. Fox, Ph.D., University of Denver
 Jessica Schleider, Ph.D., Stony Brook University

Earn 1 continuing education credit

Columbia A, Level 3

Lifetime Achievement

ABCT Lifetime Achievement Award Talk: My Adventures in the Traumatic Stress Field: Lessons Learned and Thoughts About the Future

SATURDAY

Dean G. Kilpatrick, Ph.D., Medical University of South Carolina

Primary Category: PTSD

Key Words: PTSD, Policy, Violence/Sexual Assault

My involvement in the traumatic stress field began 49 years ago in 1974 when I helped establish a grass roots rape crisis center in Charleston. The field of traumatic stress did not exist; the PTSD diagnosis was six years in the future, and this work was far from the mental health, public health, and public policy mainstream. Today, the traumatic stress field is as mainstream as you can get, and I have been privileged to be a participant-observer in the field's challenges and triumphs as it developed. Much progress has been made in understanding the scope, nature, and mental/behavior health consequences of exposure to a broad range of potentially traumatic events (PTEs) and in developing effective interventions. However, there still is a lack of public awareness about these issues and of sufficient public policy support to provide access to the types of information, interventions, and help that survivors need. In this presentation, I will describe key lessons learned based on my own research, clinical, media, and public policy adventures in the field, and I will offer some thoughts about how to best address the challenges of today as well of tomorrow. My adventures have taken me from the research lab to the clinic, from volunteer nonprofits to professional organizations, from the National Press Club to the National Academies of Sciences, and from testifying at Congressional hearings to being honored by the President at the Rose Garden. Lessons learned are: 1) good research is key to past and future success; 2) research alone does not generate the changes we need in public awareness and public policy; 3) working with news media to disseminate research information can improve public awareness about traumatic stress and survivors' needs, which is critical to achieving needed public policy changes; 4) success is a team sport that requires collaboration with many partners; and 5) nothing happens without dedication,

persistence, high frustration tolerance, hard work, and a lot of help from your friends. I will summarize several key findings from our research, describe how they were used to increase public awareness and influence public policy, and conclude with thoughts about relevance of this for improving clinical training and practice.

Outline:

1. Overview
 - a. Brief history of traumatic stress field.
 - b. Definition of public policy and how it influences our ability to serve our clients and patients.
 - c. Advantages of epidemiological research and examples of such research our team has conducted.
 - d. Why publishing/presenting research finding to other researchers is not sufficient to increase public awareness/change public policy.
 - e. Examples of using research finding to increase public awareness or change public policy incorporating selected excellent adventures.
 - f. Lessons learned and thoughts about the future.
2. Brief history of traumatic stress field.
 - a. From nonexistent in 1974 to mainstream today.
 - b. Relevant to many issues including survivors of war, disasters, violent crime, child abuse, serious accidents, exposure to toxic substances, terrorism, and mass violence.
3. Definition of public policy and how it influences our ability to serve our clients and patients.
 - a. Definition of public policy: “a system of laws, regulatory measures, courses of action, and funding priorities concerning a given topic that is promulgated by a governmental entity or its representatives. Public policy is accomplished through enactment of legislation, regulation, and funding priorities”. (Kilpatrick and Ross, 2001)
 - b. Examples of how public policy influences ability to serve clients and patients (e.g., criminal laws against child abuse, IPV, and sexual violence; laws establishing crime victims rights including compensation and compensation for veterans; laws establishing eligibility and funding for mental health services)
4. Advantages of epidemiological research and examples of epidemiological research our team has conducted.
 - a. Advantages: Can provide population-based data documenting extent and nature of problem, treatment seeking, disparities in access to treatment, and normal course of resilience/recovery without treatment.
 - b. Examples: List of major epi studies done by our research group.
 - c. Overview of major research findings.
5. Why publishing/presenting research findings to other researchers is not sufficient to increase public awareness/change public policy.
 - a. “Civilians”, including policy makers, do not read our ournals or attend our meetings.
 - b. Even if they did, our professional jargon makes our work difficult to understand, and we rarely address public policy implications of our work.
6. Using research to increase public awareness/influence public policy incorporating selected adventures:
 - a. Examples: (Crime victim research, CV Bill of Rights, and payment for rape exams; Rape in America Report, changes in National Crime Victimization Survey, and participation in RAND study of sexual assault/sexual harass-

- ment in military; America/SC Speaks Out surveys and SC Crime Victims Bill of Rights Constitutional Amendment.
- b. Adventures: National Press Club, National Academy of Sciences, Congressional Testimony, and trip to the Rose Garden.
7. Lessons learned:
 - a. Good research key but not sufficient
 - b. Research alone doesn't generate needed changes in public awareness to change public policy
 - c. Working with news media can increase public awareness
 - d. Success is team sport, and thanks are due to many for their help and support.
 - e. Nothing happens without dedication, persistence, and hard work.
 8. Thoughts about the future:
 - a. Our profession cannot flourish without science and reason, and both are under attack; we must use them and defend them.
 - b. Science and reason can help society address many of the vexing problems of the day but only if we increase awareness about the value of science and the implications of our findings. There are several ways we can do this.
 - c. Society expects professionals to deal with tough issues and go the extra mile to do so. We need to learn how to meet this expectation while living healthy, balanced lives.

At the end of this session, the learner will be able to:

- Describe advantages of epidemiological research studies in the traumatic stress field for producing information relevant to clinical practice, public awareness, and public policy.
- Identify three reasons why publishing or presenting research findings at professional meetings is generally not sufficient to increase public awareness or influence public policy in the traumatic stress field.
- Discuss ways in which to utilize relevant research findings with news media, professional groups, nonprofit organizations, and policy makers to achieve changes needed to improve services for our clients.

Recommended Readings: Rancher, C., Moreland, A. D., Smith, D. W., Cornelison, V., Schmidt, M. G., Boyle, J., ... & Kilpatrick, D. G. (2023). Using the 5C model to understand COVID-19 vaccine hesitancy across a National and South Carolina sample. *Journal of Psychiatric Research*, 160, 180-186. Andrews, A. R., Jobe-Shields, L., López, C. M., Metzger, I. W., De Arellano, M. A., Saunders, B., & G Kilpatrick, D. (2015). Polyvictimization, income, and ethnic differences in trauma-related mental health during adolescence. *Social psychiatry and psychiatric epidemiology*, 50, 1223-1234. Kilpatrick, D. G., Resnick, H. S., Milanak, M. E., Miller, M. W., Keyes, K. M., & Friedman, M. J. (2013). National estimates of exposure to traumatic events and PTSD prevalence using DSM-IV and DSM-5 criteria. *Journal of traumatic stress*, 26(5), 537-547. Reuben, A., Moreland, A., Abdalla, S. M., Cohen, G. H., Friedman, M. J., Galea, S., ... & Kilpatrick, D. G. (2022). Prevalence of depression and posttraumatic stress disorder in Flint, Michigan, 5 years after the onset of the water crisis. *JAMA Network Open*, 5(9), e2232556-e2232556. Zuromski, K. L., Resnick, H., Price, M., Galea, S., Kilpatrick, D. G., & Ruggiero, K. (2019). Suicidal ideation among adolescents following natural disaster: The role of prior interpersonal violence. *Psychological trauma: theory, research, practice, and policy*, 11(2), 184.

Earn 1.5 continuing education credits

Ashnola (301), Level 3

Symposium 71

Building Toolkits with Our Clients: Predictors and Outcomes of Treatment Skills

CHAIRS:

Nicole B. Gumport, Ph.D., Stanford University
Laurel D. Sarfan, Ph.D., University of California, Berkeley

DISCUSSANT:

Daniel R. Strunk, Ph.D., The Ohio State University

Basic to Moderate level of familiarity with the material

Primary Category: Transdiagnostic

Key Words: *Psychotherapy Outcome, Change Process / Mechanisms, Transdiagnostic*

Testing Mechanistic Theories of Change in the Unified Protocol: An Examination of Skills Use and Aversive Reactions to Emotions

Matthew W. Southward, Ph.D., University of Kentucky
Hannah Croom, B.A., University of Kentucky
Nicole Stumpp, B.A., University of Kentucky
Stephen Semcho, M.A., University of Kentucky
Shannon Sauer-Zavala, Ph.D., University of Kentucky

Usefulness and Utilization of Elements of the Transdiagnostic Sleep and Circadian Intervention Among Adolescent Night Owls and Adults with Serious Mental Illness

Nicole B. Gumport, Ph.D., Stanford University
Emily Dolsen, Ph.D., San Francisco VA Healthcare System
Stephanie H. Yu, M.A., University of California, Los Angeles
Isaac Mirzadegan, M.S., Florida State University
Alice Mullin, B.A., University of California, Santa Barbara
Allison G. Harvey, Ph.D., University of California Berkeley

Does Use of Dialectical Behavior Therapy Phone Coaching Lead to Improvements in Skills Use

Allison K. Ruork, Ph.D., Rutgers University

Shireen L. Rizvi, ABPP, Ph.D., Rutgers University

Melanie R. Rosen, M.A., Rutgers University

Impact of Homework Adherence on Caregiver and Child Outcomes Following Internet-delivered Parent Child Interaction Therapy (iPCIT) for Children with Developmental Delay

Anastassia S. Cafatti, B.S., Florida International University

Jonathan S. Comer, Ph.D., Florida International University

Daniel M. Bagner, Ph.D., Florida International University

Do Client Adherence, Skills, and Outcomes Improve When Memory Support Strategies Are Used with Cognitive Therapy?

Laurel D. Sarfan, PhD, University of California, Berkeley

Nicole B. Gumpert, Ph.D., Stanford University

Allison G. Harvey, Ph.D., University of California Berkeley

Garret Zieve, M.A., University of California, Berkeley

Mo Xiong, Ph.D., University of California, Berkeley

Firdows Mujir, B.A., University of California, Berkeley

Earn 1.5 continuing education credits

Beckler (302), Level 3

Symposium 72

Cultivating Compassion in the Face of Social Anxiety: Exploring the Role of Self-compassion Interventions in Promoting Well-being for Socially Anxious Individuals

CHAIR:

Kati Lear, Ph.D., Portland Psychotherapy Clinic, Research, and Training Center

DISCUSSANT:

David Moscovitch, Ph.D., University of Waterloo

All level of familiarity with the material

Primary Category: Adult Anxiety

Key Words: *Social Anxiety, Compassion / Empathy, Change Process / Mechanisms*

From Cringe to Compassion: Shame and Self-compassion in Social Encounters Among People with Social Anxiety

Kati Lear, Ph.D., Portland Psychotherapy Clinic, Research, and Training Center
Sarah Smith, B.S., Portland Psychotherapy Clinic, Research, and training Center
Jason B. Luoma, Ph.D., Portland Psychotherapy

The Role of Fears of Receiving Compassion in Socially Anxious Individuals' Immediate Emotional Responses to Compassionate Displays from Others

Jolie T.K. Ho, M.A., M.S., University of Waterloo
David Moscovitch, Ph.D., University of Waterloo

More Positivity, Less Avoidance: Impact of Self-compassion on Future Social Situations Among Individuals with Elevated Social Anxiety

Kamila Szczygłowski, M.A., Wilfrid Laurier University

Nancy Kocovski, Ph.D., Wilfrid Laurier University

Acceptability and Preliminary Efficacy of a Brief, Common Humanity- and Exposure-based Group Intervention for Socially Anxious Students

Elizabeth T. Slivjak, M.A., University of Colorado Boulder

Joanna J. Arch, Ph.D., University of Colorado Boulder

Self-compassion Interventions and Their Effects Among Socially Anxious Adults: A Scoping Review

Joanna J. Arch, Ph.D., University of Colorado Boulder

Elizabeth T. Slivjak, M.A., University of Colorado Boulder

12:30 PM – 2:00 PM

Earn 1.5 continuing education credits

Chelais (305), Level 3

Symposium 73

Perceptions and Beliefs About Mental Health and Their Clinical and Public Health Implications

CHAIR:

Matthew S. Lebowitz, Ph.D., Columbia University

DISCUSSANT:

Dean McKay, ABPP, Ph.D., Fordham University

All level of familiarity with the material

Primary Category: Cognitive Science/ Cognitive Processes

Key Words: *Cognitive Schemas / Beliefs*

The Impact of Psychiatric Labeling Among College Students with DSM-5 Psychopathology

Amitai Abramovitch, Ph.D., Texas State University

Joseph Etherton, Ph.D., Texas State University

Bowie Duncan, B.S., Texas State University

SATURDAY

**Implications of and Perceptions of Genetic Attributions for Addiction Among
Individuals with Gambling Disorder and Alcohol Use Disorder**

Matthew S. Lebowitz, Ph.D., Columbia University

Shawn Sorge, Ph.D., VA New York Harbor Healthcare System

Rachel Rattenni, B.A., Columbia University, Department of Psychiatry

**Sexual Minority Individuals' Causal Attributions for the Sexual Orientation
Disparity in Depression**

John Pachankis, Ph.D., Yale School of Public Health

Anthony Maiolatesi, B.A., Yale School of Public Health

Matthew S. Lebowitz, Ph.D., Columbia University

**Adolescents' Beliefs About What Symptoms Constitute Depression: Are More
Expansive Definitions Helpful or Harmful?**

Isaac L. Ahuvia, M.A., Stony Brook University

Kathryn R. Fox, Ph.D., University of Denver

Jessica Schleider, Ph.D., Stony Brook University

Earn 1.5 continuing education credits

Washougal (408), Level 4

Symposium 74

Applying Qualitative Research Methodology to the Study of Intervention Process: Applications in Intervention Development

CHAIR:

Tyrel J. Starks, Ph.D., Hunter College of the City
University of New York

DISCUSSANT:

Steven A. Safren, ABPP, Ph.D., University of Miami

Moderate level of familiarity with the material

Primary Category: Research Methods and Statistics

Key Words: *Psychotherapy Process, Research Methods, Treatment Development*

The Development of Couples Motivational Interviewing; Illustrating the Role of Qualitative Process Analysis in a Program of Intervention Development Research
Tyrel J. Starks, Ph.D., Hunter College of the City University of New York

Strategies to Support Engagement in Expecting Couple-focused Motivational Interviewing

Stephanie Godleski, Ph.D., Rochester Institute of Technology

Emily Verdaasdonk, M.A., Rochester Institute of Technology

Kurt Dermen, Ph.D., University at Buffalo

Mark Feinberg, Ph.D., The Pennsylvania State University

Craig Colder, Ph.D., The State University of New York at Buffalo

Rina Eiden, Ph.D., The Pennsylvania State University

Community-oriented Motivational Interviewing to Address Misinformation About COVID-19 Vaccines in Online Spaces: Leveraging Qualitative Techniques to “read the Room” and Mitigate or Prevent Discord

David Scales, M.D., Ph.D., Weill Cornell Medicine

Savannah Windham, M.S., Critica

Peter DiCaprio, Ph.D., Critica

Jack Gorman, M.D., Critica

Tyrel J. Starks, Ph.D., Hunter College of the City University of New York

Constructive Communication in the Digital Space: Examining the Impact of a Reflective Mindfulness-based Practice on Text Messages

Leora Trub, Ph.D., Pace University

Rashelle Ahokas, M.A., Pace University

Zachary Hubert, M.A., Pace University

Sarah Otero, M.A., Pace University

Earn 1.5 continuing education credits

Quinault, Level 5

Symposium 75

Optimizing Training for Community-based Providers to Deliver Evidence-based Practices Across Service Settings

CHAIR:

Siena Tugendrajch, Ph.D., University of Michigan

DISCUSSANT:

Aaron Lyon, Ph.D., University of Washington

All level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Dissemination, Community-Based, Evidence-Based Practice*

Adaptation and Preliminary Effectiveness of a Team Training Intervention for Multidisciplinary Cross-sector Teams

Elizabeth McGuier, Ph.D., University of Pittsburgh School of Medicine

Jaely Wright, M.A., University of Pittsburgh Medical Center

Greg Flett, MSW, National Children's Advocacy Center

Kyndra Cleveland, Ph.D., University of Pittsburgh

David J. Kolko, Ph.D., University of Pittsburgh School of Medicine

Bringing Mental Health Knowledge to Schools Through Academic-community Partnership: A City Year Tale of Equal Service to Training and Research

Allison C. Goodman, M.S., Florida International University

Katherine Bryant, Ph.D., City Year Miami

Stacy Frazier, Ph.D., Florida International University

Investigating the Effects of Organizational Implementation Context and Pre- and In-service Training on Modular Therapy Training in School Mental Health Settings

Tristan J. Maesaka, M.A., University of Hawai'i at Manoa

Brad J. Nakamura, Ph.D., University of Hawaii at Manoa

Strengthening the School Mental Health Workforce with Extensive Evidence-based Practice (EBP) Training in Graduate School: A Pilot Evaluation

Siena Tugendrajch, Ph.D., University of Michigan

Emily Bilek, ABPP, Ph.D., University of Michigan

Natalie Rodriguez-Quintana, M.P.H., Ph.D., TRAILS

Tyler Hein, Ph.D., TRAILS

Chiagoziem (ChiChi) Jacob, MPH, TRAILS

Jamie Owen-DeSchryver, Ph.D., Grand Valley State University

Elizabeth Koschmann, Ph.D., TRAILS

12:30 PM – 2:00 PM

Earn 1.5 continuing education credits

Elwha A, Level 5

Symposium 76

SATURDAY

Accelerating Collaboration in Mental Health Treatment Design: The Most Overlooked Benefit of Modularity

CHAIRS:

Roz Shafran, Ph.D., UCL

Sophie Bennett, Ph.D., King's College London

DISCUSSANT:

Bruce F. Chorpita, Ph.D., University of California Los Angeles

All level of familiarity with the material

Primary Category: Translational

Key Words: *Treatment/ Program Design, Treatment Development, CBT*

**Collaborating to Build a Modular Treatment Engagement System: Helping
Mental Health Providers Use More Evidence and Use Evidence for More**

Kimberly D. Becker, Ph.D., University of South Carolina

Bruce F. Chorpita, Ph.D., University of California Los Angeles

Using Shared Decision-making to Plan Modular Treatments Collaboratively with Families

David Langer, ABPP, Ph.D., Suffolk University

Lindsay Holly, Ph.D., Marquette University

Bruce F. Chorpita, Ph.D., University of California Los Angeles

Distilling and Training Core Elements of Family Therapy for Adolescent Behavior Problems

Aaron Hogue, Ph.D., Partnership to End Addiction

Modularity in the Context of Chronic Physical Illness: The Mental Health Intervention for Children with Epilepsy (MICE) Study

Sophie Bennett, Ph.D., King's College London

Roz Shafran, Ph.D., UCL

Earn 1 continuing education credit

Elwha B, Level 5

Symposium 77

Patterns of Inequity in Mental Health Care: Trends and Correlates of Mental Health Treatment Utilization Among Minoritized Individuals at Risk for Suicide

SATURDAY

CHAIRS:

Ana Sheehan, M.A., University of Delaware
Kerri-Anne Bell, M.A., University of Notre Dame

DISCUSSANT:

Richard Liu, Ph.D., Massachusetts General Hospital,
Harvard Medical School

Basic to Moderate level of familiarity with the material

Primary Category: Mental Health Disparities

Key Words: *Mental Health Disparities, Race, Suicide*

Racial and Ethnic Trends in Mental Health Service Utilization and Perceived Unmet Need in the United States

Ana Sheehan, M.A., University of Delaware
Rachel Walsh, M.A., Temple University
Richard Liu, Ph.D., Massachusetts General Hospital, Harvard Medical School

Mental Health Treatment Engagement Among Adults with a History of Nonsuicidal Self-injury: An Exploration of Racial and Ethnic Differences

Kerri-Anne Bell, M.A., University of Notre Dame
Connor O'Brien, B.S., University of Notre Dame
Brooke A. Ammerman, Ph.D., University of Notre Dame

Exploring Mental Health Treatment Engagement Among Black Individuals: The Role of Race-specific Factors

Caitlin O'Loughlin, M.A., University of Notre Dame
Brooke A. Ammerman, Ph.D., University of Notre Dame
Kerri-Anne Bell, M.A., University of Notre Dame
Connor O'Brien, B.S., University of Notre Dame

Examining Intersectional Identities in Suicidal Ideation and Mental Health Treatment Utilization in a National Sample of U.S. College Students

Ki Eun Shin, Ph.D., Long Island University, Post
Seung Yeon Baik, M.A., The Pennsylvania State University
Melissa Vázquez, B.A., Washington University School of Medicine in St. Louis
Jillian Shah, B.S., Washington University in St. Louis
Ellen Fitzsimmons-Craft, Ph.D., Washington University School of Medicine in St. Louis
C. Barr Taylor, M.D., Stanford University School of Medicine
Denise Wilfley, Ph.D., Washington University School of Medicine in St. Louis
Daniel Eisenberg, Ph.D., University of California, Los Angeles
Michelle G. Newman, Ph.D., Pennsylvania State University

Earn 1 continuing education credit

Chiwawa (501), Level 5

Symposium 78

Cultivating Joyful Mental Health Care by Centering the Preferences and Values of People with Serious Mental Illness

CHAIR:

Emily Treichler, Ph.D., VA San Diego MIRECC/
University of California, San Diego

DISCUSSANT:

Will Hagans, B.A., VA San Diego Healthcare System

Basic to Moderate level of familiarity with the material

Primary Category: Schizophrenia / Psychotic Disorders

Key Words: *Severe Mental Illness, Clinical Decision Making, Evidence-Based Practice*

Preferences for Involvement in Decision Making Among a Diverse Sample of Veterans with Psychosis

Emily Treichler, Ph.D., VA San Diego MIRECC/University of California, San Diego

Participant Perspectives of a Virtual Group-based Walking Program for Adults with Schizophrenia: A Qualitative Study

Julia Browne, Ph.D., Brown University & Providence VA Medical Center

Claudio Battaglini, Ph.D., University of North Carolina at Chapel Hill

Bryan J. Stiles, B.A., University of North Carolina at Chapel Hill

Aslihan Imamoglu, B.S., University of North Carolina at Chapel Hill

L. Fredrik Jarskog, M.D., University of North Carolina at Chapel Hill

Ana M. Abrantes, Ph.D., Brown University

Paschal Sheeran, Ph.D., University of North Carolina at Chapel Hill

Tonya Elliott, MS, University of North Carolina at Chapel Hill

Elena Pokowitz, M.Ed., University of Michigan

David L. Penn, Ph.D., University of North Carolina at Chapel Hill

Preferences of U.S. Veterans Making and Receiving Caring Cards: A Peer Approach to Suicide Prevention

Samantha A. Chalker, Ph.D., VA San Diego Healthcare System/University of California, San Diego

Cara T. Pozun, MFT, VA San Diego Healthcare System

Cindy J. Chang, Psy.D., VA San Diego/University of California, San Diego

Emily Treichler, Ph.D., VA San Diego MIRECC/University of California, San Diego

12:30 PM – 2:00 PM

Earn 1.5 continuing education credits

Cowlitz (502), Level 5

Symposium 79

Reviving Ecological Systems Theory: Applying a Social-ecological Lens to Mental Health Concerns for Vulnerable and Underserved Populations

SATURDAY

CHAIRS:

Kaitlin Sheerin, Ph.D., Alpert Medical School of Brown University

Cynthia E. Brown, Ph.D., Pacific University

DISCUSSANT:

Alex Dopp, Ph.D., RAND Corporation

Basic to Moderate level of familiarity with the material

Primary Category: Vulnerable Populations

Key Words: *Translational Research, Underserved Populations, Transdiagnostic*

Linkages Between Family, Peer, Workplace, and Neighborhood Factors and Mental Health Concerns Among Individuals on Probation and Parole

Kaitlin Sheerin, Ph.D., Alpert Medical School of Brown University

Cynthia E. Brown, Ph.D., Pacific University

Charles Borduin, Ph.D., University of Missouri

Social-ecological Correlates of Verbal and Physical Aggression in Autistic Youth

Cynthia E. Brown, Ph.D., Pacific University

Charles Borduin, Ph.D., University of Missouri

Kaitlin Sheerin, Ph.D., Alpert Medical School of Brown University

Stephen Kanne, Ph.D., Center for Autism and The Developing Brain, Weill Cornell Medical College

Exploring Correlates of Autistic Youth Aggression and Disruptive Behaviors in a Racially and Ethnically Minoritized Sample: Family Support, Stress, and Quality Time

Lauren B. Quetsch, Ph.D., University of Arkansas

Cynthia E. Brown, Ph.D., Pacific University

Lindsey Aloia, Ph.D., University of Arkansas

Stephen Kanne, Ph.D., Center for Autism and The Developing Brain, Weill Cornell Medical College

Developing an Equitable Intervention Approach for Communities of Color: Mental Health and Co-occurring Physical Health Concerns in the Context of the COVID-19 Pandemic

Manuel Gutierrez Chavez, B.S., University of Utah

Kiran Kaur, M.S., University of Utah

Katie J.W. Baucom, Ph.D., University of Utah

Ana C. Sanchez-Birkhead, Ph.D., University of Utah

Grant Sunada, Ph.D., MPH, San Juan Public Health

Valentine Mukundente, Best of Africa; Community Faces of Utah

Fahina Tavake-Pasi, M.S., National Tongan American Society; Community Faces of Utah

Edwin Eru Napia, Ph.D., Urban Indian Center of Salt Lake; Community Faces of Utah

Jeannette Villalta, CHW, Alliance Community Services

Anu Asnaani, Ph.D., University of Utah

Earn 1 continuing education credit

Tahuya (508), Level 5

Symposium 80

Treatment for High School Students with ADHD: The Who, What, and When of Treatment Outcomes

CHAIR:

Samantha Margherio, Ph.D., Virginia Polytechnic Institute and State University

DISCUSSANT:

Stephen P. Becker, Ph.D., Cincinnati Children's Hospital Medical Center

Basic level of familiarity with the material

Primary Category: ADHD - Child

Key Words: *ADHD, Treatment, Adolescents*

Examining the Effects of Treatment Engagement for a High-school-based Training Intervention for Adolescents with ADHD

Steve Evans, Ph.D., Ohio University

Samantha Margherio, Ph.D., Virginia Polytechnic Institute and State University

Steve Evans, Ph.D., Ohio University

George J. DuPaul, Ph.D., Lehigh University

Darcey Allan, Ph.D., Ohio University

Julie Sarno Owens, Ph.D., Ohio University

School-based Intervention for Adolescents with ADHD: Predictors of Effects on Academic, Behavioral, and Social Functioning

George J. DuPaul, Ph.D., Lehigh University

Steve Evans, Ph.D., Ohio University

Courtney Cleminshaw, MEd, Lehigh University

Qiong Fu, Ph.D., Lehigh University

Postsecondary Outcomes of a School-based Intervention for Adolescents with
ADHD

Samantha Margherio, Ph.D., Virginia Polytechnic Institute and State University

Sean Morse, M.Ed., Lehigh University

Steve Evans, Ph.D., Ohio University

George J. DuPaul, Ph.D., Lehigh University

Earn 1.5 continuing education credits

Nooksack (602), Level 6

Symposium 81

Psychological Distress Among Bisexual Individuals: The Effects of Discrimination in a Marginalized and Understudied Population

CHAIR:

Trevor A. Hart, Ph.D., Toronto Metropolitan University

DISCUSSANT:

Brian Feinstein, Ph.D., Rosalind Franklin University of
Medicine and Science

Basic level of familiarity with the material

Primary Category: LGBTQ+

Key Words: *LGBTQ+, Mental Health Disparities, Coping*

Minority Stressors and Connectedness Among Urban Bisexual versus Gay and Queer Men Across Three Cities in Canada

Trevor A. Hart, Ph.D., Toronto Metropolitan University

Shayna Skakoon-Sparling, Ph.D., Toronto Metropolitan University

Joseph Cox, M.D., McGill University

Nathan Lachowsky, Ph.D., University of Victoria

Allison Kirschbaum, Ph.D., Toronto Metropolitan University

Graham Berlin, M.A., Toronto Metropolitan University

Mark Gaspar, Ph.D., University of Toronto

Barry Adam, Ph.D., University of Windsor

David Brennan, Ph.D., Factor-Inwentash Faculty of Social Work, University of
Toronto

David Moore, MDCM, MHSc, University of British Columbia and Centre for
Excellence in HIV/AIDS

Herak Apelian, M.S., McGill University Health Centre
Jordan Sang, Ph.D., British Columbia Centre for Excellence in HIV/AIDS
Jody Jollimore, MPH, Canadian AIDS Treatment Information Exchange (CATIE)
Daniel Grace, Ph.D., University of Toronto
Cornel Grey, Ph.D., Western University

Child Sexual Abuse and Psychological Distress Among Bi+ Young Adults: A Moderated Mediation Model

Benjamin Katz, Ph.D., Stony Brook University
Shawn Cahill, Ph.D., University of Wisconsin-Milwaukee

A Qualitative Examination of Bisexual, Pansexual, and Queer Male Youth's Experiences of and Reactions to Discrimination

Isabel Benjamin, B.A., Rosalind Franklin University of Medicine and Science
Izhani Rosa, B.A., Rosalind Franklin University of Medicine and Science
Brian Feinstein, Ph.D., Rosalind Franklin University of Medicine and Science

Exploring Clinical Characteristics and Treatment Outcomes of Bi+ versus Gay/lesbian Adults with OCD

Andreas Bezahler, B.S., Fordham University
Jennie M. Kuckertz, Ph.D., McLean Hospital/Harvard Medical School
Martha J. Falkenstein, Ph.D., McLean Hospital / Harvard Medical School
Brian Feinstein, Ph.D., Rosalind Franklin University of Medicine and Science

Earn 1.5 continuing education credits

Snohomish (605), Level 6

Symposium 82

The Dropout Dilemma: Identifying and Overcoming Barriers to Treatment Completion in Trauma-focused PTSD Interventions

SATURDAY

CHAIRS:

Danielle R. Shayani, B.S., University of Delaware

Adele M. Hayes, Ph.D., University of Delaware

DISCUSSANT:

Patricia A. Resick, ABPP, Ph.D., Duke University School of Medicine

All level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *PTSD (Posttraumatic Stress Disorder), Psychotherapy Process, Treatment*

Predictors of Dropout in Cognitive Processing Therapy for PTSD: An Examination of In-session Treatment Processes

Danielle R. Shayani, B.S., University of Delaware

Caroline Canale, University of Delaware

Denise M. Sloan, Ph.D., VA Boston Healthcare System

Adele M. Hayes, Ph.D., University of Delaware

Achieving Low Levels of Dropout During Intensive PTSD Treatment: Data from Multiple Length and Multiple Format Intensive CPT Interventions

Daniel Szoke, Ph.D., Rush University Medical Center

Brian Klassen, Ph.D., Rush University Medical Center

Philip Held, Ph.D., Rush University Medical Center

Lia Smith, M.A., Rush University Medical Center

Addressing Dropout with Brief, Evidence-based Intervention: Outcomes of Written Exposure Therapy in Department of Veterans Affairs Clinics
Stefanie T. LoSavio, ABPP, University of Texas Health Science Center at San Antonio
Courtney Worley, Ph.D., National Center for PTSD, Dissemination and Training Division

Jansey Lagdamen, B.S., Palo Alto Veterans Affairs Health Care System
Shannon Wiltsey Stirman, Ph.D., National Center for PTSD and Stanford University
Craig Rosen, Ph.D., National Center for PTSD Dissemination & Training Division
Robyn Walser, Ph.D., National Center for PTSD, Dissemination and Training Division

Debra Kaysen, ABPP, Ph.D., Stanford University
Denise M. Sloan, Ph.D., VA Boston Healthcare System

12:30 PM – 1:30 PM

Earn 1 continuing education credit

Clallum (701), Level 7

Symposium 83

The Role of Sexual Identity, Race, and Income on Individual and Relationship Functioning

CHAIR:

Mollie E. Shin, M.A., University of Colorado Denver

DISCUSSANT:

Shelby B. Scott, Ph.D., The University of Texas at San Antonio

Moderate level of familiarity with the material

Primary Category: Couples / Close Relationships

Key Words: *Couples / Close Relationships, LGBTQ+, Race*

Understanding the Association Between Income and Well-being Among Couples: Analysis of a Cognitive Mediation Model

Alexandra Wojda-Burlij, M.A., University of North Carolina at Chapel Hill

Donald H. Baucom, Ph.D., University of North Carolina at Chapel Hill

Individual and Relationship Functioning of Heterosexual Individuals Who Are in a Committed Romantic Relationship with a Bisexual+ Other: A Preliminary Comparison of Outcomes

Emily A. Carrino, M.A., University of North Carolina at Chapel Hill

Impact of Minority Stress on Relationship Satisfaction in Asian American Queer Women

Darya Magidi, B.S., University of La Verne

McKenzie Marchan, M.S., University of La Verne

Darya Magidi, B.S., University of La Verne

Oanh Nguyen, B.S., University of La Verne

Masa Shah, B.S., University of La Verne

Amy Prescott, M.S., University of La Verne

Kristina Post, Ph.D., University of La Verne

Love in Critical Condition: Exploring the Role of Criticism in Racially Diverse Couples

Madeline Jubran, B.S., Nova Southeastern University

McKenzie K. Roddy, Ph.D., Vanderbilt University Medical Center

Paula M. Brochu, Ph.D., Nova Southeastern University

Emily Georgia Salivar, Ph.D., Nova Southeastern University

Earn 1.5 continuing education credits

Columbia D, Level 3

Mini Workshop 17

Superheroes, Powerups, Origin Stories, and Sidekicks: Introducing an Interactive Comic Book to Teach CBT Skills to Medically Ill Youth

SATURDAY

Maria C. Alba, Psy.D., Montefiore Medical Center
Sandra S. Pimentel, Ph.D., Montefiore Medical Center

All level of familiarity with the material

Primary Category: Child / Adolescent - Anxiety

Key Words: *Child, Coping, CBT*

Youth hospitalized with medical illness may benefit from evidence-based interventions that assist with coping with pain and associated psychological distress. Inpatient medical stays often require creative methods for delivery of psychosocial interventions. Moreover, with rates of childhood psychiatric illness on the rise amidst the COVID-19 pandemic, creative, far-reaching therapeutic interventions are needed to respond effectively and efficiently to the current mental health crisis. One innovative format is comic books, which are receiving increasing attention for their potential as a medium for disseminating evidence-based care to children and adolescents. SuperKids: Change the World (SK) takes the concept of comic books one step further by integrating cognitive-behavioral and acceptance-based strategies into an interactive, youth-friendly, activity book. SK content is based on real Bronx families, was developed collaboratively with the Montefiore Medical Center Psychiatry and Pediatrics teams and the team at PopCulture Hero Coalition, illustrated by Wellington Alves, and authored by psychologist Dr. Janina Scarlet. SK features four diverse child characters experiencing pain, fears, and sadness in relation to their illnesses. Initial research findings indicate that youth believe SK is easy to read, teaches useful skills, and in general helps kids when they are in the hospital. In this experiential mini-workshop, facilitators will demonstrate how to use a fun, superhero framework

to guide youth through practicing CBT skills (e.g., problem-solving, mindful breathing, coping self-talk) using superhero language and narratives (e.g., superpowers, origin stories, powerups). Participants will engage in exercises and receive sample materials.

Outline:

- Very briefly review current literature on comic book interventions to deliver psychosocial interventions
- Orient participants to SK, including SK creation, structure, and research so far at Montefiore Medical Center
- Lead participants in an experiential SK group, modeling the introduction and practice of various CBT coping skills
- Accept questions, encourage participant case-based applications, ask for reflection on experience

At the end of this session, the learner will be able to :

- Demonstrate at least three strategies for incorporating a superhero narrative into teaching youth about CBT.
- Teach at least two cognitive-behavioral and acceptance-based skills to youth.
- Explain the benefits of using a superhero framework to deliver evidence-based skills that assist with coping.
- Long Term Goal: Attendees will build clinical skills to deliver an interactive comic book intervention that teaches CBT skills to youth facing medical illness.

Recommended Readings: Scarlet, J. & Alves, W. (2017). Superhero therapy: mindfulness skills to help teens & young adults deal with anxiety, depression & trauma. Oakland, CA, Instant Help Books. Fradkin, C., Weschenfelder, G. V., & Yunes, M. A. (2016). Shared adversities of children and comic superheroes as resources for promoting resilience: Comic superheroes are an untapped resource for empowering vulnerable children. *Child Abuse & Neglect*, 51, 407-415. Branscum, P. & Sharma, M. (2009). Comic books an untapped medium for health promotion. *American Journal of Health Studies*, 24 (4), 430-439.

Earn 1.5 continuing education credits

Skykomish (604), Level 6

Panel Discussion 22

Employing Community-based Approaches to Inform Suicide Prevention Research

MODERATOR:

Alex Bettis, Ph.D., Vanderbilt University Medical Center

PANELISTS:

Jessica M. Schwartzman, Ph.D., Vanderbilt University Medical Center

Lauren A. White, M.P.H., MSW, University of Michigan Joint Program for Social Work and Psychology

Ellen-ge Denton, M.S., Psy.D., City University of New York College of Staten Island

Carolina Vélez-Grau, Ph.D., LCSW, Boston College

Kathryn R. Fox, Ph.D., University of Denver

Lucas Zullo, Ph.D., University of California Los Angeles

Primary Category: Suicide and Self-Injury

Key Words: *Suicide, Community-Based, Stakeholder Relevant*

Suicide is a major public health concern, with nearly 47,000 deaths per year attributable to death by suicide in the United States alone. Moreover, many individuals experience suicidal thoughts and behaviors (STBs) annually. Despite decades of research seeking to better understand STB risk, we still know remarkably little about prediction of suicide and effective treatments. Furthermore, for many groups, including American Indian/Alaska Native communities, Black Americans, Latino/a/x Americans, LGBTQ+ people, and neurodivergent people, rates of STBs increased during the pandemic. Yet, these populations remain understudied in STB research. With this context in mind, we propose a panel focused on applying community-based approaches (including community-based participatory research) to research on STBs. Community-based approaches involve engaging people in the community, including those with lived experiences, to increase our understanding of STBs and improve interventions by working alongside those they are designed to impact directly. For far too long, our field has excluded the voices of people with lived experience from our research and clinical care. This has led to an over-reliance on research findings, including those with small and inconsistent effect sizes, and under-utilization of the priorities, knowledge, and experiences of people who experience suicidality. This is especially

important when considering minoritized populations that have been excluded from much of STB research to date. In this panel presentation, we will hear from scientists who employ community-based approaches in STB research across a range of populations. We will discuss the rationale for using a community-based approach in STB research, as well as considerations for engaging community members, including successes and challenges in building community partnerships. We will highlight the benefits of engaging communities through a strengths-based lens. Finally, the panel will address considerations for research design and grant funding when engaging in community partnerships. This panel aims to provide insight into the value of using community-based approaches to enhance clinical science and promote wellbeing in communities at risk for suicide.

12:30 p.m. – 2:00 p.m.

Earn 1.5 continuing education credits

Clearwater (702), Level 7

Panel Discussion 23

Building Diversity, Equity, and Inclusion: Perspectives and Concerns of ABCT's Minority Special Interest Groups

MODERATOR:

Ilana Seager van Dyk, Ph.D., Massey University

PANELISTS:

Ilana Seager van Dyk, Ph.D., Massey University

Janie Hong, Ph.D., Stanford University School of Medicine

Juventino Hernandez Rodriguez, Ph.D., University of Texas Rio Grande Valley

Alexandria N. Miller, M.S., Suffolk University

Evan J. White, Ph.D., Laureate Institute for Brain Research

Jamilah R. George, M.S., University of Connecticut

SATURDAY

Primary Category: Culture / Ethnicity / Race

Key Words: *Ethnicity, LGBTQ+, Race*

Within the ABCT, there are six special interest groups (SIGs) focused on minority mental health and research. They are the *Sexual and Gender Minority SIG*, *Oppression and Resilience: Minoritized Mental Health SIG*, *Native American Issues in Behavior Therapy and Research SIG*, *Black Americans in Research and Behavior Therapy SIG*, *Latinx SIG*, and *Asian American Issues in Behavior Therapy and Research SIG*. These SIGs offer a professional space of inclusion for those who identify with the needs of their respective minority groups and/or minority health concerns. They provide space to promote the research and work of their members. They provide space for members to connect within a larger group.

The current leaders of the six SIGs will come together and represent the collective voice of their members and the minoritized groups they represent. In this panel, the SIG leaders will highlight gains and setbacks from this past year in diversity, equity, and inclusion (DEI) efforts within ABCT and their respective groups. They will discuss ongoing concerns of their members and will tackle tough questions related to intersectionality and identity, allyship, marginalization and burnout, and diversity representation. Throughout the session, the panelists will focus on operationalizing issues raised by offering clear, concrete next steps. Individuals seeking to promote DEI initiatives within ABCT and/or wanting a space to share their own perspectives on these issues are especially encouraged to attend.

Earn 1.5 continuing education credits

Sol Duc (708), Level 7

Panel Discussion 24

Transactional to Transformational: Advancing Equity Through Meaningful Community-engaged Research with Underserved Populations

SATURDAY

MODERATORS:

Summer Pascual, B.S., The Baker Center for Children and Families/Harvard Medical School

Alyssa Martini, B.S., Western Washington University

PANELISTS:

Anna Ciao, Ph.D., Western Washington University

Nicole A. Stadnick, M.P.H., Ph.D., University of California San Diego

Erum Nadeem, Ph.D., Rutgers, The State University of New Jersey

V. Kalei Kanuha, Ph.D., MSW, University of Washington, Seattle

Kelsie Okamura, Ph.D., The Baker Center for Children and Families

Primary Category: Dissemination & Implementation Science

Key Words: *Underserved Populations, Ethics, Research Methods*

An emerging priority of mental health services and implementation is to address inequities and systemic barriers relating to mental health of marginalized groups. One avenue in which the voices of underserved populations can be elevated is through community-engaged research. When done thoughtfully and intentionally, research with community partners can empower those who have been historically and systemically disadvantaged to inform and improve mental health research and services. Community-engaged research offers the opportunity to co-create programs and policies to reduce inequities through bi-directional learning and application with diverse community partners and researchers.

However, community engagement is not inherently equitable; it requires time, effort, resources, and attention to engagement principles like shared decision-making and power to create mutually beneficial partnerships. The goal of this panel is to facilitate discussion around developing academic-community partnerships that not only meet a community's mental health needs but advance equity for its members. With diverse experiences collaborating with BIPOC, LGBTQ+, and other underserved populations, panelists will (1) describe their research and the integral roles of community partners; (2) share their perspectives on and experiences doing ethical, values-based community-based research; and (3) discuss processes for cultivating and navigating equitable, collaborative partnerships. Their extensive work in culturally-based interventions, community-based justice innovations, body image interventions, and implementation of evidence-based practices in public-sector service systems will showcase how intentional community-engaged research can be executed in various contexts. Panelists bring perspectives on the value of non-hierarchical partnerships, the continuum of community engagement impact- from transactional to transformational and providing space for community members to guide the research process. In accordance with the conference theme, attendees will learn from panelists and moderators in various career stages with unique backgrounds about finding joy in their health equity research through meaningful community engagement.

Earn 1.5 continuing education credits

Columbia C, Level 3

Mini Workshop 14

Psilocybin-assisted Therapy for Adults with Depression & a Novel Application of CBT

Marc Weintraub, Ph.D., University of California Los Angeles School of
Medicine

All level of familiarity with the material

Primary Category: Treatment - Other

Key Words: *Psychotherapy Process, Depression, CBT*

Psychedelics have become an exciting area of treatment for a range of mental health conditions. Specific to psilocybin for the treatment of depression, recent studies suggest that one to two administrations of psilocybin have acute antidepressant effects for adults with major depressive disorder. In order to identify appropriate candidates for psilocybin treatment, significant screening processes must be implemented prior to beginning treatment. To maintain patient safety and increase the likelihood of beneficial outcomes, a psychedelic-assisted therapy (PAT) adjoins psilocybin drug treatment, which includes both preparatory sessions prior to and integration sessions following the drug session(s). In this mini workshop, the medical and psychological screening processes will be covered based on the current FDA standards. Attendees will also be presented with specific preparatory and integration techniques. The common methods of preparing a patient for the psilocybin experience will be reviewed, including the necessary psychoeducation about the drug's effects and the establishment of intentions for the drug experience. The integration process following the drug experience to help the patient learn from the drug experience and attempt to implement these lessons within their life will be discussed. Further, the role of therapists throughout the psychedelic treatment process (including the dos and don'ts) will be presented. Novel to the field of psychedelic treatment, attendees will learn about the rationale for and potential utility of combining CBT with classic PAT.

Outline:

- Psychedelics have the potential to be a potent psychopharmacological agent. However, it is not the drug, but the therapy enhanced by the drug that will make it an effective and sustaining treatment.
- CBT, a standardized, evidenced-based treatment for depression, can increase coverage, disseminability, and safety of psilocybin for those suffering from depression.

This workshop will:

- Present the primary screening criteria for psychedelic-assisted therapy.
- Discuss critical safety protocols for psychedelic administration and integration.
- Examine core clinical competencies and professional guidelines for psychedelic-assisted therapy.
- Describe how CBT and psilocybin can work synergistically to improve patient outcomes.
- Outline the newly developed psilocybin-assisted cognitive behavioral therapy for major depression.

At the end of this session, the learner will be able to:

- Describe 3 primary medical and 3 primary psychological screening criteria for psychedelic treatment.
- Describe 3 key safety elements in the preparation for psychedelic-assisted therapy and discuss the critical purpose of integration following the psychedelic experience.
- Identify the 12 clinical competencies and professional guidelines for psychedelic-assisted therapy.
- Explain the rationale of combining traditional psychedelic-assisted therapy with cognitive behavioral therapy.
- Long-term goals: Promote safety and screening protocols for the administration of psychedelic medicines

Recommended Readings: Johnson, M. W., Richards, W. A., & Griffiths, R. R. (2008). Human hallucinogen research: guidelines for safety. *Journal of psychopharmacology*, 22(6), 603-620. Fadiman, J. (2011). *The psychedelic explorer's guide: Safe, therapeutic, and sacred journeys*. Simon and Schuster. Weintraub, M.J., Jeffrey, J., Grob, C., Cooper, Z., Miklowitz, D.J. (submitted). Psilocybin-assisted cognitive behavioral therapy for major depressive disorder: Rationale and treatment development.

Earn 1.5 continuing education credits

Wilipa (512), Level 5

Clinical Round Table 14

Cultural Considerations and Adaptations in Using CBT with Spanish-speakers Living in the United States

MODERATOR:

Sandra L. Cepeda, M.S., University of Miami

PANELISTS:

Denise Chavira, Ph.D., University of California Los Angeles

Ana J. Bridges, Ph.D., University of Arkansas

Giselle Colorado, Psy.D., New York University Langone Medical Center

Laura Saldana, M.A., DePaul University

Bianca T. Villalobos, Ph.D., The University of Texas Rio Grande Valley

Sandra M. Estrada Gonzalez, B.A., University of Texas Rio Grande Valley

Primary Category: Culture / Ethnicity / Race

Key Words: *Hispanic American/ Latinx, CBT, Mental Health Disparities*

Hispanic/Latinx youth in the United States (U.S.) commonly face a number of unique stressors, including an increased risk for developing emotional difficulties. Anxiety, depression, and post-traumatic stress are among the most prevalent mental health conditions affecting Latinx youth and their caregivers, and only a small portion of those affected are likely to access adequate care for their presenting concerns. Language skills may present as a significant barrier among others (e.g., socioeconomic status, acculturation stress, stigma) impacting Latinx families from accessing and engaging in evidence-based care. Language-minority youth and their caregivers (e.g., monolingual Spanish speakers, etc.) may experience particularly high levels of stress in the U.S., as emotional distress is compounded by communication barriers.

While traditional CBT is well-supported as an effective treatment for a wide range of mental health conditions, culturally and linguistically adapted CBT may be better suited

for addressing the unique treatment needs of diverse subgroups of Spanish-speakers in the U.S., as well as Hispanic and Latinx families more broadly. The use of culturally-informed approaches can also improve treatment engagement and adherence, which is a key step towards reducing existing disparities in mental health care among Latinx families. Research continues to expand in this area but is presently limited in terms of understanding the efficacy and best practices for culturally adapting evidence-based interventions, as well as psychological assessments, for Spanish-speakers living in the U.S.

The goal of this clinical round table is to discuss specific cultural considerations for the adaptation and delivery of CBT for Spanish-speakers living in the U.S. Panelists will: (a) describe their relevant experience working with Hispanic/Latinx families; (b) discuss examples of important cultural adaptations implemented within own research and clinical work to address unique treatment needs of Hispanic/Latinx families; and (c) explore overall challenges and strategies for overcoming barriers related to the assessment, treatment, and engagement of US Spanish-speaking youth and their caregivers.

12:30 p.m. – 1:30 p.m.

Bogachiel (303), Level 3



Women's Issues in Behavioral Therapy SIG

We will present our Student Poster Award and Early Career Award, have a research presentation, do a self-care activity, and open discussion on topics you bring. We hope to connect with you at the convention!

Earn 1.5 continuing education credits

Hoh (601), Level 6

Symposium 84

Using Science to Improve the Mental Health of Minoritized Survivors of Sexual Assault

CHAIRS:

Amie R. Newins, Ph.D., University of Central Florida
Laura C. Wilson, Ph.D., University of Mary Washington

DISCUSSANT:

Nicholas Livingston, Ph.D., Behavioral Science Division, National Center for Posttraumatic Stress Disorder, VA Boston Healthcare System; Department of Psychiatry, Boston University Chobanian & Avedisian School of Medicine School of Medicine

Basic level of familiarity with the material

Primary Category: Trauma and Stressor Related Disorders and Disasters

Key Words: *Trauma, LGBTQ+, Hispanic American/ Latinx*

Sexual Assault History as a Moderator of the Posttraumatic Cognition – PTSD Symptom Relationship Among Sexual Minority Women

Ava K. Ferguson, M.S., University of Southern Mississippi
Nicole Caulfield, M.A., University of Southern Mississippi
Emily R. Dworkin, Ph.D., University of Washington School of Medicine
Daniel Capron, Ph.D., University of Southern Mississippi

Does Ethnicity Moderate the Effect of Sexual Assault Characteristics on Sexual Assault Acknowledgment?

Amie R. Newins, Ph.D., University of Central Florida
Laura C. Wilson, Ph.D., University of Mary Washington

The Mental Health Impact of Gender-based Sexual Assault on Transgender and Non-binary Survivors

Laura C. Wilson, Ph.D., University of Mary Washington

Can “one Size Fits All” Still Be Inclusive? Developing and Piloting a Post-sexual-assault Intervention to Reduce Eurocentrism and Increase Intersectional Inclusivity

Emily R. Dworkin, Ph.D., University of Washington School of Medicine

Natalia Garcia, Ph.D., VA Puget Sound—Seattle

Isha W. Metzger, Ph.D., Other, Georgia State University

Natalie N. Watson-Singleton, Ph.D., Spelman College

Soo Jeong Youn, Ph.D., UnitedHealth Group / Harvard Medical School

Josef I. Ruzek, Ph.D., Palo Alto University

Matthew Cordova, Ph.D., Palo Alto University

1:30 p.m. – 3:00 p.m.

Duwamish (306), Level 3



Child and Adolescent Anxiety SIG

Meeting Agenda:

The Child and Adolescent Anxiety SIG meeting The CAASIG meeting will include a review of SIG business, introduction of newly elected SIG members, presentation of SIG student awards, and a topical clinical-research presentation.

Earn 1.5 continuing education credits

Queets (505), Level 5

Symposium 32

Race, Culture, Identity and Mental Health: Understanding and Addressing Youth Experiences of Discrimination

CHAIR:

China R. Bolden, M.S., Seattle Pacific University

DISCUSSANT:

Isha W. Metzger, Ph.D., Other, Georgia State University

Basic to Moderate level of familiarity with the material

Primary Category: Culture / Ethnicity / Race

Key Words: *African Americans / Black Americans, Competence, LGBTQ+*

Daily Experiences of Racial Microaggressions and Health Outcomes Among Black Adolescents: A Daily Diary Study

Richelle L. Clifton, M.S., Indiana University-Purdue University, Indianapolis
Tamika Zapolski, Ph.D., IUPUI

Are Providers Equipped to Help? Minoritized Youth and Mental Health Treatment

China R. Bolden, M.S., Seattle Pacific University

Supporting Pride, Activism, Resiliency, and Community (SPARC): A Process Group for Transgender and Gender Diverse Youth of Color

Jonathan Poquiz, Ph.D., University of Minnesota
Addie Shrodes, Ph.D., State of Illinois Office of Equity
Diane Chen, Ph.D., Ann & Robert H. Lurie Children's Hospital of Chicago/
Northwestern University Feinberg School of Medicine
Claire A. Coyne, Ph.D., Northwestern University Feinberg School of Medicine

Impacts of a Help-seeking Intervention on the Mental Health of BIPOC College Students with Multiply Marginalized Identities
McKenna F. Parnes, Ph.D., University of Washington
Sarah Schwartz, Ph.D., Suffolk University

Saturday, 2:00 p.m. – 3:00 p.m.

Earn 1 continuing education credit

Columbia A, Level 3

Invited Address 3

Psychology's Path Forward: Trauma-informed and Culturally Attuned Care

SATURDAY

Thema S. Bryant, PhD

Primary Category: Trauma

Key Words: *Trauma, Multicultural Psychology, Racial Trauma*

There is a need for all practitioners to be trauma-informed and culturally attuned. This presentation will describe the types, dynamics, and effects of trauma, including the collective trauma of oppression. The presenter will explore the needs for these two principles as guideposts in both assessment and treatment, within the frameworks of liberation psychology. Attention to context and acknowledgement of the pervasiveness of trauma and oppression are required for the provision of ethical care. The dangers of avoidance and minimization of trauma and cultural oppression will be outlined. Barriers to the provision of this care and ways to address these barriers will be described. Finally, self-care and community care for the provider given the realities of vicarious trauma and racial battle fatigue.

Outline:

- Defining Trauma
- Defining Trauma-Informed Practice
- Types of Trauma
- Trauma Effects
- Trauma Responses to Perceived Danger Protective and Resiliency Factors
- Trauma interventions and guiding principles
- Coping Strategies
- Cultural Context

- Liberation Psychology Barriers to Attending to Collective Trauma of Oppression Care for Providers

At the end of this session, the learner will be able to:

- List three potential effects of the trauma of oppression
- Describe the difference between traditional models of trauma recovery and Liberation psychology models.
- Describe sustainable self-care and community care for practitioners.
- Long-term Goal: Attendees will have an understanding of liberation psychology.

Recommended Readings: Bryant-Davis, T. (2019). The Cultural Context of Trauma Recovery: Considering the PTSD Practice Guidelines and Intersectionality. *Psychotherapy*, 56(3), 400-408. Hakimi, D., Bryant-Davis, T., Ullman, S. E., & Gobin, R. L. (2018). Relationship between negative social reactions to sexual assault disclosure and mental health outcomes of Black and White female survivors. *Psychological Trauma: Theory, Research, Practice and Policy*, 10(3), 270-275. <https://doi.org/10.1037/tra0000245> Bryant-Davis, T., Fasalojo, B., Arounian, A., Jackson, K. L., & Leithman, E. (2021). Resist and rise: A trauma-informed womanist model for group therapy. *Women & Therapy*. <https://doi-org.lib.pepperdine.edu/10.1080/02703149.2021.1943114>

2:00 p.m. – 3:30 p.m.

Bogachiel (303), Level 3

SATURDAY



Psychosis and Schizophrenia Spectrum SIG

SIG Expo Award Winner
Guest Speaker
Future directions

Earn 1.5 continuing education credits

Chiliwack (402), Level 4

Symposium 85

Leveraging Technology to Improve Access and Quality of Youth Mental Health Care

CHAIRS:

Xin Zhao, Ph.D., University of California, Irvine
Nancy Lau, Ph.D., University of Washington School of Medicine

DISCUSSANT:

Stephen M. Schueller, Ph.D., University of California, Irvine

Basic to Moderate level of familiarity with the material

Primary Category: Technology

Key Words: *Adolescents, Technology / Mobile Health*

Use of Mental Health Support Among Adolescents: Cross-sectional Analysis of the California Health Interview Survey

Xin Zhao, Ph.D., University of California, Irvine
Stephen M. Schueller, Ph.D., University of California, Irvine
Jeongmi Kim, M.S., University of California, Irvine
Nicole A. Stadnick, M.P.H., Ph.D., University of California San Diego
Elizabeth Eike, Ph.D., University of California, San Diego
Margaret Schneider, Ph.D., University of California Irvine
Kai Zheng, Ph.D., University of California, Irvine
Dana Mukamel, Ph.D., University of California, Irvine
Dara Sorkin, Ph.D., University of California, Irvine

Testing a Resilience-building Mobile App for Adolescents and Young Adults with Cancer

Nancy Lau, Ph.D., University of Washington School of Medicine

Joyce Yi-Frazier, Ph.D., Seattle Children's Hospital

Abby Rosenberg, M.D., M.S., M.A., Dana-Farber Cancer Institute

Tonya Palermo, Ph.D., University of Washington

Krysta S. Barton, M.P.H., Ph.D., Seattle Children's Hospital

Designing an Asynchronous Remote Community Approach for Behavioral Activation Intervention for Teens

Jessica L. Jenness, Ph.D., University of Washington

Ria R. Nagar, M.S., Georgia State University

Arpita Bhattacharya, Ph.D., University of Washington

Julie Kientz, Ph.D., University of Washington

Sean Munson, Ph.D., University of Washington

Teen Digital Mental Health Services for Public Libraries: Teen Needs Assessment Interviews and Usability Testing

Ashley A. Knapp, M.A., Ph.D., Northwestern University Feinberg School of Medicine

Miguel Herrera, M.A., Northwestern University

Clarisa Wijaya, M.A., Northwestern University

Emily Hersch, M.A., University of Massachusetts, Boston

Robert Simmons, MSW, Oak Park Public Library

Earn 1.5 continuing education credits

Ashnola (301), Level 3

Symposium 86

Harnessing Ecological Momentary Assessment Methods to Elucidate Emotion Regulation Skills Use in Anxiety and Mood Disorders

CHAIR:

Michal E. Clayton, M.S., Teachers College, Columbia University

DISCUSSANT:

Bethany Teachman, Ph.D., University of Virginia

Moderate to Advanced level of familiarity with the material

Primary Category: Transdiagnostic

Key Words: *Emotion Regulation, Technology / Mobile Health, Measurement*

The Impact of Emotion Regulation on the Relationship Between Momentary Negative Affect and End-of-day Worry and Rumination

Michal E. Clayton, M.S., Teachers College, Columbia University

Megan E. Renna, Ph.D., University of Southern Mississippi

David Klemanski, Psy.D., MPH, Yale School of Medicine

Katie McLaughlin, Ph.D., Harvard University

Douglas Mennin, Ph.D., Teachers College, Columbia University

Where Might Emotion Regulation Go Awry in Adults with Major Depressive Disorder in Everyday Life? Associations Between Positive Affect and Emotion Regulation Strategy Use

Daphne Y. Liu, Ph.D., Stony Brook University

Tammy English, Ph.D., Washington University in St. Louis

Renee Thompson, Ph.D., Washington University in St. Louis

Investigating Psychiatric Symptoms as Predictors of the Reasons People Do Not Regulate Their Emotions in Daily Life

Katharine E. Daniel, M.A., Massachusetts General Hospital / Harvard Medical School

Matthew W. Southward, Ph.D., University of Kentucky

Bethany Teachman, Ph.D., University of Virginia

More or Better? Changes in Negative Affect and Emotion Regulation in Response to Brief, Virtual Skill Trainings

Matthew W. Southward, Ph.D., University of Kentucky

Shannon Sauer-Zavala, Ph.D., University of Kentucky

James Gross, Ph.D., Stanford University

Earn 1.5 continuing education credits

Chelais (305), Level 3

Symposium 87

When Is It Helpful to Revisit the Anxious Past? The Relevance of Symptom-related Autobiographical Memories in Anxiety and Related Disorders

CHAIR:

Hayley E. Fitzgerald, M.A., Boston University

DISCUSSANT:

Michael W. Otto, Ph.D., Boston University

Basic to Moderate level of familiarity with the material

Primary Category: Cognitive Science/ Cognitive Processes

Key Words: *Change Process / Mechanisms, Cognitive Schemas / Beliefs, Anxiety*

Prevalence and Impact of Symptom-relevant Autobiographical Memories in Patients with Emotional Disorders

M. Alexandra Kredlow, Ph.D., Tufts University

Hayley E. Fitzgerald, M.A., Boston University

Joseph K. Carpenter, Ph.D., VA Boston Healthcare System

Nadine R. Taghian, M.A., Boston University

Jayati Bist, M.A., Massachusetts General Hospital

Vydhehi Shanker, M.A., Boston University

Michael W. Otto, Ph.D., Boston University

Stefan Hofmann, Ph.D., University of Marburg, Germany

Elizabeth Phelps, Ph.D., Harvard university

Differential Language Analysis of Participant Narratives and Depression and Anxiety Symptoms During the COVID-19 Pandemic

Abigail Beech, M.A., Tufts University, Harvard University

Haoxue Fan, M.A., Harvard University

Jocelyn Shu, Ph.D., Harvard University

Javiera Oyarzun, Ph.D., Harvard University

Peter Nadel, M.A., Tufts University

Elizabeth Phelps, Ph.D., Harvard University

M. Alexandra Kredlow, Ph.D., Tufts University

The Effects of Social Anxiety Symptoms and Self-schemas on the Appraised Impact and Meaningfulness of Negative vs. Positive Autobiographical Memories

Sophie M. Kudryk, BSc, University of Waterloo

Katie E. Martin, BKL, University of Waterloo

David Moscovitch, Ph.D., University of Waterloo

Targeting Schema Change via Autobiographical Memory Reconstruction: Implications for Mental Health Interventions

Signy Sheldon, Ph.D., McGill University

Nguyet Ngo, Undergraduate Student, McGill University

David Moscovitch, Ph.D., University of Waterloo

Morris Moscovitch, Ph.D., University of Toronto

Changes in Self-schema Following Online Self-guided Imagery Rescripting for Trait Anxiety

Jonathan Huppert, Ph.D., The Hebrew University of Jerusalem

Hila Sorka, M.A., The Hebrew University of Jerusalem

Snir Barzilay, M.A., The Hebrew University of Jerusalem

Elad Zlotnick, M.A., The Hebrew University of Jerusalem

David Moscovitch, Ph.D., University of Waterloo

Earn 1.5 continuing education credits

Chelan (401), Level 4

Symposium 88

Translating Treatments for Anxiety to Eating Disorders

CHAIR:

Rachel M. Butler, Ph.D., University of Louisville

DISCUSSANT:

Cheri Levinson, Ph.D., University of Louisville

Moderate level of familiarity with the material

Primary Category: Eating Disorders

Key Words: *Exposure, Eating, Treatment Development*

Attitudes Toward Online versus In-person Exposure Therapy for Eating Disorders

Jamal H. Essayli, Ph.D., Penn State College of Medicine

Jasmine Thomas, M.S., Palo Alto University

Marley Billman, B.S., Auburn University

Susan Lane-Loney, Ph.D., Penn State College of Medicine

The Body Advocacy Movement: A Novel Intervention to Reduce Fear of Weight Gain in Young Adults

Katherine Schaumberg, Ph.D., University of Wisconsin-Madison

Lauren E. Pictor, B.A., University of Wisconsin - Madison

Max Frank, B.S., University of Wisconsin

Sophia Kreckler, University of Wisconsin

Andy Krawczyk, University of Wisconsin

Learning How to Tolerate Uncomfortable Physical Sensations: A Method to Decrease Eating Disorder Psychopathology

Taylor R. Perry, M.A., University at Albany, State University of New York

Ainara Higgins, Undergraduate, University at Albany, State University of New York

Kayla Costello, M.S., University at Albany, State University of New York

Danielle E. Peters, B.A., University at Albany, State University of New York

Christina M. Sanzari, B.A., University at Albany, State University of New York

Susana Cruz Garcia, B.A., University at Albany, State University of New York

**Use of a Digital, Exposure-based Intervention to Prevent Anorexia Nervosa
Relapse**

Hannah F. Fitterman-Harris, Ph.D., University of Louisville

Zachary D. Cohen, Ph.D., University of Arizona

Cheri Levinson, Ph.D., University of Louisville

**Investigation of a Novel Web-tool, Exposurepedia, to Facilitate the Use of
Exposure Therapy for Eating Disorders**

Rachel M. Butler, Ph.D., University of Louisville

Rachel A. Schwartz, Ph.D., Perelman School of Medicine at the University of
Pennsylvania

Lisa Yankowitz, Ph.D., Boston children's Hospital/Harvard Medical School

Cheri Levinson, Ph.D., University of Louisville

Symposium 26

Technological Advances in Experimental and Behavioral Treatments for Anxiety and OCD in Youth

CHAIR:

Michelle Rozenman, Ph.D., University of Denver

DISCUSSANT:

Jonathan S. Comer, Ph.D., Florida International
University

All level of familiarity with the material

Primary Category: Child / Adolescent - Anxiety

Key Words: *Anxiety, OCD (Obsessive-Compulsive Disorder), Treatment*

Maximizing Gains in Computerized Interpretation Bias Modification: A Multi-session, Personalized Approach

Michelle Rozenman, Ph.D., University of Denver

Emily L. Jones, M.A., University of Denver

Hannah S. Ishimuro, M.S., University of Denver

Tim Sweeny, Ph.D., University of Denver

Julia Dmitrieva, Ph.D., University of Denver

Anne DePrince, Ph.D., University of Denver

John Piacentini, Ph.D., University of California, Los Angeles

Attention Training for Anxiety Disorders in Youth: Strategies for Implementation and Mechanisms of Action

Jeremy Pettit, Ph.D., Florida International University

Yasmin Rey, Ph.D., Florida International University

Carla Marin, Ph.D., Yale Child Study Center

Eli Lebowitz, Ph.D., Yale Child Study Center, School of Medicine, Yale University

George Buzzell, Ph.D., Florida International University

Michael Crowley, Ph.D., Yale Child Study Center

Yair Bar-Haim, Ph.D., Tel Aviv University

Daniel Pine, M.D., National Institute of Mental Health

Wendy Silverman, Ph.D., Yale Child Study Center, School of Medicine, Yale University

Telehealth Adaptation of Brief Behavior Therapy for Youth Anxiety and Depression in Primary Care

Robin Weersing, Ph.D., San Diego State University

Frances Lynch, Ph.D., Kaiser Permanente Center for Health Research

Brigit Hatch, MD, MPH, Oregon Health Sciences University

Araceli Gonzalez, Ph.D., California State University Long Beach

Michelle Rozenman, Ph.D., University of Denver

Felix Angulo, M.A., San Diego State University

Michelle Henninger, Ph.D., Kaiser Permanente Center for Health Research

Oc-go: Augmenting Exposure Therapy Homework Compliance in Youth with OCD

John Piacentini, Ph.D., University of California Los Angeles

Joseph F. McGuire, Ph.D., Johns Hopkins University School of Medicine

Peter Tuerk, Ph.D., University of Virginia and Virtually Better Inc.

Earn 1.5 continuing education credits

Quinault, Level 5

Symposium 89

Next Steps for LGBTQ-affirmative Care: Implementation and De- implementation Efforts Toward Mental Health Equity for LGBTQ Clients

CHAIRS:

Zachary Soulliard, Ph.D., Miami University
Audrey Harkness, Ph.D., University of Miami

DISCUSSANT:

Alex Dopp, Ph.D., RAND Corporation

Moderate level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Implementation, LGBTQ+, Mental Health Disparities*

Moving from LGBTQ+ Affirming Policies to Healthcare Practice in the Veterans Health Administration: Preliminary Findings in the Southern United States

Rajinder Sonia Singh, Ph.D., University of Arkansas for Medical Sciences

Sara J. Landes, Ph.D., Central Arkansas Veterans Healthcare System

Traci Abraham, Ph.D., Clinical Outcomes Assessments, Clinical Outcome Solutions

Pamela McFrederick, DHA, MSHSA, MSW, LCSW, South Central VA Healthcare Network (VISN 16)

Michael Kauth, Ph.D., LGBTQ+ Health Program (12POP3), Office of Patient Care Services, Veterans Health Administration, Department of Veterans Affairs

Jillian Shipherd, Ph.D., VA Central Office

JoAnn Kirchner, M.D., Behavioral Health QUERI, Central Arkansas Veterans Healthcare System

**Mental Health Providers' Experiences Implementing LGBTQ-affirmative CBT
One Year After Training**

Zachary Soulliard, Ph.D., Miami University

Eric Layland, Ph.D., University of Delaware

Nick Hatch, B.S., Yale School of Public Health

Ellie Pickering, B.A., Yale School of Public Health

Benjamin Eisenstadt, B.A., Yale School of Public Health

Danielle Chiaramonte, Ph.D., Yale School of Public Health

Kriti Behari, M.A., Syracuse University

McKenna Freeman, B.A., Graduate Student, Miami University

Shruti Kinkel-Ram, M.A., Clinical Psychology Doctoral Student, Miami University

Audrey Harkness, Ph.D., University of Miami

John Pachankis, Ph.D., Yale School of Public Health

**Prioritizing Implementation Strategies for LGBTQ-affirmative CBT: Findings
from Five Clinic Trials**

Audrey Harkness, Ph.D., University of Miami

Steven A. Safren, ABPP, Ph.D., University of Miami

Bharat Bharat, M.A., University of Miami

Zachary Soulliard, Ph.D., Miami University

Eric Layland, Ph.D., University of Delaware

John Pachankis, Ph.D., Yale School of Public Health

Brooke G. Rogers, M.P.H., Ph.D., Alpert Medical School of Brown University

Kriti Behari, M.A., Syracuse University

**De-implementation Strategies to End Sexual Orientation and Gender Identity
Change Efforts: Undoing a Harmful Legacy of Behavior Therapy**

Bharat Bharat, M.A., University of Miami

Alex Dopp, Ph.D., RAND Corporation

Briana S. S. Last, Ph.D., Stony Brook University

Gary Howell, Psy.D., Florida School of Professional Psychology and Center for
Psychological Growth

Erum Nadeem, Ph.D., Rutgers, The State University of New Jersey

Clara M. Johnson, M.S., University of Washington, Seattle

Shannon Wiltsey Stirman, Ph.D., National Center for PTSD and Stanford University

Earn 1.5 continuing education credits

Chiwawa (501), Level 5

Symposium 90

Culturally Adapted Therapies and Risk Factors for Minoritized Groups with Serious Mental Illness

CHAIR:

Merranda M. McLaughlin, M.S., University of Miami

DISCUSSANT:

Keith H. Nuechterlein, Ph.D., University of California
Los Angeles

Basic to Moderate level of familiarity with the material

Primary Category: Schizophrenia / Psychotic Disorders

Key Words: *Culture, Psychotherapy Outcome, Severe Mental Illness*

The Role of Collectivistic Behaviors in Distress Reduction in Group Therapy for Serious Mental Illness and Transdiagnostic Concerns

Merranda M. McLaughlin, M.S., University of Miami

salman Ahmad, M.A., University of Miami

Genesis Saenz Escalante, B.A., University of Miami

Amy Weisman de Mamani, Ph.D., University of Miami

Culturally Adapted Family Intervention for Psychosis: Cross National Comparison, Collaboration, and Future Directions

Akansha Vaswani-Bye, Ph.D., University of Washington, Seattle

Sarah L. Kopelovich, Ph.D., University of Washington School of Medicine

Jennifer Blank, B.A., University of Washington

Victoria T. Shepard, B.S., University of Washington School of Medicine

**Psychiatric Symptomatology and Treatment Outcomes in Black, Hispanic/
Latino, and White First-episode Psychosis Patients in an Intensive Outpatient
Program**

Derek M. Novacek, Ph.D., VA Greater Los Angeles Healthcare System

Joseph Ventura, Ph.D., Semel Institute for Neuroscience and Human Behavior,
University of California, Los Angeles

Kenneth Subotnik, Ph.D., Semel Institute for Neuroscience and Human Behavior,
University of California, Los Angeles

Keith H. Nuechterlein, Ph.D., University of California Los Angeles

Family Rumors and Suicidal Ideation in LGB and Heterosexual Individuals

Genesis Saenz Escalante, B.A., University of Miami

Daisy Lopez, M.S., University of Miami

Amy Weisman de Mamani, Ph.D., University of Miami

**Improving Police Officer Interactions with Black Individuals Suffering from
Mental Illness**

Amy Weisman de Mamani, Ph.D., University of Miami

Merranda M. McLaughlin, M.S., University of Miami

Salman Ahmad, M.A., University of Miami

Genesis Saenz Escalante, B.A., University of Miami

Maha McCain, MFA, University of Miami

Earn 1.5 continuing education credits

Cowlitz (502), Level 5

Symposium 91

Real-time Dynamics of Adolescent Suicide Risk and Interpersonal Risk Factors

CHAIR:

John Kai Kellerman, M.S., Rutgers University

DISCUSSANT:

Evan Kleiman, Ph.D., Rutgers University

Basic to Moderate level of familiarity with the material

Primary Category: Child / Adolescent - Depression

Key Words: *Adolescents, Suicide, Research Methods*

How Often Is Often Enough? Determining the Optimal Sampling Frequency When Assessing Suicidal Thinking

John Kai Kellerman, M.S., Rutgers, The State University of New Jersey

Richard Liu, Ph.D., Massachusetts General Hospital, Harvard Medical School

Cassie Glenn, Ph.D., Old Dominion University

Evan Kleiman, Ph.D., Rutgers, The State University of New Jersey

Daily Associations Between Emotional Responses to Social Media, Affect, and Suicidal Ideation: A Granular Approach

Simone Imani Boyd, M.A., Rutgers, The State University of New Jersey

Saskia L. Jorgensen, B.A., George Washington University

Serena Moghaddas, B.A., Rutgers, The State University of New Jersey

Meher Mufazzar, Rutgers, The State University of New Jersey

Evan Kleiman, Ph.D., Rutgers, The State University of New Jersey

Jessica L. Hamilton, Ph.D., Rutgers, The State University of New Jersey

Suicidal Thoughts and Behaviors Among Transgender and Gender-diverse Adolescents: The Role of Parental Invalidation of Adolescents' Gender Identity

Erika C. Esposito, M.A., University of Rochester

Alana Eisenberg, HS, University of Rochester

Elizabeth Handley, Ph.D., Mt. Hope Family Center, University of Rochester

Cassie Glenn, Ph.D., Old Dominion University

Negative Interpersonal Life Events and Proximal Associations with Passive and Active Suicidal Ideation in Psychiatrically Acute Adolescents: A 28-day Ecological Momentary Assessment Study

Richard Liu, Ph.D., Massachusetts General Hospital, Harvard Medical School

Evan Kleiman, Ph.D., Rutgers, The State University of New Jersey

Cassie Glenn, Ph.D., Old Dominion University

Earn 1.5 continuing education credits

Tahuya (508), Level 5

Symposium 92

Cultural Adaptation and Implementation of Evidence- based Interventions

CHAIR:

Michelle Alto, Ph.D., Baker Center for Children and Families

DISCUSSANT:

Anna Lau, Ph.D., University of California, Los Angeles

Moderate level of familiarity with the material

Primary Category: Culture / Ethnicity / Race

Key Words: *Culture, Implementation, Evidence-Based Practice*

Applying Concept Mapping to Understand Ho'ouna Pono Implementation in Rural Hawai'i Schools

Kelsie Okamura, Ph.D., The Baker Center for Children and Families

Tessa R. Palafu, B.A., The Baker Center for Children and Families/Harvard Medical School

Katlyn An, B.S., University of Hawai'i Cancer Center

Scott Okamoto, Ph.D., University of Hawai'i Cancer Center

Sarah Momilani Marshall, Ph.D., University of Hawai'i Cancer Center

Steven Keone Chin, APRN, University of Hawai'i Cancer Center

Byron Powell, Ph.D., Washington University in St Louis

Kelly Stern, B.A., Hawai'i State Department of Education

Sara Becker, Ph.D., Northwestern University Feinberg School of Medicine

David S. Mandell, ScD, Penn Center for Mental Health, University of Pennsylvania School of Medicine

Cultural Adaptation of a Transdiagnostic Non-clinician Delivered CBT-based Program for Use in Secondary Prevention Programs with U.S. Indigenous Communities

Lisa Jim, Bloomberg School of Public Health, Johns Hopkins University
Emily Haroz, Ph.D., Johns Hopkins Center for Indigenous Health
Stephanie Skavenski, M.A., Johns Hopkins University School of Public Health
Elizabeth Kushman, MPH, Johns Hopkins Center for Indigenous Health

Development and Pilot Testing of a Psychosocial Program to Support Mental Health Promotion and Appropriate Referral to Care in Ukraine

Amanda Nguyen, M.A., Ph.D., University of Virginia
Tara Russell, MSc, Johns Hopkins Bloomberg School of Public Health
Stephanie Skavenski, M.A., Johns Hopkins University School of Public Health
Sergiy Bogdanov, DSc, Center for Mental Health and Psychosocial Support,
NAUMKA

Kira Lomakina, M.A., National University of Kyiv-Mohyla Academy
Iryna Ivaniuk, Ph.D., National University of Kyiv-Mohyla Academy
Paul Bolton, DPH, USAID
Laura Murray, Ph.D., Johns Hopkins University School of Public Health
Judy Bass, Ph.D., Johns Hopkins Bloomberg School of Public Health

Development and Implementation of a Cognitive Behavioral Therapy Toolkit for Community Clinicians Serving Racially, Ethnically, and Socioeconomically Diverse Youth and Families

Michelle Alto, Ph.D., Baker Center for Children and Families
Jessica Fitts, Ph.D., Baker Center for Children and Families
Richard Pinderhughes, Psy.D., Visions, Inc
Darryl Elow, Ph.D., Osiris Group
Michaela Harris, MPH, Baker Center for Children and Families
Catherine Waye, B.A., Baker Center for Children and Families
Noemie Bechu, MPH, MSW, Baker Center for Children and Families
Katherine Haupt, MPH, Baker Center for Children and Families
Rachel Kim, Ph.D., Baker Center for Children and Families

Cultural Adaptations of SAFETY-A for Use in Schools Serving Communities of Color

Sylvanna Maria Vargas, M.P.H., Ph.D., University of California, Los Angeles
Stephanie H. Yu, M.A., University of California, Los Angeles
Ashley K. Flores, B.A., University of California, Los Angeles
Z. Ayotola Onipede, M.A., University of California Los Angeles
Conor O'Neill, PhD, Duke University
Joan Asarnow, Ph.D., University of California, Los Angeles
Anna Lau, Ph.D., University of California, Los Angeles

Earn 1.5 continuing education credits

Skykomish (604), Level 6

Symposium 93

Effects of Interpersonal Minority Stressors on Suicide and Nonsuicidal Self-injury: An Examination Across Sexual, Gender, and Racial Minority Groups

CHAIRS:

Dominic M. Denning, B.A., University of Massachusetts
Amherst

Jordan C. Alvarez, M.A., Auburn University

DISCUSSANT:

Jessica R. Peters, Ph.D., Brown University

Basic to Moderate level of familiarity with the material

Primary Category: Suicide and Self-Injury

Key Words: *Suicide, Self-Injury, Underserved Populations*

A Longitudinal Test of the Relative and Interactive Effects of Minority Stress and Sexual Victimization on Mental Health Among Sexual Minority Adolescents

Benjamin Katz, Ph.D., Stony Brook University

Juan Cabrera, Psy.D., M.S., Brown School, Washington University in St. Louis

Jennifer A. Poon, Ph.D., Alpert Medical School of Brown University

Sheree Schrage, Ph.D., CSU Dominguez Hills

Jeremy Goldbach, Ph.D., LMSW, Brown School, Washington University in St. Louis

Brian Feinstein, Ph.D., Rosalind Franklin University of Medicine and Science

Examining Social Pain Minimization and Body Trust as Longitudinal Mediators of the Relation Between Discrimination and Suicide Among Black Americans

Shruti S. S. Kinkel-Ram, M.A., Miami University

Jeffrey Hunger, Ph.D., Miami University

Jonathan Kunstman, Ph.D., Auburn University

April Smith, Ph.D., Auburn University

Ecological Momentary Assessment of Gender-relevant versus Other Interpersonal Stressors Predicting Self-injurious Thoughts and Behaviors Among Transgender and Non-binary Adults

Sarah E. Victor, Ph.D., Texas Tech University

Kale Edmiston, Ph.D., University of Massachusetts Chan Medical School

Association of Minority Stressors with Suicidal Behavior and Ideation Characteristics Among Young Sexual and Gender Minorities at Risk for Repeat Suicide Attempts

Rosa A. Cobian Aguilar, M.A., San Diego State University/ University of California San Diego Joint Doctoral Program in Clinical Psychology

Alyson Randall, B.A., San Diego State University/University of California San Diego Joint Doctoral Program in Clinical Psychology

Arjan Van de Star, Ph.D., San Diego State University

Robin Weersing, Ph.D., San Diego State University

Jerel P. Calzo, M.P.H., Ph.D., San Diego State University

Kristen Wells, Ph.D., San Diego State University

Aaron Blashill, Ph.D., San Diego State University

Earn 1.5 continuing education credits

Snohomish (605), Level 6

Symposium 94

How Should We Talk About Depression and Mental Health? Practical Advice to Improve Cognitive Behavioral Therapy from Clinical and Social Psychology

CHAIRS:

Andrew Devendorf, M.A., University of South Florida
Hans Schroder, Ph.D., University of Michigan Medical School

DISCUSSANT:

Andrew Devendorf, M.A., University of South Florida

Basic level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *Clinical Utility, Psychoeducation, Stigma*

Enhancing Cognitive-behavioral Practice with the Common-Sense Model of Self-regulation: A Theoretical Overview and Case Application

Andrew Devendorf, M.A., University of South Florida

Adolescents' Beliefs About What Causes Depression: Implications for Clinical Psychoeducation

Isaac L. Ahuvia, M.A., Stony Brook University

Sharon Chen, B.S.E., University of Kentucky

Lucy Gordon, B.A., Stony Brook University

Kathryn R. Fox, Ph.D., University of Denver

Jessica Schleider, Ph.D., Stony Brook University

Cultivating Change: Implications of Growth Mindset Research for CBT Clinicians

Laura E. Knouse, Ph.D., University of Richmond
Jeni Burnette, Ph.D., North Carolina State University
Crystal Hoyt, Ph.D., University of Richmond
Joseph Billingsley, Ph.D., Tulane University
Laura E. Knouse, Ph.D., University of Richmond

Framing Depression as a “signal” Enhances Self-efficacy and Expectations for Therapy

Hans Schroder, Ph.D., University of Michigan Medical School
Andrew Devendorf, M.A., University of South Florida
Elizabeth Kneeland, Ph.D., Amherst College
Jason Moser, Ph.D., Michigan State University
Brian Zikmund-Fisher, Ph.D., University of Michigan

Earn 1 continuing education credit

Clallum (701), Level 7

Symposium 95

Cultivating Relationship Joy: Early Detection, Prevention, and Intervention for Fostering Relationship Health in Active- duty Military Couples

CHAIR:

James Córdova, Ph.D., Clark University

DISCUSSANT:

Brian D. Doss, Ph.D., University of Miami

All level of familiarity with the material

Primary Category: Couples / Close Relationships

Key Words: *Couples / Close Relationships, Military, Dissemination*

Cultivating Joy in Military Couples: A Randomized Control Trial of the Marriage Checkup in Integrated Primary Care for Active-duty Air Force Couples

James Córdova, Ph.D., Clark University

Jeffrey Cigrang, Ph.D., Dayton VA Medical Center

Tatiana Gray, Ph.D., Springfield College

Ashley Fedynich, Psy.D., Cleveland VA

Emily Maher, Ph.D., PVD Psychological Associates

Abby Diehl, ABPP, Ph.D., Uniformed Services University of the Health Sciences

Matthew Hawrilenko, Ph.D., Spring Health

Web-based Relationship Health Screening and Distress-prevention Program for Military Service Members

Christina Balderrama-Durbin, Ph.D., Binghamton University

Jeffrey Cigrang, Ph.D., Dayton VA Medical Center

Richard E. Heyman, Ph.D., New York University

Amy Slep Smith, Ph.D., Family Translational Research Group, New York University

Douglas Snyder, Ph.D., Texas A&M University

Aleja Parsons, Ph.D., Family Translational Research Group, New York University

Michael Lorber, Ph.D., Family Translational Research Group, New York University

Ann Eckhardt Erlanger, Psy.D., ABPP, Family Translational Research Group, New York University

Danielle Mitnick, Ph.D., New York University

Avantika Gupta, B.A., Wright State University

Kati Wijdenes, DNP, United States Air Force

Dissemination and Implementation of a Preventative and Strength-based Relationship Checkup Through the Military Family Life Counselor Program

Tatiana Gray, Ph.D., Springfield College

Jenna Rice, M.A., Clark University

James Cordova, Ph.D., Clark University

Earn 1.5 continuing education credits

Sol Duc (708), Level 7

Symposium 96

Multilevel Determinants of Evidence-based Practice Implementation: From the Structural to the Individual

CHAIR:

Briana S. S. Last, Ph.D., Stony Brook University

DISCUSSANT:

Shannon Dorsey, Ph.D., University of Washington

Moderate level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Implementation, Community-Based, Public Health*

A Pragmatic, Pre-implementation Strategy Targeting Front-line Practitioner Implementation Intentions and Behaviors: Results from a Randomized Trial

Aaron Lyon, Ph.D., University of Washington

Michael D. Pullmann, Ph.D., University of Washington School of Medicine

Madeline Larson, Ph.D., Character Strong

Ian Muse, B.A., University of Washington, Seattle

Rosemary Reyes, B.A., University of Washington, Seattle

Mahima Joshi, B.A., University of Washington

Roger Goosey, B.S., University of Washington School of Medicine

Yasmin Landa, B.A., University of Washington School of Medicine

Shannon Dorsey, Ph.D., University of Washington

Cathy Corbin, Ph.D., University of Washington School of Medicine

Carol Levin, Ph.D., University of Washington

Maria Hugh, Ph.D., University of Kansas

Rachel Barrett, LICSW, Seattle Public Schools

Clayton Cook, Ph.D., CharacterStrong

From Plan to Practice: A Qualitative Study of Public Mental Health Clinicians' Session Planning Practices

Briana S. S. Last, Ph.D., Stony Brook University
Rebecca Mirhashem, M.A., Stony Brook University
Yuanyuan Yang, B.A., Stony Brook University

Characterizing Augmenting Adaptations and Their Associated Factors in Sessions of Community-implemented Trauma-focused Cognitive Behavioral Therapy

Stephanie H. Yu, M.A., University of California, Los Angeles
Caroline E. Shanholtz, Ph.D., University of California, Los Angeles
Kenya Rodriguez-Montalvo, B.A. in progress, University of California, Los Angeles
Qiwen Jin, B.A., University of California, Los Angeles
Alyssa De Los Santos, AA, B.A. in progress, University of California, Los Angeles
Adriana I. Perez, B.A., University of California, Los Angeles
Eman Magzoub, B.A., University of California, Los Angeles
Ana Berman, AA, B.A. in Progress, University of California, Los Angeles
Umiemah Farrukh, Other, University of California Los Angeles
Qasim Farrukh, AA, B.A. in progress, University of California, Los Angeles
Xinran Wang, B.A., Vanderbilt University
Joanna J. Kim, Ph.D., Arizona State University
Lauren Brookman-Fraze, Ph.D., University of California, San Diego
Anna S. Lau, Ph.D., University of California, Los Angeles

Capturing Burnout and Mental Health Symptomatology of Health Care Workers in the Dominican Republic During the COVID-19 Pandemic: A Mixed-methods Study

Simone Schriger, M.A., University of Pennsylvania
Pamela Baez, M.D., MSc, Clínica de Familia La Romana
Jessica Escobar, B.A., University of Michigan
Ana Acevedo, B.A., University of Pennsylvania
Celestino Garcia, Clínica de Familia La Romana
Mina Halpern, MPH, Clínica de Familia La Romana
Elizabeth Lowenthal, M.D., MSCE, University of Pennsylvania Perelman School of Medicine

Earn 1.5 continuing education credits

Willapa (512), Level 5

Panel Discussion 30

Evaluating Training Models for Clinical Science Doctoral Programs

MODERATOR:

Julia Yarrington, M.A., University of California Los Angeles

PANELISTS:

Kate Wolitzky-Taylor, Ph.D., University of California, Los Angeles School of Medicine
Joanne Davila, Ph.D., Stony Brook University
Mitchell Prinstein, Ph.D., University of North Carolina at Chapel Hill
Timothy Strauman, Ph.D., Duke University
Jason J. Washburn, Ph.D., Northwestern University

Primary Category: Workforce Development / Training / Supervision

Key Words: *Education and Training, Training / Training Directors, Student Issues*

Starting in the mid-to-late 1940s, clinical psychology emerged as an essential and growing field, which was largely focused on meeting a looming need for treating Veterans with mental health concerns. Training programs in clinical psychology were subsequently tasked with preparing emerging psychologists to meet the tremendous mental health needs of the post-war era while also providing coursework and training in scientific methods. Since that time, clinical psychology has become an increasingly interdisciplinary field, encompassing, for example, more advanced approaches to understanding psychopathology (e.g., neuroscience, immunology, behavioral medicine) and more specialized statistical methods. Increased diversity in career settings beyond academia and private practice (e.g., community mental health, public policy, implementation science) have also emerged to contribute to both the scientific quality and impact in the field. Despite significant advances in the field, training models have remained relatively stagnant. In order to best prepare the next generation of psychologists to address the global burden of mental health, it is essential to evaluate and adapt clinical science training models. Panelists were chosen given their experience assessing the quality of training programs, overseeing training directly, or work with governing bodies that shape the current training models. Initial discussions will focus on essential functions of clinical science training models. In light of

ideal functions of training models, panelists will review the strengths and weaknesses of extant training requirements. Next, panelists will discuss data on training needs that are unmet through current training models. Finally, panelists will speak to future directions for clinical science training programs, including the benefits and possible drawbacks of broadening, diversifying, and individualizing training models.

2:30 p.m. – 4:00 p.m.

Earn 1.5 continuing education credits

Columbia D, Level 3

Mini Workshop 15

Racism as an Extreme Invalidating Environment

SATURDAY

Aditi Vijay, Ph.D., Kean University
Armida Fruzzetti, Ph.D., McLean Hospital/Harvard Medical School

All level of familiarity with the material

Primary Category: Racial Trauma

Key Words: *Race, DBT (Dialectical Behavior Therapy), Psychotherapy Process*

Racism is pernicious, with harm resulting from both racist structures and through judgments and invalidation. It is also a public health issue (APA, 2020). Characteristics of any social environment affect a person's ability to function effectively within it. A validating response legitimizes a person's valid experiences (emotions, thoughts, behaviors, identity, etc.) while an invalidating response delegitimizes those same valid experiences. An invalidating response is not necessarily "mean" or judgmental, but still misses, diminishes or dismisses a person's experience. Invalidating responses have multiple negative effects on people, in particular their emotion (Shenk & Fruzzetti, 2011). Traumatic invalidation occurs when an individual's social environment repeatedly or intensely communicates that the individual's experiences, characteristics, or emotional reactions are unacceptable or invalid. This can occur when the invalidation is repeated or when immutable qualities of a person (e.g., race, ethnicity, culture) are invalidated or when someone's essence or worth as a human is devalued. Invalidation of the Black, Indigenous, and People of Color (BIPOC) experience is all too common (e.g., "He did not mean it that way", "It was a joke", "You are too sensitive"). Thus, racism creates an extreme invalidating environment for BIPOC. These issues are present in clinics, hospitals, organizational environments

and treatment teams; it affects patients and colleagues of color. It can affect clients who drop out of treatment prematurely as well as staff retention. The session will present a model of invalidation related to racism and racist behaviors. This provides a framework for DBT clinicians to reflect on our own clinical practice. We will use this framework to guide a discussion on how to incorporate this information as clinicians, colleagues and supervisors thus adopting an active antiracism stance. We will offer strategies to move towards more validating responses toward BIPOC and create a more genuinely inclusive DBT environment. We will utilize DBT skills to offer a path to being able to stay regulated to have necessary, sometimes uncomfortable conversations to improve our own clinical practice and create inclusive places to work.

Outline:

- Introductions and Overview
- Systemic and social/environmental racism and its impact on BIPOC
- Overview of validating and invalidating social environments o When does invalidation become traumatic?
- Racism as Traumatic Invalidation
 - Framework of invalidating responses related to race and racism
 - Before trying to validate: Openness, observing and describing o Ways to be validating
- What can you do? Implications for Clinicians, Supervisors and Mentors

At the end of this session, the learner will be able to:

- Describe a framework of invalidating responses related to race and racism.
- Define and identify instances of traumatic invalidation related to racism.
- Identify targets within one own's clinical practice for improvement to create a more inclusive space.
- Describe and distinguish between 1) active and passive invalidation; 2) explicit and implicit validation, and; 3) explicit and implicit invalidation.
- Identify specific skills that clinicians can use to address their own invalidating behaviors to create inclusive places for treatment and work.

Recommended Readings: Shen, C.E., & Fruzzetti, A.E. The impact of validating and invalidating responses on emotional reactivity. *Journal of Social and Clinical Psychology*, 30 (2), p. 163-183. doi: 10.1521/jscp.2011.30.2.163 Alex L. Pieterse (2018) Attending to racial trauma in clinical supervision: Enhancing client and supervisee outcomes, *The Clinical Supervisor*, 37:1, 204-220, DOI: 10.1080/07325223.2018.1443304 Gillborn, S., Woolnough, H., Jankowski, G., & Sandle, R. (2021). "Intensely white": psychology curricula and the (re) production of racism. *Educational Review*, 1-20.

Earn 1.5 continuing education credits

Elwha A, Level 5

Panel Discussion 25

Queer Joy, from Surviving to Thriving: Perspectives from Cbt's Next Generation

MODERATORS:

Cindy J. Chang, Psy.D., VA San Diego/UCSD
Jeffrey M. Cohen, Psy.D., Columbia University

PANELISTS:

Nicole D. Cardona, M.A., Boston University
Lee Robertson, B.A., Florida State University
Thomas E. Schlechter, B.A., Colorado State University
Jenny Shen, M.A., Stony Brook University
Colin A. Tidwell, M.A., The University of Arizona

Primary Category: LGBTQ+

Key Words: LGBTQ+, Student Issues, Resilience

In the context of challenging sociopolitical events, it is easy to focus on grief, sadness, and anger. Legislation restricting access to gender affirming care and limiting classroom discussion around LGBTQ+ topics can amplify minority stress and traumatic invalidation experiences (Cardona et al., 2021). Unsurprisingly, it is well-established that LGBTQ+ (lesbian, gay, bisexual, transgender, queer+) individuals experience significant mental health disparities relative to cisgender and heterosexual individuals (e.g., King et al., 2008). To support mental health, cognitive behavioral therapies provide strategies for not only coping with challenges, but also engaging in values-driven activities that foster positive emotions (Kanter et al., 2010). Yet little work focuses on queer joy, despite evidence that positive aspects of LGBTQ+ identity and compassion may buffer against the negative effects of stressors (Cardona et al., 2023; Chang et al., 2021; Katz et al., 2023). While honoring those understandable emotions, we suggest that queer joy is not the absence of unpleasant emotions but an act of resistance that may coexist with painful emotions.

This panel focuses on the importance of queer joy from the perspective of our next generation of CBT researchers and clinicians, diverse trainees who vary in terms of race, ethnicity, sexual orientation and gender identity. Panelists will discuss the dialectic between painful emotions and joy. Then, they will discuss how to conceptualize queer joy, as well as its role in larger social movements in the context of Queer Theory. A key focus of the panel will be on how to harness principles and lessons from Cognitive Behavioral

Therapy to cultivate queer joy across levels of Bronfenbrenner's Ecological Systems Theory (1974). With cultural shifts impacting the mental health field, this panel intentionally centers the voices of trainees who bring diverse and intersectional perspectives and have established themselves as thought leaders on this topic. The presenters will draw from clinical examples, research expertise, and lived experiences. The session will conclude with audience questions. Overall, this panel will contribute to the discussion about using Cognitive Behavioral Therapy to cultivate joy.

2:30 p.m. – 4:00 p.m.

Earn 1.5 continuing education credits

Columbia C, Level 3

Mini Workshop 16

Recovery Oriented CBT for Psychosis: When Distressing Voices Are the Obstacle

Aaron P. Brinen, Psy.D., Vanderbilt University Medical Center
Lénie Torregrossa, Ph.D., Vanderbilt University Medical Center

Basic to Moderate level of familiarity with the material

Primary Category: Schizophrenia / Psychotic Disorders

Key Words: *Psychosis / Psychotic Disorders, Recovery, Cognitive Therapy*

Helping individuals with auditory hallucinations manage their distressing voice-hearing experiences can be challenging with traditional CBT approaches, particularly when these experiences are severe and the client lacks insight. Improperly delivered CBT aimed at treating the experience as a symptom can have the unintended consequence of alienating the client, leading to further isolation and subsequent worsening of the voices, and ultimately precipitating treatment dropout. Drawing from principles of empirically-supported cognitive therapy for psychosis (CBTp), recovery-oriented cognitive therapy (CT-R) is a promising intervention that has demonstrated utility in promoting recovery and resiliency in individuals with severe voice hearing and other presentations that pose a challenge for

traditional CBTp. This introductory workshop will introduce through lecture, experiential activity, video, and role-play the basic protocol of CT-R, how to start using it to help clients manage the life disruption caused by distressing voices, identify a holistic formulation of voice-hearing, and flexibly integrate traditional CBTp approaches when indicated. CT-R can be applied across the range of psychotic illness severity. It provides a framework for the clinician and client to understand the voice-hearing experience in a functional manner in terms of how it prevents the individual from pursuing the life of his or her choosing, along with strategies for action to promote life to its fullest. This workshop will review the process of developing a formulation of the voice-hearing experience based on common beliefs about voices and a strategy for long-term resolution of the problems associated with the experience, with or without the client's eventual acknowledgment of the voice as a product of the mind. The strategy is grounded in the CT-R protocol of activating a competing network of beliefs and an adaptive mode of functioning, collaborating on development of the client's aspirations, increasing/evaluating the role of activity in the individual's life, and reinforcing belief networks to make the adaptive mode dominant.

At the end of this session, the learner will be able to:

- List the three beliefs about voices associated with dysfunction and their associated compensatory strategy.
- Describe two behavioral experiments for correcting voice hearing beliefs.
- Explain the relationship between Recovery-Oriented Cognitive Therapy protocol stages and voice hearing experience.

Recommended Readings: Brinen, A.P.: "Recovery-Oriented Cognitive Therapy and Distressing Voices" (Chapter 23) in Isla Parker, Joachim Schnackenberg, and Mark Hopfenbeck (Eds.) *Practical Handbook of Hearing Voices: Therapeutic and Creative Approaches*, PCCS Books (2021). Brinen, AP, Sokol, L, & Fox, M.: *The Comprehensive Clinician's Guide to Cognitive Behavioral Therapy* (Chapter 10) in Sokol, L., & Fox, M. (Eds.). PESI Publishing & Media Page: 229-239, 2019. Grant, P.M., Bredemeier, K., & Beck, A.T. (2017) Six-month follow-up of recovery-oriented cognitive therapy for low-functioning individuals with schizophrenia. *Psychiatric Services*, 68(10), 997-1002.

Earn 1.5 continuing education credits

Clearwater (702), Level 7

Clinical Round Table 15

Navigating Microaggressions in Therapy

MODERATOR:

Jenna B. Teves, Ph.D., Ralph H Johnson VA Medical Center

PANELISTS:

Cynthia M. Navarro Flores, Ph.D., University of Tennessee, Knoxville

Nicole Cammack, Ph.D., Washington DC VA Medical Center

Shereen Traylor, Ph.D., US Department of Veteran Affairs

Karen Hammack Petty, Ph.D., Ralph H Johnson VAMC

Primary Category: Oppression and Resilience Minority Health

Key Words: *Race, Underserved Populations, Multicultural Psychology*

Clinical training in individual and couple/family cognitive-behavioral therapies focuses on empirically supported treatment approaches and strategies but places less emphasis on how the therapist as a person impacts therapeutic outcomes. Training in working with diverse clients is increasingly emphasized throughout graduate clinical training, including knowledge, skills and awareness for working with clients of diverse backgrounds (Sue, 1998). There is a growing body of literature on how therapists can support clients with marginalized identities as they address the impact of microaggressions (e.g., Malone, Wycoff & Turner, 2021). However, given the prevalence of microaggressions in the lives of people with marginalized identities, therapists with marginalized identities are likely to experience microaggressions from clients. Therapists' role involves attending to the client's needs while carrying the load of managing their own emotions and reactions, only self-disclosing carefully if at all, and always in the service of the client's needs. Caught between the strictures of "professional conduct" that centers Eurocentric standards and discriminates against non-white values (McCluney et al, 2021), and their own valid human reactions (Sue et al., 2019), therapists with marginalized identities often lack clear guidance on navigating these experiences that may impair their own wellbeing and compromise their effectiveness. Drawing on research on disarming microaggressions (Sue et al., 2019), and literature on emerging approaches developed by therapists of color that are rooted in liberation psychology (e.g. Chaves-Dueñas et al., 2019) the panelists - a racially diverse group with lived experience of responding to microaggressions in therapy and

supervision - provide a theoretical framework and practical tools to actively address and intervene in response to microaggressions, illustrated with clinical case descriptions involving the use of the tools. The panelists invite discussion extending these approaches to support therapists with a wide range of marginalized identities in therapeutic encounters, clinical supervision, and in agencies and institutions.

2:30 p.m. – 4:00 p.m.

Earn 1.5 continuing education credits

Skagit (603), Level 6

Spotlight Research 3

Racism and Censorship in the Editorial and Peer Review Process

CHAIR:

Dana Strauss, B.S., University of Ottawa

PANELISTS:

Sophia Gran-Ruaz, University of Ottawa

Muna Osman, Ph.D., University of Ottawa

Monnica T. Williams, ABPP, Ph.D., University of Ottawa

Sonya Faber, Ph.D., University of Ottawa

Primary Category: Culture / Ethnicity / Race

Key Words: *Mental Health Disparities, Underserved Populations, Publishing*

Psychology aims to capture the diversity of our human experience, yet racial inequity ensures only specific experiences are studied, peer-reviewed, and eventually published. Despite recent publications on racial bias in research topics, study samples, academic teams, and publication trends, bias in the peer review process remains largely unexamined. Drawing on compelling case study examples from APA, ABCT and other leading international journals, this talk proposes key mechanisms underlying racial bias and censorship in the editorial and peer review process, including bias in reviewer selection, devaluing racialized expertise, censorship of critical perspectives, minimal consideration of harm to racialized people, and the publication of unscientific and racist studies. Racial bias and censorship in the publication process has harmful implications for scientific knowledge, and by extension, clinical practice. The field of psychology needs more diverse researchers, clinicians, perspectives, and topics to reach its full potential and meet the mental health needs of communities of colour. Several recommendations are called for to ensure the field can center racial equity throughout the editorial and review process, and clinicians can provide culturally sensitive care.

At the end of this session, the learner will be able to:

- Name the mechanisms contributing to racial bias in the editorial and peer review process.
- Identify the ways in which racial bias manifests in the editorial and peer review process.
- Explain the impacts of racially biased publication processes for researchers, clinicians, and scientific knowledge.
- Implement strategies to address racial bias in the publication process and clinical practice at both individual and institutional levels.
- Co-create a more equitable and inclusive field.

Recommended Readings: Roberts, S. O., Bareket-Shavit, C., Dollins, F. A., Goldie, P. D., & Mortenson, E. (2020). Racial inequality in psychological research: Trends of the past and recommendations for the future. *Perspectives on Psychological Science*, 15(6), 1295-1309. <https://doi.org/10.1177/1745691620927709>Buchanan, N. T. & Wiklund, L. O. (2020). Why clinical science must change or die: Integrating intersectionality and social justice. *Women & Therapy*, 43(3-4), 309-329. <https://doi.org/10.1080/02703149.2020.1729470>Faber, S., Williams, M. T., Metzger, I. W., MacIntyre, M. M., Strauss, D., Duniya, C. G., Sawyer, K., Cénat, J. M., & Goghari, V. (in press). Lions at the gate: How weaponization of policy prevents people of colour from becoming professional psychologists in Canada. *Canadian Psychology*. <https://doi.org/10.1037/cap0000352>

Earn 1.5 continuing education credits

Nooksack (602), Level 6

Panel Discussion 28

From Surviving to Thriving: Navigating Political Challenges to LGBTQA+ Rights Therapeutically with Queer Clients to Find Joy Amongst the Stressors

MODERATORS:

Brenna R. Lash, M.A., University of Nebraska-Lincoln
Sage A. Volk, M.A., University of Nebraska-Lincoln

PANELISTS:

Diane Chen, Ph.D., Ann & Robert H. Lurie Children's
Hospital of Chicago/Northwestern University Feinberg
School of Medicine
Christopher Martell, ABPP, Ph.D., University of
Massachusetts Amherst
Matthew D. Skinta, ABPP, Ph.D., Roosevelt University
Colleen A. Sloan, Ph.D., VA Boston Healthcare System

Primary Category: LGBTQ+

Key Words: *LGBTQ+, Mental Health Disparities*

In recent years, there has been an unprecedented rise in legislation in the United States targeted at the rights and wellbeing of members of LGBTQA+ communities. Alongside this, discourse on a variety of topics, such as drag shows, participation of transgender and gender diverse (TGD) people in sports, and gender-affirming healthcare for TGD youth, has similarly accelerated both in mainstream media and within online spaces. From previous research, we know how damaging the often violent and derogatory speech embedded within these messages and legislation can be for LGBTQA+ community members. This panel will create a space for discussion about the impact of the current socio-political context on the content and nature of clinical work with LGBTQA+ clients. We will also explore the multi-channeled distress that clinicians may experience, as they grapple with their own experience of marginalizing messages directed towards themselves or towards communities they care deeply for and as they mentor supervisees and students

who may similarly be impacted by the current socio-political climate. Moving beyond the pathology that may stem from marginalization stress, we hope to center conversations on evidence-based techniques and strategies that can be leveraged to facilitate joy, resilience, and pride within LGBTQA+ clients who are targeted by violent discourse and political attacks. The panelists bring diverse perspectives that are informed by their clinical and research experiences. Panelist 1 will discuss their role within a multi-disciplinary team that provides gender-affirming medical treatment to TGD youth at a time when this work is under intense scrutiny. Panelist 2 will discuss the application of evidence-based treatments for LGBTQA+ clients in a shifting cultural and socio-political climate. Panelist 3 has conducted extensive research focusing on the impact of stigma on mental health and will connect this research to their experiences as a clinician who primarily sees LGBTQA+ clients. Finally, Panelist 4 will provide a perspective of an experienced supervisor and member of program leadership serving LGBTQA+ clients in addition to their recent work exploring the trauma resulting from marginalization.

3:00 p.m. – 4:30 p.m.

Hoh (601), Level 6

Graduate School

What You Really Need to Know

Frances G. Hart, B.A. in progress, Boston College/McLean Hospital
 Rebecca Mendoza, San Diego State university
 Shirley B. Wang, M.A., Harvard University
 Giovanni Ramos, Ph.D., University of California, Irvine
 Katrina Rbeiz, B.S., M.A., Vanderbilt University
 Kaela Farrise, M.A., LMFT, University of California, Santa Barbara
 Sara Mei, B.S., Colorado State University
 Erin Beckham, B.A., McLean hospital

Primary Category: Student Issues

This session organized for students, by students, seeks to provide an opportunity for undergraduates, post-baccalaureates, and early-career graduate students to learn about what graduate school is really like from the perspective of a diverse group of graduate students. Our panel consists of a group of graduate students diverse in identities, program areas, geographic locations, and research activity. This session will be moderated by students rather than faculty to avoid power dynamics that might deter honest conversation among panelists and questions from the audience. Following a moderated discussion, attendees will have the opportunity to ask panelists questions about their experiences. Some topics that will be covered in this session include: a) How did you pick graduate programs and what program qualities did you prioritize? b) How did you identify and secure

funding opportunities? c) What do you find most challenging and rewarding about being a graduate student? and more! Discussion has abounded in recent years about the “hidden curriculum” of academia and how the lack of transparency in the field presents barriers to applicants of historically underrepresented identities. This session is an important step in improving the accessibility of graduate school in clinical psychology and related fields by providing an opportunity for current graduate students to share their unique lived experiences with people at earlier academic and career stages. Panelists will have an opportunity to speak about how their identities intersect with their graduate school experiences and how future students can navigate this aspect of their emerging careers. Resources offered by ABCT, including those from the Student Membership Committee and Student Special Interest Group, will be promoted. Students often wonder how membership in a professional organization can benefit them at their early career stage. Sessions such as this one make obvious the benefits of membership and establish a community of early career scholars at ABCT to promote peer mentorship and future collaborations.

This session does not offer continuing education credit.

At the end of this session, the learner will be able to:

- Identify the important factors to consider when applying to graduate school (e.g., time, mentorship style, location, finances, degree type, etc.).
- Demystify the “hidden curriculum,” including what it is and how to navigate it.
- Discuss the unique experiences faced by students of historically underrepresented identities, including what resources and support are available.
- Convey information about how to maximize the graduate school experience to best prepare for the next stage of one’s career-whether that be continuing in academia, pivoting to industry, entering clinical practice, etc.
- Provide resources for communities that people can join before and during their graduate school careers.

Earn 1.5 continuing education credits

Kachess (405), Level 4

Symposium 97

Psychological, Behavioral, and Cultural Responses to Climate Change

CHAIR:

Eric Lewandowski, Ph.D., New York University
Grossman School of Medicine

DISCUSSANT:

Eric Lewandowski, Ph.D., New York University
Grossman School of Medicine

All level of familiarity with the material

Primary Category: Climate Change

Key Words: *Climate Change, Emotion, Native Americans*

Emotional Responses to Climate Change: The Moral Dimension

Susan Clayton, Ph.D., The College of Wooster

Elizabeth Marks, Ph.D., University of Bath

Bryan T. Karazsia, Ph.D., The College of Wooster

Associations Between Climate Anxiety, Markers of Clinical Symptoms, and Cognitive Vulnerability

Jedidiah Siev, Ph.D., Swarthmore College
Santiago Caicedo, B.A., Swarthmore College
Nicole Daly, Student, Swarthmore College
John Duarte, Student, Swarthmore College
Damla Gundogdu, Student, Swarthmore College
Dakota Li, B.A., Swarthmore College
Carlee Marquez, Student, Swarthmore College
Zoe Porterfield, B.A., Swarthmore College
Lotus Shareef-Trudeau, B.A., Swarthmore College
Kirk Terada-Herzer, Student, Swarthmore College
Andrea Toledo Cortes, B.A., Swarthmore College
Veronica Yabloko, B.A., Swarthmore College

It's Not a Lot, but It at Least Improves My Own Sense of Self-efficacy": Perceptions of and Responses to Climate Change, Mental Health Symptoms, and Action

Sarah Schwartz, Ph.D., Suffolk University
Anna Larson, M.S., Suffolk University
Laelia Benoit, M.D., Ph.D., Yale School of Medicine
McKenna F. Parnes, Ph.D., University of Washington
Susan Clayton, Ph.D., The College of Wooster
Sarah Lowe, Ph.D., Yale School of Public Health

Climate Change, Indigenous Mental Health and Engagement in Place-based Spiritual and Cultural Practices

Kyle X. Hill, M.P.H., Ph.D., University of North Dakota, School of Medicine and Health Sciences, Department of Indigenous Health

Stages of Change and Climate Change Attitudes

David P. Valentiner, Ph.D., Northern Illinois University
Allison Graham, B.A., Northern Illinois University
Nina Mounts, Ph.D., Northern Illinois University
Holly Jones, Ph.D., Northern Illinois University

Earn 3 continuing education credits

403 (Cispus), Level 4

Workshop 13

ticket

Mental Contamination in OCD: A Cognitive Approach to Identification and Treatment

Maureen L. Whittal, Ph.D., Vancouver CBT Centre/University of British
Columbia
Roz Shafran, Ph.D., University College London

Moderate to Advanced level of familiarity with the material

Primary Category: Obsessive Compulsive and Related Disorders

Key Words: *OCD (Obsessive-Compulsive Disorder), Cognitive Therapy, Behavior Experiments*

Mental contamination (MC), defined as feelings of dirtiness or pollution in the absence of physical contact, has been found to be present in almost half of people with obsessive compulsive symptoms and overlaps with contact contamination (CC). People high in MC are often those with the most severe overt compulsions (e.g., hours in the shower, scrubbing themselves to the point of the skin being raw, chapped and bleeding) as well as avoidance which can be extreme. A substantial amount of theoretical and empirical work has been completed on MC and its relationship to trauma, disgust and other manifestations of obsessive-compulsive disorder (OCD). However, work on the treatment of MC has not kept pace. One of the aims of this presentation is to provide an overview of the assessment and treatment strategies to use with clients with different forms of MC. This workshop will begin with the description of the clinical manifestation of MC in OCD and its core characteristics, including a comparison between CC and MC. Information will be presented on how to identify MC and measures will be provided that can be used in assessment and tracking of progress. Building on the phenomenology, we will provide an overview of establishing a shared formulation of MC and how to engage clients in interventions. The main components of treatment will be presented, including psychoeducation (e.g., the role of the human source in MC, mislabelling of mood states), monitoring of specific episodes of MC and the role of appraisal. The meaning of contamination will be discussed through the use of surveys and behavioral experiments. Experiences associ-

ated with feelings of betrayal and humiliation are commonly associated with the onset of MC. The role of imagery and imagery rescripting to combat these upsetting precipitating events will be discussed. People with MC can experience a high personal moral code which is often imputed on others and in turn contributes to an explanation of how a stimulus becomes a trigger. Strategies will be presented to contain and limit the imputation of morals on others as well as decrease the individual's own moral code. Treatment strategies will end with a discussion of relapse prevention. The session will be interactive with role-plays, videos and experiential exercises.

Outline:

- I. Phenomenology of MC
 - a. Comparison to contact contamination (CC)
- II. Identification of MC
 - a. Self-report assessment tools
 - b. Self-monitoring of MC episodes
- III. Building a case formulation
 - a. Focusing on the role of appraisal
 - b. Identification of factors that contribute to maintenance of MC
- IV. An overview of treatment strategies for MC
 - a. Psychoeducation and the meaning of contamination (role of appraisal)
 - b. The role of imagery and imagery rescripting
 - c. Addressing the imputation of a high moral code (if present)
 - d. Relapse prevention

At the end of this session, the learner will be able to:

- Access MC and the relationship with contact contamination.
- Derive a shared formulation focusing on the maintenance of MC.
- Identify treatment strategies specific to MC.
- Describe the theoretical basis for the specialized treatment for MC.

Recommended Readings: Coughtrey, A. E., Shafran, R., Lee, M., & Rachman, S. (2013). The Treatment of Mental Contamination: A Case Series. *Cognitive and Behavioral Practice*, 20(2), 221-231. <https://doi.org/10.1016/j.cbpra.2012.07.002> Millar, J.F.A., Coughtrey, A.E., Healy A., Whittal, M.L. & Shafran R (in press). The current status of mental contamination in obsessive compulsive disorder: A systematic review. *Journal of Behavior Therapy and Experimental Psychiatry* Rachman, S., Coughtrey, A., Shafran, R., & Radomsky, A. (2014). *Oxford guide to the treatment of mental contamination*. Oxford University Press. Oxford. Melli, G., Bulli, F., Carraresi, C., Tarantino, F., Gelli, S., & Poli, A. (2017). The differential relationship between mental contamination and the core dimensions of contact contamination fear. *Journal of Anxiety Disorders*, 45, 9-16. <https://doi.org/10.1016/j.janxdis.2016.11.005> Radomsky, A.S., Coughtrey, A, Shafran, R & Rachman S. (2018). Abnormal and normal mental contamination. *Journal of Obsessive-Compulsive and Related Disorders*, 17, 46-51

Earn 3 continuing education credits

404 (Entiat), Level 4

Workshop 14

ticket

Use of Motivational Interviewing for Individuals with PTSD: Ways to Increase Treatment Engagement, Retention, and Readiness to Change

Debra Kaysen, ABPP, Ph.D., Stanford University
Denise Walker, Ph.D., University of Washington, Seattle

Basic to Moderate level of familiarity with the material

Primary Category: Trauma and Stressor Related Disorders and Disasters

Key Words: *PTSD (Posttraumatic-Stress Disorder), Motivational Interviewing, Evidence-Based Practice*

Posttraumatic Stress Disorder (PTSD) is prevalent and associated with high individual and societal costs. There are effective interventions for PTSD which are increasingly disseminated throughout healthcare systems. However, individuals often do not access these treatments, and even for those who do, they may not receive an effective dose of treatment. Of those with PTSD, less than half ask for help, and of those referred to specialty care less than half complete the referral. Motivational interviewing has been recommended as one way to strengthen treatment engagement among those seeking treatment for PTSD. However, these recommendations do not typically provide guidance about how to deliver Motivational Interviewing (MI) for individuals with PTSD or how to integrate these practices into an evidence-based PTSD intervention. The purpose of this workshop is to provide attendees the basics of delivering Motivational Interviewing for individuals with PTSD. MI is a widely applied and well-researched intervention (Miller & Rollnick, 2012) aimed at helping individuals resolve ambivalence for behavior change. Motivational

Interviewing has been evaluated as a prelude to treatment (Kantor, et al., 2017), an adjunct to existing treatment such as CBT (Steinberg et al., 2002), stand-alone treatment (Project MATCH; Miller, 1992) and as aftercare or maintenance intervention (Walker et al., 2015, 2016). This workshop includes an overview on why MI can be particularly useful when working with individuals with PTSD and when MI may be appropriate. Following a review of research on MI, participants will receive an overview on the principles of MI. Lastly we will discuss the StressCheck as one example of an MI-based intervention, with feedback. We will discuss using the StressCheck, as an example of the use of MI to increase treatment engagement. Specific topics such as how to MI skills to address ambivalence and avoidance behavior, use of MI to promote treatment selection and adherence, how to recognize change talk for people with PTSD, and using MI to address co-occurring problems will also be discussed.

Outline:

- Overview on the core tenets of MI.
- Review of common challenges in PTSD treatment
- How to use MI to address common challenges in PTSD treatment
- Use of MI skills to address ambivalence and avoidance behavior
- Use of MI to promote treatment selection
- Use of MI to increase treatment adherence
- Change talk for people with PTSD
- Using MI to address co-occurring problems

At the end of this session, the learner will be able to:

- Review MI principles and techniques as applied to the treatment of PTSD.
- Assess when it is appropriate to use MI in PTSD treatment.
- Identify four areas of PTSD treatment and engagement that may benefit from the use of MI.
- Recognize examples of change talk for individuals with PTSD.
- Discuss how MI may be useful during PTSD treatment in addressing co-occurring disorders.

Recommended Readings: Seal, K. H., Abadjian, L., McCamish, N., Shi, Y., Tarasovsky, G., & Weingardt, K. (2012). A randomized controlled trial of telephone motivational interviewing to enhance mental health treatment engagement in Iraq and Afghanistan veterans. *General hospital psychiatry*, 34(5), 450-459. Marker, I., & Norton, P. J. (2018). The efficacy of incorporating motivational interviewing to cognitive behavior therapy for anxiety disorders: A review and meta-analysis. *Clinical Psychology Review*, 62, 1-10. Lundahl, B. W., Kunz, C., Brownell, C., Tollefson, D., & Burke, B. L. (2010). Research Article A Meta-Analysis of Motivational Interviewing: Twenty-Five Years of Empirical Studies. *Research on Social Work Practice*, 20(2), 137-160. <https://doi.org/10.1177/1049731509347850> Murphy, R. T., Thompson, K. E., Murray, M., Rainey, Q., & Uddo, M. M. (2009). Effect of a motivation enhancement intervention on veterans' engagement in PTSD treatment. *Psychological Services*, 6(4), 264-278. <https://doi.org/10.1037/a0017577> Westra, H. A., & Aviram, A. (2013). Core skills in motivational interviewing. *Psychotherapy*, 50(3), 273.

3:15 p.m. – 4:15 p.m.

Beckler (302), Level 3

Annual Meeting of Members and Update on DEIAJ Initiatives at ABCT

All ABCT members are encouraged to attend this meeting. Part of this time will be spent briefly highlighting our 2023 accomplishments and thanking colleagues who have contributed so much to ABCT's success over the past year, as well as introducing new leaders at ABCT. We will then segue to an update from Drs. Jessica Lo Presti and Tahirah Abdullah-Swain from BARE Mental Health and Wellness regarding their findings from a report on diversity, equity, inclusion, access, and justice (DEIAJ) issues in ABCT. Our outgoing and incoming Presidents will conclude with a brief review of progress on these issues since the crafting of BARE's initial report. This session does not offer continuing education credit.

SATURDAY

3:30 p.m. – 5:00 p.m.

Columbia A, Level 3



Dissemination and Implementation Science SIG

Meeting Agenda:

The DIS SIG meeting will provide membership updates including membership composition data and priorities for the next year. We'll also hear updates from standing committees and present our awards. Our lifetime achievement award winner will also give a presentation to the membership. We'll conclude with an open forum for discussion.

Earn 1.5 continuing education credits

Queets (505), Level 5

Panel Discussion 29

Ordinary Magic: Child and Family Resilience in the Context of Childhood Maltreatment and Other Adversity

MODERATORS:

Hannah Coffey, M.A., University of Nebraska- Lincoln
Gina C. May, M.A., University of Nebraska-Lincoln

PANELISTS:

T. Zachary Z. Huit, Ph.D., Lurie Children’s Hospital
Elizabeth McGuier, Ph.D., University of Pittsburgh
School of Medicine
Isha W. Metzger, Ph.D., Other, Georgia State University
Miguel Villodas, Ph.D., San Diego State University

Primary Category: Child / Adolescent - Trauma / Maltreatment

Key Words: *Abuse / Maltreatment, Resilience, Child*

Resilience has long been a focus of research hoping to identify generalizable factors that can inform prevention and intervention for youth exposed to adversity. As research on the construct of resilience progresses, what was once thought to be profoundly rare and magnificent has been shown to be considerably common among youth; resilience is, as Dr. Ann Masten refers to it, something of an “ordinary magic.” Yet still, there is a large emphasis, particularly in the childhood maltreatment literature, on risk and subsequent psychopathology given substantial evidence showing the negative sequelae of maltreatment. Amplifying messages of resilience can reduce stigma among providers and communities and encourage wide-spread strengths-based intervention and healing. This panel discussion will focus on how children and families find strength in the face of maltreatment and other forms of adversity and how providers and communities can promote resilience among children and families from multiple levels. Panelists were chosen to bring diverse perspectives informed by their unique clinical, research, and systems-level work. The first panelist will discuss promoting resilience through a strengths-based, anti-deficit lens that emphasizes the protective role of racial socialization in evidence-based practice with Black youth and families. The second panelist will discuss resilience in the context of working

with transgender and gender diverse youth and their families in clinical and research settings, as well as with youth and families in group settings. The third panelist will discuss conducting research and clinical applications for the promotion of mental health and psychosocial wellbeing with underserved communities, particularly Black and Latine youth and families, with a focus on community- and school-based settings. The fourth panelist will provide insight into system-level interventions to promote resilient multidisciplinary child abuse-focused systems, particularly in rural settings. Overall, this panel will discuss the compounding impacts of maltreatment alongside other forms of adversity and strategies for promoting and recognizing resilience among youth facing these stressors.

Earn 1.5 continuing education credits

Chiliwack (402), Level 4

Symposium 99

Using Machine Learning in Scalable, Adaptive Digital Mental Health Interventions

CHAIR:

Miranda L. Beltzer, Ph.D., Northwestern University
Feinberg School of Medicine

DISCUSSANT:

Adrian Aguilera, Ph.D., University of California,
Berkeley

Basic to Moderate level of familiarity with the material

Primary Category: Technology

Key Words: *Technology / Mobile Health, Treatment/ Program Design, Research Methods*

Towards Personalizing Medication Adherence Support and App Engagement Strategies Among Adolescents and Young Adults with Cancer

Alexandra Psihogios, Ph.D., Northwestern University Feinberg School of Medicine

Mashfiqui Rabbi, Ph.D., Harvard University

Yimei Li, Ph.D., The Children's Hospital of Philadelphia, University of Pennsylvania
Perelman School of Medicine

Lisa Schwartz, Ph.D., The Children's Hospital of Philadelphia/University of
Pennsylvania

Susan Murphy, Ph.D., Harvard University

Lamia Barakat, Ph.D., The Children's Hospital of Philadelphia, University of
Pennsylvania Perelman School of Medicine

Trials and Tribulations: Ensuring the Miwaves RL Algorithm Is Ready for Implementation!

Susan Murphy, Ph.D., Harvard University
 Susobhan Ghosh, Student, Harvard University
 Pei-Yao Hung, Ph.D., University of Michigan
 Lara Coughlin, Ph.D., University of Michigan
 Erin Bonar, Ph.D., University of Michigan
 Yongyi Guo, Ph.D., Harvard University
 Inbal Nahum-Shani, Ph.D., University of Michigan
 Mashfiqui Rabbi, Ph.D., Harvard University
 Maureen Walton, MPH, Ph.D., University of Michigan

Using Contextual Bandits to Tailor Text Messages in an Adaptive Intervention for Depression and Anxiety Symptom Self-management

Miranda L. Beltzer, Ph.D., Northwestern University Feinberg School of Medicine
 Rachel Kornfield, Ph.D., Northwestern University Feinberg School of Medicine
 Jonah Meyerhoff, Ph.D., Northwestern University
 Harsh Kumar, B.Sc., Computer Science, University of Toronto
 Ananya Bhattacharjee, B.Sc., Computer Science, University of Toronto
 Jiakai Shi, B.Sc., Computer Science, University of Toronto
 Ilya Musabirov, B.Sc., Computer Science, University of Toronto
 Tong Li, M.Sc., Computer Science, University of Toronto
 David Mohr, Ph.D., Northwestern University
 Joseph Jay Williams, Ph.D., Computer Science, University of Toronto

Using Machine Learning to Predict Early Attrition in Web-based Interpretation Bias Training

Jeremy W. Eberle, M.A., University of Virginia
 Sonia Bae, Ph.D., University of Virginia
 Anna Baglione, M.S., University of Virginia
 Tyler Spears, Ph.D., University of Virginia
 Elijah Lewis, B.S., University of Virginia
 Henry Behan, M.S., University of Virginia
 Hongning Wang, Ph.D., University of Virginia
 Daniel H. Funk, B.S., Sartography
 Laura Barnes, Ph.D., University of Virginia
 Bethany Teachman, Ph.D., University of Virginia

Earn 1.5 continuing education credits

Elwha B, Level 5

Symposium 98

PTSD Among BIPOC Folx: How Contextual Factors and Intersectional Identities Influence the Presentation and Trajectory of PTSD Symptoms and Treatment Access

SATURDAY

CHAIR:

Alexandria N. Miller, M.S., Suffolk University

DISCUSSANT:

Jessica Graham-Lopresti, Ph.D., Suffolk University

Basic to Moderate level of familiarity with the material

Primary Category: Trauma and Stressor Related Disorders and Disasters

Key Words: *Trauma, Race, Treatment*

Initial PTSD Symptom Severity and 20-year Course Following Index Trauma Among Veteran Women and Men with Black versus White Race Identities

Alexandria N. Miller, M.S., Suffolk University

Nicholas Livingston, Ph.D., Behavioral Science Division, National Center for Posttraumatic Stress Disorder, VA Boston Healthcare System; Department of Psychiatry, Boston University Chobanian & Avedisian School of Medicine School of Medicine

Daniel Lee, Ph.D., National Center for PTSD

Kelly Harper, Ph.D., National Center for PTSD

Julia Naganuma-Carreras, B.A., VA Boston, National Center For PTSD, Behavioral Sciences Division

Terence Keane, Ph.D., VA Boston Healthcare System

Brian Marx, Ph.D., National Center for PTSD

Racial and Ethnic Differences in VHA Mental Health Care Utilization Among OEF/OIF Veterans Enrolled in a PTSD Registry

Kelly Harper, Ph.D., National Center for PTSD
Alexandria N. Miller, M.S., Suffolk University
Michelle Bovin, Ph.D., National Center for PTSD
Christopher Miller, Ph.D., VA Boston Healthcare System
Daniel Lee, Ph.D., National Center for PTSD
Terence Keane, Ph.D., VA Boston Healthcare System
Brian Marx, Ph.D., National Center for PTSD

Additive Impact of Racial Discrimination and Trauma Exposure on Symptoms of PTSD and Discrimination-related Stress

Joseph K. Carpenter, Ph.D., VA Boston Healthcare System
Kelsey N. Serier, Ph.D., National Center for PTSD
Alexandria N. Miller, M.S., Suffolk University
Yael Nillni, Ph.D., VA Boston Healthcare System
Tara Galovski, Ph.D., VA National Center for PTSD, Boston University School of Medicine

Impact of a Brief Training on Mental Health Stakeholders' Implementation of Evidence-based Strategies for Trauma in the Caribbean Within the Context of COVID-19

Manuel Gutierrez Chavez, B.S., University of Utah
Rosalia Samuel, B.S., University of Utah
Angela Pham, B.S., University of Utah
Robyn C. White, Ph.D., Herstoire Collective
Anu Asnaani, Ph.D., University of Utah

Earn 1.5 continuing education credits

Ashnola (301), Level 3

Symposium 100

Emotion Dysregulation as Transdiagnostic Predictor of Mental Health Across Clinical Populations

CHAIRS:

Erin Kang, Ph.D., Montclair State University
Rachel G. McDonald, M.A., Montclair State University

DISCUSSANT:

Susan White, ABPP, Ph.D., The University of Alabama

Moderate level of familiarity with the material

Primary Category: Transdiagnostic

Key Words: *Emotion Regulation, Transdiagnostic, Risk / Vulnerability Factors*

Suicidal Thoughts and Behaviors and Youths' Multimodal Emotion Responses During Parent-child Interactions

Vera Vine, Ph.D., Queen's University
Amy L. Byrd, Ph.D., University of Pittsburgh
Salome Vanwoerden, Ph.D., University of Pittsburgh
Sarah E. Victor, Ph.D., Texas Tech University
J. Richard Jennings, Ph.D., University of Pittsburgh
Stephanie Stepp, Ph.D., University of Pittsburgh

Specific Emotion Dysregulation Presentations Differentially Predict Autistic Traits in Youth

Rachel G. McDonald, M.A., Montclair State University
Sadaf Khawar, M.A., Other, Montclair State University/Kennedy Krieger Institute/Johns Hopkins University
Mary Isaac Cargill, B.A., Montclair State University
Erin Kang, Ph.D., Montclair State University

Positive Emotion Dysregulation and Vulnerability for Antisocial Behavior in Adolescents with ADHD

Julia D. McQuade, Ph.D., Amherst College

Emotion Regulation Strategy Use Longitudinally Predicts Next Day Binge Eating, Purging, and Dieting Through Changes in Affect

Megan E. Mikhail, M.A., Michigan State University

S. Alexandra Burt, Ph.D., Michigan State University

Michael Neale, Ph.D., Virginia Commonwealth University

Pamela Keel, Ph.D., Florida State University

Debra Katzman, M.D., Hospital for Sick Children and University of Toronto

Kelly Klump, Ph.D., Michigan State University

4:30 PM – 6:00 PM

Earn 1.5 continuing education credits

Chelan (401), Level 4

Symposium 101

Expanding Understanding of Sleep Processes and Eating Disorder Pathology

CHAIR:

Kara A. Christensen, Ph.D., University of Nevada, Las Vegas

DISCUSSANT:

Kyle P. De Young, Ph.D., University of Wyoming

Basic to Moderate level of familiarity with the material

Primary Category: Eating Disorders

Key Words: *Eating, Sleep*

Weight Bias Internalization Positively Associated with Insomnia Symptom Severity in Young Women with Disordered Eating

Kara A. Christensen, Ph.D., University of Nevada, Las Vegas

Kelsie Forbush, Ph.D., University of Kansas

Examining the Frequency of Sleep Disturbance Symptoms in Eating Disorder Samples with Co-occurring Post-traumatic Stress Disorder Symptoms vs. Eating Disorder Symptoms Alone

Christina Ralph-Nearman, Ph.D., University of Louisville

Taylor Penwell, B.A., University of Louisville

Sofie Glatt, B.A., University of Louisville

Abigail McCarthy, B.S., University of Louisville

Brenna Williams, M.S., University of Louisville

Cheri Levinson, Ph.D., University of Louisville

A Network Analysis Investigation of Sleep Problems and Disordered Eating Among Military Members

Shruti S. S. Kinkel-Ram, M.A., Miami University

April Smith, Ph.D., Auburn University

Baseline Sleep Efficiency Predicts Outcome from Cognitive Behavioral Treatment for Binge-spectrum Eating Disorders

Elizabeth Lampe, M.S., Drexel University

Lucy Wetherall, B.S., Drexel University

Laura D'Adamo, B.A., Drexel University

Adrienne S. Juarascio, Ph.D., Drexel University

Stephanie Manasse, Ph.D., Drexel University

Effects of a Brief Bright Light Manipulation on Fatigue, Attention, and Sleep in a Sample of Adult Females with Non-underweight Binge-spectrum Eating Disorders

Christopher Mancuso, M.S., University of Wyoming

Kyle P. De Young, Ph.D., University of Wyoming

Earn 1.5 continuing education credits

Washougal (408), Level 4

Symposium 102

Modern Quantitative Approaches to Operationalizing and Advancing Dimensional Models of Psychopathology

CHAIR:

Kelsey L. Lowman, B.A., Florida State University

DISCUSSANT:

Keanan J. Joyner, Ph.D., University of California,
Berkeley

Moderate level of familiarity with the material

Primary Category: Research Methods and Statistics

Key Words: *Statistics, Psychometrics, Transdiagnostic*

**Minority Stress, Suicidal Ideation, and Externalizing and Internalizing
Psychopathology: Application of Dimensional Modeling in Incorporating
Diverse Experiences**

Min Jeon, M.S., Florida State University

Lee Robertson, B.A., Florida State University

Morgan Robison, M.A., Florida State University

Nikhila S. Udupa, B.A., Florida State University

Miracle Potter, B.S., Florida State University

Thomas Joiner, Ph.D., Florida State University

Locally Weighted Structural Equation Modeling as a Tool to Evaluate Model Fit Across a Continuous Moderator (Age): Application to the Anxiety Sensitivity index-3

Frederick T. Schubert, B.S., Florida State University

Kelsey L. Lowman, B.A., Florida State University

Tapan Patel, M.S., Florida State University

Julie Suhr, Ph.D., Ohio University

Brad Schmidt, Ph.D., Florida State University

The General Appearance Concerns Scale: Development of a Model-based Transdiagnostic Measure Using Item-response Theory

Rochelle A. Stewart, M.S., Florida State University

Keanan J. Joyner, Ph.D., University of California, Berkeley

Jesse Cogle, Ph.D., Florida State University

Christopher Patrick, Ph.D., Florida State University

Optimizing Scale Construction Using the Genetic Algorithm: Operationalizing the Triarchic Model of Psychopathy

Kelsey L. Lowman, B.A., Florida State University

Thomas Costello, B.A., M.A., Emory University

Keanan J. Joyner, Ph.D., University of California, Berkeley

Bridget M. Bertoldi, B.A., M.S., Florida State University

Christopher Patrick, Ph.D., Florida State University

Earn 1.5 continuing education credits

Quinault, Level 5

Symposium 103

Considering Multilevel Determinants of Implementation to Maximize the Uptake and Impact of Evidence-based Interventions in Schools

CHAIR:

Freda F. Liu, Ph.D., University of Washington School of Medicine

DISCUSSANT:

Aaron Lyon, Ph.D., University of Washington

Basic to Moderate level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Implementation, School, Evidence-Based Practice*

Social Determinants of Implementation: Poverty as a Barrier to New Trends in Mental Health

Ian Muse, B.A., University of Washington, Seattle

Cathy Corbin, Ph.D., University of Washington School of Medicine

Michael D. Pullmann, Ph.D., University of Washington School of Medicine

Roger Goosey, B.S., University of Washington School of Medicine

Mahima Joshi, B.A., University of Washington

Rose Reyes, B.S., University of Washington

Yasmin Landa, B.A., University of Washington School of Medicine

Aaron Lyon, Ph.D., University of Washington

Influence of a School Leadership Focused Implementation Strategy on Fidelity of Positive Greetings at the Door

Roger Goosey, B.S., University of Washington School of Medicine
Cathy Corbin, Ph.D., University of Washington School of Medicine
Vaughan K. Collins, MSW, University of Washington School of Medicine
Chris Espeland, Ed.D, University of Washington
Kurt Hatch, Ed.D, University of Washington
Mark Ehrhart, Ph.D., University of Central Florida
Aaron Lyon, Ph.D., University of Washington
Jill Locke, Ph.D., University of Washington School of Medicine

Addressing Clinician Implicit Bias to Improve Equitable Implementation of Evidence-based Practice in School Mental Health

Yasmin Landa, B.A., University of Washington School of Medicine
Freda F. Liu, Ph.D., University of Washington School of Medicine
Rosemary Reyes, B.A., University of Washington, Seattle
Roger Goosey, B.S., University of Washington School of Medicine
Jeff Stone, Ph.D., University of Arizona
Amy Law, B.A., University of Washington School of Medicine
Joe Wilson, B.A., University of Washington School of Medicine
Aaron Lyon, Ph.D., University of Washington

Examining School-based Mental Health Providers' Perceptions of the Usability of Trauma-informed Interventions Within a School Context

Rosemary Reyes, B.A., University of Washington, Seattle
Cathy Corbin, Ph.D., University of Washington School of Medicine
Michael D. Pullmann, Ph.D., University of Washington School of Medicine
Mahima Joshi, B.A., University of Washington
Ian Muse, B.A., University of Washington, Seattle
Shannon Dorsey, Ph.D., University of Washington
Madeline Larson, Ph.D., Character Strong
Clay Cook, Ph.D., Character Strong
Aaron Lyon, Ph.D., University of Washington

Earn 1.5 continuing education credits

Elwha A, Level 5

Symposium 104

Building Capacity for Non-traditional Service Delivery of Evidence-based Interventions for Minoritized and Underserved Youth

CHAIRS:

Katherine Wislocki, B.A., University of California, Irvine

Rosa Hernandez-Ramos, B.A., University of California, Irvine

DISCUSSANT:

Miya Barnett, Ph.D., University of California Santa Barbara

Basic level of familiarity with the material

Primary Category: Program / Treatment Design

Key Words: *Vulnerable Populations, Treatment/ Program Design, Underserved Populations*

Freely-available Resources for Youth Suicide Prevention

Katherine Wislocki, B.A., University of California, Irvine

Shari Jager-Hyman, Ph.D., University of Pennsylvania

Megan Brady, B.A., Perelman School of Medicine at the University of Pennsylvania

Michal Weiss, B.S., Perelman School of Medicine at the University of Pennsylvania

Temma L. Schaechter, Ph.D., University of Pennsylvania School of Medicine

Gabriela K. Khazanov, Ph.D., Corporal Michael J Crescenz VA Medical Center

Sophia Young, B.A., Perelman School of Medicine, University of Pennsylvania

Emily Becker-Haimes, Ph.D., University of Pennsylvania

Identifying Opportunities and Research Directions to Improve Access to Suicide Prevention for Rural Latine Adolescents Through Nontraditional Service Delivery Models

Rosa Hernandez-Ramos, B.A., University of California, Irvine
Katherine Wislocki, B.A., University of California, Irvine
Jocelyn Meza, Ph.D., University of California San Francisco
Stephen M. Schueller, Ph.D., University of California, Irvine

Investigating Engagement in a Digital Mental Health Intervention for LGBTQ+ Adolescents

Katherine Cohen, M.A., Stony Brook University
Kathryn R. Fox, Ph.D., University of Denver
Jessica Schleider, Ph.D., Stony Brook University

Exploring the Mental Health Needs of Undocumented College Students

Damaris Garcia-Valerio, B.A., University of California, Santa Barbara
Miya Barnett, Ph.D., University of California Santa Barbara

Examining the Use of Evidence-based Strategies Among Teen Peer Advisers Supporting Teen Users in a Digital Mental Health Application

Sylvanna Maria Vargas, M.P.H., Ph.D., University of California, Los Angeles
Tae Hwan Son, B.A., University of California, Los Angeles
Kendra Singer, LMFT, Teen Talk
Anna Lau, Ph.D., University of California, Los Angeles

Earn 1.5 continuing education credits

Chiwawa (501), Level 5

Symposium 105

Supporting Flourishing Among Youth in Africa: Recent Developments and Future Directions in Global Mental Health

CHAIR:

Katherine E. Venturo-Conerly, B.A., M.A., Harvard
University

DISCUSSANT:

David M. Ndeti, Ph.D., Professor of Psychiatry,
University of Nairobi; Founding Director, Africa
Mental Health Research and Training Foundation,
Nairobi, Kenya; Director, World Psychiatric Association
Collaborating Centre for Research and Training, Kenya

Basic level of familiarity with the material

Primary Category: Global Mental Health

Key Words: *Translational Research, Treatment/ Program Design, Randomized Controlled
Trial*

The Intersection of Mental Health and Intimate Partner Violence Among Adolescents in Rural Western Kenya: A Qualitative Study

Savannah L. Johnson, B.S., M.A., Duke University

Zainabu Hamisi, BCom, Duke University

Joseph Owiti, Duke University

Madalyn Bielskis, Duke University

Pari Goel, Duke University

Kennedy Mikula, BED, WISER Girls Secondary School

Eve S. Puffer, Ph.D., Duke University, Department of Psychology & Neuroscience,

Duke Global Health Institute

Exploring Curiosity Among Kenyan Adolescents: Validation of the Curiosity and Exploration Inventory-ii and Predictors of Trait Curiosity

Natalie Johnson, MPH, University Hospital Basel

Brenda Ochuku, MSc, Shamiri Institute

Daisy Nerima, MSc, Shamiri Institute

Ngina Kahura, M.D., Shamiri Institute

Tom L. Osborn, B.A., Shamiri Institute

An Arts-literacy Intervention for Adolescent Depression and Anxiety Symptoms: Outcomes of a Randomised Controlled Trial of Pre-texts with Kenyan Adolescents

Tom L. Osborn, B.A., Shamiri Institute

David M. Ndeti, Ph.D., Professor of Psychiatry, University of Nairobi; Founding Director, Africa Mental Health Research and Training Foundation, Nairobi, Kenya; Director, World Psychiatric Association Collaborating Centre for Research and Training, Kenya

Pier Luigi Sacca, Ph.D., D'Annunzio University of Chieti-Pescara

Victoria Mutiso, Ph.D., Africa Mental Health Research and Training Foundation

Doris Sommer, Ph.D., Harvard University

Testing the Shamiri Intervention and Its Components for Kenyan Adolescents: A Five-arm Randomized Controlled Trial

Katherine E. Ventura-Conerly, B.A., M.A., Harvard University

Tom L. Osborn, B.A., Shamiri Institute

Christine Wasanga, M.A., Ph.D., Other, Kenyatta University

John R. Weisz, ABPP, Ph.D., Harvard University

Earn 1.5 continuing education credits

Tahuya (508), Level 5

Symposium 106

Mechanisms of Fear Across Development and Across Diagnoses

CHAIR:

Abigail Beech, M.A., Tufts University, Harvard University

DISCUSSANT:

Michael W. Otto, Ph.D., Boston University

Moderate level of familiarity with the material

Primary Category: Neuroscience

Key Words: *Adolescents, Trauma, OCD (Obsessive-Compulsive Disorder)*

Neural Alterations in Threat Reversal Learning as Mechanisms Linking Childhood Trauma and Transdiagnostic Psychopathology in Youth

Stephanie N. DeCross, M.A., Harvard University

Sahana Kribakaran, M.A., Yale University

Paola Odriozola, Ph.D., Yale University

Margaret Sheridan, Ph.D., University of North Carolina at Chapel Hill

Nim Tottenham, Ph.D., Columbia University

Dylan Gee, Ph.D., Yale University

Katie McLaughlin, Ph.D., Harvard University

A Meta-analysis of Fear Conditioning in Children with Childhood Trauma or Maltreatment

Meghan Whalen, B.S., Tufts University

Abigail Beech, M.A., Tufts University, Harvard University

M. Alexandra Kredlow, Ph.D., Tufts University

**Rewarded Extinction as an Efficacious Alternative to Standard Extinction
Techniques for PTSD: Neurobiological Framework and Initial Functional MRI
Evidence**

Samuel Cooper, Ph.D., University of Texas at Austin

Nicole Keller, Ph.D., Exponent

Ameera F. Azar, B.S., The University of Texas at Austin

Augustin Hennings, Ph.D., Princeton University

Emily Leiker, Ph.D., University of Pittsburgh

Jarrold Lewis-Peacock, Ph.D., University of Texas at Austin

Joseph Dunsmoor, Ph.D., University of Texas at Austin

**Developing Patient-centered Extinction Learning Profiles to Guide the
Treatment of Pediatric OCD**

Joseph F. McGuire, Ph.D., Johns Hopkins University School of Medicine

Katherine Ingram, M.S., Kennedy Krieger Institute

Earn 1 continuing education credit

Willapa (512), Level 5

Symposium 107

Improving Training to Promote a More Impactful and Diverse Profession

CHAIR:

Allison Meyer, Ph.D., Indiana University School of
Medicine

DISCUSSANT:

Bethany Teachman, Ph.D., University of Virginia

Basic to Moderate level of familiarity with the material

Primary Category: Workforce Development / Training / Supervision

Key Words: *Training / Training Directors, Education and Training*

Examining Barriers to Entry to Clinical Ph.D. Programs for Students from Minoritized Backgrounds

Allison Meyer, Ph.D., Indiana University School of Medicine

Ghizlane Moustaid, M.S.Ed, University of Virginia

Kristy Allen, Ph.D., University of Kansas

Daniela Robledo, M.S., Northwestern University

Scalable Mentoring Approaches to Increase Access to Graduate School in Psychology

Melissa J. Dreier, B.A., Rutgers University

Simone Imani Boyd, M.A., Rutgers University

Allison Bond, M.A., Rutgers University

Saskia L. Jorgensen, B.A., George Washington University

Jessica L. Hamilton, Ph.D., Rutgers University

Community Engaged Research Methods in Clinical Science: How to Increase Access and Value

Ali Giusto, Ph.D., New York State Psychiatric Institute/Columbia University Medical Center

Noah S. Triplett, M.S., University of Washington

Dylan Gee, Ph.D., Yale University

Liana Preudhomme, B.S., University of Miami

Jordan Foster, M.A., Yale University

Evaluating Training Needs in Clinical Psychology Doctoral Programs

Julia Yarrington, M.A., University of California Los Angeles

Catherine Montgomery, M.S., Syracuse University

Keanan J. Joyner, Ph.D., University of California, Berkeley

Mary-Frances O'Connor, Ph.D., University of Arizona

Kate Wolitzky-Taylor, Ph.D., University of California Los Angeles School of Medicine

Earn 1.5 continuing education credits

Nooksack (602), Level 6

Symposium 108

Mental health Among Diverse Sexual and Gender Minority Communities: Identifying Influences Across Ecological Levels

CHAIR:

Nicholas Perry, Ph.D., University of Denver

DISCUSSANT:

David Pantalone, Ph.D., University of Massachusetts
Boston

Moderate level of familiarity with the material

Primary Category: LGBTQ+

Key Words: *LGBTQ+, Mental Health Disparities, Race*

**Disparities in Depression and Anxiety Symptom Severity at the Intersection of
Race and Gender Identity in a Large Community Health Sample**

Amelia Stanton, Ph.D., Boston University

Brett Dolotina, B.S., Columbia University

Christopher Chiu, M.A., Massachusetts General Hospital

Norik Kirakosian, B.S., University of Miami

Dana King, M.A., Fenway Health

Chris Grasso, MPH, Fenway Health

Jennifer Potter, M.D. MPH, Beth Israel Deaconess Medical Center

Kenneth Mayer, M.D., Fenway Health & Harvard Medical School

Conall O'Cleirigh, Ph.D., Massachusetts General Hospital/Harvard Medical School

Abigail W. Batchelder, M.P.H., Ph.D., Harvard Medical School/Massachusetts
General Hospital

Intersectional Discrimination, Coping Self-efficacy, and Mental Health Among Latinx Sexual Minority Adults

Roberto Renteria, Ph.D., Rosalind Franklin University of Medicine and Science
Cristalis Capielo Rosario, Ph.D., Arizona state University

Trajectories of Depression in Multiple Cohorts of Sexual and Gender Minority Youth: Does It “get Better?”

Michael Newcomb, Ph.D., Northwestern University
Gregory Swann, M.A., Northwestern Institute for Sexual and Gender Minority Health and Wellbeing
Sarah W. Whitton, Ph.D., University of Cincinnati
Brian Mustanski, Ph.D., Northwestern University

Intimate Partner Violence Victimization Among Sexual and Gender Minority Young People: Effects on Physical and Mental Health

Sarah W. Whitton, Ph.D., University of Cincinnati
Gregory Swann, M.A., Northwestern Institute for Sexual and Gender Minority Health and Wellbeing
Michael Newcomb, Ph.D., Northwestern University

Exploring the Impact of Mental Health Concerns for Romantic Relationship Formation Among Cisgender Sexual Minority Couples

Nicholas Perry, Ph.D., University of Denver
Alyssa Norris, Ph.D., Mount Holyoke College
Galena Rhodes, Ph.D., University of Denver

Earn 1.5 continuing education credits

Skagit (603), Level 6

Symposium 109

Integrating Cognitive Remediation and Cognitive Bias Modification into Clinical Care: Challenges and Opportunities

CHAIR:

Andrew Peckham, Ph.D., VA Bedford Healthcare System/UMass Chan Medical School

DISCUSSANT:

Greg J. Siegle, Ph.D., University of Pittsburgh School of Medicine

Moderate level of familiarity with the material

Primary Category: Cognitive Science/ Cognitive Processes

Key Words: *Cognitive Biases / Distortions, Cognitive Processes, Neurocognitive Therapies*

Transdiagnostic Cognitive Training for Impulsivity: Integration into a Partial Hospitalization Program

Andrew Peckham, Ph.D., VA Bedford Healthcare System/UMass Chan Medical School

Jenna Sandler, B.A., University of California Davis MIND Institute

Devin Dattolico, B.S., Harvard T.H. Chan School of Public Health

Thröstur Björgvinsson, ABPP, Ph.D., McLean Hospital

Courtney Beard, Ph.D., McLean Hospital

Putting Experimental Therapeutics into Practice: Lessons, Suggestions, and Positive Participant Feedback from a Recent Clinical Trial for Attention Bias Modification Treatment for Depression

Kean J. Hsu, Ph.D., National University of Singapore; Georgetown University Medical Center

Cognitive Bias Modification for Interpretation as an Adjunctive Smartphone-based Intervention During Intensive/residential Treatment for OCD

Martha J. Falkenstein, Ph.D., McLean Hospital / Harvard Medical School

Heather Martin, McLean Hospital

Kara N. Kelley, M.A., American University

Devin Dattolico, B.S., Harvard T.H. Chan School of Public Health

Jennie M. Kuckertz, Ph.D., McLean Hospital/Harvard Medical School

Andreas Bezhler, B.S., Fordham University

Sabine Wilhelm, Ph.D., Harvard Medical School

Christian A. Webb, Ph.D., Harvard Medical School & McLean Hospital

Courtney Beard, Ph.D., McLean Hospital

Disseminating Action-based Cognitive Remediation to an Early Psychosis Network: Feasibility and Accessibility

Chelsea Wood-Ross, M.S., Queen's University

Melissa Milanovic, Ph.D., C Psych, Centre for Addiction and Mental Health

Tammy Vanrooy, B.A., Queen's University

Sarah Bromley, Other, Centre for Addiction and Mental Health

Christopher Bowie, Ph.D., Queen's University

Earn 1.5 continuing education credits

Skykomish (604), Level 6

Symposium 110

Skills to Enhance Positivity for Adolescents at Risk for Suicide: From Development to Implementation

CHAIR:

Shirley Yen, Ph.D., Harvard Medical School

DISCUSSANT:

Elizabeth McCauley, PhD, ABPP, University of
Washington

All level of familiarity with the material

Primary Category: Suicide and Self-Injury

Key Words: *Suicide, Adolescents, Clinical Trial*

Development of an Acceptance-based Positive Affect Intervention: Background and Rationale

Anthony Spirito, ABPP, Ph.D., Alpert Medical School of Brown University
Shirley Yen, Ph.D., Harvard Medical School

Skills to Enhance Positivity (STEP): Results from an Open Trial and a Pilot Randomized Controlled Trial

Shirley Yen, Ph.D., Harvard Medical School

Christopher Kahler, Ph.D., Brown University School of public Health

Anthony Spirito, ABPP, Ph.D., Alpert Medical School of Brown University

Katherine Tezanos, Ph.D., Alpert Medical School of Brown University

Megan Ranney, MD, MPH, Brown University School of public Health

Using Text Messaging to Extend the Reach of STEP: Examining Naturalistic Response Rate and Predictors of Engagement in Three Samples

Katherine Tezanos, Ph.D., Alpert Medical School of Brown University

Anthony Spirito, ABPP, Ph.D., Alpert Medical School of Brown University

Shirley Yen, Ph.D., Harvard Medical School

STEP Adaptations to Enhance Feasibility & Scalability of Intervention Delivery

Natalia Macrynika, Ph.D., Beth Israel Deaconess Medical Center / Harvard Medical School

Jackson Doerr, B.A., Beth Israel Deaconess Medical Center / Harvard Medical School

Nazaret Suazo, B.A., Warren Alpert Medical School / Brown University

Sophia Sodano, B.S., Emma Pendleton Bradley Hospital/Alpert Medical School of Brown University

Anthony Spirito, ABPP, Ph.D., Alpert Medical School of Brown University

Shirley Yen, Ph.D., Harvard Medical School

Towards Implementation: Integrating Feedback from Stakeholders into Developing a Scalable STEP Intervention

Jennifer Wolff, Ph.D., Alpert Medical School of Brown University

Sophia Sodano, B.S., Emma Pendleton Bradley Hospital/Alpert Medical School of Brown University

Nazaret Suazo, B.A., Warren Alpert Medical School / Brown University

Jackson Doerr, B.A., Beth Israel Deaconess Medical Center / Harvard Medical School

Kimberly O'Brien, Ph.D., Harvard Medical School

Anthony Spirito, ABPP, Ph.D., Alpert Medical School of Brown University

Shirley Yen, Ph.D., Harvard Medical School

Earn 1.5 continuing education credits

Snohomish (605), Level 6

Symposium 111

Sharing and Leveraging the Lessons of CBT: Understanding How CBT Works and Using That Understanding to Inform Interventions

CHAIR:

Daniel R. Strunk, Ph.D., The Ohio State University

DISCUSSANT:

Matthew W. Southward, Ph.D., University of Kentucky

Moderate level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *Clinical Trial, Change Process / Mechanisms, Emotion Regulation*

A Randomized Controlled Trial of Stepped Care Cognitive-behavioral Therapy for Internalizing Symptoms and Emotion Regulation in Adults in Indiana

Lorenzo Lorenzo-Luaces, Ph.D., Indiana University, Bloomington

Jacqueline Howard, B.A., TRAILS, a project of Tides Center

Allison Peipert, B.S., Indiana University

Robinson de Jesus-Romero, M.S., Indiana University

John Buss, B.S., Indiana University

Isabella Starvaggi, B.S., Indiana University Bloomington

Clare Dierckman, B.S. in progress, Indiana University

Colton M. Lind, B.S., Indiana University Bloomington

Israel Ramirez, B.S., Indiana University

Carter Schmitt, B.S. In Progress, Indiana University

Reappraisal and Suppression as Mechanisms of Change in Transdiagnostic Cognitive Behavior Therapy for Internalizing Distress: Disaggregating Within- vs. Between-individual Variability

Robinson de Jesus-Romero, M.S., Indiana University
Isabella Starvaggi, B.S., Indiana University Bloomington
Jacqueline Howard, B.A., TRAILS, a project of Tides Center
Allison Peipert, B.S., Indiana University
John Buss, B.S., Indiana University
Colton M. Lind, B.S., Indiana University Bloomington
Tennisha Riley, Ph.D., Indiana University
Lorenzo Lorenzo-Luaces, Ph.D., Indiana University, Bloomington

A Pilot Study of a Cognitive Behavioral Therapy Skills Intervention for Informal Mental Health Caregivers in Rural Areas

Samuel Murphy, Clinical Psychology Ph.D. Candidate, Ohio State University
Jennifer S. Cheavens, Ph.D., The Ohio State University
Daniel R. Strunk, Ph.D., The Ohio State University

Skill Enhanced Cognitive Behavioral Therapy: Can We Leverage CBT Skills Further to Enhance Clinical Outcomes?

Daniel R. Strunk, Ph.D., The Ohio State University
Samuel Murphy, Clinical Psychology Ph.D. Candidate, The Ohio State University
Brooklynn Bailey, M.S., The Ohio State University
Robert Zhou, M.S., The Ohio State University
Lisa Vittorio, M.A., The Ohio State University
Graham Bartels, M.S., The Ohio State University
Catherine King, B.A., The Ohio State University
Lily Brouder, B.A., The Ohio State University

Promoting Cognitive Change and Cognitive Behavioral Therapy Skills: Examining the Process of Change in CBT and Skill Enhanced CBT

Brooklynn Bailey, M.S., The Ohio State University
Lily Brouder, B.A., The Ohio State University
Robert Zhou, M.S., The Ohio State University
Graham Bartels, M.S., The Ohio State University
Lisa Vittorio, M.A., The Ohio State University
Samuel Murphy, Clinical Psychology Ph.D. Candidate, The Ohio State University
Catherine King, B.A., The Ohio State University
Daniel R. Strunk, Ph.D., The Ohio State University

Earn 1.5 continuing education credits

Clallum (701), Level 7

Symposium 112

Addressing Distress in the Service of Joy: The Associations Between Individual Psychological Health and Intimate Relationship Functioning over Time

CHAIRS:

Jessica E. Hill, M.A., Binghamton University
Emily Taverna, M.S., Penn State Psychology Department

DISCUSSANT:

Galena Rhoades, Ph.D., University of Denver

Basic level of familiarity with the material

Primary Category: Couples / Close Relationships

Key Words: *Couples / Close Relationships*

Longitudinal Associations of Individual and Relationship Distress in a Cohort Sample of Newly Enlisted Air Force Service Members

Jessica E. Hill, M.A., Binghamton University
Michael Lorber, Ph.D., Family Translational Research Group, New York University
Avantika Gupta, B.A., Wright State University
Richard E. Heyman, Ph.D., New York University
Amy Slep Smith, Ph.D., Family Translational Research Group, New York University
Christina Balderrama-Durbin, Ph.D., Binghamton University
Jeffrey Cigrang, Ph.D., Dayton VA Medical Center
Douglas Snyder, Ph.D., Texas A&M University

Understanding the Course of Jealousy Both Within and Between Romantic Relationships

Mikhila Wildey, Ph.D., Grand Valley State University

Kayla Knopp, Ph.D., VA San Diego Healthcare System/University of California, San Diego

Scott Stanley, Ph.D., University of Denver

Galena Rhodes, Ph.D., University of Denver

The Role of Moral Distress in Intimate Partner Aggression over Time

Emily Taverna, M.S., Penn State Psychology Department

Amy Marshall, Ph.D., The Pennsylvania State University

Enhancing Relationship and Individual Wellbeing for Couples Facing Breast Cancer: An Adaptation of the Relationship Checkup

Tatiana Gray, Ph.D., Springfield College

Nicole Walden, B.S., Springfield College

Rhea Bhatia, M.S., Springfield College

Grayson Stevens, B.S., Springfield College

Deepashree Karve, M.A., M.S., Springfield College

Earn 1.5 continuing education credits

Clearwater (702), Level 7

Symposium 113

Parenting Thought Traps: Maladaptive Cognitions Impacting Parents Raising Youth with Disruptive Behavior Problems

CHAIRS:

Brian Wymbs, Ph.D., Ohio University

Sierra Hightower, B.S., Ohio University

DISCUSSANT:

Andrea Chronis-Tuscano, Ph.D., University of Maryland-
College Park

Moderate to Advanced level of familiarity with the material

Primary Category: Parenting / Families

Key Words: *Parenting, ADHD*

Measurement of the Parent Cognitions of Parenting Self-efficacy and Attributions to Improve Child Mental Health

Yuanyuan Jiang, Ph.D., Saint Paul University

Kevin Delucchi, Ph.D., University of California, San Francisco

Nina Kaiser, Ph.D., Practice San Francisco

Stephen Hinshaw, Ph.D., University of California, Berkeley

Keith McBurnett, Ph.D., University of California, San Francisco

Linda Pfiffner, Ph.D., University of California San Francisco

Parental Cognitive Barriers to Treatment Engagement in and Child Outcomes of Behavioral Training for ADHD in Asian American Families

Sara Chung, Ph.D., University of California, San Francisco

Aya Williams, PhD, University of California, San Francisco

Elizabeth Owens, Ph.D., University of California, San Francisco

Keith McBurnett, Ph.D., University of California, San Francisco

Stephen Hinshaw, Ph.D., University of California, Berkeley

Jasmine Lai, B.S., University of California, San Francisco

Linda Pfiffner, Ph.D., University of California, San Francisco

Testing Parent Self-esteem as an Indicator of Mothers and Fathers Who Are at Risk for Aversive Responses to Disruptive Child Behaviors

Sierra Hightower, B.S., Ohio University

Brian Wymbs, Ph.D., Ohio University

Examining Day-to-day Associations Between Parent Emotion Socialization/ regulation and Adolescent Emotional-behavioral Functioning Among Adolescents with ADHD

Rosanna Breaux, Ph.D., Virginia Polytechnic Institute and State University

Annah R. Cash, M.S., Virginia Polytechnic Institute and State University

Delshad Shroff, M.A., Virginia Polytechnic Institute and State University

Earn 1.5 continuing education credits

Sol Duc (708), Level 7

Symposium 114

Engaging Stakeholders in Treatment Development and Implementation: Increasing Inclusivity and Improving Access to Evidence-based Care

CHAIR:

Jordan Albright, Ph.D., University of Pennsylvania

DISCUSSANT:

Cameo Stanick, Ph.D., Hathaway-Sycamores Child and Family Services

Basic to Moderate level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Stakeholder Relevant, Treatment/ Program Design, Implementation*

A Stakeholder-engaged Process for Adapting a Trauma-informed Mental Health Teacher Consultation Model for a Large-scale Rollout in Urban Schools

Jordan Albright, Ph.D., University of Pennsylvania

Julie Worley, Ph.D., Perelman School of Medicine at the University of Pennsylvania

Samantha Rushworth, Ph.D., University of Pennsylvania

Elise Cappella, Ph.D., New York University

Sophia Hwang, Ph.D., University of Maryland Baltimore County

Shannon Testa, B.A., University of Pennsylvania

Biiftu Duresso, B.A., University of Pennsylvania School of Medicine

Natalie Dallard, M.A., Community Behavioral Health, DBHIDS

Jayne Banks, Psy.D., MBA, School District of Philadelphia

Cherry Du, LPC, NCC, Evidence Based Practice and Innovation Center, Community Behavioral Health

Courtney Benjamin Wolk, Ph.D., University of Pennsylvania

Engaging Suicide Prevention and Firearm Safety Stakeholders to Develop a Workshop on Firearm Safety for Suicide Prevention

Gabriela K. Khazanov, Ph.D., Corporal Michael J Crescenzo VA Medical Center

Hanna Christian, B.A., University of Pennsylvania School of Medicine

Garra Lloyd-Lester, B.A., Suicide prevention Center of New York

Dev Crasta, Ph.D., Center of Excellence for Suicide Prevention, VA Finger Lakes Healthcare System

Robert Lane, Ph.D., James J Peters Veterans Affairs Medical Center

Lakshmi Chennapragada, M.A., James J Peters VAMC

Marianne Goodman, M.D., Icahn School of Medicine at Mount Sinai

Developing and Implementing a Justice-focused Body Image Program for U.S. Middle Schoolers: A School-based Participatory Action Research Process

Summer Pascual, B.S., The Baker Center for Children and Families/Harvard Medical School

Alyssa Martini, B.S., Western Washington University

Jessica Gambito, M.A., Western Governors University, Communities in Schools of Washington

Casper Gemar, B.A., University of Georgia

Emilee Bell, B.S., Western Washington University

Kevin Delucio, Ph.D., Fairhaven College, Western Washington University

Anna Ciao, Ph.D., Western Washington University

A Delphi Approach to Co-develop a Measure with Community Stakeholders to Assess the Impact of Community-based Mental Health Outreach Programming

Daniel H. Saravia, M.A., University of California, Los Angeles

Patricia Orozco-Perez, B.A., Santa Barbara County, Department of Behavioral Wellness

Maria Arteaga, J.D., Santa Barbara County, Department of Behavioral Wellness

Dylan Agguire, B.A., California State University, Northridge

Caroline Stiver, B.S., California State University, Northridge

Jonathan Martinez, Ph.D., California State University, Northridge

Earn 1.5 continuing education credits

Columbia C, Level 3

Mini Workshop 18

Teaching Parents to Manage Emotional Dysregulation and Coach Emotion Regulation Skills in the Context of Parent Management Training Programs for School-aged Children.

Yamalis Diaz, Ph.D., New York University Department of Child & Adolescent Psychiatry

Basic to Moderate level of familiarity with the material

Primary Category: Child / Adolescent - Externalizing

Key Words: *Emotion Regulation, Parent Training*

Emotional dysregulation (ED) in children is one of the most common reasons for referral to mental health professionals. Significant ED is understood to be a manifestation of a complex combination of physiological arousal/strong emotions and behavioral patterns, thus requiring a comprehensive treatment approach. Parent management training (PMT) programs are commonly used to treat children presenting with ED and related disruptive behaviors. Most existing programs sequentially “layer” parenting strategies over the course of treatment and parents are taught to apply the strategies to separate target behaviors using various skills, with more significant behaviors addressed later in the program. As a result, parents may feel the order and pacing of parenting programs are initially “too slow” or may have difficulty implementing foundational parenting skills when significant ED is a primary concern, which may lead to poor treatment adherence or early treatment termination. Separately, individual Cognitive Behavioral Therapy (CBT) typically focuses on teaching the child emotion regulation skills. A growing body of research has focused on integrating these treatment approaches. To that end, a theoretically-grounded, nov-

el behavioral framework was developed to: a. help parents understand the underlying physiological, emotional, and behavioral components of ED in order to, b. better align parenting skills to different aspects and phases of ED, with the ultimate goal of, c. enhancing behavioral parenting skills focused on emotion coaching and de-escalation of ED. The framework is grounded in theoretical and empirical bodies of literature related to behavioral principles underlying existing parenting programs, cognitive-behavioral and exposure therapies, and de-escalation and crisis management of significantly disruptive/aggressive child behavior. In this workshop, participants will be introduced to this detailed behavioral framework which they can actively integrate into existing PMT programs for school-aged children (~6-11 years old) presenting with ED. The workshop will utilize an interactive teaching method using clinical vignettes and audience case examples/questions to demonstrate clinical utility.

At the end of this session, the learner will be able to:

- Review the physiological, emotional and behavioral processes underlying child ED.
- Describe theoretical and empirical models used to develop existing treatment approaches.
- Discuss specific skills that can be integrated into PMT for teaching parents emotion coaching and ED de-escalation skills.
- Apply the framework and related skills when working with parents of children presenting with ED.

Recommended Readings: Brotman MA, Kircanski K, Stringaris A, Pine DS, Leibenluft E. (2017). Irritability in youths: A translational model. *American Journal of Psychiatry*, 174(6):520-532. DOI: 10.1176/appi.ajp.2016.16070839McKee, L.G., Yang, Y., Highlander, A. et al. (2023). Conceptualizing the role of parent and child emotion regulation in the treatment of early-onset behavior disorders: Theory, research, and future directions. *Clinical Child and Family Psychology Review* (26), 272–301. <https://doi.org/10.1007/s10567-022-00419-y>Sukhodolsky, D.G., Smith,S.D., McCauley, S.A., Ibrahim, K., & Piasecka, J.B. (2016). Behavioral interventions for anger, irritability, and aggression in children and adolescents. *Journal of Child and Adolescent Psychopharmacology*, 26(1), 58-64. DOI: 10.1089/cap.2015.0120

Earn 1.5 continuing education credits

Columbia D, Level 3

Mini Workshop 19

The Dance of DBT-A: A Live, Annotated Role-play of Multiple DBT Providers in an Adolescent Session

SATURDAY

Ashley C. Maliken, Ph.D., Portland DBT Institute
Alison M. Yaeger, Psy.D., McClean Hospital, Harvard Medical School
Aditi Vijay, Ph.D., Kean University
Esme A.L. Shaller, Ph.D., University of California San Francisco
Stephanie L. Haft, M.A., University of California San Francisco Zuckerberg
San Francisco General Hospital

Basic to Moderate level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *DBT (Dialectical Behavior Therapy), Adolescents, Therapy Process*

For those of us who specialize in providing Dialectical Behavior Therapy to adolescents (DBT-A; an effective evidence based treatment for multi-problem adolescents) (Miller, Rathus, Linehan, 2006; McCauley et al., 2018), a common refrain we hear from those who are DBT- and/or adolescent-curious is “How on earth?!” In the interest of behavioral specificity, we have clarified that question to mean: how do you treat clients who are that complex, with problems that seem resistant to intervention, and especially when they are teens, all while honoring your interpersonal style? Although DBT is rarely easy, and teens not always eager, we are proof that DBT-A is possible and allows space for individual clinician differences. Part of the complexity of learning DBT is that there are many strategies for clinicians to master. One core strategy that fosters our love of DBT-A is radical genuineness – the freedom of the provider to be themselves with their client in a way that deepens the relationship, advances treatment, and moves the client towards their life worth living goals (Linehan, 1993). While this is a powerful clinical tool, it can be out of the realm of training and comfort, for senior and more novice clinicians alike. In our

experience – as DBT-A clinicians, supervisors, and seasoned presenters at ABCT – the best way to debunk people’s worries about DBT-A is to show them how it’s done (e.g., Yaeger, Maliken, Gorraiz, Shaller, & Vijay, 2022). This workshop will model being a DBT clinician by showing you three different clinicians treating the same adolescent client in the same session. This will demonstrate how DBT is principle (rather than protocol) driven, and that many different styles can lead to the same end – a productive, manageable, and adherent session. The workshop will be structured in three parts. We will begin by teaching the DBT stylistic strategies, highlighting the flexibility inherent within the adherent delivery of this treatment. We will then do a live role-play, rotating between three clinicians while another member of our team live-codes the strategies being used in the session. The workshop will conclude with time for questions.

Outline:

- 4:30pm – 4:40pm: Introductions and overview
- 4:40pm – 5:10: Didactic instruction on the DBT Stylistic Strategies
- 5:10pm – 5:15pm: Overview of role play structure and content
- 5:15pm – 5:45pm: Role play with live annotation
- 5:45pm – 6pm: Question and answer

At the end of this session, the learner will be able to:

- Identify 3 DBT stylistic strategies.
- Define the difference between change and acceptance as it applies to DBT-A.
- Identify 4 diagnoses for which DBT is evidence-based.
- Long-term goals: Rehearse the stylistic strategies with your colleagues in the service of enhancing comfort and capability in using with clients.
- Long-term goals: Be able to explain the function of stylistic strategies to clients and colleagues.

Recommended Readings: Miller, A. L., Rathus, J. H., & Linehan, M. M. (2006). Dialectical behavior therapy with suicidal adolescents. Guilford Press. McCauley, E., Berk, M. S., Asarnow, J. R., Adrian, M., Cohen, J., Korlund, K., ... & Linehan, M. M. (2018). Efficacy of dialectical behavior therapy for adolescents at high risk for suicide: a randomized clinical trial. *JAMA psychiatry*, 75(8), 777-785. Linehan, M. M. (1993). Skills training manual for treating borderline personality disorder. Guilford press.

Earn 1.5 continuing education credits

Chelais (305), Level 3

Clinical Grand Round 4

Shifting the Frame: Building a Life with Joy!

CHAIR:

Jeffrey M. Cohen, Psy.D., Columbia University

PANELIST:

Colleen A. Sloan, Ph.D., VA Boston Healthcare System

Primary Category: Treatment - Mindfulness & Acceptance

Key Words: *Treatment, CBT, LGBTQ+*

Cognitive Behavioral Therapies include both traditional interventions that directly aim to change cognitions and behavior, as well as more recent iterations that incorporate acceptance-based strategies and a focus on values-based living (e.g. Acceptance and Commitment Therapy, Dialectical Behavior Therapy). While key differences exist between these interventions, they uniformly work to treat clinical distress, understandably, with perhaps what can be considered a secondary aim to increase happiness and other positive emotions (e.g., joy). Although cultivating joy is not necessarily a primary aim of these evidence-based interventions, inadequate attention in this domain could have negative implications for maintenance of treatment gains. Furthermore, insufficient attention to positive emotions in treatment is not only inconsistent with culturally-relevant and protective expressions of mental health within minoritized communities (e.g., LGBTQ+ pride; Black joy), it misses critical opportunities to develop resilience that protects against ongoing socio-cultural-political factors stigmatizing minoritized identities and harming minoritized communities. As such, directly working to cultivate joy within therapeutic contexts, particularly when working with minoritized people, is imperative.

In this grand round, two experienced clinicians and researchers will illustrate how to effectively identify treatment targets to promote happiness and cultivate joy. First, the emotion of joy and its function will be overviewed. Next, presenters will demonstrate how to apply culturally responsive and relevant emotion regulation skills, aiming to help people cultivate joy in both the short- and long-term. Strategies including behavioral activation, pleasant activity scheduling, values clarification, and committed action will be overviewed.

Throughout, the presenters will address application of cultural responsiveness to behavior therapies such as distinguishing between the values of a minoritized person and the collective values of a dominant culture, as well as identifying empowerment strategies.

At the end of this session, the learner will be able to:

- Utilize values clarification to help therapy patients build a meaningful life with joy.

- Identify strategies to engage patients in committing to actions aligned with values-based living.
- Understand the function of the emotion joy and how to maximize patients' experience of joy.
- Apply culturally sensitive approaches such as distinguishing the values of a minoritized person from the values of the dominant culture.
- Cultivate strategies for empowerment among minoritized people in the context of therapy.

Recommended Readings: Cohen, J. M., & Feinstein, B. A. (2020). Adapting cognitive-behavioral strategies to meet the unique needs of sexual and gender minorities. *The Behavior Therapist*. Sloan, C. A., Berke, D. S., & Shipherd, J. C. (2017). Utilizing a dialectical framework to inform conceptualization and treatment of clinical distress in transgender individuals. *Professional Psychology: Research and Practice*, 48(5), 301.

Alex Wagaman, M. (2016). Promoting empowerment among LGBTQ youth: A social justice youth development approach. *Child & Adolescent Social Work Journal*, 33(5), 395-405.



JEFFREY COHEN



COLLEEN SLOAN

Earn 1.5 continuing education credits

Cowlitz (502), Level 5

Clinical Round Table 16

On the Front Lines of Clinical Training: Developing Skills for Addressing and Integrating Spirituality/religion into Cognitive Behavioral Therapies

MODERATOR:

Sarah G. Salcone, M.S., University of South Alabama

PANELISTS:

Joseph Currier, Ph.D., University of South Alabama

Caroline C. Kaufman, Ph.D., McLean Hospital/Harvard Medical School

Craig A. Warlick, Ph.D., University of Southern Mississippi

Primary Category: Spirituality and Religion

Key Words: *Treatment, Multicultural Psychology, Education and Training*

A growing body of literature has affirmed that clients' experiences of their religion and/or spirituality have distinct implications for their overall mental health - implications that can be beneficial and/or deleterious. As religion and spirituality (R/S) play a central role in many people's lives, patients may want to discuss R/S in their treatment. However, despite a growing consensus between patients and psychologists about the value of R/S in therapy, a lack of knowledge and clinical training in this area poses a significant barrier to the widespread integration of R/S into psychotherapy. This clinical roundtable aims to address this discrepancy and provide practical examples of the implementation of R/S into empirically supported treatments. The primary goals of this clinical roundtable are: 1) present current research on R/S and evidence-based psychotherapies, 2) discuss R/S interventions to incorporate R/S into treatment, 3) describe the approach of R/S issues in treatment. Each of the panelists will present R/S interventions within a cognitive behavioral therapy (Cognitive Behavior Therapy, Dialectical Behavioral Therapy, and Acceptance and Commitment Therapy frameworks), and highlight the approach using a case example and future directions in applied research towards R/S treatment integration and dissemination.

Earn 1.5 continuing education credits

Beckler (302), Level 3

Symposium 115

Advances in Understanding and Treating Hoarding Disorder: Thinking Beyond CBT

CHAIR:

Kiara R. Timpano, Ph.D., University of Miami

DISCUSSANT:

David F. Tolin, ABPP, Ph.D., Anxiety Disorders Center,
The Institute of Living

Moderate to Advanced level of familiarity with the material

Primary Category: Obsessive Compulsive and Related Disorders

Key Words: *Hoarding, Cognitive Vulnerability, Treatment Development*

Coercion and Stigma in Hoarding Interventions

Persephone Larkin, M.A., The University of British Columbia

Simon Sheppard, The University of British Columbia

Christiana Bratiotis, Ph.D., MSW, The University of British Columbia

Sheila Woody, Ph.D., RPsych, The University of British Columbia

The Critical Role of Loneliness in Hoarding Disorder: Targeting Unmet Interpersonal Needs to Reduce Pathological Object Attachment

Kiara R. Timpano, Ph.D., University of Miami

Keong Yap, Ph.D., Australian Catholic University

Jessica Grisham, B.A., Ph.D., UNSW Sydney

Brad Schmidt, Ph.D., Florida State University

Vulnerability Factors Related to Hoarding and Their Responses to Compassion Focused Therapy

Chia-Ying Chou, Ph.D., San Francisco Center for Compassion Focused Therapies

Troy DuFrene, M.A., San Francisco Center for Compassion-Focused Therapy

Rea Pareja, MSW, San Francisco Center for Compassion Focused Therapies

Emily Sandoz, Ph.D., BCBA, University of Louisiana at Lafayette

Martha Shumway, Ph.D., University of California, San Francisco

Processes of Change in Web-based Acceptance and Commitment Therapy for Hoarding: An Investigation of Mediators and Moderators in a Randomized Waitlist-controlled Trial

Jennifer Krafft, Ph.D., Mississippi State University

Julie Petersen, M.S., Utah State University

Clarissa Ong, Ph.D., University of Toledo

Michael P. Twohig, Ph.D., Utah State University

Michael Levin, Ph.D., Utah State University

Changes in Hoarding Beliefs and Associated Neural Changes During a Discarding Task After Cognitive-behavioral Treatment for Hoarding Disorder

Kelly A. Knowles, Ph.D., Institute of Living

Michael Stevens, Ph.D., Clinical Neuroscience and Development Laboratory at Olin
Neuropsychiatry Research Center

Hannah Levy, Ph.D., Anxiety Disorders Center, The Institute of Living

David F. Tolin, ABPP, Ph.D., Anxiety Disorders Center, The Institute of Living

Earn 1.5 continuing education credits

Hoh (601), Level 6

Research and Professional Development 6

NIMH Funding: Program and Review Staff Present Current Funding Priorities and Demystify the Application and Review Process

PANELISTS:

Joel T. Sherrill, Ph.D., National Institute of Mental Health

Alexander M. Talkovsky, National Institute of Mental Health

Basic to Moderate level of familiarity with the material

Primary Category: Professional Issues

Key Words: *Research Funding, Career Development, Education and Training*

Navigating the application process at the National Institutes of Health is daunting even for the most experienced investigators. Focusing on the National Institute of Mental Health, this session will provide insight into the identification of current research priorities and funding initiatives, funding mechanisms for research and research training, staff resources at various stages of the application process (from planning to post-review), and the review process itself (e.g., what goes into selecting a review panel, application assignment and discussion of applications). NIMH Program Staff will discuss sources of information about NIMH priorities (e.g., 2023 updates to the NIMH Strategic Plan and Strategic Objectives, National Mental Health Advisory Council Workgroup Reports, current Funding Opportunity Announcements). Information on RDoC as a framework for understanding and studying psychopathology and the experimental therapeutics approach to intervention studies will be covered, including an update on the classification of clinical trials (spoiler: the “clinical trials” designation isn’t relevant only for intervention studies anymore). Tips will be shared about how to follow up with NIMH Program Officers for more feedback on the match between their research plans and current funding priorities and mechanisms. Early-stage investigators and established researchers will be encouraged to ask questions about NIMH priorities and funding opportunities, including mecha-

nisms used to support research projects, research training across career stages and the review process.

Outline:

1. General Information About NIMH
 - a. Divisional Structure – By Research Area
 - b. Research Priorities (Notices of Funding Opportunities)
 - c. Roles of Program and Review Staff
2. Funding Mechanisms
 - a. Career Development Awards by Career Stage
 - b. Exploratory/Developmental Grants
 - c. Research Project Grants
 - d. Other
3. The Review Process
 - a. Committee Assignment
 - b. Reviewer Selection
 - c. The Review Meeting
 - d. Summary Statements
4. “Good to Know” When Designing Your Project
 - a. Research Domain Criteria (RDoC) as a Framework for the Description of Psychopathology
 - b. Experimental Therapeutics Framework for the Design and Description of Clinical Trials
 - c. Basic Experimental Studies in Humans (BESH) Classification as Clinical Trials
5. Concluding Remarks
 - a. How to Stay Informed and Involved
 - b. Contact Information

At the end of this session, the learner will be able to:

- Use the NIMH website to identify the most current information about NIMH research priorities and research policies.
- Identify relevant funding mechanisms and corresponding Notices of Funding Opportunities for submission of future NIMH applications.
- Contact Program staff as needed in the preparation stages of an application.
- Contact Review staff as needed in the application submission process.
- Apply the NIMH experimental therapeutics framework to the design and description of future clinical trial proposals.

Recommended Readings: Gordon, J. (2017, March 20). An experimental therapeutic approach to psychosocial interventions. National Institute of Mental Health. <https://www.nimh.nih.gov/about/director/messages/2017/an-experimental-therapeutic-approach-to-psychosocial-interventions>. Kozak, M. J., & Cuthbert, B. N. (2016). The NIMH Research Domain Criteria Initiative: Background, Issues, and Pragmatics. *Psychophysiology*, 53(3), 286-297. Riley, W. T., Riddle, M., & Lauer, M. (2017). NIH policies on experimental studies with humans. *Nature Human Behaviour*, 2(2), 103-106. Sherrill, J. & Talkovsky, A. (2021). Translational, psychosocial research: Prospects for advancing understanding of mental illness trajectories and facilitating interventions across the lifespan. *The Behavior Therapist*, 44(7), 335-340.

Earn 1.5 continuing education credits

Columbia A, Level 3

ABCT Presidential Panel: Transformative Ideas to Address the Ongoing Youth Mental Health Crisis

MODERATOR:

Jill Ehrenreich-May, Ph.D., University of Miami

Riana Anderson, Ph.D., Stanford University

Miya Barnett, Ph.D., University of California, Santa Barbara

Rob Morris, Ph.D., Koko

Jessica Schleider, Ph.D., Stony Brook University

Maggi Price, Ph.D., Boston College

Shirley B. Wang, M.A., Harvard University

Primary Category: Dissemination & Implementation Science

Key Words: *Child, Implementation, Treatment*

For most of ABCT's history, the President has given an address to the membership at the annual convention highlighting their innovative scholarship or vital ideas to move our clinical science forward. While upholding the value of this rich history, this year, I wish to offer another paradigm of how this time at our convention could be spent. Specifically, as a youth treatment researcher, I have observed the steep increase in youth with mental health concerns, while the number of therapists equipped to address this crisis remains stagnant and our implementation of efficacious psychotherapies in community settings often fails. Youth and families, particularly those who are minoritized, marginalized, and/or historically underserved, are routinely being left without the resources we as a field have worked so hard to develop. Thus, I've convened a "Presidential Panel" including a new generation of great thinkers and innovators addressing this youth mental health crisis head-on through a variety of game-changing ideas. Following a brief introduction, Drs. Riana Elyse Anderson, Miya Barnett, Rob Morris, Maggi Price, Jessica Schleider, and Shirley Wang will each present five-minute flash talks highlighting one "big idea" to address this crisis. Following this, I will moderate a discussion on next steps for collaborative, scalable

solutions to inform both current clinical practice and future research ideas to aid youth in need.

Outline:

- Dr. Ehrenreich-May will introduce the current scope of the youth mental health crisis and reasons why our current approaches to youth psychotherapy are limited to aid youth in need.
- Each of the panelists will present 5-minute flash talks on innovations in youth psychopathology, intervention content, dissemination, and implementation that may aid in reaching more youth with effective care or in terms of providing more inclusive care to youth and families.
- Dr. Ehrenreich-May will then moderate a group discussion of next steps needed to bring these innovations to scale, with an eye toward immediate research, clinical, and policy-related steps that care reduce barriers to furthering these innovative platforms for addressing the ongoing youth mental health crisis.

At the end of this session, the learner will be able to:

- Identify correlates of the increase in frequency of youth mental health problems around the world.
- State reasons why our current approaches to gold-standard, youth psychotherapies like CBT are limited in their current capacity to address the current youth mental health care crisis.
- Identify six ways in which innovative scholars and clinicians are working to address youth mental health problems, including innovations targeting racism-related mental distress, the expansion of a lay health workforce, leveraging social media platforms, crafting interventions that target multi-level stigma, building brief, scalable mental health interventions for youth, and using mathematical and computational models to transform youth mental health care.
- Long-term Goal: There is a current crisis in terms of the frequency and impact of youth mental health problems around the world, particularly for youth that are historically underserved, minoritized, and/or marginalized. Unfortunately, our current conceptualizations of effective youth intervention are not able to significantly reduce this global burden of youth mental health challenges.
- Long-term Goal: However, there are innovations in youth psychopathology, intervention, and implementation research that show potential for bridging some of the large gaps that currently exist in our mental health care systems and aiding more youth in need.

Recommended Readings: Dobias, M.L., Morris, R.R., Schleider, J.L. (2022). Single-Session Interventions Embedded Within Tumblr: A Test of Acceptability and Utility. *Journal of Internet Medical Research - Formative*. Riana Elyse Anderson, Nia Heard-Garris & Ryan C. T. DeLapp (2022) Future Directions for Vaccinating Children against the American Endemic: Treating Racism as a Virus, *Journal of Clinical Child & Adolescent Psychology*, 51:1, 127-142, DOI: 10.1080/15374416.2021.1969940 Barnett, M. L., Luis Sanchez, B. E., Green Rosas, Y., & Broder-Fingert, S. (2021). Future Directions in Lay Health Worker Involvement in Children's Mental Health Services in the U.S. *Journal of clinical child and adolescent psychology*, 1-13. <https://doi.org/10.1080/15374416.2021.1969655> Maggi A. Price & Nathan L. Hollinsaid (2022): Future Directions in Mental Health Treatment with Stigmatized Youth, *Journal of Clinical Child & Adolescent Psychology*, DOI: 10.1080/15374416.2022.2109652

Sunday, November 19

Symposium 116

Cultivating Youth Well-being Across the Lifespan: Spotlight on Parent Mindfulness, Positive Affect, and Socialization of Happiness and Empathic Joy

8:30 AM - 10:00 AM

Earn 1.5 continuing education credits

Ashnola (301), Level 3

CHAIR:

Laura G. McKee, Ph.D., Georgia State University

DISCUSSANT:

Anne Shaffer, Ph.D., University of Georgia

All level of familiarity with the material

Primary Category: Parenting / Families

Key Words: *Parenting, Emotion, Families*

Early Maternal Warmth and Infant's Development of Positive Emotionality

Lindsey M. Green, B.S., University of Washington, Seattle

Stephanie Thompson, Ph.D., University of Washington

Lisa Shimomaeda, M.S., University of Washington

Liliana J. Lengua, Ph.D., University of Washington, Seattle

SUNDAY

The Role of Parent Dispositional Mindfulness in Mastery of Behavioral Parent Training Skills

Grace H. Cain, B.A., University of North Carolina at Chapel Hill

Yexinyu Yang, M.A., University of North Carolina at Chapel Hill

Laura G. McKee, Ph.D., Georgia State University

Justin Parent, Ph.D., Alpert Medical School of Brown University

Deborah Jones, Ph.D., University of North Carolina at Chapel Hill

Emotion Socialization of Happiness and Sadness Linked to Adolescent Life Satisfaction and Depressive Symptoms: The Mediating Roles of Gratitude and Stress

Sarah Moran, B.A., M.A., Georgia State University

Meghan Goyer, M.A., Georgia State University

Erinn Duprey, Ph.D., Mt. Hope Family Center & Children's Institute

Jena Michel, M.A., Georgia State University

Laura G. McKee, Ph.D., Georgia State University

How Parent Data Shaped the Content of SHAPE JOY, a Parenting Program to Support Positive Empathy in Young Children

Laura G. McKee, Ph.D., Georgia State University

Erin Tully, Ph.D., Georgia State University

Earn 1.5 continuing education credits

Beckler (302), Level 3

Symposium 117

Implementation Determinants of Suicide Prevention Psychotherapy in a National Healthcare System: Adaptations of DBT at Veterans Health Administration

CHAIR:

Suzanne E. Decker, Ph.D., VA Connecticut / Yale
School of Medicine

DISCUSSANT:

Sara J. Landes, Ph.D., Central Arkansas Veterans
Healthcare System

All level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Implementation, Suicide, Veterans*

**Formative Evaluation of Implementing an Adapted Suicide Prevention
Treatment: DBT Skills Groups for High-risk Veterans in the Veterans Health
Administration**

Suzanne E. Decker, Ph.D., VA Connecticut / Yale School of Medicine

Aimee Kroll-Desrosiers, M.S., Ph.D., VA Central Western Massachusetts

Elizabeth Galliford, MPH, VA Connecticut Healthcare System

Eric DeRycke, MPH, VA Connecticut Healthcare System

Kristin Mattocks, Ph.D., VA Central Western Massachusetts Healthcare System;
University of Massachusetts Chan Medical School, Dept of Population and
Quantitative Health Sciences

Neal Doran, Ph.D., VA San Diego Healthcare System, University of California, San

Diego

Jennifer K. Rielage, Ph.D., New Mexico VA Healthcare System, University of New Mexico School of Medicine

Josephine Ridley, Ph.D., VA Northeast Ohio Healthcare System; Case Western Reserve University

Jenny Bannister, Ph.D., James A. Haley Veterans Hospital, University of South Florida College of Medicine

Thorayya Giovannelli, Psy.D., James A. Haley Veterans Hospital, University of South Florida College of Medicine

Frances M. Aunon, Ph.D., Connecticut VA

Sara J. Landes, Ph.D., Central Arkansas Veterans Healthcare System

Marianne Goodman, M.D., Icahn School of Medicine at Mount Sinai

Chris Shriver, MA, VA San Diego Healthcare System

Ethan Spana, B.S., VA New Mexico Healthcare System

Mark Honsberger, B.S., VA Northeast Ohio Healthcare System

Stacey Demirelli, M.A., James A. Haley Veterans Hospital

Steve Martino, Ph.D., VA Connecticut Healthcare System, Yale School of Medicine

Qualitative Assessment of Facilitators and Barriers to DBT Skills Group Implementation Within the Veteran's Health Administration

Frances M. Aunon, Ph.D., Connecticut VA

Steve Martino, Ph.D., VA Connecticut Healthcare System, Yale School of Medicine

Sandy Rowlands, LCSW, Office of Mental Health and Suicide Prevention, VA Central Office

Jennifer Strauss, Ph.D., Office of Mental Health and Suicide Prevention, VA Central Office

Kristin Mattocks, Ph.D., VA Central Western Massachusetts Healthcare System; University of Massachusetts Chan Medical School

Suzanne E. Decker, Ph.D., VA Connecticut / Yale School of Medicine

Adapting DBT for Justice-involved Veterans: Lessons Learned from Small-scale Trials Within the Department of Veterans Affairs

Emily R. Edwards, Ph.D., Department of Veterans Affairs

Telehealth Implementation of Project Life Force, a Suicide Safety Planning + DBT Skills Group Intervention for High-risk Suicidal Veterans

Marianne Goodman, M.D., Icahn School of Medicine at Mount Sinai

Sapana Patel, Ph.D., Vagelos College of Physicians and Surgeons, Columbia University; New York State Psychiatric Institute

Earn 1.5 continuing education credits

Chelan (401), Level 4

Symposium 118

Celebrating the Versatility, Utility, and Equitability of Qualitative Methods in Eating Disorders and Body Image Research

CHAIRS:

Neha J. Goel, M.S., Virginia Commonwealth University
Jordan Schueler, M.S., Texas A & M University

DISCUSSANT:

Carolyn B. Becker, Ph.D., Trinity University

Basic level of familiarity with the material

Primary Category: Eating Disorders

Key Words: *Eating, Body Image, Underserved Populations*

**I'm Going to Have to Eat It, Even If I'm Full: A Qualitative Thematic Analysis
on Eating Behaviors and Beauty Ideals Among Latin American Immigrant
Women**

Samantha Plezia, B.A., University of Oregon

Ashley Gomez, Ph.D., University of Pittsburgh

Jennifer Nazareno, Ph.D., School of Public Health, Brown University

KayLoni Olson, Ph.D., Weight Control and Diabetes Research Center, The Miriam
Hospital

**A Qualitative Examination of Disordered Eating Among Adolescents in Rural
Appalachia**

Heather A. Davis, Ph.D., Virginia Polytechnic Institute and State University

Rosanna Breaux, Ph.D., Virginia Polytechnic Institute and State University

A. Gabrielle G. Patarinski, B.S., Virginia Polytechnic Institute

Annah R. Cash, M.S., Virginia Polytechnic Institute and State University

Identifying the Social Determinants of Intuitive Eating: Using Qualitative Data to Inform Intervention Development

C. Blair Burnette, Ph.D., University of Minnesota

Samantha Hahn, Ph.D., MPH, RD, Central Michigan University

Katie Loth, M.P.H., Ph.D., Other, University of Minnesota

Marla Eisenberg, ScD, MPH, University of Minnesota

Dianne Neumark-Sztainer, Ph.D., MPH, RD, University of Minnesota

I Hated Being Treated Like I Was Broken: Body Image and Perinatal Healthcare Experiences Among Postpartum Women Across the Weight Spectrum

Caroline Christian, M.S., The University of Louisville

Sara Clark, B.A., University of Louisville

Earn 1.5 continuing education credits

Chiliwack (402), Level 4

Symposium 119

Breaking Down Barriers: Bridging Evidence-based Digital Mental Health Care and Culturally Inclusive Technology

CHAIRS:

Adela C. Timmons, Ph.D., The University of Texas at Austin

Jacqueline B. Duong, B.A., M.A., M.S., University of Texas at Austin

DISCUSSANT:

Jonathan S. Comer, Ph.D., Florida International University

Basic to Moderate level of familiarity with the material

Primary Category: Technology

Key Words: *Technology / Mobile Health, Culture, Evidence-Based Practice*

Free Bite-sized CBT Digital Lessons to Promote Youth Wellbeing During COVID-19 from the National Academies and CDC

Angela Chiu, Ph.D., Weill Cornell Medicine

Bernadette Melnyk, Ph.D., APRN-CNP, FAANP, FNAP, FAAN, The Ohio State University

Kate Gawlik, DNP, RN, APRN-CNP, FAANP, FNAP, The Ohio State University
Andreanna Hsieh, MPH, The Ohio State University

Examining Sociocultural Barriers and Support to Mhealth Utilization via Mixed Methods Approach

Jacqueline B. Duong, B.A., M.A., M.S., University of Texas at Austin

Alexandria Viltz, B.A., The University of Texas at Austin

Avery Hendrick, B.A., The University of Texas at Austin

Claudia Marquez, B.A., Florida International University

Olivia Hornik, B.A., The University of Texas at Austin

Purna Zaman, B.A., The University of Texas at Austin

Zachary Bricken, B.A., The University of Texas at Austin

Kayla E. Carta, B.S., The University of Texas at Austin

Sierra N. Walters, B.A., The University of Texas at Austin

Dominique I. Benamu, B.A., The University of Texas at Austin

Grace A. Jumonville, B.A., The University of Texas at Austin

Adela C. Timmons, Ph.D., The University of Texas at Austin

The Library Is So Much More Than Books: Considerations for the Design and Implementation of Teen Digital Mental Health Services in Public Libraries

Ashley A. Knapp, M.A., Ph.D., Northwestern University Feinberg School of Medicine

Emily Hersch, M.A., University of Massachusetts, Boston

Clarisa Wijaya, M.A., Northwestern University

C. Hendricks Brown, Ph.D., Northwestern University

Robert Simmons, MSW, Oak Park Public Library

Can You Culturally Adapt an Already Developed App? Post-hoc Strategies and Implementation Outcomes in the Mind-us Program

Giovanni Ramos, Ph.D., University of California, Irvine

Amanda Montoya, Ph.D., University of California, Los Angeles

Adrian Aguilera, Ph.D., University of California, Berkeley

Anna Lau, Ph.D., University of California, Los Angeles

Chu Yin Wen, B.A., University of California, Los Angeles

Denise Chavira, Ph.D., University of California, Los Angeles

Community Engagement in a Supported Digital Health Intervention for Depression and Anxiety

Adrian Aguilera, Ph.D., University of California, Berkeley

Earn 1 continuing education credit

Cispus (403), Level 4

Symposium 120

Reducing Mental Health Disparities in Preschool: Elevating the Lived Experiences of Racially and Ethnically Diverse Parents in Schools, Primary Care, and Community-based Settings

CHAIR:

Courtney A. Zulauf-McCurdy, Ph.D., University of Washington School of Medicine

DISCUSSANT:

Brent Collett, Ph.D., University of Washington School of Medicine

Basic level of familiarity with the material

Primary Category: Mental Health Disparities

Key Words: *Mental Health Disparities, Community-Based, Early Intervention*

Improving an Understudied Implementation Determinant of Behavioral Interventions in Preschool: The Parent-teacher Relationship

Courtney A. Zulauf-McCurdy, Ph.D., University of Washington School of Medicine

Sehee Jung, B.S., University of Washington, Seattle

Amelia Worley, University of Washington, Seattle

Evan Towle, B.S., University of Washington, Seattle

Connecting Families to Appropriate Levels of Care: Examination of M-CHAT Usage in a Tribal Health System's Pediatric Primary Care Clinic

Ashleigh Coser, Ph.D., Cherokee Nation

Lucia Ciciolla, Ph.D., Oklahoma State University

Using a Task-shifting Model to Increase Access to Evidence-based Anxiety Treatments for Latino Preschool Children

Cindy O. Trevino, Ph.D., University of Washington School of Medicine

Lupita Santillan, Ph.D., Seattle Children's Hospital

Yesenia Garcia, B.A., Seattle Children's Hospital

Jennifer Blossom, Ph.D., University of Maine

Brent Collett, Ph.D., University of Washington School of Medicine

Earn 1.5 continuing education credits

Entiat (404), Level 4

Symposium 121

Cultivating Joy with Exercise: Targeting Affect, Enjoyment, Distress Tolerance, and Resilience with Exercise

CHAIR:

Kristin L. Szuhany, Ph.D., New York University School
of Medicine

DISCUSSANT:

Michael W. Otto, Ph.D., Boston University

Basic level of familiarity with the material

Primary Category: Adult Health Psychology / Behavioral Medicine

Key Words: *Exercise, Transdiagnostic, Treatment*

Acute Effects of Resistance Exercise on Affective Valence and Perceived Distress Among Individuals Who Screened Positive for PTSD

James W. Whitworth, Ph.D., VA Boston Healthcare System, National Center for
PTSD

Nicholas Santa Barbara, Ph.D., Merrimack College

Sanaz Nosrat, Ph.D., Teachers College Columbia University

Michelle Pebole, Ph.D., VA Boston Healthcare System

Bradley Cripe, M.A., VA Boston Healthcare System

Grace McKeon, Ph.D., University of New South Wales

Neurobiological, Motivational and Psychological Benefits of Exercise in Chronic Pain and PTSD: a Proof-of-concept Study

Erica R. Sciolli, Ph.D., VA Boston Healthcare System

Graziano Pinna, Ph.D., University of Illinois at Chicago

Ann Rasmusson, M.D., VA Boston Healthcare System

James W. Whitworth, Ph.D., VA Boston Healthcare System, National Center for PTSD

Allison Cucalon, M.S., VA Boston Healthcare System

Bradley Cripe, M.A., VA Boston Healthcare System

The Relationship Between Anxiety Sensitivity, Physical Activity Enjoyment, and Exercise Engagement over Time in Low-active Daily Smokers Participating in Smoking Cessation Treatment

Kristin L. Szuhany, Ph.D., New York University School of Medicine

Margot H. Steinberg, Other, New York University Langone Health

Naomi Simon, M.D., New York University Langone Health, New York University School of Medicine

Ana Abrantes, Ph.D., Alpert Medical School of Brown University

Exercise and Online Maintenance Program for Older, Predominantly Black Adults

Louisa Sylvia, Ph.D., Massachusetts General Hospital

Sarah Bannon, Ph.D., Mount Sinai Hospital

Antonietta Alvarez Hernandez, B.A., Massachusetts General Hospital

Nathaniel R. Choukas, B.S., Massachusetts General Hospital

Yunfeng Deng, B.A., Massachusetts General Hospital

Nicha Puvanich, M.S., Massachusetts General Hospital

Roberta E. Tovey, Ph.D., Massachusetts General Hospital

Andrew DeMott, MPH, University of Illinois at Chicago

Susan Hughes, Ph.D., University of Illinois at Chicago

Ana-Maria Vranceanu, Ph.D., Massachusetts General Hospital

Exercise for the Transdiagnostic Goal of Enhancing Psychological Resilience

Michael W. Otto, Ph.D., Boston University

Jasper Smits, Ph.D., The University of Texas at Austin

Earn 1.5 continuing education credits

Katchess (405), Level 4

Symposium 122

Implementing Executive Functioning Interventions and Supports in the Community for Youth and Their Families

CHAIR:

Laura Anthony, Ph.D., University of Colorado, School of Medicine

DISCUSSANT:

Brenna Maddox, Ph.D., University of North Carolina at Chapel Hill

All level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Community-Based, School, Treatment/ Program Design*

Developing Implementation Facilitators to Expand the Reach and Impact of Unstuck and on Target in Elementary Schools

Laura Anthony, Ph.D., University of Colorado, School of Medicine

Lauren Kenworthy, Ph.D., Center for Autism Spectrum Disorders, Childrens National Hospital

Jessica V. Smith, B.S., Children's National Hospital

Alyssa Verbalis, Ph.D., Children's National Hospital

Tennyson Dahlman, B.S., University of Colorado Anschutz Medical Campus

Anna C. Armour, M.A., Children's National Hospital

Jessica Holmes, M.S., Ph.D., University of Colorado Anschutz Medical Campus

Lynn Cannon, M.Ed., The Maddux School

Monica A. Werner, LCPC, M.A., Monica Werner Counseling

Katie C. Alexander, OTD, M.S., OTR/L, The Occupational Therapy Institute

Allison Ratto, Ph.D., Children's National Hospital

Kristina Hardy, Ph.D., Children's National Hospital

Bruno Anthony, Ph.D., Children's Hospital of Colorado

Meredith W. Gunn, Ph.D., MSW, Innovations Institute, University of Connecticut
School of Social Work
Kaitlyn Decker, M.S., Innovations Institute, University of Connecticut School of
Social Work
Dennard Brown, Jr., B.S., The Institute for Innovation and Implementation,
University of Maryland School of Social Work
Jacob Whiteford, M.S., Innovations Institute, University of Connecticut School of
Social Work

**Implementation Outcomes of Unstuck & on Target: High School at the
Interventionist & Group Level**

Cara Pugliese, Ph.D., Children's National Hospital
Laura Anthony, Ph.D., University of Colorado, School of Medicine
Lauren Kenworthy, Ph.D., Center for Autism Spectrum Disorders, Childrens
National Hospital

**Caregiver Videos for Supporting Executive Functions in Elementary School-age
Children**

Lauren Kenworthy, Ph.D., Center for Autism Spectrum Disorders, Childrens
National Hospital
Katie C. Alexander, OTD, MS, OTR/L, The Occupational Therapy Institute
Allison Ratto, Ph.D., Children's National Hospital
Kristina Hardy, Ph.D., Children's National Hospital
Bruno Anthony, Ph.D., Children's Hospital of Colorado
Meredith W. Gunn, Ph.D., MSW, Innovations Institute, University of Connecticut
School of Social Work
Kaitlyn Decker, M.S., Innovations Institute, University of Connecticut School of
Social Work
Dennard Brown, Jr., B.S., The Institute for Innovation and Implementation,
University of Maryland School of Social Work
Jacob Whiteford, M.S., Innovations Institute, University of Connecticut School of
Social Work
Laura G. Anthony, Ph.D., Children's Hospital of Colorado
Monica A. Werner, LCPC, M.A., Monica Werner Counseling
Jessica V. Smith, B.S., Children's National Hospital
Alyssa Verbalis, Ph.D., Children's National Hospital
Tennyson Dahlman, B.S., University of Colorado Anschutz Medical Campus
Anna C. Armour, M.A., Children's National Hospital
Jessica Holmes, M.S., Ph.D., University of Colorado Anschutz Medical Campus
Lynn Cannon, M.Ed., The Maddux School

**Adaptations and Implementation of Unstuck and on Target in Community
Mental Health Clinics**

Kelsey S. Dickson, Ph.D., San Diego State University
Megan Galligan, Ph.D., San Diego State University
Tana Holt, Ph.D., San Diego State University
Laura Anthony, Ph.D., University of Colorado, School of Medicine
Lauren Kenworthy, Ph.D., Center for Autism Spectrum Disorders, Childrens
National Hospital

Earn 1 continuing education credit

Quinault, Level 5

Symposium 123

Advances and Innovations in Large Scale Youth Mental Health Measurement-based Care

CHAIR:

Emily M. Nishimura, B.A., University of Hawai'i at
Manoa

DISCUSSANT:

Amanda Jensen-Doss, Ph.D., University of Miami

Basic to Moderate level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Evidence-Based Practice, Measurement, Health Care System*

Prediction of Adolescent Psychotherapy Outcomes Using Self- and Caregiver- reported Symptoms Data

Craig Henderson, Ph.D., Sam Houston State University

Amanda Jensen-Doss, Ph.D., University of Miami

Susan Douglas, Ph.D., Vanderbilt University

Maxwell Christensen, M.A., Sam Houston State University

Grace Woodard, B.S., University of Miami

Increasing Hope for Free, Reliable, and Valid Evidence-based Assessment Strategies in Children's Public Mental Health

Andrea C. Ng, B.A., University of Hawai'i at Manoa

Brad J. Nakamura, Ph.D., University of Hawaii at Manoa

Transforming Data to Wisdom: Building a Measurement-based Care Infrastructure Within a Statewide Mental Health System

Puanani J. Hee, Ph.D., Child and Adolescent Mental Health Division, Department of Health, State of Hawai'i

Trina E. Orimoto, Ph.D., University of Hawai'i at Manoa, Child and Adolescent Mental Health Division, Department of Health, State of Hawai'i

David Jackson, Ph.D., Hawaii State Department of Health - Child & Adolescent Mental Health Division

Ashlyn W. W. A. Wong, B.A., University of Hawai'i at Manoa, Child and Adolescent Mental Health Division, Department of Health, State of Hawai'i

Kristy Bowen, M.A., University of Hawai'i at Manoa

Max Sender, B.S., University of Hawai'i at Manoa

Jhansi Gangineni, M.C.A., Department Of Psychology, University of Hawai'i At Manoa, Child And Adolescent Mental Health Division, Department of Health, State of Hawai'i

Derek Vale, B.A., Hawai'i State Department of Health Child And Adolescent Mental Health Division

Brad J. Nakamura, Ph.D., University of Hawaii at Manoa

Kelsie Okamura, Ph.D., The Baker Center for Children and Families

Scott Shimabukuro, Ph.D., ABPP, Hawai'i State Department of Health Child and Adolescent Mental Health Division

Earn 1.5 continuing education credits

Elwha B, Level 5

Symposium 124

From Rigid Rules to Flexible Eating: New and Novel Assessments of Eating Flexibility

CHAIR:

Julia M. Hormes, Ph.D., University at Albany, State University of New York

DISCUSSANT:

Alix Timko, Ph.D., University of Pennsylvania

Basic level of familiarity with the material

Primary Category: Assessment

Key Words: *Assessment, Autism Spectrum Disorders, Eating*

The Buffet Challenge: A Behavioral Assessment of Eating Behavior in Adolescents with an Eating Disorder

Marita Cooper, Ph.D., Children's Hospital of Philadelphia

Connor Mears, B.A., Children's Hospital of Philadelphia

Kerri Heckert, R.D., Children's Hospital of Philadelphia

Natalia Orloff, Ph.D., Children's Hospital of Philadelphia

Rebecka Peebles, M.D., Perelman School of Medicine at the University of Pennsylvania

Alix Timko, Ph.D., University of Pennsylvania

Food Selectivity Inventory: Proof of Concept of a Novel Self-report Measure

Kuschner S. Emily, Ph.D., Children's Hospital of Philadelphia

Colleen Lukens, Ph.D., Children's Hospital of Philadelphia

Shannon Watson, B.S., Children's Hospital of Philadelphia

An Examination of Self-report and Neuropsychological Assessments of Cognitive and Behavioral Inflexibility: The EDFLIX Accounts for the Greatest Variation in Disordered Eating Symptoms

McKenzie Miller, M.A., University at Albany, State University of New York

Alix Timko, Ph.D., University of Pennsylvania

Julia M. Hormes, Ph.D., University at Albany, State University of New York

Psychometric Performance of the Eating Disorder Flexibility Index in U.S.
Nonclinical Student and Clinical Adolescent Samples
Grace Haase, B.A., Children's Hospital of Philadelphia
McKenzie Miller, M.A., University at Albany, State University of New York
Julia M. Hormes, Ph.D., University at Albany, State University of New York
Alix Timko, Ph.D., University of Pennsylvania

8:30 AM – 10:00 AM

Earn 1.5 continuing education credits

Chiwawa (501), Level 5

Symposium 125

Sustainable and Responsive Multi-problem CBT Across Global Contexts

CHAIR:

Laura Murray, Ph.D., Johns Hopkins University School
of Public Health

DISCUSSANT:

Amanda Nguyen, M.A., Ph.D., University of Virginia

Basic to Moderate level of familiarity with the material

Primary Category: Global Mental Health

Key Words: *Global Mental Health, Disaster Mental Health, Vulnerable Populations*

Implementation of a Technology-assisted Train-the-trainer Approach in Lusaka, Zambia: Increasing Local Acceptability, Sustainability, and Scaling of an Evidence-based CBT Treatment

Caleb Figge, Ph.D., Johns Hopkins University School of Public Health

Empowering Women Living with Co-occurring HIV Treatment Non-adherence and Intimate Partner Violence: Decreasing Violence and Increasing Safety with CBT

Kristina Metz, Ph.D., Johns Hopkins University School of Public Health

Empowering Women Living with Co-occurring HIV Treatment Non-adherence and Intimate Partner Violence: Decreasing Violence and Increasing Safety with CBT

Srishti Sardana, Ph.D., Johns Hopkins University

MHPSS Systems Strengthening in the Time of War: Integration of the CETA System of Care Within International Medical Corps' Humanitarian Response in Ukraine

Stephanie Skavenski, M.A., Johns Hopkins University School of Public Health

MHPSS Systems Strengthening in the Time of War: Integration of the CETA System of Care Within International Medical Corps' Humanitarian Response in Ukraine

Anna Garriott, M.S., MSW, Johns Hopkins University School of Public Health

Earn 1.5 continuing education credits

Willipa (512), Level 5

Symposium 127

Equity-focused, Community-engaged, Implementation Minded Intervention Development and Adaptation

CHAIR:

Gabriela A. Nagy, Ph.D., University of Wisconsin-Milwaukee

DISCUSSANT:

Rosa M. Gonzalez-Guarda, M.P.H., Ph.D., RN, Duke University School of Nursing

Basic to Moderate level of familiarity with the material

Primary Category: Culture / Ethnicity / Race

Key Words: *Treatment Development, Culture, Hispanic American/ Latinx*

Levering Human-centered Design & Community-engagement Principles to Inform the Development of an Acculturative Stress Group for Latinx Immigrants/refugees - The Cultivating Resilience Intervention

Gabriela A. Nagy, Ph.D., University of Wisconsin-Milwaukee

Norma Reyes, B.S., University of Wisconsin-Milwaukee

Alma Navarro, B.S., University of Wisconsin-Milwaukee

Stephanie Salcedo Rossitch, Ph.D., Durham VA

Richard Cervantes, Ph.D., Behavioral Assessment Inc.

Rosa M. Gonzalez-Guarda, M.P.H., Ph.D., RN, Duke University School of Nursing

Stakeholder Preferences for Implementation Strategies to Address Barriers to Depression Treatment Among Latinx Teens

Allison M. Stafford, Ph.D., RN, Duke University

Norma Garcia Ortiz, B.S., Duke University School of Nursing

Morgan Proffitt, RN, Duke University School of Nursing

Gabriela A. Nagy, Ph.D., University of Wisconsin-Milwaukee

Hayden Bosworth, PhD, Duke University School of Medicine

Rosa M. Gonzalez-Guarda, M.P.H., Ph.D., RN, Duke University School of Nursing

Adaptation of a Family Strengthening and Mental Health Intervention to Reduce Health Disparities in Latinx Families

Savannah L. Johnson, B.S., M.A., Duke University

Eve S. Puffer, Ph.D., Duke University, Department of Psychology & Neuroscience,

Duke Global Health Institute

Gonzalo Meneses, B.S., Duke University

Maeve Salm, B.S., Duke University

Ella Zanatti Trovarelli, Anticipated B.S., Duke University

Mia Miranda, Anticipated B.S., Duke University

Ashley Alcantar Magana, Anticipated B.S., Duke University

Tanner Mercer, Anticipated B.S., Duke University

Ronit Sethi, Anticipated B.S., Duke University

Susana Munoz-Lara, Anticipated B.S., Duke University

The Coping Together Development Team, Duke University

Gabriela A. Nagy, Ph.D., University of Wisconsin-Milwaukee

Participation in an Online Community-based Mindfulness Program to Reduce Stress in Latina Immigrant Mothers

Diana Parra, B.S., M.P.H., Ph.D., Washington University in St. Louis

Gabriela A. Nagy, Ph.D., University of Wisconsin-Milwaukee

Juliana Munoz, Ph.D.

Nancy Pérez-Flores, MSW, Brown School, Washington University in St. Louis

Karina Marin, MSW

Earn 1.5 continuing education credits

Skagit (603), Level 6

Symposium 128

Pressures from Within: Associations Between Intraminority Gay Community Stress and Mental Health in Sexual Minority Men

CHAIRS:

Jordan C. Alvarez, M.A., Auburn University

Tiffany A. Brown, Ph.D., Auburn University

DISCUSSANT:

John Pachankis, Ph.D., Yale School of Public Health

Basic to Moderate level of familiarity with the material

Primary Category: LGBTQ+

Key Words: *LGBTQ+, Stigma, Mental Health Disparities*

The Association Between Intra Sexual Minority Stress and Psychological Distress in White and BIPOC Sexual Minority Men

Jacqueline Mitzner, B.A., San Diego State University

Isaiah J. Jones, B.A., University of California, Santa Barbara

David B. Rivera, B.A., University of California, Santa Barbara

Arjan Van de Star, Ph.D., San Diego State University

Aaron Blashill, Ph.D., San Diego State University

Associations Between Suicide Risk and Intraminority Stress in Sexual Minority Men

Dominic M. Denning, B.A., University of Massachusetts Amherst

Jordan C. Alvarez, M.A., Auburn University

Tiffany A. Brown, Ph.D., Auburn University

Intra-minority Stress and Borderline Personality Disorder Symptoms Among Sexual Minority Men

Eduardo Hernandez Mozo, San Diego State University

Jaclyn A. Siegel, Ph.D., San Diego State University

Isaiah J. Jones, B.A., University of California, Santa Barbara

David B. Rivera, B.A., University of California, Santa Barbara

Aaron Blashill, Ph.D., San Diego State University

Pressure from Within: Gay Community Stress and Body Dissatisfaction Among Sexual Minority Men

Zachary Soulliard, Ph.D., Miami University

Micah Lattanner, Ph.D., Harvard University

John Pachankis, Ph.D., Yale School of Public Health

Intraminority Stressors Prospectively Predict Muscle Building and Cognitive Restraint in Sexual Minority Men

Tiffany A. Brown, Ph.D., Auburn University

Dominic M. Denning, B.A., University of Massachusetts Amherst

Marley Billman, B.S., Auburn University

Kristin Denmark, Auburn University

Jordan C. Alvarez, M.A., Auburn University

Eli S. Gebhardt, B.S., Auburn University

Earn 1.5 continuing education credits

Skykomish (604), Level 6

Symposium 129

Buffers Against Self-injurious Behaviors in Individuals with Sexual and Gender Minority Identities

CHAIR:

Carolyn M. Pepper, Ph.D., University of Wyoming

DISCUSSANT:

Brian Feinstein, Ph.D., Rosalind Franklin University of Medicine and Science

Basic to Moderate level of familiarity with the material

Primary Category: Suicide and Self-Injury

Key Words: *LGBTQ+*, *Suicide*, *Self-Injury*

Empowerment Moderates Risk for Suicide Among SGM Young Adults

Jennifer J. Muehlenkamp, Ph.D., University of Wisconsin - Eau Claire

Minority Stress, Perceived Burdensomeness, and Non-suicidal Self-injury (NSSI): The Protective Role of Identity Affirmation for Bisexual+ Individuals

Rachael E. Dumas, M.S., University of Wyoming

Lara Glenn, M.S., University of Wyoming

Daniela A. Branson, M.S., University of Wyoming

Carolyn M. Pepper, Ph.D., University of Wyoming

Protective Factors for Suicide Attempts in Adults with Minoritized Racial and Sexual Orientation Identities

Shelia S. Hernandez, B.S., Western Kentucky University

Caitlin P. Gregory, B.S., Western Kentucky University

Jenessa Canen, B.S., Western Kentucky University

Amy M. Brausch, Ph.D., Western Kentucky University

Gender Acceptance and Congruence as Protective Factors for Non-suicidal Self-injury Among Transgender and Gender Diverse Adults

Ana Rabasco, Ph.D., Brown University

Joshua DeSon, M.A., Fordham University

Peggy Andover, Ph.D., Fordham University

Changes in Proximal Minority Stressors and Resilience Among Sexual and Gender Minority Youth and Young Adults at Risk for Repeat Suicide Attempts Enrolled in a Patient Navigation Intervention

Alyson Randall, B.A., San Diego State University/UC San Diego Joint Doctoral Program in Clinical Psychology

Jacqueline Mitzner, B.A., San Diego State University

Arjan Van de Star, Ph.D., San Diego State University

Robin weersing, Ph.D., San Diego State University

Jerel P. Calzo, M.P.H., Ph.D., San Diego State University

Kristen Wells, Ph.D., San Diego State University

Aaron Blashill, Ph.D., San Diego State University

Earn 1.5 continuing education credits

Snohomish (605), Level 6

Symposium 130

Bright Horizons of CBT: Positive Emotion Treatments for Anxiety and Depressive Disorders

CHAIR:

Lucas S. LaFreniere, Ph.D., Skidmore College

DISCUSSANT:

Colleen S. Conley, Ph.D., Loyola University Chicago

Basic to Moderate level of familiarity with the material

Primary Category: Treatment - Other

Key Words: *Treatment, Psychotherapy Outcome, Randomized Controlled Trial*

Benefits of Savoring Practices for Generalized Anxiety Disorder: Outcomes and Mechanisms of the Skilljoy Intervention in a Randomized Controlled Trial

Lucas S. LaFreniere, Ph.D., Skidmore College

Michelle G. Newman, Ph.D., Pennsylvania State University

Savoring Positive Emotions Reduces Pre-existing Worry in Generalized Anxiety Disorder: An Interventional Experiment

Felicia Rosen, B.A., The Child Mind Institute

Lucas S. LaFreniere, Ph.D., Skidmore College

Breaking Bad: Efficacy and Mechanisms of Positive Affect Treatment for Reward Hyposensitivity

Alicia Esperanza Meuret, Ph.D., Southern Methodist University

Michelle G. Craske, Ph.D., University of California Los Angeles

Thomas Ritz, Ph.D., Southern Methodist University

David Rosenfield, Ph.D., Southern Methodist University

Amplifying Positivity to Combat Social Disconnection: A Cognitive and Behavioral Experimental Therapeutics Trial in Anxiety and Depression

Charles Taylor, Ph.D., University of California, San Diego

Earn 1 continuing education credit

Clallum (701), Level 7

Symposium 131

The Implications of Minority Stress on Romantic Relationships Among Sexual and Gender Minority Individuals

CHAIRS:

Melissa V. Gates, M.S., Binghamton University
Shelby B. Scott, Ph.D., The University of Texas at San Antonio

DISCUSSANT:

Michael Newcomb, Ph.D., Northwestern University

Basic to Moderate level of familiarity with the material

Primary Category: Couples / Close Relationships

Key Words: *Couples / Close Relationships, LGBTQ+, Intimate Partner Aggression*

Explicating the Direct and Indirect Effects of Distal and Proximal Minority Stressors and Physical Violence Perpetration Among Same-gender and Different-gender Lesbian, Gay, and Bisexual Couples

Melissa V. Gates, M.S., The State University of New York at Binghamton
Richard Mattson, Ph.D., The State University of New York at Binghamton
Sarah Young, Ph.D., The State University of New York at Binghamton
Sean Massey, Ph.D., The State University of New York at Binghamton
Christina Balderrama-Durbin, Ph.D., The State University of New York at Binghamton

Gender Minority Stress, Partner Affirmation, and Intimate Partner Violence Victimization Among Transgender and Nonbinary Intimate Relationships

Shelby B. Scott, Ph.D., University of Texas at San Antonio
Lex Pulice-Farrow, M.A., University of Tennessee, Knoxville
Quyen A. Do, Other, University of Texas at San Antonio
Kimberly Balsam, PhD, University of Palo Alto

Interpersonal Moderators of the Minority Stress-hiv Risk Association in Male Couples

Madison S. Smith, M.S., Ph.D., Northwestern University

Elissa L. Sarno, Ph.D., Northwestern University Feinberg School of Medicine

Cole Price, B.S., Northwestern University

Afiya Sajwani, B.A., Northwestern University

Brian Mustanski, Ph.D., Northwestern University

Michael Newcomb, Ph.D., Northwestern University

Exploring Effects of Minority Stress, Identity, and Coping on Psychological and Relationship Functioning Among Partnered Plurisexual Women

Alexandra D. Long, M.A., American University

Emily Bazin, HS, American University

Ella S. Sudit, B.A., American University

Deirdre Salinsky, B.S., American University

Internalized Stigma, Negative Affect, and Intimate Partner Violence Perpetration Among Sexual Minority Couples

Timothy Sullivan, M.A., Stony Brook University

Daniel O'Leary, Ph.D., Stony Brook University

Earn 1 continuing education credit

Clearwater (702), Level 7

Symposium 138

Teaching Spiritual Competencies in Mental Health Graduate Education

CHAIRS:

Joseph Currier, Ph.D., University of South Alabama
Michelle Pearce, Ph.D., University of Maryland,
Baltimore

DISCUSSANT:

Serena Wong, Ph.D., St. Joseph's Health Care London |
Western University

All level of familiarity with the material

Primary Category: Workforce Development / Training / Supervision

Key Words: *Competence, Education and Training, Spirituality and Religion*

Teaching Spiritual Competencies in Mental Health Graduate Education:

Introduction to Symposium

Joseph Currier, Ph.D., University of South Alabama

Spiritual Competency Training in Graduate School: A Multi-site Study

Michelle Pearce, Ph.D., University of Maryland, Baltimore

Kenneth Pargament, Ph.D., Bowling Green State University

Sarah G. Salcone, M.S., University of South Alabama

Hannah Hinkel, M.S., University of South Alabama

**Providing Instruction of Student Clinical Spiritual Competency Within a PCSAS
Clinical Science Program**

Edward Selby, Ph.D., Rutgers University

**Religious and Spirituality Competency in Graduate Training: tales from the
Classroom**

Gina M. Magyar-Russell, Ph.D., Loyola University Maryland

Earn 1.5 continuing education credits

Nooksack (602), Level 6

Panel Discussion 31

Joy as Resistance, Joy as Resilience: Strategies for Thriving as Transgender and Gender Diverse Professionals

MODERATOR:

Emory Marino, Psy.D., Corporal Michael J Crescenzo VA Medical Center

PANELISTS:

M V. Pease, B.S., University of Maryland, College Park

Lee Robertson, B.A., Florida State University

Thomas E. Schlechter, B.A., Colorado State University

Elizabeth N. Savarese, M.S., Boston VA Healthcare System

Jo Berg, Ph.D., Evidence Based Treatment Centers of Seattle

Halleh Hashtpari, Ph.D., VA Pacific Islands Healthcare System

Primary Category: LGBTQ+

Key Words: *LGBTQ+, Resilience, Professional Issues*

Transgender and gender diverse (TGD) individuals enrich clinical, academic, and communal spaces with expansive understandings of gender, relationship, and identity. At the same time, existing as a TGD person in such spaces can be taxing. TGD professionals and trainees navigate work within a context of societal rhetoric, structures, and legislation that label us as deceitful, dangerous, or confused, and that seek to limit our expression and existence (James et al., 2016; Tebbe et al., 2021). This experience of minority stress is related to, yet distinct from, that of sexual minorities (Hendricks & Testa, 2012). Transgender minority stress places TGD professionals at greater risk for burnout, and discourages trainees from entering or staying within the field (e.g. Goldberg et al., 2019). In the midst of these challenges, we uplift what our communities have long known about the role

of trans joy – that positive experiences of support, belonging, and affirmation can bolster our resilience and create new paths forward.

This panel brings together a diverse group of TGD researchers, supervisors, clinicians, and trainees to explore strategies for combatting the stigma, stress, and systemic barriers we face within our field. We will ask panelists to consider how we can cultivate joy as TGD people in a variety of ways including community-building, advocacy, mentorship, and allyship. The panel will approach these questions through the lenses of both lived experience and research, and will structure the discussion using components of Matsuno and Israel's (2018) Transgender Resilience Intervention model (TRIM): social support, community belonging, participating in activism, having role models, and being a role model. The panel will also include recommendations regarding effective allyship and strategies for materially supporting TGD colleagues, supervisees, and mentees. We will conclude by soliciting questions from the audience to facilitate a collaborative community atmosphere.

8:30 a.m. – 10:00 a.m.

Earn 1.5 continuing education credits

Sol Duc (708), Level 7

Panel Discussion 32

Innovative Intervention and Implementation Science to Promote Mental Health Equity for Stigmatized Youth

SUNDAY

MODERATOR:

Lisa Saldana, Ph.D., Chestnut Health Systems

PANELISTS:

Maggi Price, Ph.D., Boston College

Miya Barnett, Ph.D., University of California Santa
Barbara

Jessica Schleider, Ph.D., Stony Brook University

Marisa Marraccini, Ph.D., University of North Carolina
at Chapel Hill

Isha W. Metzger, Ph.D., Other, Georgia State University

Anna Lau, Ph.D., University of California Los Angeles

Primary Category: Dissemination & Implementation Science

Key Words: *Clinical Trial, Culture, Community-Based*

Our field has recently begun to recognize the severity of inequities in mental health and mental health care (e.g., access, effectiveness) - which is particularly pronounced for stigmatized youth (i.e., youth with one or more stigmatized identities; e.g., Black youth, transgender youth). Research indicates that multilevel processes, such as institutional barriers to care and provider discrimination, produce and maintain these inequities. It is thus critical to develop and implement interventions to support stigmatized youth using innovative methods that overcome these multilevel barriers. The goal of this panel is to provide a forum for discussing cutting-edge methods in mental health equity intervention research to inspire intervention scientists and community partners and spark novel ideas and collaborations.

Panelists will:

- Share examples of intervention development, testing, and implementation studies aimed at promoting health equity for stigmatized youth. Examples of specific groups example interventions support include Latinx youth, Black youth, foster care youth, transgender youth, and LGBTQ youth.
- Provide examples of novel and effective intervention modalities (e.g., digital single-session interventions), intervention providers (e.g., community health workers, school staff), and implementation strategies (e.g., coaching, digital training).
- Discuss difficulties they encountered (e.g., financing, sustainability) and how they overcame them.
- Detail the community partnerships they established in their intervention and implementation research. Examples include city government, child welfare systems, pediatric primary care, community health centers, mental health clinics, schools, and social media companies.

Consistent with the 2023 ABCT Convention theme, this panel focuses on increasing inclusivity for stigmatized youth in mental health care by overcoming large-scale challenges. The panel discussion will highlight the use of digital technologies to increase evidence-based care access for youth who face significant barriers and injustice.

Earn 1.5 continuing education credits

Columbia C, Level 3

Mini Workshop 1

Ninety (90) Minutes of Stuff to Steal and Use to Introduce ERP Therapy to Your Patients: A Guide for Graduates and New Therapists

Patrick B. MCGrath, Ph.D., NOCD

Basic to Moderate level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *Exposure, Behavioral Medicine, Treatment Development*

So, you are new to therapy, or you are just getting out of graduate school, or you want a refresh. This talk is designed for you to 1. Steal all sorts of examples and diagrams and drawings that you can use to explain treatment to your patients, 2. Recognize and challenge safety seeking behaviors, and 3. Explain CBT and ERP to anyone in a way that will excite them to do treatment. Only an Irish person can tell you to go to Hell and make you look forward to the journey, and only a great therapist can motivate you to do the things that you ultimately fear with a smile on your face. Have trouble motivating people to face their fears? Attend this talk. Subtle Safety Seeking Behaviors playing a role in your patients not getting better? Attend this talk. Want to learn how to apply some fun and humor into therapy in a way that motivates your patients? Then do not attend this talk... just kidding, totally attend this talk. Last year, the room filled up early and people were sitting on the floor, so if you like chairs, arrive early for this talk. But in all seriousness, if you want to work on your skills at presenting CBT and ERP to your patients, and do it in a way that is motivating, learn from my triumphs and mistakes, and join me for 90 minutes of fun learning.

Outline:

- Overview of why we use evidence-based treatments.

- Descriptions of CBT and ERP models that are easily explained to your anxious patients.
- An introductory speech that you can use to introduce CBT and ERP to anxious patients.
- A review of Safety Seeking Behaviors and Treatment Interfering Behaviors.
- A guide to trouble shooting when CBT and ERP do not seem to be working as well as expected.

At the end of this session, the learner will be able to:

- Apply basic theory behind ERP to actual, real-world cases.
- Discuss how ERP works and why it may not so that they will not make the same mistakes that seasoned professionals made when they were first starting out using ERP.
- Introduce ERP to their patients so that their patients will actually look forward to doing ERP.
- Long Term Goal: Interns, new graduates, and newly licensed therapists will take away information that will better prepare them to introduce CBT and ERP to their new patients and students. Instead of textbook models and examples, real life examples will be provided to show how this can actually work.
- Long Term Goal: The diagrams and themes of this talk will become a part of your everyday didactic training when introducing CBT and ERP to your patients and in your introductory therapy classes and practicum experiences.

Recommended Readings: McGrath, P.B. (2007). *The OCD answer book : Professional answers to more than 250 top questions about obsessive-compulsive disorder.* Naperville, IL.: Sourcebooks.Burns, D. D. (1999). *The feeling good handbook (Rev. ed.).* New York, N.Y.: Plume.Abramowitz, J, Deacon, B. J., & Whiteside, S. P. H., (2012) *Exposure Therapy for Anxiety: Principles and Practice.* New York, NY.: Guilford.

Earn 1.5 continuing education credits

Columbia D, Level 3

Mini Workshop 21

Caregiver Accommodation in Pediatric OCD: Why It Happens and How to Intervene When It Does

Katherine Durham, Ph.D., Columbia University/New York State
Psychiatric Institute

Paula K. Yanes-Lukin, Ph.D., Columbia University/New York State
Psychiatric Institute

Moderate to Advanced level of familiarity with the material

Primary Category: Parenting / Families

Key Words: *OCD (Obsessive Compulsive Disorder), Parenting, Anxiety*

Parental and caretaker accommodation in pediatric Obsessive Compulsive Disorder (OCD) is common. It is also known to contribute to greater symptomatology and complicate treatment. While interventions such as SPACE and exposure and response prevention (ERP) focus on specific techniques to target parental and caretaker accommodations, there is less available explicit guidance on its specific functions, causes, and maintaining factors. While arguably not directly necessary for treatment, a deeper understanding of the various functions and processes involved in this type of accommodation may afford greater clinical improvement. Through direct validation of caregivers and targeting of the drives for parental action tendencies, clinicians may be better equipped to facilitate reductions in accommodation behaviors and/or the generation of more effective response substitutions.

Outline:

- Define *accommodation*
 - Discuss family and caregiver accommodation
 - Discuss relationship of accommodation to OCD severity and child functioning

- Discuss reasons for accommodation
 - Initial causes
 - Lack of awareness
 - “Normal” responses to child’s anxiety
 - Desire to nurture and protect
 - Difficult distinction between accommodation and meeting needs
 - Modeled behavior from previous generations
 - Maintaining factors
 - Negative reinforcement
 - Short term gain despite long-term consequences
 - Limited caregiver/child distress tolerance (DT)
 - Limited caregiver/child emotion regulation (ER)
 - Interactions between caregiver and child DT and ER
 - Enmeshment
- Specific caregiver needs targeted by accommodation
 - Caregiver’s need to fix or eliminate
 - “Prevent” worsening/more severe symptoms (e.g., self-injury, suicidality)
 - Relieve caregiver guilt
 - Need to feel needed/useful
 - Need to feel attached/connected to one another
- **How to support caregivers → decrease OCD accommodation:**
 - Validation
 - Specifically, validate the function (to provide love in the best way they know how)
 - Also, validate the emotions (difficult to see your child distressed or dysregulated)
 - Build insight and provide psychoeducation
 - Explaining how accommodation relates to OCD
 - Exploring accommodation specific to family
 - Address each need and offer alternatives
 - Need to fix:
 - ⇒ Problem-solving creates feeling of control
 - Prevent worsening/more severe symptoms:
 - ⇒ Psychoeducation on these thoughts and behaviors as attempt to (poorly) problem solve
 - ⇒ Discuss importance of experiencing distress and joining with the child instead of eliminating it immediately
 - Relieve guilt:
 - ⇒ Describe acting from love vs. guilt/fear
 - Need to feel useful:
 - ⇒ Find other helpful ways to alleviate child’s needs
 - Need to feel attached/connected:

⇒ Look for other ways to connect and express love/affection appropriately

At the end of this session, the learner will be able to:

- Identify various factors contributing to the development of parental and caregiver accommodation among families receiving treatment for pediatric OCD.
- Use techniques such as validation, values work, and affect attunement, participants will learn to work with parents and caretakers to increase insight and cultivate ability to engage in mindful caretaking.
- Increase relevance and deepen understanding of concepts, participants will provide examples of the functions contributing to and maintaining patterns of parental/caregiver accommodation in the families with whom they work.
- Long-term goal: Clinicians will be able to empathize with caregivers' need to provide accommodation and understand its various functions.
- Long-term goal: Clinicians will learn to validate caregivers and target accommodations directly to provide practical and effective solutions.

Recommended Readings: Wu, M.S., McGuire, J.F., Martino, C., Phares, V., Selles, R.R., & Storch, E.A. (2016). A meta-analysis of family accommodation and OCD symptom severity. *Clinical Psychology Review*, 45, 34-44. <https://doi.org/10.1016/j.cpr.2016.03.003>.
Murphy, Y.E. & Flessner, C.A. (2015). Family functioning in paediatric obsessive compulsive and related disorders. *British Journal Clinical Psychology*, 54, 414-434. <https://doi.org/10.1111/bjc.12088>
Kagan, E. R., Frank, H. E., & Kendall, P. C. (2017). Accommodation in youth with OCD and anxiety. *Clinical Psychology: Science and Practice*, 24(1), 78-98. <https://doi.org/10.1111/cpsp.12186>

Earn 1.5 continuing education credits

Hoh (601), Level 6

Clinical Round Table 17

Real World Implementation of a Virtual Intensive Outpatient Treatment Program for Individuals with PTSD

MODERATOR:

David Rozek, ABPP, Ph.D., University of Central Florida

PANELISTS:

Laura Meyers, ABPP, Ph.D., US Department of Veterans Affairs

Katherine A. Dahm, Ph.D., US Department of Veterans Affairs

Mimi Zhao, Ph.D., US Department of Veterans Affairs

Primary Category: Trauma and Stressor Related Disorders and Disasters

Key Words: PTSD (Posttraumatic Stress Disorder), Telehealth/m-health, Treatment/Program Design

Several paradigm shifts have occurred within the mental health intervention world including for the treatment of posttraumatic stress disorder (PTSD). The disruption COVID-19 had on the delivery of psychotherapy has led to an increase of telehealth infrastructure and availability of services, which has reduced some common barrier to treatment. Additionally, PTSD treatment modalities have shifted with studies showing that intensive (i.e., > 2 sessions per week) treatment programs are as effective and have lower dropout rates compared to traditional evidence-based treatment delivery. Many of these changes have reduced barriers and improved the lives of patients who have been impacted by PTSD. However, few people have discussed the pragmatic application of combining these paradigm shifts of using telehealth or virtual-based treatment with an intensive treatment program to expand access to care. The current panelists will discuss the implementation of three evidence-based treatments for PTSD including prolonged exposure (PE), cognitive processing therapy (CPT), and the combined treatments of dialectical behavioral therapy (DBT) and prolonged exposure (DBT-PE) that have been provided virtually statewide through the Orlando Veterans Affairs Medical Center. Initial discussions will focus on the development of the program including logistics of starting a program, staffing, referrals, equipment needs, and troubleshooting the structure of the programs across treatment modalities. Second, we will focus on barriers that occur with patients who are referred to the treatment program and potential predictors of dropout of the treatment

program. Third, lessons learned and future directions for the use of virtual intensive treatment programs for PTSD will be discussed. The panel will include the program manager, clinicians actively seeing patients within these programs, and a researcher focused on program improvement and implementation science. The discussion will focus on bringing a virtual intensive outpatient program to life, understand potential challenges that could occur, and future directions for virtual-based treatment programs. These programs have the potential to greatly improve the joy and quality of life of patients worldwide.

Sunday, 9:00 a.m. – 10:00 a.m.

Earn 1 continuing education credit

Columbia A, Level 3

Invited Address 4

“Are You Sure You Want to Be Well?": On Healing and the Practice of Joy

Wilson K. Okello, Ph.D., Penn State University

Primary Category: Multicultural Psychology

Key Words: *Cognitive Schemas / Beliefs, Mindfulness, Race*

Questions of life and living, joy, and thriving beg more of educators and researchers who think and theorize about power, privilege, and oppression. This session confronts living in and against norms that contend for holistic wellness. It will offer recommendations for cultivating habits and creating environments that afford opportunities to affirm affective capacities, specifically, joy as a present and persistent way of being.

Outline:

- Narrative opening that complicates understandings of joy
- Brief review of literature relevant to the discussion
- Explore the potentialities of joy in our work and living
- Praxis: Collective reflection on how attendees can cultivate joy
- Takeaways: Setting the conditions for joy
- Q/A

At the end of this session, the learner will be able to:

- Complicate the notion of joy in their lives and work.
- Examine the institutions, social pressures, and expectations that structure work and living.

- Discuss tools to set the conditions for joy.
- Long-term Goal: Joy is a matter of interiority. Joy is something we do and have the power to generate in ourselves. Like all skills, we can better attune to joy with practice.

Recommended Readings: Jacobs, H. (1987). *Incidents in the life of a slave girl: Written by herself*. Harvard University Press. Menakem, R. (2021). *My grandmother's hands: Racialized trauma and the pathway to mending our hearts and bodies*. Penguin Books Limited. Okello, W.K. (forthcoming). *Unspeakable joy: Higher education, loopholes of retreat, and the practice of Black joy*.

Earn 1.5 continuing education credits

Chelan (401), Level 4

Symposium 132

Exploring ‘Atypical’: Understanding the Role of Othering in the Diagnosis of Atypical Anorexia Nervosa

CHAIRS:

Lauren Davis, B.A., Rutgers, The State University of
New Jersey

Valerie Wong, B.S., Rutgers, The State University of
New Jersey

DISCUSSANT:

Rebecka Peebles, M.D., Perelman School of Medicine at
the University of Pennsylvania

Basic to Moderate level of familiarity with the material

Primary Category: Eating Disorders

Key Words: *Diagnosis, Body Image, Anorexia*

Youth and Family Identified Precipitants of Weight Loss: Anorexia Nervosa vs Atypical Anorexia Nervosa

Grace Haase, B.A., Children’s Hospital of Philadelphia

Sophie Haase, B.A., Children’s Hospital of Philadelphia

Marita Cooper, Ph.D., Children’s Hospital of Philadelphia

Anna Bagley, Student, Children’s Hospital of Philadelphia

Laurel Weaver, M.D., Ph.D., University of Pennsylvania

Rebecka Peebles, M.D., Perelman School of Medicine at the University of Pennsylvania

Understanding Atypical Anorexia Nervosa: Demographic Characteristics and Clinical Severity of a Treatment Seeking Sample

Lauren Davis, B.A., Rutgers, The State University of New Jersey

Valerie Wong, B.S., Rutgers, The State University of New Jersey

Edward Selby, Ph.D., Rutgers, The State University of New Jersey

Is There a Basis for a Weight Cut-off Point? A Large-scale Investigation of Atypical Anorexia and Anorexia Nervosa Subtypes in a Residential Treatment Sample

Valerie Wong, B.S., Rutgers, The State University of New Jersey

Lauren Davis, B.A., Rutgers, The State University of New Jersey

Edward Selby, Ph.D., Rutgers, The State University of New Jersey

Michael Lowe, Ph.D., Drexel University

I Just Wanted the Same Treatment as Everybody Else: Patients with Atypical Anorexia Reflect on Their Experiences in Higher Levels of Care

Erin N. Harrop, Ph.D., LICSW, University of Denver

Hannah Norling, M.A., University of Denver

Earn 1 continuing education credit

Chiliwack (402), Level 4

Symposium 133

Using Wearable Sensors and Smartphone Apps to Personalize Treatment: Promising Advances and Open Questions for Clinical Application

CHAIR:

Jessica M. Lipschitz, Ph.D., Brigham and Women's Hospital / Harvard Medical School

DISCUSSANT:

John Torous, M.D., Beth Israel Deaconess Medical Center

Moderate level of familiarity with the material

Primary Category: Technology

Key Words: *Technology / Mobile Health*

Passively Sensed Smartphone Data Predicts Depression and Generalized Anxiety Symptom Severity

Caitlin A. Stamatis, Ph.D., Northwestern University Feinberg School of Medicine

Jonah Meyerhoff, Ph.D., Northwestern University

Yixuan Meng, B.S., University of Pennsylvania

Zhi Chong Chris Lin, B.S., University of Pennsylvania

Young Min Cho, M.S., Positive Psychology Center, University of Pennsylvania

Tony Liu, M.S., University of Pennsylvania

Chris Karr, M.A., Audacious Software

Tingting Liu, Ph.D., Technology & Translational Research Unit, National Institute on Drug Abuse (NIDA IRP), National Institutes of Health (NIH)

Lyle Ungar, Ph.D., University of Pennsylvania

David Mohr, Ph.D., Northwestern University

Mood Episode Prediction in Patients with Bipolar Disorder Using Passively Collected Data from a Commercially-available Smartwatch

Jessica M. Lipschitz, Ph.D., Brigham and Women's Hospital / Harvard Medical School

Sidian Lin, B.A., Harvard Kennedy School

Soroush Saghafian, Ph.D., Harvard Kennedy School

Katherine Burdick, Ph.D., Brigham and Women's Hospital/Harvard Medical School

Sleep and Circadian Rhythm Disturbances as Proximal Risk Factors for Suicidal Thoughts and Behaviors: Results from a Real-time Monitoring Study of Adults and Adolescents

Kelly Zuromski, Ph.D., Harvard University

Alexander Millner, Ph.D., Harvard University

Rebecca Fortgang, Ph.D., Harvard University

Kate H. Bentley, Ph.D., Massachusetts General Hospital

Adam Bear, Ph.D., Harvard University

Dylan DeMarco, B.A., Department of Psychology, Harvard University

Ralph Buonopane, Ph.D., Franciscan Children

Evan Kleiman, Ph.D., Rutgers University

Matthew K. Nock, Ph.D., Harvard University

Earn 1.5 continuing education credits

Cispus (403), Level 4

Symposium 134

“We’re All in This Together”: How to Best Employ Community Engaged Research in Complex Behavioral Medicine Settings

CHAIRS:

Elliott R. Weinstein, M.P.H., M.S., University of Miami
Rachelle Reid, M.S., University of Miami

All level of familiarity with the material

Primary Category: Health Psychology / Behavioral Medicine - Adult

Key Words: *Community-Based, Behavioral Medicine, Community-Identified Problems*

Harnessing the Power of Community Advisory Boards for HIV Prevention: Lessons Learned from a South Florida Based CAB

Elliott R. Weinstein, M.P.H., M.S., University of Miami

Daniel Hernandez Altamirano, B.S., University of Miami

Lorenzo Pla Serrano, B.S., University of Miami

Edward Marti Kring, MPA, Miami Dade County Commissioners Office

Audrey Harkness, Ph.D., University of Miami

Evaluation of an Academic-community Partnership for Adapting a Diabetes Prevention Lifestyle Intervention to Meet the Needs of Hispanic/Latine Communities

Brynn L. Meulenberg, B.A., University of Utah
Sara Carbajal-Salisbury, B.S., Alliance Community Services
Jeannette Villalta, CHW, Alliance Community Services
Marco Guzman, CAB Member, Alliance Community Services
Marcela Flores, CAB Member, Alliance Community Services
Nelamaria Flores, CAB Member, Alliance Community Services
Virginia Fuentes, CAB Member, Alliance community services
Maria Hernandez, CAB Member, Alliance Community Services
Diana Parry-Alba, CAB Member, Alliance Community Services
Carmen Rodriguez, CAB Member, Alliance Community Services
Yolanda Rodriguez, CAB Member, Alliance Community Services
Maria Zavala, CAB Member, Alliance Community Services
Veronica Selene Zavala, CAB Member, Alliance Community Services
Anu Asnaani, Ph.D., University of Utah
Ana C. Sanchez-Birkhead, Ph.D., University of Utah
Katie J.W. Baucom, Ph.D., University of Utah

Best Practices of Community-based Participatory Online Survey Research Among Transgender Women with Alcohol Problems

Arryn A. Guy, Ph.D., Brown University School of Public Health
Paul Goulet, Health Care Consultant, Community Engaged Research Council-
(CCERC) Prov/Boston CFAR
Carla Ibarra, B.A., University of Southern California
Ellie Gaustria, AA, Brown University School of public Health
Jesus "Yarimah" Iniguez, Brown University School of Public Health
Daniela Hernandez, Brown University School of Public Health
Jennifer Rodriguez, Brown University School of Public Health
Olly Richards, B.S., Brown University School of Public Health
Bethany Gen, B.A., Lifespan

Status Neutral Psycho-behavioral Capacity Building in Low-threshold Settings for People Who Use Drugs in Boston

Abigail W. Batchelder, M.P.H., Ph.D., Harvard Medical School/Massachusetts
General Hospital
Hyo Shin, MPH, Massachusetts General Hospital
Oscar Mairena, MPP, Chan School of Public Health, Harvard University
Jacob Herrera, B.A., Victory Program, Inc.
Matthew C. Sullivan, Ph.D., Massachusetts General Hospital
Jacklyn D. Foley, Ph.D., Massachusetts General Hospital
Chris Chiu, M.A., UM Boston & Massachusetts General Hospital
Meg Von Lossnitzer, M.A., Victory Programs, Inc.

**Fostering Collaborative Relationships and Processes in the Five Point Initiative:
A Community-based Bundled Implementation Strategy for HIV Prevention**

Rachelle Reid, M.S., University of Miami

Roxana Bolden, University of Miami

Sherkila Shaw, University of Miami

Kalenthia Nunnally, University of Miami

George Gibson, University of Miami

Maria Fernanda Silva, B.S., University of Miami

Naysha Shahid, B.S., University of Miami

Mya Wright, B.A., University of Miami

Sannisha Dale, Ph.D., University of Miami

Earn 1.5 continuing education credits

Entiat (404), Level 4

Symposium 135

Cognitive and Affective Mechanisms of Positive Emotions as Protective Factors Against Emotional Disorders: Insights for New Therapeutic Targets

CHAIR:

Ivan Blanco, Ph.D., Complutense University of Madrid

DISCUSSANT:

Rosa M. Baños, Ph.D., Polibienestar Research Institute, University of Valencia; Department of Personality, Evaluation and Psychological Treatment, Faculty of Psychology, University of Valencia; CIBEROBn Physiopathology of Obesity and Nutrition, Instituto de Salud Carlos III, Madrid, Spain

Moderate level of familiarity with the material

Primary Category: Cognitive Science/ Cognitive Processes

Key Words: *Cognitive Biases / Distortions, Emotion Regulation, Resilience*

Examining Inflexibility in Social Interpretations and Impression Formation: The Risk and Resilience in Individuals with Subclinical Depression

Wisteria Deng, M.S., Yale University

Yutong Zhu, B.S., Yale University

Tyrone Cannon, Ph.D., Yale University

Jutta Joormann, Ph.D., Yale University

The Role of Positive Interpretations and Positive Rumination on Predicting Well-being: A Longitudinal Study

Ivan Blanco, Ph.D., Complutense University of Madrid

Andrea Moya, B.S., Cardenal Cisneros University Centre

Alvaro Sanchez-Lopez, Ph.D., Complutense University of Madrid

Looking on the Bright Side: Daily Emotions Link Positive Interpretation Bias with Resilience for Depression in Early Adolescence

Bronwen Grocott, M.A., The University of British Columbia

Ashley Battaglini, M.A., The University of British Columbia

Ellen Jopling, M.A., The University of British Columbia

Alison Tracy, M.A., The University of British Columbia

Katerina Rnic, Ph.D., The University of British Columbia

Alvaro Sanchez-Lopez, Ph.D., Complutense University of Madrid

Joelle LeMoult, Ph.D., The University of British Columbia

A Study on the Ecological Interplay Among Positive Interpretations and Positive Affect and Its Regulation During Daily Life Functioning

Alvaro Sanchez-Lopez, Ph.D., Complutense University of Madrid

Teresa Boemo, M.A., Complutense University of Madrid

Oscar Martin-Garcia, M.A., Complutense University of Madrid

Ana Mar Pacheco-Romero, M.A., Complutense University of Madrid

Ivan Blanco, Ph.D., Complutense University of Madrid

Enhancing Well-being and Reducing Depressive Symptomatology Through Savoring Positive Autobiographical Memories: A Cross-sectional Study and Interventional Approach

Maria Folgado-Alufre, Other, University of Valencia

Marta Miragall, Ph.D., Department of Personality, Evaluation and Psychological Treatment, Faculty of Psychology, University of Valencia; CIBEROBn Physiopathology of Obesity and Nutrition, Instituto de Salud Carlos III, Madrid, Spain

Maitena Pierantonelli, Ph.D. Candidate, Polibienestar Research Institute, University of Valencia, Spain; Department of Personality, Evaluation and Psychological Treatment, University of Valencia, Spain

Desirée Colombo, Ph.D., Department of Basic Psychology, Clinic and Psychobiology, Universitat Jaume I, Spain.

Rocío Herrero, Ph.D., Department of Psychology and Sociology, Faculty of Humanities and Educational Sciences, University of Zaragoza, Spain; CIBER of Physiopathology of Obesity and Nutrition (CIBEROBN), Instituto Carlos III, Madrid, Spain.

Rosa Banos, Ph.D., Department of Personality, Evaluation and Psychological Treatment, University of Valencia, Spain; CIBER of Physiopathology of Obesity and Nutrition (CIBEROBN), Instituto Carlos III, Madrid, Spain.

Earn 1.5 continuing education credits

Kachess (405), Level 4

Symposium 136

Suicide Prevention as a Platform for Social Connection: Innovations in the Stanley & Brown Safety Planning Intervention

CHAIR:

Dev Crasta, Ph.D., Center of Excellence for Suicide Prevention, VA Finger Lakes Healthcare System

DISCUSSANT:

Kelly L. Green, Ph.D., Perelman School of Medicine at the University of Pennsylvania

Basic level of familiarity with the material

Primary Category: Suicide and Self-Injury

Key Words: *Suicide, Social Relationships, Veterans*

Quality over Completeness: Higher Quality Safety Plans Predict a Decrease in Suicide Attempts Among Psychiatrically Hospitalized Military Veterans

Jaclyn C. Kearns, Ph.D., National Center for PTSD

Dev Crasta, Ph.D., Center of Excellence for Suicide Prevention, VA Finger Lakes Healthcare System

Elizabeth Spitzer, Ph.D., VA Rocky Mountain Mental Illness Research, Education and Clinical Center

Jonathan Green, Ph.D., Evergreen Behavioral Health and Consulting

Terence Keane, Ph.D., VA Boston Healthcare System

Brian Marx, Ph.D., National Center for PTSD

Peter Britton, Ph.D., Center of Excellence for Suicide Prevention, VA Finger Lakes Healthcare System

Developing a Peer Specialist Delivered Tool to Enhance Suicide Safety Planning for Veterans with Serious Mental Illness: The Role of Stakeholders

Samantha A. Chalker, Ph.D., VA San Diego Healthcare System/University of California, San Diego

Colin A. Depp, Ph.D., VA San Diego Healthcare System

Matthew Chinman, Ph.D., VA Pittsburgh Healthcare System

Elizabeth W. Twamley, Ph.D., VA San Diego Healthcare System

Samantha Hurst, Ph.D., University of California, San Diego

Shahrokh Golshan, Ph.D., VA San Diego Healthcare System

Marianne Goodman, M.D., Icahn School of Medicine at Mount Sinai

Feasibility of Peer-delivered Suicide Safety Planning in the Emergency Department: Results from a Pilot Trial

Angie D. Waliski, Ph.D., Central Arkansas Veterans Healthcare System

Mike Wilson, M.D., University of Arkansas for Medical Sciences

Ron Thompson, Ph.D., University of Arkansas for Medical Sciences

RCT of Project Life Force: A telehealth Group + Skills Adaptation of Safety Planning

Marianne Goodman, M.D., Icahn School of Medicine at Mount Sinai

Greg Brown, Ph.D., University of Pennsylvania

Shari Jager-Hyman, Ph.D., University of Pennsylvania

Michael Thase, M.D., University of Pennsylvania, Perelman School of Medicine

Sheila Frankfurt, Ph.D., VISN 17 Center of Excellence for Research on Returning War Veterans

Alison Krause, Ph.D., Central Texas VA

Earn 1.5 continuing education credits

Quinault, Level 5

Symposium 137

Adaptations to Evidence-based Practices: Do Stakeholders Influence Adaptations and Do the Adaptations Impact Implementation Outcomes?

CHAIR:

Marlen Diaz, B.A., University of California, Berkeley

DISCUSSANT:

Shannon Wiltsey Stirman, Ph.D., National Center for PTSD and Stanford University

All level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Community-Based, Evidence-Based Practice, Implementation*

Tailoring an Evidence-based Relationship Education Program for Latino Sexual Minority Men Through Community Engagement and Input

Nicholas Perry, Ph.D., University of Denver

Roberto Laporte, Ph.D., University of Miami

Galena Rhodes, Ph.D., University of Denver

Audrey Harkness, Ph.D., University of Miami

Implementation Adaptations of a Parenting Intervention for Autistic Youth with Challenging Behaviors for Behavioral Health Providers in Primary Care Settings

Karen Bearss, Ph.D., Seattle Children's Autism Center, University of Washington

Clinician Contributions to a Diverse Adaptation Team: A Report Across Three Iterative Adaptations of Collaborative Decision Skills Training for Veterans with Psychosis

Emily Treichler, Ph.D., VA San Diego MIRECC/University of California, San Diego

Provider-initiated Ad Hoc Adaptations and Their Impact on Implementation Outcomes

Marlen Diaz, B.A., University of California, Berkeley

Laurel D. Sarfan, Ph.D., University of California, Berkeley

Allison G. Harvey, Ph.D., University of California Berkeley

10:30 AM – 12:00 PM

Earn 1.5 continuing education credits

Elwha B, Level 5

Symposium 139

Reaching Families: Designing and Testing a Coordinated Knowledge System to Improve Service Quality and Treatment Engagement for Youth and Families

CHAIRS:

Kimberly D. Becker, Ph.D., University of South Carolina

Bruce F. Chorpita, Ph.D., University of California Los Angeles

DISCUSSANT:

Jacqueline B. Persons, Ph.D., Oakland CBT Center/UC Berkeley Department of Psychology

All level of familiarity with the material

Primary Category: Improved Use of Research Evidence

Key Words: *Clinical Decision Making, Treatment/ Program Design, Supervision*

Empirical Foundations and Design of the Reaching Families Engagement System

Kimberly D. Becker, Ph.D., University of South Carolina

Kendal Reeder, M.A., University of California Los Angeles

Bruce F. Chorpita, Ph.D., University of California Los Angeles

SUNDAY

Toward Extensible Measurement of Activities, Problems, and Practices Across All Aspects of Care: Reliability of the ACE-BOCS and URECA Code Sets

Eleanor Wu, M.A., University of South Carolina

Kimberly D. Becker, Ph.D., University of South Carolina

Ben Isenberg, MEd, University of California Los Angeles

Implementation Outcomes from the Reaching Families Clinical Trial

Bruce F. Chorpita, Ph.D., University of California Los Angeles

Kimberly D. Becker, Ph.D., University of South Carolina

Karen Guan, Ph.D., Pacific Clinics

Davielle Lakind, Ph.D., Mercer University

Alayna L. Park, Ph.D., University of Oregon

Maya M. Boustani, Ph.D., Loma Linda University

Supporting Effective and Sustained Clinical Practice: Connecting Supervision with Intervention

Meredith R. Boyd, M.A., University of California Los Angeles

Kendra S. Knudsen, M.A., University of California Los Angeles

Jon Ahuna, M.A., University of South Carolina

Contextual and Transactional (and Surprising) Factors Related to Treatment Engagement

Wendy Chu, M.A., University of South Carolina

Hyun Seon Park, M.A., University of California Los Angeles

Sophie Arkin, M.A., University of California Los Angeles

Earn 1.5 continuing education credits

Chiwawa (501), Level 5

Symposium 140

Enhancing Behavior Therapy for Trichotillomania

CHAIRS:

Kathryn E. Barber, M.S., Marquette University
Douglas W. Woods, Ph.D., Marquette University

DISCUSSANT:

Martin E. Franklin, Ph.D., Rogers Behavioral Health

Basic to Moderate level of familiarity with the material

Primary Category: Tic and Impulse Control Disorders

Key Words: *Trichotillomania, Psychotherapy Outcome, ACT (Acceptance & Commitment Therapy)*

Long-term Outcomes of Acceptance-enhanced Behavior Therapy for Trichotillomania

Douglas W. Woods, Ph.D., Marquette University
Kathryn E. Barber, M.S., Marquette University
Michael P. Twohig, Ph.D., Utah State University
Stephen Saunders, Ph.D., Marquette University
Scott Compton, Ph.D., Duke University School of Medicine
Martin E. Franklin, Ph.D., Rogers Behavioral Health

Moderators and Processes of Change in a Randomized Waitlist-controlled Trial of a Fully Automated Website Delivering AEBT for Adults with Trichotillomania

Leila K. Capel, M.S., Utah State University
Julie Petersen, M.S., Utah State University
Michael Levin, Ph.D., Utah State University
Michael P. Twohig, Ph.D., Utah State University

Mental Health Providers Knowledge of Trichotillomania and Its Treatment

Michael P. Twohig, Ph.D., Utah State University

Leila K. Capel, M.S., Utah State University

Julie Petersen, M.S., Utah State University

Douglas W. Woods, Ph.D., Marquette University

Brook Marcks, Ph.D., University of Memphis

Improving Web-based Self-help Adherence for Trichotillomania and Body Focused Repetitive Behaviors Using Self-control Training

Meghan K. Flannery, M.A., American University

David A. F. Haaga, Ph.D., American University

Martha J. Falkenstein, Ph.D., McLean Hospital / Harvard Medical School

Pilot Trial of a Technology Assisted Treatment for Trichotillomania

Jordan Stiede, Ph.D., Baylor College of Medicine

Douglas W. Woods, Ph.D., Marquette University

Jordan Stiede, Ph.D., Baylor College of Medicine

Aneela Idnani, B.S., HabitAware

John Pritchard, Ph.D., HabitAware

Kirk Klobe, GED, HabitAware

Sameer Kumar, M.B.A., HabitAware

Earn 1.5 continuing education credits

Cowlitz (502), Level 5

Symposium 141

Novel Targets and Enhancements to Behavioral Parent Training for Young Children At-risk

CHAIR:

Katie C. Hart, Ph.D., Florida International University

DISCUSSANT:

Paulo Graziano, Ph.D., Florida International University

Moderate level of familiarity with the material

Primary Category: Child / Adolescent - Externalizing

Key Words: *Early Intervention, Parent Training, Externalizing*

Utilizing the Summer Treatment Program Model to Promote School Readiness in Young Children Living in Urban Poverty: An Examination of Parenting Outcomes

Katie C. Hart, Ph.D., Florida International University

Bridget Poznanski, M.S., Children's Hospital of Philadelphia

Randi Cheatham-Johnson, Ph.D., Children's Health - Children's Medical Center

Katherine Zambrana, Ph.D., Nemours Children's Hospital

Della Gregg, M.S., Florida International University

Akira Gutierrez Renzulli, M.S., Florida International University

Terrance Lane, B.S., Florida International University

Averill Obee, M.S., Florida International University

Lissandra Sotolongo, M.S., LMHC, Florida International University

Tommy Chou, Ph.D., Rhode Island Hospital/Alpert Medical School of Brown University

Jacqueline Moses, Ph.D., Institute for Juvenile Research

Miguel Villodas, Ph.D., San Diego State University

Increasing Positive Parenting and Children's Social-emotional Skills in Elementary School by Increasing Parental Self-regulation

Katherine Pears, Ph.D., Oregon Social Learning Center

Hyoun Kim, Ph.D., Yonsei University

Treating Familial ADHD in Urban Pediatric Primary Care: A Hybrid Effectiveness-implementation Trial

Andrea Chronis-Tuscano, Ph.D., University of Maryland- College Park

Nicole Lorenzo, Ph.D., American University

Katherine Coley, B.S., Children's National Health System

Diana Heath, B.S., University of Maryland

Alanah Claybaugh, MPS, University of Maryland

Sophia Frontale, MPS, University of Maryland

Lisa Efron, Ph.D., Children's National Hospital

Ian Bennett, MD, Ph.D., University of Washington

Mark Stein, Ph.D., Seattle Children's Hospital/ University of Washington

Christina Danko, Ph.D., University of Maryland- College Park

Donna Marschall, Ph.D., Children's National Hospital

Adelaide Robb, M.D., Children's National Hospital

Joyce Lui, Ph.D., Concordia University

Daria Taubin, B.A., University of Maryland

Earn 1.5 continuing education credits

Willapa (512), Level 5

Symposium 142

Sociocultural Targets for Adapting Mental Health and Substance Use Interventions Among Minoritized Hispanic/ Latinos

CHAIR:

Lissette M. Saavedra, Ph.D., RTI International

DISCUSSANT:

Antonio A. Morgan-Lopez, Ph.D., RTI International

Moderate to Advanced level of familiarity with the material

Primary Category: Culture / Ethnicity / Race

Key Words: *Community-Based, Hispanic American/ Latinx, Mental Health Disparities*

Feasibility and Preliminary Efficacy of the Trauma-sensitive Adjunctive Interventions for Latina Immigrants Who Have Experienced Trauma

Shannon Blakey, Ph.D., RTI International

Heidi J. Ojalehto, B.S., University of North Carolina at Chapel Hill

Samantha N. Hellberg, M.A., University of North Carolina at Chapel Hill; VA Puget Sound, Seattle

Shannon Blakey, Ph.D., RTI International

Molly Hayes, LCMHC, El Futuro

Luke Smith, M.D., El Futuro

Lissette M Saavedra, Ph.D., RTI International

Antonio A. Morgan-Lopez, Ph.D., RTI International

Initial Findings of Adapted Telemental Health Treatments for Hispanic/Latinx Individuals Living in Rural Areas: Acceptability, Outcomes and Cost

Lissette M. Saavedra, Ph.D., RTI International

Sherri Spinks, B.A., RTI International

Anna Yaros, Ph.D., RTI International

Alexandra Tonigan, Ph.D., Research Triangle Institute

Luke Smith, M.D., El Futuro

Molly Hayes, LCMHC, El Futuro

Antonio A. Morgan-Lopez, Ph.D., RTI International

Training Community Health Workers to Increase the Mental Health Workforce for Underserved Groups: Preliminary Outcomes for Latinx Adults

Kari Eddington, Ph.D., University of North Carolina at Greensboro

Gabriela Stein, Ph.D., University of North Carolina at Greensboro

Andrew Supple, Ph.D., University of North Carolina at Greensboro

Jocelyn Little, B.A., University of North Carolina at Greensboro

Claire Poindexter, M.A., University of North Carolina at Greensboro

Irene Falgas Bague, Ph.D., Disparities Research Unit, Massachusetts General Hospital

Margarita Alegria, Ph.D., Disparities Research Unit, Massachusetts General Hospital

Earn 1.5 continuing education credits

Hoh (601), Level 6

Symposium 143

The Science of Inspiration: Moral Elevation as a Positive Emotion with Relevance to Resilience, Stigmatized Populations, and Treatment

CHAIR:

Thane M. Erickson, Ph.D., Seattle Pacific University

DISCUSSANT:

Charles Taylor, Ph.D., University of California, San Diego

All level of familiarity with the material

Primary Category: Positive Psychology

Key Words: *Emotion, Trauma, Underserved Populations*

Moral Elevation and Gratitude in Sex-trafficked Women

Gina Kuusisto, Ph.D., US Department of Veterans Affairs

Mackenzie Cummings, B.A., Seattle Pacific University

Sierra Sumner, B.A., Seattle Pacific University

Elevation in Patients and Therapists During Transdiagnostic Group Cognitive Behavioral Therapy for Anxiety Disorders

Thane M. Erickson, Ph.D., Seattle Pacific University

Rebecca L. Banning, M.S., Seattle Pacific University

Moral Elevation as a Cognitive Micro-intervention to Foster Allyship After Witnessing Anti-black Racism

Janarthan Sivaratnam, M.S., Swedish Medical Group

LeChara Pryor, M.S., Seattle Pacific University

Thane M. Erickson, Ph.D., Seattle Pacific University

The Moral of the Story: Daily Experiences of Combat Veterans with Moral Injury and the Impact of Eliciting Moral Elevation

Adam McGuire, Ph.D., University of Texas at Tyler

Rachel Davies, Ph.D., Virginia Consortium Program in Clinical Psychology

Adrian Bravo, Ph.D., College of William and Mary

Jeff Gableman, B.S., Old Dominion University

Michelle Kelley, Ph.D., Old Dominion University

10:30 AM – 12:00 PM

Earn 1.5 continuing education credits

Nooksack (602), Level 6

Symposium 144

Conceptualizing Structural Transphobia: Measurement Innovations, Research Evidence, and Multilevel Solutions

CHAIRS:

Nathan L. Hollinsaid, B.S., Department of Psychology,
Harvard University

Maggi Price, Ph.D., Boston College

DISCUSSANT:

Diane Chen, Ph.D., Ann & Robert H. Lurie Children's
Hospital of Chicago/Northwestern University Feinberg
School of Medicine

All level of familiarity with the material

Primary Category: LGBTQ+

Key Words: *LGBTQ+, Stigma, Mental Health Disparities*

Transgender-specific Adolescent Mental Health Provider Availability Is Substantially Lower in States with More Transphobic Policies

Nathan L. Hollinsaid, B.S., Department of Psychology, Harvard University

Maggi Price, Ph.D., Boston College

Mark Hatzenbuehler, Ph.D., Harvard University

Structural Transphobia Is Associated with Psychological Distress and Suicidality in a Large National Sample of Transgender Adults

Maggi Price, Ph.D., Boston College

Nathan L. Hollinsaid, B.S., Department of Psychology, Harvard University

Sarah McKetta, M.D., Ph.D., Harvard Medical School

Emily J. Mellen, M.A., Harvard University

Marina Rakhilin, B.S., Boston College School of Social Work

Healthcare Access Moderates the Association Between Transphobic State Policies and Psychological Distress Among a Population-based Sample of Transgender Adults

Sarah McKetta, M.D., Ph.D., Harvard Medical School

Nathan L. Hollinsaid, B.S., Department of Psychology, Harvard University

Maggi Price, Ph.D., Boston College

State-level Policies and Health Outcomes in U.S. Transgender Adolescents: Findings from the 2019 Youth Risk Behavior Survey

Cameron Miller-Jacobs, M.P.H., Brown University

Don Operario, Ph.D., Emory University

Jaclyn White-Hughto, Ph.D., MPH, Brown University School of Public Health

Exploring School Experiences and Suicidality of Colorado Transgender / Gender Diverse High School Students: A Qualitative Inquiry

Alex Rubin, M.A., University of Denver

Erin N. Harrop, Ph.D., LICSW, University of Denver

Kathryn R. Fox, Ph.D., University of Denver

Earn 1.5 continuing education credits

Skagit (603), Level 6

Symposium 145

Weight Bias and Disordered Eating Among Sexual and Gender Minority Individuals

CHAIR:

Shruti S. S. Kinkel-Ram, M.A., Miami University

DISCUSSANT:

Zachary Soulliard, Ph.D., Miami University

Moderate level of familiarity with the material

Primary Category: LGBTQ+

Key Words: *LGBTQ+*, *Underserved Populations*, *Eating*

Examining Weight Stigma and Disordered Eating Among Sexual Minority Individuals

Shruti S. S. Kinkel-Ram, M.A., Miami University

Lucy Stackpole, Miami University

Jeffrey Hunger, Ph.D., Miami University

Valence over Frequency: Examining the Associations Between Status, Community Involvement, and Intra-minority Body Stigma in a Size-diverse Sample of Gay Men

Margaret Sala, Ph.D., Ferkauf Graduate School of Psychology

Rachel Flamer, B.A., Yeshiva University

Sofia Coll, M.A., Yeshiva University

Valence over Frequency: Examining the Associations Between Status, Community Involvement, and Intra-minority Body Stigma in a Size-diverse Sample of Gay Men

Benjamin F. Shepherd, M.S., M.Ed., Nova Southeastern University

Dominic M. Denning, B.A., University of Massachusetts Amherst

Connor I. Elbe, B.S., San Diego State University

Justin Maki, Ph.D., Nova Southeastern University

Paula M. Brochu, Ph.D., Nova Southeastern University

A Qualitative Study on the Embodied Experiences of Casual Sex Among Larger-bodied, Sexual Minority Men

Connor I. Elbe, B.S., San Diego State University
Jaclyn A. Siegel, Ph.D., San Diego State University
Rebecca Mendoza, San Diego State University
Nicolas Caravelli, B.A., San Diego State University
Jacqueline Mitzner, B.A., San Diego State University
Em Chakkour, B.A., San Diego State University
Autumn Askew, B.S., San Diego State University
Urooma Ali, San Diego State University
Justice Herrera, San Diego State University
Aaron Blashill, Ph.D., San Diego State University

Weight Stigma Among Sexual Minority Men: A Case for Intersectional Approaches to Examining Body Image in Sexual Minority Populations

Emma Austen, Ph.D., University of Melbourne
Scott Griffiths, Ph.D., University of Melbourne

Earn 1.5 continuing education credits

Skykomish (605), Level 6

Symposium 146

Dynamic Resilience: Modifiable Factors Buffering Risk for Self-injurious Thoughts and Behaviors

CHAIR:

Jennifer J. Muehlenkamp, Ph.D., University of Wisconsin - Eau Claire

DISCUSSANT:

Sarah E. Victor, Ph.D., Texas Tech University

Basic to Moderate level of familiarity with the material

Primary Category: Suicide and Self-Injury

Key Words: *Self-Injury, Resilience, Suicide*

How to Cope?: The Association Between Positive Coping Strategies and NSSI Engagement

Brooke A. Ammerman, Ph.D., University of Notre Dame

Ross Jacobucci, Ph.D., University of Notre Dame

Grit and Resilience as Protective Factors for Nonsuicidal Self-injury and Suicide Risk in Young Adults

Amy M. Brausch, Ph.D., Western Kentucky University

Resilience and Wellbeing in First-year University Students with Histories of Suicidal Ideation

Brianna J. Turner, Ph.D., University of Victoria

Moderators of the Pathway to NSSI and Suicide Attempts

Jennifer J. Muehlenkamp, Ph.D., University of Wisconsin - Eau Claire

Effects of SITB Recovery-focused Online Content on Suicidality, Self-injury, and Belongingness

Brianna Pastro, B.S., Fordham University

Peggy Andover, Ph.D., Fordham University

Earn 1.5 continuing education credits

Snohomish (605), Level 6

Symposium 147

Toward Religious and Spiritual Competencies in Evidence-based Practice: Research, Training, Community, and Clinical Applications

CHAIR:

Salman Ahmad, M.A., University of Miami

DISCUSSANT:

Jesse Fox, Ph.D., Stetson University

Basic to Moderate level of familiarity with the material

Primary Category: Spirituality and Religion

Key Words: *Community-Based, Treatment/ Program Design, Underserved Populations*

The Role of Religion, Forgiveness, and Mental Distress in Muslims Living in the United States (MLUS)

Amy Weisman de Mamani, Ph.D., University of Miami

Salman Ahmad, M.A., University of Miami

A Psychoeducational Workshop to Facilitate Help-seeking in Muslims by Applying an Islamic Lens on Mental Health

Salman Ahmad, M.A., University of Miami

Merranda M. McLaughlin, M.S., University of Miami

Amy Weisman de Mamani, Ph.D., University of Miami

A Pilot Study of Remote Culturally Informed Therapy Groups: Increasing Accessibility and Palatability of Psychotherapy for Muslims Across Florida

Merranda M. McLaughlin, M.S., University of Miami

Salman Ahmad, M.A., University of Miami

Amy Weisman de Mamani, Ph.D., University of Miami

The R/S Assessment Project: Assessing Clinician Competency in Religiosity and Spirituality and Exploring Its Role in Psychotherapy

Andrew Dimmick, M.S., The University of North Texas

Jennifer Callahan, Ph.D., ABPP, University of North Texas

Evidence-based Psychotherapy with Jewish Clients: Recommendations and Future Directions

Caroline C. Kaufman, Ph.D., McLean Hospital/Harvard Medical School

David H. Rosmarin, ABPP, Ph.D., Harvard Medical School

10:30 AM – 12:00 PM

Earn 1.5 continuing education credits

Clallum (701), Level 7

Symposium 148

Treating Anger Clients: Using Assessment Data to Enhance Treatment Outcomes

CHAIR:

Raymond DiGiuseppe, ABPP, Ph.D., St. John's University

DISCUSSANT:

Michael Wydo, ABPP, Psy.D., US Dept. of Justice / Federal Bureau of Prisons

Moderate level of familiarity with the material

Primary Category: Anger

Key Words: *Anger / Irritability, Treatment, Criminal Justice*

The Effects of Rational Emotive Behavior Therapy and Progressive Muscle Relaxation on State Anger Using the Autobiographical Essay Memory Task

Thomas DiBlasi, Ph.D., St. Joseph's University

Liron Sinn, B.A., St. Joseph's University

Anger and Revenge as Predictors of Rearrests in Youth

Raymond Chip Tafrate, Ph.D., Central Connecticut State University

Natalie Jones, Ph.D., Public Safety Canada

All Anger Disorder Clients Are Not the Same: A Latent Profile Analysis of the Anger Disorders Scale

Katharine Romero, M.A., St. John's University

Assessing for Code of Anger Beliefs to Enhance the Effectiveness of Anger Management

Raymond DiGiuseppe, ABPP, Ph.D., St. John's University

Annette Schieffelin, B.A., St. John's University

The Correlation of Anger and Revenge Motives on Prison Violence

Michael Wydo, ABPP, Psy.D., US Dept. of Justice / Federal Bureau of Prisons

Earn 1.5 continuing education credits

Clearwater (702), Level 7

Symposium 149

Integrating Principles of Positive Psychology into Cognitive-behavioral Psychotherapies: a Roadmap for Measuring and Modifying Well-being

CHAIR:

Fallon Goodman, Ph.D., George Washington University

DISCUSSANT:

Emily C. Willroth, Ph.D., Washington University in St. Louis

Basic to Moderate level of familiarity with the material

Primary Category: Positive Psychology

Key Words: *Treatment Development, Assessment, CBT*

What Is “well-being” and How Do We Measure It? A Primer on Assessing Psychological Well-being in Clinical Research and Treatment

Fallon Goodman, Ph.D., George Washington University
Ruba Rum, M.S., University of South Florida

Changes in Positive and Negative Affect During Acute Psychiatric Treatment in Individuals with Social Anxiety Disorder

Emily Bowers, B.S., Utah State University
Andrew Peckham, Ph.D., VA Bedford Healthcare System/UMass Chan Medical School
Fallon Goodman, Ph.D., George Washington University
Melanie Hom, Ph.D., Stanford University
Erin Beckham, B.A., McLean hospital
Thröstur Björgvinsson, ABPP, Ph.D., McLean Hospital
Courtney Beard, Ph.D., McLean Hospital

Improved Quality of Life Through Social Connectedness: Transdiagnostic RO-DBT for Adolescents

Molly Fennig, M.A., Washington University in St. Louis

Kirsten Gilbert, Ph.D., Washington University School of Medicine

Mediators of a Self-guided Positive Psychological Intervention for People with Elevated Depressive Symptoms

Elizabeth L. Addington, Ph.D., Northwestern University Feinberg School of Medicine

Jacquelyn Stephens, Ph.D., Northwestern University Feinberg School of Medicine

Judith Moskowitz, Ph.D., Northwestern University Feinberg School of Medicine

Resilience-oriented Therapy: Developing a Culturally Sensitive Transdiagnostic Group-based Intervention for Psychosocial Recovery in Post-genocide Rwanda

Thröstur Björgvinsson, ABPP, Ph.D., McLean Hospital

Alexandros Lordos, Ph.D., University of Cyprus

Eleni Anastasiou, B.A., University of Cyprus

Kalia Nikolaou, B.A., University of Cyprus

Myria Ioannou, Ph.D., Private Practice

Amy Meade, Ph.D., McLean Hospital / Harvard Medical School

Eugene Rutembesa, PhD, University of Rwanda

Ernest Dukuzumuremyi, MPH, Interpeace

Earn 1.5 continuing education credits

Sol Duc (708), Level 7

Symposium 150

Fiscal, Organizational, and End-user Considerations for Improving Use of Evidence in Large Scale Healthcare Systems

CHAIR:

Andrea C. Ng, B.A., University of Hawai'i at Manoa

DISCUSSANT:

Alyssa Ward, Ph.D., Carelon Behavioral Health

Basic to Moderate level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Health Care System, Dissemination, Evidence-Based Practice*

Youth Mental Health System Perspectives on Financing Strategies for Evidence-based Treatment Implementation: Surveys of Service Agency, Funding Agency, and Intermediary Representatives

Maddison North, M.S., University of Oklahoma

Alex Dopp, Ph.D., RAND Corporation

Jane Silovsky, Ph.D., University of Oklahoma Health Sciences Center

Marylou Gilbert, J.D., M.A., RAND Corporation

Jeanne Ringel, Ph.D., RAND Corporation

Impact of the Fiscal Mapping Process on Financial Sustainability of Evidence-based Youth Mental Health Treatment Programs: A Pilot Study

Alex Dopp, Ph.D., RAND Corporation

Marylou Gilbert, J.D., M.A., RAND Corporation

Maddison North, M.S., University of Oklahoma

Jeanne Ringel, Ph.D., RAND Corporation

Jane Silovsky, Ph.D., University of Oklahoma Health Sciences Center

Beverly Funderburk, Ph.D., University of Oklahoma Health Sciences Center

Susan Schmidt, Ph.D., University of Oklahoma Health Sciences Center

Mellicent Blythe, LCSW, North Carolina Child Treatment Program

Daniel Edwards, Ph.D., Evidence-Based Associates

Douglas Luke, Ph.D., Washington University in St Louis

David S. Mandell, ScD, Penn Center for Mental Health, University of Pennsylvania
School of Medicine

Byron Powell, Ph.D., Washington University in St Louis

Engineering Statewide Service System Architectures Through Shared Ontologies: Synergistic Quality Improvement Strategies

Daniel P. Wilkie, Ph.D., University of Hawaii at Manoa

Ayada Bonilla, Other, Hawaii State Department of Education

Puanani J. Hee, Ph.D., Child and Adolescent Mental Health Division, Department of Health, State of Hawai'i

David Jackson, Ph.D., Hawaii State Department of Health - Child & Adolescent Mental Health Division

Trina E. Orimoto, Ph.D., University of Hawai'i at Manoa, Child and Adolescent Mental Health Division, Department of Health, State of Hawai'i

Brad J. Nakamura, Ph.D., University of Hawaii at Manoa

A Longitudinal Examination of an Electronic Case Management System Implementation Determinants in a Publicly-funded Mental Health System

Summer Pascual, B.S., The Baker Center for Children and Families/Harvard Medical School

Danielle L. Carreira Ching, B.A., The Baker Center for Children and Families/Harvard Medical School; Hawaii State Department of Health Child and Adolescent Mental Health Division; Hawai'i Pacific University

Nicole Keller, Ph.D., Exponent

Derek Vale, B.A., Hawai'i State Department of Health Child And Adolescent Mental Health Division

Dana Abdinoor, LSW, Hawai'i State Department of Health Child and Adolescent Mental Health Division

Laura Puakina Paul, MSW, University of Hawaii Thompson School of Social Work and Public Health; Hawai'i State Department of Health Child and Adolescent Mental Health Division

Hierarchy of Qualities in Global Health Partnerships: A Path Towards Equity and Sustainability

Simone Schriger, M.A., University of Pennsylvania

Agnes Binagwaho, M.D., M(Ped), Ph.D., University of Global Health Equity

Moses Keetile, MSc, M.A., Ministry of Health and Wellness

Vanessa Kerry, M.D., MSc, Seed Global Health

Joel Mubiligi, M.D., MBA, Partners in Health in Rwanda

Doreen Ramogola-Masire, M.D., University of Botswana

Michelle Roland, M.D., Centers for Disease Control and prevention

Frances Barg, Ph.D., MEd, University of Pennsylvania

Corrado Cancedda, M.D., Ph.D., University of Pennsylvania

10:30 a.m. – 12:00 p.m.

Earn 1.5 continuing education credits

Ashnola (301), Level 3

Clinical Round Table 18

Supporting Caregiver Well-being Across Pediatric Medical Settings

MODERATOR:

Corinne Catarozoli, Ph.D., Weill Cornell Medicine

PANELISTS:

Eliana S. Butler, Ph.D., Weill Cornell Medicine

Diane Lee, Psy.D., Weill Cornell Medicine

Hannah Welch, Psy.D., Weill Cornell Medicine

Heather Bemis, Ph.D., Children's Hospital Los Angeles

Lindsey Rogers, Psy.D., University of Colorado Anschutz
Medical Campus

Primary Category: Health Psychology / Behavioral Medicine - Child

Key Words: *Health Psychology, Integrated Care, Primary Care*

This clinical round table aims to provide an overview of efforts to support caregiver wellbeing and mental health across pediatric medical settings. Evidence-based interventions promoting caregiver support and wellness have been shown to have a strong transdiagnostic protective role on pediatric psychosocial development and physical health outcomes. Parents facing socio-ecological risks and caregivers of medically complex youth are known to experience a disproportionate burden of parental stress, which predicts poorer mental and physical outcomes among parents and children alike and represents a locus of health disparity. Cognitive-behavioral approaches targeting caregiver support and wellness

predict pathways of positive health outcomes and reduce the risk for medical nonadherence, while supporting greater health literacy and care navigation. Importantly, the delivery of caregiver-oriented interventions in the context of primary care and other frequently accessed pediatric medical settings helps to increase access to care, improve health equity and mitigate associated disparities among marginalized communities.

The round table panelists will review the innovations and challenges in providing caregiver support services across a range of pediatric medical settings. Several programs across primary care, subspecialty outpatient, medical inpatient, and palliative care settings will be discussed. Panelists will provide an overview of Healthy Steps, a primary care program offering maternal depression screening and support for behavioral challenges during early childhood and Bright IDEAS, a short-term intervention for parents of children undergoing bone marrow transplant. Additional parent-focused services that promote medical adherence and adjustment to acute and chronic medical conditions delivered in the context of ambulatory care and during inpatient hospitalizations will be described. Panelists will also highlight programmatic efforts that emphasize a values-based approach to caregiver interventions and target at-risk populations.

Earn 1.5 continuing education credits

Columbia C, Level 3

Mini Workshop 22

Using Acceptance-based Behavioral Interventions to Address Stress and Cultivate Well-being and Empowerment Across Contexts

Natalie Arbid, Ph.D., University of California, Los Angeles

Liz Roemer, Ph.D., University of Massachusetts Boston

Elizabeth Eustis, Ph.D., Boston University

Jennifer H. Martinez, Ph.D., Suffolk University

Basic level of familiarity with the material

Primary Category: Treatment - Mindfulness & Acceptance

Key Words: *Treatment, Vulnerable Populations, Resilience*

Acceptance-based behavioral therapy (ABBT) is an umbrella term that encompasses mindfulness-, acceptance-, and contextual-based cognitive therapies (Roemer & Orsillo, 2020). ABBT's principles and strategies have been adapted to effectively address Generalized Anxiety Disorder (GAD) by reducing GAD, worry, depressive symptoms, and comorbid diagnoses, while also increasing quality of life (e.g., Roemer, Orsillo, & Salter-Pedneault, 2008; Hayes-Skelton, Roemer, & Orsillo, 2013). Further, preliminary studies have demonstrated the effectiveness of ABBT's central elements (i.e., mindfulness and decentering skills, acceptance-based strategies, and values clarification and values-based action) in addressing distress in various contexts, including acculturative and racism-related stress. As a result, we have developed a range of adapted ABBT programs to promote well-being with specific populations. In this workshop, we will present a brief overview of the central principles of ABBT as a foundation for adaptations. We will highlight examples of adaptations to illustrate how these principles may be adapted for use in specific contexts and with specific populations. First, we will discuss adaptations for university students and the

way we took ABBT out of therapy room and into in person workshops and online. Then we will share adaptations we made to align with the Latinx student experience. Lastly, we will focus on the ways ABBT can be adapted to address racism-related stress and increase values-based living. We will then engage in a group activity to develop new adaptations that audience members' can use in their own contexts. This workshop is open to clinicians across all experience levels, including students and trainees.

At the end of this session, the learner will be able to:

- Describe the central principles of an ABBT approach to well-being and health promotion.
- Identify contextual barriers that may impact the adaptation of ABBTs.
- Apply ABBT adaptation strategies for use in their own clinical settings.

Recommended Readings: Roemer, L. & Orsillo, S. M. (2020). *Acceptance-Based Behavioral Therapy: Treating Anxiety and Related Challenges*. New York, NY: Guilford Press. Hayes-Skelton SA, Roemer L, Orsillo SM. A randomized clinical trial comparing an acceptance-based behavior therapy to applied relaxation for generalized anxiety disorder. *J Consult Clin Psychol*. 2013 Oct;81(5):761-73. doi: 10.1037/a0032871. Epub 2013 May 6. PMID: 23647281; PMCID: PMC3783580. Roemer L, Orsillo SM, Salters-Pedneault K. Efficacy of an acceptance-based behavior therapy for generalized anxiety disorder: evaluation in a randomized controlled trial. *J Consult Clin Psychol*. 2008 Dec;76(6):1083-9. doi: 10.1037/a0012720. PMID: 19045976; PMCID: PMC2596727.

Earn 1.5 continuing education credits

Columbia D, Level 3

Mini Workshop 23

Values-based Parenting: Righting the Ship When You've Been Blown Off-course

Laura C. Skriner, Ph.D., The Center for Stress, Anxiety, and Mood, LLC
Laura A. Rindlaub, Ph.D., The Center for Stress, Anxiety, and Mood
Brian C. Chu, Ph.D., Rutgers, The State University of New Jersey

Moderate level of familiarity with the material

Primary Category: Parenting / Families

This workshop is designed for clinicians with moderate direct clinical experience conducting CBT or ACT with school-aged/teenage youth and caregivers.

It's a universal problem for parents. Their intentions are well-meaning. Their verbally-stated values and personal principles might even be clear and well-reasoned. And yet... in the moment of truth, it can all go wrong. Tempers flare, feelings are hurt, and defensive, angry or avoidant reactions result. How can therapists help parents and caregivers stay true to their values, even when things start to go off course? The current workshop aims to provide a conceptual framework and tools for helping caregivers (a) assess their values, as distinguished from specific goals, and (b) identify common parenting/family interaction traps that impede responding in line with stated values. We will introduce participants to the ACT Matrix (Polk et al., 2016) as a way of assessing, conceptualizing, and illustrating caregivers' experiences and behaviors as they relate to values. We will provide additional guidance on how to help caregivers articulate their values, using role-plays and experiential exercises. Attendees will then be introduced to common parenting traps (e.g., accommodation cycle; aggressive-coercive cycle; Chu & Pimentel, 2023) and practice using functional analysis to help caregivers identify where they depart from stated values. Finally, we will demonstrate how to integrate values clarification with results from the functional analysis, to present cognitive and behavioral solutions that bring caregivers' actions back in line with their stated values. The presenters will share worksheets and handouts from Dr. Chu's newly published text and other sources to illustrate common parent interaction traps and family-based chain analysis. Attendees will also be encouraged to bring local

examples for group consultation. Presenters will moderate a discussion of integrating values-based assessment and intervention into their daily practice with families.

Outline:

- I. Why ACT for parenting?
 1. What is ACT?
 2. Research on its application
 3. What are “values”, and how are they helpful in parenting work?
- II. The Matrix
 1. Role-play demonstration of matrix for parenting
 2. Discuss assessing values with parents
 3. Have participants practice completing a Matrix on their own about a parenting case
- III. Applying Values Clarification and the Matrix to Parenting Dilemmas
 1. Parenting traps and how they interfere with Values-Based Parenting
 2. Seeing the Stuck Spiral in action: Functional Analysis
 3. Using the Analysis to guide a Values-Based response in place of a Stuck Response

At the end of this session, the learner will be able to:

- Describe the difference between values and goals and lead clients through a parenting-based values identification exercise.
- Describe the ACT Matrix and apply it to parenting values.
- Conduct chain analyses of parent-youth interactions and identify common parenting traps.
- Describe basic communication analysis and family problem solving approaches to help families practice values identification and assessing parenting traps.
- In the long-term, be able to describe the above lessons and strategies to caregivers when working with youth and family clients.

Friday, November 17, 2023

8:30 AM – 9:30 AM

Regency Ballroom, Level 7

Poster Session 1



1A: Addictive Behaviors

Key Words: *Addictive Behaviors, Families, Risk / Vulnerability Factors*

(PS1-A1) Childhood Family Instability and Young-adult Substance Use Disorder: Pathways Through Peer Involvement

Austin J. Blake, M.A., Laurie Chassin, Ph.D., Arizona State University

(PS1-A2) Treatment Plans for People with Gambling Disorders Should Target Underlying Psychological Profiles

Youssef Allami, Ph.D.¹, Robert J. Williams, Ph.D.², David C. Hodgins, Ph.D.¹, 1. University of Calgary, 2. University of Lethbridge

(PS1-A3) An Exploratory Factor Analysis of an E-toke Marijuana Motives Scale with Mandated Students

Kayla M. Neeley, M.A., Taylor Stanley, M.A., Chris J. Correia, Ph.D., Auburn University

(PS1-A4) The Relationship Between Aspects of Exercise Dependence and Symptoms of Alcohol Use Disorder

Lauren M. Morris, Amy M. Brausch, Ph.D., Western Kentucky University

(PS1-A5) Protective Behavioral Strategies and Common Alcohol-related Consequences Among Mandated College Students

Sage R. Feltus, M.S.¹, Alison Brenman, M.S.¹, Kate B. Carey, Ph.D.², Jennifer E. Merrill, Ph.D.², Angelo M. DiBello, M.A., Ph.D.³, Molly Magill, Ph.D.², Nadine R. Mastroleo, Ph.D.¹, 1. Binghamton University, 2. Brown University, 3. Rutgers, The State University of New Jersey

(PS1-A6) Prevalence and Correlates of Cannabis Use Among Individuals with DSM-5 Social Anxiety Disorder: Findings from a Nationally Representative Sample

Tapan A. Patel, M.S., Frederick T. Schubert, B.S., James Zech, M.A., Jesse R. Cougle, Ph.D., Florida State University

- (PS1-A7) **P3 Event-related Potential Response to Alcohol Cues Predicts Ecologically Assessed Within-episode Indicators of Problem Drinking in Emerging Adults**
Casey B. Kohen, M.A.¹, Roberto U. Cofresi, Ph.D.¹, Piasecki M. Tom, Ph.D.², Bruce Bartholow, Ph.D.¹, 1. University of Missouri, 2. University of Wisconsin
- (PS1-A8) **The Impact of Discrimination on Safe Drinking Strategy Use and Alcohol Pathology Among a National Sample of Hispanic Drinkers**
Ardhys N. De Leon, M.S.¹, Roselyn Peterson, M.S., Ph.D.², Robert Dvorak, Ph.D.¹, Samantha J. Klaver, M.S.¹, Angelina V. Leary, B.S., M.S.¹, 1. University of Central Florida, 2. Brown University & Butler Hospital
- (PS1-A9) **Associations Between Drinking Motives and Drinking Patterns in Graduate Students**
Faith A. Shank, M.A., DJ Angelone, Ph.D., Meredith C. Jones, Ph.D., Rowan University
- (PS1-A10) **A Thematic Analysis of Personalized Imagery Substance Cue Scripts Among Black Adults**
Aishwarya Chowdhary, M.S., Rajita Sinha, Ph.D., Jaelen King, B.S., Isaiah Sypher, Ph.D., Stephanie O'Malley, Ph.D., Angela Haeny, Ph.D., Yale University School of Medicine
- (PS1-A11) **The Impact of Family Conflict on Alcohol Use and Mental Health Among a Predominantly Latinx College Student Sample**
Andrea Rodriguez-Crespo, B.S., Miguel A. Garcia, B.A., Ariana Cervantes-Borges, M.A., Austin Vernon, B.S., Jennifer Lopez Garcia, Theodore V. Cooper, Ph.D., The University of Texas at El Paso
- (PS1-A12) **Online Social Experiences in Hispanic Emerging Adults: Associations with Mental and Sleep Health**
Miguel A. Garcia, B.A., Anna Ziencina, M.A., Ariana Cervantes-Borges, M.A., Andrea Rodriguez-Crespo, B.S., Angelica Aguirre, Theodore V. Cooper, Ph.D., The University of Texas at El Paso
- (PS1-A13) **Associations Between Alcohol Use Motivations and Alcohol Use Frequency, Binge Drinking Frequency, and Problematic Alcohol Use Among Active Duty Junior Enlisted Soldiers and Non-commissioned Officers**
Nathan T. Kearns, Ph.D.¹, Benjamin Trachik, Ph.D.², Bradley Fawver, Ph.D.¹, Jeffrey Osgood, Ph.D.¹, Michael Dretsch, Ph.D.¹, 1. Walter Reed Army Institute of Research, 2. US Army Medical Research Directorate-West
- (PS1-A14) **Associations Between Shame, Self-blame, and Coping-oriented Cannabis Use Among Trauma-exposed Cannabis Users**
Jennifer U. Le, B.S.¹, Cecelia Tucker², Emily D. Bell², Brad B. Schmidt, Ph.D.³, Nicole Short, Ph.D.¹, 1. University of Nevada, Las Vegas, 2. University of North Carolina at Chapel Hill, 3. Florida State University
- (PS1-A15) **Differences in the Affective States Experienced by Pathways Model of Gambling Subgroups**
Kellen K. Blum, B.S., Maria Meinerding, M.S., Jeremiah Weinstock, Ph.D., Saint Louis University

- (PS1-A16) **Negative Affect and Alcohol-related Consequences Among College Students: The Explanatory Role of Coping Style**
Alison Brenman, M.S., Sage R. Feltus, M.S., Alyssa Cancilla, Cameryn J. Lucia, Nadine R. Mastroleo, Ph.D., Binghamton University
- (PS1-A17) **A Longitudinal Test of Alcohol Problems and Binge Eating: The Moderating Role of Shame**
Heather A. Davis, Ph.D.¹, Anna Gabrielle G. Patarinski, B.S.¹, Samantha Hahn, M.P.H., Ph.D., Other², Gregory T. Smith, Ph.D.³, 1. Virginia Polytechnic Institute and State University, 2. Central Michigan University, 3. University of Kentucky
- (PS1-A18) **Relations Between Anxiety Sensitivity Subcomponents, Suicidality, and Alcohol-induced Blackouts**
Rachel B. Geyer, M.A.¹, Sarah Dreyer-Oren, Ph.D.², Abigail Meikle¹, Rose Marie Ward, Ph.D.³, 1. Miami University, 2. Alpert Medical School of Brown University, 3. University of Cincinnati
- (PS1-A19) **The Role of Rumination in Impulsivity and Cannabis-related Problems Among Weekly Cannabis Users**
Jennifer U. Le, B.S.¹, Regine M. Deguzman, B.S.², Brad B. Schmidt, Ph.D.³, Nicole Short, Ph.D.¹, 1. University of Nevada, Las Vegas, 2. VA National Center for PTSD, 3. Florida State University
- (PS1-A20) **Sleep and Substance Use: The Relationship Between Nightly Hours of Sleep and Next-day Urges to Use Drugs and Alcohol**
Olivia G. Lozy, B.A., Evan Kleiman, Ph.D., Rutgers, The State University of New Jersey
- (PS1-A21) **Patient Experience with and Perception of Remote Patient Monitoring in the Context of Medication Assisted Treatment for Opioid Use Disorder**
Margot L. Ledford, B.S., David A. MacQueen, III, Ph.D., Dr. Wendy Donlin Washington, Ph.D., University of North Carolina Wilmington
- (PS1-A22) **The Relationship Between Sleep Quality, Anxiety, and Alcohol Use Among Adolescents**
Kayce M. Hopper, B.S.¹, Gabrielle Armstrong, B.A.², Hannah P. Friedman, M.A.¹, Leila Sachner, B.A.¹, Maxwell J. Lubner, B.A.¹, Sarah A. Bilsky, Ph.D.¹, 1. University of Mississippi, 2. Baylor College of Medicine
- (PS1-A23) **The Development and Validation of the Compulsive Substance Use Scale**
Nadine R. Taghian, M.A., Marie Parsons, Ph.D., Michael W. Otto, Ph.D., Boston University
- (PS1-A24) **The Role of Stigma and Shame in Self-efficacy for Substance Use Treatment Adherence**
Anisha C. Patel, M.A., Genevieve Allison, M.A., Mayci Mason, Kelly E. Moore, Ph.D., East Tennessee State University
- (PS1-A25) **Measuring Momentary Affect with Ecological Momentary Assessments: A Qualitative Investigation Among Young Adults Who Frequently Use Cannabis**
Katherine Walukevich-Dienst, Ph.D., Makayla Dehmer, B.A., Annie Hoang, Anne M. Fairlie, Ph.D., Christine M. Lee, Ph.D., University of Washington School of Medicine

Poster Session 1

1B: Addictive Behaviors; ADHD-Adult

(PS1-B26) Preliminary Outcomes of a Stand-alone Rapid Access DBT Skills Group for People in Treatment for Co-occurring Substance Use and Mental Health Issues
Allison K. Labbe, Ph.D., Matthew C. Sullivan, Ph.D., Jacklyn D. Foley, Ph.D., Toby Lynch, Ph.D., Vinod Rao, M.D., Ph.D., Massachusetts General Hospital

(PS1-B27) Exploring the Impact of a Negative Affect Induction on Self-reported Alcohol Variables
Dana R. Steinberg, B.A.¹, Mitch Earleywine, Ph.D.², Brianna R. Altman, Ph.D.¹, Gabriela M. Rivera, B.A.¹, 1. Rutgers, The State University of New Jersey, 2. University at Albany, State University of New York

(PS1-B28) Enhancing an Electronic Brief Alcohol Intervention with Self-affirmation: A Randomized Controlled Trial with Mandated College Drinkers
Kate B. Carey, Ph.D.¹, Angelo M. DiBello, M.A., Ph.D.², Molly Magill, Ph.D.¹, Nadine R. Mastroleone, Ph.D.³, 1. Brown University, 2. Rutgers, The State University of New Jersey 3. Binghamton University

(PS1-B29) Type of Retrospective Assessment Moderates the Effects of Cognitive-behavioral Treatment on Gambling Frequency: A Meta-analysis
Margaret L. Paul, B.S.¹, Maria Meinerding, M.S.¹, Jeremiah Weinstock, Ph.D.¹, Meredith K. Ginley, Ph.D.², James P. Whelan, Ph.D.³, Rory Pfund, Ph.D.³, 1. Saint Louis University, 2. East Tennessee State University, 3. University of Memphis

(PS1-B30) Drunkorexia Behavior Increases Risk for Other Drug Use
Kyra A. Bevenour, B.S.¹, Katherine E. Wenger, Psy.D.², Ellie W. Borders, B.A.¹, Susan L. Kenford, Ph.D.¹, 1. Xavier University, 2. Atlanta VA Medical Center

(PS1-B31) An Examination of Drunkorexia and Its Correlates
Katherine E. Wenger, Psy.D.¹, Kyra A. Bevenour, B.S.², Ellie W. Borders, B.A.², Hailey Dustin,² Olivia A. Borglin, B.A.², Susan L. Kenford, Ph.D.², 1. Atlanta VA Medical Center, 2. Xavier University

(PS1-B32) Craving Disclosure: Social Network Characteristics That Impact Help-seeking for People with Substance Use Disorders
Lindsey Poe, Ph.D.¹, Maria Meinerding, M.S.², Jeremiah Weinstock, Ph.D.², 1. Michael E. DeBakey Veteran Affairs Healthcare System, 2. Saint Louis University

(PS1-B33) Methodological Considerations for an Integrated Female-specific Model of Anxiety and Smoking Comorbidity
Dana R. Steinberg, B.A., Jacqueline Smith, M.S., Brianna R. Altman, Ph.D., Samantha G. Farris, Ph.D., Rutgers, The State University of New Jersey

(PS1-B34) Pre-treatment Utilization of Coping Skills Among Adolescents with Alcohol Use Disorder: Associations with Clinical Phenotypes
Audrey Bell, B.A., Tiffany Jenzer, Ph.D., Samuel Meisel, Ph.D., Robert Miranda, Jr., ABPP, Ph.D., M.Ed., Brown University

(PS1-B36) In-session Language During a Substance-free Activities Session Predicts**Alcohol Outcomes**

*Benjamin O. Ladd, Ph.D.*¹, *Anne E. Blake-Nickels, B.S., B.A.*², *James G. Murphy, Ph.D.*³, *Brian Borsari, Ph.D.*⁴, 1. Washington State University Vancouver, 2. Washington State University, 3. University of Memphis, 4. San Francisco VAHCS/University of California, San Francisco

(PS1-B37) Exploring Momentary Predictors of Polysubstance Use

*Mackenzie L. Brown, B.A.*¹, *Ani C. Keshishian, M.A.*¹, *Konrad Bresin, Ph.D.*¹, *Edelyn Verona, Ph.D.*², 1. University of Louisville, 2. University of South Florida

(PS1-B38) Associations of Identity and Drinking Motives with Alcohol Outcomes Among College Students

*Melissa Garcia, B.A.*¹, *Scott Graupensberger, Ph.D.*², *Mary E. Larimer, Ph.D.*², 1. University of Washington, Seattle, 2. University of Washington

(PS1-B39) The Effects of the State Mindfulness on Motivation to Quit and Smoking Risk Among Individuals with Mood Disorders

Murat Hosgor, M.A., Fordham University

(PS1-B40) Covid-related Cognitive Concerns Predict Illicit Drug Use Beyond Anxiety and Anxiety Sensitivity

Bella L. Patterson, Isabella Manrique, B.S., *Sara C. Furman, Alisa R. McCollums, B.S.*, *Michael J. McDermott, Ph.D.*, University of Louisiana at Lafayette

(PS1-B41) Examining Parent-teen Acculturation Discrepancies, Substance Use, and Parental Monitoring in Hispanic Adolescents with ADHD

Lauren Cardente, B.A., *Nicole K. Schatz, Ph.D.*, *Carolina Ramirez, B.A.*, *Jayna Louis, B.A.*, *William E. Pelham, Jr., Ph.D.*, Florida International University

(PS1-B42) The Effects of Sleep Quality on Positive and Negative Affect, Alcohol Use, and Cravings: An Ecological Momentary Study of Depressed Young Adults

Sara Mei, B.S., *Noah N. Emery, Ph.D.*, Colorado State University

(PS1-B43) Evaluating Distress Tolerance and Anxiety Sensitivity as Simultaneous and Concurrent Transdiagnostic Risk Factors for Smoking Quit Problems and Perceived Barriers for Cessation

Aniqua Salwa, B.A., *Brooke Redmond, Ph.D.*, *Andre Bizier, B.S.*, *Michael J. Zvolensky, Ph.D.*, University of Houston

(PS1-B44) An Examination of Alcohol PBS as a Moderator of the Relation Between Impulsivity and Consideration of Future Consequences with Alcohol Outcomes in a College Student Sample

*Kirstyn N. Smith-LeCavalier, B.S.*¹, *Mary E. Larimer, Ph.D.*², *Anne M. Fairlie, Ph.D.*³, 1. University of Washington, Seattle, 2. University of Washington, 3. University of Washington School of Medicine

(PS1-B45) Cognitive Emotion Regulation Strategies as Predictors of Learning Effectiveness in College Students with ADHD

*Helena F. Alacha, M.A., M.S.*¹, *Yvette Rother, B.S.*², *W. J. Bradley, M.A.*², *Fayth Walbridge, M.A.*³, *Stephanie D. Smith, Ph.D.*³, *E. K. Lefler, Ph.D.*⁴, 1. The University of Louisville, 2. University of South Carolina, 3. University of Southern Mississippi, 4. University of Northern Iowa

- (PS1-B46) **Gender and Perceived Acceptability of Stimulant Medication to Address ADHD in College Students**
Jennifer Nelson, M.A., Will H. Canu, Ph.D., Appalachian State University
- (PS1-B47) **Understanding How ADHD Symptoms, Trauma, and Emotional Regulation Are Associated with Disassociation**
Terumi Randle, B.A.¹, Eva L. Darou, B.S.², Zoe Smith, Ph.D.¹, 1. Loyola University Chicago, 2. Nationwide Children's Hospital
- (PS1-B48) **Do Attention-deficit/hyperactivity Disorder (ADHD) Symptoms Moderate the Relationship Between Trait Mindfulness and Friendship Quality?**
Annie Reiner, B.A., Matthew Jarrett, Ph.D., Alex J. Greenberg, Other, Audrey Cooper, Julia Dominguez, Anna Catherine Henley, The University of Alabama
- (PS1-B49) **Unique Associations of ADHD and Cognitive Disengagement Syndrome Symptoms with Sleep Problems and Circadian Preference in a Community Sample of Adults**
Laura E. Knouse, Ph.D.¹, Stephen P. Becker, Ph.D.², 1. University of Richmond, 2. Cincinnati Children's Hospital Medical Center
- (PS1-B50) **A Scoping Review of Factors Associated with Emotional Dysregulation in Adults with ADHD**
Elizabeth A. Bodalski, Other¹, Kate Flory, Ph.D.¹, Michael C. Meinzer, Ph.D.², 1. University of South Carolina, 2. University of Illinois at Chicago

Poster Session 1

1C: ADHD-Adult; ADHD-Child

- (PS1-C51) **A Content Analysis of Self-compassion and Reappraisal Writing in the Context of Social Anxiety**
Cortney Burnham, M.A., Nancy L. Kocovski, Ph.D., Wilfrid Laurier University
- (PS1-C52) **The Protective Role of Grit in the Relationship Between ADHD Symptoms and Academic Functional Impairment**
Zachary C. Wilde, B.S., M.A.¹, Rachel Kaplan, M.S.¹, Tamara M. Abu-Ramadan, M.A., M.S.², Logan M. Tufty, M.A., M.S.³, Thomas Cazenavette¹, Michael C. Meinzer, Ph.D.³, Stephanie D. Smith, Ph.D., 1. The University of Southern Mississippi, 2. The University of Wyoming, 3. University of Illinois at Chicago
- (PS1-C53) **Depression, Stress, Anxiety, and Impairment in College Students with Positive ADHD Screens - DASS-21 Limitations**
Patrick W. Vukmirovich, B.S., Nicole M. Colón-Bosques, B.A., Kevin J. Armstrong, Ph.D., Mississippi State University
- (PS1-C54) **Functional Impairment in Emerging Adulthood: The Role of Onset Timing and ADHD Diagnosis**
Lerato Rametse, M.A., Sanjana Karnik, M.A., Christopher R. Shelton, Ph.D., Penn State Erie, The Behrend College

- (PS1-C55) The Relationship Between Cognitive Disengagement Syndrome and Social Problem Solving**
Melissa C. Miller, M.S., Steven K. Shapiro, Ph.D., Auburn University
- (PS1-C56) ADHD Symptoms Associated with Executive Function and Prefrontal EEG Activity**
Mykenzi L. Allison, B.S., Alleyne P. Broomell, Ph.D., Western Carolina University
- (PS1-C57) Coping, Cognitive Styles and Psychological Dysfunction: Adults with and Without Learning Disabilities**
Charles T. Block, Ph.D., Oregon State Hospital
- (PS1-C58) A Prospective Follow-up Investigation of Females with Childhood-diagnosed ADHD in Their Mid-thirties: Examining the Role of Emotion Dysregulation**
Sinclair OGrady, M.A., Stephen P. Hinshaw, Ph.D., University of California, Berkeley
- (PS1-C59) Moderating Effects of Parent ADHD, Depression, and Self-esteem on Causal Relations Between Managing Disruptive Child Behavior and Aversive Parent Responses**
Sierra Hightower, B.S., Lindsey P. Battaglia, B.S., B.A., Brian Wymbs, Ph.D., Ohio University
- (PS1-C60) Undiagnosed and Unseen: Parental Perceptions of Seeking ADHD Treatment for Their Ethnic Minority Daughters**
Megan M. Moxey, Psy.D., Hilary B. Vidair, Ph.D., Rose Alicea Oliveras, M.S., Sara Zelmanovitz-Bistrizky, B.A., Miriam Smith, B.A., Linnea L. Mavrides, Psy.D., Long Island University, Post
- (PS1-C61) Examining Conflict Level and Parental Monitoring in Teens with ADHD Who Are at Risk for Substance Use Disorder**
Carolina Ramirez, B.A., Nicole K. Schatz, Ph.D., Jayna Louis, B.A., Lauren Cardenty, B.A., William E. Pelham, Jr., Ph.D., Florida International University
- (PS1-C62) Social Functioning in Children with ADHD: An Examination of Inhibition, Self-control, and Working Memory as Potential Mediators**
Caitlin Bullard, M.S.¹, Delanie K. Roberts, M.S.¹, Miho O. Tatsuki, B.A.¹, Maureen A. Sullivan, Ph.D.¹, Michael Kofler, Ph.D.², 1. Oklahoma State University, 2. Florida State University
- (PS1-C63) The Effectiveness of Parent-child Interaction Therapy for Youth with Attention-deficit/hyperactivity Disorder (ADHD): A Meta-analysis**
Sharon Phillips, M.A.¹, Lindsay R. Druskin, M.S.¹, Matthew P. Mychailyszyn, Ph.D.², Erinn J. Victory, B.A.¹, Emily Aman¹, Cheryl B. McNeil, Ph.D.³, 1. West Virginia University, 2. Towson University, 3. University of Florida
- (PS1-C64) Multi-method Examination of Cognitive Disengagement Syndrome and ADHD Inattentive Symptoms in Relation to Young Adolescents' Academic Functioning**
Andrew C. Martinez, B.A.¹, Zoe R. Smith, Ph.D.², Joshua Langberg, Ph.D.³, Kelsey K. Wiggs, Ph.D.¹, Stephen P. Becker, Ph.D.¹, 1. Cincinnati Children's Hospital Medical Center, 2. Loyola University Chicago, 3. Rutgers, The State University of New Jersey

- (PS1-C65) Evaluating the Moderating Effect of Executive Functioning on the Relation Between Conduct Problems and Peer Rejection**
 Emily M. Glatt, B.S.¹, Darcey M. Allan, Ph.D.¹, W. John Monopoli, Ph.D.², 1. Ohio University, 2. Susquehanna University
- (PS1-C66) Psychometric Properties of a Clinical Interview for Assessing Cognitive Disengagement Syndrome in Children and Adolescents**
 Nicholas C. Dunn, B.S.¹, Joseph W. Fredrick, Ph.D.², G. Leonard Leonard. Burns, Ph.D.³, Keith McBurnett, Ph.D.⁴, Leanne Tamm, Ph.D.², Stephen P. Becker, Ph.D.¹, 1. Cincinnati Children's Hospital Medical Center, 2. Cincinnati Children's Hospital Medical Center; University of Cincinnati College of Medicine., 3. Washington State University, 4. University of California San Francisco
- (PS1-C67) Parental ADHD and Executive Functioning: Impacts on Behavioral Parent Training Skill Use for Childhood ADHD**
 Gabrielle L. Fabrikant-Abzug, M.A., Lauren M. Friedman, Ph.D., Lindsay C. Chromik, M.S., Arizona State University
- (PS1-C68) The Relation Between ADHD Symptoms and Life Satisfaction/self-esteem Among Youth: Family Structure and Parenting Practices as Moderators**
 Yvette Rother, B.S., Kate Flory, Ph.D., University of South Carolina
- (PS1-C69) Treatment Integrity and the Impact of Quality Fidelity in Adolescent School Based Mental Health Interventions**
 Shauntal Van Dreel, MSW¹, Mercedes Ortiz Rodriguez, B.A.¹, Stephanie K. Brewer, Ph.D.², Pablo Martin, LCSW³, Paulo Graziano, Ph.D.³, Margaret Sibley, Ph.D.², 1. Seattle Children's Hospital, 2. University of Washington School of Medicine, 3. Florida International University
- (PS1-C70) Co-occurring ADHD and Anxiety in Youth: Links with Social Difficulties in a Large, Icelandic Sample**
 Alex J. Greenberg, Other¹, Annie Reiner, B.A.¹, Anna Catherine Henley¹, Dagmar Kr. Hannesdóttir, Ph.D.², Matthew Jarrett, Ph.D.¹, 1. The University of Alabama, 2. University of Iceland
- (PS1-C71) Factors Associated with Priority Classroom Management Strategies: The Role of Teacher Stress and Executive Functioning Deficits**
 Emmarald Jean-Francois, Other, Cara Dillon, Ph.D., Madeline R. DeShazer, M.S., Julie Sarno Owens, Ph.D., Ohio University
- (PS1-C72) Children's Emotion Dysregulation Predicts ADHD Symptom Severity at Six Months Beyond ADHD Symptom Severity at Baseline**
 Helena F. Alacha, M.A., M.S., Paul J. Rosen, Ph.D., Sara J. Bufferd, Ph.D., University of Louisville
- (PS1-C73) Predictors of Parent Adherence in BPT for Preschoolers with ADHD**
 Marsha Ariol, M.S., Other, Sean Morse, M.Ed., Lee Kern, Ph.D., Bridget V. Dever, Ph.D., George J. DuPaul, Ph.D., Lehigh University
- (PS1-C74) Influence of Sleep on Parenting Stress in Young Children Who Are At-risk for ADHD**
 Amanda K. Nelson, M.Ed., Joey Lam, M.S., Jae Hyung Ahn, M.A., Bridget V. Dever, Ph.D., Lee Kern, Ph.D., George J. DuPaul, Ph.D., Lehigh University

(PS1-C75) Predictors of Longitudinal Changes in Symptoms and Impairment in Adolescent Girls with ADHD

Hana H. Basu, B.S.¹, Margaret Sibley, Ph.D.², Stefany Cox, Ph.D.³, 1. University of Washington, Seattle, 2. University of Washington School of Medicine, 3. Florida International University

Poster Session 1

1D: Aging and Older Adults; ADHD-Child

(PS1-D76) A Literature Review: The Role of Remotely-delivered Cognitive Behavioral Therapy in Addressing Older Adults' Psychological Well-being During the COVID-19 Pandemic

Haifa Alsaif, B.S., M.S., Julie L. Williams, ABPP, Psy.D., Wright State University School of Professional Psychology

(PS1-D77) Attachment and Older Adults in Psychotherapy: A Latent Profile Analysis of Psychological Distress Across Treatment

Brian Stran, Ph.D.¹, Daisy Aceves, Ph.D.², Brandon T. Matsumiya, Ph.D.², Shannon N. Albert, Psy.D.², 1. Swedish Health, 2. Swedish Medical Group

(PS1-D78) Attitudes of Aging and Cognitive Concerns in Community-dwelling Older Adults with Subjective Cognitive Decline

Carly A. Wagner, M.S., Fatema Colombowala, B.A., Jacqueline Mai, M.S., Taylor Loskot, M.S., Emily Bower, Ph.D., Pacific University

(PS1-D79) Black Older Adults' Perceptions of Barriers and Facilitators to Physical Activity in the COVID-19 Pandemic Era

Antonietta Alvarez Hernandez, B.A.¹, Deng Yunfeng, B.A.¹, Nathaniel R. Choukas, B.S.¹, Sarah Bannon, Ph.D.², Sae Chitale, B.A.¹, Noah Stancroff, B.S.¹, Jayati Bist, M.A.¹, Caylin M. Faria, B.S.¹, Hadi R. Kobaissi, B.S.¹, Andrew Nierenberg, M.D.¹, Ana-Maria Vanceanu, Ph.D.¹, Louisa Sylvia, Ph.D.¹, 1. Massachusetts General Hospital, 2. Mount Sinai Hospital

(PS1-D80) Ecological Contexts of Veterans Seeking Mental Health Treatment Following Military Sexual Trauma by Age

Meredith R. Boyd, M.A.¹, Joseph W. Tu, M.S.², Peter P. Grau, Ph.D.³, Julia L. Paulson, Ph.D.⁴, Katherine E. Porter, Ph.D.³, Minden B. Sexton, Ph.D.³, 1. University of California Los Angeles, 2. Eastern Michigan University, 3. Ann Arbor Veterans Healthcare System, 4. Brown University & Providence VA Medical Center

(PS1-D81) Establishing Psychometric Properties and Norms of the OASR and OABCL in a Taiwanese Community Sample

Yi-Chuen Chen, Ph.D.¹, Tzu-Hua Lu, M.S.¹, Beverly L. Fortson, Ph.D.², 1. National Chung Cheng University, Taiwan, 2. Georgia State University

- (PS1-D82) Group Acceptance and Commitment Therapy for Older Adult Veterans: Initial Efficacy and Feasibility**
Jennifer Krafft, Ph.D.¹, Katherine Luci, ABPP, Psy.D.², 1. Mississippi State University, 2. Salem VA Medical Center
- (PS1-D83) Health Satisfaction and Sense of Control Predict Perceptions of Aging in Older Adults**
Payton Adams, B.S., B.A., Lauren T. Olson, M.A., Charlotte Payne, M.S., Alexander M. Eisenstein, M.S., David A.S. Kaufman, ABPP, Ph.D., Saint Louis University
- (PS1-D84) Healthy Activity Improves Lives: Exercise for Minority Older Adults**
Deng Yunfeng, B.A.¹, Antonietta Alvarez Hernandez, B.A.¹, Nathaniel R. Choukas, B.S.¹, Sarah Bannon, Ph.D.², Saeed Chitale, B.A.¹, Noah Stancroff, B.S.¹, Jayati T. Bist, M.A.¹, Caylin M. Faria, B.S.¹, Hadi R. Kobaissi, B.S.¹, Andrew Nierenberg, M.D.¹, Louisa Sylvia, Ph.D.¹, Ana-Maria Vanceanu, Ph.D.¹, 1. Massachusetts General Hospital, 2. Mount Sinai Hospital
- (PS1-D85) Informing Intervention Approaches for Subjective Cognitive Decline by Investigating the Role of Cognitive Concerns in Psychological and Cognitive Domains**
Fatema Colombowala, B.A., Taylor Loskot, M.S., Jacqueline Mai, M.S., Carly A. Wagner, M.S., Emily Bower, Ph.D., Pacific University
- (PS1-D86) Predicting Purpose in Life for Middle Aged and Older Adults**
Kelly A. Bergstrom, M.A., Ann M. Steffen, ABPP, Ph.D., University of Missouri - St. Louis
- (PS1-D87) Can Social Engagement Predict Substance Use Outcomes in Adolescents with ADHD?**
Megan M. Kelley, B.S.¹, Margaret Sibley, Ph.D.², Hana Basu, B.S.¹, 1. University of Washington, Seattle, 2. University of Washington School of Medicine
- (PS1-D88) Characteristics and Sleep Behaviors of Adolescents with ADHD: Associations with Daytime Sleepiness**
Hannah J. Brockstein, B.S.¹, Elizabeth Capps, M.A.¹, Carolyn Campbell, B.A.¹, Steven W. Evans, Ph.D.¹, Julie Sarno Owens, Ph.D.¹, George J. DuPaul, Ph.D.², 1. Ohio University, 2. Lehigh University
- (PS1-D89) Differences in Auditory and Visual Notexpts for Preschool Children at High Risk and Low Risk for ADHD**
Adam P. Jones, B.S., Darcey M. Allan, Ph.D., Ohio University
- (PS1-D90) Does an Integrated Home-school Psychosocial Treatment for ADHD Reduce Parenting Stress for Highly Stressed Parents?**
Laura Henry, M.A.¹, Sara Chung, Ph.D.¹, Pevitr Bansal, M.S.¹, Elizabeth Owens, Ph.D.¹, Stephen P. Hinshaw, Ph.D.², Linda Pfiffner, Ph.D.¹, 1. University of California, San Francisco, 2. University of California, Berkeley

(PS1-D91) Dreaming Big, Looking Ahead: Relations Between Grit and Future**Orientation in Youth with ADHD**

Ananya Nrusimha, B.A.¹, Amrita Mitchell-Krishnan, Ph.D.², Julie Schweitzer, Ph.D.³, Samantha Blair, Ph.D.⁴, Agnieszka Mlodnicka, Ph.D.⁵, 1. University of California, Davis School of Medicine, 2. New York University, 3. University of California, Davis, 4. University of Southern Maine, 5. CAYA Neuropsychology

(PS1-D92) Effects of Depression on Substance Use At-risk Youth with ADHD

Jayna Louis, B.A., Nicole K. Schatz, Ph.D., Carolina Ramirez, B.A., Lauren Cardenty, B.A., William E. Pelham, Jr., Ph.D., Florida International University

(PS1-D93) Evaluating Measurement Invariance of the Disruptive Behavior Disorders Rating Scale – Parent Report Across Ethnicity, Language, Gender, Age, and Parent Education

Diandra Leon, B.A.¹, Jennifer Piscitello, Ph.D.¹, W. John Monopoli, Ph.D.², Brittany M. Merrill, Ph.D.¹, Timothy Hayes, Ph.D.¹, Nicole K. Schatz, Ph.D.¹, Gregory A. Fabiano, Ph.D.¹, William E. Pelham, Jr., Ph.D.¹, 1. Florida International University, 2. Susquehanna University

(PS1-D94) Investigating the Concurrent Validity of the School Functioning Survey with and Without Aggregation of Data

Daniel Vitucci, B.S.¹, Julie Sarno Owens, Ph.D.¹, George J. DuPaul, Ph.D.², Steven W. Evans, Ph.D.¹, 1. Ohio University, 2. Lehigh University

(PS1-D95) Investigating the Effects of Specific Child Behaviors on Specific Parenting Behaviors and the Moderating Influence of Parent ADHD & Depressive Symptoms

Levi M. Toback, M.S., Brian Wymbs, Ph.D., Ohio University

(PS1-D96) Predictors of ADHD Symptom Trajectories During Late Childhood and Early Adolescence Using the Adolescent Brain Cognitive Development (ABCD) Dataset

Lindsay C. Chromik, M.S., Lauren M. Friedman, Ph.D., Arizona State University

(PS1-D97) Sibling Relationships, Self-regulation, and Parenting Stress in Young Children At-risk For adhd

Indira Joell, M.A., Eliana Rosenthal, M.Ed., Other, Joey Lam, M.S., Lee Kern, Ph.D., George J. DuPaul, Ph.D., Lehigh University

(PS1-D98) Tell Me About ADHD! Comparing chatgpt-3 Output About ADHD to Expert-written, NIMH and ABCT Fact Sheets

Kaley Galipp, Sean A. Lauderdale, Ph.D.², 1. Texas A&M University-Corpus Christi, 2. University of Houston – Clear Lake

(PS1-D99) Thematic Analysis of Focus Groups in the Development of a Customized Adherence Enhancement (CAE) Treatment Intervention

Salayna M. Abdallah, B.A.¹, Emma Church, B.A.¹, Amarpreet Chela, M.D.², Kelly Kamimura-Nishimura, M.D.³, Jennifer B. Levin, Ph.D.², Mikaila Gray, M.A.², Joy Yala, Ph.D.², Molly McVoy, M.D.², 1. Cleveland State University and University Hospitals, 2. University Hospitals, 3. Cincinnati Children's Medical Center

(PS1-D100) Therapist Self-disclosure and COVID-19 Vaccine Hesitancy: A Qualitative Study

Kerry M. Cannity, Ph.D.¹, Lauren Adams, B.A.², Alexandra Goetz², Ava Holmes², Aida Aminpour, B.A.³, Elisheva Hoffman, B.A.³, Gianna Puccio, B.S.³, 1. Fairfield University and Touro University, 2. Fairfield University, 3. Touro University

10:00 AM – 11:00 AM

Regency Ballroom, Level 7

Poster Session 2**2A: Adult Anxiety**

Key Words: Anxiety, Exposure, Women's Health

(PS2-A1) The Association of Endogenous Estradiol and Subjective Distress Ratings in Women Receiving Exposure Therapy for Anxiety Disorders

Sarah M. Collett, B.A.¹, Hannah Levy, Ph.D.¹, Jessica Mullins, M.D.², David F. Tolin, ABPP, Ph.D.¹, 1. Anxiety Disorders Center, The Institute of Living, 2. Hartford Hospital

(PS2-A2) Nobody's Perfect! the Effect of Manipulating Perfectionism on Social Anxiety Symptoms

Anishka Jean, B.A., Hattie Murphy, Lauren Swarr, Sabrina Siegan, Ayah Aldebyan, Grace Sullivan, Shari A. Steinman, Ph.D., West Virginia University

(PS2-A3) Differences in Fear of Emotion in Anxiety Disorders

Shannon Gerds, M.A.¹, Margot H. Steinberg, Other¹, Kristin L. Szuhany, Ph.D.², Michele Santacatterina, Ph.D.¹, Safina Skaf, M.S., RN¹, Amanda W. Baker, Ph.D.³, Naomi M. Simon, M.D.⁴, 1. New York University Langone Health, 2. New York University School of Medicine, 3. Massachusetts General Hospital/HMS, 4. New York University Grossman School of Medicine

(PS2-A4) Examining the Prospective Role of Emotion Regulation Difficulties and Perceived Stress on Traumatic Stress, Anxiety, and Safety Behavior Use During a Chronic Stressor: A Four-year Longitudinal Study

Sarah C. Jessup, M.A.¹, Alexandra M. Adamis, B.A.¹, Catherine E. Rast, B.S.², Rebecca C. Cox, Ph.D.³, Bunmi O. Olatunji, Ph.D.¹, 1. Vanderbilt University, 2. Baylor College of Medicine, 3. University of Colorado Boulder

(PS2-A5) The Effects of Depression and Anxiety on Friendship Functions

Ebony Walker, B.A., Danielle E. Deros, M.S., Kaitlyn Nagel, M.S., Burkhart Hahn, B.S., DeMond M. Grant, Ph.D., Oklahoma State University

- (PS2-A6) Creating a Short-form for the Screen for Adult Anxiety Related Disorders**
Lia E. Follet, M.A.¹, Phoebe Rodda², Julia Bondareva², Natalie Charamut, M.A.³, Eric A. Youngstrom, Ph.D.², 1. Harvard University, 2. University of North Carolina at Chapel Hill, 3. University of Connecticut
- (PS2-A7) Using Combined Updated Cutoff Scores on the Social Phobia Inventory and Sheehan Disability Scale Enhances the Identification of Analogue Participants with High Social Anxiety**
Sophie M. Kudryk, B.S., Joshua R.C. Budge, B.S., Jolie T.K. Ho, M.A., M.S., Van Bui, M.A., Vanja Vidovic, M.A., David Moscovitch, Ph.D., University of Waterloo
- (PS2-A8) An Exploration of Dimensions of Self-care as Mediators of the Relationship Between Rumination and Sleep Quality**
Arianna N. Smith, B.S., Madison L. Shafer, Wilson J. Brown, Ph.D., Penn State Erie, The Behrend College
- (PS2-A9) Analyzing the Attentional Biases in Individuals with Fear of Public Speaking During a Speech Using 360° Video-based Virtual Reality**
Jessica Navarro-Siurana, M.S.¹, Marta Miragall, Ph.D.², Rosa M. Baños, Ph.D.³, Rocío Herrero, Ph.D.⁴, Almudena Duque, Ph.D.⁵, Lorena Desdentado, M.S.⁶, 1. University of Valencia, 2. University of Valencia; CIBEROBn Physiopathology of Obesity and Nutrition, Instituto de Salud Carlos III, Madrid, Spain, 3. Polibienestar Research Institute, University of Valencia; Department of Personality, Evaluation and Psychological Treatment, Faculty of Psychology, University of Valencia; CIBEROBn Physiopathology of Obesity and Nutrition, Instituto de Salud Carlos III, Madrid, Spain, 4. University of Zaragoza, Teruel, España, 6. Instituto Polibienestar, University of Valencia; Department of Personality, Evaluation and Psychological Treatment, University of Valencia; CIBER de Fisiopatología Obesidad y Nutrición (CIBEROBN), Instituto de Salud Carlos III
- (PS2-A10) Examining Cognitive Styles Maintaining Social Anxiety and Depression: What Is Shared and What Is Distinct?**
Abigail E. Jackson, B.A.¹, Marilyn L. Piccirillo, Ph.D.¹, Katherine T. Foster, Ph.D.², 1. University of Washington, Seattle, 2. University of Washington
- (PS2-A11) Depression and Anxiety Predict Reactivity to Uncertainty and Mortality Stressors**
Liam F. Hill, B.A., Aaron Wichman, Ph.D., Matthew J. Woodward, Ph.D., Western Kentucky University
- (PS2-A12) Understanding Ethnic Differences in Social Anxiety: Exploring Anticipatory Appeasement as a Predictor of Social Interaction Anxiety**
Da Eun Suh, M.A., Yiyuan Xu, Ph.D., Taylor A. Stacy, M.A., University of Hawai'i at Manoa
- (PS2-A13) Working Alliance as a Potential Mediator of Change in Positive Affect with Behavioral Activation and Exposure-based Therapy**
Elisabeth Akeman, M.S., Hannah Berg, Ph.D., Sonalee Joshi, M.S., Cassandra A. Sturycz-Taylor, Ph.D., Emily Choquette, Ph.D., Robin L. Aupperle, Ph.D., Laureate Institute for Brain Research

- (PS2-A14) **The Mental Health Costs of Discrepancies Between Ideal and Actual Emotions**
Matthew C. Sala, B.S.¹, Ruba Rum, M.S.¹, Fallon Goodman, Ph.D.², 1. University of South Florida, 2. George Washington University
- (PS2-A15) **Latent Profiles of Social Anxiety and Implicit Theories of Social Anxiety in European Americans and Asian Americans**
Taylor A. Stacy, M.A., Holly R. Turner, M.A., Da Eun Suh, M.A., Yiyuan Xu, Ph.D., University of Hawai'i at Manoa
- (PS2-A16) **Establishing Psychometric Properties of the Child Avoidance Measure – Self Report (CAMS) in Emerging Adults**
Hannah S. Ishimuro, M.S., Emily L. Jones, M.A., Michelle Rozenman, Ph.D., University of Denver
- (PS2-A17) **Cognitive Behavioral Therapy for Panic Disorder Increases Emotional Self-efficacy**
Dhea Kothari, B.S.¹, Donald J. Robinaugh, Ph.D.², Katherine E. Kabel, B.S.¹, Daniel D.L. Coppersmith, M.A.³, Amanda W. Baker, Ph.D.⁴, 1. Massachusetts General Hospital, 2. Northeastern University, 3. Harvard University, 4. Massachusetts General Hospital/HMS
- (PS2-A18) **Self-compassion and Internalizing Symptoms in Emerging Adults: The Unique Role of Expressive Suppression**
Caroline Kelberman, B.A., Eleanor Schuttenberg, B.S., Douglas W. Nangle, Ph.D., University of Maine
- (PS2-A19) **State and Trait Social Anxiety as Predictors of Fear of Self-compassion**
Kamila Szczygłowski, M.A., Nancy L. Kocovski, Ph.D., Wilfrid Laurier University
- (PS2-A20) **The Indirect Effect of Emotion Regulation on the Association Between Distress Tolerance and Anxiety Symptoms**
Maxwell J. Lubber, B.A., Hannah P. Friedman, M.A., Kayce M. Hopper, B.S., Akia Sherrod, B.A., Leila Sachner, B.A., Sarah A. Bilsky, Ph.D., University of Mississippi
- (PS2-A21) **Gender Differences in Internalizing Symptoms: The Role of Co-rumination and Empathetic Distress**
Anna G. Brubaker, M.S.¹, Josephine H. Shih, Ph.D.², 1. University of California, San Diego, 2. Saint Joseph's University
- (PS2-A22) **Emotion Regulation in Anxiety Disorders – Patterns and Changes Due to CBT**
Christina Totzeck, Ph.D., Mental Health Research and Treatment Center, Ruhr University Bochum
- (PS2-A23) **Resilience Moderates the Relation Between Anxiety Sensitivity and Functional Impairment in Individuals with Elevated Anxiety**
Gina M. Belli, M.S.¹, Clara Law, M.A.², Christina L. Boisseau, Ph.D.¹, 1. Northwestern University Feinberg School of Medicine, 2. City University of New York The Graduate Center
- (PS2-A24) **Self-concept Clarity Mediates the Relationship Between Emotion Differentiation and Social Anxiety**
Allison Graham, B.A., David P. Valentiner, Ph.D., Northern Illinois University

(PS2-A25) Does Distress Tolerance Moderate the Relationship Between Life Events and Anxiety Symptoms?

Nechama Kaiser, B.A.¹, Pia L. Mahar-Morton¹, Kristin L. Szuhany, Ph.D.¹, Amanda W. Baker, Ph.D.², Naomi M. Simon, M.D.¹, 1. New York University Grossman School of Medicine, 2. Massachusetts General Hospital/HMS

Poster Session 2**2B: Adult Anxiety; Adult Depression****(PS2-B26) Developing a Core Outcome Set for Perinatal Women with Generalized Anxiety Disorder (GAD): Standardizing Reported Outcomes in Clinical Research**

Emma Stallwood, B.A.¹, Benicio Frey, M.D.², Randi E. McCabe, Ph.D.², Sheryl Green, Ph.D.², 1. McMaster University, 2. McMaster University; St Joseph's Healthcare Hamilton

(PS2-B27) Emotion Suppression Increases the Frequency of Negative Emotion and Decreases the Frequency of Positive Emotion in Controls but Not Those with GAD

Kelly Dombek, Other, Aaron J. Fisher, Ph.D., University of California, Berkeley

(PS2-B28) Investigating the Role of Neuropsychological Functioning in Anxiety, Depression, and Therapy Outcomes

Mallory J. Cannon, B.A.¹, Emily M. Choquette, Ph.D.², Elisabeth Akeman, M.S.², Hannah Berg, Ph.D.², Timothy J. McDermott, M.A.², Robin L. Aupperle, Ph.D.², 1. Auburn University, 2. Laureate Institute for Brain Research

(PS2-B29) Anxiety, Worry, and Subjective Difficulty Concentrating: Examining Concurrent and Prospective Symptom Relationships in the Context of the COVID-19 Pandemic

Mary Blendermann, B.S., Lauren S. Hallion, Ph.D., University of Pittsburgh

(PS2-B30) Emotion Dysregulation Predicts Covid-related Cognitive Impairments Beyond Anxiety

Ariana E. Milner, B.S., Austin Foreman, Derek Brennan, Ashlyn Suchand, B.S., Michael J. McDermott, Ph.D., University of Louisiana at Lafayette

(PS2-B31) Momentary Social Anxiety, Social Interaction, and Positive Affect: A Network Perspective

Rachel A. John, B.S.¹, Nader Amir, Ph.D.², 1. San Diego State University, 2. San Diego State University/University of California San Diego

(PS2-B32) Associations of Delay Discounting Rate with Anxiety Disorder Diagnosis and Symptomatology

Caroline Armstrong, B.A.¹, Elizabeth Hoge, M.D.², 1. Massachusetts General Hospital, 2. Georgetown University Medical Center

- (PS2-B33) **Ruminative Processing and Avoidance During Prolonged Exposure with and Without Sertraline**
Shivani Pandey, B.S.¹, Michelle Bedard-Gilligan, Ph.D.², Norah C. Feeny, Ph.D.³, Lori A. Zoellner, Ph.D.¹, 1. University of Washington, Seattle, 2. University of Washington School of Medicine, 3. Case Western Reserve University
- (PS2-B34) **Use of Cognitive Reappraisal Instructions to Regulate Anger in High versus Low Social Anxiety**
Virginia Tsekova, M.A., Naomi Koerner, Ph.D., Martin M. Antony, Ph.D., Ryerson University
- (PS2-B35) **An Experimental Examination of the Role of Social Safety Behavior in Loneliness**
Tapan A. Patel, M.S., Lauren A. Stentz, M.S., Jesse R. Cougle, Ph.D., Florida State University
- (PS2-B36) **Extraversion and Its Lower-order Facets Distinguish Major Depression from Generalized Anxiety Disorder**
Albena G. Ruseva, Nicole Henry, Lillian R. Orchard, Milan Chand, Joe Friedman, B.A., Ayelet Meron Ruscio, Ph.D., University of Pennsylvania
- (PS2-B37) **The Role of Perceived Social Support as a Mediator in the Relationship Between Childhood Trauma and Social Anxiety**
Katharine E. Musella, M.A., Ellen C. Flannery-Schroeder, ABPP, Ph.D., The University of Rhode Island
- (PS2-B38) **The Predicting Model of Dropout in Cognitive-behavioral Therapy for Panic Disorder: A Machine Learning Approach**
Sei Ogawa, Ph.D., Graduate School of Humanities and Social Sciences, Nagoya City University
- (PS2-B39) **Social Anxiety, Perceptions of Social Support, and Associations with Social Behavior During the Chatroom Task**
Emily L. Jones, M.A., Michelle Rozenman, Ph.D., University of Denver
- (PS2-B40) **Emotion Regulation Moderates the Relationship Between Anxiety Symptoms and Avoidance Behavior**
Griffin Kreit, B.A., Jiyoung Song, M.A., Aaron J. Fisher, Ph.D., University of California, Berkeley
- (PS2-B41) **Latent Cognitive Factors Associated with Social Anxiety Concerns: Preliminary Results from an Independent Evaluation of the Social Thoughts and Beliefs Scale**
Danielle E. Deros, M.S., Kaitlyn Nagel, M.S., Burkhart Hahn, B.S., Ebony Walker, B.A., DeMond M. Grant, Ph.D., Oklahoma State University
- (PS2-B42) **Worry as Coping: The Roles of Worry Beliefs, Anxiety, and Emotion Regulation**
Anne E. Werkheiser, B.A., Erin B. Tone, ABPP, Ph.D., Georgia State University
- (PS2-B43) **Shyness Conceptualization: What Do We Think It Means to Be Shy?**
Sebastian Szollos, M.A., Allison Graham, B.A., David P. Valentiner, Ph.D., Carrie Zach, M.A., Northern Illinois University

(PS2-B44) Domains of Impairment in GAD: Improvements in Patient Generated**Concerns After Digital CBT**

Eileen Y. Wong, B.A.¹, Nishat Bhuiyan, Ph.D.², Alasdair L. Henry, Ph.D.³, Jeanette Waxmonsky, Ph.D.⁴, Tali M. Ball, Ph.D.¹, Colin A. Espie, Ph.D.¹, 1. Big Health, 2. Arizona State University, 3. Big Health, Oxford University, 4. University of Colorado Anschutz Medical Campus

(PS2-B45) Stigma and Perception of Depression and Chronic Pain Among Healthy Individuals

Charlotte C. Teng, M.A.¹, Carly Haeck, Ph.D.², Yan Leykin, Ph.D.¹, 1. Palo Alto University, 2. Carly Haeck Therapy

(PS2-B46) The Effect of Trait Gratitude on Use of Adaptive Emotion Regulation Strategies in Response to Positive and Negative Events: A Daily Diary Study

Katherine S. Benjamin, M.S., Lauren Hammond, Ph.D., Ben D. Johnson, M.S., Ellie Lisitsa, M.S., Amy H. Mezulis, Ph.D., Seattle Pacific University

(PS2-B47) Distinct Trajectories of Depression Symptoms Before and After the COVID-19 Lockdown: Evidence from Longitudinal Network Analysis

Mikael Rubin, Ph.D.¹, Ricardo F. Muñoz, Ph.D.¹, Nancy H. Liu, Ph.D.², Monica Garza, Ph.D.³, Yan Leykin, Ph.D.¹, 1. Palo Alto University, 2. University of California at Berkeley, 3. Legacy Community Health

(PS2-B48) Experience the Good or Avoid the Bad? Emotion Preferences in Depression and Social Anxiety

Kimberly M. Davis, B.A.¹, Jessica A. Birg, M.A.¹, Fallon Goodman, Ph.D.², 1. University of South Florida, 2. George Washington University

(PS2-B49) Valued Living as a Mediator Between Depressive Symptoms and Emotional, Psychological, and Social Well-being: A Cross-sectional Study

Pedro Sarrion Castelló, M.S.¹, Mireia Santamaria, M.S.¹, Marta Miragall, Ph.D.¹, Ausiàs Cebolla, Ph.D.¹, Rocío Herrero, Ph.D.², Rosa M. M. Baños, Ph.D.¹, 1. Departamento de Personalidad, Evaluación y Tratamientos Psicológicos. Facultad de Psicología. Universitat de València, 2. University of Zaragoza, Teruel, Spain; CIBEROBn Physiopathology of Obesity and Nutrition, Instituto de Salud Carlos III, Madrid, Spain

(PS2-B50) Distress Tolerance and Rumination Predict Longitudinal Changes in Depressive Symptoms

Emily E. Barni, B.S., Christian A. L. Bean, M.A., Christopher B. Summers, M.A., Jeffrey A. Cielsa, Ph.D., Kent State University

Poster Session 2**2C: Adult Depression****(PS2-C51) Momentary Awe and the Stability of Negative Affect Among Depressed and Non-depressed Young Adults**

Angelina Sung, M.A., Noah N. Emery, Ph.D., Colorado State University

- (PS2-C52) The Role of Active Coping in the Relationship Between Social Loneliness and Depression**
Haley Park, M.A., Mikayla Ver Pault, B.S., Elaine Ruiz, M.A., Ellen C. Flannery-Schroeder, ABPP, Ph.D., University of Rhode Island
- (PS2-C53) The Impact of Repetitive Negative Thinking on Social Functioning and Well-being in a Transdiagnostic Sample**
Julia G. Lebovitz, B.A.¹, Alexandra M. Adamis, B.A.², Rawna Doreste-Mendez, Ph.D.³, Serena Z. Chen, B.A.³, Dustin Phan, B.A.³, Faith Gunning-Dixon, Ph.D.³, Katherine Burdick, Ph.D.⁴, 1. Brigham and Women's Hospital, 2. Vanderbilt University, 3. Weill Cornell Medical College, 4. Brigham and Women's Hospital/Harvard Medical School
- (PS2-C54) Characterizing the Dynamics of Loneliness, Depression, and the Role of Social Interactions: An Experience Sampling Study**
Adam M. Kuczynski, Ph.D., University of Washington School of Medicine
- (PS2-C55) Are Sudden Gains in Cognitive-behavioral Therapy for SAD Related to Outcomes One and Two Winters Later?**
Raquel Castillo Cruz, M.A., Kelly J. Rohan, Ph.D., Richard J. Norton, M.A., Annie Wernhoff, B.A., Pamela M. Vacek, Ph.D., Michael J. DeSarno, M.S., University of Vermont
- (PS2-C56) Interviewer-rated Anhedonia as a Predictive Factor for Suicidal Ideation**
Jessica Allenbach, B.A.¹, Umiemah Farrukh, Other¹, Olivia M. Losiewicz, B.A., M.A.¹, Alicia Esperanza Meuret, Ph.D.², Thomas Ritz, Ph.D.², David I. Rosenfield, Ph.D.², Michelle G. Craske, B.A., M.A., Ph.D.¹, 1. University of California Los Angeles, 2. Southern Methodist University
- (PS2-C57) Exploring the Distinct Roles of Perceived Social Support and Connectedness in Reducing Burdensomeness**
Kaileigh Conti, M.A., Evan Kleiman, Ph.D., Olivia G. Lozy, B.A., Rutgers, The State University of New Jersey
- (PS2-C58) An Entrée or Sampler Approach? A Randomized Controlled Trial of Two Approaches to Cognitive-behavioral Interventions**
Graham C. Bartels, M.S., Daniel R. Strunk, Ph.D., Jennifer S. Cheavens, Ph.D., The Ohio State University
- (PS2-C59) The Combined Influence of Emotional and Social Functioning on Coping**
Jillian Dodson, B.A.¹, William C. Kelner, M.A.¹, Cara McClain, Ph.D.², L. Chris Elledge, Ph.D.¹, 1. University of Tennessee - Knoxville, 2. Salt Lake City VA
- (PS2-C60) Greater Engagement, Greater Joy: An Experiment Testing a Core Premise of Behavioral Activation**
Kaitlynn Fravel, B.A., Lucas S. LaFreniere, Ph.D., Skidmore College
- (PS2-C61) A Network Intervention Analysis of Differential Symptom Change in Cognitive-behavioral Therapy and Light Therapy for Seasonal Affective Disorder**
Richard J. Norton, M.A.¹, Michael A. Young, Ph.D.², Kelly J. Rohan, Ph.D.¹, 1. University of Vermont, 2. Illinois Institute of Technology
- (PS2-C62) An Ecological Momentary Assessment Study of Daily Worry and Rumination as Predictors of Positive Affect**
Ashleigh V. Rutherford, M.S., Hanna Lehr, B.A., Jutta Joormann, Ph.D., Yale University

- (PS2-C63) Social Support as a Predictor of Internalizing Symptom Change During the COVID-19 Pandemic**
Sofia Barnes-Horowitz, B.A., Amelia D. Moser, M.A., Ziwei Cheng, B.A., Chiara Neilson, B.A., Roselinde Kaiser, Ph.D., University of Colorado Boulder
- (PS2-C64) Differential Impacts of Stressful Life Events on Symptoms of Depression and Anxiety: Symptom Network Analysis of a Multi-country Dataset**
Kunyi Zhou, M.A., University of Oregon
- (PS2-C65) Identifying Predictors of Differential Responses to Psychotherapy for Depression in Adults: A Systematic Review**
Kunyi Zhou, M.A., University of Oregon
- (PS2-C66) An Empirical Assessment of the Generalizability of Predictive Models to Five Mental Health Services Within the United Kingdom**
Thomas Kim, M.A., University of Pennsylvania
- (PS2-C67) Does Trait Aggression Moderate the Relationship Between Suicidal Ideation and Anxiety Sensitivity?**
Lucinda I. Neely, B.A., Dede K. Greenstein, Ph.D., Kelly Hurst, Ph.D., Carlos Zarate, Ph.D., Elizabeth D. Ballard, Ph.D., National Institute of Mental Health
- (PS2-C68) Perceptions of Depression Among Asian vs. American Adults**
Susan J. Wenze, Ph.D., Sej Cho, B.S., Huixin Deng, B.A., Mujtaba Ashal Pal, Other, Lafayette College
- (PS2-C69) Building a Model for the Relationship Between Failure and Depression: A Pilot Study**
Whitney M. Whitted, M.S., Maria Sanchez Boedo, B.S., Kassidie S. Harmon, M.S., Jennifer S. Cheavens, Ph.D., The Ohio State University
- (PS2-C70) Individuals with Internalizing Disorders Rate Hobbies as Less Active Than Those Without**
Allison Peipert, B.S.¹, Lauren A. Rutter, Ph.D.¹, Jacqueline Howard, B.A.², Lorenzo Lorenzo-Luaces, Ph.D.³, 1. Indiana University Bloomington, 3. TRAILS, a project of Tides Center, 3. Indiana University
- (PS2-C71) Increases in the Number of Times Bereaved Negates the Effect of Age as a Protective Factor for Subsequent Bereavement**
Evanne Moux, B.A., Layla Kratovic, B.S., Brianna J. Preiser, M.A., Lauren E. Bradley, B.A., Kyani K. Uchimura, B.A., Anthony Papa, Ph.D., University of Hawaii at Manoa
- (PS2-C72) Interpretation Bias and Inflexibility Predict Changes in Depression, Social Anxiety, and Generalized Anxiety over Time**
Madison E. Quinn, B.A., Christian A. L. Bean, M.A., Christopher B. Summers, M.A., Jeffrey A. Cielsa, Ph.D., Kent State University
- (PS2-C73) Examining Social Connectedness as a Mechanism Underlying the Relationship Between Rumination and Anhedonic Depression**
Tal Eliyahu, B.A., David L. Yap, M.A., Evelyn Behar, Ph.D., Hunter College, City University of New York

(PS2-C74) **Does Depression Have a Purpose? Beliefs About Depression as a “signal” Are Linked to Positive Attitudes About Psychotherapy and Recovery**
Hans Schroder, Ph.D.¹, Elizabeth T. Kneeland, Ph.D.², Jason Moser, Ph.D.³, 1. University of Michigan Medical School, 2. Amherst College, 3. Michigan State University

(PS2-C75) **Differences in Self-stigma of Depression and Its Treatment Between Two Cultures**
Anna S. Freedland, Ph.D.¹, Alinne Z. Barrera, Ph.D.², Robert D. Friedberg, Ph.D.², Yan Leykin, Ph.D.², 1. VA Palo Alto Health Care System, 2. Palo Alto University

Poster Session 2

2D: Adult- Health Psychology / Behavioral Medicine; Anger; Comorbidity

(PS2-D76) **Treatment of Tinnitus Among Veterans with Posttraumatic Headache: A Secondary Analysis of a Randomized Clinical**
John C. Moring, ABPP, Ph.D.¹, Casey Straud, ABPP, Psy.D.², Patricia A. Resick, ABPP, Ph.D.³, Alan L. Peterson, ABPP, Ph.D.¹, Jordan Ortman, B.S.¹, Carlos Jaramillo, M.D.⁴, Blessen Eapen, M.D.⁵, Cindy A. McGeary, ABPP, Ph.D.¹, Brett Litz, Ph.D.⁶, Stacey Young-McCaughan, Ph.D., RN¹, Terrence Keane, Ph.D.⁷, Donald McGeary, ABPP, Ph.D.¹, 1. University of Texas Health Science Center at San Antonio, 2. University of Texas Health San Antonio, 3. Duke University School of Medicine, 4. Southwest Rehabilitation Solutions, 5. Greater Los Angeles Veterans Health Care System, 6. Boston University School of Medicine, 7. Boston University School of Medicine & National Center for PTSD

(PS2-D77) **Perceived Risk of HIV Infection and Self-reported Adherence to Pre-exposure Prophylaxis (PrEP) Among People Who Inject Drugs Engaged in Medication Treatment for Opioid Use Disorder**
Matthew C. Sullivan, Ph.D.¹, Dean G. Cruess, Ph.D.², Brian Sibilio, B.S.², Roman Shrestha, M.P.H., Ph.D.², Michael Copenhaver, Ph.D.², 1. Massachusetts General Hospital, 2. University of Connecticut

(PS2-D78) **Chronic Pelvic Pain in Women: Differences in Depression and Anxiety Sensitivity**
Sarah E. Francis¹, Jamey T. Brumbaugh, M.S.¹, Jeongwi An, M.A., M.S.¹, Emily J. Bartley, Ph.D.², Daniel W. McNeil, Ph.D.², 1. West Virginia University, 2. University of Florida

(PS2-D79) **Barriers to Care Among Users of a Digital Therapeutic for Mood and Anxiety**
Megan Flom, Ph.D., Tim Campellone, Ph.D., Athena Robinson, Ph.D., Ashleigh Golden, Psy.D., Other, Rob Montgomery, M.A., Valerie Hoffman, Ph.D., Woebot Health

(PS2-D80) **Mental Health Correlates of Self-diagnosed Food Sensitivity**
Kendall N. Poovey, B.S., M.A., Annaka Milholland, Dhanvi Patel, B.S., B.A., Diana Rancourt, Ph.D., University of South Florida

(PS2-D81) Illness Uncertainty, Posttraumatic Stress Symptoms, and Sleep Quality in Parents of Children with Cancer

Rachel Fisher, M.S.¹, Alexandra DeLone, M.S.¹, Katherine Traino, M.S.¹, Rene McNall-Knapp, M.D.², J. Carrick Carter, Psy.D.², Larry Mullins, Ph.D.¹, 1. Oklahoma State University, 2. University of Oklahoma Health Sciences Center

(PS2-D82) Diabetes-specific Typology of Family Functioning Moderates Intervention Effects and Is Associated with Intervention Engagement

McKenzie K. Roddy, Ph.D.¹, Shilin Zhao, Ph.D.¹, Andrew Spieker, Ph.D.¹, Robert Greevy Jr., Ph.D.¹, Lyndsay A. Nelson, Ph.D.¹, Cynthia Berg, Ph.D.², Lindsay S. Mayberry, M.S., Ph.D.¹, 1. Vanderbilt University Medical Center, 2. The University of Utah

(PS2-D83) Role of ACT in Death Attitudes

Mary B. Short, Ph.D.¹, Megan M. Millmann, Psy.D.², Ryan Marek, Ph.D.³, Heather Kanenberg, Ph.D.¹, 1. University of Houston-Clear Lake, 2. Johns Hopkins University School of Public Health, 3. Sam Houston State University

(PS2-D84) Food Allergies, Anxiety, and Disordered Eating in Young Adults

Danielle Lindner, Ph.D., Andrea R. Mingo, Other, Stetson University

(PS2-D85) Disorder and Absenteeism: Connecting Workplace Productivity and Internalizing Disorders

Rachel Cansler, M.A.¹, Nicole Fridling, B.A.², Matteo Malgaroli, Ph.D.³, Thomas D. Hull, Ph.D.², 1. Talkspace/New York University, 2. Talkspace, 3. New York University School of Medicine

(PS2-D86) Posttraumatic Stress, Alexithymia, and Demoralization as Predictors of Posttraumatic Growth in Chinese Breast Cancer Patients During COVID-19: A Cross-sectional Study

Rong Xia, M.A., Leeann B. Short, B.S., William H. O'Brien, ABPP, Ph.D., Bowling Green State University

(PS2-D87) Perpetrating Harm in Healthcare: The Impact of Provider-specific Betrayal on Young Adults' Healthcare Experiences

Chloe M. Woodling, M.A., M.S.¹, Fallon J. Richie, M.A.¹, Daniel T. Dickie, M.A.¹, Margaret E. Gigler, M.A.², Bridget N. Jules, B.A.¹, Alexa Sotiroff, M.A.¹, Jennifer Langhinrichsen-Rohling, Ph.D.¹, 1. University of North Carolina at Charlotte, 2. University of North Carolina at Charlotte, Emory University School of Medicine

(PS2-D88) Psychometric Validation of an Everyday Exercise Satisfaction Scale

Ashley Buchanan Nguyen, M.A., Morgan A. Bobo, B.S., Mona Clifton, M.A., Brigitte Madan, B.A., Keith Sanford, Ph.D., Baylor University

(PS2-D89) Should You Text Your Romantic Partner When Angry? The Intimate Partner Anger Scale and Cyber Aggression

Shannon E. Gasparro, B.S., Raymond DiGiuseppe, ABPP, Ph.D., Katharine Romero, M.A., Annette Schieffelin, B.A., Yareli Perez Ibarra, B.S., St. John's University

(PS2-D90) Identifying the Best Cognitions to Target in Anger Management: It Is the Honor Code

Katharine Romero, M.A., Raymond DiGiuseppe, ABPP, Ph.D., Annette Schieffelin, B.A., Shannon Gasparro, B.A., Gianna Bolusi, B.A., Yareli Perez Ibarra, B.S., St. John's University

- (PS2-D91) Does Anger Contribute to Social Problem Solving Following Interpersonal Trauma?**
Rimsha Majeed, M.S., Elizabeth L. Griffith, M.S., Melissa Beyer, M.A., Mya E. Bowen, M.S., Bre'Anna L. Free, M.A., J. Gayle G. Beck, Ph.D., University of Memphis
- (PS2-D92) Examining Changes in Anger Following Couples-based PTSD Treatments**
Stephanie Y. Wells, Ph.D.¹, Tamara Wachsmen, B.A.², Rosalba Gomez, B.A.³, Kayla Knopp, Ph.D.⁴, Kirsten H. Dillon, Ph.D.¹, Lisa H. Glassman, Ph.D.⁵, Margaret-Anne Mackintosh, Ph.D.⁶, Leslie Morland, Psy.D.⁷, 1. Durham VA Health Care System, 2. VA San Diego Healthcare System, 3. Durham VA Medical Center, 4. VA San Diego Healthcare System; University of California San Diego, 5. Naval Health Research Center, 6. National Institute of Mental Health, 7. VA San Diego Healthcare System/ University of California, San Diego
- (PS2-D93) Quick to Anger, Slow to Change: The Impact of Anger on Achieving Clinically Reliable Change in Psychotherapy**
Margaret McDonald, M.A., William F. Chaplin, Ph.D., St. John's University
- (PS2-D94) Movement-oriented Behavioral Activation (MOBA): Results of a Novel Pilot Intervention to Reduce Stationary Behavior and Improve Well-being Among Older Food Service Workers**
Guy Potter, Ph.D.¹, Moria J. Smoski, Ph.D.¹, Felicia Tittle, Other¹, Jennie riley, M.S.², Patrick J. Smith, M.P.H., Ph.D.³, 1. Duke University, 2. Duke Center for Aging/Royal Center, 3. University of North Carolina at Chapel Hill
- (PS2-D95) Characterization of Misophonia in a Nationally Representative Sample: Investigating Demographics and Comorbidity**
Allie Freshley, B.A., Heather L. Clark, M.S., Laura J. Dixon, Ph.D., University of Mississippi
- (PS2-D96) Polypharmacy Risk Profile for Psychiatric Inpatients with Major Depressive Disorder and Co-occurring Substance Use Disorders**
Madeline Benz, Ph.D.¹, Gary Epstein-Lubow, M.D.², Lauren M. Weinstock, Ph.D.², Brandon A. Gaudiano, Ph.D.³, 1. Brown University & Butler Hospital, 2. Brown University, 3. Alpert Medical School of Brown University
- (PS2-D97) Predicting Symptom Prognoses Among Individuals with Primary OCD vs. PTSD Diagnosis**
Jiwon Lee, M.A.¹, Yiqin Zhu, M.S., M.Ed.¹, Lindsey Salerno, M.S., M.Ed.², Jeremy Tyler, Psy.D.¹, Carmen P. McLean, Ph.D.³, Lily A. Brown, Ph.D.¹, 1. University of Pennsylvania, 2. Philadelphia College of Osteopathic Medicine, 3. National Center for PTSD
- (PS2-D98) Examining Differences in Emotional States Preceding and Following Acts Dysregulated Behaviors**
Joey C. Cheung, M.A.¹, Kenzie Himelein-Wachowiak, B.A.¹, Kristen Sorgi-Wilson, M.S.¹, Nicole K. Ciesinski, M.A.¹, Lynette C. Krick, B.A.¹, Brooke A. Ammerman, Ph.D.², Michael McCloskey, Ph.D.¹, 1. Temple University, 2. University of Notre Dame

(PS2-D99) Parsing the Relationship Between Irritability, ADHD Symptoms, and**Inhibitory Control: A Latent Variable Approach**

Gabrielle F. Freitag, M.S.¹, Shannon Shaughnessy, B.A.², Ellen Leibenluft, M.D.³, Daniel S. Pine, M.D.³, Melissa A. Brotman, Ph.D.³, Katharina Kircanski, Ph.D.³, Elise M. Cardinale, Ph.D.⁴, 1. Florida International University, 2. University of Miami, 3. National Institute of Mental Health, 4. Catholic University of America

(PS2-D100) Gender Differences in Blame Regarding Depression and Alcohol Use**Disorder**

Hannah Milius, B.S.¹, Aubree Barr, B.S.², Sarah Huber, B.A., M.Ed.², Lee Budesheim, Ph.D.², Maureen Carrigan, Ph.D.³, 1. University of South Carolina, Aiken, 2. Creighton University, 3. University of South Carolina Aiken

 11:30 AM – 12:30 PM

Regency Ballroom, Level 7
Poster Session 3
3A: Assessment; Autism Spectrum and Developmental Disorders

 Key Words: *Measurement, Research Methods, Emotion*
(PS3-A1) Using a Standardized Sound Set to Help Characterize Misophonia: The International Affective Digitized Sounds

Jacqueline Trumbull, M.S.¹, Zach Rosenthal, Ph.D.¹, Rachel E. Guetta, M.A.¹, Kibby McMahon, Ph.D.², 1. Duke University, 2. Duke University Medical Center

(PS3-A2) Developing a Revised Emotion Regulation Questionnaire (ERQ-R) to Assess the Use of Cognitive Reappraisal and Expressive Suppression of Positive and Negative Emotions

Robinson de Jesus-Romero, M.S., Lorenzo Lorenzo-Luaces, Ph.D., Jose Chimelis Santiago, M.S., Indiana University

(PS3-A3) The Effects of Symptom Impact and Reactions from Others on Assessment of “sunny” and “dark” Features of Hypomania

Kayla R. McGinty, M.A.¹, Grace A. Little, B.A.², John V. Miller, Other³, Chase M. DuBois, B.A.⁴, Rachael Kang, B.S., M.S.², Eric A. Youngstrom, Ph.D.⁴, 1. University of Nevada, Las Vegas, 2. Helping Give Away Psychological Science (HGAPS), 3. Stony Brook University, 4. University of North Carolina at Chapel Hill

(PS3-A4) Predicting Strengths and Difficulties from Patterns of CBT Practice Element Usage

Marina M. Matsui, M.A., Kyani K. Uchimura, B.A., Brad Nakamura, Ph.D., Holly R. Turner, M.A., University of Hawai'i at Manoa

- (PS3-A5) Correspondence Between Retrospective and Momentary Reports of Distress Tolerance in Adults with Recurrent Self-harm**
Isabella A. Manuel, B.S., Sara Wilkerson, B.A., M.A., Gabrielle S. Ilagan, B.A., Grace N. Anderson, M.A., Lucas Surrency, B.A., Trevor A. Zicherman, Other, Christopher C. Conway, Ph.D., Fordham University
- (PS3-A6) A Comparison of the SCARED, SCAS, and YAM-5 in the Assessment of Adolescent Anxiety**
Cassandra R. Mick, M.A., M.Ed.¹, Anna E. Martinez-Snyder, Ph.D.², David P. Valentiner, Ph.D.¹, 1. Northern Illinois University, 2. Konick and Associates
- (PS3-A7) Validation of a Stressor-aligned Coping Instrument**
Anastasia J. Philippopoulos, B.A., Amanda Levinson, Ph.D., Heidi Preis, Ph.D., Marci Lobel, Ph.D., Brittain Mahaffey, Ph.D., Stony Brook University
- (PS3-A8) Concordance Between Retrospective and Ecological Momentary Reports of Affect**
Ian Shryock, M.S.¹, Shaan McGhie, M.A.², Nader Amir, Ph.D.³, 1. University of Oregon, 2. Harvard University, 3. San Diego State University /University of California San Diego
- (PS3-A9) Are Sex Differences on the BIS/BAS Scale Reliable? An Examination of Measurement Invariance**
Logan T. Smith, M.A.¹, Iris Ka-Yi K-Y Chat, M.A.¹, Robin Nusslock, Ph.D.², Lauren B. Alloy, Ph.D.¹, 1. Temple University, 2. Northwestern University
- (PS3-A10) Factor Structure of the Difficulties in Emotion Regulation Scale (DERS) Among Early Adolescents: Results from the Adolescent Brain Cognitive Development Study**
Jacqueline Smith, M.S., Hannah Brinkman, Angelo M. DiBello, Ph.D., M.S., Jessica L. Hamilton, Ph.D., Teresa M. Leyro, Ph.D., Ph.D., Brianna R. Altman, Ph.D., Samantha G. Farris, Rutgers, The State University of New Jersey
- (PS3-A11) Autism Spectrum Disorder Variation by Gender: Examining Symptom Profiles in the ADOS-II**
Ingrid S. Tien, B.A.¹, Amanda Johnson, M.A.¹, Junok Kim, M.A.¹, Jeffrey J. Wood, Ph.D.², 1. University of California, Los Angeles, 2. University of California Los Angeles
- (PS3-A13) The Transdiagnostic Youth-adapted Sheehan Disability Scale: A Psychometric Evaluation**
Maria C. DiFonte, Ph.D., Kimberly S. Sain, Ph.D., David F. Tolin, ABPP, Ph.D., Anxiety Disorders Center, The Institute of Living
- (PS3-A14) Assessing Psychosocial Competencies Across Early and Middle Childhood: Measurement Invariance of the Psychosocial Strengths Inventory-short Form (PSICA-SF)**
Jason B. Sharp, B.A., Morgan Morrison, M.A., Alyssa Korell, Ph.D., Samuel Peer, Ph.D., Idaho State University

- (PS3-A15) Measurement Invariance Across Child and Caregiver Genders with the Psychosocial Strengths Inventory for Children and Adolescents—short Form (PSICA-SF)**
Morgan Morrison, M.A., Jason B. Sharp, B.A., Alyssa Korell, Ph.D., Samuel Peer, Ph.D., Idaho State University
- (PS3-A16) Gender Diversity and Autism Spectrum Disorder: Examining Quality of Life and the Influence of Caregiver Attitudes**
Megan Bigham, M.S., Robert Rieske, Ph.D., Idaho State University
- (PS3-A17) Profiles of Sibling Relationships in Autistic Youth: Associations with Youth Characteristics, Family Functioning, and Peer Relations**
Rya F. Brossard, B.S.¹, Cynthia E. Brown, Ph.D.¹, Gabrielle Kline, Ph.D.², Tal Collins, M.A.¹, Charles M. Borduin, Ph.D.³, 1. Pacific University, 2. West Virginia University, 3. University of Missouri
- (PS3-A18) A Sensory-friendly COVID-19 Vaccine Clinic for Autistic Individuals: Qualitative Findings and Implications for Future Directions**
Annie Resnikoff, B.S.¹, Valerie Colantuono, B.S.¹, Andrea T. Wiecekowski, Ph.D.¹, Elisabeth H. Sheridan, Ph.D.¹, Meredith Bloom, M.A.², Jennifer Plumb, Other², Diana L. Robins, Ph.D.¹, 1. Drexel University, 2. A.J. Drexel Autism Institute
- (PS3-A19) Community-based Development of Unstuck and on Target Ages 11-15: An Executive Function Intervention for Autistic Teens**
Rebecca C. Handsman, B.S.¹, Lauren Kenworthy, Ph.D.², Cara Pugliese, Ph.D.³, Laura Anthony, Ph.D.⁴, Monica Adler-Werner, M.A., LPC⁵, Katie Alexander, M.A.⁶, Lynn Cannon, M.Ed.⁷, Alexis Khuu, B.S.³, John Strang, Psy.D.², 1. University of Denver, 2. Center for Autism Spectrum Disorders, Childrens National Hospital, 3. Children's National Hospital, 4. University of Colorado, School of Medicine, 5. Monica Werner Counseling, 6. The Occupational Therapy Institute, 7. The Maddux School
- (PS3-A20) Assessing Gender Diversity Among Autistic Children by Self Report and Parent Report: A Replication and Expansion of Current Research**
Josh Golt, M.A.¹, Madison M. Bradley¹, Blythe A. Corbett, Ph.D.², Matthew Daniel Lerner, Ph.D.³, Susan White, ABPP, Ph.D.¹, 1. The University of Alabama, 2. Vanderbilt University Medical Center, 3. Stony Brook University
- (PS3-A21) Community-guided, Autism-adapted Cognitive Behavioral Therapy for Depression in Adolescents: Preliminary Feasibility, Acceptability, and Efficacy of CBT-DAY**
Jessica M. Schwartzman, Ph.D.¹, Zachary J. Williams, B.S.², Marissa Roth, M.S.², Ann Paterson, Ph.D.³, Alexandra X. Jacobs, B.A.⁴, Blythe Corbett, Ph.D.¹, 1. Vanderbilt University Medical Center, 2. Vanderbilt University, 3. Williams Baptist University, 4. Independent
- (PS3-A22) Neuro-diverse Couples: Relationship Satisfaction and Its Correlates Among Nonautistic and Autistic Adults**
Aleah H. Rockwell, B.A., Cameron L. Gordon, Ph.D., Bennett P.D. KingNyberg, B.A., Vancouver Island University

(PS3-A23) Self-reported Capacity for Social Pleasure Across Autistic and Nonautistic Youth

Talena C. Day, M.A., Marlene Rahman, Matthew Daniel Lerner, Ph.D., Stony Brook University

(PS3-A24) Feasibility and Acceptability During Community Implementation of the Stepped Transition to Employment and Postsecondary Success Program (STEPS)

Alexis M. Brewe, M.A., Amaya McClain, B.A., Nicole Powell, M.P.H., Ph.D., Susan White, ABPP, Ph.D., University of Alabama

(PS3-A25) What Contributes to Discrepancies in Caregiver and Youth Report of Adverse Childhood Experiences? A Mixed Method Investigation

Michelle C. Hunsche, M.A.¹, Charlotte I. Stewardson, B.A.¹, Em JE Mittertreiner, B.A.¹, Shelby L. R. Rogers, B.A.², Connor M. Kerns, Ph.D.¹, 1. University of British Columbia, 2. City University of Seattle - Canada

Poster Session 3**3B: Autism Spectrum and Developmental Disorders****(PS3-B26) Feasibility of Automated Speech Analysis for Clinical State Detection in Bipolar Disorders**

Isaac Thao¹, Kasey Stack, B.S.², Helen Frieman, B.A.¹, John J. Curtin, Ph.D.³, John Ferguson, Ph.D.⁴, Tasha Nienow, Ph.D.¹, David J. Bond, M.D., Ph.D.⁵, Eric Kuhn, Ph.D.⁶, Snezana Urosevic, Ph.D.⁷, 1. Minneapolis VAMC, 2. Georgetown University Medical Center, 3. University of Wisconsin - Madison, 4. University of Minnesota, 5. Johns Hopkins University School of Medicine, 6. National Center for PTSD, 7. Minneapolis VA Health Care System

(PS3-B27) Anxiety in Autistic Teens Is Associated with Greater Executive Functioning Challenges in the Classroom and Reduced Opportunity to Practice Executive Function Skills at Home and School

Alexis Khuu, B.S.¹, Lauren Kenworthy, Ph.D.², Rebecca C. Handsman, B.S.³, Cara Pugliese, Ph.D.¹, 1. Children's National Hospital, 2. Center for Autism Spectrum Disorders, Childrens National Hospital, 3. University of Denver

(PS3-B28) Non-autistic College Students Attribute Autistic Behavior to Non-autistic Causes

Allison M. Birnschein, M.A., Olivia F. Ward, M.S., Amaya McClain, B.A., Rachel L. Harmon, B.S., Theodore S. Tomeny, Ph.D., The University of Alabama

(PS3-B29) Factors Influencing Camouflaging Behavior in Children and Adolescents with Autism Spectrum Disorder

Mia C. Grosso, M.S.¹, Hannah E. Morton, Ph.D.², Raymond G. Romanczyk, Ph.D.¹, Jennifer Gillis Mattson, Ph.D.¹, 1. Binghamton University, 2. Oregon Health and Science University

- (PS3-B30) The Influence of Diagnostic Overshadowing on Age of Diagnosis of Autism Spectrum Disorder**
Mia C. Grosso, M.S.¹, Hannah Morton, Ph.D.², Jennifer Gillis Mattson, Ph.D.¹, Raymond G. Romanczyk, Ph.D.¹, 1. Binghamton University, 2. Oregon Health and Science University
- (PS3-B31) Differential Impact of Social Experiences of Neurodivergent Youth on Goals and Intended Response to Friendship Transgressions**
Jessica E. Granieri, M.A.¹, Hannah E. Morton, Ph.D.², Kelly A. Buchanan, M.A.¹, Raymond G. Romanczyk, Ph.D.¹, Jennifer Gillis Mattson, Ph.D.¹, 1. Binghamton University, 2. Oregon Health and Science University
- (PS3-B32) The Relationships Between the Subcomponents of Intolerance of Uncertainty and Symptoms of Autism and Anxiety**
Joyce X. Wong, M.A., Meredith J. Goyette, Nicole E. Caporino, Ph.D., American University
- (PS3-B33) Examining Part C Providers' Self-reported Modifications to a Social Communication Intervention During a Hybrid Type I Effectiveness-implementation Trial**
Sarah R. Edmunds, Ph.D.¹, Yael S. Stern, Ph.D.², Ellie Harrington, Ph.D.³, Brooke Ingersoll, Ph.D.³, Allison Wainer, Ph.D.², Alice S. Carter, Ph.D.⁴, Wendy L. Stone, Ph.D.⁵, R. Chris Sheldrick, Ph.D.⁶, Diandra Straiton, M.A.³, Kyle M. Frost, M.A.³, Anna Hirshman, B.A.², Sarabeth Broder-Fingert, M.P.H., M.D.⁶, 1. University of South Carolina, 2. Rush University Medical Center, 3. Michigan State University, 4. University of Massachusetts Boston, 5. University of Washington, 6. University of Massachusetts Chan Medical School
- (PS3-B34) Suicidal Ideation in a Community-based Sample of Autistic Teens**
Elodie Carel, B.S., B.A., Alyssa D. Verbalis, Ph.D., Lauren Kenworthy, Ph.D., Cara Pugliese, Ph.D., Children's National Hospital
- (PS3-B35) Perceptions of Decision-making Autonomy Among Autistic Gender Minority Adults**
Mario J. Crown, B.S.¹, Shalini Sivathanan, Ph.D.¹, Caitlin M. Conner, Ph.D.¹, Kelly B. Beck, Ph.D.², Elizabeth Ruttenberg, Other², Brian C. Thoma, Ph.D.¹, Carla A. Mazefsky, Ph.D.¹, Dana Rofey, Ph.D.¹, 1. University of Pittsburgh School of Medicine, 2. University of Pittsburgh
- (PS3-B36) The Impact of Social Anxiety on the Relationship Between Post-event Processing and Depressive Symptoms in Autistic Adults**
Claudia L. Cucchiana, B.S., Katherine Gotham, Ph.D., Rowan University
- (PS3-B37) Caregiver Satisfaction with the Autism Diagnostic Process: An Analysis of Perceptions of Wait-time and Barriers to the Diagnostic Process**
Diane E. Keister, M.S.¹, Robert D. Rieske, Ph.D.¹, Karolina Stetinova, Ph.D.², 1. Idaho State University, 2. Nationwide Children's Hospital
- (PS3-B38) Exploring Parent-reported "wish to Be of the Opposite Sex" in Relation to Suicidality Among Autistic Youth**
Em JE Mittertreiner, B.A., Kate Rho, B.A., Connor M. Kerns, Ph.D., University of British Columbia

- (PS3-B39) **Mental Health in Parents of Children with ASD: Impact on Parent Stress, Child Behavior, and Interest in Therapy**
Alexandra Marsden, B.S., Jessie D. Montezuma, M.Ed., Laura A. Carpenter, Ph.D., Rosmary Ros-DeMarize, Ph.D., Medical University of South Carolina
- (PS3-B40) **Characterizing the Role of Cognitive Inflexibility in Predicting Social Communication and Interaction and Restricted Repetitive Behaviors in Youth**
Emily Lynch, Rachel G. McDonald, M.A., Britney Jeyanayagam, B.S., Erin Kang, Ph.D., Montclair State University
- (PS3-B41) **From Avoidance to Activation: Adapting Behavioral Activation for Autistic Adults**
Gabrielle Gunin, PsyM, Hannah Brody, B.A., Gentiana Kukaj, B.A., Emily Brennan, B.A., Jun Hong Chen, Psy.D., Brian C. Chu, Ph.D., Vanessa Bal, Ph.D., Rutgers, The State University of New Jersey
- (PS3-B42) **The Impact of Dual Language Learning on the Working Memory of Neurodiverse Youth**
Andrea Lopez, B.S., B.A., Allison B. Ratto, Ph.D., Children's National Hospital
- (PS3-B43) **Factor Structure of the Autism Spectrum Adaptive Scale Questionnaire (ASAS-Q)**
Salayna M. Abdallah, B.A.¹, Ashley Seeling, B.A.², Amir Poreh, Ph.D.², 1. Cleveland State University and University Hospitals, 2. Cleveland State University
- (PS3-B44) **Associations Between Parent-reported Childhood Adversity and Emotion Dysregulation in Autistic Youth**
Elise Ng-Cordell, M.A.¹, Carla A. Mazefsky, Ph.D.², Craig Newschaffer, Ph.D.³, Steven Berkowitz, Ph.D.⁴, Paul Shattuck, Ph.D.³, Diana Robins, Ph.D.³, Connor M. Kerns, Ph.D.¹, 1. University of British Columbia, 2. University of Pittsburgh School of Medicine, 3. Drexel University, 4. University of Colorado Anschutz Medical Campus
- (PS3-B45) **The Acceptability of Implementing the Group Early Start Denver Model in a Non-profit Autism Treatment Center**
Autumn Austin, M.A., Giacomo Vivanti, Ph.D., Linh Hoang, M.S., Drexel University
- (PS3-B46) **Parent Internalizing Disorders and Self-care Behaviors: Understanding the Effects on Parent Involvement in Autism Spectrum Disorder Interventions**
Sam Johnston, M.S., Robert Rieske, Ph.D., Idaho State University
- (PS3-B47) **Fear of Negative Evaluation and Friendship Quality in First-semester College Students: The Roles of Gender, Autistic Traits, and Worry**
Caroline E. Freden, B.S.¹, Erin E. McKenney, M.A.², Rachel G. McDonald, M.A.¹, Mary I. Cargill, B.A.¹, Jared K. Richards, B.S.³, Talena C. Day, M.A.³, Bella Kofner, M.Ed.⁴, Claudia L. Cucchiara, B.S.², Zachary J. Williams, B.S.⁵, Kristen Gillespie-Lynch, Ph.D.⁴, Jenna Lamm, M.A.⁶, Matthew Daniel Lerner, Ph.D.³, Katherine Gotham, Ph.D.², Erin Kang, Ph.D.¹, 1. Montclair State University, 2. Rowan University, 3. Stony Brook University, 4. College of Staten Island, 5. Vanderbilt University Medical Center, 6. Hunter College, City University of New York

(PS3-B48) Associations Between Overcontrol and Anxiety Symptoms in Autistic and Allistic Youth

Sydney Przygoda, B.S., Allison Hollender, B.A., Britney Jeyanayagam, B.S., Mary I. Cargill, B.A., Erin Kang, Ph.D., Montclair State University

(PS3-B49) Intolerance of Uncertainty, Anxiety, and Autistic Traits in Autistic and Non-autistic Youth

Farah Mahmud, M.A.¹, Rachel G. McDonald, M.A.¹, Britney Jeyanayagam, B.S.¹, Mary I. Cargill, B.A.¹, Sadaf Khawar, M.A., Other², Elvis Auqui¹, Wasayef Bsharat¹, Emily Lynch, Carrie Masia, Ph.D.¹, Erin Kang, Ph.D.¹, 1. Montclair State University, 2. Montclair State University/Kennedy Krieger Institute/Johns Hopkins University

(PS3-B50) Can Daily Actigraphy Profiles Distinguish Between Different Mood States in Inpatients with Bipolar Disorder? An Observational Study

Xinyi Deng, B.S.¹, Yinlin Zhang, B.S.², Xueqian Wang, B.S.², Huirong Luo, B.S.², Xu Lei, Ph.D.³, Qinghua Luo, M.D.², 1. Cornell University, 2. the First Affiliated Hospital of Chongqing Medical University, 3. Southwest University

Poster Session 3**3C: Bipolar Disorders; Child/Adolescent Anxiety****(PS3-C51) Perceived Criticism from Parents as Rated by Adolescents at High Risk for Mood Disorders**

Jennifer M. Gamarra, Ph.D.¹, Robin D. Brown, B.S.², Marc Weintraub, Ph.D.², Megan Ichinose, Ph.D.², David J. Miklowitz, Ph.D.², 1. California Lutheran University, 2. University of California Los Angeles School of Medicine

(PS3-C52) The Prevalence of PTSD in a Bipolar Specialty Clinic and a Preliminary Exploration of Cognitive Processing Therapy Tailored to Co-morbid Bipolar Disorder and PTSD

Karl Chiang, Ph.D., Valerie Rosen, M.D., Jorge Almeida, M.D., Ph.D., University of Texas at Austin

(PS3-C53) Psychological Interventions for Anxiety Disorders Comorbid with Bipolar Disorder: A Systematic Review and Meta-analysis

Martin D. Provencher, Ph.D., Laurence Garceau, B.A., Isabelle Fournel, B.A., Université Laval

(PS3-C54) Prosocial Behaviors Across Mood Disorder Profiles

Stevi G. Ibonie, M.A.¹, Marianne Reddan, Ph.D.², Jamil Zaki, Ph.D.², June Gruber, Ph.D.¹, Cynthia M. Villanueva, M.A.¹, Luiza Rosa, B.A.¹, Rachael Hargrove, B.A.¹, McKell Carter, Ph.D.¹, Lauren M. Weinstock, Ph.D.³, Tor Wager, Ph.D.⁴, 1. University of Colorado Boulder, 2. Stanford University, 3. Brown University, 4. Dartmouth College

(PS3-C55) Comparing Mood and Anxiety Symptoms Before and During covid-19-lockdown Among Adolescents at Risk for Mood Disorders

Grace S. Mellor, B.S.¹, Marc Weintraub, Ph.D.¹, Jacob H. Eisaguirre, M.S.², Robin D. Brown, B.S.¹, David J. Miklowitz, Ph.D.¹, 1. University of California Los Angeles School of Medicine, 2. Resilience Institute Bridging Biological Training and Research

(PS3-C56) Psychosocial Intervention Utilization in Focused Integrated Team-based Treatment Program for Bipolar Disorder (FITT-BD): Baseline Depression Symptoms and Demographic Characteristics

Jayati T. Bist, M.A., Caylin M. Faria, B.S., Hadi R. Kobaissi, B.S., Saeed Chitale, B.A., Antonietta Alvarez Hernandez, B.A., Yunfeng Deng, B.A., Noah Stancroff, B.S., Alexandra K. Gold, Ph.D., Roberta E. Tovey, Ph.D., Douglas Katz, Ph.D., Amy Peters, Ph.D., Nicha Puvanich, M.S., Andrew Nierenberg, M.D., Masoud Kamali, M.D., Louisa Sylvia, Ph.D., Christina Temes, Ph.D., Massachusetts General Hospital

(PS3-C57) Prolonged Benefits of Prolonged Exposure: Reduction in Suicidality Following Prolonged Exposure Therapy in Patients with Comorbid PTSD and Bipolar Disorder

Saeed Chitale, B.A., Antonietta Alvarez Hernandez, B.A., Noah Stancroff, B.S., Deng Yunfeng, B.A., Jayati T. Bist, M.A., Caylin M. Faria, B.S., Hadi R. Kobaissi, B.S., Louisa Sylvia, Ph.D., Andrew Nierenberg, M.D., Christina Temes, Ph.D., Douglas Katz, Ph.D., Massachusetts General Hospital

(PS3-C59) Effects of Daily Negative Expectancy Bias and Daily Worry on Anxiety Symptoms in Adolescent Females

Alexandra F. Petryczenko, B.S., B.A., Emily A. Hutchinson, M.S., Cecile D. Ladouceur, Ph.D., Jennifer Silk, Ph.D., University of Pittsburgh

(PS3-C60) Provider Perspectives of Tele-health Delivered CBT for Pediatric Anxiety: A Qualitative Study of Barriers and Facilitators

Diana Woodward, M.A.¹, Amy E. West, ABPP, Ph.D.², Kathryn Smith, RN, Other³, Bradley O. Hudson, ABPP, Psy.D.¹, Bradley S. Peterson, M.D.⁴, 1. University of Southern California, 2. Children's Hospital Los Angeles/University of Southern California, 3. Keck School of Medicine, University of Southern California, 4. Children's Hospital Los Angeles

(PS3-C61) A Multi-method Assessment of Emotional Processes in Relation to Anxiety Symptom Trajectories Post-discharge in Psychiatrically Hospitalized Youth

Doga Cetinkaya, B.S.¹, Sydney A. DeCaro, M.A.¹, Evan Kleiman, Ph.D.², Richard Liu, Ph.D.³, 1. Massachusetts General Hospital, 2. Rutgers, The State University of New Jersey, 3. Massachusetts General Hospital/Harvard Medical School

(PS3-C62) Racial Socialization and Internalizing Symptoms: The Mediating Role of Emotion Suppression in Black Youth

Mallory R. Cotton, B.S., B.A., Haley Conroy Busch, M.A., Andres G. Viana, ABPP, Ph.D., University of Houston

(PS3-C63) Multi-session Interpretation Bias Modification for Youth in the School Setting: A Pilot Randomized Controlled Trial

Emily L. Jones, M.A.¹, John Piacentini, Ph.D.², Michelle Rozenman, Ph.D.¹, 1. University of Denver, 2. University of California Los Angeles

- (PS3-C64) Investigating Differential Treatment Response as a Function of Latent Topics in Treatment-seeking Youth's Top Problems**
Hannah L. Grassie, M.S., Jill Ehrenreich-May, Ph.D., University of Miami
- (PS3-C65) Family Matters: Analyzing How Different Aspects of Family Environment Affect a Child's Thought Process in Clinical Youth**
Caitlin G. O'Connor, B.A., Brian C. Chu, Ph.D., Germeen Kilada, PsyM, Rutgers, The State University of New Jersey
- (PS3-C66) Pediatric Psychopathology's Associations with Inhibitory Control, Anxiety Symptomology, and Childhood Opportunity**
Eleanor P. Malone, B.A., Anjali Poe, B.A., Olivia Siegal, B.A., Chase Antonacci, B.A., Isaac Morales, B.S., Ayo Telli, B.S., Kyunghun Lee, Ph.D., Elise Cardinale, Ph.D., Daniel S. Pine, M.D., Katharina Kircanski, Ph.D., Ellen Leibenluft, M.D., Parmis Khosravi, Ph.D., National Institute of Mental Health
- (PS3-C67) Just Do It? The Role of Inactivation, Avoidance, Distress Tolerance, and Symptom Severity in Anxious and Depressed Youth**
Yasmin Abdelwahab, B.A.¹, Michael J. Friedman, Psy.D.², Brian C. Chu, Ph.D.¹, 1. Rutgers, The State University of New Jersey, 2. Cognitive and Behavioral Consultants
- (PS3-C68) Strategic Attention Control Moderates the Association Between Rapidly Deployed Attention to Threat and Social Anxiety in Youth: A Multimodal Approach**
Marissa M. Falcone, B.A.¹, George Buzzell, Ph.D.¹, Michael J. J. Crowley, Ph.D.², Yasmin Rey, Ph.D.¹, Carla Marin, Ph.D.², Eli R. R. Lebowitz, Ph.D.², Amit Lazarov, Ph.D.³, Yair Bar-Haim, Ph.D.³, Daniel S. Pine, M.D.⁴, Wendy K. K. Silverman, ABPP, Ph.D.², Jeremy Pettit, Ph.D.¹, 1. Florida International University, 2. Yale Child Study Center, 3. Tel Aviv University, 4. National Institute of Mental Health
- (PS3-C69) Racial/ethnic Discrimination and Internalizing Symptomatology in Ethnically Minoritized Youth: Findings from the ABCD Study**
Gloria J. Gomez, B.A.¹, Marybel R. Gonzalez, Ph.D.², Denise A. Chavira, Ph.D.¹, 1. University of California Los Angeles, 2. University of California, San Diego
- (PS3-C70) Overcoming Outcome Obstacles: An Exploration of Mental Health Measures in Prevention and Early Intervention Research for Youth with Internalizing Concerns**
Shayna R. Greenberg, M.A.¹, Star M. Lee, M.A.¹, Maya M. Boustani, Ph.D.¹, Stacy Frazier, Ph.D.², 1. Loma Linda University, 2. Florida International University
- (PS3-C71) Do You See What I See? Bringing Awareness to Parental Invalidation as Step Towards Cultivating Joy for Adolescents Engaging in Dialectical Behavior Therapy: A Cross-sectional Analysis**
Hannah E. Byrnes, Shannon M. Walsh, Psy.D., Miriam Korbman, Psy.D., Center for Cognitive and Dialectical Behavioral Therapy
- (PS3-C72) A Comparison of Telehealth During the COVID-19 Pandemic and In-person Therapy for Youth Anxiety Disorders**
Jonathan C. Rabner, M.A., Philip C. Kendall, ABPP, Ph.D., Temple University

- (PS3-C73) Beyond the Negative: The Moderating Role of Problem-solving Beliefs on the Association Between Co-rumination and Anxiety in College Students**
Julia M. Modell¹, Rachel Lee¹, Kunye Zhao¹, Anna M. Mears, B.A.¹, Carolina Daffre, B.A.², Alison A. Papadakis, Ph.D.¹, 1. Johns Hopkins University, 2. Duke University
- (PS3-C74) Optimism About Treatment Matters Across Therapy Types in Anxious Youth**
Hannah C. Becker, M.S.¹, Emily Bilek, ABPP, Ph.D.¹, Kate Fitzgerald, M.D.², 1. University of Michigan, 2. New York State Psychiatric Institute/Columbia University Medical Center
- (PS3-C75) Emotional Warmth's Impact on the Relationship Between Parent Stress and Accommodation**
Theresa R. Gladstone, M.A., Emily P. Wilton, M.A., Sydney D. Biscarri Clark, B.S., M.A., Ashley A. Lahoud, M.A., Chandni Fredrickson, B.S., Other, Christopher A. Flessner, Ph.D., Kent State University
- (PS3-C76) Linking Avoidance Motivation to Treatment Success in Pediatric Anxiety: A Computational Perspective**
Safa Rahman, B.S.¹, Phil Newsome, B.S.¹, Sonia Ruiz, B.S.², Daniel S. Pine, M.D.¹, Rany Abend, Ph.D.³, Song Qi, Ph.D.¹, 1. National Institute of Mental Health, 2. Yale University, 3. Reichman University

Poster Session 3

3D: Child/Adolescent Anxiety**(PS3-D77) The Relationship Between Amygdala Reactivity to Social Rejection and Behavior During a Real-world Task with Potential Social Threat**

Sean T. McHugh, B.S.¹, Jacqueline Sullivan, M.A.¹, Hannah Hunter, M.A.¹, Cecile D. Ladouceur, Ph.D.², Jennifer Silk, Ph.D.², Kristy Allen, Ph.D.³, 1. University of Tennessee - Knoxville, 2. University of Pittsburgh, 3. University of Kansas

(PS3-D78) Feasibility of a Virtual Space-based Psychoeducation Class as an Early Intervention for Childhood Anxiety

Stephanie J. Glover, M.S.¹, Elizabeth Reichert, Ph.D.², Shea Fedigan, Ph.D.², 1. PGSP-Stanford PSY. D. Consortium and Palo Alto University, 2. Stanford University

(PS3-D79) Coaching Children with Anxiety and Autism Through Telehealth: A Case Study

Jessie D. Montezuma, M.Ed., Erin E. Long, Ph.D., Jordan Klein, Ph.D., Medical University of South Carolina

(PS3-D80) Caregiver-based Group Treatment for Childhood Selective Mutism: A Pilot Non-inferiority Trial of Supportive Parenting for Anxious Childhood Emotions for Selective Mutism (SPACE-SM)

Vanessa Y. Ng, M.A., Janice Lu, M.A., Kyle G. Ross, M.A., Sara N. Fernandes, M.A., Sarah Richman, M.A., Lillian Alford, M.A., Ruby Paisner, B.A., Arielle Snow, M.A., Caroline E. Bucher, M.A., Caromel Shilpa Anthony Raj, M.A., Sana Shad, M.A., Julia Weisman, M.A., Anne Fraiman, M.A., Nicole Lui, M.A., Phyllis S. Ohr, Ph.D., Hofstra University

(PS3-D81) Treatment-specific Factors Influencing Parent Satisfaction: Findings from a Youth Anxiety Clinic

Justine Lee, B.A.¹, Anamika Dutta, B.A.¹, Alyssa M. Farley, Ph.D.¹, Rachel Merson, Psy.D.¹, Donna B. Pincus, Ph.D.², Ovsanna Leyfer, Ph.D.², 1. Boston University Center for Anxiety and Related Disorders, 2. Boston University

(PS3-D82) The Relation Between Overprotective Parenting and Anxiety for Highly Susceptible Children: A Multimethod Approach

Allison A. Morra, B.S.¹, Anne E. Kalomiris, Ph.D.², Robin D. Thomas, Ph.D.¹, Elizabeth J. Kiel, Ph.D.¹, 1. Miami University, 2. Cincinnati Children's Hospital

(PS3-D83) A Qualitative Study of Perspectives of Black Adolescents on Social Anxiety Symptoms and Barriers to Treatment Engagement in School-based Interventions

Talita Ahmed, B.S.¹, Grace Martin,¹ Taylor Walls, M.A.¹, Priya Saha, Other¹, Marline Francois, MSW¹, Laura Perrone, Ph.D.², Helen-Maria Lekas, Ph.D.³, Carrie Masia, Ph.D.⁴, 1. Montclair State University, 2. Nathan Kline Institute, 3. New York University, 4. Montclair State University, Nathan Kline Institute

(PS3-D84) The Underestimated Anticipatory Anxiety – Anxiety Progression During Exposure for Children and Adolescents with Anxiety Disorders

Verena Pflug, Ph.D.¹, Tabea Flasiński, M.S.¹, Stephan Goerigk, Ph.D.², Michael Lippert, M.S.¹, Brunna Tuschen-Caffier, Ph.D.³, Hanna Christiansen, Ph.D.⁴, Tina In-Albon, Ph.D.⁵, Silvia Schneider, Ph.D.¹, 1. Mental Health Research and Treatment Center, Ruhr University Bochum, Germany, 2. Department of Psychiatry and Psychotherapy, University Hospital LMU, Munich, Germany, 3. Clinical Psychology and Psychotherapy, Albert-Ludwigs-University of Freiburg, Germany., 4. Clinical Child and Adolescent Psychology, Phillips-University Marburg, Germany., 5. Clinical Child and Adolescent Psychology and Psychotherapy, Rheinland-Pfälzische Technische Universität Kaiserslautern-Landau, Germany.

(PS3-D85) Characterizing Usual Clinical Care for Youth Anxiety

Alexys Wehl, B.S.¹, Grace W. Li, B.S.¹, Robert Cross, B.A.¹, Bryce D. McLeod, Ph.D.¹, Michael A. Southam-Gerow, Ph.D.¹, Philip C. Kendall, ABPP, Ph.D.², John R. Weisz, ABPP, Ph.D.³, Erica Ross, Ph.D.¹, Navneet Kaur, B.S.¹, 1. Virginia Commonwealth University, 2. Temple University, 3. Harvard University

(PS3-D86) Virtual Implementation of Evidence-based Cognitive-behavioral Interventions for Youth with Emetophobia During the COVID-19 Pandemic: A Clinical Case Study

Katerina Levy, M.S.¹, Hilary B. Vidair, Ph.D.², Alexander Dorfman, M.S.¹, 1. Long Island University, 2. Long Island University, Post

(PS3-D87) Understanding Predictors and Outcomes of Engagement in a School-nurse Delivered Intervention for Child Anxiety

Lillian Blanchard, B.S.¹, Emilie Butler, M.S.¹, Golda S. Ginsburg, Ph.D.², 1. University of Connecticut, 2. University of Connecticut School of Medicine

(PS3-D88) Differences in Attentional Threat Bias Among Youth with Low vs. High Clinician-rated Anxiety

Sara Kirschner, B.A.¹, Rachel Bernstein, B.A.¹, Simone P. Haller, M.D.¹, Katharina Kircanski, Ph.D.¹, Anita Harrewijn, Ph.D.², Rany Abend, Ph.D.³, Lucrezia Liuzzi, Ph.D.¹, Yair Bar-Haim, Ph.D.⁴, Daniel S. Pine, M.D.¹, Meghan E. Byrne, Ph.D.¹, 1. National Institute of Mental Health, 2. Erasmus University Rotterdam, 3. Reichman University, 4. Tel Aviv University

(PS3-D89) Can Adherence and Competence Measures Evaluate Treatment Fidelity for Two CBT Programs for Youth Anxiety?

Robert Cross, B.A.¹, Stephanie Violante, Ph.D.², Bryce D. McLeod, Ph.D.¹, Michael A. Southam-Gerow, Ph.D.¹, John R. Weisz, ABPP, Ph.D.³, Bruce F. Chorpita, Ph.D.², 1. Virginia Commonwealth University, 2. University of California, Los Angeles, 3. Harvard University

(PS3-D90) Rejection Concern and Cannabis Coping Motives: The Moderating Role of Insomnia Among Adolescents

Shannon A. Smith, B.S.¹, Linda M. Thompson, M.A.¹, Shannon M. Doyle, B.S.¹, Renee Cloutier, Ph.D.², Heidemarie Blumenthal, Ph.D.¹, 1. University of North Texas, 2. University of Pittsburgh School of Pharmacy

- (PS3-D91) Effectiveness of Technology-enabled Modular CBT on Treating Anxiety Symptoms Among Community Adolescents**
 Amy H. Mezulis, Ph.D.¹, Michelle Kuhn, Ph.D.², 1. Seattle Pacific University, 2. Joon Care
- (PS3-D92) Sleep and Fear Extinction Learning Among Youth Receiving Exposure Therapy: Preliminary Findings from a Partial Hospital Program**
 Kathrin Renschler, M.A., Mitchell Jackson, B.S., Kristen G. Benito, Ph.D., Giulia Righi, Ph.D., Micaela M. Maron, B.S., Alexandros Markowitz, B.S., David Barker, Ph.D., Mary Carskadon, Ph.D., Alpert Medical School of Brown University
- (PS3-D93) Cultivating Joy Through Supportive Parenting for Anxious Childhood Emotions (SPACE): A Mixed Methods Study of Treatment Acceptability and Parent Outcomes**
 Sophia Wolk¹, Joy Shen, B.S.², Rachel Busman, ABPP, Psy.D.³, Jazmin Garcia, B.A.³, Joseph R. Talierno, Ph.D.³, Melyssa Mandelbaum, Psy.D.³, Kelsey McCoy, Ph.D.³, Leah Richmond-Rakerd, Ph.D.⁴, Tali Wigod, Psy.D.³, Alec L. Miller, Psy.D.⁵, Lata K. McGinn, Ph.D.³, 1. University of Michigan, Cognitive Behavioral Consultants, 2. Ferkauf Graduate School of Psychology- Cognitive Behavioral Consultants, 3. Cognitive Behavioral Consultants, 4. University of Michigan, 5. CBC
- (PS3-D94) A Preliminary Examination of the Impact of an Online Cognitive Behavior Therapy Group on Asian American Adolescents**
 Sophia R. Siciliano, M.S.¹, Olivia Joy Borge, B.S., B.A.², Hannah Fox, M.S.¹, Maximillian Macias, M.S., M.Ed.¹, Victoria E. Cosgrove, Ph.D.³, Michelle Hull, M.A.¹, 1. PGSP-Stanford PSY. D. Consortium, 2. Stanford University, 3. Stanford University School of Medicine
- (PS3-D95) A Psychometric Evaluation of the Parenting Anxious Kids Rating Scale in a Clinical Sample**
 Maria C. DiFonte, Ph.D., Kimberly S. Sain, Ph.D., David F. Tolin, ABPP, Ph.D., Anxiety Disorders Center, The Institute of Living
- (PS3-D96) The Behavioral Inhibition Questionnaire (BIQ): Psychometric Properties in a Clinical Sample of Hispanic Children and Adolescents**
 Melissa Padron, B.A., Yasmin Rey, Ph.D., Jeremy Pettit, Ph.D., Carlos E. Yeguez, M.S., Florida International University
- (PS3-D97) The Influence of Parental Hostility on Internalizing Problems in Middle Childhood: The Indirect Effect of Emotion Dysregulation**
 Brooke E. Streicher, B.A., John L. Cooley, Ph.D., Brianna T. Ricker, M.A., M.S., Carlos R. Sanchez, B.A., Elizabeth M. Gunder, B.A., Texas Tech University
- (PS3-D98) Metacognitive Therapy for Children and Adolescents with Anxiety and Depression: A Pilot Uncontrolled Trial of Effects and Mediators over Time**
 Anne Thingbak, M.S.¹, Adrian Wells, Ph.D.², Mia Skytte O'Toole, Ph.D.¹, 1. Aarhus University, 2. University of Manchester
- (PS3-D99) Neural Indices of Maternal Emotion Regulation Predict Adolescents' Anxiety Vulnerability Two Years Later**
 Jiayi Lin, B.S.¹, Jennie M. Kuckertz, Ph.D.², Greg Hajcak, Ph.D.³, Nader Amir, Ph.D.¹, 1. San Diego State University, 2. McLean Hospital/Harvard Medical School, 3. Florida State University

(PS3-D100) Resiliency to Internalizing Symptoms in the Context of Psychologically Controlling Parenting

Erin B. Crittenden, B.A., Lauren Kramer, B.A., Avleen Walia, B.S., Makenzie Trevethan, M.A., Sarah E. Francis, Ph.D., University of Toledo

1:00 PM – 2:00 PM

Regency Ballroom, Level 7

Poster Session 4

4A: Child/Adolescent Depression; Child/Adolescent Externalizing

Key Words: *DBT (Dialectical Behavior Therapy), Adolescents, Emotion Regulation*

(PS4-A1) The Impact of Emotion Dysregulation on Depression and Anxiety Symptoms in a Sample of Underserved Adolescents

Erica T. Mazzone, M.A.¹, James P. Hodgins, B.A., M.A.², Shayna R. Greenberg, M.A.², Diana G. Marin, M.A.², Star M. Lee, M.A.², Maya M. Boustani, Ph.D.², 1. Loma Linda University School of Behavioral Health, 2. Loma Linda University

(PS4-A2) Fluctuations in Emotion Regulation as a Mechanism Linking Stress and Internalizing Psychopathology Among Adolescents

Yuri-Grace B. Ohashi, B.A.¹, Alexandra M. Rodman, Ph.D.², Katie A. McLaughlin, Ph.D.¹, 1. Harvard University, 2. Northeastern University

(PS4-A3) Longitudinal and Cross-sectional Investigations of Depressive Symptoms and Alexithymia in Children and Adolescents

Bess Bloomer, B.A.¹, Lucy L. Loch, B.A.¹, Jennifer Te-Vazquez, B.A.¹, Julia Lazareva, B.S.¹, Ejike Nwosu, Other², Sheila Brady, Other¹, Andrea I. Bowling, RN, Other³, Megan N. Parker, M.S.⁴, Nasreen A. Moursi, B.A.⁴, Marian Tanofsky-Kraff, Ph.D.⁴, Jack Yanovski, M.D., Ph.D.⁵, 1. Eunice Kennedy Shriver National Institute of Child Health and Human Development, 2. University of California, Santa Cruz, 3. NIH/NICHD, 4. Uniformed Services University of the Health Sciences, 5. National Institute of Child Health and Human, Development, NIH

(PS4-A4) Early Life Adversity and Anhedonia 12-months Later Among Adolescents: The Role of Reward-seeking and Risk-taking Behaviors

Mai-Lan Tran, B.A., Jennifer Betancourt, B.S., Kate R. Kuhlman, Ph.D., University of California, Irvine

(PS4-A5) Racial Identity and Internalizing Symptoms: The Mediating Role of Emotion Suppression in Black Youth

Mallory R. Cotton, B.S., B.A., Haley Conroy Busch, M.A., Andres G. Viana, ABPP, Ph.D., University of Houston

- (PS4-A6) Working Memory Functioning Prospectively Predicts Depressive Symptoms in Adolescent Girls**
Olivia C. Bishop, B.A.¹, Naoise Mac Giollabhui, Ph.D.², Lauren B. Alloy, Ph.D.¹, 1. Temple University, 2. Massachusetts General Hospital/Harvard Medical School
- (PS4-A7) Comparing Conventional Retrospective Self-report vs. Ecological Momentary Assessments in Measuring Rumination in Adolescents**
Kristina Pidvirny, B.A.¹, Nigel Jaffe, B.A.¹, Anna O. Tierney, B.A.¹, Emily G. Arnott, B.S.², Laura Murray, Ph.D.¹, Christian A. Webb, Ph.D.¹, 1. McLean Hospital / Harvard Medical School, 2. Massachusetts General Brigham
- (PS4-A8) Cognitive Vulnerability-stress Models of Depression Predict Specific Depressive Symptoms Among Adolescents**
Auburn R. Stephenson, B.A.¹, Iris Ka-Yi K.-Y Chat, M.A.¹, Georgia Martin¹, Lyn Abramson, Ph.D.², Lauren B. Alloy, Ph.D.¹, 1. Temple University, 2. University of Wisconsin-Madison
- (PS4-A9) What CBT Modules Work Best for Whom? Identifying Subgroups of Depressed Youths by Their Differential Response to Specific Modules**
Jennifer Frederick, M.S.¹, Mei Yi Ng, Ph.D.¹, John R. Weisz, ABPP, Ph.D.², Katherine E. Ventura-Conerly, B.A., M.A.², Matthew J. Valente, M.A., Ph.D.³, 1. Florida International University, 2. Harvard University, 3. University of South Florida
- (PS4-A10) Examining the Buffering Effect of Cognitive Reappraisal on the Relationship Between Stressful Events and Depressive Symptoms During Adolescence**
Katherine S. Benjamin, M.S., Sarah K. Chun, M.S., Luke D. Vaartstra, M.S., Mary Charleson, M.S., Amy H. Mezulis, Ph.D., Seattle Pacific University
- (PS4-A11) The Importance of Emotion Regulation Strategies on Suicide Ideation in Depressed and Anxious Youth**
Abigail T. LaCasse¹, Isabelle E. Siegel, B.A.², Brian C. Chu, Ph.D.¹, 1. Rutgers, The State University of New Jersey, 2. Rutgers University Graduate School of Applied and Professional Psychology
- (PS4-A12) Identity, Somatic Symptoms, and Symptom-related Thoughts, Feelings, and Behaviors in Adolescence: Examining Between- and Within-person Associations and the Role of Depressive Symptoms**
Leni Raemen, M.S.¹, Laurence Claes, Ph.D.¹, Tinne Buelens, Ph.D.², Lore Vankerckhoven, M.S.¹, Lukas Van Oudenhove, M.D., Ph.D.¹, Koen Luyckx, Ph.D.¹, 1. KU Leuven, 2. University of Amsterdam
- (PS4-A13) Understanding the Role of Negative Peer Interactions and Social Support in the Emotional Adjustment of Youth with Congenital Heart Defects Relative to Healthy Classmates**
Ana V. Garcia Villasana, B.S.¹, Amber T. Riggs, B.S.¹, Kathryn Kirkpatrick, Ph.D.², Joseph Rausch, Ph.D.³, Jamie L. Jackson, Ph.D.¹, Gerry Taylor, Ph.D.¹, May Ling Mah, M.D.², Kathryn Vannatta, Ph.D.¹, 1. Center for Biobehavioral Health, NCH, 2. Nationwide Children's Hospital, 3. Ohio State University, Nationwide Children's Hospital
- (PS4-A14) Evaluation of an Interpretation Bias Modification Program Targeting Internalizing Symptoms in Secondary School Students**
Mike Van Wie, Ph.D., University of Houston - Clear Lake

- (PS4-A15) **Perfectionism Is Associated with Emotion Dysregulation Among Children and Adolescents Receiving a Transdiagnostic Treatment for Common Mental Health Problems**
Emma H. Palermo, B.A.¹, Joshua S. Steinberg, B.A.², John R. Weisz, ABPP, Ph.D.², 1. Massachusetts General Hospital, 2. Harvard University
- (PS4-A16) **Cardiovascular Correlates of Adolescents' Anhedonic Symptoms During Rewarding Parent-child Interaction**
Laura E. Abbatangelo¹, Vera Vine, Ph.D.¹, Amy L. Byrd, Ph.D.², J. Richard Jennings, Ph.D.², Stephanie D. Stepp, Ph.D.², 1. Queen's University, 2. University of Pittsburgh
- (PS4-A17) **Awe, Peer Social Support, and Depressive Symptoms in a Sample of Primarily Latinx Adolescents**
Meghan S. Goyer, M.A., Laura G. McKee, Ph.D., Jena Michel, M.A., Sarah Moran, B.A., M.A., Emily K. Tan, B.A., Georgia State University
- (PS4-A18) **Spanish Proficiency and Adolescent Depression: A Dual Mediation Model**
Ashley Serna, B.S.¹, Ashley Harris, M.S.², Jesus E. Solano-Martinez, M.A.¹, Antonio Polo, Ph.D.¹, 1. DePaul University, 2. University of California Los Angeles
- (PS4-A19) **The Buffering Effect of Familism on Latinx Adolescents' Internalizing Symptomatology**
Elisa Borrero, M.A., Amy Przeworski, Ph.D., Case Western Reserve University
- (PS4-A20) **Creating a 'Fingerprint' to Predict Early Childhood Psychopathology Using Naturalistic Cry Audio**
Eleanor Hansen, B.A.¹, Lauren M. Henry, Ph.D.¹, Trinity Erjo, B.S.¹, James Rozsygal, B.S.¹, Daniel S. Pine, M.D.¹, Elizabeth Norton, D. Phil.², Lauren Wakschlag, Ph.D.², Melissa A. Brotman, Ph.D.¹, 1. National Institute of Mental Health, 2. Northwestern University
- (PS4-A21) **Exploring the Effects of Augmenting Traditional PCIT with a Video-feedback Component**
Janice Lu, M.A., Cate Morales, M.A., Julia Weisman, M.A., Sarah Richman, M.A., Phyllis S. Ohr, Ph.D., Hofstra University
- (PS4-A22) **Creative Solutions for Virtual Implementation of an Evidence-based Treatment Modality During the COVID-19 Pandemic**
Shibany Taormina, Ph.D., Georgia Michalopoulou, Ph.D., Wayne State University
- (PS4-A23) **Brain Volume Associations with Irritability Symptoms in Children**
Camille Archer, B.A.¹, Hee Jung Jeong, M.S.¹, Gabrielle Reimann, M.S.¹, Leighton Durham, M.A.¹, Tyler Moore, Ph.D.², Amy Milewski¹, Antonia Kaczurkin, Ph.D.¹, 1. Vanderbilt University, 2. Perelman School of Medicine at the University of Pennsylvania
- (PS4-A24) **Changes in Levels of Cognitive Distortions After a Cbt-based Intervention for Bullying: Influence of Callous and Unemotional Traits**
Jared S. Noetzel, M.A., Susan M. Swearer, Ph.D., Melanie C. Willis, M.S., Catherine M. Camey, M.A., University of Nebraska-Lincoln
- (PS4-A25) **The Role of Gender, Ethnicity, Parental Education, and Family Income on Children's Self-regulation**
Gillian C. Antiporda, B.A., Da Eun Suh, M.A., Yiyuan Xu, Ph.D., University of Hawai'i at Manoa

Poster Session 4

4B: Child/ Adolescent Externalizing; Child/ Adolescent School-related Issues; Child/Adolescent Trauma/ Maltreatment

- (PS4-B26) Mapping Relations Among Irritability, Oppositionality, Inattention, and Hyperactivity/impulsivity Symptoms in Youth: A Network Analysis Approach
 Shannon Shaughnessy, B.A.¹, Hannah L. Grassie, M.S.¹, Lauren Milgram, B.A.¹, Elise M. Cardinale, Ph.D.², Melissa A. Brotman, Ph.D.³, Spencer C. Evans, Ph.D.¹, 1. University of Miami, 2. Catholic University of America, 3. National Institute of Mental Health
- (PS4-B27) Testing the Impact of Social Acceptance on Outcomes: Comparing Two Forms of an Intervention for Aggressive Youth
 Meagan Heilman, M.A., Robert D. Laird, Ph.D., John E. Lochman, Ph.D., Jenny M. Cundiff, Ph.D., Bradley A. White, Ph.D., The University of Alabama
- (PS4-B28) Associations Between Callous-unemotional (CU) Traits, Conduct Problems, and Age on Emotional Recognition Abilities in School Children
 Emily Kemp, M.A.¹, Julia Clark, M.A., Ph.D.², Tatiana M. Matlasz, Ph.D.³, Paul Frick, Ph.D.¹, 1. Louisiana State University, 2. Austin Anxiety and OCD Specialists, 3. University of New Mexico
- (PS4-B29) Cognitive and Affective Theory of Mind as Mechanisms Explaining the Associations of Threat and Deprivation with Psychopathology
 Jesus De Luna, B.A.¹, Charlotte Heleniak, Ph.D.², David G. Weissman, Ph.D.¹, Maya Rosen, Ph.D.³, Lilianna J. Lengua, Ph.D.⁴, Margaret Sheridan, Ph.D.⁵, Katie A. McLaughlin, Ph.D.¹, 1. Harvard University, 2. Columbia University, 3. Smith College, 4. University of Washington, Seattle, 5. University of North Carolina at Chapel Hill
- (PS4-B30) Investigating the Link Between Adolescents Happiness with Parenting and the Desire to Drink Alcohol
 McKenzie K. Watson, B.A., Kamar Y. Tazi, B.A., Linda M. Thompson, M.A., Shannon A. Smith, B.S., Shannon Doyle, B.S., Heidemarie Blumenthal, Ph.D., University of North Texas
- (PS4-B31) Teens and Their Parents: A Cluster-analytic Approach to Understanding Perceived Parenting Quality, Psychopathology, and Risk-taking
 Kamar Y. Tazi, B.A., McKenzie K. Watson, B.A., Linda M. Thompson, M.A., Shannon A. Smith, B.S., Shannon M. Doyle, B.S., Heidemarie Blumenthal, Ph.D., University of North Texas
- (PS4-B32) Examining Eye-gaze Patterns During Facial Emotional Recognition in Children with Callous-unemotional Traits, ADHD Symptoms and Conduct Problems: An Eye-tracking Study
 Hao Xu, M.Ed.¹, Victoria R. Ward, B.A.¹, Chuong Bui, Ph.D.¹, Yanyu Xiong, Ph.D.², Bradley A. White, Ph.D.¹, 1. The University of Alabama, 2. Alabama Life Research Institute, University of Alabama

- (PS4-B33) **Examining Facial Emotion Recognition Differences in Children with Conduct Problems, Attention Difficulties, and Callous-unemotional Traits**
Victoria R. Ward, B.A.¹, Hao Xu, M.Ed.¹, Chuong Bui, Ph.D.¹, Yanyu Xiong, Ph.D.², Bradley A. White, Ph.D.¹, 1. The University of Alabama, 2. Alabama Life Research Institute, University of Alabama
- (PS4-B34) **Parent Factors and Child Cognitive Functioning as Predictors of Problematic Child Behaviors and Temperament in Preschoolers**
Trisha L. M. Glover, M.S., Tammy D. Barry, Ph.D., Washington State University
- (PS4-B35) **Systemic Factors Associated with Students' Well-being: The Qualitative Experience of School Personnel**
Rachel Michaud, M.A., Hagit Malikin, M.A., Tina Montreuil, Ph.D., Psy.D., McGill University
- (PS4-B36) **A Qualitative Examination of Preschool Teachers' Responses to Child Behavior: Variations by Child Race**
Diana Woodward, M.A.¹, Courtney A. ZulaufMcCurdy, Ph.D.², Olivia R. Nazaire, B.A.³, 1. University of Southern California, 2. University of Washington School of Medicine, 3. Boston University
- (PS4-B37) **Examining Factors Correlated with Teacher's Use of a Technology Based Platform to Support Equity Focused Positive Behavior Supports in the Classroom**
Nicholas C. Zieg¹, Madeline R. DeShazer, M.S.¹, Cara Dillon, Ph.D.¹, John Seipp, B.A.¹, Julie Sarno Owens, Ph.D.¹, Deinera Exner-Cortens, Ph.D.², Elise Cappella, Ph.D.³, 1. Ohio University, 2. University of Calgary, 3. New York University
- (PS4-B38) **The Impact of Visual Arts on Students' Social-emotional Learning and Mental Health**
Elsie Arina, B.A., May Yuan, M.S., Yukti Bhatt, B.A., Rutgers, The State University of New Jersey
- (PS4-B39) **Outcomes of a Therapeutic Child Care Program**
Tal Gur, B.A., Bridget Cho, Ph.D., Brianne R. Coulombe, Ph.D., University of South Carolina Aiken
- (PS4-B40) **Intentional Kindness: Exploring a Pathway to Wellbeing for Students Involved in Bullying**
Melanie C. Willis, M.S., Amanda R. Barrett, B.S., B.A., Susan M. Swearer, Ph.D., Jared S. Noetzel, M.A., University of Nebraska-Lincoln
- (PS4-B41) **The Role of Parents and Teachers in the Bidirectional Associations Between Peer Victimization and Callous-unemotional Traits**
Carlos R. Sanchez, B.A., John L. Cooley, Ph.D., Texas Tech University
- (PS4-B42) **Preschool Teachers and Families of Color: Elevating Community Voices to Illuminate a Quality Relationship-building Process**
Olivia R. Nazaire, B.A.¹, Sehee Jung, B.S.², Amelia Worley², Evan Towle, B.S.², Courtney A. ZulaufMcCurdy, Ph.D.³, 1. Boston University, 2. University of Washington, Seattle, 3. University of Washington School of Medicine

(PS4-B43) School Absenteeism in Autistic and ADHD Youth During COVID-19

Kelly A. Buchanan, M.A.¹, Hannah Morton, Ph.D.², Jessica E. Granieri, M.A.¹, Raymond G. Romanczyk, Ph.D.¹, Jennifer Gillis Mattson, Ph.D.¹, 1. Binghamton University, 2. Oregon Health and Science University

(PS4-B44) Systematic Review of the Long-term Effects of the Good Behavior Game (GBG)

Tiffany G. Harris, M.A., M.S., Fayth Walbridge, M.A., Zachary Wilde, M.A., Mairin M. Cotter, M.S., Freddie Pastrana Rivera, Ph.D., Emily DeFouw, Ph.D., Stephanie D. Smith, Ph.D., University of Southern Mississippi

(PS4-B45) The Role of Adverse Childhood Experiences and Adaptive Skills in Treatment Engagement at a Rural Appalachian Child Advocacy Center

Lindsay R. Druskin, M.S.¹, Hannah Elias, M.S.¹, Sharon Phillips, M.A.¹, Sydney Parker¹, Samantha Franzese, B.A.², Taylor Shultz, B.S.³, Laura Capage, Ph.D.³, Cheryl B. McNeil, Ph.D.⁴, 1. West Virginia University, 2. Marshall University, 3. Monongalia County Child Advocacy Center, 4. University of Florida

(PS4-B46) Examining the Relation Between Perceived Social Support and PTSD Symptom Severity in Trauma-exposed Youth

Shannon G. Litke, M.S.¹, Christina Johnson, M.P.H.², Natalie Dallard, M.A.³, Melanie Klein, Ph.D.⁴, Brian P. Daly, Ph.D.⁵, Rinad Beidas, Ph.D.⁶, 1. Drexel University, 2. Northwestern University Feinberg School of Medicine, University of Pennsylvania Perelman School of Medicine, 3. Community Behavioral Health, DBHIDS, 4. HARBOR, 5. Drexel University, 6. Northwestern University Feinberg School of Medicine

(PS4-B47) Improving Access to Care: Using Graduate Students to Deliver Free Stepped-care Trauma-focused CBT (TF-CBT) via Telehealth

Kara Dastrup, M.S.¹, Emily Iannazzi, B.A.¹, Clara M. Johnson, M.S.¹, Diana M. Kwon, M.S.¹, Corey Fagan, Ph.D.², Tona McGuire, Ph.D.¹, 1. University of Washington, Seattle, 2. University of Washington

(PS4-B48) Adverse Childhood Experiences Among Adolescent Girls in Residential Treatment: Relationship with Trauma Symptoms and Substance Use

Akemi E. Mii, M.A., Brittany S. Erskine, M.A., Darian Draft, Hannah M. Coffey, M.A., Gina C. May, M.A., Mary Fran Flood, Ph.D., David Hansen, Ph.D., University of Nebraska-Lincoln

(PS4-B49) Examining Personality as a Protective Factor Against Delinquent Acts in At-risk Adolescents

Mac Murphy, B.A., Christopher T. Barry, Ph.D., Washington State University

(PS4-B50) Connecting Mothers in Voluntary Programs to Promote Child Wellbeing to Reproductive Healthcare

Grace S. Hubel, Ph.D.¹, Nada M. Goodrum, Ph.D.², Bett F. Williams³, 1. College of Charleston, 2. University of South Carolina, 3. Children's Trust of South Carolina

4C: Child/Adolescent Trauma/Maltreatment; Climate Change; Cognitive Science/Cognitive Processes

- (PS4-C51) **The Association Between Childhood Trauma and Adulthood Depression and Posttraumatic Stress; The Mediating Role of Emotion Regulation and Perceived Social Support**
Joshua D. Luna, Jr., B.A., Michiyo Hirai, Ph.D., University of Texas Rio Grande Valley
- (PS4-C52) **Childhood Maltreatment and the Development of Adolescent Internalizing Symptoms: Community Support and Service Utilization as Protective Factors**
Gina C. May, M.A., Hannah M. Coffey, M.A., Akemi E. Mii, M.A., Brittany S. Erskine, M.A., Mary Fran Flood, Ph.D., David Hansen, Ph.D., University of Nebraska-Lincoln
- (PS4-C53) **Direct Care Staff Vacancies and Adverse Youth Events in Illinois Child Welfare Residential Treatment During the COVID-19 Pandemic**
Patricia Garibaldi, M.S.¹, Neil Jordan, Ph.D.¹, Ana L. Castillo Duchi, B.S., B.A., M.S.², Haley Mitchell-Adams, B.A.³, Cassandra L. Kisiel, Ph.D.¹, 1. Northwestern University Feinberg School of Medicine, 2. Northwestern University, 3. City College of New York
- (PS4-C54) **Lessen the Legacy of Adverse Childhood Experiences Through Addressing Cognitive Mechanisms**
Daniel T. Dickie, M.A., Jennifer Langhinrichsen-Rohling, Ph.D., University of North Carolina at Charlotte
- (PS4-C55) **Emotional Reactivity Predicts Posttraumatic Cognitions in Maltreated Youth**
Vanni Jefferson V. Arcaina, B.A., Shadie Burke, M.A., Christopher Kearney, Ph.D., University of Nevada, Las Vegas
- (PS4-C56) **The Role of Emotion Dysregulation and Childhood Emotional Abuse in Depression, Anxiety, and Stress: A Path Analysis**
Megan C. Kennedy, M.A., Holly Orcutt, Ph.D., Northern Illinois University
- (PS4-C57) **Beyond Just History: The Impact of Current Intrusive Thoughts of Maltreatment on Adult Mental Health**
David T. Solomon, Ph.D.¹, Kaylie T. Allen, Ph.D.², Francis O'Brien, B.S.¹, 1. Western Carolina University, 2. CBT Solutions
- (PS4-C58) **The Tolls of Trauma: Adverse Childhood Experiences (ACEs) Are Linked to Increased Chronic Pain Severity and Disordered Eating Symptoms in Late Adolescents and Young Adults**
Esther J. Yun, B.S.¹, Jessica Fales, Ph.D.², 1. Washington State University, 2. Washington State University Vancouver

(PS4-C59) Systematic Review of Inclusion of Diverse Identities in Child and Adolescent PTSD Treatment Trials

Chiến Bình Nhỏ Sơn, B.A.¹, Tanya Ramirez, M.S.², Arrianna Kennedy, M.S., Other¹, Peter P. Grau, Ph.D.³, Rae Anne M. Ho Fung, Ph.D.¹, Monnica T. Williams, ABPP, Ph.D.⁴, Chad Wetterneck, Ph.D.⁵, 1. Rogers Memorial Hospital, 2. Newport Academy, 3. Ann Arbor Veterans Healthcare System, 4. University of Ottawa, 5. Rogers Behavioral Health

(PS4-C60) The Relationship Between Justice-involved Youth Maltreatment History and the Severity of Criminal Behavior

Sinem Camlica¹, James A. Ward, M.A.¹, Leroi Hill, Ph.D.², Erin Espinosa, Ph.D.³, Adam T. Schmidt, Ph.D.¹, 1. Texas Tech University, 2. West Coast Children's Clinic, 3. Evident Change

(PS4-C61) Exploring the Relationship Between Stress Resilience and Social Reward Sensitivity

Kristen A. Chu, B.A.¹, Allison V. Metts, M.A.¹, Robin Nusslock, Ph.D.², Richard E Zinbarg, Ph.D.², Michelle G. Craske, B.A., M.A., Ph.D.¹, 1. University of California, Los Angeles, 2. Northwestern University

(PS4-C62) Applying the Dimensional Model of Adversity and Psychopathology to Predict Specificity in Adolescent Internalizing and Externalizing Symptoms

Mary G. Baumann, B.S.¹, Kelly Watson, Ph.D.², Meredith A. Gruhn, Ph.D.³, Lauren M. Henry, Ph.D.⁴, Allison Vreeland, Ph.D.⁵, Rachel Siciliano, M.S.¹, Allegra S. Anderson, M.S.¹, Abigail Ciriiglio, M.S.¹, Jon Ebert, Psy.D.², Tarah Kuhn, Ph.D.², Bruce E. Compas, Ph.D.¹, 1. Vanderbilt University, 2. Vanderbilt University Medical Center, 3. University of North Carolina at Chapel Hill, 4. National Institute of Mental Health, 5. Stanford University

(PS4-C63) Social Networks & Trauma: The Relationship Between Adverse Childhood Experiences and Mentoring Outcomes

Saniya Soni, B.S.¹, Emily Hersch, B.A., M.A.¹, Cyanea Poon, B.S., M.S.¹, Alexandra Werntz, Ph.D.², Jean Rhodes, Ph.D.¹, 1. University of Massachusetts Boston, 2. Center for Evidence-Based Mentoring, University of Massachusetts Boston

(PS4-C64) Comparing Delivery Formats of Interventions for Childhood Grief: A Scoping Review

Marcus D. Gottlieb, M.A., Dominic Violo, Jamie Piercy, Ph.D., The University of British Columbia

(PS4-C65) Examining Executive Function and Cognitive Emotion Regulation as Mediators in the Relation Between Adverse Childhood Experiences and Learning Effectiveness in College Students

Fayth Walbridge, M.A.¹, Tiffany G. Harris, M.A., M.S.¹, Yvette Rother, B.S.², W. J. Bradley, M.A.², Mairin M. Cotter, M.S.¹, Rachel Kaplan, M.S.¹, Zachary Wilde, M.A.¹, E. K. Lefler, Ph.D.³, Kate Flory, Ph.D.², Stephanie D. Smith, Ph.D.¹, 1. University of Southern Mississippi, 2. University of South Carolina, 3. University of Northern Iowa

(PS4-C66) Parental Accommodations and Child Outcomes in the Aftermath of Hurricane Harvey

Shivani Bathla, M.A., Mary B. Short, Ph.D., Sara R. Elkins, Ph.D., Valerie Morgan, Ph.D. University of Houston - Clear Lake

- (PS4-C67) Protective Factors for Adolescents Who Have Experienced Trauma**
Mackenzie A. Trevethan, M.A., Erin B. Crittenden, B.A., Lauren Kramer, B.A., Avleen Walia, B.S., Sarah E. Francis, Ph.D., University of Toledo
- (PS4-C68) Pre-treatment Resilience as a Predictor of Attrition for Trauma-focused Cognitive-behavioral Therapy**
Cenge B. Bodi¹, Maddi Gervasio, M.A.¹, Tohar Scheininger, M.A.², Elissa J. Brown, Ph.D.¹, 1. St. John's University, 2. Child HELP Partnership at St. John's University
- (PS4-C69) Memories of Emotional Experiences in Childhood Improve Prediction of Posttraumatic Stress Symptoms over Number of Aces**
Noelle A. Warfford, M.A., Mackenzie Trevethan, M.A., Sarah E. Francis, Ph.D., Peter G. Mezo, Ph.D., University of Toledo
- (PS4-C70) The Mediating Role of Rejection Sensitivity in the Relationship Between Parent-to-child Aggression and Internalizing Symptoms**
Ashleen Pinto, B.S., Elizabeth Goncy, Ph.D., Cleveland State University
- (PS4-C71) Confirmatory Factor Analysis of the Behavioral Risk Factor Surveillance System's 2021 ACE Module**
Holly R. Turner, M.A., Taylor A. Stacy, M.A., Andrea C. Ng, B.A., University of Hawai'i at Manoa
- (PS4-C72) Trauma-focused Cognitive Behavioral Therapy and Externalizing Behavior Problems in Adolescents**
Allison Morton, Ph.D.¹, James A. Ward, M.A.², Amber J. Morrow, M.A.², Adam T. Schmidt, Ph.D.², 1. University of Nebraska Medical Center, 2. Texas Tech University
- (PS4-C73) The Relationship Between Adverse Childhood Experiences and Anxiety: Roles of Adolescent Climate Change Stress and Civic Engagement in 2020**
Kylie Gallo, B.A., Pacific University
- (PS4-C74) Outcome Data on a Behavioral Parent Training Program for DHS Child Welfare Affiliated Families, with Services Provided by Undergraduate Students from an Applied Psychology Program**
Keeley E. Bryant, Other, Addison Bryant, Other, Oregon Institute of Technology
- (PS4-C75) Populations at Elevated Risk for Climate Anxiety**
Hetvi Desai, M.A., Melanie D. Hetzel-Riggin, Ph.D., Wilson J. Brown, Ph.D., Nicole Lowry, M.S., LPC, Dan Eaton, RN, Other, Kelsey Fredericks, B.S., Pearl Patterson, B.S., Katie Christ, Other, Tracy Eaton, Other, Penn State Erie, The Behrend College
- (PS4-C76) Characterizing the Expression of Fear Extinction in Episodic Memory**
Patrick AF Laing, Ph.D., Joseph Dunsmoor, Ph.D., University of Texas at Austin

Poster Session 4

4D: Couples/ Close Relationships; Cognitive Science/ Cognitive Processes

- (PS4-D77) **A Pilot Feasibility Study for Integrated Attention Bias Modification Training for Social Anxiety Disorder: A Randomized Controlled Experiment**
Yourim Kim, M.A., Henry D. Berger, Jack Loomis, B.A., Cohley Acenour, B.A., Bryce Arseneau, M.S., Han-Joo Lee, Ph.D., University of Wisconsin - Milwaukee
- (PS4-D78) **The Impact of a COVID-19 Related Loss on Attentional Processes: Evidence from the Emotional Stroop Dilution Task**
Mikael Rubin, Ph.D.¹, Travis Evans, Ph.D.², 1. Palo Alto University, 2. Boston University School of Medicine
- (PS4-D79) **Parenting Self-efficacy as Embodied Cognition: Interactive Effects of Parent and Child Arousal on Parenting Confidence**
Prakash Thambipillai, B.A.¹, Vera Vine, Ph.D.¹, Emma Ilyaz, B.S.¹, Amy L. Byrd, Ph.D.², J. Richard Jennings, Ph.D.², Stephanie D. Stepp, Ph.D.², 1. Queen's University, 2. University of Pittsburgh
- (PS4-D80) **Respiratory Sinus Arrhythmia as a Predictor of Daily Emotion Regulation**
Mary Charleson, M.S., Kenneth Safley, M.S., Amy H. Mezulis, Ph.D., Seattle Pacific University
- (PS4-D81) **Cognitive Functions Among College Students with and Without Psychopathology**
Bowie Duncan, B.S., Amitai Abramovitch, Ph.D., Joseph Etherton, ABPP, Ph.D., Texas State University
- (PS4-D82) **Contextual Specificity of Psychopathology and Behavior: Evaluating the Moderating Effects of Puberty and Neighborhood Resources on the Relationship Between Anxiety Symptoms and Cognitive Control**
Anjali Poe, B.A.¹, Eleanor P. Malone, B.A.¹, Olivia Siegal, B.A.¹, Chase Antonacci, B.A.¹, Isaac Morales, B.S.¹, Ayo Telli, B.S.¹, Kyunghun Lee, Ph.D.¹, Elise M. Cardinale, Ph.D.², André Zugman, M.D., Ph.D.¹, Ellen Leibenluft, M.D.¹, Katharina Kircanski, Ph.D.¹, Parmis Khosravi, Ph.D.¹, Krystal M. Lewis, Ph.D.¹, Daniel S. Pine, M.D.¹, 1. National Institute of Mental Health, 2. Catholic University of America
- (PS4-D83) **A Pilot Randomized Controlled Trial of a Mobile-based Attention Training Program for E-cigarette Users**
Yourim Kim, M.A., Alex W. Nelson, Brie Noffsinger, Seok Hyun Gwon, Ph.D., RN, Han-Joo Lee, Ph.D., University of Wisconsin-Milwaukee
- (PS4-D84) **The Impact of Intolerance of Uncertainty on Psychopathology: The Mediating Role of Experiential Avoidance**
Kayla Costello, M.S.¹, Alix Timko, Ph.D.², Grace Haase, B.A.³, Chad Drake, Ph.D.⁴, Julia M. Hormes, Ph.D.¹, 1. University at Albany, State University of New York, 2. University of Pennsylvania, 3. Children's Hospital of Philadelphia, 4. Southern Illinois University

- (PS4-D85) **Boom or Bust? Qualitative and Quantitative Indicators of Intimate Relationship Outcomes over the Course of the Pandemic**
CJ Fleming, Ph.D., Elon University
- (PS4-D86) **Patients' Perceptions of Close Relationships and Their Impact on Well-being and Mental Health**
Kailyn Fan, B.A.¹, Chloe Hudson, Ph.D.², Melanie Hom, Ph.D.³, Thröstur Björgvinsson, ABPP, Ph.D.¹, Courtney Beard, Ph.D.², 1. McLean Hospital, 2. McLean Hospital/Harvard Medical School, 3. Stanford University
- (PS4-D87) **All I Need Is Time: Pilot Testing and Initial Validation of a Measure Assessing Romantic Partners' Subjective Experience of the Past, Present, and Future**
Alexandra K. Wojda-Burlij, M.A., Donald H. Baucom, Ph.D., University of North Carolina at Chapel Hill
- (PS4-D88) **Meaning Making in Mixed-gender Couples' Sexual Problem Discussions: A Thematic Analysis**
Richard A. Rigby, M.A., Rebecca J. Cobb, Ph.D., Simon Fraser University
- (PS4-D89) **The Porn Talk: Is Discussing Pornography with One's Romantic Partner Associated with Greater Relationship Quality?**
Charlie Huntington, M.A., Galena Rhoades, Ph.D., University of Denver
- (PS4-D90) **Testing the Dyadic Cultural Competence and Balance Model**
Quinn E. Hendershot, M.S.¹, Hayley C. Fivewcoat, Ph.D.², Matthew D. Johnson, Ph.D.¹, 1. Binghamton University, 2. The Family Institute at Northwestern University
- (PS4-D91) **A Novel Extradynamic Involvement Coping Scale: Factor Structure and Reliability**
Karima K. Shehadeh, M.S., Elizabeth S. Allen, Ph.D., University of Colorado Denver
- (PS4-D92) **The Global Ratings of Relationship Schematic Processing Coding System: Revisions and Applicability to Diverse Samples of Couples**
Emily A. Carrino, M.A., Alexandra Wojda-Burlij, M.A., Donald H. Baucom, Ph.D., University of North Carolina at Chapel Hill
- (PS4-D93) **Comparing Family Outcomes by Phases of the Deployment Cycle in a Sample of U.S. Military Couples**
Mollie E. Shin, M.A., Elizabeth S. Allen, Ph.D., University of Colorado Denver
- (PS4-D94) **How's It Going? A Longitudinal Model Predicting Romantic Relationship Quality and Stability During the COVID-19 Pandemic**
Kathryn M. Bell, Ph.D., Haley Cross, Diane Holmberg, Ph.D., Acadia University
- (PS4-D95) **What Makes My Partner and I 'us': An Adaptation of the Relationship Checkup for Couples Facing Breast Cancer**
Tatiana Gray, Ph.D., Zev L. Spiegel, B.S., Weston Sharpe, B.S., Thea Francel, M.S., Madelyne-Jeanine Najmi-Snider, Springfield College
- (PS4-D96) **Examining Convergence of an Extradynamic Involvement Coping Measure to the Marital Coping Inventory**
Karima K. Shehadeh, M.S., Elizabeth S. Allen, Ph.D., University of Colorado Denver

- (PS4-D97) **Associations of Service Members' PTSD Symptoms, Alcohol Use, and Partner Accommodation in Military Couples**
Richard E. Humbach, B.S., B.A.¹, Elizabeth S. Allen, Ph.D.¹, Steffany J. Fredman, Ph.D.²,
 1. University of Colorado Denver, 2. The Pennsylvania State University
- (PS4-D98) **Relationship Quality Interview (RQI) Dimensions as Predictors of Relationship Dissolution at Five-year Follow-up Among Mexican-american Newlyweds**
Lisa Godfrey, Ph.D.¹, Atina Manvelian, Ph.D.², Alexa Chandler, M.A.³, Samuel Allen, Ph.D.⁴, Erika Lawrence, Ph.D.¹,
 1. The Family Institute at Northwestern University, 2. Stony Brook University, 3. The University of Arizona, 4. Northwestern University
- (PS4-D99) **Meet Them Where They Scroll: A Meta-analytic Review of Teen and Young Adult Dating Violence Prevention Programs**
Ariel Halstead, B.A., Benjamin Rasmussen, B.S., Scott R. Braithwaite, Ph.D., Brigham Young University
- (PS4-D100) **The Role of Rumination on the Association Between Cyber Sexual IPV Victimization and Symptoms of Depression and Alcohol Use in College-students**
Karla D. Galvan Cabrera, B.A., Ines Cano-Gonzalez, M.A., Ruby Charak, Ph.D., University of Texas Rio Grande Valley

2:30 PM – 3:30 PM

Regency Ballroom, Level 7

Poster Session 5

5A: Couples/Close Relationships; Criminal Justice/Forensics; Culture/Ethnicity/Race

Key Words: Intimate Partner Aggression, Vulnerable Populations, Couples / Close Relationships

- (PS5-A1) **Intimate Partner Violence in Couples with inmates: exploring the Roles of Relationship Satisfaction and Cohabitation**
HyeRim Ryu, M.S., Jacinda Lee, M.S., Belle Tseitlin, B.A., Tamara Sher, Ph.D., David S. Kosson, Ph.D., Rosalind Franklin University of Medicine and Science
- (PS5-A2) **Testing the Indirect Effects of Emotion Regulation on Breakup Potential**
Emma J. Poole, B.S., University of Miami
- (PS5-A3) **Sliding vs. Deciding: Parental Involvement in Marital Decision-making Predicts Marital Satisfaction in East Asians**
Jacinda Lee, M.S., HyeRim Ryu, M.S., Belle Tseitlin, B.A., Tamara Sher, Ph.D., Rosalind Franklin University of Medicine and Science

- (PS5-A4) **From Partners to Parents: How Depression and Child Temperament Contribute to Parenting Sense of Competence**
Sean Morgan, B.S., Erica M. Woodin, Ph.D., University of Victoria
- (PS5-A5) **A Closer Look at the Demographics of Same-sex Marriage in the United States: Implications for Research, Practice, and Policy**
Nicholas Perry, Ph.D., Galena Rhodes, Ph.D., University of Denver
- (PS5-A6) **Assessing Patterns of Responses to Infidelity**
Lizette Sanchez, B.A., Elizabeth S. Allen, Ph.D., University of Colorado Denver
- (PS5-A7) **Responses to Partner Infidelity: Associations with Own Attachment and Personality**
Lizette Sanchez, B.A., Elizabeth S. Allen, Ph.D., University of Colorado Denver
- (PS5-A8) **First Was the Worst: Beliefs About Virginity and Breakup Distress**
Bridget N. Jules, B.A., Alexa Sotiroff, M.A., Daniel T. Dickie, M.A., Chloe M. Woodling, M.A., M.S., Jennifer Langhinrichsen-Rohling, Ph.D., University of North Carolina at Charlotte
- (PS5-A9) **Causal Effects of Couple-focused Interventions on Family Health and Economics**
Tea Trillingsgaard, Ph.D.¹, Frederik Godt Hansen, Ph.D.¹, Miriam Wüst, Ph.D.², Marianne Simonsen, Ph.D.¹, 1. Aarhus University, 2. University of Copenhagen
- (PS5-A10) **Positive and Negative Aspects of Relationship Quality and Sexual Satisfaction**
Bailey A. Steele, M.A., Mark A. Whisman, Ph.D., University of Colorado Boulder
- (PS5-A11) **Culture-specific Factors as Predictors of Relationship Satisfaction Among Intra-ethnic and Inter-ethnic Mexican American Couples**
Miya Iturra, Ph.D.¹, Denali Keefe, B.S.¹, Lisa Godfrey, Ph.D.¹, Samuel Allen, Ph.D.¹, Atina Manvelian, Ph.D.², Erika Lawrence, Ph.D.¹, 1. The Family Institute at Northwestern University, 2. Stony Brook University
- (PS5-A12) **How Did People's Experiences with Dating Change During the COVID-19 Pandemic?**
Megan G. Strickland, M.S., Sarah Otero, B.A., Madison T. Oberndorf, B.A., Zared Shawver, Ph.D., Leora Trub, Ph.D., Pace University
- (PS5-A13) **College Student Coping and Behavioral Responses to Cyber Dating Abuse Experiences**
Danielle M. Farrell, B.A., Ellia Khan, M.A., Christopher M. Murphy, Ph.D., University of Maryland, Baltimore County
- (PS5-A14) **Examining Distress Tolerance as a Moderator of the Association Between Perceived Partner Infidelity and Cyber Dating Abuse Among College Students**
Kaitlyn E. Westerhold, B.A., Thomas J. Shaw, B.A., Meagan J. Brem, Ph.D., Virginia Polytechnic Institute and State University

- (PS5-A15) Pilot Test of a Preventive Relationship Skills Intervention Tailored to Couples' Needs: The Chicago Relationship Skills Project**
*Hayley C. Fivcoast, Ph.D.*¹, *Brenna Moore, Psy.D.*¹, *Peter Walsh*², *Michael Fickes*², *Nina Sachs, B.A.*², *Courtney Goldenberg, B.A.*¹, *Elizabeth Bryant, B.A.*³, *Anjali Gottipaty, B.A.*³, *Erika Lawrence, Ph.D.*¹, 1. The Family Institute at Northwestern University, 2. Northwestern University, 3. Brown University
- (PS5-A16) State Law Addressing Controversies Related to Batterer Intervention Programs**
*Alexa Sotiroff, M.A.*¹, *Julianne Berte*², *Jennifer Langhinrichsen-Rohling, Ph.D.*¹, 1. University of North Carolina at Charlotte, 2. Tulane University
- (PS5-A17) Are We Regulating Yet? Examining the Acceptability and Feasibility of a Dialectical Behavioral Therapy Skills Group Within a Jail**
Meaghan E. Brown, B.A., *Julia B. McDonald, M.A.*, *Lauren F. Fournier, M.A.*, *Elisa Carsten, B.A.*, *Bryanna Fox, Ph.D.*, *Edelyn Verona, Ph.D.*, University of South Florida
- (PS5-A18) Determinants of Victimization Vulnerability: A Qualitative Approach**
Brooke Reynolds, M.S., *Tera Hunter-Johnson, M.A.*, *Taylor Loskot, M.S.*, *Eric Chestolowski, B.A.*, *Leonardo Bobadilla, Ph.D.*, Pacific University
- (PS5-A19) Prevalence of Malingering in a Jail Sample Using the Personality Assessment Inventory: Implications for Detection and Feasibility**
Eric Chestolowski, B.A., *Brooke Reynolds, M.S.*, *Leonardo Bobadilla, Ph.D.*, Pacific University
- (PS5-A20) Intervening on Implicit Bias with Facial Emotion Recognition Training**
Mary L. Phan, B.A., M.S., *Janice Snow, MSW*, *Emma Hind, B.S.*, *Crissa Draper, Ph.D.*, *Marisa Davis, B.S.*, *Emma Greenwood, B.S.*, *Jennifer Grewe, Ph.D.*, Utah State University
- (PS5-A21) Parent-child Agreement of Child Anxiety in Latinx Families: The Role of Culture, Socialization Goals, and Relationship Quality**
Alexandra M. Golik, M.A., *Omar G. Gudiño, ABPP, Ph.D.*, Clinical Child Psychology Program University of Kansas
- (PS5-A22) It Feels Like I'm One Step Away from Being Exposed: A Qualitative Study Examining the Psychological Experience of First-generation Professionals at Work**
Melissa-Ann M. Lagunas, B.A., *Timothy W. Overstreet, B.S., B.A.*, *Cammy M. Widman, B.S.*, *Joel Jin, Ph.D.*, Seattle Pacific University
- (PS5-A23) A Community-based Participatory Research Approach: Partnering with Racially and Ethnically Minoritized Parents to Better Understand the Parent-teacher Relationship**
*Sehee Jung, B.S.*¹, *Amelia Worley*¹, *Courtney A. Zulauf-McCurdy, Ph.D.*², 1. University of Washington, Seattle, 2. University of Washington School of Medicine
- (PS5-A24) The Influence of Cultural Stigma on Perceptions of Mental Illness**
*Rakshitha Mohankumar, M.A.*¹, *Christine Ma-Kellams, Ph.D.*², *Brenna N. Renn, Ph.D.*¹, 1. University of Nevada, Las Vegas, 2. San Jose State University

(PS5-A25) Familial and Christian Ethnic-racial Socialization in Promoting Activism Among Asian American Christian Adults

Emi Ichimura, B.A., Tara Shelby, M.A., Trevor Taone, B.A., M.S., Joel Jin, Ph.D., Seattle Pacific University

Poster Session 5

5B: Culture/Ethnicity/Race; Disaster Mental Health

(PS5-B26) Use of DBT Emotion Regulation Skills and Momentary Positive and Negative Affect: First-year College Students' Daily Lives During COVID-19

Sarah Mann, B.A.¹, Marcus Rodriguez, Ph.D.², Jaymes Paolo Rombaoa, M.A.³, Saida Heshmati, Ph.D.³, 1. Global Mental Health Lab, Pitzer College, 2. Pitzer College, 3. Claremont Graduate University

(PS5-B27) Elementary School Teachers' Self-assessment of Use of Classroom Management Strategies with Goal Setting Related to Equity-focused Practices

Madeline R. DeShazer, M.S.¹, Julie Sarno Owens, Ph.D.¹, John Seipp, B.A.¹, Deinera Exner-Cortens, Ph.D.², Nicholas C. Zieg¹, Elise Cappella, Ph.D.³, Natalie May, M.A.³, 1. Ohio University, 2. University of Calgary, 3. New York University

(PS5-B28) Ethnic Identity Moderates Relations Between Self-stigma and Psychological Distress

Sara V. White, B.A., Teresa Mejia, M.A., Elana Gordis, Ph.D., University at Albany, State University of New York

(PS5-B29) The Role of Asian American Ethnic Identity on Depression and Trait Anxiety

Tamina Daruwala, MSW¹, Sonali Singal, B.S.¹, Priya Johal, B.A.², Tanya Saraiya, Ph.D.¹, 1. Rutgers, The State University of New Jersey, 2. University of British Columbia

(PS5-B30) Impact of Perceived Social Standing & Social Support on Mental Health, Somatization, & Life Quality in South Asian Immigrants

Faiza Farooq, B.A., Alexis Henriquez, M.Ed., Sonia Suchday, Ph.D., Pace University

(PS5-B31) Relationships Between Intrinsic Religiosity, Emotion Regulation, Psychopathology, and Race

Kassidie S. Harmon, M.S.¹, Whitney Whitted, M.S.¹, Briana Brounlow, Ph.D.², Jennifer S. Cheavens, Ph.D.¹, 1. The Ohio State University, 2. Duke University School of Medicine

(PS5-B32) Understanding the Role of Belongingness on Adverse Mood and Acculturation After Social Exclusion

Neelam Prashad, M.S., Michael T. Moore, Ph.D., Adelphi University

- (PS5-B33) Does Hispanic Group Membership Moderate the Relationship Between Experienced Barriers and Treatment Engagement in a Telehealth Parent Training Program?**
Maria Sisniegas, Psy.D., Breanne Kline, B.S., M.A., Katlyn Frey, B.S., Perla Rodriguez, B.S., Madison Widick, B.S., Jacob Holzman, M.A., Ph.D., University of Colorado Anschutz Medical Campus
- (PS5-B34) Developing a New Intervention in Two Languages: Challenges and Lessons Learned**
Angela B. Simler, B.A.¹, Emily R. Dworkin, Ph.D.², 1. University of Washington, Seattle, 2. University of Washington School of Medicine
- (PS5-B35) Perceptions of Social Class Identity Integration and Family Social Capital Among University Students**
Faith L. Little, B.S., Esat Gulden, Ph.D., Sam Houston State University
- (PS5-B36) The Impact of Age of Immigration on Asian American Mental Health**
Sonali Singal, B.S.¹, Tamina Darwala, MSW, Other¹, Priya Johal, B.A.², Tanya C. Sariaya, Ph.D.¹, 1. Rutgers, The State University of New Jersey, 2. University of British Columbia
- (PS5-B37) Pacific Islander Clients: Clinical Considerations**
Gabrielle R. Tor, B.S., Lisa R. Christiansen, Psy.D., Pacific University
- (PS5-B38) The Connection Between Adverse Childhood Experiences and Interoceptive Deficits Is Moderated by Race/Ethnicity**
Syed M. Ali, B.S., Jenni B. Teeters, Ph.D., Western Kentucky University
- (PS5-B39) Racialized Conceptualizations of Emotion Socialization: Black Adolescents' Perceptions of Their Parents and Links with Parental Emotion Socialization**
Mayah Kharise Palmer, B.S.¹, Vera Vine, Ph.D.¹, Prakash Thambipillai, B.A.¹, Amy L. Byrd, Ph.D.², Stephanie D. Stepp, Ph.D.², 1. Queen's University, 2. University of Pittsburgh
- (PS5-B40) The Influence of Race and Mental Health on Social Disclosure**
Elizabeth Faren, B.S.¹, Daniel W.M. Maitland, Ph.D.², 1. Eastern Michigan University, 2. Bowling Green State University
- (PS5-B41) Evaluating the Interactive Effect of Anxiety Sensitivity and Perceived Racial/ethnic Discrimination in Relation to COVID-19 Related Psychosocial Stress Among Latinx Adults**
Pamella Nizio, B.A., Nubia A. Mayorga, M.A., Tanya Smit, M.A., Michael J. Zvolensky, Ph.D., University of Houston
- (PS5-B42) An Open Pilot of a Culturally-adapted School-based, Cognitive-behavioral Intervention for Black High School Students with Social Anxiety**
Hannah M. Thomas, M.A.¹, Melissa Escobar, M.A.¹, Laura Perrone, Ph.D.², Talita Ahmed, B.S.¹, Grace Martin¹, Ifeanyichukwu Ndubuisi¹, Priya Saha, Other¹, Taylor Walls, M.A.¹, Carrie Masia, Ph.D.², 1. Montclair State University, 2. Montclair State University, Nathan Kline Institute
- (PS5-B43) Predicting Treatment Seeking Intent in Black and White Americans**
Kalli Segura, B.S., Jon-Patric Veal, B.S., Theresa A. Wozencraft, Ph.D., University of Louisiana at Lafayette

- (PS5-B44) **La Academia: An Evidence-based Culturally Responsive Professional Training Curriculum Aimed at Addressing Current Training Gaps in Latine Mental Health**
Juan I. Prandoni, Ph.D., Magdalena Straub, M.S., MFT, El Futuro, Inc.
- (PS5-B45) **Multisystemic Resilience Predicts Better Physical and Mental Health Trajectories Among Black Americans**
Olutosin Adesogan, M.S.¹, Justin A. Laver, Ph.D.¹, Sierra Carter, Ph.D.², Steven R. Beach, Ph.D.¹, 1. University of Georgia, 2. Georgia State University
- (PS5-B46) **The Experiences of Racial Discrimination and Resilience: BIPOC University Students**
M. Myriah I. MacIntyre, B.A.¹, Catherine T. Kwantes, M.A., M.S., Ph.D.², 1. University of Ottawa, 2. University of Windsor
- (PS5-B47) **The Impact of Message Based Care on Frontline Workers During the COVID-19 Pandemic**
Nicole Fridling, B.A.¹, Matteo Malgaroli, Ph.D.², Rachel Cansler, M.A.³, Thomas D. Hull, Ph.D.¹, 1. Talkspace, 2. New York University School of Medicine, 3. Talkspace/New York University
- (PS5-B48) **Psychological Impact of Adverse Life Events, Media Engagement, and Emotion Regulation on Medical and Allied Healthcare Graduate Students During the COVID-19 Pandemic**
Frank L. Gardner, ABPP, Ph.D.¹, Zella E. Moore, Psy.D.², Hannah Buhasira, B.A.¹, Brad Levin, B.A.¹, 1. Touro University, 2. Manhattan College
- (PS5-B49) **Trait-based Difficulty in Emotional Regulation Is Negatively Associated with Eating and Sleeping Well for First-year College Students During COVID-19 Lockdown**
Jaymes Paolo Rombaoa, M.A.¹, Huei Ming Lim², Marissa Markey², Danika J. Petit², Saida Heshmati, Ph.D.¹, 1. Claremont Graduate University, 2. Pitzer College
- (PS5-B50) **Adapting to Loneliness: Changes in the Structure and Relationship Between Social Distancing Behavior and Loneliness During the COVID-19 Pandemic**
Nina Micanovic, M.S.¹, Brett Marroquín, Ph.D.², Vera Vine, Ph.D.¹, 1. Queen's University, 2. Loyola Marymount University

Poster Session 5

5C: Dissemination and Implementation Science**(PS5-C51) Implementation of IPV Screening and Related Specialized Family****Mediation: Family Court Staff Perceptions**

Holly M. Huber, B.A.¹, Amy G. Applegate, Other², Annamaria M. Walsh, Other³, Lily J. Jiang, B.S.⁴, Fernanda S. Rossi, Ph.D.⁵, Amy Holtzworth-Munroe, Ph.D.⁴, 1. Indiana University Bloomington, 2. Indiana University Maurer School of Law, 3. Appellate Court of Maryland, 4. Indiana University, 5. VA Palo Alto Health Care System/Stanford

(PS5-C52) Perceptions of Teamwork in Greater Philadelphia Area School-based Mental Health Services' Teams

Biiftu Duresso, B.A.¹, Jordan Albright, Ph.D.², Samantha Rushworth, Ph.D.², Aparajita Kuriyan, Ph.D.², Shannon Testa, B.A.², Courtney Benjamin Wolk, Ph.D.¹, 1. University of Pennsylvania School of Medicine, 2. University of Pennsylvania

(PS5-C53) Effects of Consultation on Measurement-based Care Fidelity for Clinicians Delivering Measurement-based Care Only and with Cognitive Behavioral Therapy

Grace S. Woodard, M.S.¹, Kate Adams¹, Jill Ehrenreich-May, Ph.D.¹, Golda S. Ginsburg, Ph.D.², Amanda Jensen-Doss, Ph.D.¹, 1. University of Miami, 2. University of Connecticut School of Medicine

(PS5-C54) Advancing Innovation in Youth Mental Health Assessment: A Measurement Invariance Study Between American and Korean Youth on Self-reported CBT Skills

Marina M. Matsui, M.A.¹, Chad Ebesutani, Ph.D.², Brad Nakamura, Ph.D.¹, Holly R. Turner, M.A.¹, 1. University of Hawai'i at Manoa, 2. Duksung Women's University

(PS5-C55) Leveraging an Innovative Statewide Electronic Health Record System to Further Our Understanding of School-based Community Mental Health Services at the Practice Element Level

Daniel P. Wilkie, Ph.D.¹, Ayada Bonilla, Other², Caroline Francoise Acra, Ph.D.¹, Brad Nakamura, Ph.D.¹, 1. University of Hawai'i at Manoa, 2. Hawaii State Department of Education

(PS5-C56) Reach and Uptake of Digital Mental Health Interventions Based on Cognitive-behavioral Therapy for College Students: A Systematic Review

Laura D'Adamo, B.A.¹, Layna Paraboschi, B.A.², Anne Claire Grammer, M.A.², Molly Fennig, M.A.², Andrea K. Graham, Ph.D.³, Lauren Yaeger, M.S.², Michelle G. Newman, Ph.D.⁴, Denise Wilfley, Ph.D.², C. Barr Taylor, M.D.⁵, Daniel Eisenberg, Ph.D.⁶, Ellen Fitzsimmons-Craft, Ph.D.², 1. Drexel University, 2. Washington University in St. Louis, 3. Northwestern University, 4. The Pennsylvania State University, 5. Palo Alto University, 6. University of California, Los Angeles

(PS5-C57) Not Just Fun and Games: Experiences of Summer Camp Counselors Supporting Camper Mental Health

Monica Arkin, M.A., University of Massachusetts Boston

(PS5-C58) Predictors of Clinician-reported Parent Engagement in Youth Therapy Sessions

Katherine D. Maultsby, M.A., Lauren Seibel, M.A., Abigail Fry, B.A., Christianne Esposito-Smythers, Ph.D., George Mason University

(PS5-C59) Improving Access to Anxiety Treatment: Findings and Implications from a Novel Video-based Strategy

Frederick T. Schubert, III, B.A., Kenna R. Ebert, B.A., Brad B. Schmidt, Ph.D., Florida State University

(PS5-C60) Does Theoretical Orientation Predict the Use of Empirically Supported Strategies? Results from Observational Coding of Routine Youth Psychotherapy

Abigail Winnier, B.S., B.A., Samantha Goland, B.S., Abby Bailin, Ph.D., Sarah Kate Bearman, Ph.D., University of Texas at Austin

(PS5-C61) Cultivating a Vignette-based Knowledge Measure for Practical Use in a Public Mental Health Service System

Ashlyn W. W. A. Wong, B.A.¹, Danielle L. Carreira Ching, B.A.², Trina E. Orimoto, Ph.D.³, Lesley A. Slavin, Ph.D.⁴, Kelsie H. Okamura, Ph.D.⁵, Puanani J. Hee, Ph.D.⁶, 1. University of Hawai'i at Manoa, 2. Child and Adolescent Mental Health Division, Department of Health, State of Hawai'i, The Baker Center for Children and Families/Harvard Medical School, Hawai'i Pacific University, 3. University of Hawai'i at Manoa, Child and Adolescent Mental Health Division, Department of Health, State of Hawai'i, 4. Child and Adolescent Mental Health Division, Department of Health, State of Hawai'i, 5. The Baker Center for Children and Families/Harvard Medical School, Department of Psychology, University of Hawai'i at Manoa, Child and Adolescent Mental Health Division, Department of Health, State of Hawai'i, 6. Child and Adolescent Mental Health Division, Department of Health, State of Hawai'i

(PS5-C62) Do Mental Health Treatment Plans Inform Youth Mental Health Treatment Sessions? Stability of Anxiety Target Focus over Time

Emily M. Nishimura, B.A., Max Sender, B.S., Kyani K. Uchimura, B.A., Brad Nakamura, Ph.D., University of Hawai'i at Manoa

(PS5-C63) A Novel Approach to Tracking Facilitation in Real Time: A Mixed Methods Study of Implementing a Transdiagnostic Treatment in Community Mental Health Centers

Linyan Ge, M.S., Laurel Sarfan, Ph.D., Emma Agnew, M.A., LCSW, Krista R. Fisher, B.A., Marlen Diaz, B.A., Shayna A. Howlett, B.A., Rafael T. Esteva Hache, B.A., Julia M. Spencer, B.A., Allison G. Harvey, Ph.D., University of California, Berkeley

(PS5-C64) Lyssn.io: The Reliability of Artificial Intelligence Feedback

McCall A. Schruoff, B.A., John Young, Ph.D., Carolyn Humphrey, B.A., University of Mississippi

(PS5-C65) Community Clinicians' Views on Feasibility of Delivering Youth Ebts Virtually

Lauren Seibel, M.A., Katherine D. Maultsby, M.A., Abigail Fry, B.A., Christianne Esposito-Smythers, Ph.D., George Mason University

- (PS5-C66) **Evaluating Symptom Reduction, Valued Living and Self-compassion in Adults with Depression and Anxiety Following a Four Week Hospital-based Acceptance and Commitment Therapy Program**
Hannah Pavett, M.A., Seema Saigal, Ph.D., Adler University
- (PS5-C67) **Strategies to Address Social Risk Factors Alongside an Evidence-based Therapy: A Rapid Qualitative Analysis**
Clara M. Johnson, M.S.¹, Anne Mbwayo, Ph.D.², Sharon Kiche, M.P.H.¹, Daisy Anyango Okoth, B.A.³, Bernard Wafula Nabalia Nambafu, Other³, Omariba Anne Nyaboke, B.A.³, Shannon Dorsey, Ph.D.⁴, 1. University of Washington, Seattle, 2. University of Nairobi, 3. ACE Africa, 4. University of Washington
- (PS5-C68) **A Latent Profile Analysis of Caregiver Responses on the Ohio Scales, Hopefulness Domain with a Large Community Mental Health Sample**
Andrea C. Ng, B.A., Taylor A. Stacy, M.A., Holly R. Turner, M.A., Brad Nakamura, Ph.D., University of Hawai'i at Manoa
- (PS5-C69) **Targeting Implementation Measurement for Trauma-informed Care Transformation: A Real-world Behavioral Health Application**
Cameo F. Stanick, Ph.D.¹, Steve Brown, Psy.D.², Andreina Cordova, M.A.¹, Jane Halladay Goldman, Ph.D., MSW³, Nick Ryan, Psy.D., MFT¹, Carrie Purbeck Trunzo, M.A.³, Patricia Wilcox, LCSW², Debra Manners, LCSW¹, 1. Sycamores, 2. Traumatic Stress Institute of Klingberg Family Centers, 3. University of California Los Angeles/Duke University National Center for Child Traumatic Stress
- (PS5-C70) **Clinician versus Agency Perceptions of Organizational Readiness for Change**
Elizabeth C. Lane, B.A.¹, Grace S. Woodard, M.S.¹, Golda S. Ginsburg, Ph.D.², Jill Ehrenreich-May, Ph.D.¹, Amanda Jensen-Doss, Ph.D.¹, 1. University of Miami, 2. University of Connecticut School of Medicine
- (PS5-C71) **Low Caregiver Engagement in Youth Treatment Predicts Community Therapists' Use of Techniques to Address Barriers in EBP Sessions**
Ashley K. Flores, B.A.¹, Teresa Lind, Ph.D.², Blanche Wright, Ph.D.¹, Lauren Brookman-Frazer, Ph.D.³, Anna S. Lau, Ph.D.¹, 1. University of California, Los Angeles, 2. San Diego State University, 3. University of California, San Diego
- (PS5-C72) **Equitable Implementation of Evidence-based Treatments in Youth Community Mental Health Settings: A Scoping Review**
Rashed AlRasheed, M.S.¹, Clara M. Johnson, M.S.¹, Noah S. Triplett, M.S.², Grace S. Woodard, M.S.³, Julie Nguyen, B.S.⁴, Lavangi Naithani, M.A.¹, Shana Attar, M.S.², Shannon Dorsey, Ph.D.², 1. University of Washington, Seattle, 2. University of Washington, 3. University of Miami, 4. University of South Carolina
- (PS5-C73) **Policy for Equity: Associations Between Community Mental Health Agency Policies and Clinicians' Cultural Competence**
Noah S. Triplett, M.S.¹, Jasmine Blanks Jones, Ph.D.², Yasmin C. Garfias, B.A.¹, Natasha Williams, M.S.³, Shannon Dorsey, Ph.D.¹, 1. University of Washington, 2. Johns Hopkins University Center for Social Concern, 3. University of Maryland

(PS5-C74) Need and Openness to Implementation of Trauma-focused Therapies:**Survey of Clinicians in University Counseling Centers**

*Katherine R. Buchholz, Ph.D.*¹, *Jade Vanags, B.A.*², *Tiffany Artime, Ph.D.*², 1. Wellesley Centers for Women, 2. Pacific Lutheran University

(PS5-C75) Intervention Implementation on College Campuses: Patient Needs, Available Resources, and Barriers for College Mental Health Counselors

Chinwendu Duru, M.S., *Sydney N. Pauling, M.A., Ed.S.*, *Samantha Goland, B.S.*, *Sarah Kate Bearman, Ph.D.*, University of Texas at Austin

Poster Session 5**5D: Dissemination and Implementation Science; Health Care System/Public Policy; Improved Use of Research Evidence; Global Mental Health****(PS5-D76) Overcoming Barriers to Access for Children in Need of Trauma Therapy: A Process Mapping Approach**

Maddi Gervasio, M.A., *Emilie Paul, B.S.*, *Elissa J. Brown, Ph.D.*, *Andrea J. Bergman, Ph.D.*, St. John's University

(PS5-D77) Acceptability of a Task-shifting Model to Increase Access to Evidence-based Anxiety Treatments for Latino Preschool Children

*Lupita Santillan, Ph.D.*¹, *Yesenia Garcia, B.A.*¹, *Cindy O. Trevino, Ph.D.*², *Jennifer Blossom, Ph.D.*³, *Brent Collett, Ph.D.*², 1. Seattle Children's Hospital, 2. University of Washington School of Medicine, 3. University of Maine

(PS5-D78) Characterizing a Children's Mental Health ALACRITY Center Through Social Network Analysis

*Anna G. Brubaker, M.S.*¹, *Lilliana R. Conradi, B.A.*¹, *Marisa Sklar, Ph.D.*¹, *Jonathan L. Helm, Ph.D.*², *Nicole A. Stadnick, M.P.H., Ph.D.*¹, *Lauren Brookman-Fraze, Ph.D.*¹, *Gregory A. Aarons, Ph.D.*¹, 1. University of California, San Diego, 2. San Diego State University

(PS5-D79) Exploration of Multi-level Determinants That Influence Peer Body Project Implementation: A Mixed Methods Study

Sydney N. Pauling, M.A., Ed.S., *Sarah Kate Bearman, Ph.D.*, The University of Texas at Austin

(PS5-D80) The Role of Organizational Implementation Context on School Mental Health Providers' Intentions to Use Evidence-based Practices

Caroline Francoise Acra, Ph.D., *Reilynn M. Yamane, B.A.*, *Tristan J. Maesaka, M.A.*, *Brad Nakamura, Ph.D.*, University of Hawai'i at Manoa

- (PS5-D81) Divergence in Child and Family Team Meeting Design and Practice: A Qualitative Needs Assessment to Improve Mental Health Outcomes for Children Involved in the Child Welfare System**
Lilliana R. Conradi, B.A., Anna G. Brubaker, M.S., Marisa Sklar, Ph.D., Danielle Fettes, Ph.D., University of California, San Diego
- (PS5-D82) Examining Equitable Delivery of Courage Group to Veterans Who Have Experienced Sexual Violence**
Jacinta Anyanwu, M.A.¹, Jordyn Williams, B.A.², Derrecka M. Boykin, Ph.D.³, Mackenzie Shanahan, Ph.D.³, Jennifer Bryan, Ph.D.², Ali Abbas Asghar-Ali, M.D.³, 1. University of South Dakota, 2. US Department of Veterans Affairs, 3. Michael E DeBakey VA Medical Center
- (PS5-D83) Use of a Community-based Participatory Research Approach to Develop an Internet-based Consultation and Networking Platform (i-CAN) for Increasing Use of CBT Among Youth Mental Health Providers**
Nicole R. Friedman, M.A., Olorunsayo Tolulope Ijeluola, B.S., M.P.H., Shanta' H. Burrell, B.S., Nicole Powell, M.P.H., Ph.D., Chuong Bui, Ph.D., Matthew Hudnall, Ph.D., Catherine Carlson, Ph.D., MSW, Susan White, ABPP, Ph.D., University of Alabama
- (PS5-D84) Evaluating Organizational Implementation Context in School Mental Health Settings**
Reilynn M. Yamane, B.A., Tristan J. Maesaka, M.A., Caroline Françoise Acra, Ph.D., Brad Nakamura, Ph.D., University of Hawai'i at Manoa
- (PS5-D85) Common Elements of Trauma-informed Schools and Attention to Racial Equity: A Scoping Review**
Z. Ayotola Onipede, M.A., Anna S. Lau, Ph.D., University of California Los Angeles
- (PS5-D86) Modular Youth Psychotherapy: A Systematic Review of Treatment Measures and Outcomes**
Rachel L. Reynolds, B.A.¹, Katherine E. Venturo-Conerly, B.A., M.A.², John R. Weisz, ABPP, Ph.D.², 1. Massachusetts General Hospital, 2. Harvard University
- (PS5-D87) Comparisons of Novel and Traditional Qualitative Analytic Approaches to Identifying Implementation Determinants**
Sungha Kang, M.S.¹, Viviana Patino, B.S.², Ramiro Angelino, B.S.², Jax Witzig, M.A.², Gabriela Castillo², Catalina Ordorica, M.Ed.², Holly M. Huber, B.A.³, Brittany Rudd, Ph.D.², 1. University of Chicago Medicine, 2. University of Illinois at Chicago, 3. Indiana University Bloomington
- (PS5-D88) Emergency Department Personnel Attitudes Toward Treating Opioid Use Disorder: Examining the Intersection of Race and OUD**
Lindsay Thomas, M.S., Alexander Chang, M.S., Maria Meinerding, M.S., Margaret L. Paul, B.S., Lauren Borato, B.S., Kellen K. Blum, B.S., Jeremiah Weinstock, Ph.D., Saint Louis University
- (PS5-D89) Behavioral Health Treatment Barriers for Transition-aged Youth: Development of a Novel Patient-reported Experience Measure**
Monet S. Meyer, M.A., Charles E. Iwata, B.S., John P. Barile, Ph.D., University of Hawai'i at Manoa

(PS5-D90) Effects of COVID-19 Stress, Proximity and Adverse Childhood Experiences on Healthcare Workers' Mental Health

Tannaz Mirhosseini, M.S.¹, Andrea D. Guastello, Ph.D.¹, Nicola Sambuco, Ph.D.¹, Lowdes P. Dale, Ph.D.², Carol A. Mathews, M.D.¹, Joseph P.H. McNamara, Ph.D.¹, 1. University of Florida, 2. University of Florida College of Medicine - Jacksonville

(PS5-D91) Health Care Worker Mental Health and Coping During the COVID-19 Pandemic: Qualitative and Quantitative Perspectives

Jeffrey M. Pavlacic, Ph.D.¹, Caitlyn Hood, Ph.D.², Nihar Shah, M.D.¹, Tenelle Jones, MFT, Other¹, Alyssa A. Rheingold, Ph.D.¹, 1. Medical University of South Carolina, 2. University of Kentucky

(PS5-D92) Gaze and Avoidant Patterns of Visual Attention to Aversive Stimuli During Exposure Trials: A Pilot Eye Tracking Study

Minoru Takahashi, M.A.¹, Manabu Kikuchi, M.A.², Jun-ichi Yamamoto, Ph.D.³, Michiyo Hirai, Ph.D.⁴, 1. Faculty of Psychology, Mejiro University, 2. Iwate Prefectural University, 3. Faculty of Systems Design, Tokyo Metropolitan University, 4. The University of Texas Rio Grande Valley

(PS5-D93) Is Psychotherapy Keeping Up? Marginalized Identity Reporting in Dialectical Behavioral Therapy Randomized Control Trials for Suicidal Behaviors: A Systematic Review

Jazmine A. Mauricio, M.S., Cal Lutheran University

(PS5-D94) Are We Speaking the Same Language? Outcomes of a 20-year Journey to Develop a Shared Practice Language Across Children's Public Mental Health Services Statewide

Kristy Bowen, M.A., Evanne Moux, B.A., Kelly Chan, B.A., Brad Nakamura, Ph.D., David S. Jackson, Ph.D., University of Hawai'i at Manoa

(PS5-D95) Mental Health of Displaced Peoples: The Role of Religious Coping and Struggles

Shivani Pandey, B.S.¹, Eesha Ali, B.A.¹, Emma PeConga, B.A.², Jacob Bentley, Ph.D.³, Lori A. Zoellner, Ph.D.¹, 1. University of Washington, Seattle, 2. University of Washington, 3. University of Washington School of Medicine

(PS5-D96) The Application of the Theory of Planned Behavior to Treatment-seeking Among Arabs with Symptoms of Depression

Sariah Daouk, Ph.D.¹, Alinne Z. Barrera, Ph.D.², Matthew J. Cordova, Ph.D.², Yan Leykin, Ph.D.², 1. Stony Brook University, 2. Palo Alto University

(PS5-D97) Evaluation of Mental Health Screeners in College Students and College Student Athletes

Sarah Emert, Ph.D., Alisa Huskey, Ph.D., Kelly N. Kim, B.S., Daniel J. Taylor, Ph.D., University of Arizona

(PS5-D98) Setting the Agenda for Suicide Prevention Intervention to Promote Health Equity: A Scoping Review of Adaptations for Dialectical Behavior Therapy Outside of the United States of America

Ethan Spana, B.S.¹, Frances M. Aunon, Ph.D.², Jennifer K. Rielage, Ph.D.³, Suzanne E. Decker, Ph.D.⁴, Neal Doran, Ph.D.⁵, Mark Honsberger, B.S.⁶, Rachel Carretta, Ph.D.⁷, Heather Kacos, Psy.D.⁸, Josephine Ridley, Ph.D.⁹, Steve Martino, Ph.D.¹⁰, Thorayya Giovannelli, Psy.D.¹¹, Jenny Bannister, Ph.D.¹¹, Noah R. Wolkowicz, Ph.D.¹², Addie Merians, Ph.D.¹², Brittany Howell, Psy.D.¹¹, Jason G. Smith, Other¹³, 1. New Mexico VA Healthcare System, 2. Connecticut VA, 3. New Mexico VA Healthcare System, University of New Mexico School of Medicine, 4. VA Connecticut / Yale School of Medicine, 5. VA San Diego Healthcare System, University of California, San Diego, 6. VA Northeast Ohio Healthcare System, 7. Yale University School of Medicine, 8. Orlando VA Healthcare System, University of South Florida College of Medicine, 9. VA Northeast Ohio Healthcare System; Case Western Reserve University, 10. VA Connecticut Healthcare System, Yale School of Medicine, 11. James A. Haley Veterans Hospital, University of South Florida College of Medicine, 12. Psychology Service, VA Connecticut Health Care System; Department of Psychiatry, Yale School of Medicine, 13. VA Boston Healthcare System

(PS5-D99) Therapist Factors Related to Dropout from a Statewide Evidence-based Practice Training Program

Tristan J. Maesaka, M.A., Savannah L. Goshgarian-Miller, B.A., Reilynn M. Yamane, B.A., Brad Nakamura, Ph.D., University of Hawai'i at Manoa

4:00 PM – 5:00 PM

Regency Ballroom, Level 7

Poster Session 6

6A: Eating Disorders

Key Words: *Eating, Emotion Regulation, Emotion*

(PS6-A1) Difficulties in Emotion Regulation Moderate the Longitudinal Association Between Negative Affect and Dieting Behavior

Alexandra D. Conwertino, M.S.¹, Jamie-Lee Pennesi, Ph.D.², Aaron J. Blashill, Ph.D.³, 1. San Diego State University/University of California San Diego Joint Doctoral Program in Clinical Psychology, 2. University of Louisville, 3. San Diego State University

- (PS6-A2) Comparison of Adults with Atypical Anorexia Nervosa and Anorexia Nervosa: Clinical Characteristics and Preliminary Treatment Course and Eating-related Response and Outcomes in Remote Treatment**
Caitlin B. Shepherd, Ph.D.¹, Shaun Riebl, Ph.D., Other¹, Rebecca Boswell, Ph.D.², Wendy Oliver-Pyatt, M.D.¹, 1. Within Health, 2. Princeton Center for Eating Disorders at Penn Medicine
- (PS6-A3) Clinical Characteristics and Preliminary Mental Health Outcomes for Sexual Minority Patients in a Remote Higher Level of Care Eating Disorder Treatment Program**
Caitlin B. Shepherd, Ph.D.¹, Caitlin K. Scafati, M.A., LICSW, MSW¹, Rebecca Boswell, Ph.D.², Wendy Oliver-Pyatt, M.D.¹, 1. Within Health, 2. Princeton Center for Eating Disorders at Penn Medicine
- (PS6-A4) The Impact of Depressive Symptomatology on Positive and Negative Body Image Dimensions in Adolescents with Eating Disorders**
Diana Burychka¹, Marta Miragall, Ph.D.², Maite Zapata, Ph.D.³, Judith Álvarez, Other³, Rocío Herrero, Ph.D.⁴, Rosa M. Baños, Ph.D.⁵, 1. Polibienestar Research Institute, University of Valencia; Department of Personality, Evaluation and Psychological Treatment, Faculty of Psychology, University of Valencia., 2. Department of Personality, Evaluation and Psychological Treatment, Faculty of Psychology, University of Valencia; CIBEROBn Physiopathology of Obesity and Nutrition, Instituto de Salud Carlos III, Madrid, Spain, 3. Acute Child and Adolescent Hospitalization Unit, Hospital Clínico Universitario de Zaragoza, 4. Department of Psychology and Sociology, University of Zaragoza, Teruel, Spain; CIBEROBn Physiopathology of Obesity and Nutrition, Instituto de Salud Carlos III, Madrid, Spain, 5. Polibienestar Research Institute, University of Valencia; Department of Personality, Evaluation and Psychological Treatment, Faculty of Psychology, University of Valencia; CIBEROBn Physiopathology of Obesity and Nutrition, Instituto de Salud Carlos III, Madrid, Spain
- (PS6-A5) Preconception Weight Suppression Predicts Eating Disorder Symptoms in Pregnancy**
Kayla Costello, M.S., Julia M. Hormes, Ph.D., University at Albany, State University of New York
- (PS6-A6) Gut Feelings: Body Mistrust and Emotion Dysregulation in Bulimia Nervosa**
Maia A. Chester, B.A., Thalia Viranda, B.A., Laura A. Berner, Ph.D., Icahn School Medicine at Mount Sinai
- (PS6-A7) Preliminary Results from a Multiphasic Pilot Test Evaluation of Mi-coach ED: A Mobile App-delivered Motivational Intervention for Women on Eating Disorder Clinic Waitlists**
Amané Halicki-Asakawa, B.A., M.A., Emily Mayzes-Kotulla, B.A., Maya Libben, B.S., Ph.D., The University of British Columbia
- (PS6-A8) Recommendations from Older Adult Women on Age-tailoring Evidence-based Treatments for Binge Eating Disorder: A Mixed-methods Approach**
Savannah C. Hooper, B.A.¹, Victoria B. Marshall, B.A.², Lisa S. Kilpela, Ph.D.³, 1. University of Louisville, 2. Arcadia University, 3. University of Texas Health Science Center at San Antonio

- (PS6-A10) **Are Eating Disorder Pathology and Risky Sexual Behavior Related? The Associations between Gender, Eating Pathology and Risky Sexual Behavior**
Ellie W. Borders, B.A.¹, Kyrá A. Bevenour, B.S.¹, Katherine E. Wenger, Psy.D.², Susan L. Kenford, Ph.D.¹, 1. Xavier University, 2. Atlanta VA Medical Center
- (PS6-A11) **Weight Outcomes in Cisgender Girls and Boys with Avoidant Restrictive Food Intake Disorder During Virtual Family-based Treatment**
Jessie Menzel, Ph.D., Jessica Baker, Ph.D., Taylor Perry, M.S., Dori Steinberg, Ph.D., Other, Equip Health
- (PS6-A12) **Preliminary Data That Psychological Treatment and Higher Baseline Anxiety Are Associated with Decreases in Postprandial Fullness for Individuals with Bulimia Nervosa-spectrum Disorders**
Jean J. Fomey, Ph.D.¹, Helen Burton Murray, Ph.D.², Lina Himawan, M.A.¹, Adrienne S. Juarascio, Ph.D.³, 1. Ohio University, 2. Massachusetts General Hospital, 3. Drexel University
- (PS6-A13) **Dieting Behaviors and Supplement Use as Predictors of Drunkorexia**
Olivia A. Borglin, B.A.¹, Katherine E. Wenger, Psy.D.², Ellie W. Borders, B.A.¹, Kyrá A. Bevenour, B.S.¹, Susan L. Kenford, Ph.D.¹, 1. Xavier University, 2. Atlanta VA Medical Center
- (PS6-A14) **Understanding the Relationship Between Six Components of Self-compassion and Body Satisfaction**
Si Woo Chae, M.A., Janet D. Latner, Ph.D., Taylor A. Stacy, M.A., University of Hawai'i at Manoa
- (PS6-A15) **Adverse Childhood Experiences in Relation to Disordered Eating in Young Adulthood: Do Current Supportive Family Dynamics Play a Buffering Role?**
Leo J. Cowing¹, Esther Yun, B.S.², Jessica Fales, Ph.D.¹, 1. Washington State University Vancouver, 2. Washington State University
- (PS6-A16) **Just What, Exactly, Is Atypical Anorexia? A Comparison of Clinical Characteristics Across Bulimia Nervosa and Atypical Anorexia in a Residential Treatment Sample**
Valerie Wong, B.S., Lauren Davis, B.A., Edward A. Selby, Ph.D., Rutgers, The State University of New Jersey
- (PS6-A17) **The Effect of Self-esteem on the Relationship Between Exercise Motivations and Engagement in Maladaptive Exercise**
Madeline Palermo, M.S., Diana Rancourt, Ph.D., Cody Staples, M.A., University of South Florida
- (PS6-A18) **An Empirical Investigation of the Affect Regulation Theory of Compulsive Exercise**
Agatha A. Laboe, B.A., Katherine Schaumberg, Ph.D., Maxwell Frank, B.S., University of Wisconsin - Madison

- (PS6-A20) **Demographic and Clinical Characteristics of Patients with Major Depression and Comorbid Eating Disorders vs Comorbid Anxiety Disorders During a Psychiatric Hospitalization**
Neil S. Rafferty, B.A.¹, Brandon A. Gaudiano, Ph.D.², Madeline Benz, Ph.D.¹, Lauren M. Weinstock, Ph.D.³, 1. Butler Hospital & Brown University, 2. Alpert Medical School of Brown University, 3. Brown University
- (PS6-A21) **Exploring the Interaction Between Affect and Body Image on Disordered Eating Behaviors**
Allison Cuning, M.A.¹, Erica Ahlich, Ph.D.², Diana Rancourt, Ph.D.¹, 1. University of South Florida, 2. University of South Alabama
- (PS6-A22) **The Body Advocacy Movement: Exploring Intervention Impacts on Fear of Fatness Across Individuals with and Without Eating Disorder Symptoms**
Kayla E. Dillon, B.A., Courtney Weberpal, Maxwell Frank, B.S., Katherine Schaumberg, Ph.D., University of Wisconsin - Madison
- (PS6-A23) **Examining the Relationship Between Weight Stigma, Mental Health, and Quality of Life in a Sample Experiencing Food Insecurity**
Estefania Andrade, B.A.¹, Sabrina Cuauwo-Cuauwo¹, Anoushka W. Dani, B.A.¹, Savannah C. Hooper, B.A.², Lisa S. Kilpela, Ph.D.³, Saivone N. Sanchious, B.A.⁴, Natalia Santos, B.S.¹, Carolyn B. Becker, Ph.D.¹, 1. Trinity University, 2. The University of Louisville, 3. University of Texas Health Science Center at San Antonio, 4. Alpert Medical School of Brown University
- (PS6-A24) **Investigating the Utility of Pictorial Figure Rating Scales for Identifying Eating Disorder Risk Among College-age Females**
Laura E. Boyajian, B.S., Diana Rancourt, Ph.D., University of South Florida
- (PS6-A25) **Help-seeking for Disordered Eating: Barriers, Facilitators, and Psychological Functioning**
Urvasi Dixit, M.A., Erica Ahlich, Ph.D., University of South Alabama

Poster Session 6

6B: Eating Disorders; Health Psychology / Behavioral Medicine - Adult

- (PS6-B26) **Differential Impact of Various Types of Child Maltreatment on Disordered Eating Symptoms in Adulthood**
Amanda K. Peirano, B.A., David T. Solomon, Ph.D., Western Carolina University
- (PS6-B27) **Early Development of Maladaptive Eating Symptom Networks Among Mexican American Children**
Juan C. Hernandez, M.A.¹, Claire Cusack, M.A.², Linda Luecken, Psy.D.¹, Cheri Levinson, Ph.D.², Marisol Perez, Ph.D.¹, 1. Arizona State University, 2. University of Louisville

- (PS6-B28) Eating Disorder and Posttraumatic Stress Disorder Symptoms: A Network Analysis Replication**
Alexandra D. Conwertino, M.S.¹, Aaron J. Blashill, Ph.D.², 1. San Diego State University/ University of California San Diego Joint Doctoral Program in Clinical Psychology, 2. San Diego State University
- (PS6-B29) How Do I Value Myself? An Examination of Shape and Weight-based Self-esteem and Eating Disorder Symptoms Across Men and Women**
Chloe White, B.A., Shannon Zaitsoff, Ph.D., Simon Fraser University
- (PS6-B30) Reliable Change in Comorbid Symptoms During Treatment for Anorexia Nervosa in Adolescents: A Replication Study**
Grace Haase, B.A.¹, Marita Cooper, Ph.D.¹, Moniher Deb, B.A.¹, Shilpa Jujjavarapu, M.S.¹, Amanda Makara, B.S.², Alix Timko, Ph.D.², 1. Children's Hospital of Philadelphia, 2. University of Pennsylvania
- (PS6-B31) Parenting Behaviors as Predictors of Engagement in Food Exposure for Avoidant/restrictive Food Intake Disorder**
Courtney E. Breiner, M.A., McKenzie Miller, M.A., Julia M. Hormes, Ph.D., University at Albany, State University of New York
- (PS6-B32) Habit Learning and Goal-directed Control in Anorexia Nervosa**
Desiree Webb, B.A.¹, Cate Morales, M.A.², Claire Gillan, Ph.D.³, Elizabeth Martin, M.A.⁴, Daniela Schiller, Ph.D.⁵, Kurt Schulz, Ph.D.⁵, Robyn Sysko, Ph.D.⁵, Tom Hildebrandt, Psy.D.¹, 1. Icahn School of Medicine, 2. Hofstra University, 3. Trinity College, 4. Fairleigh Dickinson University, 5. Icahn School of Medicine at Mount Sinai
- (PS6-B33) How Does Parental Concern About Their Child's Eating And/or Weight Impact Parental Availability for Treatment?"**
Lucy Wetherall, B.S., Elizabeth Lampe, M.S., Nikoo Karbassi, B.A., Stephanie M. Manasse, Ph.D., Drexel University
- (PS6-B34) Manipulating the "selfie": The Relationship Between Selfie Manipulation and Factors Related to Body Image Concerns**
Taryn A. Myers, Ph.D., Brittany White, B.A., Melissa G. Morrow, Hannah Glover, B.A., Pamela Rodgers, B.A., Virginia Wesleyan University
- (PS6-B35) A Modified Dissonance-based Eating Disorder Prevention Program Decreases Social Networking Site Use in Young Women**
Tiffany A. Graves, Psy.D., Jennifer E. Phillips, Ph.D., Kathleen J. Hart, ABPP, Ph.D., Xavier University
- (PS6-B36) Maternal Psychopathology During Childhood Predicts Disordered Eating in Adolescence**
Loie M. Faulkner, B.A.¹, Sara J. Bufferd, Ph.D.¹, Cheri Levinson, Ph.D.¹, Daniel N. Klein, Ph.D.², 1. University of Louisville, 2. Stony Brook University
- (PS6-B37) The Impact of Emotion (dys)regulation on Eating Disorder Outcomes: A Longitudinal Examination in a Residential Eating Disorder Treatment Facility**
Hannah B. Sawyer, B.A., Olivia M. Clancy, M.S., Tracy K. Witte, Ph.D., April Smith, Ph.D., Auburn University

- (PS6-B38) **High Prevalence of In-person and Technological Sexual Violence Among Women with Eating Disorders**
Emma A. Albertino, B.S., Denise M. Martz, Ph.D., Lisa Curtin, Ph.D., Twila Wingrove, Ph.D., Appalachian State University
- (PS6-B39) **The Role of Self-control in Distress Associated with Rigid Healthy Eating**
Anna E. Atchison, B.S.¹, Hana F. Zickgraf, Ph.D.², 1. University of South Alabama, 2. Emory University School of Medicine
- (PS6-B40) **Too Much of a Good Thing? Investigating the Potential Link Between Facets of Compulsive Exercise and Suicidal Behavior**
Lauren E. Pictor, B.A., Taiming Xue, B.A., Katherine Schaumberg, Ph.D., University of Wisconsin - Madison
- (PS6-B41) **Borderline Personality Disorder Symptoms and Eating Disorder Diagnoses: Findings from a Nationally Representative Survey of US Adults (NESARC-III)**
Rebecca R. Mendoza¹, Alexandra D. Convertino, M.S.², Aaron J. Blashill, Ph.D.¹, 1. San Diego State University, 2. San Diego State University/University of California San Diego Joint Doctoral Program in Clinical Psychology
- (PS6-B42) **Social Comparison as a Predictor of Body Image: A Meta-analytic Review of Correlational Studies**
Taryn A. Myers, Ph.D.¹, Janis H. Crowther, Ph.D.², Bryan T. Karazsia, Ph.D.³, 1. Virginia Wesleyan University, 2. Kent State University, 3. The College of Wooster
- (PS6-B43) **An Evaluation of Normative Intraday Weight Fluctuations and Correlates to Inform Weight Exposures in Cognitive-behavioral Therapy for Eating Disorders**
Taylor L. Rezeppa, B.S., Jean J. Forney, Ph.D., Gabriella A. Pucci, M.S., Naomi Hill, B.S., Jenny Jo, B.S., Ohio University
- (PS6-B44) **A Comparison of Demographic and Clinical Characteristics for Individuals with Traditional and Non-traditional Core Eating Disorder Symptoms**
Emma Crumby, B.S., Taylor E. Penwell, B.A., Cheri Levinson, Ph.D., University of Louisville
- (PS6-B45) **Associations Between Social Media Addiction and Disordered Eating Behaviors in a Latinx College Student Sample**
Roberto Sagaribay III, M.A., Theodore V. Cooper, Ph.D., Austin Vernon, B.S., Jennifer Lopez Garcia, Ivan Cervantes, Anna Ziencina, M.A., The University of Texas at El Paso
- (PS6-B46) **Weight Stigma, Mental Health, and Weight Loss: Preliminary Results from an RCT for Weight Loss Maintenance**
Jason Lillis, Ph.D.¹, Samantha Schram, B.A.², 1. Brown University Medical School, 2. Lifespan Health/ The Miriam Hospital

(PS6-B47) Disentangling the Underlying Mechanisms of Chronic Pain: The Protective Role of Positive Body Image and Positive Embodiment

Giulia Parola, M.S.¹, Marta Miragall, Ph.D.², Rosa M. Baños, Ph.D.³, Lorena Desdentado, M.S.⁴, Ángel Zamora, M.S.⁵, Rocio Herrero, Ph.D.⁶, 1. Instituto Polibienestar, University of Valencia, Spain, 2. Department of Personality, Evaluation and Psychological Treatment, Faculty of Psychology, University of Valencia; CIBEROBn Physiopathology of Obesity and Nutrition, Instituto de Salud Carlos III, Madrid, Spain, 3. Polibienestar Research Institute, University of Valencia; Department of Personality, Evaluation and Psychological Treatment, Faculty of Psychology, University of Valencia; CIBEROBn Physiopathology of Obesity and Nutrition, Instituto de Salud Carlos III, Madrid, Spain, 4. Instituto Polibienestar, University of Valencia; Department of Personality, Evaluation and Psychological Treatment, University of Valencia; CIBER de Fisiopatología Obesidad y Nutrición (CIBEROBN), Instituto de Salud Carlos III, 5. University of Valencia, 6. Department of Psychology and Sociology, University of Zaragoza, Teruel, Spain; CIBEROBn Physiopathology of Obesity and Nutrition, Instituto de Salud Carlos III, Madrid, Spain

(PS6-B48) Myoelectric Gastric Activity and Heart Rate Variability Covariation During Inductions of Negative Emotionality and Repetitive Negative Thinking

Abigail Szkutak, B.A.¹, Megan E. Renna, Ph.D.², Jean M. Quintero, M.A.¹, Douglas S. Mennin, Ph.D.¹, 1. Teachers College, Columbia University, 2. University of Southern Mississippi

(PS6-B49) Investigating Emotion Regulation Difficulties as a Transdiagnostic Factor in Misophonia

Carey J. Sevier, M.S., Laura J. Dixon, Ph.D., Heather L. Clark, M.S., University of Mississippi

(PS6-B50) Voices from the Field: A Mixed Methods Approach to Update Progressive Tinnitus Management

John C. Moring, ABPP, Ph.D.¹, Khaya Clark, M.A., Ph.D.², Suheily Lovelace, Ph.D.³, Emily Thielman, M.S.⁴, Kassander Thompson, B.A.⁵, James Henry, Ph.D.⁶, Tara Zaugg, Other², 1. University of Texas Health Science Center at San Antonio, 2. VA National Center for Rehabilitative Auditory Research, 3. Hearing Center of Excellence, 4. National Center for Rehabilitative Auditory Research, 5. University of Connecticut, 6. Oregon Health and Science University

Poster Session 6

6C: Health Psychology/Behavioral Medicine – Adult & Child; Mass Violence/Gun Violence; Military and Veterans Psychology**(PS6-C51) Development of Health Belief Model in Context of a Global Pandemic**

Kathy Bohac, M.S., Cedi McCorkle, M.S., Alinne Z. Barrera, Ph.D., Yan Leykin, Ph.D., Palo Alto University

(PS6-C52) Development of Japanese Version of the Brief Assessment of Distress About Pain

Hiroko Sugiwaka, Ph.D.¹, Hiroto Okouchi, Ph.D.², Daniel W. McNeil, Ph.D.³, 1. Doshisha University, 2. Osaka Kyoiku University, 3. University of Florida

(PS6-C53) Impact of a Weight-loss Intervention on the Cognitive Functioning and Habit Strength of Overweight and Obese Individuals with Traumatic Brain Injury

Megan E. Douglas, Ph.D., Alyssa N. Tijerina, B.S., Other, Monica M. Bennett, Ph.D., Evan McShan, M.S., Simon Driver, Ph.D., Baylor Scott and White Research Institute for Rehabilitation

(PS6-C54) Impact of the COVID-19 Pandemic on Psychological Distress Among Medical and Allied Health Care Graduate Students

Zella E. Moore, Psy.D.¹, Frank L. Gardner, ABPP, Ph.D.², McKenzie Gelvin, B.S.², Kamren Corica, B.A.², 1. Manhattan College, 2. Touro University

(PS6-C55) Role of Avoidance Behaviors in Pain

Jeongwi An, M.A., M.S.¹, Sungkun Cho, Ph.D.², Hyunkyung Yoo, M.A.², Daniel W. McNeil, Ph.D.³, 1. West Virginia University, 2. Chungnam National University, 3. University of Florida

(PS6-C56) Association Between Pain Self-efficacy and Duration of Chronic Pain Experience

Hannah Robins, M.S.¹, Emma Balkind, B.S.¹, Jessica S. Fields, M.S.¹, Sarah T. Wieman, M.S.¹, Gabrielle I. Liverant, Ph.D.¹, Robert Jamison, Ph.D.², 1. Suffolk University, 2. Brigham and Women's Hospital / Harvard Medical School

(PS6-C58) Characterizing Empirically-derived Psychological Profiles of Patients with Chronic Constipation

Sophie R. Abber, M.S.¹, Helen Burton Murray, Ph.D.², Kelly Buchanan, M.D.², Kyle Staller, M.P.H., M.D.², 1. Florida State University, 2. Massachusetts General Hospital

(PS6-C59) Perceived Stress as a Moderator in the Relationship Between Frequency of Stressors and Physical Health

Isabella Manrique, B.S., Norma G. Cantú Arizpe, M.S., Roze Dornellas, Tarryn E. Hill, Michael J. McDermott, Ph.D., University of Louisiana at Lafayette

- (PS6-C60) A Pilot Randomized Controlled Trial of Cognitive Behavioral Problem-solving Skills Training for Parents of Children Undergoing Hematopoietic Stem Cell Transplantation**
 Mikela D. Ritter, M.S.¹, Paula Murray, Ph.D.², Jessica A. Ward, M.S., Ph.D., RN¹, Heather Bemis, Ph.D.¹, 1. Children's Hospital Los Angeles, 2. The Hospital for Sick Children
- (PS6-C61) The Impact of Mental Health & Social Determinants of Health on Adolescent Transition Readiness in Childhood Cancer Survivors**
 Anna M. Jones, Ph.D., Evan Rooney, B.A., Emily K. Browne, Other, Sylwia Feibelman, M.S., Brian Potter, Psy.D., Elizabeth Barnwell, Other, Sandra Jones, Other, Rachel T. Webster, Ph.D., St. Jude Children's Research Hospital
- (PS6-C62) A Helping of Maladaptive Eating: Parental Sensitivity to Child Anxiety and Anxiety Sensitivity as Predictors of Child Feeding Concerns and Control**
 Bridget A. Hearon, Ph.D., Jules Miller, Albright College
- (PS6-C63) Expanding Targets for Stress and Health Interventions: A Qualitative Study of Families Navigating Chronic Disease and Socioeconomic Disadvantage**
 Maeve B. O'Donnell, Ph.D.¹, Samantha Garcia Perez, B.S.², Militha Madur³, Britney Ellisor, B.S.², Jessica L. Morse, Ph.D.⁴, Krysta S. Barton, M.P.H., Ph.D.², Joyce Yi-Frazier, Ph.D.², 1. University of Washington School of Medicine, 2. Seattle Children's Hospital, 3. Seattle Children's/University of Washington, 4. VA San Diego Healthcare System/University of California, San Diego
- (PS6-C64) Examination of Somatic Symptom Trajectories in US Adolescents: Differences Based on Sex and Race**
 Marcus G. Wild, Ph.D.¹, Bridget A. Nestor, Ph.D.², 1. VISN 17 Center of Excellence for Research on Returning War Veterans, 2. Boston Children's Hospital/Harvard Medical School
- (PS6-C65) It's an ED Visit! It's an Admission! It's...preventable?! Examining Factors Related to Preventable Utilization in Youth with Chronic Pain Following Interdisciplinary Care**
 Kristen A. Torres, B.S., Natalie Partipilo, B.S., Blanca Muñoz Villarreal, B.S., Kaya Hashimoto, B.S., Raquel Harmon, M.A., Cristian Cruz, M.D., David V. Wagner, Ph.D., Oregon Health and Science University
- (PS6-C66) Physical Activity in Youth Populations During COVID-19**
 Sayaka Carpenter, B.S., Brittany Keller, B.S., Mindy M. Kibbey, M.S., Lilly Derby, M.S., Samantha G. Farris, Ph.D., Rutgers, The State University of New Jersey
- (PS6-C67) Youth Engagement in Physical Activity Prior to the COVID-19 Pandemic**
 Brittany Keller, B.S., Sayaka Carpenter, B.S., Mindy M. Kibbey, M.S., Lilly Derby, M.S., Samantha G. Farris, Ph.D., Rutgers, The State University of New Jersey
- (PS6-C68) An Evaluation of a Brief Zoom-facilitated Mindful and Intuitive Eating Intervention to Decrease Disordered Eating**
 Angelica Aguirre, Ph.D., Minnesota State University, Mankato

(PS6-C69) The Relationship Between Interoception and Emotional Reactivity:**Evidence from a Negative Mood Induction Procedure**

Lorena Desdentado, M.S.¹, Marta Miragall, Ph.D.², Rosa M. M. Baños, Ph.D.¹, Roberto Llorens, Ph.D.³, Sandra A. Mai-Lippold, Ph.D.⁴, Olga Pollatos, Ph.D.⁵, Tamara Escrivá-Martínez, Ph.D.⁶, 1. Instituto Polibienestar, University of Valencia; Department of Personality, Evaluation and Psychological Treatment, University of Valencia; CIBER de Fisiopatología Obesidad y Nutrición (CIBEROBN), Instituto de Salud Carlos III, 2. Department of Personality, Evaluation and Psychological Treatment, Faculty of Psychology, University of Valencia; CIBEROBN Physiopathology of Obesity and Nutrition, Instituto de Salud Carlos III, Madrid, Spain, 3. Institute for Human-Centered Technology, Universitat Politècnica de València; IRENEA. Instituto de Rehabilitación Neurológica, Fundación Vithas, 4. Clinical and Health Psychology, Institute of Psychology and Education, Ulm University, Ulm University, 5. Clinical and Health Psychology, Institute of Psychology and Education, Ulm University, 6. Instituto Polibienestar, University of Valencia, University of Valencia; CIBER de Fisiopatología Obesidad y Nutrición (CIBEROBN), Instituto de Salud Carlos III

(PS6-C70) Active Shooter Response Training: Are Realistic Components Helpful?

Lindsey Walsh, B.A., Amaya Delgado, B.S., Stephanie M. Ernestus, Ph.D., Nicole Cyr, Ph.D., Gregory Maniero, Ph.D., Stonehill College

(PS6-C71) Effectiveness of Telehealth Delivered Massed Trauma-focused Psychotherapy Among Veterans with PTSD

Michael A. Gramlich, Ph.D., Erin Verdi, Ph.D., Greg Reger, Ph.D., Sherry Yelland, Ph.D., VA Puget Sound Health Care System

(PS6-C72) US Military Service Buffers Suicide Risk Among Individuals with Disabling Limitations

Rebecca K. Blais, Ph.D.¹, Zhigang Xie, Ph.D., Other², Anne Kirby, Ph.D.³, Nicole Marlow, Ph.D.⁴, 1. Arizona State University, 2. University of North Florida, 3. The University of Utah, 4. University of Florida

(PS6-C73) Moral Injury Is Associated with Loneliness in US Veterans

Stephanie E. Brown, B.A.¹, Benjamin C. Darnell, Ph.D.¹, Maya Bina N. Vannini, B.A.¹, Brett Litz, Ph.D.², 1. Boston VA Healthcare System, 2. Boston University School of Medicine

(PS6-C74) Context Matters: The Relationship Between Depressive Symptoms and Environment in Postpartum Veterans

Stephanie C. Nettleton, B.A.¹, Sara J. Diesel, B.S., M.A.¹, Bruce Alexander, Other², Michael W. O'Hara, Ph.D.¹, Emily B K Thomas, Ph.D.¹, 1. University of Iowa, 2. US Department of Veterans Affairs

(PS6-C75) Does Identity Matter? Psychosocial Functioning Among a Sample of Veterans Who Have Experienced Military Sexual Trauma

Makenzie Irrgang, M.S.¹, Meredith Boyd, M.A.², Michelle Fernando, Ph.D.³, Lisa M. Valentine, Ph.D.¹, Diana C. Bennett, Ph.D.⁴, Minden B. Sexton, Ph.D.¹, 1. Ann Arbor Veterans Healthcare System, 2. University of California Los Angeles, 3. National Center for PTSD, VA Boston Healthcare System, 4. George E. Wahlen Department of Veterans Affairs Medical Center Salt Lake City VA

Poster Session 6

6D: Military and Veterans Psychology; Oppression and Resilience Minority Health; Multicultural Psychology

(PS6-D77) U.S. Veteran Suicide Safety Plan Recall, Usage, and Interest in Peer Specialists' Help

*Samantha A. Chalker, Ph.D.*¹, *Cara T. Pozun, MFT*², *Chris L. Shriver, M.A.*², *Neal Doran, Ph.D.*³, *Elizabeth W. Twamley, Ph.D.*², *Blaire C. Ehret, Ph.D.*², *Colin A. Depp, Ph.D.*², 1. VA San Diego Healthcare System/University of California, San Diego, 2. VA San Diego Healthcare System, 3. VA San Diego Healthcare System, University of California, San Diego

(PS6-D78) Contrasting Ecological Contexts of Veteran Women and Men Seeking Mental Health Treatment Following Military Sexual Trauma

*Meredith R. Boyd, M.A.*¹, *Emily Blevins, M.S.*², *Julia L. Paulson, Ph.D.*³, *Megha Fatabhoy, Ph.D.*², *Lisa M. Valentine, Ph.D.*², *Minden B. Sexton, Ph.D.*², 1. University of California Los Angeles, 2. Ann Arbor Veterans Healthcare System, 3. Brown University & Providence VA Medical Center

(PS6-D79) Veteran Perspectives on Recovery from Co-occurring Hazardous Drinking and Anxiety and Posttraumatic Stress Disorder

*Anthony H. Ecker, Ph.D.*¹, *Erin P. Finley, Ph.D.*², *Haley Kolp, M.S.*³, *Lindsey Poe, Ph.D.*³, *Raven Pigeo, M.Ed.*³, *Megan M. Kelly, Ph.D.*⁴, *Drew Helmer, M.D., M.S.*⁵, *Michael Cucciare, Ph.D.*⁶, *Jeffrey Cully, Ph.D.*⁷, 1. Baylor College of Medicine, 2. University of Texas Health Science Center at San Antonio, 3. Michael E DeBakey VAMC, 4. VISN 1 New England MIRECC, 5. Center for Innovations in Quality and Safety, 6. University of Arkansas for Medical Sciences, 7. US Department of Veterans Affairs

(PS6-D80) Ten Years of Evidence Based Practice with Veterans and Military Families

*Ariane Ling, Ph.D.*¹, *Victoria Jonas, Ph.D.*², *Naomi M. Simon, M.D.*³, *Amanda M. Spray, ABPP, Ph.D.*⁴, *Charles Marman, M.D.*³, 1. New York University, 2. New York University Langone Medical Center, 3. New York University Grossman School of Medicine, 4. New York University School of Medicine

(PS6-D81) VA Coordinated Anxiety Learning and Management for Transdiagnostic Treatment of Co-occurring Anxiety and Substance Use: A Pilot Randomized Controlled Trial

*Anthony H. Ecker, Ph.D.*¹, *Jennifer Lee, B.A.*², *Brenda Salgado, B.S.*², *Jan Lindsay, Ph.D.*¹, *Carolyn J. Greene, Ph.D.*³, *Kate Wolitzky-Taylor, Ph.D.*⁴, *Jeffrey Cully, Ph.D.*⁵, *Michael Cucciare, Ph.D.*³, 1. Baylor College of Medicine, 2. Michael E DeBakey VAMC, 3. University of Arkansas for Medical Sciences, 4. University of California Los Angeles, 5. US Department of Veterans Affairs

(PS6-D82) Reliability and Validity of the Poreh Post Traumatic Stress Questionnaire (P-PTSQ)

*Salayna M. Abdallah, B.A.*¹, *Amir Poreh, Ph.D.*², 1. Cleveland State University and University Hospitals, 2. Cleveland State University

(PS6-D83) Factors Affecting Sleep Among U. S. Navy Sailors with and Without Deployment Experience

Jennifer Lewis, B.S., Laura Aldrich, M.A., M.S., Claire Demming, M.S., Elisabeth Mata, B.A., Abby Diehl, ABPP, Ph.D., Jeffrey Goodie, ABPP, Ph.D., Uniformed Services University of the Health Sciences

(PS6-D84) The Associations Between Negative Posttraumatic Cognitions and Self-evaluative Emotions Among Veterans in a Residential PTSD Treatment Program

Savannah M. Noppert, B.S.¹, Aisling Henschel, Psy.D.², Alex Puhalla, Ph.D.², Colleen Martin, Ph.D.², Kathleen M. Chard, Ph.D.², 1. US Department of Veterans Affairs, Cincinnati, 2. US Department of Veterans Affairs

(PS6-D85) Associations Among Chronic Pain and Social Well-being Indicators in Veterans with Comorbid Chronic Pain and Posttraumatic Stress Disorder

Laura Aldrich, M.A., M.S.¹, Jeffrey Goodie, ABPP, Ph.D.¹, Sorana Raiciulescu, M.S.¹, Carlos Jaramillo, M.D.², Blessen Eapen, M.D.³, Tabatha Blount, Ph.D.⁴, Paul Nabity, Ph.D.⁴, Jose L. Moreno, Ph.D.⁵, Mary Jo Pugh, Ph.D., RN⁶, Tim T. Houle, Ph.D.⁷, Jennifer S. Potter, M.P.H., Ph.D.⁴, Stacey Young-McCaughan, Ph.D., RN⁴, Alan L. Peterson, ABPP, Ph.D.⁴, Robert Villarreal, M.S.⁴, Nicole Brackins, M.S.⁴, Zhanna Sikorski, Other⁸, Tracy R. Johnson, M.D.⁸, Rebecca Tapia, M.D.⁴, David Reed, Ph.D.⁹, Craig Caya, Other⁸, Dillon Bomer, Other⁸, Cindy A. McGeary, ABPP, Ph.D.⁴, Donald McGeary, ABPP, Ph.D.⁴, 1. Uniformed Services University of the Health Sciences, 2. Southwest Rehabilitation Solutions, 3. Greater Los Angeles Veterans Health Care System, 4. University of Texas Health Science Center at San Antonio, 5. The Ohio State University, 6. University of Utah School of Medicine, 7. Massachusetts General Hospital, 8. South Texas Veterans Health Care System, 9. VA Puget Sound Health Care System

(PS6-D86) Examining Ethnoracial Differences in Retention in Evidence-based Treatments for PTSD Secondary to Military Sexual Trauma

Peter P. Grau, Ph.D.¹, Katherine Fedele, Ph.D.², Michelle Fernando, Ph.D.³, Brittany N. Hall-Clark, Ph.D.⁴, Sheila A.M. Rauch, ABPP, Ph.D.⁵, Katherine E. Porter, Ph.D.¹, Minden B. Sexton, Ph.D.¹, 1. Ann Arbor Veterans Healthcare System, 2. US Department of Veterans Affairs, 3. National Center for PTSD, VA Boston Healthcare System, 4. University of Texas Health Science Center at San Antonio, 5. Emory University School of Medicine & Atlanta VAHCS

(PS6-D87) Challenging Stigmatization of Self-damaging Behaviors: The Protective Effect of Genderqueer Identity

Lina-Soleil Losier, B.A., Julie Prud'homme, M.S., Brianna J. Turner, Ph.D., University of Victoria

(PS6-D88) Psychosocial Stressors and Internalizing Symptoms in Black College Students: Diurnal Cortisol Slope as a Mediator

Yuqi Wang, B.S., Loretta Eboigbe, B.A., Sushant Ranadive, M.S., Ph.D., Fanita A. Tyrell, Ph.D., 1. University of Maryland, College Park

(PS6-D89) Harnessing Communal Strengths: Examining Community Resilience and Positive Mental Health Outcomes Among Forcibly Displaced Persons Globally

Daniella Levine, B.A.¹, Alice E. Coyne, Ph.D.¹, Alexandra B. Klein, M.A.¹, Peter L. Rosencrans, M.S.², Sinan Payat, B.A.¹, Eesha Ali, B.A.², Jacob Bentley, Ph.D.³, Lori A. Zoellner, Ph.D.², Norah C. Feeny, Ph.D.¹, 1. Case Western Reserve University, 2. University of Washington, Seattle, 3. University of Washington School of Medicine

- (PS6-D90) **The Association of Gender, Race, and Sexual Orientation with Undergraduate Emotional and Academic Wellbeing: The Role of Campus Connectedness and Psychological Flexibility**
Kennedy Anderson, M.A., Susan Skidmore, Ph.D., Chelsea Ratcliff, Ph.D., Adebola Omogunwa, M.D., Sam Houston State University
- (PS6-D91) **Adapting Cognitive-behavioral Therapy for Acquired Brain Injury: A Scoping Review**
Nancy Lin, MSW, The University of British Columbia
- (PS6-D92) **Associations Between Experiences of Discrimination and Engagement in Values-based Living**
Rebecca Browne, M.S., Anna Larson, M.S., LaGriff Griffen, M.S., Sarah Schwartz, Ph.D., Suffolk University
- (PS6-D93) **Future Directions for Mental Health and Wellbeing Research Among Adults with Charcot-marie-tooth Disease**
Payton D. Rule, B.A., Megan Wilson, Ph.D., Patrick Hill, Ph.D., Washington University in St. Louis
- (PS6-D95) **Racial Trauma: The Association Between Discrimination and Posttraumatic Stress**
Brittany N. Brickus, B.A., Sebastian Ehmann, M.S., Michelle Yoong, M.S., Michael J. Gawrysiak, Ph.D., West Chester University
- (PS6-D96) **Racial Discrimination, Stress, and Mental Health Outcomes: The Effects of Acculturation in a Sample of Black College Students**
Carlos R. Melendez, Jr., B.A., Other, Eduardo Figueroa, Yuqi Wang, B.S., Loretta Eboigbe, B.A., Lauren E. Eagan, M.P.H., Sushant Ranadive, M.S., Ph.D., Fanita A. Tyrell, Ph.D., University of Maryland, College Park
- (PS6-D97) **Predictors of Mental Health Help-seeking Intentions in Civilian Military Wives: The Moderating Roles of Race/ethnicity and Sexual Orientation**
Emily M. Romero, M.S.¹, Kristina M. Post, Ph.D.¹, Amy L. Demyan, Ph.D.¹, James J. Garcia, Ph.D.², Jerry L. Kernes, Ph.D.¹, 1. University of La Verne, 2. Cal State Fullerton
- (PS6-D98) **Asian Americans: Relations Between Being Perceived as Asian American and Mental Health Symptoms**
Molly Sawdy, M.S.¹, Danielle Godon-Decoteau, Ph.D.², 1. Suffolk University, 2. Oberlin College
- (PS6-D99) **Help-seeking for Youth Mental Health Problems: Cross-cultural Comparisons Between Taiwan and U.S. Mothers**
Yen-Ling Chen, M.A.¹, Kuan-Ju Huang, M.S.², Shane Kraus, Ph.D.¹, Andrew J. Freeman, Ph.D.³, 1. University of Nevada, Las Vegas, 2. Kyoto University, 3. Inspiring Children Foundation
- (PS6-D100) **Comparative Analysis of Help Seeking Behaviors in Black and Non-black Participants**
Sydney B. Jones, B.S., Lee Cooper, Ph.D., Virginia Polytechnic Institute and State University

8:30 AM – 9:30 AM

Regency Ballroom, Level 7

Poster Session 7

7A: LGBTQ+

Key Words: *Sexuality, HIV / AIDS, LGBTQ+*

(PS7-A1) Gay Men’s Knowledge of Pre-exposure Prophylaxis and Treatment as Prevention in Reducing HIV Transmission

David T. Solomon, Ph.D.¹, Tatum Feiler, B.A.¹, Kaylie T. Allen, Ph.D.², Collin Williams, M.A.¹, 1. Western Carolina University, 2. CBT Solutions

(PS7-A2) Masculinity Norm Adherence Is Associated with Anxiety Symptoms and Shame in Sexual Minority Community Men

Kayla E. Hall, M.S., Andrew Kurtz, B.A., Kim L. Gratz, Ph.D., Matthew T. Tull, Ph.D., University of Toledo

(PS7-A3) Exploring Risks and Benefits of Social Media Use in Sexual Minority Adolescents: Exposure to Positive and Negative Identity-relevant Content

Saskia L. Jorgensen, B.A.¹, Vijan Anjali², Serena Moghaddas, B.A.², Jas Sarna², Jessica L. Hamilton, Ph.D.², 1. George Washington University, 2. Rutgers, The State University of New Jersey

(PS7-A4) Assessing the Role of Identity Disturbance in the Association Between Features of Borderline Personality Disorder and Interpersonal Functioning for Lesbian, Gay, and Bisexual Adults

Victoria M. Trimm, B.A., Catherine King, B.A., Logan M. Wahl, M.S., Jennifer S. Cheavens, Ph.D., The Ohio State University

(PS7-A5) Depression in Sexual and Gender Minority (SGM) Emerging Adults: Associations with Adverse Childhood Events (ACEs) and Childhood Bullying

K. R. Luedke, B.S.¹, Yvette Rother, B.S.², W. J. Bradley, M.A.², E. K. Lefler, Ph.D.¹, 1. University of Northern Iowa, 2. University of South Carolina

(PS7-A6) Gender Identity and Expression in Relation to Experiences of Cyberbullying in Racial and Ethnic Minority Youth: A Population-based Study

Margarid R. Tumamian, B.A.¹, Richard T. Liu, Ph.D.², 1. Massachusetts General Hospital/Harvard Medical School, 2. Harvard Medical School

- (PS7-A7) **Retrospective Comparison of Actual versus Predicted Benefit of Therapy During Adolescence in Sexual and Gender Minority Adults**
Emily K. Peterson, M.A., Amy Przeworski, Ph.D., Case Western Reserve University
- (PS7-A8) **I've Been Failed so Horrifically: Qualitative Exploration of Negative or Harmful Therapeutic Practices Experienced by Sexual and Gender Minority Individuals**
Emily K. Peterson, M.A., Case Western Reserve University
- (PS7-A9) **Culturally Modified DBT Skills Group Compared to General DBT Skills Group for Transgender and Gender Non-binary (TGNB) Adults**
Maximilian R. Macias, M.S., M.Ed.¹, Rachel Weiler, Psy.D.¹, Hannah Steinberg, Psy.D.², Sanno Zack, Ph.D.², 1. PGSP-Stanford PSY. D. Consortium, 2. Stanford University
- (PS7-A10) **Therapy Should Be Highly Individualized: Qualitative Exploration of Sexual and Gender Minority Adults' Perceptions of the Ideal Affirming Therapy**
Emily K. Peterson, M.A., Case Western Reserve University
- (PS7-A11) **A Pilot Test of Reddit Data Collection Among Under-sampled LGBTQ+ Community Members**
Brenna A. Carter, B.S., Mark A. Prince, Ph.D., Bradley T. Conner, Psy.D., Colorado State University
- (PS7-A12) **Minority Stress and Physical Health Within the Transgender Community: The Impact of Posttraumatic Growth and Resiliency**
Laura C. Wilson, Ph.D., University of Mary Washington
- (PS7-A13) **Minority Stressors and PTSD Symptoms Predict Alcohol Use/problems in Sexual Minority Young Adults**
Evan J. Basting, M.A.¹, Alisa R. Garner, M.A.¹, Gloria Romero, M.S.¹, Alyssa M. Medenbilk, M.A.¹, Jacqueline Sullivan, M.A.¹, Mary C. Jensen, B.A.¹, Ryan C. Shorey, Ph.D.², Gregory L. Stuart, Ph.D.¹, University of Tennessee, Knoxville, 2. University of Wisconsin, Milwaukee
- (PS7-A14) **Adapting an Existing Relationship Education and HIV Prevention Intervention for Gender Diverse Youth**
Afiya Sajwani, B.A.¹, Ricky Hill, Ph.D.², Isaac Greenwalt, B.A.², James Carey, M.P.H.², Ayden Scheim, Ph.D.³, Michael Newcomb, Ph.D.¹, 1. Northwestern University, 2. Institute for Sexual and Gender Minority Health and Wellbeing Northwestern University, 3. Department of Epidemiology and Biostatistics, Drexel University Dornsife School of Public Health
- (PS7-A15) **Sexual and Gender Minority Individuals' Preferences for Intimate Partner Violence Prevention Programs**
Sabrina Bothwell, B.S.¹, Emily Devlin, M.A.¹, Michael Newcomb, Ph.D.², Sarah Whitton, Ph.D.¹, 1. University of Cincinnati, 2. Northwestern University

- (PS7-A16) Interoceptive Awareness as an Explanatory Factor in the Relationship Between Gender Dysphoria and Restrictive Eating Behaviors Among Transgender and Nonbinary Adults**
Alex Broekhuijse, M.A.¹, Erin M. Fekete, Ph.D.², Graciela Rovner, Ph.D.³, Seth T. Pardo, Ph.D.⁴, Matthew D. Skinta, ABPP, Ph.D.¹, 1. Roosevelt University, 2. Lakeland Community College, 3. Karolinska Institute 4. San Francisco Department of Public Health
- (PS7-A17) Structural Features That Underlie Perceived Anti-queer Stigma: A Conjoint Analysis**
Paddy Loftus, B.A., Fallon Goodman, Ph.D., George Washington University
- (PS7-A18) Associations of Suicide Risk with Sexual Minority Outness**
Clara G. DeFontes, M.S., Dominic M. Denning, B.A., Sarah E. Huffman, B.A., Rhea Mukherjee, Katherine L. Dixon-Gordon, Ph.D., University of Massachusetts Amherst
- (PS7-A19) Associations of Outness with Nonsuicidal Self-injury Profiles in Sexual Minority Populations**
Dominic M. Denning, B.A.¹, Clara G. DeFontes, M.S.¹, Elijah R. Lawrence, B.S.¹, Emily Gaddy, Katherine L. Dixon-Gordon, Ph.D.¹, 1. University of Massachusetts Amherst, 2. University of Massachusetts
- (PS7-A20) Patterns of Prep Adherence, “Breaks,” and Discontinuation Among a Racially/ethnically Diverse Sample of Urban Young Sexual Minority Men**
Kyle Jozsa, M.A., M.S.¹, James Foran, B.S.¹, Michael Newcomb, Ph.D.², 1. Northwestern University Feinberg School of Medicine, 2. Northwestern University
- (PS7-A21) Examining the Relationship Between Emotion Dysregulation and Gender Identity Among Adolescents in Intensive Residential Treatment**
Hana Young, B.A.¹, Rachel Pomeranz, B.A.¹, Nicole P. Porter, Ph.D.¹, Nathaniel Shogren, B.A.², Blake Ronzio, B.S.³, Gillian C. Galen, Psy.D.¹, Alan R. Fruzzetti, Ph.D.⁴, 1. McLean Hospital, 2. Harvard Medical School, 3. Hofstra University, 4. McLean Hospital & Harvard Medical School
- (PS7-A22) Transgender and Gender-diverse Minority Stress and Substance Use: Systematic Review and Meta-analysis**
Michael J. Pellicane, M.A., Madison E. Quinn, B.A., Jeffrey A. Cielsa, Ph.D., Kent State University
- (PS7-A23) Sexual Orientation Beliefs, Psychological Inflexibility, and Mental Health Among Sexual Minorities**
David M. Tierney, M.A.¹, Erin McConocha, M.P.H.², 1. University of Tennessee, 2. University of Tennessee - Knoxville
- (PS7-A24) Exploring the Expectations and Experiences of Coming out for Asexual Individuals**
Emily Devlin, M.A., Charlie Giraud, M.S., Sarah Whitton, Ph.D., University of Cincinnati
- (PS7-A25) Understanding Obesity Among SGM-AFAB Adolescents and Young Adults: Developmental Trajectories and Risk Factors**
Emily Devlin, M.A., Sarah Whitton, Ph.D., University of Cincinnati

Poster Session 7

7B: LGBTQ+; Suicide and Self-Injury; Obsessive-compulsive and Related Disorders

- (PS7-B26) **Romantic Relationship Involvement Moderates the Association Between Rejection Sensitivity and Depressive Symptoms for Bi+ but Not Lesbian and Gay Adults**
Kate Dorrell, B.S.¹, Isabel Benjamin, B.A.¹, Jessica A. Birg, M.A.², Brian Feinstein, Ph.D.¹, Fallon Goodman, Ph.D.³, 1. Rosalind Franklin University of Medicine and Science, 2. University of South Florida, 3. George Washington University
- (PS7-B27) **Minority Stress and Obesity Among SGM-AFAB Adolescents and Young Adults**
Emily Devlin, M.A., Sarah Whitton, Ph.D., University of Cincinnati
- (PS7-B28) **I Belong: Queer Students' Positive Perceptions of Campus Climate Protect Against PTSD Following Sexual Assault**
Natalie J. Bilal, Joanna L. Herres, Ph.D., The College of New Jersey
- (PS7-B29) **Social Science Researchers' Perceptions of Inclusive Research Practices for Transgender and Gender Diverse Communities**
Christen E. Seyl, Allura L. Ralston, M.A., Josselyn Telule, Will Jackson, B.A., Debra A. Hope, Ph.D., University of Nebraska-Lincoln
- (PS7-B30) **Surprising Barriers to Seeking a Psychosocial Assessment for Gender-affirming Care: Anti-trans Messages on Google Searches for Providers**
Sarah Ashworth, B.A.¹, Niko Vehabovic, M.A.¹, Will Jackson, B.A.¹, Sharon N. Obasi, Ph.D.², Richard MocarSKI, Ph.D.³, Nathan A. Woodruff⁴, Debra A. Hope, Ph.D.¹, 1. University of Nebraska-Lincoln, 2. University of Nebraska Kearney, 3. San Jose State University, 4. Trans Collaborations
- (PS7-B31) **Concordance of Sexual and Gender Minority Young Adults' Early Emotion Socialization by Caregivers and Their Experiences with Identity Disclosure: A Mixed Methods Exploration**
Mathena A. Abramson, M.A.¹, Nicole D. Cardona, M.A.¹, Samantha Brayton¹, Elizabeth H. Eustis, Ph.D.², Kristin Long, Ph.D.¹, 1. Boston University, 2. Big Health
- (PS7-B32) **Social Support as a Buffer for Daily Minority Stress Associations with Alcohol and Other Drug Use in Sexual Minority Women**
Amanda Haik, B.A.¹, Jillian R. Scheer, Ph.D.², Cory Cascalheira, B.A.², Skyler D. Jackson, Ph.D.³, Abigail W. Batchelder, M.P.H., Ph.D.⁴, Tami P. Sullivan, Ph.D.⁵, Andrea Hussong, Ph.D.¹, 1. University of North Carolina at Chapel Hill, 2. Syracuse University, 3. Yale School of Public Health, 4. Harvard Medical School/Massachusetts General Hospital, 5. Yale University School of Medicine
- (PS7-B33) **What Type of Victimization Are Youth Most Likely to Experience? The Role of Sexual Orientation and Gender Identity**
Carolyn Campbell, B.A., Steven W. Evans, Ph.D., Ohio University

- (PS7-B34) Multidisciplinary Collaborations: Community and Provider Perspectives for Enhancing Communication-related Gender Affirmation Services**
Will Jackson, B.A.¹, Sarah Ashworth, B.A.¹, Michelle McKelvey, Ph.D.², Angela Dietsch, Ph.D.¹, Richard MocarSKI, Ph.D.³, Nathan A. Woodruff⁴, Debra A. Hope, Ph.D.¹, 1. University of Nebraska-Lincoln, 2. University of Nebraska Kearney, 3. San Jose State University, 4. Trans Collaborations
- (PS7-B35) The Protective Role of Resilience in Promoting Mental Health of Sexual and Gender Minorities**
Charlie Giraud, M.S., Sarah W. Whitton, Ph.D., University of Cincinnati
- (PS7-B36) An Active Partnership in an Affirming Environment: Transgender and Gender Diverse Participants' Experiences with a Transdiagnostic CBT Clinical Trial**
Sage A. Volk, M.A.¹, Brenna R. Lash, M.A.¹, Sarah Ashworth, B.A.¹, Hannah M. Coffey, M.A.¹, Frances C. Calkins, M.A.¹, Richard MocarSKI, Ph.D.², Nathan A. Woodruff³, Debra A. Hope, Ph.D.¹, 1. University of Nebraska-Lincoln, 2. San Jose State University, 3. Trans Collaborations
- (PS7-B37) Social Support of LGBTQ+ Women Veterans with MST Presenting to a Treatment Study**
Katerine Rashkovsky, B.S.¹, Bettye Chargin¹, Alex Lin, B.S.¹, Tamara Wachsmann, B.A.¹, Leslie Morland, Psy.D.², Marylene Cloitre, Ph.D.³, Chandra Estelle Khalifian, Ph.D.¹, 1. VA San Diego Healthcare System, 2. VA San Diego Healthcare System/University of California, San Diego, 3. VA Palo Alto Health Care System/Stanford
- (PS7-B38) The Structure of Distress: Understanding the Relationships Between Depression, Anxiety, and Stress in Trans and Non-binary Individuals**
Nina Micanovic, M.S.¹, Vera Vine, Ph.D.¹, Nicole E. Seymour, Ph.D.², Sarah E. Victor, Ph.D.³, 1. Queen's University 2. Center for Behavioral Medicine, 3. Texas Tech University
- (PS7-B39) What's Love Got to Do with It? A Qualitative Analysis of Group Cohesion in a Transgender Community Based Violence Prevention Intervention**
Madeleine Miller, B.S., Jessica B. Palatnik, B.A., Danielle Berke, Ph.D., Hunter College, City University of New York
- (PS7-B40) Associations Between Peer Victimization, Discrimination, and Single-session Intervention Response Among LGBTQ+ Youth**
Alex Rubin, M.A.¹, Riley McDanal, M.A.², Kathryn R. Fox, Ph.D.¹, Jessica Schleider, Ph.D.², 1. University of Denver, 2. Northwestern University
- (PS7-B41) The Role of Gender Expression in Experiences of Discrimination and Anxiety Among Bi+ adults**
Zig Hinds, B.S.¹, Christina Dyar, Ph.D.², Joanne Davila, Ph.D.³, Brian Feinstein, Ph.D.¹, 1. Rosalind Franklin University of Medicine and Science, 2. The Ohio State University, 3. Stony Brook University
- (PS7-B42) Religious Conflict, Internalized Homophobia, and Suicidal Ideation in Bisexual Individuals**
Daniela A. Branson, M.S., University of Wyoming

- (PS7-B43) **Internalized Binegativity, Perceived Burdensomeness, and Non-suicidal Self-injury (NSSI): Dual Impact of Identity Affirmation**
Rachael E. Dumas, M.S., Lara E. Glenn, M.S., Daniela A. Branson, M.S., Carolyn M. Pepper, Ph.D., University of Wyoming
- (PS7-B44) **An Investigation of Stigma of Taboo Intrusive Thoughts in the Postpartum Period**
Sarah Queller Soza, M.A., Debbie M. Warman, Ph.D., University of Indianapolis
- (PS7-B45) **Stigma of OCD Intrusive Thoughts in Mothers vs Fathers**
Joseph Soza, M.A., Debbie M. Warman, Ph.D., University of Indianapolis
- (PS7-B46) **Evaluation of the Psychometric Properties of Trichotillomania Severity Measures**
Kathryn E. Barber, M.S.¹, Douglas W. Woods, Ph.D.¹, Christopher C. Bauer, M.S.², Michael P. Twohig, Ph.D.³, Stephen Saunders, Ph.D.¹, Scott N. Compton, Ph.D.⁴, Martin E. Franklin, Ph.D.⁵, 1. Marquette University, 2. Medical College of Wisconsin, 3. Utah State University, 4. Duke University School of Medicine, 5. Rogers Behavioral Health
- (PS7-B47) **Linking PTSD and OCD: A Network Approach**
Heidi J. Ojalehto, M.A.¹, Samantha N. Hellberg, M.A.², Caitlin M. Pinciotti, Ph.D.³, Nathaniel Van Kirk, Ph.D.⁴, Jonathan S. Abramowitz, Ph.D.¹, 1. University of North Carolina at Chapel Hill, 2. University of North Carolina Chapel Hill; VA Puget Sound, Seattle, 3. Baylor College of Medicine, 4. McLean Hospital, Harvard Medical School
- (PS7-B48) **The Phenotypic Profile of the Contamination-cleaning Symptom Dimension in Obsessive-compulsive Disorder: Role of Executive Function and Personality Traits**
Szu-Chi Jessica Cheng, B.A.¹, Obsessive Compulsive Collaborative Genetics Study², Marco Grados, M.P.H., M.D.¹, 1. Johns Hopkins University School of Medicine, 2. JHU, Butler Hospital, Columbia University, MGH, NIMH, UCLA
- (PS7-B49) **Direct and Indirect Effects of Beliefs About Losing Control on OCD Symptoms**
Andrea Sandstrom, M.S., Adam S. Radomsky, Ph.D., Concordia University

Poster Session 7

7C: Obsessive-compulsive and Related Disorders

- (PS7-C50) **Communication Profiles in Text Messages Between Coaches and Participants in App-based CBT for BDD**
Rachel E. Quist, B.A.¹, Emily E. Bernstein, Ph.D.², Jennifer L. Greenberg, Psy.D.², Hilary Weingarden, Ph.D.², Jasmine Williams, B.A.¹, Ivar Snorrason, Ph.D.¹, Joshua E. Curtiss, Ph.D.¹, Sabine Wilhelm, Ph.D.³, 1. Massachusetts General Hospital, 2. Massachusetts General Hospital, Harvard Medical School, 3. Harvard Medical School

- (PS7-C51) **Maladaptive Religious and Non-religious Coping Mediates the Association Between Obsessive-compulsive Symptoms and Depression in Religious Hispanic Young Adults**
Ruby Tijerina, B.S., Michiyo Hirai, Ph.D., The University of Texas Rio Grande Valley
- (PS7-C52) **The Role of Self-concept in Motivational Dimensions of OCD**
Heather S. Martin, B.A.¹, Jennie M. Kuckertz, Ph.D.², Martha J. Falkenstein, Ph.D.², 1. McLean Hospital, 2. McLean Hospital/Harvard Medical School
- (PS7-C53) **Is Sympathetic Magic an Obsessive-compulsive Disorder Endophenotype? Examination of OCD Participants, First-degree Relatives, and Healthy Controls**
Sarah C. Jessup, M.A., Alexandra M. Adamis, B.A., Bunmi O. Olatunji, Ph.D., Vanderbilt University
- (PS7-C54) **Examining the Relationship Between Hoarding Behaviors and Obsessive-compulsive Personality Disorder Traits**
Yiqing Fan, B.A.¹, Immanuela C. Obisie-Orlu, B.S.¹, Gina M. Belli, M.S.¹, Sarah L. Gamaat, Ph.D.², Steven A. Rasmussen, Ph.D.³, Christina L. Boisseau, Ph.D.¹, 1. Northwestern University Feinberg School of Medicine, 2. Dartmouth Hitchcock Medical Center, 3. Brown University
- (PS7-C55) **The Role of Academic Stress on Safety Seeking Behaviors Beyond Obsessive-compulsive Symptoms**
Ashlyn Suchand, B.S., Ariana E. Milner, B.S., Anita R. Saha, M.A., Bella L. Patterson, Michael J. McDermott, Ph.D., University of Louisiana at Lafayette
- (PS7-C56) **Therapist Competence Measure Development for Comprehensive Behavioral (ComB) treatment of Trichotillomania**
Jacob Gustavson, B.A.¹, Kara N. Kelley, M.A.¹, Zoë E. Laky, B.A.², David A. F. Haaga, Ph.D.¹, 1. American University, 2. American University; National Institute of Mental Health
- (PS7-C57) **Relations Among Religious Affiliation, Religiosity, and Scrupulosity Symptoms**
Anna M. White, B.A.¹, Fiona C. Ball, B.S.¹, Jonathan Teller, B.A., Johanna A. Younce, M.A.², Kevin D. Wu, Ph.D.¹, 1. Northern Illinois University, 2. Rogers Behavioral Health
- (PS7-C58) **I've Seen Something Very Similar Before: Behavioral Pattern Separation in Risk and Treatment of Obsessive-compulsive Disorder**
Junjia (Judy) Xu, B.A.¹, Emily E. Bernstein, Ph.D.², Nathaniel Van Kirk, Ph.D.³, 1. McLean Hospital, 2. Massachusetts General Hospital, Harvard Medical School, 3. McLean Hospital, Harvard Medical School
- (PS7-C59) **An Examination of Response Inhibition Deficits in the Context of "Not Just Right" Experiences**
Cohley Acenowr, B.A., Halle T. Berres, B.A., Bryce Arseneau, M.S., Yourim Kim, M.A., Han-Joo Lee, Ph.D., University of Wisconsin - Milwaukee

(PS7-C60) Behavioral Predictors of Obsessive-compulsive Symptoms During a High Vulnerability to Onset Period

Lora Bednarek¹, Nathan A. Kline, M.A.², Jennie M. Kuckertz, Ph.D.³, Nader Amir, Ph.D.⁴, 1. San Diego State University Center for Understanding and Treating Anxiety; University of California San Diego, 2. Center for Understanding and Treating Anxiety, 3. McLean Hospital/Harvard Medical School, 4. San Diego State University/University California San Diego

(PS7-C61) Clinical Characteristics of Sexual Minorities Accessing Different Levels of Care for OCD

Olivia Woodson, B.S.¹, Martha J. Falkenstein, Ph.D.², Jennie M. Kuckertz, Ph.D.², 1. McLean Hospital, 2. McLean Hospital / Harvard Medical School

(PS7-C62) Comparison of Inference-based and Cognitive-behavioral Models of Obsessive-compulsive Disorder

Nicholas S. Myers, M.A.¹, Rachael Moldow, B.S.¹, Chase M. DuBois, B.A.¹, Samantha N. Hellberg, M.A.², Heidi J. Ojalehto, M.A.¹, Carly S. Rodriguez, B.A.¹, Jonathan S. Abramowitz, Ph.D.¹, 1. University of North Carolina at Chapel Hill, 2. University of North Carolina at Chapel Hill; VA Puget Sound, Seattle

(PS7-C63) Analyzing Predictors of “Not Just Right” Experience (NJRE) Severity

Halle T. Berres, B.A., Cohley Acenour, B.A., Han-Joo Lee, Ph.D., University of Wisconsin - Milwaukee

(PS7-C64) The Impact of the Six Core ACT Processes on Treatment Outcomes in Intensive Exposure Therapy for OCD

Madeleine Moore, B.S.¹, Nathaniel Van Kirk, Ph.D.², Martha J. Falkenstein, Ph.D.², Jennie M. Kuckertz, Ph.D.², 1. Rhode Island Hospital/Alpert Medical School of Brown University, 2. McLean Hospital / Harvard Medical School

(PS7-C65) The Psychometric Properties of the 8-item Brief Obsessive Compulsive Inventory (BOSI)

Bryce Arseneau, M.S., Yourim Kim, M.A., Han-Joo Lee, Ph.D., University of Wisconsin - Milwaukee

(PS7-C66) Associations of Sexual and Racial/ethnic Minority Status with Symptom Severity, Shame-proneness, Depression, and Suicide Risk in Body Dysmorphic Disorder

Caroline Armstrong, B.A.¹, Dalton Klare, M.A., M.S.¹, Sabine Wilhelm, Ph.D.², Hilary Weingarden, Ph.D.³, 1. Massachusetts General Hospital, 2. Harvard Medical School, 3. Massachusetts General Hospital/Harvard Medical School

(PS7-C67) Associations Between Childhood Maltreatment and Perinatal OCD

Quincy M. Beck, B.S., Cora Keeney, M.S., Nichole Fairbrother, Ph.D., University of British Columbia

(PS7-C68) Dimensions of Experiential Avoidance in Obsessive-compulsive Disorder

Amanda N. Belanger, B.S., Hannah C. Broos, M.S., Amelia S. Dev, M.S., Lauren Milgram, B.A., Kiara R. Timpano, Ph.D., University of Miami

(PS7-C69) Measurement Invariance of the OCI-12 Across Racial and Ethnic Groups

Fiona C. Ball, B.S., Jonathan Teller, B.A., Anna White, B.A., Kevin D. Wu, Ph.D., Northern Illinois University

(PS7-C70) Race Moderates the Association Between Intolerance of Uncertainty and OCD Symptoms

Jonathan Teller, B.A., Anna White, B.A., Fiona C. Ball, B.S., Kevin D. Wu, Ph.D., Northern Illinois University

(PS7-C71) The Roles of Behavioral Inhibition and Intolerance of Uncertainty in Predicting Obsessive Compulsive Spectrum Symptom Severity

Immanuela C. Obisie-Orlu, B.S.¹, Yiqing Fan, B.A.¹, Gina M. Belli, M.S.¹, Sarah L. Gamaat, Ph.D.², Steven A. Rasmussen, Ph.D.³, Christina L. Boisseau, Ph.D.¹, 1. Northwestern University Feinberg School of Medicine, 2. Dartmouth Hitchcock Medical Center, 3. Brown University

(PS7-C72) Guilt Partially Mediates the Effect of Religiosity on Scrupulosity Symptoms

Anna White, B.A.¹, Fiona C. Ball, B.S.¹, Jonathan Teller, B.A.¹, Johanna A. Younce, M.A.², Kevin D. Wu, Ph.D.¹, 1. Northern Illinois University, 2. Rogers Behavioral Health

(PS7-C73) Examining Intolerance of Certainty in the Relationship Between Behavioral Inhibition and Interoceptive Sensitivity in OC Spectrum and Anxiety Disorders

Gina M. Belli, M.S.¹, Yiqing Fan, B.A.¹, Immanuela C. Obisie-Orlu, B.S.¹, Sarah L. Gamaat, Ph.D.², Steven A. Rasmussen, Ph.D.³, Christina L. Boisseau, Ph.D.¹, 1. Northwestern University Feinberg School of Medicine, 2. Dartmouth Hitchcock Medical Center, 3. Brown University

(PS7-C74) Whose Outcomes Are Most Impacted by Ritualizing During Exposure and Response Prevention?

Kate Sheehan, B.S.¹, Jennie M. Kuckertz, Ph.D.², Martha J. Falkenstein, Ph.D.², Clarissa Ong, Ph.D.¹, 1. University of Toledo, 2. McLean Hospital/Harvard Medical School

Poster Session 7**7D: Obsessive-compulsive and Related Disorders; Mental Health Disparities; Primary Care/Integrated Care; Men's Health****(PS7-D75) Perceptions of the Voluntariness of Tics After Behavior Therapy for Tic Disorders**

Brandon X. Pitts, B.S., Kathryn E. Barber, M.S., Douglas W. Woods, Ph.D., Marquette University

(PS7-D76) Bursting the SUDS Bubble: Refining the Psychometrics of the Subjective Units of Distress Scale with Ecological Momentary Assessment

Elizabeth F. Mattered, B.S., Keila Sandoval, Brian A. Zaboski, Ph.D., Yale University School of Medicine

- (PS7-D77) Third-wave Approaches for the Treatment of Obsessive-compulsive Disorder: A Systematic Review**
Emily Hanna, Psy.D., LCSW, Kathleen Eldridge, Ph.D., Pepperdine University Graduate School of Education and Psychology
- (PS7-D78) Clinician Perceptions and Practice of Using Exposure-based Therapy to Treat OCD in Pregnancy**
Erica Weitz, Ph.D., Rachel Schwartz, Ph.D., University of Pennsylvania
- (PS7-D79) Simultaneous Combination of Pharmacotherapy and CBT for OCD**
Kimberly S. Sain, Ph.D., David F. Tolin, ABPP, Ph.D., Anxiety Disorders Center, The Institute of Living
- (PS7-D80) The Role of Intolerance of Uncertainty (IUS) in OCD Severity and Quality of Life (QLESQ): Data from a Naturalistic Follow-up Study**
Elizabeth M. Ray, B.A.¹, Haley Ward, B.A.², Marianna Graziosi, M.A., Anthony Pinto, Ph.D.¹, 1. Northwell Health Zucker Hillside Hospital, 2. Northwell Health
- (PS7-D81) Cognitive Response Inhibition Differences Between Autogenous and Reactive Subtypes in Adults with OCD in Inpatient Programs**
Renee B. Talg, M.S.¹, Bryce Arseneau, M.S.¹, Greg Berlin, Ph.D.², Han-Joo Lee, Ph.D.¹, 1. University of Wisconsin - Milwaukee, 2. Yale Newhaven Health
- (PS7-D82) The Relationship Between Error-monitoring and Discrete Obsessive-compulsive Symptoms**
Bryce Arseneau, M.S.¹, Renee Talg, M.S.¹, Cohley Acenowr, B.A.¹, Madelyn Miller¹, Greg Berlin, Ph.D.², Han-Joo Lee, Ph.D.¹, 1. University of Wisconsin - Milwaukee, 2. Yale Newhaven Health
- (PS7-D83) An Exploration of the Impact of Sensory Phenomena on Not Just Right Experiences**
Cohley Acenowr, B.A., Reagan Kunesh, Han-Joo Lee, Ph.D., University of Wisconsin - Milwaukee
- (PS7-D84) Facilitators of Mental Health Service Use Among Latinx Youth**
Alexandra M. Golik, M.A., Omar G. Gudiño, ABPP, Ph.D., Clinical Child Psychology Program University of Kansas
- (PS7-D85) Understanding Black, Indigenous and Person of Color (BIPOC) Dropout from DBT Skills Training Groups**
Abigail Thacher, M.S., Hannah Steinberg, Psy.D., Alexis Moore, Psy.D., Alex Simonson, Psy.D., Sanno Zack, Ph.D., Stanford University
- (PS7-D86) The Effects of Mental Health Services on Housing Stability in Omaha Public Housing**
Maya L. Hubbard, B.S., Other, Mackenzie J. Madsen, Pierce Greenberg, Ph.D., Michelle E. Roley-Roberts, Ph.D., Creighton University
- (PS7-D87) Barriers to Mental Health Care Among Rural New England Families with Children with ADHD**
Kady F. Sternberg, B.A.¹, James T. Craig, Ph.D.¹, Christina Moore, Ph.D.¹, Nicole Breslend, Ph.D.², Michael Sanders, Ph.D.¹, Lauren Vazquez, Ph.D.¹, Mary K. Jankowski, Ph.D.¹, 1. Dartmouth College, 2. University of Vermont

- (PS7-D88) **Exploring Race, Ethnic, and Gender Differences in Cognitive and Mood Reactivity Using Latent Difference Score Modeling**
Neelam Prashad, M.S., Michael T. Moore, Ph.D., Adelphi University
- (PS7-D89) **Main and Interactive Effects of Perfectionism and High-effort Coping on Rumination Among High Achieving Youth of Color**
Carolina Lechuga, B.A., M. Alejandra Arce, Ph.D., Anna S. Lau, Ph.D., University of California Los Angeles
- (PS7-D90) **Contextual Factor Scale Development: examining Factors Related to Racial and Ethnic Minority Students' Mental Health Help Seeking**
Maryam Y. Sodeyi, M.A., Jacqueline Hersh, Ph.D., Appalachian State University
- (PS7-D91) **Care Quality in Assessment, Diagnosis, and Treatment of Social Anxiety in a Deaf/hard of Hearing Population**
Jeremy Raiford, B.S., Mercer University
- (PS7-D92) **Program Redevelopment Plan for an Interdisciplinary Primary Care Behavioral Health Clinic: Lessons Learned and Future Directions**
Olivia E. Bogucki, Ph.D., Brett M. Goshe, Ph.D., Laura J. Vanwort-Meng, Psy.D., Nicole B. Nemerovsky, Psy.D., Byung K. Kim, M.D., Meredith J. White-Goode, LCSW, Michaela I. Green, LICSW, Rose M. Silva, LCSW, Massachusetts General Hospital
- (PS7-D93) **Qualitative Feedback About an Ultra-brief Cognitive-behavioral Therapy Intervention (UB-CBT) for Routine Primary Care Visits**
Julia M. Terman, M.A.¹, Kelly J. Rohan, Ph.D.¹, Raquel Castillo Cruz, M.A.¹, Annie Wernhoff, B.A.¹, Emily Greenberger, M.D.², 1. University of Vermont, 2. University of Vermont Medical Center
- (PS7-D94) **Psychological Intervention Outcomes in Primary Care for Depressed and Anxious Youth: A Meta-analysis**
Lindsey Cunningham, B.A., Jenny Guo, B.A., Brianni Correa, Vanessa Ponte, Mei Yi Ng, Ph.D., Florida International University
- (PS7-D95) **Increasing Access and Utilization of Behavioral Health Services in the Primary Care Setting: A Feasibility Study of Phone-based Parent Management Training Using Trained Pediatric Nurses**
Jasmine R. Berry, Ph.D., Hannah Mulholland, LICSW, MSW, Tammy L. Schmit, B.S., RN, Barbara McIlrath, RN, Teresa Nelson, RN, Jocelyn Lebow, Ph.D., Mayo Clinic
- (PS7-D96) **Necessity and Innovation: A Case of Eating Disorder Treatment in Primary Care**
Thomas Bivona, M.A., M.S., Lashawn Ford, M.A., Lisa Logan, M.A., M.S., Steve Katsikas, Ph.D., Jennifer Paige, M.A., Sarah Shelton, M.P.H., Psy.D., Alyssa Stranger, M.A., Spalding University
- (PS7-D97) **Integrating Early Childhood Screening into the Electronic Health Record: A Mechanism for Improving Access to Evidence-based Care**
Emily Wolodiger, Ph.D., Allison Wainer, Ph.D., Melissa Holmes, M.D., Rush University Medical Center
- (PS7-D98) **Gender Discrepancies in Self-care Motivations**
Rachel Hawk, M.S., Sydney Bell, B.A., Terri Weaver, Ph.D., Saint Louis University

(PS7-D99) The Impact of Toxic Masculinity on Internal Wellbeing & Community**Perspectives of Intimate Partner Violence**

Marisa S. Berner, M.A.¹, Levato Rametse, M.A.², Melanie D. Hetzel-Riggin, Ph.D.², 1. The Pennsylvania State University, 2. Penn State Erie, The Behrend College

10:00 AM – 11:00 AM

Regency Ballroom, Level 7

Poster Session 8**8A: Parenting /Families**

Key Words: *Parenting, Adolescents, Psychophysiology*

(PS8-A1) Parental Physiological Arousal and Parenting Behaviors: Associations with Adolescents' Internalizing Symptoms

Allegra S. Anderson, M.S.¹, Rachel E. Siciliano, M.S.², Meredith A. Gruhn, Ph.D.³, David Cole, Ph.D.¹, Kelly H. Watson, Ph.D.², Allison Vreeland, Ph.D.⁴, Lauren M. Henry, Ph.D.⁵, Jon Ebert, Psy.D.², Tarah Kuhn, Ph.D.², Bruce E. Compas, Ph.D.¹, 1. Vanderbilt University, 2. Vanderbilt University Medical Center, 3. University of North Carolina at Chapel Hill, 4. Stanford University, 5. National Institute of Mental Health

(PS8-A2) The Predictive Validity of Caregiver Stress on Adolescent Outcomes

Elena Cannova, B.S., Steve Lee, Ph.D., University of California, Los Angeles

(PS8-A3) Parents' Acceptance and Preference of Child vs. Parent-focused Treatment for Disruptive Behaviors

Ami Zala, M.S.¹, Hilary B. Vidair, Ph.D.¹, Mehmar Mirhosseini, B.S.¹, Ryan Schare, B.A.¹, Tali Wigod, Psy.D.², Camilo Ortiz, Ph.D.¹, 1. Long Island University- Post, 5. Cognitive and Behavioral Consultants

(PS8-A4) The Relation Between Parental Locus of Control and Willingness to Implement PMT Strategies

Catherine E. Drott, M.A., Khairun Nisa Satani, Other, Sara R. Elkins, Ph.D., University of Houston - Clear Lake

(PS8-A5) Emotion Control, Overreactive Parenting, and Mothers' Executive Functions

Serah Narine, B.A., Tamara Del Vecchio, Ph.D., St. John's University

(PS8-A6) A Multi-family Member Perspective on the Associations Among Family Functioning, Parent Validation, and Adolescent Suicidal Behavior

Nicole P. Porter, Ph.D.¹, Emilia Brush, B.A.¹, Margaret Burke, B.S.², Elizabeth Wu, B.A.², Josephine S. Au, Ph.D.³, Cynthia Kaplan, Ph.D.¹, Gillian C. Galen, Psy.D.¹, Alan E. Fruzzetti, Ph.D.³, 1. McLean Hospital, 2. Massachusetts General Hospital, 3. McLean Hospital/Harvard Medical School

- (PS8-A7) **Differential Perspectives of Parent Emotion Socialization as Predictors of Adolescent Internalizing Symptoms**
Daylin Delgado, B.A.¹, Annah R. Cash, M.S.², Rosanna Breaux, Ph.D.², Julia D. McQuade, Ph.D.³, 1. University of North Carolina at Chapel Hill, 2. Virginia Polytechnic Institute and State University, 3. Amherst College
- (PS8-A8) **Correlates of Quality of Life in Parents of Autistic and Non-autistic Youth and the Protective Role of Child and Parent Service Utilization**
Mary I. Cargill, B.A., Britney Jeyanayagam, B.S., Erin Kang, Ph.D., Montclair State University
- (PS8-A9) **Exploring the Relationship Between Maternal Anxiety Sensitivity and Emotion Regulation Strategies During Conflict with Adolescents**
Leila Sachner, B.A., Akia Sherrod, B.A., Kayce M. Hopper, B.S., Maxwell J. Lubner, B.A., Sarah A. Bilsky, Ph.D., University of Mississippi
- (PS8-A10) **The Impact of Intensive, Group-format Parent-child Interaction Therapy on Positive Parenting Skills and Oppositional Behavior of Young Children**
Jennifer Lent, Ph.D.¹, Janice Lu, M.A.², Arielle Snow, M.A.², Julia Weisman, M.A.², Phyllis S. Ohr, Ph.D.², 1. Albany Medical College, 2. Hofstra University
- (PS8-A11) **Parent-child Interpersonal Dynamics of Vocally Coded Emotional Arousal in Families Presenting for Behavioral Parent Training**
Melanie S. Fischer, Ph.D.¹, Raelyn Loiselle, Ph.D.², Deborah J. Jones, Ph.D.³, Danielle Weber, Ph.D.⁴, April Highlander, M.A.⁵, Madison P. P. McCall, M.A.³, Grace H. Cain, B.A.³, Rex Forehand, Ph.D.⁶, 1. University of Marburg, Germany, 2. New York University School of Medicine, 3. University of North Carolina at Chapel Hill, 4. University of Georgia, 5. University of Pittsburgh School of Medicine, 6. University of Vermont
- (PS8-A12) **Correlates of Familial Conflict in College Going Latinx Emerging Adults**
Ariana Cervantes-Borges, M.A., Theodore V. Cooper, Ph.D., Andrea Rodriguez-Crespo, B.S., Miguel A. Garcia, B.A., Angelica Aguirre, Julian Ochoa, The University of Texas at El Paso
- (PS8-A13) **Effects of a Brief App-based Intervention on Stress, Emotion Regulation, Gratitude, and Mindfulness Among Parents of Young Children**
Debbie Torres, M.A., Chelsea Ratcliff, Ph.D., Kennedy Anderson, M.A., Hillary A. Langley, Ph.D., Hannah Kelly, B.A., Sam Houston State University
- (PS8-A14) **Parental Psychopathology as Predictors of Positive Parenting**
Ashley R. Karlovich, B.A., Spencer C. Evans, Ph.D., University of Miami
- (PS8-A15) **Parents' Experiences in the Pediatric Emergency Department During Their Child's Mental Health Emergency**
Jenna Mayes, M.S.¹, Melissa Dong, B.A.², Kemberlee Bonnet, M.A.², Maria Pena, B.A.², David Schlundt, Ph.D.², Alexandra H. Bettis, Ph.D.¹, 1. Vanderbilt University Medical Center, 2. Vanderbilt University
- (PS8-A16) **Determinants of Parenting for Families in Early Head Start**
Jessilyn Froelich, M.S., Emily D. Gerstein, Ph.D., University of Missouri

- (PS8-A17) Predictors of Racial Socialization Parenting Practices Among Black American Families**
Latisha M. Suygert, B.S., Justin A. Lavner, Ph.D., Steven R. Beach, Ph.D., University of Georgia
- (PS8-A18) Keeping Babies Clean and Dry: The Role of Early Intervention Providers in Identifying Diaper Need in Under-resourced Families**
Clorinda E. Velez, Ph.D., Anne O. Eisbach, Ph.D., Quinnipiac University
- (PS8-A19) Time-limited Group Telehealth Workshops Based on Parent-child Interaction Therapy for Families of Children with Autism Spectrum Disorder**
Erinn J. Victory, B.A.¹, Corey C. Lieneman, Ph.D.², Erica D. Lozy, Ph.D.³, Lindsay R. Druskin, M.S.¹, Sharon Phillips, M.A.¹, Robin C. Han, Ph.D.⁴, Rachel E. Schumacher, Ph.D.⁵, Cheryl B. McNeil, Ph.D.⁶, 1. West Virginia University, 2. University of Nebraska Medical Center, 3. Psychology Group of Tampa Bay, 4. Children's National Health System, 5. Munroe-Meyer Institute, 6. University of Florida
- (PS8-A20) The Mediating Role of Experiential Avoidance Between Maternal Emotion Regulation and Maternal Expressiveness**
Nicole M. Baumgartner, M.A., Elizabeth J. Kiel, Ph.D., Miami University
- (PS8-A21) Negative Life Events and Parent-child Relationship quality:influence of Cultural Values and Mental Health on Latinx College Students**
Juliette I. Caban, Other, Ayushi Sarkar, B.S., Loretta Eboigbe, B.A., Yuqi Wang, B.S., Carlos R. Melendez, Jr., B.A., Other, Fanita A. Tyrell, Ph.D., University of Maryland- College Park
- (PS8-A22) A Longitudinal Examination of Effects of Parent Emotion Socialization on Child Psychopathology During Pediatric Cancer Treatment**
Cara S. Guthrie, B.A., Other¹, Sameen Boparai, B.A., M.S.¹, Debra Friedman, M.D., M.S.², Bruce E. Compas, Ph.D.³, Lynn Fainsilber Katz, Ph.D.¹, 1. University of Washington, Seattle, 2. Vanderbilt University Medical Center, 3. Vanderbilt University
- (PS8-A23) Family Accommodation and Child Anxiety: Should Parenting Interventions Target Preschoolers with High Dysregulated Fear?**
Elizabeth M. Aaron, M.A., Elizabeth J. Kiel, Ph.D., Miami University
- (PS8-A24) Parental Stress and Parent Preferences for Telehealth or Face-to-face Services**
Arielle Snow, M.A., M.A., Jenna Piccinone, B.A., Phyllis S. Ohr, Ph.D., Hofstra University
- (PS8-A25) Further Validation of the Alabama Parenting questionnaire-9 in a Clinical Service Seeking Population**
Mackenzie Robeson, M.S., Haley Adams, M.S., Katey Hayes, M.S., University of South Alabama

Poster Session 8

8B: Parenting /Families**(PS8-B26) The Association Between Authoritarian Parenting Traits and Episodic Future Thinking Skills in Preschoolers**

Ava E. Weber, B.A.¹, Tashauna Blankenship, Ph.D.², Alleyne P. Broomell, Ph.D.¹, 1. Western Carolina University, 2. University of Massachusetts Boston

(PS8-B27) Predictive and Protective Factors of Depression in Mothers of Children with Autism

Elizabeth C. Cansler, B.S., Jasmeka K. Foster, M.S., Kimberly Zlomke, Ph.D., University of South Alabama

(PS8-B28) A Mixed Methods Study of Pcit-toddler Using a Group-based, Abbreviated Design with Japanese Mothers and Toddlers

Kokoro Furukawa, Ph.D.¹, Robin C. Han, Ph.D.², Lindsay R. Druskin, M.S.³, Erinn J. Victory, B.A.³, Sharon Phillips, M.A.³, Sheila Eyberg, ABPP, Ph.D.⁴, Cheryl B. McNeil, Ph.D.⁴, 1. Kobe Shinwa University, 2. Children's National Health System, 3. West Virginia University, 4. University of Florida

(PS8-B29) Parental Involvement in Adolescent Psychological Interventions: A Meta-analysis and Systematic Review

Abigail E. Pine, M.S., Bruce E. Compas, Ph.D., Vanderbilt University

(PS8-B30) Leveraging Technology to Capture Adult-child Interactions in Formal and Informal Spaces: A Systematic Review

Maya A. Renaud, M.S., Kellina Lupas, Ph.D., Ou Bai, Ph.D., Jennifer Piscitello, Ph.D., Emily Robertson, Ph.D., Chaocho Lin, Ph.D., Jakayla Fulwood, B.A., Erin Pieragowski, William E. Pelham, Jr., Ph.D., Florida International University

(PS8-B31) Understanding the Unique Needs of Custodial Grandfamilies

Makena Kaylor, M.S.¹, Maddison Tolliver-Lynn, Ph.D.², Maureen A. Sullivan, Ph.D.¹, 1. Oklahoma State University, 2. Indiana University

(PS8-B32) Family Income and Child Age as Predictors of Parental Stress During COVID-19 Lockdown

Brittany R. swansboro, M.A., Darcey M. Allan, Ph.D., Ohio University

(PS8-B33) A Qualitative Exploration of College Students' Emotion Socialization Experiences: The First Step in Measurement Development

W. John Monopoli, Ph.D.¹, Andrew Jacques, B.A.¹, Abbey C. Mooney¹, Ashley Grant, Ph.D.², Rebecca Houston, Ph.D.³, 1. Susquehanna University, 2. Johns Hopkins University, 3. Rochester Institute of Technology

(PS8-B34) The Association Between Parental Marital Discord and Adolescent Psychopathology in a United States Probability Sample

Elisa F. Stern, B.A., M.S., Soo Rhee, Ph.D., Mark A. Whisman, Ph.D., University of Colorado Boulder

- (PS8-B35) Differences in Mothers' Help-seeking for and Perceptions of Early Childhood Depression, Anxiety, and ADHD**
Samuel T. Jackson, M.A., Tamara Del Vecchio, Ph.D., St. John's University
- (PS8-B36) The Ripple Effect of Stress: Using Audio Coding and Intensive Data Design to Understand Family Stress Contagion**
Kayla E. Carta, B.S.¹, Jacqueline B. Duong, B.A., M.A., M.S.¹, Sierra N. Walters, B.A.¹, Dominique I. Benamu, B.A.¹, Grace A. Jumonville, B.A.¹, Abdullah A. Tutul, B.S.², Gabrielle F. Freitag, M.S.³, Kleanthis Avramidis, B.A.⁴, Shrikanth Narayanan, Ph.D.⁴, Theodora Chaspari, Ph.D.³, Jonathan S. Comer, Ph.D.⁴, Matthew W. Ahle, B.S.¹, Adela C. Timmons, Ph.D.¹, 1. University of Texas at Austin, 2. Texas A & M University, 3. Florida International University, 4. University of Southern California
- (PS8-B37) Deliberate Practice to Improve Behavioral Parent Training Skills Among Clinical Trainees**
Olivia A. Walsh, M.S., Mark Terjesen, Ph.D., Irene Mihalios, Eve Pace, St. John's University
- (PS8-B38) Impact of Parental Stigma and Type of Psychoeducation on Mental Health Attitudes and Help-seeking Intentions**
Katherine Escobar, M.A., David A. Langer, ABPP, Ph.D., Suffolk University
- (PS8-B39) Parental Anxiety Sensitivity as a Predictor of Treatment-seeking in Childhood Anxiety Disorders**
Ella J. Amaral Lavoie, B.A., Elizabeth J. Kiel, Ph.D., Miami University
- (PS8-B40) It Takes Two to Tango: Association Between Children's Emotion Regulation and Parental Sensitivity**
Laura A. Shillingsburg, B.A.¹, Bridget Cho, Ph.D.¹, Yo Jackson, Ph.D.², 1. University of South Carolina Aiken, 2. The Pennsylvania State University
- (PS8-B41) Indirect Effect of Parents' Childhood Emotional Abuse on Parental Sensitivity via Impulsive Emotional Responding**
Megan Medlock, B.A.¹, Bridget Cho, Ph.D.¹, Yo Jackson, Ph.D.², 1. University of South Carolina Aiken, 2. The Pennsylvania State University
- (PS8-B42) Development and Validation of the Parental Responses to Driving Disclosure Scale (PRDDS)**
Sarah Hanske, B.A., Adam Haag, B.S., Annie A. Garner, Ph.D., Saint Louis University
- (PS8-B43) The Indirect Effects of Parental Factors and Overprotection on Body-image in Emerging Adults via Self-compassion and Self-coldness**
Bailey Whitmore, AlliGrace Story, M.S., Other, Cliff McKinney, Ph.D., Mississippi State University
- (PS8-B44) Use of Mental Health Services by Caregivers of Teens at High Risk for Suicide**
William Booker, B.A.¹, Meg Wallace, M.A., M.S.¹, Maria Pena, B.A., M.S.¹, Christina Chick, Ph.D.², Michele Berk, Ph.D.³, 1. PGSP-Stanford PSY. D. Consortium, 2. Stanford University School of Medicine, 3. Stanford University

- (PS8-B45) **Explaining Parents' Level of Engagement in a Brief Behavioral Parenting Program over Telehealth**
Katlyn Frey, M.A., Maria Sisniegas, Psy.D., Breanne Kline, B.S., M.A., Perla Rodriguez, B.S., Madison Widick, B.S., Jacob Holzman, M.A., Ph.D., University of Colorado Anschutz Medical Campus
- (PS8-B46) **Evaluating Access to Behavioral Parent Training for Parents of Children with ADHD: A Simulated Patient Approach**
Brittany Matthews, B.A., M.Ed., Nicole Q. Chow, New York University
- (PS8-B47) **The Impact of Maternal, Paternal, and Media Messages on Body Esteem Across Gender in Emerging Adults**
AlliGrace Story, M.S., Other, Anna Kate Burke, B.S., Cliff McKinney, Ph.D., Mississippi State University
- (PS8-B48) **Family Empowerment and Caregiver Affiliate Stigma in Families with Children with Disabilities**
Aurora H. Brinkman, M.S., Shelby L. Johnson, M.S., Tammy D. Barry, Ph.D., Trisha L. M. Glover, M.S Washington State University
- (PS8-B49) **Parental Psychological Control and Peer Victimization: The Moderating Role of Maladaptive Cognitive Appraisals**
Brianna T. Ricker, M.A., M.S., Carlos R. Sanchez, B.A., John L. Cooley, Ph.D., Texas Tech University
- (PS8-B50) **Predicting Avoidant Coping in Preadolescents: The Interactive Effects of Youth Temperament and Parental Limit Setting**
Caitlin M. Stavish, M.S., Liliana J. Lengua, Ph.D., University of Washington, Seattle

Poster Session 8

8C: Parenting /Families; Personality Disorders

- (PS8-C51) **ACT as Caregiver Stress Supports for Mealtime Behavior**
Annette F. Maldonado, M.S., Caroline Duclaux, M.S., Aaron J. Fischer, Ph.D., University of Utah
- (PS8-C52) **Adolescent Perception of Parental Validation and Difficulties with Emotion Regulation: The Ways of Validating Scale**
Carolyn Williams, B.A.¹, Sarah Mann, B.A.¹, Kaitlyn A. O'Connor¹, Liam Davis-Bosch¹, Marcus Rodriguez, Ph.D.², 1. Global Mental Health Lab, Pitzer College, 2. Pitzer College
- (PS8-C53) **Non-supportive Emotion Socialization Moderates the Relation Between Internalizing Symptoms and Emotional Support Seeking for Students Entering College During the COVID-19 Pandemic**
Noelle C. Marousis, B.S., Aaron M. Luebbe, Ph.D., Miami University

- (PS8-C54) Phase-specific Gains in Child Psychosocial Competencies During Parent-child Interaction Therapy**
Kelsi N. Ross, M.S., Jason B. Sharp, B.A., Christina Strauch, M.S., Ellie Cameron, Samuel Peer, Ph.D., Idaho State University
- (PS8-C55) The Role of Parent-child Attachment and Temperament on Children's Emotion Regulation Abilities**
Hagit Malikin, M.A., Rachel Michaud, M.A., Tina Montreuil, Ph.D., Psy.D., McGill University
- (PS8-C56) Latent Classes of Symptom Trajectories in a Brief Treatment for Borderline Personality Disorder**
Doug Terrill, M.S., Matthew W. Southward, Ph.D., Shannon Sauer-Zavala, Ph.D., University of Kentucky
- (PS8-C57) Effectiveness of an Intervention for Family Members of People with Personality Disorder. Is It Better Face-to-face or Online?**
Veronica Guillen, Ph.D.¹, Sara Fonseca-Baeza, Ph.D.¹, José Heliodoro Marco, Ph.D.¹, Cristina Botella, Ph.D.², 1. University of Valencia, 2. Universitat Jaume I
- (PS8-C58) Borderline Personality Disorder Traits and Functional Impairment: The Role of Separation Concerns**
Melina Sneesby, B.S., Rosemary N. Gray, Ph.D., University of North Carolina at Greensboro
- (PS8-C59) Both Client and Therapist Assessments of Clients' Personality Provide Important Treatment Information in Cognitive Behavioral Interventions**
Meredith Bucher, Ph.D.¹, Douglas B. Samuel, Ph.D.², 1. Knox College, 2. Purdue University
- (PS8-C60) Emotional Reactivity in Borderline Personality Disorder: The Role of Suppression**
Elijah R. Lawrence, B.S.¹, Elinor E. Waite, M.S.¹, Lauren A. Haliczzer, Ph.D.², Clara G. DeFontes, M.S.¹, Dominic M. Denning, B.A.¹, Heeya Ajuani¹, Katherine L. Dixon-Gordon, Ph.D.¹, 1. University of Massachusetts Amherst, 2. Massachusetts General Hospital/Harvard Medical School
- (PS8-C61) Evaluating Agreement Between Daily Diary Card Data and Ecological Momentary Assessment in Adults with Borderline Personality Disorder**
April L. Yeager, B.A., Melanie R. Rosen, M.A., Allison K. Ruork, Ph.D., Qingqing Yin, M.S., Daniel Z. Soler, Shireen L. Rizvi, ABPP, Ph.D., Evan Kleiman, Ph.D., Rutgers, The State University of New Jersey
- (PS8-C62) The Dynamic Relationship Between Interpersonal Emotion Regulation and Borderline Personality Disorder Symptoms: Interactions with Three Brief Interventions**
Sarah E. Huffman, B.A., Clara G. DeFontes, M.S., Dominic M. Denning, B.A., Katherine L. Dixon-Gordon, Ph.D., Sophie Charlotte Tilly, B.S., University of Massachusetts Amherst
- (PS8-C63) Characterizing the Mental Health Concerns of Significant Others of Those with Borderline Personality Disorder (BPD) and the Influence of BPD on Them**
Sonya Varma, M.A., Lindsay Samson, M.A., Lindsay Fulham, M.A., Skye Fitzpatrick, Ph.D., York University

- (PS8-C64) Momentary Positive Affect Fluctuation and Identity Disturbance: An Experimental Study Using a Novel Identity Self-focus Task**
Ramya Home, B.A., Macy Ward, Danae Papadea, B.A., Nathaniel R. Herr, Ph.D., American University
- (PS8-C65) A Comparison of Stigmatizing Language Used to Describe Personality Disorders**
Katherine E. Hein, M.S., Other, Shakur J. Dennis, B.A., Logan Folger, M.S., Stephanie N. Mullins-Sweatt, Ph.D., Oklahoma State University
- (PS8-C66) Predicting Therapeutic Alliance Trajectories in Dialectical Behavioral Therapy for Borderline Personality Disorder: Examining Client and Treatment Factors**
Spencer X. Chen, B.A., Alexander L. Chapman, Ph.D., Cassandra J. Turner, M.A., Simon Fraser University
- (PS8-C67) Psychometric Properties of a Five-item Screening Scale for Impairment in Personality Functioning in Dutch-speaking Community and Clinical Samples**
Kristina Eggermont¹, Koen Luyckx, Ph.D.², Dirk Smits, Ph.D.³, Annabel Bogaerts, Ph.D.⁴, Tinne Buelens, Ph.D.⁴, Tim Bastiaens, Ph.D.⁵, Eva Dierckx, Ph.D.⁶, Els Pauwels, Ph.D.⁷, Laurence Claes, Ph.D.², 1. Faculty of Psychology and Educational Sciences, KU Leuven, 2. KU Leuven, 3. Odisee, 4. University of Amsterdam, 5. UPC KU Leuven, 6. Vrije Universiteit Brussel, 7. Alexianen Zorggroep Tienen
- (PS8-C68) Parents and the Pandemic: Understanding How Information Sources Were Differentially Associated with Mental Health Outcomes for Parents During the COVID-19 Pandemic**
Ellen A. Knowles, B.S.¹, Susan Puumala, Ph.D.¹, DenYelle Kenyon, Ph.D.¹, Chelsea Wesner, M.P.H., MSW², BreAnne Danzi, Ph.D.¹, 1. University of South Dakota, 2. University of Colorado Anschutz Medical Campus
- (PS8-C69) Is Borderline Personality Disorder Research Underfunded? An Analysis of Canadian Federal Grant Funding Patterns**
Talia Tissera, B.S., Sophie Goss, B.A., Alyssa A. Di Bartolomeo, B.A., M.A., Sonya Varma, M.A., Elizabeth A. Earle, B.A., Skye Fitzpatrick, Ph.D., York University
- (PS8-C70) The Impact of Emotional Reactivity on Emotion Regulation in Borderline Personality Disorder**
Ashley N. Siegel, B.S., Skye Fitzpatrick, Ph.D., York University
- (PS8-C71) Concordance of Mothers' Subjective and Physiological Anger Arousal and the Link Between Maternal and Child Psychopathology**
Emma Ilyaz, B.S.¹, Vera Vine, Ph.D.¹, Prakash Thambipillai, B.A.¹, Amy L. Byrd, Ph.D.², J. Richard Jennings, Ph.D.², Stephanie D. Stepp, Ph.D.², 1. Queen's University, 2. University of Pittsburgh
- (PS8-C72) Predicting Treatment Outcomes for Individuals with Comorbid Borderline Personality Disorder and Posttraumatic Stress Disorder: The Effect of Childhood Trauma**
Katherine E. Christensen, M.S.¹, Janice Kuo, Ph.D.², 1. PGSP-Stanford PSY. D. Consortium, 2. Palo Alto University

(PS8-C73) **The Impact of Adverse Childhood Experiences on Borderline Features and Deliberate Self-harm Behaviors Among College Students: The Mediating Role of Emotion Regulation and Interpersonal Functioning**

Sydney M. Levine, B.S.¹, Kate Flory, Ph.D.¹, Destiny Orantes, M.S.², Yvette Rother, B.S.¹, Kevin Antshel, ABPP, Ph.D.², W. J. Bradley, M.A.¹, 1. University of South Carolina, 2. Syracuse University

(PS8-C74) **Factors Contributing to the Stability of Justice-involved Youth Psychopathic Subtypes**

Trenten R. Foulkrod, M.A., Ashley Malchow, M.S., Jared Ruchensky, Ph.D., Craig Henderson, Ph.D., Sam Houston State University

Poster Session 8

8D: Personality Disorders; Positive Psychology; Spirituality and Religion; Sports Psychology

(PS8-D75) **Do Significant Other Reactions to Impulsive Behaviours in Borderline Personality Disorder Predict Future Impulsive Behaviours? An Ecological Momentary Assessment Study**

Lindsay Fulham, M.A., Skye Fitzpatrick, Ph.D., York University

(PS8-D76) **Recognizing Borderline Personality Disorder in Men: Gender Differences in Borderline Personality Disorder Symptom Presentation**

Saivone N. Sanchious, B.A., Alpert Medical School of Brown University

(PS8-D77) **Impairment in Personality Functioning in Adolescents: Investigating Developmental Trajectory Classes and Co-development with Big-five Personality Traits, Emotion Regulation, and Psychopathology**

Kristina Eggermont¹, Koen Raymaekers², Lawrence Claes, Ph.D.², Tinne Buelens, Ph.D.³, Annabel Bogaerts, Ph.D.³, Koen Luyckx, Ph.D.², 1. Faculty of Psychology and Educational Sciences, KU Leuven, 2. KU Leuven, 3. University of Amsterdam

(PS8-D78) **Comparing Efficacy of Telehealth versus Face-to-face Administration of Dialectical Behavior Therapy in Reducing Symptoms of Borderline Personality Disorder in a Veteran Sample**

Katlyn Welch, Ph.D.¹, Julia M. Carter, ABPP, Ph.D.¹, Amardeep Khahra, Ph.D.², 1. US Department of Veterans Affairs, 2. Palo Alto University

(PS8-D79) **How Do We Target Non-suicidal Self-injury in Borderline Personality Disorder? Exploring the Relationship Between Emotion Dysregulation, Interpersonal Dysfunction, and Non-suicidal Self-injury**

Jennifer W. Ip, M.A.¹, Candice M. Monson, Ph.D.¹, Janice Kuo, Ph.D.², 1. Toronto Metropolitan University, 2. Palo Alto University

(PS8-D80) **I Don't Believe You: Borderline Personality Disorder Symptoms and Self-Invalidation Interact to Predict Negative Affect in Response to Social Inclusion**

Kelly V. Klein, B.S., Alexandra D. Long, M.A., Louise J. Weidner, Other, Nathaniel R. Herr, Ph.D., American University

- (PS8-D81) **Comparing Existing Self-report Measures for Borderline Personality Disorder in a College Sample**
H. Dorian Hatch, B.S., Jennifer S. Cheavens, Ph.D., The Ohio State University
- (PS8-D82) **Evaluating the Effects of a Teacher-implemented Mindfulness-based Intervention on Teacher Stress and Student Prosocial Behavior**
Mary L. Phan, B.A., M.S.¹, Tyler L. Renshaw, Ph.D.¹, Melanie Domenech Rodriguez, Ph.D.¹, Maryellen McClain Verdoes, Ph.D.², 1. Utah State University, 2. Indiana University
- (PS8-D83) **Exploring Differences in Life Satisfaction Among English and Spanish-speaking Participants in MBSR and Psychoeducational Support Interventions**
Melissa Miranda, B.A.¹, Laurel R. Benjamin, B.S.², Cameron Neece, Ph.D.¹, Laura Lee McIntyre, Ph.D.³, 1. Loma Linda University, 2. University of California San Diego, 3. University of Oregon
- (PS8-D84) **One Perfect Day: Results from a Pilot Meaning in Life Intervention**
Jessica L. Morse, Ph.D.¹, Maeve B. O'Donnell, Ph.D.², Michael F. Steger, Ph.D.³, 1. VA San Diego Healthcare System/University of California, San Diego, 2. University of Washington School of Medicine, 3. Colorado State University
- (PS8-D85) **Positive Coping Strategies as Predictors of Distress Endurance**
Mikayla Ver Paul, B.S., Haley Park, M.A., Elaine Ruiz, M.A., Rebecca Michel, M.A., Ellen C. Flannery-Schroeder, ABPP, Ph.D., University of Rhode Island
- (PS8-D86) **A Person-centered Approach to Emerging Adults' Empathy: Associations with Emotion Dysregulation and Functional Impairment**
Tram H. Nguyen, M.S., Cliff McKinney, Ph.D., Mississippi State University
- (PS8-D87) **How Does Subjective Community Social Status Affect Well-being and Prosocial Behavior Among Adolescents?**
Jialin Lu, B.S.¹, Margaret M. Redic, B.S., B.A.¹, William Copeland, Ph.D.², Kimberly Carpenter, Ph.D.³, Helen L. Egger, M.D.⁴, Margaret Sheridan, Ph.D.¹, 1. University of North Carolina at Chapel Hill, 2. University of Vermont, 3. Duke University School of Medicine, 4. Little Otter
- (PS8-D88) **Living in the Moment: Savoring Predicts Self-esteem in Sample of Latinx Adolescents**
Emily K. Tan, B.A., Sarah Moran, B.A., M.A., Laura G. McKee, Ph.D., Georgia State University
- (PS8-D89) **A Cross-cultural Examination of Optimism as a Protective Factor Against Intolerance of Uncertainty**
Zachary S. Ayers, M.A., Matthew W. Gallagher, Ph.D., University of Houston
- (PS8-D90) **The Role of Approach Coping in the Relationship Between Avoidant Coping and Depression**
Rebecca Michel, M.A., Haley Park, M.A., Katharine E. Musella, M.A., Mikayla Ver Paul, B.S., Ellen C. Flannery-Schroeder, ABPP, Ph.D., University of Rhode Island
- (PS8-D91) **From Meaning to Wellbeing: Testing Mindfulness-to-meaning Theory's Mindful Reappraisal Hypothesis Among Chronic Worriers**
Mollie A. McDonald, M.S., Cynthia L. Lancaster, Ph.D., University of Nevada, Reno

- (PS8-D92) Inhabiting the Body: Exploring the Link Between Embodiment and Identity in Community Adolescents**
Lore Vankerckhoven, M.S., Laurence Claes, Ph.D., Leni Raemen, M.S., Janne Vanderhaegen, Steven Eggermont, Ph.D., Koen Luyckx, Ph.D., KU Leuven
- (PS8-D93) The Influence of Mindfulness on the Relationship Between Avoidant Coping and Depression During the COVID-19 Pandemic**
Rebecca Michel, M.A., Maria C. DiFonte, Ph.D., Elaine Ruiz, M.A., Ellen C. Flannery-Schroeder, ABPP, Ph.D., University of Rhode Island
- (PS8-D94) Mindful Awareness Facilitates the Protective Effect of Social Support on Positive Mental Health in the Presence of Stress**
Kylie Baer, B.A., Mollie A. McDonald, M.A., Sydney N. Lu, Mary O. Smirnova, B.A., Cynthia L. Lancaster, Ph.D., University of Nevada, Reno
- (PS8-D95) Recalled Parental Emotion Socialization to Happiness Predicts Positive Emerging Adult Outcomes**
Sarah Moran, B.A., M.A., Jena Michel, M.A., Meghan S. Goyer, M.A., Emily K. Tan, B.A., Laura G. McKee, Ph.D., Georgia State University
- (PS8-D96) The Relationship of Meaning & Purpose and Positive Affect in Adolescents with Chronic Illness: Age as a Moderator**
Jena Michel, M.A., Caitlin Shneider, M.A., Meghan S. Goyer, M.A., Sarah Moran, B.A., M.A., Katie Murphy, Heather D. Quirk, Lindsey Cohen, Ph.D., Laura G. McKee, Ph.D., Georgia State University
- (PS8-D97) Social Cognitive Mediators of Spiritual Well-being on Daily Positive Affect in Patients with Anxiety and Depressive Disorders**
Rebecca L. Banning, M.S., Thane M. Erickson, Ph.D., Seattle Pacific University
- (PS8-D98) Exploring Former Collegiate Women Athletes' Experiences of Emotional Abuse in the Coach-athlete Relationship**
Madison L. Colley, M.S., Other, Laura Hogan, M.S., Colorado State University
- (PS8-D99) Mindfulness, Imagery, and Effects on Sports Anxiety**
Dane C. Hilton, Ph.D.¹, Alec McAlister², Dahlia C. Cutler, B.S.¹, Caitlin Beacom, B.S.¹, 1. Wofford College, 2. Centre College
- (PS8-D100) Inducing Mood Through Music and Memories: Cultivating Joy Through Prevention of Depression**
Olivia Sahlman, M.A.¹, Joy Shen, B.S.², Lata K. McGinn, Ph.D.³, 1. Yeshiva University - Ferkauf Graduate School of Psychology, 2. Ferkauf Graduate School of Psychology-Cognitive and Behavioral Consultants, 3. Yeshiva University/CBC

Regency Ballroom, Level 7

Poster Session 9

9A: Suicide and Self-injury

Key Words: *Emotion Regulation, Suicide, Emotion***(PS9-A2) The Relationship Between Alexithymia and Help-seeking Behavior in a Psychiatric Sample**

Rachel E. Frietchen, B.S.¹, Sara K. Kimble, B.S.¹, Geneva Mason, B.A.¹, Christopher D. Hughes, Ph.D.², Melanie L. Bozzay, Ph.D.³, Michael F. Armev, Ph.D.², 1. Butler Hospital, 2. Butler Hospital & Brown University, 3. The Ohio State University

(PS9-A3) Improving Suicide Assessment: Non-traditional Administration of the Columbia-suicide Severity Rating Scale

Geneva Mason, B.A.¹, Rachel E. Frietchen, B.S.¹, Sara K. Kimble, B.S.¹, Christopher D. Hughes, Ph.D.², Melanie L. Bozzay, Ph.D.³, Heather Schatten, Ph.D.², Michael F. Armev, Ph.D.², 1. Butler Hospital, 2. Butler Hospital & Brown University, 3. The Ohio State University

(PS9-A4) Multi-method Evaluation of Emotion Recognition, Emotion Reactivity, and Emotion Regulation as Prospective Predictors of 12-month NSSI Trajectories in a Adolescent Clinical Sample

Sydney A. DeCaro, M.A.¹, Doga Cetinkaya, B.S.¹, Evan Kleiman, Ph.D.², Richard Liu, Ph.D.³, 1. Massachusetts General Hospital, 2. Rutgers, The State University of New Jersey, 3. Massachusetts General Hospital/Harvard Medical School

(PS9-A5) Associations Between Intra-minority Stress Facets and Suicide Subgroups

Dominic M. Denning, B.A.¹, Jordan C. Alvarez, M.A.², Tiffany A. Brown, Ph.D.², 1. University of Massachusetts Amherst, 2. Auburn University

(PS9-A6) Mechanisms of the Association Between Sexual Orientation and Suicide Risk: The Role of Non-suicidal Self-injury versus Sexual Victimization

Anna C. Gilbert, B.S.¹, Samantha V. Jacobson, M.S.¹, Samantha AM Doerr, M.S.¹, Keyne C. Lau, Ph.D.¹, Brooke A. Ammerman, Ph.D.², 1. Seattle Pacific University, 2. University of Notre Dame

(PS9-A7) Psychometric Properties of the Modified Scale for Suicidal Ideation-self-report with High-risk Adolescents

Roberto Lopez, Jr., M.A.¹, Christianne Esposito-Smythers, Ph.D.¹, Philseok Lee, Ph.D.¹, Richard Leichtweis, Ph.D.², Ivan W. Miller, III, Ph.D.³, 1. George Mason University, 2. Inova Kellar Center, 3. Warren Alpert Medical School of Brown University

(PS9-A8) Psychometric Properties of the Suicide-related Coping Scale*Kirsten Christensen, M.A., Sarah E. Victor, Ph.D., Texas Tech University***(PS9-A10) Does Interpersonal Conflict Mediate the Relationship Between Identity Disturbance, Suicidal Ideation, and Non-suicidal Self-injury in Adults with Borderline Personality Disorder?***Thanharat Silamongkol, B.A., Hannah E. Pucker, B.A., Allison K. Ruork, Ph.D., Shireen L. Rizvi, ABPP, Ph.D., Rutgers, The State University of New Jersey***(PS9-A11) Sleep Variability and Its Impact on Variability of Suicidal Ideation***Melanie R. Rosen, M.A., April L. Yeager, B.A., Allison K. Ruork, Ph.D., Evan Kleiman, Ph.D., Shireen L. Rizvi, ABPP, Ph.D., Rutgers, The State University of New Jersey***(PS9-A12) Exploring the Moderating Effects of Perceived Social Support and Hopelessness on Suicidal Ideation Among Psychiatric Inpatients***Sara K. Kimble, B.S.¹, Geneva Mason, B.A.¹, Rachel E. Frietchen, B.S.¹, Christopher D. Hughes, Ph.D.², Melanie L. Bozzay, Ph.D.³, Michael F. Armey, Ph.D.², Heather Schatten, Ph.D.², 1. Butler Hospital, 2. Butler Hospital & Brown University, 3. The Ohio State University***(PS9-A13) Intergenerational Risk of Suicide: Maternal Suicide Risk as a Predictor of Preschooler Emotional and Behavioral Problems***Maureen Zalewski, Ph.D.¹, Amy L. Byrd, Ph.D.², Ana Hernandez, M.S.¹, Vera Vine, Ph.D.³, Natalie K. Dunn, B.A.¹, Stephanie Stepp, Ph.D.², 1. University of Oregon, 2. University of Pittsburgh, 3. Queen's University***(PS9-A14) Adverse Childhood Experiences (ACES) as a Moderator in the Prospective Relationship Between Defeat, Entrapment, and Suicide Ideation***Marlee N. Gieselman, Caitlin P. Gregory, B.S., Amy M. Brausch, Ph.D., Jenni B. Teeters, Ph.D., Western Kentucky University***(PS9-A15) Sleep Duration as a Risk Factor for Suicide Ideation and Attempts in Minoritized Youth***Danielle L. Williams, Caitlin P. Gregory, B.S., Jenessa Canen, B.S., Amy M. Brausch, Ph.D., Western Kentucky University***(PS9-A16) Typologies of Psychiatric Diagnoses in Inpatient Suicide Attempters***Kayla Lord, Ph.D., David F. Tolin, ABPP, Ph.D., Gretchen Diefenbach, Ph.D., Anxiety Disorders Center, The Institute of Living***(PS9-A17) Distress and Comfort of Suicidal Mental Imagery and Verbal Thoughts as Potential Correlates of Suicidal Ideation***Jannah R. Moussaoui¹, Richard Liu, Ph.D.², Hannah R. Lawrence, Ph.D.¹, 1. Oregon State University, 2. Massachusetts General Hospital/Harvard Medical School***(PS9-A18) Perceptions and Use of Digital Mental Health Interventions for Suicide Risk***Joshua S. Steinberg, B.A.¹, John R. Weisz, ABPP, Ph.D.¹, Emma H. Palermo, B.A.², Kelly L. Green, Ph.D.³, 1. Harvard University, 2. Massachusetts General Hospital, 3. Perelman School of Medicine at the University of Pennsylvania*

(PS9-A19) Characteristics of Self-harm on Adolescent Psychiatric Inpatient Units**Based on Neurodevelopmental Diagnoses**

Annabelle M. Mournet, B.A.¹, Alexander Millner, Ph.D.², Matthew K. Nock, Ph.D.², Evan Kleiman, Ph.D.¹, 1. Rutgers, The State University of New Jersey, 2. Harvard University

(PS9-A20) Within-person Change in Distress Intolerance Predicts Near-term Suicidal Ideation in a High-risk Sample of Community Adults

Grace N. Anderson, M.A., Trevor A. Zicherman, Other, Isabella A. Manuel, B.S., Gabrielle S. Ilagan, B.A., Gracie Schirle, Christopher C. Conway, Ph.D., Fordham University

(PS9-A21) Female Veterans: Understanding Treatment Seeking Behavior and Previous Suicide Risk Among Suicide Decedents

Allison Bond, M.A.¹, Claire Houtsma, Ph.D.², Mary O. Shapiro, Ph.D.², Shelby Bandel, M.S.¹, Michael D. Anestis, Ph.D.³, 1. Rutgers, The State University of New Jersey 2. Southeast Louisiana Veterans Health Care System 3. New Jersey Gun Violence Research Center

(PS9-A22) History of Exposure to Violence and Suicide Attempt Method in an Intensive Longitudinal Study of Suicidal Behaviors

Alexis Christie, B.A.¹, Narise Ramlal, B.A.¹, Lia E. Follet, M.A.¹, Alexander Millner, Ph.D.¹, Kelly Zuromski, Ph.D.¹, Kate Bentley, Ph.D.¹, Evan M. Kleiman, Ph.D.¹, Adam Bear, Ph.D.¹, Adam Haim, Ph.D.², Suzanne A. Bird, M.D.³, Jordan Smoller, M.D.⁴, Ralph Buonopane, Ph.D.⁵, Matthew K. Nock, Ph.D.¹, Rebecca Fortgang, Ph.D.⁶, 1. Harvard University, 2. National Institute of Mental Health, 3. Massachusetts General Hospital, 4. Harvard Medical School, 5. Franciscan Children's Hospital, 6. Center for Precision Psychiatry

(PS9-A23) Reasons for Non-enrollment in an Intensive Longitudinal Study of Suicidal Behaviors

Narise Ramlal, B.A.¹, Alexis Christie, B.A.¹, Adam Bear, Ph.D.¹, Alexander Millner, Ph.D.², Evan Kleiman, Ph.D.³, Kelly Zuromski, Ph.D.¹, Kate H. Bentley, Ph.D.⁴, Suzanne A. Bird, M.D.⁴, Jordan Smoller, M.D.⁵, Adam Haim, Ph.D.⁶, Patrick Mair, Ph.D.¹, Matthew K. Nock, Ph.D.¹, Rebecca Fortgang, Ph.D.⁷, 1. Harvard University, 2. Franciscan Children's Hospital, 3. Rutgers, The State University of New Jersey 4. Massachusetts General Hospital, 5. Harvard Medical School, 6. National Institute of Mental Health, 7. Center for Precision Psychiatry

(PS9-A24) Depression and Impairment Moderate the Relationship Between Death Orientation and Suicide Ideation in Adolescents

Anthony Kennedy, B.A., Amy M. Brausch, Ph.D., Western Kentucky University

(PS9-A25) Alcohol and Substance Use as Prospective Predictors of Nonsuicidal Self-injury in Adolescents

Cassandra Lindsay, Sydney Graham, Other, Jenessa Canen, B.S., Amy M. Brausch, Ph.D., Western Kentucky University

Poster Session 9

9B: Suicide and Self-injury

- (PS9-B26) **Temporal Dynamics Between Negative Affect and Self-injurious Thoughts and Behaviors Among Adults with a History of Self-harm**
Grace N. Anderson, M.A., Isabella A. Manuel, B.S., Gabrielle S. Ilagan, B.A., Trevor A. Zicherman, Other, Gracie Schirle, Christopher C. Conway, Ph.D., Fordham University
- (PS9-B27) **Helpful or Harmful? Examining Perceptions of Suicide Intervention Strategies Among Appalachian College Students Who Have Experienced a Suicidal Crisis**
Donna D. Zastrow, B.S., Aubrey R. Dueweke, Ph.D., East Tennessee State University
- (PS9-B28) **Mental Health Outcomes and Suicide Risk in Transgender Youth in a Suicide Prevention Intensive Outpatient Program**
Bree K. Horrocks, M.Ed., Jessica Heerschap, Ph.D., Betsy D. Kennard, ABPP, Psy.D., Children's Health - Children's Medical Center/University of Texas Southwestern Medical Center
- (PS9-B29) **Brooding Rumination and Suicidal Desire: Exploring the Moderating Role of Mindfulness**
Molly E. Hassler, B.S., Liberty N. Estrella, Janelle Y. Wee, M.S., Ben Barnette, B.S., Keyne C. Law, Ph.D., Seattle Pacific University
- (PS9-B30) **Developing a Hierarchical Model of Suicide**
Eric J. Uhl, M.S., Matthew M. Yalch, Ph.D., Joyce P. Chu, Ph.D., Yan Leykin, Ph.D., Palo Alto University
- (PS9-B31) **Differences Between Measurements of Subjective Social Status in Association with Suicide-related Beliefs**
Kayla Y. Huynh, B.S., B.A.¹, Ricardo F. Muñoz, Ph.D.¹, Nancy H. Liu, Ph.D.², Yan Leykin, Ph.D.¹, 1. Palo Alto University, 2. University of California at Berkeley
- (PS9-B32) **Association Between Subjective Social Status and Perception of Likelihood of Future Death by Suicide**
Kayla Y. Huynh, B.S., B.A.¹, Téa Stephenson, B.A.¹, Ricardo F. Muñoz, Ph.D.¹, Nancy H. Liu, Ph.D.², Yan Leykin, Ph.D.¹, 1. Palo Alto University, 2. University of California at Berkeley
- (PS9-B33) **Repetitive Negative Thinking as Cognitive Vulnerability to Suicidality Among Depressed and Anxious Adults**
Francesca Buttarò, M.A., Eliana Eisen, B.A., Yiming Huang, B.S., Weifan Kyrie Zhang, B.A., Tarnem Amer, B.A., Elisheva Rosenweig, B.A., Ki Eun Shin, Ph.D., Long Island University, Post
- (PS9-B34) **Differential Correlates of Suicidal Ideation and Attempts in Latino and Asian Americans**
Saumya Datta, B.S., Michael T. Moore, Ph.D., Adelphi University
- (PS9-B35) **Impact of Suicide-related Stigma on Crisis Line Uptake**
Kayla Wagler, B.S., Tony T. Wells, Ph.D., Oklahoma State University

- (PS9-B36) **Perceived Loneliness and Social Support in Bipolar Disorder: Relation to Suicidal Ideation and Attempts**
Chelsea K. Pike, B.A.¹, Caitlin Millett, Ph.D.², Katherine Burdick, Ph.D.³, Jessica M. Lipschitz, Ph.D.¹, 1. Brigham and Women's Hospital / Harvard Medical School, 2. Northwell Health Zucker Hillside Hospital, 3. Brigham and Women's Hospital/ Harvard Medical School
- (PS9-B37) **Initial Calibration of a Multidimensional Assessment of Suicide Risk in Time-intensive Longitudinal Designs: Item-bank Development and Calibration**
Kenneth McClure, M.A., Ross Jacobucci, Ph.D., Brooke A. Ammerman, Ph.D., University of Notre Dame
- (PS9-B38) **Testing the Benefits and Barriers Model of Non-suicidal Self-injury: Predicting Intensity of Self-injury**
Manfredo Flores Cruz, M.A., Abigail Evans, Rashanna J. Turner, Nicholas L. Salsman, ABPP, Ph.D., Xavier University
- (PS9-B39) **Negative Cognitive Style and Rumination Serially Mediate the Relationship Between Emotional Reactivity and Non-suicidal Self-injury**
Marissa E. Rudolph, Ph.D.¹, Amy H. Mezulis, Ph.D.², 1. VA Puget Sound Health Care System, 2. Seattle Pacific University
- (PS9-B40) **A Systematic Review of the Virtual Hope Box Mobile Application**
Jessica L. Gerner, M.A.¹, Raymond P. Tucker, Ph.D.¹, Emma Moscardini, M.A.¹, Mark A. Reger, Ph.D.², 1. Louisiana State University, 2. VA Puget Sound Health Care System
- (PS9-B41) **Clinicians' Perspectives on Receiving Real-time Mobile Data on Suicide Risk for Hospitalized Patients: Findings from a Series of Focus Groups**
Molly I. Ball, B.A.¹, Nathan S. Fishbein, B.A.², Kate H. Bentley, Ph.D.², Matthew K. Nock, Ph.D.¹, 1. Harvard University, 2. Massachusetts General Hospital
- (PS9-B42) **Analyzing the Affect Regulation Hypothesis Among Self-injurers: What Happens When Urges to Self-injure Are Resisted?**
Amanda Bianco, M.A., Sarah E. Victor, Ph.D., Hannah D. Barber, Loren Childers, B.A., Texas Tech University
- (PS9-B43) **Gendered Racial Microaggression and Suicidality in Black Women: Hope as a Moderator**
Olufunke M. Benson, M.A., Deja N. Clement, M.P.H., M.S., Vanessa N. Oliphant, M.A., LaRicka R. Wingate, Ph.D., Oklahoma State University
- (PS9-B44) **Preliminary Analysis of a Randomized Control Trial of a Text-based Intervention for Lethal Means Restriction Targeting Parents of Suicidal Youth**
Rebecca J. Wildman, B.A.¹, Ellen M. Andrews, B.A.¹, Betsy D. Kennard, ABPP, Psy.D.², 1. University of Texas Southwest Medical Center, 2. Children's Health - Children's Medical Center/University of Texas Southwestern Medical Center
- (PS9-B45) **Experiencing Significance Is the Part of Meaning-in-life That Most Protects Against Suicide Risk: A Psychometrically Informed Examination**
David E. Manuel, B.A., E. David Klonsky, Ph.D., University of British Columbia

- (PS9-B46) Predictors and Patterns of Suicidal Ideation Disclosures Among American Adults**
Taylor R. Rodriguez, M.A.¹, Shelby Bandel, M.S.¹, Michael D. Anestis, Ph.D.², Joye Anestis, Ph.D.¹, 1. Rutgers, The State University of New Jersey, 2. New Jersey Gun Violence Research Center
- (PS9-B47) Distress Tolerance as a Mediator Between Attention-deficit/hyperactivity Disorder Diagnosis and Suicide Risk**
Lissa N. Mandell, M.S., Ashley R. Pate, M.S., Michael R. Nadorff, Ph.D., Mississippi State University
- (PS9-B48) Is Resiliency Actually Protective? Investigating the Mediating Effect of Resiliency on the Relation Between Personality Factors and Self-injurious Behaviors**
Patrice A. Arkfeld, M.S., Madison L. Colley, M.S., Kevin Powell, Ph.D., Bradley T. Conner, Psy.D., Colorado State University
- (PS9-B49) The Complexities of Involving Other People in the Safety Planning Process: Implications for a Digital Suicide Prevention Intervention**
Sarah A. Popowski, B.A.¹, Miranda L. Beltzer, Ph.D.¹, Rachel Kornfield, Ph.D.¹, Jonah Meyerhoff, Ph.D.², 1. Northwestern University Feinberg School of Medicine, 2. Northwestern University
- (PS9-B50) Suicidality in Adolescents: The Role of Parent-youth Relationships**
Gillian C. Antiporda, B.A.¹, Paul D. Hastings, Ph.D.², Elisa Ugarte, Ph.D.³, 1. University of Hawai'i at Manoa, 2. University of California Davis, 3. Global Ties, New York University

Poster Session 9

9C: Suicide and Self-injury

- (PS9-C51) Suicide Risk, Emotion Regulation, and Use of the 988 Suicide & Crisis Lifeline**
Lissa N. Mandell, M.S., Ashley R. Pate, M.S., Michael R. Nadorff, Ph.D., Mississippi State University
- (PS9-C52) Examining the Impact of Sleep Disturbances on Emotion Regulation Skills Among Suicidal Persons in a Randomized Clinical Trial**
Austin G. Starkey, B.S., Justin Baker, ABPP, Ph.D., The Ohio State University
- (PS9-C53) Religious Conflict, Internalized Homophobia, and Suicidal Ideation in Bisexual Individuals**
Daniela A. Branson, M.S., Rachael E. Dumas, M.S., Lara E. Glenn, M.S., Carolyn M. Pepper, Ph.D., University of Wyoming
- (PS9-C54) Understanding Predictors of Suicide Risk: A Comparison of the Suicide Cognitions Scale-revised and the Scale for Suicidal Ideation on Predicting Baseline Suicidal Ideation and Attempt History**
Austin G. Starkey, B.S., Justin Baker, ABPP, Ph.D., The Ohio State University

- (PS9-C55) Links Between Sleep, Social Connection, and Stressful Experiences Among Adolescent Psychiatric Inpatients**
Annabelle M. Mournet, B.A.¹, Alexander Millner, Ph.D.², Matthew K. Nock, Ph.D.², Evan Kleiman, Ph.D.¹, 1. Rutgers, The State University of New Jersey 2. Harvard University
- (PS9-C56) Moderating Role of Interpersonal Hopelessness on Transitions to Suicidal Thinking**
Frederick Gaskill, Chloe M. Greenwood, Jennifer J. Muehlenkamp, Ph.D., University of Wisconsin - Eau Claire
- (PS9-C57) Examining Proximal Risk Factors for Non-suicidal Self-injury Among Adolescents During Inpatient Hospitalization**
Lia E. Follet, M.A.¹, Alexander Millner, Ph.D.¹, Ralph Buonopane, Ph.D.², Victoria Joyce, B.S.², Carol Nash, M.S.², Matthew K. Nock, Ph.D.¹, Evan Kleiman, Ph.D.³, Kelly Zuromski, Ph.D.¹, 1. Harvard University, 2. Franciscan Children's Hospital, 3. Rutgers, The State University of New Jersey
- (PS9-C58) Endorsement of Suicidal Ideation Among American Adults: Considering Discrepancies Across Self-report Measures**
Shelby Bandel, M.S.¹, Taylor R. Rodriguez, M.A.¹, Joye Anestis, Ph.D.¹, Michael D. Anestis, Ph.D.², 1. Rutgers, The State University of New Jersey, 2. New Jersey Gun Violence Research Center
- (PS9-C59) Examining the Mediating Factors Between Social Support and Perceived Recovery from NSSI**
McKenna Roessler, Spencer C. Ellison, Jennifer J. Muehlenkamp, Ph.D., University of Wisconsin - Eau Claire
- (PS9-C60) Is Disclosure Actually Helpful?: An Exploration of Changes in Emotions, Suicidality, and Help-seeking After First Disclosure of Suicidality**
Kerri-Anne Bell, M.A., Connor O'Brien, B.S., Brooke A. Ammerman, Ph.D., University of Notre Dame
- (PS9-C61) Measuring the Effect of NSSI Urge Disclosure via Ecological Momentary Assessment**
Michael M. McClay, M.S., Sarah E. Victor, Ph.D., Texas Tech University
- (PS9-C62) Positive Emotion Dampening and Suicide Risk Among College Students**
Lauren E. Harnedy, B.A., Melissa J. Dreier, B.A., Edward A. Selby, Ph.D., Rutgers, The State University of New Jersey
- (PS9-C63) Associations Between Chronotype and Suicidal Thoughts and Behaviors: A Meta-analysis**
Rachel F. Walsh, M.A.¹, Mackenzie Maddox, B.S.¹, Logan Smith, M.A.¹, Richard Liu, Ph.D.², Lauren B. Alloy, Ph.D.¹, 1. Temple University, 2. Massachusetts General Hospital/Harvard Medical School
- (PS9-C64) Alcohol and Drug Use Moderate the Relationship Between Agitation and Suicidal Ideation and Intent**
Marie Campione, B.A., Morgan Robison, M.A., Min Eun Jeon, M.S., Thomas Joiner, Ph.D., Florida State University

(PS9-C65) Is Time Since the Last Self-injury Related to Expectancies and Beliefs About Self-injury?

Manfredo Flores Cruz, M.A., Rashanna J. Turner, Abigail Evans, Nicholas L. Salsman, ABPP, Ph.D., Xavier University

(PS9-C66) Joy in Diversity: An Analysis of Generational Status and Suicidality Among a Diverse Population in an Outpatient Clinical Setting

Mary Elsharouny, Psy.D., Jennifer Byrnes, Ph.D., Adam Payne, Ph.D., Meredith Allgood, Psy.D., Sylvia Ryszevska, Ph.D., Miri Korbman, Psy.D., Center for Cognitive and Dialectical Behavior Therapy NYC

(PS9-C67) Confidence in Suicidal Crisis Training Moderates the Relation Between Police Officer's Stigma of Suicide and Perceived Dangerousness of Those with Mental Illness

Julianne E. Cary, M.A., Megan A. Thoen, Ph.D., Sean M. Mitchell, Ph.D., Victoria Knebel, Kimberlee Jones, B.A., Texas Tech University

(PS9-C68) A Cognitive Behavioral Suicide Prevention Treatment for Adults with Psychosis in Community Mental Health: Findings of Stakeholder Involvement in Modifications and an Open Pilot Trial

Lindsay A. Bornheimer, Ph.D., Juliann Li Verdugo, MSW, Nakea Jeffers, MSW, University of Michigan

(PS9-C69) Prospective Examination of Suicidal Ideation Across Race/ethnicity and Gender Among Individuals Receiving Substance Use Treatment

Evelyn M. Hernandez Valencia, B.A., Liam Rozum, M.S., Hector I. Lopez-Vergara, Ph.D., University of Rhode Island

(PS9-C70) Moment-to-moment Fluctuations in Self-concept Clarity as a Proximal Predictor of Nonsuicidal Self-injury

Gabrielle S. Ilagan, B.A., Christopher C. Conway, Ph.D., Fordham University

(PS9-C71) Idiographic Experiences of Thwarted Belongingness, Perceived Burdensomeness, and Suicide Ideation: An Ecological Momentary Assessment Approach

Yeonsoo Park, M.A., Ross Jacobucci, Ph.D., Brooke A. Ammerman, Ph.D., University of Notre Dame

(PS9-C72) Levels of Suicide Stigma and Literacy in Spanish Speaking Population

Maitena Pierantonelli¹, Adriana Mira, Ph.D.¹, Ángel Zamora Martínez, M.S.¹, Rebeca Diego, Ph.D.², Juana Bretón López, Ph.D.³, Azucena García Palacios, Ph.D.³, Rosa M. Baños, Ph.D.⁴, 1. Universidad de Valencia, 2. Universidad Internacional de Valencia, 3. Universidad Jaume I, 4. Polibienestar Research Institute, University of Valencia; Department of Personality, Evaluation and Psychological Treatment, Faculty of Psychology, University of Valencia; CIBEROBn Physiopathology of Obesity and Nutrition, Instituto de Salud Carlos III, Madrid, Spain

(PS9-C73) Identifying Suicide Attempts After Hospital Discharge Using Daily Self-report and EHR Data

Onyinyechi I. Obi-Obasi, B.A.¹, Alexander Milner, Ph.D.¹, Adam Bear, Ph.D.¹, Kate H. Bentley, Ph.D.², Lia E. Follet, M.A.¹, Alexis Christie, B.A.¹, Nathan S. Fishbein, B.A.², Genesis Vergara, M.A.¹, Molly I. Ball, B.A.¹, Erika Wang, B.A.¹, Kelly Zuromski, Ph.D.¹, Suzanne A. Bird, M.D.², Ralph Buonopane, Ph.D.³, Jordan Smoller, M.D.⁴, Adam Haim, Ph.D.⁵, Matthew K. Nock, Ph.D.¹, Rebecca Fortgang, Ph.D.⁶, 1. Harvard University, 2. Massachusetts General Hospital, 3. Franciscan Children's Hospital, 4. Harvard Medical School, 5. National Institute of Mental Health, 6. Center for Precision Psychiatry

(PS9-C74) Investigating the Relationship Between Self-esteem and NSSI: The Mediation Role of Body Regard

Ethan Muckerheide¹, Jennifer J. Muehlenkamp, Ph.D.², Laura Nagy, Ph.D.¹, 1. High Point University, 2. University of Wisconsin - Eau Claire

(PS9-C75) Factors Impacting past and Prospective Group Therapy Utilization Among Individuals with Suicidal Thoughts and Behaviors

Jayne Culwell, MSW, Connor O'Brien, B.S., Anne Knorr, M.A., Brooke A. Ammerman, Ph.D., University of Notre Dame

Poster Session 9**9D: Suicide and Self-injury****(PS9-D76) Does Caring About Your Body Matter?: Rethinking the Relationship Between Rumination and NSSI**

Jillian Wells¹, Jennifer J. Muehlenkamp, Ph.D.², Laura Nagy, Ph.D.¹, 1. High Point University, 2. University of Wisconsin - Eau Claire

(PS9-D77) In Distinction and Overlap: Structural Topic Modeling and Clustering Between R/selfharm and r/suicidewatch

Jung Woon Park, B.A., Ross Jacobucci, Ph.D., Theodore Beauchaine, Ph.D., University of Notre Dame

(PS9-D78) Implications of BPD, ASPD, and Other Serious Mental Illness for Suicide Spectrum Behaviors in Correctional Settings

Sajida Yasmeen, M.A.¹, Abigail Wiser, B.S.¹, June P. Tangney, Ph.D.¹, Jeffrey B. Stuewig, Ph.D.¹, Sharen Barboza, Ph.D.², Diane J. Berry³, John S. Wilson, Ph.D., Other³, 1. George Mason University, 2. Barboza Consulting LLC, 3. Centurion Health

(PS9-D79) Comparison of Six Regression-based Machine Learning Algorithms to Predict NSSI Severity

Emily Rooney, M.A., Jon Elhai, Ph.D., University of Toledo

(PS9-D80) Examining the Moderating Role of Shame and Stigma in the Relationship Between Cognitive Flexibility and Self-injury

Connor O'Brien, B.S., Brooke A. Ammerman, Ph.D., University of Notre Dame

- (PS9-D81) **Lean on Me: Protective Factors Associated with Suicide Attempt History Within the Black Community**
*Jennifer M. Loya, B.S., M.A., Ph.D.*¹, *Vinushini Arunagiri, B.A., M.A., Ph.D.*², *Margaret T. Davis, B.A., M.A., Ph.D.*³, *Debra M. Bond, Ph.D.*¹, 1. Yale University School of Medicine, 2. La Maison de L'Esprit, 3. Yale University
- (PS9-D82) **Mental Health Admissions to a Pediatric Emergency Department: A Look at the Magnitude and Temporality of Presentations During the COVID-19 Pandemic**
Natalie Alteri, B.S., Carla C. Allan, Ph.D., Karli K. Cheng, B.A., Phoenix Children's Hospital
- (PS9-D83) **Personality Profiles, Putative Suicide-mechanisms, and Suicidality: First Steps in Personalized Suicide Interventions**
*Martina Fruhbauerova, M.S.*¹, *Megan Rogers, Ph.D.*², *Julie Cerel, Ph.D.*¹, 1. University of Kentucky, 2. Texas State University
- (PS9-D84) **Examining the Relationship Between PTSD and Suicidality Through the 3-step Theory of Suicide in a Population of Women Veterans Who Have Experienced Military Sexual Trauma (MST)**
*Katerine Rashkovsky, B.S.*¹, *Sumire Lundell*², *Leslie Morland, Psy.D.*², *Marylene Cloitre, Ph.D.*³, *Chandra Estelle Khalifian, Ph.D.*¹, *Tamara Wachsmann, B.A.*¹, 1. VA San Diego Healthcare System, 2. VA San Diego Healthcare System/University of California, San Diego, 3. VA Palo Alto Health Care System/Stanford
- (PS9-D85) **Do Momentary Levels of Shame and Suicidal Thinking Decrease the Likelihood of Support Seeking Behaviors in a College Population?**
Hannah Krall, B.A., Evan Kleiman, Ph.D., Rutgers, The State University of New Jersey
- (PS9-D86) **Confirmatory Factor Analyses of the Interpersonal Needs Questionnaire Revised 15-item: An Examination of the Role of Item Sequences**
*Sarah Sparks, M.S.*¹, *Julianne E. Cary, M.A.*¹, *Sean M. Mitchell, Ph.D.*¹, *Sarah L. Brown, Ph.D.*², 1. Texas Tech University, 2. University of Pittsburgh
- (PS9-D87) **Development and Initial Validation of Novel Stimulus Set of Inclusive, Suicide-related Films: Effect of Racially Minoritized Identities on Affective Responses to Suicide Messaging**
Mayah Kharise Palmer, B.S., Katelyn Battad, B.S., Nina Micanovic, M.S., Prakash Thambipillai, B.A., Emma Ilyaz, B.S., Vera Vine, Ph.D., Queen's University
- (PS9-D88) **Unmet Psychological Needs, Emotion Reactivity, and Within-person Desire to Escape**
Lauren E. Harnedy, B.A., John Kai Kellerman, M.S., Evan Kleiman, Ph.D., Rutgers, The State University of New Jersey
- (PS9-D89) **Intersectional Marginalized Identities as Predictors of Time Until First Reported Nonsuicidal Self-injury Among Preadolescent Youth Using Survival Analysis**
John Kai Kellerman, M.S., Jessica L. Hamilton, Ph.D., Evan Kleiman, Ph.D., Annabelle M. Mourmet, B.A., Rutgers, The State University of New Jersey

(PS9-D90) The Effects of Intersecting Identities on History of Suicide Attempts in Black Adults

Vinushini Arunagiri, B.A., M.A., Ph.D.¹, Jennifer M. Loya, B.S., M.A., Ph.D.², Margaret T. Davis, B.A., M.A., Ph.D.³, Debra M. Bond, Ph.D.², 1. La Maison de L'Esprit, 2. Yale University School of Medicine, 3. Yale University

(PS9-D91) The Vulnerability of Experiencing Suicidal Ideation in Response to Stress: A Proposed Indicator of Risk for Suicidal Ideation

Anne Knorr, M.A., Brooke A. Ammerman, Ph.D., University of Notre Dame

(PS9-D92) Online Mindfulness-based Interventions Show Distinct Effects on Well-being for Adults with and Without Heightened Baseline Suicide Risk

Chelsea E. Boccagno, Ph.D.¹, Dustin J. Rabideau, Ph.D.², Zainab Soetan, M.S.², Alexandra K. Gold, Ph.D.¹, Antonietta Alvarez Hernandez, B.A.¹, Hadi R. Kobaiissi, B.S.¹, Saeed Chitale, B.A.¹, Noah Stancroff, B.A.¹, Andrew Nierenberg, M.D.¹, Louisa Sylvia, Ph.D.¹, 1. Massachusetts General Hospital, 2. Massachusetts General Hospital Biostatistics

(PS9-D93) Attentional Variability Differentiates Suicide Attempts from Ideation in a Veteran Sample

Chelsea N. Carson, Ph.D.¹, James Yancey, Ph.D.¹, Perry Renshaw, M.D., Ph.D.², Deborah Yurghun-Todd, Ph.D.², Erin McGlade, Ph.D.³, 1. Rocky Mountain MIRECC, Salt Lake City, UT, 2. University of Utah, 3. University of Utah School of Medicine

(PS9-D94) Testing the First Two Steps of the Three-step Theory of Suicide Using Ecological Momentary Assessment

Olga Revzina, M.A.¹, Philip Ninan, M.D.², David A. Jobes, ABPP, Ph.D.¹, Irene Zhang, M.A.¹, Abby A. Adler Mandel, Ph.D.¹, 1. The Catholic University of America, 2. East Carolina University

(PS9-D95) Instagram Use and Social Comparison in the Context of the Interpersonal Theory of Suicide

Emma Unruh-Dawes, M.S., Kayla Wagler, B.S., Tony T. Wells, Ph.D., Oklahoma State University

(PS9-D96) How Childhood Adversity Impacts Interpersonal Risk for Suicide: Relative Contributions of PTSD and Relationship Distress

Elizabeth F. Mattered, B.S.¹, Dev Crasta, Ph.D.², Jennifer S. Funderburk, Ph.D.², Stephen A. Maisto, Ph.D.³, Peter Britton, Ph.D.⁴, 1. Yale University School of Medicine, 2. US Department of Veteran Affairs, 3. Syracuse University, 4. Center of Excellence for Suicide Prevention, VA Finger Lakes Healthcare System

(PS9-D97) Change in Alcohol Use During COVID-19 Lockdown Moderates the Relationship Between Depression and Suicidality Among Citizens of the Kyrgyz Republic

Taryn Fitzgerald, M.A.¹, Marissa Yetter, M.A.¹, Steven Bruce, Ph.D.¹, Elena Molchanova, Ph.D.³, Elena Kosterina, Ph.D.², 1. University of Missouri St Louis, 2. American University of Central Asia

(PS9-D98) Sleep and Suicidality Among Sexual and Gender Minority Individuals: The Moderating Role of Heterosexist Experiences

Lisbeth Rubi, B.A., Lindsay Till Hoyt, Ph.D., Peggy Andover, Ph.D., Fordham University

- (PS9-D99) **Differences in Suicide-specific Attentional Bias Based on Stimuli Across the Suicide Stroop and Disengagement Tasks**
 Emily Mitchell, B.A., Catharine Krush, M.A., Abby A. Adler Mandel, Ph.D., The Catholic University of America
- (PS9-D100) **Associations Between Pro Eating Disorder Website Use and Self-injurious Thoughts and Behaviours**
 Simone Y. Goldberg, B.A., Arezoo Shahnaz, M.A., Bitu Zareian, M.A., E. David Klonsky, Ph.D., University of British Columbia

1:00 PM – 2:00 PM

Regency Ballroom, Level 7

Poster Session 10

10A: Technology; m-Health

Key Words: *African Americans / Black Americans, Anxiety, Cognitive Biases / Distortions*

- (PS10-A1) **Qualitative Study of Black Adults' Experience with an Interpretation Bias Modification App**
 Frances G. Hart,¹ IreLee Ferguson, B.S.², Grace George, Ph.D.³, Kevin O. Narine, M.A.⁴, Harris E. Bajwa, B.A.², Sierra Carter, Ph.D.⁵, Courtney Beard, Ph.D.³, 1. Boston College/McLean Hospital, 2. McLean Hospital, 3. McLean Hospital/Harvard Medical School, 4. William James College, Graduate Education in Psychology, 5. Georgia State University
- (PS10-A2) **Impact of Digital Environment on Alcohol Users Perceptions of a Motivational Interviewing Intervention: Qualitative Analysis of Semi-structured Interviews**
 James P. Hodgins, M.A.¹, Shayna R. Greenberg, M.A.¹, Veronica Nakla, B.A., M.A.¹, Christine Lisetti, Ph.D.², Maya M. Boustani, Ph.D.¹, 1. Loma Linda University, 2. Florida International University
- (PS10-A3) **Appearance-related Safety Behaviors Predict Symptoms of Body Dysmorphic Disorder Following Internet-based Treatment**
 Tapan A. Patel, M.S.¹, Natalie Wilver, Ph.D.², Jesse R. Cougle, Ph.D.¹, 1. Florida State University, 2. Massachusetts General Hospital
- (PS10-A4) **Prospective Associations of Daily Affective Dynamics with Depression, Generalized Anxiety, and Social Anxiety Symptoms**
 Tanvi Lakhtakia, B.A.¹, Shannon R. Smith, B.S.², David C. Mohr, Ph.D.², Caitlin A. Stamatis, Ph.D.¹, 1. Northwestern University Feinberg School of Medicine, 2. Northwestern University

- (PS10-A5) Examining Momentary Associations Between Social Media Coping and Positive and Negative Affect in High-risk Adolescents**
Rachel M. Marlowe, B.A., Other¹, Taylor A. Burke, Ph.D.², Jacqueline Nesi, Ph.D.³, Richard Liu, Ph.D.², Alexandra H. Bettis, Ph.D.¹, 1. Vanderbilt University Medical Center, 2. Massachusetts General Hospital, Harvard Medical School, 3. Rhode Island Hospital/Alpert Medical School of Brown University
- (PS10-A6) Self-guided Behavioral Activation Using a Cbt-based Single-session Intervention**
Allison Peipert, B.S.¹, Lauren A. Rutter, Ph.D.¹, Jacqueline Howard, B.A.², Lorenzo Lorenzo-Luaces, Ph.D.³, 1. Indiana University- Bloomington, 2. TRAILS, a project of Tides Center, 3. Indiana University
- (PS10-A7) A Systematic Review of Mindfulness-based Ecological Momentary Interventions: Examining Current Methods and Identifying Directions for Future Research**
Jeffrey M. Pavlacic, Ph.D.¹, Brittany Hampton, B.A.², John Young, Ph.D.², Alejandro Vázquez, Ph.D.³, Cynthia M. Navarro Flores, Ph.D.³, Sara M. Witcraft, PhD, Ph.D.¹, Alyssa A. Rheingold, Ph.D.¹, 1. Medical University of South Carolina, 2. University of Mississippi, 3. University of Tennessee - Knoxville
- (PS10-A8) Tell Me About Schizophrenia! Comparing chatgpt-3 Output About Schizophrenia to the NIMH and ABCT Fact Sheets**
Sean A. Lauderdale, Ph.D., University of Houston - Clear Lake
- (PS10-A9) Tell Me About Borderline Personality Disorder! Comparing chatgpt-3's Responses About Borderline Personality Disorder to an Expert-written Fact Sheet**
Ariana Santos, B.A.¹, Kelli R. Lahman, M.S.², Sean A. Lauderdale, Ph.D.³, 1. Texas A & M University-Corpus Christi, 2. University of Houston, 3. University of Houston - Clear Lake
- (PS10-A10) Piloting the Feasibility and Effectiveness of a Centralized Hub for Mental Health Apps Within Formalized Youth Mentoring Relationships**
Ariana Davis, B.A., Elizabeth B. Raposa, Ph.D., Fordham University
- (PS10-A11) Advancing Depression Assessment: Machine Learning Model Predicts Self-report and Aligns with Clinician Judgment When Discrepant**
Michael Mullarkey, Ph.D.¹, Ahmed Aman Ibrahim, B.S.¹, Ali Ahmed Elmahmudi, Ph.D.², Hassan Ugail, Ph.D.², Jason Shumake, Ph.D.¹, 1. Aiberry Inc., 2. University of Bradford, UK/Aiberry Inc.
- (PS10-A12) Tell Me About Non-suicidal Self-injury (NSSI)! Comparing chatgpt-3 Output About NSSI to Expert-written Web Pages**
Shealyn Tomlinson, B.A.¹, Sean A. Lauderdale, Ph.D.², 1. Texas A&M University-Corpus Christi, 2. University of Houston - Clear Lake
- (PS10-A13) Adherence and Engagement of Habitworks: An Open Trial of an Interpretation Bias Intervention in Black and Hispanic/latinx Adults**
IreLee Ferguson, B.S.¹, Frances G. Hart, B.A. in progress², Grace George, Ph.D.³, Sierra Carter, Ph.D.⁴, Margarita Alegria, Ph.D.⁵, Courtney Beard, Ph.D.³, 1. McLean Hospital, 2. Boston College/McLean Hospital, 3. McLean Hospital/Harvard Medical School, 4. Georgia State University, 5. Massachusetts General Hospital

- (PS10-A14) Evaluating the Potential of Conversational Artificial Intelligence to Change the Behavioral Health Training Game**
Victoria T. Shepard, B.S.¹, Rachel Brian, M.P.H.¹, Roisin Slevin, B.S.², Dror Ben-Zeev, Ph.D.¹, Michael Tanana, Ph.D.², Scott Baldwin, Ph.D.³, Zac Imel, Ph.D.², Sarah L. Kopelovich, Ph.D.¹, 1. University of Washington School of Medicine, 2. Lyssn.io, Inc., 3. Brigham Young University
- (PS10-A15) Acceptability and Feasibility of Using Smartphones and Wearables to Assess Youth Depression Symptoms, Feelings, and Behaviors**
Jenny Guo, B.S., Jennifer Frederick, M.S., Lindsey Cunningham, B.A., Mei Yi Ng, Ph.D., Florida International University
- (PS10-A16) Barriers and Facilitators of Youth and Caregiver Engagement in Guided Digital Mental Health Interventions: A Systematic Review and Meta-analysis**
Jenny Guo, B.S., Lindsey Cunningham, B.A., Brianni Correa, Vanessa Ponte, Mei Yi Ng, Ph.D., Florida International University
- (PS10-A17) Compliance in Ecological Momentary Assessment Studies for Youth with Psychological Symptoms: A Meta-analysis**
Lauren M. Henry, Ph.D., Urmi S. Pandya, B.S., Caroline M. Miller, B.A., Eleanor P. Malone, B.A., Savana Aggemang, B.S., Miryam Kiderman, Psy.D., Alicia A. Livinski, M.P.H., B.A., M.A., Reut Naim, Ph.D., Melissa A. Brotman, Ph.D., National Institute of Mental Health
- (PS10-A18) The Role of Rumination on Cyber IPV Perpetration: The Indirect Effect of Problematic Social Media Use**
Ines Cano-Gonzalez, M.A., Ruby Charak, Ph.D., Karla D. Galvan-Cabrera, B.A., Maricela Galdamez, B.A., University of Texas Rio Grande Valley
- (PS10-A19) Does Social Media Use Impact Mental Health Literacy? An Exploratory Study**
Samuel T. Jackson, M.A.¹, Shari Lieblich, B.S.¹, Yekaterina Nikiforova, M.A.¹, Tamara Del Vecchio, Ph.D.¹, Allison J. Jaeger, Ph.D.², 1. St. John's University, 2. Mississippi State University
- (PS10-A20) Adolescent Anxiety and Depression Symptom Differences Based on Social Media Type**
Estella Fox, B.A., Erin B. Crittenden, B.A., Peter G. Mezo, Ph.D., Sarah E. Francis, Ph.D., University of Toledo
- (PS10-A21) State, Trait, or Heart Rate?: Examining Emotion Regulation and Affect Variability Using Ecological Momentary Assessment**
Curtis Wojcik, B.A.¹, Aubrey J. Legasse, M.A.¹, Colin M. Bosma, Ph.D.², Emily A. P. Haigh, Ph.D.³, 1. University of Maine, 2. Providence Health Services, 3. University of Victoria
- (PS10-A22) Telehealth Fun in Children: Virtual FORTIN and MAM@**
Concepcion R. López-Soler, Ph.D.¹, Antonia Martínez, Ph.D.², Visitación Fernández, Ph.D.², Maravillas Castro, Ph.D.², 1. University of Murcia, Spain, 2. University of Murcia

- (PS10-A23) **Predictors of Engagement in Stepped Mhealth Mental Health Care in Patients with Elevated Psychological Distress**
 Lilla Brody, B.A.¹, Molly Nowels, M.A., M.S.², Cynthia M. Castro Sweet, Ph.D.³, Sara Sagui-Henson, Ph.D.³, Evan Kleiman, Ph.D.², Elissa Kozlov, Ph.D.², Meghan McDarby, Ph.D.⁴, 1. Weill Cornell Medicine, 2. Rutgers, The State University of New Jersey, 3. Modern Health, 4. Memorial Sloan Kettering Cancer Center
- (PS10-A24) **Let's Get Engaged! Discussing User Engagement with a Digital Mental Health App**
 Bryce V. Brown, B.A., Rakshitha Mohankumar, M.A., Christine Guardian, B.A., Teresa Walker, M.A., Brenna N. Renn, Ph.D., University of Nevada, Las Vegas
- (PS10-A25) **Evaluating the Feasibility and Acceptability of Behavioral Weight Loss Coaching Driven by a Large Language Model AI System**
 Zhuoran Huang, B.A., Michael P. Berry, M.S., Nikoo Karbassi, B.A., Evan Forman, Ph.D., Drexel University

Poster Session 10

10B: Telehealth/mhealth; Tic and Impulse Control Disorders; Transdiagnostic

- (PS10-B26) **Evaluating the Quality of Cognitive Restructuring in Participant Responses to an Online Behavioral Intervention**
 Madison E. Taylor, B.A.¹, Benjamin Kaveladze, M.A.¹, Kevin Rushton, B.S.², Theresa Nguyen, LCSW², Stephen M. Schueller, Ph.D.¹, 1. University of California, Irvine, 2. Mental Health America
- (PS10-B27) **Effects of Teletherapy Based in-vivo Exposure Treatment for Spider Phobia**
 William Sanderson, Ph.D., Mitchell L. Schare, ABPP, Ph.D., Elizabeth Finer, M.A., Elizabeth L. McCabe, M.A., Hofstra University
- (PS10-B28) **Non-treatment Seeking Adults' Preferences for Human Support in the Context of an Automated Text Message-based Intervention**
 Sarah A. Popowski, B.A.¹, Miranda L. Beltzer, Ph.D.¹, Rachel Kornfield, Ph.D.¹, Jonah Meyerhoff, Ph.D.², 1. Northwestern University Feinberg School of Medicine, 2. Northwestern University
- (PS10-B29) **Improving Emotional Self-regulation in Children Online**
 Mavi Alcántara, Ph.D., Concepcion R. López-Soler, Ph.D., Antonia Martínez, Ph.D., Visitación Fernández, Ph.D., Maravillas Castro, Ph.D., University of Murcia, Spain

(PS10-B30) An Examination of the Impact of the COVID-19 Pandemic and the**Transition to Telehealth on Mental Health Treatment**

Gabriela B. Goldentyer, M.A.¹, Sophie A. Palitz Buinewicz, Ph.D.², Jesse Gamoran, B.A.³, Jianyou Liu, M.S.⁴, Wenzhu Mowrey, Ph.D.⁴, Vilma Gabbay, M.D.⁴, Sandra S. Pimentel, Ph.D.³, 1. Hofstra University, 2. Center for the Treatment and Study of Anxiety - University of Pennsylvania, 3. Montefiore Medical Center, 4. Albert Einstein College of Medicine

(PS10-B31) Evaluating Outcomes of College Student Peer Mental Health Coach**Trainees Supporting the Implementation of STAND Digital Therapy**

Matthew Wong, B.A.¹, Tamar Kodish, Ph.D.¹, Eman Magzoub, B.A.¹, Kayla Sharf, B.A.², Livier Martinez, LCSW, Other³, Gayane Grigoryan, LCSW, MSW¹, Kate Wolitzky-Taylor, Ph.D.², Michelle G. Craske, B.A., M.A., Ph.D.², 1. University of California, Los Angeles, 2. University of California Los Angeles School of Medicine, 3. University of California Los Angeles Depression Grand Challenge

(PS10-B32) A Systemic Review Investigating Substance and Alcohol Use Exclusion in Digital Mental Health Interventions Research

Simay I. Ipek, B.A.¹, Adam Jaroszewski, Ph.D.¹, Natasha H. Bailen, Ph.D.¹, Jennifer L. Greenberg, Psy.D.², Sabine Wilhelm, Ph.D.³, 1. Massachusetts General Hospital, 2. Massachusetts General Hospital/Harvard Medical School, 3. Harvard Medical School

(PS10-B33) Leveraging Brief Evidenced-based Telehealth Therapy to Improve Parent and Child Outcomes Among Underserved Youth with Neurodevelopmental Disorders

Jessie D. Montezuma, M.Ed., Alexandra Marsden, B.S., Laura A. Carpenter, Ph.D., Andrea D. Boan, Ph.D., Jordan Klein, Ph.D., Rosmary Ros-DeMarize, Ph.D., Medical University of South Carolina

(PS10-B34) Acceptability of Telemental Health Services for Farmers

Kory D. Engelstad, Ph.D.¹, Marin G. Olson, Ph.D.¹, Jenna Anderson, M.A.², Daniel Houlihan, Ph.D.², 1. Mississippi State University, 2. Minnesota State University, Mankato

(PS10-B35) Using Machine Learning to Predict Dropout from a Guided Self-help Intervention Despite Low Sample Size: Testing a Novel Method

Isabella Starvaggi, B.S.¹, Jacqueline Howard, B.A.², Allison Peipert, B.S.¹, Robinson de Jesus-Romero, M.S.³, John F. Buss, B.S.¹, Colton M. Lind, B.S.¹, Cassandra Botts, B.A.⁴, Lorenzo Lorenzo-Luaces, Ph.D.¹, 1. Indiana University Bloomington, 2. TRAILS, a project of Tides Center, 3. Indiana University, 4. National Viral Hepatitis Roundtable

(PS10-B36) Dropping out of an Internet-based Intervention (GROW) for Prolonged Grief Disorder: A Qualitative Study

Soledad Quero, Ph.D.¹, Cintia Tur, Ph.D.², Neus Ibáñez², Jorge Grimaldos², Sara Fernández-Buendía², Daniel Campos, Ph.D.³, 1. Universitat Jaume I, Castellón, Spain and CIBER de Fisiopatología de la Obesidad y Nutrición (CIBEROBN), Carlos III Institute of Health, Madrid, Spain, 2. Universitat Jaume I, Castellón, Spain, 3. University of Zaragoza, Huesca, Spain

- (PS10-B37) **A Qualitative Examination of Possible Factors for Noncompliance of Patient Reported Outcome Measures in a Telehealth Setting**
Adam J. Raines, B.A., M.S., Lee Cooper, Ph.D., Virginia Polytechnic Institute and State University
- (PS10-B38) **Understanding Satisfaction with Telehealth Behavioral Parent Training: Links with Parental Executive Functioning and Household Chaos**
Breanne L. Kline, M.A., Katlyn Frey, M.A., Maria Sisniegas, Psy.D., Perla Rodriguez, B.S., Madison Widick, B.S., Jacob Holzman, M.A., Ph.D., University of Colorado Anschutz Medical Campus
- (PS10-B39) **Digital Mental Health Interventions for LGBTQ+ People: A Systematic Review**
Haili Song, B.A.¹, Christopher B. Stults, Ph.D.², 1. New York University, 2. Baruch College, City University of New York
- (PS10-B40) **A Preliminary View of Child Maltreatment Risk Within a Randomized Controlled Trial of an Internet-based Virtual Cognitive Behavioral Intervention for Depression and Parenting Postpartum**
Kathleen M. Baggett, Ph.D.¹, Betsy Davis, Ph.D.², 1. Georgia State University, 2. Oregon Research Institute
- (PS10-B41) **Efficacy and Acceptability of “telegroup” Parent Behavior Management Training for Disruptive Behaviors**
Megan Schultz, B.A.¹, Kathie Nguyen, M.A.², Tyler Sasser, Ph.D.², Erin S. Gonzalez, Ph.D.³, 1. University of Washington, 2. Seattle Children’s Hospital, 3. University of Washington School of Medicine
- (PS10-B42) **A Comparison of Imaginal Exposure Therapy, Virtual Reality Exposure Therapy, and Their Combination, to Treat Aviophobia Using Teletherapy**
Elizabeth Kroll, M.A., Mitchell L. Schare, ABPP, Ph.D., Elizabeth L. McCabe, M.A., Hofstra University
- (PS10-B43) **Can Chatgpt Have the Theory of Mind Abilities Across a Lifespan, and What Does That Mean for Psychological Therapies?**
Man Him Ho, B.A.¹, Emma O’Brien, B.A.², Margaret M. Redic, B.S., B.A.³, Elizabeth Anne Li, B.A.⁴, 1. Maastricht, 2. University of Pittsburgh Medical Center, 3. University of North Carolina at Chapel Hill, 4. University of Washington, Seattle
- (PS10-B44) **Therapist Perspectives of Face to Face Therapy and Teletherapy Regarding Therapeutic Alliance**
Elizabeth Kroll, M.A., Mitchell L. Schare, ABPP, Ph.D., Elizabeth Finer, M.A., Hofstra University
- (PS10-B45) **Increased Psychological Flexibility Predicts Long-term Treatment Outcomes for Trichotillomania**
Kathryn E. Barber, M.S.¹, Douglas W. Woods, Ph.D.¹, Michael P. Twohig, Ph.D.², Stephen Saunders, Ph.D.¹, Scott N. Compton, Ph.D.³, Martin E. Franklin, Ph.D.⁴, 1. Marquette University, 2. Utah State University, 3. Duke University School of Medicine, 4. Rogers Behavioral Health

- (PS10-B46) Examining the Effect of Comprehensive Behavioral Intervention for Tics on Inhibitory Control in Children with Tic Disorder**
Qiang Ding, M.Ed., Douglas W. Woods, Ph.D., Yin Zhao, Ph.D., Wen Xu, M.S., Marquette University
- (PS10-B47) Initial Testing and Iterative Development of an Interactive, Online, Self-guided Training Program to Treat Tic Disorders**
Kirsten R. Bootes, M.S.¹, Kelly Kudryk, B.A.¹, Emily I. Braley, M.S.¹, Brianna Wellen, Ph.D.², Jordan Stiede, Ph.D.³, Brandon X. Pitts, B.S.⁴, Kathryn E. Barber, M.S.⁴, Jan Lindsay, Ph.D.³, Josh Spitalnick, ABPP, Ph.D.⁵, Douglas W. Woods, Ph.D.⁴, Michael B. Himle, Ph.D.¹, Suzanne Mouton-Odum, Ph.D.⁶, 1. University of Utah, 2. University of Minnesota, 3. Baylor College of Medicine, 4. Marquette University, 5. Anxiety Specialists of Atlanta, 6. Psychology Houston, PC
- (PS10-B48) Therapist Training for Treatment of Tics: An Innovative, Online, Self-guided Teaching Platform**
Kelly Kudryk, B.A.¹, Kirsten R. Bootes, M.S.², Emily I. Braley, M.S.¹, Brianna Wellen, Ph.D.³, Jordan Stiede, Ph.D.⁴, Brandon X. Pitts, B.S.⁵, Kathryn E. Barber, M.S.⁵, Jan Lindsay, Ph.D.⁴, Douglas W. Woods, Ph.D.⁵, Michael B. Himle, Ph.D.², Suzanne Mouton-Odum, Ph.D.⁶, 1. University of Utah, 2. The University of Utah, 3. University of Minnesota, 4. Baylor College of Medicine, 5. Marquette University, 6. Psychology Houston, PC
- (PS10-B49) Specific Emotion Regulation Difficulties Mediate the Effect of Worry on Subsequent Stress: A Prospective Study**
Alexandra M. Adams, B.A., Bunmi O. Olatunji, Ph.D., Vanderbilt University
- (PS10-B50) Influence of Momentary Negative Affect on Self-reported Distress Tolerance Capacities**
Gabriela M. Rivera, B.A.¹, Dana R. Steinberg, B.A.¹, Brianna R. Altman, Ph.D.¹, Mitchell S. Earleywine, Ph.D.², 1. Rutgers, The State University of New Jersey, 2. University at Albany, State University of New York

Poster Session 10

10C: Sexual Functioning; Transdiagnostic

- (PS10-C51) Relationships Between Acceptance, Positive Affect, and Reward Responsiveness**
Emma Balkind, B.S.¹, Jessica S. Fields, M.S.¹, Sarah T. Wieman, M.S.¹, Hannah Robins, M.S.¹, Helen Z. MacDonald, Ph.D.², Gabrielle I. Liverant, Ph.D.¹, 1. Suffolk University, 2. Emmanuel College
- (PS10-C52) Latent Emotional Impulsivity and Inhibitory Control Among a Transdiagnostic Sample of Youth**
Caroline M. Miller, B.A.¹, Katharina Kircanski, Ph.D.¹, Elise M. Cardinale, Ph.D.², Daniel S. Pine, M.D.¹, Ellen Leibenluft, M.D.¹, Meghan Byrne, Ph.D.¹, 1. National Institute of Mental Health, 2. Catholic University of America

- (PS10-C53) **Daily Relationships Between Worry and Sleep Disturbance: Disentangling Within- and Between-person Effects**
Clara Law, M.A.¹, David L. Yap, M.A.¹, Alexander Sokolovsky, Ph.D.², Joel Erlich, Ph.D.³, Kathleen C. Gunthert, Ph.D.⁴, Evelyn Behar, Ph.D.³, 1. City University of New York, The Graduate Center, 2. Brown University, 3. Hunter College, City University of New York, 4. American University
- (PS10-C54) **Emotion Regulation and Repetitive Negative Thinking: An Examination of Moderating Transdiagnostic Effects on Broadband Psychopathology Symptoms**
James E. Barnett, M.A., Tirza J. Alcalá, Adam T. Schmidt, Ph.D., Texas Tech University
- (PS10-C55) **Cultivating Positive Emotional Engagement in the Aftermath of a Destabilizing Life Event: A Case Study Utilizing Positive Processes and Transitions to Health (PATH)**
Elsa K. Mattson, M.A.¹, Adele M. Hayes, Ph.D.², Lori A. Zoellner, Ph.D.³, Norah C. Feeny, Ph.D.¹, 1. Case Western Reserve University, 2. University of Delaware, 3. University of Washington, Seattle
- (PS10-C56) **The Moderating Role of Anxiety Sensitivity on the Relationship between Vaccine Hesitancy and Vaccine Side Effects**
David L. Yap, M.A., Danielle Lacero, B.A., Alice Ivashina, B.A., Evelyn Behar, Ph.D., Hunter College, City University of New York
- (PS10-C57) **Sleep Quality and Feeling Refreshed, Not Sleep Duration, Predict Affect Among College Students**
Emily M. Bartholomay, M.A.¹, Karla Fehr, Ph.D.², 1. West Virginia University, 2. Southern Illinois University
- (PS10-C59) **Psychological Flexibility as a Potential Mechanism of Change in Depression and Anxiety Symptoms over Time in a Community Sample of Adults Seeking Mental Health Treatment**
Simranjeet Cambow, B.S.¹, Madeline Benz, Ph.D.¹, Lauren Griffin¹, Brandon A. Gaudiano, Ph.D.², Lisa Uebelacker, Ph.D.¹, 1. Butler Hospital & Brown University 2. Alpert Medical School of Brown University
- (PS10-C60) **The Transdiagnostic Conceptualization of Intrusive Thoughts: Emotional Reactivity and Control/interference**
Peyton E. Miyares, B.A.¹, Sabine Wilhelm, Ph.D.², Ryan J. Jacoby, Ph.D.¹, 1. Massachusetts General Hospital, 2. Harvard Medical School
- (PS10-C61) **Risk Estimation Bias in Anxiety and Depression: Parsing Subjective and Objective Risk for Low Probability Negative Events**
Amelia S. Dev, M.S., Maria R. Llabre, Ph.D., Patrice G. Saab, Ph.D., Kiara R. Timpano, Ph.D., University of Miami
- (PS10-C62) **Assessing the Concurrent and Temporal Relations of Distress Tolerance and Negative Urgency in Young Adults with Cannabis Use Disorder**
Brooke Cullen, B.A.¹, Shawn Wang, B.A.¹, Olivia M. Losiewicz, B.A., M.A.², Kate Wolitzky-Taylor, Ph.D.², Suzette Glasner, Ph.D.³, Dara Ghahremani, Ph.D.², Edythe London, Ph.D.², 1. Anxiety and Depression Research Center, University of California Los Angeles, 2. University of California Los Angeles, 3. University of California Los Angeles Integrated Substance Abuse Programs

- (PS10-C63) **The Properties of Involuntary and Voluntary Autobiographical Memories in Patients With Depression and Healthy Individuals**
Yanyan Shan, M.A.¹, David Rubin, Ph.D.¹, Dortha Berntsen, Ph.D.², 1. Duke University, 2. Aarhus University
- (PS10-C64) **Identity Formation and Psychopathological Symptoms in Adolescence: Examining Developmental Trajectories and Co-development**
Leni Raemen, M.S.¹, Laurence Claes, Ph.D.¹, Nina Palmeroni, Ph.D.¹, Tinne Buelens, Ph.D.², Lore Vankerckhoven, M.S.¹, Koen Luyckx, Ph.D.¹, 1. KU Leuven, 2. University of Amsterdam
- (PS10-C65) **Therapeutic Alliance as an Indirect Effect on the Association Between Treatment Credibility and Posttreatment Outcomes in a Novel Positive Processing-focused Treatment (PATH) for PTSD and Depression**
Sinan Payat, B.A.¹, Jenna Bagley, M.A.¹, Alice E. Coyne, Ph.D.¹, Adele M. Hayes, Ph.D.², Lori A. Zoellner, Ph.D.³, Norah C. Feeny, Ph.D.¹, 1. Case Western Reserve University, 2. University of Delaware, 3. University of Washington, Seattle
- (PS10-C66) **Predicting Adolescent Resilience Through Measures of Emotion Dysregulation**
Lauren Kramer, B.A., Makenzie Trevethan, M.A., Erin B. Crittenden, B.A., Avleen Walia, B.S., Sarah E. Francis, Ph.D., University of Toledo
- (PS10-C67) **I Know How You Feel: Interpersonal Emotion Differentiation Is Related to Partner and Self Characteristics**
Ella S. Sudit, B.A., Kelly V. Klein, B.S., Alexandra D. Long, M.A., Nathaniel R. Herr, Ph.D., American University
- (PS10-C68) **Comparison of Group and Individual Treatment Delivery of the Unified Protocol for Children**
Rinatte L. Gruen, M.S., Sandra L. Cepeda, M.S., Jill Ehrenreich-May, Ph.D., University of Miami
- (PS10-C69) **Transdiagnostic Variables in Vulnerability-stress Models: Do Transdiagnostic Variables Interact With Stress to Predict Psychopathology?**
David L. Yap, M.A.¹, Clara Law, M.A.², Kara L. Buda, M.A.², Aysha Khan¹, Danielle Lacero, B.A.¹, Evelyn Behar, Ph.D.¹, 1. Hunter College, City University of New York, 2. The Graduate Center, The City University of New York
- (PS10-C70) **Feeling Better: Sexual Activity and Satisfaction Predict Next-day Positive Affect Among Sexual Assault Survivors**
Alexandra N. Brockdorf, M.A., Katherine W. Bogen, M.A., David DiLillo, Ph.D., University of Nebraska-Lincoln
- (PS10-C71) **Inhibited Sexual Communication: A Mediator of Insecure Adult Attachment and Sexual Dissatisfaction**
Maya Barrett, B.A., Evan J. Basting, M.A., Patricia Roberson, Ph.D., Deborah Welsh, Ph.D., University of Tennessee - Knoxville

Regency Ballroom, Level 7

Poster Session 11

11A: Trauma and Stressor Related Disorders and Disasters

Key Words: ACT (Acceptance & Commitment Therapy), Trauma, Group Therapy

- (PS11-A1) **Acceptance and Commitment Therapy for Posttraumatic Psychopathology: Evaluating Outcomes of a Transdiagnostic Group-based Telehealth Intervention**
 Julia S. Yarrington, M.A.¹, Jordan Thomas, M.A.¹, Tiffany Chen, B.A.¹, Rosalita Benedicto, Ph.D.², Jennifer Sumner, Ph.D.¹, Danielle T. Keenan-Miller, Ph.D.¹, 1. University of California, Los Angeles, 2. US Department of Veterans Affairs
- (PS11-A2) **Investigating Moderators of Trauma-related Diagnostic Overshadowing Bias**
 Katherine Wislocki, B.A., Alyson Zalta, Ph.D., University of California, Irvine
- (PS11-A3) **Psychological Inflexibility Moderates the Association Between Family-of-origin Violence and Post-traumatic Stress Disorder Symptoms**
 Sarah J. Lange¹, Mary C. Jensen, B.A.¹, Gregory L. Stuart, Ph.D.¹, Tara L. Cornelius, Ph.D.², 1. University of Tennessee - Knoxville, 2. Grand Valley State University
- (PS11-A4) **The Development and Initial Validation of the Trauma-related Alcohol Use Coping Measure (TRAC)**
 Antoine Lebeaut, M.A., Maya Zegel, M.A., Lynne Steinberg, Ph.D., Michael J. Zvolensky, Ph.D., Anka A. Vujanovic, Ph.D., University of Houston
- (PS11-A5) **Poor Cognitive Control Confers Risk for Subsequent Stress via Specific Emotion Regulation Difficulties: A Longitudinal Multiple Mediation Study**
 Alexandra M. Adamis, B.A., Bunmi O. Olatunji, Ph.D., Vanderbilt University
- (PS11-A6) **Warning - This Content May Trigger Temporary Discomfort, Which Is Expected and Manageable: The Effect of Modified Trigger Warning Language on Distress and Coping With Emotionally-provocative Content**
 Kathryn M. Bell, Ph.D.¹, Rebekah Howardson, B.S.¹, Tara L. Cornelius, Ph.D.², Diane Holmberg, Ph.D.¹, 1. Acadia University, 2. Grand Valley State University
- (PS11-A7) **Discriminatory Stress and PTSD Symptom Severity Among Muslim College Students in the United States: The Role of Emotion Regulation Difficulties**
 Amena N. Alhassan, B.S., Samuel J. Leonard, M.A., Sana R. Momin, B.S., Shelby McGrew, B.S., Anka A. Vujanovic, Ph.D., University of Houston
- (PS11-A8) **Helping the Helpers: Clarifying the Nature of Trauma Exposure, Posttraumatic Stress, and Job Satisfaction Among First Responder Subgroups**
 Leah Siwinski, B.A., Michael J. Gawrysiak, Ph.D., West Chester University

- (PS11-A9) **PTSD Symptoms and Psychological Growth Among Religious Disaffiliates: The Influence of High-demand Religious Disaffiliation**
Sarah Otero, B.A., Leora Trub, Ph.D., Pace University
- (PS11-A10) **Moral Injury and PTSD Symptomatology: The Moderating Role of Experiential Avoidance**
Maxwell J. Katsikas, B.A., Megan C. Kennedy, M.A., Peter C. Tappenden, B.A., Holly Orcutt, Ph.D., Northern Illinois University
- (PS11-A11) **Protective Factors Before and After Family Focused Evidence Based Treatment for PTSD for Military Service Members and Veterans**
Olivia N. Hayes, MSW, Carolina Gutierrez, B.S., Dina C. Garcia, MSW, Vanessa Jacoby, ABPP, Ph.D.¹, University of Texas Health Science Center at San Antonio
- (PS11-A12) **Secondary Stressors Are Associated with Psychosocial Functioning Impairment and Grief Severity Following Loss**
Layla Kratovic, B.S., Evanne Moux, B.A., Anthony Papa, Ph.D., Brianna J. Preiser, M.A., Lauren E. Bradley, B.A., Kyani K. Uchimura, B.A., University of Hawaii at Manoa
- (PS11-A13) **Institutional Betrayal in Military Sexual Trauma Survivors: Impact on Posttraumatic Stress Disorder Symptoms and Negative Posttrauma Cognitions**
Cailan Splaine, B.S., B.A., Sarah Pridgen, M.A., Philip Held, Ph.D., Rush University Medical Center
- (PS11-A14) **Temporal Association Between Self-blame and Emotion Regulation in PTSD Treatment**
Sarah B. Rutter, M.A.¹, Alice E. Coyne, Ph.D.¹, Alexandra B. Klein, M.A.¹, Lori A. Zoellner, Ph.D.², Norah C. Feeny, Ph.D.¹, 1. Case Western Reserve University, 2. University of Washington, Seattle
- (PS11-A15) **Posttraumatic Stress and Suicidal Ideation and Risk Among University Students: Exploring the Role of Shame**
Savannah J. Woller, B.S., Anka A. Vujanovic, Ph.D., University of Houston
- (PS11-A16) **Impact of Trauma Exposure and Posttraumatic Stress Symptoms on Baseline Self-reported Safety Behaviors versus Observer-rated Safety Behaviors During the Trauma Film Paradigm**
Caleb M. Woolston, B.S., The University of Utah
- (PS11-A17) **Gender and Belief Type Moderate Posttraumatic Cognitions and Social Functioning Associations After Military Sexual Trauma**
Minden B. Sexton, Ph.D.¹, Emily Blevins, M.S.¹, Makenzie Irrgang, M.S.¹, Margaret T. Davis, B.A., M.A., Ph.D.², Tessa Vupper, Ph.D.¹, Jessica L. Kalmbach, Ph.D.¹, 1. Ann Arbor Veterans Healthcare System, 2. Yale University
- (PS11-A18) **Associations Between Interpersonal Trauma Histories, Perpetrator Characteristics, and Mental Health Symptom Profiles Among Treatment-seeking Veterans Who Experienced Military Sexual Trauma**
Minden B. Sexton, Ph.D.¹, Diana C. Bennett, Ph.D.², Madeleine S. Goodkind, Ph.D.³, Peter P. Grau, Ph.D.¹, Anna C. Barbano, M.A.⁴, Rachael J. Shaw, M.A.¹, 1. Ann Arbor Veterans Healthcare System, 2. George E. Wahlen Department of Veterans Affairs Medical Center, Salt Lake City VA, 3. New Mexico VA Healthcare System/UNM Department of Psychiatry, 4. University of Toledo

(PS11-A19) Tonic Immobility and Posttraumatic Stress: The Role of Threat Interpretation Bias

Danielle M. Morabito, M.S., Carter E. Bedford, M.S., Kenna R. Ebert, B.A., Brad B. Schmidt, Ph.D., Florida State University

(PS11-A20) Preliminary Evidence for the Effectiveness of Single-session Written Exposure Therapy for Posttraumatic Stress Symptoms in a College Sample

Jessica R. Ellem, Ph.D., David P. Valentiner, Ph.D., Northern Illinois University

(PS11-A21) Changes in Postconcussive Symptoms (PCS) With PTSD Treatment: A Reconceptualization of PCS

Katherine E. Porter, Ph.D.¹, Murray B. Stein, M.P.H., M.D.², Peter P. Grau, Ph.D.¹, Hyungjin M Kim, Other³, Corey Powell, Ph.D.⁴, Charles Hoge, M.D.⁵, Margaret R. Venners, M.P.H., MSW⁶, Erin R. Smith, Ph.D.¹, Brian Martis, M.D.⁷, Naomi M. Simon, M.D.⁸, Israel Liberzon, M.D.⁹, Sheila A.M. Rauch, ABPP, Ph.D.¹⁰, 1. Ann Arbor Veterans Healthcare System, 2. University of California San Diego, 3. University of Michigan, CSCAR - Ann Arbor, MI, 4. University of Michigan, 5. Walter Reed Army Institute of Research, 6. VA Palo Alto Health Care System, 7. VA San Diego Healthcare System, 8. New York University Grossman School of Medicine, 9. Texas A & M University, 10. Emory University School of Medicine & Atlanta VAHCS

(PS11-A22) Clinician Decision-making for PTSD Therapy

Molly H. Nadel, B.A., Laura Harward, LICSW, Rene M. Lento, Ph.D., Massachusetts General Hospital

(PS11-A23) High Risk Males and Bystander Intervention for Sexual Assault Programming: Evidence for Targeted Programming

Christopher J. Cannon, M.S., Matt Gray, Ph.D., University of Wyoming

(PS11-A24) Treatment of PTSD Among Active Duty Service Members With a History of Head Injury: Is Additional Psychotherapy Warranted?

John C. Moring, ABPP, Ph.D.¹, Casey Straud, ABPP, Psy.D.¹, Jennfer S. Wachen, Ph.D.², Jan Kennedy, Ph.D.³, Jose Lara-Ruiz, Ph.D.⁴, Jordan Ortman, B.S.¹, Katherine Dondanville, ABPP, Ph.D.¹, Jeffrey Yarvis, Ph.D.⁵, Kristi Pruiksma, Ph.D.¹, Stacey Young-McCaughan, Ph.D.¹, Alan L. Peterson, ABPP, Ph.D.¹, Patricia A. Resick, ABPP, Ph.D.⁶, 1. University of Texas Health Science Center at San Antonio, 2. National Center for PTSD, 3. Brooke Army Medical Center, 4. Walter Reed National Military Medical Center, 5. Tulane University, 6. Duke University School of Medicine

(PS11-A25) Technology Use, Demographic, and Injury Characteristics Associated With the Ability to Engage and Follow-up With Traumatic Injury Survivors at Risk for Developing PTSD: A 25 Site US National Study

Jake Shoyer, B.A.¹, Kenneth Ruggiero, Ph.D.², Navneet Birk, B.S.¹, Tanya Knutzen, LICSW, MSW¹, Cristina Conde, B.S.¹, Khadija M. Abu, B.A.¹, Douglas Zatzick, M.D.¹, 1. University of Washington School of Medicine, 2. Medical University of South Carolina

Poster Session 11

11B: Trauma and Stressor Related Disorders and Disasters

(PS11-B26) An Examination of Trauma Symptom Networks in Treatment Responders versus Non-responders

Alexa Skolnik, B.A.¹, Kailyn Fan, B.A.², Clarissa Ong, Ph.D.¹, Thröstur Björgvinsson, ABPP, Ph.D.², Courtney Beard, Ph.D.³, 1. University of Toledo, 2. McLean Hospital, 3. McLean Hospital/Harvard Medical School

(PS11-B27) Factor Analysis of the Moral Injury Events Scale in Veterans Seeking Intensive Treatment

Cailan Splaine, B.S., B.A.¹, Emily Patton, B.A.², Sarah Pridgen, M.A.¹, Philip Held, Ph.D.¹, 1. Rush University Medical Center, 2. Rush University Medical Center: Road Home Program

(PS11-B28) The First, First Responder: Exploring the Mental Health Toll of Helping in 911 Telecommunicators

Katherine L. O'Connell, B.A., M.S., Nicole L. Moreira, M.A., M.S., Ben Barnette, B.S., Yu-Chin Lin, M.S., Rocky B. Marks, M.S., Samantha AM Doerr, M.S., Keyne C. Law, Ph.D., Seattle Pacific University

(PS11-B29) PTSD and Perceived Social Support: The Moderating Effect of Coping Style

Mara W. Sindoni, B.A., Aubrey R. Dueweke, Ph.D., East Tennessee State University

(PS11-B30) Buffering Effects of Daily Uplifts on the Impact of Cumulative Stressors in Individuals With and Without Histories of Prior Trauma

Alicia R. Bachtel, M.S., Joshua D. Clapp, Ph.D., University of Wyoming

(PS11-B31) Five Types of Secondary Stressors Following Bereavement as Predictors of Maladaptive Grief Responses

Kyani K. Uchimura, B.A., Brianna J. Preiser, M.A., Lauren E. Bradley, B.A., Anthony Papa, Ph.D., University of Hawaii at Manoa

(PS11-B32) Motives for Restricting Emotion Expression: Differential Impacts on Perceived Support for Black and White Survivors of Intimate Partner Violence

Alexandria F. Sowers, M.S.¹, Joshua D. Clapp, Ph.D.¹, J. Gayle G. Beck, Ph.D.², 1. University of Wyoming, 2. University of Memphis

(PS11-B33) Self-concept Clarity as a Protective Factor Among Women and Sexual Minorities

Dominoe Jones, B.A., David P. Valentiner, Ph.D., Dorothy Taylor, B.S., Allison Graham, B.A., Northern Illinois University

(PS11-B34) Associations Between Anxiety Sensitivity and Sleep Disturbances in Adults with Probable PTSD and Alcohol Use Disorder

Rebecca E. Lubin, M.A.¹, Marie Parsons, Ph.D.¹, Tanya Smit, M.A.², Anka A. Vujanovic, Ph.D.², Michael J. Zvolensky, Ph.D.², Michael W. Otto, Ph.D.¹, 1. Boston University, 2. University of Houston

- (PS11-B35) **Expectations vs. Evidence: Associations of Self-stigma and Expected Stigma With Functional Outcomes in Survivors of Significant Trauma**
Joshua D. Clapp, Ph.D., Alexandria F. Sowers, M.S., Robert A. Kaya, B.S., Alicia R. Bachtel, M.S., Layla M. Elmi, M.S., University of Wyoming
- (PS11-B36) **Anxiety Sensitivity Mediates Relationship Between Sexual Orientation and Posttraumatic Stress Symptoms**
Kenna R. Ebert, B.A., Danielle M. Morabito, M.S., Carter E. Bedford, M.S., Brad B. Schmidt, Ph.D., Florida State University
- (PS11-B37) **Deployment and Post-deployment Predictors of Dyadic Adjustment in Military Service Members in Long-term Relationships**
Bonnie Woodward, B.S.¹, Molly R. Franz, Ph.D.¹, Anica Pless Kaiser, Ph.D.², Lewina O. Lee, Ph.D.³, Jennifer J. Vasterling, Ph.D.⁴, 1. University of Maryland Baltimore County, 2. NCPTSD at VA Boston Healthcare System/Boston University Chobanian & Avedisian School of Medicine, 3. Boston University Chobanian & Avedisian School of Medicine, 4. Boston VA Healthcare System
- (PS11-B38) **Can Psychosocial Interventions That Include Behavioral Therapy Elements Improve Posttraumatic Stress Disorder (PTSD) Symptoms for Racial and Ethnic Minority Injury Survivors?**
Khadija M. Abu, B.A.¹, Michelle Bedard-Gilligan, Ph.D.¹, Rddhi Moodliar, B.A., Ph.D.², Alexandra Hernandez, M.D.¹, Eileen Bulger, M.D.¹, Tanya Knutzen, LICSW, MSW¹, Jake Shoyer, B.A.¹, Navneet Birk, B.S.¹, Cristina Conde, B.S.¹, Douglas Zatzick, M.D.¹, 1. University of Washington School of Medicine, 2. University of California Los Angeles
- (PS11-B39) **Posttraumatic Stress Symptoms Predict Secondary Psychopathy**
Elizabeth Finer, M.A., G. Mitchell Mazzone, M.A., Elizabeth L. McCabe, M.A., Mitchell L. Schare, ABPP, Ph.D., Hofstra University
- (PS11-B40) **Posttraumatic Cognitions Predict Cannabis Cravings Following a Trauma Imagery Procedure Among Trauma-exposed Cannabis Users**
Regine M. Deguzman, B.S.¹, Jennifer U. Le, B.S.², Jenny Teague, B.A.³, Brad B. Schmidt, Ph.D.⁴, Nicole Short, Ph.D.², 1. National Center for PTSD, 2. University of Nevada, Las Vegas, 3. University of North Carolina at Chapel Hill, 4. Florida State University
- (PS11-B41) **Structure and Correlates of Polytrauma Clinical Triad Symptom Severity**
James W. Madole, M.A.¹, Aaron Turner, ABPP, Ph.D.¹, Kathleen Pagulayan, ABPP, Ph.D.², Jeanne Hoffman, ABPP, Ph.D.², Rhonda Williams, ABPP, Ph.D.¹, 1. VA Puget Sound Health Care System, 2. University of Washington School of Medicine
- (PS11-B42) **Prospective Associations Between OCD Symptoms, Trauma Types, and PTSD Symptom Severity: Findings from a Multi-year Longitudinal Study**
Carter E. Bedford, M.S., Mia Mantei, Kenna R. Ebert, B.A., Brad B. Schmidt, Ph.D., Florida State University
- (PS11-B43) **Sleep Quality Mediates the Relationship Between Anxiety Sensitivity and PTSD Symptom Severity in a Trauma Exposed Sample**
Marissa Yetter, M.A., Taryn Fitzgerald, M.A., Steven E. Bruce, Ph.D., University of Missouri-St. Louis

- (PS11-B44) **Childhood Maltreatment Is Associated with Low Self-care in Adulthood**
Rachel Hawk, M.S., Terri Weaver, Ph.D., Saint Louis University
- (PS11-B45) **Examining the Relationship Between Childhood Traumatic Events and Adult Mental Health Concerns Among Female Entertainment Workers in Cambodia**
Marissa Yetter, M.A.¹, Jillian B. Heymann, M.A.¹, Steven E. Bruce, Ph.D.¹, Julie Mannarino, Other², Adam Carrico, Ph.D.³, Robert H. Paul, Ph.D.¹, Nil Ean, Ph.D.⁴, 1. University of Missouri-St. Louis, 2. Missouri Institute of Mental Health, 3. University of Miami, 4. Royal University of Phnom Penh
- (PS11-B46) **Tell Me About Combat-related PTSD! Comparing Chatgpt Output About Combat-related PTSD to the ABCT Fact Sheet on Military PTSD**
Sean A. Lauderdale, Ph.D.¹, Ray Daniel, M.S.², 1. University of Houston - Clear Lake, 2. Non-profit
- (PS11-B47) **Examining Posttraumatic Stress, Discriminatory Stress, and Alcohol Use Among Women**
Shelby McGrew, B.S., Savannah J. Woller, B.S., Morgan Phillips, B.S., Rheeda L. Walker, Ph.D., Anka A. Vujanovic, Ph.D., University of Houston
- (PS11-B48) **Differential Effects of Index Trauma on the Relation Between Drinking Motives and Problematic Alcohol Use**
Kurtis Silvernale, Robert A. Kaya, B.S.¹, Shira Kern, Ph.D.², Layla M. Elmi, M.S.¹, Joshua D. Clapp, Ph.D.¹, 1. University of Wyoming, 2. US Department of Veterans Affairs
- (PS11-B49) **Post-traumatic Stress, Cognitive Fusion, and Intolerance of Uncertainty as Predictors of Post-traumatic Growth from the COVID-19 Pandemic: A Longitudinal Examination**
Leeann B. Short, B.S., Rong Xia, M.A., William H. O'Brien, ABPP, Ph.D., Bowling Green State University
- (PS11-B50) **Psychiatric Symptom Contributions to Goal-directed Behavior Among Veterans With Comorbid Posttraumatic Stress Disorder and Severe Mental Illness**
Alyssa Zampogna, B.S.¹, Katherine R. Braund, B.A.¹, Zachary A. Babb, B.S.¹, Wilson J. Brown, Ph.D.¹, Anouk Grubaugh, Ph.D.², 1. Penn State Erie, The Behrend College, 2. Medical University of South Carolina

11C: Trauma and Stressor Related Disorders and Disasters

- (PS11-C51) **The Protective Role of Redemption Among Women with Adverse Childhood Experiences**
Destiny M. B. Printz Pereira, M.S., Ana Luisa B. Dau, M.S., Stephanie Milan, Ph.D., University of Connecticut
- (PS11-C52) **Trauma Exposure and PTSD Symptom Expression Among Asian and Latin Immigrants**
Hetvi Desai, M.A., Shwetha Gottumukkala, M.A., Zachary A. Babb, B.S., Wilson J. Brown, Ph.D., Penn State Erie, The Behrend College
- (PS11-C53) **Parent Baseline PTSD Severity and Improvements in Emotion Regulation Independently Predicted Family Functioning: A Study of a Program for Parents Whose Children Engaged in Self-harm/suicide Attempt**
Yasaman Salom, B.A.¹, Margaret Burke, B.S.², Erin Walenta¹, Josephine S. Au, Ph.D.¹, Cynthia Kaplan, Ph.D.³, Luciana G. Payne, Ph.D.¹, Alan E. Fruzzetti, Ph.D.⁴, 1. Harvard Medical School, 2. Massachusetts General Hospital, 3. McLean Hospital, 4. McLean Hospital & Harvard Medical School
- (PS11-C54) **Stress-buffering Model of Social Support on Substance Use Severity in a Sample of Cambodian Female Entertainment Workers**
Jillian B. Heymann, M.A.¹, Marissa Yetter, M.A.¹, Steven E. Bruce, Ph.D.¹, Julie Mannarino, Other², Adam Carrico, Ph.D.³, Robert H. Paul, Ph.D.¹, Nil Ean, Ph.D.⁴, 1. University of Missouri-St. Louis, 2. Missouri Institute of Mental Health, 3. University of Miami, 4. Royal University of Phnom Penh
- (PS11-C55) **Effective and Enduring: Prolonged Exposure Therapy for PTSD in Bipolar Populations**
Antonietta Alvarez Hernandez, B.A., Sae Chitale, B.A., Noah Stancroff, B.S., Deng Yunfeng, B.A., Jayati Bist, M.A., Caylin M. Faria, B.S., Hadi R. Kobaissi, B.S., Louisa Sylvia, Ph.D., Andrew Nierenberg, M.D., Christina Temes, Ph.D., Douglas Katz, Ph.D., Massachusetts General Hospital
- (PS11-C56) **Associations Between Treatment Outcomes and Client Satisfaction with Couple-based PTSD Treatments**
Tamara Wachsmann, B.A.¹, Katerine Rashkovsky, B.S.¹, Kayla Knopp, Ph.D.², Janina Schnitzer, B.A.¹, Chandra Estelle Khalifian, Ph.D.¹, Leslie Morland, Psy.D.³, 1. VA San Diego Healthcare System, 2. VA San Diego Healthcare System; University of California San Diego, 3. VA San Diego Healthcare System/University of California, San Diego

- (PS11-C57) **Emotion Dysregulations Influence on PTSD Symptoms and Social Competency**
Abigail S. Martin, Tram H. Nguyen, M.S., Cliff McKinney, Ph.D., Mississippi State University
- (PS11-C58) **The Hidden Toll of Lived Experience: Exploring Secondary Traumatic Stress Among Peer Support Workers for Individuals with Substance Use Disorder**
Eleanor Wu, M.A., Wendy Chu, M.A., Elizabeth Bodalski, M.A., Sarah Grace Frary, M.A., Sarah Miller, M.A., Magdalena Moskal, M.A., Sayward Harrison, Ph.D., University of South Carolina
- (PS11-C59) **Social and Systemic Factors Related to Posttraumatic Stress Disorder Severity: Loneliness and Discrimination Predict PTSD in Women Exposed to Interpersonal Trauma**
Rebecca L. Nguyen, B.S., Bonnie Woodward, B.S., Emma Archibald, B.S., B.A., Molly R. Franz, Ph.D., University of Maryland Baltimore County
- (PS11-C60) **Post-traumatic Stress Disorder and the Role of Life Stressors on Physical Health**
Roze Dormellas, Ethan Hayes, B.A., Ashlyn Suchand, B.S., Michael J. McDermott, Ph.D., University of Louisiana at Lafayette
- (PS11-C61) **Examining Client Treatment Preferences and Satisfaction During Transdiagnostic Treatment for PTSD and Depression Delivered via Telehealth**
Kathy Shekhtman, M.A.¹, Alice E. Coyne, Ph.D.¹, Jenna Bagley, M.A.¹, Sarah B. Rutter, M.A.¹, Adele M. Hayes, Ph.D.², Lori A. Zoellner, Ph.D.³, Norah C. Feeny, Ph.D.¹, 1. Case Western Reserve University, 2. University of Delaware, 3. University of Washington, Seattle
- (PS11-C62) **Does Believing in Others Help Yourself: How Light Triad Personality Traits Moderate the Relationship Between Traumatic Experiences and the Development of PTS Symptoms**
Marisa S. Berner, M.A.¹, Melanie D. Hetzel-Riggin, Ph.D.², 1. The Pennsylvania State University, 2. Penn State Erie, The Behrend College
- (PS11-C63) **PTSD Symptom Clusters Are Differentially Related to Drinking Motives in a Diverse Community Sample of Frequent Drinkers**
Lucia M. Fetkenhour, B.A.¹, Jennifer P. Read, Ph.D.¹, Michelle J. Zaso, Ph.D.¹, Tracy Simpson, Ph.D.², Tammy Chung, Ph.D.³, Craig Colder, Ph.D.¹, 1. The State University of New York at Buffalo, 2. University of Washington, Seattle, 3. Rutgers, The State University of New Jersey
- (PS11-C64) **Trajectories of Alcohol Use Following Sexual Assault: A Secondary Analysis of Daily Data from a Clinical Trial**
Jenna Mohr, B.S.¹, Elizabeth Lehinger, Ph.D.², Emily R. Dworkin, Ph.D.¹, 1. University of Washington School of Medicine, 2. University of Washington, Seattle

- (PS11-C65) **Que Creo, Creo: The Role of Latino Cultural Construct Beliefs and Acculturation and the Development of Post-traumatic Psychological Symptomatology in a Sample of Victimized Latino College Students**
Yaritzta V. Cadena, B.A., Moses Fernandez, B.A., Arianna Alvarado, B.A., Tomas Villagran, Desi Vasquez, Ph.D., Elizabeth Terrazas-Carillo, Ph.D., Ediza Garcia, Psy.D., Texas A & M International University
- (PS11-C66) **The Relation Between Baseline Anger and Treatment Outcomes in Trauma-Focused Cognitive-Behavioral Therapy**
Nicole Milani, M.A., Elissa J. Brown, Ph.D., William F. Chaplin, Ph.D., Raymond DiGiuseppe, ABPP, Ph.D., St. John's University
- (PS11-C67) **Rtms Augmentation of Intensive Outpatient Prolonged Exposure for Difficult-to-treat PTSD: Initial Outcomes, Acceptability, and Feasibility in a Clinical Pilot Study**
Carly Yasinski, Ph.D.¹, William McDonald, M.D.¹, Gregory Job, Other¹, Sheila A.M. Rauch, ABPP, Ph.D.², Barbara O. Rothbaum, ABPP, Ph.D.¹, Jessica L. Maples-Keller, Ph.D.¹, 1. Emory University School of Medicine, 2. Emory University School of Medicine & Atlanta VAHCS
- (PS11-C68) **Are Baseline Depression and Posttraumatic Stress Disorder Symptoms Associated With the Length of Trauma-focused Cognitive-behavioral Therapy?**
Alyssa Williamson, B.A.¹, Tohar Scheininger, M.A.², Elissa J. Brown, Ph.D.¹, 1. St. John's University, 2. Child HELP Partnership at St. John's University
- (PS11-C69) **Posttraumatic Stress Disorder Massed Treatment Program Outcomes Among Veterans With a History of Childhood Trauma**
Sarah Russin, Ph.D.¹, Brittani E. Lamoureux, Ph.D.¹, Heather Flores, Psy.D.¹, Vanessa Facemire, Ph.D.², Molly Duchon, LICSW², Cynthia Yamokoski, Ph.D.³, 1. US Department of Veterans Affairs, 2. VA Northeast Ohio Healthcare System, 3. VA National Center for PTSD, Geisel School of Medicine at Dartmouth
- (PS11-C70) **The Impact of Study Characteristics on Post-treatment Outcomes in Randomized Clinical Trials of Psychotherapies for Post-traumatic Stress Disorder**
Erica Weitz, Ph.D.¹, Jack R. Keefe, Ph.D.², 1. University of Pennsylvania, 2. Albert Einstein College of Medicine
- (PS11-C71) **Quality of Life: Testing the Stress-buffering Model of Social Support in a Sample of Cambodian Female Entertainment Workers**
Jillian B. Heymann, M.A.¹, Marissa Yetter, M.A.¹, Steven E. Bruce, Ph.D.¹, Julie Mannarino, Other², Adam Carrico, Ph.D.³, Robert H. Paul, Ph.D.¹, Nil Ean, Ph.D.⁴, 1. University of Missouri-St. Louis, 2. Missouri Institute of Mental Health, 3. University of Miami, 4. Royal University of Phnom Penh
- (PS11-C72) **Experiential Avoidance Prospectively Predicted Heightened Traumatic Stress and Somatization Symptoms: The Moderating Effects of Mindfulness**
Sam Chung Xiann Lim, B.S., Emily A. Mueller, M.A., William H. O'Brien, ABPP, Ph.D., Bowling Green State University
- (PS11-C73) **Evaluation of TF-CBT Web 2.0 and CPT Web 2.0**
Austen McGuire, M.A., Daniel W. Smith, Ph.D., Medical University of South Carolina

(PS11-C74) Examining Between- and Within-session Extinction as Treatment**Mechanisms of Prolonged Exposure**

Gabrielle M. Gauthier, M.S.¹, Norah C. Feeny, Ph.D.², Lori A. Zoellner, Ph.D.¹, 1. University of Washington, Seattle, 2. Case Western Reserve University

(PS11-C75) The Role of Self-compassion and Social Support in Posttraumatic Growth

Julia Sager, M.A., Rachel Wamser-Nanney, Ph.D., University of Missouri

(PS11-D76) Managing Clinical Supervision Dilemmas: A Mixed Methods Vignette Study

Stephanie L. Haft, M.A.¹, Catherine Callaway, M.A.², Nancy H. Liu, Ph.D.², 1. University of California San Francisco Zuckerberg San Francisco General Hospital, 2. University of California at Berkeley

4:00 PM – 5:00 PM

Regency Ballroom, Level 7

Poster Session 12**12A: Treatment - CBT**

Key Words: CBT, Adherence, Eating

(PS12-A1) Adherence to CBT Among Providers Treating Eating Disorders: The Impact of Training and Attitudes Towards Evidence Based Practice

Emalee Kiser, M.A., John Cromb, B.S., Tiffany Russell, Ph.D., Chelsea Ratcliff, Ph.D., Sam Houston State University

(PS12-A2) Reduction of Fibromyalgia Severity with a Digital Acceptance and Commitment Therapy

Yifei Dai, Ph.D.¹, Nicolette Vega, B.A.¹, Zunera Ghalib, B.S.¹, Kristen Guthrie, B.S.¹, Allison C. Kraus, M.A.¹, Michael Gendreau, M.D., Ph.D.², Michael Rosenbluth, Ph.D.¹, Juan Luciano, Ph.D.³, Lance McCracken, Ph.D.⁴, Andrea Chadwick, M.D.⁵, Brian Keefe, M.D.¹, 1. Swing Therapeutics, Inc., 2. Gendreau Consulting LLC, 3. Universitat Autònoma de Barcelona, 4. Uppsala University, 5. University of Kansas

(PS12-A3) Effectiveness of a Digital Acceptance and Commitment Therapy on Fatigue and Sleep Quality in Fibromyalgia: An Appraisal of Clinical Studies

Yifei Dai, Ph.D.¹, Michael Rosenbluth, Ph.D.¹, Michael Gendreau, M.D., Ph.D.², Lance McCracken, Ph.D.³, Juan Luciano, Ph.D.⁴, Andrea Chadwick, M.D.⁵, Brian Keefe, M.D.¹, 1. Swing Therapeutics, Inc., 2. Gendreau Consulting LLC, 3. Uppsala University, 4. Universitat Autònoma de Barcelona, 5. University of Kansas

- (PS12-A4) Therapist and Client Ratings of Progress on Targeted Mechanisms During Emotion Regulation Therapy**
Abigail Szkutak, B.A.¹, Olivia Lawrence, B.A.¹, Michal E. Clayton, M.A.¹, Richard G. Heimberg, Ph.D.², David M. Fresco, Ph.D.³, Douglas S. Mennin, Ph.D.¹, 1. Teachers College, Columbia University, 2. Temple University, 3. University of Michigan
- (PS12-A5) Positive and Negative Affect Changes in DBT-A Treatment Sessions in Adolescents With Borderline Symptomatology**
Hannah Krall, B.A., Qingqing Yin, M.S., Kaileigh Conti, M.A., Shireen L. Rizvi, ABPP, Ph.D., Rutgers, The State University of New Jersey
- (PS12-A6) Assessing Attitudes and Predictive Factors Toward Peer-supported Mental Health Interventions in the Metaverse**
Francisco N. Ramos, B.A., Iony D. Ezawa, Ph.D., University of Southern California
- (PS12-A7) Symptom Distress and Psychosocial Functioning Improve Bidirectionally During Cognitive Behavioral Therapy for Anxiety Disorders**
Kayla Lord, Ph.D., David F. Tolin, ABPP, Ph.D., Anxiety Disorders Center, The Institute of Living
- (PS12-A8) Changes in Youth Posttraumatic Stress Symptoms Structure After Completing Trauma Focused Cognitive Behavior Therapy: A Network Approach**
Qiyue Cai, M.A., Bingyu Xu, B.A., M.A., Sydni A. J. Basha, M.A., Abigail Gewirtz, Ph.D., Arizona State University
- (PS12-A9) Reducing the Burden of Disease: A Cognitive Behavioral Treatment Program for Long COVID**
Barbara K. Bruce, Ph.D.¹, Bala Munipalli, M.D.¹, Allison R. Baird, LCSW², Cristin S. Dobrowolski, LCSW¹, Ashley Smith³, Madeleine E. Allman, M.P.H., M.A.⁴, 1. Mayo Clinic, 2. Mayo Clinic Florida, 3. University of North Florida, 4. University of Houston
- (PS12-A10) Identifying Strengths in CBT Skills for Treatment Personalization: Comparing the Utility of Three Approaches**
Madeline L. Kushner, B.A., Douglas R. Terrell, M.S., Matthew W. Southward, Ph.D., Shannon Sauer-Zavala, Ph.D., University of Kentucky
- (PS12-A11) Does the Presence of Early Maladaptive Schema Impact Reduction of Symptoms of Anxiety and Depression During a Course of CBT**
Caroline E. Bucher, M.A., Sara N. Fernandes, M.A., Lydia J. Roberts, M.A., Zoe E. Stout, M.A., Suraj Bera, Ph.D., Ernie Goldberg, M.A., Michael Moerdler-Green, M.A., Rowan Gouda, B.S., William C. Sanderson, Ph.D., Hofstra University
- (PS12-A12) The Therapeutic Alliance and Symptom Change in Behavioral Activation Therapy for Anhedonic Adolescents: Comparing Within vs. Between Patient Effects**
Nigel Jaffe, B.A.¹, Kristina Pidvirny, B.A.¹, Anna O. Tierney, B.A.¹, Laura Murray, Ph.D.¹, Emma Balkind, B.S.², Christian A. Webb, Ph.D.¹, 1. McLean Hospital/ Harvard Medical School, 2. Suffolk University
- (PS12-A13) The Role of Positive Affect in CBT Skills Training**
Daniel S. Brunette, M.S., Graham C. Bartels, M.S., Daniel R. Strunk, Ph.D., Jennifer S. Cheavens, Ph.D., The Ohio State University

- (PS12-A14) The Effect of Skills Group Attendance on Patient Outcomes in DBT**
Dexter J. Chia, Psy.D.¹, Caitlin Hibbs, B.S.¹, Robert M. Montgomery, M.A.², Alexandra M. King, Ph.D.³, Lynn M. McFarr, Ph.D.¹, 1. CBT California, 2. Woebot Health, 3. CBT/DBT California
- (PS12-A15) Decentering: A Transtheoretical Mechanism for Treatment in CBT**
Robert A. Kaya, B.S., Joshua D. Clapp, Ph.D., University of Wyoming
- (PS12-A16) Response to Negative Affect Treatment and Positive Affect Treatment Is Moderated by Extraversion and Neuroticism Personality Traits**
Umiemah Farrukh, Other¹, Nora Barnes-Horowitz, M.A.¹, Alicia Esperanza Meuret, Ph.D.², Thomas Ritz, Ph.D.², David I. Rosenfield, Ph.D.², Michelle G. Craske, B.A., M.A., Ph.D.¹, 1. University of California Los Angeles, 2. Southern Methodist University
- (PS12-A17) Is Psychotherapy Keeping Up? Marginalized Identity Reporting in Cognitive Behavioral Therapy Randomized Control Trials: A Systematic Review**
Jazmine A. Mauricio, M.S., Cal Lutheran University
- (PS12-A18) A Pilot Evaluation of the Therapy Assessment of Skills Competency (TASC):**
Mark Terjesen, Ph.D.¹, Michelle Kirkland, Psy.D.², Madalina Yellico, M.S., Ph.D.², 1. St. John's University, 2. North Coast Psychological Services
- (PS12-A20) Cognitive Behavioural Therapy versus Psychoeducation for Perinatal Anxiety: Preliminary Pre-post and Follow-up Outcomes from a Randomized Controlled Trial**
Sheryl M. Green, Ph.D., Briar E. Inness, B.A., Melissa Furtado, M.S., Emily Barrett, B.A., Emma Stallwood, B.A., Benicio N. Frey, M.D., Ph.D., David L. Streiner, Ph.D., Randi E. McCabe, Ph.D., McMaster University
- (PS12-A21) Utility of the Clinician/patient Global Impressions Scales in the Context of Measurement Based Care**
Adam J. Raines, B.A., M.S., Hayoung Ko, M.A., M.S., Sydney B. Jones, B.S., Matthew B. Silva, B.S., Lee Cooper, Ph.D., Virginia Polytechnic Institute and State University
- (PS12-A22) Exploring Treatment Trajectories in Adult Clients With Depressive and Anxiety Disorders: A Hierarchical Linear Modeling Approach Examining Clinical and Demographic Factors**
Hayoung Ko, M.A., M.S., Jaehyun Shin, M.A., M.Ed., Lee Cooper, Ph.D., Virginia Polytechnic Institute and State University
- (PS12-A23) Changes in Multidimensional Experiential Avoidance and Depression Symptoms During Treatment with a Digital Version of the Unified Protocol**
Audrey J. Hey, M.A.¹, Daniella Spencer-Laitt, M.A.², Todd J. Farchione, Ph.D.², 1. Boston University, 2. Boston University Center for Anxiety and Related Disorders
- (PS12-A24) Implementing a Publicly-funded Cognitive Behavioral Therapy Model in a Diverse Region During a Global Pandemic: Ways to Increase Joy of Delivering CBT Amidst Implementation Challenges**
Nancy Bahl, Ph.D.¹, Naomi Ennis, Ph.D.², Noor Sharif, Ph.D.², Angel Ali, B.S.², Luciana Rodrigues, M.S.², Terri Cook, B.S.², 1. CarePoint Health Mississauga, 2. Carepoint Health

- (PS12-A25) **Assessing Patient Perceptions of a Short-term, Personality-based Treatment for Borderline Personality Disorder**
Nicole Stumpp, M.S., Matthew W. Southward, Ph.D., Shannon Sauer-Zavala, Ph.D., University of Kentucky

Poster Session 12

12B: Treatment – CBT; Treatment - Interpersonal Therapies; Treatment - Mindfulness & Acceptance; Treatment - Other

- (PS12-B26) **The Role of Parent-child Agreement on Mental Health Symptoms in a Transdiagnostic Treatment for Common Mental Health Problems**
Emma H. Palermo, B.A.¹, Joshua S. Steinberg, B.A.², John R. Weisz, ABPP, Ph.D.², 1. Massachusetts General Hospital, 2. Harvard University
- (PS12-B27) **Outcomes from a Community Implementation of a Virtual UP-C Group: Parental Self-efficacy**
Allison S. Nahmias, Ph.D., Adria Gerber, Psy.D., Stony Brook University School of Medicine
- (PS12-B28) **Understanding Couples' Experiences of the Impact of BPD Symptoms on Communication and Relationship Functioning: A Thematic Analysis**
Ruth Vanstone, M.A., Sonya Varma, M.A., Elizabeth A. Earle, B.A., Talia Tissera, B.S., Skye Fitzpatrick, Ph.D., York University
- (PS12-B29) **Addressing Clinical Needs of Patients with Fibromyalgia Using Digital Acceptance and Commitment Therapy**
Yifei Dai, Ph.D.¹, Zunera Ghalib, B.S.¹, Allison C. Kraus, M.A.¹, Nicolette Vega, B.A.¹, Michael Gendreau, M.D., Ph.D.², Michael Rosenbluth, Ph.D.¹, Lance McCracken, Ph.D.³, Juan Luciano, Ph.D.⁴, Brian Keefe, M.D.¹, Andrea Chadwick, M.D.⁵, 1. Swing Therapeutics, Inc. 2. Gendreau Consulting LLC, 3. Uppsala University, 4. Universitat Autònoma de Barcelona, 5. University of Kansas
- (PS12-B30) **Feasibility and Acceptability of Modified MBSR for Health Care Workers Experiencing Stress During the COVID-19 Pandemic**
Virginia K. A Mutch, Ph.D., Janna Gordon-Elliott, M.D., Katarzyna Wyka, Ph.D., Susan Evans, Ph.D., Weill Cornell Medicine
- (PS12-B31) **Exploring Predictors of Mindfulness Uptake Among English- and Spanish-speaking Parents of Children With Developmental Delays Following Mindfulness-based Stress Reduction**
Laurel R. Benjamin, B.S.¹, Melissa Miranda, B.A.², Laura Lee McIntyre, Ph.D.³, Cameron Neece, Ph.D.², 1. University of California San Diego, 2. Loma Linda University, 3. University of Oregon

- (PS12-B32) **Mindfulness as a Direct Predictor of Quality of Life in Behavioral Weight Loss Interventions**
Jasmine H. Sun, B.A., Evan Forman, Ph.D., Drexel University
- (PS12-B33) **Live Online Mindfulness Based Stress Reduction Intervention for Community Health Workers: Stress-related Outcomes**
Diana G. Marin, M.A., Dina Bashoura, M.A., Chris Blank, M.A., Maya M. Boustani, Ph.D., Loma Linda University
- (PS12-B34) **Using Digital Tools to Enhance Group Therapy in PCMH: A Trial of the VA CALM Mindfulness Group Augmented by Mindfulness Coach**
Ramya Home, B.A.¹, Jacob Gustavson, B.A.², Mauli Shah, Ph.D.³, 1. American University, 2. American University & DC VAMC, 3. Washington DC VA Medical Center
- (PS12-B35) **The Effects of Remote Acceptance and Commitment Therapy on Parent and Child Behavior**
Sadaf Khawar, M.A., Other¹, Chana Tilson, Ph.D.², 1. Montclair State University/Kennedy Krieger Institute/Johns Hopkins University, 2. Helping Hands ABA, P.C.
- (PS12-B36) **Virtual Administration of Group Acceptance and Commitment Therapy (ACT) for Youth with Chronic Illness**
Valerie S. Sommer, B.S., Danielle Berman, M.S., Jada Newkirk, B.A., Nicole E. Mahrer, Ph.D., University of La Verne
- (PS12-B37) **The Effect of Values Awareness Training on Autonomous and Controlled Motivation for Weight Control**
Jasmine Sun, B.A., Hannah Dart, B.S., B.A., M.S., Drexel University
- (PS12-B38) **Latent Classes of Symptom Trajectories During Partial Hospitalization for Major Depressive Disorder and Generalized Anxiety Disorder**
Doug Terrill, M.S.¹, Troy Hubert, M.S.¹, Mark Zimmerman, M.D.², 1. University of Kentucky, 2. Alpert Medical School of Brown University
- (PS12-B39) **Adapting DBT Delivery for Individuals in an Acute Psychiatric Inpatient Setting**
Kelley Bloomer, M.A.¹, Connor Adams, Psy.D.², Samantha Jo Kirshon, M.S., MSW¹, 1. PGSP-Stanford PSY. D. Consortium, 2. Stanford School of Medicine
- (PS12-B40) **The Role of Inpatient Psychologists in an Integrated Multidisciplinary Setting**
Flora Ma, Ph.D.¹, Connor Adams, Psy.D.², Zeynep Sen, Psy.D.¹, 1. Stanford University, 2. Stanford School of Medicine
- (PS12-B41) **Mood Lifters for Self-reported Bipolar Disorder: A Pilot Trial**
Elena L. Pokowitz, M.S.¹, Neema Prakash, B.S., M.S.², Cecilia Votta, Ph.D.³, Patricia J. Deldin, Ph.D.¹, 1. University of Michigan, Ann Arbor, 2. University of Michigan, 3. Color Health

- (PS12-B42) **Psychiatric and Racial-ethnic Predictors of Incident and Long-term Benzodiazepine Use: A National Study of Commercial Health Care Claims**
Marianne Chirica, M.S.¹, Sydney M. Adams, B.S.², Patrick Quinn, Ph.D.¹, Richard Meraz, M.S.², Martin Rickert, Ph.D.², Anna Sidorchuk, M.D., Ph.D.³, Kurt Kroenke, M.D.¹, Brian D'Onofrio, Ph.D.¹, 1. Indiana University, 2. Indiana University Bloomington, 3. Karolinska Institutet
- (PS12-B44) **Gender Differences in Psychological Outcomes Following Surf versus Hike Therapy Among U.S. Service Members**
Lisa H. Glassman, Ph.D.¹, Nicholas P. Otis, B.A.¹, Kim Kobayashi Elliott, B.S., Other², Betty Michalewicz-Kragh, M.S.², Kristen H. Walter, Ph.D.¹, 1. Naval Health Research Center, 2. Naval Medical Center San Diego
- (PS12-B45) **The Road to Skill Use: Do Baseline Measurements Predict the Use of DBT Skills During Treatment?**
Ally M. Heiland, B.A., H. Dorian Hatch, B.S., Jennifer S. Cheavens, Ph.D., The Ohio State University
- (PS12-B46) **Exploring the Relationship Between Diary Card Completion and Symptom Reduction in Outpatient DBT**
Courtney E. Maliakkal, M.A.¹, Lily Sakhan, M.A.², Cassandra R. Lloyd, M.S.³, Sydney L. Lopez, B.A.⁴, Tonia de Barros Barreto Morton, B.A.⁵, Alexandra M. King, Ph.D.⁶, Lynn M. McFarr, Ph.D.³, Robert M. Montgomery, M.A.⁷, 1. Azusa Pacific University, 2. American Psychological Association, 3. CBT California, 4. California State University, San Marcos, 5. University of California Los Angeles, 6. CBT/DBT California, 7. Woebot Health
- (PS12-B47) **Clinical Adaptations of Cognitive Therapy, Cognitive Behavioral Therapy, and Rational Emotive Behavior Therapy as a Result of Culture and Language**
Rebecca Wade, Psy.D., Mark Terjesen, Ph.D., Sarah K. Cehelyk, B.A., St John's University
- (PS12-B48) **Preliminary Evidence for an Online Group Therapy for Reducing Internalized Stigma in Early Psychosis**
Lindsay E. Simourd, B.S.¹, Olivia Simioni, B.A.¹, Christopher Foster¹, Colleen Murphy, Ph.D.², Michael Best, Ph.D.³, Jeremy G. Stewart, Ph.D.¹, Christopher Bowie, Ph.D.¹, 1. Queen's University, 2. University of Manitoba, 3. University of Toronto Scarborough
- (PS12-B49) **What Do Clients Think About Amplifying Positivity? A Qualitative Analysis of Client Perceptions Following a Behavioral Positive Affect Intervention for Anxiety and Depression**
Margaret K. Satchwell, B.S.¹, Samantha N. Hoffman, M.S.², Madeleine Rassaby, B.A.², Thomas J. Bowers, B.A.¹, Charles Taylor, Ph.D.¹, 1. University of California, San Diego, 2. San Diego State University/University of California San Diego Joint Doctoral Program in Clinical Psychology

Poster Session 12

12C: Treatment – Other; Violence/Aggression

(PS12-C50) Graduate School & Mental Health: Blunting the Emotional Toll of a Postgraduate Education

*Neema Prakash, B.S., M.S.*¹, *Patricia J. Deldin, Ph.D.*², *Cecilia Votta, Ph.D.*³, *Elena L. Pokowitz, M.S.*², 1. University of Michigan, 2. University of Michigan, Ann Arbor, 3. Color Health

(PS12-C51) Behavioral Activation as a Potential Treatment Mechanism of Improvement in Depression and Anxiety Among Users of a Digital Mental Health App

*Teresa Walker, M.A.*¹, *Patrick Raue, Ph.D.*², *Brenna N. Renn, Ph.D.*¹, 1. University of Nevada, Las Vegas, 2. University of Washington, Seattle

(PS12-C52) Effectiveness of Body-image Based Interventions in Chronic Pain for Reducing Pain, Interference and Emotional Distress: A Systematic Review

*Victor Navarro Moreno, M.S.*¹, *Ángel Zamora Martínez, M.S.*², *Valentina Saccone, M.S.*³, *Giulia Parola, M.S.*⁴, *Reneta Slavkova, B.S.*³, *Rocio Herrero, Ph.D.*⁵, *Marta Miragall, Ph.D.*⁶, *Rosa M. M. Baños, Ph.D.*⁶, 1. Universidad de Valencia - Labpsitec - Polibienestar, 2. Universidad de Valencia, 3. Facultad de Psicología de la Universidad de Valencia, 4. Instituto Polibienestar, University of Valencia, Spain, 5. Department of Psychology and Sociology, University of Zaragoza, Teruel, Spain; CIBEROBn Physiopathology of Obesity and Nutrition, Instituto de Salud Carlos III, Madrid, Spain, 6. Departamento de Personalidad, Evaluación y Tratamientos Psicológicos. Facultad de Psicología. Universitat de València

(PS12-C53) Educational Materials and Image Induction Increase Treatment Credibility

Fiona Low, M.A., Mitchell S. Earleywine, Ph.D., University at Albany, State University of New York

(PS12-C54) Psychedelic Experiences After Bereavement Improve Symptoms of Grief: The Influence of Emotional Breakthroughs and Challenging Experiences

Fiona Low, M.A., Mitchell S. Earleywine, Ph.D., University at Albany, State University of New York

(PS12-C55) Internalizing Problems in Residential Treatment Programs for Youth and Young Adults: A Meta-analysis of Treatment Effectiveness

Temala M. Baker, B.S., Samantha Johnston, M.S., Robert Rieske, Ph.D., Idaho State University

- (PS12-C56) **A Longitudinal Investigation of the Cumulative Impact of Recurrent Intimate Partner Violence Experiences on Emotion Dysregulation**
Lauren E. Simpson, B.A.¹, Shaina A. Kumar, M.A.¹, Alexandra N. Brockdorf, M.A.¹, Rebecca L. Brock, Ph.D.¹, Terri L. Messman, Ph.D.², Kim L. Gratz, Ph.D.³, David DiLillo, Ph.D.¹, 1. University of Nebraska-Lincoln, 2. Miami University, 3. University of Toledo
- (PS12-C57) **Minority Stress: The Risk of Sexual Coercion in Consensual Non-monogamous Relationships**
Kaitlin M. Brunett, M.A.¹, Quyen A. Do, Other¹, Shelby B. Scott, Ph.D.², 1. University of Texas at San Antonio, 2. The University of Texas at San Antonio
- (PS12-C58) **The Functional Impact of Violent Crime: Population Estimates in the National Crime Victimization Survey (NCVS)**
Joshua D. Clapp, Ph.D.¹, Ben Gilbert, Ph.D.², Philip M. Pendergast, Ph.D.³, Robert A. Kaya, B.S.¹, Alexandria F. Sowers, M.S.¹, 1. University of Wyoming, 2. Colorado School of Mines, 3. University of Colorado Boulder
- (PS12-C59) **Quality of Life and Social Support as Risk and Protective Factors for Aggression and Violence Among Prisoners**
Elizabeth A. Farizo, M.A.¹, Monique M. LeBlanc, Ph.D.², Corby K. Martin, Ph.D.³, 1. University of New Orleans, 2. Southeastern Louisiana University, 3. Pennington Biomedical
- (PS12-C60) **Understanding Potential Perpetrator Behavior: The Development of the Perceptual Evaluation of Rape Proclivity (PERP) Scale**
Riley N. Hoogerwerf, B.A., Matt Gray, Ph.D., University of Wyoming
- (PS12-C61) **Associations Between the Sexual and Negative Dating Inventory (SANDI) and Predictive Validity of Adverse Sexual Experiences in a Sample of Sexual and Gender Minorities**
Roselyn Peterson, Ph.D.¹, Robert Dvorak, Ph.D.², Ardhyss N. De Leon, M.S.², Samantha J. Klaver, M.S.², Angelina V. Leary, B.S., M.S.², 1. Brown University, 2. University of Central Florida
- (PS12-C62) **Service Engagement After Sexual Assault: The Role of Supportive Responses from Formal Service Providers**
Rebecca R. Suzuki, M.A., Anne DePrince, Ph.D., University of Denver
- (PS12-C63) **Correlates of Intimate Partner Violence Victimization and Perpetration Among Adolescents and Young Adults in Sub-saharan Africa: A Systematic Review**
Savannah L. Johnson, B.S., M.A.¹, Justin Rasmussen, M.A.¹, Mahgul Mansoor, M.S.², Hawo Ibrahim, B.S.¹, Wilter Rono, B.A.³, Pari Goel¹, Eve S. Puffer, Ph.D.¹, Megan Von Isenburg, Other⁴, João Vissoci, Ph.D.⁵, 1. Duke University, 2. Johns Hopkins University School of Public Health, 3. Moi Teaching and Referral Hospital, 4. Duke University Medical Center, 5. Duke University School of Medicine
- (PS12-C64) **Proximal Associations Between Cannabis Use and Cyber Intimate Partner Violence Among College Students**
Meagan J. Brem, Ph.D.¹, Allison Tobar-Santamaria, B.S.², Thomas J. Shaw, B.A.², Lindsay Mongan, B.A.², 1. Virginia Tech, 2. Virginia Polytechnic Institute and State University

- (PS12-C65) Current Status and Future Directions: University Programs to Prevent Intimate Partner Violence (IPV) Using Bystander Awareness**
*Susan L. Longley, Ph.D.*¹, *Danielle Martinez*², *Raven Gipson-Washington, B.A.*², *Bre'Anna L. Free, M.A.*³, *J. Gayle Beck, Ph.D.*³, 1. Texas A&M-Corpus Christi, 2. Texas A & M University, 3. The University of Memphis
- (PS12-C66) Sexual Victimization, Distress, and the Roles of Thought Accessibility and Emotional Avoidance**
*Patricia J. Long, Ph.D.*¹, *Benjamin W. Katz, M.S.*², 1. University of New England, 2. University of Wisconsin-Milwaukee
- (PS12-C67) Inhibitory Control and Lifetime Aggression: Links with Gray Matter Volume in Medial Orbital Frontal Cortex**
Wendy Huerta, B.A., Naomi Sadeh, Ph.D., University of Delaware
- (PS12-C68) Using Alcohol to Cope: Post-breakup Cyber Dating Abuse Perpetration in a Sexual Minority College Sample**
*Grace E. Schroeder, B.S.*¹, *Jennifer Langhinrichsen-Rohling, Ph.D.*², *Iris F. McMillan, M.A.*², 1. University of North Carolina, 2. University of North Carolina at Charlotte
- (PS12-C69) A Latent Profile Analysis of Post-trauma Outcomes in Help-seeking Intimate Partner Violence Survivors: Discrepancies in Self-report and Clinician-assessed Pathology**
*Mya E. Bowen, M.S.*¹, *Bre'Anna L. Free, M.A.*¹, *Elizabeth L. Griffith, M.S.*¹, *Matthew J. Woodward, Ph.D.*², *Rimsha Majeed, M.S.*¹, *Melissa Beyer, M.A.*², *J. Gayle G. Beck, Ph.D.*¹, 1. The University of Memphis, 2. Western Kentucky University
- (PS12-C70) Sexual Assault While Sleeping: Incidence, Context, and Directions for Sexual Assault Prevention Programs**
*Tara L. Cornelius, Ph.D.*¹, *Alexandra Monan, B.S.*¹, *Gregory L. Stuart, Ph.D.*², *Theresa Abbott, B.S.*¹, *Michelle Drouin, Ph.D.*³, *Alyssa M. Medenbilk, M.A.*², *Jacqueline Sullivan, M.A.*², *Evan J. Basting, M.A.*², *Sarah J. Lange*², *Mary C. Jensen, B.A.*², 1. Grand Valley State University, 2. University of Tennessee - Knoxville, 3. Purdue University
- (PS12-C71) Examination of Sexual Intent and Consent in Technology-mediated Sexual Communication: Content, Context, and Initiation Matter**
*Tara L. Cornelius, Ph.D.*¹, *Theresa Abbott, B.S.*¹, *Alexandra Monan, B.S.*¹, *Mary C. Jensen, B.A.*², *Sarah J. Lange*², *Evan J. Basting, M.A.*², *Jacqueline Sullivan, M.A.*², *Alyssa M. Medenbilk, M.A.*², *Gregory L. Stuart, Ph.D.*², 1. Grand Valley State University, 2. University of Tennessee - Knoxville
- (PS12-C72) Is Forgiveness a Key to Well-being and Relationship Health?**
Penny A. Leisring, Ph.D., Clorinda E. Velez, Ph.D., Quinnipiac University
- (PS12-C73) Mandatory Reporting: An Exploration of Student Perceptions of University Response to Sexual Violence**
Natalie Poole, B.A., Matt Gray, Ph.D., University of Wyoming
- (PS12-C74) Exploring the Role of Shame in the Quality of Life of Intimate Partner Survivors**
Melissa Beyer, M.A., Mya E. Bowen, M.S., Bre'Anna L. Free, M.A., Elizabeth L. Griffith, M.S., J. Gayle G. Beck, Ph.D., The University of Memphis

(PS12-C75) Variations in Perspectives of Intimate Partner Violence Between Survivors, Community Members, & First Responders
*Marisa S. Berner, M.A.*¹, *Levato Rametse, M.A.*², *Melanie D. Hetzel-Riggin, Ph.D.*², 1. The Pennsylvania State University, 2. Penn State Erie, The Behrend College

Poster Session 12

12D: Violence/Aggression

- (PS12-D76) Exploring the Structure of Impelling Risk Factors for Sexual Assault: Integration of Normal & Pathological Personality
Daniel W. Oesterle, M.S., Christopher I. Eckhardt, Ph.D., Donald Lynam, Ph.D., Laura Schwab-Reese, Ph.D., Purdue University
- (PS12-D77) I'm the Problem, It's Me: Emotional Awareness Reduces the Link Between Externalizing Blame and Sexual Aggression Among Men Experiencing Gender-role Stress
Olivia Westemeier, B.S., Kevin M. Swartout, Ph.D., Georgia State University
- (PS12-D78) Respiratory Sinus Arrhythmia: Risk or Protective Factor in the Association Between Fear of Intimacy, Alcohol Intoxication, and Sexual Aggression?
*Elizabeth C. Neilson, Ph.D.*¹, *Daniel W. M. Maitland, Ph.D.*², 1. Eastern Michigan University, 2. Bowling Green State University
- (PS12-D79) Reward Sensitivity, Mindfulness, and Emotion Regulation: A Preliminary Analysis Among Young Adults Displaying Antisocial Behaviors
Callie Mazurek, M.A., Tammy D. Barry, Ph.D., Washington State University
- (PS12-D80) Reward Sensitivity or Emotion Regulation: A Preliminary Analysis of Which Is More Important in the Association Between Mindfulness and Antisocial Behaviors
Callie Mazurek, M.A., Tammy D. Barry, Ph.D., Washington State University

Sunday, November 19, 2023

9:00 AM – 10:00 AM

Regency Ballroom, Level 7

Poster Session 13

13A: Vulnerable Populations; Weight Management; Women's Health; Workforce Development/Training Supervision

Key Words: *Underserved Populations, Risky Behaviors, Mental Health Disparities*

- (PS13-A1) **Correlates of Unmet Need for Modern Contraception Among Reproductive-aged Women Who Use Drugs Involved in New York City Criminal Legal Systems**
Randal Ramphal, LMSW¹, Chermaine Black, M.A.², Melissa N. Slavin, M.A., Ph.D.¹, 1. Fairleigh Dickinson University, 2. Columbia University School of Social Work
- (PS13-A2) **Clinical Levels of Depression Are Associated with Elevated Substance Use in a Sample of Black Pregnant Women**
Jocelyn Stanfield, B.A.¹, Anne Dunlop, M.P.H., M.D.², Dana Barr, Ph.D.¹, Elizabeth Corwin, Ph.D.³, Patricia Brennan, Ph.D.¹, 1. Emory University, 2. Emory University School of Medicine, 3. Columbia University
- (PS13-A3) **Breaking the Intergenerational Cycle: Considering the Lingering Impacts of Parental Incarceration**
Elizabeth A. Farizo, M.A.¹, Lauren Aaron, M.A., M.S.¹, Sarah R. Black, Ph.D.², 1. University of New Orleans, 2. Kent State University
- (PS13-A4) **Impact of Race and Sexual Orientation on Body Image and Attractiveness**
Hetvi Desai, M.A.¹, Marisa S. Berner, M.A.², Shwetha Gottumukkala, M.A.¹, Melanie D. Hetzel-Riggin, Ph.D.¹, 1. Penn State Erie, The Behrend College, 2. The Pennsylvania State University
- (PS13-A5) **Awaiting Bundles of Joy: Psychological Flexibility as a Moderator of the Association Between Couple Satisfaction and Quality of Life in Pregnant Women**
Emily L. Sauer, M.A., Sarah Kuper, M.A., Kristen Middleton, B.A., M.S., Jazz Moore, M.A., Jennifer Block-Lerner, Ph.D., Donald R. Marks, Psy.D., Kean University

- (PS13-A6) Association Between Mental Illness Stigma and Controllability of Everyday Mental States**
Alexander Millner, Ph.D.¹, Corey Cusimano, Ph.D.², Yael Millgram, Ph.D.³, Rebecca Fortgang, Ph.D.⁴, Kelly Zuromski, Ph.D.³, 1. Franciscan Children's Hospital, 2. Yale University, 3. Harvard University, 4. Center for Precision Psychiatry
- (PS13-A7) Associations Between Physical Symptoms, Social Connectedness, and Psychological Wellbeing in Individuals with Chronic Health Conditions**
Adriann V. Cotton, B.A.¹, Rebecca M. Wolfe, M.A.¹, Brianna L. Speakar¹, Thanh Le, Ph.D.², Will Spaulding, Ph.D.¹, 1. University of Nebraska-Lincoln 2. University of California Los Angeles
- (PS13-A8) Associations Between Physical Activity and Body Satisfaction Among Women Seeking Weight Loss**
Michael C. Onu, B.S.¹, Elizabeth Lampe, M.S.¹, Rebecca Crochiere, Ph.D.², Zhuoran Huang, B.A.¹, Emily K. Presseller, M.S.¹, Stephanie M. Manasse, Ph.D.¹, Evan Forman, Ph.D.¹, 1. Drexel University, 2. Williams College
- (PS13-A9) Investigating Reasons for Racial Disparities in Behavioral Weight-loss Treatment Outcomes**
Nikoo Karbassi, B.A., Zhuoran Huang, B.A., Christina Chwyl, M.S., Michael P. Berry, M.S., Jasmine Sun, B.A., Lauren Taylor, B.A., Evan Forman, Ph.D., Drexel University
- (PS13-A10) Portionsize: An App-based Method to Improve Adherence to Myplate Dietary Guidelines in Real Time**
Corby K. Martin, Ph.D.¹, Chloe Lozano, Ph.D.², Sanjoy Saha, Ph.D.³, Stephanie Broyles, Ph.D.¹, Hanim Diktas, Ph.D.¹, John W. Apolzan, B.A., M.S., Ph.D.¹, 1. Pennington Biomedical Research Center, 2. University of Hawaii at Manoa, 3. Louisiana State University
- (PS13-A11) Retail Food Environment Quality and Self-reported Food Purchasing Decisions of Women Living in Food Swamps**
Nicole A. Miller, B.A., Nicole T. Crane, M.S., Meghan L. Butryn, Ph.D., Erica M. LaFata, Ph.D., Drexel University
- (PS13-A12) Effect of a Novel Treatment Incorporating Exposure to Highly Craved Foods on Cravings Among Adults with Overweight and Obesity**
Ellen K. Pasquale, B.A., David Strong, Ph.D., D. Eastern Kang-Sim, Ph.D., Dawn M. Eichen, Ph.D., Kerri N. Boutelle, Ph.D., University of California San Diego
- (PS13-A13) Listening to Women and Pregnant and Postpartum People: Black Women's Perspectives and Experiences of Perinatal Mental Health and Substance Use Disorders**
Sara M. Witcraft, Ph.D., Annalisse Garcia, B.S., Angela D. Moreland, Ph.D., Constance Guille, M.D., Medical University of South Carolina
- (PS13-A14) Acceptability of a Remotely Delivered, Brief Acceptance and Commitment Therapy Group for Women Veterans with Chronic Pelvic Pain**
Nicte B. Donis, B.S.¹, Mackenzie Shanahan, Ph.D.², Mckenzie Lockett, M.A.², Joshua Hamer, Ph.D.³, Lilian Dindo, Ph.D.¹, Jeffrey Cully, Ph.D.², Derrecka Boykin, Ph.D.², 1. Baylor College of Medicine, 2. US Department of Veterans Affairs, 3. VA South Central MIRECC

- (PS13-A15) Post-traumatic Change and Resilience After Childhood Trauma: Impacts on Later Maternal Mental Health Over the Postpartum Period**
Jessica S. Armer, M.A.¹, Wonjung Oh, Ph.D.², Margaret T. Davis, B.A., M.A., Ph.D.³, Meriam Issa, MSW⁴, Minden B. Sexton, Ph.D.¹, Maria Muzik, M.D., M.S.⁴, 1. Ann Arbor Veterans Healthcare System, 2. Texas Tech University, 3. Yale University, 4. University of Michigan
- (PS13-A16) She Wears It How? Hair Texture Dissatisfaction Relates to Racism and Colorism in Black Women**
Tori A. Elliott, B.S., Denise M. Martz, Ph.D., Doris G. Bazzini, Ph.D., Shraddha Selani, M.A., Appalachian State University
- (PS13-A17) The Prospective Relation of Body Dissatisfaction to Health and Wellness Behaviors in Women Across the Lifespan**
Victoria B. Marshall, B.A.¹, Casey Straud, ABPP, Psy.D.², Savannah C. Hooper, B.A.³, Christina Verzijl, Ph.D.⁴, Carolyn B. Becker, Ph.D.⁵, Lisa S. Kilpela, Ph.D.⁶, 1. Arcadia University, 2. University of Texas Health San Antonio, 3. University of Louisville, 4. The University of Texas at Austin, 5. Trinity University, 6. University of Texas Health Science Center at San Antonio
- (PS13-A18) Food Insecurity, Major Experiences of Discrimination, and Psychosocial Distress During Pregnancy**
Christine C. Call, Ph.D., Zijing Zhang, M.S., Rachel P. K. Conlon, Ph.D., Sarah Niemi, B.A., Jennifer Grace, M.S., Gina Sweeny, M.S., Michele Levine, Ph.D., University of Pittsburgh
- (PS13-A19) Adversity and Postpartum Health Experiences: The Role of Race-related Discrimination**
Haley Ringenary, M.A., Jessilyn Froelich, M.S., Emily D. Gerstein, Ph.D., University of Missouri
- (PS13-A20) Training the Trainers on the Joy of Integrating Measurement Based Care into Clinical Supervision**
Kara Dastrup, M.S.¹, Corey Fagan, Ph.D.², Katherine T. Foster, Ph.D., Ph.D.³, 1. University of Washington, Seattle, 2. University of Washington - Departments of Psychology & Global Health
- (PS13-A21) The Beneficial Effects of Self-compassion and Values Affirmation for Canadian Workers Recalling a Stressful Work Situation**
Tyler Pacheco, B.S.¹, Nancy L. Kocovski, Ph.D.¹, Simon Coulombe, Ph.D.², 1. Wilfrid Laurier University, 2. Universit   Laval
- (PS13-A22) Pilot Consultation Model for Behavioral Activation Delivered by Gerontological Social Workers**
Amy E. Band, B.A.¹, Abigail J. Laine, M.A.², Ann M. Steffen, ABPP, Ph.D.¹, 1. University of Missouri, 2. University of Missouri, St. Louis
- (PS13-A23) Mental Illness Stigma Among Psychology Trainees**
Emily Turner, B.A.¹, Genevieve P. Nowicki, M.S.², Dafna Paltin, B.S.³, Wan Irisha Wan Isa, B.A., Other⁴, Megan McDaniel, B.A.⁵, Ene V. Ayegba, B.S.⁶, Kellyann Navare, B.A.⁷, Emily Treichler, Ph.D.⁸, 1. Bowling Green State University, 2. Northeastern University, 3. University of California San Diego, 4. N/A, 5. San Francisco Department of Public Health, 6. University of Hull, England, 7. University of Toledo, 8. VA San Diego MIRECC/University of California, San Diego

(PS13-A24) Feasibility and Acceptability of Telemedicine Workforce Retention for Substance Use Providers*Emily L. Staratt, M.S., Theresa Moyers, Ph.D., University of New Mexico***(PS13-A25) Emotional Labor in Mental Health Clinicians: A Systematic Review of Surface Acting, Deep Acting, and Wellbeing Symptoms***Anthony D. Joffe, Other¹, Maria Kangas, Ph.D.², Lauren F. McLellan, D. Phil.², Lorna Peters, Ph.D.¹, 1. Centre for Emotional Health, Macquarie University, 2. Macquarie University***Poster Session 13****13B: Prevention; Student Issues; Professional/ Interprofessional Issues; Program/Treatment Design; Workforce Development/Training Supervision****(PS13-B27) Remote Workforce Support for Early Intervention Providers During COVID-19***Michaela Sisitsky, M.S.¹, Stacy Frazier, Ph.D.¹, Frances Martinez, Ph.D.¹, Loreen Magariño, M.S.¹, Mary Hagan, M.S.¹, Enid A. Moreira, B.S.¹, Michelle Berkovits, Ph.D.², Daniel M. Bagner, ABPP, Ph.D.¹, 1. Florida International University, 2. University of Miami***(PS13-B28) Inducing Mood Through Music and Memories: Cultivating Joy Through Prevention of Depression***Olivia Sahlman, M.A.¹, Joy Shen, B.S.², Lata K. McGinn, Ph.D.³, 1. Yeshiva University -Ferkau Graduate School of Psychology, 2. Ferkau Graduate School of Psychology-Cognitive and Behavioral Consultants, 3. Yeshiva University/CBC***(PS13-B29) Parental Coping with Emotions as a Predictor of Help-seeking Behavior and Barriers to Accessing Psychotherapy in Adolescents Starting CBT***Simone Pfeiffer, Ph.D., Tina In-Albon, Ph.D., Clinical Child and Adolescent Psychology and Psychotherapy, RPTU Landau***(PS13-B30) Maternal E-cigarette Use on Postpartum Depression and Anxiety: A Growing Public Health Threat for Vulnerable Mothers***Eleanor B. Steffens, M.P.H., M.A.¹, Monica S. Treviño, M.A.², Emily D. Gerstein, Ph.D.², 1. University of Missouri- Saint Louis, 2. University of Missouri***(PS13-B31) Bidirectional Relations Between Psychological Functioning and Academic Outcomes Among College Students***Maya Hareli, M.A., Colleen S. Conley, Ph.D., Zoe Smith, Ph.D., Loyola University Chicago***(PS13-B32) Evidence-based Psychology Supervision in Inpatient Psychiatry Settings***Connor Adams, Psy.D.¹, Lauren Lucitt, M.S.², Samantha Jo Kirshon, M.S., MSW², 1. Stanford School of Medicine, 2. PGSP-Stanford PSY. D. Consortium*

- (PS13-B33) Perceived Parent-child Relationship Quality and Internalizing Behavior Among College Students: Moderation by Current Living Situation**
Arianna A. Delgadillo, B.S., Maddison K. Knott, B.S., Sara S. Jordan, Ph.D., Abigail M. Keenum, B.A., University of Southern Mississippi
- (PS13-B34) Exploring Graduate Student Mental Health and Service Utilization by Gender, Race, and Year in School**
Mikhila Wildey, Ph.D., Meghan E. Fox, Ph.D., Kelly Machnik, Other, Grand Valley State University
- (PS13-B35) Time-trajectories of Mental Health and Social Support in College Students: A Four-year Longitudinal Study**
Jessica A. Birg, M.A.¹, Paddy Loftus, B.A.², Howard Tennen, Ph.D.³, Stephen Armeli, Ph.D.⁴, Fallon R. Goodman, Ph.D.², 1. University of South Florida, 2. George Washington University, 3. University of Connecticut, 4. Fairleigh Dickinson University
- (PS13-B36) Self-compassion, Emotion Regulation, and Stress Among College Students**
Sonia Suchday, Ph.D., Mariel Boyle, B.A., Taylor Mulligan-Stark, M.A., Joshua Ross Pilchik, B.A., Pace University
- (PS13-B37) Examining the Link Between Intolerance of Uncertainty, Psychological Flexibility, and Perceived Social Support with Feelings About Loss During the COVID-19 Pandemic**
Lindsay Lange, M.S., Eman Nabulsi, M.S., Adam McGuire, Ph.D., University of Texas at Tyler
- (PS13-B38) Validation of Financial Stress Vignettes and the Impact on High Calorie Food Desire**
Ellen H. Steele, Ph.D., The State University of New York at Buffalo
- (PS13-B39) The Impact of Affectivity and Mental Toughness on stress, Anxiety, and Depression Symptoms in College Students**
Cristina M. Cabanas Garcia, B.A., M.A.¹, Eric Seemann, Ph.D.², Sarah A. Griffin, Ph.D.¹, 1. University of Houston – Clear Lake, 2. University of Alabama Huntsville
- (PS13-B40) Safetyism Beliefs Are Associated with Internalizing Symptoms and Cognitive Distortions**
Ethan Sheppard, Claire Ottenstein, Jedidiah Siev, Ph.D., Noah Lee, Madeleine Ward, Swarthmore College
- (PS13-B41) Psychological Care in University Students: Who Seeks It and Why**
Angelica Riveros-Rosas, Ph.D., National University of Mexico
- (PS13-B42) The Impact of an Online Mindfulness Workshop on College Students' Mental Health**
Lily Anzuoni, B.A., Maureen Carrigan, Ph.D., University of South Carolina Aiken
- (PS13-B43) Perceived Norms About Self-relevant Research (Me-search) in Clinical Psychology**
Andrew R. Devendorf, M.A.¹, Samantha J. Salley¹, Thomas Campana¹, Sarah E. Victor, Ph.D.², Jonathan Rottenberg, Ph.D.¹, 1. University of South Florida, 2. Texas Tech University

- (PS13-B44) Caveat Emptor: Mental Health Specialty Certifications and the Public's Preferences for Clinical Care**
 Rebecca E. Lubin, M.A.¹, Gerald M. Rosen, Ph.D.², Marie Parsons, Ph.D.¹, Dylan A. Gould, B.S.³, Michael W. Otto, Ph.D.¹, 1. Boston University, 2. University of Washington, 3. Boston University Center for Anxiety and Related Disorders
- (PS13-B45) Prevalence and Navigation of Discrimination and Microaggression Experiences in Psychotherapy and Supervision Processes Among Therapists in Training**
 Li Shen Chong, M.A., Bethany A. Harris, M.A., Syed Aajmain, B.A., Adela Scharff, M.A., James F. Boswell, Ph.D., University at Albany, State University of New York
- (PS13-B46) Cognitive and Behavioral Factors Associated with Burnout Among Evidence-based Clinicians During COVID-19**
 Travis L. Osborne, ABPP, Ph.D.¹, Chrissna Hem, B.S.¹, Amanda Henkel, B.A.¹, Hunter Baril, B.S.¹, Jessica A. Harper, Ph.D.¹, Tina H. Schweizer, Ph.D.¹, Megan M. Shope, Ph.D.¹, Ariel L. Ravid, Ph.D.², 1. Evidence Based Treatment Centers of Seattle, 2. Evidence Based Treatment Centers of Salt Lake City
- (PS13-B47) Give Until It Hurts: An Exploratory Analysis of Mental Health Practitioners' Wellness**
 Marin G. Olson, Ph.D., Karly Pyles, B.S., Danielle Nadorff, Ph.D., Mississippi State University
- (PS13-B48) Qualitative Study on Clinicians' Experience Using Dialectic Behavioral Therapy Skills in Groups of Individuals with Heterogeneous Identities**
 Artem Romanov, B.A.¹, Christine Bird, M.A.¹, Hollie Granato, Ph.D.², 1. University of California, Los Angeles, 2. Private Practice
- (PS13-B49) Is Brief Telehealth Behavioral Parent Training Acceptable to Parents? A Mixed Methods Acceptability and Feasibility Trial**
 Kady F. Sternberg, B.A.¹, James T. Craig, Ph.D.¹, Christina Moore, Ph.D.¹, Nicole Breslend, Ph.D.², Michael Sanders, Ph.D.¹, Lauren Vazquez, Ph.D.¹, Hannah Haskell, B.S.², Mary K. Jankowski, Ph.D.¹, 1. Dartmouth College, 2. University of Vermont
- (PS13-B50) Intensive Virtual Evidence-based Psychotherapy (EBP) Team (iVET): Program Evaluation to Assess Employee Burnout and Job Satisfaction**
 Theresa Brown, Psy.D.¹, Allison C. Aosved, ABPP, Ph.D.², Jodi C. Bell, Psy.D.³, Bernadette Furtado, LICSW⁴, Janver Fudolig, RN³, 1. US Department of Veterans Affairs, VA Pacific Islands Health Care System (VAPIHCS), 2. VA Pacific Islands Health Care System, 3. US Department of Veterans Affairs, 4. US Department of Veterans Affairs-VAPIHCS

Poster Session 13

13C: Program/Treatment Design; Racial Trauma; Research Methods and Statistics; Schizophrenia / Psychotic Disorders

- (PS13-C51) A Systematic Review of Single-case Designs Research Methodology in Clinical Psychology Journals
Kendall H. Hughes, M.S.¹, Samantha Herlands, B.A.¹, Mark Terjesen, Ph.D.¹, Mark J. Sciutto, Ph.D.², 1. St. John's University 2. Muhlenberg College
- (PS13-C52) Characteristics of Pediatric Inpatient Psychiatric Unit Admissions Prior to and Following the COVID-19 Pandemic
Kathleen I. Diaz, Ph.D.¹, Sarah M. Kennedy, Ph.D.¹, Evadine Codd, Ph.D.¹, Jessica Hawks, Ph.D.², 1. Children's Hospital Colorado, 2. Children's Hospital Colorado/University of Colorado
- (PS13-C53) Reasons to Become a Poet – Development and Application of a Positive Emotions Training (PoET)
Christina Totzeck, Ph.D.¹, Lara Niemann², Celin von Gruner², Jürgen Margraf¹, 1. Mental Health Research and Treatment Center, Ruhr University Bochum, 2. Ruhr University Bochum
- (PS13-C54) Utility of Community-based Strategies for Increasing Research Engagement Among Minoritized Ethnoracial Groups: A Conceptual Examination
Camelia A. Harb, M.A., Matthew J. Taylor, Ph.D., University of Missouri - St. Louis
- (PS13-C55) Feasibility of an Active Control Group Therapy for Use in a Randomized Controlled Trial of Collaborative Decision Skills Training
Joanna N. Jain, B.S.¹, Sydney Seaton, B.S.¹, Lauren E. McBride, B.A.¹, Jennisa S. Bangal², Zhiying Quan, B.S., B.A.², Vanessa Girard, LCSW³, Emily Treichler, Ph.D.¹, 1. VA San Diego MIRECC/University of California, San Diego, 2. University of California San Diego, 3. VA San Diego Healthcare System
- (PS13-C56) Piloting a New Approach to Fidelity in Coordinated Specialty Care: The NAV-FS Fidelity Scale
Madelyn E. Neill, B.A.¹, Grace E. Owens, B.S.², Piper Meyer-Kalos, Ph.D.¹, Kim Mueser, Ph.D.³, 1. University of Minnesota, 2. University of Minnesota - Twin Cities, 3. Boston University
- (PS13-C57) Racial Trauma Task Force: Healing Racial Trauma Through Community Psychology and Engagement
Sauyer Adams, B.A., Ashanti J. Brown, B.S., Other, Georgia State University

- (PS13-C58) Ecological Momentary Assessment of Youth Anxiety: A Psychometric Evaluation**
 Meghan E. Byrne, Ph.D., Rachel Bernstein, B.A., Daniel S. Pine, M.D., Katharina Kircanski, Ph.D., National Institute of Mental Health
- (PS13-C59) Is Clinical Psychology Ready to Embrace Open Science?**
 Julia B. McDonald, M.A.¹, Peter Clayson, Ph.D.², 1. VA Puget Sound Health Care System, 2. University of South Florida
- (PS13-C60) Ecological Momentary Assessment with Bereaved Adults: Feasibility, Acceptability, and Reactivity in Those with and Without Prolonged Grief**
 Emily Mintz, B.A.¹, Emma R. Toner, M.A.², Alexa Skolnik, B.A.³, Madelyn Frumkin, M.A.⁴, Naomi M. Simon, M.D.⁵, Donald J. Robinaugh, Ph.D.⁶, 1. Massachusetts General Hospital, 2. University of Virginia, 3. University of Toledo, 4. Washington University in St. Louis, 5. New York University Grossman School of Medicine, 6. Northeastern University
- (PS13-C61) Clinical Applications in the Schools: Single Case Design Publication Practices in School Psychology Journals**
 Katherine Palma, M.S., Destiny A. Eden, B.A., Mark Terjesen, Ph.D., Ariella Fromowitz, B.A., St. John's University
- (PS13-C62) Examining the Factor Structure of the Psychological Maltreatment of Women Inventory-sf**
 Bre'Anna L. Free, M.A., Melissa Beyer, M.A., Elizabeth L. Griffith, M.S., Rimsha Majeed, M.S., Mya E. Bowen, M.S., J. Gayle G. Beck, Ph.D., The University of Memphis
- (PS13-C63) Assessing a Novel and Inclusive Demographic Questionnaire for Use in Clinical Research**
 Sarvenaz Oloomi, B.A., Owen Fan, B.S., Katerina Rnic, Ph.D., Joelle LeMoult, Ph.D., University of British Columbia
- (PS13-C64) Implementing Dialectical Behavior Therapy (DBT) Without Excluding People with Psychosis**
 Peter L. Phalen, Psy.D., Melanie E. Bennett, Psy.D., University of Maryland, Baltimore
- (PS13-C65) Implementing DBT for Individuals with Psychosis in a Psychiatric Inpatient Setting**
 Samantha Jo Kirshon, M.S., MSW¹, Connor Adams, Psy.D.², Kelley Bloomer, M.A.¹, 1. PGSP-Stanford PSY. D. Consortium, 2. Stanford School of Medicine
- (PS13-C66) Adapting Cognitive Behavioral Therapy for Psychosis (CBTp) to the Inpatient Setting**
 Connor Adams, Psy.D., Stanford School of Medicine
- (PS13-C67) The CBT Care Pathway initiative: Enhancing Care Continuity and Outcomes for Clients with Psychosis**
 Sarah L. Kopelovich, Ph.D., Wenqi Zhang, B.A., Shannon Stewart, Other, Jeffery J. Roskelley, LICSW, Rachel Brian, M.P.H., Mel LaBelle, Other, University of Washington School of Medicine

(PS13-C68) Preliminary Revisions of the Hinting Task: Relevance in Higher-functioning Populations

Joel M. Martin, Ph.D., Mckenzie Schwartz, Keeley Vaught, Lennox Baker, Blake Hall, Sam Keidan, Ashlyn McIntosh, Alyssa McKillip, Anna Peabody,, Lindsey Foutch, Elijah Heslop, Butler University

(PS13-C69) Examining the Feasibility and Acceptability of a Mobile Health Intervention for Individuals with Psychosis

Madeline Ward, B.A.¹, Madeline Benz, Ph.D.², Ethan Moitra, Ph.D.³, Brandon A. Gaudiano, Ph.D.⁴, 1. Case Western Reserve University, 2. Brown University & Butler Hospital, 3. Brown University Medical School, 4. Alpert Medical School of Brown University

(PS13-C70) Using a Novel Method to Measure Collaboration in Usual Care Between Veterans with SMI and Their Clinicians

Lauren E. McBride, B.A.¹, Elissa Gomez, B.S.², Elijah Sosa, B.S.², Michelle Salyers, Ph.D.³, Emily B.H. Treichler, Ph.D.¹, 1. VA San Diego MIRECC/University of California, San Diego, 2. University of California, San Diego and Veterans Affairs San Diego Healthcare System, 3. Indiana University

(PS13-C71) Ethnic Identity, Trauma and Resilience: A Middle Eastern and North African Cross-cultural Investigation

Katrina Rbeiz, B.S., M.A., Vanderbilt University

(PS13-C72) Correlates and Predictors of Asociality in Schizophrenia-spectrum Disorders

Stacy Ellenberg, Ph.D.¹, Ian M. Raugh, M.S.², Gregory Strauss, Ph.D.², Steven J. Lynn, Ph.D.³, Lianne De La Cruz, B.A.¹, Faiz Kidwai, M.P.H., M.D.¹, 1. State University of New York Upstate Medical University, 2. University of Georgia, 3. Binghamton University

(PS13-C73) Exploring Virtual Greenspace on Anxiety Reduction in Individuals With Psychotic-like Experiences and Trauma History

Ivy R. Tran, M.A., Mitchell L. Schare, ABPP, Ph.D., Hofstra University

(PS13-C74) Disengagement from a Moderated Online Social Therapy Platform for Psychosis: A Time-to-event Analysis

Bryan J. Stiles, B.A., Madeline Gray, David Penn, Ph.D., University of North Carolina at Chapel Hill

(PS13-C75) Psychometric Properties and Correlates of the Self-compassion Scale – Short Form (SCS-SF) Among Young Adults with Psychosis and Schizophrenia Spectrum Disorders

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Poster Session 13

13D: Schizophrenia / Psychotic Disorders; Sleep /Wake Disorders; Mental Health Disparities

- (PS13-D76) **The Relationship Between Over-attribution of Threat and Interpersonal Risk Factors of Suicide in Serious Mental Illness**
Emma M. Parrish, M.S.¹, Raeanne Moore, Ph.D.², Amy Pinkham, Ph.D.³, Philip Harvey, Ph.D.⁴, Scott Roesch, Ph.D.⁵, Thomas Joiner, Ph.D.⁶, Colin A. Depp, Ph.D.⁷, 1. San Diego State University/University of California San Diego Joint Doctoral Program in Clinical Psychology, 2. University of California San Diego, 3. The University of Texas at Dallas, 4. University of Miami, 5. San Diego State University, 6. Florida State University, 7. VA San Diego Healthcare System
- (PS13-D77) **Adult Inpatients' Reports of Implausible Sexual Assault Occurring During Sleep: A Case Study**
Jessica Badawi, Ph.D., Calvary Fielden, B.S., Alia R. Warner, ABPP, Ph.D., University of Texas Health Science Center at Houston
- (PS13-D78) **Differential Effects of Depressive Symptoms and Negative Symptoms of Schizophrenia on Self-perception of Functional Impairment**
Calvary Fielden, B.S., Jessica Badawi, Ph.D., Alia R. Warner, ABPP, Ph.D., University of Texas Health Science Center at Houston
- (PS13-D79) **The Role of Social Support on Psychotic Like Experiences in Those With a History of Childhood Sexual Assault**
Madeline Ward, B.A., Madison Miles, B.A., Sarah Hope Lincoln, Ph.D., Case Western Reserve University
- (PS13-D80) **Exploring Attendance and Engagement in an Online Group Intervention for Internalized Stigma in First Episode Psychosis**
Olivia Simioni, B.A.¹, Lindsay E. Simourd, B.S.¹, Christopher Foster¹, Colleen Murphy, Ph.D.², Michael Best, Ph.D.³, Jeremy G. Stewart, Ph.D.¹, Christopher Bowie, Ph.D.¹, 1. Queen's University, 2. University of Manitoba, 3. University of Toronto Scarborough
- (PS13-D81) **Outcomes of Coordinated Specialty Care for First-episode Psychosis (FEP) in Community Mental Health in Texas: Reduced Mental Health Hospitalizations and Symptoms at 6-months in the Epinet-texas Project**
Samantha J. Reznik, Ph.D., Molly A. Lopez, Ph.D., The University of Texas at Austin
- (PS13-D82) **Interoceptive Awareness, Stress, and Distress from Psychotic-like Experiences**
Noelle A. Warfford, M.A., Peter G. Mezo, Ph.D., University of Toledo

- (PS13-D83) Psychosis-risk Screening in a Juvenile Justice Setting: Efforts to Enhance Early Identification Among High-risk Adolescents**
Elizabeth Thompson, Ph.D.¹, Kaitlin Sheerin, Ph.D.², Caroline T. Goodwin, B.A.³, Joseph Casamassima, Other², Casey A. Pederson, Ph.D.⁴, Jennifer Wolff, Ph.D.², Anthony Spirito, ABPP, Ph.D.², Kathleen Kemp, Ph.D.¹, 1. Rhode Island Hospital/Alpert Medical School of Brown University, 2. Alpert Medical School of Brown University, 3. Brown University, 4. Indiana University School of Medicine
- (PS13-D84) Understanding the Sleep-health Relationship in People Living with HIV: Sleep Actigraphy Results and HIV Health in an Urban HIV Clinic Sample**
Juan A. Esquivel-Mendoza, M.P.H.¹, Brooke G. Rogers, M.P.H., Ph.D.², Steven A. Safren, ABPP, Ph.D.¹, 1. University of Miami, 2. Warren Alpert Medical School of Brown University
- (PS13-D85) The Association Between Sleep and Distress Intolerance Within the Obsessive-compulsive Spectrum**
Hannah C. Broos, M.S.¹, William Wohlgemuth, Ph.D.², Kiara R. Timpano, Ph.D.¹, 1. University of Miami, 2. Bruce W. Carter VA Medical Center
- (PS13-D86) Associations Among Trait and State Experiential Avoidance and Sleep Disturbance**
Jessica S. Fields, M.S.¹, Emma Balkind, B.S.¹, Sarah T. Wieman, M.S.¹, Helen Z. MacDonald, Ph.D.², Gabrielle I. Liverant, Ph.D.¹, 1. Suffolk University, 2. Emmanuel College
- (PS13-D87) Determinants of Community Provider's Assessment of the Fit of the Transdiagnostic Sleep and Circadian Intervention (TransC) to Their Clients and Their Context**
Marlen Diaz, B.A., Sophia M. Oliver, Kiely Bol, Allison G. Harvey, Ph.D., University of California, Berkeley
- (PS13-D88) Efficacy of a Single Session Virtual Sleep Intervention for College Students**
Emily M. Bartholomay, M.A.¹, Jessica Hinojosa, M.A.², Kristen Boog, Ph.D.³, Karla Fehr, Ph.D.², 1. West Virginia University, 2. Southern Illinois University, 3. Hurley Medical Center
- (PS13-D89) Sleep Predicts Emotional Dysregulation in College Students**
Lauren Borato, B.S., Jeremiah Weinstock, Ph.D., Saint Louis University
- (PS13-D90) Maternal Depression and Infant Sleeping Arrangements**
Jamey T. Brumbaugh, M.S.¹, Mary L. Marazita, B.S., Ph.D.², John Shaffer, Ph.D.², Betsy Foxman, Ph.D.³, Daniel W. McNeil, Ph.D.⁴, 1. West Virginia University, 2. University of Pittsburgh, 3. University of Michigan, 4. University of Florida
- (PS13-D91) Improving COVID-19 Mental and Physical Health Outcomes Among Latinx Persons: Exploring the Interactive Effect of Acculturative Stress and Anxiety Sensitivity**
Nubia A. Mayorga, M.A., Michael J. Zvolensky, Ph.D., Kara Manning, M.A., University of Houston

(PS13-D92) High Aces in Individuals with Early Psychosis Associated with Lower Client-reported Family Functioning: Preliminary Data from the California EPICAL Project

Madison J. Miles, B.A.¹, Katherine M Pierce, Ph.D.¹, Valerie Tryon, Ph.D.¹, Kathleen E. Nye, B.A.¹, Mark Savill, Ph.D.¹, Sabrina Ereshefsky, Ph.D.¹, Amanda P. McNamara, M.P.H.², Merissa Kado-Walton, M.A.², Christopher Komei Hokusui, B.A.³, Chelyah Miller, B.A.¹, Khanh Linh H. Nguyen, B.S., M.S.¹, Nitasha Sharma, B.S.¹, Viviana Padilla, B.S.⁴, Rachel Loewy, Ph.D.⁵, Andrew J. Padovani, Ph.D.¹, Leigh Smith, Ph.D.¹, Lindsay Banks, B.A., M.A.¹, Stephanie L. Hayes, Ph.D.¹, Karina Muro, Ph.D.⁶, Daniel I. Shapiro, Ph.D.¹, Khalima A. Bolden-Thompson, Ph.D.⁷, Laura M. Tully, Ph.D.¹, Renata Botello, M.A.⁸, Rebecca Grattan, Ph.D., Other⁹, Yi Zhang, Ph.D.¹, Sabrina Loureiro, B.S.¹⁰, Adam B. Wilcox, Ph.D.¹¹, Joy Melnikow, M.D.¹, Daniel Tancredi, Ph.D.¹, Sonya Gabrielian, M.P.H., M.D.¹², Steven R. Lopez, Ph.D.¹³, Lisa Dixon, M.P.H., M.D.¹⁴, Cameron S. Carter, M.D.¹, Tara a. Niendam, Ph.D.¹, 1. University of California, Davis, 2. University of California San Diego, 3. MIND Institute, University of California, Davis, 4. University of California, Davis, and Riverside, 5. University of California San Francisco, 6. University of California Davis Early Psychosis Care Programs, 7. University of California Davis Medical Center, 8. Boston University, 9. Victoria University of Wellington, 10. University of California Davis Center for Healthcare Policy & Research, 11. Washington University School of Medicine in St. Louis, 12. University of California, Los Angeles, 13. University of Southern California, 14. Columbia University Medical Center

Subject Index

- Abuse / Maltreatment 395
Acceptance 43, 188
ACT (Acceptance & Commitment Therapy). 11,
265, 497, 635
Addictive Behaviors 70, 149, 522
ADHD . . . 8, 30, 32, 74, 119, 162, 263, 327, 426
Adherence 74, 223, 297, 644
Adolescents 56,
78, 80, 86, 110, 160, 162, 242, 247, 267, 304,
327, 350, 364, 412, 420, 432, 557, 604
Adult 164
African Americans / Black Americans. 253, 347,
626
Aging 289
Alcohol 28
Anger / Irritability 510
Anorexia 212, 483
Anxiety . . . 14, 43, 59, 68, 76, 80, 153, 271, 354,
358, 477, 533, 626
Assessment 103, 121, 175, 191, 459, 512
Autism Spectrum Disorders . . . 32, 92, 136, 179,
302, 459
Behavior Analysis 101
Behavior Experiments 390
Behavioral Activation 144
Behavioral Medicine 475, 487
Bipolar Disorders 245
Body Image 45, 93, 138, 279, 447, 483
Borderline Personality Disorder . . 96, 175, 227
Career Development 55, 103, 147, 439
Case Conceptualization / Formulation. 49, 108,
153, 294
CBT .46, 49, 61, 84, 98, 110, 138, 178, 186, 214,
282, 289, 320, 334, 341, 343, 434, 512, 644
Change Process / Mechanisms. . . 275, 312, 314,
354, 422
Child 19, 108, 194, 196, 249, 287, 334, 395, 441
Climate Change 194, 388
Clinical Decision Making 108, 324, 495
Clinical Trial 26, 420, 422, 474
Clinical Utility 242, 370
Cognitive Biases / Distortions . . . 209, 418, 490,
626
Cognitive Processes 63, 418
Cognitive Schemas / Beliefs. . 63, 315, 354, 481
Cognitive Therapy 179, 184, 380, 390
Cognitive Vulnerability 437
Common Elements 16
Community-Based 52, 202, 221, 240, 256,
294, 319, 336, 374, 451, 455, 474, 487, 494,
501, 509
Community-Identified Problems 90, 487
Compassion 4
Compassion / Empathy 11, 218, 314
Competence 223, 347, 471
Coping 329, 334
Couples / Close Relationships . 51, 87, 132, 149,
172, 244, 253, 284, 332, 372, 424, 469, 568
Criminal Justice 510
Culture .45, 48, 72, 94, 144, 362, 366, 449, 462,
474
DBT (Dialectical Behavior Therapy) 37, 53, 146,
181, 259, 377, 432, 557
Depression 68, 271, 291, 341
Developmental Disabilities 251
Diagnosis 483
Disaster Mental Health 460
Dissemination. . . 52, 87, 92, 136, 147, 173, 269,
295, 319, 372, 514
Early Intervention 451, 499
Eating . . 138, 164, 212, 220, 300, 356, 402, 447,
459, 506, 580, 644
Education and Training. 72, 141, 173, 193, 292,
376, 414, 436, 471
Education and Training 439
Emotion . .84, 86, 200, 227, 263, 267, 388, 443,
503, 544, 580, 615
Emotion Regulation 76, 86, 125, 146, 225, 227,
231, 261, 267, 352, 401, 422, 430, 490, 557,
580, 615
ERP (Exposure and Response Prevention) . . 249
Ethics 168, 178, 339
Ethnicity 143, 307, 338
Evidence-Based Practice 8,
45, 56, 74, 112, 119, 134, 173, 244, 300, 319,
324, 366, 392, 406, 449, 457, 494, 514
Exercise 453
Exposure . . . 14, 43, 95, 153, 300, 356, 475, 533
Externalizing 19, 216, 302, 499
Families 297, 443, 522
Financial health 150
Gender 81
Global Mental Health 105, 202, 277, 460
Group Therapy 635
Habit Reversal 101, 188
Health Care System 98, 457, 514
Health Psychology . . . 59, 82, 98, 139, 235, 277,
516
Hispanic American/ Latinx. . 105, 343, 345, 462,
501
HIV / AIDS 82, 277, 593
Hoarding 437
Implementation 16, 28,
51, 90, 95, 134, 202, 223, 240, 256, 269, 287,
360, 366, 374, 406, 428, 441, 445, 494
Integrated Care 182, 516

Intimate Partner Aggression.	469, 568
LGBTQ+.	78, 82, 84, 93, 95, 110, 117, 126, 128, 229, 231, 239, 279, 329, 332, 338, 345, 347, 360, 379, 385, 416, 434, 464, 466, 469, 472, 504, 506, 593
Longitudinal.	167
Measurement.	191, 352, 457, 544
Mediation / Mediators.	117, 126
Mental Health Disparities.	209, 294, 322, 329, 343, 360, 383, 385, 416, 451, 464, 501, 504, 654
Methods.	134, 275
Military.	372
Mindfulness.	34, 181, 184, 200, 218, 481
Motivation.	247, 297
Motivational Interviewing.	179, 392
Multicultural Psychology.	72, 160, 292, 348, 382, 436
Native Americans.	388
Neurocognitive Therapies.	418
Obesity.	89
OCD (Obsessive-Compulsive Disorder)	358, 390, 412, 477
Older Adults.	289
Oppression.	286
Parent Training.	19, 216, 302, 430, 499
Parenting.	92, 221, 426, 443, 477, 604
PCIT (Parent Child Interaction Therapy)	35
Perinatal.	225
Personality Disorders.	125, 259
Phobias.	249
Policy.	309
Prevention.	34, 93, 233
Primary Care.	516
Professional Development.	52, 150, 193, 214, 295
Professional Issues.	55, 141, 472
Psychoeducation.	370
Psychometrics.	191, 404
Psychophysiology.	604
Psychosis / Psychotic Disorders.	380
Psychotherapy Outcome.	26, 103, 143, 165, 167, 265, 312, 362, 468, 497
Psychotherapy Process.	4, 317, 331, 341, 377
PTSD (Posttraumatic Stress Disorder)	26, 309, 331, 392, 480
Public Health.	194, 374
Public Policy.	220, 239
Publishing.	295, 383
Race.	46, 143, 176, 239, 307, 322, 332, 338, 377, 382, 399, 416, 481
Racial Trauma.	46, 61, 253, 348
Randomized Controlled Trial.	6, 132, 196, 265, 410, 468
REBT (Rational Emotive Behavior Therapy).	184
Recovery.	39, 380
Research Funding.	439
Research Methods.	6, 30, 87, 287, 317, 339, 364, 397, 544
Resilience.	61, 94, 162, 172, 182, 214, 261, 279, 286, 379, 395, 472, 490, 508, 518
Risk / Vulnerability Factors.	41, 130, 170, 229, 242, 401, 522
Risky Behaviors.	654
Schizophrenia.	273
School.	8, 119, 181, 240, 406, 455
Self-Injury.	39, 170, 368, 466, 508
Service Delivery.	123, 237
Severe Mental Illness.	245, 273, 324, 362
Sexuality.	139, 593
Sleep.	165, 402
Social Anxiety.	314
Social Relationships.	80, 125, 130, 263, 492
Spirituality and Religion.	471
Stakeholder Relevant.	136, 251, 256, 336, 428
Statistics.	167, 404
Stigma.	32, 78, 89, 117, 141, 175, 182, 231, 370, 464, 504
Stress.	146, 229, 261
Student Issues.	147, 150, 193, 376, 379
Suicide.	37, 39, 41, 56, 126, 130, 168, 170, 233, 280, 322, 336, 364, 368, 420, 445, 466, 492, 508, 615
Supervision.	176, 495
Technology / Mobile Health.	28, 30, 76, 121, 123, 178, 186, 273, 280, 284, 307, 350, 352, 397, 449, 485
Telehealth/m-health.	34, 168, 1861 480
Therapeutic Relationship.	200, 209
Therapy Process.	432
Tic Disorders.	101
Training / Training Directors.	55, 376, 414
Transdiagnostic.	63, 96, 112, 144, 247, 275, 291, 304, 312, 325, 401, 404, 453
Translational Research.	6, 282, 325, 410
Trauma.	11, 41, 105, 128, 221, 286, 345, 348, 399, 412, 503, 635
Treatment.	4, 14, 16, 68, 112, 165, 196, 244, 271, 291, 327, 331, 358, 399, 434, 436, 441, 453, 468, 510, 518
Treatment Development.	59, 90, 123, 128, 149, 164, 212, 218, 225, 282, 317, 320, 356, 437, 462, 475, 512
Treatment/ Program Design.	48, 160, 216, 237, 245, 284, 320, 397, 408, 410, 428, 455, 480, 495, 509
Trichotillomania.	188, 497
Underserved Populations.	48, 51, 94, 132, 235, 237, 251, 325, 339, 368, 382, 383, 408, 447, 503, 506, 509, 654
Veterans.	121, 233, 445, 492
Violence/Sexual Assault.	81, 309

Vulnerable Populations 220, 408, 460, 518, 568
Women's Health 37, 81, 139, 533

Author Index

Aajmain, Syed	659	Agyemang, Savana	628
Aaron, Elizabeth M.	606	Ahle, Matthew W.	608
Aaron, Latonya	223	Ahlich, Erica	583, 583
Aaron, Lauren	654	Ahmad, Salman . 361, 362, 508, 508, 508, 508	
Aarons, Gregory A.	577	Ahmed, Talita	554, 572
Abbatangelo, Laura E.	559	Ahn, Jae Hyung	529
Abber, Sophie R.	587	Ahn, Yeojin	158
Abbott, Theresa	652	Ahokas, Rashelle	318
Abdallah, Salayna M.	532, 549, 590	Ahuna, Jon	495
Abdelwahab, Yasmin	552	Ahuvia, Isaac L.	76, 77, 77, 88, 316, 369
Abdinoor, Dana	513	Ajwani, Heeya	610
Abend, Rany	553, 555	Akeman, Elisabeth	283, 534, 536
Abikoff, Howard	117, 118	Alacha, Helena F.	526, 529
Abitante, George	33	Alba, Maria C.	139
Abraham, Traci	359	Albano, Anne Marie	242
Abramovitch, Amitai	315, 566	Albert, Shannon N.	530
Abramowitz, Jonathan S.	598, 600	Albertino, Emma A.	585
Abramson, Lyn	558	Alboukrek, Daniel	122
Abramson, Mathena A.	232, 267, 596	Albrecht-Soto, Sara	230
Abrantes, Ana.	453	Albright, Jordan	427, 574
Abrantes, Ana M.	324	Alcala, Tirza J.	633
Abu, Khadija M.	637, 639	Alcántara, Mavi	629
Abu-Ramadan, Tamara M.	527	Al-Dajani, Nadia	129
Acenowr, Cohley	566, 599, 600, 602	Aldao, Amelia	231
Acevedo, Ana	374	Aldebyan, Ayah	533
Aceves, Daisy	530	Alden, Lynn	282
Acra, Caroline Francoise	574, 577, 578	Aldrich, Laura	591
Acuff, Samuel F.	160	Alegria, Margarita	501, 627
Adam, Barry	329	Alexander, Bruce	589
Adam, Emma	33	Alexander, Katie	546
Adam, Salma	200	Alexander, Katie C.	454, 455
Adamis, Alexandra M. 533, 539, 599, 632, 635		Alford, Lillian	554
Adamo, Colin	170, 171	Alhassan, Amena N.	635
Adams, Connor	648, 657, 661	Ali, Angel	646
Adams, Danielle R.	89, 270	Ali, Eesha	579, 591
Adams, Haley	606	Ali, Syed M.	572
Adams, Kate	574	Ali, Urooma	506
Adams, Lauren	533	Allami, Youssef	522
Adams, Payton	531	Allan, Carla C.	624
Adams, Sawyer	660	Allan, Darcey	327
Adams, Sydney M.	649	Allan, Darcey M.	529, 531, 607
Adams, Zachary	224	Allen, Elizabeth S.	567, 568, 569
Addington, Elizabeth L.	511	Allen, Kaylie T.	563, 593
Adesogan, Olutosin	573	Allen, Kristy	413, 554
Adler-Werner, Monica	546	Allen, Nick	29
Adrian, Molly	38, 39	Allen, Samuel	568, 569
Agako, Arela	226	Allenbach, Jessica	539
Agguire, Dylan	428	Allgood, Meredith	622
Agnew, Emma	575	Allison, Genevieve	524
Agnew, Emma R.	50, 270	Allison, Mykenzi L.	528
Aguilar, Rosa A. Cobian	368	Allman, Madeleine E.	645
Aguilera, Adrian. 218, 294, 307, 308, 396, 450, 450		Alloy, Lauren B.	545, 558, 621
Aguirre, Angelica	523, 588, 605	Almeida, Jorge	550
		Aloia, Lindsey	326

AlRasheed, Rashed	576	Arcia, Emily	222
Alsaif, Haifa	530	Arean, Patricia A.	237
Altamirano, Daniel Hernandez	486	Arias, Sarah	168
Alteri, Natalie	624	Arina, Elsie	561
Altman, Brianna R.	525, 545, 632	Ariol, Marsha	529
Alto, Michelle	365, 366	Arizpe, Norma G. Cantú.	587
Alvarado, Arianna	643	Arkfeld, Patrice A.	620
Alvarez, Jordan C.	179, 367, 463, 464, 615	Arkin, Monica	574
Alvárez, Judith	581	Arkin, Sophie	495
Aman, Emily	528	Armeli, Stephen	658
Amanya, Cyrilla	200	Armer, Jessica S.	656
Amer, Tarnem	618	Armev, Michael.	122, 276
Aminpour, Aida	533	Armev, Michael F.	615, 616
Amir, Nader	536, 545, 556, 600	Armour, Anna C.	454, 455
Ammerman, Brooke A.	276, 322, 323, 507, 543, 615, 619, 621, 622, 623, 623, 625	Armstrong, Caroline.	536, 600
An, Jeongwi	541, 587	Armstrong, Gabrielle	524
An, Katlyn.	365	Armstrong, Kevin J.	527
Anastasiou, Eleni	511	Arnold, Paul	157
Andersen, Lena Skovgaard	278, 278	Arnott, Emily G.	558
Anderson, Alida	157	Aron, Emily	35
Anderson, Allegra S.	564, 604	Arseneau, Bryce	566, 599, 600, 602
Anderson, Grace N.	545, 617, 618	Arteaga, Maria	428
Anderson, Jenna.	630	Artime, Tiffany	127, 577
Anderson, Kennedy	592, 605	Arunagiri, Vinushini.	624, 625
Anderson, Lena	81	Asarnow, Joan	38, 366
Anderson, Melissa L.	152	Asarnow, Lauren	163
Anderson, RaeAnn	202	Asghar-Ali, Ali Abbas.	578
Andover, Peggy	466, 507, 625	Ashworth, Sarah.	596, 597
Andrade, Estefania.	583	Askew, Autumn	506
Andrews, Ellen M.	619	Asmundson, Gordon	68
Anestis, Joye	620, 621	Asnaani, Anu	45, 202, 204, 326, 399, 487
Anestis, Michael D.	617, 620, 621	Atchison, Anna E.	585
Angelino, Ramiro	578	Atkins, Marc S.	89, 270
Angelone, DJ	523	Attah, Dzifa	274
Angulo, Felix	358	Attar, Shana	576
Anjali, Vijan	593	Au, Josephine S.	604, 641
Anthony, Bruno	454, 455	Auad, Emeyln	168
Anthony, Laura.	454, 455, 546	Aunon, Frances M.	446, 580
Anthony, Laura G.	455	Aupperle, Robin L.	283, 534, 536
Antiporda, Gillian C.	559, 620	Auqui, Elvis	550
Antonacci, Chase	552, 566	Austen, Emma	506
Antony, Martin M.	537	Austin, Autumn	549
Antshel, Yvette RKevin	612	Avramidis, Kleanthis	608
Anyanwu, Jacinta	578	Ayala, Murial	222
Anzuoni, Lily.	658	Ayegba, Ene V.	656
Aosved, Allison C.	659	Ayers, Lawrence	132
Apelian, Herak	329	Ayers, Zachary S.	613
Apolzan, John W.	655	Azar, Ameera F.	412
Applegate, Amy G.	288, 574	Babb, Zachary A.	640, 641
Appleseth, Hannah	190	Babeva, Kalina	39
Arcaina, Vanni Jefferson V.	563	Babinski, Dara.	29, 264
Arce, M. Alejandra	603	Bacewicz, Aleks	216
Arch, Joanna.	218	Bachtel, Alicia R.	638, 639
Arch, Joanna J.	315	Badawi, Jessica	663, 663
Archer, Camille	559	Badin, Emily	242
Archibald, Emma	642	Bae, Sonia	397
		Baer, Kylie	614

- Baez, Pamela 374
 Baggett, Kathleen M. 631
 Bagley, Anna 482
 Bagley, Jenna 634, 642
 Baglione, Anna 397
 Bagner, Daniel M. 308, 313, 657
 Bague, Irene Falgas 501
 Bahl, Nancy 646
 Bai, Ou 607
 Baik, Seung Yeon 323
 Bailen, Natasha H. 630
 Bailey, Brooklynn 422
 Bailin, Abby 575
 Baird, Allison R. 645
 Bajwa, Harris E. 626
 Bajwa, Zia 270
 Baker, Amanda W. 533, 535, 536
 Baker, Jessica 161, 582
 Baker, Justin 620
 Baker, Lennox 662
 Baker, Temala M. 650
 Bal, Vanessa 549
 Balderrama-Durbin, Christina . . 372, 423, 468
 Baldwin, Hunter 278
 Baldwin, Scott. 274, 628
 Balkind, Emma 587, 632, 645, 664
 Ball, Fiona C. 599, 600, 601
 Ball, Molly I. 281, 619, 623
 Ball, Tali M. 538
 Ballard, Elizabeth 283
 Ballard, Elizabeth D. 540
 Balsam, Kimberly 468
 Band, Amy E. 656
 Bandel, Shelby 617, 620, 621
 Bangal, Jennisa S. 660
 Banks, Jayme 427
 Banks, Lindsay 665
 Banning, Rebecca L. 502, 614
 Bannister, Jenny 446, 580
 Bannon, Sarah 453, 530, 531
 Banos, Rosa 490
 Baños, Rosa M. 489, 534, 581, 586, 622
 Baños, Rosa M. M. 538, 589, 650
 Bansal, Pevitr 73, 263, 531
 Barakat, Lamia 396
 Barbano, Anna C. 636
 Barbara, Nicholas Santa 452
 Barber, Hannah D. 619
 Barber, Kathryn E. 496, 496, 598, 601, 631,
 632, 632
 Barboza, Sharen 623
 Barg, Frances 514
 Bar-Haim, Yair 358, 552, 555
 Baril, Hunter 659
 Barile, John P. 578
 Barker, David 556
 Barnes, Laura 121, 308, 397
 Barnes-Horowitz, Nora 646
 Barnes-Horowitz, Sofia 540
 Barnett, James E. 79, 633
 Barnett, Miya 407, 408, 472
 Barnette, Ben 618, 638
 Barni, Emily E. 538
 Barnwell, Elizabeth 588
 Barone, Jordan 37
 Barr, Aubree 544
 Barr, Dana 654
 Barrera, Alinne Z. 541, 579, 587
 Barrett, Amanda R. 561
 Barrett, Emily 646
 Barrett, Maya 634
 Barrett, Rachel 373
 Barry, Christopher T. 562
 Barry, Tammy D. 561, 609, 653
 Bartels, graham 422
 Bartels, Graham 422
 Bartels, Graham C. 539, 645
 Bartholomay, Emily M. 633, 664
 Bartholow, Bruce 523
 Bartley, Emily J. 541
 Bartolucci, Anne D. 295
 Barton, Krysta S. 350, 588
 Bartoszek, Gregory. 272
 Barzilay, Snir 282, 354
 Basha, Sydni A. J. 645
 Bashoura, Dina 648
 Bass, Judy 366
 Bastiaens, Tim 611
 Basting, Evan J. 594, 634, 652
 Basu, Hana 531
 Basu, Hana H. 530
 Batchelder, Abigail W. 278, 415, 487, 596
 Bathla, Shivani 564
 Battad, Katelyn. 624
 Battaglia, Lindsey P. 528
 Battaglini, Ashley 490
 Battaglini, Claudio 324
 Baucom, Donald H. . . 146, 169, 332, 567, 567
 Baucom, Katie J.W. 326, 487
 Bauer, Christopher C. 598
 Bauermeister, José 234
 Baumann, Mary G. 564
 Baumgartner, Nicole M. 606
 Bazin, Emily 469
 Bazzini, Doris G. 656
 Beach, Steven 130
 Beach, Steven R. 573, 606
 Beacom, Caitlin. 614
 Bean, Christian A. L. 538, 540
 Bear, Adam 129, 166, 485, 617, 623
 Beard, Courtney .417, 418, 511, 567, 626, 627,
 638
 Bearman, Sarah Kate 575, 577
 Bearss, Karen 90, 493

- Beattie, Zachary 119
 Beauchaine, Theodore 623
 Bechu, Noemie 366
 Beck, J. Gayle 652
 Beck, J. Gayle G. 543, 638, 652, 661
 Beck, Kelly B. 548
 Beck, Quincy M. 600
 Becker, Carolyn B. ... 50, 87, 134, 220, 447, 583,
 656
 Becker, Hannah C. 553
 Becker, Joel L. 179
 Becker, Kat 88
 Becker, Kimberly D. 320, 494, 495
 Becker, Sara 89, 365
 Becker, Sara J. 270
 Becker, Stephen P. 159, 264, 327, 527, 528, 529
 Becker-Haimes, Emily 171, 224, 407
 Beckham, Erin 511
 Bedard-Gilligan, Michelle 537, 639
 Bedford, Carter E. 637, 639, 639
 Bednarek , Lora 600
 Beech, Abigail. 354, 411
 Behan, Henry 397
 Behar, Evelyn 540, 633, 634
 Behari, Kriti. 360, 360
 Beidas, Rinad 171, 224, 562
 Belanger, Amanda N. 600
 Bell, Audrey 525
 Bell, Emilee 428
 Bell, Emily D. 523
 Bell, Jodi C. 659
 Bell, Kathryn M. 567, 635
 Bell, Kerri-Anne 322, 323, 621
 Bell, Sydney. 603
 Belli, Gina M. 535, 599, 601, 601
 Beltzer, Miranda L. 396, 397, 620, 629
 Bemis, Heather 514, 588
 Benamu, Dominique I. 450, 608
 Benedicto, Rosalita. 635
 Benito, Kristen G. 89, 556
 Benjamin, Isabel 330, 596
 Benjamin, Katherine S. 538, 558
 Benjamin, Laurel R. 613, 647
 Bennett, Diana C. 589, 636
 Bennett, Ian 499
 Bennett, Monica M. 587
 Bennett, Sophie 320, 321
 Bennett., Melanie E. 661
 Benningfield, Margaret 85
 Benoit, Laelia 388
 Benson, Olufunke M. 619
 Bentley, Jacob. 579, 591
 Bentley, Kate 617
 Bentley, Kate H. . 129, 166, 280, 281, 485, 617,
 619, 623
 Benz, Madeline. 168, 543, 583, 633, 662
 Ben-Zeev, Dror 273, 274, 628
 Bera, Suraj. 645
 Berg, Cynthia 542
 Berg, Hannah 534, 536
 Berg, Jo 471
 Berger, Henry D. 566
 Bergman, Andrea J. 577
 Bergstrom, Kelly A. 531
 Berk, Michele 38, 608
 Berke, Danielle. 127, 597
 Berkovits, Michelle 657
 Berkowitz, Steven 31, 549
 Berlin, Graham 329
 Berlin, Greg 602
 Berman, Ana. 374
 Berman, Danielle 648
 Bernard, Dante. 152
 Berner, Laura A. 581
 Berner, Marisa S. 604, 642, 653, 654
 Bernhard, Paul 230
 Bernstein, Emily E. 598, 599
 Bernstein, Rachel 555, 661
 Berntsen, Dorthe 634
 Berres, Halle T. 599, 600
 Berry, Diane J. 623
 Berry, Jasmine R. 603
 Berry, Michael P. 629, 655
 Berte, Julianne 570
 Bertoldi, Bridget M. 404
 Beshai, Shadi. 219
 Best, Michael 649, 663
 Betancourt, Jennifer 557
 Bettis, Alex 336
 Bettis, Alexandra 84, 85
 Bettis, Alexandra H. 605, 627
 Bevenour, Kyra A. 525, 582
 Beyer, Melissa 543, 652, 661
 Bezahler, Andreas 232, 330, 418
 Bhambhani, Yash 46
 Bharat, Bharat 360
 Bhatia, Rhea 424
 Bhatt, Yukti 561
 Bhattacharjee, Ananya 397
 Bhattacharya, Arpita 350
 Bhola, Simrtan 236
 Bhuiyan, Nishat 538
 Bianco, Amanda 619
 Bidopia, Tatyana. 221
 Biello, Katie 278
 Bielskis, Madalyn 409
 Bigham, Megan 546
 Bila, Carolina 200
 Bilal, Natalie J. 596
 Bilek, Emily 320, 553
 Billingsley, Joseph. 370
 Billman, Marley 355, 464
 Bilsky, Sarah A. 524, 535, 605
 Binagwaho, Agnes 514

- Bird, Christine 659
 Bird, Suzanne A. 129, 166, 617, 617, 623
 Birg, Jessica A. 538, 596, 658
 Birk, Navneet 637, 639
 Birmaher, Boris 38
 Birnschein, Allison M. 547
 Bishop, Olivia C. 558
 Bist, Jayati 353, 530, 641
 Bist, Jayati T. 531, 551
 Bivona, Thomas 603
 Bizier, Andre 526
 Björgvinsson, Thröstur 417, 511, 567, 638
 Black, Chermaine 654
 Black, Sarah R. 654
 Blair, Samantha 532
 Blais, Rebecca K. 589
 Blake, Austin J. 522
 Blakeley-Smith, Audrey 251
 Blake-Nickels, Anne E. 526
 Blakey, Shannon 500
 Blanchard, Lillian 555
 Blanco, Ivan 489, 490
 Blank, Chris 648
 Blank, Jennifer 361
 Blankenship, Tashauna 607
 Blashill, Aaron 368, 463, 464, 466, 506
 Blashill, Aaron J. 580, 584, 585
 Blendermann, Mary 536
 Blevins, Emily 590, 636
 Block, Charles T. 528
 Block-Lerner, Jennifer 654
 Bloom, Meredith 546
 Bloomer, Bess 557
 Bloomer, Kelley 648, 661
 Blosnich, John R. 230
 Blossom, Jennifer 452, 577
 Blount, Tabatha 591
 Blum, Kellen K. 523, 578
 Blumenthal, Heidemarie 555, 560, 560
 Blythe, Mellicent 513
 Boan, Andrea D. 630
 Bobadilla, Leonardo 570, 570
 Bobo, Morgan A. 542
 Bocanegra, Elizabeth S. 190
 Boccagno, Chelsea E. 625
 Bodalski, Elizabeth 642
 Bodalski, Elizabeth A. 527
 Bodi, Csenge B. 565
 Boedo, Maria Sanchez 540
 Boemo, Teresa 490
 Bogaerts, Annabel 611, 612
 Bogdanov, Sergiy 366
 Bogen, Katherine W. 634
 Bogucki, Olivia E. 603
 Bohac, Kathy 587
 Boisseau, Christina L. 173, 222, 535, 599, 601, 601
 Bol, Kiely 664
 Bolden, China R. 346, 346
 Bolden, Roxana 488
 Bolden-Thompson, Khalima A. 665
 Boley, Randy 307
 Bolton, Paul 366
 Bolusi, Gianna 542
 Bomer, Dillon 591
 Bonar, Erin 397
 Bond, Allison 413, 617
 Bond, Dale 265
 Bond, David 120
 Bond, David J. 547
 Bond, Debra M. 624, 625
 Bondareva, Julia 534
 Boness, Cassandra L. 138
 Bonilla, Ayada 203, 513, 574
 Bonnet, Kemberlee 605
 Boog, Kristen 664
 Booker, William 608
 Bootes, Kirsten R. 632, 632
 Boparai, Sameen 606
 Borato, Lauren 578, 664
 Borders, Ellie W. 525, 525, 582, 582
 Borduin, Charles 325, 326
 Borduin, Charles M. 546
 Borge, Olivia Joy 556
 Borglin, Olivia A. 525, 582
 Bornheimer, Lindsay A. 622
 Boroughs, Michael 278
 Borowski, Sarah 267
 Borrero, Elisa 559
 Borsari, Brian 526
 Bosma, Colin M. 628
 Boswell, James F. 659
 Boswell, Rebecca 581, 581
 Bosworth, Hayden 462
 Botella, Cristina 610
 Botello, Renata 665
 Bothwell, Sabrina 594
 Botts, Kassandra 630
 Boudreaux, Edwin 168
 Boukhechba, Medhi 308
 Boukhechba, Mehdi 121
 Boustani, Maya M. 495, 552, 557, 626, 648
 Boutelle, Kerri N. 655
 Bovin, Michelle 399
 Bowen, Kristy 457, 579
 Bowen, Mya E. 543, 652, 652, 661
 Bower, Emily 238, 530, 531
 Bower, Julianne 261
 Bowers, Emily 265, 511
 Bowers, Thomas J. 649
 Bowie, Christopher 418, 649, 663
 Bowling, Andrea I. 557
 Boyajian, Laura E. 583
 Boyd, Meredith 589

- Boyd, Meredith R. 495, 530, 590
 Boyd, Ryan 277
 Boyd, Simone Imani 363, 413
 Boykin, Derrecka 655
 Boykin, Derrecka M. 578
 Boyle, Mariel 658
 Bozzay, Melanie 276
 Bozzay, Melanie L. 615, 615, 616
 Brackins, Nicole 591
 Bradley, Lauren E. 540, 636, 638
 Bradley, Madison M. 546
 Bradley, W. J. 612
 Bradley, Yvette RW. J. 526, 564, 593
 Brady, Megan 407
 Brady, Sheila 557
 Braithwaite, Scott R. 85, 568
 Braley, Emily I. 632, 632
 Branson, Daniela A. 465, 597, 598, 620
 Bränström, Richard. 83, 115, 16, 232
 Bratiotis, Christiana 436
 Braund, Katherine R. 640
 Brausch, Amy M. 465, 507, 522, 616, 617
 Bravo, Adrian 503
 Bray, Bethany 34
 Brayton, Samantha. 232, 596
 Breaux, Rosanna 30, 221, 267, 426, 447, 605
 Breiner, Courtney E. 584
 Brem, Meagan J. 569, 651
 Brenman, Alison. 522, 524
 Brennan, David. 329
 Brennan, Derek 536
 Brennan, Emily 549
 Brennan, Patricia 654
 Brenner, Lisa 233, 233
 Bresin, Konrad 526
 Bresky, Katie R. 226
 Breslend, Nicole 602, 659
 Brew, Alexis M. 547
 Brewer, Stephanie K. 529
 Brewster, Melanie 83
 Brian, Rachel. 274, 628, 661
 Brick, Leslie 37, 122, 164, 276
 Bricken, Zachary 450
 Brickus, Brittany N. 592
 Bridges, Ana J. 342
 Bridgewater, Miranda 170
 Brier, Zoe 286
 Brinkman, Aurora H. 609
 Brinkman, Hannah 545
 Britton, Peter 233, 285, 491, 625
 Brochu, Paula M. 333, 505
 Brock, Rebecca L. 651
 Brockdorf, Alexandra N. 634, 651
 Brockstein, Hannah J. 531
 Broder-Fingert, Sarabeth 548
 Brody, Hannah 549
 Brody, Lilla 629
 Broekhuyse, Alex 595
 Bromley, Sarah 418
 Brookman-Fraze, Lauren 132, 374, 576, 577
 Broomell, Alleyne P. 528, 607
 Broos, Hannah C. 600, 664
 Brossard, Rya F. 546
 Brotman, Melissa A. 544, 559, 560, 628
 Brouder, Lily 422, 422
 Brown, Ashanti J. 660
 Brown, Bryce V. 629
 Brown, C. Hendricks. 450
 Brown, Cynthia E. 325, 326, 546
 Brown, Jr, Dennard. 455
 Brown, Elissa J. 565, 577, 643, 643
 Brown, Greg 492
 Brown, Lily A. 234, 543
 Brown, Mackenzie L. 526
 Brown, Meaghan E. 570
 Brown, Robin D. 550, 551
 Brown, Sarah L. 624
 Brown, Stephanie E. 589
 Brown, Steve. 576
 Brown, Theresa. 659
 Brown, Tiffany A. 91, 134, 463, 464, 615
 Brown, Tynika. 73
 Brown, Wilson J. 534, 565, 640, 641
 Browne, Emily K. 588
 Browne, Julia 324
 Browne, Rebecca 592
 Brownlow, Briana. 571
 Brownstone, Lisa M. 88
 Broyles, Stephanie 655
 Brubaker, Anna G. 535, 577, 578
 Bruce, Barbara K. 645
 Bruce, Steven 625
 Bruce, Steven E. 639, 640, 641, 643
 Bruckner, Debbie 157
 Bruening, Amanda B. 225
 Brumbaugh, Jamey T. 541, 664
 Brunett, Kaitlin M. 651
 Brunette, Daniel S. 645
 Brusche, Daniel. 80
 Brush, Emilia 604
 Bryan, Craig J. 236
 Bryan, Jennifer 578
 Bryant, Addison 565
 Bryant, Elizabeth 570
 Bryant, Jessica S. 272
 Bryant, Katherine. 319
 Bryant, Keeley E. 565
 Bryant, Thema S. 203
 Bsharat, Wasayef 550
 Buchanan, Kelly 587
 Buchanan, Kelly A. 548, 562
 Bucher, Caroline E. 554, 645
 Bucher, Meredith 610
 Buchholz, Katherine R. 577

Buck, Benjamin E.	273, 274	Cahill, Shawn	330
Buckner, Julia D.	68, 69	Cai, Qiyue	645
Buda, Kara L.	634	Caicedo, Santiago.	387
Budesheim, Lee	544	Cain, Demetria	80, 81
Budge, Joshua R.C.	534	Cain, Grace H.	444, 605
Buelens, Tinne	558, 611, 612, 634	Cain, Kelli	132
Bueno, Christine	219	Calafiore, Camryn J.	272
Bufferd, Sara J.	529, 584	Calkins, Frances C.	597
Bufka, Lynn F.	238	Call, Christine C.	656
Buhasira, Hannah	573	Callahan, Jennifer	509
Bui, Chuong	560, 561, 578	Callaway, Catherine	644
Bui, Van	534	Callaway, Catherine A.	270
Buinewicz, Sophie A. Palitz	630	Calloway, Amber	46, 70, 171
Bulger, Eileen	639	Calvillo, Stephenie Tinoco	132
Bullard, Caitlin	528	Calzo, Jerel P.	279, 368, 466
Buonopane, Ralph	129, 166, 485, 617, 621, 623	Camargo, Jr, Carlos.	168
Burdette, Evan T.	78	Cambow, Simranjeet	633
Burdick, Katherine	485, 539, 619	Cameron, Ellie	610
Burger, Julian	47, 83	Camlica, Sinem	564
Burgese, Tyler	234	Cammack, Nicole	253, 381
Burke, Anna Kate	609	Campana, Thomas	658
Burke, Margaret	604, 641	Campbell, Andrew T.	271
Burke, Natash	221	Campbell, Carolyn	531, 596
Burke, Shadie	563	Campellone, Tim	541
Burke, Taylor A.	84, 627	Campione, Marie	125, 621
Burnette, C. Blair	220, 448	Campos, Daniel.	630
Burnette, Jeni	370	Canale, Caroline	331
Burnham, Cortney	527	Cancedda, Corrado.	514
Burns, G. Leonard Leonard.	529	Cancilla, Alyssa	524
Burola, Maria Linda	132	Canen, Jenessa	465, 616, 617
Burrell, Shanta' H.	578	Cannity, Kerry M.	533
Burt, S. Alexandra	401	Cannon, Christopher J.	637
Burychka, Diana	581	Cannon, Lynn	454, 455, 546
Busch, Haley Conroy	551, 557	Cannon, Mallory.	203
Bush, Nicole	163	Cannon, Mallory J.	536
Busman, Rachel	556	Cannon, Tyrone	489
Buss, John	421, 422	Cannova, Elena.	604
Buss, John F.	630	Cano-Gonzalez, Ines.	568, 628
Butler, Eliana S.	514	Cansler, Elizabeth C.	607
Butler, Emilie	555	Cansler, Rachel	542, 573
Butler, Rachel M.	355, 356	Canu, Will H.	527
Butryn, Meghan L.	655	Capage, Laura.	562
Buttaro, Francesca	618	Capel, Leila K.	266, 496, 496
Buzzell, George	358, 552	Caporino, Nicole E.	548
Byrd, Amy L.	400, 559, 566, 572, 611, 616	Cappella, Elise	427, 561, 571
Byrne, Meghan	632	Capps, Elizabeth	531
Byrne, Meghan E.	555, 661	Capron, Daniel	344
Byrnes, Hannah E.	552	Caravelli, Nicolas	506
Byrnes, Jennifer	622	Carbajal-Salisbury, Sara	487
Caban, Juliette I.	606	Cardentey, Lauren	526, 528, 532
Cabrera, Juan	124, 367	Cardinale, Elise	552
Cabrera, Karla D. Galvan	568	Cardinale, Elise M.	544, 560, 566, 632
Cacia, Jaclyn	117, 118	Cardona, Nicole D.	231, 232, 267, 378, 596
Cadena, Yaritza V.	643	Carel, Elodie	133, 548
Cafatti, Anastassia S.	313	Carey, James	594
Caglianone, Lily	307	Carey, Kate B.	522, 525
		Cargill, Mary I.	549, 550, 605

- Cargill, Mary Isaac 400
 Carlson, Catherine 578
 Carlson, Ryan G. 49
 Carlton, Corinne 78
 Carnero, Nicole 222
 Carney, Catherine M. 559
 Carney, Colleen E. 162
 Carpenter, Joseph K. 353, 399
 Carpenter, Kimberly 613
 Carpenter, Laura A. 549, 630
 Carpenter, Sayaka 588
 Carretta, Rachel 580
 Carrico, Adam 640, 641, 643
 Carrigan, Maureen 544, 658
 Carrino, Emily A. 146, 333, 567
 Carskadon, Mary 556
 Carson, Chelsea N. 625
 Carsten, Elisa 570
 Carta, Kayla E. 450, 608
 Carter, Brenna A. 594
 Carter, J. Carrick 542
 Carter, Julia M. 612
 Carter, McKell 550
 Carter, Sierra 202, 573, 626, 627
 Carter, Sierra E. 202
 Cary, Julianne E. 622, 624
 Casamassima, Joseph 664
 Cascalheira, Cory 596
 Cash, Annah R. 30, 426, 447, 605
 Casidy, Jeni 251
 Casline, Elizabeth 158
 Castelló, Pedro Sarrión 538
 Castiblanco, Juan 81
 Castillo, Gabriela 287, 578
 Castro, Maravillas 628, 629
 Castro-Ramirez, Franchesca 166
 Catarozoli, Corinne 514
 Caulfield, Nicole 344
 Caya, Craig 591
 Cazenavette, Thomas 527
 Cebolla, Ausiàs 538
 Cehelyk, Sarah K. 649
 Ceja, Alexis 126, 127
 Cenknér, David 170
 Cepeda, Sandra L. 342, 634
 Cerel, Julie 624
 Cervantes, Ivan 585
 Cervantes, Richard 461
 Cervantes-Borges, Ariana 523, 523, 605
 Cervin, Matti 89
 Cetinkaya, Doga 551, 615
 Cha, Christine 283
 Chadwick, Andrea 644, 647
 Chae, Si Woo 582
 Chahal, Zohra 35
 Chakkour, Em 506
 Chalker, Samantha A. 325, 492, 590
 Chan, Elizabeth 159, 264
 Chan, Kelly 579
 Chand, Milan 537
 Chandler, Alexa 568
 Chang, Alexander 578
 Chang, Cindy J. 126, 325, 378
 Chang, Katharine K. 229
 Chang, Nadine A. 294
 Chang, Ya-Wen 76, 308
 Chaplin, William F. 543, 643
 Chapman, Alexander L. 51, 611
 Chapman, Kevin 139
 Chapnick-Sorokin, Phoebe 33
 Charak, Ruby 568, 628
 Charamut, Natalie 534
 Chard, Kathleen M. 591
 Chargin, Bettye 597
 Charleson, Mary 217, 558, 566
 Chaspari, Theodora 608
 Chassin, Laurie 522
 Chat, Iris Ka-Yi K.-Y 545, 558
 Chavez, Felipa T. 35, 35
 Chavez, Manuel Gutierrez 326, 399
 Chavira, Denise 33, 218, 308, 342, 450
 Chavira, Denise A. 552
 Cheatham-Johnson, Randi 498
 Cheavens, Jennifer S. 123, 422, 539, 540, 571, 593, 613, 645, 649
 Cheek, Shayna 128, 129
 Chela, Amarpreet 532
 Chen, Diane 25, 346, 384, 503
 Chen, Jun Hong 549
 Chen, Po-Heng 130
 Chen, Serena 218
 Chen, Serena Z. 539
 Chen, Sharon 369
 Chen, Spencer X. 611
 Chen, Tiffany 635
 Chen, Yen-Ling 592
 Chen, Yi-Chuen 530
 Cheng, Karli K. 624
 Cheng, Szu-Chi Jessica 598
 Cheng, Ziwei 540
 Chennapragada, Lakshmi 428
 Chester, Maia A. 581
 Chestolowski, Eric 570
 Cheung, Joey C. 543
 Chia, Dexter J. 646
 Chiang, Karl 550
 Chiaramonte, Danielle 360
 Chick, Christina 608
 Childers, Loren 619
 Childs, Amber W. 173
 Chin, Steven Keone 365
 Ching, Danielle L. Carreira 513, 575
 Chinman, Matthew 492
 Chirica, Marianne 190, 649

- Chitale, Saeed 530, 531, 551, 625, 641
 Chiu, Angela 449
 Chiu, Chris 487
 Chiu, Christopher 278, 415
 Chiu, Rachel 33
 Cho, Bridget 561, 608, 608
 Cho, Chistina J. 202
 Cho, Sej 540
 Cho, Sungkun 587
 Cho, Young Min 484
 Chong, Li Shen 659
 Choquette, Emily 534
 Choquette, Emily M. 536
 Chorpita, Bruce F. 320, 321, 494, 495, 555
 Chou, Chia-Ying 436
 Chou, Tommy 498
 Choukas, Nathaniel R. 453, 530, 531
 Choukas-Bradley, Sophia 280
 Chow, Nicole Q. 609
 Chowdhary, Aishwarya 523
 Chriest, Katie 565
 Christensen, Kara A. 220, 401
 Christensen, Katherine E. 611
 Christensen, Kirsten 616
 Christensen, Maxwell 456
 Christian, Caroline 448
 Christian, Hanna 428
 Christian, Korinna 226
 Christiansen, Hanna 555
 Christiansen, Lisa R. 572
 Christie, Alexis 129, 617, 623
 Christner, Ray 204
 Chromik, Lindsay C. 529, 532
 Chronis-Tuscano, Andrea 30, 72, 160, 216, 425, 499
 Chu, Brian C. 549, 552, 558
 Chu, Carol 120
 Chu, Joyce P. 618
 Chu, Kristen A. 564
 Chu, Wendy 495, 642
 Chun, Sarah K. 558
 Chung, Sara 73, 426, 531
 Chung, Tammy 642
 Church, Emma 532
 Chwastiak, Lydia 273
 Chwyl, Christina 655
 Ciao, Anna 91, 339, 428
 Ciciolla, Lucia 451
 Cielsa, Jeffrey A. 538, 540, 595
 Ciesinski, Nicole K. 543
 Ciesla, Jeffrey 83
 Cigrang, Jeffrey 371, 372, 423
 Ciotti, Victoria 220
 Ciriegio, Abigail 564
 Ciya, Nonceba 223
 Claes, Laurence 558, 611, 612, 614, 634
 Clancy, Olivia M. 584
 Clapp, Joshua D. 638, 639, 640, 646, 651
 Clark, Ellie 222
 Clark, Heather L. 543, 586
 Clark, Julia 560
 Clark, Khaya 586
 Clark, Sara 448
 Clark, Sydney D. Biscarri 553
 Claybaugh, Alanah 499
 Clayson, Peter 661
 Clayton, Michal E. 351, 645
 Clayton, Susan 387, 388
 Clement, Deja N. 619
 Cleminshaw, Courtney 327
 Cleminshaw-Mahan, Courtney 72
 Cleveland, Kyndra 288, 319
 Clifton, Mona 542
 Clifton, Richelle L. 346
 Cloitre, Marylene 127, 597, 624
 Cloutier, Renee 555
 Coates, Erica 35
 Cobb, Rebecca J. 567
 Codd, Evadine 660
 Coffey, Hannah 222, 394
 Coffey, Hannah M. 562, 563, 597
 Cofresi, Roberto U. 523
 Cohen, Anael Kuperwais 119
 Cohen, Jeffrey M. 378, 433
 Cohen, Katherine 76, 408
 Cohen, Lindsey 614
 Cohen, Zachary D. 356
 Colantuono, Valerie 546
 Colder, Craig 317, 642
 Cole, David 604
 Cole, Steve 261
 Coley, Katherine 499
 Coll, Sofia 505
 Collett, Brent 451, 452, 577
 Collett, Sarah M. 533
 Colley, Madison L. 614, 620
 Collins, Amanda C. 271, 271, 272
 Collins, Constance 222
 Collins, Pamela 274
 Collins, Tal 546
 Collins, Vaughan K. 132, 406
 Colombo, Desirée 490
 Colombowala, Fatema 530, 531
 Colón-Bosques, Nicole M. 527
 Colorado, Giselle 342
 Comer, Jonathan S. 25, 78, 242, 308, 313, 357, 449, 608
 Compas, Bruce E. 564, 604, 606, 607
 Compton, Scott 496
 Compton, Scott N. 598, 631
 Conde, Cristina 637, 639
 Coniglio, Kathryn A. 161
 Conley, Colleen S. 467, 657
 Conlon, Rachel P. K. 656

- Conner, Bradley T. 594, 620
 Conner, Caitlin M. 251, 548
 Conradi, Lilliana R. 577, 578
 Conradt, Elisabeth 225
 Conroy, Kristina 240
 Conti, Kaileigh 539, 645
 Convertino, Alexandra D. 580, 584, 585
 Conway, Christopher C. 545, 617, 618, 622
 Cook, Clay 406
 Cook, Clayton 373
 Cook, Joan 127
 Cook, Terri 646
 Cookson, Erienne 80
 Cool, Jade 88
 Cooley, John L. 79, 556, 561, 609
 Cooper, Audrey 527
 Cooper, Lee 592, 631, 646, 646
 Cooper, Marita 458, 482, 584
 Cooper, Samuel 412
 Cooper, Theodore V. 523, 585, 605
 Copeland, William 613
 Copenhaver, Michael 541
 Coppersmith, Daniel 166, 280
 Coppersmith, Daniel D.L. 535
 Corbett, Blythe 546
 Corbett, Blythe A. 546
 Corbin, Cathy 132, 373, 405, 406
 Cordova, Andreina 576
 Córdova, James. 284, 371, 372
 Cordova, Matthew 345
 Cordova, Matthew J. 579
 Cornelius, Tara L. 635, 652
 Correa, Brianni 603, 628
 Correia, Chris J. 522
 Corrica, Kamren 587
 Cortes, Andrea Toledo 387
 Corwin, Elizabeth 654
 Coser, Ashleigh 152, 451
 Cosgrove, Victoria E. 556
 Costello, Kayla 355, 566, 581
 Costello, Thomas 404
 Cotter, Mairin M. 562, 564
 Cotton, Adriann V. 655
 Cotton, Mallory R. 551, 557
 Coughlin, Lara 397
 Cogle, Jesse 404
 Cogle, Jesse R. 522, 537, 626
 Coulombe, Brianne R. 561
 Coulombe, Simon 656
 Cowing, Leo J. 582
 Cox, Joseph 329
 Cox, Rebecca C. 533
 Cox, Shana 222
 Cox, Stefany 530
 Coyne, Alice E. 591, 634, 636, 642
 Coyne, Claire A. 346
 Craig, James T. 602, 659
 Crane, Cory 285
 Crane, Margaret E. 88, 89, 270
 Crane, Nicole T. 655
 Crapanzano, Kathleen A. 69
 Craske, Michelle G. 33, 261, 262, 467, 539, 564, 630, 646
 Crasta, Dev 233, 284, 285, 428, 491, 491, 625
 Creed, Torrey A. 170, 171, 202
 Crenshaw, Alexander O. 165
 Cripe, Bradley 452, 453
 Crittenden, Erin B. 557, 565, 628, 634
 Crochiere, Rebecca 655
 Cromb, John 644
 Croom, Hannah 312
 Cross, Haley 567
 Cross, Robert. 555
 Crowe, Katherine 191
 Crowell, Sheila 225
 Crowley, Michael 358
 Crowley, Michael J. J. 552
 Crown, Mario J. 548
 Crowther, Janis H. 585
 Cruess, Dean G. 541
 Crumby, Emma 585
 Cruz, Cristian 588
 Cruz, Manfredo Flores 619, 622
 Cruz, Raquel Castillo 539, 603
 Cryer, Henry 176
 Cuauero, Sabrina 87
 Cuauero-Cuauero, Sabrina 583
 Cucalon, Allison 453
 Cucchiara, Claudia L. 548, 549
 Cucciare, Michael 590
 Cudd, Alex 126
 Cullen, Brooke 633
 Cully, Jeffrey 590, 655
 Culwell, Jayme 623
 Cummings, Mackenzie 502
 Cundiff, Jenny M. 560
 Cunning, Allison 583
 Cunningham, Lindsey. 603, 628, 628
 Curran, Chloe 79
 Currier, Joseph 435, 470
 Curtin, John J. 120, 547
 Curtin, Lisa 585
 Curtiss, Joshua E. 598
 Curzon, Madeline 263
 Cusack, Claire 583
 Cusimano, Corey. 655
 Cutler, Dahlia C. 614
 Cyr, Nicole 589
 Czyn, Ewa 129
 D'Adamo, Laura 402, 574
 D'Onofrio, Brian 649
 Daffre, Carolina 553
 Dahlman, Tennyson 454, 455
 Dahm, Katherine A. 479

- Dai, Yifei 644, 647
Dale, Chelsea 158
Dale, Lourdes P. 579
Dale, Sannisha 136, 488
Daley, Kate 88
Dallard, Natalie 427, 562
Daly, Brian P. 562
Daly, Nicole 387
Dani, Anoushka W. 583
Daniel, Katharine E. 121, 352
Daniel, Merryn 129
Daniel, Ray 640
Daniel, Stephanie S. 234
Danielsen, Maria Sofie Bach 278
Danko, Christina 499
Danzi, BreAnne 611
Danzo, Sarah 39
Dao, Anh 85
Daouk, Sariah 579
Darnell, Benjamin C. 589
Darow, Eva L. 527
Dart, Hannah 648
Daruvala, Tamina 571, 572
Das, Akanksha 173
Dastrup, Kara 562, 656
Dastur, Zubin 127
Datta, Saumya 618
Dattolico, Devin 417, 418
Dau, Ana Luisa B. 641
Davidson, Richard 34
Davies, Rachel 503
Davila, Joanne 375, 597
Davis, Ariana 627
Davis, Betsy 631
Davis, Heather A. 221, 447, 524
Davis, Kimberly M. 538
Davis, Lauren 482, 483, 582
Davis, Margaret T. 624, 625, 636, 656
Davis, Marisa 570
Davis-Bosch, Liam 609
Day, Talena C. 547, 549
de Barros Barreto Morton, Tonia 649
de Jesus-Romero, Robinson 421, 422, 544, 630
De La Cruz, Lianne 662
de la Garza Evia, Ángel Vela 308
De Leon, Ardhy N. 523, 651
De Los Santos, Alyssa 374
De Luna, Jesus 560
de Mamani, Amy Weisman 361, 362, 362
De Vito, Alyssa 119
De Young, Kyle P. 401, 402
Deavens, Kailyn 307
Deb, Moniher 584
Debinski, Beata 234
DeCarlo Santiago, Catherine 240
DeCaro, Sydney A. 551, 615
Decker, Kaitlyn 455
Decker, Suzanne E. 445, 446, 580
DeCross, Stephanie N. 411
Dedousis-Wallace, Anna 194
DeFontes, Clara G. 227, 595, 595, 610, 610
DeFouw, Emily 562
Deguzman, Regine M. 524, 639
Dehmer, Makayla 524
Del Vecchio, Tamara 604, 608, 628
DeLapp, Ryan 202
DeLapp, Ryan C. 70, 242
Deldin, Patricia J. 648, 650
Delgadillo, Arianna A. 658
Delgado, Amaya 589
Delgado, Daylin 605
DeLone, Alexandra 542
Delucchi, Kevin 425
Delucio, Kevin 428
DeMarco, Dylan 485
Demirelli, Stacey 446
Demming, Claire 591
DeMott, Andrew 453
Dempsey, Walter 281
Demyan, Amy L. 592
Denduluri, Meenakshi 44
Deng, Huixin 540
Deng, Wisteria 489
Deng, Xinyi 550
Deng, Yunfeng 453, 551
Denmark, Kristin 464
Denning, Dominic M. 367, 463, 464, 505, 595, 595, 610, 610, 615
Dennis, Shakur J. 611
Denton, Ellen-ge 336
Depp, Colin A. 492, 590, 663
DePrince, Anne 357, 651
Derby, Lilly 588
Dermen, Kurt 317
Deros, Danielle E. 533, 537
DeRycke, Eric 445
Desai, Hetvi 565, 641, 654
DeSarno, Michael J. 539
Desdentado, Lorena 534, 586, 589
DeShazer, Madeline R. 529, 561, 571
DeSon, Joshua 466
Dev, Amelia S. 600, 633
Devendorf, Andrew 138, 190, 235, 369, 369, 369, 370
Devendorf, Andrew R. 658
Dever, Bridget V. 529
Dever, Lee KeBridget V. 529
DeVille, Danielle 283
Devlin, Emily 594, 595, 596
Devoe, Dan 157
Dexter-Mazza, Elizabeth 178
Dhar, Nirmala 238
Dhingra, Ramnik 127
Di Bartolomeo, Alyssa A. 611

- Diaz, Kathleen I. 158, 660
 Diaz, Marlen 270, 493, 494, 575, 664
 DiBello, Angelo M. 522, 525, 545
 DiBlasi, Thomas 509
 DiCaprio, Peter 318
 Dick, Anthony 263
 Dickie, Daniel T. 542, 563, 569
 Dickson, Kelsey S. 131, 131, 455
 Diebhold, Katie L. 176
 Diefenbach, Gretchen 616
 Diego, Rebeca 622
 Diehl, Abby 371, 591
 Dierckman, Clare 421
 Dierckx, Eva 611
 Diesel, Sara J. 589
 Dietch, Jesse 164
 Dietch, Jessica R. 163, 163
 Dietsch, Angela 597
 DiFonte, Maria C. 545, 556, 614
 DiGiuseppe, Raymond 181, 509, 510, 542, 542,
 643
 Diktas, Hanim 655
 Diler, Rasim 38
 DiLillo, David 651
 DiLillo-, David 634
 Dilley, James 127
 Dillon, Cara 529, 561
 Dillon, Kayla E. 583
 Dillon, Kirsten H. 543
 Dimeff, Linda 281
 Dimitropoulos, Gina 157
 Dimmick, Andrew 509
 Dindo, Lilian 655
 Ding, Qiang 632
 Ditre, Joseph 68
 Dixit, Urvashi 583
 Dixon, Laura J. 543, 586
 Dixon-Gordon, Katherine . 123, 172, 227, 227
 Dixon-Gordon, Katherine L. 595, 610
 Dmitrieva, Julia 357
 Do, Quyen A. 468, 651
 Dobias, Mallory 77, 88
 Dobrowolski, Cristin S. 645
 Dodge, Hiroko 119
 Dodson, Jillian 539
 Doerr, Jackson 420, 420
 Doerr, Samantha AM 615, 638
 Doherty, Thomas J. 191
 Dolotina, Brett 415
 Dolsen, Emily 312
 Dombek, Kelly 536
 Dominguez, Julia 527
 Dondanville, Katherine 637
 Dondanville, Kathrine 163
 Dong, Melissa 605
 Donis, Nicté B. 655
 Donovan, Caroline 193
 Dopp, Alex 325, 359, 360, 512, 513
 Dora, Jonas 275
 Doran, Neal 445, 580, 590
 Doreste-Mendez, Raura 539
 Dorfman, Alexander 555
 Dornellas, Roze 587, 642
 Dorrell, Kate 596
 Dorsey, Shannon. 131, 171, 200, 373, 406, 576
 Doss, Brian D. 85, 86, 130, 131, 371
 Douglas, Megan E. 587
 Douglas, Susan 456
 Doyle, Angela Celio 161, 161
 Doyle, Megan 87
 Doyle, Shannon M. 555, 560
 Draft, Darian 562
 Drahota, Amy 131
 Drake, Chad 566
 Draper, Crissa 570
 Dreier, Melissa J. 144, 413, 621
 Dretsch, Michael 523
 Dreyer-Oren, Sarah 524
 Driver, Simon 587
 Drott, Catherine E. 604
 Drouin, Michelle 652
 Druskin, Lindsay R. 34, 222, 528, 562, 606, 607
 Drysdale, Sophia 194, 194
 Du, Cherry 427
 Duarte, John 387
 DuBois, Chase M. 544, 600
 Duchi, Ana L. Castillo 563
 Duchon, Molly 643
 Duclaux, Caroline 609
 Dueweke, Aubrey R. 618, 638
 Duffield, Cory 292
 DuFrene, Troy 436
 Dukuye, Peace 219
 Dukuzumuremyi, Ernest 511
 Dumas, Rachael E. 465, 598, 620
 Duncan, Bowie 315, 566
 Dunlop, Anne 654
 Dunn, Natalie K. 616
 Dunn, Nicholas C. 529
 Dunsmoor, Joseph 412, 565
 Duong, Jacqueline B. 449, 450, 608
 DuPaul, George J. 118, 327, 327, 328, 529,
 531, 532
 DuPaul, Lee KeGeorge J. 529, 532
 Duprey, Erinn 444
 Duque, Almudena 534
 Dusso, Biiftu 427, 574
 Durham, Leighton 559
 Duru, Chinwendu 577
 Dustin, Hailey 525
 Dutta, Anamika 554
 Duvall, Ally 91
 Dvorak, Robert 523, 651
 Dvorsky, Melissa R. 73, 159, 159, 264

Dworkin, Emily R.	344, 345, 572, 642	Elliott, Kim Kobayashi	649
Dyar, Christina	597	Elliott, Tonya	324
Eagan, Lauren E.	592	Elliott, Tori A.	656
Ean, Nil	640, 641, 643	Ellis, Amy.	127
Eapen, Blessen	541, 591	Ellison, Spencer C.	621
Earle, Elizabeth A.	611, 647	Ellisor, Britney.	588
Earleywine, Mitch.	525	Elmahmudi, Ali Ahmed	627
Earleywine, Mitchell S.	632, 650	Elmi, Layla M.	639
Eaton, Dan	565	Elmi, Shira KeLayla M.	640
Eaton, Tracy	565	Elow, Darryl	366
Eberle, Jeremy W.	397	Elsharouny, Mary	622
Ebert, Jon	564, 604	Elwy, A. Rani	122
Ebert, Kenna R.	575, 637, 639, 639	Emert, Sarah	579
Ebesutani, Chad	574	Emery, Noah N.	526, 538
Eboigbe, Loretta	591, 592, 606	Emily, Kuschner S.	458
Eckel, Lisa	36	Engelstad, Kory D.	630
Ecker, Anthony H.	590, 590	English, Tammy.	351
Eckhardt, Christopher I.	653	Ennis, Naomi.	646
Eddington, Kari	501	Epstein-Lubow, Gary	543
Eden, Destiny A.	661	Erblich, Joel.	633
Edmiston, Kale	368	Ereshfsky, Sabrina.	665
Edmunds, Sarah R.	548	Erickson, Thane M.	502, 614
Edward, Donovan.	126, 127	Erjo, Trinity	559
Edwards, Daniel	513	Erlanger, Ann Eckhardt	372
Edwards, Emily R.	51, 446	Ernestus, Stephanie M.	589
Eells, Tracy Dwight	47	Erskine, Brittany S.	222, 562, 563
Efron, Lisa	499	Escalante, Genesis Saenz	361, 362, 362
Egger, Helen L.	613	Escobar, Katherine	608
Eggermont, Kristina	611, 612	Escobar, Melissa	572
Eggermont, Steven.	614	Escobar, Jessica	374
Ehmann, Sebastian.	592	Escoto, Arleth	132
Ehrenreich-May, Jill	157, 158, 440, 552, 574, 576, 634	Escrivá-Martínez, Tamara.	589
Ehret, Blaire C.	590	Espeland, Chris	406
Ehrhart, Mark	132, 406	Espie, Colin A.	538
Eichen, Dawn M.	655	Espinosa, Erin	564
Eiden, Rina	317	Esposito, Erika C.	168, 364
Eikey, Elizabeth	349	Esposito-Smythers, Christianne	167, 168, 575, 575, 615
Einhorn, Leslie	127	Esquivel-Mendoza, Juan A.	664
Eisaguirre, Jacob H.	551	Essayli, Jamal H.	355
Eisbach, Anne O.	606	Estrella, Liberty N.	618
Eisen, Eliana	618	Etherton, Joseph	315, 566
Eisenberg, Alana	364	Eustis, Elizabeth	74, 232, 267
Eisenberg, Daniel	323, 574	Eustis, Elizabeth H.	596
Eisenberg, Marla	220, 448	Evans, Abigail	619, 622
Eisenlohr-Moul, Tory	36, 37	Evans, Spencer C.	560, 605
Eisenstadt, Benjamin	279, 360	Evans, Steve	118, 240, 327, 327, 327, 328
Eisenstein, Alexander M.	531	Evans, Steven W.	531, 532, 596
Elbe, Connor I.	505, 506	Evans, Susan	647
Eldridge, Kathleen	602	Evans, Travis	566
Elhai, Jon	623	Exner-Cortens, Deineria	561, 571
Elias, Hannah	562	Eyberg, Sheila	34, 607
Eliyahu, Tal	540	Ezawa, Iony D.	175, 645
Elkins, Sara R.	564, 604	Faber, Sonya	382
Elledge, L. Chris	539	Fabiano, Gregory A.	532
Ellem, Jessica R.	637	Fabrikant-Abzug, Gabrielle L.	529
Ellenberg, Stacy	662	Facemire, Vanessa	643

- Fagan, Corey 562, 656
 Fairbrother, Nichole 600
 Fairlie, Anne M. 524, 526
 Falcone, Marissa M. 552
 Fales, Jessica 563, 582
 Falkenstein, Martha J. 232, 330, 418, 497, 599,
 600, 600, 601
 Fan, Haoxue 354
 Fan, Kailyn 77, 567, 638
 Fan, Owen. 661
 Fan, Yiqing 599, 601, 601
 Farchio, Todd 74, 75
 Farchione, Todd J. 646
 Faria, Caylin M. 530, 531, 551, 641
 Farizo, Elizabeth A. 651, 654
 Farley, Alyssa M. 554
 Farooq, Faiza 571
 Farrell, Danielle M. 569
 Farrell, Lara. 193, 193
 Farren, Elizabeth 572
 Farris, Samantha G. 525, 545, 588
 Farrukh, Qasim 374
 Farrukh, Umiemah 374, 539, 646
 Fatabhoy, Megha 590
 Faulkner, Loie M. 584
 Fawver, Bradley 523
 Feagans, Amanda. 224
 Featherston, Marilyn 72
 Fedele, Katherine. 591
 Fedigan, Shea. 554
 Fedynich, Ashley. 371
 Feeny, Norah C. . 537, 591, 633, 634, 636, 642,
 644
 Fehr, Karla. 633, 664
 Feibelman, Sylvia. 588
 Feiler, Tatum 593
 Feinberg, Mark. 317
 Feinstein, Brian. 202, 232, 329, 330, 330, 367,
 465, 596, 597
 Fekete, Erin M. 595
 Feldman, Elana. 216
 Feltus, Sage R. 522, 524
 Fennig, Molly 511, 574
 Fentz, Hanne 285
 Ferguson, Ava K. 344
 Ferguson, Frances G. Hart IreLee. 626
 Ferguson, IreLee. 627
 Ferguson, John 119, 120, 547
 Fernandes, Maria Eduarda. 200
 Fernandes, Sara N. 554, 645
 Fernandez, Moses. 643
 Fernández, Visitación. 628, 629
 Fernández-Buendía, Sara. 630
 Fernando, Michelle 589, 591
 Fetkenhour, Lucia M. 642
 Fettes, Danielle. 578
 Fickes, Michael 570
 Fielden, Calvary 663
 Fields, Jessica S. 587, 632, 664
 Figge, Caleb 459
 Figueroa, Eduardo 592
 Finer, Elizabeth. 629, 631, 639
 Finley, Erin P. 590
 Fischer, Aaron J. 609
 Fischer, Melanie S. 169, 605
 Fishbein, Nathan S. 281, 619, 623
 Fisher, Aaron J. 536, 537
 Fisher, Krista R. 270, 575
 Fisher, Rachel 542
 Fitterman-Harris, Hannah F. 87, 87, 356
 Fitts, Jessica. 366
 Fitzgerald, Hayley E. 353, 353
 Fitzgerald, Kate 553
 Fitzgerald, Taryn. 625, 639
 Fitzpatrick, Olivia M. 188
 Fitzpatrick, Skye. 123, 172, 227, 228, 610, 611,
 611, 612, 647
 Fitzsimmons-Craft, Ellen 323, 574
 Fivecoat, Hayley C. 567, 570
 Flamer, Rachel 505
 Flanagan, Julianne C. 146
 Flannery, Meghan K. 497
 Flannery-Schroeder, Ellen C. . . 537, 539, 613,
 613, 614
 Flasiniski, Tabea. 555
 Flax, Marcus 160
 Fleming, CJ 567
 Fleming, Phyllicia. 72, 117, 118
 Flentje, Annesa. 127
 Flessner, Christopher A. 553
 Flett, Greg. 288, 319
 Flom, Megan. 541
 Flood, Mary Fran 222, 562, 563
 Flores, Ashley K. 366, 576
 Flores, Cynthia M. Navarro 381, 627
 Flores, Heather 643
 Flores, Marcela 487
 Flores, Nelamaria 487
 Flory, Kate. 527, 564, 612
 Flory, Yvette R. Kate. 529
 Fogler, Jason 72
 Foley, Jacklyn D. 278, 487, 525
 Folgado-Alufre, Maria 490
 Folger, Logan 611
 Follet, Lia E. 129, 166, 534, 617, 621, 623
 Fonseca-Baeza, Sara 610
 Foran, James. 595
 Forbush, Kelsie 401
 Ford, Lashawn 603
 Forehand, Rex 605
 Foreman, Austin. 536
 Forman, Evan 629, 648, 655
 Forney, Jean J. 582, 585

Fortgang, Rebecca	129, 165, 166, 485, 617, 623, 655	Friedman, Lauren M.	529, 532
Fortson, Beverly L.	530	Friedman, Michael J.	552
Foster, Christopher	649, 663	Friedman, Nicole R.	578
Foster, Jasmeka K.	607	Frieman, Helen	120, 547
Foster, Jordan	414	Frietchen, Rachel E.	615, 616
Foster, Katherine T.	534, 656	Fritz, Patti T.	79, 79, 80
Foulkrod, Trenten R.	612	Froelich, Jessilyn	605, 656
Fournel, Isabelle	550	Fromowitz, Ariella	661
Fournier, Lauren F.	570	Frontale, Sophia	499
Foutch, Anna Peabody Lindsey	662	Frost, Kyle M.	548
Fox, Bryanna	570	Fruhbaurova, Martina	228, 624
Fox, Estella	628	Frumkin, Madelyn	661
Fox, Hannah	556	Fruzzetti, Alan E.	604, 641
Fox, Jesse	508	Fruzzetti, Alan R.	51, 595
Fox, Kathryn R. 76, 77, 82, 308, 316, 336, 369, 408, 504, 597		Fry, Abigail	575
Fox, Meghan E.	658	Fu, Qiong	327
Foxman, Betsy.	664	Fudolig, Janver	659
Fraiman, Anne	554	Fuentes, Virginia	487
Francel, Thea	567	Fulham, Lindsay	610, 612
Francis, Sarah E.	541, 557, 565, 628, 634	Fulgini, Andrew	261
Francois, Marline	554	Fulwood, Jakayla	607
Frank, Hannah E.	89, 89	Funderburk, Beverly.	513
Frank, Max	355	Funderburk, Jennifer	285, 285
Frank, Maxwell.	582, 583	Funderburk, Jennifer S.	625
Frankfurt, Sheila	492	Fung, Rae Anne M. Ho.	564
Franklin, Martin E.	496, 598, 631	Funk, Daniel H.	397
Franz, Molly R.	639, 642	Furman, Sara C.	526
Franzese, Samantha	562	Furtado, Bernadette.	659
Frary, Sarah Grace	642	Furtado, Melissa	646
Fravel, Kaitlynn.	539	Furukawa, Kokoro	34, 607
Frazier, Stacy.	319, 552, 657	Fydenkevez, Megan	37
Freden, Caroline E.	549	Gabbay, Vilma	630
Frederick, Jennifer	558, 628	Gableman, Jeff.	503
Fredericks, Kelsey.	565	Gabert, Tess	217
Fredman, Steffany J.	568	Gaddy, Emily	595
Fredrick, Joseph W.	529	Gainey, Athena.	73
Fredrickson, Chandni	553	Galanti, Regine.	203
Free, Bre'Anna L.	543, 652, 661	Galdamez, Maricela	628
Freedland, Anna S.	541	Galen, Gillian C.	595, 604
Freeman, Andrew J.	592	Galipp, Kaley	532
Freeman, McKenna	360	Gallagher, Matthew W.	613
Freihart, Bridget	136	Gallagher, Michael R.	272
Freitag, Gabrielle F.	544, 608	Gallagher, Richard	117, 118
Frentz, Hanne.	86	Galliford, Elizabeth	445
Fresco, David M.	645	Galligan, Megan.	455
Freshley, Allie	543	Gallo, Kylie	565
Frey, Benicio	536	Gallop, Robert	38
Frey, Benicio N.	646	Galovski, Tara	399
Frey, Katlyn	572, 609, 631	Galvan-Cabrera, Karla D.	628
Frick, Paul	560	Gamarra, Jennifer M.	550
Fridling, Nicole	542, 573	Gambito, Jessica	428
Friedberg, Robert D.	541	Gamoran, Jesse	630
Friedman, Debra.	606	Gangineni, Jhansi.	457
Friedman, Hannah P.	524, 535	Garber, Judy	33, 33
Friedman, Joe.	537	Garceau, Laurence	550
		Garcia, Annalisse	655
		Garcia, Celestino.	374

Garcia, Cristina M. Cabanas	658	Gieselman, Marlee N.	616
García, Dina C.	636	Gigler, Margaret E.	542
García, Ediza	643	Gilbert, Anna C.	615
García, James J.	592	Gilbert, Ben.	651
García, Jazmin	556	Gilbert, Kirsten	511
García, Jennifer Lopez	523, 585	Gilbert, Marylou	512, 513
García, Melissa	526	Gillan, Claire	584
García, Miguel A.	523, 605	Gillenwater, Kari	216
García, Natalia	345	Gillenwater, Logan	288
García, Susana Cruz	355	Gillespie-Lynch, Kristen	549
García, Yesenia	216, 452, 577	Gillmore, Casey	120
García-Valerio, Damaris	408	GINLEY, Meredith K.	525
Gardner, Frank L.	181, 573, 587	Ginsburg, Golda	158
Gareta, Dickman.	277	Ginsburg, Golda S.	555, 574, 576
Garfias, Yasmin C.	576	Giollabhui, Naoise Mac	558
Garibaldi, Patricia.	563	Giovannelli, Thoraya	446, 580
Garnaat, Sarah L.	599, 601, 601	Gipson-Washington, Raven	652
Garner, Alisa R.	594	Girard, Vanessa.	660
Garner, Annie A.	608	Giraud, Charlie	595, 597
Garriott, Anna	460	Giuliani, Nicole	261
Garza, Monica	538	Giusto, Ali	200, 414
Garza, Yvette	238	Gladstone, Theresa R.	553
Gaskill, Frederick	621	Glasner, Suzette	633
Gaspar, Mark	329	Glass, Joseph E.	28
Gasparro, Shannon E.	542	Glassman, Lisa H.	543, 649
Gassner, Dena	133	Glatt, Emily M.	529
Gates, Jacquelyn A.	32	Glatt, Sofie	402
Gates, Melissa V.	468, 468	Glenn, Cassie.	168, 363, 364, 364
Gaudio, Brandon	168	Glenn, Lara	465
Gaudio, Brandon A.	543, 583, 633, 662	Glenn, Lara E.	598, 620
Gaustria, Ellie	487	Glover, Hannah.	584
Gauthier, Gabrielle M.	644	Glover, Stephanie J.	554
Gawlik, Kate	449	Glover, Trisha L. M.	561, 609
Gawrysiak, Michael J.	592, 635	Glynn, Shirley	284
Ge, Linyan	575	Glynn, Tiffany R.	136
Gebhardt, Eli S.	464	Godfrey, Lisa	568, 569
Gee, Dylan	411, 414	Godleski, Stephanie	317
Gehrman, Phil.	119	Godon-Decoteau, Danielle	592
Gelvin, McKenzie	587	Goel, Neha J.	447
Gemar, Casper	428	Goel, Pari	409, 651
Gen, Bethany	487	Goerigk, Stephan	555
Gendreau, Michael.	644, 647	Goetz, Alexandra	533
George, Grace	626, 627	Goland, Samantha	575, 577
George, Jamilah R.	92, 337	Gold, Alexandra K.	551, 625
George, Sara St.	158	Goldbach, Jeremy	124, 367
Gerber, Adria	647	Goldberg, Ernie	645
Gerds, Shannon.	533	Goldberg, Simon	34
Gerner, Jessica L.	619	Goldberg, Simone Y.	626
Gerstein, Emily D.	605, 656, 657	Golden, Ashleigh	541
Gervasio, Maddi	565, 577	Goldenberg, Courtney	570
Getty, Emma	79	Goldentyer, Gabriela B.	630
Gewirtz, Abigail	645	Goldman, Jane Halladay	576
Geyer, Rachel B.	524	Goldstein, Tina	38
Ghahremani, Dara	633	Goldston, David	128, 234
Ghalib, Zunera	644, 647	Golik, Alexandra M.	570, 602
Ghosh, Susobhan	397	Golshan, Shahrokh.	492
Gibson, George.	488	Golt, Josh	546

Gomez, Ashley	447	Granieri, Jessica E.	31, 548, 562
Gomez, Elissa	662	Gran-Ruaz, Sophia	382
Gomez, Gloria J.	552	Grant, Ashley	268, 607
Gomez, Rosalba	543	Grant, DeMond M.	533, 537
Goncy, Elizabeth	565	Grant, Victoria	160
Gonek, Maciej.	26	Grassie, Hannah L.	552, 560
Gonzalez, Adam	126, 127	Grasso, Chris	415
Gonzalez, Araceli	358	Grattan, Rebecca	665
Gonzalez, Erin	216, 217	Gratz, Kim L.	123, 124, 227, 593, 651
Gonzalez, Erin S.	631	Grau, Peter P.	530, 564, 591, 636, 637
Gonzalez, Marybel R.	552	Graupensperger, Scott	526
Gonzalez, Sandra M. Estrada.	342	Graves, Tiffany A.	584
Gonzalez-Guarda, Rosa M.	461, 462	Gray, Madeline	662
Goodie, Jeffrey	591, 591	Gray, Matt	637, 651, 652
Goodkind, Madeleine S.	636	Gray, Mikaila	532
Goodman, Allison C.	238, 319	Gray, Rosemary N.	610
Goodman, Fallon 510, 511, 535, 538, 595, 596		Gray, Tatiana	371, 372, 424, 567
Goodman, Fallon R.	658	Graziano, Paulo	222, 263, 498, 529
Goodman, Marianne	428, 446, 492	Graziosi, Marianna	602
Goodman, Zachary	86	Green, Cathrin	159
Goodrum, Nada M.	562	Green, Jonathan	491
Goodwill, Janelle	294	Green, Kelly L.	491, 616
Goodwin, Caroline T.	664	Green, Lindsey M.	443
Goosey, Roger.	373, 405, 406	Green, Michaela I.	603
Gordis, Elana	571	Green, Sheryl	226, 536
Gordon, Allegra	279	Green, Sheryl M.	646
Gordon, Cameron L.	546	Greenberg, Alex J.	527, 529
Gordon, Kristina	49	Greenberg, Jennifer L.	598, 630
Gordon, Lucy	369	Greenberg, Pierce.	602
Gordon-Elliott, Janna.	647	Greenberg, Shayna R.	552, 557, 626
Gorman, Jack	81, 318	Greenberger, Emily	603
Goshe, Brett M.	278, 603	Greene, Carolyn J.	590
Goshgarian-Miller, Savannah L.	580	Greene, Ross	194, 194
Goss, Sophie	611	Greenstein, Dede K.	540
Gotham, Katherine	548, 549	Greenwalt, Isaac.	594
Gothard, Sarah	119	Greenwood, Chloe M.	621
Gottipaty, Anjali	570	Greenwood, Emma	570
Gottlieb, Marcus D.	564	Greevy Jr., Robert	542
Gottumukkala, Shwetha	641, 654	Gregg, Della	498
Gouda, Rowan	645	Gregorio-Zellmer, Hannah.	238
Gould, Dylan A.	659	Gregory, Caitlin P.	465, 616, 616
Goulet, Paul	487	Grewe, Jennifer	570
Goyer, Meghan.	444	Grey, Cornel	330
Goyer, Meghan S.	559, 614	Griffen, LaGriff	592
Goyette, Meredith J.	548	Griffen, Lauren	633
Grace, Daniel	330	Griffin, Sarah A.	658
Grace, Jennifer	656	Griffin, Tess Z	271
Grados, Marco	598	Griffith, Elizabeth L.	543, 652, 652, 661
Graham, Allison	388, 535, 537, 638	Griffiths, Scott	506
Graham, Andrea K.	574	Grigoryan, Gayane.	630
Graham, Joseph	159	Grimaldos, Jorge	630
Graham, Sydney	617	Grisham, Jessica	436
Graham-Lopresti, Jessica	70, 398	Grocott, Bronwen.	490
Gramlich, Michael A.	589	Gross, James	261, 352
Grammer, Anne Claire	574	Gross, Juliayael	72
Granato, Hollie.	659	Grosso, Mia C.	31, 547, 548
Granger, Maria D	287	Grove, Jeremy.	165

Grubaugh, Anouk	640	Halicki-Asakawa, Amané	581
Gruber, June	550	Haliczer, Lauren A.	610
Gruen, Rinatte L.	634	Halima, Zainabu	199
Gruhn, Meredith A.	564, 604	Hall, Blake	662
Guan, Karen	495	Hall, Kayla E.	593
Guardian, Christine	629	Hall-Clark, Brittany N.	46, 70, 70, 238, 591
Guastello, Andrea D.	579	Halldorsdottir, Thorhildur	194
Gudiño, Omar G.	570, 602	Haller, Simone P.	555
Guetta, Rachel E.	544	Halliday, Elizabeth	158
Guille, Constance	655	Hallion, Lauren S.	536
Guillen, Veronica	610	Halpern, Mina.	374
Gulden, Esat	572	Halstead, Aeriell	568
Gum, Amber	238	Halvorson, Max.	171
Gumpel, Jayne	243	Hamer, Joshua	655
Gumport, Nicole B.	270, 312, 313	Hamilton, Jessica	202
Gunda, Resign	277	Hamilton, Jessica L.	363, 413, 545, 593, 624
Gunder, Elizabeth M.	556	Hamisi, Zainabu	409
Gundogdu, Damla	387	Hammond, Lauren	538
Gunin, Gabrielle	549	Hampton, Brittany	627
Gunn, Meredith W.	455, 455	Han, Robin	34, 222
Gunning-Dixon, Faith.	539	Han, Robin C.	606, 607
Gunthert, Kathleen C.	633	Handley, Elizabeth	168, 364
Guo, Jenny	603, 628, 628	Handsman, Rebecca C.	546, 547
Guo, Yongyi	397	Hanekom, Willem.	277
Gupta, Avantika	372, 423	Hanna, Emily.	602
Gur, Tal	561	Hannesdóttir, Dagmar Kr.	529
Gustavson, Jacob	599, 648	Hansen, David.	222, 563
Guthrie, Cara S.	606	Hansen, Eleanor	559
Guthrie, Kristen	644	Hansen, Frederik	285
Gutierrez, Carolina.	636	Hansen, Frederik Godt.	86, 569
Guttman, Shayna	85, 86, 86	Hansen, David.	562
Guy, Arryn A.	219, 487	Hanske, Sarah.	608
Guzman, Marco	487	Harb, Camelia A.	660
Guzman, Yasmin.	217	Hardy, Kristina	454, 455
Gwon, Seok Hyun.	566	Hareli, Maya	657
Haack, Lauren M.	73	Hargrove, Rachael	550
Haag, Adam	608	Harkness, Audrey	50, 359, 360, 486, 493
Haaga, David A. F.	497, 599	Harmon, Kassidie S.	540, 571
Haase, Grace	459, 482, 566, 584	Harmon, Rachel L.	547
Haase, Sophie	482	Harmon, Raquel	588
Hache, Rafael T. Esteva	575	Harned, Melanie.	139
Haeck, Carly	538	Harnedy, Lauren E.	621, 624
Haeny, Angela	523	Haroz, Emily	366
Hafeman, Danella	38	Harper, Jessica A.	659
Haft, Stephanie L.	644	Harper, Kelly.	126, 127, 230, 398, 399
Hagan, Kelsey E.	220	Harrewijn, Anita.	555
Hagan, Mary.	657	Harrington, Yael S. SteEllie	548
Hagans, Will	324	Harris, Ashley	559
Hahlweg, Kurt	169	Harris, Bethany A.	659
Hahn, Burkhart.	533, 537	Harris, Michaela	366
Hahn, Samantha	448, 524	Harris, Tiffany G.	562, 564
Haigh, Emily A. P.	628	Harrison, Sayward	642
Haik, Amanda.	596	Harrop, Erin N.	87, 483, 504
Haim, Adam	129, 166, 617, 623	Hart, Frances G.	627
Hajcak, Greg	36, 556	Hart, Kathleen J.	584
Hakusui, Christopher Komei	665	Hart, Katie C.	498
Hale, Molly	267	Hart, Trevor A.	329

Harvey, Allison G.	50, 162, 218, 270, 312, 313, 494, 575, 664
Harvey, Philip	663
Harward, Laura.	637
Hashimoto, Kaya	588
Hashtpari, Halleh	471
Haskell, Hannah	659
Hassler, Molly E.	618
Hastings, Paul	129
Hastings, Paul D.	620
Hatch, Brigit	358
Hatch, Gabe	86
Hatch, H. Dorian.	86, 613, 649
Hatch, Kurt	406
Hatch, Nick	360
Hatch, S. Gabe	131
Hatzenbuehler, Mark	82, 83, 115, 116, 231, 232, 503
Haupt, Katherine	366
Hawk, Rachel	603, 640
Hawkey, Elizabeth	73
Hawks, Jessica.	660
Hawrilenko, Matthew	371
Hay, Jarrod	236
Hayes, Adele M.	331, 633, 634, 642
Hayes, Ethan	642
Hayes, Katey	606
Hayes, Katherine	35
Hayes, Molly	500, 501
Hayes, Olivia N.	636
Hayes, Stephanie L.	665
Hayes, Timothy	222, 532
Hazzard, Vivienne M.	220
Hearon, Bridget A.	588
Heath, Diana	499
Heckert, Kerri	458
Hee, Puanani J.	457, 513, 575
Heerschap, Jessica	618
Heiland, Ally M.	649
Heilman, Meagan.	560
Heimberg, Richard G.	645
Hein, Katherine E.	611
Hein, Tyler.	320
Heintz, Madison	157
Heinz, Michael V.	271
Held, Philip	331, 636, 638
Heleniak, Charlotte	560
Hellberg, Samantha N.	190, 225, 225, 500, 598, 600
Helm, Jonathan L.	577
Helmer, Drew	590
Hem, Chrissna	659
Hendershot, Quinn E.	567
Henderson, Craig	164, 456, 612
Hendrick, Avery	450
Henkel, Amanda.	659
Henley, Anna Catherine.	527, 529
Henninger, Michelle.	358
Hennings, Augustin	412
Henriquez, Alexis	571
Henry, Alasdair L.	538
Henry, James.	586
Henry, Laura	73, 531
Henry, Lauren	158
Henry, Lauren M.	559, 564, 604, 628
Henry, Nicole	537
Henschel, Aisling	591
Herbitter, Cara	126, 179
Herbst, Kobus.	277
Herlands, Samantha.	660
Herman, Alyssa M.	269, 269
Hernandez, Alexandra	639
Hernandez, Ana	616
Hernandez, Antonietta Alvarez	453, 530, 531, 551, 625, 641
Hernandez, Daniela	487
Hernandez, Juan C.	583
Hernandez, Maria	487
Hernandez, Melissa	263
Hernandez, Shelia S.	465
Hernandez-Ramos, Rosa	170, 407, 408
Herndon, Jason.	294
Herr, Nathaniel R.	611, 612, 634
Herrera, Jacob	487
Herrera, Justice.	506
Herrera, Miguel	350
Herrero, Rocío	490, 534, 538, 581, 586, 650
Herres, Joanna L.	596
Herrmann, Heather	120
Hersch, Emily	222, 350, 450, 564
Hersh, Jacqueline	603
Heshmati, Saida	571, 573
Heslop, Elijah	662
Hetzl-Rigglin, Melanie D.	565, 604, 642, 653, 654
Hey, Audrey J.	646
Heyman, Richard E.	372, 423
Heymann, Jillian B.	640, 641, 643
Hibbs, Caitlin	646
Hieftje, Kimberly	175
Higashi, Dorian.	269
Higgins, Ainara.	355
Highlander, April	605
Hightower, Sierra	425, 426, 528
Hildebrandt, Tom	584
Hill, Jessica E.	423, 423
Hill, Kyle X.	388
Hill, Leroi.	564
Hill, Liam F.	534
Hill, Naomi	585
Hill, Patrick	235
Hill, Ricky	594
Hill, Tarryn E.	587
Hill,, Patrick	592

- Hillesheim, Joseph 80, 81
Hilt, Lori 33
Hilton, Dane C. 614
Himawan, Lina 582
Himelein-Wachowiak, Kenzie 543
Himle, Michael B. 632
Hind, Emma 570
Hinds, Zig 597
Hines, Alexandra 228
Hinkel, Hannah 470
Hinojosa, Jessica 664
Hinshaw, Stephen 425, 426
Hinshaw, Stephen P. 528, 531
Hirai, Michiyo 563, 579, 599
Hirlemann, Alexia M. 86
Hirshberg, Matthew 34
Hirshman, Anna 548
Ho, Jolie T.K. 314, 534
Ho, Man Him 631
Hoang, Annie 524
Hoang, Linh 549
Hodgins, David C. 522
Hodgins, James P. 557, 626
Hoelscher, Elizabeth C. 229, 229
Hoffman, Daniel L. 139
Hoffman, Elisheva 533
Hoffman, Jeanne 639
Hoffman, Samantha N. 272, 649
Hoffman, Valerie 541
Hoffmire, Claire A. 230
Hofmann, Stefan 47, 123, 202, 353
Hogan, Laura 614
Hoge, Charles 637
Hoge, Elizabeth 536
Hogue, Aaron 321
Holdaway, Alex 73
Hollender, Allison 550
Hollinsaid, Nathan L. 82, 83, 115, 116, 231, 503, 504
Hollon, Steven D. 175
Holloway, Brendon 87
Holly, Lindsay 321
Holmberg, Diane 567, 635
Holmes, Ava 533
Holmes, Jessica 454, 455
Holmes, Melissa 603
Holmes, Nicole 78
Holt, Tana 455
Holtzworth-Munroe, Amy 288, 574
Holzman, Jacob 572, 609, 631
Hom, Melanie 511, 567
Home, Ramya 611, 648
Hong, Janie 92, 294, 337
Honsberger, Mark 446, 580
Hood, Caitlyn 579
Hoogerwerf, Riley N. 651
Hooper, Savannah C. 87, 581, 583, 656
Hooper, Vaughan 126, 126
Hope, Debra A. 596, 597, 597
Hope, Debra A. 596
Hopkins, Tiffany 225
Hopper, Kayce M. 524, 535, 605
Hormes, Julia M. 458, 459, 566, 581, 584
Hormiz, Angela 79
Hornik, Olivia 450
Horrocks, Bree K. 618
Horta, Angie Gomez 88
Horwitz, Adam G. 129
Hosgor, Murat 526
Houle, Tim T. 591
Houlihan, Daniel 630
Houston, Rebecca 268, 607
Houtsma, Claire 617
Howard, Jacqueline 421, 422, 540, 627, 630
Howard, Kristen P. 123, 123
Howardson, Rebekah 635
Howe, Esther 275, 276
Howell, Brittany 580
Howell, Gary 360
Howlett, Shayna A. 270, 575
Hoyt, Crystal 370
Hoyt, Lindsay Till 625
Hsieh, Andreanna 449
Hsu, Albert 217
Hsu, Kean J. 417
Huang, Kuan-Ju 592
Huang, Yiming 618
Huang, Zhuoran 629, 655, 655
Hubbard, Maya L. 602
Hubel, Grace S. 562
Huber, Holly M. 287, 288, 574, 578
Huber, Sarah 544
Hubert, Troy 648
Hubert, Zachary 318
Hudd, Taylor 282
Hudnall, Matthew 578
Hudson, Bradley O. 551
Hudson, Chloe 78, 567
Huerta, Wendy 652
Huffman, Jeff 281
Huffman, Sarah E. 227, 595, 610
Hugh, Maria 373
Hughes, Adriana 119, 120
Hughes, Chris D. 122, 276
Hughes, Christopher D. 615, 616
Hughes, Jennifer 38
Hughes, Kendall H. 660
Hughes, Susan 453
Huit, T. Zachary Z. 394
Hull, Michelle 556
Hull, Thomas D. 542, 573
Humbach, Richard E. 568
Humphrey, Carolyn 575
Hung, Pei-Yao 397

Hunger, Jeffrey	368, 505	Jackson, Skyler D.	596
Hunsche, Michelle C.	547	Jackson, Will	596, 597
Hunt, Rowan A.	144, 173	Jackson, Yo	608, 608
Hunter, Hannah	554	Jacob, Chiagoziem (ChiChi)	320
Hunter-Johnson, Tera	570	Jacobs, Alexandra X.	546
Huntington, Charlie	567	Jacobs, Yuche	223
Huppert, Jonathan	282, 354	Jacobson, Nicholas C.	271
Hurst, Kelly	540	Jacobson, Samantha V.	615
Hurst, Samantha	492	Jacobucci, Ross	276, 507, 619, 622, 623
Huskey, Alisa	579	Jacoby, Ryan J.	633
Hussong, Andrea	596	Jacoby, Vanessa	636
Hutchinson, Emily A.	551	Jacques, Andrew	268, 607
Huynh, Kayla Y.	618, 618	Jaeger, Allison J.	628
Hwang, Sophia	427	Jaffe, Nigel	558, 645
Iannazzi, Emily	562	Jager-Hyman, Shari	407, 492
Ibáñez, Neus	630	Jaguga, Florence	200
Ibarra, Carla	487	Jain, Joanna N.	660
Ibarra, Yareli Perez	542, 542	Jamison, Jesslyn M.	171
Ibonie, Stevi G.	550	Jamison, Robert	587
Ibrahim, Ahmed Aman	627	Jankowski, Mary K.	602, 659
Ibrahim, Hawo	651	Jans, Laura	76, 88, 127
Ichimura, Emi	571	Jaramillo, Carlos	541, 591
Ichinose, Megan	158, 550	Jarnecke, Amber M.	146
Idnani, Aneela	497	Jaroszewski, Adam	280, 281, 630
Ijeluola, Olorunsayo Tolulope	578	Jarrett, Matthew	527, 529
Ilagan, Gabrielle S.	545, 617, 618, 622	Jarskog, L. Fredrik	324
Ilyaz, Emma	566, 611, 624	Javadi, Natalie	242
Imamoglu, Aslihan	324	Jawad, Abbas	73
Imel, Zac	274, 628	Jean, Anishka	173, 533
In-Albon, Tina	555, 657	Jean-Francois, Emmarald	529
Inderbitzen, Sean M.	176	Jeffers, Nakea	622
Ingersoll, Brooke	548	Jeffrey, Christina	47
Ingram, Katherine	412	Jenness, Jessica L.	39, 350
Iniguez, Jesus "Yarimah"	487	Jennings, J. Richard	400, 559, 566, 611
Inness, Briar E.	646	Jensen, Mary C.	594, 635, 652, 652
Ioannou, Myria	511	Jensen-Doss, Amanda	88, 158, 158, 456, 456, 574, 576
Ip, Jennifer W.	612	Jenzer, Tiffany	525
Ipek, Simay I.	630	Jeon, Min	40, 41, 125, 403
Ironson, Gail	278	Jeon, Min Eun	204, 621
Irrgang, Makenzie	589, 636	Jeong, Hee Jung	559
Irwin, Michael	261	Jerome, Topher	281
Isenberg, Ben	495	Jessup, Sarah C.	533, 599
Ishimuro, Hannah S.	357, 535	Jeyanayagam, Britney	549, 550, 605
Issa, Meriam	656	Jiang, Lily J.	288, 574
Ito, Sakura	127	Jiang, Yuanyuan	425
Iturra, Miya	569	Jim, Lisa	366
Ivaniuk, Iryna	366	Jin, Joel	292, 570, 571
Ivashina, Alice	633	Jin, Qiwen	374
Iwata, Charles E.	578	Jo, Jenny	585
Iyiewuare, Praise	286	Job, Ann-Katrin	169
Jack, Helen	223	Job, Gregory	643
Jackson, Abigail E.	534	Jobes, David A.	38, 625
Jackson, David	457, 513	Joell, Indira	532
Jackson, David S.	579	Joffe, Anthony D.	657
Jackson, Jamie L.	558	Johal, Priya	571, 572
Jackson, Mitchell	556	John, Rachel A.	536
Jackson, Samuel T.	608, 628		

- Johnson, Amanda 545
 Johnson, Ben D. 538
 Johnson, Christina 562
 Johnson, Clara M. 360, 562, 576, 576
 Johnson, Kim 223
 Johnson, Matthew D. 567
 Johnson, Natalie 410
 Johnson, Savannah L. 199, 409, 462, 651
 Johnson, Shelby L. 609
 Johnson, Sheri 276
 Johnson, Tracy R. 591
 Johnston, Sam 549
 Johnston, Samantha 650
 Joiner, Thomas 40, 41, 125, 403, 621, 663
 Joiner, Thomas E. 41, 125
 Jollimore, Jody 330
 Jonas, Victoria 590
 Jones, Adam P. 531
 Jones, Anna M. 588
 Jones, Deborah 444
 Jones, Deborah J. 605
 Jones, Dominoe 638
 Jones, Emily L. 357, 535, 537, 551
 Jones, Holly 388
 Jones, Isaiah J. 463, 464
 Jones, Jasmine Blanks 576
 Jones, Kimberlee 622
 Jones, Megan 81
 Jones, Meredith C. 523
 Jones, Natalie 509
 Jones, Nickolas 161
 Jones, Samantha 78
 Jones, Sandra 588
 Jones, Shawn C.T. 49
 Jones, Sydney B. 592, 646
 Jones, Tenelle 579
 Joormann, Jutta 489, 539
 Jopling, Ellen 490
 Jordan, D. Gage 164
 Jordan, Neil. 563
 Jordan, Sara S. 658
 Jorgensen, Saskia L. 363, 413, 593
 Joshi, Mahima 373, 405, 406
 Joshi, Sonalee 534
 Joska, John 81, 278, 278
 Josol, Cynde Katherine 132
 Joyce, Victoria. 621
 Joyner, Keanan J. 403, 404, 414
 Jozsa, Kyle. 595
 Ju, Catherine. 119
 Juarascio, Adrienne S. 402, 582
 Jubran, Madeline 333
 Jujjavarapu, Shilpa 584
 Jules, Bridget N. 542, 569
 Jumonville, Grace A. 450, 608
 Jung, Sehee. 451, 561, 570
 Kabel, Katherine E. 535
 Kacos, Heather 580
 Kaczurkin, Antonia 559
 Kado-Walton, Merissa 665
 Kagee, Ashraf. 81, 223, 278
 Kahler, Christopher 419
 Kahn-Samuels, Shira 73
 Kahura, Ngina 410
 Kaiser, Anica Pless 639
 Kaiser, Nechama 536
 Kaiser, Nina 425
 Kaiser, Roselinde 540
 Kaliush, Parisa. 225
 Kalmbach, Jessica L. 636
 Kalomiris, Anne E. 554
 Kamali, Masoud 551
 Kamimura-Nishimura, Kelly. 532
 Kane, Louisa 146
 Kanenberg, Heather 542
 Kang, Erin 400, 549, 550, 605
 Kang, Rachael. 544
 Kang, Sungha 287, 578
 Kangas, Maria. 657
 Kang-Sim, D. Eastern 655
 Kanne, Stephen 326, 326
 Kanuha, V. Kalei 339
 Kaplan, Cynthia 604, 641
 Kaplan, Jonathan 46
 Kaplan, Rachel 527, 564
 Karaszia, Bryan T. 387, 585
 Karbassi, Nikoo. 584, 629, 655
 Karekla, Maria 266
 Karlovich, Ashley R. 605
 Karnik, Niranjana 307
 Karnik, Sanjana 527
 Karr, Chris 484
 Karras, Elizabeth 233
 Karvay, Yvette. 221
 Karve, Deepashree 424
 Kassinopoulos, Orestis 266
 Kathawalla, Ummul 45
 Katsikas, Maxwell J. 636
 Katsikas, Steve 603
 Katz, Benjamin 76, 268, 330, 367
 Katz, Benjamin W. 652
 Katz, Douglas 551, 641
 Katz, Lynn Fainsilber 606
 Katzman, Debra 401
 Kaufman, Caroline C. 435, 509
 Kaufman, David A.S. 531
 Kaur, Kiran 190, 326
 Kaur, Navneet 555
 Kauth, Michael 359
 Kaveladze, Benjamin 629
 Kaya, Robert A. 639, 640, 646, 651
 Kaylor, Makena 607
 Kaysen, Debra 286, 286, 332
 Keane, Terence 163, 398, 399, 491

Keane, Terrence	541	Khosravi, Parnis	552, 566
Kearney, Christopher	563	Khoza, Thandeka	277
Kearns, Jaclyn C.	491	Khuu, Alexis	546, 547
Kearns, Nathan T.	523	Kibbey, Mindy M.	588
Keefe, Brian	644, 647	Kiche, Sharon	200, 576
Keefe, Denali	569	Kiderman, Miryam	628
Keefe, Jack R.	643	Kidwai, Faiz	662
Keel, Pamela	401	Kiel, Elizabeth J.	554, 606, 608
Keenan, Elliot G.	31	Kientz, Julie	350
Keenan-Miller, Danielle T.	635	Kikuchi, Manabu	579
Keeney, Cora	600	Kilada, George	552
Keenum, Abigail M.	658	Kilpela, Lisa S.	87, 581, 583, 656
Keetile, Moses	514	Kim, Byung K.	603
Keidan, Sam	662	Kim, Hyoun	498
Keister, Diane E.	548	Kim, Hyungjin M	637
Kelberman, Caroline	535	Kim, Jeongmi	349
Keller, Brittany	588, 588	Kim, Joanna J.	374
Keller, Nicole	412, 513	Kim, Junok	545
Kellerman, John Kai	121, 165, 168, 363, 624	Kim, Kelly N.	579
Kelley, Elizabeth	78	Kim, Rachel	366
Kelley, Kara N.	418, 599	Kim, Sophia	267
Kelley, Megan M.	531	Kim, Thomas	540
Kelley, Michelle	503	Kim, Yourim	566, 599, 600
Kelly, Devin	88	Kimble, Sara K.	122, 615, 615, 616
Kelly, Flynn	129	King, Alexandra M.	646, 649
Kelly, Hannah	605	King, Catherine	422, 593
Kelly, Kimberly	164	King, Dana	415
Kelly, Megan M.	590	King, Jaelen	523
Kelner, William C.	539	King, Kevin	275
Kemp, Emily	560	King-Nyberg, Bennett P.D.	546
Kemp, Kathleen	664	Kinkel-Ram, Shruti	360
Kendall, Ashley D.	34	Kinkel-Ram, Shruti S. S.	368, 402, 505, 505
Kendall, Philip C.	89, 89, 270, 552, 555	Kipp, Zoe	87
Kenford, Susan L.	525, 582, 582	Kirakosian, Norik	81, 415
Kennard, Betsy D.	618, 619	Kirby, Anne	133, 589
Kennedy, Anthony	617	Kircanski, Katharina	544, 552, 555, 566, 632, 661
Kennedy, Arrianna	564	Kirchner, JoAnn	359
Kennedy, Jan	637	Kirkland, Michelle	646
Kennedy, Megan C.	563, 636	Kirkpatrick, Kathryn	558
Kennedy, Sarah	158, 158	Kirschbaum, Allison	329
Kennedy, Sarah M.	660	Kirschner, Sara	555
Kennedy, Traci	29, 30	Kirshon, Samantha Jo	648, 657, 661
Kenworthy, Lauren	454, 455, 546, 547, 548	Kiser, Emalee	644
Kenyon, DenYelle	611	Kisiel, Cassandra L.	563
Kernes, Jerry L.	592	Kivlighan III, Martin	88
Kerns, Connor M.	31, 547, 548, 549	Klare, Dalton	600
Kerry, Vanessa	514	Klassen, Brian	331
Keshishian, Ani C.	526	Klaver, Samantha J.	523, 651
Khahra, Amardeep	612	Kleiman, Evan	121, 122, 129, 161, 165, 166, 168, 280, 281, 363, 363, 363, 364, 485, 524, 539, 551, 610, 615, 616, 617, 621, 624, 629
Khalifian, Chandra Estelle	243, 597, 624, 641	Klein, Alexandra B.	591, 636
Khan, Aysha	634	Klein, Daniel	116
Khan, Ellia	569	Klein, Daniel N.	584
Khanna, Muniya	204	Klein, Jordan	554, 630
Khawar, Sadaf	400, 550, 648	Klein, Kelly V.	612, 634
Khazanov, Gabriela K.	407, 428		
Khazem, Lauren R.	236		
Khin, Phyu Pannu	286		

- Klein, Melanie 562
 Klemanski, David 351
 Kline, Breanne 572, 609
 Kline, Breanne L. 631
 Kline, Gabrielle 546
 Kline, Nathan A. 600
 Klobe, Kirk 497
 Klonsky, E. David 619, 626
 Klump, Kelly 401
 Knapp, Ashley A. 350, 450
 Knebel, Victoria 622
 Kneeland, Elizabeth 370
 Kneeland, Elizabeth T. 541
 Knopp, Kayla 243, 284, 424, 543, 641
 Knorr, Anne 623, 625
 Knott, Maddison K. 658
 Knouse, Laura E. 30, 370, 527
 Knowles, Ellen A. 611
 Knowles, Kelly A. 437
 Knudsen, Kendra S. 495
 Knutzen, Tanya 637, 639
 Ko, Hayoung 646, 646
 Kobaissi, Hadi R. 530, 531, 551, 625, 641
 Kocovski, Nancy 315
 Kocovski, Nancy L. 527, 535, 656
 Kodish, Tamar 630
 Koerner, Naomi 537
 Kofler, Michael 528
 Kofner, Bella 549
 Kohen, Casey B. 523
 Kohrt, Brandon 223
 Kolko, David J. 288, 319
 Kolp, Haley 590
 Koole, Olivier 277
 Kopelovich, Sarah L. 273, 274, 361, 628, 661
 Korbman, Miri 622
 Korbman, Miriam 552
 Korell, Alyssa 545, 546
 Kornfield, Rachel 397, 620, 629
 Koschmann, Elizabeth 203, 320
 Kosson, David S. 568
 Kosterina, Elena 625
 Kothari, Dhea 535
 Kozlov, Elissa 629
 Krafft, Jennifer 437, 531
 Krall, Hannah 624, 645
 Kramer, Lauren 557, 565, 634
 Kratovic, Layla 540, 636
 Kraus, Allison C. 644, 647
 Kraus, Shane 592
 Krause, Alison 492
 Krawczyk, Andy 355
 Kreckler, Sophia 355
 Kredlow, M. Alexandra 353, 354, 411
 Kreit, Griffin 537
 Kribakaran, Sahana 411
 Krick, Lynette C. 543
 Kring, Ann 218
 Kring, Edward Marti 486
 Kroenke, Kurt 649
 Kroll, Elizabeth 631, 631
 Kroll-Desrosiers, Aimee 445
 Krush, Catharine 626
 Kuckertz, Jennie M. 232, 330, 418, 556, 599, 601
 Kuczynski, Adam M. 539
 Kudryk, Kelly 632, 632
 Kudryk, Sophie M. 354, 534
 Kuerbis, Alexis 28
 Kuhlman, Kate R. 261, 557
 Kuhn, Eric 119, 120, 547
 Kuhn, Michelle 216, 217, 556
 Kuhn, Tarah 564, 604
 Kujawa, Autumn 85, 264
 Kukaj, Gentiana 549
 Kumar, Harsh 397
 Kumar, Sameer 497
 Kumar, Shaina A. 651
 Kunesch, Reagan 602
 Kunstman, Jonathan 368
 Kuo, Janice 611, 612
 Kuo, Patty B. 170, 171
 Kuper, Sarah 654
 Kuriyan, Aparajita 574
 Kurtz, Andrew 124, 593
 Kurtz, Steven 35
 Kurumiya, Yukie 139
 Kushman, Elizabeth 366
 Kushner, Madeline L. 645
 Kuusisto, Gina 502
 Kuzyk, Eva 128
 Kwantes, Catherine T. 573
 Kwon, Diana M. 562
 La Greca, Annette M. 78, 78
 Labbe, Allison K. 525
 LaBelle, Mel 661
 Laboe, Agatha A. 582
 LaCasse, Abigail T. 558
 Lacero, Danielle 633, 634
 Lachowsky, Nathan 329
 Ladd, Benjamin O. 526
 Ladouceur, Cecile D. 551, 554
 LaFata, Erica M. 655
 LaFreniere, Lucas S. 467, 467, 539
 Lagdamen, Jansey 332
 Lagunas, Melissa-Ann 203
 Lagunas, Melissa-Ann M. 292, 570
 Lahman, Kelli R. 627
 Lahoud, Ashley A. 553
 Lai, Jasmine 73, 426
 Laine, Abigail J. 656
 Laing, Patrick AF. 565
 Laird, Robert D. 560
 Lakhtakia, Tanvi 626

Lakind, Davielle	495	Le, Thomas	279
Laky, Zoë E.	599	Le, Yuning	85, 86, 130, 131, 169
Lam, Joey	529, 532	Leahy, Robert	202
Lamm, Jenna	549	Lear, Kati	314, 314
Lamoureux, Brittain E.	643	Leary, Angelina V.	523, 651
Lampe, Elizabeth	161, 402, 584, 655	LeBeau, Richard	25
Lancaster, Cynthia L.	613, 614	Lebeaut, Antoine	635
Landa, Yasmin	373, 405, 406	LeBlanc, Monique M.	651
Landes, Sara J.	359, 445, 446	Lebovitz, Julia G.	539
Lane, Elizabeth C.	576	Lebow, Jocelyn	603
Lane, Robert	428	Lebowitz, Eli	358
Lane, Terrance	498	Lebowitz, Eli R. R.	552
Lane-Loney, Susan	355	Lebowitz, Matthew S.	315, 316
Langberg, Joshua 118, 159, 159, 159, 264,	528	Lechuga, Carolina	603
Langdon, Kirsten	68	Ledford, Margot L.	524
Lange, Sarah J.	652	Lee, Christine	275
Lange, Lindsay	658	Lee, Christine M.	524
Lange, Sarah J.	635, 652	Lee, Daniel	398, 399
Langer, David	25, 321	Lee, Diane	514
Langer, David A.	608	Lee, Han-Joo	602
Langhinrichsen-Rohling, Jennifer 79, 542, 563,	569, 570, 652	Lee, Jacinda	568
Langley, Hillary A.	605	Lee, Jasper S.	81, 277, 278
Laporte, Roberto	493	Lee, Jennifer	590
Lara-Ruiz, Jose	637	Lee, Jiwon	543
Larimer, Mary E.	526, 526	Lee, Justine	554
Larkin, Persephone	436	Lee, Kyunghun	552, 566
Larrazabal, María	121, 308	Lee, Lewina O.	639
Larsen, Anna	274	Lee, Noah	658
Larson, Anna	388, 592	Lee, Philseok	615
Larson, Madeline	373, 406	Lee, Rachel	553
Lash, Brenna R.	384, 597	Lee, Samuel	119
Last, Briana S. S.	360, 373, 374	Lee, Star M.	552, 557
Latner, Janet D.	582	Lee, Steve	604
Lattanner, Micah	116, 116, 464	Lee, Han-Joo	566, 599, 600, 602
Lau, Anna	218, 308, 365, 366, 408, 450, 472	Leeman, Lawrence	226
Lau, Anna S.	374, 576, 578, 603	Lefler, E. K.	526, 564, 593
Lau, Nancy	349, 350	Legasse, Aubrey J.	628
Lauderdale, Sean A.	532, 627, 627, 640	Lehinger, Elizabeth	642
Laurent, Louise	132	Lehr, Hanna	539
Lavner, Justin	130, 169	Lei, Xu	550
Lavner, Justin A.	573, 606	Leibenluft, Ellen	544, 552, 566, 632
Lavoie, Ella J. Amaral	608	Leichtweis, Richard	615
Law, Amy	406	Leichtweis, Rick	168
Law, Clara	222, 535, 633, 634	Leifker, Feea	169
Law, Keyne C.	615, 618, 638	Leiker, Emily	412
Lawrence, Elijah R.	595, 610	Leisring, Penny A.	652
Lawrence, Erika	568, 569, 570	Lekas, Helen-Maria	554
Lawrence, Hannah R.	616	Lekkas, Damien	271
Lawrence, Olivia	645	LeMoult, Joelle	490, 661
Lawson, Gwendolyn	240	Lenger, Katherine A.	49
Layland, Eric	360, 360	Lengua, Liliana J.	261, 443, 560, 609
Lazareva, Julia	557	Lent, Jennifer	605
Lazarov, Amit	552	Lento, Rene M.	637
LCSW	575, 602	Leon, Diandra	532
Le, Jennifer U.	523, 524, 639	Leonard, Samuel J.	635
Le, Thanh	655	Lerner, Matthew	32, 188
		Lerner, Matthew Daniel	546, 547, 549

- Lestino, John 89, 270
 Levak, Svetlana 28
 Leventhal, Bennett 163
 Levin, Brad 573
 Levin, Carol 273, 373
 Levin, Jennifer B. 532
 Levin, Michael 266, 437, 496
 Levine, Daniella 591
 Levine, Michele 280, 656
 Levine, Sydney M. 612
 Levinson, Amanda 545
 Levinson, Cheri . . . 134, 162, 355, 356, 356, 402,
 583, 584, 585
 Levy, Hannah 437, 533
 Levy, Katerina 555
 Lewandowski, Eric 387, 387
 Lewis, Elijah 397
 Lewis, Jasmine 221
 Lewis, Jennifer 591
 Lewis, Krystal M. 566
 Lewis-Peacock, Jarrod 412
 Leyfer, Ovsanna 554
 Leykin, Yan 538, 541, 579, 587, 618
 Leyro, Teresa M. 545
 Li, Dakota 387
 Li, Elizabeth Anne 631
 Li, Grace W. 555
 Li, Tong 397
 Li, Yimei 396
 Liautaud, Madalyn M. 127
 Libben, Maya 581
 Liberzon, Israel 637
 Lieblich, Shari 628
 Lieneman, Corey C. 606
 Lillis, Jason 265, 585
 Lim, Huei Ming 573
 Lim, Sam Chung Xiann 643
 Lin, Alex 597
 Lin, Chaocho 607
 Lin, Jiayi 556
 Lin, Nancy 592
 Lin, Sidian 485
 Lin, Stacy 44
 Lin, Yu-Chin 638
 Lin, Zhi Chong Chris 484
 Lincoln, Sarah Hope 663
 Lind, Colton M. 421, 422, 630
 Lind, Teresa 576
 Lindenbach, David 157
 Lindner, Danielle 542
 Lindsay, Cassandra 617
 Lindsay, Jan 590, 632, 632
 Ling, Ariane 590
 Linsky, Arielle Claire V. 178
 Lippert, Michael 555
 Lipschitz, Jessica M. 484, 485, 619
 Lisetti, Christine 626
 Lisha, Nadra E. 127
 Lisitsa, Ellie 538
 Litke, Shannon G. 562
 Little, Faith L. 572
 Little, Grace A. 544
 Little, Jocelyn 501
 Litz, Brett 163, 541, 589
 Liu, Daphne Y. 351
 Liu, Freda F. 405, 406
 Liu, Jianyou 630
 Liu, Lucy 200
 Liu, Nancy H. 53, 294, 538, 618, 618, 644
 Liu, Qimin 165
 Liu, Richard . . . 84, 128, 167, 322, 363, 364, 551,
 615, 616, 621, 627
 Liu, Richard T. 593
 Liu, Tingting 484
 Liu, Tony 484
 Liu, Yan 119
 Liuzzi, Lucrezia 555
 Liverant, Gabrielle L. 587, 632, 664
 Livingston, Nicholas 230, 344, 398
 Livingstong, Nicholas 127
 Livinski, Alicia A. 628
 Lkhagva, Tuguldur 282
 Llabre, Maria R. 633
 Llorens, Roberto 589
 Lloyd, Cassandra R. 649
 Lloyd-Lster, Garra 428
 Lobel, Marci 545
 Loch, Lucy L. 557
 Lochman, John E. 560
 Locke, Jill 131, 132, 240, 406
 Lockett, Mckenzie 655
 Loewy, Rachel 665
 Loftus, Paddy 595, 658
 Logan, Lisa 603
 Loiseau, Raelyn 605
 Lomakina, Kira 366
 Lomeli, Angel 132
 London, Edythe 633
 Long, Alexandra D. 469, 612, 634
 Long, Cameron 236
 Long, Erin E. 554
 Long, Kristin 232, 267, 596
 Long, Laura 74, 74
 Long, Patricia J. 267, 268, 652
 Longley, Susan L. 652
 Loomis, Jack 566
 Lopez, Andrea 549
 Lopez, Christina M. 202
 Lopez, Daisy 362
 López, Juana Bretón 622
 Lopez, Molly A. 663
 Lopez, Jr, Roberto 167, 168, 615
 Lopez, Sydney L. 649
 López-Soler, Concepcion R. 628, 629

- Lopez-Vergara, Hector I. 622
 Lorber, Michael. 372, 423
 Lord, Kayla 616, 645
 Lordos, Alexandros. 511
 Lorenzo, Nicole. 499
 Lorenzo-Luaces, Lorenzo . . 421, 422, 540, 544,
 627, 630
 LoSavio, Stefanie T. 332
 Losier, Lina-Soleil 591
 Losiewicz, Olivia M. 539, 633
 Loskot, Taylor 238, 530, 531, 570
 Loth, Katie 220, 448
 Louder, Ceewin. 158
 Louis, Jayna. 526, 528, 532
 Lovelace, Suheily 586
 Lovero, Kathryn 200
 Low, Fiona. 650
 Lowe, Michael 483
 Lowe, Sarah 388
 Lowenthal, Elizabeth. 374
 Lowman, Kelsey L. 403, 403, 404
 Lowry, Nicole 565
 Loya, Jennifer M. 624, 625
 Lozano, Chloe. 655
 Lozott, Erin Brooker. 90
 Lozy, Erica D. 606
 Lozy, Olivia G. 524, 539
 Lu, Janice 554, 559, 605
 Lu, Jialin 613
 Lu, Sydney N. 614
 Lu, Tzu-Hua. 530
 Lubensky, Micah 127
 Luber, Maxwell J. 524, 535, 605
 Lubin, Rebecca E. 638, 659
 Luce, Kristine 44
 Luci, Katherine 531
 Lucia, Cameryn J. 524
 Luciano, Juan 644, 647
 Lucitt, Lauren 657
 Luebbe, Aaron M. 609
 Luecken, Linda 583
 Luedke, K. R. 593
 Lui, Joyce. 499
 Lui, Nicole 554
 Luke, Douglas. 513
 Lukens, Colleen 458
 Luna, Jr., Joshua D. 563
 Lundell, Sumire. 624
 Lunn, Mitchell. 127
 Lunze, Karsten 265
 Luo, Huirong. 550
 Luo, Qinghua 550
 Luoma, Jason B. 46, 197, 265, 314
 Lupas, Kellina 607
 Luyckx, Koen. 558, 611, 612, 614, 634
 Lynam, Donald 653
 Lynch, Emily 549, 550
 Lynch, Frances. 358
 Lynch, Toby 525
 Lynn, Steven J. 662
 Lyon, Aaron 132, 273, 319, 373, 405, 406
 M.A., Xinyi Deng. 203
 M.P.H. 543
 Ma, Flora. 648
 MacDonald, Helen Z. 632, 664
 Machnik, Kelly 658
 Macias, Maximillian 556
 Macias, Maximillian R. 594
 MacIntyre, M. Myriah I. 573
 Mackintosh, Margaret-Anne 543
 MacQueen, III, David A. 524
 Macri, Jenna 169
 Macrynika, Natalia 420
 Madan, Brigitte 542
 Madden, Sean. 28
 Maddox, Brenna. 133, 454
 Maddox, Mackenzie. 621
 Madole, James W. 639
 Madsen, Mackenzie J. 602
 Madur, Militha 588
 Maesaka, Tristan J. 170, 269, 319, 577, 578,
 580
 Magana, Ashley Alcantar. 462
 Magariño, Loreen. 657
 Magidi, Darya 333
 Magidson, Jessica F. 223, 278
 Magill, Molly. 522, 525
 Maguen, Shira 230
 Magyar-Russell, Gina M. 470
 Magzoub, Eman 374, 630
 Mah, May Ling 558
 Mahaffey, Brittain 545
 Mahar-Morton, Pia L. 536
 Maher, Emily. 371
 Maheux, Anne 280
 Mahmud, Farah 550
 Mahrer, Nicole E. 648
 Mai, Jacqueline. 530, 531
 Mai-Lippold, Sandra A. 589
 Maiolatesi, Anthony. 316
 Mair, Patrick 231, 617
 Mairena, Oscar 487
 Maisto, Stephen 285
 Maisto, Stephen A. 625
 Maitland, Daniel W. M. 572, 653
 Majeed, Rimsha 543, 652, 661
 Makara, Amanda 584
 Ma-Kellams, Christine 570
 Maki, Justin. 505
 Makol, Bridget A. 188
 Malchow, Ashley 612
 Maldonado, Annette F. 90, 609
 Malek, Nadia 126
 Malgaroli, Matteo 542, 573

- Maliakkal, Courtney E. 649
 Maliken, Ashley C. 53
 Malikin, Hagit. 561, 610
 Malone, Eleanor P. 552, 566, 628
 Manasse, Stephanie 161, 402
 Manasse, Stephanie M. 584, 655
 Mancuso, Christopher 402
 Mandel, Abby A. Adler 625, 626
 Mandelbaum, Melyssa 556
 Mandell, David S. 171, 365, 513
 Mandell, Lissa N. 620, 620
 Maniero, Gregory. 589
 Mann, Sarah 571, 609
 Mannarino, Julie 640, 641, 643
 Manners, Debra 576
 Manning, Kara 664
 Manrique, Isabella 526, 587
 Mansoor, Mahgul 651
 Mantei, Mia 639
 Manuel, David E. 619
 Manuel, Isabella A. 545, 617, 618
 Manvelian, Atina 568, 569
 Maples-Keller, Jessica L. 643
 Marazita, Mary L. 664
 Marchan, McKenzie 333
 Marcks, Brook. 496
 Marco, José Heliodoro 610
 Marcus, Steven C. 171, 224, 273
 Marek, Ryan 542
 Margherio, Samantha 327, 327, 328
 Margraf, Jürgen 660
 Marin, Carla 194, 358, 552
 Marin, Diana G. 557, 648
 Marin, Karina 462
 Marino, Emory 471
 Markey, Marissa 573
 Markman, Howard. 169
 Markowitz, Alexandros 556
 Marks, Donald R. 197, 654
 Marks, Elizabeth. 387
 Marks, Rocky B. 638
 Marlow, Nicole 589
 Marlowe, Rachel M. 627
 Marmar, Charles 590
 Maron, Micaela M. 556
 Marousis, Noelle C. 609
 Marquez, Carlee 387
 Marquez, Claudia. 450
 Marraccini, Marisa 472
 Marriott, Brigid R. 223, 224
 Marroquin, Brett 573
 Marschall, Donna 499
 Marsden, Alexandra. 549, 630
 Marsh, Nicholas P. 30, 160
 Marshall, Amy. 424
 Marshall, Sarah Momilani 365
 Marshall, Victoria B. 87, 581, 656
 Martel, Michelle 36
 Martell, Christopher. 384
 Martin, Abigail S. 642
 Martin, Colleen. 591
 Martin, Corby K. 651, 655
 Martin, Elizabeth 584
 Martin, Georgia 558
 Martin, Grace 572
 Martin, Heather 418
 Martin, Heather S. 599
 Martin, Joel M. 662
 Martin, Katie E. 354
 Martin, Pablo 529
 Martinez, Andrew C. 528
 Martínez, Ángel Zamora 622, 650
 Martínez, Antonia 628, 629
 Martinez, Danielle 652
 Martinez, Frances. 657
 Martinez, Jonathan 428
 Martinez, Livier 630
 Martinez, Ruben. 88
 Martinez-Snyder, Anna E. 545
 Martin-Garcia, Oscar 490
 Martini, Alyssa 339, 428
 Martino, Rachel M. 82, 83
 Martino, Steve 446, 580
 Martis, Brian 637
 Martz, Denise M. 585, 656
 Marx, Brian 398, 399, 491
 Masia, Carrie. 550, 554, 572
 Mason, Geneva. 615, 616
 Mason, Mayci 524
 Massey, Sean 468
 Mastroleo, Nadine R. 522, 524, 525
 Mata, Elisabeth. 591
 Mateer, Elizabeth 292
 Mathews, Carol A. 579
 Matlasz, Tatiana M. 560
 Matsui, Marina M. 544, 574
 Matsumiya, Brandon T. 530
 Mattera, Elizabeth F. 601, 625
 Matthews, Brittany 609
 Mattocks, Kristin 445, 446
 Mattson, Elsa K. 633
 Mattson, Jennifer Gillis 31, 547, 548, 562
 Mattson, Richard 468
 Maultsby, Katherine D. 167, 168, 575
 Mauricio, Jazmine A. 579, 646
 Mauss, Iris 261
 Mautone, Jennifer A. 72, 72, 73, 117, 118
 Mavrides., Linnea L. 528
 May, Alexis M. 234
 May, Gina C. 222, 394, 562, 563
 May, Natalie 571
 Mayberry, Lindsay S. 542
 Mayer, Kenneth 278, 415
 Mayes, Jenna 605

Mayfield, Andrew	234	McGuire, Austen	643
Mayorga, Nubia A.	572, 664	McGuire, Joseph F.	358, 412
Mayzes-Kotulla, Emily	581	McGuire, Taylor	129
Mazefksy, Carla	31	McGuire, Tona	562
Mazefsky, Carla A.	548, 549	McHugh, Sean T.	554
Mazurek, Callie	653	McIlrath, Barbara	603
Mazza, James J.	178	McIntosh, Ashlyn	662
Mazzone, Erica T.	557	McIntyre, Laura Lee	613, 647
Mazzone, G. Mitchell	639	McKay, Dean	315
Mbwayo, Anne	200, 576	McKee, Grace	284
McAlister, Alec	614	McKee, Laura G.	443, 444, 559, 613, 614
McAloon, John	194, 194	McKelvey, Miechelle	597
McBride, Lauren E.	660, 662	McKenney, Erin E.	549
McBurnett, Keith	425, 426, 529	McKeon, Grace	452
McCabe, Connor	275	McKetchnie, Samantha M.	278
McCabe, Elizabeth L.	629, 631, 639	McKetta, Sarah	76, 504, 504
McCabe, Randi	226	McKillip, Alyssa	662
McCabe, Randi E.	536, 646	McKinney, Cliff	608, 609, 613, 642
McCain, Maha	362	McKnight, Dominique	89
McCall, Madison P. P.	605	McKnight, Dominique S.	270
McCarthy, Abigail	402	McLaughlin, Katie	83, 351, 411
McCauley, Elizabeth	38, 39, 419	McLaughlin, Katie A.	557, 560
McClain, Amaya	547	McLaughlin, Merranda M.	361, 362, 508
McClain, Cara	539	McLean, Carmen	204
McClay, Michael M.	621	McLean, Carmen P.	543
McClendon, Juliette	45	McLellan, Lauren F.	657
McCloskey, Michael	543	McLeod, Bryce D.	171, 555, 555
McClure, Kenneth	619	McMahon, Kibby	544
McCollums, Alisa R.	526	McMahon, Tierney	33
McConocha, Erin	595	McMillan, Iris F.	652
McCorkle, Cedi	587	McNair, Morgan L.	32
McCoy, Kelsey	556	McNall-Knapp, Rene	542
McCracken, Lance	644, 647	McNamara, Amanda P.	665
McCutcheon, Stephen	138	McNamara, Joseph P.H.	579
McDade, Thomas	116	McNeil, Cheryl B.	34, 222, 528, 562, 606, 607
McDanal, Riley	597	McNeil, Daniel W.	541, 587, 664
McDaniel, Megan	656	McQuade, Julia D.	401, 605
McDarby, Meghan	629	McShan, Evan	587
McDermott, Michael J.	526, 536, 587, 599, 642	McVey, Alana J.	92
McDermott, Timothy J.	536	McVoy, Molly	532
McDonald, Julia B.	570, 661	Meade, Amy	511
McDonald, Margaret	543	Mears, Anna M.	553
McDonald, Mollie A.	613, 614	Mears, Connor	458
McDonald, Rachel G.	400, 549, 550	Medenbilk, Alyssa M.	594, 652, 652
McDonald, Scott	284	Medlock, Megan	608
McDonald, William	643	Mei, Sara	526
McFarr, Lynn M.	649	Meikle, Abigail	524
McFrederick, Pamela	359	Meinerding, Maria	523, 525, 578
McGeary, Cindy A.	541, 591	Meinzer, Michael	160
McGeary, Donald	541, 591	Meinzer, Michael C.	527
McGhie, Shaan	545	Meisel, Samuel	525
McGinn, Lata K.	181, 556, 614, 657	Mejia, Teresa	571
McGinty, Kayla R.	544	Mejia, Yesenia	132
McGlade, Erin	625	Mekawi, Yara	173
McGrew, Shelby	635, 640	Melendez, Jr., Carlos R.	592, 606
McGuier, Elizabeth	288, 319, 394	Mellen, Emily J.	504
McGuire, Adam	503, 658	Mellor, Grace S.	551

- Melnyk, Bernadette 449
 Mendez Faria, Daniela 281
 Mendez, Noelle A. 81
 Mendoza, Jason 217
 Mendoza, Rebecca 506
 Mendoza, Rebecca R. 585
 Meneses, Gonzalo 462
 Meng, Yixuan 484
 Mennin, Douglas 351
 Mennin, Douglas S. 586, 645
 Menzel, Jessie 582
 Meraz, Richard 649
 Mercer, Tanner 462
 Mereish, Ethan 124
 Merians, Addie 580
 Merranko, John 38
 Merrill, Brittany M. 532
 Merrill, Jennifer E. 522
 Merson, Rachel 554
 Messman, Brett 164
 Messman, Terri L. 651
 Metts, Allison V. 261, 262, 564
 Metz, Kristina 459
 Metzger, Isha W. 152, 345, 346, 394, 472
 Meulenber, Brynn L. 487
 Meuret, Alicia Esperanza 467, 539, 646
 Meyer, Allison 224, 251, 413
 Meyer, Monet S. 578
 Meyerhoff, Jonah 397, 484, 620, 629
 Meyer-Kalos, Piper 660
 Meyers, Laura 479
 Meza, Jocelyn 408
 Mezo, Peter G. 565, 628, 663
 Mezulis, Amy H. 538, 556, 558, 566, 619
 Micanovic, Nina 229, 573, 597, 624
 Michael, Olivia 131
 Michalewicz-Kragh, Betty 649
 Michalopoulou, Georgia 559
 Michael, Rachel 561, 610
 Michel, Jena 444, 559, 614, 614
 Michel, Rebecca 613, 614
 Mick, Cassandra R. 545
 Middleton, Kristen 197, 654
 Mihalios, Irene 608
 Mii, Akemi 222
 Mii, Akemi E. 562, 563
 Mikami, Amori 32
 Mikhail, Megan E. 401
 Miklowitz, David 158
 Miklowitz, David J. 550, 551
 Mikula, Kennedy 199, 409
 Milan, Stephanie 219, 641
 Milani, Nicole 643
 Milanovic, Melissa 418
 Miles, Madison 663
 Miles, Madison J. 665
 Milewski, Amy 559
 Milgram, Lauren 560, 600
 Milholland, Annaka 541
 Millius, Hannah 544
 Miller, Alec L. 178, 556
 Miller, Alexandria N. 92, 337, 398, 399, 399
 Miller, Caroline E. 32
 Miller, Caroline M. 628, 632
 Miller, Chelyah 665
 Miller, Christopher 399
 Miller, III, Ivan W. 122, 168, 615
 Miller, John V. 544
 Miller, Jules 588
 Miller, Katherine 119
 Miller, Madeleine 597
 Miller, Madelyn 602
 Miller, McKenzie 458, 459, 584
 Miller, Melissa C. 528
 Miller, Nicole A. 655
 Miller, Sarah 642
 Miller-Jacobs, Cameron 504
 Millett, Caitlin 619
 Millgram, Yael 166, 655
 Millmann, Megan M. 542
 Millner, Alexander 129, 165, 166, 485, 617, 621, 623, 655
 Milner, Ariana E. 536, 599
 Mineka, Susan 262
 Mingo, Andrea R. 542
 Mintz, Emily 661
 Mintza, Jim 163
 Mira, Adriana 622
 Miragall, Marta 490, 534, 538, 581, 586, 589, 650
 Miranda, Jr., Robert 525
 Miranda, Melissa 613, 647
 Miranda, Mia 462
 Mirhashem, Rebecca 77, 374
 Mirhosseini, Mehrnaz 604
 Mirhosseini, Tannaz 579
 Mirzadegan, Isaac 312
 Misaki, Masaya 283
 Mitchell, Emily 626
 Mitchell, Sean M. 622, 624
 Mitchell-Adams, Haley 563
 Mitchell-Krishnan, Amrita 532
 Mitnick, Danielle 372
 Mittertreiner, Em JE 547, 548
 Mitzner, Jacqueline 463, 466, 506
 Miyares, Peyton E. 633
 Mlodnicka, Agnieszka 532
 Mocarski, Richard 596, 597, 597
 Modell, Julia M. 553
 Modise, Tshwaraganang 277
 Moerdler-Green, Michael 645
 Mogan, Tom 157
 Moghaddas, Serena 363, 593
 Mohamad, Muna 236

- Mohankumar, Rakshitha 237, 570, 629
 Mohr, David 175, 397, 484
 Mohr, David C. 626
 Mohr, Jenna 642
 Moitra, Ethan 662
 Molchanova, Elena 625
 Moldow, Rachael 600
 Molina, Brooke 30
 Molina, Nicolette C. 225
 Momin, Sana R. 635
 Monan, Alexandra 652, 652
 Mongan, Lindsay 651
 Monopoli, W. John . . . 267, 268, 529, 532, 607
 Monroe-Devita, Maria 274
 Monson, Candice M. 165, 612
 Montezuma, Jessie D. 549, 554, 630
 Montgomery, Catherine 414
 Montgomery, Rob 541
 Montgomery, Robert M. 646, 649
 Montoya, Amanda 218, 308, 450
 Montreuil, Tina 561, 610
 Moodliar, Rddhi 639
 Moon, Nathan R. 90
 Mooney, Abbey C. 268, 607
 Moore, Alexis 602
 Moore, Brenna 570
 Moore, Christina 602, 659
 Moore, David 329
 Moore, Jazz 654
 Moore, Kelly E. 524
 Moore, Madeleine 600
 Moore, Michael T. 571, 603, 618
 Moore, Raeanne 663
 Moore, Tyler 559
 Moore, Zella E. 181, 573, 587
 Morabito, Danielle M. 637, 639
 Morales, Cate 220, 559, 584
 Morales, Isaac 552, 566
 Moran, Sarah 444, 559, 613, 614
 Moreira, Enid A. 657
 Moreira, Nicole L. 638
 Moreland, Angela D. 655
 Moreno, Jose L. 591
 Moreno, Julián 75
 Moreno, Victor Navarro. 650
 Morfitt, Russell 204
 Morford, Alexandra 222
 Morgan, Sean 569
 Morgan, Valerie 564
 Morgan-Lopez, Antonio A. 500, 501
 Morgenstern, Jon 28
 Morin, Charles 162
 Moring, John C. 541, 586, 637
 Morland, Leslie. 243, 543, 597, 624, 641
 Morra, Allison A. 554
 Morris, Lauren M. 522
 Morris, Paige E. 69
 Morrison, Morgan 545, 546
 Morrow, Amber J. 565
 Morrow, Melissa G. 584
 Morse, Jessica L. 588, 613
 Morse, Sean 328, 529
 Morton, Allison 565
 Morton, Hannah. 31, 548, 562
 Morton, Hannah E. 547, 548
 Moscardini, Emma 619
 Moscovitch, David 282, 314, 354, 534
 Moscovitch, Morris. 354
 Moser, Amelia D. 540
 Moser, Jason 370, 541
 Moses, Jacqueline 498
 Moskal, Magdalena 642
 Moskowit, Judith 511
 Moskowitz, Lauren. 251
 Moss, Diego 275
 Mounts, Nina 388
 Mournet, Annabelle M. 617, 621, 624
 Moursi, Nasreen A. 557
 Moussaoui, Jannah R. 616
 Moustaid, Ghizlane 413
 Mouton-Odum, Suzanne 632, 632
 Moux, Evanne. 540, 579, 636
 Mowrey, Wenzhu 630
 Moxey, Megan M. 528
 Moya, Andrea 490
 Moyers, Theresa 657
 Mozo, Eduardo Hernandez 464
 Mubiligi, Joel 514
 Muckerheide, Ethan. 623
 Muehlenkamp, Jennifer J. .465, 507, 507, 621,
 623
 Mueller, Emily A. 643
 Muench, Frederick J. 28
 Muentner, Luke 220
 Mueser, Kim 660
 Mufazzar, Meher 363
 Mujir, Firdows. 313
 Mukamel, Dana 349
 Mukherjee, Rhea 595
 Mukundente, Valentine. 326
 Mulholland, Hannah 603
 Mullarkey, Michael. 627
 Mulligan, Elizabeth M. 36
 Mulligan-Stark, Taylor 658
 Mullin, Alice 312
 Mullins, Jessica 533
 Mullins, Larry 542
 Mullins-Sweatt, Stephanie N. 611
 Munipalli, Bala 645
 Munoz, Juliana 462
 Muñoz, Ricardo F. 538, 618
 Munoz-Lara, Susana. 462
 Munson, Sean 350
 Murchison, Gabriel. 279

Muro, Karina	665	Nash, Carol	621
Murphy, Ashley	222	Nauphal, Maya	138
Murphy, Carrie	226	Navarre, Kellyann	656
Murphy, Christopher M.	569	Navarro, Alma	461
Murphy, Colleen	649, 663	Navarro-Siurana, Jessica	534
Murphy, Hattie	533	Nazaire, Olivia R.	561, 561
Murphy, James	30, 160	Nazareno, Jennifer	447
Murphy, James G.	526	Ndamase, Sibabalwe	223
Murphy, Katie	614	Ndetei, David M.	409, 410
Murphy, Mac	562	Ndubuisi, Ifeanyichukwu	572
Murphy, Samuel	422	Ndung'u, Thumbi	277
Murphy, Susan	396, 397	Neal-Barnett, Angela	139
Murray, Helen Burton	582, 587	Neale, Michael	401
Murray, Laura	366, 459, 558, 645	Neece, Cameron	613, 647
Murray, Paula	588	Neeley, Kayla M.	522
Murrihy, Rachael Cheri	194	Neely, Lucinda I.	540
Musabirov, Ilya	397	Neill, Madelyn E.	660
Muse, Ian	373, 405, 406	Neilson, Chiara	540
Musella, Katharine E.	537, 613	Neilson, Elizabeth C.	653
Mustanski, Brian	416, 469	Nelson, Alex W.	566
Mutch, Virginia K. A.	647	Nelson, Amanda K.	529
Mutiso, Victoria	410	Nelson, Jennifer	527
Muzik, Maria	226, 656	Nelson, Lyndsay A.	542
Mychailyszyn, Matthew P.	528	Nelson, Melanie M.	34
Myers, Bronwyn	223	Nelson, Teresa	603
Myers, Nicholas S.	600	Nemerovsky, Nicole B.	603
Myers, Taryn A.	44, 584, 585	Nemesure, Matthew D.	271
Nabalía, Bernard	200	Nepal, Subigya K.	271
Nabity, Paul	591	Nerima, Daisy	410
Nabulsi, Eman	658	Nesi, Jacqueline	84, 129, 627
Nadeem, Erum	339, 360	Nestor, Bridget A.	588
Nadel, Molly H.	637	Nettleton, Stephanie C.	589
Nadel, Peter	354	Network, Wadma	274
Naderi, Ghazal	170	Neuman, Keara J.	308
Nadler, Cy	90	Neumark-Sztainer, Dianne	220, 448
Nadorff, Danielle	659	Newcomb, Michael	49, 416, 468, 469, 594, 594, 595
Nadorff, Michael R.	620	Newins, Amie R.	344
Naganuma-Carreras, Julia	398	Newkirk, Jada	648
Nagar, Ria R.	350	Newman, Michelle G.	323, 467, 574
Nagel, Kaitlyn	533, 537	Newschaffer, Craig	31, 549
Nagy, Gabriela A.	199, 461, 462	Newsome, Phil	553
Nagy, Laura	623	Ney, Julia	89
Nahmias, Allison S.	647	Ney, Julia S.	89, 270
Nahum-Shani, Inbal	397	Ng, Andrea C.	456, 512, 565, 576
Naim, Reut	628	Ng, Mei Yi	558, 603, 628
Naithani, Lavangi	576	Ng, Vanessa Y.	554
Najmi-Snider, Madelyne-Jeanine	567	Ng-Cordell, Elise	549
Nakamura, Brad J.	50, 170, 269, 319, 456, 457, 513, 544, 574, 575, 576, 577, 578, 579, 580	Ngo, Nguyet	354
Nakla, Veronica	626	Nguyen, Amanda	366, 459
Namachivayam, Ganesh	176	Nguyen, Ashley Buchanan	542
Nambafu, Bernard Wafula Nabalía	576	Nguyen, Julie	576
Nangle, Douglas W.	535	Nguyen, Kathie	216, 631
Napia, Edwin Eru	326	Nguyen, Khanh Linh H.	665
Narayanan, Shrikanth	608	Nguyen, Oanh	333
Narine, Kevin O.	45, 179, 626	Nguyen, Rebecca L.	642
Narine, Serah	604	Nguyen, Theresa	629

Nguyen, Tram H.	613, 642	Obasi, Sharon N.	596
Nicholson, Karin	163	Obedin-Maliver, Juno	127
Niemann, Lara	660	Obee, Averill	240, 498
Niemi, Sarah	656	Oberndorf, Madison T.	569
Nienow, Tasha	120, 547	Obilor, Todd	275
Nierenberg, Andrew	530, 531, 551, 625, 641	Obi-Obasi, Onyinyechi I.	129, 623
Nikiforova, Yekaterina	628	Obisie-Orlu, Immanuel C.	599, 601, 601
Nikolaou, Kalia	511	Ochoa, Julian	605
Nillni, Yael	399	Ochuku, Brenda	410
Ninan, Philip	625	Oddo, Lauren	30, 160
Nishimura, Emily M.	456, 575	Odrozola, Paola	411
Nissley-Tsiopinis, Jenelle D.	72, 117, 118	Oesterle, Daniel W.	653
Nizio, Pamela	572	Ofori-Atta, Angela	274
Nock, Matthew K.	129, 165, 166, 280, 281, 485, 617, 619, 621, 623	Ogawa, Sei	537
Noetzel, Jared S.	559, 561	OGrady, Sinclair	528
Noffsinger, Brie	566	Oh, Wonjung	656
Nook, Erik	83	Ohashi, Yuri-Grace B.	557
Noppert, Savannah M.	591	Ohr, Phyllis	35
Norling, Hannah	88, 483	Ohr, Phyllis S.	554, 559, 605, 606
Normand, Sébastien	72	Ojalehto, Heidi J.	190, 500, 598, 600
Norris, Alyssa	416	Okamoto, Scott	365
Norris, Lesley	89	Okamura, Kelsie	269, 339, 365, 457
North, Maddison	512, 513	Okamura, Kelsie H.	204, 575
Norton, Elizabeth	559	Okoth, Daisy	200
Norton, Richard J.	539, 539	Okoth, Daisy Anyango	576
Nosrat, Sanaz	452	Okouchi, Hiroto	587
Novacek, Derek M.	362	Okwudili, Khadesha	169
Nowels, Molly	629	Olatunji, Bunmi O.	533, 599, 632, 635
Nowicki, Genevieve P.	656	Oliphant, Vanessa N.	619
Nrusimha, Ananya	532	Oliver, Sophia	270
Nuechterlein, Keith H.	361, 362	Oliver, Sophia M.	664
Nunnally, Kalentha	488	Oliveras, Rose Alicea	528
Nusslock, Robin	545, 564	Oliver-Pyatt, Wendy	581, 581
Nwosu, Ejike	557	Olivier, Stephen	277
Nyaboke, Omariba	200	Ollendick, Thomas H.	193, 194
Nyaboke, Omariba Anne	576	Oloomi, Sarvenaz	661
Nye, Kathleen E.	665	Olson, KayLoni	447
O'Brien, Connor	322, 323, 621, 623	Olson, Lauren T.	531
O'Brien, Emma	631	Olson, Marin G.	630, 659
O'Brien, Francis	563	Omogunwa, Adebola	592
O'Brien, Kimberly	420	Ong, Clarissa	123, 437, 601, 638
O'Brien, William H.	542, 640, 643	Ong, Laura	126, 127
O'Cleirigh, Conall	81, 277, 278, 278, 415	Onipede, Z. Ayotola	366, 578
O'Connell, Katherine L.	638	Onnela, J.P.	129
O'Connell, William	237	Onovbiona, Harlee	35
O'Connor, Caitlin G.	552	Onu, Michael C.	655
O'Connor, Kaitlyn A.	609	Operario, Don	219, 504
O'Connor, Mary-Frances	414	Orantes, Destiny	612
O'Donnell, Maeve B.	588, 613	Orchard, Lillian R.	537
O'Hara, Michael W.	589	Orcutt, Holly	563, 636
O'Leary, Daniel	469	Ordorica, Catalina	287, 578
O'Loughlin, Caitlin	323	Orimoto, Trina E.	269, 457, 513, 575
O'Malley, Stephanie	523	Orloff, Natalia	458
O'Mara, Noelle	222	Orozco-Perez, Patricia	428
O'Neill, Conor	366	Ortiz, Camilo	139, 604
O'Toole, Mia Skytte	556	Ortiz, Norma Garcia	462
		Ortman, Jordan	541, 637

Osborn, Tom L.	410	Park, Yeonsoo	622
Osborne, Travis L.	101, 659	Parker, Mattea	200
Osgood, Jeffrey	523	Parker, Megan N.	557
Osharode, Stephanie	78	Parker, Sydney	562
Osman, Muna	382	Parnes, McKenna F.	347, 388
Otero, Sarah	318, 569, 636	Parola, Giulia	586, 650
Otis, Nicholas P.	649	Parra, Diana	462
Ottenstein, Claire	658	Parrish, Emma M.	663
Otto, Michael W. 353, 411, 452, 453, 524, 638, 659		Parry-Alba, Diana	487
Overstreet, Timothy W.	570	Parsons, Aleja	372
Owen-DeSchryver, Jamie	320	Parsons, Carly A.	282
Owens, Elizabeth	73, 426, 531	Parsons, Marie	524, 638, 659
Owens, Grace E.	660	Partipilo, Natalie	588
Owens, Julie S.	118	Parvez, Neha.	84
Owens, Julie Sarno.	327, 529, 531, 532, 561, 571	Pascual, Summer.	91, 339, 428, 513
Owiti, Joseph	409	Pasquale, Ellen K.	655
Oyarzun, Javiera	354	Pastro, Brianna	507
Pace, Eve	608	Patarinski, A. Gabrielle G.	221, 447
Pachankis, John	25, 83, 115, 116, 152, 231, 232, 316, 360, 463, 464	Patarinski, Anna Gabrielle G.	524
Pacheco, Tyler.	656	Pate, Ashley R.	620
Pacheco-Romero, Ana Mar	490	Patel, Anisha C.	524
Padilla, Viviana.	665	Patel, Dhanvi	541
Padovani, Andrew J.	665	Patel, Sapana	446
Padovano, Hayley Treloar	28, 29	Patel, Tapan	403
Padron, Melissa	556	Patel, Tapan A.	522, 537, 626
Pagulayan, Kathleen	639	Paterson, Ann	546
Paige, Jennifer	603	Patino, Viviana	578
Paisner, Ruby	554	Patriarca, Guadalupe	194
Pal, Mujtaba Ashal	540	Patrick, Christopher	404
Palacios, Azucena García	622	Patrick, Megan	275
Palafu, Tessa R.	269, 365	Patten, Scott	158
Palatnik, Jessica B.	597	Patterson, Bella L.	526, 599
Palermo, Emma H.	559, 616, 647	Patterson, Pearl	565
Palermo, Madeline.	582	Patton, Emily	638
Palermo, Tonya.	350	Paul, Emilie	577
Palma, Katherine	661	Paul, Laura Puakina	513
Palmer, Mayah Kharise	572, 624	Paul, Margaret L.	525, 578
Palmeroni, Nina	634	Paul, Robert H.	640, 641, 643
Paltin, Dafna	656	Pauling, Sydney N.	577
Pandey, Shivani.	537, 579	Paulson, Julia L.	530, 590
Pandya, Urmi S.	628	Pauwels, Els.	611
Pantalone, David	80, 415	Pavett, Hannah.	576
Papa, Anthony	540, 636, 638	Pavlicic, Jeffrey M.	579, 627
Papadakis, Alison A.	553	Payat, Sinan	591, 634
Papadea, Danae	611	Payne, Adam.	622
Paraboschi, Layna.	574	Payne, Charlotte.	531
Pardo, Seth T.	595	Payne, Luciana G.	641
Pareja, Rea	436	Pearce, Michelle	470
Parent, Justin	444	Pearlstein, Jennifer G.	235
Pargament, Kenneth	470	Pears, Katherine	498
Park, Alayna L.	170, 269, 495	Pearson, Cynthia.	286
Park, Haley	539, 613	Pease, M V.	471
Park, Hyun Seon	495	Pebole, Michelle.	452
Park, Jung Woon	623	Peckham, Andrew	417, 511
		PeConga, Emma	579
		Pedersen, Sarah	30
		Pederson, Casey A.	664

- Pedronzo, Paloma 158
 Peebles, Rebecka 458, 482
 Peer, Samuel 545, 546, 610
 Pegg, Samantha 85, 264
 Peipert, Allison 421, 422, 540, 627, 630
 Peirano, Amanda K. 583
 Pelham, Jr., William E. 526, 528, 532, 607
 Pellicane, Michael J. 83, 595
 Pena, Maria. 605, 608
 Pendergast, Philip M. 651
 Penn, David. 662
 Penn, David L. 324, 662
 Pennesi, Jamie-Lee 580
 Penwell, Taylor 402
 Penwell, Taylor E. 585
 Pepper, Carolyn M. 465, 598, 620
 Pereira, Destiny M. B. Printz 219, 641
 Pereira-Sanchez, Victor 200
 Perez, Adriana I. 374
 Perez, Marisol 134, 583
 Perez, Samantha Garcia 588
 Pérez-Flores, Nancy 462
 Perrone, Laura 554, 572
 Perry, Nicholas 169, 415, 416, 493, 569
 Perry, Taylor 582
 Perry, Taylor R. 355
 Persons, Jacqueline B. 47, 101, 494
 Peters, Amy. 551
 Peters, Danielle E. 355
 Peters, Jessica R. 37, 164, 367
 Peters, Lorna 657
 Petersen, Julie. 266, 437, 496, 496
 Petersen, Nicole 36
 Peterson, Alan L. 163, 541, 591, 637
 Peterson, Bradley S. 551
 Peterson, Emily K. 594
 Peterson, Roselyn 523, 651
 Petit, Danika J. 573
 Petryczenko, Alexandra F. 551
 Petti, Emily 170
 Pettit, Jeremy 194, 358, 552, 556
 Petty, Karen Hammack. 253, 381
 Pfeiffer, Simone 657
 Pfiffner, Linda 73, 425, 426, 531
 Pflug, Verena 555
 Pfund, Rory 525
 Phalen, Peter L. 661
 Pham, Angela 399
 Phan, Dustin 539
 Phan, Mary L. 570, 613
 Phelps, Elizabeth 353, 354
 Phil, D. 559, 657
 Philippopoulos, Anastasia J. 545
 Phillips, Sharon 222
 Phillips, Dominique 158
 Phillips, Jennifer E. 584
 Phillips, Morgan 640
 Phillips, Sharon 34, 34, 528, 562, 606, 607
 Piacentini, John 357, 358, 551
 Piccinone, Jenna 606
 Piccirillo, Marilyn L. 47, 534
 Pickering, Ellie 360
 Pictor, Lauren E. 355, 585
 Pidvirny, Kristina. 558, 645
 Pieragowski, Erin 607
 Pierantonelli, Maitena 490, 622
 Pierce, Katherine M 665
 Piercy, Jamie 564
 Pigeo, Raven 590
 Pigeon, Wilfred 233
 Pike, Chelsea K. 619
 Pilchik, Joshua Ross 658
 Pilecki, Brian 197
 Pillai, Arvind 271
 Pillay, Deenan 278
 Pimentel, Sandra S. 191, 630
 Pinciotti, Caitlin M. 598
 Pincus, Donna B. 554
 Pinderhughes, Richard 366
 Pine, Abigail E. 607
 Pine, Daniel S. 358, 544, 552, 553, 555, 559,
 566, 632, 661
 Pinkerton, Linzy M. 222
 Pinkham, Amy 663
 Pinna, Graziano 453
 Pinto, Anthony 602
 Pinto, Ashleen 565
 Piscitello, Jennifer 532, 607
 Pitts, Brandon X. 601, 632, 632
 Pla Serrano, Lorenzo 486
 Plezia, Samantha 447
 Plumb, Jennifer 546
 Poe, Anjali. 552, 566
 Poe, Lindsey 525, 590
 Poindexter, Claire 501
 Pokowitz, Elena 324
 Pokowitz, Elena L. 648, 650
 Pollak, Olivia H. 128, 129
 Pollatas, Olga 589
 Polo, Antonio 559
 Pomeranz, Rachel 595
 Ponte, Vanessa 603, 628
 Ponzini, Gabriella T. 89, 270
 Poole, Emma J. 568
 Poole, Natalie. 652
 Poon, Cyanea 564
 Poon, Jennifer A. 367
 Poovey, Kendall N. 541
 Popowski, Sarah A. 620, 629
 Poquiz, Jonathan 346
 Poreh, Amir. 549, 590
 Porter, Katherine E. 530, 591, 637
 Porter, Nicole P. 595, 604
 Porterfield, Zoe 387

Possemato, Kyle	285	Pushpanadh, Sreelakshmi	230
Post, Kristina	333	Puumala, Susan	611
Post, Kristina M.	592	Puvanich, Nicha	453, 551
Potter, Brian	588	Pyles, Karly	659
Potter, Emily	287	Qi, Song	553
Potter, Guy	543	Qi, Vivian Hongyuan	32
Potter, Jennifer	415	Quan, Zhiying	660
Potter, Jennifer S.	591	Quero, Soledad	630
Potter, Miracle	41, 125, 403	Quetsch, Lauren	202
Powell, Byron	365, 513	Quetsch, Lauren B.	35, 326
Powell, Corey	637	Quinn, Madison E.	540, 595
Powell, Kevin	620	Quinn, Patrick	649
Powell, Nicole	547, 578	Quinn-Lee, Lisa	176
Power, Thomas	72, 73, 117, 118	Quintero, Jean M.	586
Poznanski, Bridget	73, 117, 118, 498	Quirk, Heather D.	614
Pozun, Cara T.	325, 590	Quist, Rachel E.	598
Prakash, Neema	648, 650	Rabasco, Ana	168, 466
Prandoni, Juan I.	573	Rabbi, Mashfiqui	396, 397
Prashad, Neelam	571, 603	Rabideau, Dustin J.	625
Preis, Heidi	545	Rabin, Borsika	132
Preiser, Brianna J.	540, 636, 638	Rabner, Jonathan C.	89, 552
Prescott, Amy	333	Radomsky, Adam S.	598
Presseller, Emily	203	Raemen, Leni	558, 614, 634
Presseller, Emily K.	655	Rafferty, Neil S.	583
Pseudhomme, Liana	414	Rahman, Marlene	547
Price, Cole	469	Rahman, Safa	553
Price, George D.	271	Raiciulescu, Sorana	591
Price, Maggi	76, 472, 503, 504, 504	Raiford, Jeremy	603
Price, Matthew	286	Raines, Adam J.	631, 646
Price, Natalee	267	Raines, Amanda M.	68
Pridgen, Sarah	636, 638	Raj, Caromel Shilpa Anthony	554
Primack, Jennifer	122	Rakhilin, Marina	504
Prince, Mark A.	594	Ralph-Nearman, Christina	402
Prinstein, Mitchell	129, 375	Ralston, Allura L.	596
Pritchard, John	497	Rametse, Lerato	527, 604, 653
Proctor, Hayley	79	Ramirez, Carolina	526, 528, 532
Proffitt, Morgan	462	Ramirez, Israel	421
Provencer, Martin D.	550	Ramirez, Tanya	564
Prud'homme, Julie	591	Ramirez, Vanessa	203
Pruiksma, Kristi	163, 637	Ramlal, Narise	129, 617, 617
Pryor, LeChara	502	Ramogola-Masire, Doreen	514
Przeworski, Amy	559, 594	Ramos, Francisco N.	645
Przygoda, Sydney	550	Ramos, Giovanni	218, 307, 308, 450
Psihogios, Alexandra	396	Ramphal, Randal	654
Pucci, Gabriella A.	585	Ranadive, Sushant	591, 592
Puccio, Gianna	533	Rancourt, Diana	541, 582, 583, 583
Pucker, Hannah E.	616	Randall, Alyson	368, 466
Puckett, Jae	202	Randle, Terumi	160, 527
Puffer, Eve S.	199, 409, 462, 651	Ranney, Megan	419
Pugh, Mary Jo	591	Ranstrom, Erik J.	197
Pugliese, Cara	455, 546, 547, 548	Rao, Vinod	525
Puhalla, Alex	591	Raposa, Elizabeth B.	627
Pulgaron, Elizabeth	158	Rashkovsky, Katerine	597, 624, 641
Puliafico, Anthony	191, 242	Rasmussen, Benjamin	568
Pulice-Farrow, Lex	468	Rasmussen, Justin	651
Pullmann, Michael D.	373, 405, 406	Rasmussen, Steven A.	599, 601, 601
Purtle, Jonathan	89, 270	Rasmusson, Ann	453

Rassaby, Madeleine	649	Rheingold, Alyssa A.	579, 627
Rast, Catherine E.	533	Rho, Kate	548
Ratcliff, Chelsea	592, 605, 644	Rhoades, Galena	423, 567
Ratner, Kaylin	235	Rhodes, Galena	169, 416, 424, 493, 569
Rattenni, Rachel	316	Rhodes, Jean	564
Ratto, Allison	133, 454, 455	Rice, Jenna	372
Ratto, Allison B.	549	Rice, Tyler B.	125
Ratzliff, Anna	237	Richards, Jared K.	549
Rauch, Sheila A.M.	591, 637, 643	Richards, Olly	487
Raudales, Alexa	203	Richardson, Amanda	157
Raue, Patrick	237, 238, 650	Richie, Fallon J.	542
Raugh, Ian M.	662	Richman, Sarah	554, 559
Rausch, Joseph	558	Richmond-Rakerd, Leah	556
Ravid, Ariel L.	659	Richson, Brianna N.	220
Ray, Elizabeth M.	602	Ricker, Brianna T.	79, 556, 609
Raymaekers, Koen	612	Rickert, Martin	649
Rbeiz, Katrina	662	Ridley, Josephine	446, 580
Read, Jennifer P.	642	Riebl, Shaun	581
Reddan, Marianne	550	Rielage, Jennifer K.	446, 580
Redic, Margaret M.	613, 631	Rieske, Robert	546, 549, 650
Redmond, Brooke	526	Rieske, Robert D.	548
Reed, David	591	Rigby, Richard A.	567
Reeder, Kendal	494	Riggs, Amber T.	558
Regenauer, Kristen S.	223	Riggs, Jessica	226
Reger, Greg	589	Righi, Giulia	556
Reger, Mark A.	619	Riley, Jennie	543
Reichert, Elizabeth	554	Riley, Tennisha	422
Reid, Rachelle	486, 488	Ringel, Jeanne	512, 513
Reilly, Erin E.	35, 144, 161	Ringenary, Haley	656
Reimann, Gabrielle	559	Ringle, Vanesa Mora	88, 157, 158
Reiner, Annie	527, 529	Risser, Heather J.	222
Reiss, Paula	226	Ritter, Mikela D.	203, 588
Renaud, Maya A.	607	Ritz, Thomas	467, 539, 646
Renn, Brenna N.	237, 570, 629, 650	Rivera, David B.	463, 464
Renna, Megan E.	351, 586	Rivera, Freddie Pastrana	562
Renschler, Kathrin	556	Rivera, Gabriela M.	525, 632
Renshaw, Pery	625	Rivera, Raquel	226
Renshaw, Tyler L.	613	Riveros-Rosas, Angelica	658
Renteria, Roberto	416	Rizvi, Shireen L.	51, 122, 313, 610, 616, 645
Renzulli, Akira Gutierrez	498	Rizzo, Albert	175
Resick, Patricia A.	163, 331, 541, 637	Rnic, Katerina	490, 661
Resnikoff, Annie	546	Robb, Adelaide	499
Revzina, Olga	625	Roberson, Patricia	634
Rey, Yasmin	194, 358, 552, 556	Roberts, Delanie K.	528
Reyes, Andres De Los	188	Roberts, Lydia J.	645
Reyes, Breanna	132	Roberts, Savannah	91, 144, 280
Reyes, Karen	307	Robertson, Emily	607
Reyes, Norma	461	Robertson, Lee	40, 41, 125, 378, 403, 471
Reyes, Rose	405	Robeson, Mackenzie	606
Reyes, Rosemary	373, 406	Robinaugh, Donald J.	47, 535, 661
Reynolds, Brooke	570	Robins, Diana	549
Reynolds, Katharine	158	Robins, Diana L.	31, 546
Reynolds, Rachel L.	578	Robins, Hannah	587, 632
Reynolds, Zahra	277	Robinson, Athena	541
Rezeppa, Taylor L.	585	Robinson, Noah	175
Reznik, Samantha J.	663	Robison, Morgan	41, 125, 403, 621
Rhee, Elisa F. SteSoo	607	Robledo, Daniela	413

- Robles, Gabriel 80, 81
 Rockwell, Aleah H. 546
 Rodda, Phoebe 534
 Roddy, McKenzie K. 85, 131, 333, 542
 Rode, Noelle 38
 Rodgers, Pamela 584
 Rodman, Alexandra M. 557
 Rodrigues, Luciana 646
 Rodrigues, Teresa 200
 Rodriguez, Camilo Posada 230
 Rodriguez, Carly S. 600
 Rodriguez, Carmen 487
 Rodriguez, Jennifer 487
 Rodriguez, Juventino Hernandez 238, 337
 Rodriguez, Marcus 571, 609
 Rodriguez, Melanie Domenech 613
 Rodriguez, Mercedes Ortiz 529
 Rodriguez, Perla 572, 609, 631
 Rodriguez, Taylor R. 620, 621
 Rodriguez, Yolanda 487
 Rodriguez-Crespo, Andrea 523, 523, 605
 Rodriguez-Montalvo, Kenya 374
 Rodriguez-Quintana, Natalie 50, 178, 320
 Roe, Caity 88
 Roesch, Scott 663
 Roessler, McKenna 621
 Rofey, Dana 548
 Rogers, Andrew 68
 Rogers, Brooke G. 360, 664
 Rogers, Lindsey 514
 Rogers, Megan 41, 276, 624
 Rogers, Shelby L. R. 547
 Rogge, Ron 169, 229
 Rohan, Kelly 286
 Rohan, Kelly J. 539, 603
 Roland, Michelle 514
 Roley-Roberts, Michelle E. 602
 Romanczyk, Raymond 31
 Romanczyk, Raymond G. 547, 548, 562
 Romanov, Artem 659
 Rombaoa, Jaymes Paolo 571, 573
 Romero, Emily M. 592
 Romero, Gloria 594
 Romero, Katharine 510, 542, 542
 Rono, Wilter 200, 651
 Ronzio, Blake 595
 Rooney, Emily 623
 Rooney, Evan 588
 Rosa, Izhani 330
 Rosa, Luiza 550
 Rosado, Amanda 158
 Rosario, Cristalis Capielo 416
 Ros-DeMarize, Rosmary 549, 630
 Rose, Alexandra L. 223
 Rosen, Craig 332
 Rosen, Felicia 467
 Rosen, Gerald M. 659
 Rosen, Maya 560
 Rosen, Melanie R. 313, 610, 616
 Rosen, Paul J. 529
 Rosen, Rachel 121
 Rosen, Valerie 550
 Rosenberg, Abby 350
 Rosenblum, Kate 226
 Rosenbluth, Michael 644, 647
 Rosencrans, Peter L. 591
 Rosenfeld, Eve A. 126, 127
 Rosenfield, David 467
 Rosenfield, David I. 539, 646
 Rosenthal, Eliana 532
 Rosenthal, Zach 544
 Rosenweig, Elisheva 618
 Roskelley, Jeffery J. 661
 Rosmarin, David H. 509
 Ross, Erica 555
 Ross, Jaclyn M. 36, 37
 Ross, Kelsi N. 610
 Ross, Kyle G. 554
 Rossi, Fernanda S. 288, 574
 Rossi, Sarah L. 265
 Rossitch, Stephanie Salcedo 461
 Roth, Marissa 546
 Rothbaum, Barbara O. 643
 Rothman, Karen 85
 Rottenberg, Jonathan 658
 Roulston, Chantelle 88
 Rousmaniere, Tony 292
 Rovner, Graciela 595
 Rowbotham, Melissa 157
 Rowlands, Sandy 446
 Rozek, David 479
 Rozenman, Michelle 357, 358, 535, 537, 551
 Rozsypal, James 559
 Rozum, Liam 622
 Rubi, Lisbeth 625
 Rubin, Alex 504, 597
 Rubin, David 634
 Rubin, Mikael 538, 566
 Ruchensky, Jared 612
 Rucker, Mark 121
 Rudd, Brittany 287, 578
 Rudolph, Karen 129
 Rudolph, Marissa E. 619
 Ruggero, Camilo J. 164
 Ruggiero, Kenneth 637
 Ruiz, Elaine 539, 613, 614
 Ruiz, Sonia 553
 Rukh-E-Qamar, Hani 200
 Rule, Payton D. 235, 592
 Rum, Ruba 510, 535
 Runfola, Cristin D. 161
 Ruork, Allison K. 51, 280, 281, 313, 610, 616
 Ruscio, Ayelet Meron 537
 Ruseva, Albena G. 537

Rushton, Kevin	629	Salsman, Nicholas L.	619, 622
Rushworth, Samantha	427, 574	Salwa, Aniqua	526
Russell, Tara	366	Salyers, Michelle	662
Russell, Tiffany	644	Sambuco, Nicola	579
Russin, Sarah	643	Samson, Lindsay	610
Rutembesa, Eugene	511	Samuel, Douglas B.	610
Rutherford, Ashleigh V.	539	Samuel, Rosalia	399
Rutherford, Caroline	232	Sanchez, Carlos R.	79, 556, 561, 609
Ruttenberg, Elizabeth	548	Sanchez, Lizette	569
Rutter, Lauren A.	540, 627	Sanchez-Birkhead, Ana C.	326, 487
Rutter, Sarah B.	636, 642	Sanchez-Lopez, Alvaro	490
Ruzek, Josef I.	345	Sanchious, Saivone N.	583, 612
Ryan, Nick	576	Sandel-Fernandez, Devon	275, 276
Ryan, Shannon	117, 118	Sanders, Michael	602, 659
Ryszewska, Sylvia	622	Sanderson, William	629
Ryu, HyeRim	568	Sanderson, William C.	645
Saab, Patrice G.	633	Sandler, Jenna	417
Saadeh, Frances	219	Sandoval, Keila	601
Saavedra, Lissette M.	500, 501	Sandoval-Araujo, Luis E.	134
Sacca, Pier Luigi	410	Sandoz, Emily	436
Saccone, Valentina	650	Sandstrom, Andrea	598
Sachner, Leila	524, 535, 605	Sanford, Keith	542
Sachs, Nina	570	Sang, Jordan	330
Sadeh, Naomi	652	Sanjuan, Pilar	226
Safer, Debra L.	44, 161	Santacatterina, Michele	533
Safley, Kenneth	566	Santamaria, Mireia	538
Safren, Steven A.	81, 179, 278, 278, 317, 360, 664	Santiago, Jose Chimelis	544
Sagaribay III, Roberto	585	Santibanez, Tamara	279
Sager, Julia	644	Santillan, Lupita	452, 577
Saghafian, Soroush	485	Santos, Ariana	627
Sagui-Henson, Sara	629	Santos, Natalia	583
Saha, Anita R.	599	Santos, Palmira dos	200
Saha, Priya	554, 572	Sanzari, Christina M.	355
Saha, Sanjoy	655	Saraiya, Tanya	571
Sahlman, Olivia	614, 657	Saravia, Daniel H.	428
Saigal, Seema	576	Sardana, Srishti	460
Sain, Kimberly S.	545, 556, 602	Sarfan, Laurel	575
Sajwani, Afiya	469, 594	Sarfan, Laurel D.	162, 270, 312, 313, 494
Sakhan, Lily	649	Sariaya, Tanya C.	572
Sakolsky, Dara	38	Sarkar, Ayushi	606
Sala, Margaret	505	Sarna, Jas	593
Sala, Matthew C.	535	Sarno, Elissa L.	469
Salcone, Sarah G.	435, 470	Sasser, Tyler	216, 631
Saldana, Laura	342	Satani, Khairun Nisa	604
Saldana, Lisa	287, 472	Satchwell, Margaret K.	649
Salerno, Lindsey	543	Sauer, Emily L.	654
Salgado, Brenda	590	Sauer-Zavala, Shannon	172, 228, 312, 352, 610, 645, 647
Salgin, Linda	132	Saunders, Stephen	496, 598, 631
Salinsky, Deirdre	469	Savarese, Elizabeth N.	126, 471
Salivar, Emily Georgia	85, 86, 333	Savill, Mark	665
Salk, Rachel	280	Sawdy, Molly	45, 592
Salley, Samantha J.	658	Sawyer, Hannah B.	584
Salm, Maeve	462	Sayers, Steven L.	233, 234
Salon, Yasaman	641	Scafati, Caitlin K.	581
Salsbury, Juliann	237	Scales, David	81, 318
Salsman, Nicholas	204	Schacter, Daniel	283

- Schaechter, Temma L. 171, 407
 Schaeffer, Cindy 281
 Schare, Mitchell L. 629, 631, 639, 662
 Schare, Ryan 604
 Scharff, Adela 659
 Schatten, Heather 122, 164, 167, 276, 615, 616
 Schatz, Nicole K. 526, 528, 532
 Schaumberg, Katherine 355, 582
 Schaumberg, K., Katherine 583, 585
 Scheer, Jillian R. 596
 Scheim, Ayden 594
 Scheininger, Tohar 565, 643
 Scherzer, Caroline 68, 69
 Schetter, Patricia 132
 Schiavone, Elena 238
 Schieffelin, Annette 510, 542
 Schiller, Daniela 584
 Schirle, Gracie 617, 618
 Schlechter, Thomas E. 378, 471
 Schleider, Jessica 76, 77, 82, 88, 138, 235, 308,
 316, 369, 408, 472, 597
 Schlundt, David 605
 Schmalenberger, Katja 36
 Schmidt, Adam 235
 Schmidt, Adam T. 564, 565, 633
 Schmidt, Brad B. 41, 403, 436, 523, 524, 575,
 637
 Schmidt, Susan 513
 Schmit, Tammy L. 603
 Schmitt, Carter 421
 Schneider, Margaret 349
 Schneider, Silvia 555
 Schneiderman, Aaron 230
 Schnitzer, Janina 641
 Schoenwald, Sonja 171
 Schragar, Sheree 367
 Schram, Samantha 585
 Schriger, Simone 224, 374, 514
 Schroder, Hans 369, 370, 541
 Schroeder, Grace E. 652
 Schruff, McCall A. 575
 Schubert, III, Frederick T. 403, 522, 575
 Schueler, Jordan 447
 Schueller, Stephen M. 349, 408, 629
 Schultz, Brandon 118
 Schultz, Megan 216, 275, 631
 Schulz, Kurt 584
 Schumacher, Kate 222
 Schumacher, Leah 265
 Schumacher, Rachel E. 606
 Schumm, Jeremy 146
 Schuttenberg, Eleanor 535
 Schwab-Reese, Laura 653
 Schwartz, Lisa 396
 Schwartz, Mckenzie 662
 Schwartz, Rachel 602
 Schwartz, Rachel A. 356
 Schwartz, Sarah 191, 347, 388, 592
 Schwartzman, Jessica M. 336, 546
 Schweitzer, Julie 532
 Schweizer, Tina H. 659
 Scioli, Erica R. 453
 Sciortino, Maria 120
 Sciuotto, Mark J. 660
 Scott, Charlotte 73
 Scott, Kelli 50
 Scott, Shelby B. 332, 468, 651
 Scott, Ty 219
 Scudder, Ashley Tempel 35, 221
 Seaton, Sydney 660
 Seehuus, Martin 136
 Seeling, Ashley 549
 Seemann, Eric 658
 Segura, Kalli 572
 Seibel, Lauren 167, 168, 575
 Seipp, John 561, 571
 Selani, Shradha 656
 Selby, Edward 161, 470, 482, 483
 Selby, Edward A. 582, 621
 Seldin, Katherine 275
 Semcho, Stephen 228, 312
 Sen, Zeynep 648
 Sender, Max 457, 575
 Serier, Kelsey N. 399
 Serna, Ashley 559
 Sethi, Ronit 462
 Sevier, Carey J. 586
 Sexton, Minden B. 530, 589, 590, 591, 636,
 636, 656
 Seyl, Christen E. 596
 Seymour, Nicole E. 229, 597
 Shad, Sana 554
 Shafer, Madison L. 534
 Shaffer, Anne 443
 Shaffer, John 664
 Shafique, Nadia 90
 Shafran, Roz 320, 321
 Shah, Jillian 323
 Shah, Masa 333
 Shah, Mauli 648
 Shah, Nihar 579
 Shahid, Naysha 488
 Shahnaz, Arezoo 626
 Shallcross, Amanda 261
 Shaller, Esme A.L. 53
 Shan, Yanyan 634
 Shanahan, Mackenzie 578, 655
 Shanholtz, Caroline E. 374
 Shank, Faith A. 523
 Shanker, Vydhehi 353
 Shapiro, Daniel I. 665
 Shapiro, Mary O. 617
 Shapiro, Steven K. 528
 Shareef-Trudeau, Lotus 387

Sharf, Kayla	630	Short, Mary B.	542, 564
Sharif, Noor	646	Short, Nicole	523, 524, 639
Sharma, Nitasha	665	Shoyer, Jake	637, 639
Sharp, Jason B.	545, 546, 610	Shrestha, Roman	541
Sharpe, Weston	567	Shridhar, Aksheya	131
Shattuck, Paul	31, 549	Shriver, Chris	446
Shaughnessy, Shannon	544, 560	Shriver, Chris L.	590
Shaw, Ashley	158	Shrodes, Addie	346
Shaw, Rachael J.	636	Shroff, Delshad	30, 426
Shaw, Sherkila	488	Shryock, Ian	545
Shaw, Thomas J.	569, 651	Shu, Jocelyn	354
Shawver, Zared	569	Shultz, Taylor	562
Shayani, Danielle R.	331	Shumake, Jason	627
Sheehan, Ana	322	Shumway, Martha	127, 436
Sheehan, Kate	601	Sibilio, Brian	541
Sheeran, Paschal	324	Sibley, Margaret	29, 529, 530, 531
Sheerin, Kaitlin	325, 326, 664	Siciliano, Rachel	564
Shehadeh, Karima K.	567	Siciliano, Rachel E.	84, 604
Shekhtman, Kathy	642	Siciliano, Sophia R.	556
Shelby, Tara	571	Siddeek, Zack	133
Sheldon, Signy	354	Sidorchuk, Anna	649
Sheldrick, R. Chris	548	Siedner, Mark	278
Shelton, Christopher R.	527	Siegel, Olivia	552, 566
Shelton, Sarah	603	Siegan, Sabrina	533
Shen, Jenny	378	Siegel, Ashley N.	611
Shen, Joy	556, 614, 657	Siegel, Isabelle E.	558
Shepard, Broquelynn	158	Siegel, Jaclyn A.	464, 506
Shepard, Victoria T.	274, 361, 628	Siegle, Greg J.	417
Shepardson, Robyn	285	Siev, Jedidiah	387, 658
Shepherd, Benjamin F.	505	Sikorski, Zhanna	591
Shepherd, Caitlin B.	581	Silamongkol, Thanharat	616
Sheppard, Ethan	658	Silberstein-Tirch, Laura	197
Sheppard, Simon	436	Silk, Jennifer	551, 554
Sher, Tamara	568	Silovsky, Jane	512, 513
Sheridan, Elisabeth H.	546	Silva, Maria Fernanda	488
Sheridan, Margaret	411, 560, 613	Silva, Matthew B.	646
Sherman, Kerry Honan	87	Silva, Rose M.	603
Sherrill, Joel T.	237, 438	Silva-Alvarez, Jacinto	200
Sherrod, Akia	535, 605	Silverman, Alexandra L.	307, 308
Shi, Jiakai	397	Silverman, Wendy	358
Shi, Qinxin	159, 264	Silverman, Wendy K. K.	552
Shih, Josephine H.	535	Silvernale, Kurtis	640
Shillingsburg, Laura A.	608	Silverstein, Scott	91, 279
Shimabukuro, Scott	269, 457	Simiola, Vanessa	127
Shimomaeda, Lisa	443	Simioni, Olivia	649, 663
Shin, Hyo	278, 487	Simler, Angela B.	572
Shin, Jaehyun	646	Simmons, Robert	350, 450
Shin, Ki Eun	164, 323, 618	Simon, Naomi	453
Shin, Mollie E.	332, 567	Simon, Naomi M.	533, 536, 590, 637, 661
Shipherd, Jillian	278, 359	Simonsen, Marianne	569
Shlafer, Rebecca	220	Simonson, Alix	602
Shneider, Caitlin	614	Simourd, Lindsay E.	649, 663
Shoda, Yuichi	275	Simpson, Lauren E.	651
Shogren, Nathaniel	595	Simpson, Tracy	642
Shope, Megan M.	659	Sindoni, Mara W.	638
Shorey, Ryan C.	594	Singal, Sonali	571, 572
Short, Leeann B.	542, 640	Singer, Kendra	408

- Singh, Rajinder Sonia 359
 Singla, Daisy R. 175
 Sinha, Rajita 523
 Sinn, Liron 509
 Sirey, Jo Anne 238
 Sisitsky, Michaela 657
 Sisiiegas, Maria 572, 609, 631
 Sivaratnam, Janarthan 502
 Sivathasan, Shalini 548
 Siwinski, Leah 635
 Skaf, Safina 533
 Skakoon-Sparling, Shayna 329
 Skavenski, Stephanie 366, 460
 Skidmore, Susan 592
 Skinta, Matthew D. 384, 595
 Sklar, Marisa 577, 578
 Skolnik, Alexa 638, 661
 Slavin, Lesley A. 575
 Slavin, Melissa N. 654
 Slavish, Danica 163, 164
 Slavkova, Reneta 650
 Slevin, Roisin 274, 628
 Slijvak, Elizabeth T. 315, 315
 Sloan, Colleen A. 179, 384, 433
 Sloan, Denise M. 331, 332
 Smirnova, Mary O. 614
 Smit, Tanya 68, 572, 638
 Smith, Ashley 645
 Smith, Amy Slep 372, 423
 Smith, April 368, 402, 584
 Smith, Arianna N. 534
 Smith, Ash M. 92
 Smith, Daniel W. 643
 Smith, Erin R. 637
 Smith, Gregory 275
 Smith, Gregory T. 524
 Smith, Jacqueline 525, 545
 Smith, Jason G. 580
 Smith, Jazmine 73
 Smith, Jessica V. 454, 455
 Smith, Kathryn 551
 Smith, Leigh 665
 Smith, Lia 331
 Smith, Logan 621
 Smith, Logan T. 545
 Smith, Luke 500, 501
 Smith, Madison S. 469
 Smith, Michele 275
 Smith, Miriam 528
 Smith, Patrick J. 543
 Smith, Sarah 314
 Smith, Shannon A. 555, 560
 Smith, Shannon R. 626
 Smith, Stephanie D. 526, 527, 562, 564
 Smith, Zoe 160, 527, 657
 Smith, Zoe R. 528
 Smith-LeCavalier, Kirstyn N. 526
 Smits, Dirk 611
 Smits, Jasper 453
 Smoller, Jordan 129, 166, 617, 623
 Smoski, Moria J. 543
 Sn, Chin Binh Nh. 564
 Sneesby, Melina 610
 Snorrason, Ivar 598
 Snow, Arielle 554, 605, 606
 Snow, Janice 570
 Snyder, Douglas 372, 423
 Snyder, Jaime 274
 Sodano, Sophia 420
 Sodeyi, Maryam Y. 603
 Soetan, Zainab 625
 Sokolovsky, Alexander 633
 Solano-Martinez, Jesus E. 559
 Soler, Daniel Z. 610
 Solomon, David T. 563, 583, 593
 Sommer, Doris 410
 Sommer, Valerie S. 648
 Son, Tae Hwan 408
 Song, Haili 631
 Song, Jiyoung 537
 Soni, Saniya 564
 Sørensen, Jane Brandt 278
 Sorge, Shawn 316
 Sorgi-Wilson, Kristen 543
 Sorka, Hila 204, 282, 354
 Sorkin, Dara 349
 Sosa, Elijah 662
 Sotiroff, Alexa 542, 569, 570
 Soto, Jose A. 229, 230
 Sotolongo, Lissandra 498
 Sotomayor, Ian 76, 308
 Soucie, Kendall 79
 Soulliard, Zachary 279, 359, 360, 360, 464, 505
 Southam-Gerow, Michael A. 555
 Southward, Matthew W. 172, 228, 312, 352, 352, 421, 610, 645, 647
 Sowers, Alexandria F. 638, 639, 651
 Soza, Joseph 598
 Soza, Sarah Queller 598
 Spana, Ethan 446, 580
 Sparks, Sarah 624
 Spaulding, Will 655
 Speaker, Brianna L. 655
 Spears, Tyler 397
 Spence, Sue 193
 Spencer, Julia M. 575
 Spencer-Laitt, Daniella 74, 75, 646
 Spiegel, Jamie 222
 Spiegel, Zev L. 567
 Spieker, Andrew 542
 Spinks, Sherri 501
 Spirito, Anthony 167, 419, 420, 420, 664
 Spitalnick, Josh 632

Spitzer, Elizabeth	491	Stevens, Michael	437
Splaine, Cailan	636, 638	Stevenson, Brittany	120
Spray, Amanda M.	590	Stewardson, Charlotte I.	547
Stack, Kasey	120, 547	Stewart, Jeremy G.	84, 649, 663
Stackpole, Lucy	505	Stewart, Rochelle A.	404
Stacy, Taylor A.	534, 535, 565, 576, 582	Stewart, Shannon	661
Stadnick, Nicole A.	132, 339, 349, 577	Stiede, Jordan	497, 497, 632
Stafford, Allison M.	462	Stiles, Bryan J.	324, 662
Stahmer, Aubyn	132	Stiles-Shields, Colleen	307
Staller, Kyle	587	Stirman, Shannon Wiltsey	332, 360, 493
Stallwood, Emma	536, 646	Stiver, Caroline	428
Stamatis, Caitlin A.	484, 626	Stone, Alice S. Carter, Wendy L.	548
Stancroff, Noah	530, 531, 551, 625, 641	Stone, Jeff	406
Stanfield, Jocelyn	654	Story, AlliGrace	608, 609
Stanford, Greg	179	Stout, Zoe E.	645
Stanick, Cameo	427	Straiton, Diondra	548
Stanick, Cameo F.	576	Stran, Brian	530
Stanley, Scott	424	Strang, John	546
Stanley, Taylor	522	Stranger, Alyssa	603
Stanton, Amelia	81, 136, 277, 278, 415	Straub, Magdalena	573
Staples, Cody	582	Strauch, Christina	610
Starkey, Austin	236	Straud, Casey	541, 637, 656
Starkey, Austin G.	620	Strauman, Timothy	375
Starks, Tyrel J.	80, 81, 317, 318	Strauss, Dana	382
Starratt, Emily L.	657	Strauss, Gregory	662
Starvaggi, Isabella	421, 422, 630	Strauss, Jennifer	446
Stavish, Caitlin M.	609	Streicher, Brooke E.	556
Stecker, Tracy	233	Streiner, David L.	646
Steele, Bailey A.	569	Strickland, Megan G.	569
Steele, Ellen H.	658	Strong, David	655
Steffen, Ann M.	531, 656	Strong, Owen S.	176
Steffens, Eleanor B.	657	Strunk, Daniel R.	312, 421, 422, 539, 645
Steger, Michael F.	613	Stuart, Barbara K.	53
Stein, Gabriela	501	Stuart, Gregory L.	594, 635, 652, 652
Stein, Mark	217, 499	Stuewig, Jeffrey B.	623
Stein, Murray	272	Stults, Christopher B.	631
Stein, Murray A.	637	Stumper, Allison	37
Steinberg, Amanda H.	30, 159, 264	Stumpp, Nicole	228, 312, 647
Steinberg, Dana R.	525, 632	Sturycz-Taylor, Cassandra A.	283, 534
Steinberg, Dori	161, 582	Suazo, Nazaret	420, 420
Steinberg, Hannah	594, 602	Subotnik, Kenneth	362
Steinberg, Joshua S.	559, 616, 647	Suchand, Ashlyn	536, 599, 642
Steinberg, Lynne	635	Suchday, Sonia	571, 658
Steinberg, Margot H.	453, 533	Sudit, Ella S.	469, 634
Steinman, Shari A.	533	Sugiwaka, Hiroko	587
Stentz, Lauren A.	537	Suh, Da Eun	534, 535, 559
Stephens, Jacquelyn	511	Suhr, Julie	403
Stephenson, Auburn R.	558	Sullivan, Grace	533
Stephenson, Kyle R.	136	Sullivan, Jacqueline	554, 594, 652
Stephenson, Rob	81	Sullivan, Matthew C.	278, 487, 525, 541
Stephenson, Téa	618	Sullivan, Maureen A.	528, 607
Stapp, Stephanie	400, 616	Sullivan, Sarah	87
Stapp, Stephanie D.	559, 566, 572, 611	Sullivan, Tami P.	596
Stern, Kelly	365	Sullivan, Tara R.	124
Sternberg, Kady F.	602, 659	Sullivan, Timothy	469
Stetinova, Karolina	548	Summers, Christopher B.	538, 540
Stevens, Grayson	424	Sumner, Jennifer	635

- Sumner, Sierra 502
 Sun, Jasmine 648, 655
 Sun, Jasmine H. 648
 Sun, Shufang 219
 Sunada, Grant. 326
 Sung, Angelina 538
 Supple, Andrew 501
 Surrency, Lucas 545
 Susman, Eli 218, 218
 Suzuki, Rebecca R. 651
 Swann, Gregory 416
 swansboro, Brittany R. 607
 Swarr, Lauren 533
 Swartout, Kevin M. 653
 Swearer, Susan M. 559, 561
 Swee, Michaela 138
 Sweeny, Gina 656
 Sweeny, Tim 357
 Sweet, Cynthia M. Castro. 629
 Swinkels, Cindy 234
 Swords, Caroline. 33
 Swygert, Latisha M. 606
 Sylvester, Raeanne 38
 Sylvia, Louisa. 453, 530, 531, 551, 625, 641
 Sypher, Isaiiah 523
 Sysko, Robyn 584
 Szczyglowski, Kamila 315, 535
 Szeto, Andrew 158
 Szkody, Erica 76, 308
 Szkutak, Abigail 586, 645
 Szoke, Daniel 331
 Szollos, Sebastian 537
 Szuhan, Kristin L. 452, 453, 533, 536
 Tafraite, Raymond Chip 509
 Taghian, Nadine R. 353, 524
 Takahashi, Minoru 579
 Talg, Renee 602
 Talg, Renee B. 602
 Taliercio, Joseph R. 556
 Talkovsky, Alexander M. 438
 Tameddou, Tida 129
 Tamm, Leanne 529
 Tan, Emily K. 559, 613, 614
 Tanana, Michael 274, 628
 Tandon, Pooja. 217, 217
 Tangney, June P. 623
 Tanofsky-Kraff, Marian 557
 Taone, Trevor 571
 Taormina, Shibany 559
 Tapia, Rebecca 591
 Tappenden, Peter C. 636
 Tatsuki, Miho O. 528
 Taubin, Daria 30, 160, 499
 Tauscher, Justin. 273
 Tauseef, Hafsa 36
 Tavake-Pasi, Fahina 326
 Tavarez, Yoreidy 92
 Taverna, Emily 423, 424
 Taylor, C. Barr 323, 574
 Taylor, Charles. 272, 283, 467, 502, 649
 Taylor, Daniel J. 163, 164, 579
 Taylor, Dorothy 638
 Taylor, Gerry 558
 Taylor, Lauren 655
 Taylor, Madison E. 629
 Taylor, Matthew J. 660
 Tazi, Kamar Y. 560
 Teachman, Bethany 121, 308, 351, 352, 397, 413
 Teague, Jenny. 639
 Teeters, Jenni B. 572, 616
 Tefend, Grace 236
 Teller, Jonathan 599, 600, 601
 Telli, Ayo 552, 566
 Telule, Josselyn 596
 Temes, Christina 551, 551, 641
 Teng, Charlotte C. 538
 Tennen, Howard. 658
 Terada-Herzer, Kirk 387
 Terjesen, Mark 608, 646, 649, 660, 661
 Terman, Julia M. 603
 Terrazas-Carillo, Elizabeth 643
 Terrill, Doug 610, 648
 Terrill, Douglas R. 645
 Testa, Shannon 427, 574
 Te-Vazquez, Jennifer 557
 Teves, Jenna B. 253, 381
 Tezanos, Katherine. 419, 419
 Thacher, Abigail 602
 Thambipillai, Prakash. 566, 572, 611, 624
 Thannhauser, Jennifer 157
 Thao, Isaac 547
 Thase, Michael 492
 Theimer, Kate 221
 Thielman, Emily 586
 Thingbak, Anne 556
 Thoen, Megan A. 622
 Thoma, Brian 280
 Thoma, Brian C. 548
 Thomas, Emily B K 589
 Thomas, Hannah M. 572
 Thomas, Jasmine 355
 Thomas, Jordan 635
 Thomas, Lindsay 578
 Thomas, Robin D. 554
 Thomas, Sarah 129
 Thomas, Sonia 168
 Thompson, Elizabeth 129, 664
 Thompson, Kassander 586
 Thompson, Katherine 225
 Thompson, Linda M. 555, 560
 Thompson, Renee. 351
 Thompson, Ron 492
 Thompson, Stephanie 443

Thorpe, Daneele	77	Triplett, Noah S.	200, 414, 576, 576
Tiab, Sondra	270	Trovarelli, Ella Zanatti	462
Tidwell, Colin A.	378	Troy, Allison	261
Tien, Ingrid S.	545	Trub, Leora	318, 569, 636
Tierney, Anna O.	558, 645	Trujillo, Eva M.	134
Tierney, David M.	595	Trumbull, Jacqueline	544
Tijerina, Alyssa N.	587	Trunzo, Carrie Purbeck.	576
Tijerina, Ruby	599	Tryon, Valerie	665
Tilly, Sophie Charlotte	227, 610	Tschida, Jessica	131
Tilson, Chana	648	Tseitlin, Belle.	568
Timko, Alix	458, 459, 566, 584	Tsekova, Virginia	537
Timmons, Adela C.	449, 450, 608	Tsuchiyagaito, Aki	283
Timpano, Kiara R.	436, 600, 633, 664	Tu, Joseph W.	530
Tirch, Dennis	197	Tucker, Cecelia	523
Tissera, Talia	611, 647	Tucker, Raymond P.	619
Tittle, Felicia	543	Tuerk, Peter	358
Toback, Levi M.	532	Tuft, Logan M.	527
Tobar-Santamaria, Allison	651	Tugendrajch, Siena.	319, 320
Tolin, David F.	436, 437, 533, 545, 556, 602, 616, 645	Tukey, Robert	132
Tolliver-Lynn, Maddison	607	Tull, Matthew	123, 124
Tom, Piasecki M.	523	Tull, Matthew T.	593
Tomeny, Theodore S.	547	Tully, Erin	444
Tomlinson, Shealyn	627	Tully, Laura M.	665
Tone, Erin B.	537	Tur, Cintia	630
Toner, Emma R.	121, 661	Turnamian, Margarid R.	593
Tong, Ting	237	Turner, Aaron	639
Tonigan, Alexandra	501	Turner, Brianna J.	507, 591
Toole, Aubrey	44	Turner, Cassandra J.	611
Tor, Gabrielle R.	572	Turner, Chevese	87
Torous, John	484	Turner, Emily	656
Torres, Debbie	605	Turner, Holly R.	535, 544, 565, 574, 576
Torres, Kristen A.	588	Turner, Rashanna J.	619, 622
Tottenham, Nim	411	Tuschen-Caffier, Brunna	555
Totzeck, Christina	535, 660	Tutul, Abdullah A.	608
Tovey, Roberta E.	453, 551	Twamley, Elizabeth W.	492, 590
Towle, Evan.	451, 561	Twohig, Michael	204
Trabold, Nicole	285	Twohig, Michael P.	265, 266, 437, 496, 598, 631
Trachik, Benjamin.	523	Twohy, Eileen	39
Tracy, Alison	490	Tyler, Jeremy	543
Traino, Katherine	542	Tyrell, Fanita A.	591, 592, 606
Tran, Ivy R.	662	Uchimura, Kyani K.	540, 544, 575, 636, 638
Tran, Jennifer	234	Udupa, Nikhila S.	41, 125, 403
Tran, Mai-Lan	170, 557	Uebelacker, Lisa	633
Tran, Nguyen	217, 217	Ugail, Hassan	627
Traylor, Shereen	253, 381	Ugarte, Elisa	620
Traynor, Jenna	228	Uhl, Eric J.	618
Treichler, Emily	324, 324, 325, 493, 656, 660	Ungar, Lyle	484
Treichler, Emily B.H.	662	Unruh-Dawes, Emma	625
Treissman, Caleigh	78	Urosevic, Snezana	119, 120, 547
Tremont, KatieT	73, 117, 118	Vaartstra, Luke D.	558
Trevethan, Mackenzie A.	565	Vacek, Pamela M.	539
Trevethan, Makenzie	557, 565, 634	Vadhan, Nehal P.	28, 29
Trevino, Cindy O.	217, 452, 577	Vale, Derek	457, 513
Treviño, Monica S.	657	Valencia, Evelyn M. Hernandez.	622
Trillingsgaard, Tea	86, 285, 569	Valente, Matthew J.	558
Trim, Vlctoria M.	593	Valentine, Lisa M.	589, 590

- Valentiner, David P. 388, 535, 537, 545, 637, 638
- Van de Star, Arjan 368, 463, 466
- Van Dreel, Shauntal 529
- van Dyk, Ilana Seager. 92, 232, 337
- Van Kirk, Nathaniel 598, 599, 600
- Van Oudenhove, Lukas 558
- van Stolk-Cooke, Katherine. 286, 286
- Van Wie, Mike 558
- Vanags, Jade. 577
- Vander Wal, Jillon S. 87
- Vanderhaegen, Janne 614
- Vankerckhoven, Lore 558, 614, 634
- Vannatta, Kathryn 558
- Vannini, Maya Bina N. 589
- Vanrooy, Tammy. 418
- Vanstone, Ruth. 647
- Vanwoerden, Salome. 400
- Vanwort-Meng, Laura J. 603
- Vargas, Sylvanna Maria 366, 408
- Varma, Sonya 228, 610, 611, 647
- Vasko, John. 160
- Vasquez, Desi 643
- Vasterling, Jennifer J. 639
- Vaswani-Bye, Akansha 361
- Vaught, Keeley 662
- Vázquez, Alejandro 627
- Vazquez, Lauren 602, 659
- Vázquez, Melissa 323
- Veal, Jon-Patric. 572
- Vega, Nicolette. 644, 647
- Vehabovic, Niko 596
- Velez, Clarissa V. 158
- Velez, Clorinda E. 606, 652
- Vélez-Grau, Carolina 336
- Venanzi, Lisa 85
- Venners, Margaret R. 637
- Ventura, Joseph 362
- Venturo-Conerly, Katherine E. 409, 410, 558, 578
- Ver Pault, Mikayla 539, 613
- Verbalis, Alyssa 454, 455
- Verbalis, Alyssa D. 548
- Verdaasdonk, Emily 317
- Verdi, Erin. 589
- Verdoes, Maryellen McClain 613
- Verdugo, Juliann Li 622
- Vergara, Genesis. 623
- Vernon, Austin 523, 585
- Verona, Edelyn 526, 570
- Vierzijl, Christina 656
- Viana, Andres G. 551, 557
- Victor, Sarah E. 138, 229, 235, 275, 368, 400, 507, 597, 616, 619, 621, 658
- Victory, Erinn J. 34, 222, 528, 606, 607
- Vidair, Hilary B. 528, 555, 604
- Vidovic, Vanja. 534
- Villagran, Tomas. 643
- Villalobos, Bianca T. 342
- Villalta, Jeannette 326, 487
- Villanueva, Cynthia M. 550
- Villarreal, Blanca Muñoz 588
- Villarreal, Robert 591
- Villasana, Ana V. Garcia 558
- Villodas, Miguel 394, 498
- Viltz, Alexandria. 450
- Vine, Vera 229, 400, 559, 566, 572, 573, 597, 611, 616, 624
- Violante, Stephanie 555
- Violo, Dominic 564
- Viranda, Thalia 581
- Vissoci, João 651
- Viswanadhan, Katya 242
- Vittorio, Lisa 422
- Vitucci, Daniel. 532
- Vivanti, Giacomo 549
- Vivian, Dina 127
- Vogt, Dawne. 230
- Volk, Sage A. 384, 597
- von Gruner, Celin 660
- Von Isenburg, Megan. 651
- Von Lossnitzer, Meg 487
- Votta, Cecilia. 648, 650
- Vranceanu, Ana-Maria. 453, 530, 531
- Vreeland, Allison 564, 604
- Vujanovic, Anka A. 635, 635, 636, 638, 640
- Vukmirovich, Patrick W. 527
- Vuper, Tessa 636
- Wachen, Jennifer S. 637
- Wachsman, Tamara 543, 597, 624, 641
- Wade, Rebecca 649
- Wadsworth, Lauren P. 46
- Wager, Tor 550
- Wagler, Kayla 618, 625
- Wagner, Anne C. 243
- Wagner, Carly A. 530, 531
- Wagner, David V. 588
- Wahl, Logan M. 593
- Wainberg, Milton. 200
- Wainer, Allison 548, 603
- Waite, Elinor E. 227, 610
- Wakschlag, Lauren. 559
- Walbridge, Fayth 526, 562, 564
- Walden, Nicole 424
- Walenta, Erin 641
- Walia, Avleen 557, 565, 634
- Waliski, Angie D. 492
- Walker, Ebony. 533, 537
- Walker, Leslie 170
- Walker, Rheeda L. 640
- Walker, Teresa 629, 650
- Wallace, Gemma 164
- Wallace, Meg 608
- Walls, Grace Martin Taylor. 554

Walls, Taylor	572	Weaver, Terri	603, 640
Walsler, Robyn	332	Webb, Christian A.	33, 418, 558, 645
Walsh, Annamaria M.	288, 574	Webb, Desiree	584
Walsh, Lindsey	589	Webb, Lauren	35
Walsh, Olivia A.	608	Weber, Ava E.	607
Walsh, Peter	570	Weber, Danielle	130, 169, 605
Walsh, Rachel	322	Weberpal, Courtney	583
Walsh, Rachel F.	621	Webster, Jessica	234
Walsh, Shannon M.	552	Webster, Rachel T.	588
Walter, Kristen H.	649	Wee, Janelle Y.	618
Walters, Sierra N.	450, 608	weersing, Robin	358
Walton, Maureen	397	Weersing, Robin	368
Walukevich-Dienst, Katherine	524	Weersing, Robin	466
Wamser-Nanney, Rachel	644	Weidner, Louise J.	612
Wan Isa, Wan Irisha	656	Weihl, Alexys	555
Wang, Erika	623	Weiler, Rachel	594
Wang, Hongning	397	Weingarden, Hilary	598, 600
Wang, Ming	29	Weingardt, Kenneth R.	26
Wang, Mo	188	Weinstein, Elliott R.	80, 81, 486
Wang, Shawn	633	Weinstock, Jeremiah	523, 525, 578, 664
Wang, Shirley B.	173	Weinstock, Lauren	122, 168
Wang, Xinran	374	Weinstock, Lauren M.	543, 550, 583
Wang, Xueqian	550	Weintraub, Marc	157, 158, 550, 551
Wang, Yuqi	591, 592, 606	Weisman de Mamani, Amy	508
Wang, Zhiyuan	121	Weisman, Julia	554, 559, 605
Ward, Alyssa	223, 512	Weiss, Michal	407
Ward, Haley	602	Weissman, David G.	560
Ward, James A.	564, 565	Weisz, John R.	188, 410, 555, 558, 559, 578, 616, 647
Ward, Jessica A.	588	Weitz, Erica	602, 643
Ward, Macy	611	Welch, Hannah	514
Ward, Madeleine	658	Welch, Katlyn	612
Ward, Madeline	662, 663	Wellen, Brianna	632, 632
Ward, Olivia F.	547	Wells, Adrian	556
Ward, Rose Marie	524	Wells, Jillian	623
Ward, Victoria R.	560, 561	Wells, Kristen	368, 466
Wardle-Pinkson, Sophie	163	Wells, Stephanie Y.	543
Warford, Noelle A.	565, 663	Wells, Tony T.	618, 625
Warlick, Craig A.	435	Welsh, Deborah	634
Warman, Debbie M.	598	Wen, Alainna	261, 262
Warnell, Katherine	31	Wen, Chu Yin	218, 308, 450
Warner, Alia R.	663	Wendy, Silverman	194
Was, Rachel	224	Wenger, Katherine E.	525, 582, 582
Wasanga, Christine	410	Wenze, Susan J.	540
Waschbusch, Daniel A.	263	Werkheiser, Anne E.	537
Washburn, Jason J.	375	Werner, Monica A.	454, 455
Washington, Wendy Donlin	524	Wernhoff, Annie	539, 603
Waters, Allison	193	Werntz, Alexandra	564
Watson, Kelly	564	Wesner, Chelsea	611
Watson, Kelly H.	604	West, Amy E.	551
Watson, McKenzie K.	560	Westemeier, Olivia	653
Watson, Shannon	458	Westerhold, Kaitlyn E.	569
Watson-Singleton, Natalie N.	345	Wetherall, Lucy	402, 584
Waxmonsky, James	263	Wetterneck, Chad	564
Waxmonsky, Jeanette	538	Whalen, Meghan	411
Waye, Catherine	366	Whelan, James P.	525
Weaver, Destiny	119	Whisman, Mark A.	569, 607
Weaver, Laurel	482		

- White, Anna 600, 601
 White, Anna M. 599
 White, Bradley A. 560, 561
 White, Brittany 584
 White, Chloe 584
 White, Evan J. 337
 White, Kendra 282
 White, Lauren A. 336
 White, Robyn C. 399
 White, Sara V. 571
 White, Susan 152, 400, 546, 547, 578
 Whiteford, Jacob 455, 455
 White-Goode, Meredith J. 603
 White-Hughto, Jaclyn 504
 Whiting, Erica 274
 Whitmore, Bailey 608
 Whitmyre, Emma 216
 Whittaker, Valene A. 45
 Whitted, Whitney 571
 Whitted, Whitney M. 540
 Whitton, Sarah 594, 595, 596
 Whitton, Sarah W. 49, 416, 597
 Whitworth, James W. 452, 453
 Wichman, Aaron 534
 Widick, Madison 572, 609, 631
 Widman, Cammy M. 570
 Wiecekowski, Andrea T. 546
 Wieman, Sarah T. 587, 632, 664
 Wiggs, Kelsey K. 528
 Wigod, Tali 178, 556, 604
 Wijaya, Clarisa 350, 450
 Wijdenes, Kati 372
 Wilcox, Patricia 576
 Wild, Marcus G. 588
 Wilde, Zachary 562, 564
 Wilde, Zachary C. 527
 Wildey, Mikhila 424, 658
 Wildman, Rebecca J. 619
 Wilfley, Denise 323, 574
 Wilhelm, Sabine 418, 598, 600, 630, 633
 Wilkerson, Sara 545
 Wilkie, Daniel P. 513, 574
 Wilkins, Alexander 152
 Wilks, Chelsey 121
 Williams, Alexander L. 33, 33
 Williams, Aya 426
 Williams, Bett F. 562
 Williams, Brenna 402
 Williams, Carolyn 609
 Williams, Collin 593
 Williams, Danielle L. 616
 Williams, Jasmine 598
 Williams, Jordyn 578
 Williams, Joseph Jay 397
 Williams, Julie L. 530
 Williams, Monnica T. 45, 382, 564
 Williams, Natasha 576
 Williams, Rhonda 639
 Williams, Robert J. 522
 Williams, Zachary J. 546, 549
 Williamson, Alyssa 643
 Williamson, Hannah C. 49, 130
 Willis, Melanie C. 559, 561
 Willroth, Emily C. 235, 261, 510
 Wilson, Joe 406
 Wilson, John S. 623
 Wilson, Laura C. 344, 594
 Wilson, Megan 592
 Wilson, Mike 492
 Wilton, Emily P. 553
 Wilver, Natalie 626
 Winder-Patel, Breanna 251
 Windham, Savannah 318
 Winer, E. Samuel 271, 272
 Wingate, LaRicka R. 619
 Wingerson, Mary 274
 Wingrove, Twila 585
 Winnier, Abigail 575
 Wiser, Abigail 623
 Wislocki, Katherine 170, 407, 408, 635
 Wisniewski, Lucene 203
 Witcraft, Sara M. 627, 655
 Witte, Tracy K. 584
 Witzig, Jax 287, 578
 Wohlgemuth, William 664
 Wojcik, Curtis 628
 Wojda-Burljij, Alexandra 332, 567
 Wojda-Burljij, Alexandra K. 567
 Wolfe, James 234
 Wolfe, Rebecca M. 655
 Wolff, Jennifer 129, 167, 420, 664
 Wolitzky-Taylor, Kate 375, 414, 590, 630, 633
 Wolk, Courtney Benjamin 427, 574
 Wolk, Sophia 556
 Wolkowicz, Noah R. 580
 Woller, Savannah J. 636, 640
 Wolodiger, Emily 603
 Wong, Ashlyn W. W. A. 457, 575
 Wong, Eileen Y. 538
 Wong, Emily 277
 Wong, Joyce X. 548
 Wong, Matthew 630
 Wong, Serena 294, 470
 Wong, Valerie 482, 482, 483, 582
 Wood, Jeffrey J. 545
 Woodard, Grace 456
 Woodard, Grace S. 574, 576
 Woodard, Lauren 75
 Woodin, Erica M. 569
 Woodling, Chloe M. 542, 569
 Wood-Ross, Chelsea 418
 Woodruff, Nathan A. 596, 597, 597
 Woods, Douglas W. 496, 497, 598, 601, 631, 632

- Woodson, Olivia 600
Woodward, Bonnie 639, 642
Woodward, Diana 551, 561
Woodward, Matthew J. 534, 652
Woodward, Steve. 119
Woody, Sheila 436
Woolston, Caleb M. 636
Worley, Amelia 451, 561, 570
Worley, Courtney 332
Worley, Julie 427
Wozencraft, Theresa A. 572
Wright, Aidan. 123, 172
Wright, Blanche 576
Wright, Jaely. 288, 319
Wright, Mya 488
Wu, Chao-Yi 119
Wu, Eleanor 495, 642
Wu, Elizabeth 604
Wu, Kevin D. 599, 600, 601
Wu, Xue 29
Wüst, Miriam 569
Wydo, Michael 509, 510
Wyka, Katarzyna 647
Wymbs, Brian 425, 426, 528, 532
Xia, Mengya 131
Xia, Rong 542, 640
Xie, Zhigang 589
Xiong, Mo. 313
Xiong, Yanyu 560, 561
Xu, Bingyu 645
Xu, Hao 560, 561
Xu, Junjia (Judy) 599
Xu, Wen 632
Xu, Yiyuan 534, 535, 559
Xue, Taiming. 585
Yabloko, Veronica 387
Yaeger, Alison M. 53
Yaeger, Lauren 574
Yala, Joy 532
Yalch, Matthew M. 618
Yamamoto, Jun-ichi 579
Yamane, Reilynn M. 577, 578, 580
Yamasaki, Vic 279
Yamokoski, Cynthia 643
Yancey, James. 625
Yang, Yexinyu. 444
Yang, Yexinyu "Yolanda" 222
Yang, Yuanyuan 374
Yankowitz, Lisa. 356
Yanovski, Jack. 557
Yap, David L. 540, 633, 634
Yap, Keong 436
Yaros, Anna 501
Yarrington, Julia 375, 414
Yarrington, Julia S. 635
Yarvis, Jeffrey 637
Yasinski, Carly. 643
Yasmeen, Sajida 623
Yeager, April L. 165, 610, 616
Yeguez, Carlos E. 556
Yelland, Sherry 589
Yellico, Madalina 646
Yen, Shirley 419, 420
Yermash, Julia. 221
Yetter, Marissa 625, 639, 640, 641, 643
Yi-Frazier, Joyce 350, 588
Yin, Qingqing 51, 121, 122, 610, 645
Yoo, Hyunkyung. 587
Yoong, Michelle 592
Youn, Soo Jeong. 345
Younce, Johanna A. 599, 601
Young, Hana. 595
Young, John 575, 627
Young, Michael A. 539
Young, Sarah 468
Young, Sophia 407
Young-McCaughan, Stacey 163, 541, 591, 637
Youngstrom, Eric A. 534, 544
Yu, Stephanie H. 270, 312, 366, 374
Yu, Yunshu 37
Yuan, May. 561
Yun, Esther 582
Yun, Esther J. 563
Yunfeng, Deng 530, 531, 551, 641
Yurgelun-Todd, Deborah 625
Zaboski, Brian A. 601
Zach, Carrie. 537
Zack, Sanno. 594, 602
Zaidman-Zait, Anat 31
Zainal, Nur Hani 164
Zaitsoff, Shannon. 584
Zaki, Jamil. 550
Zala, Ami. 604
Zalewski, Maureen. 616
Zalta, Alyson 170, 635
Zaman, Purna 450
Zambrana, Katherine 498
Zamora, Ángel 586
Zampogna, Alyssa 640
Zapata, Maite 581
Zapata, Mercedes. 235
Zapolski, Tamika. 346
Zappone, Giavonna 89
Zappone, Giavonna M. 270
Zarate, Carlos 540
Zareian, Bita 626
Zaso, Michelle J. 642
Zastrow, Donna D. 618
Zatzick, Douglas. 637, 639
Zaugg, Tara 586
Zavala, Maria 487
Zavala, Veronica Selene. 487
Zech, James. 522
Zegel, Maya 635

Zelaya, David	219
Zelmanovitz-Bistrizky, Sara	528
Zeman, Janice	267
Zhang, Irene	625
Zhang, Weifan Kyrie	618
Zhang, Wenqi	661
Zhang, Yinlin	550
Zhang, Zijing	656
Zhao, Kunye	553
Zhao, Mimi	479
Zhao, Shilin	542
Zhao, Xin	349, 349
Zhao, Yin	632
Zheng, Kai	349
Zhou, Anna	225
Zhou, Kunyi	540
Zhou, Robert	422, 422
Zhu, Yiqin	543
Zhu, Yutong	489
Zicherman, Trevor A.	545, 617, 618
Zickgraf, Hana F.	585
Zieg, Nicholas C.	561, 571
Zielinski, Owen	158
Ziencina, Anna	523, 585
Zieve, Garret	101, 313
Zikmund-Fisher, Brian	370
Zimmer-Gembeck, Melanie	193
Zimmerman, Mark	648
Zinbarg, Richard E	33, 262, 564
Zinberg, Jamie	158
Zisser, Mackenzie	203
Zlomke, Kimberly	607
Zlotnick, Elad	282, 354
Zoellner, Lori A.	537, 579, 591, 633, 634, 636, 642, 644
Zugman, André	566
Zulauf-McCurdy, Courtney A.	451, 561, 570
Zullo, Lucas	336
Zuromski, Kelly	129, 166, 485, 617, 621, 623, 655
Zvolensky, Michael J.	68, 526, 572, 635, 638, 664