

opening our doors

# 58th Annual Convention

**November 14–17, 2024** | *Philadelphia*

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# Association for Behavioral and Cognitive Therapies

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## Message From the Program Chairs



**Muniya Khanna, Ph.D.**, *Program Chair*  
*Founder, Director, The OCD & Anxiety Institute*  
*Chief Digital Officer, Lumate Health*



**Abby Bailin, Ph.D.**, *Associate Program Chair*  
*Research Associate, The University of Texas at Austin*



**Maria Alba, Psy.D.**, *Associate Program Chair*  
*Attending Psychologist, Montefiore Medical Center*

WELCOME to the 2024 Annual Convention of the Association for Behavioral and Cognitive Therapies (ABCT)!

As we gather in the vibrant city of Philadelphia, we are thrilled to explore the theme that binds us together: "Opening Our Doors: Inspiring Community Engagement, Advocacy, and Innovation to Advance CBT."

Just as Philadelphia is steeped in a rich history of revolution and progress, so too is ABCT entrenched in the advancement of cognitive and behavioral science. Our history serves as a guiding light, illuminating the path toward a future where we strive to do better each day. We extend our warmest invitation to all of you to join us in this endeavor, as we embark on a journey of learning, collaboration, and growth.

At this convention, we aim to open our doors wide, inviting individuals from all walks of life to participate in the exchange of knowledge and ideas. Whether you are a seasoned practitioner, a dedicated researcher, an impassioned advocate, or a curious student, there is a place for you here. Together, we will present, connect, learn, and inspire one another, all while honoring the legacy of those who have paved the way before us.

Throughout the conference, we will delve into three key pillars: Community Engagement, Advocacy, and Innovation. We are particularly excited to hear from you on topics such as:

- **Community Engagement:** Share with us how your work intersects with the community, and how community-based work is shaping the future of CBT.
- **Advocacy:** Let us know about your advocacy that promotes equity, diversity, and social justice within the realm of CBT practice, research, and beyond.

- **Innovation:** Explore the cutting-edge technologies and novel approaches that are revolutionizing the field of cognitive and behavioral therapy, while ensuring ethical considerations and inclusivity remain at the forefront.

To emphasize important aspects of our theme, we are honored to have invited talks by prominent experts in both scientific research and practical application. We are excited to introduce our lineup of outstanding keynote speakers:

**Jennifer Havens, M.D.**

**Friday, November 15, 10:00–11:00 a.m.**

“Realizing the Potential of Child Mental Health Services in the 21st Century”

**Cathy Creswell, Ph.D.**

**Saturday, November 16, 2:00–3:00 p.m.**

“Digital Transformation to Increase Access to Psychological Therapies: What We Have Learned From the English Health System”

**Stefan Hofmann, Ph.D., *ABCT 2023 Lifetime Achievement Award Recipient***

**Saturday, November 16, 12:30–1:30 p.m.**

“Improving CBT From Molecules to Models”

**Brandon Brooks, M.B.A.**

**Saturday, November 16, 2:00 – 3:00 p.m.**

“From Super Bowl Champion to Mental Health Champion: Brandon Brooks shares his story of Resilience and Advocacy”

In addition to these keynote addresses, please mark your calendars for our additional invited talks: The **Advanced Clinician Seminar Series** is a new clinical format designed specifically for our advanced clinicians seeking content and consultation commensurate with their level of expertise. This year, we will offer three of these seminars featuring a skilled clinician and moderator to offer consultation, case conceptualization, and treatment planning on attendees' most complex cases. Attendees will be expected to identify as advanced clinicians, bring structured case presentations for possible discussion, and fully participate in a more seminar-style discussion.

**Judith Beck, Ph.D.**

**Sunday, November 17, 10:30 a.m.–12 noon**

“Adapting Cognitive Behavior Therapy for Personality Disorders”

**Anthony Chambers, Ph.D., ABPP**

**Saturday, November 16, 4:30–6:00 P.M.**

“Elevating Your Couples Therapy Practice”

**Rebecca Sachs, Ph.D., ABPP**

**Friday, November 15, 2:00–3:30 p.m.**

“Specialized Care for Complex Cases in Neurodivergent Youth With Anxiety or OCD”

We are also excited for our invited Clinical Grand Rounds, **“A Demonstration by Three Experts in CBT, DBT, and ACT,”** featuring **Drs. Judith Beck, Jill Rathus, and Lisa Coyne** (Friday, November 15, 11:30 a.m.–12:30 p.m.).

Together, let us envision a future where CBT is accessible to all and where our communities thrive. As we convene in Philadelphia, we also recognize the importance of giving back to the community that graciously hosts us. To that end, we are hosting the inaugural **ABCT Day of Service**, partnering with Cradles to Crayons, which provides children experiencing homelessness low-income situations with essential items they need to thrive. ABCT Day of Service offers an exciting chance for conference attendees to make a meaningful impact in Philadelphia. It's not just about attending sessions; it's about rolling up our sleeves and giving back. Imagine connecting with fellow participants while crafting handwritten notes to youth or finding items for donation. It's a hands-on way to build relationships, create positive change, and leave a sustainable impression. Join us for ABCT Day of Service on Thursday and be part of something truly special!

It has been a privilege to serve as your program chairs for the 2024 ABCT Annual Convention. We are deeply grateful for the opportunity extended to us by President Dr. Sandra Pimentel and the ABCT Board. Special thanks to our predecessors, the 2023 program chairs, Drs. Emily Bilek and Krystal Lewis, whose exemplary leadership guided us as we transitioned into our roles. Convention planning is a collaborative endeavor, and we also wish to recognize the unwavering dedication of the 2024 Convention Committee in organizing such an exceptional event. The invaluable support from ABCT Central Office staff, particularly Mary Jane Eimer and Stephen Crane, has been instrumental in ensuring the success of both the Annual Convention and our organization. Last, we extend deep appreciation to the Program Committee members who volunteered their time as scientific reviewers. This outstanding scientific program is a testament to the contributions of many hands, and we thank everyone involved.

In closing, we extend our heartfelt gratitude to each and every one of you for being a part of this transformative experience. Whether you are presenting groundbreaking research, leading insightful discussions, or simply joining us in the spirit of collaboration, your presence enriches our collective journey.

We hope you enjoy the conference, make lasting connections, and leave inspired to continue advancing the field of cognitive and behavioral therapy. Our doors are open, and we cannot wait to embark on this journey together.

Warm regards,  
Muniya, Abby, and Maria

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## Convention and Education Issues

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**Coordinator, Convention and Education Issues**

Christina Boisseau, Ph.D.

**Program Chair, 2024**

Muniya S. Khanna, Ph.D.

**Associate Program Chairs, 2024**

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Maria Alba, Psy.D.

**Program Chair, 2025**

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**Associate Program Chair, 2025**

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**Workshop Committee Chair**

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**Advanced Methodology and Statistics Seminars Chair**

Miryam Yusuf, Ph.D.

**Master Clinician Seminars Chair**

Samantha Busa, Psy.D.

**Research and Professional Development Chair**

Amanda Raines, Ph.D.

**Local Arrangements Chair**

Jesslyn Jamison, Ph.D.

## Annual Meeting of Members

- ▷ Saturday, November 16, 2024
- ▷ 3:15 to 4:15 p.m.
- ▷ Liberty A, Level 3, Downtown Marriott

## Program Committee

(\*denotes Super Reviewers)

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Robin Abrams, *Private practice*  
\*Ana Abrantes, *Alpert Medical School of Brown University*  
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Jonathan Comer, *Florida International University*  
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\*Amy Roy, *Fordham University*  
\*David Rozek, *University of Texas Health Science Center San Antonio*  
Julia Sager, *VA Boston Healthcare System / Boston University*  
Laurel Sarfan, *University of California, Berkeley*  
Steven Sayers, *University of Pennsylvania/Philadelphia VA Medical Ctr*  
Rebecca Schacht, *University of Maryland, Baltimore County*  
Molly Schadegg, *NYU Langone Health/NYU School of Medicine*  
Heather Schatten, *Butler Hospital & The Alpert Medical School of Brown University*  
\*Melissa Schick, *Yale University*  
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\*Kelli Scott, *Northwestern University Feinberg School of Medicine*  
Ilana Seager van Dyk, *Massey University*  
Komal Sharma-Patel, *Children's National Medical Center-DC*  
Stacy Shaup, *Private practice*  
Ashley Shaw, *University of New England*  
Erin Sheets, *Colby College*  
Robyn Shepardson, *VA Center for Integrated Healthcare*  
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Megan Shope, *Evidence Based Treatment Centers of Seattle*  
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\*Aditi Vijay, *Kean University*

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\*Jason Vogler, *Mercer Government Human Services Consulting*

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Emily Weiss, *Yale University*

Andrea Wieckowski, *Drexel University*

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Victoria Wilkins, *Weill Cornell Medical Center*

\*Sam Winer, *The New School for Social Research*

\*Lucene Wisniewski, *Case Western Reserve University*

Courtney Wolk, *University of Pennsylvania*

Erica Woodin, *University of Victoria*

Kymerly Young, *University of Pittsburgh*

\*Nur Hani Zainal, *Harvard University*

Alyson Zalta, *University of California, Irvine*

Laurie Zandberg, *University of Pennsylvania*

Ana Zdravkovic, *Kaiser Permanente*

## **STUDENT REVIEWERS**

Alice Ahn, *Sam Houston State University*

Aida Aminpour, *Touro University*

Caroline Armstrong, *Massachusetts General Hospital*

Autumn C Austin, *A.J. Drexel Autism Institute, Drexel University*

Gina Belli, *Northwestern University Feinberg School of Medicine*

Aditi Bhat, *Oakland Cognitive Behavior Therapy Center*

Rohini Bagrodia, *Teachers College, Columbia University*

Kelley Bloomer, *PGSP-Stanford PsyD Consortium*  
Casey Brugh, *Central Michigan University*  
Morgan Buerke, *Louisiana State University*  
Margaret Canady, *University of California, Irvine*  
Lindsay Chromik, *Arizona State University*  
Michal Clayton, *Teachers College, Columbia University*  
Ben Darnell, *VA Boston*  
Maya Day, *University of Minnesota*  
Gabrielle Fabrikant-Abzug, *Arizona State University*  
Yiqing Fan, *Northwestern University Feinberg School of Medicine*  
Eva Fortier, *University of New England*  
Gabrielle Freitag, *Florida International University*  
Jensi Gise, *Emory University School of Medicine*  
Reeve Olivia Harden, *Central Michigan University*  
Caroline Harris, *Oakland Cognitive Behavior Therapy Center*  
Haley Hedrick, *University of North Carolina Greensboro*  
Elisheva Hoffman, *Touro University*  
Meisa Khairuddin, *University of Wyoming*  
Letian Li, *University of California Berkeley and Oakland Cognitive Behavior  
Therapy Center*  
Emily Miller, *University of Wyoming*  
Tarry Mkhize, *Northwestern University Feinberg School of Medicine*  
Sean Morgan, *University of Victoria*  
Cristina Nardini, *Fordham University*  
Andrea Ng, *University of Hawai'i at Mānoa*  
Immanuela Obisie-Orlu, *Northwestern University Feinberg School of Medicine*  
Tessa Palafu, *The Baker Center for Children and Families/Harvard Medical  
School*  
Casey Pearce, *Miami University*  
Zoe Primack, *The Baker Center for Children and Families/Harvard Medical  
School*  
Gianna Puccio, *Touro University*  
Jack Rubacka, *University of North Carolina Greensboro*  
Angelique Simeone, *Long Island Behavioral Psychology*  
Allison Stumper, *Brown University*  
Jinke Sun, *University of Hawaii at Manoa*  
May Mon Thein, *University of Hawaii at Manoa*  
Pilar Tucker, *William James College*  
Allison Tobar-Santamaria, *Virginia Tech*  
Holly R. Turner, *University of Hawai'i at Mānoa*  
Any E. Urcuyo, *Florida International University*  
John Vasko, *University of Wyoming*  
Hannah Walker, *Boston University/VA Boston*  
Katherine Wislocki, *University of California, Irvine*

## PRESIDENTIAL ADDRESS

Saturday, November 16 | 6:15 PM – 7:30 PM

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### **From Dr. Mary Cover Jones to Cardi B: Centennial and Contemporary Inspiration for Our Clinical Science, Education, and Connection With the Communities We Serve**

**Sandra S. Pimentel, Ph.D.**, *Chief, Child and Adolescent Psychology, Montefiore Medical Center*

Youth mental health is receiving increasing public and media attention as we observe exceptionally high levels of anxiety, depression, loneliness, and suicidality. It is staggering, and especially disturbing when we consider the sequelae among our most vulnerable and marginalized. Yet, through 100 years of the interplay of science and practice in CBT, there is cause for optimism in extending the benefits of these efficacious treatments for youth and families. Continual optimization by way of clinical science, rooted in our fundamental commitment to ongoing assessment and personalizing interventions, plus technological innovations that increase access and delivery, bring hope and results for our youth. In this presentation, the seemingly unlikely parallels of the lives and works of the “Mother of Behavior Therapy,” Mary Cover Jones, and Bronx New York’s pop icon Cardi B, will be presented as we examine the path from laboratory to community-based implementation of meaningful CBT programs and interventions. In 1924, Dr. Jones published seminal research laying the foundation for behavior therapy followed by decades of work in child development. Initially “small n,” her work became large-scale and longitudinal. She asked incisive questions and warmly considered her subjects “partners in the studies of human lives.” As we commemorate her profound impact on our field, we celebrate her forward thinking and find relevant lessons that honor this history for our present-day clinical science, practice, and training—and the stories we are taught and those we choose to teach. In present day, we find Cardi B delivering authentic messaging about roots, community, empowerment, and mental health. In voice and those of other relevant models across popular culture, we find many lessons relevant to our science, along with opportunities to inject creativity and fun for engaging and delivering CBT to young people. And, to more effectively disseminate evidence-based interventions to those most vulnerable and historically marginalized, being as flexible, genuine, and open to meeting youth in unique spaces may be the standard needed to make a real difference in their lives. This talk aims to showcase hope, humility, and unapologetic advocacy in our science and how we show up for and with the communities we serve. ■

## 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](http://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 2025 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 14 at the Philadelphia Marriott Downtown. All preconvention sessions are designed to be intensive learning experiences. Preregister to ensure participation. Registration for all PRE-convention sessions (AMASS, Clinical Intervention Seminars, Institutes) will take place in the Philadelphia Marriott Downtown at the ABCT onsite registration area:

**Thursday, November 14: 7:30 a.m. - 7:30 p.m.**

### General Registration

Upon arrival at the Philadelphia Marriott Downtown, you can pick up the program addendum, additional convention information, and ribbons at the Pre-Registration Desk.

Onsite Registration AND Preregistration pickup will be open:

- Thursday, November 14: 7:30 a.m. - 7:30 p.m.
- Friday, November 15: 7:30 a.m. - 6:30 p.m.
- Saturday, November 16: 7:30 a.m. - 6:30 p.m.
- Sunday, November 17: 7:30 a.m. - 1:00 p.m.

The general registration fee entitles the registrant to attend all events on November 14 - November 17, 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](mailto: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](http://abct.org) and click on the convention banner on the home page or go to <https://www.abct.org/2024-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, 2025. The ABCT membership year is November 1, 2024 - October 31, 2025. To renew, go to [abct.org](http://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.



# Webinars

<https://elearning.abct.org>

*ABCT is sponsored by APA, NBCC, CAMFT, & the New York State Education Department to offer CE*

## Recent Recorded Webinars

*Visit [elearning.abct.org](https://elearning.abct.org) for a full listing of all live, recorded, CE-sponsored webinars*

**Richard Heyman** | Intimate Partner Violence: Foundations, Assessment, and Interventions

**Kenneth Carswell** | Supporting Communities Affected by Adversity Around The World: An Introduction to WHO's Work in Developing and Implementing Scalable Psychological Interventions

**Amber Calloway** | Delivering Culturally Responsive CBT

**Martin M. Antony** | Group Cognitive Behavior Therapy With Adults

**Ann Steffen** | Culturally Attuned Behavioral Activation Across the Lifespan

**Carolyn Black Becker** | Are You Overlooking Eating Disorders in Your Clients? Moving Beyond the Eating Disorder Stereotype to Reduce Diagnostic Error, Improve Ethical Practice, and Enhance Care

**Golda Ginsburg** | School-Based Interventions for Students with Anxiety

**Alec L. Miller** | DBT for Suicidal Adolescents

**Robert Leahy** | Emotional Schema Therapy: Helping Clients Cope With Difficult Emotions

**Jeffrey Lackner** | CBT for Irritable Bowel Syndrome: Fundamentals of an Evidence-Based Transdiagnostic Approach

# Why ABCT Membership?

Your annual ABCT membership gives you the most value for your dues dollars at all stages of your academic or clinical career. Members receive the lowest registration rates at the Annual Convention in addition to many other benefits listed below:

- **Collaboration** Stay connected and updated with your colleagues on the latest developments in mental health research through the ABCT Forums, the ABCT membership directory, and our online resources. Join one of 40+ Special Interest Groups. Engage with us on Facebook or LinkedIn and follow us on X ! Share photos on our Instagram account and sign up for the ABCT Convention app.
- **Networking** Participate in our Find-a-CBT-Therapist online referral network. It continues to be our most frequently visited web page. Expand your listing and include your practice particulars with our enhanced service.
- **Publications** FREE on-line access to all issues of *the Behavior Therapist*, featuring articles and reviews of research and clinical importance, and our outstanding journals *Cognitive and Behavioral Practice* (4 times per year) and *Behavior Therapy* (6 issues per year).
- **Education** Expand your skill sets and earn CE with our growing list of webinars. Attend live sessions or view webinars as on-demand online content at your convenience. Earning CE credits has never been easier with Elevate, our new eLearning platform.
- **Resources** Refer to our website for a growing list of research, clinical, and teaching resources on topics such as Coping with COVID-19; Combatting Racism; Information on Opioids and the Opioid Crisis; Information on Gun Violence; Information on Seasonal Depression, and more. Access our growing library of syllabi and other teaching tools for the latest techniques and principles among CBT teaching resources.
- **Connections** Participate in the ABCT Forums and connect with like-minded professionals around the globe! ABCT members can share job/internship opportunities, seek or provide clinical referrals to other members, and get advice from colleagues on challenging client issues.
- **Employment** Our online Job Bank connects job seekers with current employment opportunities in CBT.

# 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.:**  
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:*



# Call *for* Continuing Education Ticketed Sessions

**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 before you submit your abstract, contact the **Workshop Committee Chair, Susan Wenze: 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 before you submit your abstract, contact the **Institute Committee Chair, Aleta Angelosante: 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 before you submit your abstract, contact the **Master Clinician Seminar Committee Chair, Samantha Busa: 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 before you submit your abstract, contact the **Research and Professional Development Chair: researchanddevelopmentseminars@abct.org**

## **Advanced Methodology and Statistics Seminars (AMASS)**

Designed to enhance researchers' abilities, there are generally two seminars offered on Thursday or during the course of the Convention. They are 4 hours long and limited to 40 attendees. Participants in these courses can earn 4 continuing education credits per seminar. ► For more information before you submit your abstract, contact the **AMASS Chair: amass@abct.org**

*Submission deadline: February 7, 2025 | [www.abct.org](http://www.abct.org)*

# 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.

# Itinerary Planner

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*After reviewing the 2024 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/2024-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*

Arthur M Nezu, Ph.D., DHL, ABPP, *Distinguished University Professor of Psychology, Professor of Medicine, & Professor of Public Health, Drexel University*

## *Outstanding Mentor*

Anne Marie Albano, Ph.D., ABPP, *Founder, Columbia University Clinic for Anxiety and Related Disorders, Clinical Director, Youth Anxiety Center at New York Presbyterian Hospital*

## *Outstanding Researcher*

Michael W. Otto, Ph.D., *Professor of Psychological and Brain Sciences and Senior Fellow at the Institute for Health System Innovation and Policy at Boston University*

## *Sobell Innovative Addictions Research Award*

Mark A. Prince, Ph.D., *Director of My Mental Health (MMH) Data Analysis and Dissemination, Department of Psychiatry and the Behavioral Sciences, Keck School of Medicine of USC*

## *Distinguished Friend to Behavior Therapy*

Donna E.M. Bailey, *Chief Executive Officer, Community Behavioral Health Philadelphia*

Natalie L. Dallard, M.A., *Director, Evidence-Based Practice and Innovation Center*

## *The Francis C. Sumner Excellence Award*

Praise Iyiewuare, M.P.H., Ph.D., *Lyman T. Johnson Postdoctoral Fellow, University of Kentucky*

## *Anne Marie Albano Early Career Award*

Daisy Singla, Ph.D., *Center for Addiction, and Mental Health, University of Toronto, Canada*



# Awards & Recognition

## *Outstanding Service to ABCT*

The ABCT Staff:

David Teisler, *Deputy Director, Operations and Publications*  
Stephen Crane, *Senior Director of Education and Meeting Services*  
Kelli Long, *Senior Director Finances and HR*  
Stephanie Schwartz, *Managing Production Editor*  
Tonya Childers, *Manager, Convention and Concierge Services*  
Rachel Lamb: *Membership Services Manager*  
Emily Ravaioli: *Marketing and Communications Manager*  
Rachel Greeman: *Web Manager*  
Maryilyn Brown: *Administrative Specialist*

## *Virginia Roswell Student Dissertation Award*

Ms. Olga Revzina, M.A., *The Catholic University of America*

## *Lenoard Krasner Student Dissertation Award*

Jenna Sung, M.A., *Doctoral Candidate, Stony Brook University  
and Harvard Medical School/Massachusetts General Hospital*

## *John R.Z. Abela Student Dissertation Award*

Ms. Azure Reid-Russell, M.A., *Harvard University*

## *The President's New Researcher Award*

Laurel Sarfan, Ph.D., *Assistant Researcher, University of California, Berkeley*

## *Student Research Grant*

Emily Bibby, M.A., *Stony Brook University*

## *Student Research Grant: Honorable Mention*

Kendall Poovey, M.A., *University of South Florida*

*[Continued on next page]*

# Awards & Recognition

## *2024 Champions*

Daniel Cheron, Ph.D., ABPP, *The Baker Center for Children and Families/  
Harvard Medical School*

Carrie Comeau, L.C.S.W., *Community Care Behavioral Health*

John C. Lestino, M.A., L.P.C., *Edgewater Park School District,  
Edgewater Park, NJ*

Gino Priolo, Ed.D., *Haddonfield School District*

Natalia Torres, *Theodore Roosevelt High School, Chicago, IL*

Kayla Turner, M.S., Ed.S., *Starkville-Oktibbeha Consolidated School District*

## *Elsie Ramos Memorial Student Poster*

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

Kelli Lahman, Ph.D., L.S.S.P., N.C.S.P., *University of Houston*

Emily Mueller, M.A., *Bowling Green State University*

## *Student Travel Award*

Rachel McDonald, M.P.S., M.A., *Autism and Neurodevelopment Lab,  
Montclair State University*

Mariel Emrich, B.S., *University of Connecticut*

## *ADAA Student Career Travel Award*

*(Anxiety and Depression Association of America)*

Mark Shuquan Chen, Ph.D., *Yale University*

Juliana Petersen, Ph.D., *Montefiore Medical Center*

## *Spotlights on Mentors*

Mark Shuquan Chen, Ph.D., *Yale University*

Michelle Elizabeth Roley-Roberts, Ph.D., *West Virginia University*

Maria Angela Kalantzis, M.A., *Bowling Green State University*

Clarissa Ong, Ph.D., *University of Louisville*

## *Fellows Class of 2024*

Adrian Aguilera, Ph.D., *University of California, Berkeley*

Lori Eickleberry, Ph.D., ABPP, *Institute for Life Renovation*

Hiroaki Harai, M.D., IFAPA, *Harai Consulting & Training Inc.*

## *2024 ABCT Youth Community Leader Award*

Colin Benjamin Deibler, *Moorestown High School*

Jackson Erdos, *Springside Chestnut Hill Academy*

Anita FardSanei, *Garnet Valley High School*

Sylvain Farrel, *Horace Howard Furness High School*

Maia Sevin, *Friends' Central School*

# *Mary Jane Eimer*

## *Student Convention Scholarship*

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William Booker, Psy.D. student, *PGSP-Stanford Psy.D. Consortium*

Sadie Calvano, undergraduate student, *University of California, Los Angeles*

Claire Chapman, master's student, *University of Denver*

Uravshi Dixit, Ph.D. student, *University of South Alabama*

Lia Follet, Ph.D. student, *University of Georgia*

Kimi Hashimoto, Ph.D. student/psychology resident, *Seattle Pacific  
University/Palo Alto VA*

Mary Jensen, Ph.D. student, *University of Tennessee, Knoxville*

Alexandria Klingman, master's student, *University of South Carolina, Aiken*

Yazmin Meza Lazaro, Ph.D. student, *University of California, Los Angeles*

Angel Lee, Postbaccalaureate project coordinator, *DePaul University*

Emma Ilyaz, Ph.D. student, *Queen's University*

Monet Meyer, Ph.D. student, *University of Hawaii at Manoa*

Tori Moore, Ph.D. student, *University of Memphis*

Ellen Murphy, Psy.D. student, *Georgia Southern University*

Kellyann Navarre, postgraduate trainee/Research Assistant,  
*Cleveland State University*

Jesus Hernandez Ortiz, Ph.D. student, *George Mason University*

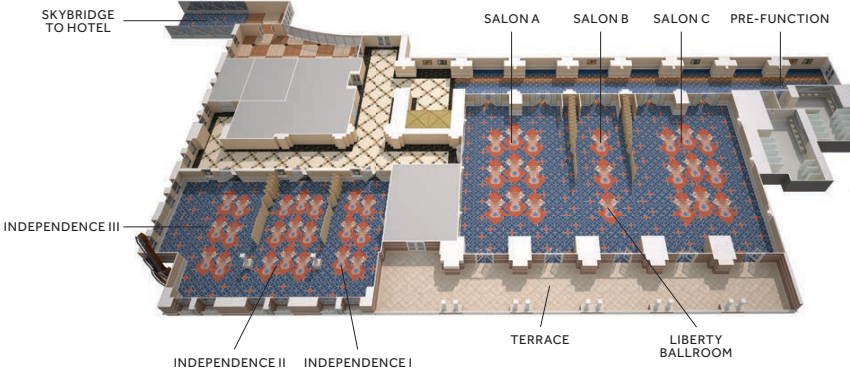
Jenny Shen, Ph.D. student, *Stony Brook University, UCLA Semel Institute*

Colin Tidwell, Ph.D. candidate, *The University of Arizona*

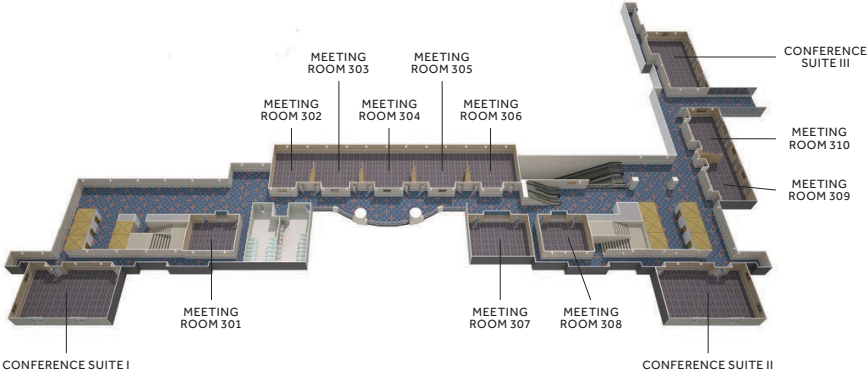
Ingrid Tien, Ph.D. student, *University of California, Los Angeles*

Lucy Wetherall, Ph.D. student, *The University of Wyoming*

# Hotel Floor Plans

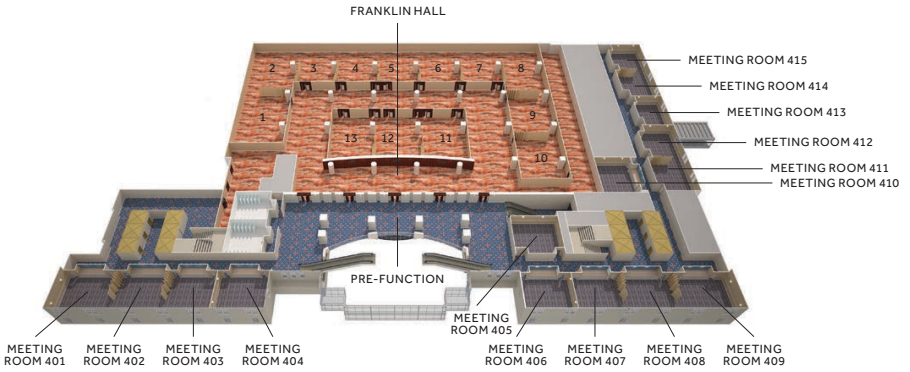


Philadelphia Marriott Downtown – Headhouse Tower

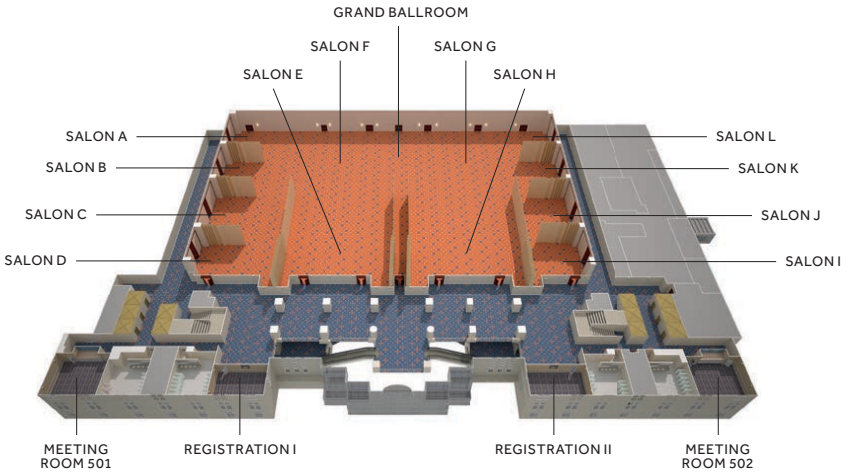


Philadelphia Marriott Downtown – Level 3

# Hotel Floor Plans



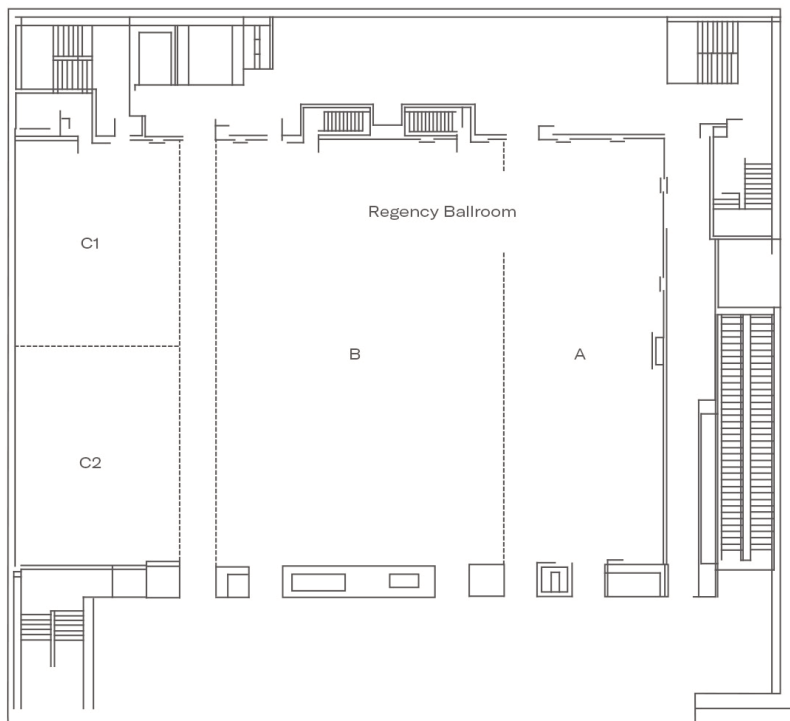
Philadelphia Marriott Downtown – Level 4



Philadelphia Marriott Downtown – Level 5

# Hotel Floor Plans

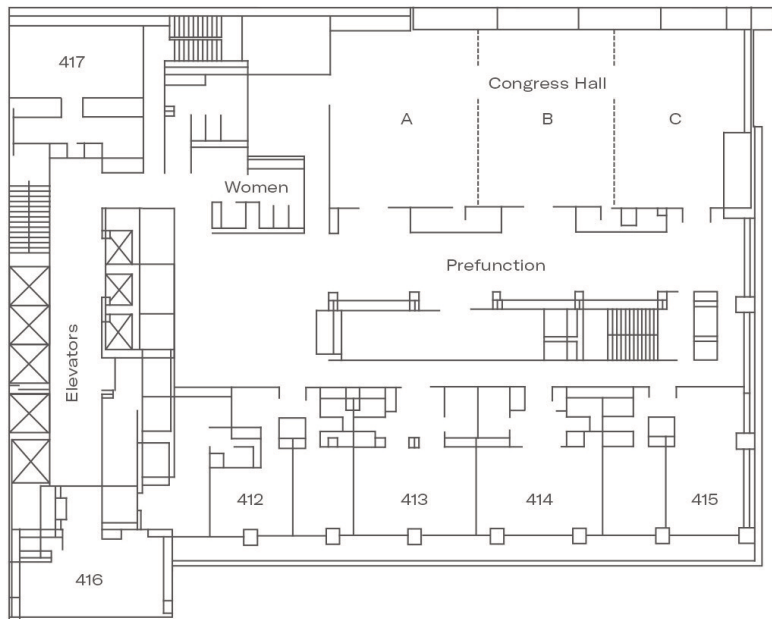
## Second Floor Mezzanine



## Loews Philadelphia Hotel

# Hotel Floor Plans

## Fourth Floor



## Loews Philadelphia Hotel

2025 2024

## Mark Your Calendars

- November 1** 2025 Membership year begins
- January 2** Submission portal opens for submitting Continuing Education ticketed sessions
- January 31** Deadline for 2025 membership renewal without late fee penalty
- February 3** Deadline for ABCT officer nominations
- 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 3** Deadline for ABCT award nominations
- March 14** Deadline for Call for General Sessions (Symposia, Panel Discussions, Clinical Roundtables, Posters, Spotlight Research)
- November 20-23** Annual Convention, New Orleans



# Welcome to the 58th Annual ABCT Convention

## Opening Our Doors: Inspiring Community Engagement, Advocacy, and Innovation to Advance CBT

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*Sandra Pimentel, Ph.D.*, President

*Muniya Khanna, Ph.D.*, Program Chair

*Abby Bailin, Ph.D.*, Associate Program Chair

*Maria Alba, Psy.D.*, Associate Program Chair

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Descriptions follow of a few hundred events to be presented November 14–17, 2024. There are sessions on a large array of topic areas and all familiarity levels. If this is your first ABCT Convention, join Muniya Khanna, Abby Bailin, and Maria Alba, ABCT's Program Chairs, along with Shari Steinman, Membership Issues Coordinator, Abby Adler Mandel, Membership Committee Chair, and Dan Hoffman, Ambassador Committee Chair, at 8:00 to 9:00 A.M. on Friday, November 15, to learn how to navigate the virtual platform 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 14

THURSDAY

8:30 a.m. – 12:30 p.m.

Clinical Intervention Training 1

**ticket** **Understanding Digital  
Mental Health Tools and Their  
Integration into Cognitive and  
Behavioral Treatments**

**Earn 4 continuing education credits**

**Grand Ballroom G, Level 5, Downtown Marriott**

*Stephen M. Schueller, Ph.D., University of California, Irvine*

Basic to moderate level of familiarity with the material

Primary Category: Technology/Digital Health

Key Words: *Technology / Digital Health, Treatment, Education and Training*



A multitude of digital mental health tools exist with various features and capabilities. However, despite their proliferation, few providers are using these digital mental health tools in their clinical practice. This presentation will provide an overview of digital mental health tools including identifying some common features and capabilities of such tools. We will also discuss various competencies related to the use of these in clinical practice. These include how to evaluate digital mental health tools and consider aspects such as credibility, user experience, and data security and privacy, and how to incorporate digital mental health tools into clinical workflows. This presentation will emphasize best practices in the use of these tools and highlight some of the challenges providers might face when incorporating these tools into their practice. Specific attention will be focused on digital mental health tools that relate to cognitive and behavioral practice.

### Outline:

- I. Overview of Digital Mental Health Tools
  - a. What do digital mental health tools do and not do
  - b. What are the common features of digital mental health tools?
  - c. What are the common use cases of digital mental health tools?
- II. Differentiating Models for Use of Digital Mental Health Tools
  - a. Continuums of digital mental health tools
  - b. Stand-alone tools
  - c. Therapy adjuncts
  - d. Therapy extenders
- III. Do Digital Mental Health Tools Work?
  - a. An overview of randomized controlled trials for digital mental health tools o Supported vs. unsupported digital mental health tools
  - b. Models of support for digital mental health
- IV. Overview of Core Competencies for Digital Mental Health o 5 steps for mobile health clinical integration
  - a. Workflow
  - b. Introduction
  - c. Recommendation
  - d. Data Review
  - e. Documentation
- V. Evaluating Digital Mental Health Tools
  - a. Evidence-Base
  - b. User Experience
  - c. Data Security and Privacy
- VI. Using Digital Mental Health Tools in Practice
  - a. Practice introducing digital mental health tools in one's practice o Overview of data review and documentation

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

- Identify common features present in digital mental health tools.
- Explain factors to assess when considering adoption of mental health apps
- Describe steps of incorporating digital mental health tools into clinical practice workflows.
- Identify common barriers and facilitators to the uptake of digital mental health tools.
- Describe the evidence supporting the use of digital mental health tools.

**Recommended Readings:** Lagan, S., D'Mello, R., Vaidyam, A., Bilden, R., & Torous, J. (2021). Assessing mental health apps marketplaces with objective metrics from 29,190 data points from 278 apps. *Acta Psychiatrica Scandinavica*, 144(2), 201-210. Neary, M., & Schueller, S. M. (2018). State of the field of mental health apps. *Cognitive and Behavioral Practice*, 25(4), 531-537. O'Loughlin, K., Neary, M., Adkins, E. C., & Schueller, S. M. (2019). Reviewing the data security and privacy policies of mobile apps for depression. *Internet interventions*, 15, 110-115. Schueller, S. M., Armstrong, C. M., Neary, M., & Ciulla, R. P. (2022). An introduction to core competencies for the use of mobile apps in cognitive and behavioral practice. *Cognitive and Behavioral Practice*, 29(1), 69-80. Schueller, S. M., Washburn, J. J., & Price, M. (2016). Exploring mental health providers' interest in using web and mobile-based tools in their practices. *Internet interventions*, 4, 145-151.

AMASS 1

**ticket** **Harnessing Innovative Precision Medicine Methods to Improve Digital Mental Health Interventions: Introduction to Applied Examples and Tutorials**

**Earn 4 continuing education credits**

**401/402, Level 4, Downtown Marriott**

*Nur Hani Zainal, M.S., Ph.D., National University of Singapore*  
*Natalia Van Doren, Ph.D., University of California, San Francisco*

All level of familiarity with the material

Primary Category: Technology/Digital Health

Key Words: *Clinical Decision Making, Psychotherapy Outcome, Substance Abuse*

Perennial clinical science questions to inform treatment targets and targeted treatments involve identifying risk factors and prescriptive predictors. Multivariate models are central to these questions. However, typical general linear models are limited in their ability to test intricate interactions among variables with diverse distributional patterns, identify relevant predictors for specific subgroups, and deduce complex relations (Shatte et al., 2019). To tackle these challenges, the ascent of machine learning (ML) is evident as it develops algorithms capable of categorizing persons with a wide array of unevenly distributed risk factors (Dwyer & Krishnadas, 2022). Predictive ML uses algorithms to gauge the predictive strength of multiple variables for future unseen data. Employing flexible non-linear and higher-order interaction ML algorithms can enhance model development and optimize predictive accuracy (Deisenhofer et al., 2023). Further, the Shapley additive explanations (SHAP) method helps to intuitively visualize predictor-outcome relations

(Lundberg & Lee, 2017) while adjusting for other predictors (Molnar, 2022). However, precision medicine techniques are often overlooked in psychology. This workshop thus introduces ML methods with digital health.

#### Outline:

First, we examine the clinical uses of ML. In the process, we provide examples of how ML has been used to identify who benefits most from internet-delivered cognitive-behavioral therapy vs. treatment-as-usual in a randomized controlled trial among undergraduates with anxiety or depression from Colombia and Mexico (Benjet et al., 2023) and who engages optimally with i-CBT.

Second, we will show how to conduct nested cross-validated ML analysis. Examples include performing predictive ML analyses with `nestcdv` (Lewis et al., 2023) and visualizing predictor-outcome relations in a multivariate model using the `fastshap` R package (Greenwell, 2021).

Third, we discuss considerations of using predictive models to develop clinical decision support tools in healthcare systems, with real-world examples of how predictive ML models can be applied to healthcare data records to predict relapse after substance use treatment. Finally, we discuss the ethics of using ML on clinical data.

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

- Define ML and related precision medicine approaches.
- Articulate various guidelines for using ML, such as the Transparent Reporting of a multivariable prediction model for Individual Prognosis Or Diagnosis (TRIPOD; Collins et al., 2015; Moons et al., 2015).
- Download actionable tutorials to conduct multivariate predictive ML modeling.
- Apply precision medicine methods in teaching, research, and clinical work.
- List five ethical considerations in applying precision medicine methods to clinical data.

**Recommended Readings:** Shatte, A. B. R., Hutchinson, D. M., & Teague, S. J. (2019). Machine learning in mental health: a scoping review of methods and applications. *Psychological Medicine*, 49(9), 1426-1448. <https://doi.org/10.1017/S0033291719000151>Dwyer, D., & Krishnadas, R. (2022). Five points to consider when reading a translational machine-learning paper. *British Journal of Psychiatry*, 220(4), 169-171. <https://doi.org/10.1192/bjp.2022.29>Deisenhofer, A.-K., Barkham, M., Beierl, E. T., Schwartz, B., Aafjes-van Doorn, K., Beevers, C. G., . . . Cohen, Z. D. (2023). Implementing precision methods in personalizing psychological therapies: Barriers and possible ways forward. *Behaviour Research and Therapy*. <https://doi.org/10.1016/j.brat.2023.104443>Lewis, M. J., Spiliopoulou, A., Goldmann, K., Pitzalis, C., McKeigue, P., & Barnes, M. R. (2023). `nestcdv`: an R package for fast implementation of nested cross-validation with embedded feature selection designed for transcriptomics and high-dimensional data. *Bioinformatics Advances*, 3(1), vbad048. <https://doi.org/10.1093/bioadv/vbad048>Benjet, C., Zainal, N. H., Albor, Y., Alvis-Barranco, L., Carrasco-Tapias, N., Contreras-Ibañez, C. C., . . . Kessler, R. C. (2023). A precision treatment model for internet-delivered cognitive behavioral therapy for anxiety and depression among university students: A secondary analysis of a randomized clinical trial. *JAMA Psychiatry*. <https://doi.org/10.1001/jamapsychiatry.2023.1675>.

## Institute 6

ticket

# Cognitive Therapy for Suicide Prevention

**Earn 5 continuing education credits****414/415, Level 4, Downtown Marriott**

*Kelly L. Green, Ph.D.*, Perelman School of Medicine  
at the University of Pennsylvania

*Shari Jager-Hyman, Ph.D.*, Perelman School of Medicine  
at the University of Pennsylvania

Basic to Moderate level of familiarity with the material

Primary Category: Suicide and Self-Injury

Key Words: *Suicide, CBT, Adult*

Cognitive Therapy for Suicide Prevention (CT-SP) is a suicide-specific psychotherapy that is designed to help clients learn specific cognitive or behavioral skills for coping effectively with suicide risk. The primary focus of CT-SP is on targeting suicide risk directly, rather than by treating other psychiatric disorders. CT-SP is driven by an individualized case conceptualization approach that aims to (1) help clients identify specific triggers and proximal risk factors that

contribute to suicidal crises and (2) develop individualized treatment goals and corresponding skills to prevent and/or cope with future crises. CT-SP has been recognized as one of the few evidence-based psychotherapy interventions specifically for suicide prevention. In a landmark randomized controlled trial CT-SP was found to be efficacious for preventing suicide attempts as well as decreasing other risk factors for suicide such as depression and hopelessness. Specifically, patients who received CT-SP were approximately 50% less likely to make a repeat suicide attempt during the follow-up period than those who did not receive CT-SP (Brown et al., 2005). Recently, CT-SP has been adapted for individuals who have chronic suicidal thoughts but may not have had recent suicidal behavior. This adapted version has been found superior to Enhanced Usual Care in reducing suicidal ideation (Green, Brown, et al., unpublished data). Such adaptations are especially important because some high-risk groups such as older adults make fewer suicide attempts and are more likely to die on their first attempt (Dombrowski et al., 2005). Therefore, targeting suicidal ideation is critical for averting suicide in such individuals. This Institute will focus on teaching case conceptualization for individuals with chronic suicidal ideation, as well as adaptations made to the original treatment for this population.



**Outline:**

1. Initial Phase of Treatment and Adaptations for Treating Chronic Suicidal Ideation
2. Case conceptualization for chronic suicidal ideation
3. Middle Phase of Treatment and Adaptations for Treating Chronic Suicidal Ideation
4. Later Phase of Treatment and Adaptations for Treating Chronic Suicidal Ideation

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

- Summarize the empirical evidence for CT-SP.
- Conduct a narrative interview to elucidate proximal and modifiable factors that maintain suicide risk.
- Formulate a case conceptualization and treatment goals to reduce suicide risk for individuals with chronic suicidal ideation.
- Implement strategies to foster hope and engagement in treatment.
- Apply suicide-specific CBT strategies to target suicidal ideation and suicide risk.

**Recommended Readings:** Green, K. L. & Brown, G. K. (2015). Cognitive Therapy for Suicide Prevention: An illustrative case example. In C. J. Bryan (Ed.), *Cognitive Behavioral Therapy for Preventing Suicide Attempts: A Guide to Brief Treatments Across Clinical Settings*. New York, NY: Routledge.

Royter, E., Sudak, D., & Plakun, E. M. (2024). Cognitive Behavioral Therapy Approaches for Chronic Suicidality. *Journal of psychiatric practice*, 30(1), 46–50.

Bryan, C. J. (2019). (May 2019 - Jun). Cognitive behavioral therapy for suicide prevention (CBT-SP): Implications for meeting standard of care expectations with suicidal patients. *Behavioral Sciences & the Law*, 37(3), 247-258.

Ilgen, M. A., Olson-Madden, J. H., Price, A., Brenner, L. A., King, C. A., & Blow, F. C. (2023). Cognitive behavioral therapy for suicide prevention among Veterans receiving substance use disorder treatment: Results from a randomized trial. *Journal of psychiatric research*, 168, 344–352.

Wu, H., Lu, L., Qian, Y., Jin, X., Yu, H., Du, L., Fu, X., Zhu, B., & Chen, H. (2022). The significance of cognitive-behavioral therapy on suicide: An umbrella review. *Journal of Affective Disorders*, 317, 142-148.

## Institute 7

ticket

# Innovations in Eating Disorder Treatment: Expanding Your Tool Box with Strategies from Acceptance and Commitment Therapy (ACT)

Earn 5 continuing education credits

305/306, Level 3, Downtown Marriott

Rhonda Merwin, Ph.D., Duke University School of Medicine  
Ashley Moskovich, Ph.D., Duke University Medical Center

Basic to Moderate level of familiarity with the material

Primary Category: Eating Disorders

Key Words: ACT (*Acceptance & Commitment Therapy*), *Eating, Body Image*

Eating disorders (EDs) have a profound impact on health and wellbeing, and are associated with increased disability, mortality and risk of suicide. EDs affect people of all ages, race, ethnicity, sexual orientation, and socioeconomic status. An ED may be the primary presenting problem, or disordered eating may be a symptom of a broader struggle with anxiety, depression or trauma. While significant progress has been made in the treatment of EDs, many individuals have a suboptimal treatment response. Practitioners often must also address disordered eating while treating other comorbid conditions, which can be challenging without a framework for how issues may be related, or how target behaviors may serve a similar function or purpose (e.g., experiential avoidance). Acceptance and Commitment Therapy (ACT) is a transdiagnostic intervention that improves human functioning by increasing psychological flexibility (or the ability to contact the present moment fully, without unnecessary attempts to avoid or escape internal experience, and behave in ways that align with deeply held personal values). ACT may offer a conceptual frame that

is useful for coordinating treatment, particularly in cases of multiple co-morbidities. ACT interventions may also increase the impact of evidence-based practices for EDs or client's willingness to participate (e.g., food exposure), or provide new avenues for intervention.

This workshop will provide an overview of the ACT model and the 6 inter-related therapeutic processes of acceptance, defusion, present moment awareness, self-as-context, values and committed action. Practitioners will learn to conceptualize disordered eating behaviors as part of a larger functional class of behavior and use this conceptualization to guide intervention. They will also learn how to integrate ACT interventions into other evidence-based practices to disrupt disordered eating and teach clients to meet their physical and emotional needs. Training methods will include didactic presentation, case material, demonstrations and experiential exercises.

#### **Outline:**

**8:00 – 9:30 a.m.**

**Overview of ACT model; formulation of eating disorders from an ACT perspective; functional assessment of eating disorder behavior; treatment planning.**

**9:30 – 9:45 a.m. | Break**

**9:45 – 11:15 a.m.**

#### **Functional assessment and treatment planning (continued).**

Generating willingness, defusion and self-interventions (this will include orientation to each therapeutic process, live demonstration and case examples, and integration with other evidence-based practices for eating disorders).

**11:15 – 11:30 a.m. | Break**

**11:30 – 1 p.m**

Continuing to build/expand willingness, values authorship and engagement (this will include orientation to each therapeutic process, live demonstration and case examples, and integration with other evidence-based practices for eating disorders).

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

- Identify at least 2 ways in which ACT might be useful in the treatment of EDs.
- Define the 6 core therapeutic processes of the ACT model and identify 1 example intervention for each.
- Complete an ACT consistent case formulation for ED behavior and an initial treatment plan.
- Describe how ACT processes are integrated into other evidence-based practices for EDs (e.g., food exposure, appetite awareness training).
- Identify 1 example of a specific ACT intervention that can be used to address a challenge in ED treatment (e.g., alexithymia, low motivation for change).

**Recommended Readings:** Onnink, C. M., Konstantinidou, Y., Moskovich, A. A., Karekla, M. K., & Merwin, R. M. (2022). Acceptance and commitment therapy (ACT) for eating disorders: A systematic review of intervention studies and call to action. *Journal of Contextual Behavioral Science*, 26, 11-28. Juarascio, A. S., Manasse, S. M., Schumacher, L., Espel, H., & Forman, E. M. (2017). Developing an acceptance-based behavioral treatment for binge eating disorder: Rationale and challenges. *Cognitive and Behavioral Practice*, 24(1), 1-13. Merwin, R.M. (2020). ACT Innovations for Dangerous Weight Control: Anorexia Nervosa and ED-DMT1. In M. Levin, M.

Twohig & J. Krafft (Eds.). *Acceptance and Commitment Therapy: Clinical Advances and Applications in ACT*. New Harbinger Publications: Oakland, CA. 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. Macri, J. A., & Rogge, R. D. (2024). Examining domains of psychological flexibility and inflexibility as treatment mechanisms in acceptance and commitment therapy: A comprehensive systematic and meta-analytic review. *Clinical Psychology Review*, 102432. Doi: 10.1016/j.cpr.2024.102432

Institute 1

ticket

# Focused ACT for Brief Interventions: The Basics and Beyond

**Earn 7 continuing education credits**  
**Grand Ballroom A, Level 5, Downtown Marriott**

*Kirk D. Strosahl, Ph.D., HeartMatters Consulting LLC*  
*Patricia J. Robinson, Ph.D., Mountainview Consulting Group Inc*

Basic to Moderate level of familiarity with the material

Primary Category: Transdiagnostic

Key Words: *Change Process / Mechanisms, Behavior Analysis, ACT (Acceptance & Commitment Therapy)*

For various reasons, behavioral health clinicians are increasingly confronted with the challenge of achieving positive clinical outcomes using fewer and fewer therapy sessions. The result is the need for trans-diagnostic, process-based intervention approaches that can produce positive clinical outcomes in a very limited number of sessions. Focused Acceptance and Commitment Therapy (FACT) is a brief, process-based therapy that uses the principles of acceptance, mindfulness and committed action to promote valued life outcomes for the client. FACT seeks to optimize the impact of every therapy session, including the first session, by creating a between-session behavior change goal with the client. Indeed, an underlying principle of FACT is to treat every session as if it might be the last one. In this institute, we will examine three psychological processes that lead to suffering and psychological dysfunction: rule following, emotional avoidance and behavioral avoidance. The antidote for these three toxic processes is to use brief interventions that promote openness to inner experience, awareness of the present moment, and value-based actions in real life. These three psychological processes (Open, Aware, Engaged) are often referred to as the “pillars” of psychological flexibility. Participants will learn how to first organize the “flow” of a brief intervention session using a system known as CARE. Each letter of the acronym represents a specific clinical activity the clinician will engage in to streamline the clinical conversation. Participants will then learn, and practice, several core FACT skills: Preparing the client for radical change; change-oriented, contextually based interviewing; use of in-session rating scales; undermining avoidance strategies via the use of the workability yardstick; problem reformulation strategies establishing motivation to do something different and constructing powerful between session behavioral experiments. The workshop teaching methods will involve didactic presentation,

role play demonstrations, experiential exercises and supervised dyadic skill building role play exercises. Participants will learn specific clinical skills that can immediately be incorporated into clinical practice.

**Outline:**

- Hour 1: How the approach-avoidance dynamic leads to both human suffering and human vitality; three toxic psychological processes that underlie all forms of suffering; CARE algorithm as the basic session organizational framework in FACT; the three basic processes of psychological resiliency; qualities of the FACT therapeutic relationship.
- Hour 2: Preparing the client for radical change; contextual interviewing strategies that both create and leverage intervention options; reframing unwanted distressing emotions as “signals” of unmet strivings, rather than “symptoms” of illness; undermining context insensitive rule following; clinical demonstration and dyadic skill practice.
- Hour 3: Hunting for and countering in-session emotional and behavioral avoidance strategies; reformulating the “problem” in approach-avoidance terms; using workability to create experiential contact with unworkable actions and associated unwanted life outcomes; injecting values into the conversation about workability.
- Hour 4: Learning to probe, read and react “on the fly” using FACT case conceptualization methods including the Four-Square Tool and Psy-flex Assessment Tool; Dyadic and small group practice
- Hour 5: Reframing as the “art” part of therapy; creating client buy-in for a new definition of the “problem”; reframing as a back and forth negotiation; qualities of effective reframes; matching reframe “risk-reward” level to client’s level of engagement and readiness to change; clinical demonstration/small group exercise.
- Hour 6-7: Therapy is all about promoting behavioral variability; creating powerful behavioral experiments that embody personal values in action; use of augmenting strategies to boost client motivation to follow through; use of in session rating scales to boost confidence, protect against therapist “over-reach”, model a “horizontal” relationship between client and clinician; putting it all together in dyadic skill practice.

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

- Describe the core toxic processes of human suffering and the pillars of psychological flexibility.
- Apply the CARE session organization framework to assure vital change oriented clinical conversations.
- Describe contextual interviewing strategies in relation to the workability of avoidance behaviors.
- Reformulate and reframe the presenting problem such that it appears to be immediately solvable.
- Apply FACT case conceptualization strategies to identify brief intervention targets.

**Recommended Readings:** Arroll, B., et al., (2021). FACT effectiveness in primary care; a single visit RCT for depressive symptoms. *The International Journal of Psychiatry in Medicine*, 0(0), 1-12. 0(0), 1-12. SAGE DOI: 10.1177/00912174211010536Dochat, Wooldridge, Herbert, Lee & Afari (2021). Single-session acceptance and commitment therapy (ACT) interventions for patients with chronic health conditions: A systematic review and meta-analysis. *Journal of Contextual Behavioral Science*, 20, 52-69. Peters, N., Sylvers, P., Shearer, E., Kane, M., Eller, A., Plumb-Villardaga, J., Bonow, J. & Jakupcak, M. (2016). The efficacy of focused acceptance and commitment therapy in VA primary care. *Psychological Services*, 13, 156-161. doi.10.1037/ser0000062 Carlsson, K., Strosahl, K. & Roberts, L. (2023) *Acceptance and Commitment Therapy for Crisis Integration: Theory and Practice*. Washington DC: American Psychiatric Publishing. Robinson, P. (2021) *Basics of behavior change in primary care*. New York: Springer Science + Media.

Institute 2

ticket

# The Practice and Ethics of Exposure Based CBT for Youth with Anxiety Disorders And/or OCD: What They Didn't Prepare You for in Graduate School!

Earn 7 continuing education credits

Grand Ballroom K/L, Level 5, Downtown Marriott

*Anne Marie Albano, ABPP, Ph.D., Columbia University Medical Center*  
*John Piacentini, ABPP, Ph.D., UCLA Semel Institute*

Moderate level of familiarity with the material

Primary Category: Child / Adolescent - Anxiety

Key Words: *Exposure, Treatment, Ethics*

Since the onset of the pandemic, referrals for treatment of anxiety disorders (ADs) and obsessive-compulsive disorder (OCD) in children, adolescents, and emerging adults (hereafter, “youth”) have increased at an alarming rate. Affected youth evidence significant distress, global impairments in functioning, and high risk for the development of secondary conditions. Exposure-based cognitive behavioral therapy (EXCBT) is the most well studied psychosocial treatment yet backed by nearly 50 years of randomized controlled trials and dissemination studies establishing its empirical support, EXCBT is not widely available due to a failure of adequately training clinicians to competency as well as treatment “deserts” in the USA. Moreover, misinformation and myth about exposure therapy for anxiety and OCD fuels resistance to clinicians learning to administer this modality as well as fear among youth who may benefit from its effectiveness. The presenters will bring to bear in this institute their collective experience in treating youth with ADs and OCD using EXCBT, from their clinical trials as well as practices and training programs. After a review of the theoretical and empirical bases of exposure, the brunt of the institute will

be spent in walking through the practice and ethics involved in assessment, treatment planning, and implementation of exposure therapy. Setting up exposures for youth at different ages and developmental stages, which bring their own unique challenges in terms of ecological validity and involvement of parents or partners, will be examined. Ethical issues in conducting exposures both within and outside of the therapy office will be addressed, with particular attention to quandaries that occur, such as when an exposure may conflict with religious or cultural beliefs. While conveying some basic information on exposure work, the presenters will focus on challenging clinical presentations, such as treating the comorbidity of social phobia and selective mutism in adolescents, addressing pure cognitive compulsions, dealing with religiosity, and interoceptive exposure. The presenters will use case examples, give demonstrations, and will encourage questions and interaction with attendees throughout the institute.

#### **Outline:**

Exposure-based cognitive behavioral therapy (EXCBT) is backed by nearly 50 years of research establishing its empirical support, yet EXCBT is not widely available due clinician skill and availability. Misinformation and myth about EXCBT for anxiety and OCD fuels resistance to clinicians learning this modality, as well as fear of EXCBT among potential patients. The presenters will share their collective experience in treating youth with ADs and OCD using EXCBT through a review of the theoretical and empirical bases of exposure, with the brunt of the institute focused on the practice and ethics involved in assessment, treatment planning, and implementation of EXCBT. The challenges of conducting exposures for youth at different ages and developmental stages and involvement of significant others will be examined. Ethical issues in conducting exposures both within and outside of the therapy office will be addressed, with particular attention to quandaries involving conflict with religious or cultural beliefs. Beyond some basic information on exposure work, the presenters will focus on challenging clinical presentations, such as treating comorbidity, addressing pure cognitive compulsions, dealing with taboo and culture, and interoceptive exposures. The presenters will use case examples, give demonstrations, and will encourage questions and interaction with attendees throughout the institute.

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

- Review the theoretical foundation and empirical support for EXCBT in treating youth with ADs and OCD.
- Explain the role of assessment in treatment planning for EXCBT, including hierarchy building and goal assessment that is ethically and culturally respectful and sensitive.
- Discuss real patient stories and the presenters' experiences, how to adapt EXCBT to specific ADs and presentations of OCD, across the developmental span of school-aged and college-aged youth.
- Apply EXCBT (imaginal, in vivo, etc.) in individual, group, and telehealth service delivery as well as in self-guided interventions and the use of apps and/or computer-based programs.
- Construct a relapse prevention plan focused on self-guided EXCBT that anticipates upcoming developmental changes and challenges for youth.



**Recommended Readings:** Crane, M. E., Norris, L. A., Frank, H. E., Klugman, J., Ginsburg, G. S., Keeton, C., Albano, A. M., Piacentini, J., Peris, T. S., Compton, S. N., Sakolsky, D., Birmaher, B., Kendall, P. C. (2021). Impact of treatment improvement on long-term anxiety: results from CAMS and CAMELS. *Journal of Consulting & Clinical Psychology*, 89, 126-133. <https://dx.doi.org/10.1037/ccp0000523>Krause, K. R., Chung, S., Adewuya, A. O., Albano, A. M., Babins-Wagner, R., Birkinshaw, L., Brann, P., Creswell, C., Delaney, K., Falissard, B., Forrest, C. B., Hudson, J. L., Ishikawa, S. I., Khatwani, M., Kieling, C., Krause, J., Malik, K., Martinez, V., Mughal, F., Ollendick, T. H., Ong, S. H., Patton, G. C., Ravens-Sieberer, U., Szatmari, P., Thomas, E., Walters, L., Young, B., Zhao, Y., Wolpert, M. (2021). International consensus on a standard set of outcome measures for child and youth anxiety, depression, obsessive-compulsive disorder, and post-traumatic stress disorder. *The Lancet. Psychiatry*, 8, 76-86. [https://dx.doi.org/10.1016/S2215-0366\(20\)30356-4](https://dx.doi.org/10.1016/S2215-0366(20)30356-4)Peris TS, Piacentini J. Optimizing treatment for complex cases of childhood obsessive compulsive disorder: a preliminary trial. *J Clin Child Adolesc Psychol*. 2013;42(1):1-8. doi: 10.1080/15374416.2012.673162. Epub 2012 May 1. PMID: 22548378; PMCID: PMC3447122.Piacentini, J., Wu, M., Rozenman, M., Bennett, S., McGuire, J., Nadeau, J., Lewin, A., Sookman, D., Bergman, R.L., Storch, E.A., Peris, T. Knowledge and competency standards for specialized cognitive behavior therapy for pediatric obsessive-compulsive disorder, *Psychiatry Research*, Volume 299, 2021, <https://doi.org/10.1016/j.psychres.2021.113854>Wu, Monica S, Caporino, Nicole E, Peris, Tara S, Perez, Jocelyn, Thamrin, Hardian, Albano, Anne Marie, Kendall, P., Walkup, J., Birmaher, B., Compton, S., Piacentini, J. (2020). The impact of treatment expectations on exposure process and treatment outcome in childhood anxiety disorders. *Journal of Abnormal Child Psychology*, 48, 79-89. <https://doi.org/10.1007/s10802-019-00574-x>

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1:00 p.m. – 5:00 p.m.

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Earn 4 continuing education credits

401/402, Level 4, Downtown Marriott

AMASS 2

ticket

# Pragmatic Approaches to Understanding Community Needs: An Implementation Science Approach to Rapid Barrier Assessment and Prioritization

*Ruben G. Martinez, Ph.D.*, Alpert Medical School of Brown University  
*Hannah E. Frank, Ph.D.*, The Warren Alpert Medical School of Brown University

Moderate to Advanced level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Community-Based, Implementation, Health Care System*

Engaging community partners in the process of identifying and prioritizing determinants to implementing evidence-based interventions (EBIs) is critical to promoting equitable implementation processes and improving care in health and mental health settings. Recent advancements in implementation science methods provide guidance on how to engage in these activities and how to ensure that community partners are also active participants. Our expert implementation team represents the Brown Research on Implementation and Dissemination to Guide Evidence Use (BRIDGE) Program and the NIMH-funded IMPACT ALACRITY center, through which we provide training and consultation to researchers across the country on best practices for engaging community practice members in diverse settings. Through this work, we have refined several methods for identifying and prioritizing barriers in ways that honor community partners' values and expertise. Conducting community-engaged research has been increasingly acknowledged as a necessary step to advance health equity, but many administrators and researchers are left without concrete steps to understand community members' perspectives on EBIs. We propose

a skills-based workshop that gives participants an experiential view into the process of identifying and prioritizing barriers to implementing EBIs in health and mental health settings. We will begin by highlighting the importance of barriers in implementing EBIs and methods to identify and prioritize barriers. We will focus on interviewing methods, which can play a role in several barrier identification methods (e.g., rapid ethnography, process mapping). We will provide guidance and examples of creating interview guides, and participants will engage in an experiential exercise synthesizing qualitative data related to barriers. We will then work through a group barrier prioritization exercise informed by a toolkit developed by the IMPACT center.

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

- Articulate the importance of identifying and prioritizing barriers when implementing evidence-based interventions.
- Identify and use determinant (barrier and facilitator) frameworks to guide implementation activities for identifying and prioritizing determinants in health and mental health settings.
- Identify methods for identifying and prioritizing barriers to implementation in health and mental health settings.
- Understand how rapid qualitative methods can provide detailed and timely information about community partners' perspectives.
- Articulate criteria by which barriers can be prioritized and create a clear plan for prioritizing barriers with community partners.

**Recommended Readings:** The IMPACT Center (2023). Prioritizing Implementation Barriers: Toolkit for Designing an implementation Initiative. <https://impscimethods.org/toolkits/prioritizing-implementation-barriers-toolkit>Damschroder, L. J., Reardon, C. M., Widerquist, M. A. O., & Lowery, J. (2022). The updated Consolidated Framework for Implementation Research based on user feedback. *Implementation science*, 17(1), 75.Lewis, C. C., Scott, K., & Marriott, B. R. (2018). A methodology for generating a tailored implementation blueprint: an exemplar from a youth residential setting. *Implementation Science*, 13(1), 1-13.Kim, B., McCullough, M. B., Simmons, M. M., Bolton, R. E., Hyde, J., Drainoni, M. L., ... & McInnes, D. K. (2019). A novel application of process mapping in a criminal justice setting to examine implementation of peer support for veterans leaving incarceration. *Health & Justice*, 7(1), 1-11.Gale, R. C., Wu, J., Erhardt, T., Bounthavong, M., Reardon, C. M., Damschroder, L. J., & Midboe, A. M. (2019). Comparison of rapid vs in-depth qualitative analytic methods from a process evaluation of academic detailing in the Veterans Health Administration. *Implementation Science*, 14(1), 1-12.

## Institute 4

**ticket** Practice Adaptations for  
Affirming CBT for Transgender  
and Gender Diverse Clients

Earn 5 continuing education credits

411/412, Level 4, Downtown Marriott

*Debra A. Hope, Ph.D., University of Nebraska-Lincoln*  
*Nathan Woodruff, Other, Trans Collaborations*

Basic to Moderate level of familiarity with the material

Primary Category: LGBTQ+

Key Words: *Unified Treatment, Community-Based, 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 institute 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, empirically derived 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. Consistent with our CBPR approach and the workshop theme of community engagement, presenters represent both the academy and community. Although the emphasis will be on CBT for common outpatient

mental health concerns, we will include discussions of the advantages and challenges of community engaged research as well. Teaching methods will include didactics, inventory of participants' current practice settings, roleplays, video demonstrations, and Q&A.

**Outline:**

1. Understanding transgender and gender diverse communities: basic terminology, resiliency and health disparities, behavioral health needs.
2. Research base for CBT with transgender and gender diverse communities.
3. Practice adaptations developed through community-based participatory research.
4. Incorporating gender and other identities into CBT case conceptualization.
5. Adapting general aspects of practice to be affirming
6. Adapting common CBT interventions to be affirming
7. Progress monitoring for transgender and gender diverse clients.

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

- Adapt their own practice of evidence-based CBT to be affirming of transgender and gender diverse older adolescent and adult clients.
- 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 four common CBT interventions (e.g., exposure, behavioral homework) to be affirming of the lived experience of adults and older adolescents 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.

**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. (2022). 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* 53, 351-361. doi: 10.1037/pro0000448dickey, I. m. & Puckett, J. A. (2022). *Affirmative Counseling for Transgender and Gender Diverse Clients*. Hogrefe Publishing.

Holt, 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.2019.04.001

Holt, 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*, 28, 186-201. doi.org/10.1037/cps0000006

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

Institute 5

ticket

# Addressing Comorbid Insomnias: Moving Beyond Sleep Hygiene

Earn 5 continuing education credits

414/415, Level 4, Downtown Marriott

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, Anxiety, Depression*

Sleep disruption is a shared challenge in anxiety, PTSD, chronic pain, and depression. Disregarding insomnia in these frequently comorbid conditions can result in unsatisfactory treatment outcomes and the recurrence of symptoms. Many providers mistakenly link Cognitive Behavioral Insomnia Therapy (CBT-I) with sleep hygiene, despite the ineffectiveness of sleep hygiene as a treatment. Moreover, therapists outside the sleep specialty often concentrate on the overlap between chronic insomnia and accompanying conditions, addressing issues like worry in anxiety cases rather than the factors perpetuating chronic insomnia. To promote sleep recovery in clients dealing with anxiety, PTSD, chronic pain, and depression, it is crucial to address insomnia-specific causal factors directly. Move beyond traditional sleep hygiene and invest half a day in learning effective strategies for treating comorbid insomnias. Emphasizing case formulation and treatment plans derived from client worksheets, questionnaires, and sleep diaries exercises, this training will enhance your understanding and equip you to provide relief from chronic insomnia using Cognitive Behavioral Therapy for Insomnia (CBT-I) – a concise, evidence-based gold-standard treatment.

**Outline:**

- I. Assessment Case Formulation and treatment approaches
  - a. What factors are affecting sleep drive, and what treatment approaches increase sleep drive?
  - b. What circadian are affecting the case, and what treatment approaches regulate the clock?
  - c. Is there evidence of conditioned arousal? Sleep effort? What treatment approaches effectively address arousal?
  - d. How do comorbid issues affect the case and the treatment plan?
  - e. How do substances/medications affect the case and the treatment plan?
  - f. Are there other factors (e.g., readiness for change, life event) to consider?
- II. Treatment/Implementation Considerations
  - a. Session delivery outline: Group and Individual
  - b. Sequential vs concurrent decisions
  - c. Complementary strategies Summary and Questions

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

- Distinguish acute insomnia from chronic insomnia and identify treatment implications.
- Analyze data from sleep diaries to inform treatment decisions.
- Devise behavioral experiments that modify sleep thoughts that get in the way of sleep or engaging with the treatment.
- Identify cases in need of stimulus control and troubleshoot common barriers.
- Collaborate with clients on a manageable time-in-bed schedule that increases sleep drive.

**Recommended Readings:** Edinger, J. D., Arnedt, J. T., Bertisch, S. M., Carney, C. E., Harrington, J. J., Lichstein, K. L., ... & Martin, J. L. (2021). Behavioral and psychological treatments for chronic insomnia disorder in adults: an American Academy of Sleep Medicine clinical practice guideline. *Journal of Clinical Sleep Medicine*, 17(2), 255-262.

Edinger, J. D., Arnedt, J. T., Bertisch, S. M.,... & Martin, J. L. (2021). Behavioral and psychological treatments for chronic insomnia disorder in adults: An American Academy of Sleep Medicine systematic review, meta-analysis, and GRADE assessment. *Journal of Clinical Sleep Medicine*, 17(2), 263-298.

Hertenstein, E., Trinca, E., Wunderlin, M.,... & Nissen, C. (2022). Cognitive behavioral therapy for insomnia in patients with mental disorders and comorbid insomnia: A systematic review and meta-analysis. *Sleep Medicine Reviews*, 101597.

Granberg, R. E., Heyer, A., Gehrman, P. R., Gunter, P. W., Hoff, N. A., Guth, A., ... & Frasso, R. (2022). Patient and provider experiences with CBT-I administered in-person or via telemedicine: A randomized non-inferiority trial. *Cogent Psychology*, 9(1), 2038936.

Selvanathan, J., Pham, C., Nagappa, M.,... & Chung, F. (2021). Cognitive behavioral therapy for insomnia in patients with chronic pain—a systematic review and meta-analysis of randomized controlled trials. *Sleep medicine reviews*, 60, 101460.

# Recovery Extends to All: The Philadelphia Story of Recovery-Oriented Cognitive Therapy

Grand Ballroom H, Level 5, Downtown Marriott

*Judith S. Beck, Ph.D.*, Beck Institute for Cognitive Behavior Therapy/  
University of Pennsylvania  
*Arthur C. Evans, Jr., Ph.D.*, American Psychological Association  
*Paul M. Grant, Ph.D.*, Beck Institute

## Earn 1 continuing education credit

Primary Category: Vulnerable Populations

Key Words: *Recovery, Public Health, Implementation*

Dr. Evans is currently the CEO of the American Psychological Association. Dr. Grant, a close colleague of Dr. Aaron Beck for many years, is the Director of the Center for Recovery-Oriented Cognitive Therapy (CT-R) at the Beck Institute. Drs. Evans and Grant will present a unique— and exciting— academic-community partnership that originated in Philadelphia and has had an important local and national impact. As the former commissioner of the Department of Behavioral Health and Intellectual Disability Services, Dr. Evans will illustrate what was necessary to establish a productive collaboration with Dr. Beck, Dr. Grant, and colleagues. Using a population health lens, Evans will describe his vision for improving health and re-envisioning health care in Philadelphia, including the role of evidence-based practices—in particular cognitive therapy—for improving community health and wellbeing, especially in areas most impacted by poverty and racism. A key aspect of the effort was the implementation of CT-R, an empowering, strengths-based approach developed by Drs. Beck, Grant, and colleagues, across the continuum of care— linking state hospitals with independent living— for individuals given a diagnosis of a serious mental health condition. Dr. Grant will describe CT-R, show how his team implemented it across the system and helped sustain it long-term. He will also share the program evaluation outcomes. This approach has improved the lives of hundreds of Philadelphians, including those in institutional settings (hospital, carceral) who - in collaboration with CT-R trained staff - returned to the community to participate and thrive. Dr. Grant will also share how the Philadelphia model of CT-R implementation has been replicated elsewhere in the country. Dr. Judith Beck will introduce Drs. Evans and Grant and moderate the discussion.



**Outline:****6:00 – 6:05****Welcome and introductions***Judith S. Beck, Ph.D.***6:05 – 6:25****Introduction to a population health approach to mental health care and vision for healthcare in Philadelphia***Paul Grant, PhD***6:25 – 6:50****Overview of CT-R and description of implementation process***Paul Grant, PhD***6:50 – 7:00****Moderated discussion of CT-R implementation in Philadelphia, including outcomes and future directions***Judith S. Beck, PhD, Arthur Evans, PhD, and Paul Grant, Ph.D.***7:00 – 7:15****Audience Q&A****At the end of this session, the learner will be able to:**

- Describe the population health approach and its implications for healthcare.
- Recognize at least two ways that Recovery-Oriented Cognitive Therapy (CT-R) promotes recovery and resilience.
- List at least one way the Recovery Map promotes continuity of care.
- Long-term goal: Attendees will increase their effectiveness by integrating strategies from Recovery Oriented Cognitive Therapy into their treatment.

**Recommended Readings:** Beck, A. T., Grant, P., Inverso, E., Brinen, A. P., & Perivoliotis, D. (2020). Recovery-oriented cognitive therapy for serious mental health conditions. Guilford Publications. Grant, P. M., & Inverso, E. (2023). CME. Recovery-Oriented Cognitive Therapy: Changing Lives With a Whole-Person Approach. *Psychiatric Times*, 40(1). Grant, P. M. (2019). Recovery-oriented cognitive therapy: A theory-driven, evidence-based, transformative practice to promote flourishing for individuals with serious mental health conditions that is applicable across mental health systems. Alexandria, VA: National Association of State Mental Health Program Directors. Evans AC, Bufka LF. The Critical Need for a Population Health Approach: Addressing the Nation's Behavioral Health During the COVID-19 Pandemic and Beyond. *Prev Chronic Dis* 2020;17:200261.

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8:30 a.m. – 4:30 p.m.

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Grand Ballroom I/J, Level 5, Downtown Marriott

## Special Interest Group: Attention-Deficit/Hyperactivity Disorder (ADHD) SIG

Agenda: panel discussion, keynotes, clinical case presentations, research feedback presentations

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10:00 a.m. – 12:00 p.m.

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## ABCT Day of Service

Consistent with this year's convention theme, Opening Our Doors: Inspiring Community Engagement, Advocacy, and Innovation to Advance CBT, the inaugural ABCT Day of Service project allows ABCT members to connect with and engage in service-learning projects that give back to our 2024 convention host city of Philadelphia. This year's ABCT Day of Service will focus on supporting the Cradles to Crayons nonprofit organization! Cradles to Crayons: Vision, Mission, and Model Cradles to Crayons provides children from birth through age 12, living in homeless or low-income situations, with the essential items they need to thrive – at home, at school and at play. Cradles to Crayons supplies these items free of charge by engaging and connecting communities. One day every child will have the essentials they need to feel safe, warm, ready to learn, and valued. Cradles to Crayons' efficient and effective three-step model provides kids with the essentials they need, free of charge. This enables the organization to engage communities that have, connecting them with communities that need.

- New and nearly new children's items are collected through grassroots community drives and corporate donations.
- Donations are then processed and packaged by volunteers in the Cradles to Crayon Warehouse warehouse—The Giving Factory®.
- Packages from The Giving Factory are distributed to local children – through a collaborative network of diverse service partners.

## 2024 ABCT Day of Service Opportunities

Volunteers may participate in the ABCT Day of Service in one or more of the following ways: Off-site/Hands-On - Day of Service volunteers may participate in a volunteer shift at the “Giving Factory” in Philadelphia. Volunteer activities may include: quality checking shoes, backpacks, and other clothing donations for kids, cleaning shoes, and packing bookbags. This activity will occur on Thursday, November 14th from 10am-12pm. Volunteers signing up for the activity should plan to leave the conference hotel by 9:30 am the morning of November 14th and aim to return to the hotel around 12:30pm.

On-Site/Hands-On - ABCT members are also invited to create personalized “back to school” encouragement cards that will be placed in the school bag kits developed at the Giving Factory. This opportunity will be open to members throughout the duration of the conference (starting 10 AM and ending at 12 Noon on Sunday) in the following two rooms (Conference Suite II and III).

Online/Remote - During our Day of Service and throughout the conference, ABCT members can make financial contributions directly to the Cradles to Crayons organization through their website: <https://www.cradlestocrayons.org/philadelphia/donate-now/>



# Friday, November 15

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8:00 a.m. – 9:00 a.m.

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**Independence Ballroom, Level 3, Downtown Marriott**

## **ABCT Underrepresented Scholars Meet and Greet**

FRIDAY

*Jasmin Brooks Stephens, Ph.D.*, Massachusetts General Hospital  
*Derrecka Boykin, Ph.D.*, US Department of Veterans Affairs  
*Regina Musicaro Yuksel, PhD*, The Albert Einstein College of Medicine  
*Sandra S. Pimentel, Ph.D.*, Montefiore Medical Center

Scholars from underrepresented backgrounds at all career stages, join us at our inaugural ABCT Underrepresented Scholars Meet and Greet Event on Friday, November 15th at 8:00am at the 2024 ABCT Convention in Philadelphia, PA! This event will provide attendees with the opportunity to engage with established mental health professionals from historically underrepresented backgrounds, covering topics such as navigating academia as an underrepresented scholar, pursuing a career in mental health, and effective networking strategies. Please take this short survey to express your interest. <https://forms.gle/JMSPsSiQmHBtMbah6>

8:00 a.m. – 9:00 a.m.

**Liberty C, Level 3, Downtown Marriott**

## **New Attendee Orientation and Breakfast**

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 Philadelphia 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.

Earn 2 continuing education credits

Franklin 9, Level 4, Downtown Marriott

# Research and Professional Development 1: A How to Guide for Opening Our Hearts and Our Minds to Community-engaged Research

## PANELISTS:

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

*Trevor A. Hart, Ph.D., Ryerson University*

*Abigail W. Batchelder, M.P.H., Ph.D., Boston University*

*School of Medicine & Department of Psychiatry Boston Medical Center*

*Rachelle Reid, B.S., MSC, University of Miami*

*Paul B. Goulet, B.A., Alpert Medical School of Brown University*

All level of familiarity with the material

Primary Category: Improved Use of Research Evidence

Key Words: *Community-Based, Underserved Populations, Treatment/ Program Design*

Community-engaged research (CER) is a dynamic, equity-based methodological approach that increases the likelihood of improving population behavioral health and well-being by centering the specific needs and experiences of communities across all stages of the research process. CER aims to ‘democratize’ research which, in turn, produces higher-quality science. Through CER, researchers and community members work collaboratively to accurately identify problems and potential solutions that are relevant to the needs of the community with unique lived experience insight that researchers often do not possess. This 120-minute workshop offers attendees an opportunity to learn about CER practices and apply such knowledge to a potential CER project. Led by two doctoral students, two well-established CER investigators, and two community members with significant experience participating in CER, this workshop will be divided into three sections to facilitate learning and practice. Each section will include a short educational lecture and interactive breakout groups led by presenters. Breakout sessions are designed to help attendees apply skills to practice and facilitate additional learning through conversations with peers. The workshop’s first section will focus on educating attendees on the history of CER, its benefits and challenges, and the unique skills required to effectively conduct CER with breakout groups brainstorming strategies for meaningful collaborations with

community members. Subsequent sections will be anchored in potential CER projects identified by participants. The second section's lecture will engage attendees in discussion about various methods utilized in CER as well as how they relate to different proposed research questions. The corresponding breakout group discussion will focus on helping attendees determine the types of research methods (e.g., qualitative, quantitative) that may best help them achieve intervention development goals alongside community members. The third and final section of the workshop will offer guidance on how to develop, maintain, and sustain community-academic partnerships as well as strategies to navigate potential ethical problems and power imbalances that may arise in practice.

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

- Identify how to develop, maintain, and sustain community-academic partnerships in community-engaged research.
- Apply strategies for fostering trust with community partners.
- Acknowledge one's privilege as the researcher and honor the expertise of their community partners.
- Employ community-engaged research methods to develop interventions,.

**Recommended Readings:** Burgess C, Batchelder A. Improving Clinical Research to Inform Advocacy Initiatives with Underserved Individuals. *Behav Ther* (N Y N Y). 2020 Oct;43(7):235-241. PMID: 35002016; PMCID: PMC8734961. Weinstein ER, Herrera CM, Pla Serrano L, Marti Kring E, Harkness A. Promoting health equity in HIV prevention and treatment research: a practical guide to establishing, implementing, and sustaining community advisory boards. *Therapeutic Advances in Infectious Disease*. 2023;10. doi: 10.1177/20499361231151508Rhodes, S. D., Tanner, A. E., Mann-Jackson, L., Alonzo, J., Simán, F. M., Song, E. Y., Bell, J., Irby, M. B., Vissman, A. T., & Aronson, R. E. (2018). Promoting Community and Population Health in Public Health and Medicine: A Step-wise Guide to Initiating and Conducting Community-engaged Research. *Journal of health disparities research and practice*, 11(3), 16-31.

Earn 1.5 continuing education credits

Grand Ballroom A, Level 5, Downtown Marriott

Panel Discussion 6

# Budget Friendly Breakthroughs: Resourceful Approaches to Launching a Career in Community-engaged Health Research

MODERATOR:

*Nicholas Perry, Ph.D., University of Denver*

PANELISTS:

*Nicholas Perry, Ph.D., University of Denver*

*Pankhuri Aggarwal, Ph.D., Northwestern University*

*Anna Ciao, Ph.D., Western Washington University*

*Manuel Gutierrez Chavez, M.S., The University of Utah*

*Audrey Harkness, Ph.D., University of Miami*

*Alayna L. Park, Ph.D., University of Oregon*

*Giovanni Ramos, Ph.D., University of California, Irvine*

Primary Category: Professional / Interprofessional Issues

Key Words: *Community-Based, Research Funding, Career Development*

Community-engaged behavioral science research (CER) is critical to health equity. Yet, CER can be resource intensive in time, finances, and relationship-building. Structural issues hinder the progress of CER. CER is underfunded, and gender, racial, and ethnic inequities exclude diverse scientists as leaders. There is often insufficient infrastructure for community partnerships that impedes scientific progress. These challenges are greater for students/early career scholars, necessitating resourceful and creative science to conduct CER at early career stages. This panel includes scholars across career levels (from graduate student to early career faculty), locations (e.g., India, South Florida, Utah, Caribbean) and academic institutions (research universities, undergraduate-focused colleges, professional schools). Panelists will discuss strategies they have used to conduct CER across topic areas (e.g., intimate partner violence, depression and suicidality, cultural adaptations of interventions, body image) and populations (e.g., racial/ethnic minoritized youth, adults, and families, Latino sexual minority men) with few resources. Illustrative examples include: (1)



studying low resource interventions, which could be sustainable outside of research, (2) building trust with organizations (e.g., industry, student services, local nonprofits) that can share resources (e.g., intervention access, materials) for CER that is mutually beneficial, (3) sharing resources across labs (e.g., subscription based services, trained staff), (4) seeking “nontraditional” funding (e.g., institutional funds that are not well-advertised, foundation grants) to rapidly respond to community priorities, (5) providing continued access to intervention, data, or materials and scientific expertise as contributions (e.g., gifting materials after study completion, volunteering with community partners), and (6) using research methods that are efficient and lower burden (e.g., rapid qualitative analysis without transcription, leveraging available data from community partners vs initiating new data collection). Panelists will also discuss structural changes that could help to overcome the inequitable availability of resources for CER.

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8:15 a.m. – 9:45 a.m.

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networking 

410, Level 4, Downtown Marriott

# Jewish Issues in Cognitive-Behavioral Research and Practice SIG

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8:30 a.m. – 10:00 a.m.

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Earn 1.5 continuing education credits

Grand Ballroom B, Level 5, Downtown Marriott

## Mini Workshop 1

# Ambivalent No More: An Integrated MI-CBT Intervention for a Wide Range of Disorders Marked by Low Motivation or Poor Community Functioning

*Felice Reddy, Ph.D.*, University of North Carolina

*Shirley Glynn, Ph.D.*, VA/UCLA

Basic to Moderate level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *Motivational Interviewing, Treatment, Severe Mental Illness*

Daily functioning is often suboptimal among individuals with histories of serious mental illness, incarceration, homelessness, or PTSD. Despite efficacy of pharmaceutical treatments, building and maintaining meaningful daily lives can be out of reach for many of these individuals. Research suggests that recovery-oriented psychosocial interventions that focus on simultaneously building motivation, skills, and confidence promote functional gains that are meaningful and lasting. We developed a novel recovery-oriented psychosocial intervention aimed at reducing motivation deficits and improving community functioning. The intervention integrates two evidence-based practices, Motivational Interviewing and Cognitive Behavior Therapy (MI-CBT) and is delivered in 12-15 sessions that focus on personally meaningful goals for each participant. In recent years, we have expanded the protocol to be applied in diverse settings including group and one-on-one sessions with different

kinds of providers, and for a range of diagnoses that are characterized by motivation deficits. Learners in this workshop will be guided in strategies to integrate Motivational Interviewing and CBT with diverse and challenging patient populations that may have strong motivation deficits or few past experiences of success. Presenters will use case vignettes to model identifying a recovery goal and consolidating commitment to change. Strategies for adjusting goal setting to retain the essence of what is meaningful to the client while also landing on objectives that are realistic and measurable will be described. Participants will have opportunities to practice MI, cognitive restructuring, and peer-facilitated group discussions on facilitators and barriers of progress. Participants will become acquainted with the MI-CBT manual and the online guide with tutorials, sample sessions, and printable worksheets for delivering the intervention. Presenters will discuss recommended assessment tools to measure motivation, functional gains, defeatist beliefs, and stages of change.

### Outline

- Review of prevalence of functional deficits in those with SMI, PTSD, substance abuse, which are often accompanied by challenging socioeconomic circumstances
- Outline the role of transdiagnostic interventions to build motivation, skills, and confidence to promote functional gains in these individuals with complex needs
- Introduce the MI-CBT program which integrates Motivational Interviewing and Cognitive Behavioral Therapy into an intervention that targets improving functioning and achieving personally relevant goals
- Articulate the key features of MI and CBT that are essential to a recovery-oriented intervention
- Provide effective strategies to support MI-CBT participants in identifying personally meaningful recovery goal and consolidating sometimes variable commitment to these goals
- Describe the content and structure of the MI-CBT intervention including viewing session videos
- Recommend resources, including measures to assess treatment effects and intervention fidelity, and a training website
- Present adaptations for non-research clinical settings

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

- Define the 5 Stages of Change in Motivational Interviewing.
- Identify different clinical populations that may struggle with low motivation, poor functioning, and defeatist performance beliefs.
- List three appropriate MI strategies to help a client identify and commit to a personally meaningful goal.
- Identify and challenge defeatist performance beliefs using cognitive restructuring.
- Identify the relationship between thoughts, emotions, and behaviors related to motivational and behavioral change.

**Recommended Readings:** Reddy LF, Glynn SM, McGovern JE, Sugar CA, Reavis EA, Green MF. A Novel Psychosocial Intervention for Motivational Negative Symptoms in Schizophrenia: Combined Motivational Interviewing and CBT. *Am J Psychiatry*. 2023 May 1;180(5):367-376. Catalano LT, Green MF. Social Motivation in Schizophrenia: What's Effort Got to Do With It? *Schizophr Bull*. 2023 Sep 7;49(5):1127-1137. Randall CL, McNeil DW. Motivational Interviewing as an Adjunct to Cognitive Behavior Therapy for Anxiety Disorders: A Critical Review of the Literature. *Cogn Behav Pract*. 2017 Aug;24(3):296-311.

Earn 1.5 continuing education credits

Grand Ballroom C, Level 5, Downtown Marriott

# Mini Workshop 5: Empower, Engage & Evolve: How Patient-centered Clinical Tracks Can Support the Future of CBT Implementation

Shaina Siber-Sanderowitz, LCSW, Arizona State University

Laurie Gallo, Ph.D., Albert Einstein College of Medicine

All level of familiarity with the material

Primary Category: Program / Treatment Design

Key Words: *Underserved Populations, Implementation, Community-Identified Problems*

This workshop tackles barriers to implementing Cognitive Behavioral Therapy (CBT) in community mental health settings, examining obstacles at multiple levels—patient, clinician, administrative, organizational, and systemic. The proposed solution is the introduction of “Patient-Centered Clinical Tracks” (PCCT), an innovative model aimed at overcoming these barriers in U.S. community mental health settings. PCCT is rooted in Trauma-Informed Care and the Shared Decision-Making Model, emphasizing the availability of high-quality, evidence-based mental health care while respecting patient values and preferences. The PCCT Clinical Tracks encompass CBT, DBT, ACT, Supportive, Medication & Engagement, providing a diverse range of psychotherapeutic care pathways. The workshop utilizes didactic presentations, clinical vignettes, and role plays to instruct attendees on the implementation of PCCT. Key components covered include defining each clinical track, sharing patient-facing educational tools, incorporating evidence-based assessments into patient discussions, and integrating clinical tracks into treatment planning and documentation. Moreover, the workshop addresses administrative and organizational barriers, such as staff burnout, high caseloads, paperwork demands, and inadequate staff training by aligning PCCT with these concerns. It also considers systemic forces, including resource allocation and institutional racism, aiming to provide a holistic approach. The tools and strategies offered in the workshop have been developed over four years within an urban community mental health clinic. The overarching goal is to empower participants with the knowledge and skills necessary to increase the dissemination and implementation of CBT in community mental health settings, with a particular focus on underserved and marginalized communities.

**Outline:**

- Overview of the Patient-Centered Clinical Tracks (PCCT) model
- Creating programmatic infrastructure to support CBT dissemination through clinical pathways
- Description of each clinical track
- Clinical vignettes: Collaborative decision-making/Group discussion
- Breakout Group: What would this look like in your system?

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

- Identify 3 barriers to CBT implementation in community mental health settings.
- Describe at least two ways in which the Patient-Centered Clinical Tracks emphasize trauma-informed care.
- Explain the differences between the six identified clinical tracks.
- Demonstrate how to engage a patient in a shared decision-making discussion related to evidence-based psychotherapy options.
- List 3 ways the Patient-Centered Clinical Track model differs from the Medical Model in community mental health settings.

**Recommended Readings:** Siber-Sanderowitz S, Gallo L. From Pathways to Partnerships: Building Patient-Centered Clinical Tracks (PCCT) in Outpatient Community Mental Health Settings. *Community Ment Health J.* 2023 Dec 27. doi: 10.1007/s10597-023-01214-x. [https://link.springer.com/epdf/10.1007/s10597-023-01214-x?sharing\\_token=f9XPbKpN9LXa\\_00G\\_Ddudfe4RwlQNchNByi7wbcMAY6X1S9\\_3mq-745JTLAmAf4bCYnacuS8uPn3X8u\\_\\_6uLrsuov8m8g-iKBAzSum2szRz\\_Pbf0XlvgEEcns-THDWX17nycjCr-l2HIjCethDsK986eeFueY8NV9wo9ivc84aQA=Wolitzky-Taylor\\_K,Fenwick\\_K,Lengnick-Hall\\_R,Grossman\\_J,Bearman\\_SK,Arch\\_J,Miranda\\_J,Chung\\_B.A\\_Preliminary\\_Exploration\\_of\\_the\\_Barriers\\_to\\_Delivering\\_\(and\\_Receiving\)\\_Exposure-Based\\_Cognitive\\_Behavioral\\_Therapy\\_for\\_Anxiety\\_Disorders\\_in\\_Adult\\_Community\\_Mental\\_Health\\_Settings.Community\\_Ment\\_Health\\_J.2018\\_Oct;54\(7\):899-911.doi:10.1007/s10597-018-0252-x.Epub\\_2018\\_Mar\\_9.PMID:29524078;PMCID:PMC6129437.Elwyn,G.,Frosch,D.,Thomson,R.,Joseph-Williams,N.,Lloyd,A.,Kinnersley,P.,Cording,E.,Tomson,D.,Dodd,C.,Rollnick,S.,Edwards,A.,&Barry,M.\(2012\).Shared\\_decision\\_making:A\\_model\\_for\\_clinical\\_practice.Journal\\_of\\_General\\_Internal\\_Medicine,27\(10\),1361-1367.https://doi.org/10.1007/s11606-012-2077-6](https://link.springer.com/epdf/10.1007/s10597-023-01214-x?sharing_token=f9XPbKpN9LXa_00G_Ddudfe4RwlQNchNByi7wbcMAY6X1S9_3mq-745JTLAmAf4bCYnacuS8uPn3X8u__6uLrsuov8m8g-iKBAzSum2szRz_Pbf0XlvgEEcns-THDWX17nycjCr-l2HIjCethDsK986eeFueY8NV9wo9ivc84aQA=Wolitzky-Taylor_K,Fenwick_K,Lengnick-Hall_R,Grossman_J,Bearman_SK,Arch_J,Miranda_J,Chung_B.A_Preliminary_Exploration_of_the_Barriers_to_Delivering_(and_Receiving)_Exposure-Based_Cognitive_Behavioral_Therapy_for_Anxiety_Disorders_in_Adult_Community_Mental_Health_Settings.Community_Ment_Health_J.2018_Oct;54(7):899-911.doi:10.1007/s10597-018-0252-x.Epub_2018_Mar_9.PMID:29524078;PMCID:PMC6129437.Elwyn,G.,Frosch,D.,Thomson,R.,Joseph-Williams,N.,Lloyd,A.,Kinnersley,P.,Cording,E.,Tomson,D.,Dodd,C.,Rollnick,S.,Edwards,A.,&Barry,M.(2012).Shared_decision_making:A_model_for_clinical_practice.Journal_of_General_Internal_Medicine,27(10),1361-1367.https://doi.org/10.1007/s11606-012-2077-6)

Earn 1.5 continuing education credits

Grand Ballroom D, Level 5, Downtown Marriott

# Mini Workshop 11: How to Treat Clinical Perfectionism Using Acceptance and Commitment Therapy

Clarissa Ong, Ph.D., University of Toledo

Eric Lee, Ph.D., Southern Illinois University

Basic to Moderate level of familiarity with the material

Primary Category: Obsessive Compulsive and Related Disorders

Key Words: ACT (*Acceptance & Commitment Therapy*), *Transdiagnostic*, OCD (*Obsessive Compulsive Disorder*)

Clinical perfectionism is defined as rigid adherence to unrealistically high standards and basing self-worth on ability to meet those standards (Shafran & Mansell, 2001). It is a transdiagnostic risk and maintaining factor for several clinical problems, including obsessive-compulsive and related disorders, eating disorders, anxiety, and depression (Egan et al., 2011; Pinto et al., 2017). Furthermore, perfectionism negatively impacts treatment outcomes, interfering with clients' ability to benefit from evidence-based treatments (Löw et al., 2020; Pinto et al., 2017). Thus, it is important to know how to effectively target perfectionism in treatment. There is a broad evidence base for the efficacy of acceptance and commitment therapy (ACT) for various presentations, including those related to perfectionism (e.g., anxiety, depression; Gloster et al., 2020), and preliminary evidence supports using ACT to treat perfectionism (Ong et al., 2019). This Mini Workshop will provide an overview of how to use ACT to treat clinical perfectionism. The first part of the workshop will be an introduction to ACT and its hypothesized process of change, psychological flexibility. Then, presenters will provide an ACT-informed case conceptualization of clinical perfectionism. Finally, the presenters will present ACT exercises that target and undermine perfectionism and provide examples of how to adapt exercises based on client identities. The final part of the workshop will be case discussion and small-group practice to help attendees learn how to use ACT techniques and generalize skills to real-life cases.

## Outline:

- Clinical perfectionism is a transdiagnostic risk and maintaining factor that can negatively impact treatment outcomes
- Acceptance and commitment therapy (ACT), which targets psychological flexibility, may be a useful treatment for the rigid patterns observed in perfectionism
- This workshop will teach attendees how to use ACT to assess and treat perfectionism, using experiential exercises and case discussion

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

- Identify clinical perfectionism and its function in clients.
- Describe psychological flexibility and how it relates to perfectionism.
- Develop an ACT-informed case conceptualization of perfectionism.
- Use ACT techniques/exercises to treat unhelpful perfectionism in clients.
- Long-term Goal: Recognize signs of perfectionism based on their function

**Recommended Readings:** Ong, C. W., Lee, E. B., Krafft, J., Terry, C. L., Barrett, T. S., Levin, M. E., & Twohig, M. P. (2019). A randomized controlled trial of acceptance and commitment therapy for clinical perfectionism. *Journal of Obsessive-Compulsive and Related Disorders*, 22. <https://doi.org/10.1016/j.jocrd.2019.100444>Pinto, A., Dargani, N., Wheaton, M. G., Cervoni, C., Rees, C. S., & Egan, S. J. (2017). Perfectionism in obsessive-compulsive disorder and related disorders: What should treating clinicians know? *Journal of Obsessive-Compulsive and Related Disorders*, 12, 102-108. <https://doi.org/10.1016/j.jocrd.2017.01.001>Egan, S. J., Wade, T. D., & Shafran, R. (2011). Perfectionism as a transdiagnostic process: A clinical review. *Clinical Psychology Review*, 31(2), Article 2. <https://doi.org/10.1016/j.cpr.2010.04.009>

Earn 1.5 continuing education credits

Grand Ballroom E, Level 5, Downtown Marriott

Symposium 1

# Advancing Eating Disorder Treatment: Novel Interventions Targeting the Positive Valence System

CHAIR:

*Ann F. Haynos, Ph.D.*, Virginia Commonwealth University

DISCUSSANT:

*Carol B. Peterson, Ph.D.*, University of Minnesota

Basic to moderate level of familiarity with the material

Primary Category: Eating Disorders

Key Words: *Anorexia, Bulimia, Treatment*

## Rewiring Reward: Positive Affect Treatment as a Novel Approach for Anorexia Nervosa and Associated Comorbidities

*Ann F. Haynos, Ph.D.*, Virginia Commonwealth University

*Lisa M. Anderson, Ph.D.*, University of Minnesota Medical School

*Autumn Askew, B.S.*, San Diego State University

*Chassidie Liu, B.S.*, Yale University

*Kira Venables, B.A.*, Virginia Commonwealth University

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

*Carol B. Peterson, Ph.D.*, University of Minnesota

## Targeting Reward Processing with Temperament Based Therapy with Support (TBT-S) to Enhance Outcomes in Adults with Anorexia Nervosa

*Christina E. E. Wierenga, Ph.D.*, University of California San Diego

*Stephanie Knatz Peck, Ph.D.*, University of California San Diego

*Kristin Stedal, Ph.D.*, Oslo University Hospital

*Laura Hill, Ph.D.*, The Ohio State University



**Breaking the Habit: REACH+ Intervention for Disrupting Maladaptive Eating Behaviors in Anorexia Nervosa**

*Joanna Steinglass, M.D.*, Columbia University/New York State Psychiatric Institute  
*Deborah Glasofer, Ph.D.*, Columbia University Irving Medical Center/New York State Psychiatric Institute  
*Evelyn Attia, M.D.*, Columbia University Irving Medical Center/New York State Psychiatric Institute

**Reward Retraining: A Pilot Randomized Controlled Trial of a Novel Treatment Approach for Transdiagnostic Binge Eating**

*Adrienne Juarascio, Ph.D.*, Drexel University  
*Stephanie Manasse, Ph.D.*, Drexel University  
*Megan L. Wilkinson, M.S.*, Drexel University  
*Christina Felonis, M.S.*, Drexel University

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8:30 AM – 9:30 AM

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**Earn 1 continuing education credit**

**Grand Ballroom F, Level 5, Downtown Marriott**

**Symposium 2**

# Affect Heterogeneity Across Self-injurious Thoughts and Behaviors via Ecological Momentary Assessment

CHAIR:

*Michaela Ahrenholtz, B.S.*, University of Louisville

DISCUSSANT:

*Konrad Bresin, Ph.D.*, University of Louisville

Moderate to advanced level of familiarity with the material

Primary Category: Suicide and Self-Injury

Key Words: *Self-Injury, Vulnerable Populations, Emotion*

**Differences in Emotion Regulation Indices in Participants with a History of Nonsuicidal Self-injury (NSSI) Based on Sexual and Gender Minority (SGM) Identity**

*Michaela Ahrenholtz, B.S.*, University of Louisville  
*Konrad Bresin, Ph.D.*, University of Louisville

**How Emotional Numbness Relates to Lifetime History of and Daily Engagement in Non-suicidal Self Injury**

*Caitlin P. Gregory, M.S., University of Arkansas*

*Bree Westfall, B.S., University of Arkansas*

*Regina E. Schreiber, M.A., University of Arkansas*

*Jennifer Veilleux, Ph.D., University of Arkansas*

**Latent Profiles of Momentary Affective Dynamics in Suicidal Young Adults: Role of Affective Intensity and Instability in Understanding Suicide Risk**

*Nadia Al-Dajani, Ph.D., The University of Louisville*

*Alejandra Arango, Ph.D., University of Michigan, Michigan Medicine*

*Valerie Micol, M.S., University of Michigan*

*Amanda Jiang, B.A., University of Louisville*

*Victor Hong, M.D., University of Michigan, Michigan Medicine*

*Ewa Cysz, Ph.D., University of Michigan, Michigan Medicine*

**Heterogeneity in Momentary Affective Experiences Related to Suicidal States in a Non-clinical Sample of Adult Handgun Owners and Non-owners Recruited from the Community**

*Melanie L. Bozday, Ph.D., The Ohio State University*

*Craig Bryan, ABPP, Psy.D., The Ohio State University*

*Samantha Daruwala, PhD, The Ohio State University Wexner Medical Center*

*Jonathan Butner, Ph.D., The University of Utah*

*Jeffrey Tabares, Ph.D., The Ohio State University*

*Stephanie Gorka, Ph.D., The Ohio State University*

Earn 1 continuing education credit

Grand Ballroom I/J, Level 5, Downtown Marriott

Symposium 3

# Sensory Sensitivity in Autism: From Assessment to Accommodation

FRIDAY

CHAIR:

*Greg J. Siegle, Ph.D.*, University of Pittsburgh School of Medicine

DISCUSSANT:

*Carla Mazefsky, Ph.D.*, University of Pittsburgh School of Medicine

Basic level of familiarity with the material

Primary Category: Autism Spectrum and Developmental Disorders

Key Words: *Cognitive Processes, fMRI, Autism Spectrum Disorders*

## **Vibration Moderates Neural and Subjective Sensitivity to Overwhelming Visual Information in Autistic Adults**

*Greg J. Siegle, Ph.D.*, University of Pittsburgh School of Medicine

*Yukari Takarae, Ph.D.*, University of California, Davis

*Carla Mazefsky, Ph.D.*, University of Pittsburgh School of Medicine

## **Subjective Sensory Sensitivity in Autistic Adolescents and Adults**

*Stephanie Fuhrmann*, White Unicorn, Association for the Development of an Autistic-Friendly Environment E.V.

*Sabine Schwager, Ph.D.*, Humboldt University of Berlin

*Benecke Mark, Ph.D.*, International Forensic Research & Consulting

*Lukas Gerhards, Ph.D.*, Humboldt University of Berlin

*Jochen Kleres, M.A.*, Königin Elisabeth Herzberge Hospital

*Michel Knigge, Ph.D.*, University of Potsdam

*Jana Kumert, B.A.*, Humboldt University of Berlin

*Vera Moser, Ph.D.*, Goethe-Universität Frankfurt

*Greg J. Siegle, Ph.D.*, University of Pittsburgh School of Medicine

**Accommodating Sensory Sensitivity in Psychotherapy: The Emotion Awareness and Skills Enhancement (EASE) Program**

*Kelly B. Beck, Ph.D.*, University of Pittsburgh

*Susan White, ABPP, Ph.D.*, The University of Alabama

*Caitlin M. Conner, Ph.D.*, University of Pittsburgh School of Medicine

*Greg J. Siegle, Ph.D.*, University of Pittsburgh School of Medicine

*Stephanie Fuhrmann*, White Unicorn, Association for the Development of an Autistic-Friendly Environment E.V.

*Carla Mazefsky, Ph.D.*, University of Pittsburgh School of Medicine

Earn 1.5 continuing education credits

Grand Ballroom K/L, Level 5, Downtown Marriott

Symposium 4

# Adapting Evidence-based Cognitive and Behavioral Interventions for Individual, Couple, and Family Delivery for Individual Psychopathological Distress Relief

FRIDAY

CHAIR:

*Katherine L. OConnell, M.S., Seattle Pacific University*

DISCUSSANT:

*Steffany J. Fredman, Ph.D., The Pennsylvania State University*

Moderate level of familiarity with the material

Primary Category: Couples / Close Relationships

Key Words: *Trauma, Borderline Personality Disorder, Treatment Development*

## **Get Better Together: Preventing Harmful Behaviors Through Improved Relationship Functioning**

*Sarah Carter, Ph.D., Uniformed Services University of the Health Sciences*

*Kathryn Alvarado, ENS, Uniformed Services University of the Health Sciences*

*Kayleigh Adamson, MS, Uniformed Services University of the Health Sciences*

*Jessica LaCroix, PhD, Uniformed Services University of the Health Sciences*

*Marjan Ghahramanlou-Holloway, PhD, Uniformed Services University of the Health Sciences*

*Erin Cobb, Ph.D., Uniformed Services University of the Health Sciences*

**Benchmarking Improvements in Intimate Relationship and Psychosocial Functioning to Dyadic PTSD Treatment Outcomes**

*Kayla Knopp, Ph.D.*, VA San Diego Healthcare System/University of California, San Diego

*Lauren Sippel, Ph.D.*, Geisel School of Medicine at Dartmouth, VA Northeast Program Evaluation Center

**Family Supported Prolonged Exposure Compared to Standard Prolonged Exposure Therapy for PTSD: Role of Relationship Type, Conflict, Depth, and Functioning in Treatment Retention**

*Kristen Lamp, Ph.D.*, Atlanta VA Healthcare System

**Suicidal, Self-injurious and Mental Health Outcomes from an Uncontrolled Trial of Sage: A Couple Therapy for Borderline Personality Disorder**

*Sonya Varma, M.A.*, York University

*Rachel Liebman, Ph.D.*, University Health Network

**Adapting Cognitive Processing Therapy to the Treatment of Betrayal Trauma Symptoms Following Discovery of Sexual Infidelity**

*Shira A. Olsen, Ph.D.*, Seattle Pacific University

*James Olsen, Ph.D.*, Pacific Behavioral Healthcare

*Keri Clark, Ph.D.*, Pacific Behavioral Healthcare

*Katherine L. OConnell, M.S.*, Seattle Pacific University

Symposium 5

# Increasing Access to Evidence-based Psychotherapy to Promote Healthcare Equity: Training, Implementing, and Adapting Dialectical Behavior Therapy (DBT) in the Real World

CHAIRS:

*Frances Aunon, Ph.D.*, Connecticut VA Healthcare System  
*Suzanne Decker, Ph.D.*, VA Connecticut Healthcare System / Yale School of Medicine

DISCUSSANT:

*Melanie Harned, ABPP, Ph.D.*, VA Puget Sound Health Care System

All level of familiarity with the material

Primary Category: Treatment - Other

Key Words: *DBT (Dialectical Behavior Therapy), Implementation, Veterans*

**Increasing Veteran Access to Dialectical Behavior Therapy: Providing DBT via Telehealth in Department of Veteran Affairs' Clinical Resource Hubs**

*Sara J. Landes, Ph.D.*, US Department of Veterans Affairs

*Meaghan Stacy, Ph.D.*, Department of Veterans Affairs

*Melanie Harned, ABPP, Ph.D.*, VA Puget Sound Health Care System

*Meredith Seats, Ph.D.*, Department of Veterans Affairs

*Catherine Flores, LCSW*, Department of Veterans Affairs

*Laura Meyers, Ph.D.*, Department of Veterans Affairs

*Trevor Coyle, Ph.D.*, Department of Veterans Affairs

*April (Dawn) Orr-Sherrill, LCSW*, Department of Veterans Affairs

*Ciara Oliver, B.S.*, Central Arkansas Veterans Healthcare System

*Jeffery Pitcock, MPH*, Central Arkansas Veterans Healthcare System

*Jessica Walker, Ph.D.*, Department of Veterans Affairs

### **Clinical Impact of DBT Skills Group Training Within the Veterans Health Administration**

*Frances Aumon, Ph.D.*, Connecticut VA Healthcare System

*Sandy Rowlands, LCSW*, Office of Mental Health and Suicide Prevention, VA Central Office

*Cris White, Ph.D.*, Department of Veterans Affairs Institute for Learning, Education, and Development

*Jennifer Strauss, Ph.D.*, Office of Mental Health and Suicide Prevention, VA Central Office

*Heather Kacos, Psy.D.*, Orlando VA Healthcare System, University of South Florida College of Medicine

*Suzanne Decker, Ph.D.*, VA Connecticut Healthcare System / Yale School of Medicine

### **The Los Angeles County Roll out of DBT (LACRODBT)**

*Lynn McFar, Ph.D.*, CBT California

*Katherine Anne Comtois, M.P.H., Ph.D.*, University of Washington School of Medicine

*Alex King, Ph.D.*, CBT California

### **Adaptations to Comprehensive DBT When Implemented with a Patient Population Defined by Cultural Identities**

*Suzanne Decker, Ph.D.*, VA Connecticut Healthcare System / Yale School of Medicine

*Frances Aumon, Ph.D.*, Connecticut VA Healthcare System

*Ethan Spana, B.S.*, VA New Mexico Healthcare System

*Neal Donan, Ph.D.*, VA San Diego Healthcare System, University of California, San Diego

*Jennifer K. Rielage, Ph.D.*, VA New Mexico Healthcare System / University of New Mexico School of Medicine

*Mark Honsberger, M.S.*, VA Northeast Ohio Healthcare System

*Josephine Ridley, Ph.D.*, VA Northeast Ohio Healthcare System / Case Western Reserve University

*Rachel Caretta, Ph.D.*, VA Hines Healthcare System

*Heather Kacos, Psy.D.*, Orlando VA Healthcare System, University of South Florida College of Medicine

*Steve Martino, Ph.D.*, VA Connecticut Healthcare System / Yale School of Medicine

*Thorayya Said Giovannelli, Psy.D.*, James A. Haley Veterans Hospital / University of South Florida Morsani School of Medicine

*Jenny Bannister, Ph.D.*, James A. Haley Veterans Hospital / University of South Florida Morsani College of Medicine

*Noah R. Wolkowicz, Ph.D.*, Psychology Service, VA Connecticut Health Care System; Department of Psychiatry, Yale School of Medicine

*Addie Merians, Ph.D.*, Psychology Service, VA Connecticut Health Care System; Department of Psychiatry, Yale School of Medicine

*Brittany Howell, Psy.D.*, James A. Haley Veterans Hospital, University of South Florida College of Medicine

*Jason G. Smith*, VA Boston Healthcare System

### **Adapting DBT for Veterans with Criminal/Legal Involvement**

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

*Ryan Holliday, Ph.D.*, US Department of Veterans Affairs

*Sharon Alter, M.A.*, US Department of Veterans Affairs

*Suzanne Thomas, M.A.*, US Department of Veterans Affairs



Earn 1 continuing education credits

Franklin 1, Level 4, Downtown Marriott

Symposium 6

FRIDAY

# Increasing Diversity and Belonging in Mental Health: Data from Mentorship Programs for Individuals from Underrepresented Backgrounds

CHAIR:

*Monica Shah, Psy.D.*, Behavioral Wellness of NYC; St. John's University

DISCUSSANT:

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

All level of familiarity with the material

Primary Category: Professional / Interprofessional Issues

Key Words: *Professional Issues, Education and Training, Underserved Populations*

**Promoting Diversity, Equity, and Inclusion in the Mental Health Field:  
McLean Hospital's Mentor, Empower, & Network to Optimize Representation  
(MENTOR) Program**

*Michaela B. Swee, Ph.D.*, Harvard Medical School

*Zelda C. McGhee, B.S.*, Brigham and Women's Hospital / Harvard Medical School

*Kerry Ressler, M.D., Ph.D.*, Brigham and Women's Hospital / Harvard Medical School

*Catharyn Gildesgame, M.A.*, Brigham and Women's Hospital / Harvard Medical School

*Courtney Beard, Ph.D.*, McLean Hospital

**Increasing Representation by Focusing on Recruitment and Retention: Spotlight  
on the American Indians into Psychology Program**

*Ashleigh Coser, Ph.D.*, Cherokee Nation

**Outcomes from a Psychology Undergraduate Mentorship Program (PUMP-UP)  
and a Research Lab (POSTSCRIPT) Aimed to Mentor Students from Typically  
Underrepresented Backgrounds**

*Michelle E. Roley-Roberts, Ph.D.*, West Virginia University

Earn 1.5 continuing education credits

Franklin 2, Level 4, Downtown Marriott

Symposium 7

FRIDAY

# Engaging Diverse Community Partners with Lived Experience Using Human-centered Design Principles to Develop Tailored Alcohol Interventions and Assessments

CHAIR:

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

DISCUSSANT:

*Sarah Pedersen, Ph.D., University of Pittsburgh*

Basic to moderate level of familiarity with the material

Primary Category: Addictive Behaviors

Key Words: *Addictive Behaviors, Treatment Development, Measurement*

**Engaging People with Lived Experience in the Development of Assessment Tools for Alcohol Use Disorder to Facilitate Testing Precision Medicine Hypotheses**

*Cassandra Boness, Ph.D., University of New Mexico*

**Cognitive Interviewing with Diverse Voices to Improve Measurement of Impaired Control over Alcohol Consumption**

*Frances Wang, Ph.D., University of Pittsburgh School of Medicine*

*Deepa Thomas, B.A., University of Pittsburgh Medical Center*

*Brooke Molina, Ph.D., University of Pittsburgh School of Medicine*

**Using Human Centered Design Methods to Understand the Experiential Process of Providing Online Peer Recovery Support for Alcohol-related Problems**

*Jason B. Colditz, M.Ed., Ph.D., University of Pittsburgh School of Medicine*

**Using Human-centered Design with Neurodivergent Young Adults and Community Partners to Develop a Smartphone-based Intervention for Problematic Drinking**

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

*Aiden Williard, B.A., University of Pittsburgh Medical Center*

*Brooke Molina, Ph.D., University of Pittsburgh School of Medicine*

*Sarah Pedersen, Ph.D., University of Pittsburgh*

**Partnering with the Black Community to Inform How to Better Target Racial Stressors in Alcohol Treatment**

*Angela Haeny, Ph.D., Yale University School of Medicine*

Earn 1.5 continuing education credits

Franklin 8, Level 4, Downtown Marriott

Symposium 8

FRIDAY

# Diverse Pathways to Stigma Resistance Among LGBTQ+ Persons: A Strengths-based Approach to Addressing Mental Health Inequities

CHAIR:

*Benjamin F. Shepherd, M.S., M.Ed., Nova Southeastern University*

DISCUSSANT:

*Sarah E. Valentine, Ph.D., Boston University School of Medicine & Boston Medical Center*

Basic to moderate level of familiarity with the material

Primary Category: LGBTQ+

Key Words: *LGBTQ+, Resilience, Mental Health Disparities*

**A Strength-based Approach to Addressing Health Disparities Among Transgender Women: Isolating Group Level Therapeutic Principles Within a Community Program**

*Madeleine Miller, B.S., Hunter College, City University of New York*

*Danielle Shea Berke, Ph.D., Hunter College, City University of New York*

**A Strengths-based, Intersectional Analysis of General Belongingness and Status as Moderators of the Association Between Community-specific Belongingness and Perceived Stress Among Gay and Bi+ Men**

*Benjamin F. Shepherd, M.S., M.Ed., Nova Southeastern University*

*Roberto López Jr., Ph.D., University of California, Los Angeles*

*Janell Mensinger, Ph.D., Nova Southeastern University*

*Paula M. Brochu, Ph.D., Nova Southeastern University*

**The Association of Intraminority Stress with Alcohol and Substance Use  
Among Sexual Minority Men: Protective/moderating Role of Community  
Connectedness and Coping Self-efficacy**

*Murat Hosgor, M.A., Fordham University*

*Julia K. Nicholas, M.S., University of Louisville*

*Dominic M. Denning, B.A., University of Massachusetts Amherst*

*Tiffany Brown, Ph.D., Auburn University*

**Investigating Meaning-making as a Potential Tool for Transgender and Gender  
Expansive Communities**

*Thomas E. Schlechter, M.S., Colorado State University*

**An Initial Exploration of Latent Factor Structures in the LGBTQ+ Resource  
Accessibility Scale**

*Brenna A. Carter, M.S., Colorado State University*

Earn 1.5 continuing education credits

Franklin Hall 10, Level 4, Downtown Marriott

Symposium 9

# Engaging Stakeholders in Hispanic/Latino Child Mental Health Services Across Systems of Care

CHAIRS:

*Guadalupe C. Patriarca, M.S., Florida International University*

*Jeremy Pettit, Ph.D., Florida International University*

DISCUSSANT:

*Denise A. Chavira, Ph.D., University of California Los Angeles*

Basic to moderate level of familiarity with the material

Primary Category: Culture / Ethnicity / Race

Key Words: *Child, Families, Hispanic American/ Latinx*

## **Mental Health Service Utilization and Preference Among Central American Migrant Families**

*Jesse H. Walker, M.A., University of Houston*

*Dan O'Connell, B.S., University of Houston*

*Maria Cuervo, B.A., University of Houston*

*Jessica Hernandez Ortiz, M.A., University of Houston*

*Carla Sharp, Ph.D., University of Houston*

*Jodi Berger Cardoso, Ph.D., University of Houston*

*Arlene Bjugstad, Ph.D., University of Colorado Colorado Springs*

*Amanda Venta, Ph.D., University of Houston*

## **Centering Hispanic/Latino Parents' Perspectives in the Treatment of Child Anxiety**

*Guadalupe C. Patriarca, M.S., Florida International University*

*Jeremy Pettit, Ph.D., Florida International University*

**Targeting Suicide-related Stigma Among Hispanic/latinx Parents**

*Victor Buitron, Ph.D., Florida State University*

*Emma Edenbaum, B.A., Florida State University*

*Brianna Evans, B.A., Florida State University*

**Group Member Fidelity and Engagement Among Latinx Youth in a School Based Intervention for Depression**

*Paulina Paredes Cienega, M.A., DePaul University*

*Antonio Polo, Ph.D., DePaul University*

**Caregiver-child Relationship, Trauma Symptoms, and Resilience in Latinx Youth Involved in the Child Welfare Systems**

*Thania Galvan, Ph.D., University of Georgia*

*Amanda Perozo-Garcia, B.A., University of Georgia*

Earn 1.5 continuing education credits

Liberty B, Level 3, Marriott Downtown

Symposium 10

# Broadening the Reach of Passive Sensing: Insights and Lessons Learned from Clinical Researchers

CHAIR:

*Claire Hotchkin, B.A.*, Massachusetts General Hospital

DISCUSSANT:

*Nicholas C. Jacobson, Ph.D.*, Geisel School of Medicine,  
Dartmouth College

All level of familiarity with the material

Primary Category: Technology/Digital Health

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

## Examining Modulators of the Association Between Worry and Neurocognitive Function: A Focus on Dopamine and Estradiol

*Courtney C. Louis, M.A.*, Massachusetts General Hospital

*Jason Moser, Ph.D.*, Michigan State University

## Using Passive Sensing to Isolate a Biosignature for Craving Among Individuals in Early Alcohol Use Disorder Recovery

*Sara Mei, B.S.*, Colorado State University

*David Eddie, Ph.D.*, Harvard Medical School

*Noah N. Emery, Ph.D.*, Colorado State University

## Using Continuous Glucose Monitoring and Machine Learning to Passively Detect Naturalistic Binge Eating and Vomiting Among Adults with Binge-spectrum Eating Disorders: A Preliminary Investigation

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

*Elizabeth Velkoff, Ph.D.*, Drexel University

*Devyn Riddle, B.A.*, Drexel University

*Jianyi Liu, M.A.*, Drexel University

*Fengqing Zhang, Ph.D.*, Drexel University

*Adrienne Juarascio, Ph.D.*, Drexel University



**Sleep, Pain, and Psychopathology in Chronic Back Pain Patients: Insights from Consumer Wearables**

*Madelyn Frumkin, Ph.D.*, Massachusetts General Hospital

*Jacob Greenberg, M.D.*, Washington University School of Medicine

*Jingwen Zhang, M.S.*, Washington University in St. Louis

*Ziqi Xu, B.A.*, Washington University in St. Louis

*Saad Javeed, M.D.*, Washington University School of Medicine

*Justin Zhang, M.D.*, University of Utah

*Kathleen Botterbush, B.S.*, St. Louis University

*Braeden Benedict, M.S.*, Washington University School of Medicine

*Wilson Ray, M.D.*, Washington University School of Medicine

*Chenyang Lu, Ph.D.*, Washington University in St. Louis

*Thomas Rodebaugh, PhD*, University of North Carolina at Chapel Hill

Earn 1.5 continuing education credits

Regency Ballroom A, Second Floor Mezzanine, Loews Hotel

Symposium 11

# Considerations for Decreasing Mental Health Disparities and Police Violence Toward Black Individuals with Serious Mental Illness

CHAIR:

*Denise S. Chung-Zou, B.S., University of Miami*

DISCUSSANT:

*David Penn, Ph.D., University of North Carolina at  
Chapel Hill*

Basic to moderate level of familiarity with the material

Primary Category: Schizophrenia / Psychotic Disorders

Key Words: *African Americans / Black Americans, Severe Mental Illness, Culture*

## **Understanding the Treatment Needs of Black Americans Receiving Coordinated Specialty Care**

*Arundati Nagendra, Ph.D., Schizophrenia & Psychosis Action Alliance*

*Maia Crumbie, M.A., University of Maryland, Baltimore County*

## **A Qualitative Exploration of Concerns Experienced by Black Individuals When Considering Emergency Psychiatric Services**

*Olivia Altamirano, Ph.D., Stanford University*

*Amy G. Weisman de Mamani, Ph.D., University of Miami*

**Police Opinions Regarding Escalation and De-escalation Tactics and How to Improve Police Officer Behavior When Interacting with a Black Man Experiencing a Mental Health Crisis**

*Denise S. Chung-Zou, B.S., University of Miami*

*Merranda Marie McLaughlin, M.S., University of Miami*

*Salman S. Ahmad, M.S., University of Miami*

*Genesis Saenz Escalante, B.A., University of Miami*

*Amy G. Weisman de Mamani, Ph.D., University of Miami*

**An Examination of Factors Associated with Police Stigma Towards Black Individuals with Serious Mental Illness:**

*Amy G. Weisman de Mamani, Ph.D., University of Miami*

*Salman S. Ahmad, M.S., University of Miami*

*Denise S. Chung-Zou, B.S., University of Miami*

*Merranda Marie McLaughlin, M.S., University of Miami*

*Genesis Saenz Escalante, B.A., University of Miami*

Earn 1.5 continuing education credits

Regency Ballroom B, Second Floor Mezzanine, Loews Hotel

Symposium 12

# Breaking Barriers, Bridging Gaps: Addressing Issues with Understanding, Treating, and Accessing Care for PTSD

CHAIR:

*Jesse P. McCann, M.S., University of Kentucky*

DISCUSSANT:

*Sheila Rauch, ABPP, Ph.D., Emory University SOM/  
Atlanta VAMC*

Moderate level of familiarity with the material

Primary Category: Trauma and Stressor Related Disorders and Disasters

Key Words: *PTSD (Posttraumatic Stress Disorder), Diagnosis, Treatment*

## **Are We Gatekeeping Trauma? A Conceptual Model to Expand Criterion a for Invisible, Identity-based, and Systemic Traumas**

*Tanya C. Saraiya, Ph.D., Rutgers University*

*Alexandria Bauer, Ph.D., Rutgers University*

*Delisa Brown, Ph.D., Medical University of South Carolina*

*Amber Jarnecke, Ph.D., Medical University of South Carolina*

*Devin Banks, Ph.D., Washington University in St. Louis*

*Chantel Ebrahimi, M.A., The New School*

*Donte Bernard, Ph.D., University of Missouri-Columbia*

### **Reducing Suicide Risk in Patients with PTSD While Involving a Support Person**

*Lily Brown, Ph.D.*, University of Pennsylvania

*Marin M. Kautz, Ph.D.*, Perelman School of Medicine at the University of Pennsylvania

*Bridget Feler, B.A.*, University of Pennsylvania

*Ron Acierno, Ph.D.*, Other, University of Texas Health Science Center at Houston

*Edna B. Foa, Ph.D.*, Perelman School of Medicine at the University of Pennsylvania

*Ivan Miller, Ph.D.*, Brown University

*Sally Murphy, LCSW*, Medical University of South Carolina

*Jonna Vaughn, M.A.*, Research Clinician

### **The Impact of Discrimination on PTSD Treatment Preferences Among Minority Veterans**

*Vaughan Hooper, M.S.*, National Center for PTSD

*Nadia Malek, B.A.*, National Center for PTSD

*Eve A. Rosenfeld, Ph.D.*, National Center for PTSD

*Casey Straud, Psy.D.*, University of Texas Health Science Center at San Antonio

*Craig Rosen, Ph.D.*, National Center for PTSD, Dissemination and Training Division

*Carmen McLean, Ph.D.*, National Center for PTSD

### **Trauma Exposure, PTSD Symptoms, and Treatment Barriers Among Women on Probation and Parole with Histories of Opioid Use**

*Caitlyn O. Hood, Ph.D.*, University of Kentucky

*Abigayle R. Feather, B.S.*, University of Kentucky

*Emily Fenlon, M.S.*, University of Kentucky

*Mary Levi, M.S.*, University of Kentucky

*Abbey Loar*, University of Kentucky

*Ellie Quinkert, B.S.*, University of Kentucky

*Jesse P. McCann, M.S.*, University of Kentucky

*Tanya C. Saraiya, Ph.D.*, Rutgers University

*Jessica Burris, Ph.D.*, University of Kentucky

*Carrie Oser, Ph.D.*, University of Kentucky

*Shannon Sauer-Zavala, Ph.D.*, University of Kentucky

*Michele Staton, Ph.D.*, University of Kentucky

*Christal Badour, Ph.D.*, University of Kentucky

### **Using Community-partnered and Task-shifting Approaches to Improve Access to Trauma Treatment in the Caribbean: A Multi-cohort Study**

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

*Manuel Gutierrez Chavez, M.S.*, The University of Utah

*Kiran Kaur, M.S.*, University of Utah

*Brooke Franklin, B.S.*, The University of Utah

*Su-Anne R. Charlery White, Ph.D., MPH*, HERStoire Collective

Earn 1.5 continuing education credits

Regency Ballroom C1, Second Floor Mezzanine, Loews Hotel

Symposium 13

FRIDAY

# Harnessing Novel Quantitative, Technological, and Experimental Paradigms to Empower Investigations of Risk Factors Across the Anxiety and Obsessive Compulsive Spectrum

CHAIR:

*Hannah Levy, Ph.D., Anxiety Disorders Center, The  
Institute of Living*

DISCUSSANT:

*Kiara R. Timpano, Ph.D., University of Miami*

Advanced level of familiarity with the material

Primary Category: Adult - Anxiety

Key Words: *Statistics, Technology / Mobile Health, Neuroscience*

## Using Bayesian Hierarchical Drift Diffusion Modeling to Better Understand Difficulty Discarding in Hoarding Disorder

*Hannah Levy, Ph.D., Anxiety Disorders Center, The Institute of Living*

*Michael Stevens, Ph.D., Clinical Neuroscience and Development Laboratory at Olin  
Neuropsychiatry Research Center*

*David Tolin, ABPP, Ph.D., Anxiety Disorders Center, The Institute of Living*

**Using Stochastic Search Variable Selection (SSVS) to Identify Key Neural and Psychological Correlates of PTSD Symptoms in a Large Nonclinical Sample**

*Sierra A. Bainter, Ph.D., University of Miami*

*Zachary Goodman, M.A., University of Miami*

*Lauren Kupis, M.A., University of California, Los Angeles*

*Kiara R. Timpano, Ph.D., University of Miami*

*Lucina Uddin, Ph.D., University of California, Los Angeles*

**Using Geospatial Data Analysis to Examine Impacts of Neighborhood Disadvantage on Anxiety Symptoms During COVID-19**

*Lauren Milgram, B.A., University of Miami*

*Hannah Broos, M.S., University of Miami*

*Amelia Dev, M.S., University of Miami*

*Patrice G. Saab, Ph.D., University of Miami*

*Maria Llabre, PhD, University of Miami*

*Kiara R. Timpano, Ph.D., University of Miami*

**AI-based Automated Clutter Ratings to Enhance Hoarding Disorder Assessment**

*Jordana Muroff, Ph.D., LICSW, Boston University*

*Zhenghao Sun, BEng, Boston University Dept. of Electrical and Computer Engineering*

*Wangyi Chen, B.S., Boston University Dept. of Electrical and Computer Engineering*

*Janusz Konrad, Ph.D., Boston University Dept. of Electrical and Computer Engineering*

**Disturbing Standing Balance to Probe Anxiety-related Brain Activity in Children**

*Aiden Payne, Ph.D., Florida State University*

*N. Brad Schmidt, Ph.D., Florida State University*

*Alex Meyer, Ph.D., Santa Clara University*

*Greg Hajcak, Ph.D., Santa Clara University*

Earn 1.5 continuing education credits

Regency Ballroom C2, Second Floor Mezzanine, Loews Hotel

Symposium 14

FRIDAY

# Linking Contemporary Stressors of Adolescence and Young Adulthood to Emotional Health to Inform Cognitive-behavioral Targets for Prevention and Intervention

CHAIRS:

*Jennifer S. Silk, Ph.D.*, University of Pittsburgh  
*Stefanie L. Sequeira, Ph.D.*, University of Virginia

DISCUSSANT:

*Juan Carlos Gonzalez, Ph.D.*, University of California, San Francisco

Basic to moderate level of familiarity with the material

Primary Category: Child / Adolescent - Depression

Key Words: *Adolescents, Stress, Emotion*

## School-related Worries in the Day-to-day Lives of Teen Girls: Links to Positive Affect and Depressive Symptoms

*Jennifer S. Silk, Ph.D.*, University of Pittsburgh  
*Kirsten McKone, Ph.D.*, Hennepin Healthcare/University of Pittsburgh  
*Samantha Silk*, Kenyon College  
*Alexandra F. Petryczenko, B.S., B.A.*, University of Pittsburgh  
*Cecile Ladouceur, Ph.D.*, University of Pittsburgh



**Linking Social Media Experiences to Momentary Affect in Adolescence**

*Stefanie L. Sequeira, Ph.D., University of Virginia*

*Kirsten McKone, Ph.D., Hennepin Healthcare/University of Pittsburgh*

*Ella Diab, B.S., The Warren Alpert Medical School of Brown University*

*Jennifer Wolff, Ph.D., Alpert Medical School of Brown University*

*Jacqueline Nesi, Ph.D., Alpert Medical School of Brown University*

**Social Neural Systems and Emotional Responses to Everyday Social Threat Experiences Influence Suicidal Thoughts in High-risk Sexual and Gender Minority Young Adults**

*Tien Hong Stanley Seah, Ph.D., University of Pittsburgh School of Medicine*

*Kristen Eckstrand, M.D., Ph.D., University of Pittsburgh*

*Michele Bertocci, Ph.D., University of Pittsburgh*

*Helmet Karim, Ph.D., University of Pittsburgh*

*Carly Lenniger, B.A., University of Pittsburgh*

*Chloe Horter, B.A., University of Pittsburgh*

*Peter Franzen, Ph.D., University of Pittsburgh*

*Dana Rofey, Ph.D., University of Pittsburgh School of Medicine*

*Jennifer S. Silk, Ph.D., University of Pittsburgh*

*Erika Forbes, Ph.D., University of Pittsburgh*

**Measuring Climate Change Distress in Adolescents: A Validation Study**

*Kirsten McKone, Ph.D., Hennepin Healthcare/University of Pittsburgh*

*Anvi Joshi, University of Pittsburgh*

*Alexandra F. Petryczenko, B.S., B.A., University of Pittsburgh*

*Stefanie L. Sequeira, Ph.D., University of Virginia*

Earn 1.5 continuing education credits

Congress A, Fourth Floor, Loews Hotel

Symposium 15

FRIDAY

# Innovating on Memory Processes to Improve CBT: From the Lab to the Community

CHAIRS:

*Allison G. Harvey, Ph.D., University of California Berkeley*  
*Anne E. Milner, Ph.D., University of California, Berkeley*

DISCUSSANT:

*Edward Watkins, Ph.D., University of Exeter*

Basic level of familiarity with the material

Primary Category: Cognitive Science/ Cognitive Processes

Key Words: *Cognitive Processes, CBT, Treatment*

**Enhancing Memory for Therapy Content in PTSD: A Case Series Integrating Memory Support Strategies into Cognitive Processing Therapy**

*Joseph K. Carpenter, Ph.D., VA Boston / National Center for PTSD*

*Christopher McGrory, B.A., VA Boston / National Center for PTSD*

*Suzanne Pineles, Ph.D., VA Boston / National Center for PTSD*

*Mieke Verfaellie, Ph.D., VA Boston Healthcare System*

*Tara Galovski, Ph.D., VA National Center for PTSD, Boston University School of Medicine*

### **The Effects of Memory Support Strategies on Recall for Treatment Content in Individuals with and Without MCI**

*Anne E. Milner, Ph.D.*, University of California, Berkeley

*Crystal Woo, B.S.*, University of California, Berkeley

*Linyan Ge, M.S.*, University of California, Berkeley

*Sophia M. Oliver, B.A.*, University of California at Berkeley

*Garret G. Zieve, Ph.D.*, Oakland Cognitive Behavior Therapy Center

*Katrina Kuo*, University of California, Berkeley

*Kate Marcotullio*, University of California, Berkeley

*Joshua Varghese*, University of California, Berkeley

*Kiely Bol, None*, University of California, Berkeley

*Laurel D. Sarfan, Ph.D.*, University of California, Berkeley

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

### **Use and Effects of Therapist Memory Support Strategies in Cognitive Behavioral Therapy and Interpersonal Psychotherapy for Depression in Routine Clinical Practice**

*Sanne Bruijniks, Ph.D.*, University of Utrecht

### **The Influence of Affect and Stimulus Valence on Fear Extinction and Return of Fear**

*Hayley E. Fitzgerald, M.A.*, Boston University

*Scott Orr, Ph.D.*, Harvard Medical School

*M. Alexandra Kredlow, Ph.D.*, Tufts University

*Michael W. Otto, Ph.D.*, Boston University

### **Memory Matters: Neurocognitive Moderators of Cognitive Behavioral Therapy Outcomes**

*Rebecca E. Lubin, M.A.*, Boston University

*Jasper Smits, Ph.D.*, University of Texas at Austin

*Michael Telch, Ph.D.*, The university of Texas at Austin

*Marie-H. Monfils, Ph.D.*, The University of Texas at Austin

*Michael W. Otto, Ph.D.*, Boston University

Earn 1.5 continuing education credits

Congress B, Fourth Floor, Loews Hotel

Symposium 134

FRIDAY

# The Promise of Technological Advancements in Innovating Various Aspects of Healthcare Delivery

CHAIR:

*Soo Jeong Youn, Ph.D., Reliant Medical Group*

DISCUSSANT:

*Soo Jeong Youn, Ph.D., Reliant Medical Group*

Basic to moderate level of familiarity with the material

Primary Category: Technology/Digital Health

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

## Identifying Predictors of Engagement to a Brief Mindfulness Ecological Momentary Intervention for Generalized Anxiety Disorder Using Explainable Artificial Intelligence (AI)

*Nur Hani Zainal, M.S., Ph.D., National University of Singapore*

*Michelle G. Newman, B.S., M.A., Ph.D., The Pennsylvania State University*

## A Generative AI Application to Assess and Support Fidelity to Cognitive Processing Therapy

*Shannon Wiltsey Stirman, Ph.D., National Center for PTSD and Stanford University*

*Elizabeth Stade, Ph.D., Stanford University*

*Sohayla Elhousseini, B.A., University of Kentucky*

*Stefanie T. LoSavio, ABPP, University of Texas Health Science Center at San Antonio*

*Bailee Schuhmann, Ph.D., University of Texas Health Sciences Center for San Antonio*

*Shashanka Subrahmanya, M.S., Stanford University*

*Johannes Eichstaedt, Ph.D., Stanford University*

*Katherine Dondanville, ABPP, Psy.D., The University of Texas Health Science Center at San Antonio*

**Enhancing the Quality of Cognitive Behavioral Therapy in Community Mental Health Through Artificial Intelligence Generated Fidelity Feedback (Project AFFECT)**

*Torrey Creed, Ph.D.*, Perelman School of Medicine at the University of Pennsylvania

**Correlation of Machine Learning Derived Estimates of Treatment Mental Health Counseling Content with Patient Outcomes**

*Zac Imel, Ph.D.*, Lyssn.io

*Michael Tanana, Ph.D.*, Lyssn.io, Inc.

*Christina Soma, Ph.D.*, Lyssn.io, Inc.

*Thomas Hull, Ph.D.*, Talkspace

*Torrey Creed, Ph.D.*, Perelman School of Medicine at the University of Pennsylvania

*Sarah Stanco, M.A.*, Lyssn.io

*Theresa Moyers, Ph.D.*, University of New Mexico

**Development of Machine Learning Models to Identify and Match Treatment Recommendations**

*Keke Schuler, Ph.D.*, Reliant Medical Group

*Pratha Sah, Ph.D.*, Reliant Medical Group

*Brittany Jaso, Ph.D.*, Reliant Medical Group

*Mariesa Pennine, B.A.*, Reliant Medical Group

*Mara Eyllon, Ph.D.*, Reliant Medical Group

*Kankana Sengupta, Ph.D.*, Reliant Medical Group

*J. Ben Barnes, Ph.D.*, Reliant Medical Group

*Georgia Hoyler, B.S.*, United Health Group

*Samuel Nordberg, Ph.D.*, Reliant Medical Group

*Soo Jeong Youn, Ph.D.*, Reliant Medical Group

Earn 1.5 continuing education credits  
305/306, Level 3, Downtown Marriott

Clinical Round Table 1

# New Developments in CBT: How Do Clinicians Decide What to Choose and When?

MODERATORS:

Joy Shen, M.A., Ferkauf Graduate School of Psychology; Cognitive and Behavioral Consultants

Rachel Fried, M.A., Ferkauf Graduate School of Psychology

PANELISTS:

Lata McGinn, Ph.D., Yeshiva University-Ferkauf Graduate School of Psychology/CBC

Alicia Mewet, Ph.D., Southern Methodist University

Michelle G. Newman, B.S., M.A., Ph.D., The Pennsylvania State University

Sabine Wilhelm, Ph.D., Harvard Medical School

Primary Category: Treatment - CBT

Key Words: CBT, Transdiagnostic, Treatment Development

A vast number of rigorous experimental trials conducted over the last four to five decades have successfully demonstrated the efficacy of cognitive and behavioral therapies (CBT) in treating a wide range of psychological conditions. Studies using first- and second-generation treatments have accumulated the great amount of evidence with third generation treatments advancing over the last few decades. These treatments are also successful when administered to patients in routine clinical settings using the classical approach of using idiographic analyses to conceptualize and treat a multitude of presenting concerns. CBT can be effectively delivered to individuals, groups, couples, couples, parents, and families across all ages and across a wide range of settings such as medical centers, universities, schools, private practices, community clinics, agencies, businesses, residences forensic, in field settings, and via telehealth. Innovations continue to enhance and extend outcomes for those who do not respond, do not respond sufficiently, or those who relapse, and those who historically lack access and/or are unwilling or unable to seek treatment. Several recent trends hold great promise to enhance the effectiveness of CBT including greater integration with motivational interviewing, cognitive neuroscience, strengths-based and biological approaches. Unified theoretical models and transdiagnostic approaches have become popular over the years to understand and address the complex needs of individuals who typically present with more than one condition and who may not respond as well to approaches intended for single symptom presentations. The study of mechanisms of treatment and different dosages to augment effects has made steady progress over the years. Prevention interventions are making tremendous gains to arrest, delay and reduce the incidence of illnesses. Finally, cutting-edge technological approaches, including telehealth medicine, online CBT, app-based treatments, virtual reality, and more, are also at the forefront to enhance gains. The four panelists will discuss these new developments in CBT and discuss when and what to use among the dizzying array of options available to clinicians today in treating patients.

Earn 1.5 continuing education credits

309/310, Level 3, Downtown Marriott

## Clinical Round Table 2

# Cognitive Therapy for Depression: Myths and Misconceptions

FRIDAY

### MODERATOR:

*Steven D. Hollon, Ph.D., Vanderbilt University*

### PANELISTS:

*Robert J. DeRubeis, Ph.D., University of Pennsylvania*

*John Rush, M.D., NUS Singapore*

*Brian F. Shaw, Ph.D., Continticare Corporation*

*David M. Clark, D.Phil., Oxford University*

Primary Category: Treatment - CBT

Key Words: *Cognitive Therapy, Depression, Evidence-Based Practice*

In the half century since the classic treatment manual *Cognitive Therapy of Depression* was first published in 1979, much has changed in our understanding of depression: it is far more prevalent than previously recognized and may represent an adaptation that evolved to serve a function. Cognitive therapy has itself evolved to address these new perspectives and has expanded to facilitate the treatment of a broader range of patients across a more diverse array of settings than its earlier incarnation. In our 2024 revision of the original manual, we address the myths and misconceptions regarding the use of cognitive therapy in the treatment of depression and provide an overview of the major ways in which the approach has evolved to address these concerns. Myth #1: Cognitive therapy de-emphasizes affect: We consider affect to be “the royal road to the cognition”. Myth #2: Cognitive therapy ignores behaviors: The most powerful way to change beliefs is to encourage patients to use their own behaviors to test the accuracy of their beliefs. Myth #3: Cognitive therapy has no lasting effect: Cognitive therapy has an enduring effect that cuts risk for subsequent relapse or recurrence by half. Myth #4: Cognitive therapy does not teach lasting skills: Skill acquisition appears to underly cognitive therapy’s long-term enduring effects. Myth #5: Cognitive therapy is too simplistic to treat patients with complicated comorbidities: Cognitive therapy has evolved to incorporate childhood antecedents and the therapeutic relationship in the treatment of such patients,

including those with underlying personality disorders (the biggest evolution in the nature of the treatment). Myth #6: Cognitive therapy only works with unipolar patients: It can be a useful adjunct with bipolar patients. Myth #7: Combined treatment retains the advantages of both cognitive therapy and medications: Adding medications may interfere with cognitive therapy's enduring effect. Myth #8: Cognitive therapy can only be delivered by trained professionals face-to-face: It can be delivered by lay counselors using remote or digital formats. We plan to encourage audience participation to address these and other myths regarding use of cognitive therapy in the treatment of depression.



ticket

Earn 3 continuing education credits

408/409, Level 4, Downtown Marriott

Workshop 1

# A Practical Introduction to Acceptance and Commitment Therapy for Moral Injury (ACT-MI): Exploring Meaning While Experiencing Moral Pain

FRIDAY

*Lauren M. Borges, Ph.D.*, Rocky Mountain MIRECC

*Jacob Farnsworth, Ph.D.*, Rocky Mountain Regional VA Medical Center

*Sean M. Barnes, Ph.D.*, Rocky Mountain MIRECC; University of Colorado School of Medicine Anschutz Medical Campus, Department of Psychiatry

*Robyn D. Walser, Ph.D.*, National Center for PTSD

All level of familiarity with the material

Primary Category: Treatment - Mindfulness & Acceptance

Key Words: *ACT (Acceptance & Commitment Therapy), Trauma, Evidence-Based Practice*

Increasing evidence suggests exposure to potentially morally injurious events (PMIE's) impacts individuals from a variety of communities, like warzone Veterans, healthcare workers, and survivors of racial trauma (Borges et al., 2021; Currier et al., 2019; Fulton et al., 2023). PMIEs often prompt moral pain including painful moral emotions (e.g., guilt, shame, contempt, anger, disgust), cognitions (e.g., self or other blaming thoughts), and urges (e.g., to hide, self-medicate, suicidal behavior). Moral injury results when attempts to avoid or control moral pain significantly interfere with an individual's personal, communal, and spiritual functioning. Given the prevalence of PMIE exposure, competence in working with moral injury is essential to facilitating client advocacy and building communities of recovery for impacted groups. Through this workshop we will provide introductory training in Acceptance and Commitment Therapy for Moral Injury (ACT-MI; Borges et al., 2022; Farnsworth et al., 2017), an innovative group/individual intervention developed through iterative participant feedback. Results from a randomized controlled pilot trial (N = 74 participants) will be presented, including qualitative interview data. Examples of participant feedback about ACT-MI include, "now I can say I did this [of the MIE], I lived

through it, and now it's time to get on with what I care about. I haven't had that feeling...I don't believe ever" and "I can live life again. I can go outside. I can spend time with my kids. I can be a better mom. I thank God every day that I got to be a part of this." Workshop participants will be introduced to case conceptualizing in ACT-MI. Presenters will demonstrate strategies designed to support clients and therapists in flexibly interacting with moral pain. The workshop will conclude with an experiential exercise focused on building functional recovery, helping attendees to assist clients in opening to moral pain in the service of values-based living.

#### Outline:

- Describe how to conceptualize moral injury from a functional contextual perspective.
- Apply procedures from ACT-MI (e.g., contacting an observer you who can see but not be one's experiences) to cultivate flexibility in responding to moral pain.
- Support clients in connecting with the present moment and practice holding moral pain without being consumed by it.
- Define the relationship between moral pain and values as two sides of the same coin.
- Explain how to guide clients in building patterns of behavior informed by their values even in the presence of moral pain.

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

- Describe how to conceptualize moral injury using principles from ACT-MI.
- Apply procedures from ACT-MI to cultivate flexibility in responding to moral pain.
- Support clients in building present moment awareness and the ability to hold moral pain without becoming consumed by it.
- Define the relationship between moral pain and values as two sides of the same coin.
- Explain how to guide clients in building patterns of behavior informed by their values.

**Recommended Readings:** Borges, L. M., Barnes, S. M., Farnsworth, J. K., Drescher, K. D., & Walser, R. D. (2022). Case conceptualizing in Acceptance and Commitment Therapy for Moral Injury (ACT-MI): An active and ongoing approach to understanding and intervening on moral injury. *Frontiers in Psychiatry*, 13, 1-14. doi:10.3389/fpsy.2022.910414

Borges, L. M. (2019). A Service Member's experience of Acceptance and Commitment Therapy for Moral Injury (ACT-MI): "Learning to accept my pain and injury by reconnecting with my values and starting to live a meaningful life." *Journal of Contextual Behavioral Science*, 13, 134-140. doi:10.1016/j.jcbs.2019.08.002

Farnsworth, J. K., Drescher, K. D., Evans, W., & Walser, R. D. (2017). A functional approach to understanding and treating military-related moral injury. *Journal of Contextual Behavioral Science*, 6(4), 391-397. <https://doi.org/10.1016/j.jcbs.2017.07.003>

Borges, L. M., Holliday, R., Barnes, S. M., Bahraini, N. H., Kinney, A. R., Forster, J. E., & Brenner, L. A. (2021). A longitudinal analysis of the role of potentially morally injurious events on COVID-19 related psychosocial functioning among healthcare providers. *PLOS ONE*. doi: 10.1371/journal.pone.0260033

Litz, B. T., Plouffe, R. A., Nazarov, A., Murphy, D., Phelps, A., Coady, A., Houle, S. A., Dell, L., Frankfurt, S., Zerach, G., Levi-Belz, Y., & the Moral Injury Outcome Scale Consortium. (2022). Defining and assessing the syndrome of moral injury: Initial findings of the Moral Injury Outcome Scale Consortium. *Frontiers in Psychiatry*, 12, 923928. <https://doi.org/10.3389/fpsy.2022.923928>

ticket

Earn 3 continuing education credits

411/412, Level 4, Downtown Marriott

Workshop 3

# **CANCELLED: Cultural Healing in Schools: A Flexible Therapeutic Approach for Helping Youth of Color Navigate Cultural Stressors**

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

*Donte Bernard, Ph.D., University of Missouri-Columbia*

*Erica Muñoz-Gonzalez, LMSW, The Brearley School*

Moderate level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Race, School, Treatment/ Program Design*

Race-based Stress (RBS) continues to be a social, emotional, and cognitive stressor that many youth of color must navigate in their daily lives. This workshop introduces a therapeutic framework that can be used to flexibly and creatively design programming that teaches skills to help expand youth's racial coping self-efficacy. This presentation will draw from the Racial, Ethnic, and Cultural Healing Unifying Principles (REACH UP; DeLapp & Gallo, 2022) model to provide tangible guidelines on how to support youth in noticing the interpersonal and systemic manifestations of RBS within their school and broader communities. Workshop attendees will also learn how to help youth explore the momentary and lasting impacts of RBS via discussions about Emotional Stress (the intense and uncomfortable emotional responses caused by RBS), Identity Stress (the ways RBS can impact one's sense of self-love, self-confidence, and cultural pride), and Agency Stress (the ways RBS impacts one's ability to correct, improve, or change racially stressful situations). Through didactic and hands-on exercises, this presentation will showcase engaging and experiential adaptations of evidenced-based interventions to help youth expand their racial coping self-efficacy. Excitedly, this workshop features the creator of the REACH UP model who serves youth of color within a private practice setting, a researcher who has partnered with the model's creator to establish its evidence-base within school settings, and a school social worker who partnered with the creator to learn how to deliver this programming in their school setting. And, in line with this year's conference mission, this workshop will provide guidelines on how clinicians can partner with community stakeholders to create programming informed by the REACH UP model. Specifically, present-

FRIDAY

ers will discuss options for establishing and maintaining relationships with community stakeholders, adapting therapeutic interventions for community-based implementation, and approaches for training community stakeholders to deliver therapeutic interventions in community settings.

**Outline:**

- Introductions & Agenda Review (8:30-8:45a)
- What is Cultural Stress? (8:45-9:15a)
- Why is Cultural Healing needed in school settings? (9:15-9:45a)
- Break (9:45-10a)
- Introduction to the REACH UP model (10a-10:45a)
- Considerations for incorporating REACH UP model in school settings (10:45-11:15a)
- Wrap Up and Q&A (11:15-11:30a)

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

- Assess and conceptualize racial coping self-efficacy when working with youth of color.
- Assess and conceptualize the impacts of RBS on youth of color.
- Flexibly incorporate evidenced-based interventions within treatment plans to improve youth's racial coping self-efficacy.
- Formulate a working plan for establishing and maintaining community partnerships.
- Brainstorm options for disseminating clinical services within community settings.

**Recommended Readings:** Anderson, R. E., & Stevenson, H. C. (2019). RECASTing racial stress and trauma: Theorizing the healing potential of racial socialization in families. *American Psychologist*, 74(1), 63-75. Bernard, D. L. (2023). Toward a socioecological model of training and mentoring to reduce disparities in mental health service use among Black youths. *American Journal of Public Health*, 113(S2), S133-S135. DeLapp, R. C., & Gallo, L. (2022). A Flexible Treatment Planning Model for Racism-Related Stress in Adolescents and Young Adults. *Journal of Health Service Psychology*, 1-13. Malone, C. M., Wycoff, K., & Turner, E. A. (2020). Applying a MTSS framework to address racism and promote mental health for racial/ethnic minoritized youth. *Psychology in the Schools*, 59(12), 2438-2452. Williams, M. T., Holmes, S., Zare, M., Haeny, A., & Faber, S. (2022). An evidence-based approach for treating stress and trauma due to racism. *Cognitive and Behavioral Practice*.

ticket

Earn 3 continuing education credits

414/415, Level 4, Downtown Marriott

Workshop 5

# Exposure Therapy in the Treatment of Eating Disorders

Rachel M. Butler, Ph.D., Transylvania University

Danielle C. DeVille, Ph.D., Children's Mercy Hospital Kansas City

Basic to Moderate level of familiarity with the material

Primary Category: Eating Disorders

Key Words: *Exposure, Fear, Eating*

Eating disorders (EDs) are associated with profound medical consequences, substantial caregiver burden, and high mortality rates. Unfortunately, treatment outcomes from current evidence-based approaches are notoriously poor, with only 30-50% of patients achieving remission (Atwood & Friedman; Kaidesoja et al., 2022). In order to optimize treatment outcomes for EDs, new approaches must address core maintaining mechanisms. Emerging theory and research suggest that fear is a central maintaining factor in EDs, which drives disordered eating behaviors (Murray et al., 2018; Schaumberg et al., 2021). For example, fear of weight gain may lead to food avoidance, overexercise, or purging to prevent feared outcomes from materializing (Schaumberg et al., 2021). Although there is variability among individuals, common core fears experienced by those with EDs are transdiagnostic and include fears related to one's body shape and weight, food, judgment by others, and loss of control (Butler et al., 2023). Conceptualization of EDs as fear-based disorders calls for the translation of exposure therapy to EDs (Butler & Heimberg 2020; Schaumberg et al., 2021). Despite the promising status of the literature, few clinicians currently use exposure therapy in practice with EDs (Waller et al., 2012, 2016). The current workshop seeks to bridge the gap between research and practice by teaching clinicians how to effectively apply exposure therapy with clients with EDs. The workshop will describe the theoretical and empirical rationale for using exposure therapy in ED treatment and provide training in evidence-based approaches to exposure therapy for EDs, including exposure to feared foods, body image exposures, imaginal exposures, and interoceptive exposures. Experiential methods will also be employed, including demonstrations, role play, and a clinical exercise applying exposure therapy with an ED case example. The workshop will conclude with a discussion of common challenges and methods to optimize exposure therapy outcomes (e.g., using inhibitory learning strategies; Craske et al., 2014). Attendees will have opportunities to discuss and receive feedback on cases.

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**Outline:**

- Introduction to exposure therapy
- Rationale for application of exposure therapy to eating disorder treatment
- Approaches to exposure therapy for eating disorders
- Feared food exposure
- Imaginal exposure
- Body image exposures
- Interoceptive exposures
- Designing and implementing a course of exposure therapy with a patient
- Common difficulties when using exposure therapy in the treatment of eating disorders

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

- Describe the evidence for exposure therapy in the treatment of eating disorders.
- Explain the rationale for exposure therapy to a client with an eating disorder.
- Use in vivo (e.g., feared food exposures, body image exposures), interoceptive, and imaginal approaches to exposure therapy for eating disorders.
- Apply exposure-based approaches to a case example with an eating disorder.
- Identify and problem-solve common difficulties in using exposure therapy for eating disorders.

**Recommended Readings:** Becker, C. B., Farrell, N. R., & Waller, G. (2019). Exposure therapy for eating disorders. In J.A. Smits et al., *Clinical Guide to Exposure Therapy (277-297)*. Oxford University Press. Butler, R. M., & Heimberg, R. G. (2020). Exposure therapy for eating disorders: A systematic review. *Clinical Psychology Review, 78*, 101851. Griffen, T. C., Naumann, E., & Hildebrandt, T. (2018). Mirror exposure therapy for body image disturbances and eating disorders: A review. *Clinical Psychology Review, 65*, 163-174. Schaumberg, K., Reilly, E. E., Gorrell, S., Levinson, C. A., Farrell, N. R., Brown, T. A., ... & Anderson, L. M. (2021). Conceptualizing eating disorder psychopathology using an anxiety disorders framework: Evidence and implications for exposure-based clinical research. *Clinical Psychology Review, 83*, 101952. Reilly, E. E., Anderson, L. M., Gorrell, S., Schaumberg, K., & Anderson, D. A. (2017). Expanding exposure-based interventions for eating disorders. *International Journal of Eating Disorders, 50*(10), 1137-1141.

ticket

Earn 2 continuing education credits

308, Level 3, Downtown Marriott

Master Clinician Seminar 1

# Managing Therapy Interfering Behavior in DBT and Beyond

Esme A L Shaller, Ph.D., UC San Francisco

Basic level of familiarity with the material

Primary Category: Treatment - Mindfulness & Acceptance

Key Words: *DBT (Dialectical Behavior Therapy), Change Process / Mechanisms, Therapeutic Alliance*

Dialectical Behavior Therapy (DBT) has helped to bring many tools into the mainstream of behavior therapy, including mindfulness, strategic self-disclosure, and dialectical thinking. One of the most useful DBT concepts can be applied regardless of whether one is implementing comprehensive DBT: the direct labeling and addressing of “therapy interfering behavior,” or TIB. Because TIB is so common, our definition is also broad. TIB is any behavior on the part of either the clinician or the client that gets in the way of DBT’s central goal—that the therapist and client continue to work together (Linehan, 1993). TIB can also reduce the overall effectiveness of the work of a client and therapist, even when both remain committed to the treatment. TIB can be purposeful—vindictive, even!—and also entirely unintentional. Regardless of intent, TIB can wreak havoc on an otherwise solid treatment plan! As evidenced by the title, this talk is grounded in dialectical behavior therapy (DBT). Yet every client and every therapist will engage in TIB from time to time. Over many years I have taught trainees from a variety of professional backgrounds and therapeutic orientations how to systematically and non-judgmentally address and target TIB in all of their clients, regardless of the treatment plan. Some were working with clients in DBT, but many others were doing short-term stabilization on an inpatient unit, monthly medication management, cognitive behavioral therapy, or even other forms of psychotherapy. The tools and principles in this talk should enhance any clinician’s ability to have frank conversations with their clients about what might be getting in the way of their most effective work together. In this two hour workshop, you will learn: How to orient a client to the concepts of TIB and how to elicit their help in managing them How to assess TIB with a new client and throughout the course of treatment How to effectively address TIB in the client How to effectively address TIB in yourself Didactic portions will be broken up by live role plays and experiential practice in assessing and addressing TIB. Clinicians should come away confident in their abilities to address common TIBs such as lateness, not doing homework, avoidance in session, “yes-butting,” “I don’t know,” and many more!

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

- Define “therapy interfering behavior” and identify three reasons to address it effectively with clients.
- Be able to effectively orient a client to the idea of addressing both client and therapist therapy interfering behavior.
- Describe three therapist skills needed to effectively address therapy interfering behavior.
- Describe three steps to effectively address therapy interfering behavior in session.
- Differentiate between times when it would be effective to directly address therapy interfering behavior versus when it would be best to use extinction procedures.

**Recommended Readings:** Linehan, M. M. (1993). Skills training manual for treating borderline personality disorder. Guilford press. Miller, A. L., Rathus, J. H., & Linehan, M. M. (2006). Dialectical behavior therapy with suicidal adolescents. Guilford Press. Koerner, K. (2011) Doing Dialectical Behavior Therapy: A Practical Guide. Guildford Press. Shaller, E.A.L. (Anticipated Publication October 2024). Therapy Interfering Behavior in Dialectical Behavior Therapy. Guilford. Allen, D. M. (1997). Techniques for reducing therapy-interfering behavior in patients with borderline personality disorder: Similarities in four diverse treatment paradigms. Journal of Psychotherapy Practice & Research, 6(1), 25-35.

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8:30 a.m. – 10:00 a.m.

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networking 

**307, Level 3, Downtown Marriott**

## **Behavioral Medicine and Integrated Primary Care SIG**

AGENDA - Review of SIG rationale/mission - Review of past year’s accomplishments  
 - Introduction of new SIG officers - Discussion on upcoming SIG elections - Award presentations - Discussion of use of SIG funds - Training/employment position announcements  
 - Planning for 2025 convention



**Liberty A, Level 3, Downtown Marriott**

## **Internship Training Site Overview**

*Shona N. Vas, Ph.D., ABPP* University of Chicago Medicine

*Lauren M. Weinstock, Ph.D.,* Alpert Medical School of Brown University

*Karen Rowa, Ph.D.,* St. Joseph's Healthcare Hamilton

*Gina M. Belli, M.S.,* Northwestern University Feinberg School of Medicine

Primary Category: Professional / Interprofessional Issues

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](mailto:rlamb@abct.org). This session does not qualify for continuing education credit.

Earn 1.5 continuing education credits

Congress C, Fourth Floor, Loews

Panel Discussion 41

# Thinking Outside of the “therapy Box”: Disruptive Innovations for Supporting CBT Dissemination

MODERATORS:

*Kiki Fehling, Ph.D.*

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

PANELISTS:

*Jesse Finkelstein, Psy.D., Columbia University Medical Center*

*Seth J. Gillihan, Ph.D., Seth J. Gillihan, PhD, LLC*

*Brad J. Nakamura, PhD, University of Hawai’i, at Manoa*

*Simon A. Rego, ABPP, Psy.D., Montefiore Medical Center*

Primary Category: Dissemination & Implementation Science

Key Words: *Dissemination, Professional Development, Technology / Mobile Health*

We are in the midst of a mental health crisis in the US, with a lack of qualified therapists to provide treatments. There is a need for researchers and clinicians to think outside of the box to disseminate evidence-based therapies. “Disruptive Innovation” is a term from business for when a new company enters a field and provides a service with fewer resources, thereby creating change in the market (Friedberg et al., 2018). When successful, it simplifies services to increase access for consumers. “Non-therapy” psychotherapeutic interventions (e.g., bibliotherapy, brief skills-based videos, etc) can act as disruptive innovations, as they are simple, affordable, and able to positively impact mental health (e.g., Cuijpers et al., 2010; Rizvi et al., 2022; Marss, 1995). While individuals might not gain as much as they would from a full course of therapy, these innovative methods can provide psychoeducation and evidence-based techniques to people who do not necessarily require or cannot easily access traditional therapy. This panel will provide a forum for discussion of potential disruptive innovations to CBT, DBT, and evidence-based practices. Panelists include psychologists who have hosted podcasts, developed web-based resources for underserved communities, written self-help books, created card games, gone viral on TikTok, appeared on TV, worked with mental health apps, and more. Panelists include psychologists of diverse genders, races, and cultural identities who will discuss challenges in non-traditional dissemination, as well as how

their efforts have positively impacted their personal and professional lives. Data and analytic strategies for examining their work will be provided when possible. Attendees will gain a greater understanding of how psychologists can use disruptive innovations to challenge misinformation about EBTs and spread effective interventions to those who may not otherwise benefit from them due to lack of mental health literacy, access, cost, or stigma. Attendees will learn about how these non-traditional dissemination strategies pose a unique opportunity to open doors to engage marginalized and underserved communities.

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9:00 a.m. – 10:30 a.m.

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networking

413, Level 4, Downtown Marriott

## Climate Change and Mental Health SIG

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10:00 AM – 11:00 AM

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Earn 1 continuing education credit

Liberty C, Level 3, Downtown Marriott

### Symposium 16

# Challenges and Possibilities in Balancing Community-engaged Partnerships in Mental Health Research

#### CHAIRS:

*Jordan Foster, M.S., Yale University*

*Ali Giusto, Ph.D., Florida International University*

#### DISCUSSANT:

*Savannah Johnson, M.A., Duke University*

Basic to moderate level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Community-Based, Implementation, Stakeholder Relevant*

#### **Integrating Clinical Psychological Science with Community-engaged Methods to Inform the Design of the North Point Children's Wellness Center**

*Jordan Foster, M.S., Yale University*

*H. R. Hodges, B.A., University of Minnesota*

*Emily Cohodes, M.S., M.Phil., Yale University*

*Mirelle Phillips, B.A., Studio Elsewhere*

*Erik Anderson, B.A., Studio Elsewhere*

*Bunmi Fagbenro, B.A., Studio Elsewhere*

*Mischa Kuma, B.A., Studio Elsewhere*

*Dylan Gee, Ph.D., Yale University*

**Balancing Partnerships in Global Community-engaged Research: Periodic Reflection in a Us-Kenya Partnered Community-engaged Clinical Trial**

*Ali Giusto, Ph.D.*, Florida International University

*Florence Jaguga, MChB, MMed Psych*, Moi Teaching and Referral Hospital

*Mercy Korir, B.A.*, Moi Teaching and Referral Hospital

*Dan Aburi, M.A.*, Moi Teaching and Referral Hospital

*Michaela Gr, B.A.*, New York University

**“A Problem Shared Is a Problem solved:” Lay Counselor Perspectives on the Participatory Research Process**

*Noah Triplett, M.S.*, Yale School of Medicine

*Sharon Kiche, MPH*, University of Washington

*Enoch Sackey, Ph.D.*, University of Washington

*Anne Mbwayo, Ph.D.*, University of Nairobi

*Cyrilla Amanya, M.S.*, Ace Africa Kenya

*Shannon Dorsey, Ph.D.*, University of Washington

**Engaging Community Partners in the Tailoring of a Brief, Evidenced-based Intervention**

*Bernadine Y. Waller, Ph.D., Other*, Columbia University Medical Center

*Chiamaka Chide, MHC Candidate*, Teachers College, Columbia University

*Michelle Ridley, LMSW, Ph.D. Candidate*, Kansas University School of Social Welfare

*Temiloluwa Adeyemo, B.S.*, Stanford University

Earn 1 continuing education credit

Grand Ballroom A, Level 5, Downtown Marriott

Symposium 17

# Tutorials in Leveraging Technology for Clinical Assessment and Intervention

CHAIRS:

*Lauren M. Henry, Ph.D.*, National Institute of Mental Health

*Zoë E. Laky, M.A.*, American University/National Institute of Mental Health

DISCUSSANT:

*Bethany Teachman, Ph.D.*, University of Virginia

All level of familiarity with the material

Primary Category: Technology/Digital Health

Key Words: *Technology / Mobile Health, Assessment, Treatment*

## Selecting an Ecological Momentary Assessment Platform: A Tutorial for Researchers and Clinicians

*Lauren M. Henry, Ph.D.*, National Institute of Mental Health

*Eleanor Hansen, B.A.*, National Institute of Mental Health

*Justin Chimoff, B.S.*, Boston Children's Hospital

*Kimberly Pokstis, B.S.*, Boston Children's Hospital

*Miryam Kiderman, Psy.D.*, NIMH

*Reut Naim, Ph.D.*, Tel Aviv University

*Joe Kossowsky, MMSc, Ph.D.*, Boston Children's Hospital

*Meghan E. Byrne, Ph.D.*, National Institute of Mental Health

*Silvia Lopez-Guzman, M.D., Ph.D.*, NIMH

*Katharina Kircanski, Ph.D.*, NIMH

*Daniel Pine, M.D.*, National Institute of Mental Health

*Melissa Brotman, Ph.D.*, Emotion and Development Branch, NIMH

**Leveraging Wearables in Clinical and Research Settings: Recommendations for Collection Platforms and Analytic Software**

*Lana R. Grasser, Ph.D., Wayne State University*

**A Framework for Leveraging Technology to Probe Mechanism: A Proof of Concept Exploring Inhibitory Control**

*Elise Cardinale, Ph.D., The Catholic University of America*

*Jennifer Meigs, B.A., The Catholic University of America*

*Simone Haller, Ph.D., NIMH*

*Kenny Fling, B.A., NIMH*

*Urmi Pandya, B.A., University of Washington*

*Olivia Seigal, B.A., Yale University*

*Anjali Poe, B.A., National Institute of Mental Health*

*Shannon Shaughnessy, B.A., University of Miami*

*Christian Zapp, B.A., Kaiser Permanente Bernard J Tyson School of Medicine*

*Jessica Bezek, B.A., University of Michigan*

*Kyunghun Lee, Ph.D., National Institute of Mental Health*

*Parmis Khosravi, Ph.D., National Institute of Mental Health*

*Lauren M. Henry, Ph.D., National Institute of Mental Health*

*Meghan E. Byrne, Ph.D., National Institute of Mental Health*

*Katharina Kircanski, Ph.D., NIMH*

*Ellen Leibenluft, Ph.D., National Institute of Mental Health (NIMH)*

*Reut Naim, Ph.D., Tel Aviv University*

*Daniel Pine, M.D., National Institute of Mental Health*

*Melissa Brotman, Ph.D., Emotion and Development Branch, NIMH*

**User-centered Design Methods for Digital Interventions: An Application to the Design of an Automated Messaging Intervention for Mental Health Self-management**

*Rachel Kornfield, Ph.D., Northwestern University Feinberg School of Medicine*

*Sarah A. Popowski, B.A., Northwestern University Feinberg School of Medicine*

*Theresa Nguyen, MSW, Mental Health America*

*David C. Mohr, Ph.D., Northwestern University Feinberg School of Medicine*

*Jonah Meyerhoff, Ph.D., Northwestern University*

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10:00 a.m. – 11:30 a.m.

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**305/306, Level 3, Downtown Marriott**

## **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, as well as an invited speaker on the topic of community-partnered research, and breakout discussions with faculty.

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10:00 a.m. – 11:30 a.m.

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**410, Level 4, Downtown Marriott**

## **Behavioral Sleep Medicine SIG**

Please join us at the Behavioral Sleep Medicine SIG meeting, where we will discuss planned events for the next conference, network, and present the winner of our student awards. All ABCT members are welcome.

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10:00 a.m. – 11:00 a.m.

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**Independence Ballroom, Level 3, Downtown Marriott**

## **Internship Meet and Greet**

Primary Category: Professional / Interprofessional Issues  
For description please see “Internship Training Site Overview” at 8:30 a.m.



## Realizing the Potential of Children's Mental Health Services in the 21st Century

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Friday, 10:00 a.m. – 11:00 a.m.

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**Earn 1 continuing education credit**

**Grand Ballroom G/H, Level 5, Downtown Marriott**

*Jennifer F. Havens, M.D.*, NYU Grossman School of Medicine

Primary Category: Health Care System / Public Policy

Key Words: *Evidenced-Based Practice, Public Health, Health Care System*

Dr Havens will review the growth in knowledge and evidenced based treatments in child and adolescent psychiatry over the last 30 years, as well as the challenges the field has experienced in integrating the effects of trauma exposure into current diagnostic and treatment formulation; will explicate the history of financing of behavioral health services and its impact on our current capacity to address the mental health needs of children and families and will review potential solutions for increasing access to mental health services for children and families, with emphasis on early intervention and enhanced secondary prevention strategies.

**Outline:**

1. Progress a. Growth of Knowledge
  - a. Development of Evidence -Based Practice
  - b. Diagnostic and Treatment Confusion in Traumatized Youth
2. Challenges
  - a. a. Steady increases in child and adolescent mental health burden
  - b. b. Failed business model for fiscal support of mental health services
3. Solutions
  - a. Transformation of perinatal care models to support healthy development
  - b. Investing in Child and Family Mental Health Services
  - c. Implementing Effective Secondary Prevention
  - d. Advocacy – A New York State Case Study

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

- Describe the growth in knowledge and evidenced based treatments in child and adolescent psychiatry over the last 30 years, as well as the challenges the field has experienced in integrating the effects of trauma exposure into current diagnostic and treatment formulation
- Appreciate the history of financing of behavioral health services and its impact on our current capacity to address the mental health needs of children and families

- List potential solutions for increasing access to mental health services for children and families, with emphasis on early intervention and enhanced secondary prevention strategies
- Long-term Goal: More systemic integration of trauma-informed care within child and family mental health services.
- Long-term Goal: More effective ambulatory mental health and wrap around services that reach children and families as early as possible.

**Recommended Readings:** Havens JF, Marr M, Hirsch E. Editorial: From Bipolar Disorder to DMDD: Challenges to Diagnostic and Treatment Specificity in Traumatized Youths. *Journal of American Academy of Child Adolescent Psychiatry*. 2021 Aug 4; S0890-8567(21)00485-8. doi:10.1016/j.jaac.2021.07.012. Kimberly Eaton Hoagwood, Ph.D., Shira Richards-Rachlin, B.S., Meaghan Baier, L.M.S.W., et al. Implementation Feasibility and Hidden Costs of Statewide Scaling of Evidence-Based Therapies for Children and Adolescents. *Psychiatric Services* 2024; 75:5, 461-469. McCord, M, Fierman A, Sisco S, Canfield C, et al. A Two-Generation, Early Childhood Advanced Primary Care Model. *American Academy of Pediatrics*, 2024 Mar 6:e2023062567. doi: 10.1542/peds.2023-062567

Earn 1.5 continuing education credits

Grand Ballroom B, Level 5, Downtown Marriott

Mini Workshop 2

# Cognitive Behavioral Therapy for Women with Anxiety During Pregnancy and the Postpartum

Sheryl M. Green, Ph.D., McMaster University and St. Joseph's Healthcare

Briar E. Inness, B.A., McMaster University

Melissa Furtado, MSC, McMaster University

Basic level of familiarity with the material

Primary Category: Women's Health

Key Words: *Perinatal, Anxiety, Treatment*

The perinatal period (pregnancy and up to 12 months postpartum) is associated with tremendous biological, psychological, and social change. Although the perinatal period is often a joyous time, many women experience increased distress. While heightened risk of mood disorders during the perinatal period is well-known, recent evidence suggests that anxiety disorders are at least as prevalent, if not more so, than mood disorders (Fawcett et al., 2019) and are similarly distressing and incapacitating, making effective treatment critical. Psychotropic medications can effectively treat anxiety symptoms but many women cannot, or choose not to, take medication during pregnancy or while breastfeeding. Cognitive behavior therapy (CBT) is an empirically-supported psychological treatment for anxiety disorders but has received little attention in the context of perinatal anxiety. To this end, we developed a 6-session CBT protocol for pregnant and postpartum women with primary anxiety difficulties, with or without comorbid depression (Green et al., 2019). This CBT intervention led to large reductions in primary anxiety, and secondary worry and depression symptoms, in addition to being well-received by patients (Green et al., 2020). In this mini-workshop, participants will learn specific cognitive and behavioral strategies to target anxiety and co-occurring depression symptoms that are tailored to meet the unique needs of women during the perinatal period. As consumer demand increases for non-medical interventions, this treatment may not only be preferred by some but necessary for others when pharmacological interventions are not a viable option given potential risks or side effects to women and their babies.

**Outline:**

- Review current research on the prevalence, risk factors, and impact of anxiety during the perinatal period on mothers and their infants.
- Review common anxiety disorders during the perinatal period and their clinical features. Discuss best practice guidelines for treating anxiety during the perinatal period and review pharmacological and non-pharmacological treatment options.
- Introduction to cognitive behavior therapy that is tailored to meet the unique needs of women with anxiety during the perinatal period.
- Review session by session cognitive and behavioural strategies for the treatment of anxiety during the perinatal period using case examples.

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

- Identify risk factors, common clinical presentations, and impact of perinatal anxiety on mothers and their infants.
- Describe current treatment options and considerations when working with individuals with anxiety during the perinatal period.
- Tailor cognitive and behavioral strategies to target anxiety during the perinatal period and co-occurring depression.
- Long-term Goal: Apply workshop information to better detect and treat anxiety during the perinatal period in clinical settings.

**Recommended Readings:** Fawcett, E. J., Fairbrother, N., Cox, M. L. White, I. R., & Fawcett, J. M. (2019). The prevalence of anxiety disorders during pregnancy and the postpartum period: A multivariate Bayesian meta-analysis. *Journal of Clinical Psychiatry*, 23, 80, <https://doi.org/10.4088/JCP.18r12527>Green, S. M., Donegan, E., Agako, A., McCabe, R. E. Streiner, D., & Frey, B. N. (2020). Cognitive behavioral therapy for perinatal anxiety: A randomized controlled trial. *Australian and New Zealand Journal of Psychiatry*. <https://doi.org/10.1177/0004867419898528>Clinkscapes, N., Golds, L., Berlouis, K., & MacBeth, A. (2023). The effectiveness of psychological interventions for anxiety in the perinatal period: A systematic review and meta-analysis. *Psychology and Psychotherapy, Theory Research and Practice* <https://doi.org/10.1111/papt.12441>.

Earn 1.5 continuing education credits

Grand Ballroom C, Level 5, Downtown Marriott

Mini Workshop 6

# Helping People Facing Life-threatening Disease to Thrive Through ACT: A Community-informed Approach

Joanna J. Arch, Ph.D., University of Colorado Boulder

All level of familiarity with the material

Primary Category: Health Psychology / Behavioral Medicine - Adult

Key Words: *ACT (Acceptance & Commitment Therapy), Behavioral Medicine, Community-Based*

Tens of millions of people worldwide live in the shadow of life-threatening diseases such as cancer. Their future looms uncertain. Treatment side effects and disease symptoms can cause pain and discomfort, and threaten to diminish their ability to work or care for others. Consequently, a substantial number of adults diagnosed with life-threatening disease report clinically significant anxiety, depression, and broader distress. Many practitioners lack specific training to help them. This mini-workshop provides a foundation for clinicians and researchers in how to conceptualize and address psychological suffering in the context of life-threatening disease using acceptance and commitment therapy (ACT). Participants will be introduced to adaptation and applications of ACT in the context of serious disease. Reflecting with this year's conference theme, our ACT approach has been co-designed and refined in collaboration with patient and provider stakeholders in the community. Specifically, for the past 12 years, we have worked closely with providers and patients in community-based cancer care clinics throughout Colorado to adapt ACT to meet their needs, including the needs of distressed adults facing advanced cancer. The resulting approach draws on core, straightforward ACT principles, metaphors, and exercises to help distressed adults diagnosed with life-threatening disease to thrive in the face of an uncertain future and ongoing challenges. Our approach can be used to treat individuals or groups over one or more sessions, as befits community settings. Though most examples will be based on diverse individuals with cancer, examples from additional disease contexts will be offered as well, to support wider application. In this presentation, participants will be learn the basics of how to use ACT in the context of life-threatening; what these psychological challenges look like; numerous ways that community stakeholders have informed this approach; and how to troubleshoot obstacles that arise when using ACT in

these contexts. Consistent with our community-engaged approach, this mini-workshop will engage the audience through experiential exercises and discussion.

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

- Identify psychological challenges in the context of life-threatening disease.
- Identify ACT principles, metaphors, and exercises that can be used to address these challenges.
- Gain understanding and brief practice with key ACT metaphors and exercises in the context of life-threatening disease.
- Apply knowledge gained to troubleshoot common obstacles to using this approach.

**Recommended Readings:** Dindo, L., Van Liew, J. & Arch, J. J. (2017). Acceptance and Commitment Therapy: A transdiagnostic behavioral intervention for mental health and medical conditions. *Neurotherapeutics*, 14(3), 546-553. Arch, J.J., Mitchell, J.L., Genung, S.R., Judd, C.M., Andorsky, D.J., Bricker, J.B., & Stanton, A.L. (2021). Randomized trial of an Acceptance and Commitment Therapy intervention for anxious cancer survivors in community clinics: Outcomes and moderators. *Journal of Consulting and Clinical Psychology*, 89(4), 327-340. Angiola, J. E., & Bowen, A. M. (2013). Quality of life in advanced cancer: An acceptance and commitment therapy view. *The Counseling Psychologist*, 41(2), 313-335.

Earn 1.5 continuing education credits

Grand Ballroom D, Level 5, Downtown Marriott

Mini Workshop 12

# Inner Resources for Stress: Mindfulness and Meditation for Trauma Resilience and Recovery for Diverse Clients in Community Settings

Lynn C. Waelde, Ph.D., Palo Alto University

Adriana Panting, Ph.D., Palo Alto University

Basic level of familiarity with the material

Primary Category: Treatment - Mindfulness & Acceptance

Key Words: *Mindfulness, Multicultural Psychology, Trauma*

Mindfulness-based interventions (MBIs) are increasingly used to address stress and trauma, but they are not “one size fits all.” Although MBIs require cultural adaptations, several groups at heightened risk for traumatization have been largely underrepresented in MBI research and practice, including Black, Indigenous, and People of Color, LGBTQ+ individuals, and those with serious mental health issues. This workshop will address implementation and cultural adaptation of Inner Resources for Stress (IR) for diverse groups and settings. IR is a manualized, group-based intervention using mindfulness, mantra, and meditation to promote trauma resilience and recovery. These time-tested techniques are used to promote capacities for attention, emotion, cognitive, and behavior regulation that are deficit in diverse manifestations of trauma, to overcome avoidance, regulate stress reactions, and encounter and resolve trauma material. A distinguishing feature of IR is the use of a variety of mindfulness and meditation techniques that are matched to the needs and capacities of individual clients. This flexibility within manualization is conducive to a transdiagnostic, developmentally informed, and culturally responsive approach. In this workshop, we will use didactic presentation, clinical vignettes, and interactive demonstrations to illustrate ways to culturally adapt IR based on setting, client, and intervention factors. Special attention will be given to recruitment and retention of clients in healthcare, community mental health, and disaster settings.

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

- Explain the theoretical and empirical basis for using mindfulness and meditation to address manifestations of trauma in diverse clients and settings.
- Describe mindfulness and meditation techniques and their match for differing client presentations.
- Describe how Inner Resources for Stress can be flexibly implemented to match clients' diverse cultural backgrounds and experience of serious mental health issues.

**Recommended Readings:** Waelde, L. C. (2022). Mindfulness and meditation in trauma treatment: The Inner Resources for Stress program. New York, NY: The Guilford Press.

Davis, D., DeBlare, C., Hook, J. N., & Owen, J. (2020). Mindfulness-based practices in therapy: A cultural humility approach. American Psychological Association. <https://doi.org/10.1037/0000156-000>

Waelde, L. C. (2023). Inner Resources for Stress: Group-based mindfulness and meditation for trauma treatment. In J. Ruzek, K. Burkman, & M. Yalch (Eds.) Group approaches to treating traumatic stress in adults. Guilford Press.



Earn 1.5 continuing education credits

Grand Ballroom E, Level 5, Downtown Marriott

Symposium 18

# Advocating for Comprehensive and Innovative Solutions Toward Equitable Eating Disorder Treatment

FRIDAY

CHAIR:

*Pascal Beckert-McGirr, B.A., Children's Hospital of Philadelphia*

DISCUSSANT:

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

Basic to moderate level of familiarity with the material

Primary Category: Eating Disorders

Key Words: *Eating, Mental Health Disparities*

**Community-engaged Development of Single-session Interventions to Address Unmet Eating Disorder Treatment Need**

*Blair Burnette, Ph.D., Michigan State University*

*Cecelia Tucker, BA, Michigan State University*

*Emma K. Crumby, BS, University of Louisville*

*Heather A. Davis, Ph.D., Virginia Polytechnic Institute and State University*

**Barriers and Facilitators to Binge-eating Disorder Treatment Among Older Women: Recommendations from Women with Lived Experience**

*Lisa Kilpela, Ph.D., UT Health San Antonio*

*Enya Vroom, Ph.D., UT Health San Antonio*

*Salome Wilfred, MA, University of North Carolina*

*Savannah C. Hooper, B.A., The University of Louisville*

*Victoria B. Marshall, B.A., University of Texas Health Science Center at San Antonio*

**Hypervisible in Society, Invisible in Eating Disorder Research: Assessment and Treatment Considerations for Arab/mena American Women**

*Maria A. Kalantzis, B.S., M.A., Bowling Green State University*

*Abby Braden, Ph.D., Bowling Green State University*

**A Qualitative Investigation of Disordered Eating Among College Students Experiencing Food Insecurity**

*Jacqueline A. Kosmas, M.A., Virginia Polytechnic Institute and State University*

*Anna Gabrielle G. Patarinski, B.S., Virginia Polytechnic Institute and State University*

*Kendall B. Holloway, M.S.Ed, LPC, Virginia Polytechnic Institute and State University*

*Heather A. Davis, Ph.D., Virginia Polytechnic Institute and State University*

**Examining Associations Among Access to Eating Disorder Care, Outcomes, and Childhood Neighborhood Opportunity**

*Pascal Beckert-McGirr, B.A., Children's Hospital of Philadelphia*

*Samantha Turner, Ph.D., RN, Children's Hospital of Philadelphia*

*William A. Brake, B.A., The Children's Hospital of Philadelphia*

*Grace Haase, B.A., Children's Hospital of Philadelphia*

*Marita Cooper, Ph.D., Children's Hospital of Philadelphia*

*C.Alix Timko, Ph.D., Children's Hospital of Philadelphia*

Earn 1.5 continuing education credits

Grand Ballroom F, Level 5, Downtown Marriott

Symposium 19

# Computational and Performance-based Methods for Understanding Suicide and Self-injury in Interpersonal Contexts

FRIDAY

CHAIRS:

*Ilana Gratch, M.S., Columbia University*

*Olivia Pollak, M.A., University of North Carolina at Chapel Hill*

DISCUSSANT:

*Shirley Wang, Ph.D., Yale University*

All level of familiarity with the material

Primary Category: Suicide and Self-Injury

Key Words: *Suicide, Self-Injury, Risk / Vulnerability Factors*

## Nonverbal Behaviors Exhibited During Suicide Assessments Predict Suicidal Thoughts and Behaviors: A Machine Learning-based Approach

*Ilana Gratch, M.S., Columbia University*

*Jeffrey Cohn, Ph.D., University of Pittsburgh*

*Yutong Zhu, B.S., Columbia University*

*Simon M. Li, M.A., Columbia University*

*Alex Grattery, B.A., University of Pittsburgh*

*Christine Cha, Ph.D., Teachers College, Columbia University*

## Text Descriptions and Appraisals of Body Sensations and Suicidal Thoughts and Behaviors

*Azure Reid-Russell, M.A., Harvard University*

**Examining Associations Between Multiple Facets of Parental Expressed Emotion and Youth Suicidal Thoughts and Behaviors Using a Performance-based Measure**

*Olivia Pollak, M.A.*, University of North Carolina at Chapel Hill

*Jillian Dodson, B.A.*, University of Tennessee - Knoxville

*Matteo Giletta, Ph.D.*, Ghent University

*Karen Rudolph, Ph.D.*, University of Illinois at Urbana-Champaign

*Paul Hastings, Ph.D.*, University of California, Davis

*George Slavich, Ph.D.*, University of California Los Angeles

*Matthew K. Nock, Ph.D.*, Harvard University

*Adam Bryant Miller, Ph.D.*, RTI International

*Mitch J. Prinstein, ABPP, Ph.D.*, University of North Carolina at Chapel Hill

**Positive and Negative Remarks from Mothers and Daughters About Each Other:**

**The Role of Adolescent Non-suicidal Self-injury**

*Samantha E. Wert, B.S.*, University of Pittsburgh

*Kiera James, Ph.D.*, University of Pittsburgh

*Brandon Gibb, Ph.D.*, Binghamton University

*Cecile Ladouceur, Ph.D.*, University of Pittsburgh

*Jennifer S. Silk, Ph.D.*, University of Pittsburgh

**(SYM 19) Neurobiological Processes Underlying Daily Social Approach-avoidance Behavior and Suicidal Thoughts Among Adolescent Females**

*Emily Hutchinson, M.S.*, University of Pittsburgh

*Jennifer S. Silk, Ph.D.*, University of Pittsburgh

*Jamie Hanson, Ph.D.*, University of Pittsburgh

*Cecile Ladouceur, Ph.D.*, University of Pittsburgh

Earn 1.5 continuing education credits

Grand Ballroom I/J, Level 5, Downtown Marriott

Symposium 20

# Innovation in Early Intervention: Targeting Psychological Mechanisms in Young Autistic Children

FRIDAY

CHAIR:

*Amy Keefer, ABPP, Ph.D., Kennedy Krieger Institute/  
Johns Hopkins University*

DISCUSSANT:

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

All level of familiarity with the material

Primary Category: Autism Spectrum and Developmental Disorders

Key Words: *Autism Spectrum Disorders, Treatment, Child*

**Supporting Young Autistic Children in the Context of Maladaptive Rrbs: The Potential Role of Family Accommodation**

*Shir Rozenblat, M.A., The Hebrew University of Jerusalem*

*Tamar Matz Vaisman, M.A., The Hebrew University of Jerusalem*

*Tal Mentch Lifshits, M.A., The Hebrew University of Jerusalem*

*Mor Nahum, Ph.D., The Hebrew University of Jerusalem*

*Judah Koller, Psy.D., The Hebrew University of Jerusalem*

*Eli R. Lebowitz, Ph.D., Yale Child Study Center*

**Feasibility and Preliminary Efficacy of a Mechanistic Intervention for Anxiety in Young Autistic Children**

*Amy Keefer, ABPP, Ph.D., Kennedy Krieger Institute/Johns Hopkins University*

*Jeremy Perrin, M.S., Kennedy Krieger Institute*

*Sarah Winchell, B.A., Ohio University*

*Roma A. Vasa, M.D., Kennedy Krieger Institute/Johns Hopkins University*

**Supporting Early Emotion Regulation in Autism: A Group-based Intervention Approach**

*Jennifer R. Bertollo, Ph.D.*, Virginia Tech Center for Autism Research

*Angela Scarpa, Ph.D.*, Virginia Tech Center for Autism Research

**Flexible Thinking Helps Us Feel Better: Supporting Emotion Regulation in Preschoolers Through Executive Function Intervention**

*Allison Ratto, Ph.D.*, Children's National Hospital

*Laura Anthony, Ph.D.*, University of Colorado, School of Medicine

*Julianna Mckenna, B.A.*, Children's National Health System

*Abigail Brandt, MA, CCC-SLP*, Children's National

*Cassianna McCants, Psy.D.*, Children's National

*Sheina Godovich, Ph.D.*, Children's National

*Jonathan Safer, Ph.D.*, University of Colorado - Anschutz

*Lauren Kenworthy, Ph.D.*, Center for Autism Spectrum Disorders, Children's National Hospital

Earn 1.5 continuing education credits

Grand Ballroom K/L, Level 5, Downtown Marriott

Symposium 21

# Experiences of Cnm-partnered Individuals Across Racial/ethnic, Gender, and Sexual Identities

FRIDAY

CHAIR:

*Quyên A. Do, Ph.D.*, The Family Institute at  
Northwestern University

DISCUSSANT:

*Kayla Knopp, Ph.D.*, VA San Diego Healthcare System/  
University of California, San Diego

All level of familiarity with the material

Primary Category: Couples / Close Relationships

Key Words: *Couples / Close Relationships, LGBTQ+, Vulnerable Populations*

## **Intimate Partner Violence Among Sexual Minority Individuals in Consensual Non-monogamous Relationships**

*Quyên A. Do, Ph.D.*, The Family Institute at Northwestern University

*Shelby B. Scott, Ph.D.*, The University of Texas at San Antonio

*Kaitlin M. Brunett, M.A.*, The University of Texas at San Antonio

*Kayla Knopp, Ph.D.*, VA San Diego Healthcare System/University of California, San  
Diego

*Sharon M. Flicker, Ph.D.*, California State University, Sacramento

## **Relationship Agreements Among Multi-partnered CNM Individuals**

*Ellora Vilkin, M.A.*, Stony Brook University; Montefiore-Einstein

*Emily Bibby, M.A.*, Stony Brook University

*Joanne Davila, Ph.D.*, Stony Brook University

**Experiences of Jealousy in Consensual Non-monogamous Relationships:  
Debunking Myths and Harnessing Strengths**

*Mia Semelman, Psy.D., Pacific Anxiety Group*

**Examining Conservatism and Perceptions of Consensual Non-monogamy in  
Oklahoma**

*Dannie Klooster, M.S., Oklahoma State University*

**Consensual Non-monogamy and African American College Student: A  
Phenomenological Study on Experience and Support**

*Christopher N. Smith, B.S., M.A., Ph.D., Government*



Earn 1 continuing education credit  
401/402, Level 4, Downtown Marriott

Symposium 22

# Implementing Evidence-based Practices in a Pediatric Inpatient Psychiatric Unit

FRIDAY

CHAIR:

*Jessica Hawks, Ph.D.*, Children's Hospital Colorado/  
University of Colorado

DISCUSSANT:

*Jarrold M. Leffler, ABPP, Ph.D.*, Virginia Commonwealth  
University

All level of familiarity with the material

Primary Category: Treatment - Other

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

**Supporting Multidisciplinary Acute Care Staff on the Implementation and Maintenance of Positive Behavioral Interventions and Supports**

*Elizabeth Reynolds, Ph.D.*, Johns Hopkins School of Medicine

**Training Milieu Staff to Deliver a Transdiagnostic Intervention with Fidelity on a Pediatric Inpatient Psychiatric Unit**

*Evadine Codd, Ph.D.*, University of Colorado School of Medicine

**From Training to Implementation: Perspectives on Staff Training and Treatment Fidelity on a Specialized Inpatient Unit for Youth with Neurodevelopmental Disorders**

*Mathew C. Luehring, Ph.D.*, University of Colorado Anschutz Medical Campus

*Patrick Romani, Ph.D.*, BCBA-D, University of Colorado School of Medicine

*Shanna Baikie, M.A.*, BCBA, No Affiliation

*McKenzie Schwien, M.A.*, BCBA, Children's Hospital Colorado

*Kayce Nagel, M.S.*, BCBA, Children's Hospital Colorado

**Development and Implementation of Modified-positive Behavior Interventions and Supports on a Child and Adolescent Inpatient Psychiatry Unit**

*Alysha Thompson, Ph.D.*, Seattle Children's / University of Washington

*Sheena Friesen, Ph.D.*, Seattle Children's / University of Washington

*Connor Gallik, Ph.D.*, Seattle Children's / University of Washington

Earn 1.5 continuing education credits

Franklin 1, Level 4, Downtown Marriott

Symposium 23

# Therapist Attendance to Cultural Contexts in Evidence Based Practices: Community Perspectives and Windows into Care

CHAIR:

*Patty B. Kuo, Ph.D., University of Pennsylvania School of Medicine*

DISCUSSANT:

*Jessica Graham-LoPresti, Ph.D., Suffolk University*

All level of familiarity with the material

Primary Category: Multicultural Psychology

Key Words: *Mental Health Disparities, Culture*

## **Understanding Culturally Responsive Mental Health Treatment for BIPOC Communities Living with HIV/AIDS**

*Amber Calloway, Ph.D., University of Pennsylvania*

*Lily Brown, Ph.D., University of Pennsylvania*

*Leah Salama, MSPH, University of Pennsylvania*

*Jamie Lee, B.A., University of Pennsylvania*

## **Cultural Opportunities Within CBT Sessions: A Mixed Methods Approach**

*Patty B. Kuo, Ph.D., University of Pennsylvania School of Medicine*

*Halleh Hashtpari, Ph.D., Hawai'i Pacific University*

*Angela Tseng, B.A., University of Pennsylvania*

*Amber Calloway, Ph.D., University of Pennsylvania*

*Torrey Creed, Ph.D., Perelman School of Medicine at the University of Pennsylvania*

**Trajectories of Change in Parent-child Interaction Therapy Outcomes in Latinx and White Families: Implications for Cultural Adaptation**

*Giovanni Ramos, Ph.D.*, University of California, Irvine

*Michael Wöller, M.A.*, University of California Los Angeles

*Amanda Montoya, Ph.D.*, University of California Los Angeles

*Lauren Questch, Ph.D.*, University of Arkansas

*Emma Girard, Psy.D.*, University of California Riverside

*Miya Barnett, Ph.D.*, University of California Santa Barbara

*Anna S. Lau, Ph.D.*, University of California Los Angeles

*Denise A. Chavira, Ph.D.*, University of California Los Angeles

**Development and Perceived Utility of the Revamping Evidence Based Supports to Promote Effective culturally Responsive Treatment (RESPECT) Toolkit for Anxiety and OCD**

*Amanda Sanchez, Ph.D.*, George Mason University

*Michal Weiss, B.S.*, Perelman School of Medicine at the University of Pennsylvania

*Temma L. Schaechter, Ph.D.*, University of Pennsylvania School of Medicine

*Ana Baumann, Ph.D.*, Division of Public Health Sciences, Department of Surgery  
Washington University School of Medicine

*Darlene Davis Goodwine, Ph.D., LP, LCADC*, Aidan Behavioral Health and Consulting

*Vanessa Mora Ringle, Ph.D.*, Lehigh University

*Emily Becker-Haimes, Ph.D.*, University of Pennsylvania

**Are All Cultural Adaptations Appreciated Equally? An Exploratory Study on Perceived Importance of Cultural Adaptations Among QPOC**

*Clarissa V. Velez, M.S.*, University of Miami

*Jessica Lin, M.S.*, Palo Alto University

*Alayna L. Park, Ph.D.*, University of Oregon

Earn 1.5 continuing education credits

Franklin 2, Level 4, Downtown Marriott

Symposium 24

FRIDAY

# Romantic Relationship Conflict and Addictive Behaviors: Mechanisms, Gender Differences, and Treatment

CHAIRS:

*Sherry H. Stewart, Ph.D.*, Dalhousie University,  
Departments of Psychiatry and Psychology and  
Neuroscience

*Lindsey M. Rodriguez, Ph.D.*, University of South Florida

DISCUSSANT:

*Jaye L. Derrick, M.A., Ph.D.*, University of Houston

Basic to moderate level of familiarity with the material

Primary Category: Addictive Behaviors

Key Words: *Addictive Behaviors, Alcohol, Cognitive Processes*

**Romantic Conflict and Coping-motivated Cannabis Use: An Actor-partner  
Interdependence Serial Mediation Model**

*Amanda Hagen, B.S.*, Dalhousie University

*Lindsey M. Rodriguez, Ph.D.*, University of South Florida

*Clayton Neighbors, Ph.D.*, University of Houston

*Simon Sherry, Ph.D.*, Dalhousie University

*Raquel Nogueira-Arjona, Ph.D.*, University of Sussex

*Helene Deacon, Ph.D.*, Dalhousie University

*Sherry H. Stewart, Ph.D.*, Dalhousie University

**A Dyadic Study of a Serial Mediation Model Linking Romantic Conflict to Problematic Gambling Through Each Partner's Depressive Symptoms and Gamblers' Coping Motives**

*Sherry H. Stewart, Ph.D.*, Dalhousie University  
*Debra Gilin, Ph.D.*, St Mary's University  
*Franco DiBonaventura, BSc*, Dalhousie University  
*Lindsey M. Rodriguez, Ph.D.*, University of South Florida  
*Amanda Hagen, B.S.*, Dalhousie University  
*Sean Mackinnon, Ph.D.*, Dalhousie University  
*Raquel Nogueira-Arjona, Ph.D.*, University of Sussex  
*Igor Yakovenko, Ph.D.*, Dalhousie University  
*Simon Sherry, Ph.D.*, Dalhousie University

**Gender Differences in Emotions Experienced After Romantic Conflict and the Link with Subsequent Alcohol Use**

*Lindsey M. Rodriguez, Ph.D.*, University of South Florida  
*Jennifer Leckey, M.S.*, Dalhousie University  
*Sean Mackinnon, Ph.D.*, Dalhousie University  
*Catrina Brown, Ph.D.*, Dalhousie University  
*Simon Sherry, Ph.D.*, Dalhousie University  
*Raquel Nogueira-Arjona, Ph.D.*, University of Sussex  
*Sherry H. Stewart, Ph.D.*, Dalhousie University

**Does Intranasal Oxytocin Improve Outcomes in Alcohol Behavioral Couple Therapy? Results from a Double-blind Randomized Controlled Trial**

*Sarah Giff, Ph.D.*, Medical University of South Carolina, Ralph H. Johnson VA Medical Center  
*Julianne C. Flanagan, Ph.D.*, Medical University of South Carolina; Ralph H. Johnson VAMC  
*Barbara McCrady, Ph.D.*, University of New Mexico  
*Paul Nietert, Ph.D.*, Medical University of South Carolina, Ralph H. Johnson VA Medical Center  
*Stacey Sellers, M.S.*, Medical University of South Carolina  
*Michaela Hoffman, Ph.D.*, Medical University of South Carolina  
*Jessica Brower, M.A.*, Georgia State University

Earn 1.5 continuing education credits

Regency Ballroom A, Second Floor Mezzanine, Loews Hotel

Symposium 25

# Expanding Schizophrenia Services to Address the Unmet Needs of Caregivers

CHAIR:

*Arundati Nagendra, Ph.D.*, Schizophrenia & Psychosis Action Alliance

DISCUSSANT:

*Shirley Glynn, Ph.D.*, VA/University of California Los Angeles

Advanced level of familiarity with the material

Primary Category: Schizophrenia / Psychotic Disorders

Key Words: *Schizophrenia, Underserved Populations, Families*

**Unmet Needs of Caregivers Engaged with a Schizophrenia Nonprofit**

*Arundati Nagendra, Ph.D.*, Schizophrenia & Psychosis Action Alliance

**Post-traumatic Stress Symptoms and Correlates in Caregivers of Young Adults with Early Psychosis**

*Bryan Stiles, M.A.*, University of North Carolina at Chapel Hill

*Kelsey Ludwig, Ph.D.*, University of North Carolina at Chapel Hill

*Elizabeth Fraser, M.S.*, University of North Carolina at Chapel Hill

*John Gleeson, Ph.D.*, Australian Catholic University

*Diana Perkins, M.D., M.P.H.*, University of North Carolina at Chapel Hill

*David Penn, Ph.D.*, University of North Carolina at Chapel Hill

**Beyond Stigma: Culturally Sensitive Support for Families of Black Americans with Psychosis**

*Maia Crumby, M.A., University of Maryland, Baltimore County*

**Training Families to Train Families in Cognitive Behavioral Techniques for Psychosis**

*Sarah L. Kopelovich, Ph.D., University of Washington School of Medicine*

*Akansha Vaswani-Bye, Ph.D., University of Washington, Seattle*

*Helen Teresa Buckland, Ph.D., University of Washington School of Medicine*

*Victoria T. Shepard, B.S., University of Washington School of Medicine*

Earn 1 continuing education credit

Regency Ballroom B, Second Floor Mezzanine, Loews Hotel

Symposium 26

FRIDAY

# Emotion Regulation Difficulties, Maladaptive Cognitions, and PTSD in Sexual Trauma Survivors: Insights into Moderators and Mediators to Inform Future Treatment Targets

CHAIR:

*JoAnn Difede, Ph.D., Weill Cornell Medicine*

DISCUSSANT:

*Melanie Harned, ABPP, Ph.D., VA Puget Sound Health  
Care System*

All level of familiarity with the material

Primary Category: Trauma and Stressor Related Disorders and Disasters

Key Words: *Trauma, Emotion Regulation, Cognitive Processes*

**The Relationship Between Posttraumatic Cognitions, Emotion Regulation, and PTSD Symptoms Among Active-duty Military and Veteran Survivors of Military Sexual Assault**

*Jillian M. Arenz, Ph.D., Weill Cornell Medicine*

*Olivia Baryluk, B.S., Weill Cornell Medicine*

*Mariel Emrich, B.S., University of Connecticut*

*Megan Olden, Ph.D., Weill Cornell Medicine*

*Katarzyna Wyka, Ph.D., Weill Cornell Medicine*

*JoAnn Difede, Ph.D., Weill Cornell Medicine*



**Does Sex and Lifetime Trauma Moderate the Relationship Between Emotion Regulation and Posttraumatic Stress Disorder (PTSD) Symptoms in a Military Sexual Trauma-related PTSD Treatment Seeking Sample?**

*Olivia Baryluk, B.S., Weill Cornell Medicine*

*Mariel Emrich, B.S., University of Connecticut*

*Megan Olden, Ph.D., Weill Cornell Medicine*

*Katarzyna Wyka, Ph.D., Weill Cornell Medicine*

*JoAnn Difede, Ph.D., Weill Cornell Medicine*

**Change in Emotion Regulation Mediates the Relationship Between Betrayal in the Recent Aftermath of Sexual Trauma and Subsequent Posttraumatic Stress Disorder Symptoms**

*Mariel Emrich, B.S., University of Connecticut*

*Crystal L. Park, Ph.D., University of Connecticut*

*Erika Osherow, M.A., University of Connecticut*

*JoAnn Difede, Ph.D., Weill Cornell Medicine*

Earn 1.5 continuing education credits

Regency Ballroom C2, Second Floor Mezzanine, Loews Hotel

Symposium 27

# Engaging with Communities to Improve Mental Health Services for Individuals Who Have Experienced Adversity and Trauma

CHAIR:

*Miguel Villodas, Ph.D.*, San Diego State University

DISCUSSANT:

*Heather J. Risser, Ph.D.*, Northwestern University Feinberg  
School of Medicine

Moderate level of familiarity with the material

Primary Category: Child / Adolescent - Trauma / Maltreatment

Key Words: *Abuse / Maltreatment, Trauma, Treatment*

## Importance of Protective Factors in Survivors of Childhood Sexual Abuse

### Presenting to Treatment at a Child Advocacy Center

*Melanie Willis, M.A., M.S.*, University of Nebraska-Lincoln

*Gina May, M.A.*, University of Nebraska-Lincoln

*Akemi E. Mii, Ph.D.*, University of California San Francisco

*Hannah Coffey, MA*, University of Nebraska-Lincoln

*Brittany S. Erskine, M.A.*, University of Nebraska-Lincoln

*Niko Vehabovic, B.A., M.A.*, University of Nebraska-Lincoln

*Mary Fran Flood, Ph.D.*, University of Nebraska-Lincoln

*David Hansen, Ph.D.*, University of Nebraska-Lincoln

**Treating Polytraumatization in Children: Effects of a Group-individual Hybrid Model of Trauma-focused Cognitive Behavioral Therapy on Youth's Post-traumatic Stress Symptoms**

*Taylor Napier, Ph.D., The Ohio State University*

*Ashley Galsky, Oklahoma Health Science center*

*Kate Theimer, Oklahoma Health Science Center*

**Understanding the Mental Health Service Utilization Experiences of Former Foster Care Youth**

*Kajung Hong, M.S., San Diego State University*

*Yinan Lin, College Student, San Diego State University*

*Liana Parrish, B.A., San Diego State University*

*Laura Proctor, Ph.D., Mindful Psychotherapy, Inc*

*Simone Brown, B.A., University of California, San Diego*

*Emmeline Chuang, Ph.D., University of California, Berkeley*

*Jennifer Felner, Ph.D., San Diego State University*

**Portfolio of Resilience in the Face of Adversity and Mental Health Challenges Among Female Parenting Undergraduate Students: A Mixed Method Approach**

*Ruby Charak, Ph.D., The University of Texas Rio Grande Valley*

*Maria Ramos Martinez, B.S., The University of Texas Rio Grande Valley*

*Jorge Ivan Cantu, M.A., The University of Texas Rio Grande Valley*

*Natasha Altema McNeely, Ph.D., The University of Texas Rio Grande Valley*

Earn 1.5 continuing education credits

Congress A, Fourth Floor, Loews Hotel

Symposium 28

FRIDAY

# Beyond One-size-fits-all: What Do Our Data Say About Heterogeneity, and Can We Leverage Person-centered Analytics to Address Individual Differences as We Prepare for the Future of Personalized Therapy?

CHAIR:

*Mercedes Woolley, B.A., Utah State University*

DISCUSSANT:

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

Moderate to advanced level of familiarity with the material

Primary Category: Research Methods and Statistics

Key Words: *Change Process / Mechanisms, Case Conceptualization / Formulation,  
Unified Treatment*

**A GIMME Network Examination of Trichotillomania Treatment Processes:  
Gathering Indionomic Insights to Inform a Personalized Therapeutic Framework  
for Trichotillomania**

*Mercedes Woolley, B.A., Utah State University*

*Baljinder Sahdra, PhD, Australian Catholic University*

*Emily Bowers, B.S., Utah State University*

*Leila K. Capel, M.S., Utah State University*

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

*Michael Levin, Ph.D., Utah State University*

**Depressive Symptoms as a Heterogeneous and Constantly Evolving Dynamical System: Idiographic Depressive Symptom Networks of Rapid Symptom Changes Among Persons with Major Depressive Disorder**

*Amanda C. Collins, Ph.D.*, Dartmouth College

*Mathew Nemesure, Ph.D.*, Harvard Business School

*Tess Z. Griffin, Ph.D., M.Ed.*, Dartmouth College

*Arvind Pillai, M.S.*, Dartmouth College

*Subigya Nepal, B.S.*, Dartmouth College

*Michael V. Heinz, M.D.*, Dartmouth College

*Damien Lekkas, M.S.*, Dartmouth College

*Andrew Campbell, Ph.D.*, Dartmouth College

*Nicholas C. Jacobson, Ph.D.*, Geisel School of Medicine, Dartmouth College

**An Examination of Individual Networks in Context: “good” versus “bad” Days**

*Clarissa Ong, Ph.D.*, University of Toledo

*Alexa Skolnik, B.A.*, University of Toledo

*Andrew Kurtz, B.A.*, University of Toledo

**Using Control Theory to Examine Individual Trajectories of Eating Disorder Symptom Remittance**

*Claire Cusack, M.S.*, University of Louisville

*Irina Vanzhula, Ph.D.*, University of Kansas

*Teague Henry, Ph.D.*, University of Virginia

*Cheri Levinson, Ph.D.*, University of Louisville

Earn 1.5 continuing education credits

Congress B, Fourth Floor, Loews Hotel

Symposium 29

# Examining the Role of Hope and Self-efficacy in Mental Health Outcomes and Cognitive- behavioral Treatments

CHAIR:

*Jonathan Murphy, ABPP, Ph.D.*, Rush University Medical Center

DISCUSSANT:

*Matthew W. Gallagher, Ph.D.*, University of Houston

Moderate to advanced level of familiarity with the material

Primary Category: Healing / Resilience

Key Words: *Resilience, Coping, Stress*

## **Evaluating Self-efficacy as a Treatment Mechanism During an Intensive Treatment Program for Posttraumatic Stress Disorder**

*Jonathan Murphy, ABPP, Ph.D.*, Rush University Medical Center

## **Hope, Discrimination, Mental Health and Well-being Across Asian, Hispanic, and African American Adults in the United States**

*Elijah R. Murphy, M.A.*, University of Houston

*Jasmin Brooks Stephens, Ph.D.*, Massachusetts General Hospital

*Matthew W. Gallagher, Ph.D.*, University of Houston

## **I Can Experience Positive Emotions When I Want To: Regulatory Emotional Self-efficacy Predicts Daily Social Connectedness in Adults with Anxiety or Depression**

*Samantha Hoffman, M.S.*, San Diego State University/University of California Joint Doctoral Program

*Charles T. Taylor, Ph.D.*, University of California San Diego

Earn 1.5 continuing education credits

Congress C, Fourth Floor, Loews Hotel

Symposium 30

FRIDAY

# Lessons Learned from and Future Directions for Community-engaged Youth Mental Health Research

CHAIR:

*Lauren Milgram, B.A., University of Miami*

DISCUSSANT:

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

All level of familiarity with the material

Primary Category: Transdiagnostic

Key Words: *Community-Based, Child, Implementation*

## **Affirmative CBT for Sexual and Gender Minority Youth: Feedback from Pilot Studies in the US and New Zealand**

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

*Eric K. Layland, Ph.D., University of Delaware*

*Zachary Soulliard, Ph.D., Miami University*

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

## **Transforming Research into Action: Preliminary Outcomes of TRAILS Implementation in a Large Urban School District**

*Mario Mercado Diaz, D. Phil., Trails to Wellness*

*Emily Bilek, Ph.D., TRAILS*

*Tyler Hein, Ph.D., TRAILS*

*Robin Jacob, Ph.D., University of Michigan*

*Natalie Rodriguez Quintana, Ph.D., TRAILS*

**Youth FIRST: Lessons from Community Co-design and a Hybrid Effectiveness-implementation Trial**

*Sarah Kate Bearman, Ph.D., University of Texas at Austin*

*Abby Bailin, Ph.D., The University of Texas at Austin*

*Evelyn Cho, Ph.D., Harvard University*

*Ariel Sternberg, Ph.D., Harvard University*

*John R. Weisz, ABPP, Ph.D., Harvard University*

**Process-outcome Relationships in Transdiagnostic Brief Behavioral Therapy for Anxiety and Depression in Youth**

*V. Robin Weersing, Ph.D., SDSU-UC San Diego JDP in Clinical Psychology*

*Pauline Goger, Ph.D., SDSU-UC San Diego JDP in Clinical Psychology*

*Melissa Escobar, M.A., Montclair State University*

*Francesca E. Rodriguez, B.A., San Diego State University*

*Michelle Rozenman, Ph.D., University of Denver*

*Araceli Gonzalez, Ph.D., California State University Long Beach*

**Primary Outcomes from the Community Study of Outcome Monitoring for Emotional Disorders in Teens: A Randomized Trial of a Transdiagnostic Treatment and a Measurement Feedback System in Community Clinics**

*Lauren Milgram, B.A., University of Miami*

*David Rosenfield, Ph.D., Southern Methodist University*

*Golda Ginsburg, Ph.D., University of Connecticut School of medicine*

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

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



Earn 1.5 continuing education credits  
Franklin 8, Level 4, Downtown Marriott

Panel Discussion 1

# A Beginner's Guide to Advocacy: How to Get Involved at Any Career Stage

MODERATOR:

*Alexandria N. Miller, Ph.D., VA Boston NCPTSD WHSD*

PANELISTS:

*Bharat Bharat, M.A., University of Miami*

*Colin A. Tidwell, M.A., University of Arizona*

*EJ Jaldas, Indiana University*

*Ellen Murphy, M.S., Georgia Southern University*

*Juan A. Esquivel-Mendoza, M.S., University of Miami*

*M V. Pease, B.S., University of Maryland, College Park*

Primary Category: LGBTQ+

Key Words: *LGBTQ+, Student Issues, Professional Issues*

Psychological science has increasingly attempted to reckon with its historical role in advancing and reinforcing oppression, but the assumption and promotion of political neutrality in science still lingers today (APA, 2021; Rodriguez-Seijas et al., 2023). Yet, historical analysis shows that synergy between science, advocacy, and activism has contributed to shifts towards social progress (ACLU, 2023; Epstein, 1996; Kimmel & Browning, 1999), where science can, and must, play a role in advancing social change (Milkoreit et al., 2015; Nadal, 2017). Since improving science and promoting equity are both socially driven, many students want to be involved in advocacy but do not know where to begin. This panel brings together a socioculturally diverse group of six clinical and counseling psychology predoctoral trainees with extensive experience in advocacy at the macro, meso, and micro levels. Panelists will start by sharing how they began advocacy work as students, while emphasizing how their intersectional identities and life experiences led them to choose their specific interests. Next, panelists will help attendees think about how to begin advocacy work in their own contexts, including choosing an area of need, identifying pre-existing advocacy efforts, beginning new ones, and infusing advocacy work into their research. By using a 'mini-workshop' format, panelists will then discuss navigating subtle and overt pressures to disengage from social change-making efforts, roles of guilt, burnout, and hopefulness in advocacy work, balancing the emotional and strategic difficulty of working and negotiating within a system, and engaging in self-care as an advocate. Discussions will also explore using community-based participatory research as a form of advocacy, and how students can work to promote diversity, equity, and inclusivity of specific marginalized groups to whom they may belong, treat clinically, or conduct research in service of (e.g., sexual and gender minorities). Additionally, the early-career moderator will provide insights to how the suggestions from panelists may be continued after transitioning out of a student role. Attendees will leave the panel with actionable insights and steps that they can implement readily in their communities.

Earn 1.5 continuing education credits

Franklin Hall 10, Level 4, Downtown Marriott

Panel Discussion 2

# Community-based Participatory Research with Indigenous Communities to Address Mental Health: Best Practices and Lessons Learned

MODERATOR:

*Susanna V. Lopez, Ph.D.*, Oklahoma State University  
Center for Health Sciences

PANELISTS:

*Evan J. White, Ph.D.*, Laureate Institute for Brain  
Research

*Ashleigh Coser, Ph.D.*, Cherokee Nation

*Lauren A. White, M.P.H., MSW*, University of Michigan

*Carrie L. Winterowd, Ph.D.*, Oklahoma State University

Primary Category: Culture / Ethnicity / Race

Key Words: *Community-Based, Native Americans, Culture*

Community-based participatory research (CBPR) is the expected approach to conduct research with Indigenous communities. It uplifts the rich diversity of cultural practices, values, and longstanding ways of knowing across Indigenous communities to improve the mental health of Indigenous peoples effectively and sustainably. Engaging community members in all aspects of the research process has uncovered the underlying truth that Indigenous knowledge is essential for healing. A panel of Indigenous and allied researchers was therefore invited to share experiences, lessons learned, and next steps for CBPR initiatives in psychological science. Panelists will first present ways in which they established and maintained trust and collaboration with community partners. This discussion will include the role of research institutions in supporting community-prioritized research with the intention of creating long-term benefits for the community. Next, panelists will discuss challenges and lessons learned while doing CBPR. Examples will include protocols of decision-making and problem-solving with community partners and Tribal IRBs; engaging community members not only as partic-

ipants, but also as leaders of research; translating information between the community and research institution; and addressing data sovereignty. Finally, panelists will share strengths and accomplishments resulting from CBPR as well as planned future directions in their work with Indigenous communities.

Earn 1.5 continuing education credits

Regency Ballroom C1, Second Floor Mezzanine, Loews Hotel

Clinical Round Table 3

# Beyond the Shadows: Addressing Shame in Anxiety, Obsessive-compulsive and Related Disorders

MODERATOR:

*Daniel Chazin, ABPP, Ph.D.*, Clinical Assistant Professor, University of Pennsylvania School of Medicine

PANELISTS:

*Kristin Bianchi, Ph.D.*, Center for Anxiety and Behavioral Change

*Dean McKay, ABPP, Ph.D.*, Fordham University

*Hilary Weingarden, Ph.D.*, Massachusetts General Hospital

*Marla Deibler, ABPP, Psy.D.*, The Center for Emotional Health of Greater Philadelphia

*Dan Rocker, LCSW*, Dan Rocker, LCSW

Primary Category: Adult - Anxiety

Key Words: Stigma, Anxiety, OCD (*Obsessive Compulsive Disorder*)

CBT models tend to focus on anxiety as the primary driver in anxiety, obsessive-compulsive, and related disorders. However, shame—a potent but frequently overlooked emotion—profoundly affects many individuals with these conditions. Shame can exacerbate symptoms, deter treatment-seeking and symptom disclosure, and contribute to adverse outcomes, including depression and diminished quality of life (Weingarden & Renshaw, 2015; Swee et al., 2021; Szentagotai-Tatar et al., 2020) This clinical round table brings together a diverse group of specialist clinicians and clinician-researchers to explore the complex, deleterious role of shame across various anxiety-related disorders, including social and performance anxieties (such as shy bladder syndrome), OCD, body dysmorphic disorder, trichotillomania, and excoriation disorder. The discussion will examine the manifestation and impact of shame in these disorders, highlighting both unique and common themes, and the complex interplay between shame and symptoms. Drawing on clinical observations and scholarship, panelists will consider possible psychological and social contributors to shame within these disorders, ranging from personal experiences and distorted self-perceptions to societal representations. Attention will also be given to how experiences of marginalization and discrimination (e.g., among trans individuals,

people of color) may uniquely influence shame. In line with this year's conference theme of inspiring community engagement and advocacy, panelists will discuss how the CBT field can more effectively address shame, both at the individual therapy level and through broader societal advocacy and education efforts, aiming to reduce suffering and improve outcomes. Panelists bring diverse perspectives and extensive experience from clinical practice, research, and leadership in national organizations, contributing to a rich dialogue on conceptualizing and addressing shame within these conditions. This transdiagnostic conversation aims to deepen the understanding and enhance care for those affected by anxiety and obsessive-compulsive disorders, while aligning with ABCT's goals of advocacy and overcoming barriers to treatment.

Earn 1.5 continuing education credits  
309/310, Level 3, Downtown Marriott

Clinical Round Table 4

# Considering Process Based Therapy (PBT) from Varying Perspectives: Back to the Future?

MODERATOR:

*Donald R. Marks, Psy.D., Kean University*

PANELISTS:

*Steven C. Hayes, ABPP, Ph.D., University of Nevada, Reno*

*Frank L. Gardner, ABPP, Ph.D., Touro University*

*Raymond DiGiuseppe, ABPP, Ph.D., St. John's University*

Primary Category: Treatment - CBT

Key Words: *Evidence-Based Practice, Transdiagnostic, Case Conceptualization / Formulation*

CBT's journey moved from an idiographic study of behavioral principles to a nomothetic approach that followed a latent disease model, emphasizing the use of diagnosis-specific protocols, and more recently moved back to its roots as an individual approach with models of treatment based on therapeutic change processes and transdiagnostic considerations, rather than specific diagnostic entities. Process based therapy (PBT) is a framework for targeting interventions to meet clients' needs in which therapists select from a range of evidence-based interventions based on the context and goals of intervention. PBT requires moving clinical questions from, "Which treatments work?" to "How do treatments work?" and "How can that knowledge be applied to this client?" PBT brings existing evidence-based treatments under an umbrella in which the context and function of a given technique in relation to an idiographic understanding of a clients' psychological issues is of greater importance than the "theoretical" tribe from which it comes. This clinical round table brings together noted clinicians whose approaches to treatment span various CBT models: REBT, mindfulness-based therapies, traditional CBT, and ACT. Dr. Steven Hayes (co-developer of PBT) discusses the evolution of PBT and how it provides a large tent for ACT, traditional CBT, and other evidence-based models and techniques, within a context of an expanded psychological flexibility model. Dr. DiGiuseppe discusses the fit of REBT into a PBT model, emphasizing the historical writings of Albert Ellis along with the practical utility of approaching client suffering with this "big tent" mindset. Dr. Gardner describes the utility of PBT to understand the added value of the specific mechanisms that mindfulness-based interventions bring to an idiographic approach to the reduction of client suffering. 1) Discuss how clinical experiences have informed our theoretical and practical reactions to the PBT approach 2) Assess whether PBT is simply another acronym for ACT 3) Present empirical evidence on the foundations of the PBT model. 4) Describe future treatment research ideas. 5) Illustrate how students/early career practitioners can develop skills to deliver CBT from the perspective of PBT.

Earn 1.5 continuing education credits

Liberty B, Level 3, Downtown Marriott

Clinical Round Table 5

# Leveraging AI to Enhance CBT Competency in Academic Training Settings

FRIDAY

MODERATORS:

*Yan Leykin, Ph.D.*, Palo Alto University

*Simon A. Rego, ABPP, Psy.D.*, Montefiore Medical Center

PANELISTS:

*Donna Sheperis, Ph.D., LPC*, Palo Alto University

*Shiri Sadeh-Sharvit, Ph.D.*, Eleos Health

*Eduardo L. Bunge, Ph.D.*, Palo Alto University

*Mikael Rubin, Ph.D.*, Palo Alto University

Primary Category: Technology/Digital Health

Key Words: *Technology / Mobile Health, Supervision, Education and Training*

This clinical roundtable will explore the integration of artificial intelligence (AI) technology into cognitive behavioral therapy (CBT) training at the university level. With the rising utilization of cutting-edge technologies in behavioral practice, equipping student therapists with skills by leveraging the benefits of AI is an important development in clinical education of CBT practices. The panelists will present findings from a program evaluation of a university telemental health training clinic that incorporated an AI platform to support measurement-based care, session analytics, and data-driven supervision. AI provided the student clinicians and their supervisors with immediate post-session analytics, including level of adherence to CBT practices. These data allowed supervisors to objectively assess trainees' competencies through metrics identified by AI natural language processing. The AI-generated session themes also highlighted cultural factors, identity-related concerns, and intersectional experiences that arose in therapy allowing supervisors to provide culturally responsive feedback to trainees on appropriately adapting CBT. The experienced panelists will discuss how the AI integration fostered an enriched, technology-driven training environment aligned with the realities of modern CBT practice. Attendees of this clinical round table will gain insights into the tangible benefits and implementation considerations of adopting AI for CBT training purposes and supervision of novice clinicians making their first steps in the field.

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10:30 a.m. – 12:00 p.m.

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networking

**Franklin 9, Level 4, Downtown Marriott**

## **Spiritual and Religious Issues in Behavior Change SIG**

SIG Expo Award Guest Speaker/Career Panel Future Directions

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11:00 a.m. – 12:30 p.m.

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networking

**413, Level 4, Downtown Marriott**

## **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 2025, and presentation of our Student Poster Award.

FRIDAY



ticket

Earn 2 continuing education credits

308, Level 3, Downtown Marriott

Master Clinician Seminar 2

# Using Neuroscience in the CBT Clinic

Greg J. Siegle, Ph.D., University of Pittsburgh School of Medicine

FRIDAY

All level of familiarity with the material

Primary Category: Neuroscience

Key Words: *Neuroscience, CBT, Neurocognitive Therapies*

It is clear that brains are involved in psychopathology and recovery, but it's often hard to understand how to use that information practically with clients in the room. In this seminar we will discuss ways neuroscience can be employed with actual patients, including incorporating neuroscience into psychoeducation and case formulation, integration of contemporary neuroscience-informed treatments as adjuncts to CBT, and incorporating insights from neuroscience into understanding and accommodating neurodivergence.

## Outline:

- Using neuroscience principles and vocabulary in psychoeducation and case formulation. This will involve discussion of ways we are understanding emotional reactions, based on brain imaging, which could inform how we do CBT, including lessons from brain scans of individual subjects
- Integration of CBT with contemporary neuroscience-informed treatments that patients often ask about, which are readily available, and which may affect how patients respond to CBT (e.g., ketamine, TMS, TDCS, oxytocin, bio- and neuro-feedback, and vibration)
- Lessons from neuroscience on neurodivergence that could inform CBT – sensory sensitivity, executive difficulties, internal meltdowns, and more.

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

- List ways to incorporate neuroscience into psychoeducation, particularly regarding interactions of cognition and emotion, and the nature of changing cognitions
- Describe how a variety of contemporary neuroscience-based treatments may affect the brain and interact with CBT
- Describe how neurodivergence manifests in the brain, particularly with regard to mechanisms addressed in and affected by CBT
- Long Term Goals: Be familiar with and conversant in basic neural systems and neuroscience principles which affect recovery in treatment

- Long Term Goals: Be familiar with how neuroscience informs ways in which treatments are being developed and combined

**Recommended Readings:** Siegle, G.J., Ghinassi, F., Thase, M.E. (2007). Neurobehavioral therapies in the 21 century: Summary of an emerging field and an extended example of Cognitive Control Training for depression. *Cognitive Therapy and Research*, 31, 235-262. Doi:10.1007/s10608-006-9118-6 Compere, L., Siegle, G.J., Riley, E., Lazzaro, S., Strega, M., Pacoe, B., Canovali, G., Barb, S., Huppert, T., Young, K. (2023). Enhanced efficacy of CBT following augmentation with amygdala rtfMRI neurofeedback in depression. *Journal of Affective Disorders*, 339, 495-501. PMID: 37459978; PMCID: PMC10530481. doi:10.1016/j.jad.2023.07.063. Young, K.S., Craske, M.G. The Cognitive Neuroscience of Psychological Treatment Action in Depression and Anxiety. *Curr Behav Neurosci Rep* 5, 13–25 (2018). <https://doi.org/10.1007/s40473-018-0137-x> Field, T.A., Beeson, E. T., Jones, L.K. (2015). The new ABC's: A practitioner's guide to neuroscience informed Cognitive Behavior Therapy, *Journal of Mental Health Counseling*, 37(3), 206-220.

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11:15 a.m. – 12:15 p.m.

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301, Level 3, Downtown Marriott

## Asian American Issues in Behavior Therapy and Research SIG

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11:15 a.m. – 12:15 p.m.

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Liberty A, Level 3, Downtown Marriott

### Postdoctoral Panel

# Postdoctoral Paths for Professional Development

*Shona N. Vas, Ph.D., ABPP, University of Chicago Medicine*

*Jessica Lohnberg, Ph.D., VA Palo Alto Health Care System*

*Molly Erickson, Ph.D., University of Chicago*

Primary Category: Professional / Interprofessional Issues

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](mailto:rlamb@abct.org). This session does not qualify for continuing education credit.

FRIDAY

Earn 1.5 continuing education credits

Grand Ballroom A, Level 5, Downtown Marriott

Symposium 31

# Perinatal Psychopathology: Correlates, Maintenance Factors and Treatment Considerations

CHAIR:

*Carolyn Ponting, Ph.D.*, University of California, San Francisco

DISCUSSANT:

*Laura E. Sockol, Ph.D.*, Davidson College

Basic level of familiarity with the material

Primary Category: Women's Issues

Key Words: *Perinatal, Risk / Vulnerability Factors, Translational Research*

## **The Effect of Pregnancy Loss on Mental Health in a Subsequent Pregnancy**

*Juliana L. Restivo Haney, M.P.H.*, West Virginia University

*Shari A. Steinman, Ph.D.*, University of Vermont

## **Rigid Maternal Body Beliefs, Self-compassion, and Perinatal Depression**

*Elizabeth Krause, Ph.D.*, Swarthmore College

*Kim Ngan Hoang, MS*, University of Alberta

*Clorinda Vélez, Ph.D.*, Quinnipiac University

*Jane Gillham, Ph.D.*, Swarthmore College

## **Identifying Maintaining Factors of Pregnancy-related Anxiety**

*Jenna A. Macri, B.A.*, University of Massachusetts Boston

*Elizabeth H. Eustis, Ph.D.*, Boston University Center for Anxiety and Related Disorders

*Sarah Hayes-Skelton, Ph.D.*, University of Massachusetts Boston.

## **Parity, Perceived Responsibility, and Infant-related Intrusive Thoughts in the Postpartum Period**

*Caroline Cole, M.A.*, La Salle University

*Randy Fingerhut, Ph.D.*, La Salle University

**Effects of Recruitment Messaging on Ethnic/racial Minority Enrollment in an RCT for Prenatal Insomnia: A Quasi-experimental Approach**

*Carolyn Ponting, Ph.D.*, University of California, San Francisco

*Bernadette McClelland, B.A.*, University of California San Francisco

*Richelle Mah, B.A.*, University of California, Los Angeles

*Rachel Manber, Ph.D.*, Stanford University

*Andrew Krystal, M.D., M.S.*, University of California, San Francisco

*Patricia Moran, Ph.D.*, University of California, San Francisco

*John Neuhaus, Ph.D.*, University of California, San Francisco

*Nasim Sobhani, M.D.*, University of California, San Francisco

*Jennifer Felder, Ph.D.*, University of California, San Francisco

Earn 1.5 continuing education credits

Liberty C, Level 3, Downtown Marriott

Symposium 32

# Community-partnered Implementation in Diverse Settings: Strategies for Identifying and Tailoring Solutions to Implementation of Novel Interventions

CHAIR:

*Daniel I. Shapiro, Ph.D., University of California, Davis*

DISCUSSANT:

*Amy Herschell, Ph.D., Community Care Behavioral  
Health Organization, UPMC Insurance Services  
Division*

All level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Implementation, Abuse / Maltreatment, Community-Based*

## **A Mixed-method Analysis to Explore Barriers to and Facilitators of Implementing a Novel Stepped-care Intervention for Clinical High Risk for Psychosis in Community Settings**

*Yen-Ling Chen, Ph.D., University of California Davis*

*Sabrina Ereshefsky, Ph.D., University of California, Davis*

*Shirley Yau, B.S./B.A., University of California Davis Early Psychosis Programs*

*Alvaro Gonzalez, AMFT, University of California Davis Early Psychosis Programs*

*Tara a. Niendam, Ph.D., University of California Davis Department of Psychiatry*

*Daniel I. Shapiro, Ph.D., University of California, Davis*

**The Impact of the Body Justice Project for Early Adolescents: Using Community-engaged Research to Implement School-based Body Image Interventions**

*Anna Ciao, Ph.D., Western Washington University*

*Kevin Delucio, Ph.D., Fairhaven College, Western Washington University*

*Malia-Isabel Berbano, B.S., Western Washington University*

*Alex Park, B.S., Western Washington University*

*Lily Ngo, B.S., Western Washington University*

**Developing an Implementation Plan for an Intimate Partner Violence Intervention in Corrections and Community Agencies**

*Katherine Collison, Ph.D., The Family Institute at Northwestern University*

*Erika Lawrence, Ph.D., The Family Institute at Northwestern University*

*Pankhuri Aggarwal, Ph.D., Northwestern University*

*Claudia Hindo, Therapist-in-Training, The Family Institute at Northwestern University*

**Team Influences on Implementation of a Mental Health Screening and Referral Protocol in Children's Advocacy Centers: A Matrixed Multiple Case Study**

*Elizabeth McGuier, Ph.D., University of Pittsburgh School of Medicine*

*Jaely Wright, M.A., University of Pittsburgh Medical Center*

*Angelina Faust, University of Pittsburgh*

*Ainsley Moore, University of Pittsburgh*

*David J. Kolko, Ph.D., University of Pittsburgh School of Medicine*

Earn 1.5 continuing education credits

Grand Ballroom G/H, Level 5, Downtown Marriott

Clinical Grand Round 1

# A Demonstration by Three Experts in CBT, DBT, and ACT

CHAIR:

*Judith S. Beck, Ph.D.,*  
Beck Institute for Cognitive Behavior Therapy/  
University of Pennsylvania

PANELISTS:

*Jill Rathus, PhD, Ph.D.,* Cognitive Behavioral Associates

*Lisa W. Coyne, Ph.D.,* Harvard Medical School



Primary Category: Treatment - CBT

Key Words: ACT (*Acceptance & Commitment Therapy*), CBT, DBT (*Dialectical Behavior Therapy*)

A young adult client, appropriately disguised for confidentiality, will be presented. This client will be co-morbid (e.g., with a personality disorder) or treatment refractory. Demographics, diagnosis, and other information, including a specific problem or goal the “client” wants to work on will be reviewed. 5 minutes. Then three clinicians in turn, representing CBT, DBT, and ACT, will conceptualize the client, describe a general treatment plan, and do a roleplay addressing the identified problem/goal. 25 minutes each. Finally, the panelists will comment on or ask questions about each other’s work, followed by questions and answers with the audience. 10 minutes.



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

- Describe how a CBT clinician might conceptualize a client.
- Describe how a DBT clinician might conceptualize a client.
- Describe how an ACT clinician might conceptualize a client.
- Describe how a CBT clinician uses a conceptualization to plan treatment.
- Describe how a DBT clinician uses a conceptualization to plan treatment.

**Recommended Readings:** Beck, J. S. (2021). *Cognitive behavior therapy: Basics and beyond* (3rd ed.). Guilford Press. 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><https://doi.org/10.1016/j.jcbs.2020.09.009> Miller, A. L., Rathus, J. H., & Linehan, M. M. (2007). *Dialectical behavior therapy with suicidal adolescents*. Guilford Press.

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Earn 1.5 continuing education credits

305/306, Level 3, Downtown Marriott

Symposium 33

FRIDAY

# Using Digital Interventions to Reduce Healthcare Access and Disparities Gaps

CHAIRS:

*Katharine E. Daniel, M.A.*, Massachusetts General Hospital / Harvard Medical School

*Jennifer L. L. Greenberg, Psy.D.*, Massachusetts General Hospital/Harvard Medical School

DISCUSSANT:

*Stephen M. Schueller, Ph.D.*, University of California, Irvine

Moderate to advanced level of familiarity with the material

Primary Category: Technology/Digital Health

Key Words: *Telehealth/m-health, Treatment/ Program Design, Dissemination*

**The Role of Racial Discrimination in Medical Care: A Secondary Analysis into the Effect of Culturally Tailored, Internet-delivered CBT for Insomnia in Black Women**

*Katharine E. Daniel, M.A.*, Massachusetts General Hospital / Harvard Medical School

*Eric Zhou, Ph.D.*, Harvard Medical School

*Lee Ritterband, Ph.D.*, University of Virginia School of Medicine

*Vanessa Volpe, Ph.D.*, North Carolina State University

*Traci Bethea, Ph.D.*, Georgetown University

### **Predicting Response to a Smartphone-based Cognitive-behavioral Therapy for Body Dysmorphic Disorder**

*Jennifer L. L. Greenberg, Psy.D.*, Massachusetts General Hospital/Harvard Medical School  
*Hilary Weingarden, Ph.D.*, Massachusetts General Hospital  
*Susanne S. Hoepfner, Ph.D., M.Ap.Stat.*, Massachusetts General Hospital  
*Rebecca Berger-Gutierrez, B.A.*, MGH/Harvard Medical School  
*Dalton Klare, M.A., M.S.*, Massachusetts General Hospital  
*Ivar Snorason, Ph.D.*, Massachusetts General Hospital / Harvard Medical School  
*Omar Costilla-Reyes, Ph.D.*, MIT  
*Morgan Talbot, M.D./Ph.D. Candidate*, MIT  
*Katharine Daniel, M.A.*, MGH/Harvard Medical School  
*Rachel Vanderkruik, Ph.D.*, MGH/Harvard Medical School  
*Armando Solar-Lezama, Ph.D.*, MIT  
*Oliver Harrison, M.A., MBBS, MPH*, Koa Health  
*Sabine Wilhelm, Ph.D.*, Harvard Medical School

### **Efficacy of Guided Smartphone-based Cognitive Behavior Therapy vs. Healthwatch for Obsessive-compulsive Disorder: A Randomized Controlled Trial**

*Sabine Wilhelm, Ph.D.*, Harvard Medical School  
*Jennifer L. L. Greenberg, Psy.D.*, Massachusetts General Hospital/Harvard Medical School  
*Ryan J. Jacoby, Ph.D.*, Massachusetts General Hospital; Harvard Medical School  
*Hilary Weingarden, Ph.D.*, Massachusetts General Hospital  
*Susanne S. Hoepfner, Ph.D., M.Ap.Stat.*, Massachusetts General Hospital  
*Ivar Snorason, Ph.D.*, Massachusetts General Hospital / Harvard Medical School  
*Adam Jaroszewski, Ph.D.*, Massachusetts General Hospital  
*Dalton Klare, M.A., M.S.*, Massachusetts General Hospital  
*Thomas McCoy, M.D.*, Massachusetts General Hospital / Harvard Medical School  
*Oliver Harrison, M.A., MBBS, MPH*, Koa Health

### **Evaluating an Online Single-session Intervention Addressing Minority Stress Among LGBTQ+ Adolescents**

*Jenny Shen, M.A.*, Stony Brook University  
*Alex Rubin, M.A.*, University of Denver  
*Katherine Cohen, M.A.*, Northwestern University Feinberg School of Medicine  
*Annie Hart, B.S.*, University of Denver  
*Jenna Sung, M.A.*, Stony Brook University  
*Riley McDanal, M.A.*, Stony Brook University  
*Chantelle Roulston, BA*, Northwestern University  
*Ian Sotomayor, B.A.*, Stony Brook University  
*Kathryn R. Fox, Ph.D.*, University of Denver  
*Jessica L. Schleider, Ph.D.*, Northwestern University

### **Disseminating Cognitive Behavioraltherapy for Body Dysmorphic Disorder: Evaluating the Efficacy of Online Therapist Training**

*Geneva Jonathan, Ph.D.*, Massachusetts General Hospital  
*Jennifer L. L. Greenberg, Psy.D.*, Massachusetts General Hospital/Harvard Medical School  
*Ryan J. Jacoby, Ph.D.*, Massachusetts General Hospital; Harvard Medical School  
*Susan Sprich, Ph.D.*, Massachusetts General Hospital  
*Sabine Wilhelm, Ph.D.*, Harvard Medical School

ticket

Earn 3 continuing education credits

408/409, Level 4, Downtown Marriott

Workshop 2

# Application of Behavioral Activation Across Populations and Context: Co-occurring Anxiety, Group Therapy, and Virtual Formats

*Elisabeth Akeman, LPC, MS, Laureate Institute for Brain Research*

*Robin L. Aupperle, Ph.D., Laureate Institute for Brain Research*

*Christopher R. Martell, ABPP, Ph.D., University of Massachusetts Amherst*

All level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *Behavioral Activation, Depression, Anxiety*

Behavioral Activation (BA) has been widely established as a core component of cognitive behavioral therapy (CBT) in the treatment of depression. BA conceptualizes depression as arising from negative life events that reduce experiences of positive reinforcement, with depression being maintained or worsened by secondary behaviors that further reduce these experiences. BA aims to help clients engage in behaviors that increase opportunities for positive reinforcement, despite their mood. While empirical support for BA as a treatment for depression has long been recognized, it offers a flexible approach to considering behavioral change across context and populations. There has been recent work supporting its potential for individuals diagnosed with anxiety disorders and posttraumatic stress disorder (PTSD), as well as mixed evidence with substance use disorders. There is also evidence that BA is effective if delivered in group therapy format and feasible and acceptable for delivery via telehealth (e.g., over videoconferencing). It is important to consider the potential application of BA to varying populations and contexts, particularly given the high rates of comorbidity in mental health conditions and a rapidly changing clinical landscape that required flexibility in format of treatment delivery.

This workshop is designed for those working with individuals experiencing depression, anxiety, and co-morbid conditions. Participants are expected to understand basic behavioral principles, but may or may not have experience using BA with clients. Presenters will provide history of and evidence for implementing BA as a stand-alone, evidence-based intervention with depression

and other commonly co-occurring conditions. Participants will learn how to conceptualize anxiety and depression from a BA perspective and how to communicate that formulation to clients. Special consideration will be given to treatment of anxiety with and without co-occurring depression. Presenters and audience members will role play with each other to gain initial experience using basic BA principles and strategies. Participants will also learn the nuances of and how to implement BA in different contexts, with an emphasis on group-based and virtual formats.

**Outline:**

- I. Background concerning the development of Behavioral Activation
  - A. Historical context of how BA was developed
  - B. Theoretic context concerning the focus of BA and how it differs from or is similar to other psychotherapy approaches
- II. Supporting evidence for BA
  - A. Individual-format BA for depression
  - B. Individual-format BA for anxiety and fear-related disorders
  - C. Group-format BA
  - D. Virtual-format BA
- III. Core principles guiding the implementation of BA
- IV. Specific concepts and technique
  - A. Description of concepts and techniques
  - B. Role play and audience practice with concepts and techniques
  - C. Discussion of modifications for specific contexts and populations
- V. Group-based format
- VI. Virtual format
- VII. Anxiety and fear-related disorders and symptoms

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

- Describe the historical and theoretical context of behavioral activation for co-occurring depression and anxiety.
- Describe the evidence supporting the use of BA for clients with anxiety, with or without co-occurring depression.
- Identify how apply the core principles and strategies of BA for clients with anxiety disorders.
- Incorporate behavioral activation concepts and techniques into an empirically informed treatment plan for clients with co-occurring depression and anxiety.
- Implement behavioral activation concepts and techniques in various contexts, including individual and group-based therapy and in a virtual format.

**Recommended Readings:** Berg, H., Akeman, E., McDermott, T. J., Cosgrove, K. T., Kirlic, N., Clausen, A., ... & Aupperle, R. L. (2023). A Randomized Clinical Trial of Behavioral Activation and Exposure-Based Therapy for Adults with Generalized Anxiety Disorder. *Journal of Mood and Anxiety Disorders*, 100004. Boswell, J. F., Iles, B. R., Gallagher, M. W., & Farchione, T. J. (2017). Behavioral activation strategies in cognitive-behavioral therapy for anxiety disorders. *Psychotherapy*, 54(3), 231. Dimidjian, S., Hollon, S. D., Dobson, K. S., Schmalting, K. B., Kohlenberg, R., ... & Jacobson, N. S. (2006). Randomized trial of behavioral activation, cognitive therapy, and antidepressant medication in the acute treatment of adults with major depression. *Journal of Consulting and Clinical Psychology* 74 (4), 658-670. Martell, C. R., Dimidjian, S. & Herman-Dunn (2021). *Behavioral Activation for Depression: A Clinician's Guide*. New York: Guilford. Stein, A. T., Carl, E., Cuijpers, P., Karyotaki, E., & Smits, J. A. (2021). Looking beyond depression: A meta-analysis of the effect of behavioral activation on depression, anxiety, and activation. *Psychological Medicine*, 51(9), 1491-1504.

ticket

Earn 3 continuing education credits

411/412, Level 4, Downtown Marriott

Workshop 4

FRIDAY

# Designing and Implementing Contingency Management Interventions for Health Behavior Change

Jeremiah Weinstock, Ph.D., Saint Louis University

Carla J. Rash, Ph.D., University of Connecticut Health Center

Basic to Moderate level of familiarity with the material

Primary Category: Addictive Behaviors

Key Words: *Substance Abuse, Health Psychology, Evidence-Based Practice*

Contingency management (CM) is an efficacious behavioral intervention that provides tangible reinforcement when target behaviors are completed and objectively verified. A large evidence-base supports CM's use for treating substance use disorders (SUD). For example, a meta-analysis of psychological treatments for SUDs found that CM had the largest effect size (Dutra et al., 2008) and a comprehensive review highlights its diverse applications (Rash, Stitzer, & Weinstock, 2017). Other meta-analyses find medium to large effects of CM (Prendergast et al., 2006; Bentzley et al., 2021; Bolivar et al., 2021). Many applications of CM in treating SUD focus on abstinence, providing monetary rewards or prizes when clients provide objective evidence of drug abstinence (e.g., urine samples). Contingency management has also been adapted to reinforce other behaviors, including treatment attendance, medication adherence, treatment-related activities (e.g., attending medical appointments), physical activity, chronic disease management (e.g., glucose monitoring), and therapeutic homework. Despite this strong empirical foundation, CM has only been widely disseminated within large self-contained healthcare systems (e.g., Veterans Affairs) and only recently did SAMHSA funded State Opioid Response grants allow for CM dissemination and implementation activities for treating stimulant use disorder. Most state SOR grants have yet to implement CM. In this workshop, we will review the application of CM to promote positive behavior change in various health behaviors. Attendees will learn how to design and implement a CM program using guidelines that can be adapted to a variety of target behaviors. Specifically, we will describe 1) the theoretical underpinnings and supporting empirical literature, 2) different types of CM programs (i.e., voucher, prize), 3) effective design features, 4) common barriers to and problems with

implementation, 5) how to calculate costs of a CM program, and 6) how to implement CM programs in individual and group settings.

**Outline:**

**Topic 1: Landscape of Substance Use Disorders Treatment and Where Does Contingency Management Fit In**

- A. Use of punishment in substance use disorders treatment
- B. Use of positive reinforcement in substance use disorders treatment

**Topic 2: Defining Contingency Management and Brief Review of Empirical Literature**

- A. Central tenets of effective contingency management interventions
- B. Overview of the three contingency management reinforcement systems
- C. Behaviors targeted for change by contingency management interventions
- D. Efficacy data on contingency management interventions

**Topic 3: Contingency Management Intervention Design Considerations**

- A. Selecting a behavior to reinforce
- B. Choosing a reinforcer
- C. Determining monitoring schedules and costs
- D. Integrating behavioral principles

**Topic 4: Implementation of Contingency Management**

- A. Clinical demonstration of contingency management session
- B. Implementing contingency management in community-based agencies from the perspective of the Consolidated Framework for Implementation Research (i.e., lessons learned)
- C. Brief review of mHealth contingency management apps

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

- Select, monitor, and reinforce target behaviors in a CM intervention.
- Develop voucher- and prize-based CM protocols.
- Recognize effective features of CM reinforcement schedules.
- Design and calculate costs for a prize-based contingency management intervention.
- Implement CM with clients.

**Recommended Readings:** Rash, C. J., Stitzer, M., & Weinstock, J. (2017). Contingency management: New directions and remaining challenges for an evidence-based intervention. *Journal of Substance Abuse Treatment*, 72, 10-18. Becker, S. J., DiClemente-Bosco, K., Rash, C. J., & Garner, B. R. (2023). Effective, but underused: Lessons learned implementing contingency management in real-world practice settings in the United States. *Preventive Medicine*, 176, 107594. Oluwoye, O., Kriegel, L., Alcover, K. C., McPherson, S., McDonnell, M. G., & Roll, J. M. (2020). The dissemination and implementation of contingency management for substance use disorders: A systematic review. *Psychology of Addictive Behaviors*, 34(1), 99-110. <https://doi.org/10.1037/adb0000487> Rash, C. J., Alessi, S. M., & Zajac, K. (2020). Examining implementation of contingency management in real-world settings. *Psychology of Addictive Behaviors*, 34(1), 89-98. <https://doi.org/10.1037/adb0000496> Rash, C. J. (2023). Implementing an evidence-based prize contingency management protocol for stimulant use. *Journal of Substance Use and Addiction Treatment*, 151, 209079.

ticket

Earn 3 continuing education credits

414/415, Level 4, Downtown Marriott

Workshop 6

# Fostering Connectedness: Bridging Cultural and Clinical Knowledge to Welcome Newcomer Youth

William Martinez, ABPP, Ph.D., University of California San Francisco

Maria C. Jimenez-Salazar, Ph.D., University of California San Francisco

All level of familiarity with the material

Primary Category: Culture / Ethnicity / Race

Key Words: *Community-Based, Prevention, Underserved Populations*

School-based, preventative programming has been proposed to be the frontline for reducing behavioral health access disparities among youth (Hoffmann et al., 2022). Immigrant-origin youth are the fastest growing population within public schools in the United States (Sattin-Bajaj et al., 2020). This underscores the importance of furthering interventions for newcomer immigrant youth through rigorous evaluation and expanding their reach through health and school partnerships (Patel et al., 2023). Fuerte is a new prevention program that is being introduced into the mental health system of California to reduce behavioral health disparities among newcomer immigrant youth (Martinez et al., 2020). Among the most innovative elements of Fuerte are its delivery system and overall ecosystem. This workshop introduces the Fuerte model of bridging evidence-based practices, cultural knowledge, and system collaborations to promote newcomer immigrant youths' mental health literacy, social connectedness, and service linkage. Presenters will review cultural considerations specific to working with immigrant pediatric populations. Presenters will offer strategies that can bolster cultural responsiveness towards delivering psychoeducation, strengthening skills to navigate acculturation and reunification, and promoting mental health literacy to facilitate newcomer immigrant youths' self- and parent-supported advocacy in their context of reception. Learners will engage in guided self-reflection centered on the challenges and successes of leveraging lived experience of migration (e.g., process of departure, keeping/acquiring traditions, establishing new social connections, maintaining relationships, setting value-driven goals in the context of reception) to strengthen the group process. Learners will set a S.M.A.R.T. goal in line with co-creating systems of care with diverse stakeholders.



**Outline:**

1. Opening exercise
2. Background
  - A. Understanding newcomer immigrant youths' adaptation through an integrative framework
  - B. Considering diversity in migration and resettlement
  - C. Introduction to Multi-Tiered System of Supports
3. School-based mental health prevention program for newcomer youth
  - A. Fuerte's history and background o Program structure and primary targets of mental health literacy, social connectedness, and screening and linkage
  - B. Describe the seven modules of the Fuerte curriculum o Demonstration and practice of strategies and group-based activities
4. Discussion of research
  - A. Evaluation of program implementation in middle schools and high schools
  - B. Adaptations
5. Questions & Discussion
6. Personal commitment to promoting mental health equity

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

- Describe 3 key cultural considerations specific to employing evidence-based practices with newcomer immigrant youth.
- List 4 benefits of providing group interventions to youth in schools.
- Offer at least two examples of culturally responsive exercises that can help strengthen newcomers' adaptive skills.
- Approach their lived experience of moving across contexts with increased curiosity in the interest of promoting mental health equity.
- Point to an actionable next step they could take in the interest of promoting immigrant-origin youths' behavioral health.

**Recommended Readings:** Suárez-Orozco, C., Motti-Stefanidi, F., Marks, A., & Katsiaficas, D. (2018). An integrative risk and resilience model for understanding the adaptation of immigrant-origin children and youth. *American Psychologist*, 73(6), 781–796. <https://doi.org/10.1037/amp0000265>Martinez, W., Chhabra, D., Cooch, P., Oo, H., Vo, H., Romano, A., Farahmand, F., Rocha, M., San Miguel, R., Romero, M., Quintanilla, A., & Matlow, R. (2020). Patient and community engagement for mental health disparities in Latinx youth immigrant populations: The Fuerte program. In A. M. Breland-Noble (Ed.), *Community mental health engagement with racially diverse populations* (pp. 189–221). Elsevier Academic Press. <https://doi.org/10.1016/B978-0-12-818012-9.00008-3>Patel, S.G., Bouche, V., Thomas, I., & Martinez, W. (2022). Mental health and adaptation among newcomer immigrant youth in United States educational settings. *Current Opinion in Psychology*, 49, 101459. <https://doi.org/10.1016/j.copsyc.2022.101459>Stiles, A.A., Galvan, T., Zundel, C., Flournoy, J., & Gudiño, O.G. (2019). Stakeholder perspectives on eliminating disparities in mental health service use for Latinx youth: A qualitative study. *Evidence-based Practice in Child and Adolescent Mental Health*, 4(4), 328–343. <https://doi.org/10.1080/23794925.2019.1674225>Martinez, W., Patel, S. G., Contreras, S., Baquero-Devis, T., Bouche, V., & Birman, D. (2023). “We could see our real selves.” The COVID-19 sydemic and the transition to telehealth for a school-based prevention program for newcomer Latinx immigrant youth. *Journal of Community Psychology*, 51(6), 2372–2389. <https://doi.org/10.1002/jcop.22825>

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12:15 p.m. – 1:15 p.m.

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**Independence Ballroom, Level 3, Downtown Marriott**

## **Postdoctoral Meet & Greet**

Primary Category: Professional / Interprofessional Issues

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

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12:30 p.m. – 2:00 p.m.

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**Earn 1.5 continuing education credits**

**Grand Ballroom B, Level 5, Downtown Marriott**

### **Mini Workshop 3**

# **Coordinating Pharmacological and Behavioral Therapies for Children and Adolescents: A Coordinated Care Checklist**

*Brian C. Chu, Ph.D.*, Rutgers University

*Uri Meller, M.D.*, Upper West Psychiatry; Montefiore Medical Center, Albert Einstein College of Medicine

Basic to Moderate level of familiarity with the material

Primary Category: Child / Adolescent - Anxiety

Key Words: *Evidence-Based Practice, Anxiety, Depression*

Child and adolescent mental health clients are getting more complicated with more intensive clinical needs. Coordinated evidence-based behavioral and pharmacological treatment is needed now more than ever. And yet, identifying and securing appropriate psychiatric (or behavioral) care for families is challenging in traditional outpatient settings where interdisciplinary team work is less available. Even if one connects a family with a qualified psychiatrist (or behaviorist), maintaining coordinated care across the treatment is equally challenging. This mini-workshop will provide attendees with a pragmatic road map to navigating these tricky roads. What are some signs and symptoms that indicate a psychiatric evaluation? When are the most vital points to communicate with a prescribing

clinician? What are the essentials to communicate to the youth and family? This workshop will briefly review pharmacotherapy efficacy in treating children and adolescents with anxiety and mood disorders. It will then introduce a “Coordination Checklist” that helps outline the steps, shared information, and key communication points that can help prescribers and behaviorists ensure the best possible health outcomes for youth and their families. Case studies will be presented (and attendees will be welcomed to present their own) to illustrate the checklist and methods for overcoming challenges.

**Outline:**

- I. Intro: Need for coordinated care
  - a. Case vignette presenting with complicated need for behavioral and medication treatment
  - b. Evidence for pharmacotherapy efficacy in anxiety and mood problems
  - c. Challenges in talking to families
- II. Intro to the Coordination Checklist
  - a. Talking to parents about psychiatric referral
  - b. Identifying prescribing physician
  - c. Connecting with physician/discussing case formulation and treatment plan
  - d. Plan for coordinating care moving forward
- III. Case illustration and consultation
  - a. Return to case
  - b. Highlight challenges and problem-solving
  - c. Invite questions and consultation requests from audience

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

- Describe the signs and symptoms that indicate psychiatric referral, particularly amongst children and adolescents presenting with anxiety or depression disorders.
- Discuss tips for how to talk with families about psychiatric referrals, including becoming knowledgeable in common “medication myths” and know how to address parent concerns about pharmacotherapy.
- Identify a prescribing physician, considering how to help parents weigh the pros and cons of seeking in- and out-of-network resources.
- Make use of a coordination checklist to communicate initial conceptualization and treatment plan for a youth case and to coordinate ongoing care.
- Long-term Goal: In the long-term, become more comfortable in communicating and coordinating pharmacotherapy and behavioral care in outpatient settings where less direct contact is available.

**Recommended Readings:** Chu, B. C., & Pimentel, S. (2023). CBT Treatment Plans and Interventions for Depression and Anxiety Disorders in Youth. New York: Guilford Press. Walter, H. J., Abright, A. R., Bukstein, O. G., Diamond, J., Keable, H., Ripperger-Suhler, J., & Rockhill, C. (2023). Clinical practice guideline for the assessment and treatment of children and adolescents with major and persistent depressive disorders. *Journal of the American Academy of Child & Adolescent Psychiatry*, 62(5), 479-502. Walter, H. J., Bukstein, O. G., Abright, A. R., Keable, H., Ramtekkar, U., Ripperger-Suhler, J., & Rockhill, C. (2020). Clinical practice guideline for the assessment and treatment of children and adolescents with anxiety disorders. *Journal of the American Academy of Child & Adolescent Psychiatry*, 59(10), 1107-1124.

Earn 1.5 continuing education credits

Grand Ballroom C, Level 5, Downtown Marriott

Mini Workshop 7

# How Did They Agree to This?! a Live Demonstration of Orientation and Commitment in DBT-A

*Esme A L Shaller, Ph.D., UC San Francisco*

*Ashley C. Maliken, Ph.D., Portland DBT Institute*

*Aditi Vijay, Ph.D., Kean University*

*Alison M. Yaeger, Psy.D., Harvard Medical School*

*Stephanie Haft, Ph.D., University of California San Francisco*

Basic level of familiarity with the material

Primary Category: Treatment - Mindfulness & Acceptance

Key Words: *DBT (Dialectical Behavior Therapy), Adolescents, Therapeutic Alliance*

For those of us who specialize in providing Dialectical Behavior Therapy to adolescents (DBT-A), a common refrain we hear from those who are DBT- and/or teen curious is “How on earth!?” This is especially true when it comes to establishing commitment to stick with DBT for a minimum of six months: an eternity to most teenagers! Although DBT is rarely easy, and teens are not always eager, we are proof that DBT-A is possible (and enjoyable!). In previous mini workshops, we have demonstrated how to work on reducing self harm and emotion dysregulation with a teen who has already agreed to do DBT-A. But how do you get to that point? How do you demonstrate to a chronically dysregulated teen that you are the best person to help them reduce their suffering and build a life worth living? One thing that differentiates DBT-A from other treatments is the orientation and commitment process: a pre-treatment stage that builds commitment and makes sure the teen knows what to expect from their time in DBT (Miller, Rathus, & Linehan, 2006). Orientation and commitment can feel intimidating to clinicians, and orientation and commitment with teens offers additional challenges over and above doing this work with adults: How do we respect the teen’s autonomy while acknowledging the therapy may not truly be their own independent choice? This presentation will teach how to properly orient a teen to comprehensive DBT with a focus on the DBT commitment strategies. We will discuss common stuck points, including navigating confidentiality, identifying realistic

and relevant treatment goals, and establishing trust. We will then do three live, unscripted role plays, covering the following topics: How to elicit “life worth living goals” from a teen client and highlight the ways in which these do not align with self-harm or suicidal behaviors. Getting commitment to “take suicide off the table” and actually do all the modes of DBT treatment. How to effectively break confidentiality in order to keep the teen safe without rupturing the relationship with the teen. These spontaneous role plays will be live coded for the audience, highlighting commitment strategies as well as DBT dialectical and stylistic strategies throughout in order to maximize the impact of our modeling. There will also be ample time for questions.

#### Outline:

- Overview of DBT orientation and commitment strategies
- Discussion of common stuck points, navigating confidentiality, and developing treatment goals
- Role play with live annotation on eliciting “life worth living” goals
- Role play with live annotation on “taking suicide off the table”
- Role play with live annotation on breaking confidentiality while maintaining rapport
- Audience question and answer

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

- Identify 4 DBT Commitment Strategies.
- Describe 3 common concerns about breaking confidentiality in DBT-A.
- Name 3 circumstances under which one would break confidentiality in DBT-A.
- Distinguish between “life worth living goals” and common treatment goals for teens.
- Long-term Goal: learn strategies to help translate non-specific therapy goals into behaviorally specific, measurable goals.

**Recommended Readings:** Fox, K. R., Bettis, A. H., Burke, T. A., Hart, E. A., & Wang, S. B. (2022). Exploring adolescent experiences with disclosing self-injurious thoughts and behaviors across settings. *Research on child and adolescent psychopathology*, 1-13. McCauley, E., Berk, M. S., Asarnow, J. R., Adrian, M., Cohen, J., Korslund, 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. Recommended Reading 3 Coyle, T. N., Brill, C. D., Aunon, F. M., Peterson, A. P., Gasser, M. L., Kuehn, K. S., & Harned, M. S. (2019). Beginning to envision a life worth living: An introduction to pre-treatment sessions in dialectical behavior therapy. *Psychotherapy*, 56(1), 21. Bettis, A. H., Burke, T. A., Scott, S. R., Bedock, C., Ambriano, C., Parrish, J., ... & Fox, K. R. (2024). Disclosures of self-injurious thoughts and behaviors to parents in the context of adolescent therapy: A qualitative investigation. *Journal of Clinical Psychology*, 80(3), 537-558.

Earn 1.5 continuing education credits

Grand Ballroom D, Level 5, Downtown Marriott

Mini Workshop 13

# Integrating the Menstrual Cycle into Assessment and Treatment: A Practical Overview

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

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

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

Basic level of familiarity with the material

Primary Category: Women's Health

Key Words: *Women's Health, Treatment, Assessment*

While the majority of female/assigned female at birth individuals do not experience significant menstrual cycle effects on their mood, approximately 5% experience intense and debilitating changes (i.e., premenstrual dysphoric disorder, PMDD) and at least 50% of those with mood disorders and other forms of psychopathology experience cycle-based worsening of their symptoms (i.e., premenstrual exacerbation, PME). These cyclical disorders are not caused by hormonal abnormalities, but rather by abnormal neural sensitivity to normal hormone changes. Accordingly, it is imperative that clinicians understand how to assess and treat menstrual cycle-related effects on mood and psychopathology. Our workshop, led by two licensed clinical psychologists and an advanced trainee with expertise in conducting assessments and treatment with this population, will cover the following topics: Psychoeducation: Overview of the menstrual cycle, including how changes in hormones can affect mood and behavior and the difference between PMDD and PME. We will also highlight both irritability and suicide risk as symptoms that commonly fluctuate across the cycle. Participants will learn how to provide psychoeducation and a broad range of resources to clients. Assessment: Participants will be taught how to validly assess menstrual cycle effects, including reviewing the rationale behind prospective assessment. We will present available tools for easy tracking and calculation of clinically significant cycle effects.

**Outline:**

- Overview of the menstrual cycle and the basic mechanisms of its effects on mood and behavior
  - Introduction to techniques for providing psychoeducation and a broad range of resources to clients
  - Presentation of available tools for easy tracking and calculation of clinically significant cycle effects
  - Exploration of strategies for establishing relationships and collaborating with other types of treatment providers
  - Discussion of CBT strategies for managing the cyclicity of symptoms and integrating them into existing therapy approaches such as DBT
- Interdisciplinary Treatment Collaboration:** Participants will be introduced to strategies for establishing relationships and collaborating with other types of treatment providers (e.g., psychiatry, gynecology) who specialize in pharmacological, medical, and surgical treatments of evidence-based treatment of PMDD/PME.
- Skills Training:** Introduce CBT strategies for management of PMDD/PME, and how to integrate into existing therapy approaches like DBT. Topics include how to utilize increased awareness of symptom flux and applying specific distress tolerance and interpersonal skills to perimenstrual irritability and suicidality. The session will conclude with Q&A about the menstrual cycle and PMDD/PME.

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

- Describe the basic mechanisms of how the menstrual cycle can affect mood and behavior.
- Provide psychoeducation and resources about the menstrual cycle to clients.
- Assess the effects of the menstrual cycle on symptoms using validated, prospective methods and accurately diagnose clients with PMDD or PME.
- Collaborate effectively with other types of treatment providers in providing care for management of menstrual cycle effects.
- Adapt CBT approaches for management of menstrual cycle-based exacerbation of symptoms.

**Recommended Readings:** Eisenlohr-Moul, T. (2019). Premenstrual disorders: a primer and research agenda for psychologists. *The Clinical psychologist*, 72(1), 5-10.

Ross, J. M., Barone, J. C., Tauseef, H., Schmalenberger, K. M., Nagpal, A., Crane, N. A., & Eisenlohr-Moul, T. A. (2024). Predicting acute changes in suicidal ideation and planning: a longitudinal study of symptom mediators and the role of the menstrual cycle in female psychiatric outpatients with suicidality. *American journal of psychiatry*, 181(1), 57-67.

Weise, C., Kaiser, G., Janda, C., Kues, J. N., Andersson, G., Strahler, J., & Kleinstäuber, M. (2019). Internet-based cognitive-behavioural intervention for women with premenstrual dysphoric disorder: a randomized controlled trial. *Psychotherapy and psychosomatics*, 88(1), 16-29.

Earn 1.5 continuing education credits

Grand Ballroom F, Level 5, Downtown Marriott

Symposium 34

FRIDAY

# Developing and Adapting Technological Interventions to Prevent Youth Suicide in Primary Care

CHAIR:

*Molly Davis, Ph.D.*, Children's Hospital of Philadelphia

DISCUSSANT:

*Joel T. Sherrill, Ph.D.*, National Institute of Mental Health  
(NIMH/NIH)

Basic to moderate level of familiarity with the material

Primary Category: Suicide and Self-Injury

Key Words: *Suicide, Adolescents, Primary Care*

## Implementation of a Light-touch Prevention Program for Teens at Risk for Suicide

*Karen T. G. Schwartz, Ph.D.*, Children's Hospital of Philadelphia

*Molly Davis, Ph.D.*, Children's Hospital of Philadelphia

*Stephanie Stepp, Ph.D.*, University of Pittsburgh

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

*Candice Leeann Biernesser, M.P.H., Ph.D., MSW*, University of Pittsburgh

*Rachel A. Vaughn-Coaxum, Ph.D.*, University of Pittsburgh School of Medicine

*Ana Radovic, MD*, Children's Hospital of Pittsburgh

*Nadine Melhem, Ph.D.*, University of Pittsburgh

*Jami Young, Ph.D.*, Children's Hospital of Philadelphia

*David Brent, M.D.*, University of Pittsburgh



## **Technology as Both a Barrier and Facilitator in Addressing Sleep Disturbances Among Adolescents At-risk for Suicide**

*Giana I. Teresi, M.S., University of Pittsburgh*

*Ariel Williamson, Ph.D., DBSM, Ballmer Institute for Children's Behavior Health, University of Oregon*

*Adriane Soehner, Ph.D., University of Pittsburgh School of Medicine*

*Megan Hamm, Ph.D., University of Pittsburgh*

*José Luiggi-Hernández, Ph.D., MPH, University of Pittsburgh*

*Karla Good, LCSW, University of Pittsburgh School of Medicine*

*Delaney Wilkinson, B.S., University of Pittsburgh School of Medicine*

*Peter Franzen, Ph.D., University of Pittsburgh*

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

## **Perceptions of Teens and Caregivers on SMILEY, an Automated Depression and Suicide Prevention Intervention for Online Victimized, At-risk Youth: A Qualitative Study in Pediatric Primary Care Settings**

*Candice Leeann Biemesser, M.P.H., Ph.D., MSW, University of Pittsburgh*

*César Escobar-Viera, M.D., Ph.D., University of Pittsburgh School of Medicine*

*Jason Jones, Ph.D., Perelman School of Medicine at the University of Pennsylvania*

*Megan Hamm, Ph.D., University of Pittsburgh*

*José Luiggi-Hernández, Ph.D., MPH, University of Pittsburgh*

*Schmitt Tylar, B.A., University of Pittsburgh*

*Jillian Sullivan, B.S., University of Pittsburgh*

## **Adolescent and Parent Perspectives on a Behavioral Activation App to Address Anhedonia**

*Rhonda Boyd, Ph.D., Children's Hospital of Philadelphia*

*Charles Jonassaint, Ph.D., University of Pittsburgh*

*Nicholas Allen, Ph.D., University of Oregon*

*Randy Auerbach, Ph.D., ABPP, Department of Psychiatry, Columbia University*

*Megan Hamm, Ph.D., University of Pittsburgh*

*José Luiggi-Hernández, Ph.D., MPH, University of Pittsburgh*

*Jamie Zelazny, PhD, MPH, RN, University of Pittsburgh*

Earn 1.5 continuing education credits

Grand Ballroom I/J, Level 5, Downtown Marriott

Symposium 35

# Impact and Treatment of Emotion Dysregulation in Autistic People Across the Lifespan

CHAIRS:

*Rachel G. McDonald, M.A., Montclair State University*

*Erin Kang, Ph.D., Montclair State University*

DISCUSSANT:

*Amy Keefer, ABPP, Ph.D., Kennedy Krieger Institute/Johns Hopkins University*

Moderate to advanced level of familiarity with the material

Primary Category: Autism Spectrum and Developmental Disorders

Key Words: *Autism Spectrum Disorders, Emotion Regulation, Transdiagnostic*

## **Impacts of Emotion Dysregulation on Multiple Mental Health Disorders in Autistic Youth**

*Rachel G. McDonald, M.A., Montclair State University*

*Tamara E Rosen, Ph.D., Drexel University*

*Erin Kang, Ph.D., Montclair State University*

## **Emotional Dysregulation in NDBI for Young Autistic Children: Prevalence, Outcomes, and Effects on Implementation**

*Elizabeth Kushner, M.A., Emory University*

*Chloe B. Holbrook, Ph.D., Emory University School of Medicine*

*Nicole Hendrix, Ph.D., Emory University School of Medicine*

*Katherine Pickard, Ph.D., Emory University School of Medicine*

**Improving Emotion Dysregulation in Autistic Adolescents and Young Adults with a Mindfulness-based Intervention: The Emotion Awareness and Skills Enhancement (EASE) Program**

*Caitlin M. Conner, Ph.D.*, University of Pittsburgh School of Medicine

*Kelly B. Beck, Ph.D.*, University of Pittsburgh

*Susan White, ABPP, Ph.D.*, The University of Alabama

*Carla Mazefsky, Ph.D.*, University of Pittsburgh School of Medicine

**Impact of a Transdiagnostic Group Behavioral Activation Treatment (GBAT) on Emotion Regulation Among Autistic Adults**

*Erin J. Libsack, M.A.*, Rutgers, The State University of New Jersey

*Gentiana Kukaj, B.A.*, Rutgers, The State University of New Jersey

*Emily Brennan, B.A.*, Rutgers, The State University of New Jersey

*Eden Keinan, M.A.*, Rutgers, The State University of New Jersey

*Jun Hong Chen, Psy.D.*, Rutgers, The State University of New Jersey

*Lauren Pepa, Ph.D., BCBA*, Rutgers, The State University of New Jersey

*Vanessa H. Bal, Ph.D.*, Rutgers, The State University of New Jersey

*Brian C. Chu, Ph.D.*, Rutgers, The State University of New Jersey

Earn 1.5 continuing education credits

Grand Ballroom K/L, Level 5, Downtown Marriott

Symposium 36

# Getting Better Together: Couple Interventions for Individual Psychopathology

CHAIR:

Sonya Varma, M.A., York University

Basic level of familiarity with the material

Primary Category: Couples / Close Relationships

Key Words: *Couples / Close Relationships, Suicide, PTSD (Posttraumatic Stress Disorder)*

## Can You Treat Borderline Personality Disorder Through A Couple Therapy? An Uncontrolled Trial of Sage

Sonya Varma, M.A., York University

Rachel Liebman, Ph.D., University Health Network

Jenna Traynor, Ph.D., McLean Hospital

Elizabeth A. Earle, B.A., York University

Ruth Vanstone, M.A., York University

Lindsay Fulham, M.A., York University

Lindsay Wyatt, M.A., Green Leaf Psychological Services

Michelle Blumberg, M.A., York University

Ashley N. Siegel, B.S., York University

Alyssa A. Di Bartolomeo, B.A., M.A., York University

Jessica Burdo, M.A., York University

Alison Carney, M.A., Toronto Metropolitan University

Naomi Ennis, Ph.D., private Practice

Davey Chafe, Ph.D., Private practice

Nikoo Norouzzian, M.A., York University

Candice Monson, Ph.D., Toronto Metropolitan University

Skye Fitzpatrick, Ph.D., York University

**An Initial Examination of Couple Therapy for PTSD Outcomes Among Black Americans: Findings from an Uncontrolled Trial of Intensive, Multi-couple Group Treatment for PTSD in Military Dyads**

*Steffany J. Fredman, Ph.D., The Pennsylvania State University*

*Alyssa Gamaldo, Ph.D., Clemson University*

*August Jenkins, Ph.D., University of Illinois at Urbana-Champaign*

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

*Yunying (Annie) Le, Ph.D., University of Denver*

*Jacqueline Mogle, Ph.D., Clemson University*

*Candice Monson, Ph.D., Toronto Metropolitan University*

*Charlene Gamaldo, M.D., Johns Hopkins School of Medicine*

*Roland Thorpe, Jr., Ph.D., Johns Hopkins Bloomberg School of Public Health*

*Tabatha Blount, Ph.D., University of Texas Health Science Center at San Antonio*

*Brooke Fina, LCSW, University of Texas Health Science Center at San Antonio*

*Orfeu Buxton, Ph.D., The Pennsylvania State University*

*Christopher G. Engeland, Ph.D., The Pennsylvania State University*

*Galena Rhoades, Ph.D., University of Denver*

*Scott M. Stanley, Ph.D., University of Denver*

*Alexandra Macdonald, Ph.D., The Citadel*

*Katherine Dondanville, ABPP, Psy.D., The University of Texas Health Science Center at San Antonio*

*Daniel J. Taylor, Ph.D., University of Arizona*

*Kristi Pruiskma, Ph.D., University of Texas Health Sciences Center at San Antonio*

*Brett Litz, Ph.D., Boston University Medical Center Psychiatry*

*Stacey Young-McCaughan, Ph.D., University of Texas Health Science Center at San Antonio and South Texas Veterans Health Care System*

*Jeffrey Yarvis, Ph.D., Tulane University*

*Terence Keane, Ph.D., VA Boston Healthcare System*

*Alan L. Peterson, ABPP, Ph.D., University of Texas Health Science Center at San Antonio*

**Uniting Couples in the Treatment of Binge-eating Disorder (BED): Primary Outcomes from a Randomized Controlled Trial Comparing a Couple-based Cognitive-behavioral Treatment for BED with CBTE**

*Emily A. Carrino, M.A., University of North Carolina at Chapel Hill*

*Jennifer S. Kirby, Ph.D., University of North Carolina at Chapel Hill*

*Camden E. Matheme, Ph.D., University of North Carolina at Chapel Hill*

*Donald H. Baucom, Ph.D., University of North Carolina at Chapel Hill*

*Brian Baucom, Ph.D., University of Utah*

*Hunna J. Watson, Ph.D., University of North Carolina at Chapel Hill*

*Cristin D. Runfola, Ph.D., Stanford University School of Medicine*

*Cynthia M. Bulik, Ph.D., University of North Carolina at Chapel Hill, Karolinska Institutet*

**Treatment for Relationships and Safety Together (TR&ST): Development and Pilot Examination**

*Chandra E. Khalifian, Ph.D., VA San Diego Healthcare System*

Earn 1.5 continuing education credits

401/402, Level 4, Downtown Marriott

Symposium 37

FRIDAY

# Understanding the Experiences of Providers and Patients in Psychedelic-assisted Cbts

CHAIR:

*Kayla Knopp, Ph.D.*, VA San Diego Healthcare System/University of California, San Diego

DISCUSSANT:

*Barbara O. Rothbaum, ABPP, Ph.D.*, Emory University School of Medicine

Basic to moderate level of familiarity with the material

Primary Category: Treatment - Other

Key Words: *Treatment Development, CBT, Psychotherapy Process*

**Using CBT to Address Common Challenges in Psychedelic-assisted Therapy: Results from a Qualitative Study of Psychedelic Therapists**

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

*Odin Solvang Elvenes, M.A.*, The Arctic University of Norway

*Christina Chwyl, M.A.*, Portland Psychotherapy

*Jason B. Luoma, Ph.D.*, Portland Psychotherapy Clinic, Research, & Training Center

**Qualitative Interviews with Transgender and Gender Expansive Clients of Group-based Ketamine Assisted Psychotherapy**

*Rachel L. Golden, Ph.D.*

**Initial Implementation Findings from the First Open Pilot Trial of Mdma-assisted Conjoint Therapy for PTSD in the VA Healthcare System**

*Leslie Morland, Psy.D., San Diego VA*

*Kayla Knopp, Ph.D., VA San Diego Healthcare System/University of California, San Diego*

*Dimitri Perivoliotis, Ph.D., VA San Diego Healthcare System/ University of California, San Diego*

*Chandra E. Khalifian, Ph.D., VA San Diego Healthcare System*

*Wachsmann Tamara, B.A., VA San Diego Healthcare System*

*Chargin Bette, B.A., VA San Diego Healthcare System*

*Andrew Bismark, Ph.D., VA San Diego Healthcare System*

*Dhakshin Ramanathan, M.D., VA San Diego Healthcare System/ University of California, San Diego*

*Anne C. Wagner, Ph.D., Remedy + Remedy Institute*

*Chris Stauffer, M.D., VA Portland Medical Center*

*Shirley Glynn, Ph.D., VA/ University of California, Los Angeles*

*Al Alam, MD, VA San Diego Healthcare System*

Earn 1.5 continuing education credits

Franklin 1, Level 4, Downtown Marriott

Symposium 38

# Leveraging Technology to Support PTSD Assessment and Intervention for Veteran Populations

CHAIRS:

*Katherine Wislocki, M.A., University of California, Irvine*

*Nadia Malek, B.A., National Center for PTSD*

DISCUSSANT:

*Lindsey Zimmerman, Ph.D., Veterans Health Administration, Office of Mental Health & Suicide Prevention, National Center for PTSD, Stanford University*

Moderate level of familiarity with the material

Primary Category: Military and Veterans Psychology

Key Words: PTSD (*Posttraumatic Stress Disorder*), *Veterans, Technology / Mobile Health*

**Using Actigraphy and Machine Learning to Predict PTSD Diagnosis in Veterans**

*Katherine Wislocki, M.A., University of California, Irvine*

*Ghazal Naderi, B.A., University of California, Irvine*

*Alyson Zalta, Ph.D., University of California, Irvine*

**Artificial Intelligence's Detection of PTSD, Treatment Recommendations, and Public Stigma for Veterans**

*Sean Lauderdale, Ph.D., University of Houston – Clear Lake*

**Veteran Preferences Towards Tech-based Modalities of PTSD Care**

*Nadia Malek, B.A., National Center for PTSD*

*Eve A. Rosenfeld, Ph.D., National Center for PTSD*

*Casey Straud, Psy.D., University of Texas Health Science Center at San Antonio*

*Craig Rosen, Ph.D., National Center for PTSD, Dissemination and Training Division*

*Carmen McLean, Ph.D., National Center for PTSD*



**Following Netflix' Example: How a Recommendation System Could Help Improve PTSD Treatment Outcomes**

*Philip Held, Ph.D., Rush University Medical Center*

**Prolonged Exposure Collective Sensing System: Pilot Data on a Ubiquitous Computing System That Facilitates Communication About Between-session Exposures and Enhances Patient Engagement**

*Andrew M. Sherrill, Ph.D., Emory University*

*Myeonghan Ryu, M.S., Georgia Institute of Technology*

*Rosa Arriaga, Ph.D., Georgia Institute of Technology*

*Jyoti Alaparthi, B.S. Candidate, Emory University*

*Sheila Rauch, ABPP, Ph.D., Emory University SOM/Atlanta VAMC*

*Barbara O. Rothbaum, ABPP, Ph.D., Emory University School of Medicine*

Earn 1.5 continuing education credits

Franklin 2, Level 4, Downtown Marriott

Symposium 39

FRIDAY

# Minority Stress and Mental Health Among LGBTQ+ Persons Across the Lifespan: A Longitudinal, Developmentally Informed Approach

CHAIRS:

*Mingcong Tang, M.A.*, Center for Anxiety and Related Disorders, Boston University

*Benjamin F. Shepherd, M.S., M.Ed.*, Nova Southeastern University

DISCUSSANT:

*Brian Feinstein, Ph.D.*, Rosalind Franklin University

Basic to moderate level of familiarity with the material

Primary Category: LGBTQ+

Key Words: LGBTQ+, Longitudinal, Mental Health Disparities

## Identifying Pathways from Childhood Adversity to Suicidal Thoughts and Behaviors Among Sexual Minority Adults: An Exploratory Mediation Analysis

*Mingcong Tang, M.A.*, Center for Anxiety and Related Disorders, Boston University

*Violeta Rodriguez, Ph.D.*, University of Illinois Urbana-Champaign

*Amelia Stanton, Ph.D.*, Boston University

*Lauren Trichtinger, Ph.D.*, Division of Mathematics, Computing, and Statistics, Simmons University

*Qimin Liu, Ph.D.*, Boston University

**Longitudinal Trajectories of Support and the Relationship to Mental Health for Transgender Youth**

*Bree K. Horrocks, M.Ed.*, Children's Health - Children's Medical Center/University of Texas Southwestern Medical Center

*Jayme Palka, Ph.D.*, University of Texas- Southwestern Medical Center

*Laura Kuiper, Ph.D., ABPP*, University of Texas-Southwestern Medical Center

**Fearing Judgment from Outside and Within: Heterosexist Stigma and Intra-minority Stigma Predict Social Anxiety Symptom Severity over Time Among Gay and Bi+ Men**

*Benjamin F. Shepherd, M.S., M.Ed.*, Nova Southeastern University

*Roberto López Jr., Ph.D.*, University of California, Los Angeles

*Janell Mensinger, Ph.D.*, Nova Southeastern University

*Paula M. Brochu, Ph.D.*, Nova Southeastern University

**Relations Between Sexual Orientation, Depressive Symptom Severity, and Suicidal Ideation: Preliminary Results from an Ecological Momentary Assessment Study**

*Roberto López, Jr., Ph.D.*, University of California, Los Angeles

*Christianne Esposito-Smythers, Ph.D.*, George Mason University

Earn 1.5 continuing education credits

Franklin 8, Level 4, Downtown Marriott

Symposium 40

# Do Ask, Do Tell: Strategies for Improving Mental Health for Sexual and Gender Minority Military Veterans

CHAIRS:

*Katerine Rashkovsky, B.S.*, VA San Diego Healthcare System

*Eve A. Rosenfeld, Ph.D.*, National Center for PTSD

DISCUSSANT:

*Danielle Shea Berke, Ph.D.*, Hunter College, City University of New York

Basic to moderate level of familiarity with the material

Primary Category: LGBTQ+

Key Words: LGBTQ+, Veterans, Underserved Populations

## Coping Mechanisms & Mental Health in Sexual Minority Community Veterans

*Katerine Rashkovsky, B.S.*, VA San Diego Healthcare System

*Tamara Wachsmen, B.A.*, VA San Diego Healthcare System

*Cindy Chang, Psy.D.*, VA San Diego Healthcare System

*Kayla Knopp, Ph.D.*, VA San Diego Healthcare System/University of California, San Diego

Sexual Orientation Moderates the Association Between Healthcare Utilization-related Factors and Mental Health Service Non-utilization Among United States Military Veterans

*Cindy Chang, PsyD*, VA San Diego Healthcare System

*Ian Fisher, Ph.D.*, Yale School of Medicine

*Kelly Harper, Ph.D.*, National Center for PTSD

*Nicholas Livingston, Ph.D.*, Boston University School of Medicine & National Center for PTSD

*Colin Depp, Ph.D.*, VA San Diego Healthcare System

*Sonya Norman, Ph.D.*, San Diego VA Healthcare System

*Robert Pietrzak, Ph.D., MPH*, Yale School of Medicine

**Community-based Feedback on an Expressive Writing Intervention for LGBTQ+ Veterans**

*Kelly Harper, Ph.D.*, National Center for PTSD

*Katherine Kelton, Ph.D.*, VA Boston Healthcare System

*Nicholas Livingston, Ph.D.*, Boston University School of Medicine & National Center for PTSD

*Katherine Iverson, Ph.D.*, National Center for PTSD

*Brian Marx, PhD*, National Center for PTSD

**Queering a Caring Cosmology: Improving Interpersonal Health and Social Connection for LGBTQ+ and Consensually Non-monogamous Veterans**

*James Michael M. Brennan, Ph.D.*, US Department of Veterans Affairs

*Sree Sinha, Ph.D.*, San Francisco VA Healthcare System

*Jared Boot-Hawry, Psy.D., MBA*, San Francisco VA Healthcare System

*Kaela Joseph, Ph.D.*, San Francisco VA Healthcare System

Earn 1 continuing education credit

Liberty B, Level 3, Marriott Downtown

Symposium 41

FRIDAY

# How Technological Innovation Can Be Used to Enhance Cbt-based Research and Interventions: Applications of EMA, EMI, and Machine Learning

CHAIR:

*Valerie S. Swisher, B.S., The Pennsylvania State University*

DISCUSSANT:

*Michelle G. Newman, B.S., M.A., Ph.D., The Pennsylvania State University*

Moderate level of familiarity with the material

Primary Category: Technology/Digital Health

Key Words: *Technology / Mobile Health, Change Process / Mechanisms*

## **The Naturalistic Reinforcement of Obsessions and Compulsions: An Ecological Momentary Assessment Study**

*Valerie S. Swisher, B.S., The Pennsylvania State University*

*Michelle G. Newman, B.S., M.A., Ph.D., The Pennsylvania State University*

## **Leveraging Ema-methods to Bridge the Contrast Avoidance Model and Contemporary Integrative Interpersonal Theory to Examine Maintenance Factors of Anxiety and Mood Disorders**

*Adam Calderon, B.S., M.A., The Pennsylvania State University*

*Michelle G. Newman, B.S., M.A., Ph.D., The Pennsylvania State University*

## **Which Client with Generalized Anxiety Disorder Benefits from a Mindfulness Ecological Momentary Intervention versus a Self-monitoring App? Developing a Multivariable Machine Learning Model**

*Nur Hani Zainal, M.S., Ph.D., National University of Singapore*

*Michelle G. Newman, B.S., M.A., Ph.D., The Pennsylvania State University*

**Mixed Methods Evaluation of Brief Mobile Interventions Targeting Stress/  
anxiety About Experiences of Discrimination**

*Kaitlyn Petz, B.A., University of Virginia*

*Emma R. Toner, M.A., University of Virginia*

*Mark Rucker, M.S., University of Virginia*

*Emily Leventhal, B.A., Icahn School of Medicine*

*Sarah Livermon, B.S., University of Virginia*

*Benjamin Davidson, B.S., University of Virginia*

*Mehdi Boukhechba, Ph.D., Johnson & Johnson*

*Laura Barnes, Ph.D., University of Virginia*

*Bethany Teachman, Ph.D., University of Virginia*

Earn 1.5 continuing education credits

Regency Ballroom A, Second Floor Mezzanine, Loews Hotel

Symposium 42

FRIDAY

# From Risk Factors to Treatment: Exploring the Intersection of Cultural Identities in Individuals Across the Psychosis-spectrum

CHAIR:

*Katrina S. Rbeiz, M.S., Vanderbilt University*

DISCUSSANT:

*Sarah Hope Lincoln, Ph.D., Case Western Reserve  
University*

All level of familiarity with the material

Primary Category: Schizophrenia / Psychotic Disorders

Key Words: *Severe Mental Illness, Culture, Mental Health Disparities*

## Exploring the Social Determinants of Psychosis in a Middle Eastern and North African Immigrant Population

*Katrina S. Rbeiz, M.S., Vanderbilt University*

## Exploration of Muslim Visibility as a Moderator of Islamophobia and Subclinical Paranoia

*Merranda M. McLaughlin, Ph.D., Massachusetts General Hospital and Harvard  
Medical School*

*Salman S. Ahmad, M.S., University of Miami*

*Amy G. Weisman de Mamani, Ph.D., University of Miami*



**What Should We Prioritize? The Role of Contextual and Person-level Factors as Buffers in Risk for Black Adults with Schizotypy**

*Mahogany Monette, M.S., Indiana University Indianapolis*

*Yara Mekawi, Ph.D., University of Louisville*

*Lauren Hall, B.S., University of Louisville*

*Simone Sanders, M.S., Georgia State University*

*Evan Myers, M.S., Indiana University Indianapolis*

*Kyle Minor, Ph.D., Indiana University Indianapolis*

**Perceived Staff Cultural Sensitivity and Treatment Outcomes in First-episode Psychosis Clients**

*Zeeshan M. Huque, B.A., Temple University*

*Arielle Ered, Ph.D., Perelman School of Medicine at the University of Pennsylvania*

*Fanghong Dong, M.A., Ph.D., Washington University in St. Louis*

*Zeehan Huque, EPINET CLHS*

*Christian Kohler, M.D., Perelman School of Medicine at the University of Pennsylvania*

*Melanie E. Bennett, Ph.D., University of Maryland School of Medicine*

*Monica Calkins, Ph.D., University of Pennsylvania*

**Examining the Protective Role of Enculturation on Positive Symptoms of Subclinical Psychosis Among Black and Latine Heterosexual and LGB+ Adults**

*Daisy Lopez, M.S., Ph.D., University of California Los Angeles*

*Amy G. Weisman de Mamani, Ph.D., University of Miami*

Earn 1.5 continuing education credits

Regency Ballroom C2, Second Floor Mezzanine, Loews Hotel

Symposium 43

FRIDAY

# School-based Opportunities for Adolescent Recovery (SOARing): A School-based, Dbt- skills Targeted Intervention for Adolescents

CHAIR:

*Erica T. Mazzone, M.A., Loma Linda University School of Behavioral Health*

DISCUSSANT:

*Elizabeth Dexter-Mazza, Psy.D., DBT in Schools, LLC*

All level of familiarity with the material

Primary Category: Child / Adolescent - Depression

Key Words: *DBT (Dialectical Behavior Therapy), Adolescents, Community-Based*

**Dialectical Behavior Therapy Programming for Adolescents: Systematic Review and Meta-analysis of Clinical and Implementation Outcomes**

*Maya Boustani, Ph.D., Loma Linda University*

*Erica T. Mazzone, M.A., Loma Linda University School of Behavioral Health*

*James Hodgins, B.A., M.A., Loma Linda University*

*Leslie Rith-Najarian, Ph.D., Strive Mental Health Services*

**Soaring: The Acceptability and Feasibility of a DBT Skills Training Program for At-risk Adolescents**

*Shayna Greenberg, M.A., Loma Linda University*

*Erica T. Mazzone, M.A., Loma Linda University School of Behavioral Health*

*Chalita Antommarchi, Psy.D., Loma Linda University*

*Gabriela Bagnara, Psy.D., Loma Linda University*

*Hannah Jutzy, M.A., Loma Linda University*

*Abby Alido, Psy.D., Loma Linda University*

*Maya Boustani, Ph.D., Loma Linda University*

**Project Soaring: The Impact of School-based DBT Skills on Depression and Anxiety**

*Erica T. Mazzone, M.A., Loma Linda University School of Behavioral Health*

*James Hodgins, B.A., M.A., Loma Linda University*

*Shayna Greenberg, M.A., Loma Linda University*

*Diana G. Marin, M.A., Loma Linda University*

*Holly Morrell, Ph.D., Loma Linda University School of Behavioral Health*

*Maya Boustani, Ph.D., Loma Linda University*

**Textsavvy: Examining the Effectiveness of a Text Messaging Adjunct to a DBT Skills Intervention for Youth in a Low Resource Community**

*James Hodgins, B.A., M.A., Loma Linda University*

*Erica T. Mazzone, M.A., Loma Linda University School of Behavioral Health*

*Shayna Greenberg, M.A., Loma Linda University*

*Holly Morrell, PhD, Loma Linda University School of Behavioral Health*

*Maya Boustani, Ph.D., Loma Linda University*

**A Novel School-based DBT Skills Training Program for At-risk Adolescents: feedback from Participants**

*Emma Franklin, M.A., Loma Linda University*

*Jennifer Diaz Navarro, B.A., Loma Linda University*

*Erica T. Mazzone, M.A., Loma Linda University School of Behavioral Health*

*James Hodgins, B.A., M.A., Loma Linda University*

*Maya Boustani, Ph.D., Loma Linda University*

Earn 1.5 continuing education credits

Congress A, Fourth Floor, Loews Hotel

Symposium 44

# Novel Methods in CBT Research and Practice

CHAIRS:

*Alessandro S. De Nadai, Ph.D.*, McLean Hospital/Harvard Medical School

*Alexander O. Crenshaw, Ph.D.*, Kennesaw State University

DISCUSSANT:

*Brian Baucom, Ph.D.*, University of Utah

Primary Category: Research Methods and Statistics

Key Words: *Research Methods, Statistics, Psychometrics*

**Data Pollution Cleanup: Doubling Effect Sizes While Halving Sample Size Requirements**

*Alessandro S. De Nadai, Ph.D.*, McLean Hospital/Harvard Medical School

*Ryan Zamora, M.S.*, McLean Hospital/Harvard Medical School

*Alyse Finch, M.A.*, McLean Hospital/Harvard Medical School

**Variability in Operationalizing the Standardized Mean Difference and Reliable Change in Clinical Trials**

*Alexander O. Crenshaw, Ph.D.*, Kennesaw State University

*Ameesha Narine, B.S.*, Kennesaw State University

*Mohamed Hashi, M.A.*, Kennesaw State University

*Kianan Carr, Kennesaw State University*

*Thanun Derangula, B.Tech.*, Kennesaw State University

*Yeonkuk Woo, B.S.*, Kennesaw State University

**Using Passive Sensor Data to Enhance Mental Health Risk Assessment in Community-dwelling Adults**

*Robyn E. Kilshaw, M.S.*, University of Utah

*Emma Butner, B.S.*, University of Utah

*Abigail Boggins, B.A.*, University of Utah

*Olivia Everett, B.A.*, University of Utah

*Feea Leifker, M.P.H., Ph.D.*, University of Utah

*Brian Baucom, Ph.D.*, University of Utah

**Clinical Takeaways Differ Across Nomothetic to Idiographic Models: Comparing Networks of PTSD Symptoms, Emotion Dysregulation, and Alcohol Use in Women Experiencing Interpersonal Violence**

*Gemma T. Wallace, Ph.D.*, Alpert Medical School of Brown University

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

*Alexa M. Raudales, M.A.*, University of Rhode Island

*Nicole Weiss, Ph.D.*, University of Rhode Island

**Beyond Jacobson & Truax: Modern Methods for Estimating Clinically Significant Change**

*Antonio A. Morgan-Lopez, Ph.D.*, RTI International

*Lisette Saavedra, Ph.D.*, RTI International

Earn 1.5 continuing education credits

Congress B, Fourth Floor, Loews Hotel

Symposium 45

FRIDAY

# Exploring Racial Trauma and Radical Healing in Asian American, Native Hawaiian, and Pacific Islander Communities: Mixed Methods Investigations

CHAIR:

*Wendy Chu, M.A., University of South Carolina*

DISCUSSANT:

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

All level of familiarity with the material

Primary Category: Healing / Resilience

Key Words: *Racial Trauma, Asian Americans, Culture*

## Confirmatory Factor Analysis of the Race-based Traumatic Stress Symptom Scale in AANHPI Adults

*Andrea Ng, M.A., University of Hawai'i at Manoa*

*Wendy Chu, M.A., University of South Carolina*

## The Impact of Anti-asian Racism on Asian Americans, Native Hawaiians, and Pacific Islanders During the COVID-19 Pandemic: A Mixed Methods Study

*Stephanie H. Yu, Ph.D., University of California, San Francisco*

*Wendy Chu, M.A., University of South Carolina*

*Andrea Ng, M.A., University of Hawai'i at Manoa*

*Y. Vivian Byeon, M.A., University of California, Los Angeles*

*Belinda Chen, M.A., University of California, Los Angeles*

*Julie Nguyen, B.S., University of South Carolina*

**Responses to Covid-related Anti-asian Racism Among Asian Americans, Native Hawaiians, and Pacific Islanders: A Thematic Analysis**

*Julie Nguyen, B.S., University of South Carolina*

*Andrea Ng, M.A., University of Hawai'i at Manoa*

*Wendy Chu, M.A., University of South Carolina*

*Stephanie H. Yu, Ph.D., University of California, San Francisco*

**Collective Trauma Requires Collective Healing: The Association Between Racial Trauma and Radical Healing in Asian Americans, Native Hawaiians, and Pacific Islanders**

*Wendy Chu, M.A., University of South Carolina*

*Andrea Ng, M.A., University of Hawai'i at Manoa*

*Stephanie H. Yu, Ph.D., University of California, San Francisco*

Earn 1.5 continuing education credits

Congress C, Fourth Floor, Loews Hotel

Symposium 46

FRIDAY

# Pursuing the Unknown: Novel Insights for Measuring, Treating, and Understanding Intolerance of Uncertainty Across Transdiagnostic Samples

CHAIRS:

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

*Kelly A. Knowles, Ph.D.*, Institute of Living

DISCUSSANT:

*Kiara R. Timpano, Ph.D.*, University of Miami

Basic to moderate level of familiarity with the material

Primary Category: Transdiagnostic

Key Words: *Common Factors, Anxiety, Cognitive Processes*

## **Ambiguity Limits Risk Taking for Both Patients with OCD and Non-psychiatric Controls**

*Ryan J. Jacoby, Ph.D.*, Massachusetts General Hospital; Harvard Medical School

*Caroline Armstrong, B.A.*, Massachusetts General Hospital

*Dalton Klave, M.A., M.S.*, Massachusetts General Hospital

*Susanne S. Hoeppepner, Ph.D., M.Ap.Stat.*, Massachusetts General Hospital

*Jennifer Lerner, PhD*, Harvard Kennedy School

*Sabine Wilhelm, Ph.D.*, Harvard Medical School

## **Uncertainty-driven Information Seeking in Obsessive Compulsive Disorder**

*Christina L. Boisseau, Ph.D.*, Northwestern University Feinberg School of Medicine

*Andra Geana, Ph.D.*, Providence College

*Steven A. Rasmussen, M.D.*, Brown University

*Michael Frank, Ph.D.*, Brown University



**Intolerance of Uncertainty Improves After Treatment for Hoarding Disorder**

*Michael Wheaton, Ph.D., Barnard College*

*Carolyn Rodriguez, M.D., Ph.D., Stanford University*

**Intolerance of Uncertainty Is Associated with Sequence-specific Behavior in Obsessive Compulsive Spectrum and Anxiety Disorders**

*Gina M. Belli, M.S., Northwestern University Feinberg School of Medicine*

*Hannah Doyle, B.S., Brown University*

*Sarah L. Garnaat, Ph.D., Dartmouth University*

*Steven A. Rasmussen, M.D., Brown University*

*Immanuela C. Obisie-Orlu, B.S., Northwestern University*

*Yiqing Fan, M.A., Northwestern University Feinberg School of Medicine*

*Theresa M. Desrochers, Ph.D., Brown University*

*Christina L. Boisseau, Ph.D., Northwestern University Feinberg School of Medicine*

**Exploring the Intersection of Intolerance of Uncertainty and Eating Disorders Through Behavioral Measures and Food Consumption**

*Kayla Costello, M.S., University at Albany, State University of New York*

*C.Alix Timko, Ph.D., Children's Hospital of Philadelphia*

*Grace Haase, B.A., Children's Hospital of Philadelphia*

*Julia M. Hormes, Ph.D., University at Albany, State University of New York*

Earn 1.5 continuing education credits

Grand Ballroom E, Level 5, Downtown Marriott

Clinical Round Table 6

# Culturally-sensitive Adaptations of Evidence-based Interventions for Eating Disorders

MODERATOR:

*Geraldine De La Rosa-Lopes, Ph.D.*, Eating Recovery Center

PANELISTS:

*Kimberly Anderson, Ph.D.*, Eating Recovery Center

*Irene Rovira, Ph.D.*, Eating Recovery Center

Primary Category: Eating Disorders

Key Words: *Anorexia, Bulimia, CBT*

Recent epidemiologic studies have highlighted an increase in the prevalence of eating disorders (EDs) at a global level, with statistics revealing rates are now fairly equal across racial groups in the United States. While there is promising evidence in support of utilizing culturally sensitive interventions with racial and ethnic minorities, and recognition of the importance of considering cultural factors when providing treatment for EDs, services and guidelines for adapting evidence-based protocols are scarce. Adaptations, such as the inclusion of cultural values, flexibility in the clinician's role, recognition of socioeconomic circumstances and adjustment of exercises to match educational levels, may promote treatment retention, the therapeutic alliance, and perhaps even rates of recovery in vulnerable populations. This clinical roundtable aims to primarily highlight key cultural considerations and corresponding ways of adapting empirically-supported interventions to facilitate engagement in treatment and potentially enhance outcomes. The framework of two first-line treatments for EDs, specifically enhanced Cognitive Behavioral Therapy (CBT-E) and Family Based Treatment (FBT) will be presented. The panelists will synthesize clinical and literature-based information on the treatment of eating disorders and highlight potential challenges with overlooking crucial cultural factors. Case vignettes will be used to illustrate diverse clinical presentations, the components of the interventions, and recommended adaptations within a cultural context. Finally, this expert panel will discuss challenges, current efforts, and areas of future direction for providing culturally sensitive interventions in higher-level of care settings.

Earn 1.5 continuing education credits

309/310, Level 3, Downtown Marriott

Clinical Round Table 7

# Attending to Social Determinants of Health to Optimize Delivery of Evidence-based Treatment for Early Childhood Externalizing Behaviors: A Parent-child Interaction Therapy (PCIT) Illustration

FRIDAY

MODERATOR:

*Matthew Young, Ph.D.*, University of Chicago Medicine

PANELISTS:

*Nellie A. Shippen, M.A.*, University of Illinois at Chicago

*Erika Luis Sanchez, Ph.D.*, UCLA TIES for Families

*Chelsey McCabe, Ph.D.*, Oishei children's hospital

*Corinna Klein, Ph.D.*, LCSW, UCLA School of Medicine

Primary Category: Child / Adolescent - Externalizing

Key Words: *PCIT (Parent Child Interaction Therapy), Underserved Populations*

Parent-Child Interaction Therapy (PCIT) is an empirically-supported treatment to address behavioral concerns among young children and has many benefits for children with externalizing difficulties, including those with developmental delays and at risk for early-life adversity. Despite these benefits, many families encounter challenges accessing PCIT or experience barriers to care that increase the likelihood of early termination. Social determinants of health (SDH) are social factors that influence health and include regional policies, food and housing availability, systemic racism/discrimination, immigration status, neighborhood characteristics, English proficiency, religious affiliation, social support, and social benefits eligibility. SDH are also associated with child health and mental health outcomes including but not limited to: risk of trauma, exposure to community violence, premature birth and developmental risks, risk of family separation, insurance coverage, housing and food quality and stability, and access to clinical sites offering evidence-based treatments. Thus, families most in need of PCIT to help alleviate and buffer

against deleterious effects of systemic failures that predicate a variety of health and mental health risks may simultaneously encounter the greatest barriers to treatment engagement and retention. There is a growing body of research that focuses on capturing the extent to which families are impacted by SDH that place them at risk for encountering barriers to care and how providers are adapting their PCIT practices to reflect these impacts. This round table is designed for providers to learn how these research recommendations are being applied practically, how clinical observations may be leveraged to facilitate future scientific inquiry and who are curious to learn examples of efforts made to enroll, successfully retain, and complete treatment with SDH in mind. Panelists in this clinical roundtable will share specific practice recommendations and examples of how these challenges were ameliorated in their clinics. Panelists have prepared clinical case and research examples to highlight how different phases of treatment may require unique cultural and social considerations with families in PCIT.

Earn 1.5 continuing education credits

Regency Ballroom C1, Second Floor Mezzanine, Loews Hotel

Panel Discussion 3

# Equity in Exposure: Considerations for Modifying Exposures to Meet the Needs of Marginalized and Vulnerable Populations Across the Lifespan

FRIDAY

MODERATORS:

*Danielle L. Hoyt, M.A., M.S.*, Rutgers, the State University of New Jersey

*Hannah Brinkman, M.S.*, Rutgers University

PANELISTS:

*Lilly Derby, M.S.*, Rutgers University

*Jacqueline Smith-Caswell, M.S.*, Rutgers, the State University of New Jersey

*Debra A. Hope, Ph.D.*, University of Nebraska-Lincoln

*Caitlin M. Pinciotti, Ph.D.*, Baylor College of Medicine

*Samantha G. Farris, Ph.D.*, Rutgers University

Primary Category: Adult - Anxiety

Key Words: *Exposure, Vulnerable Populations, Anxiety*

Exposure therapy is an efficacious intervention for anxiety-related disorders and health behaviors, yet equitable access to treatment remains a challenge. This panel will highlight common barriers to exposure delivery among historically marginalized groups (e.g., older adults, racial minorities). Such barriers include clinician concerns about safety and contradiction of eliciting symptoms, limited knowledge, and lack of sensitivity in exposure delivery. Panelists will leverage their varying clinical and research expertise to discuss methods for overcoming barriers, including a justice-based framework, patient tailoring, and guidance for training junior clinicians. Focus will be given to key considerations for intersectional identities and the use of the justice-based framework, which prioritizes respect and compassion and is designed for those with marginalized identities. As traditional exposures may inadvertently reinforce harmful stereotypes, attendees will gain insight into how this framework supports clinicians in challenging patients' core maladaptive fears while not invalidating or over-pathologizing their legitimate concerns. Panelists will describe the flexible application of exposure using adapted language and modified

activities to increase participant willingness and regular engagement. The important role of dyads in exposure treatment will also be discussed, including children-parents, partners, and medical providers that can shape treatment. Given the known barriers to this evidence-based method (e.g., clinician hesitancy and limited knowledge), it is critical to have robust and structured training for future clinicians to effectively deliver and appropriately tailor exposures for marginalized populations. As such, subject matter experts will highlight methods for training in appropriate exposure modification for particularly vulnerable groups. Additional perspectives will be shared by student clinicians in the effective use of supervision, as well as the development of their own skills in peer supervision and training. This discussion aims to improve the use of exposure in the treatment of marginalized populations to promote equitable dissemination and access to evidence-based care.

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12:30 p.m. – 2:00 p.m.

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**Earn 1.5 continuing education credits**

**Franklin Hall 10, Level 4, Downtown Marriott**

#### **Panel Discussion 4**

# **From Acknowledgement to Advocacy: Confronting the Role of Racism in Child Mental Health**

#### **MODERATOR:**

*Nada M. Goodrum, Ph.D.*, University of South Carolina

#### **PANELISTS:**

*Funlola Are, Ph.D.*, University of Texas Health Science Center at Houston

*Sarah R. Edmunds, Ph.D.*, University of South Carolina

*Donte Bernard, Ph.D.*, University of Missouri-Columbia

*Alexandrea Golden, Ph.D.*, University of Memphis

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

Primary Category: Culture / Ethnicity / Race

Key Words: *Racial Trauma, Child, Mental Health Disparities*

Structural racism is detrimental to the mental health of children of color, particularly Black children, in the United States and globally (Iruka et al., 2022; Williams et al., 2019). Although CBT has significantly contributed to understanding and improving children's well-being, racial/ethnic inequities remain due to structural racism. Yet, most CBT preventions and interventions to support children's mental health do not explicitly acknowledge the role of racism or seek to address it. Rather, many programs target universal outcomes without considering families' lived experiences of oppression. This gap is of critical significance given mounting evidence regarding the effects of structural racism on children and families of color, including effects on economic conditions, housing and neighborhood

resources, police interactions, educational quality, contact with the child welfare system, voting power, and healthcare experiences, as well as hindrances to accessing services that could counteract some of these negative effects. In fact, racial disparities in accessing mental health services worsened between 2010-2017 (Rodgers et al., 2022). To move toward a more equitable society that promotes the well-being of all children, CBT practitioners and scientists must explicitly acknowledge and confront the effects of racism on child mental health. This panel discussion will uncover the negative consequences of allowing racism to go unnamed as a root cause of child mental health difficulties and discuss strategies for addressing racism within CBT research and practice with families of color. Relevant to ABCT's goals, panelists will discuss innovative approaches to leverage CBT science to promote equity, strategies to foster equitable relationships with diverse stakeholders, and methods to tailor, disseminate, and implement CBT interventions for traditionally marginalized groups. Panelists have extensive expertise in child mental health, racial trauma, CBT prevention and intervention approaches, equity-focused implementation science, intersectionality theory, and community-engaged research and practice. Panelists will offer actionable recommendations for moving toward more equity-explicit work that addresses racism through CBT.

Earn 1.5 continuing education credits

Regency Ballroom B, Second Floor Mezzanine, Loews Hotel

Spotlight Research 1

# Effectively Communicating About Treatments with Your Patient: The Patient Perspective

CHAIR:

*Sadie E. Larsen, Ph.D.*, National Center for PTSD

PANELIST:

*Kathleen M. Grubbs, Ph.D.*, Central Arkansas VA Healthcare System

Primary Category: Trauma and Stressor Related Disorders and Disasters

Key Words: *PTSD (Posttraumatic Stress Disorder), Translational Research, Implementation*

Shared decision-making is increasingly recognized as a best practice in patient-centered care (though it is less commonly used in mental healthcare; Thomas et al., 2021). Shared decision-making encourages collaborative communication in which providers share their expertise in treatments, and patients discuss their goals and preferences for treatment. In order to be patient-centered, communication from providers should be understandable. Yet, often treatment names and concepts are conveyed in a way that is technical or jargon, thus decreasing patient understanding and openness to evidence-based psychotherapies (EBPs). The current talk will focus on two sets of studies designed to better understand patient-provider communication about treatment options. The first set of studies entailed qualitative analysis of recorded treatment planning sessions within VA PTSD specialty care, and interviews with veteran patients (n = 10 providers, 25 treatment planning session recordings, 12 patient interviews). This analysis found several helpful themes for conveying information about EBPs, including rich description, engaging questions, sharing prior patient success stories, using inviting and direct language, and tailoring therapy discussion to meet patient needs. Analyses include (1) factors leading to choice of a non-EBP and (2) subtle differences in discussions that led to more favorable views of specific EBPs (Larsen, Hooyer, Kehle-Forbes, Hamblen, 2023). The second set of studies used a survey to inform an updated PTSD treatment decision aid (n = 887 people who screened positive for PTSD; Larsen, Grubbs, Ranney, Matteo, Hamblen, in preparation). Quantitative and qualitative analyses evaluated patients' preferences for treatments, their preference of terminology used to convey treatment information, and their (mis)understandings of treatment names. We describe common themes in participants' reactions to treatment concepts such as "loss of diagnosis" and reactions to treatment names. We will describe the common misunderstandings that can ensue when clinicians use technical terms (e.g., "exposure") that have different meanings to the general public than to scientists.



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

- Describe the goals of shared decision-making in the context of patient-centered care.
- Describe ways in which providers discussed evidence-based treatments for PTSD in ways that encouraged patients to choose them.
- List words often used to name psychotherapies that are either well-understood or misunderstood by patients.
- Enhance their own approach to describing treatments in ways that may enhance uptake of evidence-based psychotherapies.
- More closely examine their own use of jargon as a barrier to patient understanding.

**Recommended Readings:** Thomas, E. C., Ben-David, S., Treichler, E., Roth, S., Dixon, L. B., Salzer, M., & Zisman-Ilani, Y. (2021). A systematic review of shared decision-making interventions for service users with serious mental illnesses: state of the science and future directions. *Psychiatric Services*, 72(11), 1288-1300.

Etingen, B., Grubbs, K. M., & Harik, J. M. (2020). Drivers of Preference for Evidence-Based

PTSD Treatment: A Qualitative Assessment. *Military Medicine*, 185(Supplement\_1), 303-310.

Epstein, R. M., & Street, R. L. (2011). The values and value of patient-centered care. *The Annals of Family Medicine*, 9(2), 100-103.

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12:30 p.m. – 2:00 p.m.

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**301, Level 3, Downtown Marriott**

## **Collective Liberation & Intersectionality SIG**

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 2025.

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1:00 p.m. – 2:30 p.m.

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**Earn 1.5 continuing education credits**

**Franklin 9, Level 4, Downtown Marriott**

### **Research and Professional Development 3**

## **Industry Jobs in Digital Mental Health: Roles, Career Paths, and Lessons Learned**

### **PANELISTS:**

*Elizabeth H. Eustis, Ph.D.*, Boston University Center for Anxiety and Related Disorders

*Risa Weisberg, Ph.D.*, RealizedCare / Boston University

*Margaret T. Anton, Ph.D.*, Two Chairs

All level of familiarity with the material

Primary Category: Technology/Digital Health

Key Words: *Professional Development, Technology / Mobile Health*

According to the 2021 Survey of Earned Doctorates, 64% of new PhDs in psychology reported that their first postgraduate job was outside of academia (NSF, 2021). Further, increasing numbers of psychologists have also moved to roles outside of clinical practice (APA, 2022), many finding work in the growing field of digital mental health (APA, 2024). However, resources for psychologists, therapists, and graduate students to learn about career paths in digital mental health are severely lacking in most training programs and in the field more broadly. Digital mental health companies utilize technology to deliver services via mobile phone apps, web-based platforms, head mounted display extended reality software, and/or telehealth, and this area of industry has seen rapid growth in recent years. For example, there are more than 10,000 apps available for mental health (Carlo et al., 2019). For these services to reduce the burden of mental health disorders it is imperative that they are safe, culturally responsive, and effective. Therefore, there is a critical need

for behavioral health professionals with expertise in CBT to lead and contribute to this work in industry. In response to employment trends, the need for more professional development resources on industry careers, and the opportunity to significantly increase access to CBT, this panel will focus on industry jobs in digital mental health. Panelists are four clinical psychologists who have worked in a range of roles at digital mental health companies including clinical innovation and supervision, product development, research, and leadership roles, and range from early career to more senior professionals. Panelists work at companies that are providing mental health services through various methods including fully automated apps, virtual reality, and telehealth. Each panelist will describe their current role including how they apply their clinical, research, and cultural responsiveness training to their work. In addition, we will discuss skills that are desirable in these roles that do not necessarily come with formal training. Finally, we will provide specific concrete recommendations for how audience members can learn more if they are interested, and end with time for questions from the audience.

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

- Describe panelists current or recent titles and roles, including day to day tasks and responsibilities, so audience members can learn about job options within digital mental health.
- Describe how panelists apply their clinical, research, and cultural responsiveness training in their current role.
- List skills that are desirable in industry roles in digital mental health that are not part of traditional training in psychology.
- Describe panelists career paths that lead to their current roles.
- Provide specific concrete recommendations for how audience members can learn more about jobs in digital mental health and tips on how to find jobs in this growing field.

**Recommended Readings:** Castro Sweet, C., Kaye, L., Alabduljabbar, M., & Myers, V. (2022). Training the next generation of behavioral medicine scientists to accelerate digital health. *Translational Behavioral Medicine*, 12(8), 834–840. <https://doi.org/10.1093/tbm/ibac050>Huberty, J. (2023). Real life experiences as head of science. *JMIR Mental Health*, 10:e43820. <https://doi.org/10.2196/43820>American Psychological Association. (2024, January 1). Is a job in the booming health tech sector right for you? *Monitor on Psychology*, 55(1). <https://www.apa.org/monitor/2024/01/psychology-health-tech-sector>

Earn 1.5 continuing education credits

Liberty A, Level 3, Downtown Marriott

Symposium 77

# Enhancing the Focus of CBT Interventions for Trauma to Improve Outcomes: Innovations in Methods and Treatment Targets

CHAIR:

*Danielle Moskow Diamond, Ph.D.*, Massachusetts General Hospital

DISCUSSANT:

*Andrew J. Curren, Ph.D.*, Icahn School of Medicine at Mount Sinai

Basic to moderate level of familiarity with the material

Primary Category: Trauma and Stressor Related Disorders and Disasters

Key Words: *Trauma, Treatment, Transdiagnostic*

## **A Precision Medicine Framework for Predicting Response to Evidence Based Therapies for PTSD: A Machine Learning Approach**

*Joshua Curtiss, M.A., Ph.D.*, Northeastern University

*Joseph K. Carpenter, Ph.D.*, VA Boston / National Center for PTSD

*Patricia A. Resick, ABPP, Ph.D.*, Duke University School of Medicine

*Tara Galovski, Ph.D.*, VA National Center for PTSD, Boston University School of Medicine

**How Well Can We Predict Dropout from Trauma-focused Therapy for PTSD?  
Differences Between Black and White Patients**

*Joseph K. Carpenter, Ph.D., VA Boston / National Center for PTSD*

*Joshua Curtiss, M.A., Ph.D., Northeastern University*

*Patricia A. Resick, ABPP, Ph.D., Duke University School of Medicine*

*Tara Galovski, Ph.D., VA National Center for PTSD, Boston University School of  
Medicine*

**Meaning-centered CBT Improves Loneliness and Meaning in Individuals with  
PTSD or Trauma**

*Danielle Moskow Diamond, Ph.D., Massachusetts General Hospital*

*Amanda W. Baker, Ph.D., Massachusetts General Hospital/Harvard Medical Center*

*Nicole J. LeBlanc, Ph.D., Massachusetts General Hospital/Harvard Medical Center*

*Benjamin W. Bellet, Ph.D., Massachusetts Mental Health Center/Beth Israel Deaconess  
Medical Center*

*Emily Mintz, B.A., Massachusetts General Hospital*

*Jonah N. Cohen, Ph.D., Massachusetts General Hospital/Harvard Medical Center*

**Targeting Anhedonia and Positive Affect Utilizing Positive Event Reminiscing in  
Transdiagnostic Treatment for PTSD and Depression Delivered via Telehealth**

*Kathy Shekhtman, Ph.D., NYU Langone Medical Center / Steven A. Cohen Military  
Family Center*

*Kathy Shekhtman, Ph.D., NYU Langone Medical Center / Steven A. Cohen Military  
Family Center*

*Alice E. Coyne, Ph.D., American University*

*Adele M. Hayes, Ph.D., University of Delaware*

*Lori A. Zoellner, Ph.D., University of Washington*

*Norah C. Feeny, Ph.D., Case Western Reserve University*

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1:00 p.m. – 2:00 p.m.

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networking 

**410, Level 4, Downtown Marriott**

## **Clinical Psychological Science SIG**

We will review SIG business, collect dues, present awards, and introduce new officers. We will also plan submissions for next years conference, solicit volunteers to write a column for tBT (which will also appear in SSCPâ€™s newsletter), and allow time for networking among members.

FRIDAY

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1:00 p.m. – 2:30 p.m.

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networking 

**413, Level 4, Downtown Marriott**

## **Forensic Issues and Externalizing Behaviors SIG**

We will hold our SIG's business meeting and have a guest speaker present on forensic-related research.

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1:30 p.m. – 2:30 p.m.

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**Grand Ballroom A, Level 5, Downtown Marriott**

## **SSCP Presidential Address and Awardee Acknowledgements**

*Rachel E. Hershenberg, Ph.D., Emory University*

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3:30 p.m. – 4:30 p.m.

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**Earn 1 continuing education credits**

**Grand Ballroom A, Level 5, Downtown Marriott**

# **SSCP Panel - The Future of Evidence-based Practice: Implications for Dissemination & Implementation, Research, and Training**

### **MODERATORS:**

*Sarah R. Sullivan, M.S., Hunter College, City University of New York*

*Francesca Gomez, B.A., Trinity University*

### **PANELISTS:**

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

*David Tolin, ABPP, Ph.D., Anxiety Disorders Center, The Institute of Living*

*Jason J. Washburn, Ph.D., Northwestern University*

*Erum Nadeem, Ph.D., Rutgers University*

*Kelly A. Knowles, Ph.D., Institute of Living*

*Henry A. Willis, University of Maryland at College Park*

FRIDAY

Key Words: *Evidence-Based Practice, Culturally Responsible Programming, Treatment - Other*

The field of clinical psychology is increasingly challenged by the need to define what constitutes a psychological treatment, particularly in the context of evidence-based practice (EBP) and empirically supported treatments (ESTs). This panel discussion, brings together a diverse group of experts to explore the boundaries and definitions of psychological treatments. These experts include: Carolyn Becker, Kelly Knowles, Erum Nadeem, David Tolin, Jason Washburn, and Henry Willis. David Tolin recently led a Division 12 task force on this topic and helped spur this panel. Carolyn Becker (ABCT President Elect) will discuss the importance of viewing evidence-based practice as a dynamic process rather than a fixed set of treatments and the risks of diluting the meaning of “evidence-based” when it is applied too broadly (i.e. pseudoscientific practices). Jason Washburn (CAAPS, DCT) and Erum Nadeem (ABCT Dissemination, Implementation, and Engagement Stakeholders Committee) will share insights on how the definitions of psychological treatment affect training and supervision of clinicians, particularly in trauma-focused interventions in school settings. Finally, Henry Willis will discuss the role of digital mental health in reaching marginalized populations, while Kelly Knowles (SSCP Science and Practice Committee) will offer perspectives from early-career clinicians on integrating clinical science with practice. Moderators will be the two current SSCP representatives, Francesca Gomez and Sarah Sullivan. The panel will 1) examine how clinical science can guide practice beyond current data limitations, 2) review effective strategies for guiding treatment for underrepresented clients, including how to culturally adapting evidence-based treatments, and 3) discuss the challenges of maintaining treatment fidelity in diverse healthcare settings, combating the rise of pseudoscientific treatments, and preparing the next generation of psychologists to implement evidence-based practices. This dialogue seeks to chart a path forward for the field, ensuring that both the definitions and applications of EBP and ESTs remain rigorous, relevant, and inclusive.

#### Outline:

- Moderators will introduce themselves and the members of the panel
- Moderators will pose previously selected questions to panelists and encourage discussion among the panelists and the audience on the various topics covered
- Moderators will leave time at the end for the audience to ask questions

**Recommended Readings:** Tolin, D. F., Grasso, D., Boness, C. L., Beck, J. G., Keane, T. M., Leichsenring, F., ... Weinand, J. (2024, April 17). A Proposed Definition of Psychological Treatment and Its Relation to Empirically Supported Treatments. <https://doi.org/10.31219/osf.io/2w3j5>

Schueller, S. M., & Torous, J. (2020). Scaling evidence-based treatments through digital mental health. *American Psychologist*, 75(8), 1093–1104. <https://doi.org/10.1037/amp0000654>

Brownson, R. C., Shelton, R. C., Geng, E. H., & Glasgow, R. E. (2022). Revisiting concepts of evidence in implementation science. *Implementation Science*, 17(1), 26.



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2:30 p.m. – 3:30 p.m.

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**Grand Ballroom A, Level 5, Downtown Marriott**

**SSCP Distinguished Scientist Address : How to Help our Science Have Maximal Impact**

*Mitch J. Prinstein, ABPP, Ph.D., University of North Carolina at Chapel Hill*

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4:30 p.m. – 5:30 p.m.

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**Grand Ballroom A. Level 5, Downtown Marriott**

**SSCP Posters and Social Hour**

FRIDAY

ticket

Earn 2 continuing education credits

308, Level 3, Downtown Marriott

Master Clinician Seminar 3

# Navigating Treacherous Waters in Pediatric OCD: Common Clinical Problems and Empirically Informed Recommendations

*Martin E. Franklin, Ph.D.*, Rogers Memorial Hospital

*John Piacentini, ABPP, Ph.D.*, UCLA Semel Institute

Moderate to Advanced level of familiarity with the material

Primary Category: Obsessive Compulsive and Related Disorders

Key Words: *OCD, Child/Adolescent, Treatment*

Pediatric OCD is associated with substantive symptoms, comorbidity, and functional impairment that can extend into adulthood, but fortunately the efficacy of treatments including cognitive-behavioral therapy (CBT) involving exposure plus response prevention (ERP) is now well established. Drs. Franklin and Piacentini will first set the stage by offering a targeted critical review of the pediatric OCD treatment literature, including discussion of the key randomized trials that have established the efficacy of ERP, both alone and in combination with concomitant serotonin reuptake inhibitors (SRIs). They will then focus on explicating common clinical barriers to optimal outcomes, including presentation of empirically supported strategies that should be brought to bear to mitigate the potentially pernicious effects of these variables. These potential pitfalls specifically include low motivational readiness, unusual obsessional presentations (e.g. fears of being buried alive or trapped in someone else's dream), clinical management of suicidal ideation in the context of obsessions pertaining to suicide, and presentations related to disgust and incompleteness. They will also address the effects of psychiatric comorbidity and treatment decision-making in the context of comorbidity, as well as family accommodation and other family factors associated with poorer OCD outcomes along with clinical recommendations to address these concerns. Case examples will be emphasized to punctuate the core clinical procedures recommended to navigate these challenges. Moreover, ample time will be provided for questions and discussion, after which the floor will be opened to audience members to discuss theoretical and clinical issues including case presentations and examples of their own. Throughout each of the presentations, particular emphasis will be placed on provision of clinical services for pediatric OCD patients and their families who

have demonstrated prior partial or non-response to cognitive-behavioral, pharmacological, or combined treatment approaches.

**Outline:**

- A. Focused review of efficacy data for treatments including ERP, serotonergic medications, and their combination
- B. Identification of empirical and clinical moderators and predictors of attenuated treatment outcome
- C. Presentation of these variables and clinically recommended strategies to address them, including:
  - a. Low motivation for treatment
  - b. Unusual obsessional content
  - c. Suicidal ideation in context of patients presenting with obsessions pertaining to suicide
  - d. Not Just Right/Incompleteness concerns
  - e. Psychiatric comorbidity
  - f. Family factors including accommodation

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

- Recognize the three most common psychiatric comorbidities in pediatric OCD and the accompanying clinical strategies to mitigate their effects.
- Name the recommended strategies used to address predictors of negative response including low motivation and suicidal ideation in the context of obsessions pertaining to suicide.
- Identify the clinical strategies used to address family accommodation at various stages of treatment and promote empirically supported techniques to encourage families to work together towards productive solutions in treatment.
- Long Term Goals: OCD is associated with significant impairment and comorbidity, but efficacious treatments can be brought to bear to reduce symptoms in the majority of youth who complete them.
- Long Term Goals: Many of the negative predictors of treatment outcome can be mitigated by the use of empirically informed strategies designed specifically to address them.

**Recommended Readings:** Farrell, L. J., Waters, A. M., Storch, E. A., Simcock, G., Perkes, I., Grisham, J. R., Dyason, K. M., & Ollendick, T. H. (2023). Closing the gap for children with OCD: A staged-care model of cognitive behavioural therapy with exposure and response prevention. *Clinical Child and Family Psychology Review*, 26, 642-664. <https://doi.org/10.1007/s10567-023-00439-2> Franklin, M. E., Engelmann, J. M., Bulkes, N. Z., Horvath, G., Piacsek, K., Osterlund, E., Freeman, J. B., Schwartz, R., Himle, M., & Riemann, B. C. (2024). Intensive CBT telehealth for pediatric OCD during the COVID-19 pandemic: Comparison with a matched sample treated in person. *Journal of the American Academy of Child & Adolescent Psychiatry Open*, 2(1), 26-35. Kemp, J., Barker, D., Benito, K., Herren, J., & Freeman, J. (2021). Moderators of psychosocial treatment for pediatric obsessive-compulsive disorder: Summary and recommendations for future directions. *Journal of Clinical Child and Adolescent Psychology: The Official Journal for the Society of Clinical Child and Adolescent Psychology, American Psychological Association, Division 53*, 50(4), 478-485. <https://doi.org/10.1080/15374416.2020.1790378>

Earn 1.5 continuing education credits

Liberty C, Level 3, Downtown Marriott

Symposium 47

# Community-partnered Research Approaches to Tailor Evidence-based Practices for Autistic People

CHAIR:

*Kaitlyn Ahlers, Ph.D.*, Dartmouth Health

DISCUSSANT:

*Jill Locke, Ph.D.*, University of Washington School of Medicine

Moderate level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Autism Spectrum Disorders, Community-Based, Implementation*

**A Scoping Review of Approaches to Adapt Mental and Behavioral Health Evidence-based Practices (EBPs) for Autistic Youth in Community-based Settings**

*Jessica Tschida, M.A.*, Michigan State University

*Kent Key, Ph.D., MPH*, Michigan State University

*Abby Stanley*, Michigan State University

*Amy Drahota, Ph.D.*, Michigan State University

**Incorporating Autistic Voice to Iterative Redesign of an Implementation Toolkit Targeting Autism Evidence-based Intervention Selection**

*Kelsey Dickson, Ph.D.*, San Diego State University

*Olivia Michael, B.S.*, University of Washington

*Amy Drahota, Ph.D.*, Michigan State University

**Applying the ADAPT-ITT Framework to Modify Trauma-focused Cognitive Behavioral Therapy for Autistic Youth**

*Kaitlyn Ahlers, Ph.D.*, Dartmouth Health  
*Haley Banta, Undergraduate Student*, Dartmouth Health  
*Mary K. Jankowski, Ph.D.*, Dartmouth Health  
*Kelly Aschbrenner, Ph.D.*, Dartmouth Health

**Leveraging Community-based Participatory Research Approaches to Design and Test Cognitive Behavioral Therapy for Depression in Autistic Youth (CBT-DAY)**

*Jessica Schwartzman, Ph.D.*, University of Southern California  
*Marissa Roth, M.S.*, Vanderbilt University  
*Ann Paterson, Ph.D.*, Williams Baptist University  
*Alexandra X. Jacobs, B.A.*, Independent  
*Zachary J. Williams, Ph.D.*, Vanderbilt University

**Redesigning Dialectical Behavior Therapy for Autistic Young Adults with Suicidal Thoughts and Behaviors: A Stakeholder-driven Blueprint**

*Alana J. McVey, Ph.D.*, University of Washington School of Medicine  
*Adora Du, BS*, University of Washington  
*Samantha Seaver, BA*, Seattle Children's Autism Center  
*Rene Niessner, MS*, Purdue University  
*Henry Boeh, PhD*, Center for Behavioral medicine  
*Casey Wilson, MS*, University of Washington  
*Shannon Schoonover, LMHC*, Wise Mind Academy  
*Jill Locke, Ph.D.*, University of Washington School of Medicine

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2:00 p.m. – 3:30 p.m.

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**Independence Ballroom, Level 3, Downtown Marriott**

**Child Maltreatment & Interpersonal Violence SIG**

An invited panel 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, the Equity in Research Student Poster Award, and the Deborah J. Rhatigan Early Career Award. Award winners will present their research. We will provide an opportunity for networking at the end of the meeting.

Earn 1.5 continuing education credits

Grand Ballroom G/H, Level 5, Downtown Marriott

Advanced Clinician Seminar Series 1

# Advanced Clinician Seminar Series: Specialized Care for Complex Cases in Neurodivergent Youth with Anxiety or OCD

*Joanna A. Robin, Ph.D., Westchester Anxiety Treatment Psychological Services, PC*

*Rebecca Sachs, ABPP, Ph.D., Private Practice*

Primary Category: Autism Spectrum and Developmental Disorders

Key Words: *Child, Case conceptualization/formulation, Clinical decision making*

The Advanced Clinician Seminar Series is a new clinical format designed specifically for advanced clinicians seeking content and consultation commensurate with their level of expertise. In 2024, the program offers three of these free seminars featuring an expert clinician and moderator who will offer consultation, case conceptualization, and treatment planning on your most complex cases. Attendees will be expected to self-identify as advanced clinicians, bring structured case presentations for possible discussion, and fully participate in a seminar-style discussion. This particular seminar is hosted by Dr. Rebecca Sachs, an expert in recommended care for Anxiety and OCD, and working with autistic clients. Dr. Sachs will lead discussions and provide insights into ways to conceptualize and tailor treatment plans, as well as how to apply and modify CBT to work with neurodivergent (ND) youth. Emphasis will be placed on understanding differential diagnosis, functional analysis, collaboration with caregivers and schools, and using advanced clinical techniques and approaches to treat Anxiety/OCD in neurodivergent youth, offering attendees a unique opportunity for professional growth and development. Participants can expect a dynamic and interactive learning experience, with ample opportunities for networking and collaboration with fellow advanced clinicians.

Outline:

1. Introduction to Advanced Clinician Seminar Series
  - a. Overview of the seminar series objectives and structure
  - b. Importance of advanced clinical skills for effective practice
2. Introduction of Moderator and Expert Clinician
3. Case Presentations and Analysis
  - a. Guidelines for structured case presentations

b. Discussion on complex cases brought by attendees

#### 4. Advanced Treatment Planning

a. Identifying core challenges and information processing differences in neurodivergent youth, and differentiating these characteristics from anxiety/OCD-related behaviors when there is diagnostic overlap

b. Understanding the importance of listening to and validating lived experiences of neurodivergent youth when treating co-occurring anxiety/OCD c. Integrating evidence-based practices into treatment plans d. Tailoring interventions to individual client needs and preferences

#### 5. Specialized Techniques and Approaches

a. Deep dive into specific therapeutic modalities (e.g., Functional Analysis, Exposure Therapy, Problem Solving and ND Specific Skills Building) for advanced clinicians

b. Experiential exercises (e.g., role-play, modeling) to practice new techniques

#### 6. Conclusion and Next Steps

a. Summary of key takeaways from the seminar series

b. Resources for further learning and development

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

- Develop advanced skills in case conceptualization by applying theoretical frameworks and integrating characteristics and processing differences of neurodivergent youth to complex clinical cases.
- Enhance treatment planning abilities by incorporating evidence-based practices that are both neuro-affirming and that utilize a behavior analytic perspective in order to meet individual client needs.
- Strengthen clinical decision-making processes through active participation in case discussions and feedback from peers and experts.
- Long-term Goal: Develop a comprehensive and specialized skill set that enables the effective assessment, treatment, and management of complex clinical cases across diverse populations, including neurodivergent clients, leading to enhanced client outcomes.
- Long-term Goal: Foster a professional network of experienced clinicians, researchers, and thought leaders in the field, facilitating ongoing collaboration, learning, and professional development opportunities beyond the seminar series.

**Recommended Readings:** Keefer, A., Vasa, R.A. DINOSAUR: an integrated cognitive-behavioral treatment for anxiety in young children with ASD. *J Neurodevelop Disord* 13, 46 (2021). <https://doi.org/10.1186/s11689-021-09396-9> Maric, M., van Steensel, F. J., & Bögels, S. M. (2018). Parental involvement in CBT for anxiety-disordered youth revisited: family CBT outperforms child CBT in the long term for children with comorbid ADHD symptoms. *Journal of Attention Disorders*, 22(5), 506-514. Walters, S., Loades, M. & Russell, A. A Systematic Review of Effective Modifications to Cognitive Behavioural Therapy for Young People with Autism Spectrum Disorders. *Rev J Autism Dev Disord* 3, 137-153 (2016). <https://doi.org/10.1007/s40489-016-0072-2>

Earn 1.5 continuing education credits

305/306, Level 3, Downtown Marriott

Panel Discussion 9

# Using Social Media Video Platforms to Disseminate Principles of Behavioral and Cognitive Therapies

MODERATORS:

*Bonnie Zucker, Ph.D., Bonnie Zucker, Ph.D.*

*Kiki Fehling, Ph.D.*

PANELISTS:

*Eleanor Ezell, LCSW, Child and Family Therapy Collective*

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

*Carrie Jackson, Ph.D., SoCal Child Psychology*

Primary Category: Technology/Digital Health

Key Words: *Technology / Mobile Health, Dissemination, Ethics*

Research shows that a third of people seeking health information online use social media to obtain that information (Lau et al., 2001). This number is likely even higher for today's young adults and adolescents, with potentially 50% of Gen Z and Millennials using video-based social media services like TikTok for online searches. With 168 million Americans using Instagram and 150 million Americans using TikTok, these platforms represent a vast but largely untapped opportunity for researchers and practitioners to educate the public about evidence-based therapies. Indeed, research has found that social media is an effective medium for spreading accurate health information and encouraging health-related behavior change, particularly in underserved communities that might not have access to treatment (Alonso & Popescu, 2021). Accordingly, professional organizations like the APA and NASW encourage practitioners to recognize the potential utility of social media as a tool for dissemination. Given shorter video's ability to increase retention and learning outcomes (Noetel et al., 2021), video-based social media is particularly important for mental health advocates to consider. Despite social media's great potential and importance, many professionals are uncomfortable using these platforms due to professional concerns (e.g., ethical considerations) and personal concerns (e.g., social anxiety and lack of familiarity with the tech). This panel, composed of licensed clinicians with years of research and clinical experience, will discuss these concerns to support attendees in pursuing social media dissemination, focusing on visual and video-based social media. Participants on this panel have used TikTok and Instagram to educate the public and their combined



>185,000 followers about mental health, using CBT, DBT, and ACT principles. They will discuss their experiences on social media, providing examples of ethical dilemmas faced, as well as challenging and rewarding interactions with consumers. The panelists will show video examples of their work to demonstrate how social media is used to promote evidence-based therapy. Finally, they will address the personal difficulties that attendees could face when putting themselves “out there” in this new way.

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2:30 PM – 4:00 PM

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**Earn 1.5 continuing education credits**

**Regency Ballroom B, Second Floor Mezzanine, Loews Hotel**

**Symposium 48**

FRIDAY

# Symptoms That Disproportionately Affect Women and Innovative Approaches to Their Treatment

CHAIRS:

*Francesca Scheiber, Ph.D.*, Duke University School of  
Medicine

*Rhonda Merwin, Ph.D.*, Duke University School of  
Medicine

DISCUSSANT:

*Adrienne Juarascio, Ph.D.*, Drexel University

Primary Category: Women's Issues

Key Words: *Women's Health, Eating, Perinatal*

## **Acceptance and Commitment Therapy for Infertility Patients**

*Francesca Scheiber, Ph.D.*, Duke University School of Medicine

*Julia Woodward, Ph.D.*, Duke University

*Ashley Moskovich, Ph.D.*, Duke University Medical Center

*Rhonda Merwin, Ph.D.*, Duke University School of Medicine

## **Feasibility and Acceptability of a Single-session, Acceptance-based Online Intervention Targeting Food Cravings as Predictors of Binge and Loss of Control Eating in Pregnancy**

*Julia M. Hormes, Ph.D.*, University at Albany, State University of New York

*C.Alix Timko, Ph.D.*, Children's Hospital of Philadelphia

**Exploring Post-traumatic Stress Disorder and Obsessive-compulsive Stress Disorder Symptoms Across the Perinatal Period: A Panel Network Analysis**

*Ti Hsu, M.S., The University of Iowa*

*Michelle Miller, Ph.D., Indiana University School of Medicine*

*Kristian Markon, Ph.D., University of Minnesota*

*Rebecca Grekin, Ph.D., University of Iowa*

*Emily Thomas, Ph.D., University of Iowa*

**Maternal Depression Is Negatively Correlated with Infant Social Referencing Patterns During Play: A Dyadic Head-mounted Eye Tracking Study**

*Sarah K. Markert, M.A., Duke University*

*Michael S. Gaffrey, Ph.D., Duke University*

**The Impact of Telehealth on Working Alliance, Treatment Credibility, and Treatment Fidelity in Family Based Treatment for Adolescents with Anorexia Nervosa**

*C.Alix Timko, Ph.D., Children's Hospital of Philadelphia*

*Marita Cooper, Ph.D., Children's Hospital of Philadelphia*

*Chloe Connor, B.S., National Institute of Health*

*Natalia Orloff, Ph.D., Children's Hospital of Philadelphia*

*Brooke Singer, Psy.D., Children's Hospital of Philadelphia*

Earn 1.5 continuing education credits

Grand Ballroom B, Level 5, Downtown Marriott

Mini Workshop 4

# Developing a Culturally Informed and Spiritually Integrated Psychoeducational Workshop to Address Mental Health Help- seeking in Muslim Communities

Salman S. Ahmad, M.S., University of Miami

Basic level of familiarity with the material

Primary Category: Program / Treatment Design

Key Words: *Global Mental Health, Community-Based, Mental Health Literacy*

Muslims living in the United States (MLUS) are reporting exceedingly high rates of depression, anxiety, and suicide attempts but are not seeking treatment, in what is being dubbed a “Muslim mental health crisis.” A major contributor to this issue is high stigma around discussing mental health and seeking care, and a lack of available therapists that can address the unique needs of Muslims. Further, many Muslims prefer religious/spiritual forms of coping, often using these resources to avoid engagement with mental health difficulties (i.e., spiritual bypass). However, many Islamic teachings promote and destigmatize mental health, and the 9th century Muslims have an important but forgotten history in advancing evidence-based mental health care. This is not widely known among current Muslims or the field at-large, exacerbating the disconnect between Muslims and mental health. In this mini-workshop, I will discuss some of the literature explaining why Muslims are resisting treatment despite their risk. I will then describe an approach to tackling low Muslim help-seeking through a discussion-based psychoeducational workshop titled “An Islamic Lens on Mental Health” (ILM). ILM uses Islamic teachings to counter stigma and spiritual bypass, and grounds evidence-based treatments in an historical and empirical Islamic context, to increase openness to mental health conversations and care. I will discuss my process of developing and delivering ILM among mosque-going communities in Florida, including connecting and networking with organizations and stakeholders, requesting consultations from Muslim mental health researchers, and developing a database of Muslim providers licensed in Florida, so that attendees may readily adopt this approach in other contexts. Quantitative and qualitative results from ILM (on stigma, help-seeking

attitudes/behaviors, knowledge about resources, and feedback on the workshop), as well as logistical and other difficulties (and lessons learned) in delivering a mental health workshop to such a resistant group, will also be shared. As ILM was intended to be for the community, materials/content will be shared with those interested in adopting or adapting them in the context of clinical care or community education with Muslims.

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

- Apply Islamic teachings and history to counter treatment resistance among Muslim communities and clients.
- Replicate the process of developing databases of Muslim providers and other culturally-informed resources to disseminate this information in collaboration with community organizations.
- Recognize potential difficulties, and how to overcome them, when conducting research and delivering community-based mental health workshops in Muslim communities.

**Recommended Readings:** Awaad, R., & Ali, S. (2023). The original self-help book: Al-balkhi's 9th century "Sustenance of the body and soul". *Spirituality in Clinical Practice*, 10(1), 89-98. <https://doi.org/10.1037/scp0000310>Ahmad, S. S., McLaughlin, M. M., & Weisman de Mamani, A. (2023). Validation and test-retest reliability of the Spiritual Bypass Scale in Muslims and implications for psychological help-seeking attitudes and self-stigma. *Spirituality in Clinical Practice*, 10(1), 62-73. <https://doi.org/10.1037/scp0000300>Millner, U. C., Maru, M., Ismail, A., & Chakrabarti, U. (2021). Decolonizing mental health practice: Reconstructing an Asian-centric framework through a social justice lens. *Asian American Journal of Psychology*, 12(4), 333.

Earn 1.5 continuing education credits

Grand Ballroom C, Level 5, Downtown Marriott

Mini Workshop 10

# Improving Community Access to CBT: Delivery of Evidence-based Treatments in Medical Settings

FRIDAY

*Sofia M. Chernoff, Psy.D., MSED*, Beck Institute for Cognitive Behavior Therapy

*Morgan Hagner, Psy.D.*, Beck Institute for Cognitive Behavior Therapy

All level of familiarity with the material

Primary Category: Primary Care / Integrated Care

Key Words: CBT, Primary Care

Evidence-based treatments, such as cognitive behavior therapy (CBT), have been demonstrated to be effective in treatment of a wide range of mental health and health concerns. Unfortunately, access to these treatments remains limited for individuals both in the United States and across the globe. Barriers to outpatient behavioral health treatment include cost, availability of services, and stigma, among many others. Consequently, delivery of CBT in non-traditional settings needs to be considered as a viable option for increasing community access to evidence-based interventions for mental health concerns. This mini-workshop will review practical strategies for increasing community access to CBT through collaboration with medical professionals. In this interactive workshop, participants will learn specific ways to tailor (or adapt) CBT when providing treatment in medical settings through integration or co-location models. Mini-workshop participants will also learn to help medical providers incorporate CBT into their work, with focus on patient communications, decreasing stigma, and integration of basic CBT skills into patient care. Lastly, the presenters will discuss strategies for establishing ongoing collaborative care relationships between CBT therapists and medical providers, addressing both ethical considerations and practical challenges. Teaching methods in this presentation include didactics, demonstrations, and discussions, which will provide a platform for participants to share experiences, pose questions, and participate in role-play practice.

**Outline:**

1. Introductions
2. The case for CBT in non-traditional settings
  - a. Data on mental health trends and barriers to accessing outpatient behavioral health treatment

- b. Role of behavioral health in non-traditional settings
- c. Review of literature on CBT delivery in medical settings and co-location models
3. Adaptations to CBT in Medical Settings
  - a. Delivery of CBT treatment in brief format
  - b. Treatment goals and expectations
  - c. Therapeutic relationship, values and aspirations
  - d. CBT interventions for common presenting problems
  - e. Special issues
  - f. Case examples
4. Collaboration Between Mental Health and Health Providers
  - a. Importance of interdisciplinary collaboration for patients' benefit
  - b. Models of behavioral health integration and co-location
  - c. Introducing medical providers to CBT basics
  - d. Communication, ethics, and sustainability
5. Conclusion and Next Steps for Learning and Practice

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

- Discuss the benefits of CBT delivery in medical settings and ongoing collaboration between mental health and health providers in the community.
- Make adaptations for delivery of CBT in medical settings, while honoring the principles of humanitarianism, evidence-based practice, and structure.
- Discuss elements of psychoeducation about CBT for medical providers.
- Utilize strategies to establish and maintain ethical and effective collaboration with medical providers in the community.
- Long-term Goal: Increase access to CBT and evidence-based mental health treatment through effective collaboration with medical professionals

**Recommended Readings:** Kyanko, K. A., A. Curry, L., E. Keene, D., Sutherland, R., Naik, K., & Busch, S. H. (2022). Does primary care fill the gap in access to specialty mental health care? A mixed methods study. *Journal of General Internal Medicine : JGIM*, 37(7), 1641-1647. <https://doi.org/10.1007/s11606-021-07260-z> Bogucki, O. E., Craner, J. R., Berg, S. L., Miller, S. J., Wolsey, M. K., Smyth, K. T., Sedivy, S. J., Mack, J. D., Johnson, M. W., Burke, L. M., Williams, M. W., Katzelnick, D. J., & Sawchuk, C. N. (2021). Cognitive behavioral therapy for depressive disorders: Outcomes from a multi-state, multi-site primary care practice. *Journal of Affective Disorders*, 294, 745-752. <https://doi.org/10.1016/j.jad.2021.07.061> DiTomasso, R. A., Glassman, S., Shook, C. B., Zacharcenko, A., & Lent, M. R. (2021). Cognitive behavioral therapy in primary care. In A. Wenzel (Ed.), *Handbook of cognitive behavioral therapy: Applications* (pp. 549-587). American Psychological Association. <https://doi.org/10.1037/0000219-017>

Earn 1.5 continuing education credits

Grand Ballroom D, Level 5, Downtown Marriott

Mini Workshop 14

FRIDAY

# Introducing Growth-focused CBT: A Transdiagnostic Approach to Avoidance-based Disorders in Childhood

Jill Ehrenreich-May, Ph.D., University of Miami

Lisa W. Coyne, Ph.D., Harvard Medical School

Basic to Moderate level of familiarity with the material

Primary Category: Transdiagnostic

Key Words: *Child, Transdiagnostic, Treatment*

Sensitive and responsive child and adolescent treatment requires a clear understanding of what constitutes “the problem”. However, as a field, we too often focus on such problems to the exclusion of nurturing and shaping children’s existing abilities to learn and grow. When approaching problems involving avoidance as a primary action tendency, while we emphasize blocking avoidance, it is also critical to shape more effective alternatives to exploring one’s environment. Simultaneously, dissemination of youth psychotherapy is hampered by divisions between similar or like-minded treatment approaches to avoidance-related disorders that contain companionable principles or functionally-equivalent components that can be thoughtfully combined to support optimal growth. Growth-Focused CBT (G-CBT) is a new evidence-informed contextual approach that integrates a variety of related transdiagnostic and behavior therapies with strong evidence supporting their effects, including youth versions of Acceptance and Commitment Therapy (ACT), Cognitive Behavior Therapy (CBT), Dialectical Behavior Therapy (DBT), Behavioral Parent Training (BPT), and culturally-responsive psychotherapy approaches. An initial treatment goal of G-CBT is to shape a growth mindset that supports lifelong learning in the face of adversity. G-CBT then focuses on identifying and ameliorating obstacles to a child’s flexibility and growth, as well as shaping capacities and skills to support sensitive and flexible emotional and behavioral functioning that optimizes adaptation via brief, pragmatic presentation of selected treatment components. In this didactic and interactive workshop, presenters will introduce the theoretical framework for G-CBT, provide a clear model for behavioral assessment and development of an idiographic “Growth Plan”. They will describe and illustrate with examples of its core treatment skills in the broad do-

mains of emotional, cognitive, behavioral, and contextual growth. Participants can expect to leave the workshop with an overview of transtheoretical strategies and exercises for how to assess young peoples' strengths and skills deficits, to shape young their capacities and strengths, and support flexible and effective learning in context.

**Outline:**

The presenters will first introduce the theoretical framework for Growth Focused-CBT. Presenters will then provide a clear model for behavioral assessment and development of an idiographic "Growth Plan". Finally, presenters will describe and illustrate with examples of the program's core treatment skills in the broad domains of emotional, cognitive, behavioral, and contextual growth.

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

- Describe the transdiagnostic principles and integrated theoretical approach behind G-CBT.
- Assess child functioning across emotional, cognitive, behavioral, and contextual growth domains.
- Create a "Growth Plan" that informs strengths-based treatment and serves as an outcome measure.
- Implement concrete strategies to shape the strength of child clients in emotional, cognitive, and behavioral, and contextual domains.
- Long-term goal: Participants will leave the workshop with an overview of transtheoretical strategies and exercises they can then utilize over the longer-term to assess young peoples' strengths and skills deficits, to shape young their capacities and strengths, and support flexible and effective learning in context.

**Recommended Readings:** Harley, J. (2015). Bridging the Gap between Cognitive Therapy and Acceptance and Commitment Therapy. *Procedia-Social and Behavioral Sciences*, 193 (30), 131-140. Burnette, J.L., Knouse, L.E., Vavra, D.T., O'Boyle, E., Brooks, M.A. (2020). Growth mindsets and psychological distress: A meta-analysis. *Clinical Psychology Review*, 77, <https://doi.org/10.1016/j.cpr.2020.101816>. Prochaska, J. O., Norcross, J. C., & Saul, S. F. (2020). Generating Psychotherapy Breakthroughs: Transtheoretical Strategies From Population Health Psychology. *American Psychologist*. <http://dx.doi.org/10.1037/amp0000568>.



Earn 1.5 continuing education credits

Grand Ballroom F, Level 5, Downtown Marriott

Symposium 50

# Identify, and Addressing, Suicide Risk Across Adolescence and Adulthood

FRIDAY

CHAIR:

*Roberto López, Jr., Ph.D., University of California, Los Angeles*

DISCUSSANT:

*Christine Cha, Ph.D., Teachers College, Columbia University*

Basic to moderate level of familiarity with the material

Primary Category: Suicide and Self-Injury

Key Words: *Suicide, Assessment, Treatment*

## **Social Network Context as a Moderator of Intervention Effectiveness**

*Ian Cero, Ph.D., University of Rochester School of Medicine*

## **Sleep Disturbance Is Related to Ongoing Suicidal Ideation Among Adults with a Recent Suicide Attempt**

*Annamarie B. Defayette, Ph.D., University of Rochester School of Medicine*

*Anthony Pisani, PhD, University of Rochester Medical Center*

*Wilfred Pigeon, PhD, University of Rochester Medical Center*

*Jolynn Jones, MA, Brigham Young University*

*Catherine Quintana, BA, University of Rochester Medical Center*

*Joshua McElliott, BS, University of Rochester Medical Center*

**Kappa Opioid Receptor as a Novel Biomarker for Suicide Risk in Trauma-related Psychopathology: Preliminary Results from an [11C]EKAP PET Imaging Study**

*Margaret T. Davis, Ph.D., Yale University School of Medicine*

*Emily R. Weiss, Ph.D., Yale University School of Medicine*

*Ashley Wagner, B.S., Yale University School of Medicine*

*Irina Esterlis, Ph.D., Yale University School of Medicine*

*David Matuskey, M.D., Yale University School of Medicine*

*Ansel Hillmer, Ph.D., Yale University School of Medicine*

**Exploring the Pattern of Associations Between Protective Factors and Ever Attempting Suicide Among Individuals from Historically Marginalized Communities**

*Jennifer M. Loya, B.S., M.A., Ph.D., Yale School of Medicine*

*Maria Crouch, Ph.D., Yale School of Medicine*

*Terra Osterberg, B.A., James J. Peters VA Medical Center*

*Margaret T. Davis, Ph.D., Yale University School of Medicine*

**Examining the Effectiveness of a Suicide Prevention Program Across Adulthood for Patients Following an Emergency Department Visit**

*Ana Rabasco, Ph.D., Brown University*

*Sarah Arias, Ph.D., Butler Hospital & Brown University*

*Lauren M. Weinstock, Ph.D., Alpert Medical School of Brown University*

*Ivan Miller, Ph.D., Brown University*

*Edwin Boudreaux, Ph.D., UMass Medical School*

*Carlos Camargo, Jr., M.D., DrPH, Massachusetts General Hospital, Harvard Medical School*

*Lisa M. Horowitz, M.P.H., Ph.D., National Institute of Mental Health, NIH*

*Jeff Bridge, Ph.D., Center for Suicide Prevention and Research*

*Tesia Shi, B.S., National Institute of Mental Health*

*Ritika Merai, B.A., National Institute of Mental Health*

*Brandon A. Gaudiano, Ph.D., Alpert Medical School of Brown University*

Earn 1 continuing education credit

Grand Ballroom K/L, Level 5, Downtown Marriott

Symposium 51

# Identifying Modifiable Relationship Factors to Strengthen Development and Dissemination of Health-focused Interventions for Sexual and Gender Minority People

FRIDAY

CHAIR:

*Nicholas Perry, Ph.D., University of Denver*

DISCUSSANT:

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

Moderate level of familiarity with the material

Primary Category: Couples / Close Relationships

Key Words: *Couples / Close Relationships, LGBTQ+, Translational Research*

## **After Obergefell: Associations Between Marital Status and Depressive Symptoms Among Cisgender Sexual Minority Couples**

*Dominique Harlan, B.A., University of Denver*

*Daphne Liu, Ph.D., University of Denver*

*John Miller, B.A., J.D., University of Denver*

*Nicholas Perry, Ph.D., University of Denver*

## **Universal and Group-specific Predictors of Relationship Quality Among Sexual and Gender Minority Young People**

*Nicholas Perry, Ph.D., University of Denver*

*Michael E. Newcomb, Ph.D., Northwestern University*

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

**Responding to Community Priorities: Acceptability and Community Fit of an Adapted Relationship Skills Program for Latino Sexual Minority Men in South Florida**

*Audrey Harkness, Ph.D., University of Miami*

*Roberto Roman Laporte, Ph.D., DNP, RN, CMSRB, EBPC, VitalBridge Health*

*Nequiel Reyes, M.P.H., University of Miami*

*Eddie Orozco, GGA, SME, MA, Pridelines*

*Alex Moro, B.A., University of Miami*

*Nicole Altenberg, B.S., University of Miami*

*Galena Rhoades, Ph.D., University of Denver*

*Nicholas Perry, Ph.D., University of Denver*

**Implementation Determinants of a Relationship Education and HIV Prevention Program for Young Sexual and Gender Minorities**

*Michael E. Newcomb, Ph.D., Northwestern University*

*Ricky Hill, Ph.D., Institute for Sexual and Gender Minority Health and Wellbeing  
Northwestern University*

*Dennis Li, Ph.D., Northwestern University*

*Brian Mustanski, Ph.D., Northwestern University*

Earn 1 continuing education credit

Franklin 2, Level 4, Downtown Marriott

Symposium 52

# Investigating Sexual and Mental Health Challenges Among Stimulant Using Sexual Minority Men

FRIDAY

CHAIRS:

*Elliott R. Weinstein, M.P.H., M.S., University of Miami*  
*Brooke Rogers, M.P.H., Ph.D., Boston Medical Center*

DISCUSSANT:

*Katie B. Biello, M.P.H., Ph.D., Brown University School of Public Health*

All level of familiarity with the material

Primary Category: LGBTQ+

Key Words: *Sexuality, LGBTQ+, Public Health*

## Exploring Coping Styles as a Moderator of the Association Between Negative Affect and Hypersexual Behavior in Stimulant-using Men Who Have Sex with Men

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

*Emma Tishler, University of Miami*

*Kaitlyn Carino, B.S., University of Miami*

*Katie B. Biello, M.P.H., Ph.D., Brown University School of Public Health*

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

*Matthew J. Mimiaga, M.P.H., M.A., Ph.D., University of California Los Angeles*

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

**Different Classes of Crystal Methamphetamine Use Are Associated with Psychological and Sexually Transmitted Infection Outcomes Among Gay, Bisexual, and Other Men Who Have Sex with Men**

*Trevor A. Hart, Ph.D.*, Toronto Metropolitan University

*Graham Berlin, M.A.*, Toronto Metropolitan University

*Yangqing Deng, PhD*, University Health Network.

*Syed Noor, Ph.D.*, Louisiana State University Shreveport

*Paolo Palma, Ph.D.*, Toronto Metropolitan University

*Shayna Skakoon-Sparling, Ph.D.*, Toronto Metropolitan University

*Jeffrey Wardell, Ph.D.*, York University

*Sarah Dermody, Ph.D., C.Psych*, Toronto Metropolitan University

*Darrell Tan, MD, FRCPC, PhD*, St. Michael's Hospital

*Daniel Grace, PhD*, University of Toronto

*Nathan Lachowsky, PhD*, University of Victoria

*Joseph Cox, MD*, McGill University

*David Moore, MDCM, MHSc*, University of British Columbia and Centre for Excellence in HIV/AIDS

*Gilles Lambert, M.D.*, Direction Regionale de Sante Publique

*Terri Zhang, BSc*, Toronto Metropolitan University

*Milada Dvorakova, M.S.*, McGill University Health Centre

*Allan Lal, B.A.*, BC Centre of Excellence in HIV/AIDS

*Jody Jollimore, MPH*, Canadian AIDS Treatment Information Exchange (CATIE)

**Patterns of Mental Health and Stimulant Use Among a Sample of SMM with HIV: Results from a Pilot Clinical Trial of a Psychobehavioral Intervention for People Who Use Drugs**

*Christopher Chiu, Ph.D.*, Massachusetts General Hospital

*Eleanor Olsen, B.A.*, Fenway Health/The Fenway Institute

*Jenny Shin, MPH*, Massachusetts General Hospital

*Abigail W. Batchelder, M.P.H., Ph.D.*, Boston University School of Medicine & Department of Psychiatry Boston Medical Center

Earn 1.5 continuing education credits

309/310, Level 3, Downtown Marriott

**Symposium 53**

# Innovations to Increase the Efficacy and Reach of Exposure Therapy

CHAIR:

*Joanna J. Arch, Ph.D., University of Colorado Boulder*

DISCUSSANT:

*Jasper Smits, Ph.D., University of Texas at Austin*

All level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *Exposure, Adult, Treatment Development*

## **The Application of Exposure Principles to the Treatment of Depression**

*Adele M. Hayes, Ph.D., University of Delaware*

*Carly Yasinski, Ph.D., Emory University School of Medicine*

## **A Novel Adaptation of Written Exposure Therapy to Address Future Fears in Advanced Cancer**

*Joanna J. Arch, Ph.D., University of Colorado Boulder*

*Elizabeth T. Slivjak, M.A., University of Colorado Boulder*

*Lauren Finkelstein, M.A., University of Colorado Boulder*

## **Isradipine Augmentation of Virtual Reality Cue Exposure Therapy for Tobacco Craving: A Triple-blind Randomized Controlled Trial**

*Santiago Papini, Ph.D., University of Hawai'i at Mānoa*

*Cara Young, Ph.D., APRN, FNPC, The University of Texas at Austin*

*Haruka Minami, Ph.D., Fordham University*

*Hitoshi Morikawa, M.D., Ph.D., The University of Texas at Austin*

*Michael W. Otto, Ph.D., Boston University*

*John Roache, Ph.D., University of Texas Health – San Antonio*

*Jasper Smits, Ph.D., University of Texas at Austin*

## **Pain Reprocessing Therapy: A Novel Exposure-based Treatment Enabling Recovery from Chronic Pain**

*Yoni Ashar, Ph.D., University of Colorado Anschutz*

Earn 1 continuing education credit

Liberty B, Level 3, Marriott Downtown

Symposium 54

# Generative Artificial Intelligence in PTSD Treatment: Exploring Different Use Cases of Novel Technologies

CHAIR:

*Philip Held, Ph.D.*, Rush University Medical Center

DISCUSSANT:

*Katherine Dondanville, ABPP, Psy.D.*, The University of  
Texas Health Science Center at San Antonio

Basic to moderate level of familiarity with the material

Primary Category: Technology/Digital Health

Key Words: *Technology / Mobile Health, PTSD (Posttraumatic Stress Disorder), CBT*

## Socrates 2.0: A Novel Generative Artificial Intelligence Tool to Facilitate Socratic Dialogue

*Philip Held, Ph.D.*, Rush University Medical Center

*Sarah Pridgen, M.A.*, Rush University Medical Center

*Yaozhong Chen, B.S.*, Rush University Medical Center

*Zuhaib Ahtar, M.S.*, Rush University Medical Center

*Darpan Amin, B.S.*, Rush University Medical Center

*Sean Pohorence, Ph.D.*, Independent Researcher



**A Generative Ai-based Simulated Patient for Post-workshop Written Exposure Therapy Therapist Practice and Support**

*Shannon Wiltsey Stirman, Ph.D.*, National Center for PTSD and Stanford University

*Stade Elizabeth, Ph.D.*, Stanford University

*Aadesh Salecha, M.S.*, Stanford University

*Courtney Worley, Ph.D.*, National Center for PTSD, Dissemination and Training Division

*Stefanie T. LoSavio, ABPP*, University of Texas Health Science Center at San Antonio

*Zoe Tait, B.A.*, Stanford

*Johannes Eichstaedt, Ph.D.*, Stanford University

*Craig Rosen, Ph.D.*, National Center for PTSD, Dissemination and Training Division

*Debra Kaysen, ABPP, Ph.D.*, Stanford University

**Teaming with Artificial Intelligence (AI) to Learn and Maintain Clinical Skills in Prolonged Exposure: Development of TEAMMAIT (Trustworthy, Explainable, and Adaptive Monitoring Machine for AI Teams)**

*Andrew M. Sherrill, Ph.D.*, Emory University

*Saeed Abdullah, Ph.D.*, The Pennsylvania State University

*Rosa Arriaga, Ph.D.*, Georgia Institute of Technology

*Christopher Wiese, Ph.D.*, Georgia Institute of Technology

Earn 1.5 continuing education credits

Regency Ballroom C2, Second Floor Mezzanine, Loews Hotel

Symposium 55

FRIDAY

# Improving Outcomes of Interventions for Children's Organization Skills: Innovations Based on Subgroup Analyses

CHAIRS:

*Jenelle Nissley-Tsiopinis, Ph.D.*, Children's Hospital of Philadelphia & Perelman School of Medicine at the University of Pennsylvania

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

DISCUSSANT:

*Steven W. Evans, Ph.D.*, Ohio University

Moderate to advanced level of familiarity with the material

Primary Category: Child /Adolescent - ADHD

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

## Organizational Skills Training for Upper Elementary Students: Heterogeneity of Treatment Effect

*Jenelle Nissley-Tsiopinis, Ph.D.*, Children's Hospital of Philadelphia & Perelman School of Medicine at the University of Pennsylvania

*Jennifer A. Mautone, 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

*A. Russell Localio, Ph.D., JD*, Perelman School of Medicine at University of Pennsylvania

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

**Long-term Effectiveness of Parent-teen Psychotherapy for Adolescent ADHD:  
The Moderating Impact of Therapist Licensure Status**

*Paulo Graziano, Ph.D.*, Florida International University

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

*Stefany Coxé, Ph.D.*, Florida International University

*Tim Page, Ph.D.*, Nova Southeastern University

*Leonard Bickman, Ph.D.*, Florida International University

*Pablo Martin, LCSW*, Florida International University

**Predictors and Moderators of Treatment Response in Organizational Skills  
Across Two Integrated Home-school ADHD Intervention Studies**

*Laura N. Henry, M.A.*, University of California San Francisco

*Pevitr Bansal, M.S.*, University of California San Francisco

*Amanda Nili, MS*, University of California San Francisco

*Patricia Porter, BA*, University of California Berkeley

*Stephen Hinshaw, Ph.D.*, University of California, Berkeley

*Keith McBurnett, PhD*, University of California, San Francisco

*Linda Pfiffner, Ph.D.*, University of California San Francisco

Earn 1.5 continuing education credits

Congress C, Fourth Floor, Loews Hotel

Symposium 56

# Promising Paths and Potential Perils in Integrating Machine Learning and EMA in Clinical Science

CHAIRS:

*Natalia Van Doren, Ph.D.*, University of California, San Francisco

*Nur Hani Zainal, M.S., Ph.D.*, National University of Singapore

DISCUSSANT:

*Joshua Curtiss, M.A., Ph.D.*, Northeastern University

Basic to moderate level of familiarity with the material

Primary Category: Transdiagnostic

Key Words: *Risk / Vulnerability Factors, Translational Research, Methods*

**Machine Learning and Bayesian Network Analyses Identifies Associations with Insomnia in a National Sample of 31,285 Treatment-seeking College Students**

*Adam Calderon, B.S., M.A.*, The Pennsylvania State University

*Seung Yeon Baik, M.S.*, The Pennsylvania State University

*Matthew Ng, B.S.*, Nanyang Technological University

*Ellen Fitzsimmons-Craft, Ph.D.*, Washington University School of Medicine

*Daniel Eisenberg, Ph.D.*, University of California, Los Angeles

*Denise Wilfley, Ph.D.*, Washington University School Of Medicine in St. Louis

*C Barr Taylor, M.D.*, Stanford University School of Medicine

*Michelle G. Newman, B.S., M.A., Ph.D.*, The Pennsylvania State University

**Enhanced Emotion Processing Following Exposure to Fear Stimuli in Young Adults with BPD: Applications of Drift Diffusion Models and Bayesian Distributional Regression Models to Task Behavior**

*Alison M. Schreiber, Ph.D., University of Pittsburgh School of Medicine*

*Nate Hall, M.S., University of North Carolina*

*Daniel Parr, B.A., Duke University*

*Michael Hallquist, Ph.D., University of North Carolina at Chapel Hill*

**Deriving Clinical Inferences from Binary Momentary Data**

*Aaron J. Fisher, Ph.D., University of California, Berkeley*

**Why Do Individuals with Generalized Anxiety Disorder and Depression Engage in Worry and Rumination?: A Momentary Assessment Study of Positive Contrast Enhancement**

*Seung Yeon Baik, M.S., The Pennsylvania State University*

*Michelle G. Newman, B.S., M.A., Ph.D., The Pennsylvania State University*

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2:30 p.m. – 3:30 p.m.

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**Earn 1 continuing education credit**

**Regency Ballroom A, Second Floor Mezzanine, Loews Hotel**

**Spotlight Research 2**

# **Behavioral Interventions for Young Adults with Violent Behavior During Early Psychosis: An Overview of Recent Research Developments**

CHAIR:

*Megan Flores, M.S., Columbia University*

PANELIST:

*Stephanie Rolin, M.D., Columbia University*

Primary Category: Schizophrenia / Psychotic Disorders

Key Words: *Schizophrenia, Violence / Sexual Assault, CBT*

Young adults with early psychosis are a subgroup at higher violence risk than the general population; estimates suggest that up to one-third of such individuals engage in violence during the early course of their illness. While the absolute risk of violence is low, young adults with early psychosis who do engage in violence report experiencing signifi-

cant disruptions to their lives. Current interventions to reduce violence risk are limited in scope despite an increase in funding from the National Institute of Mental Health (NIMH) for studies addressing treatments and prevention strategies related to violence. Young adults with early psychosis are eligible for comprehensive treatment via specialized early intervention services (EIS), but no studies having explored using CBT-based interventions to reduce violence for this population. This “Spotlight Research Presentation” will describe innovative research developing and testing behavioral interventions to assess and treat violence risk for young adults with early psychosis. Dr. Stephanie Rolin, a forensic psychiatrist and mental health services researcher, will highlight international work in this area, as well as her own work in the area of behavioral intervention development, which has been continuously funded by the NIMH since 2019 (L30 MH120711; K23MH126312). In this talk, Dr. Rolin will describe recent developments regarding the adaptation and testing of a CBT-based intervention called PICASSO (Psychological Intervention for Complex PTSD and Schizophrenia-Spectrum disorder). First developed in the UK, PICASSO is a CBT-based intervention that targets violence, anger and psychosis. In a RCT comparing PICASSO (n=38) to a control condition (n=39), the study found that over the 12-month follow-up, fewer people in the CBT group had been aggressive. In this presentation, Dr. Rolin will describe the PICASSO intervention and then describe her formative research with EIS participants and EIS staff to adapt PICASSO to an EIS setting. Then, she will discuss the results of a recent clinical trial of this intervention (Clinicaltrials.gov NCT05756855). She will conclude the talk by discussing interventional work happening in this area.

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

- Explain both the role and structure of early intervention services programs for young adults with early psychosis.
- Explain four key drivers that most often contribute to violent behavior among young adults with early psychosis.
- Describe three consequences of violence for both young adults with early psychosis and their support network.
- Describe three topics targeted in the original PICASSO intervention.
- Explain two common barriers to treatment for young adults with early psychosis in an early intervention services setting.

**Recommended Readings:** Rolin, S.A., et al., Recent violence and legal involvement among young adults with early psychosis enrolled in Coordinated Specialty Care. *Early Intervention in Psychiatry*, 2019. 13(4): p. 832-840.

Swanson, J.W., et al., *A national study of violent behavior in persons with schizophrenia*. *Arch Gen Psychiatry*, 2006. 63(5): p. 490-9.

Haddock, G., et al., *Cognitive-behavioural therapy v. social activity therapy for people with psychosis and a history of violence: randomised controlled trial*. *The British journal of psychiatry : the journal of mental science*, 2009. 194(2): p. 152-157.

Earn 1 continuing education credit

401/402, Level 4, Downtown Marriott

Spotlight Research 3

# Enhancing Community Mental Health Through the Utilization of Dialectical Behavioral Therapy in an Intensive Outpatient Setting

FRIDAY

CHAIR:

*John E. Lothes, II, M.A., University of North Carolina Wilmington*

PANELISTS:

*Kirk D. Mochrie, Ph.D., University of North Carolina Wilmington*

*Ella Ottensman, University of North Carolina Wilmington*

*Amber Herpfer, B.A., University of North Carolina Wilmington*

*Ahnna L'ecuyer, University of North Carolina Wilmington*

Primary Category: Treatment - Other

Key Words: *DBT (Dialectical Behavior Therapy), Psychotherapy Outcome, Treatment*

The primary goals of this research spotlight are to discuss implementing adherent Dialectical Behavior Therapy (DBT) in Partial Hospital (PHP) and Intensive Outpatient (IOP) settings. PHP/IOP programs are used both as step down services after inpatient stays and as an opportunity for preventative maintenance to avert hospitalization.. Given the nature of the clinical population that is generally seen in PHP and IOP programs, there has been increasing interest in using DBT in these programs. Moreover, there is increasing empirical evidence that DBT improves outcomes in PHP and IOP settings. The presenters of this research spotlight will discuss evidence of successful implementation of DBT in adherent PHP/IOP programs. Data from multiple years of collection will be discussed. Data from years prior to the COVID pandemic (N = 145), during the COVID pandemic (2020-2021) when these programs modified to a hybrid and/or face to face option (N = 148) and data from 2023 (N = 86) will be discussed. Results from a 5-year study of DBT in a partial hospital program showed symptom reduction from intake to discharge for depression, anxiety, hopelessness, and suffering. Findings from a hybrid PH/IOP program during COVID (2020-2021) will be discussed where not only did the same clinical symptoms show significant reductions, but PTSD symptoms (PCL) also showed significant reductions on all sub-scales. Lastly, data from the program in 2023 will be discussed where both clinical symptoms and PCL scores significantly decreased. Results on these programs on mindfulness will be discussed as well. Outcomes prior to COVID showed significant increases in mindfulness total scores from intake to discharge. Results during the pandem-

ic showed significant increases in mindfulness scores and data from 2023 also showed significant increases in mindfulness scores.

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

- Describe current research on the clinical outcomes of DBT in a PH and IOP setting.
- Describe current research on the PTSD outcomes of DBT in a PH and IOP setting.
- Describe current research on the mindfulness outcomes of DBT in a PH and IOP setting.
- Explain how DBT can effectively be delivered in an IOP setting.
- A better understanding of how DBT in an IOP setting can help reduce clinical symptoms.

**Recommended Readings:** Lothes II, J., McCool M., Mochrie K., Guendner E, & St John J. (2021, June 1). Applying adherent DBT Principles to treatment in a partial hospital setting: An analysis over 5-years of outcomes from intake to discharge. *Journal of Clinical Psychology*. doi: 10.1002/jclp.23188. Epub ahead of print. PMID: 34061985.

**Mochrie, K. D., Lothes II, J., Guendner, E., & St. John, J. (2020). DBT-informed treatment in a partial hospital and intensive outpatient program:** The role of step-down care. *Research in Psychotherapy: Psychopathology, Process and Outcome*, 23(2), 109–120. <https://doi.org/10.4081/ripppo.2020.461>

**Mochrie, K. D., Lothes, J., Quickel, E. J. W., John, J., & Carter, C. (2019). From the hospital to the clinic:** The impact of mindfulness on symptom reduction in a DBT partial hospital program. *Journal of Clinical Psychology*, 75(7), 1169–1178. <https://doi.org/10.1002/jclp.22774>



Earn 1 continuing education credit

Franklin Hall 10, Level 4, Downtown Marriott

Spotlight Research 4

# How Daily Rumination Influences Negative and Positive Affect: A Multilevel Model Analysis of the Moderating Role of Culture

CHAIR:

*Yikai Xu*, New York University

PANELISTS:

*Michael Sun, Ph.D.*, Dartmouth College

*William Tsai, Ph.D.*, New York University

Primary Category: Culture / Ethnicity / Race

Key Words: *Rumination, Culture, Emotion*

Although research has shown that rumination is associated with worse mental health, a growing number of cross-cultural studies have found that rumination may not have the same maladaptive effects among people from interdependent cultures. However, these studies have largely been cross-sectional. The current study is the first to explore cultural differences in the associations between rumination and positive/negative affect (PA/NA) and whether these associations are moderated by ethnicity/interdependent values among a sample of Asian and European American college students using a 14-day daily diary design. Method. 78 Asian and 41 European Americans (78% female) rated their daily use of rumination (reflective pondering, brooding, and overall rumination) and PA/NA. Interdependence was assessed by the Self-Constraint Scale (Singelis, 1994). Multilevel models examined the fixed and random effects of both within-person fluctuation and between-person differences in rumination on same-day and next-day PA/NA moderated by ethnicity/interdependent values. Results. We found evidence of cultural differences in the association between rumination and PA/NA. There was a significant within-person interaction between overall rumination and ethnicity in predicting same-day NA. Specifically, rumination was associated with greater same-day NA among European Americans ( $B = .61$ ,  $SE = .13$ ,  $p < .001$ ), but the associations were attenuated among Asian Americans ( $B = .30$ ,  $SE = .09$ ,  $p < .001$ ). Similarly, rumination was associated with a smaller increase in next-day NA among Asian Americans ( $B = .29$ ,  $SE = .08$ ,  $p < .001$ ), relative to European Americans ( $B = .70$ ,  $SE = .15$ ,  $p < .001$ ). A similar pattern of findings was found with interdependence as the moderator. The magnitude of the association between brooding and same-day PA was smaller among those with high interdependence ( $B = -.67$ ,  $SE = .24$ ,  $p < .001$ ), relative to those with low interdependence ( $B = -1.68$ ,  $SE = .23$ ,  $p < .001$ ). Discussion. Overall,

our findings are consistent with a growing body of research that shows rumination is associated with worse outcomes among individuals from independent cultures than those from interdependent cultures. Future recommendations and clinical implications will be discussed.

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

- Explain how daily rumination (brooding, reflective pondering, and overall rumination) is associated with daily positive and negative affect.
- Compare how the associations between rumination and positive/negative affect differ between Asian and European Americans.
- Describe how the associations between rumination and positive/negative affect vary by the level of interdependence.
- Explain one novel direction in examining cultural differences in cognitive process and the downstream effects on mental health.
- Discuss clinical implications in integrating cultural differences in cognitive process in delivery of cognitive interventions.

**Recommended Readings:** Chang, E. C., Tsai, W., Sanna, L.J. (2010). Examining the relations between rumination and adjustment: Do ethnic differences exist between Asian and European Americans? *Asian American Journal of Psychology*. 2010;1:46-56.

Choi, J. H. (Steph), & Miyamoto, Y. (2022). **Cultural differences in rumination and psychological correlates:** The role of attribution. *Personality and Social Psychology Bulletin*, 014616722210890. <https://doi.org/10.1177/01461672221089061>

De Vaus, J., Hornsey, M. J., Kuppens, P., & Bastian, B. (2018). Exploring the east-west divide in prevalence of affective disorder: A case for cultural differences in coping with negative emotion. *Personality and Social Psychology Review*, 22(3), 285-304. <https://doi.org/10.1177/1088868317736222>

Earn 1 continuing education credit

Congress B, Fourth Floor, Loews Hotel

Spotlight Research 5

# Scaling up Maternal Mental Healthcare by Increasing Access to Treatment (SUMMIT): findings from a Large, Multi-site Psychotherapy Trial for Perinatal Populations

FRIDAY

CHAIR:

*Dorian A. Lamis, ABPP, Ph.D.*, Emory University School of Medicine

PANELIST:

*Daisy R. Singla, Ph.D.*, University of Toronto; Center of Addiction and Mental Health, Lunenfeld Tanenbaum Research Institute

Primary Category: Health Care System / Public Policy

Key Words: *Clinical Trial, Behavioral Activation, Perinatal*

Access to brief psychological treatments remains limited, despite the demonstrated effectiveness of non-specialist providers (NSPs; individuals without formal mental health training), the rise of telemedicine and their preference over medications among perinatal populations. This presentation showcases results from healthcare by treatment (SUMMIT)—the largest psychotherapy trial for perinatal populations worldwide. SUMMIT is a pragmatic, non-inferiority trial that compares provider type (specialist vs. non-specialist) and delivery mode (telemedicine vs. in-person) of a brief, 8-session behavioral activation (BA) treatment for perinatal depressive and anxiety symptoms. Adult, pregnant, and postpartum women (N=1230) with depressive (EPDS $\geq$ 10) symptoms were recruited across healthcare settings in Toronto, Chicago, and Chapel Hill and randomized to receive BA by either a trained NSP (nurse, midwife or doula) or specialist (psychiatrist, psychologist or social worker), via telemedicine or in-person. The primary outcome was depressive (EPDS) symptoms at 3-months post-randomization. Secondary outcomes included anxiety (GAD-7) symptoms, treatment dosage, and client satisfaction scores (CSQ-8). Randomization began in January 2020 and 3-month data analysis will be completed by April 2024. On average, participants were 33.27 years (SD=4.95) and either pregnant (49.76%) or postpartum (50.24%). Most were partnered (85.53%), primiparous (54.23%) and almost half

(49.76%) were Black, Indigenous or Persons of Colour. At baseline, participants reported moderate symptoms of depression (EPDS=15.73, SD=3.91) and anxiety (GAD=11.78, SD=4.91). Participants attended 6.20 (SD=2.77) treatment sessions and reported high satisfaction (CSQ=3.42, SD=0.63). We will present: (1) primary results comparing NSPs vs. specialists and telemedicine vs. in-person; (2) culturally-sensitive and measurement-based training and supervision models; and (3) process data that examined barriers and facilitators from a multistakeholder perspective. The results of this landmark trial will answer key questions about how to deliver and scale patient-centered psychotherapy in pragmatic settings.

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

- Explain the rationale for task sharing and the use of telemedicine in mental healthcare.
- Describe methods to assess treatment provider competence and how competence can impact patient outcomes.
- Summarize barriers and facilitators to treatment delivery from a multistakeholder perspective.
- List best practices (regarding training, supervision, and treatment delivery) to ensure quality, culturally sensitive care.
- Discuss brief structured psychotherapies delivered by NSPs and via telemedicine can help reduce barriers to mental healthcare.

**Recommended Readings:** Singla, D. R., Lawson, A., Kohrt, B. A., Jung, J. W., Meng, Z., Ratjen, C., Zahedi, N., Dennis, C. L., & Patel, V. (2021). Implementation and Effectiveness of Nonspecialist-Delivered Interventions for Perinatal Mental Health in High-Income Countries: A Systematic Review and Meta-analysis. *JAMA psychiatry*, 78(5), 498–509.

Dimidjian, Sona, Sherryl H. Goodman, Nancy E. Sherwood, Gregory E. Simon, Evette Ludman, Robert Gallop, Stacy Shaw Welch, Jennifer M. Boggs, Christina A. Metcalf, Sam Hubley, J. David Powers, and Arne Beck. 2017. “A pragmatic randomized clinical trial of behavioral activation for depressed pregnant women.” *Journal of Consulting and Clinical Psychology* 85(1):26.

Patel, Vikram, Benedict Weobong, Helen A. Weiss, Arpita Anand, Bhargav Bhat, Basavraj Katti, et al. 2017. “The Healthy Activity Program (HAP), a lay counsellor-delivered brief psychological treatment for severe depression, in primary care in India: A randomised controlled trial.” *Lancet* 389(10065):176–85.

Earn 1.5 continuing education credits

Grand Ballroom I/J, Level 5, Downtown Marriott

Spotlight Research 6

# Understanding Suicide Ideation Subtypes to Improve Clinical Assessment Among Adolescents

FRIDAY

CHAIR:

*Regina Miranda, Ph.D.*, Hunter College and The Graduate Center, City University of New York

PANELISTS:

*Ana Ortin-Peralta, Ph.D.*, Yeshiva University and Albert Einstein College of Medicine

*Lauren E. Gulbas, Ph.D.*, UT Austin

Primary Category: Suicide and Self-Injury

Key Words: *Suicide, Adolescents, Cognitive Processes*

Clinicians who assess adolescents presenting to emergency departments with suicide ideation (SI) or suicide attempts (SAs) often have a short amount of time to assess their suicide-related risk prior to making a triage decision. Available risk assessments are limited in their ability to predict imminent risk of suicidal behavior. Furthermore, our insufficient understanding of SI, itself, and its relative neglect in the youth suicide literature, has been a missed opportunity to use information about adolescents' suicidal thoughts to better inform our clinical assessments and interventions. We will present research that has leveraged the Adolescent Suicide Ideation Interview (Miranda et al., 2021, 2023) to understand SI subtypes among ethnoracially diverse adolescents in a way that can inform clinical decision-making about which adolescents with SI or SA might be prioritized for intervention. Dr. Miranda and Dr. Ortin-Peralta will describe research with 184 adolescents (77% Latine) recruited primarily from two New York City hospitals, and classified as presenting with brief, intermittent, or persistent SI, based on the frequency of their ideation in the previous month, and followed up over 12 months. Persistent SI was associated with over 3 times higher odds of making a future SA, compared to brief SI, adjusting for relevant covariates, and both intermittent and persistent SI were associated with a shorter time-to-attempt among 43 adolescents who attempted suicide during the follow-up period. Classifying SI subtypes may thus identify adolescents who should be prioritized for clinical care to prevent future SAs. Similarly, Dr. Gulbas will describe ways in which qualitative methods can also be used to identify pathways of suicide-related risk among ethnoracially diverse adolescents (Gulbas et al., 2019), along with the first application of cultural consensus analysis to adolescent suicide research via the use of body mapping to identify suicide-related warning signs among adolescents. Finally, Dr. Ortin-Peralta will

describe an ongoing adaptation of these methods for assessment of SI among children that builds on analysis of data from the Adolescent Brain Cognitive Development (ABCD) Study (Ortin-Peralta et al., 2023).

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

- Define subtypes of suicide ideation based on past-month frequency of ideation.
- Determine the suicide ideation subtypes that predict increased risk of a future adolescent suicide attempt among diverse adolescents.
- Describe qualitative approaches to assessing suicide ideation risk pathways among ethnoracially diverse adolescents.
- Give an example of how quantitative and qualitative methods can be integrated to assess suicide-related risk among adolescents.
- Describe how a measure of adolescent suicide ideation was adapted to assess childhood suicide ideation.

**Recommended Readings:** Czyz, E.K., & King, C.A. (2015). Longitudinal trajectories of suicidal ideation and subsequent suicide attempt among adolescent inpatients. *Journal of Child Psychology and Psychiatry*, 44, 181-193. Miranda, R., Ortin-Peralta, A., Macrynikola, N., Nahum, C., Manana, J., Rombola, C., Runes, S., & Waseem, M. (2023). Content and process of adolescent suicide ideation: Implications for risk assessment. *Research in Child and Adolescent Psychopathology*, 51, 1657-1668. Gulbas, L., Guz, S., Hausmann-Stabile, C., Szlyk, H., & Zayas, L.H. (2019). Trajectories of well-being among Latina adolescents who attempt suicide: A longitudinal qualitative analysis. *Qualitative Health Research*, 29, 1766-1780.

Earn 1.5 continuing education credits

Franklin 8, Level 4, Downtown Marriott

Panel Discussion 7

# Bridging Generational Perspectives in Sexual and Gender Minority Mental Health Psychology and Practice

FRIDAY

MODERATOR:

*Colin A. Tidwell, M.A., University of Arizona*

PANELISTS:

*Lorenzo Lorenzo-Luaces, Ph.D., Indiana University*

*Debra Kaysen, ABPP, Ph.D., Stanford University*

*Lee Robertson, B.A., M.S., Florida State University*

*Joel Becker, Ph.D., University of California Los Angeles*

*Colleen A. Sloan, Ph.D., Boston VA Healthcare System*

*Nicole D. Cardona, Ph.D., Columbia University Medical Center*

*Colin A. Tidwell, M.A., University of Arizona*

Primary Category: LGBTQ+

Key Words: *Sexuality, LGBTQ+, Professional Issues*

This panel brings together a diverse group of sexual and gender minority (SGM) psychologists representing various career stages, identities, and roles within the field. Our discussion will delve into the multifaceted landscape of SGM mental health with a focus on intergenerational dialogue and collaboration. In the realm of SGM psychology, intergenerational dialogue is paramount as it offers unique insights into the evolution of methodologies, theoretical frameworks, and our social contexts in a topic that has seen radical changes over time (i.e., from pathologization to affirmation). Key themes to be explored include SGM history and the impact of generational shifts on priorities in research and clinical work. Moreover, we will examine how diverse career trajectories and institutional contexts shape the experiences of SGM psychologists, and the dissemination of their work. Furthermore, our discussion will highlight the importance of mentorship, collaboration, and community-building across generational lines in fostering a supportive and inclusive psychology environment. By sharing personal anecdotes, strategies for navigating challenges, and visions for the future of SGM psychology, our panelists aim to inspire dialogue, collaboration, and collective action. Ultimately, this panel seeks to foster a deeper understanding of the complex dynamics at play within SGM psychology and to foster collaboration and understanding across generations.

Earn 1.5 continuing education credits

Regency Ballroom C1, Second Floor Mezzanine, Loews Hotel

Panel Discussion 8

# Dissemination of an Evidence-based Program for College Students with ADHD: Challenges and Lessons Learned

MODERATOR:

*Arthur D. Anastopoulos, Ph.D.*, University of North Carolina Greensboro

PANELISTS:

*Joshua Langberg, Ph.D.*, Rutgers University

*Laura Besecker, Ph.D.*, Elon University

*Allison Bray, Ph.D.*, ACCESS Program

*Kelley Altman Greer, Ed.S.*, EACHH, LLC

*Vanessa Bal Bal, Ph.D.*, Rutgers University

Primary Category: Adult -ADHD

Key Words: *ADHD, College Students, Treatment/ Program Design*

A decade ago, the field began to witness a palpable increase in the number of reports describing the development and pilot testing of cognitive-behavioral interventions for college students with Attention-Deficit/ Hyperactivity Disorder (ADHD). Although findings from these investigations have been promising, questions remain with respect to how research-based, campus-specific programs can be initiated, delivered, and sustained in real world college settings where resources and staffing may be limited, and student enrollments are diverse. Accessing Campus Connections and Empowering Student Success - is a research-based program based on cognitive-behavioral principles designed to give college students with ADHD the knowledge and skills necessary for academic, personal, and social success. Published findings lend support to its: (1) efficacy in bringing about improvements in academic, personal, and social functioning; and (2) conceptual foundation. As pandemic restrictions eased, numerous conversations were conducted with individuals interested in implementing ACCESS, including campus-based staff and off-campus professionals working with ADHD populations. Emerging from these discussions were innovative models for: (1) in-person and/or online delivery of ACCESS, (2) a two-day training sequence that allows college staff to create and sustain ACCESS programs on their own campuses, including HBCUs; (3) training off-campus professionals to incorporate ACCESS into their services for college students with ADHD; and (4) adaptations of ACCESS for use with other populations, including those with Autism Spectrum features. In addi-



tion to ACCESS staff, individuals from diverse universities and state agencies involved in the above activities will discuss: the challenges they have faced; how these challenges were addressed; their appraisal of the need for and sustainability of such services; and the successful collaborations formed between the research team and campus administrators and support staff. Although discussed in the context of the ADHD population, lessons learned from these experiences are applicable to others interested in bringing clinical research findings into real world settings.

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2:45 p.m. – 4:15 p.m.

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**Earn 1.5 continuing education credits**

**Franklin 1, Level 4, Downtown Marriott**

**Research and Professional Development 2**

# **How to Support Marginalized Students in Navigating Professional and Personal Identity Development Through Supervision and Mentoring**

PANELISTS:

*Yodit Denu, Ph.D., University of Colorado Anschutz Medical Campus*  
*Pankhuri Aggarwal, Ph.D., Northwestern University*

Basic level of familiarity with the material

Primary Category: Workforce Development / Training / Supervision

Key Words: *Multicultural Psychology, Career Development, Supervision*

It is anticipated that by 2044, the current racial and ethnic minorities in the U.S. will become the majority population (U.S. Census Bureau, 2015). While the rate of minority groups in the U.S. is steadily increasing over the years, the same magnitude of change is not reflected in the number of professionals in psychology (APA, 2020). Some of the plausible factors for the continued exclusion of minority groups in psychology programs include financial difficulties, community characteristics, and a lack of diversity representation in academia as a whole (Muñoz-Dunbar & Stanton, 2009). Additionally, within predominantly white institutions (PWIs) marginalized students may experience cultural isolation, tokenism, identity crises, and insufficient mentoring (Brunsma et al., 2017;

Torres et al., 2010). The authors argue that a discussion of personal and professional identities, experiences, and values could be integral to sustaining the workforce of color in the field of psychology. Specifically, we will explore how faculty can utilize supervision to support marginalized students within doctoral programs in better integrating their professional and personal identities. This is particularly important as marginalized students may not necessarily be paired/are able to seek mentorship from advisors and supervisors with experiences of marginalization. Marginalized students may be faced with classroom material and experiences that may contradict their values and sense of self, increasing lack of belonging within the program. Research has found that supportive mentorship is significant in the success of students, and supportive mentors may have qualities such as being trusting, consistent, and open to feedback (Schlosser et al., 2003; Trent et al., 2021). Faculty have the opportunity to serve as cultural brokers to help marginalized students navigate the culture of academia. The research regarding culturally informed supervision within clinical psychology is limited, thus the authors draw from findings in literature from other disciplines (i.e. medical training, and counseling psychology). The discussion will highlight specific action items to support faculty mentors in advocating for and supporting their students.

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

- Identify the relationship between personal and professional identities for students with marginalized identities.
- Identify 3 common challenges/barriers for marginalized students in integrating their personal and professional identities, values and lived experiences.
- Identify 3 strategies to better acknowledge personal and professional identities and life experiences of marginalized students and/or their clients and the broader sociopolitical climate.
- Identify 1 strategy to continue self-reflection and supervision to ensure continued committed action toward fostering an inclusive learning environment for marginalized students.

**Recommended Readings:** Taylor, J. M., & Neimeyer, G. J. (2009). Graduate school mentoring in clinical, counselling, and experimental academic training programs: An exploratory study. *Counselling Psychology Quarterly*, 22(2), 257-266. <https://doi.org/10.1080/09515070903157289> Spellman, K., Dillenbeck, J., Edwards, N. N., & Bohecker, L. (2022). Supporting marginalized students in counselor education and supervision programs. *Journal of Counselor Leadership and Advocacy*, 9(1), 32-44. <https://doi.org/10.1080/2326716X.2021.2007429> Cruess, R. L., Cruess, S. R., Boudreau, J. D., Snell, L., & Steinert, Y. (2015). A schematic representation of the professional identity formation and socialization of medical students and residents: A guide for medical educators. *Academic Medicine*, 90(6), 718-725. <https://doi.org/10.1097/ACM.0000000000000700>

Earn 1.5 continuing education credits

Franklin 9, Level 4, Downtown Marriott

# Research and Professional Development 4: Leadership Is a Skill

FRIDAY

## PANELISTS:

Jonathan E. Alpert, M.D., Ph.D., Montefiore Medical Center and Albert Einstein College of Medicine

Simon A. Rego, ABPP, Psy.D., Montefiore Medical Center

Basic level of familiarity with the material

Primary Category: Professional / Interprofessional Issues

Key Words: *Professional Development, Career Development, Competence*

Leadership is not about the title or position one holds. Instead it involves utilizing a dynamic set of skills that must be learned, honed and cultivated over time. And while many health-care professionals aspire towards – and ultimately achieve - leadership positions, all too often they then find themselves unprepared and ill-equipped when they assume these roles. With this challenge in mind, this interactive workshop will cover several of the key facets of leadership, including a review of different leadership styles along with the pros and cons of each and a focus on the key ingredients of transformational leadership. Led by a late career psychiatrist and mid-career psychologist with more than half a century of combined leadership experience, this Professional Development session aims to inspire and empower participants - be they seasoned leaders or aspiring to step into leadership roles - to understand how they can be more effective as leaders, regardless of the setting or size of their team. Participants in this interactive session will engage in hands-on activities and group discussions aimed at understanding their leadership style, providing them with an understanding of essential leadership skills, and equipping them with some of the key principles that are essential in order to navigate the challenges of leadership with confidence and resilience. Attendees will leave with actionable insights and the beginnings of a personalized leadership development plan that can be implemented in diverse contexts.

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

- Describe three different leadership styles.
- Explain transformational leadership.
- Identify which leadership values are most important to them.

**Recommended Readings:** Kouzes, J. M., & Posner, B. Z. (2010). *The truth about leadership: The no-fads, heart-of-the-matter facts you need to know*. John Wiley & Sons. Hill, L. A., & Lineback, K. (2011). *Being the boss: The 3 imperatives for becoming a great leader*. Harvard Business Press. Barling, J. (2014). *The science of leadership: Lessons from research for organizational leaders*. Oxford University Press, USA.

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3:00 p.m. – 4:00 p.m.

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networking

**410, Level 4, Downtown Marriott**

## **Behavior Analysis SIG**

Students, researchers, practitioners, and educators are all encouraged to attend and bring their talents and passion to our group. Our agenda includes a review of the past year's activities including those of our sister SIGS at ABAI and ACBS. The student presenter/poster award winners for 2024 will be announced.

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3:00 p.m. – 5:00 p.m.

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networking

**413, Level 4, Downtown Marriott**

## **Tic and Obsessive Compulsive Related Disorders SIG**

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3:00 p.m. – 4:00 p.m.

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networking

**301, Level 3, Downtown Marriott**

## **Psychedelic Research and Therapies SIG**

The ABCT SIG for Psychedelic Research and Therapies welcomes new and old members to gather and discuss topics related to CBT and psychedelic-assisted therapy. This is an opportunity to network, learn about recent developments in the field, and plan for collaborative projects or activities that SIG members might be interested in. We look forward to seeing you there!

Earn 1.5 continuing education credits

Liberty C, Level 3, Downtown Marriott

Symposium 57

# Concentrating Treatment for Rapid Improvement and Durable Gains: Status and Outcomes of the International Dissemination of the Bergen 4-day Treatment Approach

FRIDAY

CHAIRS:

*Bjarne Hansen, Ph.D., University of Bergen*  
*Thorstur Bjorgvinsson, ABPP, Ph.D., McLean Hospital/  
Harvard Medical School*

DISCUSSANT:

*Michael Wheaton, Ph.D., Barnard College*

All level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Treatment Development, Dissemination, OCD (Obsessive Compulsive Disorder)*

**Transformation of Norwegian Mental Health Delivery: The Development of the Bergen 4-day Treatment for OCD**

*Bjarne Hansen, Ph.D., University of Bergen*  
*Thorstur Bjorgvinsson, ABPP, Ph.D., McLean Hospital/Harvard Medical School*  
*Kristen Hagen, Ph.D., Norwegian University of Science and Technology*

**National Implementation of Bergen 4-day OCD Treatment Across Multiple Clinical Settings in Norway**

*Kristen Hagen, Ph.D., Norwegian University of Science and Technology*  
*Bjarne Hansen, Ph.D., University of Bergen*  
*Thorstur Bjorgvinsson, ABPP, Ph.D., McLean Hospital/Harvard Medical School*

### Harnessing Clinical Psychology, Neuroimaging, Genetics and Epigenetics to Understand Response to B4DT for OCD and Anxiety Disorders

*Anders L. Thorsen, Ph.D.*, Haukeland University Hospital

*Bjarne Hansen, Ph.D.*, University of Bergen

*Kristen Hagen, Ph.D.*, Norwegian University of Science and Technology

### International Dissemination of B4DT: Outcomes, Clinical Training Opportunities, and Future Directions

*Throstur Bjorgvinsson, ABPP, Ph.D.*, McLean Hospital/Harvard Medical School

*Bjarne Hansen, Ph.D.*, University of Bergen

*Kristen Hagen, Ph.D.*, Norwegian University of Science and Technology

3:30 p.m. – 5:00 p.m.

networking 

**411/412, Level 4, Downtown Marriott**

### Eating Disorders & Eating Behaviors SIG

3:30 p.m. – 5:00 p.m.

networking 

**414/415, Level 4, Downtown Marriott**

### Couples Research and Treatment SIG

The business meeting for the Couples Research & Treatment SIG will provide annual updates, present SIG awards, discuss ongoing issues and initiatives, and cover any member business.

408/409, Level 4, Downtown Marriott

**Panel Discussion:**

## **Innovations in Telehealth Across Settings**

*Abby Adler Mandel, Ph.D.*, The Catholic University of America

*Mary K. Alvord, Ph.D.*, Alvord, Baker & Associates, LLC

*Lynn F. Bufka, ABPP, Ph.D.*, American Psychological Association

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

*David Jobes, Ph.D.*, The Catholic University of America

*Leslie Morland, Psy.D.*, San Diego VA

Primary Category: Professional / Interprofessional Issues

Key Words: *Telehealth, Professional Development*

In 2020, telehealth became a necessary method for delivering treatment. It maintains a significant role in the practice of CBT four years later. Much knowledge has been gained regarding the effective implementation of telehealth, and new policies have arisen to support the ethical and interjurisdictional practice of telepsychology. This panel will discuss innovations in telehealth across private practice, VA settings and research. Panelists will also discuss the role of PsyPact and risk management in utilizing telehealth.

This session does not qualify for continuing education credit.

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

- Recent advances in the implementation of telehealth across settings and training levels
- The role of PsyPact in telehealth
- Risk management strategies when utilizing telehealth
- Tips for effectively implementing telehealth, with particular attention to ethical and interjurisdictional considerations

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3:45 p.m. – 5:15 p.m.

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**Liberty A, Level 3, Downtown Marriott**

## **Moving ABCT Into the Future: A Conversation with CHANGE Leaders**

*Donte Bernard, Ph.D., University of Missouri-Columbia*

*Jasmin Brooks Stephens, Ph.D., Massachusetts General Hospital*

*Giovanni Ramos, Ph.D., University of California, Irvine*

*Derrecka Boykin, Ph.D., US Department of Veterans Affairs*

*Celenia Delapp, Ph.D., Montefiore Medical Center*

In 2023, ABCT launched the CHANGE (Challenging How ABCT Now Governs and Evolves) Leaders program, a two-year, co-governance style leadership initiative intended to assist the organization in taking active steps to broaden and improve the diversity, equity, inclusion, access, and justice focus of its work. In the inaugural iteration of this program, 10 diverse early career professionals were selected as CHANGE Leaders. For the past two years, these individuals have worked closely with organizational leadership to learn about the history and inner workings of ABCT, institutional strengths and growth points, and how to leverage their unique perspectives to promote systems-level change that is responsive to need areas identified by the ABCT Task Force for Equity, Inclusion and Access and the BARE Mental Health and Wellness Report (<https://www.abct.org/about/abct-deiaj/>). The purpose of this panel is to hear from CHANGE leaders about their experiences in and “lessons-learned” from this program. Panel members will specifically discuss insights into a) how ABCT can be more responsive to the evolving needs of its global community; b) unique challenges and opportunities that have emerged in developing co-sponsored, systems-level projects; and c) strategies for effectively integrating diverse perspectives into organizational practices and decision-making processes.

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4:00 p.m. – 5:00 p.m.

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networking 

**307, Level 3, Downtown Marriott**

## **Neurocognitive Therapies/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 international webinar series, and enhancements to our student mentorship program.

FRIDAY



**Liberty B, Level 3, Downtown Marriott**

## **Graduate School in Psychology: Getting in & Making It Work**

*Lillian Reuman, Ph.D., Stonehill College*

*Mitch J. Prinstein, ABPP, Ph.D., University of North Carolina at Chapel Hill*

*Christine Purdon, Ph.D., University of Waterloo*

*Brian C. Chu, Ph.D., Rutgers University*

*Wilson Vincent, PhD, Temple University*

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 creates barriers to admission and completion for people of color and other underrepresented groups. 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 the behavioral therapies. Participants are encouraged to visit [www.abct.org](http://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 qualify for continuing education credit.

**At the end of this 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.

Earn 1.5 continuing education credits

305/306, Level 3, Downtown Marriott

Panel Discussion 5

# Using Established and Cutting-edge Technology Innovations to Promote Resilience and Community Engagement

MODERATOR:

*Kiran Kaur, M.S., University of Utah*

PANELISTS:

*Colin Adamo, Ph.D., Jimini Health*

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

*Eduardo L. Bunge, Ph.D., Palo Alto University*

*Jenna Carl, Ph.D., Big Health*

*Heather J. Nuske, Ph.D., University of Pennsylvania*

Primary Category: Technology/Digital Health

Key Words: *Technology / Mobile Health, Community-Based, Evidence-Based Practice*

The use of technology to improve access to and acceptability of evidence-based treatments (EBTs) for mental health has taken a stronghold in our field over the past decade. For instance, there has been tremendous growth in bringing EBTs that address depression, anxiety, emotion dysregulation, and suicidal thoughts, among many other areas to the fingertips of mental health consumers, particularly in communities that have been under-resourced, underserved, and excluded (Ellis, Draheim, & Anderson, 2022). The goal of this panel is to have a discourse about how technological tools can enhance outcomes that matter to the communities we serve via community engagement, advocacy, and innovation. In keeping with the ABCT theme this year of “Inspiring Community Engagement, Advocacy, and Innovation to Advance CBT” we were motivated to have an in-depth discussion about how we can leverage technology innovations to cultivate community partnership and advocacy to advance community resilience and access to EBTs, with an emphasis on how such technologies are being used ethically in diverse local and global communities. Panelists include academic and industry-based researchers (several of whom themselves identify with underserved identities) at various levels of training who examine innovations in their work ranging from ecological momentary interventions, artificial intelligence, objective technological tools, remote technologies, digital therapeutics, and digital smart applications that are accompanied by active/passive physiological sensors. Importantly, the panelists can each speak to how these innovations are specifically used to promote resilience, community engagement, and improved quality of life, as indicated

by several outcomes including improved interpersonal functioning, increased family cohesion and positive coping skills, better parenting skills, and adaptive emotion regulation in a wide diversity of community populations, including low-income couples, racial/ethnic/sexual minority groups locally and globally, college students from diverse intersectional identities, community-based workforces, and educators/students in the school setting.

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4:30 p.m. – 6:00 p.m.

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Grand Ballroom C Level 5, Downtown Marriott

# How to Secure Funding for Your Research: Panel Discussion Spotlighting Past Winners of ABCT's Graduate Student Research Grant

Ryan J. Jacoby, Ph.D., Massachusetts General Hospital; Harvard Medical School

Maggie Sweeney, Ph.D., National Institute of Mental Health

Lauren Forrest, Ph.D., University of Oregon

Gabrielle S. Ilagan, M.A., Fordham University

Kelsey J. Pritchard, Ph.D., University of Toledo

Laurel D. Sarfan, Ph.D., University of California, Berkeley

Primary Category: Professional / Interprofessional Issues

Key Words: *Research Funding, Professional Development, Student Issues*

Applying for research funding can be a daunting task for early career investigators. Practical grantsmanship guidance is typically absent from graduate courses, and many funding agencies do not provide feedback for unfunded proposals, leaving applicants uncertain of the key to funding success. Accordingly, this Research and Professional Development Panel aims to leverage expertise from 5 previous winners of ABCT's Graduate Student Research Grant (GSRG), awarded by the Research Facilitation Committee (RFC), who have already foraged the grant writing path. In a series of blitz presentations, panelists (Forrest, Ilagan, Pritchard, Sarfan) will provide a brief background on their topic, describe what initially interested them in this work, and share aspects of their proposal they believe ensured its success. They will additionally describe key aspects of their research methodology, including how they overcame any unexpected challenges during data collection. Finally, they will summarize their results as well as share how this grant has advanced their research careers. Dr. Ryan Jacoby (also a GSRG winner and chair of the RFC) will moderate the panel, and discussant Dr. Maggie Sweeney (NIMH Program Officer) will

summarize the presentations and highlight grantsmanship recommendations. An interactive discussion will follow with questions from the audience.

Sponsored by: The Research Facilitation Committee • Abby Adler Mandel, Ph.D. (The Catholic University of America) • Anu Asnaani, Ph.D. (University of Utah) • Shawn Jones, Ph.D. (Virginia Commonwealth University) • Joseph Carpenter, Ph.D. (National Center for PTSD) • Alex Daros, Ph.D. (University of Windsor) • Ramya Ramadurai (American University) • Kristin Szuhan (NYU Langone Health) • Andrew Sherrill (Emory) • Amy Brausch (Western Kentucky University)

This session does not qualify for continuing education credits.

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

- Identify practical grantsmanship guidance based on the experiences of our panelists
- Explain strategies for overcoming unexpected methodological challenges during data collection
- Describe how an initial grant proposal can launch a broader program of research

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4:30 PM – 5:30 PM

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**Earn 1 continuing education credit**

**401/402, Level 4, Downtown Marriott**

**Symposium 58**

# Religion as a Source of Community Building and Positive Mental Health in American Muslims

CHAIR:

*Hoor Ul Ain, B.S., University of Nevada, Las Vegas*

DISCUSSANT:

*Nuha Alshabani, Ph.D., Boston University*

Primary Category: Spirituality and Religion

Key Words: *Resilience, Community-Based, Vulnerable Populations*

**Exploring the Risk and Resilience Factors for Psychosis-risk Among Muslims  
Living in the United States**

*Katrina S. Rbeiz, M.S., Vanderbilt University*

### A Systematic Review and Meta-analysis to Examine the State of Muslim Mental Health Literature and Predictors of Help-seeking in Muslims Residing in North America

Merranda M. McLaughlin, Ph.D., Massachusetts General Hospital and Harvard Medical School

Salman S. Ahmad, M.S., University of Miami

Amy G. Weisman de Mamani, Ph.D., University of Miami

### Do Predictors of Mental Health Help-seeking Moderate the Relationships Between Perceived Islamophobia and Depression in Mosque-going Muslims?

Salman S. Ahmad, M.S., University of Miami

Merranda M. McLaughlin, Ph.D., Massachusetts General Hospital and Harvard Medical School

Amy G. Weisman de Mamani, Ph.D., University of Miami

### University Community Belongingness as a Buffer for Eating Pathology in Female Muslim University Students

Hoor Ul Ain, B.S., University of Nevada, Las Vegas

Jaelin Isquith, B.A., University of Nevada, Las Vegas

Kara A. Christensen Pacella, Ph.D., University of Nevada, Las Vegas

4:30 p.m. – 6:00 p.m.

networking

**Grand Ballroom D, Level 5, Downtown Marriott**

## 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.

4:30 p.m. – 6:00 p.m.

networking

**Grand Ballroom K/L, Level 5, Downtown Marriott**

## Dissemination and Implementation Science SIG

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.

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4:30 p.m. – 6:00 p.m.

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301, Level 3, Downtown Marriott

## Child and Adolescent Anxiety SIG

The Child and Adolescent Anxiety SIG 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.

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5:30 p.m. – 6:30 p.m.

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Independence Ballroom, Level 3, Downtown Marriott

## Graduate School Meet and Greet

Lillian Reuman, Ph.D., Stonehill College

For description please see “Graduate School in Psychology: Getting In and Making it Work at 4:00p.m.”

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5:30 p.m. – 7:00 p.m.

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Liberty A, Level 3, Downtown Marriott

## Awards & Recognition

### Career/Lifetime Achievement

Arthur M Nezu, Ph.D., DHL, ABPP, Distinguished University Professor of Psychology, Professor of Medicine, & Professor of Public Health, Drexel University

### Outstanding Mentor

Anne Marie Albano, Ph.D., ABPP, Founder, Columbia University Clinic for Anxiety and Related Disorders, Clinical Director, Youth Anxiety Center at New York Presbyterian Hospital

### Outstanding Researcher

Michael W. Otto, Ph.D., Professor of Psychological and Brain Sciences and Senior Fellow at the Institute for Health System Innovation and Policy at Boston University

### Sobell Innovative Addictions Research Award

Mark A. Prince, Ph.D., Director of My Mental Health (MMH) Data Analysis and Dissemination, Department of Psychiatry and the Behavioral Sciences, Keck School of Medicine of USC

### Distinguished Friend to Behavior Therapy

Donna E.M. Bailey, Chief Executive Officer, Community Behavioral Health Philadelphia  
Natalie L. Dallard, M.A., Director, Evidence-Based Practice and Innovation Center

**The Francis C. Sumner Excellence Award**

Praise Iyewuare, MPH, Ph.D., Lyman T. Johnson Postdoctoral Fellow, University of Kentucky

**Anne Marie Albano Early Career Award**

Daisy Singla, Ph.D., Center for Addiction and Mental Health, University of Toronto

**Outstanding Service to ABCT****The ABCT Staff:**

David Teisler, Deputy Director, Operations and Publications

Stephen Crane, Senior Director of Education and Meeting Services

Kelli Long, Senior Director Finances and HR

Stephanie Schwartz, Managing Production Editor

Tonya Childers, Manager, Convention and Concierge Services

Rachel Lamb: Membership Services Manager

Emily Ravaoli: Marketing and Communications Manager

Rachel Greeman: Web Manager

Maryilyn Brown: Administrative Specialist

Virginia Roswell Student Dissertation Award

Ms. Olga Revzina, M.A., The Catholic University of America

**Leonard Krasner Student Dissertation Award**

Jenna Sung, M.A., Doctoral Candidate, Stony Brook University and Harvard Medical School/  
Massachusetts General Hospital

**John R.Z. Abela Student Dissertation Award**

Ms. Azure Reid-Russell, M.A., Harvard University

**President's New Researcher Award**

Laurel Sarfan, Ph.D., Assistant Researcher, University of California, Berkeley

**Student Research Grant**

Emily Bibby, M.A., Stony Brook University

**Student Research Grant: Honorable Mention**

Kendall Poovey, M.A., University of South Florida

**2024 Champions**

Daniel Cheron, Ph.D., ABPP, The Baker Center for Children and Families/ Harvard Medical School

Carrie Comeau, LCSW, Community Care Behavioral Health

John C. Lestino, M.A., LPC, Edgewater Park School District, Edgewater Park, NJ

Gino Priolo, Ed.D., Haddonfield School District

Natalia Torres, Theodore Roosevelt High School, Chicago, IL

Kayla Turner, M.S., Ed.S., Starkville-Oktibbeha Consolidated School District

**Elsie Ramos Memorial Student Poster**

Min Eun (Michelle) Jeon M.A., M.S., Florida State University

Kelli Lahman, Ph.D., L.S.S.P., N.C.S.P., University of Houston

Emily Mueller, M.A., Bowling Green State University

**Student Travel Award**

Rachel McDonald, M.P.S., M.A., Autism and Neurodevelopment Lab, Montclair State University

Mariel Emrich, B.S., University of Connecticut

**ADAA Student Career Travel Award**

(Anxiety and Depression Association of America)

Mark Shuquan Chen, Ph.D., Yale University

Juliana Petersen, Ph.D., Montefiore Medical Center

**Spotlights on Mentors**

Mark Shuquan Chen, Ph.D., Yale University  
 Michelle Elizabeth Roley-Roberts, Ph.D., West Virginia University  
 Maria Angela Kalantzis, M.A., Bowling Green State University  
 Clarissa Ong, Ph.D., University of Louisville

**Fellows Class of 2024**

Adrian Aguilera, Ph.D., University of California, Berkeley  
 Lori Eickleberry, Ph.D., ABPP, Institute for Life Renovation  
 Hiroaki Harai, M.D., IFAPA, Harai Consulting & Training Inc.

**2024 ABCT Youth Community Leader Award**

Colin Benjamin Deibler, Moorestown High School  
 Jackson Erdos, Springside Chestnut Hill Academy  
 Anita FardSanei, Garnet Valley High School  
 Sylvain Farrel, Horace Howard Furness High School  
 Maia Sevin, Friends' Central School

**Mary Jane Eimer Student Convention Scholarship**

William Booker, Psy.D. student, PGSP/Stanford Psy.D. Consortium  
 Sadie Calvano, undergraduate student, University of California Los Angeles  
 Claire Chapman, master's student, University of Denver  
 Uravshi Dixit, Ph.D. student, University of South Alabama  
 Lia Follet, Ph.D. student, University of Georgia  
 Kimi Hashimoto, Ph.D. student / Psychology Resident, Seattle Pacific University / Palo Alto VA  
 Mary Jensen, Ph.D. student, University of Tennessee, Knoxville  
 Alexandria Klingman, master's student, University of South Carolina, Aiken  
 Yazmin Meza Lazaro, Ph.D. student, University of California, Los Angeles  
 Angel Lee, Post baccalaureate project coordinator, DePaul University  
 Emma Ilyaz, Ph.D. student, Queen's University  
 Monet Meyer, Ph.D. student, University of Hawaii at Manoa  
 Tori Moore, Ph.D. student, University of Memphis  
 Ellen Murphy, Psy.D. student, Georgia Southern University  
 Kellyann Navarre, Post-Graduate Trainee / Research Assistant, Cleveland State University  
 Jesus Hernandez Ortiz, Ph.D. student, George Mason University  
 Jenny Shen, Ph.D. student, Stony Brook University, UCLA Semel Institute  
 Colin Tidwell, Ph.D. candidate, The University of Arizona  
 Ingrid Tien, Ph.D. student, University of California, Los Angeles  
 Lucy Wetherall, Ph.D. student, The University of Wyoming

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6:30 p.m. – 8:30 p.m.

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**Grand Ballroom E/F/G/H, Level 5, Downtown Marriott**

## Friday Night Welcome Reception and 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. Beverage service will begin at 7:00 PM.



# Saturday, November 16

8:00 a.m. – 11:00 a.m.

ticket

Earn 3 continuing education credits

408/409, Level 4, Downtown Marriott

## Workshop 7

# Help Me Help You: Role-play Demonstrations on How to Support Caregivers in Effective Parenting

SATURDAY

*Andrea B. Temkin-Yu, Psy.D., Weill Cornell Medicine*

*Lisa W. Coyne, Ph.D., Harvard Medical School*

*Samuel Fasulo, Ph.D., Moss Psychological Services, PC*

*Anthony Puliafico, Ph.D., Columbia University Medical Center*

Moderate level of familiarity with the material

Primary Category: Parenting / Families

Key Words: *Parenting, Treatment, Adolescents*

Parents play an integral role in the lives of their children and often significantly impact both the trajectory of a child's mental health and the interventions designed to support it. As the responsibility of parenting brings with it a combination of intense emotions, needs, and dreams for one's child, parents and children often engage in problematic patterns when managing conflict or stressful situations. When working with youth and families, clinicians have a unique opportunity to help parents learn and adopt skills and interpersonal dynamics that promote long term family and youth well-being. With a heavy emphasis on live role-play demonstrations, this workshop will highlight a number of core strategies to help caregivers more effectively manage challenging parenting situations that clinicians frequently encounter within the families they work with. The presenters will provide insight from a range of cognitive-behavioral therapy perspectives, including Dialectical Behavior Therapy, exposure-based treatment approaches, Acceptance and

Commitment Therapy, and Behavior Management. Through a series of role-plays, the presenters will weave in a combination of strategies aimed at supporting parents in building meaningful parent/child relationships while encouraging change. Specific areas of focus will include (1) early treatment work to build motivation and establish a productive therapeutic frame, (2) validating a child's experience within a conflictual interaction or situation, (3) creating an understanding of parental behavior as shaped by their kids, (4) aligning parental values with effective parenting choices, (5) optimizing a combination of autonomy granting and limit setting, and (6) helping parents let go of unproductive battles. Audience members will have an opportunity to discuss each role play and ask questions. The workshop presenters will then guide audience participants to practice these strategies in small-group role plays work to better hone their understanding of the interventions presented in the workshop.

**Outline:**

1. Speaker introduction
2. Provide rationale for viewing parenting support as a key element of youth treatment, and subsequent importance of both aligning with parents and helping them actively face common barriers to skills use.
3. Read Case Example to be referenced throughout the workshop.
4. Role play 1 on early treatment work and establishing a productive therapeutic frame
  - a. Speaker debrief
  - b. Audience discussion and Q&A portion
5. Role play 2 on validating a child's experience in a conflictual family session
  - a. Speaker debrief
  - b. Audience discussion and Q&A portion
6. Role play 3 on helping parents understand role of child behavior in shaping parental choices and aligning parenting values with effective choices.
  - a. Speaker debrief
  - b. Audience discussion and Q&A portion
7. Role play 4 on helping parents balance autonomy granting with limit setting while letting go of unproductive battles
  - a. Speaker debrief
  - b. Audience discussion and Q&A portion
8. Audience small group role play (facilitated by speakers)
9. Audience/Speaker discussion and final Q&A

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

- Describe the utility of early treatment engagement work between clinician and parent in order to improve youth engagement.
- Demonstrate effective validation techniques that parents can employ in communicating with their children.
- Explain ways in which parents are shaped by youth behavior and impact on parent/child dynamics.
- Help parents consider how to proactively incorporate their family values into decisions about parenting skills use.
- Provide examples of how to balance support and opportunities for independence in parenting youth with mental health difficulties.

**Recommended Readings:** Guo, S., & Peris, T. S. (2021). Working with Parents with Anxiety in Family Intervention. *Family-Based Intervention for Child and Adolescent Mental Health: A Core Competencies Approach* (pp 225-241). Cambridge. Zalewski, M., Maliken, A. C., Lengua, L. J., Martin, C. G., Roos, L. E., & Everett, Y. (2020). Integrating dialectical behavior therapy with child and parent training interventions: A narrative and theoretical review. *Clinical psychology: Science and practice*. Whittingham, K., & Coyne, L. (2019). *Acceptance and commitment therapy: the clinician's guide for supporting parents*. Academic Press. Recommended Reading Filippello, P., Sorrenti, L., & Buzzai, C. (2015). Perceived Parental Psychological Control and Learned Helplessness: The Role of School Self-efficacy. *School Mental Health*, 7, 298–310. Weisz, J.R., & Kazdin, A.E. (Eds.) (2017). *Evidence-based Psychotherapies for Children and Adolescents* (3rd ed.). New York: Guilford Press.

ticket

Earn 3 continuing education credits

411/412, Level 4, Downtown Marriott

Workshop 9

# Recovering from a Cultural Rupture in Clinical Practice as a White Clinician

Natalie N. Watson-Singleton, Ph.D., Spelman College

Yara Mekawi, Ph.D., University of Louisville

Basic to Moderate level of familiarity with the material

Primary Category: Culture / Ethnicity / Race

Key Words: *Common Elements, Culture, Therapeutic Relationship*

To meet the rising mental health needs of a diverse society, White clinicians are tasked with working with clients from different cultural backgrounds. Despite a commitment to cultural humility, racist missteps can occur in the therapeutic relationship and cause cultural ruptures, or strains in the therapeutic alliance. Following a cultural rupture, White clinicians seeking to embody individual-level antiracism advocacy in their practice must carefully reflect on the most effective way forward in order to ensure that they are providing the best care to clients from marginalized racial/ethnic backgrounds. Through this 3-hour workshop, participants will learn about cultural ruptures that occur in clinical practice and how they can effectively recover from this type of rupture. In particular, instructors will explain situations where racist missteps commonly occur. Then, instructors will outline how to tolerate any unpleasant emotions that may arise when confronting such a rupture. Instructors will also outline the critical components needed to effectively repair after a cultural rupture. This workshop instructs participants on how to effectively repair ruptures to embody effective anti-racist allyship in their therapeutic relationships.

SATURDAY

**Outline:**

- Cultural ruptures, or strains in the therapeutic alliance, can occur when a White clinician makes a racist misstep toward a minoritized client during session.
- These ruptures can negatively impact the therapeutic alliance if not handled effectively.
- Workshop participants will learn about cultural ruptures that occur in clinical practice.
- Workshop participants will also learn two skills: one skill to help clinicians tolerate any unpleasant emotions that may arise when coping with a cultural rupture and another skill to effectively repair the cultural rupture.

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

- Explain reasons why racist missteps occur in clinical practice.
- Describe the common racist missteps that occur in clinical practice.
- Use distress tolerance skills that are useful for managing unpleasant emotions.
- List the critical components of an effective repair plan.
- Implement the critical components of an effective repair with clients after a rupture occurs.

**Recommended Readings:** American Psychological Association (2017). *Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality*. Retrieved from: <http://www.apa.org/about/policy/multicultural-guidelines.pdf> Benuto, L. T., Singer, J., Newlands, R. T., & Casas, J. B. (2019). Training culturally competent psychologists: Where are we and where do we need to go? *Training and Education in Professional Psychology*, 13(1), 56–63. doi: <https://doi.org/10.1037/te0000214> Chen, R., Atzil-Slonim, D., Bar-Kalifa, E., Hasson-Ohayon, I., & Refaeli, E. (2018). Therapists' recognition of alliance ruptures as a moderator of change in alliance and symptoms. *Psychotherapy Research*, 28(4), 560–570. doi: <https://doi.org/10.1080/10503307.2016.1227104> Eubanks, C. F., Muran, J. C., & Safran, J. D. (2018). Alliance rupture repair: A metaanalysis. *Psychotherapy*, 55(4), 508–519. doi: <http://dx.doi.org/10.1037/pst0000185> Mekawi, Y., Watson-Singleton, N.N., Dawson, D. (2024). *Beyond Fragility: A Skills-Based Guide to Effective Anti-Racist Allyship*. PESI Publishing.

ticket

Earn 3 continuing education credits

414/415, Level 4, Downtown Marriott

Workshop 13

# **CANCELLED: Principle-guided Psychotherapy for Children and Adolescents: An Introductory Institute for the FIRST Program**

*Sarah Kate Bearman, Ph.D., University of Texas at Austin*

*Abby Bailin, Ph.D., The University of Texas at Austin*

All level of familiarity with the material

Primary Category: Transdiagnostic

Key Words: *Child, Adolescents, Transdiagnostic*

Behavioral health clinicians are expected to use evidence-based treatments (EBTs) with their clients, yet EBTs do not always fit easily into busy, complex care systems. Limited time to learn numerous separate EBTs in order to cover a diagnostically broad caseload, highly comorbid clients requiring more than one targeted treatment, and the need to flex to manage emerging events all pose challenges. Feeling Calm, Increasing Motivation, Repairing Thoughts, Solving Problems, and Trying the Opposite (FIRST) is a brief and efficient approach to treatment that allows clinicians to use evidence-based treatments more flexibly with youth clients. The treatment has been found to be feasible and acceptable in community mental health clinics and was found to improve clinical outcomes relative to comparison benchmarks in both an open trial in community mental health clinics (Weisz, Bearman, Santucci & Jensen-Doss, 2017) and in an academic training clinic when treatment was constrained to only six sessions (Cho, Bearman, Woo, Weisz & Hawley, 2019). The workshop will provide an introduction to this transdiagnostic approach that addresses the following single and co-occurring problem areas: anxiety, depression, PTSD, disruptive behaviors. Participants will learn how to make evidence-based clinical decisions using the FIRST algorithms which are guided by transdiagnostic principles of change. The workshop will include didactics and clinical case examples presented via trainer role plays and video exemplars. Participants will demonstrate the ability to utilize FIRST algorithms in clinical decision-making via role plays and other experiential exercises.

**Outline:**

- Evidence-based treatments (EBTs) don't fit well in complex care systems where youth clients are diagnostically comorbid, and clinicians have large, diverse caseloads.
- FIRST, an evidence-based transdiagnostic treatment for youth, utilizes transdiagnostic principles of change to address the needs of real-world clinicians and clients.
- Participants will be introduced to five principles of change: Feeling Calm, Increasing Motivation, Repairing Thoughts, Solving Problems, and Trying the Opposite.
- Participants will learn how to make evidence-based clinical decisions using FIRST algorithms to address the needs of youth clients with single and co-occurring problems in the following areas: anxiety, depression, PTSD, disruptive behaviors.

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

- Describe what transdiagnostic treatments are.
- Provide rationale for the utilization of transdiagnostic treatments.
- Describe the focus of treatment for each of the problems (e.g., anxiety, depression, PTSD, disruptive behaviors) treated by FIRST.
- Demonstrate effective use of FIRST strategies and skills during role play with fellow attendees.
- Make decisions on next steps for treatment for example cases based on FIRST algorithms.

**Recommended Readings:** Weisz, J.R., & Bearman, S.K., (2020). Principle-Guided Psychotherapy for Children and Adolescents: The FIRST Program for Behavioral and Emotional Problems. Guilford Publishers. Cho, E., Bearman, S. K., Woo, R., Weisz, J. R., & Hawley, K. M. (2020). A second and third look at FIRST: Testing adaptations of a principle-guided youth psychotherapy. *Journal of Clinical Child & Adolescent Psychology*, 1-14.

Weisz, J., Bearman, S. K., Santucci, L. C., & Jensen-Doss, A. (2017). Initial test of a principle-guided approach to transdiagnostic psychotherapy with children and adolescents. *Journal of Clinical Child & Adolescent Psychology*, 46(1), 44-58.

Bearman, S. K. & Weisz, J. R. (2015) Comprehensive treatments for youth comorbidity: Evidence-guided approaches to a complicated problem. *Child and Adolescent Mental Health*, 20, 131-141. <https://doi.org/10.1111/camh.12092>

Marchette, L. K., & Weisz, J. R. (2017). Practitioner Review: Empirical evolution of youth psychotherapy toward transdiagnostic approaches. *Journal of Child Psychology and Psychiatry*, 58(9):970-984. doi: 10.1111/jcpp.12747.

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8:00 a.m. – 9:00 a.m.

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**Liberty C, Level 3, Downtown Marriott**

## **SIG Leaders Meeting**

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8:30 a.m. – 10:00 a.m.

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**Earn 1.5 continuing education credits**

**Grand Ballroom C, Level 5, Downtown Marriott**

### **Mini Workshop 9**

# **Motivational Interviewing with Couples: Helping People Change Together**

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

Moderate level of familiarity with the material

Primary Category: Couples / Close Relationships

Key Words: *Motivational Interviewing, Addictive Behaviors, Substance Abuse*

Couples counseling has a long history in many countries. Recent years have seen renewed interest in how MI can be used with couples to support individual behavior change. Relationship partners (e.g., married spouses, cohabiting couples, main or primary relationship partners, dating partners) have substantial potential to influence one another's behavior. Partners in such relationships often rely on one another in important ways. They may share important resources (like money, housing costs, social networks, or time). They can also influence one another through their social interactions. In many ways, MI with couples draws upon elements of established MI practice that will be familiar to any experienced practitioner (for example, MI spirit, processes, and skills like OARS). At the same time, working with a couple means forming an alliance with both of the partners (individually) as well as with the couple as a whole. It involves allowing partners to speak to one another and helping them to communicate more effectively than they might on their own.

The workshop will discuss how established MI practices are adjusted in response to these considerations. One of the biggest challenges in conducting MI with couples has historically been responding in situations where partners feel differently about whether or how change should happen. The workshop will introduce a novel process unique to MI



with couples – Facilitating Dyadic Functioning – as well as strategies for supporting productive conversation between partners (and reducing conflict) that have been developed specifically to address this challenge. This workshop is intended as practical introduction to couples MI delivery. The workshop is designed for providers familiar with MI who are (or wish to begin) integrating couples’ services into their practice. It will therefore devote substantial time to demonstration, role-play practice, and discussion.

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

- Explain the role of the counselor in an MI session.
- Describe how interdependent processes and relationship functioning influence individual behavior.
- Explain and demonstrate the difference between speaking to an individual versus a couple.
- Recognize common manifestations of conflict between partners in session and relevant provider responses.
- Explain the role of partners in change planning.

**Recommended Readings:** Starks, T.J. (2022). *Motivational Interviewing with Couples: A Framework for Behavior Change Developed with Sexual Minority Men*, Oxford University Press. Starks, T.J., Adebayo, T., Kyre, K.D., Millar, B.M., Stratton, M.J., Gandhi, M. & Ingersoll, K. (2022). Pilot randomized controlled trial of Motivational Interviewing with sexual minority male couples to reduce drug use and sexual risk: The Couples Health Project. *AIDS and Behavior*, 26(2), 310-327. Starks, T.J., Dellucci, T.V., Gupta, S., Robles, G., Stephenson, R., Sullivan, P., & Parsons, J.T. (2019). A pilot randomized trial of intervention components addressing drug use in Couples HIV Testing and Counseling (CHTC) with male couples. *AIDS and Behavior*, 23(9), 2407-2420. Starks, T.J., Cruse, C., Kyre, K.D., Bosco, S.C. & Ingersoll, K.S. (2023, November). Client perceptions of motivational interviewing with couples: A qualitative examination of male couples’ statements to counsellors in session. *Counselling and Psychotherapy Research*. DOI: <http://doi.org/10.1002/capr.12723> Starks, T.J., Robles, G., Doyle, K.M., Pawson, M., Bertone, P., Millar, B.M., & Ingersoll, K. (2020). Motivational Interviewing with male couples to reduce substance use and HIV risk: Manifestations of partner discord and strategies for facilitating dyadic functioning. *Psychotherapy*, 57(1), 58-67.

Earn 1.5 continuing education credits

Grand Ballroom B, Level 5, Downtown Marriott

Mini Workshop 15

# Making Sense of the Alphabet Soup: Common Mechanisms of Change Uniting Evidence-based Psychotherapies

Connor Adams, Psy.D., Stanford University

Natasha S. Hansen, Ph.D., Indiana University

Rachel Weiler, Psy.D., VA Pacific Islands Health Care System

Basic to Moderate level of familiarity with the material

Primary Category: Transdiagnostic

Key Words: *Case Conceptualization / Formulation, Supervision, Change Process / Mechanisms*

Many therapeutic approaches for the treatment of mental health problems have gathered an evidence base. However, the sheer number of different approaches, each with its own complex underlying theory, can be confusing especially to trainees just learning to navigate the many acronyms that seem to swirl together into an “alphabet soup.” Overwhelmed trainees often fear they must master a wide range of entirely different therapies before they can begin to meet the needs of their diverse clients. This workshop seeks to help make sense of this “alphabet soup” by highlighting some of the common mechanisms of change unifying different therapeutic orientations. The presentation will start with a discussion of reasons for considering these common mechanisms of change, briefly review how several major approaches (e.g. CBT, ACT, DBT, psychodynamic psychotherapy) share similarities, examine what research shows to be the “essential ingredients” across approaches, and end with the presentation of a simple and streamlined framework that unites these approaches and may be used to guide a transtheoretical case conceptualization. This framework provides audience members with a tangible and distilled scaffold for approaching each patient, which beginning clinicians can easily grasp and senior clinicians can use to ground their practice. The framework is also structured to be highly flexible to integrate diversity, equality and inclusion considerations, and respond to individual patient’s identities and unique lived experiences. Utilizing a highly interactive learning approach including slides, application of the framework to example cases, and ample time for discussion and questions, presenters aim to engage the audience in guided discussion

of formulation and technique while highlighting strategies/approaches they have found crucial in their own clinical experience.

**Outline:**

- First, this workshop will present contextualizing information for why it is important to identify the common mechanisms of change across therapeutic approaches.
- Next, there will be time for a discussion of how the common mechanisms of change relate to several major psychotherapy approaches.
- A brief review of relevant literature will be presented.
- A framework that unites the different therapeutic approaches and guides transtheoretical case conceptualization will be introduced.
- Attendees will have time to practice using the framework.
- The workshop will end with a discussion of how the presented framework can also guide treatment planning.
- Overall, this workshop will use an interactive learning approach and include ample time for discussion and questions.

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

- Identify at least three common mechanisms of change in psychotherapy which can apply across evidence-based theoretical orientations, diagnoses, and diverse client populations.
- Learn a new user-friendly transtheoretical case conceptualization framework based on these common factors.
- Use this transtheoretical case conceptualization to aid in tailoring treatment to individual clients as well as teaching psychotherapy trainees basic conceptualization and treatment planning skills.
- Long-term Goal: Implement the transtheoretical case conceptualization framework presented in an ongoing way in future clinical work to guide treatment planning.
- Long-term Goal: Critically consider how to integrate new theoretical perspectives in future clinical work, on an ongoing basis.

**Recommended Readings:** Mulder, R., Murray, G., & Rucklidge, J. (2017). Common versus specific factors in psychotherapy: Opening the black box. *The Lancet Psychiatry*, 4(12), 953-962. DOI:[https://doi.org/10.1016/S2215-0366\(17\)30100-1](https://doi.org/10.1016/S2215-0366(17)30100-1) Hayes, S.C. and Hofmann, S.G. (2021). "Third-wave" cognitive and behavioral therapies and the emergence of a process-based approach to intervention in psychiatry. *World Psychiatry*, 20(3), 363-375. Cuijpers, P., Reijnders, M., & Huibers, M.J.H. (2019). The role of common factors in psychotherapy outcomes. *Annual Review of Clinical Psychology*, 15, 207-231. Harris, J. E., Kelley, L. J., Campbell, E. L., & Hammond, E. S. (2014). Key strategies training for individual psychotherapy: An introduction to multitheoretical practice. *Journal of Psychotherapy Integration*, 24(2), 138-152. <https://doi.org/10.1037/a0037056>

Earn 1.5 continuing education credits

Grand Ballroom D, Level 5, Downtown Marriott

Mini Workshop 23

# The Therapeutic Relationship: Preventing and Repairing Ruptures

Judith S. Beck, Ph.D., Beck Institute for Cognitive Behavior Therapy/  
University of Pennsylvania

Janee Steele, Ph.D., LPC, Walden University

Moderate level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *Therapeutic Relationship, African Americans / Black Americans, Cognitive Schemas / Beliefs*

Do you have clients who get angry at you in session, get upset when you gently interrupt them, lie to you, avoid revealing important aspects of their life or history to you, spend session time entertaining you, act superior to you, try to control the therapy session...The list could go on and on. Some patients (and therapists) bring distorted and/or maladaptive beliefs about themselves, their worlds, and other people to the therapy session. Their formative experiences, and the appraisal of their experiences, often lead them to develop certain “rules for living” and associated behavioral strategies, which may be adaptive in certain situations but are maladaptive in other contexts. Their dysfunctional beliefs may become activated in the context of psychotherapy and the therapeutic relationship and they may employ certain coping strategies which interfere with treatment. Conceptualizing relevant beliefs and strategies is fundamental to planning interventions that can not only strengthen the alliance but that also can be generalized to improve relationships outside of therapy. In addition, conceptualizing and addressing difficulties in the therapeutic relationship for African Americans (and other groups who face racism and/or discrimination) require an additional conceptual lens and specific strategies to prevent and repair ruptures.

**Outline:**

- Case example of a therapeutic rupture
- Research about the therapeutic relationship
- Strategies to prevent ruptures in the relationship
- Identifying maladaptive beliefs and coping strategies that negatively affect the therapeutic relationship

- Eliciting honest feedback from clients
- Conceptualizing a specific therapeutic rupture
- Responding effectively to negative feedback
- Helping clients generalize learning to other relationships
- Identifying and effectively responding to therapists' maladaptive beliefs and coping strategies that negatively affect the therapeutic relationship.
- Case example of a therapeutic rupture with an African American client
- Conceptualizing and varying treatment to build strong relationships with African American clients (and other groups who face racism and/or discrimination) who have been impacted by racism and discrimination.
- Using specific strategies to prevent and repair ruptures for these populations.

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

- Conceptualize problems in the therapeutic relationship according to the cognitive model.
- Prevent and repair ruptures in the therapeutic relationship.
- Describe how to conceptualize and vary treatment to build strong therapeutic relationships with African American clients who been negatively impacted by racism and discrimination.
- Long-term Goal: improve the conceptualization and resolution of problems in the therapeutic relationship.
- Long-term Goal: conceptualize and vary treatment to build strong therapeutic relationships with African American clients who been negatively impacted by racism and discrimination.

**Recommended Readings:** Beck, J.S. (2021). *Cognitive Behavior Therapy: Basics and Beyond* (3rd ed.). New York, NY: Guilford. Kazantzis, N. & Dobson, K.S. (2022). Therapeutic relationships in cognitive behavioral therapy: Theory and recent research, *Psychotherapy Research*, 32:8, 969-971, DOI: 10.1080/10503307.2022.2124047 Steele, J.M. (in press). *Racism and African American Mental Health: Using Cognitive Behavior Therapy to Empower Healing*. Routledge.

Earn 1.5 continuing education credits

Grand Ballroom A, Level 5, Downtown Marriott

Symposium 59

# Questioning Assumptions to Innovate the Fields of Trauma, Adversity, and Family Violence

CHAIR:

*Emily Taverna, Ph.D.*, National Center for PTSD,  
Women's Health Sciences Division

DISCUSSANT:

*Feea Leifker, M.P.H., Ph.D.*, University of Utah

Basic to moderate level of familiarity with the material

Primary Category: Violence / Aggression

Key Words: *Abuse / Maltreatment, Intimate Partner Aggression, Trauma*

**The Children, Intimate Relationships, Conflictual Life Events, and Stress (CIRCLES) Study: A Participant-engaged Supportive Research Approach**

*Amy D. Marshall, Ph.D.*, The Pennsylvania State University

*Angie Morrison, B.S.*, The Pennsylvania State University

*KC Britt, B.A.*, The Pennsylvania State University

**The Significance of Individuals' Experiences in the Measurement of Dimensions of Trauma and Adversity**

*Zhenyu Zhang, M.A., M.S.*, The Pennsylvania State University

*Amy D. Marshall, Ph.D.*, The Pennsylvania State University

**Leveraging Incident-level Data to Determine Severity of Intimate Partner and Parent-to-child Aggressive Behaviors**

*Emily Taverna, Ph.D.*, National Center for PTSD, Women's Health Sciences Division

*Amy D. Marshall, Ph.D.*, The Pennsylvania State University

**Alternative Models of the Role of Perceived Threat in the Link Between Trauma and Engagement in Aggression Toward Partners and Children**

*Alexandra Mattern, Ph.D., VA Boston Healthcare System*

*Emily Taverna, Ph.D., National Center for PTSD, Women's Health Sciences Division*

*Zhenyu Zhang, M.A., M.S., The Pennsylvania State University*

*Amy D. Marshall, Ph.D., The Pennsylvania State University*

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8:30 AM – 9:30 AM

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**Earn 1 continuing education credit**

**Grand Ballroom E, Level 5, Downtown Marriott**

**Symposium 60**

# **Bytes for Bites: Innovations in Digital Eating Disorder Interventions**

SATURDAY

CHAIRS:

*Laura D'Adamo, M.S., Drexel University*

*Arielle C. Smith, B.A., Northwestern University Feinberg School of Medicine*

DISCUSSANT:

*Jorge Palacios, M.D., Ph.D., Bright Therapeutics*

All level of familiarity with the material

Primary Category: Eating Disorders

Key Words: *Technology / Mobile Health, Body Image, Treatment/ Program Design*

**Development and Usability Testing of an Online Platform for Provider Training and Implementation of CBT Guided Self-help for Eating Disorders**

*Laura D'Adamo, M.S., Drexel University*

*Agatha Laboe, B.A., University of Wisconsin - Madison*

*Jake Goldberg, B.A., Washington University in St. Louis*

*Carli Howe, B.A., Washington University in St. Louis*

*Molly Fennig, M.A., Washington University in St. Louis*

*Marie-Laure Firebaugh, LMSW, Washington University in St. Louis*

*Zafra Cooper, DPhil, D.Clinical Psychology, Yale School of Medicine*

*Denise Wilfley, Ph.D., Washington University School of Medicine in St. Louis*

*Ellen Fitzsimmons-Craft, Ph.D., Washington University School of Medicine*

**A Randomized-controlled Trial of a Digital Single-session Intervention for LGBTQ+ Youth with Body Image and Mood Concerns**

*Arielle C. Smith, B.A.*, Northwestern University Feinberg School of Medicine

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

*Katherine Cohen, M.A.*, Northwestern University Feinberg School of Medicine

*Jessica L. Schleider, Ph.D.*, Northwestern University

**Comparing Digital, Cbt-based Guided and Automated Self-help Programs for Eating Disorders**

*Shiri Sadeh-Sharvit, Ph.D.*, Eleos Health

*Denise Wilfley, Ph.D.*, Washington University School Of Medicine in St. Louis

**Data-driven Discoveries: Unveiling New Horizons in Eating Disorder Research Through Digital Therapeutics**

*Jorge Palacios, M.D., Ph.D.*, Bright Therapeutics



Earn 1.5 continuing education credits

Grand Ballroom F, Level 5, Downtown Marriott

Symposium 61

# Leveraging Deep Learning to Improve Suicide Risk Detection

CHAIRS:

*Brooke A. Ammerman, Ph.D.*, University of Notre Dame  
*Taylor A. Burke, Ph.D.*, Harvard Medical School /  
Massachusetts General Hospital

DISCUSSANT:

*Ross Jacobucci, Ph.D.*, University of Wisconsin-Madison

Moderate level of familiarity with the material

Primary Category: Suicide and Self-Injury

Key Words: *Suicide, Statistics, Technology / Mobile Health*

## Detecting Suicide Risk Among U.S. Servicemembers and Veterans: A Deep Learning Approach Using Social Media Data

*Kelly L. Zuromski, Ph.D.*, Harvard University

*Daniel Low, M.A.*, Harvard University

*Noah Jones, M.S.*, Massachusetts Institute of Technology

*Daniel Kessler, M.A.*, Massachusetts Institute of Technology

*Carlos Madden, B.A.*, RallyPoint Networks, Inc

*Satrajit Ghosh, Ph.D.*, Massachusetts Institute of Technology

*Dave Gowel, B.S.*, RallyPoint Networks, Inc

*Matthew K. Nock, Ph.D.*, Harvard University

## An Application of Screenomics to Improve Real-time Suicide Risk Detection

*Brooke A. Ammerman, Ph.D.*, University of Notre Dame

*Ross Jacobucci, Ph.D.*, University of Wisconsin-Madison

*Nilam Ram, Ph.D.*, Stanford University

**Employing Computer Vision to Objectively Assess the Severity of Self-injury to Augment Suicide Risk Prediction**

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

*Akash Nagaraj, Ph.D.*, Brown University

*Richard T. Liu, Ph.D.*, Harvard Medical School

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

*Thomas Serre, Ph.D.*, Brown University

**Leveraging Clinician Suicide Risk Assessment to Predict Suicidal Behavior in a Large Healthcare System**

*Kate H. Bentley, Ph.D.*, Massachusetts General Hospital/Harvard Medical School

*Chris Kennedy, Ph.D.*, Massachusetts General Hospital/Harvard Medical School

*Pratik Khadse, MSBA*, Massachusetts General Hospital

*Emily Madsen, B.S.*, Massachusetts General Hospital

*Jordan Smoller, M.D., ScD*, Massachusetts General Hospital/Harvard Medical School

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

Earn 1.5 continuing education credits

Grand Ballroom K/L, Level 5, Downtown Marriott

Symposium 62

# Identity's Role in Romantic Relationships: Exploring How Cultural and Identity-specific Factors Influence Relationship Dynamics in Diverse Relationship Compositions and Marginalized Communities

SATURDAY

CHAIRS:

*Kaitlin M. Brunett, B.S., M.A., University of Texas at San Antonio*

*Melissa V. Gates, M.S., Binghamton University*

DISCUSSANT:

*Kayla Knopp, Ph.D., VA San Diego Healthcare System/  
University of California, San Diego*

Basic to moderate level of familiarity with the material

Primary Category: Couples / Close Relationships

Key Words: *Couples / Close Relationships, Sexuality, Race*

**Testing the Dyadic Cultural Competence and Balance Model: Associations with Relationship Quality and Intimate Partner Violence**

*Quinn E. Hendershot, M.S., Binghamton University*

*Hayley C. Fivcoast, Ph.D., The Family Institute at Northwestern University*

*Matthew D. Johnson, Ph.D., Binghamton University, State University of New York*

**Sexual Minority Stress and Alcohol-related Intimate Partner Violence Among Bisexual+ Couples: A Daily Diary Feasibility Study**

Allison L. Tobar-Santamaria, B.S., B.A., Virginia Polytechnic Institute and State University

Zachary Hubshman, Student, Virginia Tech

Meagan J. Brem, Ph.D., Virginia Tech

**Filial Piety, Gender Roles, and Marital Functioning in Japan and China: A Cross-cultural Study**

Jacinda Lee, M.S., MFT, Rosalind Franklin University of Medicine and Science

Benjamin N. Wall, B.A., Rosalind Franklin University of Medicine and Science

HyeRim Ryu, M.S., MFT, Rosalind Franklin University of Medicine and Science

Belle Tseitlin, B.A., Rosalind Franklin University of Medicine and Science

Tamara Goldman Sher, Ph.D., LCP, Rosalind Franklin University of Medicine and Science

**At the Crossroads of Religiosity, Spirituality, Queerness, and Relationship Functioning: Exploring Associations in a Nationally Representative Sample**

Alyssa J. Miville, B.A., M.S., Binghamton University, State University of New York

Richard Mattson, Ph.D., Binghamton University, State University of New York

**Thinking About Moving in Together? How Reasons for Cohabitation Are Associated with Relationship Quality over Time**

Claire L. Chapman, B.S., University of Denver

Daphne Liu, Ph.D., University of Denver

John Miller, B.A., J.D., University of Denver

Scott M. Stanley, Ph.D., University of Denver

Galena Rhoades, Ph.D., University of Denver

Earn 1.5 continuing education credits

Franklin 8, Level 4, Downtown Marriott

Symposium 63

# From Policy to Pavement: LGBTQ+ People's Navigation of Social and Geographic Environments

CHAIRS:

*Paddy Loftus, B.A., George Washington University*  
*Saskia L. Jorgensen, B.A., The George Washington University*

DISCUSSANT:

*Brian Feinstein, Ph.D., Rosalind Franklin University*

Basic to moderate level of familiarity with the material

Primary Category: LGBTQ+

Key Words: LGBTQ+, Stigma, Research Methods

**Local Hypervigilance Experiences Among LGBTQ+ People: Geographic Considerations**

*Paddy Loftus, B.A., George Washington University*  
*Saskia L. Jorgensen, B.A., The George Washington University*  
*Fallon R. Goodman, Ph.D., The George Washington University*

**Bi+ People's Experiences of Discrimination and Mental Health: The Roles of Social Support and Community Connectedness**

*Saskia L. Jorgensen, B.A., The George Washington University*  
*Paddy Loftus, B.A., George Washington University*  
*Fallon R. Goodman, Ph.D., The George Washington University*  
*Emily Bettin, B.A., Rosalind Franklin University of Medicine and Science*  
*Brian Feinstein, Ph.D., Rosalind Franklin University of Medicine and Science*

**“no Man’s Land”: Exploring Accounts of Structural Stigma Among Bisexual Men Compared to Gay Men**

*Jessie Ford, Ph.D., Columbia University*

**Social Support Among LGB and Heterosexual Undergraduate Students: an Ego-centric Social Network Study**

*Allyson M. Blackburn, M.S., University of Illinois at Urbana-Champaign*

*Nathan Todd, Ph.D., University of Illinois at Urbana-Champaign*

*Nicole E. Allen, Ph.D., Vanderbilt University*

Earn 1.5 continuing education credits

305/306, Level 3, Downtown Marriott

Symposium 64

# Reimagining the Research-practice Gap—cocreating Mental Health Research and Practice Through Community Partnerships Across Settings in Philadelphia

SATURDAY

CHAIRS:

*Briana S. Last, Ph.D.*, Stony Brook University  
*Siena Tugendrajch, Ph.D.*, Perelman School of Medicine at the University of Pennsylvania

DISCUSSANT:

*Natalie L. Dallard, M.A.*, Community Behavioral Health

Moderate level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Implementation, Community-Based, Evidence-Based Practice*

## A Case Example of Successful Exposure Therapy Implementation in Community Mental Health

*Emily Becker-Haimes, Ph.D.*, University of Pennsylvania

*Amanda Sanchez, Ph.D.*, George Mason University

*Michal Weiss, B.S.*, Perelman School of Medicine at the University of Pennsylvania

*Megan Brady, B.S.*, University of Pennsylvania School of Medicine

*Kennedy Chatman, B.S.*, Perelman School of Medicine at the University of Pennsylvania

*Jesslyn Jamison, Ph.D.*, Penn Center for Mental Health

*David S. Mandell*, Perelman School of Medicine at the University of Pennsylvania

### **A Mixed Methods Examination of Session Planning Among Philadelphia Public Mental Health Therapists**

*Briana S. Last, Ph.D.*, Stony Brook University

*Madeline Kiefer, B.A., M.A.*, Stony Brook University

*Yuanyuan Yang, M.A.*, University of Kansas

*Ahnaf Annur, M.A.*, Stony Brook University

*Natalie L. Dallard, M.A.*, Community Behavioral Health

*Emily Schaffer, LCSW*, Evidence-Based Practice and Innovation Center

*Courtney Benjamin Wolk, Ph.D.*, University of Pennsylvania

### **Supporting Evidence-based Intervention in the Classroom: A Pilot RCT**

*Gwendolyn Lawson, Ph.D.*, Children's Hospital of Philadelphia

*Julie Sarno Owens, Ph.D.*, Ohio University

*David S. Mandell*, Perelman School of Medicine at the University of Pennsylvania

*Samantha Tawlin, M.A.*, Children's Hospital of Philadelphia

*Sadie Butcher, B.A.*, Children's Hospital of Philadelphia

*Aaron Lyon, Ph.D.*, University of Washington

*Ricardo Eiraldi, Ph.D.*, Children's Hospital of Philadelphia

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

### **A Community-partnered Process for Adapting the BRIDGE Mental Health Teacher Consultation Model for Implementation in a Large Urban School District**

*Siena Tugendrajch, Ph.D.*, Perelman School of Medicine at the University of Pennsylvania

*Jordan Albright, Ph.D.*, University of South Alabama

*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, M.Ed.*, Perelman School of Medicine at the University of Pennsylvania

*Natalie L. Dallard, M.A.*, Community Behavioral Health

*Jayne Banks, Psy.D., MBA*, School District of Philadelphia

*Cherry Du, LPC, NCC*, Evidence Based Practice and innovation center, community behavioral health

*Gwendolyn Lawson, Ph.D.*, Children's Hospital of Philadelphia

*Courtney Benjamin Wolk, Ph.D.*, University of Pennsylvania



Earn 1.5 continuing education credits

Independence II/III, Level 3, Downtown Marriott

Symposium 65

# Clinical Supervision of Trainees Delivering Parent-focused Interventions for Youth

CHAIR:

*Mark Terjesen, Ph.D., St. John's University*

DISCUSSANT:

*Tamara Del Vecchio, Ph.D., St. John's University*

Moderate level of familiarity with the material

Primary Category: Workforce Development / Training / Supervision

Key Words: *Supervision, Parenting, Evidence-Based Practice*

**Supervision Training in Graduate Programs in Health Service Psychology:**

**Moving from Conceptual to Procedural**

*Mark Terjesen, Ph.D., St. John's University*

*Sarah Quintal, B.A., St. John's University*

*Genesis Tolentino, B.A., St. John's University*

*Meghan Skakandi, B.A., St. John's University*

*Saqib Rahman, B.A., St. John's University*

**The Role of Training in Clinical Supervision: Implications for Clinical Work with Families and Youth**

*Rachel Vaughn, Psy.D., St. John's University*

*Olivia A. Walsh, M.S., St. John's University*

**Supervisory Considerations in Youth CBT and Evidence-based Supervision for Youth: Is It Really Evidence-based?**

*David Reitman, Ph.D., Nova Southeastern University*

Earn 1.5 continuing education credits

Congress B, Fourth Floor, Loews

Symposium 66

# Increasing Access to Care: Implementing Evidence-based Mental Health Interventions Through Community Partnerships and Non-specialist Providers

CHAIRS:

*Emma C. Wolfe, B.A.*, University of Virginia  
*Bethany Teachman, Ph.D.*, University of Virginia

DISCUSSANT:

*Andrea K. Graham, Ph.D.*, Northwestern University  
Feinberg School of Medicine

Basic to moderate level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Implementation, CBT, Telehealth/m-health*

## The Mediating Role of Help-seeking Intention in a Non-clinical Intervention for Minoritized and First-generation College Students

*Anika Dalvie, B.A.*, Suffolk University, Department of Psychology  
*McKenna F. Parnes, Ph.D.*, University of Washington School of Medicine  
*Rebecca Brown, M.S.*, Suffolk University, Department of Psychology  
*Megan Carreiro, M.S.*, Suffolk University, Department of Psychology

**Feasibility and Acceptability of Implementing a Mentor-guided, App-based Cognitive-bias Modification for Interpretation (CBM-I) Intervention for Anxious Youth**

Emma C. Wolfe, B.A., University of Virginia  
Alexandra Wertz, Ph.D., University of Massachusetts Boston  
Audrey Michel, B.A., University of Virginia  
Yiyang Zhang, B.A., University of Virginia  
Bethany Teachman, Ph.D., University of Virginia

**Web-based Interpretation Bias Training to Reduce Anxiety: A Sequential, Multiple-assignment Randomized Trial**

Jeremy W. Eberle, M.A., University of Virginia  
Katharine E. Daniel, M.A., Massachusetts General Hospital / Harvard Medical School  
Sonia Bae, Ph.D., University of Virginia  
Alexandra L. Silverman, M.A., University of Virginia  
Elijah Lewis, B.S., University of Virginia  
Anna Baglione, M.S., University of Virginia  
Alexandra Wertz, Ph.D., University of Massachusetts Boston  
Noah French, B.A., University of Virginia  
Julie Ji, Ph.D., University of Western Australia  
Nicola Hohensee, M.S., University of Münster  
Xin Tong, Ph.D., University of Virginia  
Jacalyn Huband, Ph.D., University of Virginia  
Mehdi Boukhechba, Ph.D., Johnson & Johnson  
Daniel Funk, B.S., Sartography  
Laura Barnes, Ph.D., University of Virginia  
Bethany Teachman, Ph.D., University of Virginia

**Implementation and Impact of an Online Social Skills Curriculum Among Low-income, BIPOC High School Students in Community-based Organizations**

Cristina L. Nardini, M.A., Fordham University  
Katie Bartolotta, M.S. Ed., Fordham University  
Elizabeth Raposa, Ph.D., Fordham University

**Evaluating the Scaling of a Digital Mental Health Interventions Ecosystem to Primary Care: A Qualitative Study**

Keke Schuler, Ph.D., Reliant Medical Group  
Heather O'Dea, B.A., Reliant Medical Group  
Pratha Sah, Ph.D., Reliant Medical Group  
Brittany Jaso, Ph.D., Reliant Medical Group  
Mariesa Pennine, B.A., Reliant Medical Group  
Laura Orth, LICSW, Reliant Medical Group  
Lily Murillo, B.A., Reliant Medical Group  
Georgia Hoyle, B.S., United Health Group  
J. Ben Barnes, Ph.D., Reliant Medical Group  
Mara Eyllon, Ph.D., Reliant Medical Group  
Kankana Sengupta, Ph.D., Reliant Medical Group  
Samuel Nordberg, Ph.D., Reliant Medical Group  
Soo Jeong Youn, Ph.D., Reliant Medical Group

Regency Ballroom A, Second Floor Mezzanine, Loews Hotel

Symposium 67

# Innovative Stepped-care Implementation Models for Community-based Identification and Treatment of Individuals at Clinical High Risk for Psychosis: implementation Strategies, CBT, Common Challenges

CHAIR:

*Daniel I. Shapiro, Ph.D.*, University of California, Davis

DISCUSSANT:

*Emily Lichwar, Ph.D.*, Substance Abuse and Mental Health  
Services Administration (SAMHSA)

All level of familiarity with the material

Primary Category: Schizophrenia / Psychotic Disorders

Key Words: *Early Intervention, Psychosis / Psychotic Disorders, Implementation*

**Testing an Assessment and Cbt-based Stepped-care Intervention for Youths at  
Clinical-high Risk for Psychosis in Four Generalist Community Settings: The  
SCIP Step Program**

*Daniel I. Shapiro, Ph.D.*, University of California, Davis

*Sabrina Ereshefsky, Ph.D.*, University of California, Davis

*Shirley Yau, B.S./B.A.*, University of California Davis Early Psychosis Programs

*Yen-Ling Chen, Ph.D.*, University of California, Davis

*Alvaro Gonzalez, AMFT*, University of California, Davis Early Psychosis Programs

*Tara a. Niendam, Ph.D.*, University of California, Davis

**Portland Identification and Early Referral (PIER) Program- community Hope and Resources for Psychosis (CHRP)- findings After One Year**

*Merelise Ametti, Ph.D.,* MaineHealth Institute for Research

*Sarah Lynch, LCSW,* MaineHealth Institute for Research

*Kristen Woodberry, Ph.D., MSW,* MaineHealth Institute for Research

*Rebecca Jaynes, LCPC,* MaineHealth Institute for Research

**Enhancing Equitable Access to Specialized Care for Individuals at Clinical High-risk for Psychosis (CHR-P) Through Intake Screening in Community Mental Health Clinics**

*Emily A. Farina, Ph.D.,* Yale University School of Medicine

*Onyi Okeke, M.D.,* Yale University School of Medicine

*Barbara Walsh, Ph.D.,* Yale University School of Medicine

*Scott Woods, M.D.,* Yale University School of medicine

*Albert Powers, M.D., Ph.D.,* Yale University school of Medicine

**Partnering with Community Stakeholders to Increase Pathways to Stepped Care for Youth at Clinical High Risk for Psychosis: Initial Findings from Supporting Wellness for Adolescents and Young Adults**

*Elaina Montague, Ph.D.,* Northwell Health Zucker Hillside Hospital

*Timothy Michaels, Ph.D.,* The Zucker Hillside Hospital

*Michael Birnbaum, M.D.,* Northwell Health

*Doron Amsalem, M.D.,* Division of Behavioral Health Services and Policy Research,  
New York State Psychiatric Institute

*Ilana Nossel, M.D.,* Columbia University

*Inuma Bello, Ph.D.,* Columbia University

*Rufina Lee, MSW, Ph.D.,* Hunter College

*Samantha Jankowski, M.A.,* Hofstra University

*Mili Mehta, MPD,* Strong365Lab

*Chantel Garrett, MPH,* Strong365Lab

Earn 1.5 continuing education credits

Regency Ballroom C1, Second Floor Mezzanine, Loews Hotel

Symposium 68

# Adapting Exercise Interventions to Increase Community Engagement, Engage Vulnerable Populations, and Utilize Innovative Assessment Methods

CHAIR:

*Kristin L. Szuhany, Ph.D., New York University School of  
Medicine*

DISCUSSANT:

*Jasper Smits, Ph.D., University of Texas at Austin*

Basic to moderate level of familiarity with the material

Primary Category: Adult Health Psychology / Behavioral Medicine

Key Words: *Exercise, Vulnerable Populations, Transdiagnostic*

**Physical Activity and Mood Symptoms: Bidirectional Associations Among  
Individuals Diagnosed and At-risk for Bipolar Spectrum Disorders**

*Rachel Walsh, M.A., Temple University*

*Logan T. Smith, M.A., Temple University*

*Joshua Klugman, Ph.D., Temple University*

*Madison Titone, Ph.D., University of California San Diego*

*Tommy Ng, Ph.D., Weill Cornell*

*Namni Goel, Ph.D., Rush University Medical Center*

*Lauren Alloy, Ph.D., Temple University*

**Strategies for Recruitment and Engagement of Ethnoracially Minoritized Communities of Older Adults**

*Louisa Sylvia, Ph.D.*, Massachusetts General Hospital (MGH)

*Sofia Montinola, B.A.*, Massachusetts General Hospital

*Antonietta Alvarez-Hernandez, B.A.*, Massachusetts General Hospital (MGH)

*Maria Villalona, B.A.*, Massachusetts General Hospital (MGH)

*Ana-Maria Vranceanu, Ph.D.*, Massachusetts General Hospital

**Peer-facilitated Physical Activity Delivered In-person versus Virtually in Patients with Opioid Use Disorder in Methane Maintenance Treatment**

*Ana Abrantes, Ph.D.*, Butler Hospital/Alpert Medical School of Brown University

*Genie Bailey, M.D.*, SSTAR

*Matthew Buman, Ph.D.*, Arizona State University

*Lisa Uebelacker, Ph.D.*, Butler Hospital/Alpert Medical School of Brown University

*Michael Stein, M.D.*, Boston University

**Exercise for Mood: Cultural Adaptations of a Group Exercise Intervention for an Urban and Diverse Community Outpatient Setting**

*Kristin L. Szuhany, Ph.D.*, New York University School of Medicine

*Molly J. Schadegg, Ph.D.*, New York University School of Medicine

*Laurie Gallo, Ph.D.*, Montefiore Medical Center

*Ana Ozdoba, M.D.*, Montefiore Medical Center

Earn 1.5 continuing education credits

Regency Ballroom C2, Second Floor Mezzanine, Loews Hotel

Symposium 69

# CBT for Pediatric OCD and Anxiety: extending Treatment's Effectiveness and Reach

CHAIR:

*Martin E. Franklin, Ph.D.*, Rogers Memorial Hospital

DISCUSSANT:

*John Piacentini, ABPP, Ph.D.*, University of California Los Angeles Semel Institute

Basic to moderate level of familiarity with the material

Primary Category: Child / Adolescent - Anxiety

Key Words: *Exposure, CBT, Dissemination*

**Multimodal Treatment for Pediatric Delivered via Telehealth vs. in Person: predictors, Moderators, and Medication Effects**

*Martin E. Franklin, Ph.D.*, Rogers Memorial Hospital

*Jeffrey Englemann, Ph.D.*, Rogers Behavioral Health

*Rachel Schwartz, Ph.D.*, Rogers Behavioral Health

*Hana F. Zickgraf, Ph.D.*, Rogers Behavioral Health

*Jennifer Freeman, Ph.D.*, Alpert Medical School of Brown University

*Stephanie Eken, M.D.*, Rogers Behavioral Health

*Michael Himle, Ph.D.*, University of Utah



**Staged-care CBT-ERP for Paediatric OCD: improving Access and Optimising Outcomes for Young People**

*Lara Farrell, Ph.D., Griffith University*

*A Waters, Ph.D., Griffith University*

*Eric Storch, Ph.D., Baylor College of Medicine*

*G Simcock, Ph.D., Griffith University*

*E Perkes, M.D., University of New South Wales*

*Jessica Grisham, B.A., Ph.D., UNSW Sydney*

*Katelyn Dyason, Ph.D., University of New South Wales*

*Thomas H. Ollendick, Ph.D., Virginia Tech*

**A Team-based Patient-centered Model for Delivering Outpatient Exposure Treatment for Pediatric Anxiety and OCD**

*Jennifer Freeman, Ph.D., Alpert Medical School of Brown University*

*Joshua Kemp, Ph.D., Alpert Medical School of Brown University; Pediatric Anxiety Research Center*

*Erin O'Connor, Ph.D., Bradley Hospital*

*Jennifer Herren, Ph.D., Alpert Medical School of Brown University/Pediatric anxiety Research Center*

*Christopher Georgiadis, Ph.D., Alpert medical School of Brown University/Pediatric Anxiety Research Center*

*Giulia Righi, Ph.D., Alpert Medical School of Brown University*

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

Earn 1.5 continuing education credits

Congress A, Fourth Floor, Loews Hotel

Symposium 70

# Weathering the Storm Together: Uniting Climate, Racial Justice, and Mental Health

CHAIR:

*Regina Musicaro Yuksel, Ph.D.*, The Albert Einstein College of Medicine

DISCUSSANT:

*Joseph R. Taliencio, Ph.D.*, Cognitive and Behavioral Consultants

Basic to moderate level of familiarity with the material

Primary Category: Climate Change

Key Words: *Climate Change, Disaster Mental Health, Global Mental Health*

**The Climate Change Social Media Movement and Youth Mental Health**

*McKenna F. Parnes, Ph.D.*, University of Washington School of Medicine

**The Influence of Climate Change Education on Climate Change Anxiety, Hope, Action, and Justice Perspectives**

*Sarah E. O. Schwartz, Ph.D.*, Suffolk University

*McKenna F. Parnes, Ph.D.*, University of Washington School of Medicine

*Anna G. Larson, M.S.*, Suffolk University

**Indigenous Voices and Climate Change**

*AnpotoWn Jenson, M.S.*, Pine Ridge Reservation

**The Climate and Racial Justice Scale: Associations with Race and Ethnicity,  
Black Lives Matter Activism and Climate Change Concerns**

*Regina Musicaro Yuksel, Ph.D.*, The Albert Einstein College of Medicine

*McKenna F. Parnes, Ph.D.*, University of Washington School of Medicine

*Sarah Lowe, Ph.D.*, Yale School of Public Health

*Susan Clayton, Ph.D.*, The College of Wooster

*Cheryl L. Holder, M.D.*, Florida International University

*Sarah E. O. Schwartz, Ph.D.*, Suffolk University

Earn 1.5 continuing education credits

Congress C, 4th Floor, Loews

Symposium 49

# Unraveling Complexity: Novel Mechanistic Insights into “Atypical” Anorexia Nervosa

CHAIRS:

*Amanda Makara, B.S., Virginia Commonwealth University*

*Kira Venables, B.A., Virginia Commonwealth University*

DISCUSSANT:

*B Timothy Walsh, M.D., Columbia University/New York State Psychiatric Institute*

Basic to moderate level of familiarity with the material

Primary Category: Eating Disorders

Key Words: *Anorexia, Eating, Diagnosis*

## The Role of Affect in the Maintenance of Restrictive Eating Behaviors in Atypical Anorexia Nervosa: Comparisons to Anorexia Nervosa and Bulimia Nervosa

*Ege Bicaker, B.S., McGill University*

*Vittoria Trolio, B.S., McGill University*

*Alexia E. Miller, B.A., McGill University*

*Lisa Zhu, B.S., Western University*

*Chloe White, B.A., Simon Fraser University*

*Sarah E. Racine, Ph.D., McGill University*

**Personality Subtypes and Clinical Symptoms in U.S. Undergraduates with Atypical Anorexia Nervosa, Anorexia Nervosa, and Bulimia Nervosa**

*Kira Venables, B.A., Virginia Commonwealth University*

*Hannah Heintz, B.A., Virginia Commonwealth University*

*Ariana Bazzi, B.S., Virginia Commonwealth University*

*Amanda Makara, B.S., Virginia Commonwealth University*

*Adanya D. Johnson, B.S., Virginia Commonwealth University*

*Kelsey Hagan, Ph.D., Virginia Commonwealth University*

*Ann F. Haynos, Ph.D., Virginia Commonwealth University*

**Comparing Predictive Relationships and Duration of Effects Among Key Eating Disorder Cognitions, Emotions, and Behaviors in Anorexia Nervosa and Atypical Anorexia Nervosa**

*Christina Ralph-Nearman, M.S., Ph.D., University of Louisville*

*Madison Hooper, M.S., Vanderbilt University*

*Cheri Levinson, Ph.D., University of Louisville*

**Examining Affective Consequences of Weight Suppression in Atypical Anorexia Nervosa**

*Valerie Wong, B.S., Rutgers, The State University of New Jersey*

*Edward A. Selby, Ph.D., Rutgers University*

**Neurobiological Mechanisms of Atypical Anorexia Nervosa**

*Kamryn Eddy, Ph.D., Harvard Medical School / Massachusetts General Hospital*

*Lauren Breithaupt, Ph.D., Massachusetts General Hospital/Harvard Medical School*

*Jennifer J. Thomas, Ph.D., Massachusetts General Hospital*

*Kendra R. Becker, Ph.D., Massachusetts General Hospital/Harvard Medical School*

*Rachel Kim, M.D., Ph.D., Massachusetts General Hospital/Harvard Medical School*

*Franziska Plessow, Ph.D., Massachusetts General Hospital/Harvard Medical School*

*Meghan Slattery, NP, Massachusetts General Hospital*

*Amanda Lyall, Ph.D., Massachusetts General Hospital/Harvard Medical School*

*Marek Kubicki, M.D., Ph.D., Brigham and Women's Hospital/Harvard Medical School*

*Laura Holsen, Ph.D., Brigham and Women's Hospital*

*Madhusmita Misra, M.D., MPH, Massachusetts General Hospital/Harvard Medical School*

*Elizabeth Lawson, M.D., Massachusetts General Hospital/Harvard Medical School*

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8:30 a.m. – 10:00 a.m.

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Earn 1.5 continuing education credits

Grand Ballroom I/J, Level 5, Downtown Marriott

Clinical Grand Round 2

# A Live Demonstration of CBT with Autistic Clients: Adapting Exposure Therapy and Promoting Caregiver Coaching

CHAIR:

*Rebecca Sachs, ABPP, Ph.D., Private Practice*

PANELISTS:

*Lauren Moskowitz, Ph.D., St. John's University*

*Matthew Lerner, Ph.D., Drexel University*

*Tamara Rosen, Ph.D., Drexel University and St. Christopher's Hospital for Children*



SATURDAY

## Primary Category: Autism Spectrum and Developmental Disorders

Key Words: *Autism Spectrum Disorders, ERP (Exposure and Response Prevention), Parent Training*

One in 36 children are identified as autistic, the number of autistic youth who present to mental health clinics is even greater, and autistic youth exhibit higher rates of anxiety disorders and OCD compared to the general population. Despite an increased risk for experiencing mental health disorders, autistic youth are often unable to access mental health treatment, especially cognitive behavioral therapy (CBT). Many providers do not believe they have the tools to treat autistic youth and lack confidence in working with this population. It is well-established that CBT with ERP, when modified and tailored for autistic youth with and without co-occurring intellectual disability, is efficacious in treating anxiety and OCD. Exposure has been shown to be the active ingredient in treating these conditions, and caregiver involvement is recommended when doing exposure work with youth. When autistic youth do find the rare provider with experience with both autism and CBT, there is often a session cap. Practically, therapy will be discontinued before an exposure hierarchy can be completed. When conducting exposures for Anxiety/OCD, many autistic clients do not experience habituation in session. While not necessary for treatment progress, this experience along with limited generalization of distress tolerance and inhibitory learning from exposure to exposure can result in a slower pace of treatment. In order to gain momentum and address the aforementioned factors, caregiver involvement in session and caregiver training to act as out of session exposure coaches can be an essential component of therapy for this population. In two live demonstrations, clinicians will work in teams to show how exposure therapy with autistic clients and caregiver “exposure coach” training can simultaneously happen. Individuals who are autistic will participate in the demonstrations to play the roles of clients. The first case example will illustrate phobia treatment in a young autistic child. The second case example will illustrate working with an autistic teen and their family to aid in differentiating between OCD compulsions/avoidance and autism related needs/preferences and how to collaborate with the family to engage in opposite action when OCD-related.

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

- Explain the importance of modifying CBT for Autistic clients when treating co-occurring mental health conditions.
- Differentiate autistic repetitive behavior/preference for sameness from compulsive/safety behavior/avoidance associated with Anxiety/OCD.
- Identify “neuro-affirming accommodation” vs. “contraindicated accommodation.”
- Adapt and apply CBT interventions (e.g. exposure, cognitive restructuring) to treat anxiety/OCD in those with Autism.
- Recognize the importance of listening to autistic experiences and collaborate with autistic clients during treatment planning.

**Recommended Readings:** Guzick, A. G., Schneider, S. C., Kendall, P. C., Wood, J. J., Kerns, C. M., Small, B. J., ... & Storch, E. A. (2022). Change during cognitive and exposure phases of cognitive-behavioral therapy for autistic youth with anxiety disorders. *Journal of Consulting and Clinical Psychology*, 90(9), 709. [doi: 10.1037/ccp0000755](https://doi.org/10.1037/ccp0000755) Driscoll, K., Schonberg, M., Stark, M. F., Carter, A. S., & Hirshfeld-Becker, D. (2020). Family-centered cognitive behavioral therapy for anxiety in very young children with autism spectrum disorder. *Journal of autism and developmental disorders*, 50, 3905-3920. Moskowicz, L.J., Benitez, N., & Smith, A. (2023, October). Treating fear and anxiety in autistic youth. *Autism Advocate Parenting Magazine*. <http://www.autismadvocateparentingmagazine.com>

Earn 1.5 continuing education credits

Franklin 1, Level 4, Downtown Marriott

Panel Discussion 10

# Cross Disciplinary Perspectives on When and How to Be 'done' with CBT and What Happens After

MODERATOR:

*Marlene V. Strege, Ph.D.*, University of Pittsburgh School of Medicine

PANELISTS:

*Greg J. Siegle, Ph.D.*, University of Pittsburgh School of Medicine

*Steven D. Hollon, Ph.D.*, Vanderbilt University

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

*Jay C. Fournier, Ph.D.*, The Ohio State University College of Medicine

*Zachary D. Cohen, Ph.D.*, University of Arizona

Primary Category: Neuroscience

Key Words: *Neuroscience, Depression, Anxiety*

Long-term (> 2 years) treatment follow-up studies show that a minority (~38% or less) of individuals who undergo cognitive behavioral therapy (CBT) for anxiety or depression maintain sustained recovery without additional interventions (Conradi et al., 2017; Durham et al., 2012). Even among those who respond to CBT, many will experience a relapse or recurrence (average of ~30% for depression and ~15% for anxiety within 1 year after treatment, Van Dis et al., 2020; Vittengl et al., 2007). Longer-term outcomes for anxiety and depressive disorders are likely even less favorable, as persistent subclinical symptoms and (re)emergence of internalizing disorders are common (Judd et al., 1998, Scholten et al., 2012, Solis et al., 2021). Although CBT shows lasting treatment effects (Cuijpers et al., 2013; Hollon et al., 2006), recurrence and subclinical symptoms spanning years remain prevalent in treated anxiety and depression, thus, enhancing longevity of CBT's effects is an important area for continued research and discussion. Our session aims to delve into clinical strategies for improving long-term treatment outcomes for anxiety and depression, integrating findings from diverse fields (e.g., neuroscience, basic science in fear learning, computational approaches, and translational research broadly). It brings together field leaders in anxiety and depression treatment with expertise spanning the diverse disciplines outlined. Discussion topics will include mechanistic insights into deter-



mining treatment endpoints and optimizing treatment protocols to reduce recurrence risk and increase likelihood of more comprehensive and enduring remission through cognitive behavioral interventions. Panelists will also discuss adjunctive interventions (e.g., digital, mindfulness-based, and pharmacological) that may enhance CBT's believed therapeutic mechanisms or address illness mechanisms not directly targeted by CBT. The discussion will end with clinical recommendations for CBT aftercare, such as monitoring and maintenance strategies to reduce relapse / recurrence risk and promote enduring mental health wellness beyond the immediate treatment period.

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8:30 a.m. – 10:00 a.m.

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**Earn 1.5 continuing education credits**

**Franklin Hall 2, Level 4, Downtown Marriott**

**Panel Discussion 11**

# **Strengthening Professional Identities and Career Pathways in a Landscape of Diversity, Equity, and Inclusion Advocacy: Taking the Next Step**

SATURDAY

**MODERATOR:**

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

**PANELISTS:**

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

*Nadine A. Chang, Ph.D., Gracie Square Hospital*

*Akanksha Das, M.A., Miami University*

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

*Phyu Pannu Khin, Ph.D., Massachusetts General Hospital*

*Ilana Seager van Dyk, PhD, Massey University*

*Monica Shah, Psy.D., Behavioral Wellness of NYC; St.*

*John's University*

Primary Category: Culture / Ethnicity / Race

Key Words: *Professional Development, Education and Training, Career Development*

In the wake of growing diversity, equity, and inclusion (DEI) initiatives, there has been increased attention to the recruitment of individuals with minoritized identities in both training and professional contexts. In an effort to increase recruitment, programs often, explicitly or implicitly, promise to be diverse and inclusive. Unfortunately, DEI efforts often stop at recruitment and fail to consider how the programs themselves show minimal change in policies and expectations that are essential for retention. As a result, the very success of such DEI initiatives has led to increased numbers of minoritized individuals who are left struggling in systems not designed for them, often bearing the burden of advocating for real change. This panel discussion addresses the challenges of holding a minoritized identity while working to develop and thrive professionally, particularly in a climate of increased DEI advocacy. Panelists include individuals with different minoritized identities who are at different points in their career (i.e., trainee, early, mid-late) and work in a range of professional contexts. Several of the panelists are also current or past leaders of ABCT's minority-based SIGs. The panel will discuss how the call for increased engagement with diverse populations cannot stop there, and must also include intentional paths to support and retain those called to this work. Panelists will first reflect on the challenges and gains that have come with efforts to increase diverse representation. The systemic barriers to building inclusive programming will also be highlighted. The discussion will then turn to the unique challenges of managing different professional responsibilities (e.g., training, supervision, administration, research, clinical practice) and contexts (training programs, hospitals, academic medical centers, etc.) at different points in one's career. Particular attention will be placed on mentorship, and how to access mentorship to help forge career paths that work for and celebrate diverse professional identities. Finally, the panelists will discuss next-step strategies to support the growth of diverse representation and how to develop this as a strength of, rather than a strain to, existing professional contexts.

Earn 1.5 continuing education credits

Liberty B, Level 3, Downtown Marriott

Panel Discussion 12

# Making Digital Mental Health Interventions Work for Diverse Populations: How to Avoid Mistakes of the Past

MODERATOR:

*Giovanni Ramos, Ph.D., University of California, Irvine*

PANELISTS:

*Adrian Aguilera, Ph.D., University of California Berkeley,  
University of California San Francisco*

*Kay Nikiforova, M.A., Violet*

*Jessica Jackson, Ph.D., Therapy Is For Everyone  
Psychological & Consultation Services*

*Terika McCall, M.P.H., Ph.D., Yale School of Public  
Health*

*Elizabeth H. Eustis, Ph.D., Boston University Center for  
Anxiety and Related Disorders*

*Stephen M. Schueller, Ph.D., University of California,  
Irvine*

Primary Category: Technology/Digital Health

Key Words: *Technology / Mobile Health, Mental Health Disparities, Multicultural Psychology*

Digital mental health interventions (DMHIs) hold the promise to reduce the treatment gap affecting marginalized groups that are underserved by the mental health system (Ramos & Chavira, 2019). Nevertheless, most DMHIs have been designed and tested with affluent, English-speaking, White female populations that significantly differ from these diverse groups. Therefore, some have argued that DMHIs need to be explicitly designed for diverse populations or at least be culturally adapted to ensure their validity, relevance, and effectiveness. Although culturally adapted DMHIs seem to be effective (Ellis et al., 2022), comparisons between culturally adapted versus non-adapted DMHIs are rare (Spanhel et al., 2022), and when these are conducted, the culturally adapted DMHIs often fail to outperform the original programs (Balci et al., 2022). This is a pattern of findings well documented for traditional treatments (Huey et al., 2023). Given that designing new DMHIs for specific populations or culturally adapting already existing ones is an intensive pro-

cess that might only be feasible in some settings, guiding principles and practices on when, how, and how much to modify are needed. Aligned with this year's theme of innovative delivery models to increase scale and sustainability of CBT interventions, particularly in under-resourced and historically excluded communities, this panel seeks to 1) examine multiple theoretical and data-driven approaches to designing and culturally adapting DMHIs, evaluating their strengths and weaknesses; 2) draw practical lessons from panelists' experiences designing and adapting DMHIs for historically marginalized populations; and 3) discuss "best practices" for the successful design and implementation of DMHIs with diverse populations. Discussants hold academic, industry, and leadership positions in large national organizations and bring extensive expertise in the design, development, and testing of DMHIs; the use of DMHIs with historically marginalized groups; and the development of strategies to improve the cultural fit of DMHIs and reduce barriers to treatment engagement in diverse populations. Panelists will provide actionable strategies to researchers, developers, and clinicians interested in DMHIs.

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8:30 a.m. – 10:00 a.m.

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**Earn 1.5 continuing education credits**

**Regency Ballroom B, Second Floor Mezzanine, Loews Hotel**

**Panel Discussion 13**

# **One Size Doesn't Fit All: Adaptation of Evidence-based Post-trauma Interventions for Black Youth and Adults Exposed to Community Violence**

**MODERATOR:**

*Devi Jayan, Ph.D., University of Chicago Medicine*

**PANELISTS:**

*Shona N. Vas, Ph.D., ABPP, University of Chicago  
Medicine*

*Shawntell N. Pace, Ph.D., Medical College of Wisconsin*

*Araba Kuofie, Ph.D., University of Chicago*

*Anna Alban Foulser, Ph.D., US Department of Veterans  
Affairs*

*Michelle-Ann Rhoden-Neita, Ph.D., LCSW, University of  
Illinois at Chicago*

Primary Category: Trauma and Stressor Related Disorders and Disasters

Key Words: PTSD (Posttraumatic Stress Disorder), Depression, African Americans / Black Americans

Minoritized racial and ethnic groups in Chicago face greater firearm risks at home than soldiers at war (Poza et al., 2022). More individuals suffer nonfatal gunshot injury than die and many suffer debilitating impairments including Post Traumatic Stress Disorder (PTSD) and depression months and even years after the trauma (Velle et al., 2019, Zatzick et al., 2008). While most psychological treatments for post-trauma psychopathology involve individual evidence-based cognitive-behavioral models, traditional approaches alone may be not appropriate for patients experiencing multiple structural barriers to treatment, psychosocial stressors, and complex post-trauma symptoms (Williams et al., 2014). Discussions will include unique and complex post-trauma symptoms and experiences of racial trauma in Black youth and adults with chronic PTSD related to recurring community violence. Panelists will focus on a comprehensive framework of post-trauma treatment, including addressing the psychophysiological outcomes of racial trauma and gun violence. The importance of understanding the sociocultural context of patients and applying resilience building strategies to inform injury and recovery will also be reviewed. Culturally responsive adaptations of evidence based post-trauma interventions, rooted in resilience, hopefulness, community building, and Black Psychology will be highlighted. Learning Objectives: Discuss the experiences and cumulative effects of racial trauma, and recurrent exposure to community violence on the emotional and behavioral outcomes in Black youth and adults. Identify the risk factors and treatment considerations for complex trauma including the importance of integrating treatment rooted in Black Psychology to develop culturally responsive trauma-informed treatments. Describe resilience building approaches to treatment that address the effects of racial trauma in Black youth and adults exposed to community violence.

Earn 1 continuing education credits

Franklin 9, Level 4, Downtown Marriott

Research and Professional Development 5

# Overcoming Impediments to Conducting Research in Your Private Practice: Three Examples

PANELISTS:

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

*Mary K. Alvord, Ph.D.*, Alvord, Baker & Associates, LLC

*Travis L. Osborne, ABPP, Ph.D.*, Evidence Based Treatment Centers of Seattle (EBTCS)

*Mary P. Fallon, M.A.*, Alvord, Baker & Associates, LLC

*Jason B. Luoma, Ph.D.*, Portland Psychotherapy Clinic, Research, & Training Center

Basic level of familiarity with the material

Primary Category: Professional / Interprofessional Issues

Key Words: *Professional Development*

Clinicians who would like to conduct research in their private practice encounter a host of impediments to doing so. This session will feature brief presentations by 3 speakers who will describe strategies they used to overcome barriers to conducting research in private practice. Dr. Alvord, Co-Founder of Alvord, Baker & Associates, and Founder of the charity, Resilience Across Borders and with input from Clinical Research Coordinator, Mary Fallon, will describe how she created her collaborative research program focused on teaching resilience in schools. Dr. Osborne, Co-Director of Research and Outcomes Monitoring at Evidence Based Treatment Centers of Seattle (EBTCS), will describe how EBTCS developed routine outcome monitoring and practice-based research programs in tandem, as well as solutions for problems that emerged as the Center grew. Dr. Luoma, Co-Founder of Portland Psychotherapy, Clinic, Research, & Training Center will describe the infrastructure he built in their research and training clinic to address the challenge of self-funding practice-based research. The remainder of the session will be devoted to answering questions from audience members who are interested in conducting research in their own practice. This session is sponsored by the Research in Clinical Practice SIG.

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

- Describe how money can impede or promote scientific activity in practice-based settings.
- Identify two key challenges of obtaining research consent from minors.
- Discuss three common challenges of building a research infrastructure in a private practice setting.

**Recommended Readings:** Persons, J. B. (2023). How to conduct research in your private practice. *Cognitive and Behavioral Practice, 30*(2), 195-207. LeJeune, J. T., & Luoma, J. B. (2015). The integrated scientist-practitioner: A new model for combining research and clinical practice in fee-for-service settings. *Professional Psychology: Research and Practice, 46*(6), 421. Rich, B. A., Shiffrin, N. S., Senior, C. J., Zarger, M. M., Cummings, C. M., Collado, A., & Alvord, M. K. (2022). Improved Resilience and Academics Following A School-based Resilience Intervention: A Randomized Controlled Trial. *Evidence-Based Practice in Child and Adolescent Mental Health, 1-17*. <https://doi.org/10.1080/23794925.2022.2025630>

Earn 1.5 continuing education credits

Franklin Hall 10, Level 4, Downtown Marriott

Clinical Round Table 8

# Linguistic and Cultural Considerations in Evaluating Families with Limited English-proficiency: A Bilingual Spanish-language Case

MODERATORS:

Mairin M. Cotter, M.S., University of Southern Mississippi

Andel V. Nicasio, Ph.D., Albizu University

PANELISTS:

Freddie Pastrana Rivera, Ph.D., University of Southern Mississippi

Josselyn Y. Telule, B.A., University of Southern Mississippi

Akila Gopalkrishnan, B.A., University of Southern Mississippi

Primary Category: Culture / Ethnicity / Race

Key Words: *Culture, Multicultural Psychology, Assessment*

Spanish-speaking families in the U.S. report language as a barrier to behavioral health service utilization (Bridges et al., 2012). With limited access to Spanish-fluent providers, interpreters, and language-congruent tools, Latinx/e clients experience challenges receiving linguistically and culturally responsive testing and accurate diagnoses (Zuckerman et al., 2014). In this clinical roundtable, we will provide a case example of an autism assessment with a preverbal Hispanic boy, his monolingual father (Spanish) and bilingual mother (Spanish, limited English). Panelists will discuss ethical, language, and cultural considerations, including dual-language testing with the Autism Diagnostic Observation Schedule-2 (ADOS-2). We will use this case to discuss the assessment of preverbal and bilingual children, especially in settings with limited interpreter and Spanish-language services. Further, we plan to discuss assessment of multilingual families in training clinics and the utility of cultural modifications in developing a testing battery. An important point of this panel is to discuss the roles of student clinicians, supervisors, and training directors in providing linguistically appropriate care and the role of advocacy in advancing services for minoritized communities.



Earn 1.5 continuing education credits

Liberty A, Level 3, Downtown Marriott

Clinical Round Table 9

# Skills Training in Affective and Interpersonal Regulation (STAIR): Diverse Applications of a Transdiagnostic Trauma Treatment

SATURDAY

MODERATOR:

*Donovan Edward, M.S.*, Georgia Southern University

PANELISTS:

*Christie Jackson, Ph.D.*, Evolution Trauma and Wellness

*Omar Gudiño, ABPP, Ph.D.*, Child Mind Institute

*Brandon J. Weiss, Ph.D.*, New York University School of Medicine

*Eve A. Rosenfeld, Ph.D.*, National Center for PTSD

*Sarah E. Valentine, Ph.D.*, Boston University School of Medicine & Boston Medical Center

*Nuha Alshabani, Ph.D.*, Boston University

Primary Category: Treatment - Other

Key Words: *Trauma, Treatment, Clinical Utility*

This clinical round table provides an informative discussion regarding the application and effectiveness of a transdiagnostic, evidence-based trauma-focused treatment. STAIR (Skills Training in Affective and Interpersonal Regulation) and STAIR Narrative Therapy are interventions for trauma-exposed individuals across a range of identities and experiences due to their adaptability to various populations and delivery modalities (Cloitre et al., 2020). Cultural acknowledgment, adaptation capabilities, and delivery of modality play a role in the likelihood of decreased trauma symptomatology (Cloitre et al., 2023; Ennis et al., 2020; Sloan et al., 2011). Clinicians are better prepared to offer effective and personalized skills to increase positive outcomes by acknowledging and processing both latent and visible experiences of various cultural groups in treatment (Bernal et al., 2009). Seven presenters across various career stages (graduate school to late career), treatment settings, and identities will discuss their experiences in adapting STAIR and STAIR Narrative Therapy. Themes of identity affirmation, cultural exploration, and meaning-making

connected the presentations. Presenter one will moderate the discussion and describe applications of STAIR with LGBTQIA+ populations. Presenter two will represent applications of STAIR in group therapy settings. Presenter three will highlight applications of STAIR with adolescent populations. Presenter four will discuss applications of STAIR via telehealth and, relatedly, rural populations with diminished access to treatment. Presenter five will speak on applications of the app version of STAIR (STAIR Coach) among veteran populations, including LGBTQ+ identified veterans (Rainbow STAIR Coach). Presenter six will highlight applications of STAIR via web-based interventions (webSTAIR). Lastly, presenter seven will discuss applications and adaptations of STAIR with BIPOC communities. It is our hope that this round table will increase the breadth and depth of knowledge on this integral treatment method, offering a more effective outcome for all clients who are seeking treatment for expressions of traumatic stress.

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8:30 a.m. – 10:30 a.m.

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ticket

Earn 2 continuing education credits

Independence I, Level 3, Downtown Marriott

Master Clinician Seminar 5

# Empowering Parents of Youth with Anxiety: Breaking the Vicious Cycle of Overprotection

Anne Marie Albano, ABPP, Ph.D., Columbia University Medical Center

Aleta Angelosante, Ph.D., Hassenfeld Children's Hospital at NYU Langone Medical Center

All level of familiarity with the material

Primary Category: Parenting / Families

Key Words: *Parenting, Anxiety, Adolescents*

While substantial evidence supports the use of cognitive behavioral therapy (CBT) to address anxiety in youth, addressing parental responses to youth anxiety is important to achieving an optimal response in treatment (Wei & Kendall, 2014). Parents can struggle with knowing how best to support their child as well as how to differentiate between normative and pathological anxiety. The primary instinct of all parents is to soothe and comfort their children when they experience distress; this instinct, however, can lead parents to unknowingly accommodate their child's anxiety in a way that maintains rather than dispels anxiety (Thompson-Hollands et al, 2014). Parents' own anxiety, history and beliefs can also impact their ability to skillfully address their child's anxiety (Settipani & Kendall, 2017). Though the general principles needed by parents to address childhood anxiety are

universal, there can be variability in the specific skills utilized across child development from early childhood through emerging adulthood. This master clinician seminar will address how to assist parents in developing the insight and skills needed to support their anxious children, teens, and young adults.

**Outline:**

- A. Development and maintenance of anxiety
  - a. Normative vs pathological anxiety
  - a. Ontogenetic parade
  - b. Habituation
- B. Parenting
  - a. Modeling of anxiety
  - b. Accommodation
  - c. Other parent-child communication spirals that maintain anxiety
- C. Modifications for special cases
  - a. Addressing parental history and psychopathology
  - b. Addressing co-parenting
  - c. Parenting across the ages, with a focus on failure to launch/emerging adults

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

- Discuss motivational and values-driven interventions for engaging reluctant, resistant, anxious parents in the CBT of their anxious child or adolescent.
- Use developmental milestones for normative anxiety and typical age-appropriate skills that are necessary for a child's progression through to emerging adulthood. A model of parental overprotection or overcontrol, combined with child avoidance and escape, will be presented to participants, along with skills to educate parents about parenting strategies that may inadvertently create or maintain anxiety in youth.
- Design individually-tailored psychoeducation about anxiety and development, as well as specific experiential therapeutic activities, for parents and their youth that are designed to promote healthy boundaries, foster greater child independence in managing anxiety and developmental tasks, and provide parents with their own cognitive and emotion regulation skills.
- Plan to modify these strategies for parents given the different developmental needs of children, adolescents, and young adults.
- Long-term Goal: The tasks of development interact with parental overprotection, leading to greater levels of anxiety and stalled development in many youth.

**Recommended Readings:** Hoffman, L., Guerry, J., & Albano, A.M. (2018). Anxiety Disorders: Transitional Age Youth. *Current Psychiatry Reports: Child and Adolescent Disorders*, 20: 25. Philadelphia: Springer. <https://doi.org/10.1007/s11920-018-0888-9>, 10.1007/s11920-018-0888-9  
 Silk, J.S., Sheerber, L., Tan, P.Z., Ladouceur, C.D., Forbes, E.E., McMakin, D.L., Dahl, R.E., Siegle, G.J., Kendall, P.C., Mannarino, A., & Ryan, N.D. (2013). "You can do it!" The role of parental encouragement of bravery in child anxiety treatment. *Journal of Anxiety Disorders* 27:439-446.  
 Thompson-Hollands, J., Kerns, C.E., Pincus, D.B., & Comer, J.S. (2014) Parental accommodation of child anxiety and related symptoms: range, impact, and correlates. *Journal of Anxiety Disorders* 28: 765-773.  
 Vidair, H.B., Fichter, C.N., Kunkle, K.L., & Boccia, A.S. (2012). Targeting parental psychopathology in child anxiety. *Child and Adolescent Psychiatric Clinics of North America* 21: 669-689.

401/402, Level 4, Downtown Marriott

# Becoming a Fellow of ABCT

*Christopher R. Martell, ABPP, Ph.D., University of Massachusetts Amherst*

*Brian C. Chu, Ph.D., Rutgers University*

*Gail Steketee, Ph.D., MSW, Boston University*

*Debra A. Hope, Ph.D., University of Nebraska-Lincoln*

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. Christopher Martell - 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
  - d. Serving on the Fellows Committee
2. Yearly round and finding information - 10 minutes
  - a. Applying for Fellow status - dates
  - b. Review process and final decisions on Fellow status
  - c. Obtaining information: tBT stories and announcements, website
3. Developing a strong application - 15 minutes
  - a. Determining area(s) in which to demonstrate excellence
  - b. Demonstrating "outstanding and sustained" accomplishment in a strong self statement
  - c. Selecting writers for letters of recommendation and guiding them on area(s) to emphasize
  - d. Help the Fellows Committee can offer
4. Diversity, equity, and inclusion 10 minutes
  - a. Using this category to apply for Fellow status
  - b. Encouraging Fellow applications from diverse ABCT membership
  - c. Equitable 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:**

- 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.

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9:00 AM – 10:45 AM

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**Earn 1.5 continuing education credits**

**Grand Ballroom G/H, Level 5, Downtown Marriott**

**Symposium 78**

# Opening Doors to the Future of Precision Mental Health Care for Anxiety Disorders in Children and Young People

SATURDAY

CHAIRS:

*Jennifer L. Hudson, Ph.D.*, Black Dog Institute  
*Maaïke Heleen Nauta, M.S., Ph.D.*, University of Groningen, the Netherlands

DISCUSSANT:

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

Moderate level of familiarity with the material

Primary Category: Child / Adolescent - Anxiety

Key Words: Anxiety, Psychotherapy Outcome, Methods

**Extending IPDMA Methodology to Drive Treatment Personalisation in Child Mental Health**

*Jennifer L. Hudson, Ph.D.*, Black Dog Institute  
*Lizel Bertie, None*, Black Dog Institute, University of New South Wales  
*Maaïke Heleen Nauta, M.S., Ph.D.*, University of Groningen, the Netherlands  
*Bas E.A.M. Kooiman, M.S.*, University of Groningen  
*Wenting Chen, Ph.D.*, Black Dog Institute

### Patient and Clinician Driven Research Priorities: What Do Parents, Children and Clinicians Want to Know?

*Wenting Chen, Ph.D.*, Black Dog Institute

*Emma McDermott, BPsych(Hons)*, Black Dog Institute

*Emma Elder, B.A., BT, MTeach*, Black Dog Institute

*Jennifer L. Hudson, Ph.D.*, Black Dog Institute

### Predicting Remission Following CBT for Childhood Anxiety Disorders: A Machine Learning Approach

*Lizel Bertie*, Black Dog Institute, University of New South Wales

*Jennifer L. Hudson, Ph.D.*, Black Dog Institute

*Maaïke Heleen Nauta, M.S., Ph.D.*, University of Groningen, the Netherlands

### Predictors of Relapse After Successful CBT in Anxiety Disorders in Children and Young People

*Bas E.A.M. Kooiman, M.S.*, University of Groningen

*Jennifer L. Hudson, Ph.D.*, Black Dog Institute

*Maaïke Heleen Nauta, M.S., Ph.D.*, University of Groningen, the Netherlands

### Can We Identify Treatment Ingredients That Are Associated with Better Outcomes in CBT for Childhood Anxiety Disorders?

*Maaïke Heleen Nauta, M.S., Ph.D.*, University of Groningen, the Netherlands

*Denise Bodden, Ph.D.*, Utrecht University

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9:00 a.m. – 10:00 a.m.

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**301, Level 3, Downtown Marriott**

## MA Level Training Education and Practice

### SIG

The MA Level Training Education and Practice SIG meeting will review SIG goals, elections, and provide an opportunity for members and those interested in masters-level clinical practice to network.

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9:30 a.m. – 10:30 a.m.

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**308, Level 3, Downtown Marriott**

## Technology and Behavior Change SIG

The annual meeting for the ABCT Technology and Behavioral Change SIG will have the following agenda: Business updates on membership Mentorship program Finances and then we will move to the award presentation of the mid-career award winner and end with the student poster presentation award. We look forward to seeing you all there Saturday (November 16th) from 930-1030a. Cheers, Dr. Ashley Knapp, Chair

Earn 1.5 continuing education credits

Franklin 9, Level 4, Downtown Marriott

Research and Professional Development 6

# Serving Underserved Communities: Program Development Innovations to Meet Patients Where They Actually Are

SATURDAY

PANELISTS:

*Lauren Yadlosky, Ph.D.*, Montefiore Medical Center  
*William Buerger, Psy.D.*, Montefiore Medical Center  
*Maria C. Alba, Psy.D.*, Montefiore Medical Center  
*Gifty Ampadu, Ph.D.*, Montefiore Medical Center  
*Jenny C. Seham, Ph.D.*, Montefiore Medical Center

Moderate level of familiarity with the material

Primary Category: Program / Treatment Design

Key Words: *Underserved Populations, Treatment/ Program Design, Mental Health Disparities*

Populations who are chronically underserved remain underserved because often overwhelmed and under resourced mental health systems are unable or unwilling to serve them. This typically further increases the gap in mental health disparities within high needs areas. To better address this gap, mental health systems need to increase innovation and collaboration at the program development level to meet patients where they are in creative and sustainable ways. The Child/Adolescent Outpatient Psychiatry Department at Montefiore works to serve a traditionally underserved population in the North Bronx in NYC. Many of our patients and families face multiple, intersectional systemic stressors based on systems of oppression (e.g., race/ethnicity, immigration status, socio-economic class). These stressors make accessing and engaging in high-quality, specialty psychotherapy services particularly challenging. This moderated panel will include presenters representing four subspecialty programs within this clinic: the Anxiety and Mood Program, Dialectical Behavior Therapy for Adolescents, Arts and Integrative Medicine, and Eating Disorders Program. After a brief overview of our patient population and common barriers

they face, each panelist will orient participants to their program and highlight a unique way each has innovated and adapted to provide our families with evidence-based psychotherapy services, including practical steps and recommendations that can be generalized to other settings and systems.

Topics will include integrating standardized, measurement-based care and empirical data collection; maintaining fidelity to empirically supported treatments; leveraging and engaging community resources and partnerships and collaborating across multidisciplinary teams and levels of care. After initial presentations, panelists will answer a series of questions and discuss strategies for navigating system limitations, making programs sustainable in terms of provider and system resources, and meeting families where they are. The remaining time will be spent in conversation with the audience members, making space for collaboration between panelists and audience members to address additional challenges and creative problem solving.

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

- Recognize at least 3 common systemic barriers that prevent mental care systems from serving chronically underserved populations.
- Explore the structure of four different subspecialty psychology-led programs and understand specific innovations program directors integrated to better serve families.
- Identify practical strategies for implementing measurement-based care; maintaining fidelity to empirically supported treatments; engaging community resources and partnerships; and collaborating across disciplines to better serve underserved populations.
- Discuss practical ways to increase the sustainability of specialty programming in traditionally underserved settings.

**Recommended Readings:** Braveman, Arkin, Orleans, Proctor, Acker, & Plough (2018). What is health equity? *Behavioral Science and Policy*, 4(1), 1-14. Williams & Beidas (2019). Annual research review: The state of implementation science in child psychology and psychiatry: A review and suggestions to advance the field. *Journal of Child Psychology and Psychiatry*, 60(4), 430-450. Lyon, A. R., Dopp, A. R., Brewer, S. K., Kientz, J. A., & Munson, S. A. (2020). Designing the future of children's mental health services. *Administration and Policy in Mental Health and Mental Health Services Research*, 47, 735-751.

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10:00 a.m. – 11:00 a.m.

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307, Level 3, Downtown Marriott

## Clinical Research Methods and Statistics SIG

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.



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10:00 a.m. – 11:00 a.m.

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networking 

401/402, Level 4, Downtown Marriott

## Research in Clinical Practice SIG

We will do a bit of SIG business and discuss research activities of attendees and ways the SIG can help advance them.

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10:30 AM – 12:00 PM

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Franklin 9, Level 4, Downtown Marriott

# Building Diversity, Equity, and Inclusion: Perspectives and Concerns of ABCT's Minority Special Interest Groups

SATURDAY

### PANELISTS:

*Danielle Shea Berke, Ph.D.*, Hunter College, City University of

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

*Thania Galvan, Ph.D.*, University of Georgia

*Alexandria N. Miller, Ph.D.*, VA Boston NCPTSD WHSD

*Evan J. White, Ph.D.*, Laureate Institute for Brain Research

*Michael Crawford, M.A.*, University of Miami

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

Over the last few years, six special interest groups (SIGs) focused on minority mental health and research have come together to represent the collective voice of their members and the minoritized groups they represent. 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. This year, the panel welcomes the Autism Spectrum and Developmental Disabilities SIG to underscore neurodivergence as an important minoritized identity factor. 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. In this panel, the current leaders of these SIGs 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.

This session does not qualify for continuing education credit

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

- Identify the seven minority special interest groups (SIGs) within ABCT and gain familiarity with the mission of each of the represented SIGs.
- Increase awareness of progress made in addressing gaps in diversity, equity, and inclusion within ABCT.
- Identify at least 2 solutions for increasing inclusion within ABCT.
- Describe at least 2 DEI concerns highlighted by the SIGs and the groups they represent.
- Increase understanding and awareness of issues related to identity, marginalization, and burnout.
- Identify future directions and steps to continue work on increasing inclusion and diversity within ABCT.

Earn 1.5 continuing education credits

Grand Ballroom B, Level 5, Downtown Marriott

Mini Workshop 16

# Network-informed Personalized Treatment for Eating Disorders

*Christina Ralph-Nearman, M.S., Ph.D., University of Louisville*

*Cheri Levinson, Ph.D., University of Louisville*

*Rachel M. Butler, Ph.D., Transylvania University*

All level of familiarity with the material

Primary Category: Eating Disorders

Key Words: *Anorexia, Eating, Treatment Development*

Eating disorders (EDs) are deadly psychiatric disorders (Deloitte, 2020). Evidence-based treatments for EDs result in remission for under 50% of individuals, and no evidence-based treatments exist for adults with anorexia nervosa (Kaidesoja et al., 2023). Further, ~50% of those with EDs relapse within months of discharge. Further, there is high heterogeneity among EDs, even between individuals with the same diagnosis, which may limit the effectiveness of current gold-standard ED treatments that use a ‘one-size-fits-all’ approach (Levinson et al., 2018). Transdiagnostic Network-informed Personalized Treatment for EDs (T-NIPT-ED) seeks to address the issue of heterogeneity in symptoms and treatment response by personalizing treatment using idiographic (i.e., N=1) network analysis (Levinson et al., 2021). T-NIPT-ED takes a cognitive-behavioral theoretical approach to address a wide variety of symptoms including co-occurring disorders using symptom-specific interventions. T-NIPT-ED 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., 2023). To disseminate T-NIPT-ED widely 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 treatments delivered in a clinician-friendly and easy-to-use manner. In this workshop, we will present findings from a randomized controlled trial of T-NIPT-ED vs. CBT-E and from a mixed-methods pilot of the Awaken Digital Guide. We will discuss feasibility, usability, and acceptability results from ED-specialized therapist-patient pairs who tested the new therapeutic. Finally, we will discuss development of a self-guided version of this therapeutic. Attendees will gain foundational knowledge of T-NIPT-ED through lecture, demonstrations, and group-based learning activities. 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 and the Awaken Digital Guide in their clinical practice.

Outline:

Dr. Levinson will first present the research for personalizing treatment and using transdiagnostic Network-informed Personalized Treatment for EDs (T-NIPT-ED). Dr. Ralph-Nearman will then demonstrate packaging T-NIPT-ED into a digital therapeutic and research using the Awaken Digital Guide. Dr. Butler will provide an interactive training with treatment selections, which address some of the most common symptoms within the EAT Lab research.

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

- Describe the rationale and evidence for transdiagnostic network-informed personalized treatment for eating disorders.
- Use clinician-facing software to utilize 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.
- Define what transdiagnostic network-informed personalized treatments are.

**Recommended Readings:** Levinson, C. A., Williams, B. M., Christian, C., Hunt, R. A., Keshishian, A. C., Brosf, L. C., ... & Ralph-Nearman, C. (2023). Personalizing eating disorder treatment using idiographic models: An open series trial. *Journal of Consulting and Clinical Psychology*, 91(1), 14. 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., Brosf, 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.

Earn 1.5 continuing education credits

Grand Ballroom C, Level 5, Downtown Marriott

Mini Workshop 19

# Recovery-oriented Cognitive Therapy for Inpatients and Outpatients

Judith S. Beck, Ph.D., Beck Institute for Cognitive Behavior Therapy/  
University of Pennsylvania

Moderate level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: CBT, Schizophrenia, Severe Mental Illness

Recovery-Oriented Cognitive Therapy (CT-R) was developed by Aaron Beck and colleagues to treat individuals diagnosed with serious mental health conditions, such as schizophrenia and bipolar disorder. The principles of CT-R can also be adapted to make CBT more effective for individuals with acute or chronic or complex conditions. This mini-workshop will describe both sets of clients, from those who have been hospitalized for decades to those whose conditions, such as depression and anxiety, are relatively mild. CT-R requires both a strength-based and a traditional problem-based conceptualization; the cognitive conceptualization diagrams (J. Beck, 2020) are used for outpatients while inpatients are conceptualized according to a Recovery Map (A. Beck et al, 2020). Therapists de-emphasize clients' psychopathology. Instead, they encourage clients to engage in highly meaningful experiences that lead to a sense of purpose, hope, control, well-being, connection, and empowerment. In session, therapists aim to move clients from the maladaptive mode in which negative cognitions, expectations, and emotions dominate to an adaptive mode. Both groups of clients identify their key values and aspirations. Inpatient therapists provide positive experiences in session, linked to the individual's interests and values, in alignment with their aspirations, and help clients draw positive conclusions about these experiences, which increases the strength of their positive beliefs, expectations, and emotions. Outpatients are asked to describe and then draw positive conclusions about the positive experiences they had in the previous week. When clients are ready (this usually starts in the first session for those with fewer challenges), clients identify goals for the session or for the coming week and steps they want to take toward these goals. Then standard CBT interventions focus on identifying and resolving obstacles through standard CBT techniques or techniques from any evidence-based treatment. To build resilience, therapists help clients recognize how they overcome obstacles.

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

- Identify clients' lifetime strengths, positive qualities, and resources.
- Strengthen adaptive beliefs through drawing conclusions about positive experiences.
- Identify and strengthen values and aspirations.
- Describe a technique to move a client from the maladaptive mode to the adaptive mode.

**Recommended Readings:** Beck, A. T., Grant, P., Inverso, E., Brinen, A., Perivoliotis, D. (2021). Recovery-oriented cognitive therapy for serious mental health conditions. Guilford Press. 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 (Washington, D.C.), appis201600413. <https://doi/10.1176/appi.ps.201600413> Beck, J.S. (2020) Cognitive Behavior Therapy: Basics and Beyond. Guilford Press.

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10:30 a.m. – 12:00 p.m.

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Earn 1.5 continuing education credits

Grand Ballroom D, Level 5, Downtown Marriott

Mini Workshop 24

# Working with Alternative Sexualities: Common Clinical Issues & Interventions

Shweta Mittal, Ph.D., Private Practice

Advanced level of familiarity with the material

Primary Category: LGBTQ+

Key Words: *Underserved Populations, LGBTQ+, Sexuality*

BDSM and kink are terms describing a heterogeneous set of pleasurable leisure activities that often overlap with sexual or erotic activities, and are not synonymous with sex (Williams & Sprott, 2022). These activities may include bondage or restraint, consensually constructed and eroticized power differentials between partners (Dominance and submission), and the giving and receiving of intense sensations, such as pain. The field of BDSM Studies has grown significantly over the past 13 years, with research being published on a variety of topics such as health, personality differences, identity formation, and intersections with gender and sexual orientation diversity (Williams & Sprott, 2022; Wignall, 2022). While it is rare for people to not have any BDSM fantasies (Lehmiller, 2018), there remains a pervasive stigma and discrimination directed toward people engaged in BDSM/

kink is pervasive. This often resembles experiences of stigma faced by other sexual and gender diverse populations (Boyd-Rogers & Maddox, 2022; Wright, 2006; Wright 2008). Additionally, a number of studies have noted that LGBTQ+ people are more likely to report involvement in BDSM and kink (Cross & Matheson, 2006; Connolly, 2006; Waldura et al., 2016; Sprott & Benoit Hadcock, 2018; Sprott, 2023). Thus, it is not surprising that BDSM practitioners face minority stressors and healthcare disparities similar to those faced by the LGBTQ+ community. This discrimination is experienced despite a body of empirical evidence that shows that BDSM involvement is not associated with detrimental relational, well-being, or health outcomes (Connolly, 2006; Hillier, 2019; Martinez, 2016; Richters et al., 2008; Rogak & Connor, 2018; Wismeijer & Assen, 2013). Currently, BDSM/kink sexualities are not required or typically taught in graduate clinical and counseling training programs, making it uncommon for clinicians to receive training on issues facing the BDSM/kink community (Helfer, 2022). In light of the pervasive stigma, health disparities, and minority stress faced by the BDSM/kink community, and the special intersection with the LGBTQ+ community, it is crucial for clinicians to learn about this marginalized group and build cultural humility and competence.

#### Outline:

Myths & Stereotypes Definitions BDSM/Kink & ENM as Identities Safety, Consent, and Sexual Ethics Intro to BDSM/ENM Culture & Play Impact of Medicalization & DSM Classifications Stigma & Healthcare Disparities Clinical Issues in Psychotherapy, including case examples for discussion Clinical Practice Guidelines Resources & References

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

- Identify at least 3 reasons people are attracted to BDSM/kink and/or non-monogamy.
- Identify at least 3 characteristics that been found to be correlated among BDSM practitioners.
- Identify at least 3 issues that bring BDSM practitioners into therapy.
- Identify at least 2 ways to distinguish between BDSM and abuse.
- Identify at least 1 personal challenge that you may face when working with sexual minority clients.

**Recommended Readings:** Boyd-Rogers, C. C., & Maddox, G. B. (2022). LGBTQIA+ and heterosexual BDSM practitioners: Discrimination, stigma, taboo, support, and community involvement. *Sexuality Research & Social Policy*, advance online publication, 1-16. <https://doi.org/10.1007/s13178-022-00759-y> De Neef, N., Coppens, V., Huys, W., & Morrens, M. (2019). Bondage-Discipline, Dominance Submission and Sadomasochism (BDSM) From an Integrative Biopsychosocial Perspective: A Systematic Review. *Sexual Medicine*. <https://doi.org/10.1016/j.esxm.2019.02.002> Sprott, R. A., & Randall, A. (2017). Health disparities among kinky sex practitioners. *Current Sexual Health Reports*, 9, 104-108. <https://doi.org/10.1007/s11930-017-0113-6> Waldura, J. F., Arora, I., Randall, A. M., Farala, J. P., & Sprott, R. A. (2016). Fifty Shades of Stigma: Exploring the Health Care Experiences of Kink-Oriented Patients. *J Sex Med*, 13(12), 1918-1929. <https://doi.org/10.1016/j.jsxm.2016.09.019> Dunkley, C., Dunkley, C. R., & Brotto, L. A. (2018). Clinical Considerations in Treating BDSM Practitioners : A Review Clinical Considerations in Treating BDSM Practitioners : A Review. *Journal of Sex & Marital Therapy*, 0(0), 1-12. <https://doi.org/10.1080/0092623X.2018.1451792>

Earn 1 continuing education credit

Congress C, Fourth Floor, Loews Hotel

Symposium 102

# Expanding CBT Interventions to Promote Social Justice Among Individuals from Historically Marginalized Backgrounds

CHAIR:

*Elizabeth Thomas, Ph.D., Temple University*

DISCUSSANT:

*Will Spaulding, Ph.D., University of Nebraska - Lincoln*

Basic to moderate level of familiarity with the material

Primary Category: Vulnerable Populations

Key Words: *Oppression*

**Using a Community-based Participatory Action Research Methods to Co-develop an Intervention to Improve the Social Connectedness of LGBTQIA+ Transition Age Youth with Serious Mental Health Conditions**

*Megan M. Kelly, Ph.D., UMass Chan Medical School*

*Emma Narkewicz, MPA, UMass Chan Medical School*

*Mei Pearlstein, B.S., UMass Chan Medical School*

*Tracy Neville, B.A., UMass Chan Medical School*

**Engagement of Deaf Community Members in Seeking Safety Adaptation Work**

*Melissa L. Anderson, Ph.D., UMass Chan Medical School*

**Increasing Inclusionary Practices in Faith Communities for Believers with Serious Mental Illnesses**

*Mark Salzer, Ph.D., Temple University*

*Crystal Slanzi, Ph.D., BCBA-D, Temple University*



Earn 1.5 continuing education credits

Grand Ballroom E, Level 5, Downtown Marriott

Symposium 71

# Diversity in Eating Disorders Treatment: Understanding Divergent Experiences and Working Towards Equitable Care

SATURDAY

CHAIR:

*Casey M. Stern, B.A.*, Ferkauf Graduate School of Psychology

DISCUSSANT:

*Margarita Sala, PhD*, Ferkauf Graduate School of Psychology, Yeshiva University

All level of familiarity with the material

Primary Category: Eating Disorders

Key Words: *Anorexia, Treatment, Oppression*

## Weight Stereotypes Impact Eating Disorder Recognition in the General Population

*Casey M. Stern, B.A.*, Ferkauf Graduate School of Psychology

*Melanie Kressel, Psy.D.*, Columbia University Counseling and Psychological Services

*Rachel Flamer, MA*, Ferkauf Graduate School of Psychology

*Lata McGinn, Ph.D.*, Yeshiva University - Ferkauf Graduate School of Psychology/  
CBC

*Margarita Sala, Ph.D.*, Ferkauf Graduate School of Psychology, Yeshiva University

## Treatment Experiences of Racially and Ethnically Diverse Participants with Eating Disorders

*Aspen Martin, B.S.*, Yeshiva University

*Sarah Song, B.A.*, Ferkauf Graduate School of Psychology

*Margarita Sala, Ph.D.*, Ferkauf Graduate School of Psychology, Yeshiva University

**Subtypes of Self-compassion Their Associations with Eating Disorder Symptoms Among Iranian Adolescents**

*Reza Nahid Sahlan, Ph.D.*, The State University of New York at Buffalo

**Insurance Impacts Barriers to Quality Eating Disorder Treatment Access in the United States**

*Taylor Penwell, B.A.*, University of Montana

*Samantha Bedard, M.S.*, University of Wyoming

*Rebecca Eyre, M.A.*, Project HEAL

*Cheri Levinson, Ph.D.*, University of Louisville

**The Integration of Oppression Related Variables into Eating Disorder Research**

*Avantika Kapadia, M.S.*, University of Louisville

*Savannah C. Hooper, B.A.*, The University of Louisville

*Emma K. Crumby, B.S.*, University of Louisville

*Yara Mekawi, Ph.D.*, University of Louisville

*Cheri Levinson, Ph.D.*, University of Louisville

Earn 1 continuing education credit

Grand Ballroom F, Level 5, Downtown Marriott

Symposium 72

# Multimethod Approaches in the Science of Social Media and Suicide: Rethinking Risk, Protection, and Prevention

CHAIRS:

*Jessica L. Hamilton, Ph.D., Rutgers, The State University  
of New Jersey*

*Brooke A. Ammerman, Ph.D., University of Notre Dame*

DISCUSSANT:

*Jessica L. Hamilton, Ph.D., Rutgers, The State University  
of New Jersey*

All level of familiarity with the material

Primary Category: Suicide and Self-Injury

Key Words: *Suicide, Risk / Vulnerability Factors*

## Self-harm Content on Social Media and Proximal Risk for Self-injurious Thoughts and Behaviors Among Adolescents

*Jessica L. Hamilton, Ph.D., Rutgers, The State University of New Jersey*

*Srushti Untawale, B.S., Rutgers, The State University of New Jersey*

*Maya Dalack, B.S., Rutgers, The State University of New Jersey*

*Evan M. Kleiman, Ph.D., Rutgers, The State University of New Jersey*

*Aijia Yao, M.A., Rutgers, The State University of New Jersey*

*Athena Thai, Rutgers, The State University of New Jersey*

*Isha Bhatia, Morris Hills High School*

**From Views to Vulnerability: Examining the Relationship Between Tiktok Use and Suicidal Ideation and Behaviors in Adolescents and Young Adults**

*Keyne C. Law, Ph.D., Seattle Pacific University*

*Anna C. Gilbert, M.S., Seattle Pacific University*

*Katherine Anne Comtois, M.P.H., Ph.D., University of Washington School of Medicine*

*Molly C. Adrian, Ph.D., University of Washington*

**Integrating Active and Passive Approaches: Intensive Time Sampling in Investigating Social Media's Impact on Suicide Risk**

*Brooke A. Ammerman, Ph.D., University of Notre Dame*

*Miguel Blacutt, University of Notre Dame*

*Ross Jacobucci, Ph.D., University of Wisconsin-Madison*

*Nilam Ram, Ph.D., Stanford University*

**Social Media Use as a Behavioral Activation Tool and Protective Factor Against Suicidal Thoughts in Adolescents with Anhedonia**

*Melissa J. Dreier, M.S., Rutgers, The State University of New Jersey*

*Sarah Horne, M.A., Yeshiva University*

*Anya Konduru, High School Student, Somerset County Vocational Technical High School*

*Evan M. Kleiman, Ph.D., Rutgers, The State University of New Jersey*

*Bianca Caproni, B.A., Rutgers, The State University of New Jersey*

*Lauren E. Hamedy, M.S., Rutgers, The State University of New Jersey*

*Jessica L. Hamilton, Ph.D., Rutgers, The State University of New Jersey*

**Multimethod Assessment of Parenting Strategies for Managing Early Adolescents' Social Media Use**

*Jacqueline Nesi, Ph.D., Alpert Medical School of Brown University*

*Jennifer C Wolff, Ph.D., Alpert Medical School of Brown University*

*Ella Diab, B.S., The Warren Alpert Medical School of Brown University*

*Sydney K Velotta, B.S., Alpert Medical School of Brown University*

*Stefanie L. Sequeira, Ph.D., University of Virginia*

*Emma DeMartino, B.S., University of North Carolina School of Social Work*

*Deborah J Jones, Ph.D., University of North Carolina at Chapel Hill*

*J Graham Thomas, Ph.D., Alpert Medical School of Brown University*

Earn 1 continuing education credit

Grand Ballroom K/L, Level 5, Downtown Marriott

Symposium 73

# Learning from Risk Studies in Military and Veteran Couples: Embracing Complexity Across Levels of Care

CHAIR:

*Dev Crasta, Ph.D.*, VISN 2 Center of Excellence for Suicide Prevention

DISCUSSANT:

*Brian Baucom, Ph.D.*, University of Utah

Basic to moderate level of familiarity with the material

Primary Category: Couples / Close Relationships

Key Words: *Couples / Close Relationships, Military, Veterans*

**Risk of Divorce Among a Sample of U.S. Army Couples: Examining Marital Processes, SM Mental Health, and Military Experiences over Time**

*Mollie E. Shin, M.A.*, University of Colorado Denver

*Elizabeth Allen, Ph.D.*, University of Colorado Denver

*Howard Markman, Ph.D.*, University of Denver

*Galena Rhoades, Ph.D.*, University of Denver

*Scott M. Stanley, Ph.D.*, University of Denver

**Factors Associated with Risk of Intimate Partner Aggression in a Large National Sample of Veterans**

*Hajra Usman, B.A.*, San Francisco VA Health Care System

*Dev Crasta, Ph.D.*, VISN 2 Center of Excellence for Suicide Prevention

*Grace McKee, Ph.D.*, San Francisco VA Medical Center

*Scott McDonald, Ph.D.*, Central Virginia VA Medical Center

**Exploring the Mental Health Concerns of Couples Presenting for Relationship Consultations: The Challenge of Picking a Focal Diagnosis When Treating a Trandagnostic Problem**

*Dev Crasta, Ph.D.*, VISN 2 Center of Excellence for Suicide Prevention

*Peter Britton, Ph.D.*, Center of Excellence for Suicide Prevention, VA Finger Lakes Healthcare System

*Stephen Maisto, Ph.D.*, Syracuse University; Center of Integrated Healthcare, Syracuse VA Medical Center

**Accuracy and Predictors of Partner Knowledge of Suicidal Individuals' Suicide History and Future Risk: An Investigation in a Hospitalized Military Sample**

*Alexis M. May, Ph.D.*, Wesleyan University

*Julia Gillotti, B.A.*, Wesleyan University

*Ben Porter, Ph.D.*, Mississippi State University

Earn 1.5 continuing education credits

Franklin 1, Level 4, Downtown Marriott

Symposium 74

# Improving Behavioral Health Care Access and Outcomes Through Primary Care

CHAIR:

*Shari Jager-Hyman, Ph.D.*, Perelman School of Medicine at  
the University of Pennsylvania

DISCUSSANT:

*Courtney Benjamin Wolk, Ph.D.*, University of  
Pennsylvania

Primary Category: Primary Care / Integrated Care

Key Words: *Primary Care, Integrated Care, Implementation*

## Scaling a Digital Behavioral Health Interventions Ecosystem Through Primary Care Providers to Enhance Patient Reach

*Soo Jeong Youn, Ph.D.*, Reliant Medical Group

*Keke Schuler, Ph.D.*, Reliant Medical Group

*Pratha Sah, Ph.D.*, Reliant Medical Group

*Brittany Jaso, Ph.D.*, Reliant Medical Group

*Mariesa Pennine, B.A.*, Reliant Medical Group

*Mara Eyllon, Ph.D.*, Reliant Medical Group

*Kankana Sengupta, Ph.D.*, Reliant Medical Group

*J. Ben Barnes, Ph.D.*, Reliant Medical Group

*Georgia Hoyler, B.S.*, United Health Group

*Samuel Nordberg, Ph.D.*, Reliant Medical Group

**Change in Suicidal Ideation, Depression, and Anxiety Following Collaborative Care in the Community**

*Gabriela K. Khazanov, Ph.D.*, Corporal Michael J. Crescenzo VA Medical Center

*Courtney Benjamin Wolk, Ph.D.*, University of Pennsylvania

*Emily Lorenc, B.A.*, Perelman School of Medicine, University of Pennsylvania

*Molly Candon, Ph.D.*, University of Pennsylvania

*Matteo Pieri, B.A.*, Perelman School of Medicine, University of Pennsylvania

*David Oslin, M.D.*, Corporal Michael J. Crescenzo VA Medical Center

*Matthew Press, M.D.*, Hospital of the University of Pennsylvania

*Eleanor Anderson, M.D.*, Hospital of the University of Pennsylvania

*Emilie Famiglio, B.S.*, University of Pennsylvania School of Medicine

*Shari Jager-Hyman, Ph.D.*, Perelman School of Medicine at the University of Pennsylvania

**Developing and Pilot Testing Strategies to Increase Mental Health Treatment Engagement Among Primary Care Patients at Risk for Suicide**

*Shari Jager-Hyman, Ph.D.*, Perelman School of Medicine at the University of Pennsylvania

*Emilie Famiglio, B.S.*, University of Pennsylvania School of Medicine

*Gabriela K. Khazanov, Ph.D.*, Corporal Michael J. Crescenzo VA Medical Center

*Biiftu Duresso, B.A.*, University of Pennsylvania School of Medicine

*Eleanor Anderson, M.D.*, Hospital of the University of Pennsylvania

*David Oslin, M.D.*, Corporal Michael J. Crescenzo VA Medical Center

*Courtney Benjamin Wolk, Ph.D.*, University of Pennsylvania



Earn 1 continuing education credit

Franklin 8, Level 4, Downtown Marriott

Symposium 75

# Innovative Approaches to Assessing and Examining the Impact of Unique Forms of Oppression-based Stressors and Affirmative Protective Factors Among Sexual and Gender Minority Youth

SATURDAY

CHAIR:

*Ethan H. Mereish, Ph.D., University of Maryland, College Park*

DISCUSSANT:

*Jeremy Goldbach, Ph.D., MSW, Washington University in St. Louis*

Moderate level of familiarity with the material

Primary Category: LGBTQ+

Key Words: LGBTQ+, Stress, Stigma

**Through Their Eyes: A Qualitative, Daily Diary Exploration of Oppression-based Stress Experiences Among Sexual and Gender Minority Adolescents**

*Tara R. Sullivan, B.A., University of Maryland- College Park*

*Shannon Touhey, B.A., Human Rights Campaign*

*Sofia Flynn, HS, Harvard University*

*Ethan H. Mereish, Ph.D., University of Maryland, College Park*

**Evaluating the Performance and Validity of an Oppression-based Rejection Sensitivity Task Among Sexual and Gender Minority Adolescents**

*Arushee Bhoja, B.A., University of Maryland, College Park*

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

*Shirley Yen, Ph.D., Harvard Medical School*

*Courtney Beard, Ph.D., McLean Hospital*

*Ethan H. Mereish, Ph.D., University of Maryland, College Park*

**Intersectional Oppression-based Stress and Substance Use Among LGBTQ+ Adolescents of Color: Moderating Role of Attending a School with a Gender Sexuality Alliance**

*Jessica R. Abramson, B.A., University of Maryland, College Park*

*Ryan Watson, Ph.D., University Of Connecticut*

*Ethan H. Mereish, Ph.D., University of Maryland, College Park*

**Sexual and Gender Minority Youth's Experiences of Vicarious Oppression and Its Associations with Mental Health Outcomes: Protective Role of LGBTQIA+ Community Connectedness**

*Hannah G. Vanlandingham, University of Maryland, College Park*

*Ash Arumugam, MPS, University of Maryland*

*Ethan H. Mereish, Ph.D., University of Maryland, College Park*

Earn 1.5 continuing education credits

305/306, Level 3, Downtown Marriott

Symposium 76

# Increasing Access to Evidence-based Behavioral Health Services Through Task-shifting Approaches and the Expansion of Services Across Settings

SATURDAY

CHAIR:

*Brigid Marriott, Ph.D.*, Indiana University School of Medicine

DISCUSSANT:

*Kelsie Okamura, Ph.D.*, The Baker Center for Children and Families

Basic to moderate level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Implementation, Dissemination, Service Delivery*

**Caregiver Perceptions of the Acceptability and Utility of a Pediatric Anxiety Specific Family Peer Program by Insurance Status**

*Jesslyn Jamison, Ph.D.*, Penn Center for Mental Health

*Michal Weiss, B.S.*, Perelman School of Medicine at the University of Pennsylvania

*Sophia Young, None*, University of Pennsylvania School of Medicine

*Megan Brady, B.S.*, University of Pennsylvania School of Medicine

*Danielle R. Adams, PhD*, University of Washington, St. Louis

*Crystal Karenchak, Family Policy and Engagement Consultant and Family Lead Contact*, Pennsylvania care Partnership

*Wanda Cummings, FPSS Training Coordinator*, UPMC Western Psychiatric Hospital Youth and Family Training Institute

*Emily Becker-Haimes, Ph.D.*, University of Pennsylvania

**Training, Supervising, and Supporting Summer Treatment Program**

**Preprofessional Staff: Staff Perspectives on Essential Ingredients**

*Averill Obee, M.S., Florida International University*

*Geraldine D. Cadet, B.A., Florida International University*

*Maria Morales, M.A., Florida International University*

*Elsa Bravo, Ph.D., Florida International University*

*Katie C. Hart, Ph.D., Florida International University*

**Implementation of an Adapted Pediatric Integrated Behavioral Health Model in Primary Care Clinics: Identifying Pre-implementation Barriers and Facilitators**

*Brigid Marriott, Ph.D., Indiana University School of Medicine*

*Johnathan Oliver, M.S., Indiana University School of Medicine*

*Cara Jones, MPA, Indiana University Health*

*Zachary Adams, Ph.D., Indiana University*

*Leslie Hulvershorn, M.D., Indiana University*

*Matthew Aalsma, Ph.D., Indiana University*

**Barriers and Facilitators to Implementing an Evidence-based Community Health Worker Model and Implications for Mental Health Care**

*Simone Schriger, M.A., University of Pennsylvania*

*Molly Knowles, MPH, University of Pennsylvania*

*Talia Daglieri, MSW, University of Pennsylvania*

*Shreya Kangovi, M.D., M.S., IMPaCT Care*

*Rinad Beidas, Ph.D., Northwestern University Feinberg School of Medicine*

**Designing a Single-session Strategy (S3) for School-based Mental Health Providers Delivering CBT**

*Katherine Cohen, M.A., Northwestern University Feinberg School of Medicine*

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

*Emily Bilek, ABPP, Ph.D., University of Michigan*

*Jacqueline Howard, B.A., TRAILS, a project of Tides Center*

*Jessica L. Schleider, Ph.D., Northwestern University*

Earn 1 continuing education credit

Congress B, Fourth Floor, Loews Hotel

Symposium 79

# Expanding Existing Trauma-focused Massed Treatment Programs: Implementation and Adaptation of the Unified Protocol as an Alternative Treatment Modality

SATURDAY

CHAIR:

*Joel D. Wyatt, Ph.D.*, Rush University Medical Center

DISCUSSANT:

*Andrew M. Sherrill, Ph.D.*, Emory University

Moderate level of familiarity with the material

Primary Category: Transdiagnostic

Key Words: *Unified Treatment, Transdiagnostic, Veterans*

**Implementing the Unified Protocol in an Intensive Treatment Program Designed to Treat PTSD: Preliminary Outcomes**

*Joel D. Wyatt, Ph.D.*, Rush University Medical Center

*Ashby Boland, B.S.*, Rush University Medical Center

*Sarah Pridgen, M.A.*, Rush University Medical Center

*Brian Klassen, Ph.D.*, Rush University Medical Center

*Philip Held, Ph.D.*, Rush University Medical Center

**Navigating the Evolving Needs of Veterans and Servicemembers: A Case for Transdiagnostic Treatment**

*Mansi Mehta, Ph.D.*, Emory University School of Medicine

*Andrew M. Sherrill, Ph.D.*, Emory University

*Sheila Rauch, ABPP, Ph.D.*, Emory University School of Medicine/Atlanta VAMC

**UP for ICP: Initial Outcomes of an 8 Session Adaptation of the UP for Massed Delivery in an Intensive Outpatient Setting for Veterans and Active-duty Service Members**

*Stephanie P. Samph, Ph.D.*, Massachusetts General Hospital/Harvard Medical School  
*Soyeong Kim, Ph.D.*, Massachusetts General Hospital  
*Charlotte Magee, B.A.*, Massachusetts General Hospital

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10:30 a.m. – 12:00 p.m.

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**Earn 1.5 continuing education credits**

**Grand Ballroom A, Level 5, Downtown Marriott**

**Clinical Round Table 10**

# Insights to Inspire Innovations in the Treatment of OCD

**MODERATOR:**

*Roz Shafran, Ph.D.*, University College London

**PANELISTS:**

*Maureen L. Whittal, Ph.D.*, Vancouver CBT Centre/University of British Columbia

*Adam S. Radomsky, Ph.D.*, Concordia University

*Christine Purdon, Ph.D.*, University of Waterloo

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

Primary Category: Obsessive Compulsive and Related Disorders

Key Words: *OCD (Obsessive Compulsive Disorder), Translational Research, Treatment Development*

This Clinical Round Table brings together prominent figures in Obsessive-Compulsive Disorder (OCD) to discuss the latest innovations in treatment strategies. The discussion will cover a range of diverse topics, encompassing cognitive treatments, insights into mental contamination, the exploration of guided self-help and digital interventions, and work focusing on developments in understanding doubt and inter- and intrapersonal processes in OCD. Chaired by Roz Shafran, this session will frame the evolving landscape of OCD treatment, emphasizing the importance of collaborative efforts and innovative approaches in addressing the complex challenges posed by OCD. Adam Radomsky will contribute his expertise to unveil the latest advancements in cognitive treatments. His insights will illuminate the nuanced applications of cognitive strategies and how they can be used alongside traditional interventions. Maureen Whittal will share insights into mental contamination—a facet of OCD that warrants special consideration. She will explore novel strategies designed to address the unique challenges posed by mental contamination in the context of OCD. Michael Twohig, a trailblazer in guided self-help and digital interventions using Acceptance and Commitment Therapy, will showcase innovative meth-

ods empowering individuals to actively participate in their OCD treatment journey. By integrating self-help techniques and digital tools, Twohig's approach promises enhanced accessibility and engagement in OCD interventions. Finally, Christine Purdon will share her perspective on inter- (e.g., attachment and need for approval) and intrapersonal (e.g., authority and tone of the OCD system when it "speaks") aspects of OCD and implications for treatment, with a particular focus on doubt. This collaborative discussion promises to be a dynamic exchange of ideas, providing a comprehensive understanding of the multifaceted nature and treatment of OCD. Attendees will gain valuable insights into the latest breakthroughs, fostering renewed optimism for the future. Join us for an engaging session that transcends traditional boundaries, encouraging a collective pursuit of innovative solutions to improve treatment outcomes.

Earn 1.5 continuing education credits

Regency Ballroom C1, Second Floor Mezzanine, Loews Hotel

Clinical Round Table 11

# Promoting Occupational Success for Neurodivergent Individuals with ADHD and Autism: A Clinical Discussion

MODERATOR:

*Joshua Langberg, Ph.D.*, Rutgers University

PANELISTS:

*Elizabeth SM Chan, Ph.D.*, Rutgers, The State University of New Jersey

*Gregory A. Fabiano, Ph.D.*, Florida International University

*Ava N. Gurba, M.S.*, AJ Drexel Autism Institute, Drexel University

*Matthew Lerner, Ph.D.*, Drexel University

*Christopher Manente, Ph.D.*, Rutgers, The State University of New Jersey

Primary Category: Adult -ADHD

Key Words: ADHD, Autism Spectrum Disorders, Adult

Meaningful and successful occupational roles, including gainful employment, is essential for quality of life, well-being, and to obtain competitive income for self-sufficiency. Unfortunately, low occupational obtainment and poor job satisfaction is common for neurodivergent individuals. Evidence-based intervention development has primarily focused on childhood and early adolescence, and there is limited information on effective supports to promote successful occupational functioning. This clinical roundtable aims to identify recommendations for direct clinical practice, program development, and research to reduce barriers and promote successful employment for Attention-Deficit/Hyperactivity Disorder (ADHD) and autism. This panel has extensive expertise from state-wide program development and deployment to ADHD/autism occupational research expertise, to neurodivergent lived experience in the workplace. Discussion will apply a preventive and strength-based lens to consider *person* (e.g., motivation, self-efficacy), *context* (e.g., work policies supportive of neurodiversity), and *task-level* (e.g., hands-on vs. seated work) workplace protective factors for neurodivergent individuals. Understanding these factors can help individuals choose jobs that are good fit in context of personal characteristics/interests; maintain work motivation/self-efficacy; and build requisite skills employers are seeking. In turn, employers are seeking guidance on how to build more inclusive work environment, including for neurodivergent employees. To that end, program directors will speak to les-



sons learned from developing and disseminating programs for transitioning neurodivergent individuals into employment and building community partnerships with employers. Discussion will reference the extant ADHD and autism literature on work, and how the two literatures can inform recommendations for both or unique to each population. Lastly, the panel will address the perspective of lived experience to inform future research and program development. By increasing understanding on how to support neurodivergent individuals' occupational functioning, we can promote greater well-being and quality of life for this population.

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10:30 a.m. – 11:30 a.m.

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**Earn 1 continuing education credit**

**Grand Ballroom I/J, Level 5, Downtown Marriott**

**Spotlight Research 7**

# **Controlled Comparison of CBT, Sertraline, and Pill Placebo for Autistic Children and Youth with Impairing Anxiety: Primary and Secondary Outcomes from a Double-blind Trial**

SATURDAY

CHAIR:

*Jeffrey J. Wood, Ph.D., University of California Los Angeles*

PANELISTS:

*Surina Bothra, B.A., University of California, Davis MIND Institute*

*Karen S. Wood, Ph.D., University of California, Los Angeles*

*Marjorie Solomon, Ph.D., UC Davis, Psychiatry Department, MIND Institute*

Primary Category: Autism Spectrum and Developmental Disorders

Key Words: *Clinical Trial, CBT, Medication*

Background: Cognitive behavioral therapy (CBT) is a promising intervention modality for autistic youth (Linden et al., 2023). However, few studies have examined CBT in relation to credible, active comparators; hence, the evidence base of CBT for autistic youth is considered weak (Lyra et al., 2017). Selective serotonin reuptake inhibitors (SSRIs) are commonly prescribed to autistic youth seeking treatment in community settings (Feroe et al., 2021). However, SSRIs, while efficacious for youth in the general population, have been rarely studied, and with inconclusive results, among autistic youth. Method: The

present study attempted to significantly advance the evidence base for practice guidelines for autistic youth by (1) testing the efficacy of CBT for impairing anxiety using stringent comparators (double-blind administration of an SSRI or pill placebo) while (2) simultaneously testing the efficacy of an SSRI (sertraline) in relation to pill placebo. Autistic youth (N=61) aged 8-14 years old with IQ >50 were randomized to either personalized CBT (Behavioral Interventions for Anxiety in Children on the Autism Spectrum; BIACA) or double-blinded sertraline or pill placebo in a 1:1:1 ratio. All conditions entailed 16 sessions. The primary outcome measure was independent evaluator (IE) ratings on the Pediatric Anxiety Rating Scale (PARS). Secondary outcome measures included a personalized measure of youth mental health needs (the Youth Top Problems [YTP] scale; Weisz et al., 2012) as well as adverse events. Results: In mixed linear models, youth who received CBT or sertraline exhibited greater improvement on the PARS than did youth who received pill placebo ( $ps < .05$ ). The caregivers of youth who received CBT reported greater progress on personalized youth outcomes than did the caregivers of youth in the sertraline or pill placebo conditions ( $p < .01$ ). There was a lower frequency of adverse events in the CBT arm than in the other conditions. Conclusion: This is the first study to show that CBT and sertraline outperform pill placebo for an IE-rated measure of anxiety in a double-blind trial. A brief CBT treatment addressing stakeholder goals while limiting adverse events could be a desirable option for families of autistic youth with impairing anxiety.

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

- State three ways to adapt CBT for autistic youth.
- Identify four CBT practices that are useful in personalizing intervention for autistic youth.
- Describe two useful assessment approaches for autistic youth with impairing anxiety.
- Articulate pros and cons of CBT and SSRI medication treatment for autistic youth with anxiety.
- Share common adverse events associated with SSRI medication when prescribed to autistic youth.

**Recommended Readings:** Wood, J. J., Kendall, P. C., Wood, K. S., Kerns, C., Seltzer, M., Small, B. J., Lewin, A. B., & Storch, E. A. (2020). Cognitive Behavioral Treatments for Anxiety in Youth with Autism Spectrum Disorder: A Randomized Clinical Trial. *Journal of the American Medical Association (JAMA): Psychiatry*, 77, 474-483. doi:10.1001/jama-psychiatry.2019.4160

Linden, A., Best, L., Elise, F., Roberts, D., Branagan, A., Tay, Y. B. E., ... & Gurusamy, K. (2023). Benefits and harms of interventions to improve anxiety, depression, and other mental health outcomes for autistic people: A systematic review and network meta-analysis of randomised controlled trials. *Autism*, 27(1), 7-30.

Deb, S., Roy, M., Lee, R., Majid, M., Limbu, B., Santambrogio, J., ... & Bertelli, M. O. (2021). Randomised controlled trials of antidepressant and anti-anxiety medications for people with autism spectrum disorder: systematic review and meta-analysis. *BJPsych Open*, 7(6), e179.

Earn 1.5 continuing education credits  
Regency Ballroom A, Second Floor Mezzanine, Loews Hotel

Spotlight Research 8

# **CANCELLED: Development of an Innovative TMH Model to Increase Access to CBT for Psychosis in a Large Mental Health System**

CHAIR:

Amy Wilson, Ph.D., US Department of Veteran Affairs

PANELISTS:

Elena Bassett, Ph.D., University of California San Francisco

Marci Gaither, Ph.D., VA Pittsburgh Healthcare System

Jared Bernard, ABPP, Ph.D., Baylor College of Medicine

Primary Category: Schizophrenia / Psychotic Disorders

Key Words: CBT, Telehealth/m-health, Schizophrenia

Individuals living with psychosis are often underserved in the United States, partly due to the dearth of providers trained in evidence-based practices for this population. One such example is Cognitive-Behavioral Therapy for psychosis (CBTp), which the Substance Abuse and Mental Health Services Administration (SAMHSA) has identified as a standard of care for individuals with psychotic disorders. Given the lack of providers who are trained in this intervention, very few of the individuals who would benefit from CBTp can access it. Telehealth offers a number of benefits, such as the ability to address service inequities, including lack of access to a local provider well-trained in the modality of therapy needed. This talk will describe an innovative program developed explicitly to reduce this disparity: the National Psychosis Telehealth Program within the VHA's National Expert Consultation and Specialized Services (NEXCSS) program. This telehealth program offers remote expert medication consultation and time-limited individual CBTp for Veterans across the nation. In addition to these specialized services, clinicians from the NEXCSS team provide expert, ongoing care coordination with local treatment teams, supporting Veterans to engage with their communities and pursue their individual life goals. We will share our initiation activities and lessons learned as we developed this program, in hopes of encouraging others to consider similar efforts at their sites.

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

- Describe the limitations of current EBP's for psychosis within the United States and how some lack access to important interventions.

- List ways in which telehealth technologies can be utilized to increase access to CBTp for individuals with psychotic disorders.
- Discuss some of the challenges and strategies that been utilized by the VA in developing this specialty TMH clinic.
- Name ways that this model could be implemented in other mental health systems.
- Explain how telehealth can be used to address healthcare disparities.

**Recommended Readings:**

**American Psychiatric Association.** (2021). *Practice guideline for the treatment of patients with schizophrenia* (3rd ed.).

**Joseph, H. L., Martinze, A., & Wood, K.** (2021). *Group cognitive-behavioral therapy via telebehavioral health for those with psychotic spectrum disorders: A case study.* *Cognitive and Behavioral Practice, 28*, 716-29.

**Substance Abuse and Mental Health Services Administration:** Routine Administration of Cognitive Behavioral Therapy for Psychosis as the Standard of Care for Individuals Seeking Treatment for Psychosis: State of the Science and Implementation Considerations for Key Stakeholders. Center for Mental Health Services, Substance Abuse and Mental Health Services Administration, 2021.

Earn 1 continuing education credit

Congress A, Fourth Floor, Loews Hotel

Spotlight Research 9

# Emotional and Psychological Impact of Climate Change in US Youth: Evidence and Implications for Practice and Policy

CHAIR:

*R. Eric Lewandowski, Ph.D., New York University*

PANELISTS:

*Sarah E. O. Schwartz, Ph.D., Suffolk University*

*McKenna F. Parnes, Ph.D., University of Washington School of Medicine*

*Britt Wray, Ph.D., Stanford School of Medicine*

Primary Category: Climate Change

Key Words: *Climate Change, Anxiety, Disaster Mental Health*

Climate change is increasingly recognized as a risk to mental health, and in particular youth mental health, through direct and indirect exposures to severe weather events and environmental changes, as well as through vicarious and anticipatory experiences. There remains little data on these impacts in US youth. This research spotlight will review current evidence and knowledge gaps and present new data from the panelists' recently completed research - largest ever survey on the emotional and psychological impacts of climate change. This online survey, which drew a non-probability sample of 15,793 US youth aged 16-25 representing all 50 states, included the following domains: emotions and beliefs and mental health indicators related to the impact of climate change; relational aspects of distress related to climate change; perceptions of responsibility for causing and responding to climate change and related distress; planned responses to climate change and actions desired from relevant stakeholders. State-level samples were weighted according to the census for age, sex, race and ethnicity and were aggregated to create a national sample reflecting the demographic composition of the US. Findings will be reviewed for the full sample and for subgroups, including those who reported being affected by severe weather events, those who identified with different political parties, and according to other geographical variations. The session will discuss implications of these new findings, and of existing evidence, for the mental health community including practice, research, community engagement and advocacy. It will also review policy implications for mental health, climate education and resilience, and climate legislation more generally. The aim of the session is to give a comprehensive introduction, centered on important new research, to climate change and

youth mental health, and the role the mental health professionals, and specifically members of the ABCT community may play in meeting the challenge.

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

- Name current evidence of the direct, indirect and vicarious mental health impacts of climate change, emphasizing youth.
- Discuss new research from the US on emotional and psychological impact of climate change.
- Explain implications of this evidence for clinical practice, research, community engagement and advocacy.
- List policy implications of existing and new evidence for mental health, education, and climate change.
- Discuss the need for response and engagement from mental health professionals.

**Recommended Readings:** Charlson, F., Suhailah, A., Benmarhnia, T., Pearl, M., Masazza, A., Augustinavicius, A. & Scott, J.G (2021) Climate change and mental health: A scoping review. *International Journal of Environmental Research and Public Health*, 18, 4486. <https://doi.org/10.3390/ijerph 18094486>

Clayton, S., Manning, C. M., Speiser, M., & Hill, A. N. (2021). *Mental Health and Our Changing Climate: Impacts,*

*Inequities, Responses.* Washington, D.C.: American Psychological Association, and ecoAmerica.

Hickman, C., Marks E., Pihkala, P., Clayton S., Lewandowski, R.E. Mayall, E.E., Wray, B., Mellor, C. & Van Susteren, L. (2021) Climate anxiety in children and young people and their beliefs about government responses to climate change: a global survey. *Lancet Planetary Health*, 5, e863-873.

Earn 1.5 continuing education credits

Franklin 2, Level 4, Downtown Marriott

Panel Discussion 14

# Advancing Equity: Involving and Retaining Vulnerable Populations at Risk of HIV and Substance Use in Hybrid and Remote Studies

MODERATOR:

*Aradhana N. Srinagesh, M.P.H.*, University of Rhode Island

PANELISTS:

*Christopher Chiu, Ph.D.*, Massachusetts General Hospital

*Maria Jose Bustamante, M.A., M.S.*, Boston University

*Deja Clement, M.P.H., M.S.*, Massachusetts General Hospital

*Abigail W. Batchelder, M.P.H., Ph.D.*, Boston University School of Medicine & Department of Psychiatry Boston Medical Center

Primary Category: Addictive Behaviors

Key Words: *Addictive Behaviors, Mental Health Disparities, Public Health*

Moderated by Aradhana Srinagesh, his panel will review sampling, recruitment, and retention challenges in working with people who use drugs with and are vulnerable to HIV in multiple contexts, particularly, focusing on individuals with marginalized identities (i.e., gender; sexual orientation; race/ethnicity). Panelists will draw on their own experiences by providing unique perspectives and practical insights. We will highlight barriers, methodologies, and solutions relevant to involving and retaining people who use drugs with and are vulnerable to HIV in hybrid and fully remote studies. Dr. Christopher Chiu will discuss work that focuses on engaging with sexual and gender minority (SGM) communities with and vulnerable to HIV, including communities that are ethnically/racially marginalized. He will discuss lateral strategies he has employed to partner with community-based organizations in Boston, to increase SGM access to health services. Majo Bustamante will discuss a project aimed at exploring psychological, social, cultural, and structural barriers to sexual health care (e.g., HIV/STI testing, PrEP/nPEP) among Hispanic and Latino immigrant MSM through an online survey. These data will form the basis of a tailored Telehealth intervention to enhance sexual health care among this population. Déjà Clement will discuss examining barriers and facilitators to PrEP uptake in Black MSM (BMSM)

in rural settings. This will include discussing challenges in recruitment and retention for qualitative research with BSM and socio-cultural considerations. Findings highlight the importance of taking an intersectional approach to working with multiple marginalized populations. Dr. Abigail Batchelder will discuss efforts to parameterize flexibility in intervention protocols to enable meeting people who use drugs with and are vulnerable to HIV where they are. This includes identifying facilitators and barriers to engagement in evidence-based interventions and collaboratively adapting content, dose, delivery modality, etc. to be feasible, acceptable, and accessible. This panel may be of particular significance for individuals working with people who use drugs and people with marginalized identities more broadly.

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10:30 a.m. – 12:00 p.m.

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**Earn 1.5 continuing education credits**

**Franklin Hall 10, Level 4, Downtown Marriott**

**Panel Discussion 15**

# **Recruitment, Retention, and Reverence: ABCT as a Partner in Building Diverse Doctoral Training Communities**

**MODERATOR:**

*Jennifer Block-Lerner, Ph.D., Kean University*

**PANELISTS:**

*LeeAnn Cardaciotto, Ph.D., La Salle University*

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

*Jessica G. LoPresti, Ph.D., Suffolk University*

*Donald R. Marks, Psy.D., Kean University*

*Aditi Vijay, Ph.D., Kean University*

*Zachary Wilde, M.A., University of Southern Mississippi*

Primary Category: Culture / Ethnicity / Race

Key Words: *Culture, Education and Training, Professional Issues*

“Recruitment and retention” is the language of accrediting bodies that oversee the training of behavioral health professionals. While speaking to essential processes, these terms can feel instrumental and somewhat antithetical to a stance of true inclusivity and the welcoming and celebrating of cultural diversity and individual differences. “Reverence” might more fully express a stance of reflection, cultural humility, and the realization that we all stand to benefit when we come together, with awareness of our histories and power/privilege dynamics, and connect around shared values and the potential of our



fields to alleviate suffering and foster liberation and vitality. Such a stance is reflected in admissions, supervision, mentoring, and other training contexts (e.g., Jones et al., 2019). While acknowledging complex histories at systemic and personal levels (e.g., related to racism and conversion therapy), how might we use the tools and frameworks of CBT, including contextual behavioral approaches and liberated cognitive behavioral therapy (Sawyer, 2023) to foster this stance? For example, we might draw on mindfulness practices to help individuals from majority groups relate to thoughts and feelings stemming from their complicity in oppressive practices. Related, how might we consider recruiting and retaining as means to forge and nurture coalitions (Dabiri, 2021) of professionals and students from diverse backgrounds to address critical needs of our communities and population? How can ABCT (and similar organizations) be a particular partner in this process? These questions involve recognizing the differences in power and privilege “baked into” our educational and professional systems and the positionality of each person at the table (Gillborn et al., 2021). The proposed panel brings together university and doctoral program administrators, faculty, trainees, and ABCT leaders to deeply explore relevant history and consider these essential questions.

Earn 1.5 continuing education credits

309/310, Level 3, Downtown Marriott

Panel Discussion 16

# Stories Matter: Using Pop Culture Examples and Metaphors to Disseminate CBT Principles and Engage CBT Clients

MODERATOR:

*Kristin L. Szuhany, Ph.D., New York University School of Medicine*

PANELISTS:

*Simon A. Rego, ABPP, Psy.D., Montefiore Medical Center*

*Drea Letamendi, Ph.D., University of California Los Angeles*

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

*Jason von Stietz, Ph.D., Alliant International University*

Primary Category: Treatment - CBT

Key Words: *Dissemination, Professional Development, Therapy Process*

Millions of people, from all ages, genders, races, and socioeconomic groups, engage with pop culture. Themes from movies, TV, music, sports, or video games resonate deeply for individuals and can be leveraged to demonstrate psychological principles. For example, multiple media pieces identified psychological perspectives of the breakout hit Barbie, such as female empowerment and self-acceptance. When Elmo checked in on Twitter, he was flooded with responses of mental health challenges highlighting the safety felt with approachable characters and the power of media to disseminate information about mental health. Leveraging social media, relatable characters, and relevant storylines can improve the reach of cognitive behavior therapy (CBT) and CBT engagement and outcomes. CBT is a first-line treatment for many psychological conditions with strong efficacy and long-term effects. However, many who meet diagnostic criteria for psychiatric conditions do not receive treatment (59% according to Wilhelm et al., 2020). Oft-cited barriers include stigma and not knowing where to seek treatment (Goetter et al., 2020). Using podcasts, blogs, or social media to highlight useful examples (e.g., Simone Biles, Luke Skywalker, Hulk) can reduce shame and create an entryway to therapy. Once in CBT, metaphors can promote engagement and understanding. Since early engagement, attendance, and homework completion predict outcome (Fernandez et al., 2015), using personalized examples from pop culture may help bring CBT principles to life and invigorate the therapeutic process, aligned with personalized medicine. This panel brings together experts in leveraging

pop culture through social media, podcasts, and in therapy to disseminate CBT principles, improve outreach, and promote engagement. Panelists have diverse backgrounds across populations served (age spectrum, cultural backgrounds), media and convention (e.g., Comic Con) appearances, and specialized expertise (e.g., sport psychology). Aligned with the conference theme, this panel will discuss innovative strategies to promote understanding and awareness of CBT using pop culture and strategies for community engagement and advocacy for marginalized populations. Audience participation is encouraged.

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10:30 a.m. – 12:00 p.m.

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**Earn 1.5 continuing education credits**

**Independence II/III, Level 3, Downtown Marriott**

**Panel Discussion 17**

SATURDAY

# **Community-engaged Efforts to Support Paraprofessional- delivered Mental Health Services: Navigating Organizational and Systemic Implementation Determinants in Diverse Settings and Interventions**

**MODERATORS:**

*Erika L. Gustafson, Ph.D., University of Illinois at Chicago*  
*Davielle Lakind, Ph.D., Mercer University*

**PANELISTS:**

*Erika L. Gustafson, Ph.D., University of Illinois at Chicago*  
*Davielle Lakind, Ph.D., Mercer University*  
*Rachel R. Ouellette, Ph.D., Yale School of Medicine  
Psychiatry*  
*Stephanie A. Torres, Ph.D., University of Illinois at  
Chicago*  
*Sarah Kate Coleman, M.S., Mercer University*  
*Miya Barnett, Ph.D., University of California Santa  
Barbara*

Primary Category: Workforce Development / Training / Supervision

Key Words: *Service Delivery, Community-Based, Implementation*

Growing evidence demonstrates the effectiveness of paraprofessional delivered, evidence-based practices supporting mental health. Task-shifting models that incorporate paraprofessionals (PPs, also referred to as lay/community health workers, promotores, peer support specialists) are increasingly leveraged to address persistent mental health disparities for marginalized populations given PPs' unique strengths in facilitating community engagement as members of the community served. However, to fulfill their potential for reducing mental health inequities, these models will need to be scaled and integrated into service systems (i.e., healthcare systems, community organizations) while retaining ecological specificity. This panel will describe the range of roles PPs can have in mental health models from prevention to intervention across a range of settings, explain the evidence from systematic reviews establishing their effectiveness, and discuss the supports needed for sustainable implementation of these models. Using an implementation science lens, we will focus our discussion on two implementation determinant domains identified as consistent barriers to implementation: organizational and systemic (i.e., healthcare system, policy). Within the organizational domain, we will discuss the infrastructure organizations must provide to support PP services, including training, supervision, support, and integration of these services into a broader spectrum of care. Within the systemic domain, we will discuss policy, reimbursement mechanisms, and the labor landscape for PPs. Panelists have rich and diverse experiences researching and working alongside PPs delivering a range of mental health services, including community health workers embedded in healthcare, behavioral health settings, and community-based organizations, youth mentors and afterschool program staff working in community-based organizations, and PP family liaisons working in schools. Leveraging this expertise, panelists will address implementation considerations, challenges, and practice recommendations relevant to organizational and systemic determinants for PP models and highlight the role of community partnerships and engagement in this work.

Earn 1.5 continuing education credits

Liberty A, Level 3, Downtown Marriott

Panel Discussion 18

# Increasing Competency in Behavioral Parent Training: A Deliberate Practice Approach

MODERATOR:

*Mark Terjesen, Ph.D., St. John's University*

PANELISTS:

*Hilary B. Vidair, Ph.D., Long Island University, Post campus*

*Phyllis S. Ohr, Ph.D., Hofstra University*

*Olivia A. Walsh, M.S., St. John's University*

Primary Category: Parenting / Families

Key Words: *Parent Training, Training / Training Directors, Child*

Research indicates behavioral or conduct problems are the most common disorders children and adolescents face, with over half of these children undergoing mental health treatment (Ghandour et al., 2019). Behavioral parent training (BPT) is an evidence-based treatment designed to reduce child misbehavior, increase desired/adaptive behaviors, and improve parent-child interactions. There are many BPT programs that are evidence-based with considerable content overlap, including praise, positive attention and planned ignoring, positive incentives/token economies, and consequences; however, various programs have slightly different structures. In some BPT models such as Parent-Child Interaction Therapy (McNeil & Hembree-Kigin, 2010) and Helping the Noncompliant Child (McMahon & Forehand, 2005), parents practice BPT skills directly with their child while the therapist observes and provides feedback in the form of live coaching. Regardless of structure, across BPT programs, clinicians typically teach a parent the rationale behind a skill, explains how to implement the skill with their child, models the skill, and then has the parent practice the skill, often in the form of a roleplay. Deliberate practice (DP) is defined as “individualized training activities especially designed to improve specific aspects of an individual’s performance through repetition and successive refinement” (Lehman & Ericsson, 1996, p. 278). Positive client outcomes has been shown to be related to therapists who engage in DP (Chow et al., 2015). In DP one repeatedly practices specific skills with continuous and specific feedback (Ericsson, 2008). DP can be applied in supervision through training programs, continuing education, and self-reflection. Supervisors who engage in DO observe trainees’ therapy sessions but also provide timely, incremental, and constructive feedback throughout (Rousmaniere et al., 2017). Panelists will discuss the science and practice of DP as it relates to BPT. A demonstration of DP for BPT will be conducted and audience members can engage in clinical skill building across five key BPT skills and receive deliberate practice feedback. Discussion of how to integrate DP in clinical training practica experiences will be reviewed.

Earn 1.5 continuing education credits

Liberty B, Level 3, Downtown Marriott

Panel Discussion 19

# Prometheus and the Machine: Ethical Implications for Emerging Field of Artificial Intelligence in Behavioral Healthcare

MODERATOR:

*Torrey Creed, Ph.D.*, Perelman School of Medicine at the University of Pennsylvania

PANELISTS:

*Shannon Wiltsey Stirman, Ph.D.*, National Center for PTSD and Stanford University

*David Atkins, Ph.D.*, Lyssn.io

*John E. Draper, Ph.D.*, Behavioral Health Link

*Vivek Srikumar, Ph.D.*, The University of Utah

Primary Category: Technology/Digital Health

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

As its capabilities and hype grow exponentially, the role of artificial intelligence (AI) in behavioral health care raises key legal, regulatory, and ethical questions. The pace at which AI has evolved - from simple predictive models to generative AI for clinical notes to chatbots offering clinical conversations - show AI's potential to transform the behavioral health landscape. Despite emerging frameworks and guidelines, key questions remain about privacy, equity, scope of practice, or other essential guardrails. We bring together experts to discuss ethical development and deployment of AI in behavioral health. Panelist 1 is a Computer Scientist and Associate Professor in the Kahlert School of Computing at the University of Utah. He has published more than 75 scientific articles on machine learning and natural language processing, with funding from the National Science Foundation, National Institute of Health (NIH), Intel, Google, and Nvidia. Panelist 2 was founding Executive Director of the 988 Suicide and Crisis Lifeline now serves as President of Research Development at Behavioral Health Link, where he works exploring the integration of AI in crisis services on a national scale. Panelist 3 is a licensed clinical psychologist and implementation scientist with 20 years of NIH funding, working on generative AI to support delivery and implementation of EBPs at scale. Panelist 4 is CEO of a tech start-up that has developed extensive AI-based EBP training, supervision, and fidelity-measurement tools through NIH funding and contracts with mental health systems. The mod-

erator, an expert in implementation of EBPs in public mental health systems and AI-based tools to scale these efforts, leads a discussion focused on such themes as, How do we mitigate risk that AI algorithms encode bias and inequities? What constitutes appropriate use of personal data, especially for commercial purposes? Who is responsible if an AI makes or contributes to a clinical error? Is it ethical for an AI to directly deliver care? How do we think about regulation and legal implications for AI tools that develop more rapidly than regulations can be updated? After audience questions, we close with implications for the rapidly-developing intersection of AI and behavioral healthcare.

Earn 1.5 continuing education credits

Liberty C, Level 3, Downtown Marriott

Panel Discussion 20

# Advancing CBT Through Effective Communication of Science and Practice: Strategies, Ethics, and Innovation

MODERATOR:

*Erin Kang, Ph.D.*, Montclair State University

PANELISTS:

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

*Kathryn Coniglio, Ph.D.*, Equip

*Jason Duncan, Ph.D.*, Cognitive Behavioral Therapy and Assessment Associates

*Farah Mahmud, Ph.D.*, Columbia University Medical Center

Primary Category: Dissemination & Implementation Science

Key Words: *Dissemination, Professional Development, Education and Training*

Effectively communicating cognitive behavioral science and practice is vital for enhancing the accessibility of mental health interventions, empowering individuals to manage their well-being, reducing stigma, and improving treatment outcomes. Moreover, effective science communication facilitates education and training for professionals in CBT techniques and promotes advocacy for evidence-based policies in mental health care, leading to enhanced mental health outcomes for individuals and broader communities. In this session, organized by ABCT's Public Education and Media Dissemination Committee, we will discuss advantages, challenges, and ethics of the various approaches to communicating science. The panel will feature expert clinicians and researchers with extensive experience in science communication from diverse perspectives (e.g., a podcast series featuring interviews of renowned mental health experts, a YouTube channel with 1.7 M+ followers, content writing, developing innovative and creative materials for informed consumers). The panel will provide insights on disseminating research and increasing public awareness using media platforms (e.g., YouTube, podcasts) to improve accessibility for various demographics and communities. The panelists will also share lessons learned about science communication across diverse settings, such as industry settings beyond academic or clinical spaces. Additionally, we will highlight effective strategies for communicating science to individuals with different professional backgrounds as well as consumers (families, schools, agencies, etc.), while adhering to the standards and ethics of



evidence-based research and practice. Consistent with the convention theme, 'Inspiring Community Engagement, Advocacy, and Innovation to Advance CBT,' we aim to share innovative approaches to promote population understanding and awareness of CBT to wider audiences, as well as creative ways to teach and train future generations of scientist-practitioners. Panel will consider effective communication strategies for challenging stigma around mental health in the general public and for influencing policymakers and stakeholders in support of CBT-based interventions and resources.

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10:30 a.m. – 11:30 a.m.

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networking

**410, Level 4, Downtown Marriott**

## **Personality and Personality Disorders SIG**

Join us to review our goals from 2024, celebrate our student and travel awardees, and contribute ideas about how we can best help each other develop and share personality/personality disorder research.

SATURDAY

Earn 1 continuing education credit

Grand Ballroom G/H, Level 5, Downtown Marriott

Invited Address 2

# Digital Transformation to Increase Access to Psychological Therapies: What We have Learned from Research in the English Child Mental Health System

Cathy Creswell, Ph.D., University of Oxford

Basic to moderate level of familiarity with the material

Primary Category: Child / Adolescent - Anxiety

Key Words: *Anxiety, Child, Early Intervention*

Across the world demand for effective mental health care, and evidence-based psychological therapies in particular, far exceeds the available supply. Digitally augmented approaches provide a potential mechanism to increase the efficiency of CBT delivery but it is critical that we do this without compromising accessibility, engagement and outcomes. In keeping with the convention focus on opening our doors through innovation to advance CBT, this talk will draw on examples from a programme of mixed method studies to develop, evaluate, and implement digitally-augmented treatment in which parents are supported to help their children overcome anxiety problems. Throughout the talk I will illustrate the potential of digitally augmented approaches, the challenges that they present (in particular in relation to implementation in routine practice) and how we have overcome them so far. While the focus will be on treatments for anxiety in the child mental health settings, the lessons learned will be widely applicable to practitioners in, and researchers focused on, any mental health setting where demand outstrips supply.

Outline:

Introduction: Overview of digital transformation in child mental health The need to balance efficiency with accessibility, engagement, and outcomes Benefits of Digitally Augmented CBT: Enhancing access to therapy Improving efficiency without compromising treatment quality Challenges of Implementation: Barriers in routine practice (clinics, schools) Addressing accessibility and engagement Research Findings: Mixed method

studies Case examples of success and lessons learned Future Directions: Application of findings across different mental health settings

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

- Explain key benefits of integrated digitally augmented treatment approaches into routine mental health care settings.
- Identify potential barriers and facilitators for successful implementation of digitally augmented psychological therapies (through clinics and schools)
- Describe examples of successful implementation.
- Long-term Goal: Participants will learn ways to integrate digitally augmented treatment approaches to increase access to psychological therapies while maintaining treatment efficacy and engagement.

**Recommended Readings:** Hill, C., Reardon, T., Taylor, L., & Creswell, C. (2022). Online Support and Intervention for Child Anxiety (OSI): development and usability testing. *JMIR Formative Research*, 6(4), e29846. <https://formative.jmir.org/2022/4/e29846/>

Creswell, C., Taylor, L., Giles, S., Howitt, S., Radley, L., Whitaker, E., ... & Yu, L. M. (2024). Digitally augmented, parent-led CBT versus treatment as usual for child anxiety problems in child mental health services in England and Northern Ireland: a pragmatic, non-inferiority, clinical effectiveness and cost-effectiveness randomised controlled trial. *The Lancet Psychiatry*, 11(3), 193-209. [https://www.thelancet.com/pdfs/journals/lansy/PIIS2215-0366\(23\)00429-7.pdf](https://www.thelancet.com/pdfs/journals/lansy/PIIS2215-0366(23)00429-7.pdf)

Creswell, C., Chessell, C., & Halliday, G. (2023). Parent-led cognitive behaviour therapy for child anxiety problems: overcoming challenges to increase access to effective treatment. *Behavioural and cognitive psychotherapy*, 51(6), 512-532. [https://www.cambridge.org/core/services/aop-cambridge-core/content/view/95E025DF1C39213BC65DE31C117DBE55/S1352465822000546a.pdf/parent-led\\_cognitive\\_behaviour\\_therapy\\_for\\_child\\_anxiety\\_problems\\_overcoming\\_challenges\\_to\\_increase\\_access\\_to\\_effective\\_treatment.pdf](https://www.cambridge.org/core/services/aop-cambridge-core/content/view/95E025DF1C39213BC65DE31C117DBE55/S1352465822000546a.pdf/parent-led_cognitive_behaviour_therapy_for_child_anxiety_problems_overcoming_challenges_to_increase_access_to_effective_treatment.pdf)

ticket

Earn 2 continuing education credits

Independence I, Level 3, Downtown Marriott

Master Clinician Seminar 4

# Supervision Essentials for Cognitive-Behavioral Therapy

Cory F. Newman, ABPP, Ph.D., Perelman School of Medicine at the University of Pennsylvania

Danielle A. Kaplan, Ph.D., New York University School of Medicine

Basic to moderate level of familiarity with the material

Primary Category: Supervision

Key Words: *Supervision, CBT Training, Role-modeling*

Drawing on findings from evidence-based programs of CBT supervision, this presentation will highlight the essential contents and processes of CBT supervision. The following major areas of interest will be described: (1) The supervisory relationship, (2) The chief responsibilities and teaching methods of a CBT supervisor, (3) Promoting ethical behavior and cultural humility in supervisees, (4) Facilitating supervisee competency across different levels of supervisee development, (5) Managing important administrative tasks, and (6) Providing feedback and formal evaluations in a timely, constructive manner. Multi-modal aspects of the methods of supervision will be highlighted, including the use of readings, audio-visual recordings, role-modeling, and role-playing. This two-hour master clinician seminar is designed for early career professionals who anticipate or have recently commenced providing CBT supervision to trainees, as well as more experienced CBT supervisors looking for a refresher course. Vignettes of challenging supervision scenarios will be presented, along with brief demonstration role-plays by the presenters.

## Outline:

- Overview of the multiple responsibilities of a CBT supervisor.
- Summary of the multi-modal methods of supervision.
- Setting goals and expectations in supervision.
- Establishing and maintaining a collaborative and constructive supervisory relationship.
- Promoting competency in case conceptualization and CBT interventions.
- Effectively performing the administrative tasks of clinical supervision, including providing evaluations.
- Managing challenging situations in supervision.
- Acquiring and instilling cultural humility as a life-long journey in clinical supervision.

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

- Oversee and ensure the well-being of the clients the trainees are treating.
- Establish and maintain a collaborative, constructive supervisory relationship.
- Model professionalism, ethical behavior, and cultural humility to trainees.
- Teach trainees to conceptualize cases and use the techniques of CBT competently.
- Evaluate and give feedback to trainees.

**Recommended Readings:** Bennett-Levy, J., Thwaites, R., Haarhoff, B., & Perry, H. (2014). *Experiencing CBT from the inside out: A self-practice/self-reflection workbook for therapists*. Guilford Publications. Falendar, C. A., & Shafranske, E. P. (2014). Clinical supervision: The state of the art. *Journal of Clinical Psychology*, 70(11), 1030-1041. Newman, C. F., & Kaplan, D. A. (2016). *Supervision essentials for cognitive-behavioral therapy*. American Psychological Association. Reiser, R. P., & Milne, D. L. (2014). A systematic review and reformulation of outcome evaluation in clinical supervision: Applying the fidelity framework. *Training and Education in Professional Psychology*, 8(3), 149-157. Sudak, D. M., Codd, R. T., Ludgate, J., Sokol, L., Fox, M. G., Reiser, R., & Milne, D. L. (2015). *Teaching and supervising cognitive-behavioral therapy*. Wiley.

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11:30 a.m. – 1:00 p.m.

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networking

308, Level 3, Downtown Marriott

SATURDAY

## Addictive Behaviors SIG

### AGENDA:

Student poster session

Updates on SIG budget and membership Awards

ticket

Earn 3 continuing education credits

411/412, Level 4, Downtown Marriott

Workshop 10

# **CANCELED: Opening New Realities: Harnessing Virtual Reality for Innovative CBT Interventions in Anxiety Disorders**

Maddi Taher, M.S., AltMind

Mikael Rubin, Ph.D., Palo Alto University

All level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *Anxiety, Social Anxiety, CBT*

Exposure therapy is a cornerstone of CBT and has proven efficacy in treating various anxiety disorders, phobias, and post-traumatic stress disorders (1). The fundamental principle behind exposure therapy is gradual confrontation with feared stimuli or situations in a safe environment, allowing individuals to learn that their feared outcomes are unlikely or manageable. Ensuring a safe and supportive therapeutic environment is crucial (2). Research shows that Virtual Reality (VR) exposure therapy can be an effective tool for anxiety disorders (3)(4). VR can provide immersive therapeutic experiences, potentially enhancing the effectiveness of interventions for particular anxiety disorders such as social anxiety and further expanding the boundaries of traditional telehealth. Throughout this workshop, therapists will acquire a comprehensive understanding of the convergence between psychology and technology, exploring the ways in which Virtual Reality (VR) can serve as a therapeutic tool and engaging in hands-on sessions specially designed for therapists, enabling them to navigate VR scenarios replicating real-life social situations. These scenarios act as valuable tools for therapists to skillfully guide their clients through controlled and customizable exposures to social anxiety triggers. The workshop will focus firstly on delving into the clinical applications of VR in the context of social anxiety treatment, emphasizing how VR can complement traditional therapeutic methods and offer a unique avenue for exposure therapy. Secondly, it will explore the flexibility of VR technology in tailoring experiences to meet the specific needs of individual clients, providing insights into adapting and personalizing VR scenarios for targeted therapeutic interventions. Lastly, gain practical insights into seamlessly integrating VR exercises into therapeutic practice, including discussions on strategies for incorporating VR-based interventions into treat-

ment plans for clients dealing with social anxiety. By the end of this workshop, therapists will emerge with a deeper understanding of the therapeutic potential of VR for exposure therapy and the practical skills to implement these interventions in their practice.

**Outline:**

- Therapeutic potential of VR
- VR as a tool for addressing anxiety
- Practical skills in VR technology
- Clinical applications for social anxiety
- VR complementing traditional methods (e.g., exposure therapy)
- Integrating VR into treatment plans

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

- Identify the therapeutic potential of Virtual Reality (VR).
- Identify the specific ways VR can be utilized as a therapeutic tool for addressing anxiety.
- Acquire practical skills in operating VR technology.
- Identify and understand the clinical applications of VR in social anxiety treatment.
- Recognize how VR can complement traditional therapeutic methods, with a focus on exposure therapy.

**Recommended Readings:** Abramowitz, J.S., Deacon, B.J. and H., W.S.P. (2019) Exposure therapy for anxiety: Principles and practice. New York, NY: The Guilford Press. Schröder, D. et al. (2023) 'Impact of virtual reality applications in the treatment of anxiety disorders: A systematic review and meta-analysis of randomized-controlled trials', *Journal of Behavior Therapy and Experimental Psychiatry*, 81, p. 101893. doi:10.1016/j.jbtep.2023.101893. Chard, I. and van Zalk, N. (2022) 'Virtual reality exposure therapy for treating social anxiety: A scoping review of treatment designs and adaptation to stuttering', *Frontiers in Digital Health*, 4. doi:10.3389/fdgh.2022.842460. Boeldt, D. et al. (2019) 'Using virtual reality exposure therapy to enhance treatment of anxiety disorders: Identifying areas of clinical adoption and potential obstacles', *Frontiers in Psychiatry*, 10. doi:10.3389/fpsy.2019.00773. Carl E, Stein AT, Levihn-Coon A, Pogue JR, Rothbaum B, Emmelkamp P, Asmundson GJG, Carlbring P, Powers MB. Virtual reality exposure therapy for anxiety and related disorders: A meta-analysis of randomized controlled trials. *J Anxiety Disord.* 2019 Jan;61:27-36. doi: 10.1016/j.janxdis.2018.08.003. Epub 2018 Aug 10. PMID: 30287083. Format:

ticket

Earn 3 continuing education credits

414/415, Level 4, Downtown Marriott

Workshop 12

# Transdiagnostic Brief Behavior Therapy (BBT) for Youth Anxiety and Depression

V. Robin Weersing, Ph.D., SDSU-UC San Diego JDP in Clinical Psychology

Michelle Rozenman, Ph.D., University of Denver

Araceli Gonzalez, Ph.D., California State University Long Beach

Pauline Goger, PhD, SDSU-UC San Diego JDP in Clinical Psychology

Moderate level of familiarity with the material

Primary Category: Child / Adolescent - Anxiety

Key Words: Anxiety, Depression, Treatment

Anxiety and depression are collectively the most common mental health concerns in childhood and adolescence and co-occur with each other at staggering rates. Transdiagnostic interventions aim to address core processes common to anxiety and depression and may therefore be more efficient with regards to time, clinician effort, and youths' skill-building as compared to sequencing separate treatments for anxiety and depression. One such transdiagnostic intervention, Brief Behavioral Therapy (BBT; Weersing et al., 2021), has demonstrated efficacy for youth ages 8-16 with anxiety and/or depression when implemented by Master's-level clinicians in pediatric primary care. BBT is brief (8-12 sessions), results in functional improvement and symptom reduction (Weersing et al., 2017) with effects sustained over the course of 32-week follow-up (Brent et al., 2020) and is cost-saving compared to community mental health treatment (Lynch et al., 2021). Recent preliminary data also support a video-visit version of BBT to increase intervention access for youth in low-resource settings (R56MH125159); this work, in particular, may be especially relevant in current times of national and world-wide physical and mental health crises. This clinician-focused workshop aims to introduce BBT as a treatment option for youth with anxiety, depression, or their co-occurrence. Following an introduction to the scientific evidence and theoretical underpinnings of this transdiagnostic approach, clinicians are presented with a step-by-step guide to BBT session content. Specific foci of the workshop targeting anxious avoidance and depressive withdrawal with "graded engagement" or increased approach and reduced behavioral avoidance, and use of the intervention's problem-solving module to address symptoms, familial communication, and

SATURDAY



treatment non-compliance. Case examples and sample intervention materials are utilized throughout to supplement attendee experience.

**Outline:**

1. Rationale for transdiagnostic interventions in youth.
2. Brief review of evidence-base for BBT and other interventions for anxiety and depression in youth
3. Focus on core behavioral mechanisms and increasing approach / reducing avoidance.
4. BBT sessions 1-3 (psychoeducation, relaxation, problem-solving)
5. BBT session 4 (building an approach hierarchy)
6. BBT sessions 5-11 (enactive practice and graded engagement) 7. BBT session 12 (relapse prevention)

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

- Describe theoretical and empirical rationale for why a transdiagnostic approach may be well-suited to treating youth anxiety and depression.
- Become familiar with and describe how core treatment techniques might be packaged and implemented using a behavioral transdiagnostic approach.
- Describe youth characteristics and symptoms that may be particularly well-suited for the Brief Behavior Therapy protocol.
- Describe and understand the session content and sequencing of skills in the Brief Behavior Therapy protocol.
- Discuss implementation considerations when using Brief Behavior Therapy with internalizing youth.

**Recommended Readings:** Weersing, V. R., Brent, D. A., Rozenman, M. S., Gonzalez, A., Jeffreys, M., Dickerson, J. F., ... & Iyengar, S. (2017). Brief behavioral therapy for pediatric anxiety and depression in primary care: a randomized clinical trial. *JAMA psychiatry*, 74(6), 571-578. Weisz, J. R., Fitzpatrick, O. M., Venturo-Conerly, K. E., Sternberg, A., Steinberg, J. S., & Ng, M. Y. (2023). Research Review: The internalizing paradox—youth anxiety and depression symptoms, psychotherapy outcomes, and implications for research and practice. *Journal of Child Psychology and Psychiatry*, 64(12), 1720-1734. Brent, D. A., Porta, G., Rozenman, M. S., Gonzalez, A., Schwartz, K. T., Lynch, F. L., ... & Weersing, V. R. (2020). Brief behavioral therapy for pediatric anxiety and depression in primary care: A follow-up. *Journal of the American Academy of Child & Adolescent Psychiatry*, 59(7), 856-867. Weersing, V. R., Gonzalez, A., & Rozenman, M. (2021). *Brief Behavioral Therapy for Anxiety and Depression in Youth: Therapist Guide*. Oxford University Press. Rozenman, M., Gonzalez, A., & Weersing, V. R. (2020). Transdiagnostic exposure-based intervention for anxiety and depression in children and adolescents. In *Exposure Therapy for Children with Anxiety and OCD* (pp. 361-382). Academic Press.

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11:30 a.m. – 12:30 p.m.

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networking 

401/402, Level 4, Downtown Marriott

## Women's Issues in Behavior Therapy SIG

The Women's SIG will have a research presentation, do a self-care activity, and open discussion on topics you bring. We will also present our Student Poster Award and Early Career Award. We hope to connect with you at the convention!

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12:00 p.m. – 1:30 p.m.

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Earn 1.5 continuing education credits

Franklin 9, Level 4, Downtown Marriott

Research and Professional Development 7

# Stress Management for the Patient in the Mirror: Building Resiliency to Combat Compassion Fatigue

PANELISTS:

Michael F. Detweiler, Ph.D., Lumate Health

Joyce Carter, Psy.D., Lumate Health

Basic to Moderate level of familiarity with the material

Primary Category: Prevention

Key Words: *Compassion / Empathy, Professional Development, Stress*

Charles Figley was the first to identify the term compassion fatigue. His theory defines compassion fatigue as "a state of exhaustion and dysfunction, biologically, physiologically, and emotionally, as a result of prolonged exposure to compassion stress." In this course we are aiming to educate mental health professionals on what compassion fatigue consists of, how to recognize the signs, how to develop resiliency and create a self-care plan so that we can come back to compassion satisfaction.

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

- Identify and learn the signs of compassion fatigue.
- Recognize how compassion fatigue may be affecting themselves and their practice.
- Build resiliency skills.
- Create a self-care plan.
- Come back to why they chose to pursue a career in the helping profession.

**Recommended Readings:** Mathieu, F. (2007). Running on empty: compassion fatigue for helping professionals. *Rehab & Community Care Medicine*. [www.compassionfatigue.ca](http://www.compassionfatigue.ca) Resilience: the Power Skill of the 2021 Workplace. (2021). [https://www.findcourses.com/prof-dev/resilience-power-skill-view-20533?utm\\_source=pop-up&utm\\_medium=email&utm\\_campaign=resilience-white-paper&\\_\\_ca\\_\\_chat=yjyfp9lmjdyu](https://www.findcourses.com/prof-dev/resilience-power-skill-view-20533?utm_source=pop-up&utm_medium=email&utm_campaign=resilience-white-paper&__ca__chat=yjyfp9lmjdyu) Singh, J., Karanika-Murray, M., Baguley, T., & Hudson, J. (2020). A Systematic Review of Job Demands and Resources Associated with Compassion Fatigue in Mental Health Professionals. *International journal of environmental research and public health*, 17(19), 6987. <https://doi.org/10.3390/ijerph17196987>

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12:00 p.m. – 2:00 p.m.

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**408/409, Level 4, Downtown Marriott**

## Shabbat

Join us for Shabbat. All are welcome.

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12:30 p.m. – 2:00 p.m.

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networking

**301, Level 3, Downtown Marriott**

## Latx SIG

The SIG will provide an update on current and future SIG initiative's, distribute awards to recipients, and host a networking event.

Earn 1 continuing education credit

Grand Ballroom G/H, Level 5, Downtown Marriott

# Lifetime Achievement Award Address: Improving CBT from Molecules to Models

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

Stefan G. Hofmann is the Alexander von Humboldt Professor of Translational Clinical Psychology and the LOEWE top professor at the Philipps University of Marburg in Germany. He was born in a little town near Stuttgart in Germany, which may explain his thick German accent. He studied psychology at the Philipps University of Marburg, Germany, where he received his B.A., M.S., and Ph.D. A brief dissertation fellowship to spend some time at Stanford University turned into a longer research career in the United States.

He was professor at Boston University between 1996 and 2023 and received an Alexander von Humboldt Professorship to return to his alma mater, the Philipps University of Marburg, Germany, in 2021. He now lives in Frankfurt, Germany, and Cape Cod, Massachusetts. Dr. Hofmann has an actively funded research program studying various aspects of emotional disorders with a particular emphasis on mood and anxiety disorders, cognitive behavioral therapy, and neuroscience. He is co-developer of Process-based Therapy.

He has won many prestigious professional awards, including the 2021 Alexander von Humboldt Professorship and the 2015 Aaron T. Beck Award for Significant and Enduring Contributions to the Field of Cognitive Therapy by the Academy of Cognitive Therapy. He was president of various national and international professional societies, including ABCT and the International Association for Cognitive Psychotherapy. He was an advisor to the *DSM-5* Development Process and a member of the *DSM-5* Anxiety Disorder Sub-Work Group. Since 2016, he has been identified as a Highly Cited Researcher. Dr. Hofmann has been the editor in chief of *Cognitive Therapy and Research* since 2012. He has published more than 500 peer-reviewed journal articles and 20 books. At leisure, he enjoys traveling to immerse himself into new cultures, make new friends, and reconnect with old ones. When time permits, he occasionally gets out his flute.

All level of familiarity with the material

Primary Category: Adult - Anxiety

Key Words: Anxiety, Neuroscience, Therapy Process

CBT is one of the great success stories of psychiatry. However, we have reached a crisis point because treatment efficacy has not been improving over the last few decades. To overcome this crisis, I will discuss 3 strategies to improve our CBT approach, pri-

marily focused on mood and anxiety disorders. First, insights from translational research and neuroscience can augment existing strategies, even on the molecular level. Second, theory-informed novel therapeutic strategies can enhance treatment success. Third, and perhaps most importantly, we need to revisit and improve some of our basic models and paradigms that serve as the basis for CBT. This may require a radical departure from the latent disease model of the current psychiatric nosology of the DSM/ICD and the absurd proliferation of the protocols-for-syndrome approach. Such a paradigm shift is currently underway, moving toward process-based therapy (PBT). PBT focuses on how to best target and change core biopsychosocial processes in a specific situation for given goals with a given client. This approach recognizes that psychotherapy typically involves non-linear (rather than linear), bidirectional (rather than unidirectional), and dynamic changes of many (rather than only a few) interconnected variables. Effective therapy leads to changes of the entire system toward a stable and adaptive state. This requires gathering high-density longitudinal idiographic data to capture the complexity of psychopathology using a dynamic network approach within the general framework of evolutionary science. I will conclude that CBT can be improved through translational research while embracing an evolutionary model toward psychopathology and treatment change.

**Outline:**

- The success and limitations of contemporary cognitive behavioral therapy (CBT) will be described.
- Specific strategies will be discussed to overcome these limitations.
- These strategies include: (1) improving CBT based on insights from translational research and neuroscience; (2) enhancing treatment efficacy with theory-informed strategies; and (3) improving the basic models and paradigms that inform CBT.
- These strategies will be a departure from the traditional latent disease model and will guide research toward an individualized and a process-based approach to clinical science.

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

- Describe the limitations of contemporary CBT.
- List the 3 strategies to enhance the theory and practice of CBT.
- Discuss alternatives to the latent disease model of mental disorders.

**Recommended Readings:** Phelps, E. A. & Hofmann, S. G. (2019). Memory editing: From science fiction to clinical practice. *Nature*, 572, 43-50. doi: 10.1038/s41586-019-1433-7. Hofmann, S. G., & Hayes, S. C. (2019). The future of intervention science: Process-based therapy. *Clinical Psychological Science*, 7, 37-50. doi: 10.1177/2167702618772296Hofmann, S. G., Curtiss, J., & McNally, R. J. (2016). A complex network perspective on clinical science. *Perspectives on Psychological Science*, 11, 597-605. doi: 10.1177/1745691616639283

Earn 1.5 continuing education credits

Grand Ballroom B, Level 5, Downtown Marriott

Mini Workshop 17

# 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, Transdiagnostic, Career 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:**

- The case for Evidence based treatment
- How CBT works (explainable to a Patient)
- A CBT Model (explainable to a Patient)
- Making the B of CBT important - ERP
- Explaining ERP to Patients and not scaring them away

- Basic fears addressed in therapy
- Safety Seeking Behavior role in treatment interference
- Using case examples and stories to get people to do ERP

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

- Apply basic theory behind ERP to actual, real-world cases.
- Explain why ERP works or may not so they will not make the same mistakes that seasoned professionals made when they were first starting out using ERP.
- Prepare their patients to do ERP in a way they will actually look forward to doing ERP.
- Long-term Goal: consider the implementation of clinical pathways into their therapeutic context for optimizing CBT dissemination.

**Recommended Readings:** McKay D, Minaya C, Storch EA. Conducting exposure and response prevention treatment for contamination fears during COVID-19: The behavioral immune system impact on clinician approaches to treatment. *J Anxiety Disord.* 2020 Aug;74:102270. doi: 10.1016/j.janxdis.2020.102270. Epub 2020 Jul 1. PMID: 32650220; PMCID: PMC7328595. Hezel DM, Simpson HB. Exposure and response prevention for obsessive-compulsive disorder: A review and new directions. *Indian J Psychiatry.* 2019 Jan;61(Suppl 1):S85-S92. doi: 10.4103/psychiatry.IndianJPsychiatry\_516\_18. PMID: 30745681; PMCID: PMC6343408. Law C, Boisseau CL. Exposure and Response Prevention in the Treatment of Obsessive-Compulsive Disorder: Current Perspectives. *Psychol Res Behav Manag.* 2019 Dec 24;12:1167-1174. doi: 10.2147/PRBM.S211117. PMID: 31920413; PMCID: PMC6935308.

Earn 1.5 continuing education credits

Grand Ballroom C, Level 5, Downtown Marriott

Mini Workshop 20

# Reimagining Family Peer Support in the Treatment of Young Adults with Serious Mental Illnesses: The Family Connector Experience

Kimberly E. Hoagwood, Ph.D., New York University School of Medicine

Paige Cervantes, Ph.D., Virginia Commonwealth University

Meggin Rose, M.A., New York University Langone Medical Center

Priscilla Shorter, Hassenfeld Children's Hospital at New York University  
Langone Medical Center

All level of familiarity with the material

Primary Category: Workforce Development / Training / Supervision

Key Words: *Supervision, Families, Schizophrenia*

In response to research demonstrating that evidence-based psychosocial intervention and medication could significantly improve outcomes for individuals with first episode psychosis (FEP), FEP programs offering comprehensive early intervention services have been implemented across the globe. Unfortunately, individuals with FEP frequently stop treatment before it is clinically indicated. Lack of family involvement predicts treatment disengagement, highlighting the important role of caregivers. However, caring for individuals with serious mental illness (SMI), including FEP, is challenging, and caregiver wellbeing has been overlooked. A family peer support intervention model would likely address this need. An ongoing NIMH-funded study is evaluating Family Connectors (FC), a peer-to-peer intervention adapted from the evidence-based Parent Connectors program, for caregivers (typically parents or other family members) of young adults discharged from FEP programs. This time-limited, phone-based program is the first manualized intervention of its kind to provide peer support to caregivers of loved ones with SMI. The intervention team includes research team members, an FC coach (a psychologist), and five FCs, all with lived experience caring for adult loved ones with mental health needs, three who have loved ones discharged from FEP programs. The FC coach, a clinician, is responsible for supervising the FCs. While there are commonalities in supervising FCs compared to trainee clinicians, several complexities present requiring careful consideration (e.g., managing



differences in the power imbalance caused by distinct but coordinating areas of expertise, addressing FC cognitions/emotions that may interfere with services while maintaining appropriate boundaries). In this presentation, participants will be introduced to the benefits of family peer support services; understand how clinicians and family peer support professionals collaborate; discuss strategies to integrate principles of CBT into FC supervision; discuss advantages and complexities of FC supervision by a clinician; and describe clinical considerations when applying this intervention to caregivers of adult loved ones with SMI, informed by FC lived experience.

**Outline:**

- An ongoing NIMH-funded study is evaluating Family Connectors (FC), a peer-to-peer intervention adapted from the evidence-based Parent Connectors program, for caregivers of young adults discharged from first episode psychosis (FEP) programs. This time-limited, phone-based program is the first manualized intervention of its kind to provide peer support to caregivers of loved ones with serious mental illness (SMI).
- In this presentation, a team of researchers, clinicians, and family peer professionals will introduce the benefits of family peer support services and describe how clinicians and family peer support professionals collaborate to improve patient outcomes.
- We will discuss the advantages and complexities of a clinician supervising the work of family peer professionals and identify cognitive behavioral therapy (CBT) strategies which have been helpful to integrate into the supervision process.
- We will describe essential clinical considerations when applying this intervention to caregivers of adult loved ones with SMI, informed by the lived experience of our family peer professionals.

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

- Explain how clinicians and family peer support professionals collaborate to promote patient and family success.
- Discuss strategies for integrating CBT principles in the professional supervision of family peer support professionals as a clinician.
- Describe important clinical considerations when applying this intervention model to caregivers of adult loved ones with SMI.
- Long-term Goal: Better develop a partnership with caregivers and/or other important support people in their patients' lives to advance outcomes.

**Recommended Readings:** Dillinger, R. L., & Kersun, J. M. (2020). Caring for caregivers: Understanding and meeting their needs in coping with first episode psychosis. *Early Intervention in Psychiatry*, 14(5), 528–534. Mascayano, F., van der Ven, E., Martinez-Ales, G., Henao, A. R., Zambrano, J., Jones, N., Cabassa, L. J., Smith, T. E., Yang, L. H., Susser, E., & Dixon, L. B. (2021). Disengagement from early intervention services for psychosis: A systematic review. *Psychiatric Services*, 72(1), 49–60. Wang, Y., Chen, Y., & Deng, H. (2022). Effectiveness of family- and individual-led peer support for people with serious mental illness: A meta-analysis. *Journal of Psychosocial Nursing and Mental Health Services*, 60(2), 20–26.

Earn 1.5 continuing education credits

Grand Ballroom D, Level 5, Downtown Marriott

Symposium 80

# Engaging and Understanding the Communities of People with Borderline Personality Disorder: Experiences of and Interventions for Family and Partners

CHAIR:

*Amanda A. Uliaszek, Ph.D., University of Toronto*

DISCUSSANT:

*Jennifer S. Cheavens, Ph.D., The Ohio State University*

Basic level of familiarity with the material

Primary Category: Personality Disorders

Key Words: *Borderline Personality Disorder, Families, Couples / Close Relationships*

## **I Want to Feel Like a Team Again: Couples' Experience of Borderline Personality Disorder and What They Want for Treatment**

*Elizabeth A. Earle, B.A., York University*

*Ruth Vanstone, M.A., York University*

*Skye Fitzpatrick, Ph.D., York University*

*Sonya Varma, M.A., York University*

*Talia Tissera, B.S., York University*

*Jenna Traynor, Ph.D., McLean Hospital*

*Candice Monson, Ph.D., Toronto Metropolitan University*

*Rachel Liebman, Ph.D., University Health Network*

## **Reducing Burden and Increasing Hope for the Families of People with Borderline Personality Disorder and Suicide Risk: A National Study of Family Connections in Canada**

*Amanda A. Uliaszek, Ph.D., University of Toronto*

**It Takes Two to Tango: Borderline Personality Symptoms and the Characteristics and Daily Emotional Experiences of Romantic Partners**

*Nathaniel R. Herr, Ph.D., American University*

*Kelly V. Klein, M.A., American University*

*Ella S. Sudit, M.A., American University*

*Ramya Ramadurai, M.A., American University*

*Paloma K. Zabala, B.A., American University*

**From Adversity to Advocacy: Empowering Family Members Through Ongoing Involvement as Peers Teaching Skills to People with Borderline Personality Disorder's Supporters**

*Lynn Courey, Other, The Sashbear Foundation*

Symposium 81

# Intersectionality of Eating Pathology in Sexual and Gender Minority Individuals: Prevalence and Related Sociocultural Factors

CHAIR:

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

DISCUSSANT:

*Tiffany Brown, Ph.D., Auburn University*

Moderate level of familiarity with the material

Primary Category: Eating Disorders

Key Words: LGBTQ+, Body Image, Bulimia

**Examining Rates of and Relationships with Eating Psychopathology in a Mixed Sample of Gender Minority Individuals**

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

**Body Surveillance for Safety: A Multi-method Investigation of Eating Disorder Symptomology in Gender Diverse Adults**

*Sharla D. Biefeld, Ph.D., The University of Alabama*

**Express, Suppress, and Reappraise: Investigating Links Between Experiences of Discrimination, Emotion Regulation, and Eating Behavior Among Sexual Minority Adults**

*Lindsay Gillikin, B.A., University of Wyoming*

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

**Intraminority Stress and Eating Disorder Symptoms Among Gay and Bi+ Men: An Intersectional Social Safety Perspective**

*Benjamin F. Shepherd, M.S., M.Ed., Nova Southeastern University*

*Janell Mensinger, Ph.D., Nova Southeastern University*

*Paula M. Brochu, Ph.D., Nova Southeastern University*

Adopting an Intersectional Approach to Eating and Body Image Disturbances in Sexual and Gender Minority Women and Men: A Latent Profile Analysis

Wesley R. Bamhart, M.A., Bowling Green State University

Amy Jordan, M.S., Bowling Green State University

Hamison Angoff, M.A., Bowling Green State University

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12:30 PM – 2:00 PM

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Earn 1.5 continuing education credits

Grand Ballroom I/J, Level 5, Downtown Marriott

Symposium 82

# Engaging Varied Stakeholders to Disrupt Stigma as a Barrier to Care Across Mental Health Conditions

SATURDAY

CHAIRS:

Mary Isaac Cargill, M.A., Montclair State University

Sadaf Khawar, M.A., Montclair State University

DISCUSSANT:

Maggi Price, Ph.D., Boston College

Basic to moderate level of familiarity with the material

Primary Category: Vulnerable Populations

Key Words: *Stigma, Common Factors, Vulnerable Populations*

**Factors Predicting Access to Autism Services Among Ethnoracial Minority Families – the Impact of Autism Stigma and Knowledge**

Mary Isaac Cargill, M.A., Montclair State University

Sadaf Khawar, M.A., Montclair State University

Erin Kang, Ph.D., Montclair State University

**Combating the “untreatable” Hypothesis: Treatment Efficacy of Behavioral Therapy for Youth with Conduct Problems and Callous-unemotional Traits**

Pevitr Bansal, Ph.D., Montclair State University

Daniel A. Waschbusch, Ph.D., Penn State Milton S. Hershey Medical Center

**A Multifaceted Comparative Exploration of Public Stigma Across Various Psychological Disorders**

Bennett A. A. Reisinger, University of South Australia

Charlotte Flatman, BPsych (Hons), University of South Australia

Carlye Aird, BPsych (Hons), University of South Australia

Stephanie Webb, Ph.D., University of South Australia

David Gleaves, Ph.D., University of South Australia

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12:30 PM – 2:00 PM

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**Earn 1.5 continuing education credits  
Franklin 1, Level 4, Downtown Marriott**

**Symposium 83**

**Emotion Regulation in the Face  
of Minority Stress: Mental Health  
Implications for Diverse Populations**

CHAIR:

*Mark Shuquan Chen, M.S., Columbia University*

DISCUSSANT:

*Jose A. Soto, Ph.D., The Pennsylvania State University*

Moderate level of familiarity with the material

Primary Category: Oppression and Resilience Minority Health

Key Words: *Emotion Regulation, Stress, Mental Health Disparities*

**Examining Associations Among Ethnic Identity, Acculturative Stress, Emotion Regulation, and Internalizing Symptoms: A Mixed-methods Community-engaged Study**

*Kiran Kaur, M.S., University of Utah*

*Brian Baucom, Ph.D., University of Utah*

*Sheila Crowell, Ph.D., University of Oregon*

*Monika Lohani, Ph.D., University of Utah*

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

**Does High or Higher-than-usual Stress Predict Weekly Depressive and Anxiety Symptoms Among Native American Young Adults? Considering the Role of Emotion Regulation**

*Andrea Wiglesworth, M.A., University of Minnesota Twin Cities, NSF- GRFP Fellow*

*Bonnie Klimes-Dougan, Ph.D., University of Minnesota Twin Cities*

**Risk-resilience Tradeoffs in Discrimination-induced Use of Adaptive Emotion Regulation over Time Among Transgender Adults**

*Madalyn M. Liautaud, M.A., The Graduate Center, City University of New York  
Yikai Xu, New York University*

**Cognitive Reappraisal, Affect, and Psychopathology Among Racial Minorities: Integrating Meta-analytic and Experimental Evidence**

*Mark Shuquan Chen, M.S., Columbia University  
Qiyue Cai, M.A., Arizona State University  
Simon M. Li, M.A., Columbia University*

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12:30 PM – 2:00 PM

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**Earn 1.5 continuing education credits**

**Franklin 2, Level 4, Downtown Marriott**

**Symposium 84**

# **Innovations to Evidence-based Practices: Enhancing Engagement, Outcomes, and Access**

SATURDAY

CHAIR:

*Laurel D. Sarfan, Ph.D., University of California, Berkeley*

DISCUSSANT:

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

Basic to moderate level of familiarity with the material

Primary Category: Program / Treatment Design

Key Words: *Adult, Treatment Development*

**Using a Predictive Algorithm for Triaging and Adapting Level of Psychological Care for Depression and Anxiety: Results from the STAND Program**

*Alainna Wen, Ph.D., University of California Los Angeles  
Kate Wolitzky-Taylor, Ph.D., University of California Los Angeles School of Medicine  
Michelle G. Craske, Ph.D., University of California, Los Angeles*

**Preliminary Evidence in Support of Integrating Digital Cognitive Behavior Therapy for Insomnia into Psychotherapy for Depression and Anxiety**

*Nicole B. Gumpert, Ph.D.*, Stanford University

*Isabelle Tully, B.S.*, Stanford University

*Nicole Carmona, Ph.D.*, Stanford University

*Shannon Wiltsey Stirman, Ph.D.*, National Center for PTSD and Stanford University

*Rachel Manber, Ph.D.*, Stanford University

**How Can We Help Patients Change Their Habits? Testing the Impact of Five Strategies on Habits and Outcomes in the Context of Sleep Problems**

*Laurel D. Sarfan, Ph.D.*, University of California, Berkeley

*Anne E. Milner, Ph.D.*, University of California, Berkeley

*Sondra Tiab, B.A.*, University at Albany, State University of New York

*Diya Tuli, B.A. in progress*, University of California, Berkeley

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

**Coaching Spanish-speaking Caregivers in PCIT: Therapist Perspectives and Recommendations**

*Yessica Green Rosas, Ph.D.*, University of California San Francisco

*Erika Luis Sanchez, Ph.D.*, University of California Los Angeles

*Miya Barnett, Ph.D.*, University of California Santa Barbara

**A Qualitative Analysis of Young Adults' Perceptions of an Ecological Momentary Intervention for Drinking to Cope**

*Sarah E. Dreyer-Oren, Ph.D.*, Alpert Medical School of Brown University

*Bailey O'Keeffe, M.S.*, Butler Hospital

*Zainab Shah, B.A.*, Butler Hospital

*Eleanor Amer, B.A.*, Butler Hospital

*Abigail Fleurima, B.S.*, Butler Hospital

*Oyindamola Akinnusi, B.S.*, Butler Hospital

*Melissa Chery, B.S.*, Butler Hospital

*Heather Schatten, Ph.D.*, Butler Hospital & Brown University

*Michael Stein, M.D.*, Boston University

*Ana Abrantes, Ph.D.*, Butler Hospital/Alpert Medical School of Brown University



Earn 1.5 continuing education credits

309/310, Level 3, Downtown Marriott

Symposium 85

# Neuroscience Based Approaches to Integrating CBT and Not- exclusively-psychological Treatments

CHAIR:

*Greg J. Siegle, Ph.D.*, University of Pittsburgh School of  
Medicine

DISCUSSANT:

*Marlene V. Strega, Ph.D.*, University of Pittsburgh School  
of Medicine

Moderate level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: CBT, Neuroscience, Neurocognitive Therapies

## Augmenting Mindfulness to Enhance Interoception with Breath-synchronized Vibration

*Greg J. Siegle, Ph.D.*, University of Pittsburgh School of Medicine

*Rebecca Krawczak, B.S.*, Wayne State University

*Alfonsina Guelfo, B.S.*, Emory University

*Robert Krafty, Ph.D.*, Emory University

*Vishwadeep Ahluwalia, Ph.D.*, Georgia Institute of Technology

*Negar Fani, Ph.D.*, Emory University

**Learning Safety from Others with Intranasal Oxytocin in Social Anxiety Disorder**

Gillian Grennan, B.S., University of Washington  
 Emily Iannazzi, B.A., University of Washington, Seattle  
 Yuchen Zhao, M.S., University of Washington, Seattle  
 Maggie Sarkisova, None, University of Washington, Seattle  
 Ken Kavin, B.S., University of Washington  
 Nathan Sackett, M.D., M.S., University of Washington  
 Armita Golkar, Ph.D., Stockholm University  
 Andreas Olsson, Ph.D., Karolinska Institutet  
 Angela Fang, Ph.D., University of Washington, Seattle

**Enhanced Outcomes for CBT Following Augmentation with Amygdala Rf-fMRI Neurofeedback in Depression**

Laurie Compere, Ph.D., University of Pittsburgh  
 Greg J. Siegle, Ph.D., University of Pittsburgh School of Medicine  
 Emily Riley, B.S., University of Pittsburgh  
 Sair Lazzaro, B.S., George Washington University  
 Marlene V. Strege, Ph.D., University of Pittsburgh School of Medicine  
 Elizabeth Pacoe, Ph.D., Tripp Psychiatry  
 Gia Canovali, LCSW, The Center for OCD and Anxiety  
 Scott Barb, LSW, University of Pittsburgh  
 Theodore Huppert, Ph.D., University of Pittsburgh  
 Kymberly Young, Ph.D., University of Pittsburgh

**Virtual Reality for Suicidal Behavior**

Sarah L. Brown, Ph.D., University of Pittsburgh School of Medicine  
 Greg J. Siegle, Ph.D., University of Pittsburgh School of Medicine  
 Lori Scott, Ph.D., University of Pittsburgh School of Medicine

Earn 1.5 continuing education credits

Regency Ballroom B, Second Floor Mezzanine, Loews Hotel

Symposium 86

# Scalable and Accessible Interventions for Posttraumatic Stress Disorder

CHAIR:

*Michele Bedard-Giligan, Ph.D., University of Washington School of Medicine*

DISCUSSANT:

*Debra Kaysen, ABPP, Ph.D., Stanford University*

Basic level of familiarity with the material

Primary Category: Trauma and Stressor Related Disorders and Disasters

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

## **Increasing Access to PTSD Interventions and Expanding Their Benefits to Partners: Two Randomized Controlled Trials of an Online, Self-help Couples Intervention for PTSD**

*Robert Valela, M.A., Private Practice*

*Skye Fitzpatrick, Ph.D., York University*

*Robert Valela, M.A., Private Practice*

*Kristen Whitfield, B.A., Toronto Metropolitan University*

*Elizabeth A. Earle, B.A., York University*

*Sophie Goss, M.A., York University*

*Julianne Bushe, B.A., Toronto Metropolitan University*

*Sonya Varma, M.A., York University*

*Alexis Collins, B.A., Toronto Metropolitan University*

*Don Proctor, Self-employed*

*Anne C. Wagner, Ph.D., Remedy + Remedy Institute*

*Christina Samonas, Ph.D., Ryerson University*

*Kamya Goenka, BA, York University*

*Omega Luxor, B.A., York University*

*Leslie Morland, Psy.D., San Diego VA*

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

*Candice Monson, Ph.D., Toronto Metropolitan University*

**Testing a Cognitive Intervention as an Acute Intervention Following Sexual Assault: Results from Project BRITE**

*Michele Bedard-Giligan, Ph.D., University of Washington School of Medicine*

*Cynthia Stappenbeck, Ph.D., Georgia State University*

*Heidi Ohalehto, M.S., University North Carolina Chapel Hill*

*Emily R. Dworkin, Ph.D., University of Washington School of Medicine*

*Jennifer Cadigan, PhD, University of Washington*

*Tracy Simpson, Ph.D., VA Puget Sound Health Care System*

*Debra Kaysen, ABPP, Ph.D., Stanford University*

**Project BETTER: Results from a Randomized Clinical Trial Evaluating Enhancements to a Brief CBT Text Message Intervention for Co-occurring PTSD Symptoms and Alcohol Misuse**

*Kristen Lindgren, ABPP, Ph.D., University of Washington School of Medicine*

*Emily R. Dworkin, Ph.D., University of Washington School of Medicine*

*Ty L. Tristao, B.A., The University of Washington School of Medicine*

*Brian Calhoun, Ph.D., University of Washington, Psychiatry and Behavioral Sciences*

*Isaac Rhew, Ph.D., University of Washington*

*Debra Kaysen, ABPP, Ph.D., Stanford University*

*Michele Bedard-Giligan, Ph.D., University of Washington School of Medicine*

**The Efficacy of Written Exposure Therapy in Reducing PTSD Symptoms and Mental Contamination in Survivors of Sexual Victimization: Preliminary Results from a Single-case Experimental Study**

*Jesse P. McCann, M.S., University of Kentucky*

*Jordyn Tipsword, M.S., University of Kentucky*

*Mary Levi, M.S., University of Kentucky*

*Christal Badour, Ph.D., University of Kentucky*

Earn 1 continuing education credit  
Regency Ballroom C1, Second Floor Mezzanine, Loews Hotel

Symposium 87

# Bridging Idiographic and Nomothetic Science: Expanding Conceptualizations of Psychological Phenomena to Build Personalized Treatments

CHAIR:

*Claire Cusack, M.S., University of Louisville*

DISCUSSANT:

*Cheri Levinson, Ph.D., University of Louisville*

Basic to moderate level of familiarity with the material

Primary Category: Adult Depression

Key Words: *Emotion, Research Methods*

## **Group- and Individual-dynamics Associated with the Urge to Restrict**

*Claire Cusack, M.S., University of Louisville*

*Cheri Levinson, Ph.D., University of Louisville*

## **One of Us Is Not Like the Other: Extreme Individual Differences in Risk Factors for Suicidal Ideation in at Risk Service Members and Veterans**

*April Smith, Ph.D., Auburn University*

*Lauren Forrest, Ph.D., University of Oregon*

*Cheri Levinson, Ph.D., University of Louisville*

## **Group, Subgroup, and Individual-level Paths Among Suicide Risk Processes in a Sample of Rural Sexual Minority Adults at High Risk for Suicide**

*Lauren Forrest, Ph.D., University of Oregon*

*Sarah Hauryski, B.S., University of Minnesota*

*Devon Peterkin, B.S., University of Oregon*

*Emily Ansell, Ph.D., The Pennsylvania State University*

## **Bridging the Idiographic-nomothetic Divide: Identifying Generalizable Emotional States**

*Aaron J. Fisher, Ph.D., University of California, Berkeley*

Earn 1.5 continuing education credits

Regency Ballroom C2, Second Floor Mezzanine, Loews Hotel

Symposium 88

# The Future of Child Anxiety Treatment: Parents, Exposure, and Technology

CHAIR:

*Stephen P H Whiteside, Ph.D., Mayo Clinic*

DISCUSSANT:

*Wendy K. Silverman, ABPP, Ph.D., Yale School of Medicine Child Study Center*

Moderate level of familiarity with the material

Primary Category: Child / Adolescent - Anxiety

Key Words: *Child, Anxiety, Technology / Mobile Health*

## **Formats for Exposure-based Treatment for Childhood Specific Phobia: A Randomized Microtrial Examining the Effects of (parent-guided) Homework versus In-session Exposure**

*Maaïke Heleen Nauta, M.S., Ph.D., University of Groningen, the Netherlands*

*Rachel de Jong, Ph.D., University of Groningen, the Netherlands*

*Miriam Lommen, Ph.D., University of Groningen, the Netherlands*

*Rowella Kuijpers, Ph.D., Radboud University*

*Lisanne Stone, Ph.D., Tilburg University*

*Wiljo van Hout, Ph.D., University of Groningen*

*Peter de Jong, Ph.D., University of Groningen*

## **Brief Online, Therapist Guided, Parent-led CBT for Child Anxiety Problems: An Innovative Intervention to Help Meet the Demand for CBT Treatment**

*Chloe Chessell, Ph.D., University of Oxford*

**Using Digital Tools to Optimize Parent-led Exposure-focused CBT for Children with Anxiety Disorders**

*Jennifer L. Hudson, Ph.D., Black Dog Institute*

*Chloe Lim, Ph.D., Black Dog Institute*

*Wenting Chen, Ph.D., Black Dog Institute*

*Emma McDermott, BPsych(Hons), Black Dog Institute*

*Gemma Sicouri, Ph.D., Black Dog Institute*

**SPACE Parent-based Treatment for Child Anxiety: Clinical and Neurobiological Findings from Two New Clinical Trials**

*Eli R. Lebowitz, Ph.D., Yale Child Study Center*

**Parent-coached Exposure Therapy: A Novel Therapy to Improve Treatment Outcomes for Childhood Anxiety Disorders**

*Lilianne M. Gloe, Ph.D., Mayo Clinic*

*Stephen P H Whiteside, Ph.D., Mayo Clinic*

*Bridget K. Biggs, ABPP, Ph.D., Mayo Clinic*

Earn 1.5 continuing education credits

Congress B, Fourth Floor, Loews Hotel

Symposium 89

# Dimensional Models of Psychopathology Can Help CBT Therapists and Their Patients: Findings from Clinical Utility Studies

CHAIR:

*Alexandra Hines, M.S., University of Kentucky*

DISCUSSANT:

*Shannon Sauer-Zavala, Ph.D., University of Kentucky*

Basic to moderate level of familiarity with the material

Primary Category: Improved Use of Research Evidence

Key Words: *Clinical Utility, DSM-5, Diagnosis*

## **Patient Perceptions of a Modular, Personality-based Treatment for Borderline Personality Disorder**

*Nicole Stumpp, M.S., University of Kentucky*

*Martina Fruhbauerova, M.S., University of Kentucky*

*Shannon Sauer-Zavala, Ph.D., University of Kentucky*

## **Consistent Evidence That Clinicians Find Dimensional Models of Psychopathology More Useful Than Categories**

*Douglas B. Samuel, Ph.D., Purdue University*

## **A Comparison of Stigmatizing Language Used to Describe Personality Disorders**

*Katherine E. Hein, M.S., Oklahoma State University*

*Shakur J. Dennis, B.A., Oklahoma State University*

*Logan Folger, M.S., Oklahoma State University*

*Stephanie Mullins-Sweatt, Ph.D., Oklahoma State University*



### **Identity Disturbance and the Five-factor Model**

*Alexandra Hines, M.S., University of Kentucky*

*Caden Maynard, B.A., University of Kentucky*

*Sarah E. Cecil, B.A., University of Kentucky*

*Ragan Welch, Undergraduate Student, Georgetown College*

*Kaitlyn Cooper, B.A., University of Kentucky*

*Caitlynne Hill, B.A., University of Kentucky*

*Madelyn Gatewood, Undergraduate Student, University of Kentucky*

*Ryleigh Bright, Undergraduate Student, University of Kentucky*

*Chloe Goodman, B.A., University of Kentucky*

*Matthew W. Southward, Ph.D., University of Kentucky*

*Joshua Oltmanns, Ph.D., Southern Methodist University*

*Thomas Widiger, Ph.D., University of Kentucky*

### **Understanding Low Agreeableness and Antagonism Through Natural Language in Clinical Interviews**

*Anton A. Mays, M.A., Xavier University*

*Joshua Oltmanns, Ph.D., Southern Methodist University*

Earn 1.5 continuing education credits

Regency Ballroom A, Second Floor Mezzanine, Loews Hotel

Clinical Round Table 12

# Engaging Clients, Providers, and Systems of Care in Early Psychosis Treatment: Lessons Learned from Community-based Research

MODERATOR:

*Melanie E. Bennett, Ph.D.*, University of Maryland School of Medicine

PANELISTS:

*Elizabeth Thompson, Ph.D.*, Rhode Island Hospital/Alpert Medical School of Brown University

*Katie Eisen, Ph.D.*, Stanford University School of Medicine

*Sarah L. Kopelovich, Ph.D.*, University of Washington School of Medicine

*Peter L. Phalen, Psy.D.*, University of Maryland School of Medicine

*Daniel I. Shapiro, Ph.D.*, University of California, Davis

*Neve Jones, Ph.D.*, University of Pittsburgh School of Social Work

Primary Category: Schizophrenia / Psychotic Disorders

Key Words: *Psychosis / Psychotic Disorders, Treatment, Community-Based*

This clinical roundtable will focus on issues related to engaging young people in early psychosis treatment and delivering evidence-based care in community settings. Mounting evidence supports the importance of early intervention for people experiencing psychosis. Researchers, clinicians, and policymakers have become increasingly concerned with disseminating well-validated evidence-based interventions for this population, such as CBT for Psychosis (CBTp) and the Coordinated Specialty Care (CSC) wraparound model. Indeed, the success of early intervention for psychosis depends upon innovative solutions to pernicious problems, such as equitable access to gold standard psychosis screening and assessment; timely referrals to care; participant and family engagement in care; provision of affirming healthcare for diverse service users; and training and retaining providers skilled in evidence-based practice. Panelists will discuss these and related barriers across different settings and levels of care, presenting quantitative and qualitative data along the pipeline of early community screening through to community treatment. The panelists, who repre-

sent national, state, regional, and hospital-level initiatives, will discuss: - barriers and facilitators along referral and care pathways, - accessibility of CBTp across community settings and within Early Intervention for Psychosis (EIP) settings in particular, - engagement and training of providers in specialty care settings, and - factors related to participant disengagement from treatment based on a national CSC dataset. Panelists will draw on empirical evidence and clinical experience, as well as a corpus of relevant organizational and clinical theoretical literature. Discussion will highlight areas of progress, identified pain points, and directions for future research, implementation, and dissemination efforts.

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12:30 p.m. – 2:00 p.m.

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**Earn 1.5 continuing education credits**

**Grand Ballroom A, Level 5, Downtown Marriott**

**Clinical Round Table 13**

# Mental Compulsions: Assessment and Treatment Using an EX/RP Approach

SATURDAY

## MODERATORS:

*Anthony Puliafico, Ph.D.*, Columbia University Medical Center

*Joanna A. Robin, Ph.D.*, Westchester Anxiety Treatment Psychological Services, PC

## PANELISTS:

*Jennifer M. Park, Ph.D.*, Rogers Behavioral Health

*Jiayi Lin, Psy.D.*, Columbia University Medical Center

*Steven Tsao, Ph.D.*, Center for Anxiety & Behavior Therapy

Primary Category: Obsessive Compulsive and Related Disorders

Key Words: OCD (*Obsessive Compulsive Disorder*), ERP (*Exposure and Response Prevention*)

Obsessive-compulsive disorder, or OCD, affects up to 2% of the population and often disrupts an individual's ability to work, maintain relationships, and complete daily tasks of living. Indeed, the World Health Organization considers OCD one of the top 10 most disabling disorders. OCD is characterized by the presence of obsessions, or thoughts or images that increase anxiety or discomfort, and compulsions intended to relieve feelings of anxiety or discomfort. Whereas compulsions can be physical (e.g., checking an oven) or mental (e.g., reviewing one's recent drive to ensure she did not hit someone), mental compulsions can often go unnoticed as they typically more subtle and less observable than physical compulsions. Indeed, individuals primarily experiencing mental compulsions are often misclassified as having "pure Obsession" OCD or another anxiety disorder as the individual's compulsions are not properly identified. Thus, proper assess-

ment and treatment of mental compulsions are essential skills for clinicians working with OCD populations. This clinical roundtable will focus on the assessment and treatment of mental compulsions as they present in OCD. In specific, the roundtable will (a) review common mental compulsions that present across the lifespan and discuss obsessions and underlying fears typically associated with these compulsions, (b) outline best practices for assessment of mental compulsions, (c) review EX/RP interventions that target mental compulsions, (d) discuss the presentation and treatment of mental compulsions in children, and (e) comment on common barriers to treating mental compulsions and how to overcome them.

Earn 1.5 continuing education credits

Grand Ballroom K/L, Level 5, Downtown Marriott

Clinical Round Table 14

# More Than Just Stopping the Fight: Enhancing Positive Behaviors and Building Resilience in Couple Therapy

MODERATOR:

*Melanie S. Fischer, Ph.D., University of Marburg, Germany*

PANELISTS:

*Alexandra K. Wojda-Burlij, M.A., Durham VA Medical Center*

*Anthony L. Chambers, ABPP, Ph.D., The Family Institute at Northwestern University*

*Candice Monson, Ph.D., Toronto Metropolitan University*

*Shelby B. Scott, Ph.D., The University of Texas at San Antonio*

*Scott M. Stanley, Ph.D., University of Denver*

Primary Category: Couples / Close Relationships

Key Words: *Couples / Close Relationships, Vulnerable Populations, Evidence-Based Practice*

Most individuals begin their committed romantic relationships with an abundance of good feelings—yet many of these same relationships become significantly distressed over time. This distress often stems from the development of negative behaviors between partners (e.g., hostility) and fewer positive behaviors (e.g., closeness, validation; Weber & Baucom, 2022). For decades, the aim of couple therapy is often to decrease negative interaction patterns and increase positives ones (Epstein & Baucom, 2002; Christensen et al., 2020). Despite this goal, decreasing negative behaviors typically becomes a central focus of treatment, with less focus on enhancing positive interactions. This may be due to the frequency, intensity, and impact of negative interactions, or because the couple is facing chronic systemic stressors that warrant immediate attention (e.g., poverty, minority/race-based stressors). However, the absence of negative interactions does not automatically translate to improved relational intimacy (Gottman & Notarius, 2000). To optimize the impact of couple therapy, clinicians should seek to improve relationship closeness by encouraging partners to behave in ways that are not only less negative, but also more meaningful and rewarding—all while considering their unique contextual circumstances. Thus, this clinical roundtable brings together experts in couple therapy and relationship

education who specialize in working with various diverse communities, including sexual, gender, and racial minoritized couples, low-income individuals, and military servicepersons. Consistent with the conference theme on advocacy of historically marginalized populations, this widely experienced panel will discuss: (a) the purpose of positive relationship behaviors, (b) how to enhance relationship behaviors within the context of the couples-specific treatment goals, (c) therapeutic recommendations to address barriers to increasing positive behaviors, and (d) how to adapt interventions to address the couple's specific cultural and contextual circumstances. Ultimately, the panel will strive to provide a multifaceted clinical framework for how to help culturally diverse couples reap the benefits of close, intimate relationships.

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12:30 p.m. – 2:00 p.m.

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**Earn 1.5 continuing education credits**

**Franklin 8, Level 4, Downtown Marriott**

**Clinical Round Table 15**

# Examining the Feasibility and Acceptability of Brief Cognitive-behavioral Therapy for Suicide Prevention Among Sexual and Gender Minoritized Individuals

MODERATOR:

*Christina R. Bauder, M.P.H., Ph.D., LPC, The Ohio State University*

PANELISTS:

*Christina R. Bauder, M.P.H., Ph.D., LPC, The Ohio State University*

*James S. McGraw, M.A., Bowling Green State University*

Primary Category: LGBTQ+

Key Words: LGBTQ+, Suicide, Treatment/ Program Design

Suicidal thoughts and behaviors (STBs) disparately impact people with sexual and gender minoritized (SGM) identities across the lifespan. Sexual minoritized adults (e.g., gay, lesbian, bisexual individuals) are more likely to report STBs than heterosexual counterparts, while 57 to 86% of transgender individuals have seriously considered suicide. In recent years, relatively new therapies, such as brief cognitive-behavioral therapy for suicide prevention (BCBT), have been designed to specifically address STBs among veterans and the general population. However, it is not yet known if SGM individuals benefit from BCBT (or other suicide specific treatments), as it does not explicitly consider the impact of SGM individuals' identities or lived experience of suicide, nor does it explicitly target mi-

minority stressors that act as mechanisms for heightened suicide risk in this population (e.g., prejudice, expectations of rejection, concealment, and internalized homo/transphobia). Consequently, without affirming treatments tailored for the SGM community, disparities in suicide risk will not decrease. The current presentation will present early findings from an ongoing study designed to test the feasibility, acceptability, and credibility of BCBT among people with SGM identities. The study entails a mixed-methods, unblinded, single-arm pilot trial of BCBT, with data being collected from pre/post interviews, ecological momentary assessment, and other self-report measures. Findings will provide critical information as to whether SGM participants receiving suicide-focused treatment would benefit from BCBT when adapted to address their unique stressors and experiences. This research is critical as SGM adults at risk of suicide will continue to experience inequities in access to evidence-based interventions until they are adapted to acknowledge the impact of minority stress and intersectional experiences of those who hold these oppressed identities within hetero- and cisnormative systems.

Earn 1.5 continuing education credits

Liberty B, Level 3, Downtown Marriott

Clinical Round Table 16

# Social Media Solutions: Evidence-based Interventions and Policies for Improving Digital Literacy and Mental Health in Youth

MODERATORS:

*Aidan P. Schmitt, Ph.D.*, Weill Cornell Medicine

*Shannon M. Bennett, Ph.D.*, Weill Cornell Medicine

PANELISTS:

*Alma Spaniard, M.D.*, Weill Cornell Medicine

*Mitch J. Prinstein, ABPP, Ph.D.*, University of North Carolina at Chapel Hill

*Emily Weinstein, Ed.D.*, Harvard University

*Jacqueline Nesi, Ph.D.*, Alpert Medical School of Brown University

*César Escobar-Viera, M.D., Ph.D.*, University of Pittsburgh School of Medicine

Primary Category: Technology/Digital Health

Key Words: *Technology / Mobile Health, Adolescents, Treatment Development*

In 2023, the US Surgeon General and American Psychological Association released advisories on social media use in adolescents, and the US Congress passed the Children and Media Research Advancement Act. These events highlight the role of social media in teens' mental health and a need for more research and intervention. Given that adolescence is characterized by biopsychosocial changes like increased neuroplasticity, social media can significantly impact mental health for this age range. For the same reason, it is a crucial window of opportunity for prevention and intervention. Research shows positive and negative effects of social media on teen mental health, which vary based on specific activities (e.g., passive use; problematic use) and individual characteristics (e.g., preexisting mental health issues; marginalized identities). Youth with internalizing symptoms and youth from marginalized backgrounds (e.g., race/ethnicity, disability, LGBTQ+) are particularly at risk for negative experiences on social media, including online victimization and exacerbation of mental health difficulties. Yet, social media is also a powerful tool for seeking support, building community, and engaging in advocacy. Given these complexities, it is crucial to explore how evidence-based interventions can be used to increase digital literacy, reduce symptomatology, and foster overall resilience. The primary goals of



this clinical roundtable are to: 1) discuss relationships between social media use and internalizing symptoms in adolescents, especially marginalized youth 2) explore evidence-based interventions for youth, caregivers, and educators that promote digital literacy and may mitigate the impact of social media use on mental health symptoms and 3) reflect on the feasibility of implementing digital health interventions in clinical, school, and community settings. Expert panelists from academic, clinical, and administrative settings will discuss opportunities and targets for treatment and specific interventions they have developed, several of which were co-designed with adolescents. Panelists will also integrate how public policies related to social media use do or do not align with evidence-based practices in supporting youth mental health.

Earn 1.5 continuing education credits

Franklin Hall 10, Level 4, Downtown Marriott

Panel Discussion 21

# Incorporating Culture into Cognitive Behavioral Therapy for Ethnically Diverse Populations: Recent Advances in Clinical Practice, Training, and Dissemination

MODERATOR:

*Maren Westphal, Ph.D.*, Pace University

PANELISTS:

*Alayna L. Park, Ph.D.*, University of Oregon

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

*Amber Calloway, Ph.D.*, University of Pennsylvania

*Cindy Y. Huang, Ph.D.*, Teachers College, Columbia  
University

*Kiara Alvarez, Ph.D.*, Johns Hopkins University School of  
Public Health

*Pamela A. Hays, Ph.D.*, independent practice

Primary Category: Culture / Ethnicity / Race

Key Words: *Culture, CBT, Dissemination*

Despite evidence that cognitive behavioral therapies (CBTs) are effective for racial and ethnic minoritized populations, there are persisting disparities in access and outcomes. Increased recognition of the importance of addressing culture in CBT to improve treatment engagement and effectiveness has spurred the development and testing of culturally adapted CBTs, however, little is known about whether cultural sensitivity training enhances the effectiveness of standard CBT due to the dearth of relevant clinical trials. The goal of this panel is to advance efforts to disseminate CBT in marginalized communities by debating topics such as: When and how do we culturally adapt CBT? How do uni-

versal, individual and group characteristics interact to influence the personal relevance of CBT for members of culturally diverse groups? What are best practices for training clinicians to conduct CBT in a culturally responsive way? Does skills-based training in cultural competence affect overall CBT competency? To address these questions, a culturally diverse team of panelists will 1) summarize the state of the evidence concerning culturally sensitive CBT for ethnically diverse populations, (2) discuss a framework for developing a culturally inclusive clinical formulation and treatment plan in CBT without inflating stereotypes, using clinical examples to highlight the benefits of this framework, 3) identify unique difficulties experienced by individuals raised by immigrant parents and describe intervention strategies that may help those struggling with competing cultural identities, 4) report on the development of a tool for informing clinical decisions regarding when and how to culturally adapt treatment, 5) demonstrate how multicultural counseling principles can enhance CBT consultation, and 6) provide examples for partnering with community-based organizations to disseminate culturally adapted family-based behavioral interventions to prevent suicide in Asian-American and Latinx immigrant youth.

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12:30 p.m. – 2:00 p.m.

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**Earn 1.5 continuing education credits**

**305/306, Level 3, Downtown Marriott**

**Panel Discussion 22**

# **What's up Doc?: optimizing Community Engagement and Innovative Care Models to Increase the Use of CBT in Medical Settings**

**MODERATOR:**

*Eliana Butler, Ph.D., Weill Cornell Medicine*

**PANELISTS:**

*Andrea B. Temkin-Yu, Psy.D., Weill Cornell Medicine*

*Corinne Catarozoli, Ph.D., Weill Cornell Medicine*

*Sam Pflum, Ph.D., University of North Carolina at  
Chapel Hill*

*Stephanie V. Caldas, Ph.D., Hassenfeld Children's  
Hospital at NYU Langone Medical Center*

*Mark V. Versella, Jr., Ph.D., Rutgers University*

SATURDAY

Primary Category: Primary Care / Integrated Care

Key Words: *Integrated Care, Education and Training, CBT*

In recent years, a wave of worsening mental health concerns has led to an increased need for appropriate care. Often, a patient's first contact for these services are with non-behavioral health providers, and 40-60% of individuals are treated for mental health concerns exclusively within a primary care setting. While cognitive-behavioral therapy is known to be effective in managing many of these difficulties, there are significant barriers to accessing care, including lack of providers, cost, and stigma. Among those patients who are connected to outpatient mental health care, 30-50% never present for treatment. Integrating psychological services within medical settings provides an opportunity to reach individuals through the medical system, and allows for a more streamlined system for families in need of help. Data shows that greater community access to psychological care promotes both physical and mental health outcomes among patients, with benefits seen for problems such as chronic pain, diabetes, substance use, depression, insomnia, and more. The aim of this panel is to present on programs seeking to harness the power of community involvement and innovative models of care to further expand the reach of CBT in addressing growing mental health needs. Panelists will present on a number of unique initiatives within this realm. These include two projects focused on forging strong community partnerships to aid in the development and understanding of CBT resources and treatment for parents of hospitalized youth and individuals receiving gender-affirming care. Further, presenters will introduce novel methods for standardizing mental health crisis support and opioid use disorder within medical settings. Speakers will also present on effective training and education models to increase comfort and proficiency of CBT skills among medical personnel at various training levels and areas of expertise. Finally, the panel will include a model of how to disseminate CBT strategies across varying levels of clinical care and education throughout a statewide medical system. Discussion will include key factors to facilitate successful program development, as well as common barriers for clinicians and researchers to consider in their own work.

Earn 1.5 continuing education credits

Independence II/III, Level 3, Downtown Marriott

Panel Discussion 23

# Integrating Suicide Postvention Within Mental Health Training Programs: An Urgent Call to Action

MODERATOR:

*Andrew D. Peckham, Ph.D., UMass Chan Medical School/  
VA Bedford Healthcare System*

PANELISTS:

*Andrew D. Peckham, Ph.D., UMass Chan Medical School/  
VA Bedford Healthcare System*

*Melanie Manning, Psy.D., Bedford VA Healthcare System*

*Erin Gilmore, LICSW, US Department of Veterans Affairs*

Primary Category: Workforce Development / Training / Supervision

Key Words: *Training / Training Directors, Suicide, Student Issues*

As suicide rates continue to rise to unprecedented levels in the United States, clinical psychology and related mental health training programs play a crucial role in training future providers to assess and mitigate suicide risk. However, the vast majority of programs neglect to adequately prepare trainees to respond to suicide loss. The impact of suicide loss on mental health clinicians, although well-studied, is not routinely incorporated into mental health training programs, leaving trainees vulnerable to experiencing burnout and other adverse consequences in the event that a patient or client dies by suicide. The goal of this panel discussion is to describe why suicide postvention training must be systematically incorporated into the arc of training experiences for clinical psychologists and affiliated mental health providers, and to provide concrete examples of how such a curriculum can be implemented. Our panel will provide a focused review of suicide postvention research, with an emphasis on how such findings influence implementation of postvention strategies for providers themselves. Although reducing burnout and providing support after a suicide loss is essential for all trainees, we argue that such strategies are even more crucial for BIPOC trainees and those who identify as first-generation college students, as trainees with these identities already face significantly higher rates of burnout and systemic barriers to completing graduate training. To accomplish the objectives of this panel discussion and to facilitate dialogue among a broad spectrum of attendees, our panel is made up of an interprofessional team of clinicians and researchers who are all active members of a dedicated Postvention Team at a VA Medical Center. The panel is chaired by a clinical psychologist who holds an academic rank of Assistant Professor of Psychiatry; the chair is also the training director for an interprofessional fellowship program. Panelists include an additional clinical psychologist who has an active role in training psychology interns and a licensed social worker who chairs an interdisciplinary postvention team.

Earn 1.5 continuing education credits

Liberty C, Level 3, Downtown Marriott

Panel Discussion 24

# Building Treatments That Are Data Driven and Pragmatic by Co-creating Measurement Based Care with Communities

MODERATOR:

*Ajeng J. Puspitasari, ABPP, Ph.D., Rogers Behavioral Health*

PANELISTS:

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

*Ruben G. Martinez, Ph.D., Alpert Medical School of Brown University*

*Han-Joo Lee, Ph.D., University of Wisconsin-Milwaukee / Rogers Memorial Behavioral Health*

Primary Category: Dissemination & Implementation Science

Key Words: *Implementation, Community-Based, Measurement*

Measurement-Based Care (MBC) is a transdiagnostic strategy applied across diverse evidence-based psychotherapeutic interventions (EBPIs). The core components of MBC include administering standardized measures, reviewing and discussing the results of assessment with clients and caregivers, and incorporating the results to guide treatment planning. The implementation of MBC yields several benefits, including serving as a tool to augment clinical decision making, assess overall program effectiveness, demonstrate the value of EBPIs, and inform third-party payors on the need for and outcome of treatment. MBC implementation is a complex endeavor requiring multi-level, context-tailored, and blended strategies involving leadership, clinicians, allied health teams, and clients. Panelists were chosen to discuss MBC utilities and implementation strategies used in different clinical settings. Three case examples from three behavioral health settings will be presented to highlight innovative strategies and lessons learned. The first organization is a not-for-profit organization consisting of inpatient, residential, partial hospitalization, and intensive outpatient programs spread across 10 States and 25 sites. Primary MBC implementation strategies include: the development of MBC infrastructure integrated to the electronic health records, monitor and feedback process for leaders, MBC training and

supervision, and incorporation of patient-reported outcomes into the discussion in clinical team meetings and treatment plan. The second setting is community mental health centers serving primarily Latinx and Indigenous youth in Washington state. Primary MBC implementation strategies included: creating centralized documents to aid in clinician decision-making and knowledge acquisition, consultation, and crowdsourcing practice-based information about measures. The third setting is community opioid treatment programs serving diverse communities in both Chicagoland and Pennsylvania. Primary MBC implementation strategies included: user-centered design methods to co-create MBC measures and workflows for opioid treatment, implementation blueprinting, MBC training and consultation, and paperwork de-implementation.

Earn 1.5 continuing education credits

Congress A, Fourth Floor, Loews Hotel

Panel Discussion 25

# Imperatives and Opportunities for Mental Health Professional to Engage with Mental Health Impacts of Climate Change

MODERATORS:

*Joseph R. Taliercio, Ph.D.*, Cognitive and Behavioral  
Consultants

*R. Eric Lewandowski, Ph.D.*, New York University

PANELISTS:

*Sarah Newman, M.P.H.*, Climate Mental Health Network

*Britt Wray, Ph.D.*, Stanford School of Medicine

*Suzanne Davino, Ph.D.*, White Cedar Cognitive and  
Behavioral Health

*Jennifer Groves, MSW*, UNICEF

Primary Category: Climate Change

Key Words: *Climate Change, Global Mental Health, Community-Based*

As the accelerating impacts of climate change become increasingly evident, growing attention has focused on related consequences for the mental health and wellbeing (American Psychological Association, 2021; 2023). There is also increasing recognition of the need for mental health professionals, including CBT practitioners, to contribute their skills and effort towards meeting this mental health burden and in advocating for greater awareness and rapid response within the mental health community and in support of related government policy. Although involvement in climate change and mental health work can take many forms, opportunities for meaningful engagement can be hard to identify. This panel will orient the audience to the mental health consequences of climate change and provide examples of opportunities for engagement, including through: clinician education; engagement with affected communities and youth, educational systems, parent groups and media; the development and delivery of mental health supports and interventions in conventional and community settings; public and government advocacy. Panelists will describe their work with leading national and global initiatives to develop, adapt and implement mental health interventions and psychosocial supports in the context of climate change. Panelists will also describe needs and opportunities for CBT



practitioners and trainees to expand their clinical repertoire to incorporate climate change related concerns, and for clinical researchers and scholars to contribute to the growing understanding and evidence of the mental health impacts. Panelists will also review steps CBT practitioners may follow to increase their capacity as effective climate change and mental health advocates and describe examples of ongoing global, national, and local government advocacy initiatives led by mental health professionals. This panel represents a timely opportunity to facilitate increased engagement of clinicians, researchers, and trainees in the ABCT community.

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12:30 p.m. – 2:00 p.m.

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Congress C, Fourth Floor, Loews Hotel

# To Tweet or Not to Tweet: The If, How, When, and Why of a Social Media Presence for Student and Early Career Members

SATURDAY

*Lillian Reuman, Ph.D.*, Stonehill College

*Alexandra D. Long, M.A.*, American University

*Shirley Wang, Ph.D.*, Yale University

*Lorenzo Lorenzo-Luaces, Ph.D.*, Indiana University

With the proliferation of social media platforms including X, TikTok, LinkedIn, ResearchGate, clinicians, researchers, and faculty have many options for sharing their expertise, disseminating research findings, advertising job openings, voicing personal views, and more. With these opportunities come considerations regarding if, how, and when to post on social media accounts, as current and future colleagues, clients, students, and others may access this content. Students and early career members with a social media presence have additional factors to consider as they navigate searching for jobs, pursuing promotion, and growing their clinical practice. Three panelists will discuss these considerations, share their own experiences, and provide personal perspectives with regard to the benefits – such as engagement and connection to community – and cautions of social media use in the field of clinical psychology. Audience participation is encouraged.

This session does not qualify for continuing education credit.

Earn 1 continuing education credit

Grand Ballroom F, Level 5, Downtown Marriott

Spotlight Research 10

# Detecting and Managing Youth at Risk for Suicide: From Research to Clinical Practice

CHAIR:

*Nathan Lowry, B.A., Columbia University*

PANELIST:

*Lisa M. Horowitz, M.P.H., Ph.D., National Institute of Mental Health, NIH*

Primary Category: Suicide and Self-Injury

Key Words: *Suicide, Adolescents, Implementation*

Suicide is the second leading cause of death for youth aged 10-24 years old. Early detection of youth at risk is a critical prevention strategy that can be achieved by screening with evidence-based tools. Since the majority of youth who die by suicide have contact with a healthcare provider weeks before their death, the medical setting is an ideal venue to detect risk and connect youth to mental health care. However, healthcare providers often lack training in managing suicide risk and could benefit from guidance from mental health clinicians. The Ask Suicide-Screening Questions (ASQ) tool is a brief screening tool developed in pediatric emergency departments and validated in various medical settings. This presentation will describe how universal suicide risk screening and evidence-based clinical pathways can be used effectively to identify at risk youth. Current research on suicide risk screening and management of patients who screen positive will be presented. Additionally, development of an adaptable three-tiered clinical pathway, consisting of an initial screen, followed by a brief suicide safety assessment for all patients who screen positive to determine disposition will be presented. Lessons learned from real-world adaptations of the ASQ in urban and rural healthcare settings highlighting the significance of cultural responsiveness will be discussed. New research on the recency of a past attempt, false positives, and pitfalls of using depression screeners for detecting suicide risk will be presented as examples of adapting research into practice. Universal suicide risk screening can help achieve health equity and can be feasibly integrated into healthcare settings without overburdening busy workflows. Incorporating brief suicide safety assessments as part of an adaptable clinical pathway is a key strategy for effective management of patients that screen positive. Pilot trials in multiple cultures/languages reveal the importance of cultural responsiveness. Mental health clinicians trained in the use of suicide risk screening and assessment tools can play a critical role in partnering with providers across all behavioral and medical settings to reduce youth suicide.

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

- Gain knowledge on a brief epidemiology of youth suicide and its application to the medical setting.
- Describe the development of the Ask Suicide-Screening Questions (ASQ) and examples of how research has changed implementation practices.
- Describe how screening as part of a 3-tiered clinical pathway makes management feasible in busy healthcare settings.
- Describe the importance of mental health clinicians as valuable partners in screening and management of patients at risk for suicide.
- Explain cultural considerations when working with underserved populations.

**Recommended Readings:** Horowitz, L. M., Bridge, J. A., Teach, S. J., Ballard, E., Klima, J., Rosenstein, D. L., Wharff, E. A., Ginnis, K., Cannon, E., Joshi, P., & Pao, M. (2012). Ask Suicide-Screening Questions (ASQ): a brief instrument for the pediatric emergency department. *Archives of pediatrics & adolescent medicine*, 166(12), 1170-1176. <https://doi.org/10.1001/archpediatrics.2012.1276>Brahmbhatt, K., Kurtz, B. P., Afzal, K. I., Giles, L. L., Kowal, E. D., Johnson, K. P., Lanzillo, E., Pao, M., Plioplys, S., Horowitz, L. M., & PaCC Workgroup (2019). Suicide Risk Screening in Pediatric Hospitals: Clinical Pathways to Address a Global Health Crisis. *Psychosomatics*, 60(1), 1-9. <https://doi.org/10.1016/j.psych.2018.09.003>Lowry, N. J., Goger, P., Hands Ruz, M., Ye, F., & Cha, C. B. (2024). Suicide Risk Screening Tools for Pediatric Patients: A Systematic Review of Test Accuracy. *Pediatrics*, 153(3), e2023064172. <https://doi.org/10.1542/peds.2023-064172>

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12:30 p.m. – 1:30 p.m.

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Earn 1 continuing education credits

Liberty A, Level 3, Downtown Marriott

Clinical Grand Round 3

# Refining Emotion Regulation When You Need It: advanced Emotion Regulation Skills for Employment and Self-sufficiency Using DBT Next Steps

CHAIR:

*Adam Carmel, Ph.D.*, University of Washington School of Medicine

PANELISTS:

*Lily Assaad, Ph.D.*, University of Pennsylvania

*Katherine Anne Comtois, M.P.H., Ph.D.*, University of Washington School of  
Medicine

*Jonathan W. Reeves, Ph.D.*, University of Washington School of Medicine



SATURDAY

Key Words: *DBT (Dialectical Behavior Therapy), Emotion Regulation, Treatment*

After completing Standard DBT, many clients remain in need of advanced skills to find and maintain stable sources of employment and self-sufficiency; this workshop will equip providers with advanced DBT skills to meet this need for their clients. In this interactive experiential workshop, participants will learn innovative emotion regulation strategies to help clients who completed Standard DBT succeed in social, work/school, and self-management contexts. Panelists will introduce participants to the skills series of DBT Next Steps, based off of DBT-ACES (Comtois, Carmel, & Linehan, 2021), a novel, evidence-based second-stage treatment for graduates of Standard DBT who need skills for finding and maintaining employment and becoming more self-sufficient. The primary goal of the DBT Next Steps group skills curriculum is for advanced DBT clients to learn enough of the basics of behaviorism, problem solving, acceptance, and validation to largely become their own therapist - at least as it relates to general emotional stability. The purpose of this workshop is to give clinicians concrete emotion regulation interventions to help clients effectively reach life-worth-living goals related to employability and self-sufficiency. Panelists will introduce participants to a range of expanded strategies to help clients effectively assess what's working and what's not while identifying the contexts where dysregulation is most likely to occur. Clinicians will learn additional skills to focus on identifying irritants and managing irritability. Finally, cognitive restructuring strategies and expanded progressive muscle relaxation procedures to reduce anxiety will be introduced.

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

- Identify interventions to help clients effectively identify the contexts where dysregulation is most likely to occur.
- State strategies for identifying irritants and managing irritability.
- Practice cognitive restructuring strategies to reduce anxiety.
- Practice expanded Progressive Muscle Relaxation procedures to reduce anxiety.
- Explain how to generalize emotion regulation skills across work, social and self-management contexts.

**Recommended Readings:** Carmel, A., & Comtois, K. A. (2023). Integrating Dialectical Behavior Therapy-Accepting the Challenges of Employment and Self-Sufficiency (DBT-ACES) Strategies into Cognitive Behavioral Therapy. *Journal of Contemporary Psychotherapy*. Comtois, K.A., Carmel, A., McFarr, L., Hoschel, K., Huh, D., Murphy, S.M., Benson, L., Pflugler, S. (2020). Dialectical behavior therapy-Accepting the challenges of employment and self-sufficiency (DBT-ACES) effectiveness: A re-evaluation in three settings. *DBT Bulletin*. 3(1). Bolden, L. S., Gaona, L., McFarr, L., & Comtois, K. (2020). DBT-ACES in a multicultural community mental health setting: Implications for clinical practice. In *The handbook of dialectical behavior therapy* (307-324). Academic Press.

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1:30 p.m. – 2:30 p.m.

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networking 

307, Level 3, Downtown Marriott

## Child and Adolescent Depression SIG

At the SIG meeting we will introduce our speaker and save time for questions and connecting at the end.

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2:00 p.m. – 3:00 p.m.

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Grand Ballroom G/H, Level 5, Downtown Marriott

Invited Address 3

# “From Super Bowl Champion to Mental Health Champion – Brandon Brooks shares his story of Resilience and Advocacy”

PANELISTS:

Brandon Brooks, MBA, Former Professional Football Player

Muniya Khanna, Ph.D., Founder and Director, OCD and Anxiety Institute

Donte Bernard, Ph.D., Assistant Professor, University of Missouri-  
Columbia

Mitchell Greene, Ph.D., Licensed Clinical and Sport Psychologist,  
Greenepsych

**Brandon Brooks** was an outstanding NFL guard best known for his time with the Philadelphia Eagles, where he played from 2016 until his retirement in 2022. A key contributor to the Eagles' Super Bowl LII victory in 2018, Brooks earned multiple Pro Bowl selections and was widely regarded as one of the top guards in the league. Despite facing several serious injuries throughout his career, his resilience and leadership were central to the team's success. After retiring from football, Brooks pursued his academic interests and recently graduated from the prestigious Wharton School of the University of Pennsylvania, furthering his commitment to personal growth and business ventures post-NFL.

He is well-known not only for his athletic achievements but also for his openness about mental health, particularly his own struggles with anxiety. Rather than shying away from this challenge, Brooks courageously spoke out about his experiences, becoming a prominent advocate for mental health awareness in professional sports. His transparency helped break the stigma surrounding mental health, especially in the high-pressure en-

vironment of the NFL, where emotional vulnerability is often underacknowledged. His leadership off the field advocating for mental health, has been as impactful as his career on the field.

**Dr. Muniya Khanna** is a licensed clinical psychologist specializing in child and adolescent anxiety and OCD. She has contributed to the field through her research and the development of evidence-based treatments for OCD and Anxiety in children and adolescents. As Founder of the OCD & Anxiety Institute and Chief Digital Officer at Lumate Health, Dr. Khanna continues to pioneer innovative digital interventions to expand access to evidence-based mental health care for youth. She is co-author with Dr. Philip Kendall of *The Resilience Recipe* and *Camp Cope-A-Lot, an evidence-based e-learning program with children (7-13yrs) struggling with anxiety*.

**Dr. Donte Bernard** is a licensed clinical psychologist and Assistant Professor in the Department of Psychological Sciences at the University of Missouri. His program of research examines culturally relevant risk and protective factors that influence the association between racial discrimination and mental health among Black youth and families.

**Dr. Mitchell Greene** is a licensed clinical and sport psychologist and owner of Greenpsych Clinical and Sport Psychology, located in Haverford, PA. He is also the Director of Lumate Performance, a company providing national sport psychology care to athletes struggling with performance anxiety. Dr. Greene is the author of *Courage over Confidence: Managing Mind Chatter and Winning the Mental Game*.

In this inspiring Invited Address, former Philadelphia Eagles football player and Super Bowl Champion Brandon Brooks shares his powerful journey from sports stardom to mental health advocacy. Brandon will discuss his personal experience with anxiety, resilience, and how he's using his platform to promote mental well-being. Following his story, a panel interview with Drs. Donte Bernard, Mitch Greene, and Muniya Khanna will provide further insights, with an audience Q&A to close. This event is a must for those interested in mental health, advocacy, and sports.

This session does not qualify for continuing education credit.

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2:00 p.m. – 3:30 p.m.

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**401/402, Level 4, Downtown Marriott**

## Parenting and Families SIG

Agenda: Introductions Announcements Student Award Presentation & Talk Panel  
Discussion: Cultural Adaptations to Parenting and Family Interventions Elections

Earn 1.5 continuing education credits

Independence I, Level 3, Downtown Marriott

Panel Discussion 36

# Spotlighting the Patient Perspective in Funded Research: Patient-centered Outcomes Research Institute (PCORI) Research Priorities and Funding Opportunities in Mental Health

MODERATORS:

*Holly J. Ramsawh, Ph.D.*, Patient-Centered Outcomes  
Research Institute  
*Amanda Chue, Ph.D.*, PCORI

PANELISTS:

*Susan White, ABPP, Ph.D.*, The University of Alabama  
*Joan M. Cook, Ph.D.*, Yale University School of Medicine  
*Daisy R. Singla, Ph.D.*, University of Toronto; Center of  
Addiction and Mental Health, Lunenfeld Tanenbaum  
Research Institute  
*Amy E. West, ABPP, Ph.D.*, Children's Hospital Los  
Angeles/University of Southern California  
*Shari Jager-Hyman, Ph.D.*, Perelman School of Medicine at  
the University of Pennsylvania  
*Greg J. Siegle, Ph.D.*, University of Pittsburgh School of  
Medicine

Primary Category: Professional / Interprofessional Issues

Key Words: *Research Funding*

Almost half of all Americans will experience a mental health disorder in their lifetime, yet few will receive effective, evidence-based treatment. Moreover, it is not always clear what works best, for whom, and under what circumstances. PCORI funds comparative clinical effectiveness research (CER) to help patients, caregivers, and clinicians make more informed decisions about health care, including a large portfolio of mental and



behavioral health studies. In addition, PCORI is committed to ensuring that patients and other healthcare partners are engaged throughout the entire research life cycle—helping to prioritize research topics, the design and conduct of the studies, and dissemination and uptake of study findings. This presentation will discuss PCORI’s mission to fund CER, our patient-centered research focus, and tips and guidance for ABCT investigators when submitting an application for funding. Both engagement and research funding announcements that invite investigator-initiated topics in mental/behavioral health will be described. Additionally, PCORI-funded investigators will briefly describe their studies’ designs and fit with PCORI’s mission. PCORI program officers and PCORI-funded investigators will also respond to common questions regarding PCORI’s funding priorities, including notable features of the application process, expectations and examples of patient engagement before and during funded research, and considerations for dissemination. Notably, patient and other community partners will be invited to participate in the panel to reflect this year’s theme of ‘Research incorporating community members as equal partners to facilitate sustainable change.

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2:30 p.m. – 4:00 p.m.

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**Earn 1.5 continuing education credits**

**Grand Ballroom B, Level 5, Downtown Marriott**

**Mini Workshop 8**

# **Introduction to Psychedelic Assisted Therapy for CBT Clinicians**

*Jason B. Luoma, Ph.D.*, Portland Psychotherapy Clinic, Research, & Training Center

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

Basic to Moderate level of familiarity with the material

Primary Category: Treatment - Other

Key Words: CBT, Treatment, Evidence-Based Practice

Psychedelic-assisted therapy (PAT) 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 and provide examples of how CBT can be integrated into PAT. The first half of the workshop will provide an overview of PAT generally. Evidence from rigorous clinical trials will be summarized. The basic model of psychedelic-assisted psychotherapy will be described with an emphasis on highlighting the importance of preparation and integration in obtaining therapeutic benefits from a psychedelic experience. 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. The latter half of the workshop will focus on how types of CBT such as motivational interviewing and cognitive-behavioral conjoint therapy, is being integrated into PAT, with a large emphasis on sharing reflections from our ongoing clinical trial of MDMA-Assisted Therapy for Social Anxiety Disorder. At the end of the workshop we will 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 as well as how CBT can be utilized in the context of Psychedelic-Assisted Therapy.

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

- Describe the theory and practice of psychedelic-assisted therapy.
- 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>

Earn 1.5 continuing education credits

Grand Ballroom C, Level 5, Downtown Marriott

Mini Workshop 21

# Supporting Parents and Caregivers of LGBTQ+ Youth with Affirmative Cognitive and Behavioral Strategies

Jeffrey M. Cohen, *Psy.D.*, Columbia University

Melina Wald, *Ph.D.*, Columbia University Medical Center

Basic to Moderate level of familiarity with the material

Primary Category: LGBTQ+

Key Words: *LGBTQ+, Parenting, Treatment*

Due to ongoing anti-LGBTQ+ stigma in society, LGBTQ+ youth experience higher rates of mental health concerns compared to their cisgender, heterosexual peers (Boichio, 2022). Parents and caregivers of LGBTQ+ youth also face stigma and shame, which are associated with increased parental anxiety and depression (Clark et al., 2024). Fortunately, families with LGBTQ+ children often seek mental health treatment, presenting a valuable opportunity for mental health professionals to positively influence these vulnerable youths' mental health trajectories and provide support to their parents and caregivers. However, without training in LGBTQ+ affirming care, including strategies for working with parents and caregivers, mental health providers may feel ill-equipped to serve this population (Gandy et al., 2013). Consequently, LGBTQ+ mental health disparities are likely to continue, and the effectiveness of evidence-based practices, such as CBT, may be diminished. This mini-workshop aims to equip attendees with the essential tools required for employing evidence-based clinical practices, specifically CBT, when working with parents, caregivers, and families of LGBTQ+ youth, through an affirming, minority stress-informed approach. Drs. Cohen and Wald will use live demonstrations and clinical vignettes to teach how to adapt CBT techniques such as psycho-education, reflective listening, validation, and other positive communication strategies (e.g., youth-led interaction), as well as exposure to emotions in the context of caregiver distress, and parental cognitive restructuring to meet the unique needs of this population, including addressing challenges like gender dysphoria and coming out. The workshop will also include strategies for facilitating difficult discussions with parents of LGBTQ+ youth and provide practical suggestions for advocating for the well-being of LGBTQ+ youth at home, in schools, and within

their communities, underscoring that acceptance in these environments is a key predictor of well-being for LGBTQ+ youth.

**Outline:**

- Overview of landscape for LGBTQ+ youth and their families
- Overviews of LGBTQ+ and affirmative models of care focusing on parenting supports
- Introduction to integrating affirmative care into CBT with LGBTQ+ youth and families
- Clinical vignette around supporting a teen in school in terms of access to bathrooms and athletic teams
- Clinical vignette around supporting a child who is being bullied at school
- Clinical vignette around providing support to parents around gender affirmation
- Discussion of additional treatment considerations and anticipated problems
- Question & Answer

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

- Identify psychoeducational goals for the parents and caregivers of LGBTQ+ youth seeking mental health treatment.
- Identify and incorporate into practice affirmative cognitive and behavioral parenting strategies.
- Advocate for LGBTQ+ youth and their families in schools.
- Incorporate into practice advocacy goals for supporting LGBTQ+ youth and their families in their communities.
- Long-term Goal: Reduce mental health disparities for LGBTQ+ youth by providing evidence-based and affirming interventions to parents and caregivers.

**Recommended Readings:** Clark, K. A., Argiros, A. P., Dougherty, L. R., & Pachankis, J. E. (2024). Stigma and anxiety and depressive symptoms in parents of sexual and gender minority youth. *Journal of Family Psychology*. Advance online publication. Seager van Dyk, I., Clark, K. A., Dougherty, L. R., & Pachankis, J. E. (2022). Parent responses to their sexual and gender minority children: Implications for parent-focused supportive interventions. *Psychology of Sexual Orientation and Gender Diversity*. 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 1.5 continuing education credits

Grand Ballroom A, Level 5, Downtown Marriott

Symposium 90

# Innovating Approaches to Understanding and Treating Obsessive-compulsive Disorder

CHAIRS:

*Andrea Sandstrom, M.S., Concordia University*  
*Adam S. Radomsky, Ph.D., Concordia University*

DISCUSSANT:

*Martin E. Franklin, Ph.D., Rogers Memorial Hospital*

All level of familiarity with the material

Primary Category: Obsessive Compulsive and Related Disorders

Key Words: OCD (*Obsessive Compulsive Disorder*), CBT, ERP (*Exposure and Response Prevention*)

## **A Novel Intervention for OCD Symptoms: Targeting Beliefs About Losing Control**

*Andrea Sandstrom, M.S., Concordia University*  
*Adam S. Radomsky, Ph.D., Concordia University*

## **Enhancing OCD Outcomes: Effectiveness of an Intensive Outpatient Program**

*Jonathan S. Abramowitz, Ph.D., University of North Carolina at Chapel Hill*  
*Emily K. Juel, B.S., University of North Carolina at Chapel Hill*  
*Kate Rogers, Ph.D., OCD Anxiety Centers*  
*Sandra Hadlock, M.S., OCD Anxiety Centers*  
*Joseph Friedman, B.A., University of North Carolina at Chapel Hill*  
*Nicholas S. Myers, M.A., University of North Carolina at Chapel Hill*  
*Heidi J. Ojalehto, B.S., University of North Carolina at Chapel Hill*  
*Maya E. Tadross, B.S., University of North Carolina at Chapel Hill*  
*Chase M. DuBois, BA, University of North Carolina at Chapel Hill*

**Prognostic Prediction of Outcomes in a Treatment Program for OCD & Related Disorders (OCRDs)**

*Olivia Woodson, B.S., McLean Hospital*

*Mary E. McNamara, M.A., McLean Hospital*

*Jennie M. Kuckertz, Ph.D., McLean Hospital / Harvard Medical School*

*Heather Martin, B.A., McLean Hospital*

*Courtney Beard, Ph.D., McLean Hospital*

*Christian A. Webb, Ph.D., Harvard Medical School/McLean Hospital*

*Martha J. Falkenstein, Ph.D., McLean Hospital/Harvard Medical School*

**Consumer Perspectives on Justice-based ERP for OCD with Identity-related Themes**

*Caitlin M. Pinciotti, Ph.D., Baylor College of Medicine*

Earn 1.5 continuing education credits

Grand Ballroom D, Level 5, Downtown Marriott

Symposium 91

# Family Member Support for Psychotherapy for PTSD: A Promising Innovation for Treatment Engagement

CHAIRS:

*Candice Monson, Ph.D.*, Toronto Metropolitan University  
*Megan Shepherd-Banigan, Ph.D.*, Durham VA

Moderate level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *PTSD (Posttraumatic Stress Disorder), Implementation, Veterans*

## **A Pilot Study of a Couples Approach to Prolonged Exposure for PTSD**

*Laura Meis, Ph.D.*, National Center for PTSD, Center for Care Delivery & Outcomes Research, Minneapolis VA

*Afsoon Eftekhari, Ph.D.*, National Center For PTSD

*Shannon Kehle-Forbes, Ph.D.*, Minneapolis VA Health Care System

*Christopher Chuick, Ph.D.*, Minneapolis VA Healthcare System

*Christie King, PhD*, Minneapolis VA Healthcare System

*Jenna Robison-Andrew, Ph.D.*, Minneapolis VA Healthcare System

*Erin Linden, MPH*, Center for Care Delivery and Outcomes Research, Minneapolis Veterans Affairs Health Care System

*Emily Campbell, M.A.*, Center for Care Delivery and Outcomes Research, Minneapolis Veterans Affairs Health Care System

*Shirley Glynn, Ph.D.*, VA/University of California Los Angeles

## **An Adjunctive Family Intervention for PTSD: Addressing Family Member Goals for Involvement in PTSD Treatment**

*Johanna Thompson-Hollands, Ph.D.*, National Center for PTSD

*Zackary Mullins, B.A.*, Cincinnati VAMC- Ft. Thomas Division

*Stephanie Trendel, B.A.*, National Center for PTSD At VA Boston Healthcare System

*Sarah Stoycos, Ph.D.*, Keck School of Medicine

*Nicole Pukay-Martin, Ph.D.*, Durham VA Health Care System

*Eileen Barden, Ph.D.*, National Center for PTSD At VA Boston Healthcare System

*Michelle Fernando, Ph.D.*, National Center for PTSD at VA Boston Healthcare System

## **Family-involved Interventions May Offer Unique Benefits for Veterans with PTSD Experiencing High Family Strain**

*Megan Shepherd-Banigan, Ph.D.*, Durham VA

*Hope Salameh, B.A.*, Center for Care Delivery and Outcomes Research, Minneapolis  
VA Health Care System,

*Abigail Shapiro, MPH*, Durham VA Health Care System

*Karen Stechuchak, M.S.*, Durham VA Health Care System

*Stephanie Wells, Ph.D.*, Durham VA Health Care System

*Joseph Neiman, M.D.*, Durham VA Health Care System

*Hollis Weidenbacher, Ph.D.*, Durham VA Health Care System

*Madeleine Eldridge, MPH*, Durham VA Health Care System

*Tiera Lanford, MPH*, Durham VA Health Care System

*Barbara Bokhour, Ph.D.*, University of Massachusetts Chan Medical School

*Shirley Glynn, Ph.D.*, VA/University of California Los Angeles

*Rachel Ruffin, PhD*, Durham VA Health Care System

*Courtney Van Houtven, Ph.D.*, Durham VA Health Care System

*David Edelman, M.D.*, Durham VA Health Care System

*Patrick Calhoun, Ph.D.*, Durham VA Health Care System

*Cindy Swinkels, Ph.D.*, VISN 6 MIRECC

*Eric Dedert, Ph.D.*, Durham VA Health Care System

*Princess E. Ackland, M.P.H., Ph.D.*, Center for Care Delivery and Outcomes Research,  
Minneapolis VA Health Care System/University of Minnesota



### **Family-supported PE: What Would It Take for Real-world Implementation?**

*Princess E. Ackland, M.P.H., Ph.D.*, Center for Care Delivery and Outcomes Research,  
Minneapolis VA Health Care System/University of Minnesota

*Shannon Kehle-Forbes, Ph.D.*, Minneapolis VA Health Care System

*Erin Linden, MPH*, Center for Care Delivery and Outcomes Research, Minneapolis  
Veterans Affairs Health Care System

*Emily Campbell, M.A.*, Center for Care Delivery and Outcomes Research, Minneapolis  
Veterans Affairs Health Care System

*Robert Orazem, Ph.D.*, Center for Care Delivery and Outcomes Research, Minneapolis  
Veterans Affairs Health Care System

*Michele Spoot, Ph.D.*, Center for Care Delivery and Outcomes Research, Minneapolis  
Veterans Affairs Health Care System

*Melissa Polusny, Ph.D. LP*, Minneapolis VA/University of Minnesota

*David Nelson, Ph.D.*, Center for Care Delivery and Outcomes Research, Minneapolis  
Veterans Affairs Health Care System

*Carl Isenhardt, Ph.D.*, VA Desert Pacific Healthcare Network (VISN 22)

*Afsoon Eftekhari, Ph.D.*, National Center For PTSD

*Millie Astin, Ph.D.*, ATL VAHCS

*Katherine Porter, Ph.D.*, VA Ann Arbor Healthcare System

*Erin Smith, Ph.D.*, VA Ann Arbor Healthcare System

*Shirley Glynn, Ph.D.*, VA/University of California Los Angeles

Earn 1.5 continuing education credits

Grand Ballroom E, Level 5, Downtown Marriott

Symposium 92

# Leveraging Advanced Technology and Data Analytics to Better Understand the Role of Sleep Dysregulation in Eating Disorders

CHAIRS:

*Elizabeth Lampe, M.S., Drexel University*

*Shruti S. Kinkel-Ram, M.A., Miami University*

DISCUSSANT:

*Kelly C. Allison, Ph.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: *Eating, Sleep*

**Using Network Analysis to Identify Key and Pathway Symptoms Among Sleep  
Disturbance Symptoms in Eating Disorder Samples and Co-occurring Post-  
traumatic Stress Disorder**

*Christina Ralph-Nearman, M.S., Ph.D., University of Louisville*

*Sofie Glatt, B.A., University of Louisville*

*Kathryn Pasquariello, M.S., University of Louisville. Suffolk University*

*Madison Hooper, M.S., University of Louisville*

*Taylor Penwell, B.A., University of Montana*

*Abigail McCarthy, B.S., University of Louisville*

*Brenna Williams, M.S., University of Louisville*

*Cheri Levinson, Ph.D., University of Louisville*

**Sleep Quality Is Not Associated with Daily Disordered Eating Behaviors in a Sample of Young Women with Disordered Eating**

*Kara A. Christensen Pacella, Ph.D., University of Nevada, Las Vegas*

*Joseph Ayres, B.A., University of Illinois - Chicago*

*Yiyang Chen, Ph.D., University of Kansas*

*Kelsie Forbush, Ph.D., University of Kansas*

**Negative Affect Mediates the Association Between Nightly Sleep and Next-day Binge Eating**

*Elizabeth Lampe, M.S., Drexel University*

*Jannah Moussaoui, B.S., Drexel University*

*Adrienne Juarascio, Ph.D., Drexel University*

*Stephanie Manasse, Ph.D., Drexel University*

**Sleep Characteristics and Next-day Loss-of-control Eating in Adolescents: An Ecological Momentary Assessment and Sensor Study**

*Stephanie Manasse, Ph.D., Drexel University*

*Elizabeth Lampe, M.S., Drexel University*

*Laura Rubino, B.A., Drexel University*

**Restless Nights, Restless Appetites: Exploring the Links Between Sleep Dysfunction and Agitation on Suicidality Among Eating Disorder Patients**

*Shruti S. Kinkel-Ram, M.A., Miami University*

*William Grunewald, M.A., Auburn University*

*Lindsay Bodell, PhD, Western University*

*April Smith, Ph.D., Auburn University*

Earn 1 continuing education credit

Grand Ballroom I/J, Level 5, Downtown Marriott

Symposium 93

# Community-engaged Research Approaches to Sexual Violence Revictimization, HIV, and Opioid Use Disorder: Improving Empirical and Clinical Outcomes Through Partnership

CHAIR:

*Molly A. Maloney, M.S., Purdue University, VA Boston Healthcare System*

DISCUSSANT:

*Nicholas Livingston, Ph.D., Boston University School of Medicine & National Center for PTSD*

Moderate to advanced level of familiarity with the material

Primary Category: Prevention

Key Words: *HIV / AIDS, Violence / Sexual Assault, Substance Abuse*

**Preventing Sexual Revictimization Among College Women: A Qualitative Examination of Acceptability and Effectiveness of a Novel Prevention Program**

*Molly A. Maloney, M.S., Purdue University, VA Boston Healthcare System*

*Daniel W. Oesterle, M.S., Purdue University*

*Niamh J. Christie, B.A., Purdue University*

*Christopher Eckhardt, Ph.D., Purdue University*

**Utilizing Community Based Participatory Research to Develop a Culturally-tailored Sexual Health Intervention Approach for South African Adolescents**

*Jennifer L. Brown, Ph.D., Purdue University*

**Engaging Community Representatives to Improve Our Approach and Understanding of the Impact of COVID-19 on Opioid Use Disorder Treatment**  
*Justeen K. Hyde, Ph.D.*, Center for Healthcare Organization and Implementation Research (CHOIR), Veterans Affairs Bedford Healthcare System  
*Clara Roth, B.S.*, BVARI, VA Boston  
*Nicholas Livingston, Ph.D.*, Boston University School of Medicine & National Center for PTSD

Earn 1 continuing education credit

Franklin 1, Level 4, Downtown Marriott

Symposium 94

# Extending the Reach and Impact of Behavioral and Cognitive Interventions for Unhealthy Alcohol Use into Medical Settings

CHAIR:

*Kyle Possemato, Ph.D., VA Center for Integrated  
Healthcare*

DISCUSSANT:

*Kyle Possemato, Ph.D., VA Center for Integrated  
Healthcare*

All level of familiarity with the material

Primary Category: Primary Care / Integrated Care

Key Words: *Alcohol, Integrated Care, Health Psychology*

## **Women Veterans' Perspectives of a Novel Brief Alcohol Intervention in Primary Care**

*Katherine Buckheit, Ph.D., VA Center for Integrated Healthcare*

*Madison Firkey, M.S., Syracuse VA Medical Center*

*Robyn Sedotto, Ph.D., VA Center for Integrated Healthcare*

*Tracy Simpson, PhD, VA Puget Sound Health Care System*

*Nadine R. Mastroleo, Ph.D., Binghamton University*

*Jacob Scharer, Ph.D., VA Center for Integrated Healthcare*

*Stephen Maisto, Ph.D., Syracuse University; Center of Integrated Healthcare, Syracuse  
VA Medical Center*

*Kyle Possemato, Ph.D., VA Center for Integrated Healthcare*

## **Pilot Outcomes of a Brief Treatment for Alcohol Misuse and Cardiovascular Disease Risk in Integrated Treatment Settings**

*Dan V. Blalock, M.A., Ph.D., Durham VA HSR&D; Duke University*

Examination of Client Language Using a Novel Coding System in a Multi-session, Dual Target Intervention for Heavy Drinking Veterans with PTSD

*Nadine R. Mastroleo, Ph.D., Binghamton University*

Acceptance and Commitment Therapy for People with HIV and Unhealthy Alcohol Use: Development and Execution of a Remote Randomized Clinical Trial

*Sarah E. Woolf-King, M.P.H., Ph.D., Syracuse University*

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2:30 PM – 4:00 PM

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Earn 1.5 continuing education credits

Franklin 9, Level 4, Downtown Marriott

Symposium 95

# Remembering the Forgotten Emotion: New Approaches to Understanding Anger in Youth

SATURDAY

CHAIR:

*Amy K. Roy, Ph.D., Fordham University*

DISCUSSANT:

*Melissa Brotman, Ph.D., Emotion and Development Branch, NIMH*

Basic to moderate level of familiarity with the material

Primary Category: Anger

Key Words: *Adolescents, Anger / Irritability, Child*

All Angry Youth Are Not the Same: A Latent Profile Analysis of the Anger Regulation and Expression Scale

*Raymond DiGiuseppe, ABPP, Ph.D., St. John's University*

**Novel Assessment of the Unique Association Between Irritability and Anger Responses to Frustration in Adolescents**

*Erica Ferrara, M.S., Fordham University*  
*Hyunjung Lee, M.A., Fordham University*  
*Jill Stadterman Guarecuco, Ph.D., Fordham University*  
*Melanie R. Somekh, Ph.D., Fordham University*  
*Emily Hirsch, M.A., Fordham University*  
*Rodolfo Keeseey, B.S., Fordham University*  
*Heining Cham, Ph.D., Fordham University*  
*Lindsay Till Hoyt, Ph.D., Fordham University*  
*Amy Krain Roy, Ph.D., Fordham University*

**Brain Connectivity and Anger Attribution Bias in Irritable Youth**

*Margaret S. Benda, M.A., Fordham University*  
*Mariah DeSerisy, Ph.D., Columbia University Medical Center*  
*Cara Levitch, Ph.D., New York University Grossman School of Medicine*  
*Amy K. Roy, Ph.D., Fordham University*

**Which Cognitions Best Predict Dysfunctional Anger in College Age Youth?**

*Shannon Gasparro, M.A., St. John's University*  
*Yareli Perez-Ibarra, B.A., St. John's University*  
*Annette Schieffelin, M.A., St. John's University*  
*Katharine D. Romero, M.A., St. John's University*  
*Raymond DiGiuseppe, ABPP, Ph.D., St. John's University*

**Anger Experience and Expression in Children with Autism Spectrum Disorder**

*Denis Sukhodolsky, ABPP, Yale University*  
*Sydney Anderson, B.A., Yale University School of Medicine*  
*Michelle Menezes, Ph.D., Yale University School of Medicine*  
*Karim Ibrahim, Psy.D., Yale University School of Medicine, Child Study Center*



Earn 1.5 continuing education credits

Franklin Hall 10, Level 4, Downtown Marriott

Symposium 96

# Strength in Black Womanhood: Implications of Strong Black Woman Schema for Mental Health and Clinical Practice

CHAIR:

*Jasmin Brooks Stephens, Ph.D.*, Massachusetts General  
Hospital

DISCUSSANT:

*Tamara Nelson, M.P.H., Ph.D.*, Rutgers University

All level of familiarity with the material

Primary Category: Culture / Ethnicity / Race

Key Words: *African Americans / Black Americans, Race*

## **Discrimination and Mental Health: The Role of Strong Black Woman Schema for Young Black Women**

*Jasmin Brooks Stephens, Ph.D.*, Massachusetts General Hospital

*Rheeda Walker, Ph.D.*, University of Houston

## **Super Strength: Associations Between Messages of Strength, Strong Black Woman Endorsement, and Mental Health**

*Jessica Pitts, B.S., M.S.*, University of Michigan

*Rona Carter, Ph.D.*, University of Michigan

*Monique Ward, Ph.D.*, University of Michigan

**Intersectionality Matters: An Examination of the Role of Sexual Orientation in the Association Between Superwoman Schema and Depressive Symptoms of Black Women at Hbcus**

*Janae N. Best, M.P.H., University of Michigan*

*Kristi E. Gamarel, Ph.D., University of Michigan*

*Natalie N. Watson-Singleton, Ph.D., Spelman College*

**Development and Pilot Testing of a Single Session Intervention for Black Women Focused on SBW Emotion Beliefs and Emotion Regulation**

*Ramya Ramadurai, M.A., American University*

*Jasmin Brooks Stephens, Ph.D., Massachusetts General Hospital*

*Macy Ward, B.A., American University*

**Gendered Racism, Cultural Coping, and Health Among College-aged Black Women**

*Briana Spivey, M.S., University of Georgia*

*Natalie N. Watson-Singleton, Ph.D., Spelman College*

*Justin Lavner, Ph.D., University of Georgia*

Earn 1 continuing education credit

305/306, Level 3, Downtown Marriott

Symposium 97

# Reward Processes and Links to Psychotherapy for Anxiety and Depression

CHAIRS:

*Nora Barnes-Horowitz, M.A., University of California, Los Angeles*

*Benjamin Rosenberg, Ph.D., University of California Los Angeles*

DISCUSSANT:

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

Moderate level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *Anxiety, Depression, Treatment*

**Fmri Evidence for the Prediction Error-like Processing of Absent Danger in the Reward and Salience Pathway and Its Relation to Self-reported Relief**

*Anne L. Willems, Ph.D., KU Leuven*

*Lukas Van Oudenhove, M.D., Ph.D., KU Leuven*

*Bram Vervliet, Ph.D., Ku Leuven*

**An Exploration of Prediction Error Learning and Relief During Exposure for Public Speaking Anxiety**

*Nora Barnes-Horowitz, M.A., University of California, Los Angeles*

*Tomislav Zbozinek, Ph.D., University of California Los Angeles*

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

**Positive Affect Moderates Expectancy Violation During Exposure Therapy for Social Anxiety**

*Benjamin Rosenberg, Ph.D., University of California Los Angeles*

*Christina Sandman, M.A., University of California Los Angeles*

*Amy Sewart, Ph.D., Dr. Amy Sewart - Clinical Psychologist*

*Tomislav Zbozinek, Ph.D., University of California, Los Angeles*

*Michael Treanor, Ph.D., University of California, Los Angeles*

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

**A Randomized Controlled Trial of Brief Behavioral Activation Plus Savoring for Positive Affect in University Students**

*Divya Kumar, Ph.D., McLean Hospital*

*Sarah Corner, M.A., Southern Methodist University*

*Alicia Meuret, Ph.D., Southern Methodist University*

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2:30 PM – 4:00 PM

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**Earn 1.5 continuing education credits**

**Liberty B, Level 3, Marriott Downtown**

**Symposium 98**

**Implementing Digital Innovations  
in Brick-and-mortar Healthcare  
Programs**

CHAIR:

*Shiri Sadeh-Sharvit, Ph.D., Eleos Health*

DISCUSSANT:

*Steven D. Hollon, Ph.D., Vanderbilt University*

All level of familiarity with the material

Primary Category: Technology/Digital Health

Key Words: *Industry, Technology / Mobile Health, Treatment/ Program Design*

**Effects of AI Implementation at an Outpatient Therapy at a Community-based Treatment Center**

*Shiri Sadeh-Sharvit, Ph.D., Eleos Health*

*Eyal Grossman, M.A., Eleos Health*

*Steven D. Hollon, Ph.D., Vanderbilt University*

**A Digitally Enhanced Opioid Use Disorder Treatment Program: Exploring the Impact of Applied Research on Process and Clinical Outcomes**

*Jorge Palacios, M.D., Ph.D., Bright Therapeutics*

**Combatting Therapist Drift: Ai-supported Supervision in a Clinical and Counseling Psychology Training Program**

*Donna Sheperis, Ph.D., LPC, Palo Alto University*

**Teen Mental Health Services in Public Libraries: Field Testing of Anxiety Management Online Activities**

*Ashley A. Knapp, M.A., Ph.D., Northwestern University Feinberg School of Medicine*

*Robert Simmons, MSW, Oak Park Public Library*

*Miguel Herrera, M.A., Northwestern University*

*Simrandeep Kour, Northwestern University*

Earn 1 continuing education credit

Regency Ballroom A, Second Floor Mezzanine, Loews Hotel

Symposium 99

# Opening Doors: Innovative Digital or Mobile ACT Interventions for Behavioral Medicine Populations

CHAIR:

*Francesca Scheiber, Ph.D.*, Duke University School of  
Medicine

DISCUSSANT:

*Maria Karekla, Ph.D.*, University of Cyprus

Basic level of familiarity with the material

Primary Category: Adult Health Psychology / Behavioral Medicine

Key Words: *ACT (Acceptance & Commitment Therapy), Technology / Mobile Health,  
Behavioral Medicine*

**Using Technology Within ACT Interventions for Adults with Cancer**

*Joanna J. Arch, Ph.D.*, University of Colorado Boulder

*Jill Mitchell, MSW, Ph.D.*, Rocky Mountain Cancer Centers, Boulder

*Sarah Genung, B.A.*, University of Colorado Boulder

*Madeline Nealis, MPH*, University of Colorado Boulder

*Michael Levin, Ph.D.*, Utah State University

**A Web-based Acceptance and Commitment Therapy Tobacco Cessation Intervention for Veterans with Mental Health Disorders: Results from Usability Testing**

*Megan M. Kelly, Ph.D.*, UMass Chan Medical School  
*Abigail Dempsey, Ph.D.*, Purdue University Northwest  
*Victoria Ameral, Ph.D.*, VA Bedford Healthcare System  
*Beth Ann Petrakis, MPA*, VA Bedford Healthcare System  
*Erin D. Reilly, Ph.D.*, Veterans Integrated Service Network 1 Mental Illness Research, Education, and Clinical Center (VISN 1 MIRECC), Bedford, MA  
*Karen Quigley, Ph.D.*, Northeastern University  
*Jonathan Bricker, Ph.D.*, Fred Hutchinson Cancer Research Center  
*Jaimee Heffner, Ph.D.*, Fred Hutchinson Cancer Research Center

**A Randomized Controlled Trial of Iact: A Hybrid Intervention for Eating Disorders in Type 1 Diabetes**

*Rhonda Merwin, Ph.D.*, Duke University School of Medicine  
*Ashley Moskovich, Ph.D.*, Duke University Medical Center  
*Jason Lillis, Ph.D.*, Brown University Medical School  
*Francesca Scheiber, Ph.D.*, Duke University School of Medicine  
*Dorothy Mayo, BA*, Duke University  
*Bailey Irizarry, M.S.*, Brown University/ The Miriam Hospital  
*Jennifer Warnick, Ph.D.*, Brown University/ The Miriam Hospital  
*Sarah K. Markert, M.A.*, Duke University  
*Erica Robichaud, M.A.*, Brown University/ The Miriam Hospital  
*Stephanie Chang, B.A.*, Duke University  
*Samantha Schram, B.A.*, Lifespan Health/ The Miriam Hospital  
*Tina Chen, B.S.*, Brown University/ The Miriam Hospital

Earn 1.5 continuing education credits

Regency Ballroom B, Second Floor Mezzanine, Loews Hotel

Symposium 100

# The Impact of Interpersonal Trauma on Couple Relationships: Spillover Effects Across Diverse Samples and Methodologies

CHAIR:

*Molly R. Franz, Ph.D.*, University of Maryland, Baltimore County

DISCUSSANT:

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

Basic to moderate level of familiarity with the material

Primary Category: Trauma and Stressor Related Disorders and Disasters

Key Words: *Abuse / Maltreatment, PTSD (Posttraumatic Stress Disorder), Couples / Close Relationships*

## Testing the Associations Between Specific Forms of Child Maltreatment and Specific Forms of Domestic Violence Perpetration and Victimization

*Valerie Velasco, M.S.*, Ohio University

## Moral Injury, Mental Health Symptoms, and Family Functioning Among Men and Women Veterans

*Emily Taverna, Ph.D.*, National Center for PTSD, Women's Health Sciences Division

*Katherine Iverson, Ph.D.*, National Center for PTSD

*Laura Meis, Ph.D.*, National Center for PTSD, Center for Care Delivery & Outcomes Research, Minneapolis VA

*Dawne Vogt, Ph.D.*, National Center for PTSD

*Alexandria N. Miller, Ph.D.*, VA Boston NCPTSD WHSD

*Tara Galowski, Ph.D.*, VA National Center for PTSD, Boston University School of Medicine

*Yael Nillni, Ph.D.*, VA Boston Healthcare System



**Trauma Symptoms, Social Support Processes, and Relationship Satisfaction in Newlywed Couples with Dual Histories of Child Maltreatment**

*Rebecca Nguyen, B.S., M.A., University of Maryland, Baltimore County*

*Molly R. Franz, Ph.D., University of Maryland, Baltimore County*

*Emma Archibald, B.S., B.A., University of Maryland, Baltimore County*

*David DiLillo, Ph.D., University of Nebraska-Lincoln*

**All in the Family: Exploring Emotion Regulation, Parenting Stress, and Daily Romantic Relationship Functioning Among Mothers with PTSD**

*Bonnie Woodward, M.A., University of Maryland Baltimore County*

*Rebecca Nguyen, B.S., M.A., University of Maryland, Baltimore County*

*Emma Archibald, B.S., B.A., University of Maryland, Baltimore County*

*Molly R. Franz, Ph.D., University of Maryland, Baltimore County*

**PTSD Symptomatology, Problematic Alcohol Use, and Physical Intimate Partner Aggression: A Dyadic Analysis in Sexual and Gender Diverse Couples**

*Dominic Parrott, Ph.D., Georgia State University*

*Katherine Masyn, Ph.D., Georgia State University*

*Konrad Bresin, Ph.D., University of Louisville*

*Amy Hequembourg, Ph.D., University of Buffalo*

*Jessica Grom, M.A., Georgia State University*

*Cynthia Stappenbeck, Ph.D., Georgia State University*

Earn 1 continuing education credit

Regency Ballroom C1, Second Floor Mezzanine, Loews Hotel

Symposium 101

# Leveraging Community Engagement to Develop Innovative Adapted Interventions and Improve Treatment Outcomes Among Populations with And/or Vulnerable to HIV

CHAIR:

*Deja Clement, M.P.H., M.S., Massachusetts General Hospital*

DISCUSSANT:

*Jessica Magidson, Ph.D., University of Maryland- College Park*

Moderate to advanced level of familiarity with the material  
Primary Category: Adult Health Psychology / Behavioral Medicine  
Key Words: *Behavioral Medicine, HIV / AIDS, Treatment Development*

**Acceptability of a Cognitive Behavioral Therapy (CBT)-Based Group to Promote Healthy Aging Among Older People with HIV: Perspectives on the Importance of Careful Tailoring and Competent Delivery**

*Jacklyn D. Foley, Ph.D., Massachusetts General Hospital*

*Madison Davis, MPH, Massachusetts General Hospital*

*Stephanie Schiavo, Bachelors, Northeastern University*

*Lauren Bernier, Bachelors, Boston University*

*Abigail W. Batchelder, M.P.H., Ph.D., Boston University School of Medicine & Department of Psychiatry Boston Medical Center*

**Adapting Prep Delivery for People Who Use Opioid Drugs Across the Opioid Use Disorder (OUD) Treatment Cascade: Exploring Community Needs and Preferences to Improve Uptake**

*Matthew Sullivan, Ph.D., Massachusetts General Hospital*

*Madison Davis, MPH, Massachusetts General Hospital*

*Abigail W. Batchelder, M.P.H., Ph.D., Boston University School of Medicine & Department of Psychiatry Boston Medical Center*

**Using a Stakeholder-driven Approach to Develop a Peer Recovery Coach Role for Task-sharing Substance Use Interventions in Community-based HIV Teams in South Africa**

*Kristen S. Regenauer, M.S., University of Maryland- College Park*

*Kim Johnson, M.A., South African Medical Research Council*

*Sibabalwe Ndamase, B.S., B.A., South African Medical Research Council*

*Nonceba Ciya, South African Medical Research Council*

*Imani Brown, M.P.H., University of Maryland- College Park*

*Alexandra Rose, MSc, VA Puget Sound Health Care System*

*Jessica Magidson, Ph.D., University of Maryland- College Park*

*Bronwyn Myers, Ph.D., Curtin University*

**Iterative Adaptation of a Psycho-behavioral Intervention to Mitigate the Negative Consequences of Stigma for People with HIV Who Inject Drugs in Boston**

*Abigail W. Batchelder, M.P.H., Ph.D., Boston University School of Medicine & Department of Psychiatry Boston Medical Center*

**Preferences for the Adaptation of a Resiliency Intervention Among Nurses Providing HIV Care in South Africa**

*Christina Psaros, Ph.D., Harvard Medical School*

Earn 1.5 continuing education credits

Grand Ballroom F, Level 5, Downtown Marriott

Panel Discussion 26

# Recruitment, Engagement, and Retention When Conducting Research with Specific Clinical Populations at High-risk for Suicide: Challenges, Strategies, and Recommendations

MODERATOR:

*Lauren M. Weinstock, Ph.D.*, Alpert Medical School of Brown University

PANELISTS:

*Madeline Benz, Ph.D.*, Brown University & Butler Hospital

*Christopher D. Hughes, Ph.D.*, Alpert Medical School of Brown University

*Nauder Namaky, Ph.D.*, Alpert Medical School of Brown University

*Katherine Tezanos, Ph.D.*, Brown University Medical School

*Jennifer A. Poon, Ph.D.*, University of Alaska

*Lauren M. Weinstock, Ph.D.*, Alpert Medical School of Brown University

Primary Category: Suicide and Self-Injury

Key Words: *Suicide, Research Methods, Community-Based*

Specific populations that are at particularly elevated risk for suicidal thoughts and behaviors (STBs) are often understudied due to difficulties with recruitment, engagement, and retention. Groups such as adolescents, Native peoples, psychiatric inpatients, Veterans, persons involved in the criminal legal system, and individuals with co-morbid conditions experience unique risk factors for suicide, warranting a more concerted and intentional research effort, as well as thoughtful approaches to appropriately, ethically, and successfully engaging them in clinical research. Panelists will begin by providing brief

overviews of their background and research. Initial discussion will focus on the necessity of including special populations in suicide research and the need to explore novel study designs and culturally-responsive research methods to maximize participant engagement, thereby enhancing the impact of this research. Next, drawing on the broader scientific literature, direct research and clinical experiences, and previous work from colleagues, this panel will highlight strategies that have been used with specific populations (e.g., formation of and engagement with community advisory boards, inclusion of peer support specialists, collaborations with tribal councils, schools, and other community partners). Panelists will discuss the advantages and limitations of each approach, with an emphasis on barriers encountered and strategies to overcome them. Panelists will also discuss place-based, historical, intergenerational, and cultural considerations (e.g., data sovereignty) and the importance of collaborating with community members and those with lived experience throughout all aspects of the research process. Lastly, the panel will highlight recommendations for improving the engagement and experience of these special populations and potential future directions of this work, before opening the discussion to questions from the audience.

Earn 1.5 continuing education credits

Grand Ballroom K/L, Level 5, Downtown Marriott

Panel Discussion 27

# Extending Our Reach: Utilizing Clinical and Research Approaches to Bolster Community Engagement and Social Advocacy Among Underrepresented and Harder-to-reach Couples

MODERATOR:

*Melissa V. Gates, M.S., Binghamton University*

PANELISTS:

*Christina M. Balderrama-Durbin, Ph.D., Binghamton University*

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

*Anthony L. Chambers, ABPP, Ph.D., The Family Institute at Northwestern University*

*Shelby B. Scott, Ph.D., The University of Texas at San Antonio*

*Amy D. Marshall, Ph.D., The Pennsylvania State University*

Primary Category: Couples / Close Relationships

Key Words: *Couples / Close Relationships, Translational Research, Mental Health Disparities*

Marginalized communities experience health disparities and limited access to care, often because of societal, infrastructural, and cultural barriers (Thomas et al., 2014). Community-based participatory research aims to initiate population-level changes to address health inequities and prioritize the concerns of community members (CDC, 2015). This is accomplished by recognizing power imbalances and encouraging information to

be exchanged between researchers and community members. However, researchers face challenges to facilitating community partnerships hindering potential implications for the marginalized community (Cyril et al., 2015). This panel will feature five experts who specialize in working with underserved and hard-to-reach couples and families and will highlight the need to amplify the expressed healthcare and community support needs of marginalized couples. Moreover, panelists will highlight the advocacy efforts required to conduct research in institutional systems with stark histories of oppression. Panelist 1 will emphasize experiences from partnering with community organizations and working within institutional systems to promote the needs of sexual minority and military couples including those in rural areas. Panelist 2 will discuss approaches for collaborating with community agencies when working with low-income families, including challenges with developing partnerships. Panelist 3 will discuss how the research infrastructure can engage hard-to-reach couples in help seeking, serve as a resource, and monitor safety risks among racially diverse, urban, and rural low-income families. Panelist 4 will discuss approaches for setting up a clinic targeting the underserved and outlining the importance of collaborating with stakeholders for dissemination and implementation purposes. Panelist 5 will describe approaches for leveraging research efforts for advocacy and social justice among individuals with diverse sexual and gender identities. Through this discussion, panelists will suggest approaches for establishing connections with community partners to better advocate for marginalized communities and outline common challenges and possible solutions for overcoming these barriers.

Earn 1.5 continuing education credits

Franklin 2, Level 4, Downtown Marriott

Panel Discussion 28

# Psychology and Psychiatry in the 21st Century

MODERATOR:

*Simon A. Rego, ABPP, Psy.D., Montefiore Medical Center*

PANELISTS:

*Jonathan E. Alpert, M.D., Ph.D., Montefiore Medical Center and Albert Einstein College of Medicine*

*Adrienne Grzenda, M.D., Ph.D., UCLA School of Medicine*

*Kerry Ressler, M.D., Ph.D., Brigham and Women's Hospital / Harvard Medical School*

Primary Category: Professional / Interprofessional Issues

Key Words: *Evidence-Based Practice, Neuroscience, Professional Issues*

One way to inspire innovation to advance CBT is by recognizing the scientific advances in associated fields that integrate well with CBT. However, while many of us are aware of advances within psychology in general, and CBT specifically, we often struggle to keep up with advances in many of the related fields in science and medicine. In addition, despite the fact that a great number of ABCT members work with either directly (in academic medical settings) or indirectly (sharing care in private practice) our colleagues in psychiatry, the identity of the field of psychiatry, including its core clinical and research advances (as well as challenges), is an often-overlooked topic each year at the ABCT annual convention. Nevertheless, along with integrating with pharmacological approaches to the relief of patient suffering, the field of CBT is increasingly intersecting with innovations from neuroscience, neuromodulation, neurostimulation, psychedelics, machine learning, natural language processing and artificial intelligence. As such, this panel discussion will feature esteemed psychiatrists who will highlight some of the recent and key advances from psychiatry and neuroscience, as well as a range of related topics, including biomarkers, climate change, and health equity. Special attention will be paid to topics such as improving communication across multidisciplinary providers, training and education, improving access, and addressing health disparities. Finally, the panelists will describe some of the key emerging opportunities, including population health approaches, creating outcome measures with greater relevance for diverse patients and communities, and novel targets for treatment development. Time will be protected to allow attendees the opportunity to ask questions.



Earn 1.5 continuing education credits

Franklin 8, Level 4, Downtown Marriott

Panel Discussion 29

# Promoting Rigor and Inclusivity in Sexual and Gender Minority Health Research: Lessons Learned from Community-engaged and Methodologically Diverse Research Practices

SATURDAY

MODERATOR:

*Brian Feinstein, Ph.D.*, Rosalind Franklin University

PANELISTS:

*Lindsay Gillikin, B.A.*, University of Wyoming

*Julia K. Nicholas, M.S.*, University of Louisville

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

*Madeleine Miller, B.S.*, Hunter College, City University of  
New York

*Thomas E. Schlechter, M.S.*, Colorado State University

Primary Category: LGBTQ+

Key Words: *Stigma, Methods, Psychometrics*

Further consideration of underutilized research methodologies and the applicability of existing measures may prove helpful in understanding sexual and gender minority (SGM) health disparities. Centering the experience of these diverse groups, particularly non-monosexual (e.g., asexual, bisexual) and gender-expansive (e.g., nonbinary, gender-fluid) identities, is important when considering the generalizability of measures and experimental paradigms. Decisions about how to measure identity and identity-related experiences, like minority stress, across diverse groups often require researchers to make value judgments about the scientific rigor and inferred experience of research participants. Further, experimental paradigms that induce minority stress may require deception and elicit momentary discomfort among research participants, underscoring the importance of ethical considerations and consultation with community members. This panel will bring together researchers conducting community-engaged work with SGM communities across diverse settings and methodologies (i.e., experimental, psychometric, and mixed-methods research). Panelists will discuss challenges and recommendations for 1) measurement of

identity and identity-related constructs across diverse SGM groups, 2) critical consideration of “gold-standard” measures of psychopathology, 3) measurement of meaningful change in underserved communities, 4) design and use of experimental manipulations of minority stress, and 5) use of psychophysiology to measure minority stress. First, panelists will discuss the competing interests of researchers, community members, and other stakeholders in operationalizing research questions. Then, panelists will discuss ways they have integrated their social justice values with their desire to conduct methodologically rigorous science and the barriers they have experienced doing so. Next, panelists will discuss lessons they have learned integrating community-based research practices, consideration of diverse identities, and underutilized methodologies for understanding minority stress. Finally, panelists will discuss ways that the design of our research studies can directly impact the communities we serve.

SATURDAY

Earn 1.5 continuing education credits

Independence II/III, Level 3, Downtown Marriott

Panel Discussion 31

# From 'in Press' to Impact: How Can We Ensure Psychological Science Changes the World and Improve Human Lives

MODERATOR:

*Mitch J. Prinstein, ABPP, Ph.D., University of North Carolina at Chapel Hill*

PANELISTS:

*Erlanger A. Turner, Ph.D., Pepperdine University Graduate School of Education and Psychology*

*Anne Marie Albano, ABPP, Ph.D., Columbia University Medical Center*

Primary Category: Workforce Development / Training / Supervision

Key Words: *Education and Training, Dissemination, Career Development*

Scientists generate knowledge that should be used to improve lives. But few decision-makers read journal articles. Thus, many scientists lament that their work is not having the impact that it should, and many scholars aspire for a career that involves both academic publishing and the application of science to create real-life impact. This problem is somewhat unique to psychology. Although our academic discipline is ironically more applicable than many others to people's daily lives, psychological science often is neglected when stakeholders are making decisions relevant to critical societal issues. In fact, it is often other disciplines that are credited as experts on issues such as mental health, yet these disciplines rely on our science to claim expertise. This panel includes 3 senior scholars who have invested substantial time over their careers to both the production of scientific knowledge and work with stakeholders on the national and international stage (e.g., federal agencies, educators, non-profit groups, tech companies, parents, media, and lawmakers) to ensure that psychological science has an impact. The panel will a series of critical questions that will require consideration to increase the impact of psychological science: How can psychological scientists learn the skills needed to create maximal impact for their work? Is this feasible to incorporate within doctoral training, or should this be an area of focus later in one's career? How can individual scholars increase the likelihood that their scientific contributions have real world impact? What is (or could be) the role of professional associations in translating and applying psychological science? What are the internal and external barriers we must confront as a field to increase the impact of our science on human lives?

Earn 1.5 continuing education credits

Liberty C, Level 3, Downtown Marriott

Panel Discussion 32

# Involving and Centering Stakeholders: Community Engagement Across the Stages of Implementation

MODERATORS:

*Laurel D. Sarfan, Ph.D.*, University of California, Berkeley  
*Marlen Diaz, B.A.*, University of California, Berkeley

PANELISTS:

*Kelsie Okamura, Ph.D.*, The Baker Center for Children and Families

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

*Kelsey Dickson, Ph.D.*, San Diego State University

*Anna S. Lau, Ph.D.*, University of California Los Angeles

*Carrie Comeau, LCSW*, Community Care Behavioral Health

Primary Category: Dissemination & Implementation Science

Key Words: *Community-Based, Implementation, Stakeholder Relevant*

Evidence-based treatments (EBTs) can improve mental health and well-being. However, there is a widely-recognized gap between research and practice (Bauer & Kirchner, 2020). Only a fraction of EBTs are translated into routine practice settings (Chorpita & Regan, 2009). When EBTs are translated into routine practice settings, they are often not distributed equitably and mismatch in fit between EBTs and context can lead to low adoption and sustainment (e.g., Lau et al., 2020). Community engagement may help bridge this gap, reduce inequities, and improve fit between EBTs and communities. Indeed, qualitative findings across stakeholders (e.g., patients, providers, families) underscore the importance of involving community members throughout implementation (e.g., Okamura et al., 2024). Calls from scholars in treatment development, health equity, and implementation science have amplified these findings (e.g., Beidas et al., 2019; Shelton et al., 2021). Aligning with ABCT's mission to enhance well-being through behavioral and cognitive science and the 2024 convention theme of 'community engagement,' this panel will highlight approaches to involve and center stakeholders at each stage of EBT implementation. The speakers will offer perspectives, frameworks, data, tools, and new ideas based on their experiences in co-creation, shared decision-making (across implementation

and within treatment), and implementation via collaborative partnerships. The diverse speakers will bring their experience working with a range of community partners (e.g., youth, adults, families, providers, leadership, funders), and represent varying career stages, work settings (e.g., R1 Institution, Academic Medical Center, Public Teaching-Oriented Institution, Community Mental Health), and populations of interest (e.g., Native Hawaiian and Pacific Islander, Latinx, BIPOC, Self-Advocates). The panel will be organized along the stages of implementation using the EPIS framework (Exploration, Preparation, Implementation, Sustainment) (Aarons et al., 2011)—spanning fundamental principles to advanced methods—to help audience members of all career phases gain tangible tools and new ideas to involve and center stakeholders throughout implementation.

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2:30 p.m. – 4:00 p.m.

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**Earn 1.5 continuing education credits**

**Congress B, Fourth Floor, Loews Hotel**

**Panel Discussion 33**

SATURDAY

# The Needed Case Against Innovation in Mental Health Research: Doing More with What We Already Know

MODERATOR:

*Giovanni Ramos, Ph.D., University of California, Irvine*

PANELISTS:

*Stephen M. Schueller, Ph.D., University of California, Irvine*

*Aaron J. Fisher, Ph.D., University of California, Berkeley*

*Allison Peipert, B.S., Indiana University- Bloomington*

*Lorenzo Lorenzo-Luaces, Ph.D., Indiana University*

*Rebecca Stewart, Ph.D., University of Pennsylvania School of Medicine*

Primary Category: Improved Use of Research Evidence

Key Words: *Dissemination, Implementation, Translational Research*

Clinical science shows a significant bias toward “innovative” research—developing new interventions, identifying novel markers of psychopathology, and leveraging state-of-the-art methodologies. Many of these research agendas (e.g., biomarkers of mental disorders, genomics) have had limited, if any, immediate impact on day-to-day clinical practice and the well-being of individuals with mental health problems. As such, despite all the advances that have been made in clinical science over the past decades, the prevalence and

burden of mental health disorders remain essentially unchanged. Thus, old calls to “re-boot” clinical science to be more responsive to these immediate needs are just as relevant as when first made (Kazdin & Blasé, 2011). In direct response to this year’s theme of Innovation to Advance CBT, this panel seeks to critically examine and, in some cases, even push back against the notion that “innovation” in clinical research is the most effective or preferred path to create a more impactful, scalable, and equitable mental health care system. Instead, panelists will discuss research agendas that could have more immediate potential to improve outcomes. These approaches focus on maximizing what is currently known in the field and advancing best practices and interventions. Topics addressed in this panel will include 1) de-emphasizing “active ingredients” research in favor of a dissemination and implementation approach; 2) “revolutionizing care delivery” via digital technologies by first resolving current barriers related to acceptance, engagement, workflows, and reimbursement; 3) determining the cost-benefit of treatment personalization approaches versus generic and “good enough” interventions that if widely disseminated could have broad population health impact; and 4) better understanding the needs of the current mental health workforce and providing adequate supports rather than layering more and more “innovations” at the system level. Discussants will also share their experiences pursuing these research programs while still appealing to a field and funding environment that prioritize “innovation” over real-world impact.

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2:30 p.m. – 4:00 p.m.

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networking

301, Level 3, Downtown Marriott

## Bipolar Disorders SIG

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2:30 p.m. – 4:00 p.m.

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networking 

308, Level 3, Downtown Marriott

## **Black Americans in Research and Behavioral Therapy SIG**

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2:30 p.m. – 4:00 p.m.

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Earn 1.5 continuing education credits

Regency Ballroom C2, Second Floor Mezzanine, Loews Hotel

Clinical Round Table 17

# **From Abstract to Anxious Kid: Considerations and Challenges in the Translation of Scientific Research to Clinical Practice in Pediatric Anxiety and OCD Treatment**

SATURDAY

MODERATOR:

*Kathryn Hecht, Ph.D.*, Anxiety Treatment Resources

PANELISTS:

*Jessica Bodie, Ph.D.*, Perelman School of Medicine at the University of Pennsylvania

*Maria Fraire, Ph.D.*, Harvard Medical School

*Jamie M. Lawler, Ph.D.*, Eastern Michigan University

*Joseph F. McGuire, M.A., Ph.D.*, Johns Hopkins Medicine

*Rebecca L. Schneider, Ph.D.*, Emory University School of Medicine

*Tori Simenec, M.A.*, Institute of Child Development, University of Minnesota

Primary Category: Child / Adolescent - Anxiety

Key Words: Anxiety, OCD (*Obsessive Compulsive Disorder*), Dissemination

The primary goals of this clinical roundtable are to clarify the challenges inherent in translation of research findings into effective clinical practice through the lens of pediatric anxiety and obsessive-compulsive disorder (OCD) treatment, and to discuss specific steps that academic researchers and clinicians alike can take to bridge the gap from science to practice. Despite the field's efforts to date, there remains a lag time of 17 years between the discovery of evidence-based practices in research and their widespread implementation in clinical settings. Several key challenges contribute to this gap, including: barriers to implementation in real-world clinical settings due to the complexity of the intervention, such as the need for specialized training, specific equipment, or lengthy protocols; lack of cross-talk between practitioners and researchers around new findings or intervention techniques; organizational barriers to implementation such as limited resources and resistance to change; difficulty interpreting research findings due to complexity, jargon, and/or limited clinician training in methodology and statistics; disparities in access to culturally meaningful care and/or clinical training standards which increase barriers to certification for marginalized populations; and limited ecological validity of intervention research. Additionally, while recent technological advances have substantially increased opportunities for novel mechanisms of dissemination, silos between researchers, clinicians, policymakers, and other stakeholders continue to impede the clear communication and collaboration required for effective translation and uptake of research findings in clinical settings. This diverse group of panelists, representing university settings, academic medical centers, community clinics and private practice, will review the current research on pediatric anxiety and OCD treatment, including recent developments in best practice, how the above challenges are currently impacting dissemination of these treatment innovations, and actions that researchers and clinicians can take to break down silos and increase use of the cutting-edge science designed to improve clinical outcomes for youth.



ticket

Earn 3 continuing education credits

408/409, Level 4, Downtown Marriott

Workshop 8

# RUBI Parent Training for Autistic Children with Mild to Moderate Challenging Behaviors

Kate McCalla, Ph.D., Center for Autism Services, Science and Innovation,  
Kennedy Krieger Institute

Ji Su Hong, M.D., Johns Hopkins University School of Medicine

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

SATURDAY

Basic to Moderate level of familiarity with the material

Primary Category: Autism Spectrum and Developmental Disorders

Key Words: *Autism Spectrum Disorders, Parent Training, Aggression / Disruptive Behavior / Conduct Problems*

It has been well documented that challenging behaviors (e.g., meltdowns, aggression, difficulties with transitions) are very common in autistic youth and emerge in early childhood. Literature indicates high rates of aggressive behaviors in autistic youth (aggression to a caregiver 68%, aggression to non-caregivers 49%, and self-injury 27.7%) and challenging behaviors 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 Parent Training (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, videoclips, 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, functional communication training, and skill building. We will review how RUBI PT is structured, and the audience will have the opportunity to observe how a RUBI session is conducted. We will discuss RUBI in the context of the neurodiversity movement. Finally, we will review the current evidence supporting the efficacy of RUBI.

**Outline:**

1. 1. Challenging Behaviors in Autism and Treatment Options
  - a. Brief overview of common behavioral concerns
  - b. Treatment options: pharmacological & behavioral (e.g., Applied Behavior Analysis (ABA), parent training)
  - c. Parent training in the context of the neurodiversity movement
2. Overview of RUBI Parent Training (RUBI PT)
  - a. Outline of session content
  - b. Structure of treatment
  - c. Treatment materials: therapist manual; parent workbook; video vignettes
  - d. Behavior support plan
  - e. Engaging families in treatment
3. Basic Behavioral Principles and Other Components of RUBI PT
  - a. Behavioral principles
  - b. Prevention strategies
  - c. Reinforcement
  - d. Planned ignoring
  - e. Cooperation training
  - f. Functional communication training
  - g. Skill building strategies
4. Observe Speaker Role Play of a RUBI PT Session
5. Review of Current Evidence Supporting RUBI PT

**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 prevention and reinforcement, can be used by parents.
- Identify the type of patients who would benefit from RUBI.
- Describe how RUBI is structured.
- Discuss how RUBI is aligned with the neurodiversity movement.

**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, K., Burrell, T.L., Challa, S.A., Postorino, V., Gillespie, S.E., Crooks, C., & Scahill, L. (2018). 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), 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.

Workshop 11

# Teaching Cognitive Self-management Strategies to Improve Employment Outcomes in People with Serious Mental Illness

Kim T. Mueser, Ph.D., Boston University

Susan R. McGurk, Ph.D., Boston University

SATURDAY

Basic to Moderate level of familiarity with the material

Primary Category: Schizophrenia / Psychotic Disorders

Key Words: *Severe Mental Illness, Recovery, Evidence-Based Practice*

The Thinking Skills for Work (TSW) program is a cognitive remediation program for persons with serious mental illness (SMI) including 1) computer cognitive practice exercises, 2) strategy coaching to improve performance on cognitive exercises, and 3) teaching cognitive self-management (i.e., compensatory) strategies for improving cognitive performance (e.g., sharpening attention and memory, challenging negative thinking) in day-to-day situations. Although multiple randomized controlled trials have shown that adding the TSW program to supported employment improves cognitive functioning and competitive work outcomes more than supported employment alone, more recent research shows that enhancing cognitive self-management strategies alone improves cognitive functioning and work outcomes in persons with SMI. This workshop will provide background on the assessment of cognitive difficulties interfering with the attainment of clients' work goals, and it will cover methods for teaching cognitive self-management strategies based on a standardized curriculum of ten educational handouts as described in the McGurk and Mueser (2021) book on TSW. Teaching methods will include didactic presentation, modeling and role plays (including both leaders and participants), discussion of case vignettes, and questions and answers.

**Outline:**

- Cognitive self-management strategies are noncomputer-based methods for improving everyday cognition (e.g., repeating back verbal information to ensure attention and comprehension, establishing “memory spots” for

frequently used items to improve organization, and constructing “To Do” lists for planning).

- Recent cognitive remediation research shows that teaching cognitive self-management strategies alone (without computer cognitive training) can improve cognition and work outcomes in people with mental health conditions.
- This workshop will introduce participants to methods for teaching cognitive self-management strategies for improving competitive employment in persons with mental health conditions based on the Thinking Skills for Work program.
- Curriculum for teaching self-management strategies will be reviewed, including ten educational handouts for clients.

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

- Summarize the relationship between cognitive functioning and employment outcomes in people with SMI receiving supported employment services.
- Identify three different methods for pinpointing cognitive challenges underlying problems in persons with SMI obtaining or keeping competitive jobs.
- Describe at least two cognitive self-management strategies per cognitive domain for helping clients improve their cognitive abilities in the areas of attention/concentration, memory, planning, and problem-solving.
- Show how to educate clients about cognition, work, and cognitive self-management strategies using at least three principles of psychoeducation.
- Demonstrate how to teach at least two cognitive self-management strategies based on skills training and cognitive-behavioral techniques.

**Recommended Readings:** Allott, K., van-der-El, K., Bryce, S., Parrish, E. M., McGurk, S. R., Hetrick, S., Bowie, C. R., Kidd, S., Hamilton, M., Killackey, E., & Velligan, D. (2020). Compensatory interventions for cognitive impairments in psychosis: A systematic review and meta-analysis. *Schizophrenia Bulletin*, 46, 869-83. DeTore, N. R., Balogun-Mwangi, O., Mueser, K. T., & McGurk, S. R. (2023). Comparison of Black and White participants with severe mental illness in response to cognitive remediation as an augmentation of vocational rehabilitation. *Schizophrenia Research*, 253, 60-7. McGurk, S. R., & Mueser, K. T. (2021). *Cognitive Remediation for Successful Employment and Psychiatric Recovery: The Thinking Skills for Work Program*. New York: Guilford Press. Vita, A., Barlati, S., Ceraso, A., Nibbio, G., Ariu, C., Deste, G., & Wykes, T. (2021). Effectiveness, core elements, and moderators of response of cognitive remediation for schizophrenia: A systematic review and meta-analysis of randomized clinical trials. *JAMA Psychiatry*, 78, 848-858. McGurk, S. R., Mueser, K. T., Xie, H., Welsh, J., Bailey, E., Guarino, S., Kaiser, S., Fraser, V., Drake, R. E., Becker, D. R., Wolfe, R., & McHugo, G. J. (2015). Cognitive enhancement treatment for people with mental illness who do not respond to supported employment: A randomized controlled trial. *American Journal of Psychiatry*, 172, 852-61.

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3:00 p.m. – 4:00 p.m.

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networking 

**410, Level 4, Downtown Marriott**

## **Cognitive Therapy SIG**

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!”

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3:15 p.m. – 4:15 p.m.

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**Liberty A, Level 3, Downtown Marriott**

## **Annual Meeting of Members**

All ABCT members are encouraged to attend this meeting. Learn about the Association’s progress on our Strategic Intent, our 2024 accomplishments, and our priorities for 2025. Meet the newest members to the ABCT governance and help thank your colleagues who have contributed so much to ABCT’s success over the past year. This session does not offer continuing education credit

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4:00 p.m. – 5:00 p.m.

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networking 

**307, Level 3, Downtown Marriott**

## **Native American Issues in Behavior Therapy and Research SIG**

Agenda: -Invited speaker presentation -presentation of student awards -discussion of on-going SIG efforts -election of new leadership positions

SATURDAY

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4:15 p.m. – 5:45 p.m.

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networking

401/402, Level 4, Downtown Marriott

## Psychosis and Schizophrenia Spectrum SIG

In this meeting, we will discuss the achievements of the year; vote on new leadership; award our Trailblazer, Alice Medalia, PhD, and BIPOC/LE student winner (TBN) and hear a talk from both winners.

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4:30 p.m. – 6:00 p.m.

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Earn 1.5 continuing education credits

Grand Ballroom B, Level 5, Downtown Marriott

Mini Workshop 18

# Overcoming OCD: Creative Strategies to Engage Youth in Exposure and Ritual Prevention Treatment

Anthony Puliafico, Ph.D., Columbia University Medical Center

Joanna A. Robin, Ph.D., Westchester Anxiety Treatment Psychological Services, PC

Basic to Moderate level of familiarity with the material

Primary Category: Obsessive Compulsive and Related Disorders

Key Words: *Exposure, OCD (Obsessive Compulsive Disorder), Treatment*

With a lifetime prevalence of over 2% (Ruscio et al., 2010), obsessive-compulsive disorder (OCD) is a common mental health concern among youth and is considered one of the top ten most disabling health conditions by the World Health Organization. OCD has a typical onset in childhood and adolescence, and youth diagnosed with OCD often experience impaired school, social and family functioning (Piacentini et al., 2003; Valderhaug & Ivarsson, 2005). Exposure and Ritual Prevention (EX/RP) is considered an effective, front-line treatment for pediatric OCD (Freeman et al, 2018). However, youth often find EX/RP challenging or display low willingness to engage in treatment and attrition rates for EX/RP in youth range from 15-20% (Franklin et al., 2015). This work-

shop will introduce and discuss approaches to engage children and adolescents in EX/RP treatment with the goal of building willingness and treatment compliance. Using videos and live role-play demonstrations, the presenters will demonstrate strategies to “bring to life” the various components of EX/RP, including psychoeducation, flexible responses to obsessions, exposure planning and execution, and ritual prevention. The presenters will also provide examples of activity-based exposure ideas for common OCD presentations in youth. Finally, the presenters will review and troubleshoot challenges that often arise when providing EX/RP to youth.

**Outline:**

- 8:30-8:40      **Rationale for Building Engagement in EX/RP with Youth**
- 8:40-9:00      **Inventive Approaches to Teaching OCD Psychoeducation and Flexible Responses to Obsessions**
- 9:15-9:40      **Making Exposure and Ritual Prevention Engaging for Youth**
- 9:40-9:50      **Incorporating Caregivers into Treatment**
- 9:50-10:00     **Troubleshooting/Q&A**

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

- List the components of Exposure and Ritual Prevention (EX/RP) treatment for OCD in youth.
- Describe two strategies for providing psychoeducation to youth with OCD.
- Outline an approach for creatively guiding a youth in responding flexibly to obsessive thoughts.
- Develop an activity-based exposure that is relevant to a child’s OCD concerns.
- Effectively incorporate caregivers into a youth’s EX/RP treatment plan.

**Recommended Readings:** Franklin, M.E., Freeman, J.B., & March, J.S. (2019). Treating OCD in Children and Adolescents: A Cognitive-Behavioral Approach. Guilford. Puliafico, A.C., & Robin, J.A. (2017). The OCD Workbook for Kids. New Harbinger. Peterman, J. S., Read, K. L., Wei, C., & Kendall, P. C. (2015). The art of exposure: Putting science into practice. *Cognitive and behavioral practice*, 22(3), 379-392. Benito, K. G., Machan, J., Freeman, J. B., Garcia, A. M., Walther, M., Frank, H., Wellen, B., Stewart, E., Edmunds, J., Sapyta, J., & Franklin, M. E. (2021). Therapist behavior during exposure tasks predicts habituation and clinical outcome in three randomized controlled trials for pediatric OCD. *Behavior therapy*, 52(3), 523-538. doi.org/10.1016/j.beth.2020.07.004 Kircanski, K., & Peris, T. S. (2015). Exposure and response prevention process predicts treatment outcome in youth with OCD. *Journal of Abnormal Child Psychology*, 43, 543-552. doi.org/10.1007/s10802-014-9917-2

Earn 1.5 continuing education credits

Grand Ballroom C, Level 5, Downtown Marriott

Mini Workshop 22

# The Coping Long-term with Active Suicide Program (CLASP): A Feasible Approach to Suicide Prevention During Patient Transitions of Care

*Brandon A. Gaudiano, Ph.D.*, Alpert Medical School of Brown University

*Heather Schatten, Ph.D.*, Butler Hospital & Brown University

*Madeline Benz, Ph.D.*, Brown University & Butler Hospital

*Lauren M. Weinstock, Ph.D.*, Alpert Medical School of Brown University

Basic level of familiarity with the material

Primary Category: Suicide and Self-Injury

Key Words: *Suicide, Telehealth/m-Health, Prevention*

Suicidal behavior is a major public health problem in this country. Despite the significance of this issue, relatively few interventions have been shown to reduce suicidal behavior that are also feasible to implement and have been empirically validated. We developed a novel psychosocial intervention called Coping Long Term with Active Suicide Program (CLASP) that targets multiple risk factors for suicide using a unique combination of formats (in-person and/or telehealth) and therapeutic strategies (values-goals clarification, problem solving, family/significant other support) that can be adapted to a wide range of settings. CLASP is an adjunctive intervention specifically designed to reduce subsequent suicidal behaviors in high-risk populations during times of acute risk or care transition (i.e., post-inpatient or emergency department discharge). CLASP has three major components: 1) initial individual meetings to establish rapport and a plan going forward, 2) a significant other/family meeting to leverage supports, and 3) brief (15-30 min) phone contacts with the patient and their significant other to monitor risk and facilitate progress toward valued goals. The strategies used in CLASP are adapted from two main therapeutic approaches: Acceptance and Commitment Therapy (ACT) and the McMaster Model of Family Functioning. Recent iterations of CLASP have integrated additional telehealth and texting strategies into the approach. Research has demonstrated that CLASP produces



significant reductions in suicide attempts and behaviors in high-risk patients transitioning from either emergency departments or psychiatric inpatient units. This mini-workshop will provide an overview of the CLASP intervention, intervention materials, video case examples, and empirical research.

**Outline:**

1. Why Target Suicide Risk?
2. Overview of the CLASP Model
  - a. Theoretical perspective
  - b. Therapeutic approach and stance
3. Empirical Support for CLASP (does it work?)
  - a. Post-hospital discharge
  - b. Post-emergency department visit
4. Description of CLASP (what do we really do?)
  - a. Initial sessions - Focus on values
  - b. Life Plan
  - c. Telephone contacts
  - d. Significant other involvement
5. Questions

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

- Describe the main principles of the CLASP intervention, its components, and empirical research.
- Discuss the advantages and challenges of providing a telehealth-based intervention to high-risk individuals with suicidal behaviors.
- Assess the need for more cost-effective interventions for suicide prevention.
- Explain how the CLASP intervention integrates individual therapy, family intervention and case management.
- Demonstrate the use of values-based intervention in suicide prevention.

**Recommended Readings:** Dunlap, L. J., Orme, S., Zarkin, G. A., Arias, S. A., Miller, I. W., Camargo, C. A., Jr, Sullivan, A. F., Allen, M. H., Goldstein, A. B., Manton, A. P., Clark, R., & Boudreaux, E. D. (2019). Screening and Intervention for Suicide Prevention: A Cost-Effectiveness Analysis of the ED-SAFE Interventions. *Psychiatric Services*, 70, 1082-1087. Miller, I., Camargo, C., Arias, S., Sullivan, A., Allen, M., Goldstein, A., Manton, A., Espinola, J., Jones, R., Hasegawa, K., & Boudreaux, E. (2017) Suicide Prevention in an Emergency Department Population: the ED-SAFE Study. *JAMA-Psychiatry*, 74, 563-570. Miller, I., Gaudiano, B., & Weinstock, L. (2016). The Coping Long Term with Active Suicide Program (CLASP): Description and pilot data. *Suicide and Life Threatening Behavior*, 46, 752-761. Rabasco, A., Arias, S., Benz, M. B., Weinstock, L. M., Miller, I., Boudreaux, E. D., Camargo, C. A., Jr, Kunicki, Z. J., & Gaudiano, B. A. (2024). Longitudinal risk of suicide outcomes in people with severe mental illness following an emergency department visit and the effects of suicide prevention treatment. *Journal of Affective Disorders*, 347, 477-485.

Earn 1.5 continuing education credits

Grand Ballroom E, Level 5, Downtown Marriott

Symposium 103

# Leveraging Dissemination and Implementation Science: Human-centered Design, Cultural Adaptations, and Sustainability of Eating Disorders Treatment

CHAIR:

*Agatha Laboe, B.A., University of Wisconsin - Madison*

DISCUSSANT:

*Sarah Kate Bearman, Ph.D., University of Texas at Austin*

Basic level of familiarity with the material

Primary Category: Eating Disorders

Key Words: *Evidence-Based Practice, Underserved Populations, Community-Based*

## **Human-centered Design of a Therapeutic Session for Discussing Expected Body Weights in Eating Disorder Treatment**

*Agatha Laboe, B.A., University of Wisconsin - Madison*

*Mahathi Gavuji, B.S., University of Wisconsin-Madison*

*Katherine Schaumberg, Ph.D., University of Wisconsin-Madison*

## **Family-based Treatment for Primary Care: Improving Access to Care for Adolescents and Children with Restrictive Eating Disorders**

*Jocelyn Lebow, Ph.D., Mayo Clinic*

## **Adapting Family-based Treatment for Pediatric Eating Disorders in the Home Environment**

*Christina Tortolani, Ph.D.*, Rhode Island College

*Amy Egbert, Ph.D.*, University of Connecticut

*Eva Petitto-Dunbar, Ph.D.*, University of California San Diego

*Sandra Estrada, LISW*, Gateway Healthcare

*Deidre Donaldson, Ph.D.*, Gateway Healthcare

*Andrea Goldschmidt, Ph.D.*, University of Pittsburgh

## **The Impact of Modifications and Adaptations on Intervention Outcomes: An Examination of the Implementation of the Peer Body Project on College Campuses**

*Chinwendu Duru, Ph.D.*, Dell Children's Medical Center/University of Texas at Austin

*Sarah Kate Bearman, Ph.D.*, University of Texas at Austin

*Sydney N. Pauling, M.A., Ed.S.*, The University of Texas at Austin

*Paul Rohde, Ph.D.*, Oregon Research Institute

*Jeff Gau, M.S.*, Oregon Research Institute

*Heather Shaw, Ph.D.*, Oregon Research Institute

*Maya Lum, BA*, The University of Texas at Austin

*Eric Stice, Ph.D.*, Stanford University

## **Harnessing State-wide Partnerships and Technology to Expand Access to Care for Eating Disorders**

*Ellen Fitzsimmons-Craft, Ph.D.*, Washington University School of Medicine

*Marie-Laure Firebaugh, LMSW*, Washington University in St. Louis

*Laura D'Adamo, M.A.*, Drexel University

*Carli Howe, B.A.*, Washington University in St. Louis

*Madi Stanley, MPH*, Washington University School of Medicine

*Annie Seal, B.A.*, Missouri Eating Disorders Council

*Denise Wilfley, Ph.D.*, Washington University School of Medicine in St. Louis

Earn 1.5 continuing education credits

Grand Ballroom F, Level 5, Downtown Marriott

Symposium 104

# Use of Mixture Modeling to Advance the Understanding of Suicide-related Outcomes

CHAIR:

*Annabelle M. Mournet, M.S., Rutgers, The State University of New Jersey*

DISCUSSANT:

*Evan M. Kleiman, Ph.D., Rutgers, The State University of New Jersey*

Moderate to advanced level of familiarity with the material

Primary Category: Suicide and Self-Injury

Key Words: *Suicide, Statistics, Prevention*

## **Latent Class Analysis of Depressive Symptoms and Associations with Suicidal Ideation, Plans, and Attempts Among a National Sample of Depressed Adults**

*Annabelle M. Mournet, M.S., Rutgers, The State University of New Jersey*

*Evan M. Kleiman, Ph.D., Rutgers, The State University of New Jersey*

## **Latent Profiles of Emotion Coping Behaviors Among College Students with Suicide Thinking**

*Qingqing Yin, M.S., Rutgers, The State University of New Jersey*

*Annabelle M. Mournet, M.S., Rutgers, The State University of New Jersey*

*Evan M. Kleiman, Ph.D., Rutgers, The State University of New Jersey*

*Shireen L. Rizvi, ABPP, Ph.D., Rutgers, The State University of New Jersey*

**Can Latent Profile Analysis of Suicidal Ideation Identify Who Is at Risk for Suicidal Behavior?**

*Morgan Buerke, M.A., Louisiana State University*

*Katalin Szanto, M.D., University of Pittsburgh Medical Center*

*Cary Ni, M.S., Columbia University*

*Hanga Galfalvy, Ph.D., Columbia University*

**Understanding Social Media Use and Mental Health in Teens: Using Latent Class Analysis to Identify Patterns of Teen Social Media Use**

*Samuel Seidman, M.A., Rutgers, The State University of New Jersey*

*Simone Imani Boyd, M.A., M.S., Rutgers, the State University of New Jersey*

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

*Sophia Choukas-Bradley, Ph.D., University of Pittsburgh*

*Jacqueline Nesi, Ph.D., Alpert Medical School of Brown University*

*Jessica L. Hamilton, Ph.D., Rutgers, The State University of New Jersey*

Earn 1.5 continuing education credits

Grand Ballroom K/L, Level 5, Downtown Marriott

Symposium 105

# Reducing Suicide Reattempts in Hospitalized Patients: The Institute of Living Suicide Prevention Project

CHAIR:

*David Tolin, ABPP, Ph.D., Anxiety Disorders Center, The  
Institute of Living*

DISCUSSANT:

*Michael David Rudd, ABPP, Ph.D., University of Memphis*

Moderate level of familiarity with the material

Primary Category: Suicide and Self-Injury

Key Words: *Suicide*

## **Brief Cognitive-behavioral Therapy for Suicidal Inpatients: A Randomized Clinical Trial**

*Gretchen J. Diefenbach, Ph.D., Institute of Living*

*Kayla A. Lord, Ph.D., Anxiety Disorders Center, The Institute of Living*

*Jessica Stubbing, The University of Auckland*

*Michael David Rudd, ABPP, Ph.D., University of Memphis*

*Hannah Levy, Ph.D., Anxiety Disorders Center, The Institute of Living*

*Blaise Worden, Ph.D., Institute of Living*

*Kimberly S. Sain, Ph.D., Anxiety Disorders Center, The Institute of Living*

*Jessica Bimstein, B.A., University of Pennsylvania*

*Tyler B. Rice, B.S., Florida State University*

*Kate Everhardt, B.S., San Jose State University*

*Ralitzha Gueorguieva, Ph.D., Yale University*

*David Tolin, ABPP, Ph.D., Anxiety Disorders Center, The Institute of Living*

**Predictive Validity and Treatment Sensitivity of the Death-implicit Association Test in a Sample of Suicidal Inpatients**

*Kayla A. Lord, Ph.D.*, Anxiety Disorders Center, The Institute of Living

*Hannah Levy, Ph.D.*, Anxiety Disorders Center, The Institute of Living

*Tyler B. Rice, B.S.*, Florida State University

*Kimberly S. Sain, Ph.D.*, Anxiety Disorders Center, The Institute of Living

*Jessica Stubbing*, The University of Auckland

*Gretchen J. Diefenbach, Ph.D.*, Institute of Living

*David Tolin, ABPP, Ph.D.*, Anxiety Disorders Center, The Institute of Living

**Suicide Ambivalence: Resolved Wish to Die as a Clinical Marker of High Risk**

*Andrea Perez-Munoz, M.S.*, University of Memphis

*Gretchen J. Diefenbach, Ph.D.*, Institute of Living

*David Tolin, ABPP, Ph.D.*, Anxiety Disorders Center, The Institute of Living

*Michael David Rudd, ABPP, Ph.D.*, University of Memphis

**Suicide Prevention for Gender Diverse People: Exploring the Integration of Minority Stress into BCBT-I**

*Jessica Stubbing*, The University of Auckland

*Kate Everhardt, B.S.*, San Jose State University

*Tyler B. Rice, B.S.*, Florida State University

*Laura Saunders, ABPP, Psy.D.*, Institute of Living

*David Tolin, ABPP, Ph.D.*, Anxiety Disorders Center, The Institute of Living

*Michael David Rudd, ABPP, Ph.D.*, University of Memphis

*Gretchen J. Diefenbach, Ph.D.*, Institute of Living

Earn 1.5 continuing education credits

Franklin 1, Level 4, Downtown Marriott

Symposium 106

# Integrated Care and Trauma: Considerations for Screening and Treating Trauma and Related Symptoms in Primary Care Settings

CHAIR:

*Ana J. Bridges, Ph.D., University of Arkansas*

DISCUSSANT:

*Ana J. Bridges, Ph.D., University of Arkansas*

Basic to moderate level of familiarity with the material

Primary Category: Primary Care / Integrated Care

Key Words: *Primary Care, Trauma, PTSD (Posttraumatic Stress Disorder)*

**Examining Adverse Childhood Experiences and Adult Health in a Family  
Practice Setting**

*Alesia Jones, Ph.D., University of Illinois at Chicago*



**Examining Trauma Exposure and Related Symptoms in Integrated Behavioral Health Care Utilizers: Implications for Screening in Primary Care Settings**

*Marley F. Fradley, B.S., University of Arkansas*

*Ella Eureste, University of Arkansas*

*Joyce Ho, University of Arkansas*

*Alyssa Hartley, University of Arkansas*

*Marbely Rivas, University of Arkansas*

*Mattie Berry, University of Arkansas*

*Mia Iandolo, University of Arkansas*

*Gavin Miller, University of Arkansas*

*Emily Allen, M.A., University of Arkansas*

*Dulce Diaz Benitez, M.A., University of Arkansas*

*Christin A. Mujica, M.A., University of Arkansas*

**Untangling Threads: A Longitudinal Examination of Trauma Exposure and Posttraumatic Distress in a Public HIV Care Clinic**

*Yumei Chen, M.S., University of Miami*

*Norik Kirakosian, B.S., University of Miami*

*Maria Llabre, PhD, University of Miami*

*Hanna Vasconcello, BS, University of Miami*

*Allan Rodriguez, MD, University of Miami*

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

**Who Benefits from Prolonged Exposure for Primary Care?**

*Sheila Rauch, ABPP, Ph.D., Emory University SOM/Atlanta VAMC*

*H. Myra Kim, ScD, CSCAR, University of Michigan*

*Ronald Acierno, Ph.D., University of Texas Health Houston*

*Carly Ragin, B.A., Atlanta VA Medical Center*

*Bethany Wangelin, Ph.D., Tailored Brain Health and previously Ralph H. Johnson VA Medical Center and Medical University of South Carolina*

*Kimberly Blicht, M.A., LPC, Other, Ralph H. Johnson VA Healthcare System*

*Wendy Muzzy, MRA, MLIS, MUSC/Ralph H Johnson VA Health Care System*

*Stephanie Hart, M.P.H., Ralph H. Johnson VA Health Care System*

*Grace Ingham, B.A., Atlanta VAHCS/Emory School of Medicine*

Franklin 8, Level 4, Downtown Marriott

Symposium 107

# Understanding the Unmet Mental Health Needs of Bisexual, Pansexual, and Queer (bi+) Youth and Adults

CHAIRS:

*Isabel K. Benjamin, B.A.*, Rosalind Franklin University of  
Medicine and Science

*Brian Feinstein, Ph.D.*, Rosalind Franklin University

DISCUSSANT:

*Mackey R. Friedman, M.P.H., Ph.D.*, Rutgers University

All level of familiarity with the material

Primary Category: LGBTQ+

Key Words: LGBTQ+, Mental Health Disparities

## **A Qualitative Analysis of Responses to Discrimination Among Bisexual, Pansexual, and Queer Male Youth**

*Isabel K. Benjamin, B.A.*, Rosalind Franklin University of Medicine and Science

*Izhani Rosa, M.S.*, Northern Arizona University

*Brian Feinstein, Ph.D.*, Rosalind Franklin University

## **Variation in Effects of Bi+ Microaggressions on Aspects of Bi+ Identity Based on Microaggression Content and Perpetrator**

*Christina Dyar, Ph.D.*, The Ohio State University

**Associations Between Anti-bisexual Discrimination from Heterosexual versus Lesbian/gay Sources and Depression, Anxiety, and Psychological Distress: A Systematic Review and Meta-analysis**

*Kimberly S. Sain, Ph.D.*, Anxiety Disorders Center, The Institute of Living

*Eric Manalastas, Ph.D.*, Visible Analytics

*Kimberly S. Sain, Ph.D.*, Anxiety Disorders Center, The Institute of Living

*Helena Blumenau, BA*, University of Kansas Medical Center

*Benjamin W. Katz, M.S.*, University of Wisconsin-Milwaukee

*Brian Feinstein, Ph.D.*, Rosalind Franklin University

**The Roles of Romantic Relationship Involvement and Quality in Depression and Suicidal Ideation Among Bisexual Young Women**

*Kate Dorrell, B.S.*, Rosalind Franklin University of Medicine and Science

*Kate Keenan, Ph.D.*, University of Chicago

*Alison Hipwell, Ph.D., Psy.D.*, University of Pittsburgh

*Stephanie Stepp, Ph.D.*, University of Pittsburgh

*Brian Feinstein, Ph.D.*, Rosalind Franklin University

Earn 1.5 continuing education credits

305/306, Level 3, Downtown Marriott

Symposium 108

# Understanding Barriers to Mental Health Care: Uncovering Socio-cultural Factors Hindering Help-seeking and Engagement in Mental Health Services Among Underserved and Minoritized Communities

CHAIR:

*Yen-Ling Chen, Ph.D., University of California Davis*

DISCUSSANT:

*Maggi Price, Ph.D., Boston College*

All level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Underserved Populations, Mental Health Disparities, Implementation*

**Understanding Wait Times Prior to Engaging in Care for Clinical High Risk for Psychosis in Community Settings: A Retrospective Clinical Record Review and Evaluation of Referral and Assessment Processes**

*Yen-Ling Chen, Ph.D., University of California Davis*

*Sabrina Ereshefsky, Ph.D., University of California, Davis*

*Shirley Yau, B.S./B.A., University of California Davis Early Psychosis Programs; Dept of Psychiatry And Behavioral Sciences*

*Alvaro Gonzalez, AMFT, University of California Davis Early Psychosis Programs; Dept of Psychiatry And Behavioral Sciences*

*Tara a. Niendam, Ph.D., University of California Davis Department of Psychiatry*

*Daniel I. Shapiro, Ph.D., University of California, Davis*

**Accessing and Utilizing Campus Mental Health Services: A Mixed-method Investigation of Black College Students' Perceptions and Experiences**

*Ariana Rivens, M.A., University of Virginia*

*Laura Jamison, M.A., University of Virginia*

*Janelle T. Billingsley, Ph.D., University of Maryland Baltimore County*

*Benjamin Johnson, Ph.D., Fairleigh Dickinson University*

*Noelle Hurd, PhD, MPH, University of Virginia*

**Rank Ordering Sociocultural Factors to Mental Health Service Use Among Latinx Community College Students: A Dominance Analysis**

*Daniel H. Saravia, M.A., University of California Los Angeles*

**Gaps in the Public Mental Healthcare Service Landscape: A Qualitative Examination of New York Public Mental Health Therapists**

*Madeline Kiefer, B.A., M.A., Stony Brook University*

*Rebecca Mirhashem, M.A., Stony Brook University*

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

*Briana S. Last, Ph.D., Stony Brook University*

Earn 1.5 continuing education credits

Liberty B, Level 3, Marriott Downtown

Symposium 109

# Redefining Engagement in Digital Mental Health to Center Users and Improve Real World Impact

CHAIR:

*Emily E. Bernstein, Ph.D.*, Massachusetts General Hospital/Harvard Medical School

DISCUSSANT:

*Caitlin A. Stamatis, Ph.D.*, Akili Interactive Labs

All level of familiarity with the material

Primary Category: Technology/Digital Health

Key Words: *Technology / Mobile Health, Treatment, Transdiagnostic*

**Patterns of Engagement with Coaches During Smartphone App-based Cognitive Behavioral Therapy for Body Dysmorphic Disorder: What Users Want and Need**

*Emily E. Bernstein, Ph.D.*, Massachusetts General Hospital/Harvard Medical School

*Jennifer L. L. Greenberg, Psy.D.*, Massachusetts General Hospital/Harvard Medical School

*Hilary Weingarden, Ph.D.*, Massachusetts General Hospital

*Ivar Snomason, Ph.D.*, Massachusetts General Hospital / Harvard Medical School

*Berta Summers, Ph.D.*, Massachusetts General Hospital

*Jasmine Williams, B.A.*, Massachusetts General Hospital

*Rachel E. Quist, B.A.*, Massachusetts General Hospital

*Joshua Curtiss, M.A., Ph.D.*, Northeastern University

*Oliver Harrison, M.A., MBBS, MPH*, Koa Health

*Sabine Wilhelm, Ph.D.*, Harvard Medical School

**Engagement Metrics That Matter: Associations with Clinical and Wellness Outcomes Among Users of an Nlp-informed Relational Agent**

*Valerie Forman-Hoffman, M.P.H., Ph.D., Woebot Health*

*Megan Flom, Ph.D., Woebot Health*

*Stephanie Eaneff, MSP, Woebot Health*

*Timothy Campellone, Ph.D., Woebot Health*

*timothy Mariano, M.D., Ph.D., MSc, MSIEEE, Woebot Health*

**Engagement in a Full Spectrum Mental Health Platform Offering Mindfulness Content and Virtual Coaching and Therapy**

*Leah Tanner, M.P.H., Headspace*

**Evaluating Our Assumptions: Is Engagement with and Perceived Quality of Mental Health Apps Associated with Improvements in Symptoms and Support?**

*Page L. Anderson, ABPP, Georgia State University*

*Heather D. Quirk, Georgia State University*

Earn 1.5 continuing education credits

Liberty C, Level 3, Downtown Marriott

Symposium 110

# Understanding and Overcoming Barriers Within Evidence-based Practice Implementation in Youth Community and School-based Mental Health Services

CHAIR:

*Andrea Ng, M.A., University of Hawai'i at Manoa*

DISCUSSANT:

*Alayna L. Park, Ph.D., University of Oregon*

Basic to moderate level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Evidence-Based Practice, Community-Based, Implementation*

## Furthering Our Understanding of Treatment Targets, Practice Elements and Youth Characteristics for Emergent Life Events in School-based Community Mental Health Settings

*Andrea Ng, M.A., University of Hawai'i at Manoa*

*Daniel P. Wilkie, Ph.D., Center for Cognitive Behavior Therapy*

*Ayada Bonilla, M.Ed., University of Hawai'i at Manoa*

*Brad J. Nakamura, Ph.D., University of Hawai'i, at Manoa*

## Community Mental Health Provider Responses to Emergent Life Events During Modular Cognitive Behavioral Treatment for Youth

*Anna D. Bartuska, M.S., University of Oregon*

*Yukihiro Kitagawa, M.A., University of Oregon*

*Fiona Ben-Ora, B.S., Mental Health Lab, University of Oregon*

*Rachel Kim, Ph.D., Baker Center for Children and Families*

*Daniel M. Cheron, Ph.D., ABPP, The Baker Center for Children and Families*

*Alayna L. Park, Ph.D., University of Oregon*



**Observing Community Therapist Augmenting Adaptations in TF-CBT Sessions and Implications for Clinical Process Outcomes with Racial/ethnic Minoritized Youth**

*Stephanie H. Yu, Ph.D.*, University of California, San Francisco  
*Caroline E. Shanholtz, Ph.D.*, University of California, Los Angeles  
*Kenya Rodriguez-Montalvo, B.A.*, Alta California Regional Center  
*Qiwen Jin, M.A.*, University of Pennsylvania  
*Alyssa De Los Santos, AA, B.A. in progress*, University of California, Los Angeles  
*Qiran Sun*, University of California, Los Angeles  
*Leila Malak*, University of California, Los Angeles  
*Mia Flores*, University of California, Los Angeles  
*Adriana Perez, B.A.*, California State University, Northridge  
*Eman Magzoub, B.A.*, University of California, Los Angeles  
*Xuanyao Qian*, University of California, Los Angeles  
*Topaz Tabibi, BA*, Alliant International University  
*Namrata Poola*, University of California, Los Angeles  
*Sebastian Luque*, University of California, Los Angeles  
*Brisa Bejarano*, University of California, Los Angeles  
*Erica Jones, B.A.*, University of California, Los Angeles  
*Ana Berman, B.A.*, University of California Los Angeles TIES for Families  
*Umiemah Farrukh, BA*, University of Southern California  
*Xinran Wang, B.A.*, Vanderbilt University  
*Qasim Farrukh*, University of California, Los Angeles  
*Joanna 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

**Addressing Barriers to Engagement and Child Outcome Trajectories in Community Mental Health Care Settings: Underlying Challenges and Opportunity Costs**

*Ashley Harris, M.S.*, University of California, Los Angeles  
*Anna S. Lau, Ph.D.*, University of California, Los Angeles  
*Lauren Brookman-Fraze, Ph.D.*, University of California, San Diego

**Advancing Strength-based Practice Element Utilization Assessment: A Measurement Invariance Study Between American and Korean School Youth on Self-reported CBT Skills**

*Marina M. Matsui, M.A.*, University of Hawaii at Manoa  
*Brad J. Nakamura, Ph.D.*, University of Hawai'i, at Manoa

Earn 1.5 continuing education credits

Grand Ballroom A. Level 5, Downtown Marriott

Panel Discussion 34

# Inspiring Innovation in Relationship Violence Research, Advocacy, and Interventions Across Time and Cultural Shifts: Four Women Clinical Scientists Navigate Complex Geo-political Spaces

MODERATOR:

*Grace Schroeder, B.S., University of North Carolina at Charlotte*

PANELISTS:

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

*Penny A. Leisring, Ph.D., Quinnipiac University*

*Tara L. Cornelius, Ph.D., Grand Valley State University*

*Kathryn M. Bell, Ph.D., Acadia University*

Primary Category: Violence / Aggression

Key Words: *Intimate Partner Aggression, Career Development, Couples / Close Relationships*

This Panel first recognizes the foundational research in the intimate partner aggression or relationship violence (RV) field, much of which was informed by traditional feminist theory. This early work paved the way for ground-breaking advocacy, prevention, and intervention efforts targeted at reducing RV and supporting survivors. Consistent with the ABCT 2024 theme, this panel then builds upon these initial innovations in order to highlight how we, as CBT scientist-practitioners, can “do better today and in the days ahead.” Specifically, we directly address traditional feminist-based assumptions about RV that have not been well-supported empirically, requiring expansion of the patriarchal, cisgender, heteronormative RV lens. We describe emerging controversial research and corresponding therapeutic advances, conducted by panel members, while considering how we under-

stand, care for, and develop ourselves as empowered female-identifying RV scientists. Each of us has advocated for and conducted research to better capture the complexities of RV, including: establishing the prevalence of bidirectional and female-perpetrated violence; promoting contextually-driven analyses; identifying complex motivations underlying perpetration; differentiating retaliatory and self-defensive aggression; and explicating intersections between emerging evidence and state-specific RV intervention policies. We also highlight how fourth-wave feminist ideology has incorporated intersectionality, LGBTQ+ identities, and non-monogamous, non-marital, and non-heterosexual relationships in order to better serve diverse RV perpetrators and survivors. We advocate for longitudinal and experimental methodologies; inclusive and evidence-informed policy, prevention, and treatment reforms; and innovative strategies to disseminate RV research to diverse constituents. As four seasoned female RV researchers, we also discuss our personal-professional strategies for traversing complex political spaces while fostering sustainable careers.

Earn 1.5 continuing education credits

Grand Ballroom D, Level 5, Downtown Marriott

Panel Discussion 35

# Mitigating the Stigma of Borderline Personality Disorder in Clinical Psychological Practice and Research

MODERATOR:

*Talia Tissera, B.S., York University*

PANELISTS:

*Kellyann M. Navarre, B.A., M.A., Cleveland State University*

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

*Katherine L. Dixon-Gordon, Ph.D., University of Massachusetts Amherst*

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

*Ruofan Ma, M.A., University of North Carolina at Chapel Hill*

*Amanda A. Uliaszek, Ph.D., University of Toronto*

Primary Category: Personality Disorders

Key Words: *Borderline Personality Disorder, Stigma, Research Methods*

Borderline Personality Disorder (BPD) is a life-threatening disorder in great need of empirical and clinical attention. It is also heavily stigmatized, with clinicians and researchers endorsing inaccurate and pejorative views about the disorder. While many destigmatizing efforts have concentrated on the attitudes of laypeople and clinicians, researchers are rarely challenged for their role in propagating BPD stigma. Nonetheless, stigma permeates academic work. In recently published peer-reviewed texts, people with BPD are pejoratively labelled “manipulative” and “attention seeking” despite a lack of empirical evidence, and hypothetical BPD traits in women have been used to evaluate how much “craziness” men are “willing to tolerate” depending on women’s attractiveness (Blanchard et al., 2021). This academic stigma has the potential to shape treatment, diagnosis, and public perception of BPD detrimentally. Therefore, challenging BPD stigma in academia is essential if researchers and clinicians are to serve the needs of people with BPD. This panel brings together leading clinicians and researchers focused on the nature and treatment of BPD, including scholars with lived experience of BPD, who seek to combat harmful, unscientific rhetoric about BPD. Panelists come from a diverse range of sexual, racial,

and disability-based backgrounds which intersect with their direct and vicarious experiences of stigma in BPD research. Panelists will discuss the multiple domains in which BPD stigma operates in clinical psychological research and identify solutions to promote a more scientific and compassionate academic climate for those with BPD. Topics will include how BPD stigma manifests at the personal, public, and institutional levels; how various forms of marginalization and BPD stigma intersect; and ways in which BPD stigma may influence clinical training and research design, implementation, and dissemination. The session will emphasize specific recommendations for how researchers, reviewers, and editors can mitigate stigma in research and academic settings, and thereby produce more robust BPD research – and ultimately improve quality of life for people with BPD and those close to them.

Earn 1.5 continuing education credits

Franklin Hall 9, Level 4, Downtown Marriott

Panel Discussion 37

# Special Considerations for Working with South Asian Populations: Translating Research to Practice Through Community Engagement

MODERATOR:

*Monica Shah, Psy.D.*, Behavioral Wellness of New York City; St. John's University

PANELISTS:

*Monica Shah, Psy.D.*, Behavioral Wellness of New York City; St. John's University

*Sejal Prajapati, Psy.D.*, William James College

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

*Pankhuri Aggarwal, Ph.D.*, Northwestern University

*Vaishali V. Raval, Ph.D.*, Miami University

*Akanksha Das, M.A.*, Miami University

*Kevin O. Narine, M.A.*, William James College

Primary Category: Culture / Ethnicity / Race

Key Words: *Asian Americans, CBT, Underserved Populations*

South Asians, individuals residing in or with ancestral roots in India, Pakistan, Bangladesh, Sri Lanka, and Nepal, are a highly heterogeneous group based on varied socio-cultural identities. Although the South Asian community comprises one of the fastest-growing groups in the United States and globally, they are relatively invisible in published psychological literature, including literature on psychotherapeutic interventions. Given the diverse social, cultural, and religious values and beliefs among the South Asian communities, there needs to be more community-rooted research on adapting cognitive behavioral therapy (CBT) based interventions to their specific cultures and needs (Chandra et al., 2016). Panelists will discuss unique values, strengths, presenting concerns, and stressors experienced by South Asian communities. The panel will also promote awareness of the systems of oppression and cultural context that exist in South Asian communities. Furthermore, evidence-based techniques and interventions such as third-wave CBT that emphasizes existing cultural ties to South Asian-based philosophies (e.g., Shah, 2021),

cultural adaptations to evidence-based treatments (e.g., for PTSD, Contractor et al., 2022), and a theoretical model for exploring identity development of South Asians using a relational lens (Aggarwal et al., 2021) will be discussed. Members of this panel include graduate students and faculty, as well as researchers and clinicians from diverse backgrounds (e.g., age, gender, nationality) within the South Asian diaspora, including professionals affiliated with the nation's first and only Clinical Psychology doctoral program with an Asian Mental Health concentration. Panelists will offer expertise from their (1) clinical and community-engaged work with South Asians, (2) research experiences on the mental health of South Asians, including using community-based participatory research methods to adapt CBT innovatively, and (3) lived experiences as South Asians in academia and clinical practice.

Earn 1.5 continuing education credits

309/310, Level 3, Downtown Marriott

Panel Discussion 38

# Ethical Considerations When Providing “therapy” Without a Therapist in Community Interventions

MODERATOR:

*Iony D. Ezawa, Ph.D.*, University of Southern California

PANELISTS:

*Steven D. Hollon, Ph.D.*, Vanderbilt University

*David C. Mohr, Ph.D.*, Northwestern University Feinberg School of Medicine

*Noah Robinson, M.S.*, Innerworld, Inc.; Vanderbilt University

*Daisy R. Singla, Ph.D.*, University of Toronto; Center of Addiction and Mental Health, Lunenfeld Tanenbaum Research Institute

*Jessica L. Schleider, Ph.D.*, Northwestern University

Primary Category: Treatment - CBT

Key Words: *Ethics, Technology / Mobile Health, CBT*

There is a critical need for effective, affordable, and accessible community 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, nonprofessional lay therapist, or more recently conversational artificial intelligence), has the potential to fill this need as well as meet the needs of diverse communities. However, many ethical challenges arise when providing mental health care without traditionally trained mental health care professionals. Last year at ABCT, we hosted a panel that focused primarily on presenting the pioneering research efforts into creating and evaluating self-guided and peer-supported cognitive behavioral interventions, and we only began to skim the surface of the ethical issues regarding the use of non-traditionally trained therapists across these interventions. During this year’s panel, the entirety of the time allotted will be used to tap into the expertise of the ABCT community to facilitate a discussion on ethical standards to address ethical considerations. Some questions we will discuss include: What are the ethical implications of using self-guided, peer-supported, or artificial



intelligence in simulating human conversations in mental health care? How can we ensure the quality and effectiveness of self-guided or peer-supported interventions? How can we build safety mechanisms for individuals in crisis when a therapist is not present? What types of mental health problems (if any) are not appropriate to handle if a therapist is absent from treatment? What is the responsibility of self-guided or peer-based interventions to refer people to higher levels of care? How can we ensure that these interventions are accessible and inclusive for individuals with diverse backgrounds and identities?

Earn 1.5 continuing education credits

Franklin Hall 10, Level 4, Downtown Marriott

Clinical Round Table 18

# Necessary Adaptations of CBT for Disabled People

MODERATOR:

*Madeline Brodt, Ph.D.*, University of Memphis

PANELISTS:

*Tori Moore, M.S.*, University of Memphis

*Casey Lewis, M.S.*, Oklahoma State University

*Jay D. de la Garza, M.S.*, Oklahoma State University

*Mary Dillon, M.A.*, University of Memphis

Primary Category: Culture / Ethnicity / Race

Key Words: *Culture, Underserved Populations*

The primary goals of this clinical roundtable are to discuss necessary adaptations to CBT for different types of disabled people. Research has recently begun to include disabled people as a cultural identity to be incorporated in therapy. Unfortunately, this research often approaches disability as a singular experience rather than a varied one depending on the diagnosis, context, institutional setting, and supports available. The heterogeneity of the disabled population means that CBT for Autism Spectrum Disorder is very different than for myalgic encephalomyelitis/chronic fatigue syndrome as these populations have different strengths and needs. Negotiating these differences is key to effective implementation of CBT so as not to invalidate the client's experience, damage the therapeutic relationship, and to increase multicultural responsiveness; all of which may result in premature drop out of treatment. The majority of therapists delivering CBT are nondisabled resulting in a cross-cultural relationship when working with disabled people. A contribution of this panel is that all of the authors are disabled and can provide unique insights as community members and practitioners. The panelists will discuss several adaptations to CBT unique to disabled people, given the heterogeneous nature of the disabled population. Panelists will discuss neurodivergent affirming therapy, spoon theory as a way to discuss pacing within disability culture, affirming practice with people who have ME/CFS and/or Long COVID, and CBT in carceral settings with disabled people. The panel will be tied together through its use of Disability Affirmative Therapy developed by Rhoda Olkin, a cross-disability conceptualization framework that can easily be integrated into CBT. Panelists will discuss future clinical and research directions in adapting CBT for disabled people.

**Independence II/III, Level 3, Downtown Marriott**

# **Graduate School: What You Really Need to Know**

*Francis Grace Hart, B.A., Yale University*

*Rebecca Mendoza, B.S., George Mason University*

*Yexinyu Yang, M.A., University of North Carolina at Chapel Hill*

*Colin A. Tidwell, M.A., University of Arizona*

*Andrea Wigglesworth, M.A., University of Minnesota Twin Cities, NSF- GRFP Fellow*

*Brianna Baker, M.A., Columbia University*

*Joseph Harrison, M.S., Philadelphia College of Osteopathic Medicine*

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, and geographic locations. Their unique research, clinical, teaching, and service activity represents a broad array of experiences graduate students may engage in during their training. This session will be moderated by students rather than faculty to encourage honest conversation among panelists and foster active engagement from the audience. Back for its second year after an excellent turnout last November, our goal is for this session to become a cornerstone of the student experience at the annual ABCT convention going forward. 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 lack of transparency in the field presents barriers to applicants of historically under-represented 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 offer insights on 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, in addition to those from the Technology and Behavior Change Special Interest Group and the Sexual and Gender Minority Special Interest Group as some panelists are also members of those SIGs. Students often wonder how membership in a professional organization can benefit them at their early career stage. Sessions such as this one help illuminate the benefits of membership and establish a community of early career scholars at ABCT to promote peer mentorship and facilitate 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,” explaining what it entails and providing strategies for navigating it effectively.
- Discuss the unique experiences faced by students of historically underrepresented identities, including what resources and supports are available.
- Convey information about how to maximize the graduate school experience to best prepare for various career paths- whether that be continuing in academia, pivoting to industry, entering clinical practice, etc.
- Provide resources and highlight community spaces that future trainees can access before and during their graduate school careers.

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4:30 p.m. – 6:00 p.m.

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**Earn 1.5 continuing education credits**

**Liberty A, Level 3, Downtown Marriott**

**Advanced Clinician Seminar Series 2**

# Elevating Your Couples Therapy Practice

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

*Anthony L. Chambers, ABPP, Ph.D., The Family Institute at Northwestern University*

Primary Category: Couples

Key Words: *Couples/close relationships, Case conceptualization/formulation, Clinical decision making*

The Advanced Clinician Seminar Series is a new clinical format designed specifically for advanced clinicians seeking content and consultation commensurate with their level of expertise. In 2024, the program offers three of these free seminars featuring an expert clinician and moderator who will offer consultation, case conceptualization, and treatment planning on your most complex cases. Attendees will be expected to self-identify as advanced clinicians, bring structured case presentations for possible discussion, and fully participate in a seminar-style discussion. This particular seminar is hosted by Dr. Chambers, an expert in assessing and treating couple distress. Dr. Chambers will lead discussions and provide insights into advanced clinical techniques and approaches, offering attendees a unique opportunity for professional growth and development. Participants can expect a dynamic and interactive learning experience, with ample opportunities for networking and collaboration with fellow advanced clinicians.

**Outline:**

1. Introduction to Advanced Clinician Seminar Series
  - a. Overview of the seminar series objectives and structure
  - b. Importance of advanced clinical skills for effective practice
2. Introduction of Moderator and Expert Clinician
3. Case Presentations and Analysis
  - a. Guidelines for structured case presentations
  - b. Discussion on complex cases brought by attendees
4. Advanced Treatment Planning
  - a. Integrating evidence-based practices into treatment plans
  - b. Tailoring interventions to individual client needs and preferences
5. Specialized Techniques and Approaches
  - a. Deep dive into specific therapeutic modalities (e.g., Couples Therapy) for advanced clinicians
  - b. Experiential exercises (e.g., role-play, modeling) to practice new techniques
6. Conclusion and Next Steps
  - a. Summary of key takeaways from the seminar series
  - b. Resources for further learning and development

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

- Develop advanced skills in case conceptualization by applying theoretical frameworks to complex clinical cases.
- Enhance treatment planning abilities by integrating evidence-based practices and innovative approaches tailored to the couples needs.
- Strengthen clinical decision-making processes through active participation in case discussions and feedback from peers and experts.
- Long-term Goal: Develop a comprehensive and specialized skill set that enables the effective assessment, treatment, and management of complex clinical cases across diverse populations, leading to enhanced client outcomes.
- Long-term Goal: Foster a professional network of experienced clinicians, researchers, and thought leaders in the field, facilitating ongoing collaboration, learning, and professional development opportunities beyond the seminar series.

**Recommended Readings:** Chambers, A. L. (2012). A Systemically Infused, Integrative Model for Conceptualizing Couples' Problems: The Four Session Evaluation. *Couple and Family Psychology: Research and Practice*, 1(1), 31-47. doi: 10.1037/a0027505  
 Lebow, J., Chambers, A. L., Christensen, A., & Johnson, S. (2012). Research on the Treatment of Couple Distress. *Journal of Marital and Family Therapy*, 38(1), 145-168. doi: 10.1111/j.17520606.2011.00249.x  
 Chambers, A. L. (2019). African American Couples in the 21st Century: Using Integrative Systemic Therapy (IST) to Translate Science into Practice. *Family Process*. doi: 10.1111/famp.12478

## **Autism Spectrum and Developmental Disabilities SIG**

We will begin with an introduction and progress report from the past year, followed by a keynote talk, introduction of the 2025 Co-Chair Elect, and presentation of awards. We will conclude with a discussion of the strategic plan and goals for next year.

### **Presidential Address: From Dr. Mary Cover Jones to Cardi B: Centennial and Contemporary Inspiration for Our Clinical Science, Education, and Connection with the Communities We Serve**

Saturday, 6:15 p.m. – 7:30 p.m.

**Earn 1 continuing education credits**

**Grand Ballroom G/H, Level 5, Downtown Marriott**

*Sandra S. Pimentel, Ph.D., Montefiore Medical Center*

All level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Education and Training, Child, Underserved Populations*

Youth mental health is receiving increasing public and media attention as we observe exceptionally high levels of anxiety, depression, loneliness, and suicidality. It is staggering, and especially disturbing when we consider the sequelae among our most vulnerable and marginalized. Yet, through 100 years of the interplay of science and practice in CBT, there is cause for optimism in extending the benefits of these efficacious treatments for youth and families. Continual optimization by way of clinical science, rooted in our fundamental commitment to ongoing assessment and personalizing interventions, plus technological innovations that increase access and delivery, bring hope and results for our youth. In this presentation, the seemingly unlikely parallels of the lives and works of the “Mother of Behavior Therapy”, Mary Cover Jones, and Bronx New York’s pop icon Cardi B, will be presented as we examine the path from laboratory to community-based implementation of meaningful CBT programs and interventions. In 1924, Dr. Jones published seminal research laying the foundation for behavior therapy followed by decades of work in child development. Initially “small n,” her work became large-scale and longitudinal. She asked incisive questions and warmly considered her subjects “partners in the studies of human

lives.” As we commemorate her profound impact on our field, we celebrate her forward thinking and find relevant lessons that honor this history for our present-day clinical science, practice, and training—and the stories we are taught and those we choose to teach. In present day, we find Cardi B delivering authentic messaging about roots, community, empowerment, and mental health. In voice and those of other relevant models across popular culture, we find many lessons relevant to our science, along with opportunities to inject creativity and fun for engaging and delivering CBT to young people. And, to more effectively disseminate evidence-based interventions to those most vulnerable and historically marginalized, being as flexible, genuine, and open to meeting youth in unique spaces may be the standard needed to make a real difference in their lives. This talk aims to showcase hope, humility, and unapologetic advocacy in our science and how we show up for and with the communities we serve.

Sandra S. Pimentel, PhD, is Chief of Child and Adolescent Psychology, Associate Director of Psychology Training and Associate Professor of Clinical Psychology in the Department of Psychiatry and Behavioral Medicine at Montefiore Medical Center/Albert Einstein College of Medicine. She also launched and is the Director of the Anxiety and Mood Program (AMP), a specialty training program in the Child Outpatient Psychiatry Division and is the co-Director of the Becoming an Emerging Adult at Montefiore (BEAM) Program. Dr. Pimentel received the Psychology Internship Training Program Award for Excellence in Education and the Department of Psychiatry and Behavioral Sciences Award for Outstanding Mentorship. After serving in multiple leadership and governance roles, Dr. Pimentel is President of ABCT (2023-2024). As a scientist-practitioner, Dr. Pimentel specializes in CBT for youth and young adults and is a committed clinician, educator, and mentor. She has delivered multiple workshops, trainings, and presentations for parents, mental health professionals, and community organizations and was named a New York State Office of Mental Health Policy Scholar. Dr. Pimentel is a health advocate dedicated to creatively engaging communities to optimize care for children and families.

#### Outline:

- Discuss youth mental health and review some areas of current CBT interventions and innovations
- Review and celebrate the history and ongoing impact the “Mother of Behavior Therapy,” Dr. Mary Cover Jones on our clinical science and community partnerships
- Discuss the impact and potential influence of the “Cardi B effect” and other pop culture models for how we deliver and teach our CBTs
- Discuss community-based implementation of meaningful CBT programs and interventions.

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

- Identify relevant lessons from the seminal works of Dr. Mary Cover Jones in clinical science and education.
- Identify contemporary models in popular culture to optimize CBT delivery and engagement.
- Discuss CBT interventions and innovations for youth mental health.
- Identify opportunities for authentic community engagement to implement meaningful CBT programs and interventions.

**Recommended Readings:** Friedberg, R.D., & Rozmid, E.V. (2022). Creative CBT with Youth: Clinical Applications Using Humor, Play, Superheroes, and Improvisation, Springer. Jones, M. C. (1975). A 1924 pioneer looks at behavior therapy. *Journal of Behavior Therapy and Experimental Psychiatry*, 6, 181–187. Kendall, P. C., Gosch, E., Furr, J. M., & Sood, E. (2008). Flexibility within fidelity. *Journal of the American Academy of Child and Adolescent Psychiatry*, 47(9), 987-993. Metzger, I. W., Turner, E. A.,

Jernigan-Noesi, M. M., Fisher, S., Nguyen, J. K., shodiya-zeumault, shola, & Griffith, B. (2023). Conceptualizing community mental health service utilization for BIPOC youth. *Journal of Clinical Child & Adolescent Psychology*, 52(3), 328-342. Schare, M.L. (2024). A Centennial of Behavior Therapy: The Clinical Psychological Science of Mary Cover Jones, Ph.D., *The Behavior Therapist*, 47 (3), 157-173.

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10:30 p.m. – 1:30 a.m.

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**Grand Ballroom C/D, Level 5, Downtown Marriott**

## **Saturday-night Dance & Karaoke**

Let the rhythm guide your steps and your voice soar at our Saturday Night Dance and Karaoke Party during the 58th Annual ABCT Convention in Philadelphia! Join us for a night of pure enjoyment, where you can belt out your favorite tunes or hit the dance floor with fellow attendees. Whether you're a seasoned performer or a shy singer, this event promises an electrifying atmosphere. Don't miss out on the chance to let loose, meet new friends, and create lasting memories. This is your opportunity to unwind and have a blast after an enriching second day at the convention! We can't wait to see you light up the stage in Philadelphia.

SATURDAY



# Sunday, November 17

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10:30 a.m. – 12:00 p.m.

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Earn 1.5 continuing education credits

305/306, Level 3, Downtown Marriott

## Panel Discussion 30

# Opening the Experts Toolbox: Implementing Effective and Innovative Youth Programs in Real-world Communities

### MODERATORS:

*Emily Badin, Psy.D.*, New York University Langone Health  
*Michael Friedman, Psy.D.*, Cognitive and Behavioral  
Consultants

### PANELISTS:

*Brian C. Chu, Ph.D.*, Rutgers University  
*Sarah Kate Bearman, Ph.D.*, University of Texas at Austin  
*Aditi Vijay, Ph.D.*, Kean University  
*Jessica L. Schleider, Ph.D.*, Northwestern University  
*Emily Becker-Haimes, Ph.D.*, University of Pennsylvania

Primary Category: Dissemination & Implementation Science

Key Words: *Child, Implementation, CBT*

There are numerous evidence-based protocols (EBPs) found to effectively treat a wide range of youth-based concerns and issues. Dissemination and implementation of sustainable programs require innovative flexible practices and partnerships between experts and community stakeholders to promote access to adequate training. Across settings, clinicians are tasked with delivering these protocols in a fractured mental health system without adequate guidance on navigating real-world challenges using EBPs. Greater fluency in foundational clinical tools (e.g., functional assessment and case conceptualization) and consideration of non-traditional delivery approaches will likely help clinicians better meet the needs of youth with diverse presentations and life circumstances. The panelists were

chosen to present their research and clinical expertise to highlight innovative and creative tools for effectively implementing EBPs to meet real-world community needs. Dr. Sarah Kate Bearman will discuss her research on redesigning treatment protocols and implementing EBPs using non-traditional providers and settings. Dr. Emily Becker Haines will review clinician, organizational, and systems level barriers to utilizing exposure therapy to treat youth anxiety disorders in diverse settings. Dr. Brian Chu will highlight the promise of transdiagnostic interventions to address multi-problem clinical issues and values-based social action across clinic and school settings. Dr. Jessica Schleider will discuss using single-session interventions to address implementation and sustainability challenges with EBPs. Dr. Aditi Vijay will explore practical and conceptual tools for effectively addressing complex multi-problem presentations in adolescents using Dialectical Behavior Therapy. These experts will discuss how they promote equity in and increase access to EBPs in their communities through research, clinical strategies, and training guidelines.

Earn 1.5 continuing education credits

Grand Ballroom A, Level 5, Downtown Marriott

Symposium 111

# New Research Findings in Digital Phenotyping of Psychological Phenomena

CHAIR:

*Hilary Weingarden, Ph.D., Massachusetts General Hospital*

DISCUSSANT:

*David C. Mohr, Ph.D., Northwestern University Feinberg School of Medicine*

Moderate level of familiarity with the material

Primary Category: Assessment

Key Words: *Technology / Mobile Health, Assessment, Depression*

## Detecting Peak Daily Shame in Body Dysmorphic Disorder Using Passive Smartphone Data

*Hilary Weingarden, Ph.D., Massachusetts General Hospital*

*Xiang Meng, M.S., Harvard University*

*Adam Jaroszewski, Ph.D., Massachusetts General Hospital*

*Caroline Armstrong, B.A., Massachusetts General Hospital*

*Michael Armev, Ph.D., Warren Alpert Medical School of Brown University*

*Jukka-Pekka Onnela, DSc, Harvard T.H. Chan School of Public Health*

*Sabine Wilhelm, Ph.D., Harvard Medical School*

## Leveraging Patient-device Interaction Data from AKL-T03, a Digital Therapeutic That Targets Attentional Control in Depression, to Measure Real-time Cognitive Change

*Caitlin A. Stamatis, Ph.D., Akili Interactive Labs*

*Andrew Heusser, Ph.D., Akili Interactive Labs*

*Titiimaea Ala'ilima, MSE, Akili Interactive Labs*

*Jessica Flannery, Ph.D., Akili Interactive Labs*

*Tony Simon, Ph.D., Akili Interactive Labs*

*Scott Kollins, Ph.D., Akili Interactive Labs*

**Integrating Digital Phenotyping and Deep Learning to Understand Depression Symptom Variability: A Longitudinal Approach Using Passively-collected Movement and Sleep Data**

*Nicholas C. Jacobson, Ph.D.*, Geisel School of Medicine, Dartmouth College  
*George Price, B.S.*, Center for Technology and Behavioral Health, Geisel School of Medicine, Dartmouth College

*Anna Langener, B.S.*, University of Gronigen

*Michael Heinz, M.D.*, Dartmouth College

*Mathew Nemesure, Ph.D.*, Harvard Business School

*Daniel Mackin, Sr., Ph.D.*, Dartmouth College

*Amanda C. Collins, Ph.D.*, Dartmouth College

*Damien Lekkas, M.S.*, Dartmouth College

*Tess Z. Griffin, Ph.D., M.Ed.*, Dartmouth College

*Arvind Pillai, M.S.*, Dartmouth College

*Subigya Nepal, B.S.*, Dartmouth College

*Andrew Campbell, Ph.D.*, Dartmouth College

**Leveraging Artificial Intelligence for the Assessment of Severity of Depressive Symptoms**

*Paola Pedrelli, Ph.D.*, Harvard Medical School

*Szymon Fedor, Ph.D.*, Massachusetts Institute of Technology

*Robert Lewis, MSc*, Massachusetts General Hospital

*David Michoulon, M.D.*, Massachusetts General Hospital

*Rosalind Picard, Ph.D.*, Massachusetts Institute of Technology

**Harnessing Smartphone Data for Personalized Prediction of States of Heightened Negative Affect**

*Christian A. Webb, Ph.D.*, Harvard Medical School and McLean Hospital

*Boyuu Ren, Ph.D.*, McLean Hospital & Harvard Medical School

*Habiballah Rahimi Eichi, Ph.D.*, McLean Hospital & Harvard Medical School

*Yoonho Chung, Ph.D.*, McLean Hospital & Harvard Medical School

*Bryce Gillis, Ph.D.*, McLean Hospital & Harvard Medical School

*Justin Baker, M.D., Ph.D.*, McLean Hospital & Harvard Medical School

Earn 1 continuing education credit

Grand Ballroom B, Level 5, Marriott Downtown

Symposium 112

# From Synapses to Survival: PTSD, Borderline Personality, and the Disability of Chronic Pain – a Deep Dive into Neurobiology, Clinical Strategies, and the Lived Experiences of Patients

CHAIRS:

*Natalie Hellman, Ph.D., Emory University School of Medicine*

*Emily R. Weiss, Ph.D., Yale University School of Medicine*

DISCUSSANT:

*jonathan Bittner, M.S., Immaculata University*

Basic to moderate level of familiarity with the material

Primary Category: Comorbidity

Key Words: *Pain, Trauma, Borderline Personality Disorder*

**Posttraumatic Stress and Dissociative Symptoms Are Differentially Associated with Pain Sensitivity**

*Jennifer Pierce, Ph.D., University of Michigan*

*Afton Hassett, Psy.D., University of Michigan*

*Steven Harte, Ph.D., University of Michigan*

*Guohao Zhu, Ph.D., University of Michigan*

**An in Vivo Investigation of Kappa Opioid Receptor Availability in Chronic Pain and Trauma-related Psychopathology Using [11C]EKAP PET**

*Margaret T. Davis, Ph.D., Yale University School of Medicine*

*Emily R. Weiss, Ph.D., Yale University School of Medicine*

*Natalie Hellman, Ph.D., Emory University School of Medicine*

*Sylvia Malcore, Ph.D., Ferris state University*

*Ansel Hillmer, Ph.D., Yale University School of Medicine*

*Ashley Wagner, B.S., Yale University School of Medicine*

*David Matuskey, M.D., Yale University School of Medicine*

*Irina Esterlis, Ph.D., Yale University School of Medicine*

**What Can Posttraumatic Cognitions and Non-suicidal Self-injury Tell Us About the Relationships Between Worry and Health Complaints in Veteran Military Sexual Trauma Survivors?**

*Miranda R. Schaffer, B.A., Eastern Michigan University*

*Natalie Hellman, Ph.D., Emory University School of Medicine*

*Elizabeth Imbesi, ABPP, Ph.D., Ann Arbor Veterans Healthcare System*

*Sylvia Malcore, Ph.D., Ferris state University*

*Jessica Ellem, Ph.D., Ann Arbor Veterans Healthcare System*

*Sheila Rauch, Ph.D, ABPP, Atlanta VA Medical Center*

*Chelsea Cawood, Ph.D., Ann Arbor Veterans Healthcare Administration*

*Margaret T. Davis, Ph.D., Yale University School of Medicine*

*Minden Sexton, Ph.D., Ann Arbor Veterans Healthcare Administration*

**Trauma-focused Pain Management: Using Patient-informed and Evidenced-based Knowledge to Transform Standard of Care**

*Hallie Tankha, Ph.D., Cleveland Clinic*

*Jolin Yamin, Ph.D., Brigham and Women's Hospital, Harvard Medical School*

*Amanda Shallcross, ND, MPH, Cleveland Clinic*

Earn 1.5 continuing education credits

Grand Ballroom D, Level 5, Downtown Marriott

Symposium 113

# Pinpointing Mechanisms and Moderators of Treatment for Borderline Personality Disorder

CHAIRS:

*Katherine L. Dixon-Gordon, Ph.D.*, University of Massachusetts Amherst

*Sarah E. Huffman, B.A.*, University of Massachusetts Amherst

DISCUSSANT:

*Jennifer S. Cheavens, Ph.D.*, The Ohio State University

All level of familiarity with the material

Primary Category: Personality Disorders

Key Words: *Borderline Personality Disorder, Treatment*

**Organizing Borderline Personality Disorder Symptoms, Childhood Maltreatment Experiences, and PTSD Symptoms: Do Unique Subgroups Exist and Influence Dialectical Behaviour Therapy Outcomes?**

*Sonya Varma, M.A.*, York University

*Shelley McMaim, Ph.D.*, CAMH

*Skye Fitzpatrick, Ph.D.*, York University

**Mechanisms of Change During a Randomized Controlled Trial of a Web-based Mentalization Intervention**

*Ramya Ramadurai, M.A.*, American University

*Vincent Barbieri, Ph.D.*, Hillcrest Psychological Associates

*Nathaniel R. Herr, Ph.D.*, American University

**Distress Tolerance as a Mechanism of Change in Intensive Residential Dialectical Behavior Therapy for Adolescents with Borderline Personality Disorder**

*Julianne Tirpak, Ph.D., McLean Hospital/Harvard Medical School*

*Julianne Wilner Tirpak, Ph.D., McLean Hospital/Harvard Medical School*

*Alessandro S. De Nadai, Ph.D., McLean Hospital/Harvard Medical School*

*Kathryn Parker, B.A., McLean Hospital/Harvard Medical School*

*Nathaniel Shogren, B.A., McLean Hospital/Harvard Medical School*

*Alan Fruzzetti, Ph.D., McLean Hospital/Harvard Medical School*

*Cynthia Kaplan, Ph.D., McLean Hospital/Harvard Medical School*

*Randy Auerbach, Ph.D., ABPP, Columbia University*

*Daniel P. Dickstein, M.D., McLean Hospital/ Harvard Medical School*

**Mapping Treatment Components to Targets in Dialectical Behavior Therapy**

*Katherine L. Dixon-Gordon, Ph.D., University of Massachusetts Amherst*

*Elinor E. Waite, M.S., University of Massachusetts Amherst*

*Sarah E. Huffman, B.A., University of Massachusetts Amherst*

*Michael Constantino, Ph.D., University of Massachusetts, Amherst*

*Christopher R. Martell, ABPP, Ph.D., University of Massachusetts Amherst*

*Kim L. Gratz, Ph.D., University of Toledo*

*Erin Hazlett, Ph.D., Mount Sinai Medical School*

**BPD Compass: Targeting the Higher-order Personality Dimensions That Underscore Varied Presentations of Borderline Personality Disorder**

*Shannon Sauer-Zavala, Ph.D., University of Kentucky*

*Matthew W. Southward, Ph.D., University of Kentucky*

*Nicole Stumpp, M.S., University of Kentucky*

*Martina Fruhbauerova, M.S., University of Kentucky*

*Stephen Semcho, M.A., University of Kentucky*



Earn 1.5 continuing education credits

Grand Ballroom F, Level 5, Downtown Marriott

Symposium 114

# Suicide Prevention in Historically Underrepresented Groups: From Mechanisms to Implementation

CHAIR:

*Kelly L. Green, Ph.D.*, Perelman School of Medicine at the University of Pennsylvania

DISCUSSANT:

*Lauren M. Weinstock, Ph.D.*, Alpert Medical School of Brown University

Basic to moderate level of familiarity with the material

Primary Category: Suicide and Self-Injury

Key Words: *Suicide, Underserved Populations, Evidence-Based Practice*

## **Intersectional Minority Identity Examined as a Moderator of the Real-time Association Between Cognitive Control and Suicidal Ideation**

*Marin M. Kautz, Ph.D.*, Perelman School of Medicine at the University of Pennsylvania

*Kubarah Ghias, B.A.*, Temple University

*Kirsta Pennypacker, B.A.*, Temple University

*Lauren Alloy, Ph.D.*, Temple University

*Daniel Moriarity, Ph.D.*, University of California, Los Angeles

**Preliminary Findings from a Pilot Trial Brief Cognitive Behavioral Therapy for Suicide Prevention for the Disability Community**

*Lauren Khazem, Ph.D.*, The Ohio State University Wexner Medical Center  
*Ennio Ammendola, Ph.D.*, The Ohio State University Wexner Medical Center  
*Samantha Danuwala, Ph.D.*, The Ohio State University Wexner Medical Center  
*Christina R. Bauder, M.P.H., Ph.D., LPC*, The Ohio State University  
*Anastasia Britt, MSW*, The Ohio State University Wexner Medical Center  
*Cameron Long, B.S.*, The Ohio State University Wexner Medical Center  
*Jarrod Hay, B.A.*, The Ohio State University  
*Taylor Sabbaugh, B.S.*, The Ohio State University Wexner Medical Center  
*Justin Baker, Ph.D.*, The Ohio State University  
*Craig Bryan, ABPP, Psy.D.*, The Ohio State University

**A Randomized Controlled Trial of Cognitive Therapy for Suicide Prevention Adapted for Suicidal Older Men**

*Kelly L. Green, Ph.D.*, Perelman School of Medicine at the University of Pennsylvania  
*Gregory Brown, Ph.D.*, University of Pennsylvania, Perelman School of Medicine  
*Gabriela K. Khazanov, Ph.D.*, Corporal Michael J Crescenz VA Medical Center  
*Warren Bilker, Ph.D.*, University of Pennsylvania Perelman School of Medicine  
*Shari Jager-Hyman, Ph.D.*, Perelman School of Medicine at the University of Pennsylvania

**STARS to Reduce Suicide Risk Among Emerging Adults Who Identify as a Member of the Sexual and Gender Minority Community**

*Lily Brown, Ph.D.*, University of Pennsylvania  
*Jessica Webster, M.S., LPC*, University of Pennsylvania  
*Jennifer Tran, Ph.D.*, University of Pennsylvania  
*Marin M. Kautz, Ph.D.*, Perelman School of Medicine at the University of Pennsylvania  
*James Wolf, LPC*, University of Pennsylvania  
*Jenn Ben-Nathan, B.A.*, University of Pennsylvania  
*Yiqin Zhu, M.S.*, University of Pennsylvania  
*Lindiwe S. Mayinja, B.S.*, University of Pennsylvania  
*José Bauermeister, Ph.D.*, University of Pennsylvania

**Clinician Perceptions of Two Approaches to the Safety Planning Intervention Tailored for Autistic Individuals**

*Shari Jager-Hyman, Ph.D.*, Perelman School of Medicine at the University of Pennsylvania  
*Lisa Morgan, M.Ed. CAS*, Lisa Morgan Consulting  
*Daylin Delgado, B.A.*, University of North Carolina - Chapel Hill  
*Julia Heinly, B.A.*, University of North Carolina - Chapel Hill  
*Danielle Roubinov, Ph.D.*, University of North Carolina - Chapel Hill

Earn 1.5 continuing education credits

Grand Ballroom I/J, Level 5, Downtown Marriott

Symposium 115

# Centering Community Collaborators as Local Experts in Training Efforts to Improve Behavioral Health Services for Autistic Youth

CHAIR:

*Diondra Straiton, M.A., Michigan State University*

DISCUSSANT:

*David S. Mandell, Perelman School of Medicine at the University of Pennsylvania*

Moderate level of familiarity with the material

Primary Category: Autism Spectrum and Developmental Disorders

Key Words: *Autism Spectrum Disorders, Community-Based, Implementation*

**Recommendations from Clinicians and Agency Leaders to Optimize Consultation for a Parent Coaching Intervention for Autistic Children Served in the Medicaid System**

*Diondra Straiton, M.A., Michigan State University*

*Jessie Groatorex, B.A., Michigan State University*

*Brooke Ingersoll, Ph.D., BCBA-D, Michigan State University*

**Leveraging Community Partnerships to Develop Implementation Strategies to Support the Use of Caregiver Coaching for Autism**

*Melanie Pellecchia, Ph.D., University of Pennsylvania School of Medicine*

*Rinad Beidas, Ph.D., Northwestern University Feinberg School of Medicine*

*David S. Mandell, Perelman School of Medicine at the University of Pennsylvania*

*Liza Tomczuk, MPH, Drexel University*

*Aubyn Stahmer, Ph.D., University of California, Davis*

**Iterative Redesign of an Implementation Strategy to Support a Behavioral Skills  
Evidence-based Intervention in Public Schools**

*Jill Locke, Ph.D.*, University of Washington School of Medicine

*Daina Tagavi, Ph.D.*, University of Washington

*Ryan Allred, B.A.*, University of Washington

*Karen Bearss, Ph.D.*, Seattle Children's Autism Center, University of Washington

**Community Implementation of an Evidence-based Autism Intervention:  
Associations Between Therapist Engagement Strategy Use and Parent  
Participatory Engagement**

*Kassandra Martinez, M.S.*, SDSU/UCSD Joint Doctoral Program in Clinical  
Psychology

*Colby Chlebowski, Ph.D.*, San Diego State University

*Barbara Caplan, Ph.D.*, California State University Long Beach

*Lauren Brookman-Frazee, Ph.D.*, University of California, San Diego

Earn 1.5 continuing education credits

Grand Ballroom K/L, Level 5, Downtown Marriott

Symposium 116

# Love Among the Margins: A Critical Examination of Individual and Relationship Functioning Within Traditionally Under- represented Couples

CHAIR:

*Alexandra K. Wojda-Burlij, M.A., Durham VA Medical Center*

DISCUSSANT:

*Shelby B. Scott, Ph.D., The University of Texas at San Antonio*

Basic to moderate level of familiarity with the material

Primary Category: Couples / Close Relationships

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

**Within-person Associations of Relationship Satisfaction and Mental Health of Individuals in Same-gender Relationships: Results from a 13-year Panel Survey**

*Melanie S. Fischer, Ph.D., University of Marburg, Germany*

*Anne Vogel, M.Sc., University of Marburg*

**Income as a Moderator of Relationship Satisfaction Among Couples: A Replication and Extension**

*Alexandra K. Wojda-Burlij, M.A., Durham VA Medical Center*

*Donald Baucom, Ph.D., University of North Carolina Chapel Hill*

**Prospective Associations of Prenatal Relationship Happiness and Postpartum Depression Among At-risk Low-income Couples**

*Yunying (Annie) Le, Ph.D., University of Denver*

*Daphne Liu, Ph.D., University of Denver*

*Galena Rhoades, Ph.D., University of Denver*

*Scott M. Stanley, Ph.D., University of Denver*

**The Roles of Minority Stress, Identity, and Coping in Relationship Functioning Among Bi+ Women**

*Alexandra D. Long, M.A., American University*

**What About Our Rural Communities? A Qualitative Approach to Understanding the Unique Impact of Minority Stressors and Relationship Help-seeking Behaviors on Health Outcomes Among LGB+ Community Couples**

*Melissa V. Gates, M.S., Binghamton University, State University of New York*

*Sarah Young, Ph.D., Weill Cornell Medicine*

*Richard Mattson, Ph.D., Binghamton University, State University of New York*

*Sean Massey, Ph.D., Binghamton University, State University of New York*

*Christina M. Balderrama-Durbin, Ph.D., Binghamton University, State University of New York*

Earn 1.5 continuing education credits

Franklin I, Level 4, Downtown Marriott

Symposium 117

# School-based Prevention: Multi-method Perspectives on Youth Mental Health Needs and Services in This Front-line Setting

CHAIRS:

*Karen T. G. Schwartz, Ph.D.*, Children's Hospital of Philadelphia

*Jami Young, Ph.D.*, Children's Hospital of Philadelphia

DISCUSSANT:

*Lata McGinn, Ph.D.*, Yeshiva University - Ferkauf Graduate School of Psychology/CBC

Basic to moderate level of familiarity with the material

Primary Category: Child / Adolescent - School-Related Issues

Key Words: *School, Prevention, Community-Based*

## Identifying Key Needs and Priorities for Implementing Evidence-based Prevention and Early Intervention Mental Health Programming in Schools

*Andrew Orapallo, Ph.D.*, Children's Hospital of Philadelphia

*Jami Young, Ph.D.*, Children's Hospital of Philadelphia

*Katherine Kellom, B.A.*, Children's Hospital of Philadelphia

*Diya Nag, MPH, CHES*, Children's Hospital of Philadelphia

*Lanelle Quzack, MSW, LSW*, Children's Hospital of Philadelphia

*Sara Christianson, M.A., M.S.*, Delaware County Intermediate Unit

*Aviele Koffler, Ph.D.*, Montgomery County Intermediate Unit

*Siobhan Leavy, Ed.D.*, Chester County Intermediate Unit

*Brittany Lourea-Waddell, Ph.D.*, Montgomery County Intermediate Unit

*Kimberly Mecca, M.A., Ed.S.*, Delaware County Intermediate Unit

*John Reid, M.Ed.*, Delaware County Intermediate Unit

*Gwendolyn Lawson, Ph.D.*, Children's Hospital of Philadelphia

**The Kids Aren't Alright: High Level of Need for Mental Health Services Identified During a School-based Depression Prevention Trial**

*Jason Jones, Ph.D.*, Perelman School of Medicine at the University of Pennsylvania

*Molly Davis, Ph.D.*, Children's Hospital of Philadelphia

*Karen T. G. Schwartz, Ph.D.*, Children's Hospital of Philadelphia

*Gillian Dysart, B.A.*, Children's Hospital of Philadelphia

*Amy So, B.S.*, Montclair State University

*Rebecca Kanine, Ph.D.*, Children's Hospital of Chicago

*Sara Reagan, B.S.*, Children's Hospital of Philadelphia

*Jane Gillham, Ph.D.*, Swarthmore College

*Jami Young, Ph.D.*, Children's Hospital of Philadelphia

**Exploration of School-based Services Within a Depression Prevention Randomized Control Trial**

*Laura Strachan*, Swarthmore College

*Jane Gillham, Ph.D.*, Swarthmore College

*Jason Jones, Ph.D.*, Perelman School of Medicine at the University of Pennsylvania

*Molly Davis, Ph.D.*, Children's Hospital of Philadelphia

*Jami Young, Ph.D.*, Children's Hospital of Philadelphia

*Amy So, B.S.*, Montclair State University

*Gillian Dysart, B.A.*, Children's Hospital of Philadelphia

*Rebecca Kanine, Ph.D.*, Children's Hospital of Chicago

*Karen T. G. Schwartz, Ph.D.*, Children's Hospital of Philadelphia

**Counselor Perceptions of Evidence-based Mental Health Programming in Schools**

*Molly Davis, Ph.D.*, Children's Hospital of Philadelphia

*Courtney Benjamin Wolk, Ph.D.*, University of Pennsylvania

*Amy So, B.S.*, Montclair State University

*Gillian Dysart, B.A.*, Children's Hospital of Philadelphia

*Karen T. G. Schwartz, Ph.D.*, Children's Hospital of Philadelphia

*Jason Jones, Ph.D.*, Perelman School of Medicine at the University of Pennsylvania

*Jami Young, Ph.D.*, Children's Hospital of Philadelphia



Earn 1.5 continuing education credits

Franklin 2, Level 4, Downtown Marriott

Symposium 118

# Engaging patients, Providers, Significant Others, Community Members, and Firearm Stakeholders in Interventions to Prevent Firearm Suicide

CHAIRS:

*Gabriela K. Khazanov, Ph.D.*, Corporal Michael J  
Crescenz VA Medical Center

*Frances Aunon, Ph.D.*, Connecticut VA Healthcare System

DISCUSSANT:

*Craig Bryan, ABPP, Psy.D.*, The Ohio State University

All level of familiarity with the material

Primary Category: Mass Violence/Gun Violence

Key Words: *Mass Violence/Gun Violence, Suicide, Community-Identified Problems*

## Promoting Secure Firearm Storage Through Credible Messaging and Messengers in Community and Military Settings

*Michael D. Anestis, Ph.D.*, New Jersey Gun Violence Research Center

*Allison Bond, M.A.*, New Jersey Gun Violence Research Center

## Consulting with Diverse Stakeholders to Engage Firearm Owners in Developing and Disseminating Interventions to Prevent Firearm Suicide

*Gabriela K. Khazanov, Ph.D.*, Corporal Michael J Crescenz VA Medical Center

## Engaging Primary Care Clinicians and Stakeholders to Inform the Development of a Brief, Motivational Interviewing-based Intervention to Promote Secure Firearm Storage

*Frances Aunon, Ph.D.*, Connecticut VA Healthcare System

## Involving Concerned Significant Others in Upstream Lethal Means Safety Interventions to Prevent Firearm Suicide in Veterans

*Bryann Debeer, Ph.D.*, Rocky Mountain MIRECC

Earn 1.5 continuing education credits

Franklin 8, Level 4, Downtown Marriott

Symposium 119

# Prospective Effects of Minority Stress on Health Among Sexual and Gender Minority Populations: Exploring Factors That Buffer and Exacerbate Effects of Minority Stress

CHAIR:

*Christina Dyar, Ph.D., The Ohio State University*

DISCUSSANT:

*Debra Kaysen, ABPP, Ph.D., Stanford University*

All level of familiarity with the material

Primary Category: LGBTQ+

Key Words: LGBTQ+, Longitudinal, Resilience

**Daily Associations Among Oppression-based Stressors, General and Affirmative Social Supports, Suicide Ideation, and Non-suicidal Self-injury Ideation Among Sexual and Gender Minority Adolescents**

*Ethan H. Mereish, Ph.D., University of Maryland, College Park*

*Hyemin Lee, Ph.D., University of Maryland College Park*

*Arushee Bhoja, B.A., University of Maryland, College Park*

*Jessica R. Abramson, B.A., University of Maryland, College Park*

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

*Shirley Yen, Ph.D., Harvard Medical School*

**Minority Stress and Depressive Symptoms Among a Sample of BIPOC SGM Adults: The Role of SGM Community Connectedness and Ethnic Identity**

*Ava K. Ferguson, M.S.*, The University of Southern Mississippi

*Billy Caceres, Ph.D.*, Columbia University School of Nursing

*Joseph Belloir, Ph.D., MSN, RN, PMHNP-BC*, Columbia University

*Ipek Ensari, Ph.D.*, Icahn School of Medicine at Mount Sinai

*Emily Cordova, M.A.*, University of Southern Mississippi

*Kasey Jackman, Ph.D., RN, PMHNP-BC, FAAN*, Columbia University School of Nursing

**Do Romantic Relationship Factors Buffer the Negative Effect of Binegative Stress on Mental Health Among Bisexual Women?**

*Anna L. Gilmour, Ph.D.*, Rosalind Franklin University of Medicine and Science

*Mark Whisman, Ph.D.*, University of Colorado at Boulder

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

**Chronic Minority Stress Exposure Exacerbates Daily Associations Between Microaggressions and Anxious/depressed Affect**

*Christina Dyar, Ph.D.*, The Ohio State University

**The Impact of Sexual Assault Severity on Pregnancy Outcomes Among Sexual Minority Women**

*Neda Kharazi, Psy.D.*, Stanford University

*Christina Dyar, Ph.D.*, The Ohio State University

*Debra Kaysen, ABPP, Ph.D.*, Stanford University

Earn 1.5 continuing education credits

Franklin Hall 10, Level 4, Downtown Marriott

Symposium 120

# Investigating Minority Perspectives on Therapeutic Strategies and Approaches

CHAIR:

*Iony D. Ezawa, Ph.D., University of Southern California*

DISCUSSANT:

*Lorenzo Lorenzo-Luaces, Ph.D., Indiana University*

Moderate level of familiarity with the material

Primary Category: Culture / Ethnicity / Race

Key Words: *Underserved Populations, CBT, Clinical Decision Making*

**Exploring the Role of Self-control and Impression Management Motives in Shaping the Use of Reappraisal and Suppression in Response to Discrimination**

*Dorainne Green, Ph.D., Indiana University*

*Trinity Barnes, Indiana University*

*Neelamberi Klein, M.S., Indiana University*

**Examining the Helpfulness of Therapeutic Methods Through Clinical Vignettes in Diverse Populations Experiencing Depression**

*Graham C. Bartels, M.S., The Ohio State University*

*Iony D. Ezawa, Ph.D., University of Southern California*

**Emotion Regulation and Discrimination: Exploring the Dynamic Relationship Between Emotion Regulation and Identity-based Stressors**

*Robinson De Jesus-Romero, M.S., Indiana University*

*Lorenzo Lorenzo-Luaces, Ph.D., Indiana University*

*Dorainne Green, Ph.D., Indiana University*

**Help-seeking Interventions Differentially Increase Treatment-seeking Rates in Black and White Americans**

*Cameryn A. Cooley, B.A., The Ohio State University*

*Kassidie S. Harmon, M.S., The Ohio State University*

*Jennifer S. Cheavens, Ph.D., The Ohio State University*

Earn 1.5 continuing education credits

305/306, Level 3, Downtown Marriott

Symposium 121

# Suicide Prevention for Marginalized and Systematically Disadvantaged Youth: Advocating Change for Those with the Greatest Need

CHAIR:

*Clarisa Wijaya, M.A., University of Illinois at Chicago*

DISCUSSANT:

*Brittany Rudd, Ph.D., University of Illinois at Chicago*

Basic to Moderate level of familiarity with the material

Primary Category: Suicide and Self-Injury

Key Words: *Suicide, Adolescents, Service Delivery*

## **Barriers and Facilitators to the Implementation of Suicide Prevention in Juvenile Detention Settings: A Contextual Inquiry**

*Clarisa Wijaya, M.A., University of Illinois at Chicago*

*Brittany Rudd, Ph.D., University of Illinois at Chicago*

## **Systematic Scoping Review of Psychosocial Interventions for Sexual and Gender Minority Youth with Suicidal Thoughts and Behaviors**

*Sydney K Velotta, B.S., Alpert Medical School of Brown University*

*Sarah Barnes, B.S., Duke University School of Medicine*

*Caroline Corvin, B.S., Alpert Medical School, Brown University*

*Irene Sanchez, B.S., Alpert Medical School, Brown University*

*Andrea Torres Lopez, B.S., Alpert Medical School, Brown University*

*Lucas Zullo, Ph.D., Thomas Jefferson University*

*Lauren Fletcher, MLIS, Brown University Library*

*Kaitlin Sheerin, Ph.D., Alpert Medical School of Brown University*

**The Moderating Effect of Gender Identity in a Stepped Care Trial for Suicide and Self-harm Prevention Among Adolescents and Young Adults**

*Lucas Zullo, Ph.D.*, Thomas Jefferson University

*Greg Clarke, Ph.D.*, Kaiser Permanente

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

**Examining the Relationship Between Suicidality and Social Determinants of Health in Minoritized Youth Receiving Trauma Focused Cognitive Behavioral Therapy for Post-traumatic Stress Disorder**

*Chynna S. Mills, B.S.*, Northwestern University Feinberg School of Medicine

*Natalie L. Dallard, M.A.*, Community Behavioral Health

*Rinad Beidas, Ph.D.*, Northwestern University Feinberg School of Medicine

**Suicidality Among Youth Served by Children's Advocacy Centers**

*Elizabeth McGuier, Ph.D.*, University of Pittsburgh School of Medicine

*Lindsay Abdulahad, Ph.D.*, University of Utah

*Kristine Campbell, M.D.*, University of Utah

*Kara Byrne, Ph.D.*, University of Utah

*Brooks Keeshin, M.D.*, University of Utah

Earn 1.5 continuing education credits

309/310, Level 3, Downtown Marriott

Symposium 122

# Slopes, Plateaus, and Loop-de-loops: What Can We Learn About the Change Process from Studying the Trajectory of Change During Treatment?

CHAIR:

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

DISCUSSANT:

*Robert J. DeRubeis, Ph.D.*, University of Pennsylvania

Basic level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *Change Process / Mechanisms, Community-Based, Clinical Decision Making*

## Patterns of Change for Not-on-track Patients in Data-informed Psychological Therapy

*Danilo Moggia, Ph.D.*, University of Trier, Germany

*Brian Schwartz, Ph.D.*, University of Trier, Germany

*Antonia Vehlen, PhD*, University of Trier, Germany

*Wolfgang Lutz, PhD*, University of Trier, Germany

## What Symptom Spikes and Variability Can Reveal About the Process of Change in Psychotherapy

*Adele M. Hayes, Ph.D.*, University of Delaware

*Trevor Sanchez Stevens, B.A.*, University of Delaware

*Carly Yasinski, Ph.D.*, Emory University School of Medicine

*Leigh Andrews, Ph.D.*, New York Cognitive

**When Progress Monitoring Gives You Lemons, Make Lemonade! Symptom Deterioration and Recovery During Naturalistic Outpatient Cognitive Behavior Therapy**

*Garret G. Zieve, Ph.D.*, Oakland Cognitive Behavior Therapy Center

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

**Processes of Change in Residential Transdiagnostic Cognitive-behavioral Therapy for Severe Eating Disorders**

*Sondra Tiab, B.A.*, University at Albany, State University of New York

*James F. Boswell, Ph.D.*, University at Albany, State University of New York

*Bethany Crawford, M.A.*, University at Albany, State University of New York

*Shelby Ortiz, Ph.D.*, University of North Carolina Chapel Hill School of Medicine

*Molly Sanderson, M.S.*, The Renfrew Center

*Melanie Smith, Ph.D.*, The Renfrew Center

*Gayle Brooks, Ph.D.*, CEDSS, The Renfrew Center



Liberty A, Level 3, Downtown Marriott

Symposium 123

# Community-academic Partnerships to Increase Access to CBT Treatments That Improve Sleep and Circadian Functioning

CHAIR:

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

DISCUSSANT:

*Daniel J. Taylor, Ph.D., University of Arizona*

Basic level of familiarity with the material

Primary Category: Sleep / Wake Disorders

Key Words: *Sleep, CBT, Community-Based*

**Community Provider Delivery of Fitted and Standard Versions of the Transdiagnostic Intervention for Sleep and Circadian Dysfunction in Partnership with Community Mental Health Centers**

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

*Emma Agnew, M.A., LCSW, University of California at Berkeley*

*Laurel D. Sarfan, Ph.D., University of California, Berkeley*

*Lu Dong, Ph.D., Pardee RAND Graduate School*

*Nicole B. Gumpfort, Ph.D., Stanford University*

*Marlen Diaz, B.A., University of California, Berkeley*

*Julia M. Spencer, B.A., University of California, Berkeley*

*Rafael T. Esteva Hache, B.A., University of California, Berkeley*

*Estephania Ovalle Patino, B.S., University of California, Berkeley*

*Catherine Callaway, M.A., University of California, Berkeley*

**Partnering with Arizona Fire Agencies to Promote Sleep Health Intervention in the Workplace**

*Patricia L. Haynes, Ph.D.*, University of Arizona  
*Dana Epstein, Ph.D., RN*, Arizona State University  
*Matt Buman, Ph.D.*, Arizona State University  
*Daniel J. Taylor, Ph.D.*, University of Arizona  
*Michael Grandner, Ph.D.*, University of Arizona  
*Ed Bedrick, Ph.D.*, University of Arizona  
*David Glickenstein, Ph.D.*, University of Arizona

**An Efficient Treatment for Posttraumatic Stress Injury for Firefighters**

*Carmen McLean, Ph.D.*, National Center for PTSD  
*Kristi Pruiskma, Ph.D.*, University of Texas Health Sciences Center at San Antonio  
*Daniel J. Taylor, Ph.D.*, University of Arizona  
*Sara Jahnke, Ph.D.*, NDRI-USA  
*Christopher Haddock, Ph.D.*, NDRI-USA  
*Denise Sloan, Ph.D.*, National Center for PTSD  
*Jessica R. Dietch, Ph.D.*, Oregon State University  
*Steffany J. Fredman, Ph.D.*, The Pennsylvania State University  
*Nadia Malek, B.A.*, National Center for PTSD  
*Carrie Sutherland, M.S.*, NDRI-USA  
*Samantha Nagy, M.S.*, University of Arizona  
*Brittany Hollerbach, Ph.D.*, NDRI-USA  
*Nui Jitnarin, Ph.D.*, NDRI-USA

**Dissemination of a Self-management Sleep App into Canadian High Schools: Reflections on Best Practices for Community Engagement and Supporting Adolescent Sleep Health**

*Parky Lau, M.A.*, Toronto Metropolitan University

**Do Provider Characteristics and Ad-hoc Adaptations Influence the Implementation and Patient Outcomes of Trans-c in Community Mental Health Centers?**

*Marlen Diaz, B.A.*, University of California, Berkeley  
*Laurel D. Sarfan, Ph.D.*, University of California, Berkeley  
*Emma R. Agnew, LCSW*, University of California, Berkeley  
*Allison G. Harvey, Ph.D.*, University of California Berkeley

Earn 1.5 continuing education credits

Liberty B, Level 3, Marriott Downtown

Symposium 124

# Technology-led, Human-centered Innovations in Treating Major Depressive Disorder

CHAIR:

*Emily E. Bernstein, Ph.D.*, Massachusetts General  
Hospital/Harvard Medical School

DISCUSSANT:

*Jessica Jackson, Ph.D.*, Therapy Is For Everyone  
Psychological & Consultation Services

All level of familiarity with the material

Primary Category: Technology/Digital Health

Key Words: *Depression, Technology / Mobile Health, CBT*

## Feasibility, Acceptability, and Preliminary Efficacy of a Smartphone App-led Cognitive Behavioral Therapy for Depression Under Therapist Supervision

*Sabine Wilhelm, Ph.D.*, Harvard Medical School

*Emily E. Bernstein, Ph.D.*, Massachusetts General Hospital/Harvard Medical School

*Kate H. Bentley, Ph.D.*, Massachusetts General Hospital/Harvard Medical School

*Ivar Snorrason, Ph.D.*, Massachusetts General Hospital / Harvard Medical School

*Susanne S. Hoepfner, Ph.D., M.Ap.Stat.*, Massachusetts General Hospital

*Thomas McCoy, M.D.*, Massachusetts General Hospital / Harvard Medical School

*Oliver Harrison, M.A., MBBS, MPH*, Koa Health

*Dalton Klare, M.A., M.S.*, Massachusetts General Hospital

*Jennifer L. L. Greenberg, Psy.D.*, Massachusetts General Hospital/Harvard Medical  
School

*Hilary Weingarden, Ph.D.*, Massachusetts General Hospital

**Adapting a Cbt-based Video Game for Inuit Youth in Nunavut: Lessons Learned from a Community-directed Mental Wellness Project in the Canadian North**

*Yvonne Bohr, Ph.D., York University*

*Alaina Thomas, M.A. (cand), York University*

*Marette Abdelmaseh, M.A., Ph.D. (cand), York University*

*Jenna Barnhardt, MA, Ph.D. (cand), York University*

*Leigh Armour, MSW, Strides*

*Reuben Qaunaq, Community member, York University*

**Bridging the Therapy Gap in Major Depressive Disorder: A Feasibility Pilot of Cognitive Behavioral Immersion in the Metaverse**

*Noah Robinson, M.S., Innerworld, Inc.; Vanderbilt University*

*Iony D. Ezawa, Ph.D., University of Southern California*

*Steven D. Hollon, Ph.D., Vanderbilt University*

**CBT-AI Companion: An Application for More Engaging and Effective CBT Practice**

*Johannes Eichstaedt, Ph.D., Stanford University*

*Aadesh Salecha, M.S., Stanford University*

*Zoe Tait, B.A., Stanford University*

*Philip Held, Ph.D., Rush University Medical Center*

*Betsy Stade, Ph.D., Stanford University*

*Huy Vu, PhD, Stony Brook University*

*Cody Boland, Ph.D., VA Palo Alto Health Care System*

*Shannon Wiltsey Stirman, Ph.D., National Center for PTSD and Stanford University*

**Use of “Therapy in Your Pocket”: Patterns of Skills Review in Smartphone Cognitive Behavioral Therapy (CBT) for Depression**

*Emily E. Bernstein, Ph.D., Massachusetts General Hospital/Harvard Medical School*

*Katharine Daniel, M.A., MGH/Harvard Medical School*

*Peyton E. Miyares, B.A., Massachusetts General Hospital*

*Susanne S. Hoepfner, Ph.D., M.Ap.Stat., Massachusetts General Hospital*

*Kate H. Bentley, Ph.D., Massachusetts General Hospital/Harvard Medical School*

*Ivar Snorason, Ph.D., Massachusetts General Hospital / Harvard Medical School*

*Lauren Fisher, Ph.D., Massachusetts General Hospital / Harvard Medical School*

*Jennifer L. L. Greenberg, Psy.D., Massachusetts General Hospital/Harvard Medical School*

*Hilary Weingarden, Ph.D., Massachusetts General Hospital*

*Oliver Harrison, M.A., MBBS, MPH, Koa Health*

*Sabine Wilhelm, Ph.D., Harvard Medical School*

Panel Discussion 39

# Beyond Recidivism: Innovations in CBT to Promote Successful and Sustained Community Participation for Justice-involved Individuals Reentering Society

MODERATOR:

*Paul M. Grant, Ph.D.*, Beck Institute

PANELISTS:

*Shelby Arnold, Ph.D.*, Beck Institute

*Lindsey Pinto, MSW*, Beck Institute

*Kirk Heilbrun, Ph.D.*, Drexel University

*Heidi Zapotocky, M.S.*, Drexel University

*Christopher King, Ph.D.*, Montclair State University

*Sana Vora, M.S.*, Montclair State University

Primary Category: Criminal Justice / Forensics

Key Words: *Criminal Justice, Cognitive Therapy, Community-Based*

Cognitive behavioral interventions are an empirically-supported, gold standard approach to treatment of persons involved with the criminal legal system. This panel will focus on innovations in CBT that consider the unique needs of individuals post-incarceration or undergoing community supervision and foster strengths-based empowering techniques to reduce recidivism and facilitate living meaningful lives after justice-involvement. The panel will be framed as a paradigm shift towards person-centered, strengths-based approaches for community-based and reentry-targeted interventions. Panelists Arnold and Pinto will illustrate this by describing a strengths-based, Recovery-Oriented Cognitive Therapy (CT-R) group—provided in jail and in the community—for empowering individuals through the challenges of reentry. Next, panelists Heilbrun and Zapotocky will discuss a successful CBT group for individuals participating in a federal reentry court, including recent adaptations to enhance group engagement and completion rates. Panelists King and Vora will then discuss a pilot DBT telehealth program for individuals also participating in reentry courts, emphasizing the potential of DBT for facilitating reentry and stimulating training, and utility of telehealth to decrease barriers to accessing CBT. Finally, moderator Grant will engage all panelists in a discussion of lessons learned, sharing wisdom and know-how, and considering next steps on the frontier of innovating more and more effective CBT-based reentry practices.

Earn 1.5 continuing education credits

Grand Ballroom E, Level 5, Downtown Marriott

Panel Discussion 40

# Body Image Is Not a Monolith: De-centering the Thin Ideal in Research and Practice

MODERATORS:

*Arielle C. Smith, B.A.*, Northwestern University Feinberg School of Medicine

*Sammy Plezia, B.A.*, University of Oregon

PANELISTS:

*Tiffany Brown, Ph.D.*, Auburn University

*Heather A. Davis, Ph.D.*, Virginia Polytechnic Institute and State University

*Amy Egbert, Ph.D.*, University of Connecticut

*Marisol Perez, Ph.D.*, Arizona State University

*Jason Wood, B.A.*, National Association of Anorexia Nervosa & Associated Disorders (ANAD)

Primary Category: Eating Disorders

Key Words: *Body Image, Treatment/ Program Design, Underserved Populations*

Body dissatisfaction, a risk factor for eating disorders and depression, has a significant impact on mental and physical health across diverse populations. Despite the understanding that body image concerns affect individuals of all gender identities, racial and ethnic groups, body sizes, and sexual orientations, existing research and treatment often fail to represent varied body image experiences. Presently, the construct of thin ideal internalization—which was conceptualized as culturally-bound to white women—is applied most commonly to study and treat body dissatisfaction. This construct contends that endorsing thinness as the epitome of beauty can perpetuate body dissatisfaction and eating pathology. Positioning this narrowly applicable construct as normative has resulted in the exclusion of diverse communities from research, which can lead to active harm against individuals seeking culturally-relevant treatments. Through learnings from their clinical work, community-engaged research, non-academic community engagement, and lived experience, panelists will describe aspects of body image beyond the thin ideal that are endorsed across diverse populations (e.g., muscularity ideal, colorism, facial features). Body image constructs relevant to Black individuals, Latine individuals, LGBTQ+ individuals, men, and individuals in larger bodies, as well as the intersections of these identities, will

be addressed in accordance with the panelists' expertise. Guided by the socio-ecological theory, panelists will next encourage attendees to conceptualize body image beyond the individual level by discussing the impact of structural factors (i.e., racism, transphobia, homophobia, xenophobia, food insecurity, weight stigma, ableism) on body dissatisfaction. To widen the scope of body image research and treatment, the moderators will facilitate discussion on (a) potential harms of exclusively focusing on thin ideal internalization, (b) measurements of body dissatisfaction and their related limitations, and (c) the importance of centering lived experiences and engaging in community partnerships, as well as address audience questions. (see references in Recommended Reading 3 text box)

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8:30 a.m. – 10:00 a.m.

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**Earn 1.5 continuing education credits**

**Franklin 9, Level 4, Downtown Marriott**

**Clinical Round Table 19**

# **Integrating Minority Identity and Community Perspectives Within Evidence-based Care: Views from ABCT SIG Leaders**

**MODERATOR:**

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

**PANELISTS:**

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

*Danielle Shea Berke, Ph.D., Hunter College, City University of New York*

*Michael Crawford, M.A., University of Miami*

*Thania Galvan, Ph.D., University of Georgia*

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

*Alexandria N. Miller, Ph.D., VA Boston NCPTSD WHSD*

*Evan J. White, Ph.D., Laureate Institute for Brain Research*

Primary Category: Vulnerable Populations

Key Words: *Evidence-Based Practice, Vulnerable Populations, Service Delivery*

Minoritized communities are often at increased risk for mental health concerns. Yet, evidence-based research and clinical care are traditionally developed and evaluated by and for members of majority groups. More broadly, the cognitive-behavioral framework itself often fails to integrate a socio-cultural perspective, particularly in the delivery of manualized treatments or other structured techniques, an oversight that excludes the

lived experience of both the clinician and the client. This historic underrepresentation of minority group perspectives ultimately limits the social validity and effectiveness of CBT for minoritized patient populations. In this panel, leaders from ABCT's minoritized SIGs will discuss the importance of identity in clinical work and how to address these factors while remaining evidence-based in our practice. Perspectives will be shared from those with a range of identities representing seven minoritized SIGs; Asian American Issues in Behavior Therapy and Research, Autism Spectrum and Developmental Disabilities, Black Americans in Research and Behavioral Therapy, Latinx, Native American Issues in Behavior Therapy and Research, Oppression and Resilience: Minority Mental Health, and Sexual and Gender Minority). Panelists will also describe affirming and inclusive practices for engaging with their respective communities, including by delivering affirming clinical services as well as community-partnered approaches and advocacy work. Attendees will learn crucial considerations for integrating culture and identity within their work to create safe spaces for minoritized communities to engage and benefit from clinical care.



Earn 1.5 continuing education credits

Independence II/III, Level 3, Downtown Marriott

Clinical Round Table 20

# Addressing Emotional Distress in Jewish American Youth: What Adaptations Are Necessary to Avoid a One-size Fits All Approach?

MODERATOR:

*Robert D. Friedberg, ABPP, Ph.D.*, Altamont Center for Cognitive Behavioral  
Training and Consultation

PANELISTS:

*Jonathan S. Abramowitz, Ph.D.*, University of North Carolina at Chapel Hill

*Robert D. Friedberg, ABPP, Ph.D.*, Altamont Center for Cognitive Behavioral  
Training and Consultation

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

*Samantha Glickman, M.A., Psy.D.*, Hassenfeld Children's Hospital at NYU  
Langone Medical Center

*Daniel L. Hoffman, ABPP, Ph.D.*, Northwell Health

*Steve Kurtz, ABPP, Ph.D.*, Kurtz Psychology Consulting P.C.

*Rabbi Nico Socolovsky, M.A.*, Congregation Shir Hadash

Primary Category: Spirituality and Religion

Key Words: *Child, Spirituality and Religion, CBT*

Multiple sources document a 360% rise in antisemitic incidents in 2023 and 70% of Jewish individuals report feeling unsafe. Youth in K-12 school programs are affected by this pernicious wave. Further, due to bomb scares and other threats, schools have experienced a 47% increase in security spending. The scholarly literature on this topic is sparse and gives little direction for treating Jewish youth's emotional distress. This is unfortunate since CBT is the gold standard for ameliorating psychological challenges and is considered culturally responsive. This first of its kind clinical roundtable aims to address the gaps in clinical practice and research examining CBT for Jewish youth by bringing together a diverse group of expert professionals from different backgrounds who work in various settings. The presenters include private practitioners, academicians, supervisors, and a rab-

bi. The roundtable's primary goals include nurturing greater alertness to cultural factors associated with CBT for Jewish youth, providing practitioners with ways to adapt CBT, recommending CBT methods to mitigate the psychological impact of antisemitism, and catalyzing new empirical studies, conceptual models, and CBT methods. Several questions are posed to the panelists encompassing 1. What are the unique aspects of Judaism that impact CBT with youth and their caregivers? 2. How does the rising rate of antisemitism initiate, maintain, and exacerbate psychological disorders? 3. How do cultural factors and critical incidents (e.g., Oct. 7 terror attack, rising rates of antisemitism) influence case conceptualization? 4. What psychological constructs are helpful in crafting case formulations? 5. When and how should traditional CBT be adapted for Jewish youth? and 6. What are necessary future directions for empirical studies, theory-building, clinical practice, and advocacy efforts? This roundtable aligns with ABCT's mission and goals by fostering innovation in CBT with culturally alert conceptual models and practices for a marginalized population, promoting community involvement through serving diverse populations as well as partnering with community members, and advocating for social justice and equity.

Earn 1.5 continuing education credits

Liberty C, Level 3, Downtown Marriott

Spotlight Research 11

# Incorporating Public Health Perspectives to Enhance Clinician Practice: Lessons Learned from the Colorado Project

CHAIR:

*Annjanette R. Alejano-Steele, Ph.D.*, Laboratory to Combat Human Trafficking and Metropolitan State University of Denver

PANELIST:

*Nevita George, B.S.*, Hofstra University

Primary Category: Dissemination & Implementation Science

Key Words: *Abuse / Maltreatment, Dissemination, Implementation*

Societal symbiosis is contingent on harmonious relations between an individual and their environment; a phenomenon that must also be reflected within psychological research practices. The Laboratory to Combat Human Trafficking (LCHT) is a Denver-based nonprofit whose mission is to deconstruct academic silos to produce interdisciplinary research projects to inform social change and eliminate exploitation. At LCHT, we use community-based participatory research (CBPR) methodologies to empower survivors, professionals, and activists with knowledge and resources to advocate for the human rights of survivors of exploitation. In the third iteration of LCHT's interdisciplinary, longitudinal research study - the Colorado Project 2023 (CP2023) - we combined scientific perspectives (e.g., psychology and public health) to support psychological well-being most effectively amongst survivors. The present proposal outlines how to integrate key public health tenets within CP2023 (i.e., trust, equity, and effectiveness) into clinical practice. Drawing from public health approaches, CP2023 focused on the nuanced nature of anti-exploitation partnerships, specifically how trust, equity, and effectiveness shape efficiency and coordination of collaborative efforts to best assist survivors of human trafficking. These three constructs illustrate collaboration challenges, as no single partner can address the needs of survivors alone. Psychologists benefit from understanding community resources to best serve their clients beyond siloed, mental health needs. Thus, integrating public health perspectives into clinical practice affords practitioners the opportunity to understand diverse, community context surrounding multifaceted trauma.

In our presentation, attendees will gain the 1) knowledge to identify signs of exploitative tactics (e.g., force, fraud, and coercion) and 2) the ability to create policies and/or protocols within their institutions to systematically identify, record, and act on instances

of exploitation. It is vital to establish this new standard of care via interdisciplinary research to understand the multi-nested contexts surrounding patients and tailor clinical services to best fit patient needs.

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

- Integrate public health perspectives into case conceptualizations to tailor mental health care.
- Apply community-based participatory research (CBPR) outcomes into psychological treatment efforts.
- Summarize how trust, equity, and effectiveness influence community and patient-related outcomes.
- Identify signs of exploitation (e.g., force, fraud, and coercion) patients may exhibit during psychological treatment.
- Create policies and/or protocols within their institutions to systematically identify, record, and act on instances of exploitation.

**Recommended Readings:** Miller, A., Laser, J., Alejano-Steele, A., Napolitano, K., George, N., Connot, N., & Finger, A. (2023). Lessons learned from the Colorado project to comprehensively combat human trafficking. *Societies*, 13(3), 51. [Colorado Project 2023 Full Report and Action Plan Barking up the Wrong Ps](#)

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8:30 a.m. – 10:00 a.m.

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networking

408/409, Level 4, Downtown Marriott

**Student SIG**

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10:30 a.m. – 12:00 p.m.

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**Earn 1.5 continuing education credits**

**Grand Ballroom A. Level 5, Downtown Marriott**

# **Advanced Clinician Seminar Series 3: Adapting Cognitive Behavior Therapy for Personality Disorders**

*Simon A. Rego, ABPP, Psy.D., Montefiore Medical Center*

*Judith S. Beck, Ph.D., Beck Institute for Cognitive Behavior Therapy/  
University of Pennsylvania*

Primary Category: Personality Disorders

Key Words: CBT, Case conceptualization/formulation, Clinical decision making

The Advanced Clinician Seminar Series is a new clinical format designed specifically for advanced clinicians seeking content and consultation commensurate with their level of expertise. In 2024, the program offers three of these free seminars featuring an expert clinician and moderator who will offer consultation, case conceptualization, and treatment planning on your most complex cases. Attendees will be expected to self-identify as advanced clinicians, bring structured case presentations for possible discussion, and fully participate in a seminar-style discussion. This particular seminar is hosted by Judith Beck, Ph.D., an expert in Cognitive Behavior Therapy. Dr. Beck will lead discussions and provide insights into advanced clinical techniques and approaches, offering attendees a unique opportunity for professional growth and development. Participants can expect a dynamic and interactive learning experience, with ample opportunities for networking and collaboration with fellow advanced clinicians.

**Outline:**

1. Introduction to Advanced Clinician Seminar Series
  - a. Overview of the seminar series objectives and structure
  - b. Importance of advanced clinical skills for effective practice
2. Introduction of Moderator and Expert Clinician
3. Case Presentations and Analysis

SUNDAY

- a. Guidelines for structured case presentations
- b. Discussion on complex cases brought by attendees
4. Advanced Treatment Planning
  - a. Integrating evidence-based practices into treatment plans
  - b. Tailoring interventions to individual client needs and preferences
5. Specialized Techniques and Approaches
  - a. Deep dive into specific therapeutic modalities (e.g., CBT and Recovery-Oriented Cognitive Therapy) for advanced clinicians
  - b. Experiential exercises (e.g., role-play, modeling) to practice new techniques
6. Conclusion and Next Steps
  - a. Summary of key takeaways from the seminar series
  - b. Resources for further learning and development

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

- Develop advanced skills in case conceptualization by applying theoretical frameworks to complex clinical cases.
- Enhance treatment planning abilities by integrating evidence-based practices and innovative approaches, including Recovery-Oriented Cognitive Therapy, tailored to individual client needs.
- Strengthen clinical decision-making processes through active participation in case discussions and feedback from peers and experts.
- Long-term Goal: Develop a comprehensive and specialized skill set that enables the effective assessment, treatment, and management of complex clinical cases across diverse populations, leading to enhanced client outcomes.
- Long-term Goal: Foster a professional network of experienced clinicians, researchers, and thought leaders in the field, facilitating ongoing collaboration, learning, and professional development opportunities beyond the seminar series.

**Recommended Readings:** Beck, A. T., Grant, P., Inverso, E., Brinen, A. P., & Perivoliotis, D. (2020). Recovery-oriented cognitive therapy for serious mental health conditions. Guilford Publications. Salkovskis, P. M., Sighvatsson, M. B., & Sigurdsson, J. F. (2023). How effective psychological treatments work: mechanisms of change in cognitive behavioural therapy and beyond. *Behavioural and cognitive psychotherapy*, 51(6), 595-615. Fordham, B., Sugavanam, T., Edwards, K., Stallard, P., Howard, R., Das Nair, R., ... & Lamb, S. E. (2021). The evidence for cognitive behavioural therapy in any condition, population or context: a meta-review of systematic reviews and panoramic meta-analysis. *Psychological Medicine*, 51(1), 21-29.

Earn 1.5 continuing education credits

Grand Ballroom B, Level 5, Downtown Marriott

Symposium 125

# Working with Community Systems That Serve Trauma Patients: Innovation in Community Engaged Research and Advocacy

CHAIR:

*Daniel W. Smith, Ph.D.*, Medical University of South Carolina

DISCUSSANT:

*Rochelle F. Hanson, Ph.D.*, Medical University of South Carolina

Basic to moderate level of familiarity with the material

Primary Category: System Stakeholder Issues

Key Words: *Trauma, Community-Based, Implementation*

## **Stakeholder Perceptions on the Implementation of a Caregiver Assessment Service at a Child Advocacy Center**

*Caitlin Rancher, Ph.D.*, Medical University of South Carolina

*Faraday Davies, M.A.*, MUSC

*Robyn Blake, M.A.*, Dee Norton Child Advocacy Center

*Kathy Quinones, Ph.D.*, Dee Norton Child Advocacy Center

*Daniel W. Smith, Ph.D.*, Medical University of South Carolina

## **Effectiveness of a Workshop on Evidence-based Engagement Strategies for School-based Providers**

*Russi Soffer, Psy.D.*, St. John's University

*Maddi Gervasio, M.A.*, St. John's University

*Tanya Sharma, M.A.*, St. John's University

*Elissa Brown, Ph.D.*, St. John's University, Child HELP Partnership

**Outcomes and Process of a Community Needs Assessment of Sexual Assault Investigations and Services: A Community-based Participatory Research Project to Prepare to Launch a Start by Believing Campaign**

*Emily L. Tilstra-Ferrell, Ph.D., Medical University of South Carolina*

*Selime Salim, Ph.D., Medical University of South Carolina*

*Alex Brockdorf, M.A., Medical University of South Carolina*

*Aurelia Sands-Belle, M.A., Medical University of South Carolina*

*Lyn Maples, B.A., Title IX; Charleston Southern University*

*Christine Hahn, Ph.D., Medical University of South Carolina*

**Clinician Enrollment, Dropout, and Completion of Learning Collaborative Trainings in Child Welfare Agencies Varied Based on Evidence-based Treatment for Trauma Being Implemented**

*Grace S. Woodard, M.S., University of Miami*

*Elizabeth C. Lane, B.A., University of Miami*

*Dominique Phillips, B.S., University of Miami*

*Elizabeth Casline, Ph.D., Northwestern University Feinberg School of Medicine*

*Zabin Patel-Syed, Ph.D., Northwestern University*

*Vanessa Ramirez, Psy.D., Community Mental Health Agency*

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



Earn 1.5 continuing education credits

Grand Ballroom E, Level 5, Downtown Marriott

Symposium 126

# Thinking Outside the Box: Novel Directions in Research in Cognitive Flexibility in Eating Disorders

CHAIRS:

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

*Sasha Gorrell, Ph.D.*, University of California San Francisco

DISCUSSANT:

*C.Alix Timko, Ph.D.*, Children's Hospital of Philadelphia

Basic level of familiarity with the material

Primary Category: Eating Disorders

Key Words: *Feeding Problems, Cognitive Processes, Risk / Vulnerability Factors*

**Exploring Functional Relationships Between Uncertainty, Repetitive Negative Thinking, and Eating Disorder Risk Using Ecological Momentary Assessment**

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

*Zoe Stout, M.A.*, Hofstra University

*Ayla N. Gioia, M.A.*, Hofstra University

*Ashley Kwak*, Hofstra University

*Clare Wieland, B.S.*, Creighton University

*Elisabeth Kac*, Hofstra University

*Sarah C. Dolan, M.A.*, Hofstra University

*Cate Morales, M.A.*, Hofstra University

*Kathryn Smith, Ph.D.*, University of Southern California

**Repetitive Negative Thinking Predicts Momentary Eating Disorder Behaviors Among Individuals with Eating Disorders**

*Margarita Sala, Ph.D.*, Ferkauf Graduate School of Psychology, Yeshiva University  
*Cheri Lewinson, Ph.D.*, University of Louisville

**Identifying Distinct Latent Profiles of Executive Functioning Among Adolescents and Adults with Anorexia Nervosa and Adolescent Healthy Controls**

*Jiana Schnabel, B.S.*, Temple University  
*Marita Cooper, Ph.D.*, Children's Hospital of Philadelphia  
*Sarah Peritz, M.A.*, Children's Hospital of Philadelphia  
*Lauren Alloy, Ph.D.*, Temple University  
*C.Alix Timko, Ph.D.*, Children's Hospital of Philadelphia

**Different Assessments of Cognitive Flexibility Uniquely Predict Eating Disorder Treatment Outcomes in Adolescent Bulimia Nervosa**

*Simar Singh, Ph.D.*, University of California San Francisco  
*Sasha Gorrell, Ph.D.*, University of California San Francisco  
*Brittany Matheson, Ph.D.*, Stanford University  
*Erin E. Reilly, Ph.D.*, University of California San Francisco  
*Jim Lock, M.D./Ph.D.*, Stanford University  
*Daniel Le Grange, Ph.D.*, University of California, San Francisco

Earn 1.5 continuing education credits

Grand Ballroom G/H, Level 5, Downtown Marriott

Symposium 127

# Advancing Treatment Personalization by Identifying and Targeting Idiographic Psychopathological Mechanisms

CHAIR:

*Madeline Kushner, B.A., University of Kentucky*

DISCUSSANT:

*Aaron J. Fisher, Ph.D., University of California, Berkeley*

Basic to moderate level of familiarity with the material

Primary Category: Research Methods and Statistics

Key Words: *Research Methods, Clinical Decision Making, Change Process / Mechanisms*

## Personalized Mechanistic Network Models of Borderline Personality Disorder Symptoms

*Madeline Kushner, B.A., University of Kentucky*

*Matthew W. Southward, Ph.D., University of Kentucky*

*Shannon Sauer-Zavala, Ph.D., University of Kentucky*

**Leveraging Intensive Longitudinal Data to Understand Within-person Treatment Effects During a Cognitive-behavioral Opioid Taper Support Intervention for Adults with Chronic Pain**

*Madelyn Frumkin, Ph.D.*, Massachusetts General Hospital

*Bryn Evohr, B.A.*, Massachusetts General Hospital Center for Addiction Medicine

*Julia Jashinski, MSW, LCSW*, Massachusetts General Hospital Center for Addiction Medicine

*Cori Cather, M.D.*, Massachusetts General Hospital Center of Excellence for Psychosocial and Systemic Research

*Gladys Pachas, M.D.*, Massachusetts General Hospital Center for Addiction Medicine

*A. Eden Evins, M.D., MPH*, Massachusetts General Hospital Center for Addiction Medicine

*Jodi Gilman, Ph.D.*, Massachusetts General Hospital Center for Addiction Medicine

**The Impact of Personalized Treatment for Individuals with the Same Disorder: A Case Series**

*Anna Marie Ortiz, Ph.D.*, University of Louisville

*Rachel M. Butler, Ph.D.*, Transylvania University

*Cheri Levinson, Ph.D.*, University of Louisville

**Using a New Conceptual Framework for Measuring Active Elements of Cognitive-behavioral Therapies to Support Idiographic (and Nomothetic) Targeting in Precision Digital Therapy**

*Zachary D. Cohen, Ph.D.*, University of Arizona

*Nora Barnes-Horowitz, M.A.*, University of California Los Angeles

*Courtney Forbes, Ph.D.*, University of California Los Angeles

*Nathaniel Choukas, B.S.*, University of Arizona

*Torsa Chattoraj, M.A.*, University of Arizona

*Kate Wolitzky-Taylor, Ph.D.*, University of California Los Angeles School of Medicine

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

Earn 1.5 continuing education credits

Grand Ballroom I/J, Level 5, Downtown Marriott

Symposium 128

# Community-partnered Research to Improve Mental Health Assessment and Treatment for Autistic Individuals

CHAIR:

*Andrew G. Guzick, Ph.D., University of Pennsylvania*

DISCUSSANT:

*Melanie Pellecchia, Ph.D., University of Pennsylvania  
School of Medicine*

Moderate level of familiarity with the material

Primary Category: Autism Spectrum and Developmental Disorders

Key Words: *Autism Spectrum Disorders, Treatment Development, Community-Based*

## **Development and Testing of Internet-based, Parent-led Cognitive Behavioral Therapy for Anxiety Among Autistic Youth**

*Andrew G. Guzick, Ph.D., University of Pennsylvania*

*Eric Storch, Ph.D., Baylor College of Medicine*

*Sophie Schneider, Ph.D., Baylor College of Medicine*

## **Profiles of Parent-teacher Agreement on Autistic Children's Adaptive Functioning**

*Rachel Lees, Ph.D., University of Bath*

*Nicky Wright, Ph.D., Manchester Metropolitan University*

*Andres De Los Reyes, Ph.D., University of Maryland*

*Erik Duku, Ph.D., McMaster University*

*Teresa Bennett, Ph.D., McMaster University*

*Stelios Georgiades, Ph.D., McMaster University*

*Pat Mirenda, Ph.D., University of British Columbia*

*Annie Richard, Ph.D., R.Psych., Dalhousie University*

*Isabel Smith, Ph.D., Dalhousie University*

*Wendy Ungar, Ph.D., Hospital for Sick Children Research Institute*

*Tracy Vaillancourt, Ph.D., University of Ottawa*

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

*Lonnie Zwaigenbaum, Ph.D., University of Alberta*

*Peter Szatmari, M.D., Hospital for Sick Children Research Institute*

*Mayada Elsabbagh, Ph.D., McGill University*

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

*Rachael Bedford, Ph.D., Queen Mary University of London*

## **Adaptation of Group Behavioral Activation Treatment: A Multi-level Collaboration with Autistic Adults**

*Gentiana Kukaj, B.A., Rutgers, The State University of New Jersey*

*Erin J. Libsack, M.A., Rutgers, The State University of New Jersey*

*Jun Hong Chen, Psy.D., Rutgers, The State University of New Jersey*

*Sergio Corvera, B.S., Rutgers, The State University of New Jersey*

*Elizabeth Dicker, MEd, Rutgers, The State University of New Jersey*

*Prince Wynn, M.S., Rutgers, The State University of New Jersey*

*Vanessa Bal, Ph.D., Rutgers, The State University of New Jersey*

*Brian C. Chu, Ph.D., Rutgers, The State University of New Jersey*

**Engaging with the Autism Community to Develop a Novel Motivational Interviewing Intervention for Daily Living Skills in Transition-age Autistic Youth**  
*Elizabeth Kaplan-Kahn, Ph.D., Center for Autism Research, Children's Hospital of Philadelphia*

*Ariana Garagozzo, Ph.D., Center for Autism Research, Children's Hospital of Philadelphia*

*Emily Kushner, Ph.D., Center for Autism Research, Children's Hospital of Philadelphia*

*Julie Gettings, Ph.D., Diabetes Center for Children, Children's Hospital of Philadelphia*

*Benjamin Yerys, Ph.D., Center for Autism Research, Children's Hospital of Philadelphia*

**Remote Training to Improve Confidence and Competence of Mental Health Practitioners to Treat Autistic Youth**

*Matthew Lerner, Ph.D., Drexel University*

*Lauren Moskowitz, Ph.D., St. John's University*

*Rebecca Sachs, ABPP, Ph.D., Private Practice*

*Dena Gassner, MSW, Towson University*

*Imad Zaheer, Ph.D., St. John's University*

*Allison S. Nahmias, Ph.D., A.J. Drexel Autism Institute, Drexel University*

*Nathalia Benitez, B.A., St. John's University*

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

*Britney Jeyanayagam, M.A., St. John's University*

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

*Ashley Smith, B.A., St. John's University*

Earn 1.5 continuing education credits

Grand Ballroom K/L, Level 5, Downtown Marriott

Symposium 129

# Innovations in the Systematic Evaluation of Clinical Research on Cognitive-behavioral Therapy-based Interventions

CHAIR:

*Samuel D. Spencer, Ph.D., University of North Texas*

DISCUSSANT:

*Steven D. Hollon, Ph.D., Vanderbilt University*

Moderate to advanced level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: CBT

**Sociodemographic Representation in Randomized Controlled Trials for Anxiety-related Disorders in the U.S.: A Systematic Review (1993–2023)**

*Clarissa Ong, Ph.D., University of Toledo*

*Alexa Skolnik, B.A., University of Toledo*

*Hannah M. Johnson, B.S., Southern Illinois University*

*Jennifer Krafft, Ph.D., Mississippi State University*

*Sarah Loew, Southern Illinois University*

*Andrew Kurtz, B.A., University of Toledo*

*Eric Lee, Ph.D., Southern Illinois University*



**The Status of Evidencebased Treatments for Moral Injury Syndrome: Review and Metaanalysis of Randomized Controlled Trial**

*Tyler Owen, Texas Tech University*

*Stephen Aita, Ph.D., VA Maine Healthcare System and Department of Psychology, University of Maine*

*Susannah Kondrath, PhD, VA Maine Healthcare System and Department of Psychology, University of Maine*

*Nicholas C. Borgogna, Ph.D., Texas Tech University*

*Timothy Usset, Ph.D., VA Maine Healthcare System*

**The First 1,000 RCTS Part 1: A Comprehensive Meta-analysis of Acceptance and Commitment Therapy**

*Nicholas C. Borgogna, Ph.D., Texas Tech University*

*Tyler Owen, Texas Tech University*

*Samuel D. Spencer, Ph.D., University of North Texas*

**The First 1,000 RCTS Part 2: A Meta-analysis of Acceptance and Commitment Therapy Processes**

*Samuel D. Spencer, Ph.D., University of North Texas*

*Tyler Owen, Texas Tech University*

*Nicholas C. Borgogna, Ph.D., Texas Tech University*

**We Can Define It, but How Do We Actually Measure It? A Content Analysis of Psychological Flexibility Scales**

*Eric Lee, Ph.D., Southern Illinois University*

*Alexa Skolnik, B.A., University of Toledo*

*Clarissa Ong, Ph.D., University of Toledo*

Earn 1 continuing education credit

Franklin 8, Level 4, Downtown Marriott

Symposium 130

# Leveraging Community Engagement to Amplify and Affirm SGM Voices: Adapting and Tailoring Research Tools and Cbt-based Clinical Interventions to Improve Health Equity

CHAIRS:

*Katherine E. Kabel, B.S., Boston University*  
*Deja Clement, M.P.H., M.S., Massachusetts General Hospital*

DISCUSSANT:

*Colleen A. Sloan, Ph.D., Boston VA Healthcare System*

Basic to moderate level of familiarity with the material

Primary Category: LGBTQ+

Key Words: *Community-Based, LGBTQ+, Evidence-Based Practice*

**“It Would Be a Program That Is Made for Me and Sees Me”:** Adapting an Online, Cognitive Behavioral Therapy-based Sexual Wellbeing Intervention for Transgender Women

*Katherine E. Kabel, B.S., Boston University*

*Vella Riley, B.A., Boston University*

*Madison Fertig, M.A., Boston University*

*Genesis Valera, B.A., The Fenway Institute*

*Cassie Vuong, B.A., The Fenway Institute*

*Stefania Moldovanu, B.A., Boston University*

*Sari Reisner, ScD, University of Michigan*

*Kyle R. Stephenson, Ph.D., Xavier University*

Lori Brotto, Ph.D., University of British Columbia  
Amelia Stanton, Ph.D., Boston University

**Development of a Community-informed Alcohol Intervention for Sexual Minority Women (Project 4U)**

Deja Clement, M.P.H., M.S., Massachusetts General Hospital  
Jacklyn D. Foley, Ph.D., Massachusetts General Hospital  
Aliza Barnett, MPH, The Fenway Institute  
Jillian R. Scheer, Ph.D., Syracuse University  
Tonia Poteat, PA-C, MPH, Ph.D., Duke University School of Nursing  
Whitney Irie, MSW, Ph.D., Boston College School of Social Work/The Fenway Institute/Harvard Medical School  
Michal McDowell, MPH, M.D., Massachusetts General Hospital/Harvard Medical School  
Abigail W. Batchelder, M.P.H., Ph.D., Boston University School of Medicine & Department of Psychiatry Boston Medical Center

**Measuring In-session Lgbtq-affirmative Therapist Behavior: Development of the LGBTQ Identity Affirmation and Discussion Inventory (LADI) in a Community-based Treatment Sample**

Timothy J. Sullivan, Ph.D., Yale School of Public Health  
Michael Katz, Ph.D., Long Island University, Post Campus  
Kate McMillen, Ph.D., Kansas State University  
Bianca Cersosimo, Ph.D., Alliant International University, San Diego  
Kriti Behari, M.A., Syracuse University  
John E. Pachankis, Ph.D., Yale School of Public Health

**A Delphi Method Study to Adapt Behavior Activation/exposure Group Therapy to Address Syndemic Mental Health and HIV Risk Among Transgender Women**  
Danielle Shea Berke, Ph.D., Hunter College, City University of New York

**Analysis of Impact Statements Among Those with Childhood Sexual Abuse: A Novel Application of Cognitive Processing Therapy with Gay, Bisexual, and Other MSM**

Daniel Provenzano, Ph.D., Nanthi Psychology & Wellness  
Michael Boroughs, Ph.D., C.Psych, University of Windsor  
Laura Westphal, B.A., The Fenway Institute  
Hannah Albrechta, M.P.H., The Fenway Institute  
Conall O’Cleirigh, Ph.D., Massachusetts General Hospital/Harvard Medical School

Earn 1.5 continuing education credits

Franklin 9, Level 4, Downtown Marriott

Symposium 131

# Synthesizing Stigma Research: Leveraging Systematic Review as a Tool to Identify and Address Mental Health Disparities

CHAIR:

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

DISCUSSANT:

*Mark Hatzenbuehler, Ph.D., Harvard University*

Basic to moderate level of familiarity with the material

Primary Category: Mental Health Disparities

Key Words: *Stigma, Mental Health Disparities, Vulnerable Populations*

## **How Does Sexual Minority Stigma “get Under the Skin?”: A Systematic Review and 15-year Update on the Psychological Mediation Framework**

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

*Mark Hatzenbuehler, Ph.D., Harvard University*

## **Stigma and Emotion Processing: A Systematic Review**

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

*Carrie Wade, MLIS, Countway Library, Harvard Medical School*

*Mark Hatzenbuehler, Ph.D., Harvard University*

## **The Psychosocial Consequences of Sexual Violence Stigma: A Scoping Review**

*Emily J. Mellen, M.A., Harvard University*

*Do Yeon Kim, B.A., Harvard University*

*Emma Edenbaum, B.A., Florida State University*

*Jacqueline Cellini, MLIS, MPH, Countway Library, Harvard Medical School*

*Mark Hatzenbuehler, Ph.D., Harvard University*

Systematic Review: Best Practices for Supporting Transgender Youth in Schools  
Patrick Mulkern, MSW, Boston College  
August Wei, B.S., National Institute of Mental Health  
Maggi Price, Ph.D., Boston College

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10:30 AM – 12:00 PM

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Earn 1.5 continuing education credits

Franklin 10, Level 4, Marriott Downtown

Symposium 132

# Raising Our Voices to the Concealment and Minimization of Racial trauma: Experiences of Police Brutality, Colorism, Racial Gaslighting and Gun Violence

CHAIR:

*Regina Musicaro Yuksel, Ph.D.*, The Albert einstein College  
of Medicine

DISCUSSANT:

*Regina Musicaro Yuksel, PhD*, The Albert einstein College  
of Medicine

Moderate level of familiarity with the material

Primary Category: Racial Trauma

Key Words: *Underserved Populations*

SUNDAY

**Psychological Outcomes and Coping Strategies of Police Brutality Among Black Young Adults**

*Alexis Brown, M.A., The City College of New York*

*Regina Musicaro Yuksel, Ph.D., The Albert Einstein College of Medicine*

*Sasha Rudenstine, Ph.D., The City College of New York*

**Gun Violence Exposure and Suicide Among Black Adults**

*Jasmin Brooks Stephens, Ph.D., Massachusetts General Hospital*

**“That Wasn’t About Race!”: Preliminary Findings on the Construction and Initial Validation of the Racial Gaslighting Questionnaire (RGQ)**

*Supriya Pandit, M.A., City University of New York*

*Dierdre Anglin, Ph.D., The City College of New York*

**The Development and Validation of a Perceived Within-group Racial Discrimination Measure Among Latino Adults**

*Michelle Leon, M.A., Fordham University*

Earn 1.5 continuing education credits

309/310, Level 3, Downtown Marriott

**Symposium 133**

# The Multi-modal Mechanism of Ruminations: Intervention Targets from the Brain to the Family

**CHAIRS:**

*Rachel H. Jacobs, Ph.D., Northwestern University Feinberg School of Medicine*

*Scott A. Langenecker, Ph.D., The Ohio State University*

**DISCUSSANT:**

*Edward Watkins, Ph.D., University of Exeter*

All level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *Rumination, Translational Research, Treatment*

**Brooding in Pregnancy Predicts Higher Maternal Internalizing Symptoms in Pregnancy and Postpartum: Implications for Treatment and Prevention of Intergenerational Risk Transmission**

*Sheila Crowell, Ph.D., University of Oregon*

*Nicolette Molina, M.S., University of Oregon*

*Marilynn Lape Santana, B.S., University of Utah*

*Kira Wright, B.S., University of Utah*

*Elizabeth Conratt, Ph.D., Duke University*

**Parent-child Co-rumination and Treatment Outcomes in a Randomized Clinical Trial of Rumination-focused Cognitive-behavioral Therapy**

*Erin A. Kaufman, Ph.D., University of Utah*

*Yizhe Xu, Ph.D., University of Utah*

*Mindy Westlund Schreiner, Ph.D., Nationwide Children's Hospital*

*Brian Farstead, B.S., University of Utah*

*Edward Watkins, Ph.D., University of Exeter*

*Amanda Bakian, Ph.D., University of Utah*

*Scott A. Langenecker, Ph.D., The Ohio State University*

**Brain Changes During Rumination Fmri Task in Youth: Comparing Rumination Focused Cognitive Behavioral Therapy versus Treatment as Usual**

*Mindy Westlund Schreiner, Ph.D., Nationwide Children's Hospital*

*Anna Jacobsen, M.S., University of Utah*

*Brian Farstead, B.S., University of Utah*

*Rachel H. Jacobs, Ph.D., Northwestern University Feinberg School of Medicine*

*Leah Thomas, B.S., University of Utah*

*Myah Pazdera, M.S., University of Utah*

*Katie Bessette, Ph.D., University of California Los Angeles*

*Robert Welsh, Ph.D., University of California*

*Erin A. Kaufman, Ph.D., University of Utah*

*Sheila Crowell, Ph.D., University of Oregon*

*Edward Watkins, Ph.D., University of Exeter*

*Scott A. Langenecker, Ph.D., The Ohio State University*

**Innovative Approaches to Scaling and Enhancing CBT That Targets Rumination**

*Edward Watkins, Ph.D., University of Exeter*



Earn 1.5 continuing education credits

Grand Ballroom D, Level 5, Downtown Marriott

Clinical Round Table 21

# Training Ukrainian Practitioners in CBT Approaches: How Can CBT and DBT Help Youth and Practitioners Cope with War- related Distress?

MODERATOR:

*Robert D. Friedberg, ABPP, Ph.D.*, Altamont Center for Cognitive Behavioral  
Training and Consultation

PANELISTS:

*Robert D. Friedberg, ABPP, Ph.D.*, Altamont Center for Cognitive Behavioral  
Training and Consultation

*Aliona (Olena) Plotnikova, M.D.*, Ukrainian Association of CBT

*Micaela Thordarson, Ph.D.*, CHOC

*Erica Rozmid, Ph.D.*, Clarity CBT & DBT Center

*Ray W. Christner, ABPP, Psy.D.*, Other, Dr. Ray W. Christner

Primary Category: Global Mental Health

Key Words: *Culture, Trauma, Training / Training Directors*

Russia invaded Ukraine on February 24, 2022 and the resulting war is associated with many casualties as well as a humanitarian crisis propelled by Russian atrocities. Many Ukrainian youth are exposed to ongoing unpredictable violence. Preliminary data show increased rates of depression, anxiety, and trauma-related disorders. A recent report indicates that nearly 45% of Ukrainian youth show signs of PTSD marked by concentration difficulties, vegetative symptoms, loneliness, and emotional dysregulation. Based on data from the PSC-17, internalizing disorders represent the highest rising case rates. These debilitating conditions need to be treated in real-time amid continuing hostilities. Naturally, behavioral health resources are strained, and clinicians are also experiencing these stressors. This clinical roundtable provides a robust discussion of various topics relevant to training clinicians during wartime which blends perspectives and experiences from experts in cognitive behavior therapy, dialectical behavior therapy, psychiatry, and training/supervision. Central to this discussion is the inclusion of a Ukrainian psychiatrist who is actively engaged in treating patients and training providers amid the ongoing invasion.

The goals of this roundtable are highlighting the historical and cultural context of the war, underscoring the value of CBT/DBT for ameliorating war-related distress, and identifying training dilemmas. The four-part CBT and four-part DBT training sequence will be described. All these topics will be considered with an emphasis on wartime application and intolerance of uncertainty. Panelists will focus their discussion around 5 major questions including 1) How does history and cultural context influence youth's psychological reactions? 2) In what ways are young people's lives disrupted on a daily basis? 3) How can DBT/CBT mitigate the impact of war-related stressors? and 4) What are the major challenges for training? This roundtable aligns with ABCT's mission and goals by fostering innovation in CBT with culturally alert service and training for a vulnerable population, serving diverse marginalized youth, and advocating for social justice and equity.

Earn 1.5 continuing education credits

Franklin I, Level 4, Downtown Marriott

Clinical Round Table 22

# Comprehensive and Intensive Evidence-based Treatment Models for School Avoidance in Youth

MODERATOR:

*Madeline Levitt, Ph.D.*, Weill Cornell Medicine

PANELISTS:

*Scott E. Hannan, Ph.D.*, Institute of Living

*Stephanie N. Rohrig, Ph.D.*, Weill Cornell Medical College

*Alyssa Ames-Sikora, Ph.D.*, Columbia University Medical Center

*Nicholas C. Crimarco, Ph.D.*, Columbia University Irving Medical Center

*Yael Monselise, LCSW*, Columbia University Medical Center

*Adriana Rego, M.D.*, Columbia University Medical Center

Primary Category: Child / Adolescent - School-Related Issues

Key Words: *School, Anxiety, CBT*

Approximately 5% of youth presenting for mental health treatment struggle with school avoidance, and other challenges around school attendance such as arriving late or leaving the classroom are far more common. The COVID-19 pandemic further exacerbated these issues, as many students struggled to engage in online learning, became socially isolated, and experienced challenges transitioning back to in-person learning. School avoidance is a transdiagnostic issue with sources of distress related to a variety of mental health challenges (e.g., social anxiety, panic disorder, obsessive compulsive disorder). Given the rising rates, negative impact of the pandemic, diagnostic complexity, and impairment and risks associated with missing school, these patients are often referred for more intensive, daily treatment (e.g., intensive outpatient, partial hospitalization). Treatment also necessitates parent involvement to increase consistency and reduce anxiety accommodation. Thus, intensive and comprehensive services are imperative to support an expeditious and successful return to school. Together, a multidisciplinary team of experts on school avoidance will present innovative ways of using evidence-based assessment and intervention to support youth in returning to school and managing anxiety symptoms, with a focus on the importance of delivering these services in a culturally competent manner. Services to provide parents with necessary tools to support youth

such as communication/problem solving skills and behavioral management strategies will be shared. Panelists will also discuss: (a) functional assessment of school avoidance behavior, (b) use of evidence-based interventions following from the functional assessment, (c) effective partnership between child, family, school, and treatment team, and (d) close collaboration of different disciplines in our program (psychology, psychiatry, social work, education). Finally, panelists will share the development of specialized cognitive behavioral school avoidance services for youth requiring acute levels of care, as well as a parent specific intervention aimed to reduce anxiogenic parenting and to improve boundary setting.

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10:30 a.m. – 12:00 p.m.

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**Earn 1.5 continuing education credits**

**Franklin 2, Level 4, Downtown Marriott**

**Clinical Round Table 23**

# Family Members as Underutilized Partners for Engaging and Retaining Individuals in Substance Use Disorder (SUD) Treatment

MODERATOR:

*Kevin Wenzel, Ph.D.*, Maryland Treatment Centers

PANELISTS:

*Luciana Lavorato, M.A., LPC*, Maryland Treatment Centers

*Aaron Hogue, Ph.D.*, Director of Family and Adolescents Clinical  
Technology & Science, Center on Addiction

*Beth Schmidt, CFPS*, Maryland Treatment Centers

Primary Category: Addictive Behaviors

Key Words: *Addictive Behaviors, Families*

The proposed session will involve a clinical roundtable discussion of individuals holding diverse perspectives on the role of family involvement in substance use disorder (SUD) treatment. Although addiction is sometimes called “a family disease”, treatment providers and systems rarely include family members due to concerns about confidentiality, a focus on intrinsic motivation, lack of confidence or competence to involve family members, lack of financial incentive, and other barriers. Exact panel member will be decided later, but will include a licensed professional counselor, a clinical social

worker, a TBD family peer recovery coach, and potentially other stakeholders moderated by a psychologist/research scientist. The moderator will give a brief overview of the problem—rates of engagement and retention in SUD care are very poor and while family involved treatment has a strong evidence base it is not widely practiced. This problem will be framed as a clinical puzzle facing the field and family involvement will be introduced as a possible solution to the puzzle. That is, how can family members become potential partners to treatment providers and systems in the shared goal of caring for individuals with SUD? The moderator will then introduce the various panel members to the audience and shift to a Q&A/interviewer format in which the moderator will pose various clinical challenges related to SUD treatment engagement and retention. Panel members will be asked to share perspectives, opinions, and experiences on how family members could be engaged to overcome typical SUD treatment engagement and retention challenges. For example: 1) How can the behavioral health providers improve partnership with families to identify people in need of SUD treatment? 2) What can behavioral health providers do to care for distressed individuals who have a loved one with SUD? 3) How could providers broach the topic of family involvement with individual patients and navigate conversations on confidentiality and autonomy? 4) How does family involvement differ for different types of relationships (e.g., parental vs. romantic partner)? 5) What are the biggest challenges in working with family members? The session will end with additional Q&A from the audience.

Earn 1.5 continuing education credits

Grand Ballroom F, Level 5, Downtown Marriott

Spotlight Research 12

# Innovative Adaptations to the Implementation of Cognitive Behavioral Therapy for Suicide Prevention (CBT-SP) Within the Veteran Affairs' Suicide Prevention Clinical Telehealth Program

CHAIR:

*Lisa M. Betthausen, Ph.D.*, Rocky Mountain MIRECC

PANELIST:

*Lisa M. Betthausen, Ph.D.*, Rocky Mountain MIRECC

Primary Category: Suicide and Self-Injury

Key Words: *Suicide, CBT, Telehealth/m-health*

The goal of Cognitive Behavioral Therapy for Suicide Prevention (CBT-SP) is to mitigate future suicidal behaviors by generating new, alternative ways of thinking and behaving, while increasing hope, reasons for living, and self-efficacy at managing suicidal crises. CBT for the treatment of suicidal ideation and behaviors has demonstrated moderate empirical success (Leavey & Hawkins, 2017). In fact, CBT for suicide prevention is one of the most strongly recommended evidence-based practices (EBP) by the Veteran Affairs (VA)/Department of Defense Clinical Practice Guidelines for the Assessment and Management of Patients at Risk for Suicide. As part of the VA's 2018 National Strategy for Preventing Veteran Suicide public health approach, CBT-SP is one of four EBPs that suicide prevention (SP) therapists are trained in using a fully virtual format. Collaborations with community and VA experts in suicide prevention research and clinical practices led to the telehealth adaptations and implementation of CBT-SP for Veterans with a recent history of suicidal self-directed violent behavior. Since the original launch of CBT-SP in the VA in 2021, adaptations to reduce provider burden while maximizing clinical rigor has included reduction of training workshop hours, increased experiential and real-life clinical application with consultation opportunities, and formalized consultant and co-trainer trainings. Furthermore, cross-collaboration with a diversity, equity and inclusion (DEI) subject mat-

ter expert led to the adaptation and integration of DEI-informed training and clinical materials. In 2024, the CBT-SP training program is launching an innovative e-learning training workshop with live behavioral rehearsal applications to determine if learning objectives and rigorous delivery of gold-standard care for Veterans can be maintained in this format. This presentation will provide a brief historic review and supporting data of the implementation and adaptation efforts of the CBT-SP program which led to the unique, innovative asynchronous e-learning model of suicide prevention EBP training to SP therapists. Evaluation data from these therapists will be presented and discussion of additional implementation steps informed by such data will occur.

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

- Explain the importance of evidence-based interventions and treatments for Veterans with a recent history of suicide behaviors.
- Describe the development and implementation of the Cognitive Behavioral Therapy for Suicide Prevention training program in the VA.
- Highlight how evaluation data led to adaptations in the training program.
- Present the asynchronous e-learning model of CBT-SP and accompanying evaluation data.
- Discuss how these findings may inform additional dissemination and implementation strategies of EBPs for suicide prevention.

**Recommended Readings:** Leavey, K., & Hawkins, R. (2017). Is cognitive behavioural therapy effective in reducing suicidal ideation and behaviour when delivered face-to-face or via e-health? A systematic review and meta-analysis. *Cognitive Behaviour Therapy*, 46(5), 353-374. <https://doi.org/10.1080/16506073.2017.1332095>Götzsche, P. C., & Götzsche, P. K. (2017). Cognitive behavioural therapy halves the risk of repeated suicide attempts: systematic review. *Journal of the Royal Society of Medicine*, 110(10), 404-410. <https://doi.org/10.1177/0141076817731904>Brown GK, Ten Have T, Henriques GR, Xie SX, Hollander JE, Beck AT. Cognitive Therapy for the Prevention of Suicide Attempts: A Randomized Controlled Trial. *JAMA*. 2005;294(5):563–570. doi:10.1001/jama.294.5.563

Earn 1.5 continuing education credits

Grand Ballroom C, Level 5, Downtown Marriott

Spotlight Research 13

# Message-based Psychotherapy Is as Effective as Video-based Psychotherapy in Reducing Depression Outcomes: A Large-scale Sequential Multiple Assignment Randomized Trial

CHAIR:

*Michael D. Pullmann, Ph.D.*, University of Washington

PANELIST:

*Julien Rouvere, M.A.*, University of Washington School of Medicine

Primary Category: Telehealth

Key Words: *Clinical Trial, Psychotherapy Outcome, Telehealth/m-health*

There is limited research on the effectiveness of message-based psychotherapy (MBP) compared to video-chat psychotherapy (VCP). Insurance companies typically cover only VCP despite emerging evidence that timely therapeutic interventions with more frequent contact are more effective than the standard once a week hourly session. We review a 12-week sequential multiple assignment randomized trial (SMART) implemented in a real-world, large telehealth company examining the effectiveness of MBP compared to VCP. A racially diverse and large pool of participants were randomly assigned to receive daily MBP (n=422) or weekly VCP (n=426). Those who did not respond to treatment were re-randomized to MBP+monthly VCP or MBP+weekly VCP at week 6. 3-level longitudinal mixed effects regression models were used to measure change in PHQ-9 scores at 6 and 12 weeks compared to baseline. Chi-square tests were conducted to compare response to treatment and remission between the treatment conditions. There were no significant differences on PHQ-9 scores at each timepoint between the treatment modalities. Participants using MBP were slightly more likely (24.6%) to respond to treatment than those assigned to VCP (21.6%) at week 6, but not at week 12. Within participants initially assigned to MBP, response to treatment at 12 weeks was not significantly different between MBP+monthly VCP and MBP+weekly VCP. Participants initially assigned to VCP and re-assigned to MBP+monthly VCP were more likely to respond at 12 weeks compared to those re-assigned to weekly VCP+MBP.



This was the first large-scale study examining the effectiveness of MBP compared to VCP in a real-world telehealth company. These findings can have a profound impact on the modality of psychotherapy covered by insurance providers, as we found no differences in outcomes between MBP and VCP. Asynchronous text therapy offers many benefits for both therapists and clients. It can be delivered on demand, at the patient's convenience, and in the privacy of the text environment, making MBP a treatment modality that may be more acceptable to clients than VCP. The study's findings may impact insurance coverage decisions such that clients might be reimbursed for text-based therapy.

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

- Describe the similar impact of message-based versus video-based mental health treatment delivery on depression outcomes.
- Name techniques for tailoring mental health treatment by response to intervention when treatment is delivered remotely.
- Describe the utility of sequential multiple assignment randomized trials in dissemination and implementation science.
- List the implications for insurance and the utility of shifting clinical practice to text-based care.
- Explain complex methods/design in conducting research that leads to tailored and sequential programs of treatment delivery.

**Recommended Readings:** Lei H, Nahum-Shani I, Lynch K, Oslin D, Murphy SA. A "SMART" design for building individualized treatment sequences. *Annu Rev Clin Psychol.* 2012;8:21-48.doi:10.1146/annurev-clinpsy-032511-143152.

Stiles-Shields C, Corden ME, Kwasny MJ, Schueller SM, Mohr DC. Predictors of outcome for telephone and face-to-face administered cognitive behavioral therapy for depression. *Psychol Med.* 2015;45(15):3205-3215.doi:10.1017/S0033291715001208.

Cuijpers P, Huibers M, Daniel Ebert D, Koole SL, Andersson G. How much psychotherapy is needed to treat depression? A meta-regression analysis. *J Affect Disord.* 2013;149(1):1-13.doi:https://doi.org/10.1016/j.jad.2013.02.030.

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Spotlight Research 14

# Sweet Dreams Are Made of a Unified Nightmare Treatment Protocol: Expert-driven Strategies, Manual Development, and Recommendations for Implementing Cognitive Behavioral Therapy for Nightmares

CHAIR:

Hannah C. Tyler, Ph.D., University of Texas Health Science Center at San Antonio

PANELIST:

Allison K. Wilkerson, Ph.D., Medical University of South Carolina

Primary Category: Sleep / Wake Disorders

Key Words: *Sleep, Trauma, Treatment Development*

Trauma-related nightmares are highly distressing dreams that are associated with several comorbidities, including posttraumatic stress disorder (PTSD) and suicide risk. Cognitive behavioral therapy for nightmares (CBT-N) have been shown to be effective. However, the nuances for how to implement the treatments and nomenclature for treatment components has created confusion in the field. This presentation will report on the recommendations of an expert consensus panel that convened to guide the implementation of CBT-N and will review a newly developed consensus manual. Methods: The panel included experts in behavioral sleep medicine, trauma-related and idiopathic nightmares, insomnia, trauma, dissemination, and implementation, and who have been involved with randomized clinical trials (RCTs) of nightmare treatments. The panel met for four hours on September 22<sup>nd</sup>, 2021 and October 13<sup>th</sup>, 2021, to amalgamate the components of nightmare treatment manuals that have been shown to be effective in RCTs. A consensus treatment manual informed by the scientific literature was developed. The manual was

reviewed on March 2<sup>nd</sup>, 2022, for final consensus and then further refined. Results: Recommendations pertain to (1) patient presentations; (2) assessment; (3) session length; (4) considerations for including relaxation training, stimulus control, sleep efficiency training, sleep hygiene, nightmare exposure, nightmare rescription, and imagery rehearsal of rescripted dreams; (5) nightmare treatment in the context of comorbid PTSD and/or insomnia; and (6) summarizes the components of the newly developed consensus CBT-N treatment manual. Conclusion: This consensus treatment manual establishes unified language and a standardized approach to nightmare intervention that has been lacking in the field. Utilizing a comprehensive treatment manual based on expert recommendations and scientific evidence will help disseminate nightmare treatment and advance the field by reducing confusion across treatment protocols. The recommendations also can be further revised based on developing research evidence in nightmare treatment.

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

- Identify at least one key strategy in recruiting collaborators to support training development.
- Describe at least one strategy for identifying subject expert collaborators.
- Identify and describe at least two ways to enhance collaboration among experts.
- Identify and describe the core/unified components of Cognitive Behavioral Therapy for Nightmares.
- Describe at least two supplemental components of the updated implementation recommendations for Cognitive Behavioral Therapy for Nightmares.

**Recommended Readings:** Davis, J.L. (2009). Treating post-trauma nightmares: A Cognitive Behavioral Approach. Springer Publishing Company. Pruiksmas, K. E., Cranston, C.C., Rhudy, J. L. Micol, R.L., & Davis, J. L. (2018). Randomized controlled trial to dismantle Exposure, Relaxation, and Rescripting Therapy (ERRT) for trauma-related nightmares and sleep disturbances. *Psychological Trauma: Theory, Research, Practice, and Policy*, 10, 67-75. <http://dx.doi.org/10.1037/tra0000238>

Pruiksmas, K. E., Taylor, D. J., Wachen, J. S., Mintz, J., Young-McCaughan, S., Peterson, A. L., ... & Resick, P. A. (2016). Residual sleep disturbances following PTSD treatment in active duty military personnel. *Psychological Trauma: Theory, Research, Practice, and Policy*, 8(6), 697.



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8:30 AM – 9:30 AM

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## **Addictive Behaviors; Adult - ADHD, Adult- Health Psychology / Behavioral Medicine; Sports Psychology**

### **Poster Session 1**

Key Words: *Alcohol, Substance Abuse, Addictive Behaviors*

**(PS1-1) A New Mindset Toward Alcohol: Sober Curiosity**

*Hailey Dustin, B.S., Lauren Williams, B.S., Susan L. Kenford, Ph.D., Xavier University*

**(PS1-2) An Examination of Novel Alcohol Protective Behavioral Strategies Generated by College Students Who Engage in Heavy Drinking**

*Melissa R. Hatch, M.S.<sup>1</sup>, Angelo M. DiBello, Ph.D.<sup>1</sup>, Samantha G. Farris, Ph.D.<sup>1</sup>, Sarah Chavez, Ph.D.<sup>2</sup>, Clayton Neighbors, Ph.D.<sup>3</sup>, Kate B. Carey, Ph.D.<sup>2</sup>, 1. Rutgers, The State University of New Jersey, 2. Brown University, 3. University of Houston*

**(PS1-3) Anxiety Sensitivity's Unique Relationship with Substance Use Disorders**

*Eric Wesner<sup>1</sup>, Asha Pavuluri, M.S.<sup>2</sup>, Norman B. Schmidt, Ph.D.<sup>1</sup>, Ed Bernat, Ph.D.<sup>2</sup>, 1. Florida State University, 2. University of Maryland- College Park*

**(PS1-4) Assessing Premature Termination from a Men's Residential Integrated Substance Abuse Treatment Program Through Reported Trauma Experiences**

*Simrat Tung, M.A., Jonathan Oakman, Ph.D., University of Waterloo*

**(PS1-5) Associations Between Coping Strategies and Cannabis Use Frequency and Negative Consequences Among Young Adults**

*Hana H. Basu, B.S., Katherine Walukevich-Dienst, Ph.D., Christine M. Lee, Ph.D., University of Washington, Seattle*

**(PS1-6) Behavioral Economic Substance-free Reward Assessment and Cannabis Use and Related Problems**

*Minh D. Nguyen, B.A.<sup>1</sup>, Lidia Z. Meshesha, Ph.D.<sup>1</sup>, James G. Murphy, Ph.D.<sup>2</sup>, 1. University of Central Florida, 2. University of Memphis*

**(PS1-7) Characteristics of E-cigarette Use in Young Adults in Concordant and Discordant Couples**

*Erin M. Tooley, Ph.D., Roger Williams University*

- (PS1-8) Characterizing Ultra-processed Food Addiction in Adults Enrolled in a Behavioral Weight Loss Treatment**  
*Chloe M. Hessler, B.A., Madison L. Corso, B.A., Meghan L. Butryn, Ph.D., Erica M. LaFata, Ph.D., Drexel University*
- (PS1-9) Contingency Management in Opioid Use Disorder Treatment: Three-month Outcomes**  
*Shelby R. Goodwin, M.A.<sup>1</sup>, Indu Madhuranthakam, M.A.<sup>1</sup>, Nicolas Samson<sup>1</sup>, Alisha Suman<sup>1</sup>, Matthew Salzman, M.D.<sup>2</sup>, Bethany R. Raiff, Ph.D.<sup>1</sup>, 1. Rowan University, 2. Cooper University Health Care*
- (PS1-10) Coping Motives and Alcohol Use Problems in Adolescents: The Role of Sleep Quality**  
*Gabrielle Armstrong, B.A., Kayce M. Hopper, B.S., Max J. Luber, M.A., Leila Sachner, B.A., Akia Sherrod, B.A., Sarah A. Bilsky, Ph.D., University of Mississippi*
- (PS1-11) Depression and Anxiety in Relation to Human Laboratory Alcohol Self-administration and a Model of Negative Consequences in Young Adults Who Drink Heavily**  
*Jade Martinez, B.S.<sup>1</sup>, Allie E. Farone, B.A., M.S.<sup>1</sup>, Tessa Frohe, Ph.D.<sup>2</sup>, Benjamin Bery, Ph.D.<sup>3</sup>, Bonnie Rowland, M.A.<sup>4</sup>, Robert Leeman, Ph.D.<sup>1</sup>, 1. Northeastern University, 2. University of Washington School of Medicine, 3. Brown University, 4. Boston University*
- (PS1-12) Development of the Enthusiastic Substance Use Attitudes Scale: Preliminary Evidence of a Novel Maintenance Factor**  
*Bryant M. Stone, Ph.D., Johns Hopkins University School of Public Health*
- (PS1-13) Perceived Addiction Potential: Evidence of the Accuracy of Self-assessed Substance Use Disorder Risk**  
*Bryant M. Stone, Ph.D., Johns Hopkins University School of Public Health*
- (PS1-14) Removing Stigmatizing Language in Self-reports: Effects on Psychometric Properties and Respondent Beliefs**  
*Bryant M. Stone, Ph.D., Johns Hopkins University School of Public Health*
- (PS1-15) Discovering What Young Adults Want in Electronic Interventions Aimed at Reducing Alcohol-related Consequences**  
*Chelsea D. Mackey, M.S., Gage L. Sibik, B.S., Brittney Hultgren, Ph.D., Victoria Szydowski, M.S., Jessica Blayne, Ph.D., Christine M. Lee, Ph.D., Mary E. Larimer, Ph.D., University of Washington, Seattle*
- (PS1-16) Does Calorie Information Impact Alcohol Consumption in Individuals with Drunkorexia?**  
*Kyra Bevenour, M.A.<sup>1</sup>, Katherine Wenger, Psy.D.<sup>2</sup>, Ellie W. Borders, M.A.<sup>1</sup>, Olivia Borglin, M.A.<sup>1</sup>, Hailey Dustin, B.S.<sup>1</sup>, Susan L. Kenford, Ph.D.<sup>1</sup>, 1. Xavier University, 2. Atlanta VA Healthcare System*
- (PS1-17) Does Motivational Intervention for Physical Activity Decrease Attrition in Sedentary Adults Starting an Exercise Program? A Survival Analysis**  
*Lindsay H. Thomas, M.S., Lauren Borato, M.S., Jeremiah Weinstock, Ph.D., Saint Louis University*

- (PS1-18) Drinking and Affective Outcomes of a Small Randomized Clinical Trial for Hazardous Drinkers with Negative Affect: A Comparison of Three Treatment Conditions**  
*Giao Q. Tran, Ph.D.*, University of Cincinnati
- (PS1-19) Drinking Patterns Between Asian and White College Students: A Latent Profile Analysis**  
*Duy Tran, M.S.*, *Matthew M. Yalch, Ph.D.*, *Joyce P. Chu, Ph.D.*, *Amie L. Haas, Ph.D.*, Palo Alto University
- (PS1-20) Drinking to Compensate: Expanding upon the Motivational Model of Alcohol Use**  
*Douglas J. Glenn, M.S.*<sup>1</sup>, *Julio N. Bermudez, III*<sup>2</sup>, *Jayla Dahlberg*<sup>2</sup>, *Cathy Lau-Barraco, Ph.D.*<sup>1</sup>, 1. Virginia Consortium Program in Clinical Psychology, 2. Old Dominion University
- (PS1-21) Drinking to Cope as a Moderator of CBT-I Effects on PTSD Symptoms Among Veterans**  
*Sydney D. Shoemaker, M.S.*<sup>1</sup>, *Chloe M. Velcheck*<sup>1</sup>, *Katie R. Moskal, M.S.*<sup>2</sup>, *Ryan W. Carpenter, Ph.D.*<sup>3</sup>, *Brian Borsari, Ph.D.*<sup>4</sup>, *Christina S. McCrae, Ph.D.*<sup>5</sup>, *Mary E. Miller, Ph.D.*<sup>1</sup>, 1. University of Missouri, 2. University of Missouri-Columbia, 3. University of Missouri - St. Louis, 4. University of California - San Francisco, 5. University of South Florida
- (PS1-22) Event-level Estimates of Impaired Control over Alcohol Use: Association with Protective Strategies and Consequences**  
*Emily K. Junkin, M.S.*<sup>1</sup>, *Julio N. Bermudez, III*<sup>2</sup>, *Cathy Lau-Barraco, Ph.D.*<sup>3</sup>, 1. The Virginia Consortium Program in Clinical Psychology, 2. Old Dominion University, 3. Virginia Consortium Program in Clinical Psychology
- (PS1-23) Predictors of Event-level Intention-inconsistent Drinking**  
*Emily K. Junkin, M.S.*<sup>1</sup>, *Jayla Dahlberg*<sup>2</sup>, *Cathy Lau-Barraco, Ph.D.*<sup>3</sup>, 1. The Virginia Consortium Program in Clinical Psychology, 2. Old Dominion University, 3. Virginia Consortium Program in Clinical Psychology
- (PS1-24) Examining the Unique Impact of “drinking Buddy” Descriptive Norms on Individual Alcohol Consumption**  
*Karolina Kazlauskaitė, M.S.*<sup>1</sup>, *Cathy Lau-Barraco, Ph.D.*<sup>2</sup>, 1. Old Dominion University, 2. Virginia Consortium Program in Clinical Psychology
- (PS1-25) Examining Whether Sleep Quality and Duration Predicts Alcohol and Cannabis Use Motives in Daily Life**  
*Katie R. Moskal, M.S.*<sup>1</sup>, *Sydney D. Shoemaker, M.S.*<sup>2</sup>, *Mary E. Miller, Ph.D.*<sup>2</sup>, *Timothy J. Trull, Ph.D.*<sup>1</sup>, *Andrea M. Wycoff, Ph.D.*<sup>1</sup>, 1. University of Missouri-Columbia, 2. University of Missouri
- (PS1-26) Expansion and Coping Motives Mediate Relations Between Psychological Distress and Cannabis Use**  
*Tanuj Sharma, B.S.*, *Corey M. Monley, B.A.*, *Jessica Martin, Ph.D.*, *Maria Dolores D. Cimini, Ph.D.*, University at Albany, State University of New York

- (PS1-27) **Exploration of Sleep Characteristics Between Lifetime Mono- and Poly-substance Dependence and Addiction in Current Active Illicit Drug Users**  
*Ashley M. Phares, B.A.<sup>1</sup>, Konrad Bresin, Ph.D.<sup>1</sup>, Edelyn Verona, Ph.D.<sup>2</sup>*, 1. University of Louisville, 2. University of South Florida
- (PS1-28) **Exploring Associations Between Ultra Processed Food Addiction in Adults Seeking Behavioral Weight Loss Treatment with Weight Loss and Calorie Tracking**  
*Madison L. Corso, B.A., Chloe M. Hessler, B.A., Meghan L. Butryn, Ph.D., Erica M. LaFata, Ph.D.*, Drexel University
- (PS1-29) **Factor Structure Examination of the Problem Gambling Severity Index in College Students**  
*Kellen K. Blum, B.S., Jeremiah Weinstock, Ph.D.*, Saint Louis University
- (PS1-30) **Family History and Social Network Contacts Among Young Adult Cannabis Users**  
*Callie L. Wang, B.A.<sup>1</sup>, Tatiana D. Magri, M.S.<sup>1</sup>, Lidia Z. Meshesha, Ph.D.<sup>1</sup>, James G. Murphy, Ph.D.<sup>2</sup>*, 1. University of Central Florida, 2. University of Memphis
- (PS1-31) **First Experience of Adverse Childhood Experiences at Older Age Relates to Problematic Adult Substance Use**  
*Drew Hubbard, B.A., Morgan Queen, B.A., Elizabeth Goncy, Ph.D.*, Cleveland State University
- (PS1-32) **Gender Differences in the Relationship Between Drug Use and Criminality**  
*Morgan Queen, B.A., Drew Hubbard, B.A., Elizabeth Goncy, Ph.D.*, Cleveland State University
- (PS1-33) **How Do Young Adults Who Regularly Use Cannabis Spend Their Time on Non-use Days? A Daily Study**  
*Elizabeth Lehinger, Ph.D., Anne M. Fairlie, Ph.D., Christine M. Lee, Ph.D., Katherine Walukevich-Dienst, Ph.D.*, University of Washington, Seattle
- (PS1-34) **Incarceration History Is Associated with MOUD Initiation but Not Treatment Completion for Individuals in Inpatient Treatment for Opioid Use Disorder**  
*Julia M. Thomas, B.S., Lexi Taylor, B.S., B.A., Kevin Wenzel, Ph.D., Jennifer Carrano, Ph.D., Marc Fishman, M.D.*, Maryland Treatment Centers, Inc.
- (PS1-35) **Let's Talk About Sex (And Recovery): An Examination of Sexual Wellbeing Among Women in Early Substance Use Remission**  
*Maria E. Meinerding, M.S.<sup>1</sup>, Jacob Arett, M.S.<sup>2</sup>, Cameron Wolfram<sup>2</sup>, Jeremiah Weinstock, Ph.D.<sup>2</sup>, Katie Heiden-Rootes, Ph.D.<sup>2</sup>, Jennifer Bello-Kottenstette, M.D.<sup>2</sup>, Michael J. Ross, ABPP, Ph.D.<sup>2</sup>*, 1. VA San Diego Healthcare System/University of California, San Diego, 2. Saint Louis University



**(PS1-36) Magnitude Matters: Substance Use, Mental Health, and Chronic Pain's****Relationship with Veterans' Poor Sleep Quality**

Megha G. Fatabhay, Ph.D.<sup>1</sup>, Margaret T. Davis, Ph.D.<sup>2</sup>, Kathryn Thomas, Ph.D.<sup>2</sup>, Jessica R. Schubert, Ph.D.<sup>1</sup>, Deirdre A. Conroy, Ph.D.<sup>3</sup>, Erin E. Bonar, Ph.D.<sup>3</sup>, Maureen Walton, M.P.H., Ph.D.<sup>3</sup>, Stephen Chermack, Ph.D.<sup>1</sup>, Minden B. Sexton, Ph.D.<sup>1</sup>, 1. Ann Arbor Veterans Healthcare System, 2. Yale University School of Medicine, 3. University of Michigan

**(PS1-37) Nicotine Dependence, Perceptions of Use, and Affective Vulnerability****Among Dual Users Who Report Relapse: Implications for Targeted Treatment**

Ava A. Jones, B.A., Jillian H. Robison, B.A., Tanya Smit, M.A., Lorra Garey, Ph.D., Michael J. Zvolensky, Ph.D., University of Houston

**(PS1-38) Optimistic Biases for E-cigarette Cessation: Examining Competing Theoretical Models for Young Adults with and Without Chronic Health Conditions**

Eleanor B. Steffens, M.P.H., M.A., Kamila S. White, Ph.D., University of Missouri-Saint Louis

**(PS1-39) Pain and Alcohol Use Among People Living with HIV: A Prospective Study**

Nadine R. Taghian, M.A.<sup>1</sup>, Tibor P. Palfai, Ph.D.<sup>1</sup>, Michael R. Winter, M.P.H.<sup>2</sup>, Timothy C. Heeren, Ph.D.<sup>2</sup>, Theresa W. Kim, M.D.<sup>3</sup>, Kara M. Magane, M.S.<sup>1</sup>, Richard Saitz, M.P.H., M.D., Other<sup>4</sup>, Michael D. Stein, M.D.<sup>2</sup>, 1. Boston University, 2. Boston University School of Public Health, 3. Boston University School of Medicine, 4. Boston University Schools of Medicine and Public Health

**(PS1-40) Differences in Alcohol Consumption at Classifying Alcohol Use Disorder by Age and Sex: A NESARC-III Investigation**

Molly Garber, B.A.<sup>1</sup>, Andriy Samokhvalov, M.D.<sup>2</sup>, Yelena Chorney, M.D.<sup>2</sup>, Onawa LaBelle, Ph.D.<sup>3</sup>, Brian Rush, Ph.D.<sup>3</sup>, Jean Costello, Ph.D.<sup>3</sup>, James MacKillop, Ph.D.<sup>3</sup>, 1. McMaster University, 2. Homewood Health, 3. Homewood Research Institute

**(PS1-41) Posttraumatic Stress Symptoms and Alcohol-related Problems: The Roles of Romantic Relationship Functioning and Coping Motivated Alcohol Use**

Katharine L. Thomas, B.A.<sup>1</sup>, Anka A. Vujanovic, Ph.D.<sup>2</sup>, Michael J. Zvolensky, Ph.D.<sup>3</sup>, Julia Buckner, Ph.D.<sup>1</sup>, 1. Louisiana State University, 2. Texas A&M University, 3. University of Houston

**(PS1-42) Predicting Risky Sexual Behavior by Posttraumatic Symptoms and Binge Drinking in Veterans Seeking Treatment for Alcohol Use**

Joseph W. Tu, M.S.<sup>1</sup>, Rachael Shaw, M.A.<sup>2</sup>, Autumn Rae Florimbio, Ph.D.<sup>3</sup>, Kaitlyn McCarthy, M.S.<sup>3</sup>, Stephen Chermack, Ph.D.<sup>2</sup>, Maureen Walton, M.P.H., Ph.D.<sup>3</sup>, Minden B. Sexton, Ph.D.<sup>2</sup>, 1. Eastern Michigan University, 2. Ann Arbor Veterans Healthcare System, 3. University of Michigan

**(PS1-43) Predictors of Attrition in Integrated, Trauma-focused Therapy for Co-occurring PTSD and Alcohol Use Disorder**

Roisin P. Cahill, B.S., Angela Zaur, M.A., Michaela Hoffman, Ph.D., Paul J. Nietert, Ph.D., Julianne C. Flanagan, Ph.D., Therese Killeen, Ph.D., RN, Sudie E. Back, Ph.D., Medical University of South Carolina

- (PS1-44) Examination of the Addiction Severity Index in a Sample Not Recruited for Substance Use Problems**  
*Jessica N. Flori, Ph.D.<sup>1</sup>, Louwah M. Kelly, Ph.D.<sup>2</sup>, Carla J. Rash, Ph.D.<sup>3</sup>, Sheila Alessi, M.A., Ph.D.<sup>3</sup>, Kristyn Zajac, Ph.D.<sup>3</sup>*, 1. University of Connecticut School of Medicine, 2. UMass Chan Medical School, 3. University of Connecticut Health Center
- (PS1-45) Pregnant Individuals' Beliefs Regarding Simultaneous Smoking Cessation and Substance Use Treatment on Agreement with Health Risk to Fetus**  
*Lauren Borato, M.S., Jeremiah Weinstock, Ph.D., Miriam Rivkin, B.S., Niraj Chavan, M.D.*, Saint Louis University
- (PS1-46) Provider Feedback on a Digital Cognitive-behavioral Intervention for Pregnant People with Opioid Use Disorder**  
*Sara M. Witcraft, Ph.D., Anna E. Eitel, B.S., Aimee L. McRae-Clark, Constance Guille, M.D.*, Medical University of South Carolina
- (PS1-47) Differences in Alcohol Go/no-go Task Performance in a Community Sample of Light versus Heavy Drinkers**  
*Kayla E. Hall, M.S., Kasey Stanley, B.S., Anka A. Vujanovic, Ph.D.*, Texas A&M University
- (PS1-48) The Association Between Cigarette Use, Panic Attacks, and Insomnia Symptoms Among Adolescents**  
*Kayce M. Hopper, B.S., Gabrielle Armstrong, B.A., Max J. Luber, M.A., Leila Sachner, B.A., Akia Sherrod, B.A., Sarah A. Bilsky, Ph.D.*, University of Mississippi
- (PS1-49) The Effects of Coping Strategies, Sex Influence, and MPBS Usage on College Marijuana Consumption**  
*Christina A. James, B.A.<sup>1</sup>, Karolina Kazlauskaitė, M.S.<sup>1</sup>, Cathy Law-Barraco, Ph.D.<sup>2</sup>*, 1. Old Dominion University, 2. Virginia Consortium Program in Clinical Psychology
- (PS1-50) The Feasibility and Acceptability of Heart Rate Variability Biofeedback for Smoking Cessation**  
*Kathleen E. Cummings, B.A.<sup>1</sup>, Hannah Brinkman, M.S.<sup>1</sup>, Danielle L. Hoyt, M.S.<sup>1</sup>, Danielle E. McCarthy, Ph.D.<sup>2</sup>, Sharon Hall, Ph.D.<sup>3</sup>, Marsha E. Bates, Ph.D.<sup>1</sup>, P.M. Lehrer<sup>1</sup>, Ph.D., Samantha G. Farris, Ph.D.<sup>1</sup>, Teresa M. Leyro, Ph.D.<sup>1</sup>*, 1. Rutgers, the State University of New Jersey, 2. University of Wisconsin School of Medicine and Public Health, 3. University of California San Francisco
- (PS1-51) The Impact of Parent-child Relationship Quality on Substance Use Among Emerging Adults from WEIRD and Non-weird Countries**  
*Alexandria Klingman, B.S., Mary Moussa Rogers, Ph.D.*, University of South Carolina, Aiken
- (PS1-52) The Relationship Between Smoking Specific Experiential Avoidance and Nicotine Withdrawal During a Smoking Quit Attempt**  
*Sydney E. Thureen, B.S.<sup>1</sup>, Hanuka Minami, Ph.D.<sup>2</sup>, Abigail P. Winskowicz, B.A.<sup>1</sup>, Jasper Smits, Ph.D.<sup>1</sup>, Richard A. Brown, Ph.D.<sup>1</sup>*, 1. The University of Texas at Austin, 2. Fordham University

- (PS1-53) The Relationship Between Trying Alcohol and Cigarettes and Depression, Anxiety and Stress Among Hispanic Emerging Adult College Students**  
*Austin Vernon, B.S., Kevin Sandoval Medina, B.A., Andrea Rodriguez-Crespo, B.S., Joshua Torres, B.A., Julian A. Ochoa, Theodore V. Cooper, Ph.D., University of Texas at El Paso*
- (PS1-54) The Relationships Between Cannabis Use and Racial and Ethnic Microaggressions Among Hispanic College Students**  
*Kevin Sandoval Medina, B.A., Austin Vernon, B.S., Diana Salcido-Padilla, Julian A. Ochoa, Andrea Rodriguez-Crespo, B.S., Theodore V. Cooper, Ph.D., University of Texas at El Paso*
- (PS1-55) The Role of Psychological Inflexibility on Cigarette Dependence and Binge Drinking**  
*Silvana Agerberg, Ph.D.<sup>1</sup>, Mary Barna Bridgeman<sup>2</sup>, Benjamin Billingsley, Ph.D.<sup>3</sup>, Rachel L. Rosen, Ph.D.<sup>4</sup>, Marc L. Steinberg, Ph.D.<sup>5</sup>, 1. Montefiore Medical Center, 2. Ernest Mario School of Pharmacy, Rutgers, The State University of New Jersey, 3. The Concord Center, 4. Massachusetts General Hospital, 5. Rutgers, The State University of New Jersey*
- (PS1-56) Treatment-seeking for Hazardous Substance Use: Utility of the Theory of Planned Behavior for Marginalized Communities**  
*Madeline Benz, Ph.D.<sup>1</sup>, Kathleen M. M. Palm Reed, Ph.D.<sup>2</sup>, 1. Brown University & Butler Hospital, 2. Clark University*
- (PS1-57) Type of Cannabis Consumption Differentially Predicts Cannabis Use Frequency and Protective Behavioral Strategies, but Not Cannabis-related Problems**  
*Corey M. Monley, B.A., Tanuj Sharma, B.S., Maria Dolores D. Cimini, Ph.D., Jessica Martin, Ph.D., University at Albany, State University of New York*
- (PS1-58) Validation of the Recovery Activities Scale (RAS)**  
*Ashlin R. Ondrusek, B.A.<sup>1</sup>, Patrick Duryea, M.A.<sup>1</sup>, Alexa Barrett, M.A.<sup>1</sup>, Riah Engel<sup>1</sup>, Jessie Tibbs, Ph.D.<sup>2</sup>, Andrew Oakland, Ph.D.<sup>1</sup>, Dennis McChargue, Ph.D.<sup>1</sup>, 1. University of Nebraska-Lincoln, 2. Oklahoma City VA*
- (PS1-59) When Do Depressive Symptoms Amplify the Relation Between Anxiety Sensitivity, Drinking to Cope, and Alcohol-related Consequences?**  
*Rachel B. Geyer, M.A.<sup>1</sup>, Rose Marie Ward, Ph.D.<sup>2</sup>, 1. Miami University, 2. University of Cincinnati*
- (PS1-60) A Preliminary Exploration of Adverse Childhood Experiences as a Moderator of Attention Deficit/hyperactivity Disorder and Risky and Distracted Driving**  
*Adam Haag, B.S., Annie A. Garner, Ph.D., Saint Louis University*
- (PS1-61) ADHD Symptoms and Disordered Eating Cognitions**  
*Grace M. Bartholomae, B.S., Loyola University of New Orleans*
- (PS1-62) ADHD Symptoms Associated with Digital Hoarding in College Students**  
*Jennifer Nelson, M.A.<sup>1</sup>, Zachary Wilde, M.A.<sup>2</sup>, Nikki Zolli, M.A.<sup>3</sup>, Will H. Canu, Ph.D.<sup>1</sup>, 1. Appalachian State University, 2. University of Southern Mississippi, 3. The University of Illinois at Chicago*

- (PS1-63) **First-generation College Students with ADHD Report Higher Levels of Anxiety and Functional Impairment Compared to Non-first-generation Students**  
*Jennifer Nelson, M.A.<sup>1</sup>, Melia Carswell<sup>1</sup>, Zachary Wilde, M.A.<sup>2</sup>, Will H. Canu, Ph.D.<sup>1</sup>*, 1. Appalachian State University, 2. University of Southern Mississippi
- (PS1-64) **Emotional Dysregulation in Emerging Adult ADHD: A Key Consideration for Accurate Classification of Impairment and Co-occurring Internalizing Problems**  
*Patrick K. Goh, Ph.D.<sup>1</sup>, Ashlyn W. W. A. Wong, B.A.<sup>1</sup>, Da Eun Suh, M.A.<sup>1</sup>, Elizabeth A. Bodalski<sup>3</sup>, Yvette Rother, M.A.<sup>2</sup>, Cynthia M. Hartung, Ph.D.<sup>3</sup>, Elizabeth K. Lefler, Ph.D.<sup>5</sup>*, 1. University of Hawai'i at Mānoa, 2. University of South Carolina, 3. University of Wyoming
- (PS1-65) **Examining Same-day Alcohol-related Negative Consequences in Heavy-drinking College Students with ADHD Taking Prescribed Stimulant Medication**  
*Daria Taubin, B.A.<sup>1</sup>, Nadia Bounoua, Ph.D.<sup>1</sup>, Lauren E. Oddo, Ph.D.<sup>2</sup>, James G. Murphy, Ph.D.<sup>3</sup>, Andrea Chronis-Tuscano, Ph.D.<sup>4</sup>*, 1. University of Maryland- College Park, 2. Virginia Commonwealth University, 3. University of Memphis, 4. University of Maryland, College Park
- (PS1-66) **Anxiety in First-year College Students: The Role of Current Parent-child Relationship and Childhood ADHD**  
*Helena F. Alacha, M.A., M.S.<sup>1</sup>, Anne Stevens, Ph.D.<sup>2</sup>, Tamara M. Abu-Ramadan, M.S.<sup>2</sup>, Elizabeth K. Lefler, Ph.D.<sup>3</sup>*, 1. University of Louisville, 2. University of Wyoming, 3. University of Northern Iowa
- (PS1-67) **Functional Impairment Associated with Diagnosed and Subthreshold ADHD in Adults Is Mediated by Tech Use Focused on Mental Health**  
*Zachary A. Babb, B.S., Abigail M. Manelick, B.A., Roomana Sokeechand, M.A., Shwetha Gottumukkala, M.A., M.S., Hetvi Desai, M.A., Christopher R. Shelton, Ph.D.*, Penn State Erie, The Behrend College
- (PS1-68) **Impact of ADHD Symptomatology on Adolescent Alcohol Use Expectancies**  
*Samuel O. Agbeh, B.A., Owen Winters, B.A., Rejoyce Green, Ph.D., Pamela Ferguson, Ph.D., Kevin Gray, Ph.D., Lindsay Squeglia, Ph.D.*, Medical University of South Carolina
- (PS1-69) **Investigating the Influence of Parental ADHD and Emotion Dysregulation on Parenting Practices**  
*Allison Eisenberg, B.A., Amy K. Roy, Ph.D.*, Fordham University
- (PS1-70) **More Than Just Grit: Examining the Relation of Grit and ADHD Symptom Severity Across Race and Ethnicity**  
*Ashlyn W. W. A. Wong, B.A., Patrick K. Goh, Ph.D.*, University of Hawai'i at Mānoa
- (PS1-71) **Sleep Problems and Cannabis Use in College Students with ADHD**  
*Yvette Rother, M.A., Miranda H. Foster, M.A., Chandler Knott, M.A., Kate Flory, Ph.D.*, University of South Carolina

**(PS1-72) The Association Between Symptoms of ADHD and Alcohol Use and Related Consequences in Postsecondary Students: Size of Social Support Network as a Moderator**

Kate Flory, Ph.D.<sup>1</sup>, Cameron Massey, Ph.D.<sup>1</sup>, Abigail B. de Arellano, B.A.<sup>1</sup>, Andrew de Arellano, B.A.<sup>1</sup>, Zachary Wilde, M.A.<sup>2</sup>, John M. Vasko, M.S.<sup>3</sup>, Cynthia M. Hartung, Ph.D.<sup>3</sup>, Will H. Canu, Ph.D.<sup>4</sup>, 1. University of South Carolina, 2. University of Southern Mississippi, 3. University of Wyoming, 4. Appalachian State University

**(PS1-73) The Effect of Self-compassion Writing Exercises on Procrastination in College Students with ADHD**

Allison M. Fuchs, B.A., Anthony H. Ahrens, Ph.D., American University

**(PS1-74) The Protective Role of Parent Racial Socialization for Black Adolescents with Elevated ADHD Symptoms**

Jamar Brown, B.A.<sup>1</sup>, Jasmine Lewis, M.S.<sup>2</sup>, Michelle Le, B.S.<sup>2</sup>, Rosanna Breaux, Ph.D.<sup>2</sup>, 1. Children's Hospital of Philadelphia, 2. Virginia Polytechnic Institute and State University

**(PS1-75) CLEVER: A Positive Body Image-based Intervention Supported by Virtual Reality to Improve Pain Intensity, Pain Interference and Emotional Distress. a Pilot Study**

Victor Navarro Moreno<sup>1</sup>, Rocío Herrero Camarano, Ph.D.<sup>2</sup>, Lorena Desdentado Espinosa, Ph.D.<sup>3</sup>, Ángel Zamora Martínez<sup>3</sup>, Marta Mi, Ph.D.<sup>3</sup>, Rosa María M. Baños Rivera, Ph.D.<sup>4</sup>, 1. Universidad de Valencia - Labpsitec - Polibienestar, 2. University of Zaragoza, 3. University of Valencia, 4. University of Valencia - Polibienestar

**(PS1-76) Adaptation of a Diabetes Prevention Lifestyle Intervention Program to Fit the Needs of Hispanic/latina Mothers**

Brooke Franklin, B.S.<sup>1</sup>, Brynn Meulenberg, B.A.<sup>1</sup>, Sara Carbajal-Salisbury, B.S.<sup>1</sup>, Anu Asnaani, Ph.D.<sup>1</sup>, Ana C. Sanchez-Birkhead, Ph.D.<sup>1</sup>, Katherine J.W. Baucom, Ph.D.<sup>1</sup>, Jeannette Villalta<sup>2</sup>, 1. The University of Utah, 2. Alliance community services

**(PS1-77) Association Between User Preference and Accuracy for Estimating Food Intake with Myfitnesspal in Controlled and Free-living Conditions**

Cecelia K. Callicott, B.A.<sup>1</sup>, Hanim E. Diktas, B.S., M.S., Ph.D.<sup>1</sup>, Stephanie T. Broyles, Ph.D.<sup>2</sup>, Sanjoy Saha, Ph.D.<sup>3</sup>, Chloe P. lozano, Ph.D.<sup>4</sup>, John W. Apolzan, B.A., M.S., Ph.D.<sup>5</sup>, Corby K. Martin, Ph.D.<sup>6</sup>, 1. Pennington Biomedical Research Center, 2. Pennington Biomedical Research Center (PBRC), 3. Texas A & M University, 4. University of Hawaii at Manoa, 5. Pennington Biomedical Research Center (PBRC), 6. Pennington Biomedical / Louisiana State University

**(PS1-79) Associations Between Pain Intensity, Pain Catastrophizing, and Insomnia Symptoms Among Veterans**

Amanda M. Raines, Ph.D.<sup>1</sup>, Hallie R. Jordan, Ph.D.<sup>2</sup>, Lauren D. Reyes, B.S.<sup>1</sup>, Scott Mackey, M.D.<sup>1</sup>, Randolph Roig, M.D.<sup>1</sup>, 1. Southeast Louisiana Veterans Health Care System, 2. Gulf Coast Veterans Health Care System

**(PS1-80) Better Health Literacy Is Associated with Greater Symptom Management Self-efficacy and Reduced Pain Intensity in Patients with Headache**

Nina Rose, Ph.D., Ferkauf Graduate School of Psychology

- (PS1-81) Changes in Social Support and Self-regulation with Household Involvement in a Dietary Intervention**  
*Marny M. Ehmann, M.S., Charlotte J. Hagerman, Ph.D., Brandy-Joe Milliron, Ph.D., Meghan L. Butryn, Ph.D., Drexel University*
- (PS1-82) Comparing Psychiatric Comorbidities and Pain-related Healthcare Utilization Across Veterans with Three Chronic Pain Conditions**  
*Jenna L. Adamowicz, M.A.<sup>1</sup>, Emily B. K. Thomas, Ph.D.<sup>1</sup>, Brian Lund<sup>2</sup>, Mary A. Driscoll, Ph.D.<sup>3</sup>, Katherine Hadlandsmayth, Ph.D.<sup>2</sup>, 1. University of Iowa, 2. Iowa City VA Medical Center, 3. Yale University*
- (PS1-83) Enhancing Familial Support to Mitigate Depression: A Study on Family Satisfaction and Depressive Symptomatology**  
*Lori Eickelberry, Ph.D., Gabriella Grau, B.A., Institute for Life Renovation, LLC*
- (PS1-84) Evaluating Black and Hispanic Cancer Patients' Experiences in Virtual Tobacco Treatment**  
*Rachel L. Rosen, Ph.D.<sup>1</sup>, Elyse R. Park, M.P.H., Ph.D.<sup>1</sup>, Jamie Ostroff, Ph.D.<sup>2</sup>, Gabriella Nicolosi, B.A.<sup>1</sup>, Giselle Perez, Ph.D.<sup>1</sup>, 1. Massachusetts General Hospital, 2. Memorial Sloan Kettering Cancer*
- (PS1-85) Examining Sex and Racial Differences in Somatic Symptom Reporting Among Treatment-seeking Veterans with History of Military Sexual Trauma: A Cross-sectional Study Using the PHQ-15**  
*Megha G. Fatabhoy, Ph.D.<sup>1</sup>, Elizabeth Imbesi, ABPP, Ph.D.<sup>1</sup>, Michelle R. Byrd, Ph.D.<sup>1</sup>, Cheryl C. Allen, RN<sup>2</sup>, Kathleen Bronson Dussan, M.D.<sup>3</sup>, Minden B. Sexton, Ph.D.<sup>1</sup>, 1. Ann Arbor Veterans Healthcare System, 2. US Department of Veterans Affairs, 3. University of Michigan*
- (PS1-86) Experiences of Perceived Discrimination Among Adults Seeking Behavioral Weight Loss Treatment**  
*Reena Chabria, B.A., Kristal Lyn Brown, Ph.D., Charlotte J. Hagerman, Ph.D., Meghan L. Butryn, Ph.D., Drexel University*
- (PS1-87) Exploring the Links Between Sleep Quality and Daily Physical Symptoms Using Ecological Momentary Assessment in a Sample of Socioeconomically and Ethnically Diverse College Students**  
*Diandra Leon, B.A., Elizabeth B. Raposa, Ph.D., Fordham University*
- (PS1-88) Exploring the Role of Prep Self-efficacy in Moderating the Relationship Between Adverse Childhood Experiences and Condomless Anal Sex Among Latino Sexual Minority Men**  
*Yumei Chen, M.S., Audrey Harkness, Ph.D., Steven A. Safren, ABPP, Ph.D., University of Miami*

**(PS1-89) How Does the Match Between Veterans' with Gulf War Illness and Providers' Perception of Concordance Affect Future Patient Satisfaction and Treatment Adherence?**

Rachel L. Boska, Ph.D.<sup>1</sup>, Laura M. Lesnewich, Ph.D.<sup>2</sup>, L. Alison Philips, Ph.D.<sup>3</sup>, Yong Lin, Ph.D.<sup>4</sup>, Katharine Bloeser, Ph.D., MSW<sup>2</sup>, Peter J. Bayley, Ph.D.<sup>5</sup>, Matthew J. Reinhard, Psy.D.<sup>6</sup>, Drew A. Helmer, M.D., M.S.<sup>7</sup>, Lisa M. McAndrew, Ph.D.<sup>2</sup>, 1. War Related Illness and Injury Study Center at the New Jersey Healthcare System, 2. War Related Illness and Injury Study Center, VA New Jersey Health Care System, 3. Iowa State University, 4. Rutgers School of Public Health, 5. War Related Illness and Injury Study Center, VA Palo Alto Health Care System, 6. War Related Illness and Injury Study Center, Washington DC Veterans Affairs Medical Center, 7. Center for Innovations in Quality, Effectiveness & Safety, Michael E. DeBakey Veterans Affairs Medical Center

**(PS1-90) Lifestyle Coach Perceptions of Barriers and Facilitators to Participation Among Black and Latinx National Diabetes Prevention Program Participants**

Brynn Meulenberg, B.A.<sup>1</sup>, Cassidy A. Gutner, Ph.D.<sup>2</sup>, Terry Kim, B.S.<sup>1</sup>, Manuel Gutierrez Chavez, M.S.<sup>1</sup>, Anu Asnaani, Ph.D.<sup>1</sup>, Natalie Ritchie, Ph.D.<sup>3</sup>, Megha Shah, M.D.<sup>4</sup>, Katherine J.W. Baucom, Ph.D.<sup>1</sup>, 1. University of Utah, 2. Boston University School of Medicine, 3. Natalie D Ritchie Consulting LLC, 4. Emory University

**(PS1-91) Meaning in Life Predicts Sensation Seeking Behavior in Individuals with Chronic Medical Conditions**

Kira Sturges, B.S., Bradley T. Conner, Ph.D., Colorado State University

**(PS1-92) Meeting Students Where They Are: Preliminary Findings from a University Behavioral Health Consultants Program**

Lisa Curtin, Ph.D.<sup>1</sup>, Abigayle R. Feather, B.S.<sup>2</sup>, Kelly Davis, M.A., M.S.<sup>1</sup>, Breanna Woodham, B.A.<sup>1</sup>, Shelby Holmes, M.A.<sup>1</sup>, 1. Appalachian State University, 2. University of Kentucky

**(PS1-93) Mental Health Correlates with Obstructive Sleep Apnea Symptoms Among Veterans Seeking Treatment for Military Sexual Trauma**

Elizabeth Imbesi, ABPP, Ph.D., Kyle Rexer, Ph.D., Megha G. Fatabhoy, Ph.D., Minden B. Sexton, Ph.D., Ann Arbor Veterans Healthcare System

**(PS1-94) Participant Satisfaction with an Online Exposure-based Cognitive Behavioral Intervention for Dental Anxiety**

Eugene M. Dunne, Ph.D., Elizabeth Konneker, B.A., Devon Singh, M.A., Amid Ismail, M.P.H., Ph.D., Marisol Tellez, M.P.H., Ph.D., Temple University

**(PS1-95) Personalized, Adaptive, Physical Activity-based Social Comparisons: A Real-time Test of the Identification/contrast Model to Explain Comparison Response**

Danielle Arigo, Ph.D., Emmanuel Lapitan, B.A., Iris Bercovitz, M.A., Anisha Satish, M.A., Andrea Lobo, Ph.D., Rowan University

- (PS1-96) **Physical Activity Support in Partner Dyads for Women at Risk for Cardiovascular Disease: Daily Experiences in a Pilot Trial of a Dyadic Physical Activity Behavior Change Program**  
*Danielle Arigo, Ph.D.<sup>1</sup>, Sofia Gular, B.A.<sup>1</sup>, Kiri Baga, M.A.<sup>1</sup>, Emmanuel Lapitan, B.A.<sup>1</sup>, Iris Bercovitz, M.A.<sup>1</sup>, Anisha Satish, M.A.<sup>1</sup>, Amanda Folk, Ph.D.<sup>1</sup>, Gabrielle Salvatore, Ph.D.<sup>1</sup>, Kyle R. Haggerty, Ph.D.<sup>2</sup>*, 1. Rowan University, 2. Richmond VA Medical Center
- (PS1-97) **Use of Cognitive, Behavioral, and Acceptance-based Skills in Daily Life: Intensive Assessment During an 8-week Physical Activity Behavior Change Program**  
*Danielle Arigo, Ph.D.<sup>1</sup>, Gabrielle Salvatore, Ph.D.<sup>1</sup>, Kiri Baga, M.A.<sup>1</sup>, Sofia Gular, B.A.<sup>1</sup>, Emmanuel Lapitan, B.A.<sup>1</sup>, Iris Bercovitz, M.A.<sup>1</sup>, Anisha Satish, M.A.<sup>1</sup>, Amanda Folk, Ph.D.<sup>1</sup>, Julia Lowman, B.A.<sup>1</sup>, Kyle R. Haggerty, Ph.D.<sup>2</sup>*, 1. Rowan University, 2. Richmond VA Medical Center
- (PS1-98) **The Interaction of Pain Interference and Cognitive Flexibility in Relation to Depression Among Emerging Adults with Pain**  
*Sarah Polhill, M.S., Callon M. Williams, M.S., Elizabeth L. Pinney, M.S., Emily L. Zale, Ph.D.*, Binghamton University
- (PS1-99) **Romantic Relationship Quality and Preterm Birth Among Women Residing in a Local Shelter**  
*Julianne Boulineaux, B.A.*, University of California, Irvine
- (PS1-100) **Emotion Regulation and Wellbeing in Collegiate Athletes in Aesthetic Sports**  
*Kaitlyn D. Chamberlain, M.A., Ana J. Bridges, Ph.D.*, University of Arkansas

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10:00 AM – 11:00 AM

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## **Adult Anxiety; Health Care System / Public Policy; Obsessive Compulsive and Related Disorders**

### **Poster Session 2**

Key Words: *Mindfulness, Anxiety, Obsessive Compulsive and Related Disorders*

- (PS2-1) **A 5-week Online Mindfulness Program for College Students**  
*John E. Lothes, II, M.A., Amber Herpfer, B.A., Ahnna L'ecuyer, Ella Ottensman, Brooke a. Perretti, B.S.*, University of North Carolina Wilmington



- (PS2-2) Online Mindfulness for College Students and Its Effects on Anxiety, Depression, Stress and Test Anxiety**  
*John E. Lothes, II, M.A., Amber Herpfer, B.A., Ahnna Lecuyer, Ella Ottensman, Kirk D. Mochrie, Ph.D., University of North Carolina Wilmington*
- (PS2-3) Social Anxiety and Facets of Aggression: Exploring the Role of Impulsivity**  
*Carey J. Sevier, M.A., M.S., Laura J. Dixon, Ph.D., University of Mississippi*
- (PS2-4) An Examination of an Integrated Attentional Bias Modification Training for Social Anxiety Disorder: A Focus on the Dynamic Attentional Process**  
*Yourim Kim, M.A.<sup>1</sup>, Henry D. Berger<sup>1</sup>, Miso Choi<sup>1</sup>, Gabrielle Hildebrand<sup>1</sup>, Han-Joo Lee, Ph.D.<sup>2</sup>, 1. University of Wisconsin-Milwaukee, 2. University of Wisconsin-Milwaukee / Rogers Memorial Behavioral Health*
- (PS2-5) An Investigation of Internalized Stigma in Anxiety and Related Disorders**  
*Yash Joshi<sup>1</sup>, Irena Milosevic, Ph.D.<sup>2</sup>, Andrew M. Scott, B.S., Ph.D.<sup>2</sup>, Karen Rowa, Ph.D.<sup>1</sup>, 1. McMaster University, 2. St. Joseph's Healthcare Hamilton*
- (PS2-6) Artificial Intelligence's Recognition of Generalized Anxiety Disorder and Recommendations for Treatment: A Comparative Study Between chatgpt-3.5 and Humans**  
*Estefania Andrade, B.A., Jessica M. Montoya, B.A., Sean Lauderdale, Ph.D., Hela Desai, B.S., University of Houston - Clear Lake*
- (PS2-7) Artificial Intelligence's Recognition of Social Anxiety Disorder and Recommendations for Treatment: A Comparative Study Between chatgpt-3.5 and Humans**  
*Jessica M. Montoya, B.A., Estefania Andrade, B.A., Hela Desai, B.S., Sean Lauderdale, Ph.D., University of Houston - Clear Lake*
- (PS2-8) Associations of Mindfulness and Anxiety in College Students**  
*Cassidy R. Baron, Kimberly Kamper-DeMarco, Ph.D., University of Buffalo*
- (PS2-9) Attentional Control Deficits in Social Anxiety: A Multimodal Examination of Specificity and Associations with Core Mechanisms**  
*Alexandra M. Adams, M.S., Ashley Boyne, M.A., Colten Harper, B.A., Bunmi O. Olatunji, Ph.D., Vanderbilt University*
- (PS2-10) Care Beyond the Clinic: A Qualitative Investigation of Facilitators to Anxiety Care for Racialized Individuals**  
*Arij Alarachi, B.S., Yasmin Mkalaf, Sarah Sequeira, B.S., Inaya Tariq, Randi E. McCabe, Ph.D., Karen Rowa, Ph.D., McMaster University*
- (PS2-11) Characterization of Anger Attacks Among Those with Anxiety Disorders**  
*Molly J. Schadegg, Ph.D.<sup>1</sup>, Elizabeth Goodwin, B.A.<sup>2</sup>, Emma Grueskin, B.A.<sup>2</sup>, Amanda W. Baker, Ph.D.<sup>3</sup>, Naomi M. Simon, M.D.<sup>1</sup>, Kristin L. Szuhany, Ph.D.<sup>1</sup>, 1. New York University School of Medicine, 2. New York University Langone Medical Center, 3. Massachusetts General Hospital*
- (PS2-12) Craving Social Connection: Loneliness in Anxiety and Depressive Disorders Is Associated with Increased Ventral Striatal Activation When Viewing Loved Ones**  
*Margaret K. Satchwell, B.S., Isabella Spaulding, B.S., Charles T. Taylor, Ph.D., University of California San Diego*

- (PS2-13) **Cultural Differences Between Tanzanian and US Based Psychologists in Their Beliefs About Exposure**  
*Eva L. Feindler, Ph.D., Ki Eun Shin, Ph.D., Subasri Ashok, M.S., Cassandra Dorvil, M.S., Long Island University*
- (PS2-14) **Cybervictimization and Social Anxiety: The Moderating Roles of Perceived and Online Social Support**  
*Ghoush Irshad, M.A., Jeremy K. Fox, Ph.D., Sally L. Grapin, Ph.D., Montclair State University*
- (PS2-15) **Death Anxiety, Insomnia, and Posttraumatic Stress Among Frontline Healthcare Providers: Insights in the Wake of the COVID-19 Pandemic**  
*Benjamin Barnette, M.S., Nicole L. Moreira, M.A., M.S., Katherine L. OConnell, M.S., Ashley D. Taylor, Erin McMeekin, B.S., Keyne C. Law, Ph.D., Seattle Pacific University*
- (PS2-16) **Detecting State Anxiety in Virtual Social Interactions Using Passively Sensed Biobehavioral Data**  
*Maria "Max" A. Larrazabal, M.A.<sup>1</sup>, Emma R. Toner, M.A.<sup>1</sup>, Zhiyuan Wang, M.S.<sup>1</sup>, Mark Rucker, M.S.<sup>1</sup>, Laura E. Barnes, Ph.D.<sup>1</sup>, Mehdi Boukhechba, Ph.D.<sup>2</sup>, Bethany Teachman, Ph.D.<sup>1</sup>, 1. University of Virginia, 2. Johnson & Johnson*
- (PS2-17) **Dynamics of Emotional Inertia: The Moderating Role of Anticipated Future Events**  
*Grace J. Chen, B.A.<sup>1</sup>, Peter Bite Qiu<sup>2</sup>, Ayelet Meron Ruscio, Ph.D.<sup>1</sup>, 1. University of Pennsylvania, 2. Swarthmore College*
- (PS2-18) **Early Adversity Moderates the Relationship Between Threat Perception and State Anxiety in Young Adulthood**  
*Rene Choudhary, B.A., Griffin Kreit, B.A., Jiyoung Song, M.A., Aaron J. Fisher, Ph.D., University of California, Berkeley*
- (PS2-19) **Examining Associations Between Optimism and Generalized Anxiety Disorder Symptoms Across Race/ethnicity**  
*Zachary S. Ayers, M.A., Matthew W. Gallagher, Ph.D., University of Houston*
- (PS2-20) **Examining Components of Emotion Regulation Difficulties with Generalized Anxiety Symptoms**  
*Jacob S. Avendano, M.S.<sup>1</sup>, Noelle A. Warfford, M.A.<sup>1</sup>, Caroline C. Born, M.A.<sup>1</sup>, Onefuwa Akande<sup>2</sup>, Alexandra M. Kuret<sup>1</sup>, Robyn Gerhardinger<sup>1</sup>, Peter Mezo, Ph.D.<sup>1</sup>, 1. University of Toledo, 2. University of Toledo Adaptive Regulation and Coping Lab*
- (PS2-21) **Expecting Change: How Treatment Expectancy May Predict Decreases in Anxiety Sensitivity**  
*Bryan McSpadden, B.S.<sup>1</sup>, David I. Rosenfield, Ph.D.<sup>2</sup>, Evan Read<sup>1</sup>, Jasper Smits, Ph.D.<sup>1</sup>, Michael J. Zvolensky, Ph.D.<sup>3</sup>, Michael W. Otto, Ph.D.<sup>4</sup>, Christina Dutcher, M.A.<sup>1</sup>, 1. The University of Texas at Austin, 2. Southern Methodist University, 3. University of Houston, 4. Boston University*
- (PS2-22) **Exploring the Effect of Anxiety Disorder Diagnosis and Experiencing a Trauma on Emotion Regulation Deficits**  
*Hanna Usdan, B.A.<sup>1</sup>, Molly J. Schadegg, Ph.D.<sup>1</sup>, Matthew Irwin, B.S.<sup>1</sup>, Amanda W. Baker, Ph.D.<sup>2</sup>, Naomi M. Simon, M.D.<sup>1</sup>, Kristin L. Szuhany, Ph.D.<sup>1</sup>, 1. New York University School of Medicine, 2. Massachusetts General Hospital*

- (PS2-23) **Identifying Factors Associated with Sleep Disturbance Among Adults Seeking Outpatient Psychiatric Services for Anxiety and Related Disorders**  
Kiefer Cowie, Psy.D.<sup>1</sup>, Malak Sadek, B.S.<sup>1</sup>, Andrew M. Scott, B.S., Ph.D.<sup>2</sup>, Randi E. McCabe, Ph.D.<sup>1</sup>, Karen Rowa, Ph.D.<sup>1</sup>, 1. McMaster University, 2. St. Joseph's Healthcare Hamilton
- (PS2-24) **Identifying Virtual Social Contexts Using Socially Anxious Individuals' Passively Sensed Physiological Responses**  
Emma R. Toner, M.A.<sup>1</sup>, Mark Rucker, M.S.<sup>1</sup>, Zhiyuan Wang, M.S.<sup>1</sup>, Maria "Max" A. Larrazabal, M.A.<sup>1</sup>, Lihua Cai, Ph.D.<sup>1</sup>, Debajyoti Datta, Ph.D.<sup>1</sup>, Haroon Lone, Ph.D.<sup>2</sup>, Mehdi Boukhechba, Ph.D.<sup>3</sup>, Bethany Teachman, Ph.D.<sup>1</sup>, Laura E. Barnes, Ph.D.<sup>1</sup>, 1. University of Virginia, 2. Indian Institute of Science Education and Research Bhopal, 3. Johnson & Johnson
- (PS2-25) **Illness Anxiety Disorder and Somatic Symptom Disorder: Distinct Diagnoses or One and the Same?**  
Katarina Kikas, Ph.D.<sup>1</sup>, Aliza Werner-Seidler, M.D., Ph.D.<sup>2</sup>, Jill Newby, Ph.D.<sup>3</sup>, Emily Upton, PsyM<sup>2</sup>, Brittany Corkish, B.S.<sup>2</sup>, 1. University of New South Wales, 2. Black Dog Institute, 3. University of New South Wales and Black Dog Institute
- (PS2-26) **Imposter Phenomenology, Rejection Sensitivity, and Reactions to Achievement and Social Failures**  
Colin Xu, Ph.D.<sup>1</sup>, Caitlyn Kim, B.A.<sup>2</sup>, Katelyn Candido, B.A.<sup>2</sup>, Isabel Salemi, B.A.<sup>2</sup>, Albenia G. Ruseva, B.A.<sup>2</sup>, 1. University of Idaho, 2. University of Pennsylvania
- (PS2-27) **Increases in State Self-compassion Across Group ACT for Social Anxiety Disorder: Role of Gender and Pre-treatment Self-compassion**  
Nancy L. Kocovski, Ph.D.<sup>1</sup>, Kamila Szczyglowski, M.A.<sup>1</sup>, Jan E. Fleming, M.D.<sup>2</sup>, 1. Wilfrid Laurier University, 2. The Mindfulness Clinic
- (PS2-28) **Inhibiting Not Just Right Stimuli: Implications for Obsessive-compulsive Severity**  
Cohley Acenow, M.S.<sup>1</sup>, Halle T. Berres, B.A.<sup>1</sup>, Han-Joo Lee, Ph.D.<sup>2</sup>, 1. University of Wisconsin - Milwaukee, 2. University of Wisconsin-Milwaukee / Rogers Memorial Behavioral Health
- (PS2-29) **Objective Interoceptive Measurement Evidence for Exercise and Reduction of Attentional Bias in Social Anxiety**  
Burkhardt Hahn, M.A., Ebony A. Walker, B.A., Johnathan C. Walker, B.A., Danielle E. Deros, M.S., DeMond M. Grant, Ph.D., Oklahoma State University
- (PS2-30) **A Characterization of Self-hatred and Its Correlation with Self-destructive Behavior in Socially Anxious Individuals**  
Carey J. Sevier, M.A., M.S., Laura J. Dixon, Ph.D., University of Mississippi
- (PS2-31) **Physical Activity Interventions to Support Mental Health Outcomes: A Scoping Review**  
Mary Elizabeth A. Manzano, B.A.<sup>1</sup>, Vanessa B. Serrano, M.S.<sup>2</sup>, Nader Amir, Ph.D.<sup>1</sup>, 1. San Diego State University, 2. San Diego State University/University of California San Diego Joint Doctoral Program in Clinical Psychology

- (PS2-32) **Positive News Headlines and Less Information-seeking Reduce Daily Anxiety During a Global Pandemic**  
*Jihyun K. Hur, M.A.<sup>1</sup>, Jonas Everaert, Ph.D.<sup>2</sup>, Jutta Joormann, Ph.D.<sup>1</sup>*, 1. Yale University, 2. Tilburg University
- (PS2-34) **Quality of Life in Patients with Social Anxiety Disorder Undergoing Exposure Therapy**  
*Marla I. Sarmiento, B.S.<sup>1</sup>, David I. Rosenfield, Ph.D.<sup>2</sup>, Allison P. Biek<sup>1</sup>, Jasper Smits, Ph.D.<sup>1</sup>, Mark Pollack, M.D.<sup>3</sup>, Michael W. Otto, Ph.D.<sup>4</sup>, Stefan Hofmann, Ph.D.<sup>5</sup>*, 1. The University of Texas at Austin, 2. Southern Methodist University, 3. Rush University Medical Center, 4. Boston University, 5. University of Marburg, Germany
- (PS2-35) **Rates of Social Anxiety Following COVID-19 Differentially Increased in Non-heterosexual Compared with Heterosexual Individuals**  
*Sophie M. Kudryk, M.A., Jolie T.K. Ho, M.A., M.S., Van Bui, M.A., David A. Moscovitch, Ph.D.*, University of Waterloo
- (PS2-36) **Reduction in Avoidant Coping Style Following an Exposure-based Cognitive Behavioral Intervention for Dental Anxiety: A Mixed-methods Study**  
*Elizabeth Konneker, B.A., Devon Singh, M.A., Marisol Tellez, M.P.H., Ph.D., Amid Ismail, M.P.H., Ph.D., Eugene M. Dunne, Ph.D.*, Temple University
- (PS2-37) **Regulatory Emotional Self-efficacy Predicts Social Affiliation Processes and Outcomes Among Adults with Anxiety or Depression**  
*Marissa G. Larkin, B.S.<sup>1</sup>, Charles T. Taylor, Ph.D.<sup>1</sup>, Samantha Hoffman, M.S.<sup>2</sup>*, 1. University of California, San Diego, 2. San Diego State University/University of California Joint Doctoral Program
- (PS2-38) **Risk Perception Contributes to Daily Worry During the COVID-19 Pandemic: An Ecological Momentary Assessment Study**  
*Hannah C. Broos, M.S., Aaron S. Heller, Ph.D., Kiara R. Timpano, Ph.D.*, University of Miami
- (PS2-39) **Savoring Amplifies Clinical Benefits of a Behavioral Activation Activity for Generalized Anxiety Disorder: A Dismantling Experiment**  
*Lucas S. LaFreniere, Ph.D., Kaitlynn Fravel, B.A.*, Skidmore College
- (PS2-40) **Self-blame and Acceptance in the Relationship Between a Transdiagnostic Treatment and Alcohol Drinking Outcomes**  
*Marie Torre, B.S., M.A.<sup>1</sup>, Laura Long, Ph.D.<sup>1</sup>, Julian Moreno, M.A.<sup>2</sup>, Belén Burruezo López, M.A., PsyM<sup>2</sup>, Todd J. Farchione, Ph.D.<sup>1</sup>*, 1. Boston University, 2. Boston University Center for Anxiety and Related Disorders
- (PS2-41) **Separation Anxiety Symptoms Among Undergraduate Students**  
*Xi Chen, B.A.<sup>1</sup>, Yilin Chai, B.A.<sup>2</sup>, Jennifer Shalam, B.A.<sup>2</sup>, Michael Wheaton, Ph.D.<sup>2</sup>*, 1. Columbia University, 2. Barnard College
- (PS2-42) **Social Anxiety and Antisocial Behavior in Adults: The Role of the Behavioral Activation System and Insight**  
*Emily Vinet, B.S., Enrique Varela, Ph.D.*, Loyola University New Orleans
- (PS2-43) **A Content Analysis of Self-compassion and Reappraisal Writing Among Those with High Social Anxiety**  
*Cortney Burnham, M.A., Nancy L. Kocovski, Ph.D.*, Wilfrid Laurier University

- (PS2-44) **The Associations Among Active Versus Passive Use of Instagram, Symptoms of Social Anxiety, and Social Comparison**  
*Shelbie L. Savoy, M.A.<sup>1</sup>, Monique M. LeBlanc, Ph.D.<sup>2</sup>, Zoe Spanswick, B.A.*, Southeastern Louisiana University
- (PS2-45) **The Effect of Face Interpretation Training on Social Anxiety Symptoms**  
*Grace L. Wheeler, M.S.<sup>1</sup>, Shari A. Steinman, Ph.D.<sup>2</sup>*, 1. West Virginia University, 2. University of Vermont
- (PS2-46) **The Effect of Fear Generalization on Social Fear, Social Avoidance, Experiential Avoidance, and Functional Impairment Amongst Individuals with Social Anxiety Disorder**  
*Aleeza West<sup>1</sup>, Brooke Cullen, B.A.<sup>1</sup>, Julian E. Ruiz, B.A.<sup>1</sup>, Nora Barnes-Horowitz, M.A.<sup>1</sup>, Michelle G. Craske, Ph.D.<sup>1</sup>, Richard T. LeBeau, Ph.D.<sup>1</sup>, Michael Treanor, Ph.D.<sup>1</sup>, Joe A. Himle, Ph.D.<sup>2</sup>, Tom Barry, Ph.D.<sup>3</sup>*, 1. University of California, Los Angeles, 2. University of Michigan, 3. University of Bath
- (PS2-47) **The Effects of Worry on the Relationship Between Attentional Focus and Social Anxiety**  
*Ebony A. Walker, B.A., Johnathan C. Walker, B.A., Danielle E. Deros, M.S., Burkhardt Hahn, M.A., DeMond M. Grant, Ph.D.*, Oklahoma State University
- (PS2-48) **The Impact of Anxiety Sensitivity on the Relationship Between Vasomotor Symptoms and Sleep Quality in Menopause**  
*Eva Freitas, B.A.<sup>1</sup>, Evelyn Behar, Ph.D.<sup>2</sup>, Natalia Provolo, M.A.<sup>3</sup>, Kathleen C. Gunthert, Ph.D.<sup>1</sup>*, 1. American University, 2. Hunter College, City University of New York, 3. The Ohio State University
- (PS2-49) **The Impact of Bivalent Fears of Evaluation on Interpersonal Rejection Sensitivity and Social Anxiety**  
*Danielle E. Deros, M.S., Burkhardt Hahn, M.A., Ebony A. Walker, B.A., Johnathan C. Walker, B.A., DeMond M. Grant, Ph.D.*, Oklahoma State University
- (PS2-50) **The Impact of Negative Social Feedback on Brain Activity in Social Anxiety Disorder: A Fmri Study**  
*Sachintha Lokuge, B.S., John Richey, Ph.D.*, Virginia Polytechnic Institute and State University
- (PS2-52) **The Moderating Effect of Numeracy and Cumulative Exposure to Stress on Intolerance of Uncertainty**  
*Jaime Garcia, B.S., Frederick T. Schubert, III, B.A., Norman B. Schmidt, Ph.D.*, Florida State University
- (PS2-53) **The Moderating Role of Expressive Flexibility in the Relation Between Different-gender Friends' Friendship Quality and Anxiety Symptoms in Emerging Adults**  
*Liyang Zhou, B.A.<sup>1</sup>, Janice L. Zeman, Ph.D.<sup>1</sup>, Skylar S. Raynor, B.S.<sup>2</sup>, Courtney R. Swan, None<sup>1</sup>*, 1. College of William & Mary, 2. William & Mary
- (PS2-54) **The Reliability and Validity of the Social Cost Questionnaire: Assessing a Core Mechanism of Social Anxiety Disorder**  
*Amanda J. Desmarais, M.A.<sup>1</sup>, Madison R. Boschulte, B.S.<sup>2</sup>, Anthony J. Rosellini, Ph.D.<sup>1</sup>*, 1. Center for Anxiety and Related Disorders, Boston University, 2. Boston University

- (PS2-55) **The Role of Emotion Regulation in Predicting Psychophysiological Responses in Individuals with and Without Misophonia**  
*Allie Freshley, B.A., Laura J. Dixon, Ph.D., University of Mississippi*
- (PS2-56) **Theories of Anxiety in College Students: The Relationship Between Students' Anxiety Mindsets and Social Media Content About Anxiety**  
*Simon Asnes, B.A., Erin Sheets, Ph.D., Colby College*
- (PS2-57) **Trends in Implicit and Explicit Anxiety Associations and Symptom Severity During the COVID-19 Pandemic in a Large Online Sample of U.S. Adults**  
*Noah J. French, B.A.<sup>1</sup>, René Freichel, M.S.<sup>2</sup>, Secan Kahveci, M.S.<sup>3</sup>, Alexandra Wemtz, Ph.D.<sup>4</sup>, Brian A. O'Shea, Ph.D.<sup>5</sup>, Steven M. Boker, Ph.D.<sup>1</sup>, Bethany Teachman, Ph.D.<sup>1</sup>, 1. University of Virginia, 2. University of Amsterdam, 3. Paris-Lodron-University of Salzburg, 4. University of Massachusetts Boston, 5. University of Nottingham*
- (PS2-58) **Unguided Self-help Interventions for Panic Disorder with or Without Agoraphobia: A Systematic Review and Meta-analysis**  
*Tao Lin, M.S.<sup>1</sup>, Chaoyun Li, M.A.<sup>2</sup>, Jessica S. Cheng, B.A.<sup>3</sup>, 1. Ohio University, 2. New York State Psychiatric Institute/Columbia University Medical Center, 3. Baylor College of Medicine*
- (PS2-59) **Web-delivered Exercise Interventions Reduce Anxiety Sensitivity: A Pilot Randomized Controlled Trial**  
*Kenan G. Sayers, B.A.<sup>1</sup>, Jonathan S. Abramowitz, Ph.D.<sup>2</sup>, Patrick R. Harrison, Ph.D.<sup>2</sup>, 1. Michigan State University, 2. University of North Carolina at Chapel Hill*
- (PS2-60) **Within-person Change in Distress Tolerance and Generalized Anxiety Disorder Symptoms: A Daily Diary Study of High-neuroticism Adults**  
*Reed M. Morgan, B.A., Christopher C. Conway, Ph.D., Fordham University*
- (PS2-61) **Infrastructural Implementation Determinants of Early Intervention Access in the US**  
*Quentin Wedderburn, B.A., Sarah R. Edmunds, Ph.D., University of South Carolina*
- (PS2-62) **The EMBER Project: Addressing Structural Stigma in Mental Health Through Policy**  
*Spencer X. Chen, B.A.<sup>1</sup>, Laura Henderson, M.D.<sup>2</sup>, Emma Giglio<sup>2</sup>, Andrew Szeto, Ph.D.<sup>3</sup>, 1. Simon Fraser University, 2. University of Calgary, 3. University of Alberta*
- (PS2-63) **A Behavioral Paradigm to Assess for Change in Difficulty Discarding Clutter in the Home: Psychometric Properties of the Hoarding-behavioral Avoidance Task (H-BAT)**  
*Jarrod Williams, B.S., Mary E. Dozier, Ph.D., Mississippi State University*
- (PS2-64) **Accounting for Depressive Symptoms in the Study of Intolerance of Uncertainty & Obsessive-compulsive Symptoms**  
*Fiona C. Ball, M.A., Anna M. White, B.A., Kevin D. Wu, Ph.D., Northern Illinois University*
- (PS2-65) **Inferential Confusion and Intolerance of Uncertainty Interact to Predict OC Symptoms**  
*Fiona C. Ball, M.A., Ana Bogdanovich, B.S., Emily K. Olson, B.A., Anna M. White, B.A., Kevin D. Wu, Ph.D., Northern Illinois University*

- (PS2-66) **Administrative Burdens as Hidden Barriers to Accessing Mental Health Services in Federally Qualified Health Centers: A Mixed-methods Assessment**  
*Danielle R. Adams, Ph.D.*, University of Missouri-Columbia
- (PS2-67) **Can You Repeat That? I Was Ruminating. internal-external Attention Switching in Obsessive Compulsive Disorder**  
*Rachael A. Moldow, B.S.*<sup>1</sup>, *Goi Khia Eng, Ph.D.*<sup>2</sup>, *Emily R. Stern, Ph.D.*<sup>3</sup>, 1. Nathan S. Kline Institute, 2. New York University Langone Medical Center, Nathan S. Kline Institute, 3. New York University School of Medicine, Nathan S. Kline Institute
- (PS2-68) **Changes in the Symptom Networks of Obsessive-compulsive Disorder During Exposure and Response Prevention Therapy**  
*Hyunsik Kim, Ph.D.*<sup>1</sup>, *Jeremy Tyler, Psy.D.*<sup>2</sup>, *Michael Wheaton, Ph.D.*<sup>3</sup>, *Sary Kim, B.A.*<sup>4</sup>, *Choong-Wan Woo, Ph.D.*<sup>5</sup>, *Edna Foa, Ph.D.*<sup>6</sup>, *Helen Blair Simpson, M.D., Ph.D.*<sup>7</sup>, 1. Sogang University, 2. University of Pennsylvania, 3. Barnard College, 4. Seoul National University, 5. Sungkyunkwan University, 6. Perelman School of Medicine at the University of Pennsylvania, 7. Columbia University Irving Medical Center
- (PS2-69) **Characterizing Autogenous and Reactive Obsessions Using Theta and Beta Oscillations Under Inhibitory Demands**  
*Zachary T. Gemelli, B.A.*<sup>1</sup>, *Maryam Ayazi, M.A.*<sup>1</sup>, *Han-Joo Lee, Ph.D.*<sup>2</sup>, 1. University of Wisconsin Milwaukee 2. University of Wisconsin-Milwaukee / Rogers Memorial Behavioral Health
- (PS2-70) **Differential Relations Between Inferential Confusion and OC Symptom Dimensions as Measured by the DOCS**  
*Ana Bogdanovich, B.S.*, *Kevin D. Wu, Ph.D.*, *Emily K. Olson, B.A.*, *Fiona C. Ball, M.A.*, Northern Illinois University
- (PS2-71) **Early Life Adversity and Inhibitory Control Among Individuals with OCD**  
*Erick Fedorenko, Ph.D.*<sup>1</sup>, *Anna L. Sherman, B.S.*<sup>2</sup>, *Benjamin Greenberg, M.D., Ph.D.*<sup>1</sup>, *Nicole McLaughlin, Ph.D.*<sup>2</sup>, 1. Alpert Medical School of Brown University, 2. Brown University & Butler Hospital
- (PS2-72) **Early Life Stress and Adult Attachment in the Development of Hoarding**  
*Amanda N. Belanger, B.S.*, *Kiara R. Timpiano, Ph.D.*, University of Miami
- (PS2-73) **Emotion Regulation in Obsessive-compulsive Disorder: An Ecological Momentary Assessment Study**  
*Nicola Hohensee, M.S.*<sup>1</sup>, *Claudia Bischof, M.S.*<sup>1</sup>, *Fanny A. Dietel, Ph.D.*<sup>2</sup>, *Philipp Doebler, Ph.D.*<sup>3</sup>, *Nadja Klein, Ph.D.*<sup>3</sup>, *Ulrike Buhlmann, Ph.D.*<sup>1</sup>, 1. University of Münster, 2. University of Osnabrück, 3. TU Dortmund University
- (PS2-74) **Examining in Vivo Kappa Opioid Receptor Availability, Hoarding Behaviors, and Suicide Risk in Psychiatric Subjects: Results from a Pilot Study Using [11C] EKAP PET**  
*Emily R. Weiss, Ph.D.*, *Victoria R. Hart-Derrick, B.A.*, *Ansel Hillmer, Ph.D.*, *Ashley Wagner, B.S.*, *Nabeel Nabulsi, Ph.D.*, *David Matuskey, M.D.*, *Irina Esterlis, Ph.D.*, *Margaret T. Davis, Ph.D.*, Yale University School of Medicine



- (PS2-75) Family Functioning and Parenting Responses in Relation to Adolescents with Skin Picking Disorder**  
 Gwendolyn McInnes, M.S.<sup>1</sup>, Valerie S. Sommer, M.S.<sup>1</sup>, Charlotte Gemperle, B.A.<sup>2</sup>, Nicole E. Mahrer, Ph.D.<sup>1</sup>, 1. University of La Verne, 2. University of California Los Angeles
- (PS2-76) Fear-of-self Mediates Relationship Between LGBTQ+ Identity and OC Symptoms**  
 Anna M. White, B.A.<sup>1</sup>, Fiona C. Ball, M.A.<sup>1</sup>, Katie H. Mangen, Ph.D.<sup>2</sup>, Kevin D. Wu, Ph.D.<sup>1</sup>, 1. Northern Illinois University, 2. Baylor College of Medicine
- (PS2-77) Homework Compliance Predicts Treatment Outcome in Acceptance-enhanced Behavior Therapy for Trichotillomania**  
 Kathryn E. Barber, M.S.<sup>1</sup>, Elyse Smith<sup>1</sup>, Isabella F. Cram<sup>1</sup>, Michael P. Twohig, Ph.D.<sup>2</sup>, Stephen Saunders, Ph.D.<sup>1</sup>, Scott N. Compton, Ph.D.<sup>3</sup>, Martin E. Franklin, Ph.D.<sup>4</sup>, Douglas W. Woods, Ph.D.<sup>1</sup>, 1. Marquette University, 2. Utah State University, 3. Duke University School of Medicine, 4. Rogers Memorial Hospital
- (PS2-78) Neurocognitive Performance in Trichotillomania Predicts Symptom Severity Pre- and Post-treatment**  
 Kathryn E. Barber, M.S.<sup>1</sup>, Isabella F. Cram<sup>1</sup>, Elyse Smith<sup>1</sup>, Michael P. Twohig, Ph.D.<sup>2</sup>, Stephen Saunders, Ph.D.<sup>1</sup>, Scott N. Compton, Ph.D.<sup>3</sup>, Martin E. Franklin, Ph.D.<sup>4</sup>, Douglas W. Woods, Ph.D.<sup>1</sup>, 1. Marquette University, 2. Utah State University, 3. Duke University School of Medicine, 4. Rogers Memorial Hospital
- (PS2-79) The Relationship Between Pediatric OCD Symptom Reduction and Functional Impairment During CBT Augmented by D-cycloserine**  
 Jessica S. Cheng, B.A.<sup>1</sup>, Peter J. Boedeker, Ph.D.<sup>1</sup>, Daniel Geller, M.D.<sup>2</sup>, Joseph F. McGuire, M.A., Ph.D.<sup>3</sup>, Sabine Wilhelm, Ph.D.<sup>4</sup>, Brent J. Small, Ph.D.<sup>5</sup>, Eric A. Storch, Ph.D.<sup>1</sup>, 1. Baylor College of Medicine, 2. Massachusetts General Hospital, 3. Johns Hopkins Medicine, 4. Harvard Medical School, 5. University of North Carolina at Chapel Hill
- (PS2-80) Investigating the Prevalence of Familial Autoimmune Disease in Youth with Infection-triggered Neuropsychiatric Symptoms**  
 Elliott Carlisle, B.A.<sup>1</sup>, Alyssa M. Farley, Ph.D.<sup>2</sup>, Sarah O'Don, Ph.D.<sup>1</sup>, 1. Massachusetts General Hospital, 2. Boston University
- (PS2-81) Longitudinal Ecological Momentary Assessment of Obsessive Compulsive Disorder**  
 Eric Lee, Ph.D., Ella Kerr, B.A., Hannah M. Johnson, B.S., Andy Wall, M.A., Myles Arendtson, M.A., Southern Illinois University
- (PS2-82) Navigating Obsessive-compulsive Complexity: Harnessing Deep Neural Networks for Predictive Modeling**  
 Alixandra L. Wilens, M.A.<sup>1</sup>, Gregory N. Muller, Ph.D.<sup>2</sup>, Joseph P.H. McNamara, Ph.D.<sup>3</sup>, Brian A. Zabolni, ABPP, Ph.D.<sup>4</sup>, 1. Pediatric Anxiety Research Center, Bradley Hospital, 2. University of Texas at Austin, 3. University of Florida, 4. Yale University
- (PS2-83) Network Analysis of Individuals Receiving ERP**  
 Kate Sheehan, B.S.<sup>1</sup>, Jennie M. Kuckertz, Ph.D.<sup>2</sup>, Clarissa Ong, Ph.D.<sup>1</sup>, Junjia (Judy) Xu, B.A.<sup>3</sup>, 1. University of Toledo, 2. McLean Hospital/Harvard Medical School, 3. University of Miami; McLean Hospital



- (PS2-84) Examining Why Mental Health Clinicians in Private Practice Do Not Accept Health Insurance and the Subsequent Impact of Increased Reimbursement Rates**  
 Klyer R. Lehrbach, M.A.<sup>1</sup>, Margaret E. Crane, Ph.D.<sup>2</sup>, Thomas M. Olino, Ph.D.<sup>1</sup>, Philip C. Kendall, ABPP, Ph.D.<sup>1</sup>, 1. Temple University, 2. Warren Alpert Medical School of Brown University
- (PS2-85) OCD Genetics and Reproductive Decision Making: Attitudes Toward Termination Following Prenatal Testing**  
 Gianna Colombo, B.S., Sarah J. Sadek, B.A., Whitney Shepherd, B.A., Andrew D. Wiese, Ph.D., Eric A. Storch, Ph.D., Baylor College of Medicine
- (PS2-86) Postpartum Thoughts of Infant-related Sexual Harm: Clinical Correlates and Association with Infant Sexual Abuse**  
 Quincy M. Beck, B.S.<sup>1</sup>, Juliette Sachet<sup>1</sup>, Claudia Cargnelli, B.S.<sup>1</sup>, Fiona L. Challacombe, Ph.D.<sup>2</sup>, Nichole Fairbrother, Ph.D.<sup>1</sup>, 1. University of British Columbia, 2. Kings College London
- (PS2-87) Predicting Severity of Skin Picking Behaviors in a College Student Sample**  
 Minjee Kook, B.A.<sup>1</sup>, Ivar Snorrason, Ph.D.<sup>2</sup>, David C. Houghton, Ph.D.<sup>3</sup>, Douglas W. Woods, Ph.D.<sup>4</sup>, Han-Joo Lee, Ph.D.<sup>5</sup>, 1. University of Wisconsin-Milwaukee, 2. Massachusetts General Hospital/Harvard Medical School, 3. University of Texas Medical Branch, 4. Marquette University, 5. University of Wisconsin-Milwaukee / Rogers Memorial Behavioral Health
- (PS2-88) The Role of Comorbidity in Hair-pulling and Skin-picking Behaviors**  
 Minjee Kook, B.A.<sup>1</sup>, Ivar Snorrason, Ph.D.<sup>2</sup>, David C. Houghton, Ph.D.<sup>3</sup>, Douglas W. Woods, Ph.D.<sup>4</sup>, Han-Joo Lee, Ph.D.<sup>5</sup>, 1. University of Wisconsin-Milwaukee, 2. Massachusetts General Hospital/Harvard Medical School, 3. University of Texas Medical Branch, 4. Marquette University, 5. University of Wisconsin-Milwaukee / Rogers Memorial Behavioral Health
- (PS2-89) Responsibility/overestimation of Threat Moderates the Association Between Washing Symptoms and Checking Compulsions**  
 Jonathan Teller, B.A., Emily K. Olson, B.A., Ana Bogdanovich, B.S., Kevin D. Wu, Ph.D., Northern Illinois University
- (PS2-90) Accuracy, Reach, and Content Quality of Information About Obsessive-compulsive Disorder on Tiktok**  
 Jessica S. Cheng, B.A.<sup>1</sup>, Gianna Colombo, B.S.<sup>1</sup>, Megan M. Dailey, B.S., B.A.<sup>1</sup>, Caitlin M. Pinciotti, Ph.D.<sup>1</sup>, Andrew D. Wiese, Ph.D.<sup>1</sup>, Allie N. Townsend, Psy.D.<sup>1</sup>, Haoran C. Peng, B.S.<sup>2</sup>, Eric A. Storch, Ph.D.<sup>1</sup>, 1. Baylor College of Medicine, 2. Johns Hopkins University
- (PS2-91) The Paradoxical Relationship Between Suppression Proficiency, Obsessional Frequency, and Distress**  
 Bryce Arseneau, M.S.<sup>1</sup>, Heather Wachal<sup>1</sup>, Ace Worske<sup>1</sup>, Han-Joo Lee, Ph.D.<sup>2</sup>, 1. University of Wisconsin - Milwaukee, 2. University of Wisconsin-Milwaukee / Rogers Memorial Behavioral Health
- (PS2-92) The Relationship Between Obsessive-compulsive Disorder, Eating Disorders, and Magical Thinking**  
 Elizabeth M. Daugherty, Anandi C. Ehman, Ph.D., St. Mary's College of Maryland

- (PS2-93) Investigating Motivational Dimensions of Obsessive-compulsive Symptoms in Trichotillomania**  
*Halle T. Berres, B.A.<sup>1</sup>, Bryce Arseneau, M.S.<sup>1</sup>, Cohley Acenowr, M.S.<sup>1</sup>, Han-Joo Lee, Ph.D.<sup>2</sup>,*  
1. University of Wisconsin - Milwaukee, 2. University of Wisconsin-Milwaukee / Rogers Memorial Behavioral Health
- (PS2-94) Remote Cognitive-behavioral Therapy for Obsessive-compulsive Symptoms in Adults: A Meta-analysis**  
*Emily A. Mueller, M.A., Sam Chung Xiann Lim, M.A.,* Bowling Green State University
- (PS2-95) Thinking and Drinking: Obsessive-compulsive Symptom Dimensions and Alcohol Use in College Undergraduates**  
*Jack M. Journeycake, B.A., Nicholas S. Myers, M.A., Jonathan S. Abramowitz, Ph.D.,* University of North Carolina at Chapel Hill
- (PS2-96) Understanding the Moderating Role of Intolerance of Uncertainty in Obsessive-compulsive Symptoms and Distress**  
*Emily K. Olson, B.A., Jonathan Teller, B.A., Ana Bogdanovich, B.S., Kevin D. Wu, Ph.D.,* Northern Illinois University
- (PS2-97) Validation of the Yale-brown Obsessive-Compulsive Scale Among Sexual Minority Adults with OCD**  
*Andreas Bezahlter, B.S.<sup>1</sup>, Leah Feuerstahler, Ph.D.<sup>1</sup>, Martha J. Falkenstein, Ph.D.<sup>2</sup>, Jennie M. Kuckertz, Ph.D.<sup>2</sup>,* 1. Fordham University, 2. McLean Hospital/Harvard Medical School
- (PS2-98) Values in Exposure and Response Prevention for Obsessive-compulsive Disorder**  
*Rebecca Browne, M.S.<sup>1</sup>, Gabrielle I. Liverant, Ph.D.<sup>1</sup>, Jason Krompinger, Ph.D.<sup>2</sup>, Jennie M. Kuckertz, Ph.D.<sup>3</sup>, Martha J. Falkenstein, Ph.D.<sup>3</sup>, Sarah E. O. Schwartz, Ph.D.<sup>1</sup>,* 1. Suffolk University, 2. New England Center for OCD and Anxiety, 3. McLean Hospital/Harvard Medical School
- (PS2-99) What Do Experts Think? An International Investigation on Classification and Diagnosis of Body-focused Repetitive Behaviors**  
*Cristian M. Curran, B.A.<sup>1</sup>, Amitai Abramovitch, Ph.D.<sup>1</sup>, Steffen Moritz, Ph.D.<sup>2</sup>,* 1. Texas State University, 2. University Medical Center Hamburg
- (PS2-100) Which Possessions Do People Cherish and Why? Using Latent Dirichlet Allocation to Examine Patterns in Object Saving Behaviors and Their Relationship to Object Attachment and Hoarding Symptoms**  
*Lauren Milgram, B.A.<sup>1</sup>, Hannah L. Grassie, M.S.<sup>1</sup>, Randy O. Frost, Ph.D.<sup>2</sup>, Kiara R. Timpano, Ph.D.<sup>1</sup>,* 1. University of Miami, 2. Smith College

## Adult Depression; Program/Treatment Design; Sleep / Wake Disorders; Treatment – CBT; Treatment – Interpersonal Therapies; Workforce Development / Training / Supervision

### Poster Session 3

Key Words: Abuse / Maltreatment, Depression, Older Adults, Sleep / Wake Disorders

**(PS3-1) A Profile of Victims' Clinical Needs: Elder Abuse and the PROTECT Intervention**

Clare Culver, B.S., Nancy Wang, M.A., Isabel Rollandi, Ph.D., Jo Anne Sirey, Ph.D., Weill Cornell Medicine

**(PS3-2) A Reanalysis of the STAR\*D Study's Patient-level Data with Fidelity to the Original Research Protocol**

Thomas Kim, Ph.D., Weill Cornell Medicine

**(PS3-3) Assessing the Impact of Motivational Deficits on Physical Activity Levels in Individuals with Anhedonia**

Habiba Amir<sup>1</sup>, Vana Matevosian<sup>1</sup>, Olivia M. Losiewicz, M.A.<sup>1</sup>, Nora Barnes-Horowitz, M.A.<sup>1</sup>, Brooke Cullen, B.A.<sup>1</sup>, Alicia Meuret, Ph.D.<sup>2</sup>, Thomas Ritz, Ph.D.<sup>2</sup>, David I. Rosenfield, Ph.D.<sup>2</sup>, Christina M. Hough, Ph.D.<sup>1</sup>, Michelle G. Craske, Ph.D.<sup>1</sup>, 1. University of California Los Angeles, 2. Southern Methodist University

**(PS3-4) Assessing the Reliability of a Brief Measure of Rumination Cross-sectionally and Throughout Treatment**

Kylee F. Behringer, B.A.<sup>1</sup>, Michal E. Clayton, M.P.H.<sup>2</sup>, Phillip E. Spaeth<sup>2</sup>, Douglas Mennin, Ph.D.<sup>2</sup>, Megan E. Renna, Ph.D.<sup>1</sup>, 1. University of Southern Mississippi, 2. Teachers College, Columbia University

**(PS3-5) Associations Between Maternal Depressive Symptoms and Video-elicited Emotions**

Sadie S. Kilar<sup>1</sup>, Miranda G. Cochran<sup>1</sup>, Abigail A. Wallace, B.S.<sup>1</sup>, Emily R. Perkins, Ph.D.<sup>1</sup>, Nicholas J. Wagner, Ph.D.<sup>2</sup>, Rebecca Waller, Ph.D.<sup>1</sup>, 1. University of Pennsylvania, 2. Boston University

**(PS3-6) Bipolarity of Positive Affect and Negative Affect in Adults with Major Depressive Disorder with a Current Major Depressive Episode and Healthy Controls**

Dhea Kothari, B.S.<sup>1</sup>, Madelyn R. Frumkin, Ph.D.<sup>1</sup>, Emily Mintz, B.A.<sup>1</sup>, Donald Robinaugh, Ph.D.<sup>2</sup>, Amanda W. Baker, Ph.D.<sup>1</sup>, 1. Massachusetts General Hospital, 2. Northeastern University

- (PS3-7) Disordering Disorders: The Dynamics of Change and Psychotherapy Outcomes in Exposure-based Cognitive Therapy for Depression**  
*Trevor Stevens, B.A.<sup>1</sup>, Carly Yasinski, Ph.D.<sup>2</sup>, Adele M. Hayes, Ph.D.<sup>1</sup>*, 1. University of Delaware, 2. Emory University School of Medicine
- (PS3-8) Do Depressive Symptoms and Social Support Predict Mental Health Treatment Use?**  
*Samantha D. Sorid, M.A.<sup>1</sup>, Hannah Roberts, M.A.<sup>1</sup>, Paul Rohde, Ph.D.<sup>2</sup>, John R. Seeley, Ph.D.<sup>3</sup>, Daniel N. Klein, Ph.D.<sup>4</sup>, Thomas M. Olin, Ph.D.<sup>1</sup>*, 1. Temple University, 2. Oregon Research Institute, 3. University of Oregon, 4. Stony Brook University
- (PS3-9) Effectiveness of Cognitive and Behavioral Therapy Skills: Findings from a Recent Meta-analytic Review of Psychosocial Interventions for Perinatal Depression**  
*Anisha Satish, M.A., Allison Warner, M.S., Steven M. Brunwasser, Ph.D.*, Rowan University
- (PS3-10) Effectiveness Study of Pharmacogenetics Testing to Inform the Treatment of Depression**  
*Hadi R. Kobaiissi, B.S.<sup>1</sup>, Saeed Chitale, B.A.<sup>1</sup>, Kedie Pintro, M.S.<sup>1</sup>, Broghan F. O’Hearn, B.A.<sup>1</sup>, Antonietta Alvarez Hernandez, B.A.<sup>1</sup>, Caylin Faria, B.S.<sup>1</sup>, Ingrid Hsu, B.A.<sup>1</sup>, Sofia Montinola, B.A.<sup>1</sup>, Nur Akpolat, B.S.<sup>1</sup>, Masoud Kamali, M.D.<sup>1</sup>, Andrew A. Nierenberg, M.D.<sup>1</sup>, Dustin J. Rabideau, Ph.D.<sup>2</sup>, Louisa Sylvia, Ph.D.<sup>1</sup>*, 1. Massachusetts General Hospital, 2. Harvard University
- (PS3-11) Effects of Feedback on Symptoms in a Game-based Brief Intervention**  
*Justin Dainer-Best, Ph.D.*, Bard College
- (PS3-12) Effects of Previous Emotional State on Emotion Regulation Choice: Insights from an Ecological Momentary Assessment**  
*Shriya Anand, M.A., Mark Shuquan Chen, M.S., Simon M. Li, M.A., Yutong Zhu, B.S., George A. Bonanno, Ph.D.*, Columbia University
- (PS3-13) Emotional Expressive Flexibility Differences as a Function of Neuroticism and Gender**  
*Maryclaire O’Brien, Alex Vuono, Janice L. Zeman, Ph.D.*, College of William & Mary
- (PS3-14) Examining Therapeutic Effects of Reading Mythical Fantasy Literature on the Mental Health of Hispanic College Women**  
*Ruby Tijerina, B.A., Michiyo Hirai, Ph.D.*, University of Texas Rio Grande Valley
- (PS3-15) Examining Verbosity as a Linguistic Marker in Rumination**  
*Tal Eliyahu, B.A., David Yap, M.A., Jinglin Peng, Mendy Cohen, B.A., Evelyn Behar, Ph.D.*, Hunter College, City University of New York
- (PS3-16) Exploring the Moderating Role of Social Support Satisfaction on Adverse Childhood Experiences and Mental Health**  
*Emaan Ali, B.A., Angela D. Staples, Ph.D., Jamie M. Lawler, Ph.D.*, Eastern Michigan University
- (PS3-17) How Does CBT Reduce Neuroticism? Considering the Role of CBT Skills**  
*Natalia Provolo, M.A., Lily Brouder, B.A., Catherine King, B.A., Samuel T. Murphy, M.A., Brooklynn Bailey, M.S., Lisa N. Vittorio, M.A., Robert J. Zhou, M.S., Graham C. Bartels, M.S., Megan L. Whelen, Ph.D., Daniel R. Strunk, Ph.D.*, The Ohio State University

- (PS3-18) **Improving Patient Perceptions of Treatment Credibility and Symptom Improvement: The Impact of Memory Support Strategies in the Context of Cognitive Therapy for Depression**  
*Sophia M. Oliver, B.A.<sup>1</sup>, Laurel Sarfan, Ph.D.<sup>1</sup>, Anne E. Milner, Ph.D.<sup>1</sup>, Garret Zieve, Ph.D.<sup>2</sup>, Lu Dong, Ph.D.<sup>3</sup>, Allison G. Harvey, Ph.D.<sup>1</sup>*, 1. University of California at Berkeley, 2. Oakland Cognitive Behavior Therapy Center, 3. RAND Corporation
- (PS3-19) **Interactions of Sleep and Social Problem-solving Among Depressed College Students at Baseline and During Ecological Momentary Assessment**  
*Emily Mitchell, B.A., Abby Adler Mandel, Ph.D.*, Catholic University of America
- (PS3-20) **Interpersonal Dynamics in Depression: Examining Variability in Perceived Social Support**  
*Rachel Bernstein, B.A., Iony D. Ezawa, Ph.D.*, University of Southern California
- (PS3-21) **Irrational Beliefs in the Hierarchical Taxonomy of Psychopathology (HiTOP)**  
*Lauren B. Lloveras, M.A., Wilson McDermut, Ph.D.*, St. John's University
- (PS3-22) **Is the Concept of Melancholic Depression Relevant in the 21st Century: A Psychometric Analysis of the Sydney Melancholia Prototype Index (SMPI)**  
*John F. Buss, Lorenzo Lorenzo-Luaces, Ph.D.*, Indiana University
- (PS3-23) **Loneliness and Its Relationships with Reward Learning and Physical Activity**  
*Vana Matevosian<sup>1</sup>, Habiba Amir<sup>1</sup>, Nora Barnes-Horowitz, M.A.<sup>1</sup>, Olivia M. Losiewicz, M.A.<sup>1</sup>, Brooke Cullen, B.A.<sup>1</sup>, Alicia Meuret, Ph.D.<sup>1</sup>, Thomas Ritz, Ph.D.<sup>1</sup>, David I. Rosenfield, Ph.D.<sup>1</sup>, Christina M. Hough, Ph.D.<sup>2</sup>, Michelle G. Craske, Ph.D.<sup>1</sup>*, 1. University of California Los Angeles, 2. Southern Methodist University
- (PS3-24) **Perceived Threat of Sadness, Alexithymia, and Depression in College Students**  
*Sophia J. Kim, B.A.<sup>1</sup>, Nicole D. Cardona, Ph.D.<sup>2</sup>*, 1. Massachusetts General Hospital, 2. Columbia University Medical Center
- (PS3-25) **Physical Health Correlates of Depression: Examining Perceptions of Sleep, Eating Behaviors, and Physical Activity in Major Depressive Disorder**  
*Manar Hesino, B.A.<sup>1</sup>, Erika Saunders, M.D.<sup>2</sup>, Dahlia Mukherjee, Ph.D.<sup>1</sup>*, 1. Penn State College of Medicine, 2. The Pennsylvania State University
- (PS3-26) **Private Regard and Mental Health: A Study on Racial Identity and Clinical Distress**  
*Modupe Osuntokun, B.A., Linda Oshin, Ph.D.*, Rutgers University
- (PS3-27) **Profiles of the Future Self: Evaluating Differences in Thoughts of the Future Self in Depression and Suicidal Ideation with Latent Profile Analysis**  
*Margaret Webb, M.A.<sup>1</sup>, Jean-Louis van Gelder, Ph.D.<sup>2</sup>*, 1. George Mason University, 2. Max-Planck Institute for the Study of Crime, Security, and Law
- (PS3-28) **Reciprocal Effects of Interpersonal Life Stress and Tri-level Symptoms of Depression and Anxiety: A Random Intercept Cross-lagged Panel Analysis**  
*Kaylee E. Null, M.A.<sup>1</sup>, Christine Eun<sup>1</sup>, Richard E. Zinbarg, Ph.D.<sup>2</sup>, Robin Nusslock, Ph.D.<sup>2</sup>, Michelle G. Craske, Ph.D.<sup>1</sup>*, 1. University of California Los Angeles, 2. Northwestern University

**(PS3-29) Reinforcement Learning and Inflammation in Major Depressive Disorder:****Connecting Biomarkers to Human Behavior**

*Dahlia Mukherjee, Ph.D.*<sup>1</sup>, *Molly A. Wright, B.S.*<sup>2</sup>, *Camilla van Geen, B.S., M.A.*<sup>3</sup>, *Manar Hesino, B.A.*<sup>1</sup>, *Andrew Yeich, B.S.*<sup>1</sup>, *Erika Saunders, M.D.*<sup>2</sup>, *Christopher G. Engeland, Ph.D.*<sup>2</sup>, 1. Penn State College of Medicine, 2. The Pennsylvania State University, 3. University of Pennsylvania

**(PS3-30) Relationships Between Emotion Beliefs and Current Suicidal Ideation: The Moderating Role of Negative Affect**

*Elizabeth T. Kneeland, Ph.D.*<sup>1</sup>, *Mabel Shanahan, B.S.*<sup>1</sup>, *Chela Cunningham*<sup>1</sup>, *Isabella Lattuada*<sup>1</sup>, *Katherine L. Dixon-Gordon, Ph.D.*<sup>2</sup>, 1. Amherst College, 2. University of Massachusetts Amherst

**(PS3-31) Separating “Brain” from “Disorder”: An Experimental Study Examining the Impact of Viewing a Biological Cause of Depression as Functional or Dysfunctional**

*Elizabeth T. Kneeland, Ph.D.*<sup>1</sup>, *Mabel Shanahan, B.S.*<sup>1</sup>, *Chela Cunningham*<sup>1</sup>, *Isabella Lattuada*<sup>1</sup>, *Brian Zikmund-Fisher, Ph.D.*<sup>1</sup>, *Hans Schroder, Ph.D.*<sup>2</sup>, 1. Amherst College, 2. University of Michigan

**(PS3-32) Repetitive Negative Thought, Subjective Stress, and Symptoms of Depression and Anxiety**

*Cara Petrycki, Olivia Wheldon, Victoria Bono, Zoe Rosnov, Haley Margulies, Gracie Marcinczyk, Julia Mitchell, Jayden Peacock, Juliette Bonchonsky, Bells Glennon, Emily Gentes, Ph.D.*, Providence College

**(PS3-33) Sense of Meaning in Behavioral Activation: Depression Moderates Meaning Benefits of Active versus Passive Activities**

*Lucas S. LaFreniere, Ph.D.*, *Kaitlynn Favel, B.A.*, *Katherine Landino, B.A.*, Skidmore College

**(PS3-34) Relationships Between Social Determinants of Health, Symptom Severity, and Treatment Outcomes for Military-connected Clients with Depression**

*Melissa A. Litschi, Ph.D.*, *Steven L. Lancaster, Ph.D.*, *Xin Wang, M.S.*, *David J. Linkh, Ph.D.*, LCSW, Cohen Veterans Network

**(PS3-35) Socioeconomic Status as a Moderator for Cognitive Functioning and Depression and Anxiety in Young Adults**

*Olivia Bishop, B.A.*<sup>1</sup>, *Logan T. Smith, M.A.*<sup>1</sup>, *Naoise Mac Giollabhui, Ph.D.*<sup>2</sup>, *Susan Murray, Ph.D.*<sup>3</sup>, *Lauren B. Alloy, Ph.D.*<sup>1</sup>, 1. Temple University, 2. Massachusetts General Hospital, 3. University of California San Diego

**(PS3-36) Temporal Self-appraisal as a Vulnerability Factor for Depression: A Prospective Longitudinal Study**

*Chayim Rosensweig, M.A.*, *Aryeh Schwartz, M.A.*, *Leanne Quigley, Ph.D.*, Yeshiva University - Ferkauf Graduate School of Psychology

**(PS3-37) The Association Between Depression and Theta Oscillations Under Inhibitory Demands**

*Zachary T. Gemelli, B.A.*<sup>1</sup>, *Maryam Ayazi, M.A.*<sup>1</sup>, *Han-Joo Lee, Ph.D.*<sup>2</sup>, 1. University of Wisconsin Milwaukee, 2. University of Wisconsin-Milwaukee / Rogers Memorial Behavioral Health

- (PS3-38) **The Relationship Between Body Dysmorphic Symptoms, Depressive Symptoms and Suicidality – a Mediation Analysis**  
*Hannah Vogel, Jens Barrenbruegge, Julia Jenisch, Johanna Schulte, Ulrike Buhlmann, Ph.D., Other, Muenster University*
- (PS3-39) **The Relationship of Global Perception of One's Health to Treatment-related Risk Preferences**  
*Kathy Bohac, M.S., Yan Leykin, Ph.D., Laurel Boettcher, B.S., Darrick Diaz, M.S., Kayla Y. Huynh, B.S., Palo Alto University*
- (PS3-40) **The Unique Contributions of Impulsivity Facets to Depression**  
*Keenan Richardson, B.S.<sup>1</sup>, Kerry Kelso, Ph.D.<sup>2</sup>, 1. George Mason University, 2. US Department of Veterans Affairs*
- (PS3-41) **Understanding the Role of Culture and Goals in Seeking Care for Depression**  
*Téa Stephenson, M.S.<sup>1</sup>, Yan Leykin, Ph.D.<sup>1</sup>, Kyle Retzer, B.A.<sup>1</sup>, Kathy Bohac, M.S.<sup>1</sup>, Ashley Baratz, Ph.D.<sup>2</sup>, 1. Palo Alto University, 2. Outside the Lines*
- (PS3-42) **Unveiling the Power of Behavioral Activation and Cognitive Restructuring in CBT for Depression**  
*Lysmary Cadavieco, M.S., Hannah M. Browning, M.S., Valery Zullo, M.S., Jessica Balter, M.S., Albizu University*
- (PS3-44) **Xenon Inhalation Therapy for Major Depressive Disorder and Bipolar Disorder: A Proof-of-concept Trial**  
*Brogan F. O'Hearn, B.A.<sup>1</sup>, Nur Akpolat, B.S.<sup>1</sup>, Sofia Montinola, B.A.<sup>1</sup>, Ingrid Hsu, B.A.<sup>1</sup>, Hadi R. Kobaissi, B.S.<sup>1</sup>, Caylin Faria, B.S.<sup>1</sup>, Saeed Chitale, B.A.<sup>1</sup>, Antonietta Alvarez Hernandez, B.A.<sup>1</sup>, Jose Venegas, Ph.D.<sup>1</sup>, Cristina Cusin, M.D.<sup>1</sup>, Keith Miller, Ph.D.<sup>2</sup>, Marvin G. Chang, M.D., Ph.D.<sup>1</sup>, Albert H. Mao, M.D., Ph.D.<sup>1</sup>, Masoud Kamali, M.D.<sup>1</sup>, Andrew A. Nierenberg, M.D.<sup>1</sup>, 1. Massachusetts General Hospital, 2. Harvard Medical School*
- (PS3-45) **Acceptability Outcomes of a Novel, Tablet-based Cognitive Rehabilitation Program for Pediatric Cerebral Malaria in Sub-saharan Africa**  
*Jessica M. Silverman, B.A.<sup>1</sup>, Jessi M. Lewis, M.S.<sup>1</sup>, Phil Brunet, M.S.<sup>1</sup>, Ryan D'Arcy, Ph.D.<sup>2</sup>, Nicole F. O'Brien, M.D.<sup>3</sup>, Sarah J. Macoun, Ph.D.<sup>1</sup>, 1. University of Victoria, 2. Simon Fraser University, 3. Nationwide Children's Hospital*
- (PS3-46) **Development of a Brief Online Training for Early Childhood Educators on Identifying and Addressing Stress/anxiety/trauma in Young Children**  
*Kristine Lee, M.A.<sup>1</sup>, Alexandra Allen-Barrett, M.A.<sup>1</sup>, Alyssa M. Farley, Ph.D.<sup>1</sup>, Anamika Dutta, M.A.<sup>2</sup>, Justine Lee, B.A.<sup>2</sup>, Jennifer Greif Green, Ph.D.<sup>3</sup>, Donna B. Pincus, Ph.D.<sup>1</sup>, 1. Boston University, 2. Boston University Center for Anxiety and Related Disorders, 3. Boston University, Wheelock College of Education & Human Development*
- (PS3-47) **Effectiveness of Rehabilitative Group Therapy on Community-dwelling Older Adults with Mental Disorders in China**  
*Siyuan Wang, B.S.<sup>1</sup>, Yifei Luo, B.S.<sup>2</sup>, 1. Duke Kunshan University, 2. Duke Kunshan University*

- (PS3-48) **Evaluating the Effectiveness of Dialectical Behaviour Therapy Training on Clinician Attitudes Towards Patients with Borderline Personality Disorder**  
 Ryan Yao Ming Lim, B.A.<sup>1</sup>, Hui Ling Michelle Neo, PsyM<sup>1</sup>, Yong Shian Goh, Ph.D.<sup>2</sup>, 1. National University Hospital Singapore, 2. National University of Singapore
- (PS3-49) **Martial Arts as a Therapeutic Modality for Children with Autism Spectrum Disorder: An Interdisciplinary Approach to Improve Motor, Neurological, and Psychosocial Outcomes**  
 Michael S. House, IMB Academy
- (PS3-50) **The Role of Mental Health Awareness and Perceived Intervention Stigma in Clinical Research Engagement Among African American Faith Communities: Implications for Help Seeking**  
 Camelia A. Harb, M.A.<sup>1</sup>, Matthew J. Taylor, Ph.D.<sup>1</sup>, Devin Banks, Ph.D.<sup>2</sup>, Emily D. Gerstein, Ph.D.<sup>1</sup>, Alfiee Breland-Noble, Ph.D.<sup>3</sup>, The AAKOMA Project Inc.<sup>3</sup>, 1. University of Missouri - St. Louis, 2. Washington University in St. Louis, 3. The AAKOMA Project, Inc.
- (PS3-51) **Utilization and Evaluation of a Short-term Graduate Student Mental Health Program**  
 Suza C. Scalora, Ph.D.<sup>1</sup>, Patricia Marino, Ph.D.<sup>1</sup>, Helene Geramian, Psy.D.<sup>1</sup>, Irena Ilieva, Ph.D.<sup>1</sup>, Katharine C. Blodget, LCSW<sup>1</sup>, Stephanie M. Lechich, Ph.D.<sup>1</sup>, Alyssa DePasquale, Ph.D.<sup>2</sup>, 1. Weill Cornell Medicine, 2. VA Hudson Valley HCS
- (PS3-52) **Utilization and Evaluation of an Integrative-mind-body-spirit Skills Group for Medical and Graduate Students in a Graduate Student Mental Health Program**  
 Suza C. Scalora, Ph.D., Patricia Marino, Ph.D., Ilana Pomerantz, Psy.D., Maddy M. Schier, B.A., Weill Cornell Medicine
- (PS3-53) **Depression as a Moderator of the Effects of Total Sleep Time on Everyday Social Processes**  
 Alice I. Cohen, M.A., Feven Fisseha, M.A., Amanda Chue, Ph.D., Kathleen C. Gunther, Ph.D., American University
- (PS3-54) **Examining the Longitudinal Effects of Insomnia on Depression and Medication Adherence in People Living with HIV**  
 Juan A. Esquivel-Mendoza, M.S.<sup>1</sup>, Satyanand Satyanarayana, Ph.D.<sup>2</sup>, Steven A. Safren, ABPP, Ph.D.<sup>1</sup>, Brooke G. Rogers, M.P.H., Ph.D.<sup>3</sup>, 1. University of Miami, 2. Chicago VA, 3. Boston University
- (PS3-55) **Examining the Relationships Between Social Media Use Constructs and Sleep Health in Hispanic University Emerging Adults**  
 Miguel A. A. Garcia, B.A., Angelica Aguirre, Ivan Cervantes, Joshua Torres, B.A., Karina Torres, Theodore V. Cooper, Ph.D., University of Texas at El Paso
- (PS3-56) **Multi-method and Multi-informant Youth Sleep Assessment in a Partial Hospitalization Program**  
 Kelsey B. Sutton, M.A.<sup>1</sup>, Evelyn M. Hernandez Valencia, M.A.<sup>2</sup>, Anthony Davis, B.A.<sup>1</sup>, Erik Hood, Ph.D.<sup>1</sup>, Teresa Daniels, M.D.<sup>3</sup>, Thamara Davis, M.D.<sup>1</sup>, Justin Parent, Ph.D.<sup>2</sup>, 1. Bradley Hospital, 2. University of Rhode Island, 3. Warren Alpert Medical School of Brown University



- (PS3-57) Sleep and Body Image: Examining the Relationship Between Sleep, Body Image, and Appearance-related Social Media Consciousness**  
 Sydney M. Goldberg<sup>1</sup>, Lauren E. Harnedy, M.S.<sup>1</sup>, Maya Dalack, B.S.<sup>1</sup>, Sophia Choukas-Bradley, Ph.D.<sup>2</sup>, Jessica L. Hamilton, Ph.D.<sup>1</sup>, 1. Rutgers, The State University of New Jersey, 2. University of Pittsburgh
- (PS3-58) Sleep Regularity in Adolescents: Associations with Actigraphy-based Sleep Indices and Prospective Substance Use and Depression**  
 Rachel Walsh, M.A.<sup>1</sup>, Mackenzie Maddox, B.S.<sup>1</sup>, Logan T. Smith, M.A.<sup>1</sup>, Georgia Martin, B.A.<sup>1</sup>, Phyllis Zee, Ph.D.<sup>2</sup>, Robin Nusslock, Ph.D.<sup>3</sup>, Lauren B. Alloy, Ph.D.<sup>1</sup>, 1. Temple University, 2. Northwestern University Feinberg School of Medicine, 3. Northwestern University
- (PS3-59) The (Lack Of) Relationship Between Eating Timing, Fasting Duration, and Depression: Implications for Time-restricted Eating as a Zeitgeber**  
 Shalom N. Jaffe, B.A., Madeline V. Kane, B.S., Eleanor L. McGlinchey, Ph.D., Fairleigh Dickinson University
- (PS3-60) The Impact of Sleep on the Relationship Between Trait and State Affect**  
 Emily M. Bartholomay, Ph.D., Thien An Tran, Josee Brunk, University of Nebraska at Kearney
- (PS3-61) The Reciprocal Relationship Between Online Interpersonal Interactions and Insomnia Among Diverse Youths**  
 Xinyi Lin, B.A., Aijia Yao, M.A., Meher Muzaffar, Ryan Shintani, Jessica L. Hamilton, Ph.D., Rutgers University
- (PS3-62) A Meta-analytic Examination of the Effectiveness of Dialectical Behavior Therapy in Reducing Self-directed Violence and Suicidality in Usual Care**  
 Colleen A. Maxwell, Ph.D.<sup>1</sup>, Katherine Holland, Ph.D.<sup>2</sup>, Lauren Young, B.A.<sup>3</sup>, Eunice Y. Chen, Ph.D.<sup>4</sup>, Thomas M. Olino, Ph.D.<sup>4</sup>, Philip C. Kendall, ABPP, Ph.D.<sup>4</sup>, 1. Perelman School of Medicine at the University of Pennsylvania, 2. Ichan School of Medicine at Mount Sinai, 3. Children's Hospital of Philadelphia, 4. Temple University
- (PS3-63) A Qualitative Assessment of an Internet-based Consultation and Networking Platform (i-CAN) Designed to Increase Use of CBT Among Community Youth Mental Health Providers**  
 Nicole R. Friedman, M.A.<sup>1</sup>, Jaclyn Fishbach, B.A.<sup>2</sup>, Catherine Carlson, Ph.D., MSW<sup>1</sup>, Susan W. White, ABPP, Ph.D.<sup>1</sup>, 1. The University of Alabama, 2. University of Illinois Urbana-Champaign
- (PS3-64) Analyzing the Impact of Language Barriers on CBT Experience for Pediatric Anxiety in Spanish-speaking Families**  
 Vivian Tapia, M.A.<sup>1</sup>, Amy E. West, ABPP, Ph.D.<sup>2</sup>, 1. Children's Hospital Los Angeles, 2. Children's Hospital Los Angeles/University of Southern California
- (PS3-65) Brief Computer Delivered Cognitive-behavioral Therapy in the Treatment of Prolonged Grief Disorder: Preliminary Results from a Randomized Pilot trial in a Rural Setting in Ukraine**  
 Thomas J. Flangan, B.A.<sup>1</sup>, Inna Shevchenko, Ph.D.<sup>2</sup>, Henry White, Psy.D.<sup>3</sup>, 1. University of Chicago, 2. Ukrainian Medical Stomatological Academy, 3. University of Chicago Medicine

- (PS3-66) Changes in Social Information Processing and Externalizing Behavior Among Youth with Externalizing Problems During Cognitive Behavioral Therapy**  
*Eva Kühl, B.A., M.S., Utrecht University*
- (PS3-67) Children Exposed to Violence Against Their Mothers: Effectiveness of Psychological Treatment**  
*Benjamin Pereira, Ph.D., Concepción R. López Soler, Ph.D., Mavi Alcántara, Ph.D., Maravillas Castro, Ph.D., Visitación Fernandez, Ph.D., Antonia Martínez, Ph.D., University of Murcia, Spain*
- (PS3-68) Cognitive Behavior Therapy versus “Therapy” on Tiktok: A Comparison of User Attitudes, Claims, and Video Content Characteristics**  
*Isabella Starvaggi, B.S., Clare Dierckman, John F. Buss, Allison Peipert, B.S., Robinson De Jesus Romero, M.S., Lauren A. A. Rutter, Ph.D., Lorenzo Lorenzo-Luaces, Ph.D., Indiana University Bloomington*
- (PS3-69) Community Implementation of Virtual Unified Protocol for Children Groups: Child Self-reported Improvements**  
*Allison S. Nahmias, Ph.D.<sup>1</sup>, Adria M. Gerber, Psy.D.<sup>2</sup>, Malazia Cepero<sup>2</sup>, 1. A.J. Drexel Autism Institute, Drexel University, 2. Stony Brook University*
- (PS3-70) Does Cognitive Behavioral Treatment Affect Development and Maintenance Factors of Gambling Harm? An Exploratory Meta-analysis**  
*Elizabeth H. Smith, B.A.<sup>1</sup>, Bre'Anna L. Free, M.S.<sup>1</sup>, Meredith K. Ginley, Ph.D.<sup>2</sup>, James P. Whelan, Ph.D.<sup>1</sup>, Rory A. Pfund, Ph.D.<sup>1</sup>, 1. University of Memphis, 2. East Tennessee State University*
- (PS3-71) Higher-order CBT Skills: Are There Differences in Meta-competence Between Trainee and Experienced Therapists?**  
*Denika Campbell-Lee, Psy.D., Barnet, Enfield, and Haringey*
- (PS3-72) How Do Early Maladaptive Schemas Impact the Therapeutic Relationship?**  
*Caroline E. Bucher, M.A., Sara N. Fernandes, M.A., Lydia J. Roberts, M.A., Suraj J. Bera, M.A., Ernie Goldberg, M.A., Scott Gulbransen, M.A., Michael Moerdler-Green, M.A., Jeremy Cohen, B.S., Kate Siegler, B.A., M.A., Rowan Gouda, B.S., William C. Sanderson, Ph.D., Hofstra University*
- (PS3-73) Untangling Past & Present: Direct and Indirect Effects of Adverse Childhood Experiences and Early Maladaptive Schemas on Treatment Progress**  
*Caroline E. Bucher, M.A., Sara N. Fernandes, M.A., Lydia J. Roberts, M.A., Suraj J. Bera, M.A., Ernie Goldberg, M.A., Scott Gulbransen, M.A., Michael Moerdler-Green, M.A., Jeremy Cohen, B.S., Kate Siegler, B.A., M.A., Rowan Gouda, B.S., William C. Sanderson, Ph.D., Hofstra University*
- (PS3-74) Informant Discrepancies in the Treatment of Youth Internalizing Disorders: Implications for Clinical Outcomes and the Effect of Measurement Based Care**  
*Dominique A. Phillips, M.S.<sup>1</sup>, Golda S. Ginsburg, Ph.D.<sup>2</sup>, Jill Ehrenreich-May, Ph.D.<sup>1</sup>, Amanda Jensen-Doss, Ph.D.<sup>1</sup>, 1. University of Miami, 2. University of Connecticut School of Medicine*

- (PS3-75) **Integrating Cognitive Behavioral Therapy and Group Exercise for Rumination in Asian-american Populations with Depression and Anxiety**  
*Da Som Kim, B.A., Diana Tran Nguyen, B.A., Rosemead School of Psychology, Biola University*
- (PS3-76) **Internalizers in an Externalizing World: Using CBT for Neurodivergent Youth in a Summer Treatment Program Setting**  
*Carolyn Campbell, B.A.<sup>1</sup>, Hayley McAvoy, M.A.<sup>2</sup>, Olivia L. Gregorich, B.A., M.S.<sup>3</sup>, Ben Aaronson, Ph.D.<sup>4</sup>, Alexa Matlack, Ph.D.<sup>4</sup>, 1. Ohio University, 2. University of California, Riverside, 3. University of Washington, Seattle, 4. University of Washington School of Medicine*
- (PS3-77) **Is CBT for Depression Inherently Transdiagnostic?**  
*Lily Brouder, B.A., Brooklynn Bailey, M.S., Daniel R. Strunk, Ph.D., The Ohio State University*
- (PS3-78) **Navigating Complexity: Impact of Comorbidity on Long Term Outcomes Following Cognitive Behavioural Therapy for Anxiety Disorders**  
*Sydney A. Parkinson, B.A.<sup>1</sup>, Andrew M. Scott, B.S., Ph.D.<sup>2</sup>, Randi E. McCabe, Ph.D.<sup>1</sup>, Karen Rowa, Ph.D.<sup>1</sup>, 1. McMaster University, 2. St. Joseph's Healthcare Hamilton*
- (PS3-79) **Pediatric Anxiety Disorders: Therapy Process Predictors of Response to CBT**  
*Samantha Baker, M.S.<sup>1</sup>, Elizabeth G. Rawa<sup>2</sup>, Elizabeth Gosch, ABPP, Ph.D.<sup>1</sup>, Philip C. Kendall, ABPP, Ph.D.<sup>2</sup>, 1. Philadelphia College of Osteopathic Medicine, 2. Temple University*
- (PS3-80) **Predicting Dialectical Behavior Therapy Response Using Machine Learning**  
*Katherine Wislocki, M.A.<sup>1</sup>, Rosa Hernandez-Ramos, B.A.<sup>1</sup>, Aleexa West<sup>2</sup>, Robert M. Montgomery, M.A.<sup>3</sup>, Alexandra M. King, Ph.D.<sup>4</sup>, Lynn M. McFarr, Ph.D.<sup>4</sup>, 1. University of California, Irvine, 2. University of California, Los Angeles, 3. Woebot Health; CBT/DBT California, 4. CBT California*
- (PS3-81) **Predictors of Icbt Treatment Outcomes for Anxiety Among Autistic Youth**  
*Kyla S. Godorecci, B.A.<sup>1</sup>, Claire Zhang<sup>1</sup>, Sophie Schneider, Ph.D.<sup>2</sup>, Eric A. Storch, Ph.D.<sup>2</sup>, Andrew G. Guzick, Ph.D.<sup>1</sup>, 1. University of Pennsylvania, 2. Baylor College of Medicine*
- (PS3-82) **Reasons for Discontinuing Group Cognitive Behavioral Therapy for Anxiety and Anxiety-related Disorders: A Thematic Analysis**  
*Rei Jamalifar, B.S., M.S.<sup>1</sup>, Arij Alarachi, B.S.<sup>1</sup>, Randi E. McCabe, Ph.D.<sup>1</sup>, Irena Milosevic, Ph.D.<sup>2</sup>, Karen Rowa, Ph.D.<sup>1</sup>, 1. McMaster University, 2. St. Joseph's Healthcare Hamilton*
- (PS3-83) **Reward Responsiveness as a Mediator of Treatment Outcomes in CBT and ACT**  
*Anh Dao, B.A., Rachel Bernstein, B.A., Francisco N. Ramos, B.A., Iony D. Ezawa, Ph.D., University of Southern California*
- (PS3-85) **The Effect of Skill Practice on Gains in Interpersonal Skill: Considering Skillfulness and Negative Thinking in Interpersonal Contexts as Moderators**  
*Samuel T. Murphy, M.A., Daniel R. Strunk, Ph.D., The Ohio State University*

- (PS3-86) The Inhibitory Learning Approach to Exposure Therapy: A Comparison of Treatment Outcomes**  
 Molly H. Nadel, B.A.<sup>1</sup>, Kate Rogers, Ph.D.<sup>2</sup>, Sandra Hadlock, M.S.<sup>2</sup>, Michael Knight, M.S.<sup>1</sup>, David A. F. Haaga, Ph.D.<sup>1</sup>, 1. American University, 2. OCD Anxiety Centers
- (PS3-87) The Role of Competency in CBT Skill Development with Youth**  
 Mark Terjesen, Ph.D., Dahlia Sered, B.A., Chava Tusk, B.A., St. John's University
- (PS3-88) Identifying Moderators of Treatment Response in a Single-session Intervention for Depression**  
 EJ Jarda<sup>1</sup>, Jacqueline Howard<sup>2</sup>, Lorenzo Lorenzo-Luaces, Ph.D.<sup>1</sup>, 1. Indiana University, 2. NA
- (PS3-89) Uptake and Feasibility of a Virtual Training Program in Cystic Fibrosis-specific CBT (CF-CBT)**  
 Tara M. Mullen, B.A.<sup>1</sup>, Anna Georgiopoulos, M.D.<sup>1</sup>, Nivedita Chaudhary, M.P.H.<sup>1</sup>, Ruobin Wei, M.P.H.<sup>1</sup>, Beth Smith, M.D.<sup>2</sup>, Yelizaveta Sher, M.D.<sup>3</sup>, Amanda Bruce, Ph.D.<sup>4</sup>, Meg Dvorak, LCSW<sup>5</sup>, Alexandra L. Quittner, Ph.D.<sup>6</sup>, Annie Thomas-Diceman<sup>7</sup>, Ann M. O'Leary Amato, MSW<sup>8</sup>, Jianghua He, Ph.D.<sup>4</sup>, Deborah Friedman, Ph.D.<sup>1</sup>, 1. Massachusetts General Hospital, 2. Jacobs School of Medicine and Biomedical Sciences, 3. Stanford University School of Medicine, 4. University of Kansas Medical Center, 5. Stanford Health Care, 6. Joe DiMaggio Cystic Fibrosis, Pulmonary and Sleep Center, 7. St. Michael's Hospital, Unity Health, 8. University of Pittsburgh
- (PS3-90) Virtual Reality CBT Interventions for Treating Specific Phobias in Children: A Literature Review**  
 Valery Zullo, M.S., Lysmary Cadavieco, M.S., Jessica Balter, M.S., Hannah M. Browning, M.S., Albizu University
- (PS3-91) Young Black and Latino Sexual Minority Men's Responses to the Minority Stress Model in the Context of Lgbtq-affirmative CBT**  
 Jahn Jaramillo, M.P.H.<sup>1</sup>, Nonie Kalra, M.P.H.<sup>1</sup>, Nequiel Reyes, M.P.H.<sup>1</sup>, Craig Rodriguez-Seijas, Ph.D.<sup>2</sup>, Brooke G. Rogers, M.P.H., Ph.D.<sup>3</sup>, Faithlynn Morris, Psy.D.<sup>4</sup>, Skyler D. Jackson, Ph.D.<sup>4</sup>, Steven A. Safren, ABPP, Ph.D.<sup>1</sup>, John E. Pachankis, Ph.D.<sup>4</sup>, Audrey Harkness, Ph.D.<sup>1</sup>, 1. University of Miami, 2. University of Michigan, 3. Boston University, 4. Yale School of Public Health
- (PS3-92) Preliminary Evidence for the Importance of Therapeutic Alliance in Mdma-assisted Psychotherapy for Posttraumatic Stress Disorder**  
 George Danias, M.D.<sup>1</sup>, Anne Wagner, Ph.D.<sup>2</sup>, Hannes Kettner, Ph.D.<sup>3</sup>, Stephen Ross, M.D.<sup>4</sup>, Brandon Weiss, Ph.D.<sup>3</sup>, Michael Mithoefer, M.D.<sup>5</sup>, Ann Mithoefer, B.S., RN<sup>5</sup>, Richard Zeifman, Ph.D.<sup>4</sup>, 1. New York University School of Medicine, 2. University of Toronto, 3. University College London, 4. New York University Langone Medical Center, 5. MAPS
- (PS3-93) An Evaluation of the Post-training Implementation of CPT and PE in a Nonprofit Network of Military-serving Outpatient Clinics: Successes, Barriers, and Clinician Attitudes**  
 Ava Weiss, LCSW, Cohen Veterans Network

**(PS3-94) Economic Cost of Rush University Medical Center's Early Childhood****Projectecho®**

Emily Wolodiger, Ph.D.<sup>1</sup>, Talar Markossian, M.P.H., Ph.D.<sup>2</sup>, Allison Wainer, Ph.D.<sup>1</sup>, 1. Rush University Medical Center, 2. Loyola University Chicago

**(PS3-95) Empowering Teen Mental Health Advocates in Youth Centered Clinical Psychology Research and Advocacy Efforts**

Jas Sarna, B.A.<sup>1</sup>, Ritika Merai, B.A.<sup>2</sup>, Maya Dalack, B.S.<sup>1</sup>, Simone Imani Boyd, M.A., M.S.<sup>1</sup>, Shakthi Anand<sup>3</sup>, Christian Nicolas<sup>1</sup>, Jessica L. Hamilton, Ph.D.<sup>1</sup>, 1. Rutgers, The State University of New Jersey 2. National Institute of Mental Health, 3. Woodbridge Academy Magnet School

**(PS3-96) Examining the Training Needs of Teen Peer Helpers in a Mental Health Helpline**

Sylvanna M. Vargas, Ph.D.<sup>1</sup>, Tae Hwan Son, B.A.<sup>2</sup>, Carolina Lechuga, B.A.<sup>2</sup>, Michael Leggett,<sup>2</sup> Cameron Chung<sup>3</sup>, Kendra Singer, MFT<sup>3</sup>, 1. San Diego State University, 2. University of California, Los Angeles, 3. Teen Talk App

**(PS3-97) Mclean Hospital's MENTOR Program: Overview and Outcomes**

Zelda C. McGhee, B.S.<sup>1</sup>, Michaela B. Swee, Ph.D.<sup>2</sup>, Nicole Rossi, B.A.<sup>3</sup>, Fran Barth, B.A.<sup>3</sup>, Diane Bell, B.A.<sup>3</sup>, Alexandra Adams, B.A.<sup>3</sup>, Marquis Taylor, B.A.<sup>3</sup>, Catharyn Gildesgame, M.A.,<sup>1</sup> Kerry Ressler, M.D., Ph.D.<sup>1</sup>, Courtney Beard, Ph.D.<sup>4</sup>, 1. Brigham and Women's Hospital / Harvard Medical School, 2. Harvard Medical School, 3. Massachusetts General Hospital, 4. McLean Hospital/Harvard Med School

**(PS3-98) Multicultural Training Experience Among CBT Clinicians**

Janee Steele, Ph.D., LPC<sup>1</sup>, Lisa Bolden, Psy.D.<sup>2</sup>, Mudita A. Bahadur, Ph.D.<sup>3</sup>, Hollie Granato, ABPP, Ph.D.<sup>4</sup>, Carmella Tress, Psy.D.<sup>5</sup>, Lizbeth Gaona, Ph.D.<sup>6</sup>, 1. Walden University, 2. Integrative Psychological Consulting, 3. Private Practice, 4. University of Texas at Austin, 5. Central Texas VA Healthcare System, 6. California Baptist University

**(PS3-99) Self-reported Training Needs for Anxiety Interventions Among Primary Care Behavioral Health Consultants**

Abigail D. Lashinsky, B.S., B.A., Katherine Buckheit, Ph.D., Kyle Possemato, Ph.D., Robyn L. Shepardson, Ph.D., Jennifer S. Funderburk, Ph.D., VA Center for Integrated Healthcare

**(PS3-100) Training for Behavioral Health Providers Serving Families Impacted by Caregiver Unhealthy Substance Use: An Examination of Training Availability**

Kalyn Holmes, Ph.D.<sup>1</sup>, Erin Soares, Ph.D.<sup>1</sup>, Kelly Stainback-Tracy, M.P.H.<sup>1</sup>, Sarah Belstock<sup>1</sup>, Lucia Walsh Pedersen, Ph.D.<sup>2</sup>, 1. Denver Health Hospital Authority, 2. University of Colorado, School of Medicine

## Assessment; Autism Spectrum and Developmental Disorders; Behavior Analysis; Cognitive Science/ Cognitive Processes; Improved Use of Research Evidence; Neuroscience

### Poster Session 4

Key Words: *Emotion Regulation, Assessment, Experiential Avoidance, Autism, Neuroscience*

**(PS4-1) A Closer Look: Examining the Difficulties in Emotion Regulation Scale (DERS) with Exploratory Graphical Analysis (EGA)**

*Isabella Sheth, B.S., M.A.<sup>1</sup>, Frank L. Gardner, ABPP, Ph.D.<sup>1</sup>, Sydney Harfenist, B.A., M.A.<sup>1</sup>, Kaitlyn Hennig, B.A., M.A.<sup>1</sup>, Chloe Guidi, B.A., M.S.<sup>1</sup>, Zella E. Moore, Psy.D.<sup>2</sup>, Louis Primavera, Ph.D.<sup>1</sup>, 1. Touro University, 2. Manhattan College*

**(PS4-2) A Validity Check of a Novel EMA Application for Young Children**

*Eliza Swindell, B.A., Griffin Kreit, B.A., University of California, Berkeley*

**(PS4-3) Assessing the Psychometric Properties and Validity of an Ecological Momentary Assessment Version of the PHQ-9 with Sliding Scales**

*Dawson Haddox<sup>1</sup>, Daniel Mackin, Sr., Ph.D.<sup>1</sup>, Michael V. Heinz, M.D.<sup>1</sup>, Matthew D. Nemesure, B.S., Ph.D.<sup>2</sup>, Amanda C. Collins, Ph.D.<sup>1</sup>, George Price, Ph.D.<sup>1</sup>, Damien Lekkas, M.S.<sup>1</sup>, Tess Z. Griffin, Ph.D., M.Ed.<sup>1</sup>, Arvind Pillai, M.S.<sup>1</sup>, Subigy Nepal, B.S.<sup>1</sup>, Andrew Campbell, Ph.D.<sup>1</sup>, Nicholas C. Jacobson, Ph.D.<sup>3</sup>, 1. Dartmouth College, 2. Harvard Business School, 3. Geisel School of Medicine, Dartmouth College*

**(PS4-4) Confirmatory Factor Analysis of the Tinnitus Severity Short Form**

*Emma R. Dear, B.S.<sup>1</sup>, Lauren Mueller, B.A.<sup>2</sup>, Juan Turcios, Jr., M.S.<sup>3</sup>, Harrison Smith, M.D.<sup>4</sup>, Madelyn R. Frumkin, Ph.D.<sup>5</sup>, Thomas Rodebaugh, Ph.D.<sup>1</sup>, Dorina Kallogjeri, M.P.H., M.D.<sup>2</sup>, Jay Piccirillo, M.D.<sup>2</sup>, 1. University of North Carolina at Chapel Hill, 2. Washington University in St. Louis, 3. Meharry Medical College, 4. Icahn School of Medicine of Mount Sinai, 5. Massachusetts General Hospital*

**(PS4-5) Development and Validation of a Database of Diverse Validated Face Emotion Morphs**

*Thea McAfee, B.A.<sup>1</sup>, Wenjing Luo, Ph.D.<sup>1</sup>, Jennifer Klux<sup>2</sup>, Sarah Fineberg, M.D., Ph.D.<sup>1</sup>, 1. Yale University School of Medicine, 2. Hamilton College*

**(PS4-6) Development of a Novel Task for Investigating Insensitivity to Future Consequences**

*Xinyao Ma, B.S., B.A., John E. Roberts, Ph.D., The State University of New York at Buffalo*

- (PS4-7) Development of a Revised Interpretive Model of the Difficulties in Emotion Regulation Scale (DERS) Based on Hierarchical Factor Analyses**  
 Chloe Guidi, B.A., M.S.<sup>1</sup>, Kaitlyn Hennig, B.A., M.A.<sup>1</sup>, Sydney Harfenist, B.A., M.A.<sup>1</sup>, Isabella Sheth, B.S., M.A.<sup>1</sup>, Frank L. Gardner, ABPP, Ph.D.<sup>1</sup>, Zella E. Moore, Psy.D.<sup>2</sup>, Louis Primavera, Ph.D.<sup>1</sup>, 1. Touro University, 2. Manhattan College
- (PS4-8) Development of an Ultra Brief Version of the Depression, Anxiety and Stress Scales (DASS-6)**  
 Sara Wilkerson, M.A., Lauren DiCamillo, B.A., Dean McKay, ABPP, Ph.D., Fordham University
- (PS4-9) Evaluating Clinicians' Perceptions on the Utility of Child Diagnostic Tools in Assessing Gender Expansive Youth**  
 Eva L. Feindler, Ph.D., Carly Stern, M.S., Long Island University
- (PS4-10) Examination of the Relationship Between Self-report and Behavioral Measures of Emotion Regulation in Middle Schoolers**  
 Alyssa J. Gatto, Ph.D.<sup>1</sup>, Maanasi S. Bulusu, B.S.<sup>2</sup>, Anna L. Hinojosa, B.A.<sup>2</sup>, Christopher Houck, Ph.D.<sup>1</sup>, 1. Alpert Medical School of Brown University, 2. Rhode Island Hospital/Alpert Medical School of Brown University
- (PS4-11) Examining Different Measures of Emotion Regulation to Create a Consolidated Measure**  
 Hannah Buhasira, M.A.<sup>1</sup>, Bradley Levin, M.A.<sup>1</sup>, Frank L. Gardner, ABPP, Ph.D.<sup>1</sup>, Zella E. Moore, Psy.D.<sup>2</sup>, McKenzie Gelvin, M.A.<sup>1</sup>, 1. Touro University, 2. Manhattan College
- (PS4-12) Examining Parent-adolescent Agreement on the SCARED in African American Families**  
 Melissa Escobar, M.A., Hannah M. Thomas, M.A., Talita Ahmed, B.S., Jessica Wimmer, B.S., M.A., Grace Martin, M.A., Ifeanyichukwu Ndubuisi, B.A., Anne C. Schatz, B.A., Priya Saha, B.A., Samantha Coyle-Eastwick, Ph.D., Carrie Masia, Ph.D., Montclair State University
- (PS4-13) Identifying Patterns of Top Problem Trajectories in Adolescent Partial Hospital Care**  
 Julia Chafkin, Ph.D., Madeline Levitt, Ph.D., Hanna Smith, B.A., Shannon M. Bennett, Ph.D., Angela W. Chiu, Ph.D., Weill Cornell Medicine
- (PS4-14) Improved Scoring of the Center for Epidemiologic Studies Depression Scale - Revised (CESD-R): An Item Response Theory Analysis**  
 Christian A. L. Bean, Ph.D.<sup>1</sup>, Sophia B. Mueller, B.A.<sup>1</sup>, George Abitante, M.S.<sup>1</sup>, Jeffrey A. Ciesla, Ph.D.<sup>2</sup>, Sun-Joo Cho, Ph.D.<sup>1</sup>, David A. Cole, Ph.D.<sup>1</sup>, 1. Vanderbilt University, 2. Kent State University
- (PS4-15) Old Is New: The Rotter Incomplete Sentences Blank Contributes Unique Variance to Quality of Life Regressions**  
 Tom Bivona, M.A., Allison Fowler, Ph.D., Steve Katsikas, Ph.D., Kayle Wilson, M.A., Oliver MacKie, M.S., Spalding University

- (PS4-16) **Read the Room: An Innovative Application of Kraemer and Colleagues' (2003) Satellite Model to Integrate Anxiety Data Within a Social Context**  
*Divya Mathur<sup>1</sup>, Danielle Pollack, M.A.<sup>1</sup>, Natalie Charamut, M.A.<sup>2</sup>, Sarah Thomas, Ph.D.<sup>3</sup>, Sarah Racz, Ph.D.<sup>1</sup>, Andres De Los Reyes, Ph.D.<sup>1</sup>*, 1. University of Maryland-College Park, 2. University of Connecticut, 3. Brown University
- (PS4-17) **The Development of a Growth Mindset Scale: The Mindset for Growth Scale (MGS)**  
*Bradley Levin, M.A., Frank L. Gardner, ABPP, Ph.D.*, Touro University
- (PS4-18) **Validating the Revised Child Anxiety and Depression Scale-short Version (RCADS-25) in Chinese Adolescents**  
*Shuang Lu, Ph.D., MSW<sup>1</sup>, Renhui Lyu, Ph.D.<sup>2</sup>, Manuel S. Sprung, Ph.D.<sup>3</sup>, Bruce F. F. Chorpita, Ph.D.<sup>3</sup>*, 1. University of Central Florida, 2. University of Science and Technology Beijing, 3. University of California Los Angeles
- (PS4-19) **A Novel Progressive Ratio Task to Extend the Study of Effort to Infants and Improve Autism Interventions**  
*Mikayla McEllin, B.A.<sup>1</sup>, Deborah Obiajulu, B.A.<sup>2</sup>, Graham Holt, M.A.<sup>3</sup>, Caitlin C. Clements, Ph.D.<sup>1</sup>*, 1. University of Notre Dame, 2. Harvard University, 3. Boston Children's Hospital/Harvard Medical School
- (PS4-20) **A Transdiagnostic Comparison of Mindfulness and Parenting Stress in Mothers of Children with Autism Spectrum Disorder, Developmental Delay, and Fragile X Syndrome**  
*Laurel R. Benjamin, B.S.<sup>1</sup>, Cameron Negece, Ph.D.<sup>2</sup>, Laura Lee McIntyre, Ph.D.<sup>3</sup>, Rachel M. Fenning, Ph.D.<sup>4</sup>, Anne Edwards, B.S.<sup>5</sup>, Angela Gwaltney, Ph.D., MSW<sup>5</sup>, Anne Wheeler, Ph.D.<sup>5</sup>*, 1. San Diego State University/University of California San Diego Joint Doctoral Program in Clinical Psychology, 2. Loma Linda University, 3. University of Oregon, 4. Claremont McKenna College, 5. RTI International
- (PS4-21) **I Loved How You Were Able to Provide Bilingual Options: Piloting Unstuck and on Target Caregiver Materials in Spanish**  
*Jonathan Safer-Lichtenstein, Ph.D.<sup>1</sup>, Laura Campos, B.A.<sup>2</sup>, Allison B. Ratto, Ph.D.<sup>3</sup>, Monica Warner, LPC<sup>4</sup>, Lauren Kenworthy, Ph.D.<sup>2</sup>, Laura G. Anthony, Ph.D.<sup>1</sup>*, 1. University of Colorado Anschutz Medical Campus, 2. Children's National Health System, 3. Children's National Hospital, 4. Monica Warner Counseling
- (PS4-22) **it's Almost Like His Whole Life Has Just Been Put on Hold: Parent Reports of Unique Challenges Faced by Autistic Adults and Their Families During the COVID-19 Pandemic**  
*Kyleigh M. Hricak, B.S.<sup>1</sup>, Ashley de Marchena, Ph.D.<sup>1</sup>, Molly Helt, Ph.D.<sup>2</sup>, Brenna Maddox, Ph.D.<sup>3</sup>*, 1. Drexel University, 2. Trinity College, 3. University of North Carolina at Chapel Hill



**(PS4-23) Adaptation of the Extension of Community Healthcare Outcomes (ECHO) Model to Support Children with Neurodevelopmental Disabilities in Humanitarian Contexts**

Serene Habayeb, Ph.D.<sup>1</sup>, Mayada Elsabbagh, Ph.D.<sup>2</sup>, Ramzi Nasir, M.P.H., M.D.<sup>3</sup>, Sarah Dababnah, M.P.H., Ph.D., MSW<sup>4</sup>, Tara Alami, B.S., M.S.<sup>5</sup>, Julie Scorch, Ph.D.<sup>2</sup>, Sinan Turnacioglu, M.D.<sup>6</sup>, Tamara M. Abu-Ramadan, M.S.<sup>7</sup>, 1. Children's National Hospital, 2. McGill University, 3. Imperial College, 4. University of Maryland, Baltimore, 5. McGill University, Montreal Neurological Institute, 6. Children's National Health System, 7. University of Wyoming

**(PS4-24) Adapting School-based Executive Function Unstuck and on Target Intervention for Use in a Clinic Setting**

Kat Sharp, B.A.<sup>1</sup>, Hannah Behar, B.S.<sup>1</sup>, Alyssa D. Verbalis, Ph.D.<sup>1</sup>, Andrea Lopez, B.S., B.A.<sup>2</sup>, Kelsey Dickson, Ph.D.<sup>3</sup>, Lauren Baczewski, Ph.D.<sup>2</sup>, Cara Pugliese, Ph.D.<sup>1</sup>, Lauren Kenworthy, Ph.D.<sup>1</sup>, 1. Children's National Health System, 2. Children's National Hospital, 3. San Diego State University

**(PS4-25) Associations Between Anxiety, Depression, Executive Functions, and Suicidal Ideation Among Autistic Children: A Longitudinal Analysis**

Michelle C. Hunsche, M.A.<sup>1</sup>, Melissa Olana, B.A.<sup>1</sup>, Anat Zaidman-zait, Ph.D.<sup>2</sup>, Teresa Bennett, Ph.D.<sup>3</sup>, Michael Chalupka, B.A.<sup>3</sup>, Eric Duku, Ph.D.<sup>3</sup>, Mayada Elsabbagh, Ph.D.<sup>4</sup>, Stelios Georgiades, Ph.D.<sup>3</sup>, Isabel M. Smith, Ph.D.<sup>5</sup>, Peter Szatmari, Ph.D.<sup>6</sup>, Wendy J. Ungar, Ph.D.<sup>7</sup>, Tracy Vaillancourt, Ph.D.<sup>8</sup>, Lonnie Zwaigenbaum, M.D.<sup>9</sup>, Connor M. Kerns, Ph.D.<sup>10</sup>, 1. The University of British Columbia, 2. Tel Aviv University, 3. McMaster University, 4. McGill University, 5. DalHousie University, 6. University of Toronto, 7. The Hospital for Sick Children, 8. University of Ottawa, 9. University of Alberta, 10. University of British Columbia

**(PS4-26) Autistic Perspectives on the Relationship Between Autism and Gender Diversity**

Megan Bigham, M.S.<sup>1</sup>, Casey Lewis, M.S.<sup>2</sup>, Robert Rieske, Ph.D.<sup>1</sup>, 1. Idaho State University, 2. Oklahoma State University

**(PS4-27) Characterizing Planned Adaptations to a Behavioral Intervention for Individuals with Syndromic Intellectual and Developmental Disabilities**

Allison Wainer, Ph.D., Taylor P. Durlack, Ph.D., Alexandra Lopez Hernandez, B.A., Madison Nava, B.S., Latha Valluripalli Soorya, Ph.D., Rush University Medical Center

**(PS4-28) Cognitive Reappraisal as a Strategy to Regulate Neural Responses to Sensory Over-responsivity in Autistic Youth**

Urvi T. Shah, B.S., Megan Banchik, B.S., Apurva Chaturvedi, B.S., Valerie Burgess, B.A., Joshua Ceballos, B.S., Melis Cakar, B.A., Susan Bookheimer, Ph.D., Mirella Dapretto, Ph.D., Jennifer A. Silvers, Ph.D., Shulamite A. Green, Ph.D., University of California, Los Angeles

**(PS4-29) College Students with Learning Challenges: An Investigation into the Differential Use of Learning Strategies**

Pooja Heragu, B.A., Madison Crowder, M.A., Lauren Williams, B.S., Hailey Dustin, B.S., Susan L. Kenford, Ph.D., Xavier University

- (PS4-30) Concordance of Teacher and Parent Report of Executive Functioning in Autistic Children and Adolescents**  
*Daniel Magin, B.A., Hanna Kent, B.S., Krista N. Drapalik, M.A., Melissa L. Rinaldi, Ph.D., Kristin V. Christodulu, Ph.D., University at Albany, State University of New York*
- (PS4-31) Confidence Is Key: Evaluating the Impact of ECHO Autism on Mental Health and Medical Provider Self-efficacy Treating Autistic Individuals with Co-occurring Mental Health Conditions**  
*Bridgett W. Kiernan, B.A.<sup>1</sup>, Nicole Dreiling, Ph.D.<sup>1</sup>, Elena Lamarche<sup>1</sup>, Laura Klinger, Ph.D.<sup>2</sup>, 1. University of North Carolina at Chapel Hill, 2. UNC TEACCH Autism Program; Department of Psychiatry*
- (PS4-32) Correlates of Family Stress, Quality of Care and Unmet Needs in Underrepresented Ethnoracial Groups with Autistic Children: An Exploration via Path Analysis**  
*Susanna Hreno, B.A.<sup>1</sup>, Sadaf Khawar, M.A.<sup>1</sup>, Caroline E. Freden, B.S.<sup>1</sup>, Wasayef Bsharat<sup>1</sup>, Greg R. Hartle, Jr., B.A.<sup>1</sup>, Eftihia S. Maxis, B.A.<sup>1</sup>, Erin Kang, Ph.D.<sup>1</sup>, Peter Park<sup>2</sup>, 1. Montclair State University, 2. Autism and Neurodevelopment Lab*
- (PS4-33) Diagnostic Accuracy of Online Attitudes and Information Seeking Behavior on Autism**  
*Ingrid S. Tien, M.A., Samara M. Wolpe, M.A., Sila Sozeri, Maxwell Lee, Jay Seibold<sup>3</sup>, University of California, Los Angeles*
- (PS4-34) Evidence-based Social Skills Interventions for Youth on the Autism Spectrum: A Systematic Review of the Recent Literature**  
*Ingrid S. Tien, M.A., Sila Sozeri, Jeffrey J. Wood, Ph.D., University of California, Los Angeles*
- (PS4-35) Does Gender Influence Social Skill Development in Children with Autism Spectrum Disorder? Investigating the Impact of CFT on Social Skill Development in Elementary School Aged Children**  
*Sadie A. Calvano, Reina Factor, Ph.D., Shriya Nayyar, B.A., Ashley Johnson, University of California, Los Angeles*
- (PS4-36) Effectiveness of Treating Specific Phobias and Separation Anxiety in Autistic Youth with Co-occurring Intellectual Disabilities via Teletherapy**  
*Britney Jeyanayagam, M.A.<sup>1</sup>, Ashley Smith, B.A.<sup>1</sup>, Nathalia Benitez, B.A.<sup>1</sup>, Isabella Rodriguez-Velasquez, B.A.<sup>1</sup>, Ashley Muskett, Ph.D.<sup>2</sup>, Lauren Moskowitz, Ph.D.<sup>1</sup>, 1. St. John's University, 2.Children's National Medical Center*
- (PS4-37) Empowered on the Spectrum: A Positive-psychoeducational Group Intervention for Adolescents on the Autism Spectrum**  
*Alexa T. Prodromakis, M.S., Hofstra University, Mary Katherine Ryan, Doctoral Candidate, Hofstra University, Katelyn Reese, M.S., Doctoral Candidate, Hofstra University, Liam F. Alvarez-Gonzalez, M.S., Doctoral Candidate, Hofstra University, Gabriel Oldsheim, M.S., Doctoral Candidate, Hofstra University, Hayley Kmack, M.S., Doctoral Candidate, Hofstra University*
- (PS4-38) Does Accuracy in Identifying Vignettes of Autism Predict Scores on the Autism Stigma and Knowledge Questionnaire**  
*Diego A Aragon-Guevara, B.S., Olivia L. Cino, Raymond G. Romanczyk, Ph.D., Jennifer Gillis Mattson, Ph.D., Binghamton University*

- (PS4-39) **Examining Parenting Stress and Self-efficacy of Autistic Children Receiving Inpatient Care**  
*London Bowers, B.A., Vasilios C. Ikonou, M.S., Jordan Albright, Ph.D., University of South Alabama*
- (PS4-40) **Examining the Discriminant Validity of Commonly Used Autism and Social Anxiety Screening Measures in Undergraduate Students**  
*Mia C. Grosso, M.S., Raymond G. Romanczyk, Ph.D., Jennifer Gillis Mattson, Ph.D., Binghamton University*
- (PS4-41) **Examining the Impact of MBSR and Psychoeducational Interventions on Life Satisfaction in Parents of Children with Developmental Delays**  
*Sydney Park, B.S.<sup>1</sup>, Melissa Miranda, B.A.<sup>1</sup>, Catherine R. Callaci, M.A.<sup>1</sup>, Laura Lee McIntyre, Ph.D.<sup>2</sup>, Cameron Neece, Ph.D.<sup>1</sup>, 1. Loma Linda University, 2. University of Oregon*
- (PS4-42) **Examining the Predictive Utility of Facets of Executive Functioning on Anxiety Symptom Profiles in Autistic and Non-autistic Youth**  
*Natalia Cifuentes, Rachel G. McDonald, M.A., Erin Kang, Ph.D., Montclair State University*
- (PS4-43) **Examining the Relationship Between Autistic Burnout and Depression**  
*Alexandra C. Kalinyak, B.S.<sup>1</sup>, Anna-Lisa Pflaum, B.S.<sup>1</sup>, Carla A. Mazefsky, Ph.D.<sup>2</sup>, Susan W. White, ABPP, Ph.D.<sup>1</sup>, 1. The University of Alabama, 2. University of Pittsburgh School of Medicine*
- (PS4-44) **Examining the Role of Emotion Dysregulation and Intolerance of Uncertainty in the Manifestation of Restricted and Repetitive Behaviors**  
*Angela C. Castillo, Rachel G. McDonald, M.A., Emily Lynch, B.A., Erin Kang, Ph.D., Montclair State University*
- (PS4-45) **Exploring the Relationship Between Autism Knowledge and Stigma Domains in Underrepresented Ethno Racial Minority Groups: Implications for Culturally Sensitive Support and Services**  
*Wasayef Bsharat<sup>1</sup>, Sadaf Khawar, M.A.<sup>1</sup>, Mary Isaac Cargill, M.A.<sup>1</sup>, Greg R. Hartle, Jr., B.A.<sup>1</sup>, Susanna Hreno, B.A.<sup>1</sup>, Peter Park<sup>2</sup>, Erin Kang, Ph.D.<sup>1</sup>, 1. Montclair State University, 2. Autism and Neurodevelopment Lab*
- (PS4-46) **Home-based Video Assessment of Children's Autism-related Behaviors: Psychometric Analysis and Linkages with Parental Responsiveness and Context**  
*Samara M. Wolpe, M.A., Jeffrey J. Wood, Ph.D., University of California Los Angeles*
- (PS4-47) **How Do Discrepancies Between Parent and Self Report of Anxiety Relate to Parental Accommodation Behaviors in Autistic Teens with ID?**  
*Elizabeth Glenn, Ph.D., Allison Meyer, Ph.D., Audrey Blakeley-Smith, Ph.D., University of Colorado Anschutz Medical Campus*
- (PS4-48) **Impact of Self-reported Executive Function on Self-reported Anxiety Symptoms in Autistic Individuals**  
*Samantha Werner, M.A.<sup>1</sup>, Andrea Lopez, B.S., B.A.<sup>1</sup>, Alyssa D. Verbalis, Ph.D.<sup>2</sup>, Julianna Mckenna, B.A.<sup>2</sup>, Cara Pugliese, Ph.D.<sup>2</sup>, Lauren Kenworthy, Ph.D.<sup>2</sup>, Lauren Baczewski, Ph.D.<sup>1</sup>, 1. Children's National Hospital, 2. Children's National Health System*

**(PS4-49) Impact of Social Skills and Theory of Mind on Internalizing Symptoms**

*Tali Filstein, B.A., Rachel G. McDonald, M.A., Charleene Polanco, B.A., Erin Kang, Ph.D., Montclair State University*

**(PS4-50) Infant EEG and Expressive Language Are Associated with Executive Function**

*Nina J. Glawe, B.S., B.A., Alleyne P. Broomell, Ph.D., Western Carolina University*

**(PS4-51) Lessons Learned from Black Caregivers About Policing Black Autistic Youth: Emphasis on Space and Context**

*Ashlee Yates Flanagan, Ph.D.<sup>1</sup>, Meredith Cola, M.A.<sup>2</sup>, Naomi Yu<sup>1</sup>, Keeana A. Dicette<sup>3</sup>, Haley Peele, Ph.D.<sup>4</sup>, Grace Y. Hicks<sup>1</sup>, Maggie Rose Pellele, B.S.<sup>5</sup>, Ayana King Pointer<sup>5</sup>, Jamiel D. Owens<sup>6</sup>, Dieu M. Truong, Ph.D.<sup>7</sup>, Aili A. Hauptmann, B.S.<sup>1</sup>, Juan A. Pacheco, M.S.<sup>8</sup>, Alison Russell, B.A.<sup>1</sup>, Rita Solorzano, M.A.<sup>9</sup>, Sinan Turnacioglu, M.D.<sup>10</sup>, Vijay Ravindran, B.A.<sup>11</sup>, Joseph McCleery, Ph.D.<sup>8</sup>, Judith S. Miller, Ph.D.<sup>5</sup>, Julia Parish-Morris, Ph.D.<sup>1</sup>, 1. Children's Hospital of Philadelphia, 2. La Salle University, 3. The Children's Hospital of Philadelphia, 4. University of California San Francisco, 5. Children's Hospital of Philadelphia, 6. The Center for Autism Research CHOP, 7. Sam Houston State University, 8. Saint Joseph's University, 9. Applied Digital Therapy, 10. Children's National Health System, 11. Floreo*

**(PS4-52) Longitudinal Relationships Between Depressive Attributional Style and Internalizing Symptoms Among Neurodiverse Students in Their First Semester of College**

*Sydney R. Terroso, B.S.<sup>1</sup>, Erin E. McKenney, M.A.<sup>1</sup>, Steven M. Brunwasser, Ph.D.<sup>1</sup>, Jared K. Richards, B.S.<sup>2</sup>, Talena C. Day, M.A.<sup>3</sup>, Bella Kofner, B.S., M.Ed.<sup>4</sup>, Rachel G. McDonald, M.A.<sup>5</sup>, Kristen Gillespie-Lynch, Ph.D.<sup>6</sup>, Erin Kang, Ph.D.<sup>5</sup>, Matthew D. Lerner, Ph.D.<sup>7</sup>, Katherine Gotham, Ph.D.<sup>1</sup>, 1. Rowan University, 2. Drexel University, 3. Stony Brook University, 4. College of Staten Island, 5. Montclair State University, 6. College of Staten Island and the Graduate Center, City University of New York, 7. AJ Drexel Autism Institute, Drexel University*

**(PS4-53) Measuring Irritability in Autistic Youth Using the Self-report Affective Reactivity Index**

*Sydney Anderson, B.A.<sup>1</sup>, Olivia Cuevas Geiger, B.S.<sup>2</sup>, Danai Ioakeimidou, B.S.<sup>2</sup>, Riley E. Shubb<sup>1</sup>, Jordan Linde, B.A.<sup>3</sup>, Michelle Menezes, Ph.D.<sup>1</sup>, Denis G. Sukhodolsky, ABPP<sup>2</sup>, 1. Yale University School of Medicine, 2. Yale University, 3. Yale University; University of Hartford*

**(PS4-54) Negative Repetitive Thinking as a Potential Treatment Target for Internalizing Symptoms in Autistic Adults: Stability and Predictive Validity in Short-term Longitudinal Data**

*Alexis Khuu, B.S.<sup>1</sup>, Zachary J. Williams, Ph.D.<sup>2</sup>, Katherine Gotham, Ph.D.<sup>1</sup>, 1. Rowan University, 2. Vanderbilt University*

**(PS4-55) Parent and Observer Report on Emotion Expression in Autistic and Typically Developing Young Children**

*Hannah M. Register, B.S.<sup>1</sup>, Diana L. Robins, Ph.D.<sup>1</sup>, Annie Resnikoff, B.S.<sup>1</sup>, Andrea T. Wieckowski, Ph.D.<sup>2</sup>, 1. Drexel University, 2. AJ Drexel Autism Institute*

- (PS4-56) Parent-child Agreement on Emotion-based Measures in Autistic Youth**  
 Josh Golt, M.A.<sup>1</sup>, Allison M. Birnschein, M.A.<sup>1</sup>, Carla A. Mazefsky, Ph.D.<sup>2</sup>, Susan W. White, ABPP, Ph.D.<sup>1</sup>, 1. The University of Alabama, 2. University of Pittsburgh School of Medicine
- (PS4-57) Parent-reported Social-emotional Improvements from a Pilot Quasi-randomized Controlled Trial of the Social Detective and Superflex Series Curriculum in Autistic Youth**  
 Kristin Walker, M.A.<sup>1</sup>, Allison S. Nahmias, Ph.D.<sup>2</sup>, Matthew D. Lerner, Ph.D.<sup>2</sup>, 1. Stony Brook University, 2. A.J. Drexel Autism Institute, Drexel University
- (PS4-58) Predictors of Engagement and Retention in an Adapted CBT Program: Facing Your Fears-intellectual and Developmental Disabilities**  
 Jenna Eilenberg, M.P.H., M.A.<sup>1</sup>, Judy Reaven, Ph.D.<sup>2</sup>, Allison Meyer, Ph.D.<sup>2</sup>, Shadi Sharif, B.A.<sup>2</sup>, Elizabeth Glenn, Ph.D.<sup>2</sup>, Kelly Cosgrove, Ph.D.<sup>1</sup>, Audrey Blakeley-Smith, Ph.D.<sup>2</sup>, 1. University of Colorado, School of Medicine, 2. JFK Partners, University of Colorado Anschutz Medical Campus
- (PS4-59) Predictors of Youth-reported Anxiety Among Autistic Children and Adolescents**  
 Krista N. Drapalik, M.A., Melissa L. Rinaldi, Ph.D., Kristin V. Christodulu, Ph.D., University at Albany, State University of New York
- (PS4-60) Promoting Neuro-affirming Care in the Dental Clinic: Examining Dental Resident Confidence in Adapting Treatment for Autistic Patients After Observing an Autism Diagnostic Evaluation**  
 Tamara Rosen, Ph.D.<sup>1</sup>, Valerie M. Colantuono, M.S.<sup>2</sup>, Hannah Bradley<sup>1</sup>, Brigid Garvin, Ph.D.<sup>1</sup>, 1. Drexel University and St. Christopher's Hospital for Children, 2. Drexel University
- (PS4-61) Qualitative Data Analysis of Childcare Center Processes Around Autism Screening**  
 Giavanna L. DeMarco, B.A., Andrea T. Wieckowski, Ph.D., Chau Nguyen, B.A., Georgina Perez Liz, M.D., Erika Frick, M.A., Autumn Austin, M.A., Diana L. Robins, Ph.D., Emmanuel Koku, Ph.D., Elizabeth McGhee Hassrick, Ph.D., A.J. Drexel Autism Institute
- (PS4-63) Relationships Between Executive Functioning and Social Behaviors in Neurodiverse Youth Using a Novel EF Measure**  
 Emily Lynch, B.A., Rachel G. McDonald, M.A., Erin Kang, Ph.D., Montclair State University
- (PS4-64) Relationships Between Social Knowledge, Social Behavior, and Peer Victimization in Autistic and Non-autistic Adolescents**  
 Jared K. Richards, B.S.<sup>1</sup>, Morgan L. McNair, M.A.<sup>2</sup>, Cara Keifer, Ph.D.<sup>3</sup>, Matthew D. Lerner, Ph.D.<sup>4</sup>, 1. Drexel University, 2. Stony Brook University, 3. Yale Child Study Center, 4. AJ Drexel Autism Institute, Drexel University
- (PS4-65) Relationships Between Social Strength and Deficit Profiles and Friendship-making Among Autistic Adolescents**  
 Ava N. Gurba, M.S.<sup>1</sup>, Jacquelyn A. Gates, M.A.<sup>2</sup>, Allison S. Nahmias, Ph.D.<sup>3</sup>, Abigail P. Houck, M.A.<sup>2</sup>, Matthew D. Lerner, Ph.D.<sup>3</sup>, 1. Drexel University, 2. Stony Brook University, 3. A.J. Drexel Autism Institute, Drexel University

**(PS4-66) Role of Stress and Access on Fidelity and Attendance Within Parent-mediated Intervention**

Chloe B. Holbrook, Ph.D.<sup>1</sup>, Nicole Hendrix, Ph.D.<sup>1</sup>, Brittany Mauzy, LPC<sup>2</sup>, Katherine Pickard, Ph.D.<sup>1</sup>, Nailah Islam, B.S.<sup>3</sup>, Elizabeth Kushner, M.A.<sup>4</sup>, 1. Emory University School of Medicine, 2. Children's Healthcare of Atlanta, 3. Children's Healthcare of Atlanta, Marcus Autism Center, 4. Emory University

**(PS4-67) Sample Characteristics and Anxiety Rates in Gender-diverse Autistic Youth**

Rebecca N. Smith, B.A.<sup>1</sup>, Tiffany Harris, B.S.<sup>1</sup>, Kelli Bradley, M.A.<sup>1</sup>, Kristina Jackson, Ph.D.<sup>2</sup>, Casey A. Cragin, Psy.D.<sup>3</sup>, Stephen Sheinkopf, Ph.D.<sup>4</sup>, Anthony Spirito, ABPP, Ph.D.<sup>5</sup>, 1. Brown University, 2. Rutgers, The State University of New Jersey, 3. Alpert Medical School of Brown University, 4. University of Missouri, 5. Brown University Medical School

**(PS4-68) Say "AH," Not "AHHH!" - Parent Intervention for the Reduction of Dental Anxiety in a Child with Autism**

Alexandra Vernice, M.S., Nathalia Benitez, B.A., Ashley Smith, B.A., Britney Jeyanayagam, M.A., Isabella Rodriguez-Velasquez, B.A., Erin N. Rauchbauer, B.A., Thomas Minunno, Lauren Moskowitz, Ph.D., St. John's University

**(PS4-69) School Anxiety and Autism: Contributing Factors and Impact of School-based Facing Your Fears (FYF-SB)**

Ainsley Losh, Ph.D.<sup>1</sup>, Sarah Nickles, B.S.<sup>1</sup>, Lisa Hayutin, Ph.D.<sup>1</sup>, Caitlin Middleton, Ph.D.<sup>1</sup>, Nuri Reyes, Ph.D.<sup>1</sup>, Richard Boles, Ph.D.<sup>1</sup>, Audrey Blakeley-Smith, Ph.D.<sup>1</sup>, Allison Meyer, Ph.D.<sup>1</sup>, Judy Reaven, Ph.D.<sup>2</sup>, 1. University of Colorado Anschutz Medical Campus, 2. JFK Partners, University of Colorado Anschutz Medical Campus

**(PS4-70) School-based Targeted Prevention for Children with Mild Intellectual Disabilities and Behavior Problems: A Pilot Implementation Study**

Eva Kühl, B.A., M.S., Utrecht University

**(PS4-71) Self-reported Separation Anxiety and Uncertainty Are Associated with Parent-reported Restricted and Repetitive Behaviors in Autistic Youth**

Caroline G. Candy, B.A.<sup>1</sup>, Andrea Lopez, B.S., B.A.<sup>2</sup>, Alyssa D. Verbalis, Ph.D.<sup>3</sup>, Julianna Mckenna, B.A.<sup>3</sup>, Cara Pugliese, Ph.D.<sup>3</sup>, Lauren Kenworthy, Ph.D.<sup>3</sup>, 1. National Institute of Mental Health, 2. Children's National Hospital, 3. Children's National Health System

**(PS4-72) The Autistic Youth Wellbeing Scale: Looking Beyond Goal Attainment in Behavioral Health Treatment**

Lindsey Sneed, Ph.D., Ben Pfingston, M.S., Brianna Fitchett, M.P.H., M.A., Doreen Samelson, Ed.D., Ian Cook, Ph.D., Michelle Befi, M.A., MFT, Vincent Bommel, Ph.D., Catalight Foundation

**(PS4-73) The Effects of Service Payer on the Use of Intervention Strategies for Autistic Youth**

Kilmer Merritt-Gawe, B.A.<sup>1</sup>, Tamara Rosen, Ph.D.<sup>2</sup>, Allison S. Nahmias, Ph.D.<sup>1</sup>, Amy Drahota, Ph.D.<sup>3</sup>, Allison Wainer, Ph.D.<sup>4</sup>, Elizabeth Cohn, Ph.D.<sup>5</sup>, Lauren Moskowitz, Ph.D.<sup>6</sup>, Latha Valluripalli Soorya, Ph.D.<sup>4</sup>, Matthew D. Lerner, Ph.D.<sup>1</sup>, 1. AJ Drexel Autism Institute, Drexel University, 2. Drexel University and St. Christopher's Hospital for Children, 3. Michigan State University, 4. Rush University Medical Center, 5. Hunter College, City University of New York, 6. St. John's University

- (PS4-74) **The Influence of Parent Characteristics on Multiple Dimensions of Parent Engagement in Early Autism Intervention**  
*Hannah Tokish, M.A., Brooke Ingersoll, Ph.D., Michigan State University*
- (PS4-75) **The Mediating Effects of Parental Emotional Regulation on Parental Psychopathology in Families with Developmentally and Intellectually Disabled Children**  
*Greg R. Hartle, Jr., B.A.<sup>1</sup>, Sadaf Khawar, M.A.<sup>1</sup>, Erin Kang, Ph.D.<sup>1</sup>, Chana Tilson, Ph.D.<sup>2</sup>,  
 1. Montclair State University, 2. Helping Hands*
- (PS4-76) **The Mediating Role of Restricted and Repetitive Behaviors on Social-neurocognitive Processes in Neurodiverse Youth**  
*Reem F. Ahmad, Rachel G. McDonald, M.A., Allison E. Hollender, B.A., Erin Kang, Ph.D.,  
 Montclair State University*
- (PS4-77) **The Relation Between Demographic Factors and Part C Provider-reported Augmenting and Reducing Intervention Adaptations**  
*Anamiguel Pomales Ramos, M.A.<sup>1</sup>, Sarah R. Edmunds, Ph.D.<sup>2</sup>, Quentin Wedderburn, B.A.<sup>2</sup>,  
 Brooke Ingersoll, Ph.D.<sup>1</sup>, Sarabeth BroderFingert, M.P.H., M.D.<sup>3</sup>, 1. Michigan State University,  
 2. University of South Carolina, 3. UMass Chan Medical Center*
- (PS4-78) **Training Modality and Provider Perceptions and Motivation: Findings from an Implementation Trial of Two Autism Evidence-based Interventions**  
*Deepinder Singh Nagra, M.P.H.<sup>1</sup>, Barbara Caplan, Ph.D.<sup>2</sup>, Kameron Stout, B.A.<sup>2</sup>, Lauren  
 Brookman-Frazee, Ph.D.<sup>3</sup>, Aubyn Stahmer, Ph.D.<sup>1</sup>, 1. MIND Institute, University of California,  
 Davis, 2. California State University Long Beach, 3. University of California, San Diego*
- (PS4-79) **Understanding Non-autistic College Student's Perception of Autism Through an Analysis of Word Associations**  
*Olivia L. Cino, Diego A Aragon-Guevara, B.S., Raymond G. Romanczyk, Ph.D., Jennifer  
 Gillis Mattson, Ph.D., Binghamton University*
- (PS4-80) **Using Video Modeling with Feedback to Teach Courtship Behaviors to an Autistic Young Adult: A Single Subject Design**  
*Alyssa P. Goodman, Psy.D., Ashley Smith, B.A., Britney Jeyanayagam, M.A., Nathalia  
 Benitez, B.A., Rachel Ross, B.A., Sarah Swerdin, B.S., Anavel De Los Santos, Lauren  
 Moskowitz, Ph.D., St. John's University*
- (PS4-81) **A Social Media Content Analysis of the Health at Every Size® Advocacy Movement Using Instagram Images and Videos**  
*Aditi Venkatesh, B.S., Tracy Sbrocco, Ph.D., Uniformed Services University of the  
 Health Sciences*
- (PS4-82) **Using Behavior Skills Training to Teach Compassionate Care Skills to Medical Students**  
*Valerie M. Colantuono, M.S.<sup>1</sup>, Jean Ochterski, B.A.<sup>2</sup>, Elisabeth H. Sheridan, Ph.D.<sup>1</sup>,  
 Lauren Schnell-Peskin, Ph.D.<sup>2</sup>, Jessica Day-Watkins, Ph.D.<sup>1</sup>, 1. Drexel University, 2.  
 Hunter College, City University of New York*
- (PS4-83) **A Qualitative Study Using Metacognition to Evaluate the Impacts of Pet Ownership and Loss on Existential Thinking, Mortality Acceptance, and Grief**  
*Allie E. Farone, B.A., M.S., Robert Leeman, Ph.D., Northeastern University*



- (PS484) Effects of Community Music Programming on Executive Function and Self-efficacy in Middle-school-aged Children**  
*Rachel Kaplan, B.A.<sup>1</sup>, Paul J. Colombo, Ph.D.<sup>1</sup>, Julie S. Cohen<sup>1</sup>, Dean A. Taylor<sup>2</sup>, Samantha Winick<sup>2</sup>, 1. Tulane University, 2. Brain Institute at Tulane University*
- (PS485) Gaining Clarity on the Malleability of Emotion Differentiation: A Novel Study Design Examining the Efficacy of ED Practice**  
*Ella S. Sudit, M.A., Paloma K. Zabala, B.A., Daniella Olivares, B.A., Nathaniel R. Herr, Ph.D., American University*
- (PS486) Suicide Prevention in Emergency Departments: Understanding Contextual Factors and Clinician Perspectives That May Impact Evidence-based Practice Implementation**  
*Michael B. Steinberg, M.A.<sup>1</sup>, Gregory K. Brown, Ph.D.<sup>1</sup>, Maria A. Oquendo, M.D., Ph.D.<sup>1</sup>, Shari Jager-Hyman, Ph.D.<sup>1</sup>, Kelly L. Green, Ph.D.<sup>2</sup>, Megan Reilly, M.P.H.<sup>1</sup>, Courtney Wolk, Ph.D.<sup>1</sup>, 1. Perelman School of Medicine at the University of Pennsylvania, 2. University of Pennsylvania*
- (PS487) Is It Better for Your Mental Health to Think More Rationally or Less Irrationally?**  
*Rachel Kendal, B.S., Aimaloghi F. Eromosele, B.S., Christian Dellavella, B.S., Wilson McDermut, Ph.D., St. John's University*
- (PS488) Neurophysiological Correlates of Anger Rumination and Its Association with Working Memory Performance**  
*Mairin M. Cotter, M.S.<sup>1</sup>, Kate Riley Loposser, B.A.<sup>1</sup>, Nevaeh M. Grimme<sup>1</sup>, Cameron Pothoven, B.S.<sup>1</sup>, Subhikshya Lama<sup>1</sup>, Rachel Kaplan, B.A.<sup>2</sup>, Zachary Wilde, M.A.<sup>1</sup>, Stephanie D. Smith, Ph.D.<sup>1</sup>, 1. University of Southern Mississippi, 2. Tulane University*
- (PS489) Real-time Fmri Reframe Neurofeedback in Healthy Participants**  
*Callan T. McKernan, Sophia Hovakimian, B.A., Patrick Eagen, Rebecca Denenberg, Kathryn Torok, Krisanne Litinas, B.S., M.S., Scott Peltier, Ph.D., David Marc Fresco, Ph.D., Stephan Taylor, M.D., Stefanie Block, Ph.D., University of Michigan*
- (PS490) Seeing Red: Hostile Attribution Bias, Aggression, and Antisocial Personality Disorder Traits**  
*Kaley N. Potter, B.A., M.S.<sup>1</sup>, Shari A. Steinman, Ph.D.<sup>2</sup>, 1. West Virginia University, 2. University of Vermont*
- (PS491) Who Benefits from Mindfulness Training? Examining Personality Variables and Cognitive Performance**  
*Elisheva Hoffman, M.A., Gianna Puccio, M.A., Aida Aminpour, M.A., Kerry M. Cannity, Ph.D., Touro University*
- (PS492) Association Between Religiosity and Obsessive-compulsive Symptoms and Cognitions: A Meta-analysis**  
*Peter Bite Qiu, Matthew Loreg, B.A., Jedidiah Siev, Ph.D., Swarthmore College*



- (PS493) Difficulties in Identifying Peak Frequencies of Cross-frequency Phase-amplitude Coupling: Implications for Personalized Frequency Approaches of Tacs in Clinical Studies**  
*Jacob D. Kraft, Ph.D.<sup>1</sup>, Takakuni Suzuki, Ph.D.<sup>2</sup>, Justin Riddle, Ph.D.<sup>3</sup>, Flavio Frohlich, Ph.D.<sup>4</sup>, Ivy Tso, Ph.D.<sup>5</sup>*, 1. University of Michigan, 2. The University of Tulsa, 3. Florida State University, 4. University of North Carolina at Chapel Hill, 5. The Ohio State University
- (PS494) Interactive Association of Childhood Adversity and Peripheral Inflammation with Orbitofrontal Cortex Response to Reward Among Adolescents at Risk for Major Depression**  
*Felicia Petteerway, B.A.<sup>1</sup>, Iris Ka-Yi Chat, M.A.<sup>1</sup>, Zoe V. Adogli, M.A.<sup>1</sup>, Auburn R. Stephenson, M.A.<sup>1</sup>, Nina C. Kougan, B.A.<sup>2</sup>, Zachary Anderson, M.S.<sup>2</sup>, Thomas M. Olino, Ph.D.<sup>1</sup>, Lauren M. Ellman, Ph.D.<sup>1</sup>, Gregory Miller, Ph.D.<sup>2</sup>, Robin Nusslock, Ph.D.<sup>2</sup>, Lauren B. Alloy, Ph.D.<sup>1</sup>*, 1. Temple University, 2. Northwestern University
- (PS495) Investigating Clinical Profiles in a Repetitive Transcranial Magnetic Stimulation Intervention on Affective Ratings in PTSD and Trauma-exposed Depression**  
*Sarai D. Garcia, B.S., B.A., Desmond Oathes, Ph.D., Romain Duprat, Ph.D., Almaris Figueroa-Gonzalez, B.S., Camille Blaine, B.S., Julie Grier, B.S., Perelman School of Medicine at the University of Pennsylvania*
- (PS496) Relating Parental Neural Buffering to Parental Accommodation of Anxiety**  
*Elizabeth R. Kitt, M.S.<sup>1</sup>, Alexis Broussard, B.A.<sup>2</sup>, Sadie Zacharek, B.S.<sup>3</sup>, Cristina L. Nardini, M.A.<sup>4</sup>, Grace Hommel, LCSW<sup>1</sup>, Maya Barr, B.A.<sup>5</sup>, Gillian Weeks, B.A.<sup>1</sup>, Alison Magnotti, M.A.<sup>1</sup>, Paola Odriozola, Ph.D.<sup>6</sup>, Carla E. Marin, Ph.D.<sup>1</sup>, Wendy K. Silverman, ABPP, Ph.D.<sup>7</sup>, Eli R. Lebowitz, Ph.D.<sup>7</sup>, Dylan G. Gee, Ph.D.<sup>1</sup>*, 1. Yale University, 2. University of Pennsylvania, 3. MIT, 4. Fordham University, 5. PGSP-Stanford PSY. D. Consortium, 6. University of California, Los Angeles, 7. Yale School of Medicine Child Study Center
- (PS497) The Relationship Between Reward Processing, Depression Symptoms, and Social Media Use in Adolescents**  
*Daniel J. Zweben, B.A.<sup>1</sup>, Neil Chaturvedi, B.A.<sup>1</sup>, Zoe V. Adogli, M.A.<sup>1</sup>, Jason Chein, Ph.D.<sup>1</sup>, Lauren B. Alloy, Ph.D.<sup>1</sup>, Nina C. Kougan, B.A.<sup>2</sup>, Robin Nusslock, Ph.D.<sup>2</sup>, Zachary Anderson, M.S.<sup>2</sup>*, 1. Temple University, 2. Northwestern University
- (PS498) The Role of Neuropsychology in the Treatment of Borderline Personality Disorder: A Scoping Review and Clinical Implications**  
*Amané Halicki-Asakawa, B.A., M.A., Harry Miller, B.S., Ph.D.*, The University of British Columbia
- (PS499) Three Patients Presenting with Symptoms of Depersonalization and Derealization Following Colloid Cyst Resection**  
*Evita Conway, B.S.<sup>1</sup>, Priyanka R. Alluri, M.A.<sup>2</sup>, Amanda Sacks-Zimmerman, ABPP, Ph.D.<sup>3</sup>, Heidi A. Bender, ABPP, Ph.D.<sup>3</sup>*, 1. Fairleigh Dickinson University, 2. The Graduate Center, CUNY, 3. Weill Cornell Medicine
- (PS4-100) Discrepancies in Parent-adolescent BASC-3 Scores & Treatment Adherence**  
*Elizabeth C. Cansler, M.S., Katey Hayes, M.S., Jamie Spiegel, Ph.D., Kimberly Zlomke, Ph.D.*, University of South Alabama

## **Bipolar Disorders; Child / Adolescent - Anxiety; Child / Adolescent – Depression; Child / Adolescent – School Related Issues; Health Psychology / Behavioral Medicine - Child**

### **Poster Session 5**

Key Words: *Bipolar Disorders, Sleep, Assessment, Child, Adolescent*

**(PS5-1) A Rasch Analysis of the Patient Reported Outcomes Information System Sleep Disturbance (PROMIS-SD) Short Form Scale Among Individuals with Bipolar Disorder Undergoing Specialty Clinic Treatment**

*Karl Chiang, Ph.D.*<sup>1</sup>, *Jorge Almeida, M.D.*<sup>1</sup>, *Stephen Strakowski, M.D.*<sup>2</sup>, 1. The University of Texas at Austin, 2. Indiana University School of Medicine

**(PS5-2) Bipolar Disorder and Polypharmacy: Associations with Demographic Factors and Treatment Utilization**

*Antonietta Alvarez Hernandez, B.A., Louisa Sylvia, Ph.D., Masoud Kamali, M.D., Andrew A. Nierenberg, M.D., Christina Temes, Ph.D., Massachusetts General Hospital*

**(PS5-3) Designing Financial Technologies to Support Individuals with Serious Mental Illnesses**

*Johnna Blair, Ph.D.*<sup>1</sup>, *Jeff Brozena, B.S.*<sup>1</sup>, *Dahlia Mukherjee, Ph.D.*<sup>2</sup>, *Erika Saunders, M.D.*<sup>2</sup>, *Thomas Richardson, Psy.D.*<sup>3</sup>, *Mark Matthews, Ph.D.*<sup>4</sup>, *Saeed Abdullah, Ph.D.*<sup>1</sup>, 1. The Pennsylvania State University, 2. Penn State College of Medicine, 3. University of Southampton, 4. University College Dublin

**(PS5-4) Development of a Virtual Psychoeducation Tool for Bipolar Disorder: A User-centred Approach**

*Kelsey C. Collimore, Ph.D.*<sup>1</sup>, *Lisa Sarraf, M.A.*<sup>1</sup>, *Jennifer L. Phillips, Ph.D.*<sup>1</sup>, *Amol Vaze, M.D.*<sup>2</sup>, *Vidi Gouthro, RN*<sup>3</sup>, *Glenda O'Hara*<sup>3</sup>, *Michele L. Langlois, M.A.*<sup>4</sup>, *Carla Serrano, M.Ed.*<sup>3</sup>, *Elaine Senis, MSW*<sup>3</sup>, 1. The Royal's Institute of Mental Health Research, University of Ottawa, 2. London Psychiatry Clinic, 3. The Royal Ottawa Mental Health Centre, 4. Saint Paul University

**(PS5-5) Intraindividual Dynamics Between Rumination and Irritability in Adults**

*Yangduoduo Luo, B.A.*<sup>1</sup>, *Tiffany Tran, M.Ed.*<sup>2</sup>, *Mingcong Tang, M.A.*<sup>3</sup>, *Qimin Liu, Ph.D.*<sup>1</sup>, 1. Boston University, 2. Arizona State University, 3. Center for Anxiety and Related Disorders, Boston University

- (PS5-6) Reward Sensitivity, Circadian Rhythms, and Pubertal Development**  
*Mackenzie Maddox, B.S.<sup>1</sup>, Rachel Walsh, M.A.<sup>1</sup>, Phyllis Zee, Ph.D.<sup>2</sup>, Robin Nusslock, Ph.D.<sup>3</sup>, Lauren B. Alloy, Ph.D.<sup>1</sup>, 1. Temple University, 2. Northwestern University Feinberg School of Medicine, 3. Northwestern University*
- (PS5-7) Sequential Multiple Assignment Randomized Trial for Bipolar Depression (SMART-BD): A Comparative Effectiveness Study**  
*Nur Akpolat, B.S., Broghan F. O’Hearn, B.A., Hadi R. Kobaissi, B.S., Khadija Tlaiti, B.A., Masoud Kamali, M.D., Andrew A. Nierenberg, M.D., Massachusetts General Hospital*
- (PS5-8) Sex and Developmental Effects on Depressive and Hypomanic Symptoms in Adolescents at Risk for Developing Bipolar Spectrum Disorders**  
*Kayla L. Baresich, B.S.<sup>1</sup>, Logan T. Smith, M.A.<sup>1</sup>, Mackenzie Maddox, B.S.<sup>1</sup>, Robin Nusslock, Ph.D.<sup>2</sup>, Lauren B. Alloy, Ph.D.<sup>1</sup>, 1. Temple University, 2. Northwestern University*
- (PS5-9) Test of the Reward Circadian Rhythm (RCR) Dysregulation Model of Bipolar Spectrum Disorders at a Micro Time Scale: Using Ecological Momentary Assessment to Detect Event-related Social Rhythm Disruptions**  
*Logan T. Smith, M.A.<sup>1</sup>, Mackenzie Maddox, B.S.<sup>1</sup>, Rachel Walsh, M.A.<sup>1</sup>, Namni Goel, Ph.D.<sup>2</sup>, Lauren B. Alloy, Ph.D.<sup>1</sup>, 1. Temple University, 2. Rush University Medical Center*
- (PS5-10) A Dose-response Analysis of Adjunctive Intensive Group Treatment for Selective Mutism**  
*Rachel Kupferberg, Psy.D.<sup>1</sup>, Richard Gallagher, Ph.D.<sup>2</sup>, Sol J. Wahba, Ph.D.<sup>3</sup>, Ali Adnan<sup>1</sup>, 1. Hassenfeld Children’s Hospital at New York University Langone Medical Center, 2. New York University Grossman School of Medicine, 3. New York University Langone Medical Center*
- (PS5-11) A Mixed Methods Examination of Caregiver Satisfaction with Anxiety Treatment Among Youth with Autism Spectrum Disorder**  
*Emma R. Jenkins, B.A.<sup>1</sup>, Kathrin Renschler, M.A.<sup>1</sup>, Marika Marklin, B.S.<sup>1</sup>, Jonathan C. Rabner, M.A.<sup>2</sup>, Margaret E. Crane, Ph.D.<sup>1</sup>, Eric C. A. Storch, Ph.D.<sup>3</sup>, Jeffrey J. Wood, Ph.D.<sup>4</sup>, Connor M. Kerns, Ph.D.<sup>5</sup>, Adam B. B. Lewin, ABPP, Ph.D.<sup>6</sup>, Brent J. Small, Ph.D.<sup>7</sup>, Philip C. Kendall, ABPP, Ph.D.<sup>8</sup>, Joshua Kemp, Ph.D.<sup>1</sup>, Lesley A. Norris, Ph.D.<sup>1</sup>, 1. Warren Alpert medical School of Brown University, 2. Kennedy Krieger Institute, 3. Baylor College of Medicine, 4. University of California Los Angeles, 5. University of British Columbia, 6. University of South Florida, 7. University of North Carolina at Chapel Hill, 8. Temple University*
- (PS5-12) An Examination of Gender Relations to Body Dysmorphic Disorder (BDD) and Its Association with Depression and Anxiety in Adolescents**  
*Akia Sherrod, B.A., Sarah A. Bilsky, Ph.D., Max J. Luber, M.A., Leila Sachner, B.A., Kayce M. Hopper, B.S., Gabrielle Armstrong, B.A., University of Mississippi*
- (PS5-13) Baseline and Daily Anxiety and Irritability in Preschool-aged Children Are Associated with Parent Accommodation**  
*Anna Olczyk, M.A., M.S., Nadia Al-Dajani, Ph.D., Sara J. Bufferd, Ph.D., University of Louisville*

- (PS5-14) Baseline Anxiogenic Parenting Behaviors as a Predictor of CBT Treatment Response in Anxious Youth**  
*Kimberly S. Sain, Ph.D., Maria C. DiFonte, Ph.D., Theresa Gladstone, Ph.D., David F. Tolin, ABPP, Ph.D., Anxiety Disorders Center, The Institute of Living*
- (PS5-15) Bullying as It Associates with Anger Expression in Youth**  
*Sheethal Ayalassomayajula, Brian C. Chu, Ph.D., Sofia I. Andrade, B.A., Rutgers University, The State University of New Jersey*
- (PS5-16) Changes in Idiographic Coping Outcomes for Youth with Anxiety Disorders: Results from the Child/adolescent Anxiety Multimodal Study (CAMS)**  
*Marisa Meyer, B.A., Thomas M. Olin, Ph.D., Philip C. Kendall, ABPP, Ph.D., Temple University*
- (PS5-17) Characteristics of Families Seeking Specialty Anxiety Treatment in an Urban Setting by Insurance Status**  
*Kennedy Chatman, B.S.<sup>1</sup>, Megan Brady, B.S.<sup>2</sup>, Michal Weiss, B.S.<sup>1</sup>, Emily Becker-Haimes, Ph.D.<sup>3</sup>, 1. Perelman School of Medicine at the University of Pennsylvania, 2. University of Pennsylvania School of Medicine, 3. University of Pennsylvania*
- (PS5-19) Cognitive-behavioral Therapy Leads to Changes in Emotion Regulation Strategies in Youth with Anxiety Disorders but Not Obsessive-compulsive Disorder**  
*Kelly A. Knowles, Ph.D., David F. Tolin, ABPP, Ph.D., Institute of Living*
- (PS5-20) Community Involvement as a Moderator Between Psychological Abuse and Anxiety in Adolescents**  
*Diamonde McCollum, M.S., Julie Nguyen, B.S., Nada M. Goodrum, Ph.D., University of South Carolina*
- (PS5-21) COVID-19 and Changes in Youth-reported Transdiagnostic Mechanisms of Anxiety Disorders**  
*Anamika Dutta, M.A.<sup>1</sup>, Donna B. Pincus, Ph.D.<sup>2</sup>, Eve O. Kleiber<sup>2</sup>, Alyssa M. Farley, Ph.D.<sup>2</sup>, Justine Lee, B.A.<sup>1</sup>, Rachel Merson, Psy.D.<sup>1</sup>, Kristine Lee, M.A.<sup>2</sup>, Ovsanna Leyfer, Ph.D.<sup>2</sup>, 1. Boston University Center for Anxiety and Related Disorders, 2. Boston University*
- (PS5-22) Cross-cultural Expressions of Emotional Vocabulary in CBT Sessions for Childhood Anxiety Disorders: A Comparison Between Australia and Japan**  
*Shin-ichi Ishikawa, Ph.D.<sup>1</sup>, Jennifer L. Hudson, Ph.D.<sup>2</sup>, 1. Doshisha University, 2. Black Dog Institute*
- (PS5-23) Culturally Sensitive Intervention Techniques for Parents with Anxious Children**  
*Karen Rienks, M.A., University of Amsterdam*
- (PS5-24) Do Black Adolescents Report Reductions in Racism-related Vigilance Following a Culturally Responsive Cognitive-behavioral Intervention for Social Anxiety?**  
*Hannah M. Thomas, M.A., Jeremy K. Fox, Ph.D., Melissa Escobar, M.A., Talita Ahmed, B.S., Ifeanyichukwu Ndubuisi, B.A., Priya Saha, B.A., Grace Martin, M.A., Carrie Masia, Ph.D., Montclair State University*

- (PS5-25) **Elucidating Anxiety in the AYA Cancer Survivorship Experience (EASE): Approach and Methodology**  
*Carly Miron, B.A.<sup>1</sup>, Jennifer Ford, Ph.D.<sup>2</sup>*, 1. The Graduate Center, City University of New York, 2. Hunter College, City University of New York and The Graduate Center
- (PS5-26) **Emotional Regulation Moderates the Association Between Children and Adolescents' Anxiety and Valence Flexibility**  
*Amanda Jensen, B.A., Stephanie Whitney, M.S., Jennifer Britton, Ph.D.*, University of Miami
- (PS5-28) **Examining Measurement Invariance of the Screen for Child Anxiety Related Emotional Disorders (SCARED) Across Age Groups and Ethnicities Among Youth with Depression**  
*Ace Castillo, B.A.<sup>1</sup>, Ticiane Silva, Ph.D.<sup>1</sup>, Miranda Higham, M.S.<sup>1</sup>, Samuel D. Spencer, Ph.D.<sup>2</sup>, Eric A. Storch, Ph.D.<sup>1</sup>*, 1. Baylor College of Medicine, 2. University of North Texas
- (PS5-29) **Examining the Contributions of Dimensions of Psychologically Controlling Parenting and Parental Acceptance-rejection to Youth Anxiety**  
*Sarah E. Francis, Ph.D., Avleen Walia, B.S., Lauren Kramer, M.A., Mackenzie Tanner, M.A., Bailey B. Crittenden, M.A.*, University of Toledo
- (PS5-30) **Examining the Role of Top Problem Severity Informant Discrepancies on Treatment Outcomes**  
*Hannah L. Grassie, M.S., Jill Ehrenreich-May, Ph.D.*, University of Miami
- (PS5-31) **Exploring Clinical Subtypes in Youth with Misophonia: A Cluster Analytic Approach**  
*Gabrielle Armstrong, B.A.<sup>1</sup>, Sarah J. Sadek, B.A.<sup>2</sup>, Ogechi Onyekaka, Ph.D.<sup>2</sup>, Eric A. Storch, Ph.D.<sup>2</sup>, Andrew G. Guzick, Ph.D.<sup>3</sup>*, 1. University of Mississippi, 2. Baylor College of Medicine, 3. University of Pennsylvania
- (PS5-32) **Factor Structure of an Observer-rated Caregiver-clinician Alliance Scale in Treatment for Youth Anxiety**  
*Navneet Kaur, M.S.<sup>1</sup>, Erica Ross, Ph.D.<sup>1</sup>, Bryce D. McLeod, Ph.D.<sup>1</sup>, Grace W. Le, B.S.<sup>1</sup>, Robert Cross, B.S.<sup>1</sup>, Michael A. Southam-Gerow, Ph.D.<sup>1</sup>, Bruce F. F. Chorpita, Ph.D.<sup>2</sup>, John R. Weisz, ABPP, Ph.D.<sup>3</sup>*, 1. Virginia Commonwealth University, 2. University of California Los Angeles, 3. Harvard University
- (PS5-33) **Impact of Parent Anxiety and Depression on Assessment of Youth Internalizing Disorders and Suicidal Ideation**  
*Megan E. Morillas, B.A.<sup>1</sup>, Karen T. G. Schwartz, Ph.D.<sup>2</sup>, V. Robin Weersing, Ph.D.<sup>3</sup>*, 1. San Diego State University, 2. Children's Hospital of Philadelphia, 3. San Diego State University-University of California San Diego Joint Degree Program in Clinical Psychology

**(PS5-34) Impairment in Social Engagement: Parent-reported Symptoms of Selective****Mutism**

*Sophia Wolk, B.S.<sup>1</sup>, Joy Shen, M.A.<sup>2</sup>, Jazmin Garcia, B.A.<sup>3</sup>, Tali Wigod, Psy.D.<sup>3</sup>, Joseph R. Taliercio, Ph.D.<sup>3</sup>, Melyssa M. Mandelbaum, Psy.D.<sup>3</sup>, Rachel Busman, ABPP<sup>3</sup>, Alec L. Miller, Psy.D.<sup>3</sup>, Lata McGinn, Ph.D.<sup>4</sup>, 1. Icahn School of Medicine at Mount Sinai, Cognitive Behavioral Consultants, 2. Ferkauf Graduate School of Psychology; Cognitive and Behavioral Consultants, 3. Cognitive and Behavioral Consultants, 4. Yeshiva University - Ferkauf Graduate School of Psychology/Cognitive and Behavioral Consultants*

**(PS5-35) Increasing Access to Early Intervention for Childhood Anxiety with a Virtual Space-based Psychoeducation Class**

*Stephanie J. Glover, M.S.<sup>1</sup>, Emma Ong, B.A.<sup>2</sup>, Shea Fedigan, Ph.D.<sup>2</sup>, Mari Kuwahashi, M.P.H., M.D.<sup>2</sup>, Elizabeth Reichert, Ph.D.<sup>2</sup>, 1. PGSP-Stanford PSY. D. Consortium, Palo Alto University, 2. Stanford University*

**(PS5-36) The Impact of a Virtual Space-based Psychoeducation Class on Key Risk Factors for Childhood Anxiety and Parental Self-compassion**

*Stephanie J. Glover, M.S.<sup>1</sup>, Shea Fedigan, Ph.D.<sup>2</sup>, Mari Kuwahashi, M.P.H., M.D.<sup>2</sup>, Emma Ong, B.A.<sup>2</sup>, Elizabeth Reichert, Ph.D.<sup>2</sup>, 1. PGSP-Stanford PSY. D. Consortium, Palo Alto University, 2. Stanford University*

**(PS5-37) Investigating the Role of Positive Urgency on Social Anxiety and Alcohol Use Motives Among Adolescents**

*Shannon A. Smith, M.S., Linda M. Thompson, M.A., Ash Wilkins, Heidemarie Blumenthal, Ph.D., University of North Texas*

**(PS5-38) Loneliness and Internalizing Symptoms of Anxiety and Depression over Time**

*Dominique Ewing, B.A.<sup>1</sup>, Paige Didier, B.A.<sup>2</sup>, Shannon E. Grogans, M.S.<sup>1</sup>, Allegra S. Anderson, M.S.<sup>3</sup>, Samiha Islam, M.S.<sup>4</sup>, Logan E. Craig, B.S.<sup>5</sup>, Jazmine Wedlock, M.S.<sup>6</sup>, Jyoeon Hur, Ph.D.<sup>7</sup>, Kathryn A. DeYoung, M.S.<sup>2</sup>, Alexander J. Shackman, Ph.D.<sup>1</sup>, 1. University of Maryland- College Park, 2. University of Maryland, 3. Vanderbilt University, 4. University of Pennsylvania, 5. George Mason University, 6. University of Massachusetts Amherst, 7. Yonsei University*

**(PS5-39) Maternal and Youth Distress Tolerance: The Role of Child Sex and Clinical Profile**

*Khushi H. Gandhi<sup>1</sup>, Brian C. Chu, Ph.D.<sup>1</sup>, Isabelle E. Siegel, PsyM<sup>2</sup>, 1. Rutgers, The State University of New Jersey 2. Rutgers University Graduate School of Applied & Professional Psychology*

**(PS5-40) Maternal Expressivity's Relation to Child Anxiety Outcomes Through Child Effortful Control and Emotion Regulation: A Serial Mediation Model**

*Nicole M. Baumgartner, M.A., Elizabeth J. Kiel, Ph.D., Miami University*

**(PS5-41) Maximising Momentum: A Systematic Review and Meta-analysis of Intensive Treatments for Children and Adolescents with Anxiety or Obsessive-compulsive Disorders**

*Colin O. W. Ganzevoort, University of Groningen; Accare Child Study Center*

- (PS5-42) **Optimizing CBT Implementation Among Youth Mental Health Providers in Low Resource Settings Through Internet-based Consultation and Networking (i-CAN)**  
*Jaclyn Fishbach, B.A.<sup>1</sup>, Catherine Carlson, Ph.D., MSW<sup>2</sup>, Nicole R. Friedman, M.A.<sup>2</sup>, Susan W. White, ABPP, Ph.D.<sup>2</sup>, 1. University of Illinois Urbana-Champaign, 2. The University of Alabama*
- (PS5-43) **Parental Anxiety as a Predictor of Controlling Parenting, Child Anxiety and Obedience**  
*Katelyn G. Sullivan, B.A., Elizabeth J. Kiel, Ph.D., Miami University*
- (PS5-44) **Parental Cognitions and Childhood Anxiety: A Systematic Review**  
*Lauren E. Fleming, B.S., Jeremy K. Fox, Ph.D., Montclair State University*
- (PS5-45) **Parent-child Communication and Emotion Expression in Youth Receiving Anxiety Treatment**  
*Sara Leik, Julia Ney, M.A., Philip C. Kendall, ABPP, Ph.D., Temple University*
- (PS5-46) **Physiological and Behavioral Outcomes of a Telehealth Treatment of Anxiety in Autism**  
*Alexandra Marsden, B.S., Jessie D. Montezuma, M.Ed., Rosmary Ros-demarize, Ph.D., Laura A. Carpenter, Ph.D., Jordan Klein, Ph.D., Medical University of South Carolina*
- (PS5-47) **Predicting Social Anxiety in Behaviorally Inhibited Children: Testing Error-related Negativity and Sex as Potential Third Variables**  
*Allison A. Morra, B.S., Robin D. Thomas, Ph.D., Elizabeth J. Kiel, Ph.D., Miami University*
- (PS5-48) **Preliminary Effectiveness Results from an Intensive Outpatient Program for Adolescents with Anxiety and Obsessive-compulsive Disorders**  
*Allie E. Morford, Ph.D.<sup>1</sup>, Benjamin C. Mullin, Ph.D.<sup>1</sup>, Jerrica R. Cherry, LPC<sup>1</sup>, Ciara Baumann, Ph.D.<sup>1</sup>, Ashley Kreeger, M.A., LPC<sup>2</sup>, Zuzanna K. Wojcieszak, Ph.D.<sup>1</sup>, 1. Children's Hospital of Colorado, 2. University of Colorado Anschutz Medical Campus*
- (PS5-49) **Relative Efficacy of Cognitive Restructuring vs. Cognitive Defusion When Treating Adolescents with Social Anxiety**  
*Annie F. Kipke, M.A., Charles Williams, M.A., Ruby Paisner, M.A., Kyle G. Ross, M.A., Gabriella B. Goldentyer, M.A., Nicole Lui, M.A., Phyllis S. Ohr, Ph.D., Hofstra University*
- (PS5-50) **Prevention of Postpartum Anxiety in High-risk Women: A Proof-of-concept Randomized Clinical Trial**  
*Melissa Furtado, M.S.<sup>1</sup>, Benicio N. Frey, M.S.<sup>2</sup>, Briar E. Inness, B.A.<sup>1</sup>, Randi E. McCabe, Ph.D.<sup>1</sup>, Sheryl M. Green, Ph.D.<sup>3</sup>, 1. McMaster University, 2. St. Joseph's Healthcare Hamilton, 3. McMaster University and St. Joseph's Healthcare*
- (PS5-51) **The Effects of School Transition Stress, Repetitive Negative Thinking, and Sleep Disturbance on depression and Anxiety Symptoms in Hispanic Immigrant and Us-born Youth**  
*Evan T. Burdette, M.S.<sup>1</sup>, Annette M. La Greca, Ph.D.<sup>2</sup>, 1. Department of Pediatrics, University of Miami, 2. University of Miami*

- (PS5-52) **Interactions Between Child Anxiety and Neighborhood Opportunity in Predicting Physiological Responses to Threat in a Pediatric Heat Pain Paradigm**  
*Purnima Qamar, B.S., Safa Rahman, B.S., Rany Abend, Ph.D., Song Qi, Ph.D., Daniel S. Pine, M.D., National Institute of Mental Health*
- (PS5-53) **The Relationship of Developmental Milestones and Anxiety in Post-pandemic Adolescents**  
*Anthony R. Garcia, B.A., Anne Marie Albano, ABPP, Columbia University Medical Center*
- (PS5-54) **The Role of Expressive Reluctance in Cognitive Behavioral Therapy for Youth with Anxiety Disorders**  
*Julia Ney, M.A., Philip C. Kendall, ABPP, Ph.D., Temple University*
- (PS5-55) **The Role of Social Self-efficacy in the Relationship Between Behavioral Inhibition and Social Anxiety in Youth**  
*Shannon E. Grogans, M.S.<sup>1</sup>, Daniel S. Pine, M.D.<sup>2</sup>, Krystal M. Lewis, Ph.D.<sup>3</sup>, 1. University of Maryland, College Park, 2. National Institute of Mental Health, 3. Section on Development and Affective Neuroscience (SDAN), Emotion and Development Branch, National Institute on Mental Health*
- (PS5-56) **Therapist Perceptions of the Utilization of and Barriers to Teaching Parents Not to Accommodate**  
*Theresa Gladstone, Ph.D.<sup>1</sup>, Christopher A. Flessner, Ph.D.<sup>2</sup>, 1. Anxiety Disorders Center, The Institute of Living, 2. Department of Psychological Sciences, Kent State University*
- (PS5-57) **To Seek or Not to Seek: Appearance Feedback on Social Media**  
*Leila Sachner, B.A., Akia Sherrod, B.A., Max J. Luber, M.A., Kayce M. Hopper, B.S., Gabrielle Armstrong, B.A., Sarah A. Bilsky, Ph.D., University of Mississippi*
- (PS5-58) **Triple P Fear-less: A Closer Look at the Use of an Anxiety Focused Parent Training Program in Emergency Homeless Shelters**  
*Caitlyn R. Owens, Ph.D., Valencia Pankey, M.S., James Madison University*
- (PS5-59) **What's in a Children's Book?: A Systematic Review of Children's Storybooks for Anxiety Disorders and Recommendations for Improving Accessibility of Evidence-based Practices**  
*Katerina Levy, M.S.<sup>1</sup>, Hilary B. Vidair, Ph.D.<sup>2</sup>, Alexander Dorfman, M.S.<sup>1</sup>, 1. Long Island University, 2. Long Island University, Post campus*
- (PS5-60) **Youth Experiences in Sport and Intentions to Continue Participation**  
*Hafsa K. Owens, Jocelyn Carter, Ph.D., Kailyn Bare, M.A., Lindsey Brownfield, DePaul University*
- (PS5-61) **Youth-caregiver Discrepancies in Anxiety Severity and Anxiety Impact: Treatment Outcomes**  
*Dominique S. McKnight, M.A., Philip C. Kendall, ABPP, Ph.D., Deborah Drabick, Ph.D., Temple University*
- (PS5-62) **Aberrant Functional Connectivity Between the Salience Network and Emotion-reward-related Brain Regions in Youth Experiencing Early Life Stress**  
*Zoe V. Adogli, M.A., Matthew Mattoni, M.A., Iris Ka-Yi Chat, M.A., Felicia Patterway, B.A., Logan T. Smith, M.A., Lauren B. Alloy, Ph.D., Temple University*



- (PS5-63) **Adolescent Negative Affect and Daily Rumination: The Moderating Roles of Attentional Control and Parental Responses to Negative Emotions**  
Grace Friedman, M.S., Amy H. Mezulis, Ph.D., Seattle Pacific University
- (PS5-64) **Analyses of Protective and Risk Factors Predicting Youth Depression Trajectory Following Early Life Adversity: A Machine Learning Study**  
Zoe V. Adogli, M.A., Cole Hagen, B.S., Iris Ka-Yi Chat, M.A., Lauren B. Alloy, Ph.D., Temple University
- (PS5-65) **Beyond Reproductive Organs: An Exploration of Menarcheal Timing, Depression Onset, and Mental Health Symptoms in Youth with Mood Disorders**  
Maya L. Hubbard, B.S., M.A., Children's Health - Children's Medical Center/University of Texas Southwestern Medical Center
- (PS5-66) **Characterizing ADHD in Major Depressive Disorder Within the Texas Youth Depression and Suicide Research Network (TX-YDSRN)**  
Blake M. Upshaw, B.A.<sup>1</sup>, Samuel D. Spencer, Ph.D.<sup>2</sup>, Abu Minhajuddin, Ph.D.<sup>3</sup>, Vadym Zhyrov, M.S.<sup>3</sup>, Holli Slater, Ph.D., MSW<sup>3</sup>, Sarah Martin, M.D.<sup>4</sup>, Jair C. Soares, M.D., Ph.D.<sup>5</sup>, Jeffrey D. Shahidullah, ABPP, Ph.D.<sup>6</sup>, R. Andrew Harper, M.D.<sup>7</sup>, Madelyn Guerra, B.A.<sup>8</sup>, Sarah Wakefield, M.D.<sup>9</sup>, Madhukar H. Trivedi, M.D.<sup>3</sup>, Eric A. Storch, Ph.D.<sup>1</sup>, 1. Baylor College of Medicine, 2. University of North Texas, 3. Children's Health - Children's Medical Center/University of Texas Southwestern Medical Center, 4. Texas Tech University, El Paso, 5. UT Health, Houston, McGovern Medical School, 6. University of Texas at Austin, 7. Texas A & M University, 8. University of North Texas Health Science Center, 9. Texas Tech University Health Science Center
- (PS5-67) **Comparing Family Accommodation in Youth Depression, Anxiety Disorders, and Nonclinical Controls**  
Isabelle E. Siegel, PsyM<sup>1</sup>, Brian C. Chu, Ph.D.<sup>2</sup>, 1. Rutgers University Graduate School of Applied & Professional Psychology, 2. Rutgers, The State University of New Jersey
- (PS5-68) **Differential Effects of Anhedonia on Generalized and Social Anxiety in Adolescent Depression**  
Yannie D. Lee, B.A.<sup>1</sup>, Daniel S. Pine, M.D.<sup>1</sup>, Kenneth Towbin, M.D.<sup>1</sup>, Argyris Stringaris, M.D., Ph.D.<sup>2</sup>, Katharina Kircanski, Ph.D.<sup>1</sup>, 1. National Institute of Mental Health, 2. University College London
- (PS5-69) **Do Subjective and Objective Sleep Measures Predict Adolescent Depression? Examining Sleep Assessed via Youth-report and Fitbit in the Adolescent Brain Cognitive Development Study**  
Shasha Zhu, B.A., Mei Yi Ng, Ph.D., Florida International University
- (PS5-70) **Effectiveness of Informed Dialectical Behavior Therapy (DBT) Skills Group Training for Adolescents with Depression in Singapore**  
Terri H. Chen, Zhi Wei Yee, Nicole Wong, Celine Wong, Tji Tjian Chee, National University Hospital (NUH)
- (PS5-71) **Electrocortical Reactivity to Emotional Faces in Mother-daughter Dyads: The Moderating Roles of Maternal Depression and Rumination**  
Caley R. Lane, B.S.<sup>1</sup>, Noah Kingston, B.S.<sup>2</sup>, Katie Burkhouse, Ph.D.<sup>1</sup>, 1. Nationwide Children's Hospital, 2. The Ohio State University

- (PS5-72) Emotional Rigidity Prospectively Predicts Future Depressive Symptoms in Adolescence**  
*Hadar Fisher, Ph.D.*<sup>1</sup>, *Kristina Pidvirny, B.A.*<sup>2</sup>, *Christian A. Webb, Ph.D.*<sup>3</sup>, 1. Harvard Medical School, 2. McLean Hospital, 3. Harvard Medical School and McLean Hospital
- (PS5-73) Exploring Unique, Bidirectional Effects of Digital Media and Depressed Mood in Adolescents**  
*Bianca Caproni, B.A.*<sup>1</sup>, *Melissa J. Dreier, M.S.*<sup>2</sup>, *Isha Bhatia*<sup>3</sup>, *Jessica L. Hamilton, Ph.D.*<sup>2</sup>, 1. Rutgers University-New Brunswick, 2. Rutgers, The State University of New Jersey, 3. Morris Hills High School
- (PS5-74) Navigating Emotional Landscapes: The Role of Experiential Avoidance in Shaping Irritability over Time**  
*Kelly V. Klein, M.A.*<sup>1</sup>, *Caroline M. Miller, B.A.*<sup>2</sup>, *Kenneth Toubin, M.D.*<sup>2</sup>, *Daniel S. Pine, M.D.*<sup>2</sup>, *Katharina Kircanski, Ph.D.*<sup>2</sup>, 1. American University, 2. National Institute of Mental Health
- (PS5-75) Openness of Parent Communication and Youth Religiosity as a Protective Factor for Youth Psychopathology**  
*Aliandra Macias, M.A.*, *Natalia Gomez Giuliani, Oswaldo Moreno, Ph.D.*, *Rosalie Corona, Ph.D.*, Virginia Commonwealth University
- (PS5-76) Parent-adolescent Communication: An Actor-partner Interdependence Model**  
*Abigail E. Pine, M.S.*<sup>1</sup>, *Rex Forehand, Ph.D.*<sup>2</sup>, *Bruce E. Compas, Ph.D.*<sup>1</sup>, 1. Vanderbilt University, 2. University of Vermont
- (PS5-77) Prospective Relationships Among Depression and Perceived Opportunity in Juvenile Offenders**  
*Michael F. Sandella, B.S.*<sup>1</sup>, *Gavin N. Rackoff, M.S.*<sup>2</sup>, *Michelle G. Newman, B.S., M.A., Ph.D.*<sup>2</sup>, 1. Thomas Jefferson University, 2. The Pennsylvania State University
- (PS5-78) Roles of Sleep Disturbances and Childhood Maltreatment Severity and Timing on Depressive Symptoms in Response to Behavioral Activation Intervention**  
*Li Shen Chong, M.A.*<sup>1</sup>, *Andrew A. Gepty, Ph.D.*<sup>2</sup>, *Laila Volpe, M.S.*<sup>3</sup>, *Sarah Danzo, Ph.D.*<sup>4</sup>, *Elizabeth McNeilly, M.S.*<sup>5</sup>, *Zara Sana Khan, B.S.*<sup>3</sup>, *Cristian Rivera Nales, B.S.*<sup>6</sup>, *Jessica Jenness, Ph.D.*<sup>3</sup>, 1. University at Albany, State University of New York, 2. Seattle Children's Research Institute, 3. University of Washington, 4. University of Washington School of Medicine, 5. University of Oregon, 6. Virginia Commonwealth University
- (PS5-79) Self-esteem and Depression in College Students: The Role of Perceived Social Support**  
*Haley Park, M.A.*, *Ellen C. Flannery-Schroeder, ABPP, Ph.D.*, University of Rhode Island
- (PS5-80) Social Support, Coping, and Internalizing Distress in Late Adolescents: A Mediation Model of Risk and Resilience**  
*Daniella Gelman, B.A.*, *Kathleen Duncan, Cynthia Erdley, Ph.D.*, University of Maine

- (PS5-81) Temperament and Psychopathology During Early Childhood Predicts Disordered Eating in Late Adolescence**  
*Thu P. Nguyen, B.S.<sup>1</sup>, Loie M. Faulkner, B.S.<sup>1</sup>, Sara J. Bufferd, Ph.D.<sup>1</sup>, Cheri A. Levinson, Ph.D.<sup>1</sup>, Daniel N. Klein, Ph.D.<sup>2</sup>*, 1. University of Louisville, 2. Stony Brook University
- (PS5-82) The Effect of the COVID-19 Pandemic on Length of Care in a Diverse Population of Adolescents**  
*Leo Almada-Makebish, B.A.<sup>1</sup>, Aaron Reliford, M.D.<sup>2</sup>, Cristina D'Anna<sup>3</sup>, Jennifer Braddock<sup>3</sup>, Sanjana Manjunath, M.A.<sup>1</sup>, Elizabeth Janopaul-Naylor, M.D.<sup>1</sup>*, 1. New York University Langone Medical Center, 2. New York University Child Study Center, 3. Hassenfeld Children's Hospital at New York University Langone Medical Center
- (PS5-83) The Interplay Between Rumination and Inflammatory Biomarkers on Concurrent and Prospective Depression Severity During Adolescence**  
*Auburn R. Stephenson, M.A.<sup>1</sup>, Madeline R. Pike, M.A.<sup>1</sup>, Iris Ka-Yi Chat, M.A.<sup>1</sup>, Christopher L. Coe, Ph.D.<sup>2</sup>, Lauren M. Ellman, Ph.D.<sup>1</sup>, Lyn Y. Abramson, Ph.D.<sup>2</sup>, Lauren B. Alloy, Ph.D.<sup>1</sup>*, 1. Temple University, 2. University of Wisconsin-Madison
- (PS5-84) The Interplay of Child Neural Reward Responsiveness and Deprivation Experiences in the Prospective Prediction of Depressive Symptoms**  
*Christine Roberts, B.A.<sup>1</sup>, Cope Fuerer, Ph.D.<sup>2</sup>, Katie Burkhouse, Ph.D.<sup>1</sup>*, 1. Nationwide Children's Hospital, 2. University of North Carolina at Chapel Hill
- (PS5-85) The Interplay of Rumination and Error-related Brain Activity in the Prospective Prediction of Depressive Symptoms Among Youth**  
*Noah Kingston, B.S.<sup>1</sup>, Caley R. Lane, B.S.<sup>2</sup>, Christine Roberts, B.A.<sup>2</sup>, Matthew Thompson, M.S.<sup>1</sup>, Scott A. Langenecker, Ph.D.<sup>1</sup>, Katie Burkhouse, Ph.D.<sup>2</sup>*, 1. The Ohio State University, 2. Nationwide Children's Hospital
- (PS5-86) The Moderating Role of Ruminative Subtypes on Youth Internalizing Across Time**  
*Habiba Amir<sup>1</sup>, Kristen Chu, B.A.<sup>1</sup>, Richard E. Zinbarg, Ph.D.<sup>2</sup>, Susan Mineka, Ph.D.<sup>2</sup>, Michelle G. Craske, Ph.D.<sup>1</sup>*, 1. University of California Los Angeles, 2. Northwestern University
- (PS5-87) Understanding Mindfulness, Self-compassion, and Emotion Regulation Effects on Mood Disorder & Anxiety Symptoms in At-risk Youth: Preliminary Analyses**  
*Jessica Mak, B.S., Ashley Harbaugh, B.S.*, University of Pittsburgh
- (PS5-88) Understanding the Role of Mood Repair Strategies in Pre-adolescent Depression: Risk Factors, Demographics, Treatment, and Developmental Considerations**  
*Elle J. Biton, B.A., Martha C. Tompson, Ph.D., Caroline Swetlitz, Ph.D.*, Boston University
- (PS5-89) You're Different! – Demographic Factors and Peer Victimization in Youth with Visible Chronic Conditions: A Systematic Review**  
*Akila Gopalkrishnan, B.A., Mairin M. Cotter, M.S., Maddison K. Knott, B.S., Freddie Pastrana Rivera, Ph.D.*, University of Southern Mississippi

- (PS5-90) Building Bridges: Enhancing School Climate and Parental Engagement for Newcomer Youth Mental Health**  
*Susana S. Sosa, M.A.<sup>1</sup>, Andrea Donis, B.S.<sup>1</sup>, Yvita Bustos, Ph.D.<sup>2</sup>, Roxanna Flores, M.A.<sup>1</sup>, Sarah Jolie, M.A.<sup>1</sup>, Zoe Smith, Ph.D.<sup>1</sup>, Catherine DeCarlo Santiago, Ph.D.<sup>3</sup>, Sungha Kang, Ph.D.<sup>1</sup>, 1. Loyola University Chicago, 2. Ann & Robert H. Lurie Children's Hospital of Chicago - The Center for Childhood Resilience, 3. Rady Children's Hospital San Diego*
- (PS5-91) Community Engagement in Early Childhood Behavioral Health: A Mixed-methods Study of an Integrated, School-based Behavioral Health Program For Preschoolers**  
*Jamie M. Lawler, Ph.D., Sarah E. Freeman, M.P.H., M.S., Maitri Jain, M.A., Elizabeth Freehling, B.A., Emaan Ali, B.A., Eastern Michigan University*
- (PS5-92) General Education Teachers' Attitudes and Behaviors Toward Special Education Students**  
*Eunice P. Magat, Ph.D., Yan Leykin, Ph.D., Alinne Z. Barrera, Ph.D., Palo Alto University*
- (PS5-93) Guidelines for Increasing Access to Mindfulness-based Interventions in Under-resourced Schools**  
*Mary L. Phan, M.S., Tyler L. Renshaw, Ph.D., Caleb Farley, M.S., Utah State University*
- (PS5-94) Parent-suggested Child Strategies and Children's Response to School Bullying**  
*Luz M. Cilis Moxthe, B.S., B.A., L. Chris Elledge, Ph.D., University of Tennessee - Knoxville*
- (PS5-95) Student Knowledge, Attitudes, and Experiences of Receiving a Universal, Preventative, Coping Intervention Adapted for Delivery in Rural Upper Elementary and Middle Schools**  
*Anna E. Edson-Heussi, Jacqueline Hersh, Ph.D., Lisa Curtin, Ph.D., Crystal Taylor, Ph.D., Appalachian State University*
- (PS5-96) Understanding the Relationship Between Racial Identity, Caregiver Satisfaction, and Youth Outcomes Within Community-based Wraparound Programming**  
*Olivia Linkous, B.S., Virginia Commonwealth University, Katherine Soon, B.A., University of Albany, Eric Bruns, Ph.D., University of Washington, Seattle*
- (PS5-97) Chronic Pain, School Attendance, and Internalizing Adjustment: Investigating the Impact of the COVID-19 Pandemic on Adolescents with Debilitating Chronic Pain or Autonomic Dysfunction**  
*Jasmine R. Berry, Ph.D., Cynthia Harbeck-Weber, Ph.D., Leslie Sim, Ph.D., Karen Weiss, Ph.D., Mayo Clinic*
- (PS5-98) Digital Intervention Targeting Emotion Regulation for Middle Schoolers: Mixed Method Evaluation of In-program Data**  
*Anna L. Hinojosa, B.A.<sup>1</sup>, Julianne E. Higgins, B.A.<sup>1</sup>, Elian M. Valencia, B.A.<sup>1</sup>, Maanasi S. Bulusu, B.S.<sup>1</sup>, Wendy Hadley, Ph.D.<sup>2</sup>, Christopher Houck, Ph.D.<sup>3</sup>, 1. Rhode Island Hospital/Alpert Medical School of Brown University, 2. University of Oregon, 3. Alpert Medical School of Brown University*

**(PS5-99) Family Functioning and Quality of Life Among Caregivers Seeking Treatment for Their Child's DGBI: Exploring the Relationship with Youth-related Pain Constructs**

*David R. Heckler, Ph.D.*<sup>1</sup>, *Katherine Sadek, M.S.*<sup>2</sup>, *Priya Jacob, M.D.*<sup>2</sup>, *Anees Siddiqui, M.D.*<sup>1</sup>, 1. Dell Children's Medical Center/ University of Texas at Austin, 2. University of Texas at Austin

**(PS5-100) Posttraumatic Growth Among Pediatric Transplant Recipients and Their Caregivers: A Scoping Review**

*Mikela A. Murphy, B.A.*, *Rachel Annunziato, Ph.D.*, Fordham University

## Child / Adolescent – Externalizing; Child / Adolescent - Trauma / Maltreatment; Child / Adolescent – ADHD; Primary Care / Integrated Care

### Poster Session 6

Key Words: *Hispanic American/ Latinx, Adolescents, Parenting*

#### (PS6-1) Academic Socialization and Mental Health in Latinx Families

*Cassandra J. Gomez Alvarado, B.A.<sup>1</sup>, Eirian Avila, M.S.<sup>2</sup>, Sarai Blanco, M.S.<sup>3</sup>, Yesenia Mejia, Ph.D.<sup>4</sup>, Gabriela Stein, Ph.D.<sup>1</sup>*, 1. The University of Texas at Austin, 2. University of North Carolina at Greensboro, 3. University of Michigan, 4. University of California San Diego

#### (PS6-2) Adolescent Narcissism: Relations with Peer-reported Popularity and Likability over Time

*Alex C. Anderson, M.A., Christopher T. Barry, Ph.D., Hyunah Kim, M.S.*, Washington State University

#### (PS6-3) Are Callous-unemotional Traits Adaptive in Adverse Contexts?

*Esmeralda Soriano, M.A., Abbey L. Friedman, M.A., May V. Albee, B.A., Valerie Everett, M.A., Deborah Drabick, Ph.D.*, Temple University

#### (PS6-4) Behavioral Inhibition and Working Memory Differentially Predict Internalizing and Externalizing Symptoms – an Investigation During Middle and Late Adolescence Across 8 Years

*René Freichel, M.S.<sup>1</sup>, Sacha Epskamp, Ph.D.<sup>2</sup>, Peter De Jong, Ph.D.<sup>3</sup>, Janna Cousijn, Ph.D.<sup>4</sup>, Ingmar Franken, Ph.D.<sup>4</sup>, Giovanni Salum, M.D., Ph.D.<sup>5</sup>, Ilya Veer, Ph.D.<sup>1</sup>, Reinout W. Wiers, Ph.D.<sup>1</sup>*, 1. University of Amsterdam, 2. National University of Singapore, 3. University of Groningen, 4. Erasmus University Rotterdam, 5. Universidade Federal do Rio Grande do Sul

#### (PS6-5) Coping Styles and Reactive Aggression in School-age Children: The Moderating Role of Peer Relationship Quality

*Jillian Dodson, B.A., Alayna J. Watson, M.A., L. Chris Elledge, Ph.D.*, University of Tennessee - Knoxville

#### (PS6-6) Decoding Subtle Emotions: Reading Emotions in the Eyes in Children With Callous-unemotional Traits

*Olivia N. Gifford, B.S., Chuong Bui, Ph.D., Yanyu Xiong, Ph.D., Bradley A. White, Ph.D.*, The University of Alabama

- (PS6-7) **Do Executive Functioning Abilities and Exposure to Traumatic Life Events Predict Externalizing Behaviors in Adolescence?**  
Valerie Everett, M.A., Abbey L. Friedman, M.A., May V. Albee, B.A., Esmeralda Soriano, M.A., Deborah Drabick, Ph.D., Temple University
- (PS6-8) **Emotion Recognition in Children With Callous-unemotional Traits: Does Anxiety Matter?**  
Hao Xu, M.Ed., Victoria R. Ward, B.A., Olivia N. Gifford, B.S., Chuong Bui, Ph.D., Yanyu Xiong, Ph.D., Caroline Boxmeyer, Ph.D., Matthew Jarrett, Ph.D., Bradley A. White, Ph.D., The University of Alabama
- (PS6-9) **Examining Factor Structure and Personality Correlates of Measuring Aggression in At-risk Adolescents**  
Mackenzie Murphy, M.S., Christopher T. Barry, Ph.D., Hyunah Kim, M.S., Washington State University
- (PS6-10) **Examining Personality Profiles of At-risk Adolescents Based on Substance Use History**  
Cassidy L. Tenny, M.A.<sup>1</sup>, Nora E. Charles, Ph.D.<sup>1</sup>, Sara Lowmaster, Ph.D.<sup>2</sup>, Christopher T. Barry, Ph.D.<sup>3</sup>, 1. University of Southern Mississippi, 2. University at Buffalo, 3. Washington State University
- (PS6-11) **Examining the Role of Maternal Emotion Regulation in the Relationship Between Maternal Adverse Childhood Experiences (ACEs), Negative Parenting, and Child Externalizing Behaviors**  
Maddison K. Knott, B.S., Arianna A. Delgado, B.S., Sara S. Jordan, Ph.D., University of Southern Mississippi
- (PS6-12) **Executive Functioning as a Prospective Moderator of the Relations Between Maltreatment in Childhood and Externalizing Symptoms and Wellbeing from Adolescence to Young Adulthood**  
Rafaella Jakubovic, M.A., Deborah Drabick, Ph.D., Temple University
- (PS6-13) **Factors Influencing Engagement in Youth Community-based Effectiveness Trials**  
Elizabeth Hicks, B.A.<sup>1</sup>, Amanda A. Bowling, Ph.D.<sup>1</sup>, Ariel Sternberg, Ph.D.<sup>2</sup>, Sarah Kate Bearman, Ph.D.<sup>1</sup>, 1. University of Texas at Austin, 2. Harvard University
- (PS6-14) **Gender and the Role of CU Traits, Frustration, and Inhibitory Control in Provoked and Unprovoked Aggression in Early Childhood**  
Cassandra Cheeseman, B.A., Jordan Holmén, M.A., Tamara Del Vecchio, Ph.D., Kätlin Peets, Ph.D., St. John's University
- (PS6-15) **Investigating the Moderating Impact of Coparenting on the Longitudinal Relationships Between Toddler Externalizing Problems and Parent Outcomes During Middle Childhood**  
Levi M. Toback, M.S., Brian T. Wymbs, Ph.D., Ohio University
- (PS6-16) **Is It Possible to Train Facial Affect Sensitivity in Children with Callous-unemotional Traits?**  
Bradley A. White, Ph.D., Chuong Bui, Ph.D., Yanyu Xiong, Ph.D., Victoria R. Ward, B.A., Hao Xu, M.Ed., Nicole Powell, Ph.D., John E. Lochman, ABPP, Ph.D., Susan W. White, ABPP, Ph.D., University of Alabama

- (PS6-17) Juvenile Legal System Involvement Among a Population of Psychiatrically Hospitalized Adolescents**  
Emily F. Olenik, B.A.<sup>1</sup>, Danae Papadea, M.A.<sup>1</sup>, Sarah Thomas, Ph.D.<sup>2</sup>, Jennifer C. Wolff, Ph.D.<sup>1</sup>, Elizabeth Thompson, Ph.D.<sup>1</sup>, 1. Rhode Island Hospital/Alpert Medical School of Brown University, 2. Brown University
- (PS6-18) Latent Classes of Practice Elements Utilized for Behavioral Health Treatment of High School Students with Disruptive Behavior**  
Holly R. Turner, M.A., Daniel Wilkie, Ph.D., Ayada Bonilla, M.Ed., Brad Nakamura, Ph.D., University of Hawai'i at Manoa
- (PS6-19) Meta-analysis of Parent & Family Training Targeting Externalizing Behaviors in Asian Youth**  
Kailee R. Kodama Muscente, M.A., M.Ed.<sup>1</sup>, Jiayue Mao, M.A.<sup>1</sup>, Caroline L. Sweeney<sup>2</sup>, Anil Chacko, Ph.D.<sup>1</sup>, 1. New York University, 2. New York University Steinhardt
- (PS6-20) Neurocognitive Predictors of Coping Power Intervention Outcomes Among Minoritized Youth**  
Deborah Drabick, Ph.D., Rafaella Jakubovic, M.A., Valerie Everett, M.A., Abbey L. Friedman, M.A., May V. Albee, B.A., Temple University
- (PS6-21) Peer Relationship Quality and Psychological Adjustment in Adolescence: The Moderating Role of Expressive Flexibility**  
Maya Rajah, B.S., Rohini Bagrodia, M.A., M.S., Ann-Christin Haag, Ph.D., George A. Bonanno, Ph.D., Columbia University
- (PS6-22) Racial Differences in Social and Contextual Determinants of Adolescent Behavioral Problems**  
Khirsten J. Wilson, B.S.<sup>1</sup>, Benjamin H. Walker, M.S., Ph.D.<sup>2</sup>, 1. University of Notre Dame, 2. University of Mississippi Medical Center
- (PS6-23) Racial Minority Status, Externalizing Behavior Trajectories, Self-esteem, and Civic Engagement: A 12 Year Investigation from the Longitudinal Studies of Child Abuse and Neglect (LONGSCAN)**  
Miranda R. Schaffer, B.A., Jared S. Carmichael, B.S., Dean Lauterbach, Ph.D., Eastern Michigan University
- (PS6-24) School-based Behavioral Health Treatment Format and Practice Patterns For Elementary School Students with Disruptive Behaviors**  
Daniel Wilkie, Ph.D., Ayada Bonilla, M.Ed., May Mon Thein, Brad Nakamura, Ph.D., University of Hawai'i at Manoa
- (PS6-25) Sleep Deficiencies and Proactive versus Reactive Aggression Among Peripubertal Youth Receiving Intensive Psychiatric Services**  
Aelyn Tougas<sup>1</sup>, Justin Parent, Ph.D.<sup>1</sup>, Elizabeth Tampke, Ph.D.<sup>2</sup>, Kelsey B. Sutton, M.A.<sup>3</sup>, Evelyn M. Hernandez Valencia, M.A.<sup>1</sup>, Elizabeth S. Wagner, M.D.<sup>3</sup>, Mandy Witkin, MSW<sup>3</sup>, 1. University of Rhode Island, 2. Rhode Island Hospital/Alpert Medical School of Brown University, 3. Bradley Hospital
- (PS6-26) Social Connectedness and Delinquent Behavior Among Latinx Adolescents: A Multi-dimensional Exploration of Social Support**  
Steven Curto, B.A., Diandra Leon, B.A., Elizabeth B. Raposa, Ph.D., Fordham University



- (PS6-27) **Trauma Screening with Adolescents Experiencing Justice System Involvement: Violence Exposure and Trauma Loss as a Pathway to Comprehensive Service Access**  
Steven Curto, B.A., Keith Cruise, Ph.D., Joanna Krammer, B.A., Fordham University
- (PS6-28) **Exploring the Relationship Between Adverse Childhood Experiences and Problem Behaviors Among a Nationally Representative Sample of Children with ADHD**  
Steven Curto, B.A., Allison Eisenberg, B.A., Cristina L. Nardini, M.A., Fordham University
- (PS6-29) **The Impacts of Self-Regulation on Early Childhood Aggressive Behavior and Treatment**  
Shira Richards, B.S., Megan Leary, M.A., Tamara Del Vecchio, Ph.D., St. John's University
- (PS6-30) **The Moderating Role of emotion Regulation Difficulties in the Links Between Dimensions of Family Functioning and Adolescent Rule-breaking Behavior**  
Amanda Desmarattes, B.A., Shaquanna Brown, Ph.D., Madelyn Clancy, None, Nicole Nugent, Ph.D., Brown University
- (PS6-31) **Time Out: Caregivers' Willingness to Implement and Qualitative Reactions**  
Catherine E. Drott, M.A.<sup>1</sup>, Sara R. Elkins, Ph.D.<sup>2</sup>, 1. University of Houston - Clear Lake, 2. University of Houston
- (PS6-32) **Youth Profiles of Delinquent Behavior Are Differentially Associated with CU Traits, Emotion Regulation, and Contextual Risk**  
Abbey L. Friedman, M.A., Valerie Everett, M.A., Esmeralda Soriano, M.A., May V. Albee, B.A., Deborah Drabick, Ph.D., Temple University
- (PS6-33) **Association Between Parenting Practices and Attrition in Alternative for Families: A Cognitive Behavioral Therapy**  
Katharine Murphy, B.A.<sup>1</sup>, Alyssa Williamson, B.A.<sup>1</sup>, Elissa J. Brown, Ph.D.<sup>2</sup>, 1. St. John's University, 2. Child HELP Partnership at St. John's University
- (PS6-34) **Changes in Blame Attributions During Trauma-focused Cognitive-behavioral Therapy**  
Nicole Milani, M.A.<sup>1</sup>, Elissa J. Brown, Ph.D.<sup>2</sup>, Tanya Sharma, M.A.<sup>1</sup>, Danielle S. Citera, Ph.D.<sup>3</sup>, Michelle Cusumano, M.A.<sup>1</sup>, 1. St. John's University, 2. Child HELP Partnership at St. John's University, 3. Stony Brook University
- (PS6-35) **Childhood Strengths and Needs as Mediators of the Pathway from Interpersonal Trauma to Posttraumatic Stress Symptoms Among Youth in Psychiatric Residential Treatment**  
Katherine R. Braund, B.A., Wilson J. Brown, Ph.D., Penn State Erie, The Behrend College
- (PS6-36) **Developmental Differences in Improvements in Locus of Control in Trauma-focused Cognitive-behavioral Therapy**  
Tanya Sharma, M.A.<sup>1</sup>, Elissa J. Brown, Ph.D.<sup>2</sup>, Russi Soffer, Psy.D.<sup>2</sup>, Nicole Milani, M.A.<sup>1</sup>, 1. St. John's University, 2. Child HELP Partnership at St. John's University

- (PS6-37) Differential Effects of Gender on Early Adverse Childhood Experiences and Criminality**  
*Drew Hubbard, B.A., Morgan Queen, B.A., Elizabeth Goncy, Ph.D., Cleveland State University*
- (PS6-38) Does Positive Coping Moderate Adverse Child Experiences and Criminality?**  
*Morgan Queen, B.A., Elizabeth Goncy, Ph.D., Cleveland State University*
- (PS6-39) Impact of Early Adverse Childhood Experiences on Criminality**  
*Morgan Queen, B.A., Elizabeth Goncy, Ph.D., Cleveland State University*
- (PS6-40) Does Self-blame About the Trauma Moderate the Relation Between Social Support and Depression?**  
*Cenge B. Bodi, B.A.<sup>1</sup>, Russi Soffer, Psy.D.<sup>2</sup>, Elissa J. Brown, Ph.D.<sup>2</sup>, 1. St. John's University, 2. Child HELP Partnership at St. John's University*
- (PS6-41) Electronic Media Use, Mental Health and Sleep Among Children in Foster Care**  
*Kayla Martins, B.A., Eleanor L. McGlinchey, Ph.D., Fairleigh Dickinson University*
- (PS6-42) Ethnic Differences in the Mediating Role of Emotion Regulation and Perceived Social Support in the Association of Childhood Trauma and Adulthood Depression**  
*Josue D. Luna, Jr., B.A.<sup>1</sup>, Michiyo Hirai, Ph.D.<sup>1</sup>, Thomas Chan, Ph.D.<sup>2</sup>, Don E. Davis, Ph.D.<sup>3</sup>, Lisa Diamond, Ph.D.<sup>4</sup>, Dakota Dolister<sup>5</sup>, Giovanna Garrido-Blanco, M.A.<sup>3</sup>, Amelia Ibarra-Mevans, B.A.<sup>5</sup>, Riley O'neil, M.A.<sup>5</sup>, John Ruiz, Ph.D.<sup>5</sup>, Timothy W. Smith, Ph.D.<sup>4</sup>, 1. University of Texas Rio Grande Valley 2. California State University Northridge, 3. Georgia State University, 4. The University of Utah, 5. University of Arizona*
- (PS6-43) Examining Sex Differences in Childhood Trauma and Its Association with Cognitive and Physical Functioning in People with Depression**  
*Defne Yucebas, B.A.<sup>1</sup>, Dylan A. Gould, M.P.H.<sup>1</sup>, Grace E. Cross, B.A.<sup>1</sup>, Nicolas Nunez, M.D., M.S.<sup>2</sup>, Naoise Mac Giollabhui, Ph.D.<sup>1</sup>, Pamela Schettler, Ph.D.<sup>3</sup>, Boadie Dunlop, M.D., M.S.<sup>3</sup>, Becky Kinkead, Ph.D.<sup>2</sup>, Stefania Lamon-Fava, M.D., Ph.D.<sup>4</sup>, Maurizio Fava, M.D.<sup>1</sup>, Mark Rapaport, M.D.<sup>4</sup>, David Mischoulon, M.D., Ph.D.<sup>1</sup>, 1. Massachusetts General Hospital, 2. The University of Utah, 3. Emory University, 4. Tufts University*
- (PS6-44) How Perpetrator Type Influences Mental Health Outcomes in Survivors of Childhood Sexual Abuse**  
*Noelle A. Warfford, M.A., Caroline C. Born, M.A., Peter Mezo, Ph.D., University of Toledo*
- (PS6-45) Does Resilience Moderate the Relationship Between Caregiver Behaviors and Post-traumatic Symptoms in Young Adults?**  
*Akila Gopalkrishnan, B.A., Josselyn Y. Telule, B.A., Freddie Pastrana Rivera, Ph.D., University of Southern Mississippi*
- (PS6-46) Improving Trauma-focused Care for Asian American Youth: A Qualitative Investigation of Barriers to Mental Health Services and Cultural Adaptations to TF-CBT**  
*Laura Godfrey, B.A.<sup>1</sup>, Nevita George, B.S.<sup>1</sup>, Nicole Lui, M.A.<sup>1</sup>, Elissa J. Brown, Ph.D.<sup>2</sup>, Amy H. Lee, Ph.D.<sup>1</sup>, 1. Hofstra University, 2. Child HELP Partnership at St. John's University*

- (PS6-47) Intergenerational Coping: Examining How Caregiver and Child Coping Relate to Resilience in Bereaved Children**  
*Amanda Hasselle, Ph.D.*<sup>1</sup>, *Mya E. Bowen, M.S.*<sup>2</sup>, *Rachel Stobbe, B.A.*<sup>2</sup>, *Nicollette Dwyer, M.S.*<sup>2</sup>, *Kathryn H. Howell, Ph.D.*<sup>2</sup>, 1. Rhodes College, 2. The University of Memphis
- (PS6-48) Latent Classes of Adverse Childhood Experiences and Their Association with Mental Health, and Suicidal Ideation in Teenagers**  
*Kelly Rodriguez, B.A., Miguel T. Villodas, Ph.D.*, San Diego State University
- (PS6-49) Lessons Learned: Results from a Pilot Parent Program Integrating Psychoeducation and Mindfulness Support for Aces**  
*Adrienne Garro, Ph.D.*<sup>1</sup>, *Shay Remillard, B.A.*<sup>1</sup>, *Isabella Taormina, M.A.*<sup>1</sup>, *Amanda Nunes, B.A.*<sup>1</sup>, *Emmylou Ethan, None*<sup>2</sup>, 1. Kean University, 2. South Orange-Maplewood School District
- (PS6-50) Mixed Methods Examination of Caregiver Satisfaction and Acceptability of Group Treatment Following Child Sexual Abuse**  
*Gina C. May, M.A.*<sup>1</sup>, *Melanie Willis, M.A., M.S.*<sup>1</sup>, *Akemi E. Mii, Ph.D.*<sup>2</sup>, *Hannah M. Coffey, M.A.*<sup>1</sup>, *Brittany S. Erskine, M.A.*<sup>1</sup>, *Niko Vehabovic, B.A., M.A.*<sup>1</sup>, *Taylyn Petsche, B.A.*<sup>1</sup>, *Katherine Sydik, B.A.*<sup>1</sup>, *Emily G. Hall, B.A.*<sup>1</sup>, *Darian Draft, B.A.*<sup>1</sup>, *Mary Fran Flood, Ph.D.*<sup>1</sup>, *David J. Hansen, Ph.D.*<sup>1</sup>, 1. University of Nebraska-Lincoln, 2. University of California San Francisco
- (PS6-51) Navigating Transition: Examining Stigma, Resilience, and Support in Youth Aging out of Foster Care Using a Community Engaged Research Paradigm**  
*Melanie D. Hetzel-Riggin, Ph.D.*<sup>1</sup>, *Marisa Berner, M.A.*<sup>2</sup>, 1. Penn State Erie, The Behrend College, 2. The Pennsylvania State University
- (PS6-52) Negative Psychological Effects of Female Genitalia Mutilation/cutting (FGM/C) for Tanzania Girls Who Escaped to FGM Safehouse for Protection**  
*Vicent Temba, M.A., Giao Q. Tran, Ph.D.*, University of Cincinnati
- (PS6-53) Parent-child Relationship as a Protective Factor for Internalizing Problems Among Adolescent Girls in Residential Treatment**  
*Brittany S. Erskine, M.A.*<sup>1</sup>, *Niko Vehabovic, B.A., M.A.*<sup>1</sup>, *Akemi E. Mii, Ph.D.*<sup>2</sup>, *Hannah M. Coffey, M.A.*<sup>1</sup>, *Gina C. May, M.A.*<sup>1</sup>, *Melanie Willis, M.A., M.S.*<sup>1</sup>, *Mary Fran Flood, Ph.D.*<sup>1</sup>, *David J. Hansen, Ph.D.*<sup>1</sup>, 1. University of Nebraska-Lincoln, 2. University of California San Francisco
- (PS6-54) Peer Support and Mental Health Outcomes Among Latinx Youth: Differential Effects for Immigrant and U.S.-born Adolescents**  
*Alexandra Zax, M.A.*<sup>1</sup>, *Charlsie Solano, B.A.*<sup>1</sup>, *Renee Gilbert, M.A.*<sup>1</sup>, *Omar Gudiño, ABPP, Ph.D.*<sup>2</sup>, 1. Clinical Child Psychology Program University of Kansas, 2. Child Mind Institute
- (PS6-55) PTSD Symptom Structure in Youth Exposed to Interpersonal Violence: Support for a Four-factor Model**  
*Alyssa Williamson, B.A.*<sup>1</sup>, *Katharine Murphy, B.A.*<sup>1</sup>, *Elissa J. Brown, Ph.D.*<sup>2</sup>, 1. St. John's University, 2. Child HELP Partnership at St. John's University
- (PS6-56) Randomized Clinical Trial of Attention Training for PTSD in Children**  
*Amy S. Badura-Brack, Ph.D.*<sup>1</sup>, *Ryan Fabry*<sup>1</sup>, *Mackenzie Gross, B.S.*<sup>1</sup>, *Alicia Earl, Ph.D.*<sup>1</sup>, *Yair Bar-Haim, Ph.D.*<sup>2</sup>, 1. Creighton University, 2. Tel Aviv University

- (PS6-57) Relation Between Referral Source and Completion of Trauma Therapy in a Community Setting**  
*Olivia S. Fiallo, B.A.<sup>1</sup>, Katharine Murphy, B.A.<sup>1</sup>, Maddi Gervasio, M.A.<sup>1</sup>, Elissa J. Brown, Ph.D.<sup>2</sup>*, 1. St. John's University, 2. Child HELP Partnership at St. John's University
- (PS6-58) Risk and Protective Processes in the Association Between Adversity and Delinquent and Violent Behavior Among At-risk Adolescents**  
*Liana Parrish, B.A., Miguel T. Villodas, Ph.D.*, San Diego State University
- (PS6-60) The Interactive Roles of Childhood Maltreatment and Masculinity in Predicting Experiential Avoidance and Psychological Distress Among College Men**  
*Patricia J. Long, Ph.D.<sup>1</sup>, Benjamin W. Katz, M.S.<sup>2</sup>*, 1. The University of New England, 2. University of Wisconsin-Milwaukee
- (PS6-61) The Role of Family Accommodation in Child Posttraumatic Stress Symptoms and Functional Impairment in the Context of Cognitive Behavioral Therapy**  
*Blake M. Upshaw, B.A.<sup>1</sup>, Samuel D. Spencer, Ph.D.<sup>2</sup>, Ogechi Onyeka, Ph.D.<sup>1</sup>, Alison Salloum, Ph.D., LCSW<sup>3</sup>, Katie Jiannetto, MSW<sup>3</sup>, Eric A. Storch, Ph.D.<sup>1</sup>*, 1. Baylor College of Medicine, 2. University of North Texas, 3. University of South Florida
- (PS6-62) The Role of Family Environment in the Mitigation of Youths' Trauma-related Dysregulation**  
*Gabriela Kovarsky Rotta, B.A.<sup>1</sup>, Kobe L. Huynh, B.A.<sup>1</sup>, Grace C. George, Ph.D.<sup>2</sup>, Jennie M. Kuckertz, Ph.D.<sup>2</sup>, Courtney Beard, Ph.D.<sup>2</sup>*, 1. McLean Hospital, 2. McLean Hospital, Harvard Medical School
- (PS6-63) The Role of Family Stability and Positive Emotion Regulation in the Relationship Between Childhood Maltreatment and Responses to Stressful Events**  
*Vidhi Jain, B.A., Elana B. Gordis, Ph.D.*, University at Albany, State University of New York
- (PS6-64) Tele-group Parent Behavior Management Training for Disruptive Behavior: Comparison of Efficacy and Satisfaction Between White versus BIPOC caregivers**  
*Li Shen Chong, M.A.<sup>1</sup>, Nicole Groves, Ph.D.<sup>2</sup>, Erin S. Gonzalez, Ph.D.<sup>3</sup>*, 1. University at Albany, State University of New York, 2. Seattle Children's Hospital, 3. University of Washington
- (PS6-65) Trauma Type and Severity as Predictors of TF-CBT Symptom Reduction Trajectories**  
*Elizabeth C. Lane, B.A.<sup>1</sup>, Vanessa Ramirez, Psy.D.<sup>2</sup>, Amanda Jensen-Doss, Ph.D.<sup>1</sup>*, 1. University of Miami, 2. Community Mental Health Agency
- (PS6-66) Youth Perceptions of Caregiver-youth Relationship Across Trauma-focused Cognitive Behavioral Therapy**  
*Emilie Paul, M.A.<sup>1</sup>, Maddi Gervasio, M.A.<sup>1</sup>, Elissa J. Brown, Ph.D.<sup>2</sup>*, 1. St. John's University, 2. Child HELP Partnership at St. John's University
- (PS6-67) Access to Behavioral Parent Training for Parents of Children with ADHD: A Simulated Patient Approach**  
*Brittany Matthews, M.Ed., Nicole Q. Chow, B.A., Anil Chacko, Ph.D.*, New York University

- (PS6-68) **Change in Callous-unemotional Behaviors in Children with Attention-deficit/hyperactivity Disorder and Disruptive Behavior Disorders: Impact of the Summer Treatment Program for Pre-kindergarteners**  
*Melissa L. Hernandez, M.S., Curzon Madeline, M.S., Eva Goldhagen, M.S., Leanett Reinoso, B.S., Margaret E. Johansson, B.S., Anthony Dick, Ph.D., Paulo A. Graziano, Ph.D., Florida International University*
- (PS6-69) **Differential Prediction of Peer Problems and Prosocial Behavior from ADHD Symptoms and Pencil Tap Performance**  
*Adam P. Jones, B.S., Darcey M. Allan, Ph.D., Ohio University*
- (PS6-70) **Does a Negative Interpretation Bias Strengthen the Association Between Cognitive Disengagement Syndrome and Depressive Symptoms in Early Adolescents?**  
*Olivia R. Baron, B.S., Melissa C. Miller, Ph.D., Leanne Tamm, Ph.D., Jeffrey N. Epstein, Ph.D., Alex C. Nyquist, Ph.D., Stephen P. Becker, Ph.D., Cincinnati Children's Hospital Medical Center*
- (PS6-71) **Emotion Recognition Accuracy Moderates Association Between ADHD Symptoms and Peer Processes**  
*May V. Albee, B.A., Valerie Everett, M.A., Abbey L. Friedman, M.A., Rafaella Jakubovic, M.A., Deborah Drabick, Ph.D., Temple University*
- (PS6-72) **Evaluating Teacher Time Burden: Youth with ADHD in General Education Classrooms**  
*Cristina Perez, B.S., Marcela C. Ramos, Ph.D., Florida International University*
- (PS6-73) **Examining Factors Associated with Student-teacher Relationship Quality Profiles Among Elementary-aged Students with Elevated Levels of ADHD Symptoms and Peer Problems**  
*Madeline R. DeShazer, M.S.<sup>1</sup>, Julie Sarno Owens, Ph.D.<sup>1</sup>, Steven W. Evans, Ph.D.<sup>1</sup>, Amori Yee Mikami, Ph.D.<sup>2</sup>, 1. Ohio University, 2. The University of British Columbia*
- (PS6-74) **Examining Friendship Stability in Youth at Risk for ADHD**  
*Yuika Iwai, B.A.<sup>1</sup>, Julie Sarno Owens, Ph.D.<sup>1</sup>, Amori Yee Mikami, Ph.D.<sup>2</sup>, Steven W. Evans, Ph.D.<sup>1</sup>, 1. Ohio University, 2. The University of British Columbia*
- (PS6-75) **The Mediating Role of Behaviour Change on Worry Symptoms During Treatment for Perinatal Generalized Anxiety Disorder: Preliminary Outcomes from a Randomized Controlled Trial**  
*Briar E. Inness, B.A.<sup>1</sup>, Randi E. McCabe, Ph.D.<sup>1</sup>, David L. Streiner, Ph.D.<sup>1</sup>, Sheryl M. Green, Ph.D.<sup>2</sup>, 1. McMaster University, 2. McMaster University and St. Joseph's Healthcare*
- (PS6-76) **The Impact of Parenting and Callous Unemotional Traits on Child Responses to Caregiver-initiated Affiliative Engagement**  
*Victoria R. Ward, B.A., Andrea Glenn, Ph.D., Robert D. Laird, Ph.D., Hao Xu, M.Ed., Olivia N. Gifford, B.S., Jennah R. Glass, Bradley A. White, Ph.D., The University of Alabama*

- (PS6-77) Helping Parents Feel Competent: Family Empowerment for Parents with Children With/at-risk for ADHD in Behavioral Parent Training with Optimistic Parenting**  
*Hi Jae Jung, M.A., Eliana Rosenthal, M.Ed., George J. DuPaul, Ph.D., Lee Kern, Ph.D., Bridget V. Dever, Ph.D., Lehigh University*
- (PS6-78) Imposter Phenomena Among College Students with ADHD: The Unexpected Role of School Belonging**  
*Alexandria Klingman, B.S., Bridget Cho, Ph.D., University of South Carolina, Aiken*
- (PS6-79) Implementing an Innovative One Visit Diagnostic Model for Evaluation of Pediatric Attention-deficit/hyperactivity Disorder and Related Conditions**  
*Alexandra B. Gibson, Ph.D.<sup>1</sup>, Megan B. Bolch, Ph.D.<sup>1</sup>, Kerry K. Prout, ABPP, Ph.D.<sup>2</sup>, Christina Pynn, Ph.D.<sup>1</sup>, 1. Children's Mercy/University of Missouri-Kansas City School of Medicine, 2. Children's Mercy*
- (PS6-80) Inattention, Hyperactivity/impulsivity, and Peer Rejection in Early Childhood: Indirect Effects Through Conduct Problems and Prosocial Behavior**  
*Emily M. Glatt, M.S.<sup>1</sup>, Darcey M. Allan, Ph.D.<sup>1</sup>, W. John Monopoli, Ph.D.<sup>2</sup>, 1. Ohio University, 2. Susquehanna University*
- (PS6-81) Increasing Access to Care for Preschool Children with ADHD in Rural Areas: A Pilot RCT of the Preschool ROAR Program**  
*James T. Craig, Ph.D.<sup>1</sup>, Michael T. Sanders, Ph.D.<sup>1</sup>, Kady F. Sternberg, B.A.<sup>1</sup>, Christina C. Moore, Ph.D.<sup>1</sup>, Erin R. Barnett, Ph.D.<sup>1</sup>, Nina Sand-Loud, M.D.<sup>1</sup>, Lauren C. Vazquez, Ph.D.<sup>2</sup>, Mary K. Jankowski, Ph.D.<sup>1</sup>, 1. Dartmouth Health, 2. Children's Hospital of Philadelphia*
- (PS6-82) Investigating the Effect of Parental Stress and a Psychoeducation Intervention on Negative Parental Attributions Among Parents of Children with ADHD**  
*Victoria Mulligan, B.A., Amy K. Roy, Ph.D., Fordham University*
- (PS6-83) Maternal Self-efficacy Predicts Treatment Attendance in Parenting Interventions for Youth with ADHD**  
*Charity R. Majusiak, B.A., Abigail Flower, B.S., Kayla A. Napoli, B.A., Victoria N. Paone, Christina M. Danko, Ph.D., Andrea Chronis-Tuscano, Ph.D., University of Maryland, College Park*
- (PS6-84) Mindfulness as a Predictor of Reduced Emotion Dysregulation for Adolescents with ADHD**  
*August Matteis<sup>1</sup>, Joseph Graham, Ph.D.<sup>1</sup>, Stephen P. Becker, Ph.D.<sup>2</sup>, Joshua Langberg, Ph.D.<sup>3</sup>, Melissa R. Dvorsky, Ph.D.<sup>1</sup>, 1. Children's National Health System, 2. Cincinnati Children's Hospital Medical Center, 3. Rutgers, The State University of New Jersey*
- (PS6-85) Moderators of Dose-response Relationships in School-based Treatment for Adolescents with ADHD**  
*Sean Morse, M.Ed.<sup>1</sup>, Steven W. Evans, Ph.D.<sup>2</sup>, George J. DuPaul, Ph.D.<sup>1</sup>, 1. Lehigh University, 2. Ohio University*
- (PS6-86) Multi-informant Examination of Cognitive Disengagement Syndrome in Association with Sleep Disturbance and Impairment in Early Adolescents**  
*Melissa C. Miller, Ph.D., James Peugh, Ph.D., Stephen P. Becker, Ph.D., Cincinnati Children's Hospital Medical Center*

- (PS6-87) **Physical Activity, Executive Functioning, and Frontal Lobe Lateralization in Early Adolescence**  
*Angelina Cleroux, M.A., Nina J. Glawe, B.S., B.A., Alleyne P. Broomell, Ph.D., Western Carolina University*
- (PS6-88) **Predictors of Internalizing Symptoms in Children with ADHD During Puberty**  
*Azadeh Bakhtiari, Ph.D., Hannah J. Brockstein, M.S., Carolyn Campbell, B.A., Steven W. Evans, Ph.D., Ohio University*
- (PS6-89) **Preschool-aged Children's Daily Emotion Dysregulation Is Associated with Daily ADHD Behavior Severity and Impairment Beyond Baseline ADHD Symptom Severity**  
*Helena F. Alacha, M.A., M.S., Anna Olczyk, M.A., M.S., Darini Nagarajan,, Sara J. Bufferd, Ph.D., University of Louisville*
- (PS6-90) **Racial Bias in ADHD Symptom Endorsement Among Undergraduate Psychology Students**  
*Teresa Mejia, M.A., Elana B. Gordis, Ph.D., Mitch S. Earleywine, Ph.D., University at Albany, State University of New York*
- (PS6-91) **Reward and Punishment Experiences in the Daily Lives of Children with Attention Deficit Hyperactivity Disorder (ADHD)**  
*Mana Oguchi, Ph.D., Emi Furukawa, Ph.D., Catherine Williams, Ph.D., Juli Cornett, M.D., Emi Nakanishi, M.D., Gail Tripp, Ph.D., Okinawa Institute of Science and Technology*
- (PS6-92) **The Moderating Role of Parental Competence on Sleep in Preschoolers At-risk for ADHD**  
*Joey Tsz Ying Lam, M.S., Bridget V. Dever, Ph.D., Lee Kern, Ph.D., George J. DuPaul, Ph.D., Ph.D., Lehigh University*
- (PS6-93) **The School Experiences of Children with ADHD Symptoms: What Teacher Characteristics Relate to Classroom Social Experiences for At-risk Children?**  
*Laura Joyce, B.A.<sup>1</sup>, Amori Yee Mikami, Ph.D.<sup>1</sup>, Julie Sarno Owens, Ph.D.<sup>2</sup>, Steven W. Evans, Ph.D.<sup>2</sup>, 1. University of British Columbia, 2. Ohio University*
- (PS6-94) **Treatment Acceptability as a Predictor of Parent Behavior in BPT for Children with ADHD**  
*Marsha Ariol, M.S., George J. DuPaul, Ph.D., Bridget V. Dever, Ph.D., Lee Kern, Ph.D., Lehigh University*
- (PS6-95) **Where's My Information Going? Understanding Black and Latine Patients' Concerns Underlying Engagement with Health-related Social Needs Screening**  
*Alix A. Paredes Molina, B.A.<sup>1</sup>, Ariel Blakey, M.A.<sup>1</sup>, Katherine Barahona Paz, B.A.<sup>2</sup>, Mathena A. Abramson, M.A.<sup>1</sup>, Dara Oliveira<sup>1</sup>, Illari Cazorla-Garcia<sup>1</sup>, Camila M. Mateo, M.P.H., M.D.<sup>3</sup>, Michelle Trivedi, M.P.H., M.D.<sup>4</sup>, Arvin Garg, M.P.H., M.D.<sup>5</sup>, Kristin Long, Ph.D.<sup>1</sup>, 1. Boston University, 2. Child Health Equity Center, Department of Pediatrics, UMass Chan Medical School, UMass Memorial Children's Medical Center, 3. Boston Children's Hospital/Harvard Medical School, 4. Division of Pediatric Pulmonology and Child Health Equity Center, Department of Pediatrics, UMass Chan Medical School, UMass Memorial Children's Medical Center Worcester, MA, 5. Child Health Equity Center, Department of Pediatrics, UMass Chan Medical School, UMass Memorial Children's Medical Center Worcester, MA*



- (PS6-96) **Adapting Suicide Prevention Services for Primary Care: Feedback from Primary Care Stakeholders and Lessons Learned**  
*Sarah Danzo, Ph.D., Denise Chang, M.D., Katherine Scott Davis, LICSW, University of Washington School of Medicine*
- (PS6-97) **Behavioral Activation-primary Care for Suicidal Ideation: A Secondary Analysis of a Randomized Controlled Trial Testing Behavioral Activation-primary Care for Depression in a Veteran Sample**  
*Ize Y. Goodfriend, B.S., Jennifer S. Funderburk, Ph.D., VA Center for Integrated Healthcare*
- (PS6-98) **Examining the Impact of “building Early Connections,” an Early Childhood Integrated Primary Care Program on Chicago’s West Side**  
*Allison Wainer, Ph.D.<sup>1</sup>, Emily Wolodiger, Ph.D.<sup>1</sup>, Talar Markossian, M.P.H., Ph.D.<sup>2</sup>, Tim Moriarty, MBA, MA<sup>1</sup>, Gina Lowell, M.P.H., M.D.<sup>1</sup>, Melissa Holmes, M.D.<sup>1</sup>, Carrie Drazba, M.D.<sup>1</sup>, 1. Rush University Medical Center, 2. Loyola University Chicago*
- (PS6-99) **Exploring Predictors of Treatment Dropout in Primary Care Behavioral Health Using Andersen’s Behavioral Model of Health Services**  
*Mara W. Sindoni, B.A., Aubrey R. Dueweke, Ph.D., East Tennessee State University*
- (PS6-100) **Screening for Caregiver Substance Use in Federally Qualified Health Centers: Provider and Caregiver Perspectives**  
*Maya Carter, B.A.<sup>1</sup>, Sean Hatch, Ph.D.<sup>1</sup>, Kalyn Holmes, Ph.D.<sup>1</sup>, Lucia Walsh Pedersen, Ph.D.<sup>2</sup>, 1. Denver Health Hospital and Authority, 2. University of Colorado, School of Medicine*

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4:30 PM – 5:30 PM

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**Grand Ballroom A, Level 5, Downtown Marriott**

**Poster Session SSCP1**

Key Words: *Suicide, Externalizing, Mental Health Disparities*

- (SSCP1-2) **SSCP Submission: Inconsistent Reporting of past Self-injurious Thoughts and Behaviors in Children: A Longitudinal Analysis of Data from the Adolescent Brain Cognitive Development Study**  
*Andrea Wigglesworth, M.A.<sup>1</sup>, Caroline Ostrand, B.A.<sup>1</sup>, Salahudeen Mirza, B.A.<sup>2</sup>, Meng Xu, Ph.D.<sup>1</sup>, Bryon Mueller, Ph.D.<sup>3</sup>, Mark Fiecas, Ph.D.<sup>3</sup>, Monica Luciana, Ph.D.<sup>3</sup>, Kathryn R. Cullen, M.D.<sup>3</sup>, Bonnie Klimes-Dougan, Ph.D.<sup>3</sup>, 1. University of Minnesota Twin Cities, 2. Yale School of Medicine, 3. University of Minnesota*
- (SSCP1-3) **SSCP Submission: The Impact of Age on Negative Emotion Dynamics and Suicidal Thoughts in High-risk Youth: Findings from a Real-time Monitoring Study**  
*Kinjal K. Patel, M.S.<sup>1</sup>, Evan Kleiman, Ph.D.<sup>2</sup>, Cassie Glenn, Ph.D.<sup>1</sup>, 1. Old Dominion University, 2. Rutgers, The State University of New Jersey*



- (SSCP1-4) **SSCP Submission: Association Between Dyadic Coping, Relationship Satisfaction, Life Satisfaction and Depression Among Asian-american Adults**  
*Grace A. Ding, B.A.<sup>1</sup>, Albert Yeung, M.D.<sup>2</sup>*, 1. Massachusetts General Hospital, 2. Harvard Medical School
- (SSCP1-5) **SSCP Submission: Postpartum Obsessive-compulsive and Anxiety Symptom Disparities Between Racial Groups**  
*Joseph B. Friedman, B.A.<sup>1</sup>, Maya E. Tadross, B.S.<sup>1</sup>, Chase M. DuBois, B.A.<sup>1</sup>, Emily K. Juel, B.S.<sup>1</sup>, Nicholas S. Myers, M.A.<sup>1</sup>, Heidi J. Ojalehto, M.A.<sup>1</sup>, Mary Kimmel, M.D., Ph.D.<sup>1</sup>, Rashelle J. Musci, Ph.D.<sup>2</sup>, Gerald Nestadt, M.D.<sup>3</sup>, Lauren Osborne, M.D.<sup>4</sup>, Eric A. Storch, Ph.D.<sup>5</sup>, Jonathan S. Abramowitz, Ph.D.<sup>1</sup>*, 1. University of North Carolina at Chapel Hill, 2. Johns Hopkins University School of Public Health, 3. Johns Hopkins University School of Medicine, 4. Weill Cornell Medical College, 5. Baylor College of Medicine
- (SSCP1-6) **SSCP Submission: When the World Says “Don’t Say Race”: Serial Indirect Effects of Internalized Racism and Posttraumatic Cognitions on Everyday Discrimination and Internalizing Psychopathology**  
*Min Eun Jeon, M.A., M.S., Makayla Evans, B.S., Thomas E. Joiner, Ph.D.*, Florida State University
- (SSCP1-7) **SSCP Submission: Longitudinal Prediction of Posttraumatic Stress Symptoms Following Two “armed and Dangerous Person” University Lockdowns**  
*Joseph B. Friedman, B.A., Spence Whitman, Emily DeVille, B.A., Penelope Alberdi, Maya E. Tadross, B.S., Chase M. DuBois, B.A., Emily K. Juel, B.S., Nicholas S. Myers, M.A., Heidi J. Ojalehto, M.A., Jonathan S. Abramowitz, Ph.D.*, University of North Carolina at Chapel Hill
- (SSCP1-8) **SSCP Submission: Virtual Reality-reward Training for Anhedonia: Preliminary Results from a Randomized Controlled Trial**  
*Brooke Cullen, B.A.<sup>1</sup>, Christina M. Hough, Ph.D.<sup>1</sup>, Brett Davis, M.A.<sup>1</sup>, Julia Yarrington, M.A.<sup>1</sup>, Courtney Forbes, Ph.D.<sup>2</sup>, Chrissy F. Sandman, Ph.D.<sup>1</sup>, Michelle G. Craske, Ph.D.<sup>1</sup>*, 1. University of California, Los Angeles, 2. GWU Medical Faculty Associates
- (SSCP1-9) **SSCP Submission: Client-level Predictors of Therapists’ Measurement-based Care Fidelity**  
*Lang Duong, B.S.<sup>1</sup>, Elizabeth Casline, Ph.D.<sup>2</sup>, Vanessa Ramirez, Psy.D.<sup>3</sup>, Amanda Jensen-Doss, Ph.D.<sup>1</sup>*, 1. University of Miami, 2. Northwestern University Feinberg School of Medicine, 3. Community Mental Health Agency
- (SSCP1-10) **SSCP Submission: Who Will Do the Work? Predictors of Client Engagement in DBT**  
*Elana Schettini, M.S.<sup>1</sup>, Alma Bitran, B.S.<sup>2</sup>, Daniel S. Brunette, M.S.<sup>1</sup>, Shireen L. Rizvi, ABPP, Ph.D.<sup>2</sup>, Jennifer S. Cheavens, Ph.D.<sup>1</sup>*, 1. The Ohio State University, 2. Rutgers, The State University of New Jersey
- (SSCP1-11) **SSCP Submission: Demystifying Emotion Regulation Repertoire in Daily Life: How It Is Conceptualized and How It Can Be Measured**  
*Simon M. Li, M.A., Yutong Zhu, B.S., Mark Shuquan Chen, M.S.*, Columbia University

- (SSCP1-12) **SSCP Submission: Parental Anxiety, Warmth, and Control Relate to Real World Emotional Functioning in Clinically Anxious Youth**  
*Daniela Moreno, B.A.<sup>1</sup>, Ainsley Patrick, B.S.<sup>1</sup>, Jennifer S. Silk, Ph.D.<sup>2</sup>, Kristy Benoit Allen, Ph.D.<sup>1</sup>*, 1. University of Kansas, 2. University of Pittsburgh
- (SSCP1-13) **SSCP Submission: The Mediating Role of Perceived Controllability in the Relationship Between Daily Emotion Regulation Variability and Negative Affect**  
*Yutong Zhu, B.S.<sup>1</sup>, Wisteria Deng, M.S.<sup>2</sup>, Tyrone D. Cannon, Ph.D.<sup>2</sup>, Jutta Joormann, Ph.D.<sup>2</sup>*, 1. Columbia University, 2. Yale University

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8:30 AM – 9:30 AM

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## Eating Disorders; Personality Disorders; Schizophrenia / Psychotic Disorders

### Poster Session 7

Key Words: *Eating Disorders, Emotion Regulation, Borderline Personality Disorder*

- (PS7-1) **A Bayesian Network Analysis to Treatment Fidelity in Family-based Treatment**  
*Desiree Webb, B.A., Deena Peyser, Ph.D., Robyn Sysko, Ph.D., Tom Hildebrandt, Psy.D., Icahn School of Medicine*
- (PS7-2) **A Qualitative Exploration of the Tripartite Model of Eating Disorders in Arab/mena American Women**  
*Maria A. Kalantzis, M.A., Abby Braden, Ph.D., Bowling Green State University*
- (PS7-3) **Toxic Masculinity: Masculine Behaviors, Emotion Regulation, and Eating Disorder Symptoms in Men**  
*Maria A. Kalantzis, M.A., Miranda Yannon, M.A., Aubrey Dauber, B.A., M.A., Dara Musher-Eizenman, Ph.D., Bowling Green State University*
- (PS7-4) **Adapted Eating Disorder Prevention Program for Adolescent Males**  
*Taylor R. Porter, B.A., Luis E. Sandoval-Araujo, B.A., University of Louisville*
- (PS7-5) **Association Between Specific Emotion Regulation Difficulties and Disordered Eating Symptoms**  
*Lauren M. Morris, Amy M. Brausch, Ph.D., Western Kentucky University*
- (PS7-6) **Association Between Trait Cravings and Maladaptive Exercise**  
*Ava Pasewicz, B.A.<sup>1</sup>, Shely Khaikin, B.A.<sup>2</sup>, Eunice Y. Chen, Ph.D.<sup>1</sup>, Prinjasi Das, B.A.<sup>1</sup>, Laura C. Walker<sup>1</sup>, Amelia Blumberg<sup>1</sup>, Anushka Ravishankar, B.S.<sup>1</sup>, Zoe Arkin<sup>3</sup>, 1. Temple University, 2. Columbia University Medical Center, 3. Temple University, Ruth Asawa of the Art High School*
- (PS7-7) **Associations Between Distal and Proximal Minority Stressors and Eating Pathology in Transgender and Gender Non-conforming Adults**  
*Jennifer Finkelstein, M.S., Marley Billman Miller, B.S., Kristin Denmark, B.A., Tiffany Brown, Ph.D., Auburn University*

- (PS7-8) Associations Between Food Insecurity and Restrictive Eating Pathology in a Large and Diverse College Sample**  
*Adanya D. Johnson, B.S.<sup>1</sup>, Kelsey E. Hagan, Ph.D.<sup>2</sup>, Heather A. Davis, Ph.D.<sup>3</sup>, Ann F. Haynos, Ph.D.<sup>1</sup>*, 1. Virginia Commonwealth University, 2. Department of Psychiatry, Virginia Commonwealth University, 3. Virginia Polytechnic Institute and State University
- (PS7-9) Beta-testing of a Binge-eating Treatment for Older Women: An Age-tailored, Co-designed Intervention**  
*Jessica Salinas<sup>1</sup>, Jacqueline Macias, B.A.<sup>1</sup>, Taylur Loera, B.S.<sup>1</sup>, Victoria B. Marshall, B.A.<sup>1</sup>, Savannah C. Hooper, B.A.<sup>2</sup>, Lisa S. Smith Kilpela, Ph.D.<sup>1</sup>*, 1. University of Texas Health Science Center at San Antonio, 2. The University of Louisville
- (PS7-10) Beyond Designing Interventions: Applying Human-centered Design to Research Recruitment and Engagement Pathways**  
*Leah M. Parsons, B.S., Chidiabere Azubuike, M.S., Adrian Ortega, Ph.D., Isabel R. Rooper, B.A., Lindsay D. Lipman, B.A., Macarena Kruger, B.S., Andrea K. Graham, Ph.D.*, Northwestern University Feinberg School of Medicine
- (PS7-11) Body Image and Binge Eating in Asian Adults**  
*Mun Yee Kwan, Ph.D., Rebecca Braverman, M.A., Sarah C. Dolan, M.A., Ayla N. Gioia, M.A.*, Hofstra University
- (PS7-12) Bridging Perfectionism and Disordered Eating Symptoms: Findings from a Perfectionism Intervention Trial**  
*Ayla N. Gioia, M.A.<sup>1</sup>, Sarah Gehman, B.S.<sup>2</sup>, April Smith, Ph.D.<sup>3</sup>, Lauren Forrest, Ph.D.<sup>4</sup>, Dorian R. Dodd, Ph.D.<sup>5</sup>*, 1. Hofstra University, 2. Penn State College of Medicine, 3. Auburn University, 4. University of Oregon, 5. Sanford Health
- (PS7-13) Characterizing Approach and Avoidance of Weighing: Associations with Eating Pathology**  
*Danielle E. Peters, M.A., Taylor R. Perry, M.A., Madelyn Johnson, B.S., Mauricio Rodriguez, Chioma M. Ofodile, M.S., Drew A. Anderson, Ph.D.*, University at Albany, State University of New York
- (PS7-14) Characterizing Motivation to Change Specific Compensatory Behaviors in Binge Spectrum Eating Disorders**  
*Lucy Wetherall, M.S., Jannah Moussaoui, B.S., Elizabeth Lampe, M.S., Stephanie M. Manasse, Ph.D., Adrienne Juarascio, Ph.D.*, Drexel University
- (PS7-15) Classifying Emotional Eating by Valence, Amount Eaten, and Contextual Factors: A Latent Class Analysis**  
*Urvashi Dixit, M.A.<sup>1</sup>, Wesley R. Barnhart, M.A.<sup>2</sup>, Rachel R. Henderson, M.S.<sup>1</sup>, Erica Ahlich, Ph.D.<sup>1</sup>, Jinbo He, Ph.D.<sup>3</sup>, Hana F. Zickgraf, Ph.D.<sup>4</sup>*, 1. University of South Alabama, 2. Bowling Green State University, 3. Chinese University of Hong Kong, 4. Rogers Behavioral Health
- (PS7-16) Cognitive Restraint and Body Dissatisfaction Are More Strongly Related to Muscle Building Behaviors for Men Than Women**  
*Anna Gabrielle G. Patarinski, B.S.<sup>1</sup>, Anna Garban<sup>1</sup>, Kathryn Athanasau<sup>1</sup>, Matthew F. Murray, Ph.D.<sup>2</sup>, Heather A. Davis, Ph.D.<sup>1</sup>*, 1. Virginia Polytechnic Institute and State University, 2. University of Chicago Medicine

- (PS7-17) **Consuming Alcohol During Binge-eating Episodes Is Associated with Greater Alcohol Use Generally and More Alcohol Use Disorder Symptoms in Adults with Binge-spectrum Eating Disorders**  
Megan L. Wilkinson, M.S.<sup>1</sup>, Emily K. Presseller, M.S.<sup>1</sup>, Claire Trainor, M.S.<sup>1</sup>, Elizabeth Lampe, M.S.<sup>1</sup>, Laura E. Boyajian, B.S.<sup>2</sup>, Adrienne Juarascio, Ph.D.<sup>1</sup>, 1. Drexel University, 2. University of South Florida
- (PS7-18) **Development and Implementation of an Eating Disorders Curriculum for Psychiatry Residency Training**  
Patricia Osborne, Ph.D., Stony Brook University
- (PS7-19) **Development and Preliminary Evaluation of a Weight History Interview for Disordered Eating**  
Ingrid Friedman, B.A., Michael R. Lowe, Ph.D., Drexel University
- (PS7-20) **Dieting Attitudes and Associations with Nutritionally Healthy Eating and Psychological Well-being**  
Molly Pylypciu, M.S., Hayley VanderJagt, M.S., Kirsten P. Peterson, B.S., Catalina R. Pacheco, M.S., Jane Ellen Smith, Ph.D., University of New Mexico
- (PS7-21) **Differential Item Functioning of the Eating Disorder Diagnostic Scale Across Cisgender and Transgender or Gender Diverse Individuals**  
Anjali R. Sharma, B.A., Angeline R. Bottera, Ph.D., Yiyang Chen, Ph.D., Sean Joo, Ph.D., Emily E. Like, B.S., Kelsie T. Forbush, Ph.D., University of Kansas
- (PS7-22) **Dimensions of Clinical Perfectionism in Anorexia Nervosa, Atypical Anorexia Nervosa, and Bulimia Nervosa**  
Kathryn E. Barber, M.S.<sup>1</sup>, Christina Ralph-Nearman, M.S., Ph.D.<sup>2</sup>, Madison Hooper, M.S.<sup>2</sup>, Cheri A. Levinson, Ph.D.<sup>2</sup>, 1. Marquette University, 2. The University of Louisville
- (PS7-23) **Does Sexual and Gender Orientation Moderate the Effect of Posttraumatic Cognitions on Disordered Eating?**  
Emma K. Knutson, B.A.<sup>1</sup>, Kelsey N. Serier, Ph.D.<sup>1</sup>, Dawne S. Vogt, Ph.D.<sup>1</sup>, Rachel L. Zerkowitz, Ph.D.<sup>1</sup>, Brian N. Smith, Ph.D.<sup>1</sup>, Shannon Kehle-Forbes, Ph.D.<sup>2</sup>, Karen S. Mitchell, Ph.D.<sup>1</sup>, 1. National Center for PTSD, VA Boston Healthcare System, 2. National Center for PTSD & Minneapolis VAMC
- (PS7-24) **Does Social Media Contribute to Eating Disorders? Testing Longitudinal Associations Between Social Networking and Eating Disorder Outcomes Among Adolescents**  
Lauren Davis, M.S., Edward A. Selby, Ph.D., Rutgers, The State University of New Jersey
- (PS7-25) **Domain-specific Sources of Stress and Eating Disorder Symptoms**  
Pearl K. Kravets, B.A.<sup>1</sup>, Catherine Drury, M.S.<sup>1</sup>, Stephen Arneli, Ph.D.<sup>1</sup>, Howard Tennen, Ph.D.<sup>2</sup>, 1. School of Psychology and Counseling, Fairleigh Dickinson University, 2. Department of Public Health Sciences, University of Connecticut School of Medicine
- (PS7-26) **Early Diets and Conscious Bodies: The Relationship Between Age of First Diet and Interoceptive Awareness**  
Madelyn Johnson, B.S., Taylor R. Perry, M.A., Danielle E. Peters, M.A., Mauricio Rodriguez, None, Drew A. Anderson, Ph.D., University at Albany, State University of New York

**(PS7-27) Eating Behaviors of College Students**

*Mauricio Rodriguez, Taylor R. Perry, M.A., Danielle E. Peters, M.A., Madelyn Johnson, B.S., Drew A. Anderson, Ph.D., University at Albany, State University of New York*

**(PS7-28) Eating Disorder Comorbidity Across the Age Spectrum**

*Jessica Baker, Ph.D., Maddie Friedman, LCSW, Kelly Cai, M.S., Dori Steinberg, Ph.D., Equip Health*

**(PS7-29) Effects of Real-time Fmri Neurofeedback on Affective Responding in Anorexia Nervosa**

*Yubi Mamiya<sup>1</sup>, Ann F. Haynos, Ph.D.<sup>1</sup>, Timothy J. Hendrickson, B.A., M.A.<sup>2</sup>, Anna Zilverstand, Ph.D.<sup>3</sup>, Bryon Mueller, Ph.D.<sup>4</sup>, Carol B. Peterson, Ph.D.<sup>4</sup>, Kelsey E. Hagan, Ph.D.<sup>5</sup>, 1. Virginia Commonwealth University, 2. Minnesota Supercomputing Institute, University of Minnesota, 3. Department of Psychiatry and Behavioral Sciences, University of Minnesota, 4. University of Minnesota, 5. Department of Psychiatry, Virginia Commonwealth University*

**(PS7-30) Efficacy of Telehealth Interventions in Pediatric Feeding Disorders**

*Jody E. Finch, B.S., Mary Beth McCullough, Ph.D., Mercer University*

**(PS7-31) Emotion Regulation in the Face of Compulsive Exercise and Suicidal Ideation: Implications for Negative Affect During Aerobic Activity**

*Lauren E. Pictor, B.A., Sydney E. Flesch, Katherine Schaumberg, Ph.D., University of Wisconsin, Madison*

**(PS7-32) Engaging Men in Psychotherapy for Eating Disorders: A Mixed-methods Study**

*Ross M. Sonnenblick, B.A., Adrienne Juanascio, Ph.D., Drexel University*

**(PS7-33) Examination of Interoceptive Deficits in Individuals with Eating, Anxiety, and Comorbid Eating and Anxiety Psychopathology**

*Kendall N. Poovey, M.A., Allison Cunning, M.A., Diana Rancourt, Ph.D., University of South Florida*

**(PS7-34) Examination of the Factor Structure and Age-based Measurement Invariance of the Eating Disorder Quality of Life (EDQOL) Instrument in a Clinical Eating Disorder Sample**

*Caitlin B. Shepherd, Ph.D., Hannah Wolfe, MSW, Wendy Oliver-Pyatt, M.D., Within Health*

**(PS7-35) Examining Relationships Between Food Insecurity, Intuitive Eating, and Binge Eating in College Students**

*Taylor L. Rezeppa, M.S., K. Jean J. Forney, Ph.D., Ohio University*

**(PS7-36) Examining the Associations Between Interpersonal and Intrapersonal Emotion Regulation Strategies and Disordered Eating**

*Emily L. Gaddy, Dominic M. Denning, B.A., Katherine L. Dixon-Gordon, Ph.D., University of Massachusetts Amherst*

**(PS7-37) Examining the Psychometric Properties of the Difficulties in Emotion Regulation Scale in Youth with Anorexia Nervosa**

*William A. Brake, B.A.<sup>1</sup>, Pascal Beckert-McGirr, B.A.<sup>1</sup>, Sara Karley, B.A.<sup>1</sup>, Marita Cooper, Ph.D.<sup>1</sup>, C. Alix Timko, Ph.D.<sup>2</sup>, 1. Children's Hospital of Philadelphia, 2. University of Pennsylvania and Children's Hospital of Philadelphia*

- (PS7-38) Examining the Relationship Between Generational Status, Acculturation, and Disordered Eating Behaviors and Cognitions**  
*Julia Yermash, B.S., Yvette G. Karvay, M.A., Tatyana Bidopia, M.A., Laís Granemann, M.S., Natasha L. Burke, Ph.D., Fordham University*
- (PS7-39) Examining the Relationship Between Sleep and Binge Eating in Adults**  
*Madeline V. Kane, B.S., Eleanor L. McGlinchey, Ph.D., Shalom N. Jaffe, B.A., Fairleigh Dickinson University*
- (PS7-40) Examining the Utility of Pictorial Figure Rating Scales as a Measure of Body Dissatisfaction**  
*Laura E. Boyajian, B.S., Diana Rancourt, Ph.D., University of South Florida*
- (PS7-41) Explicit, Implicit, and Internalized Weight Bias: Relations with Self-perceptions of Weight and Current Dieting**  
*Diane L. Rosenbaum, Ph.D.<sup>1</sup>, Meghan M. Gillen, Ph.D.<sup>1</sup>, Charlotte H. Markey, Ph.D.<sup>2</sup>, 1. Penn State University, Abington, 2. Rutgers, The State University of New Jersey, Camden*
- (PS7-42) Exploring Diverse Representation of Postpartum Bodies on Social Media**  
*Courtney Rogers, Ph.D.<sup>1</sup>, Jordan Hicks<sup>1</sup>, Christopher Ginn<sup>1</sup>, Lauren C. Taylor, B.A.<sup>2</sup>, 1. Western Carolina University, 2. Drexel University*
- (PS7-43) Exploring Eating Disorder Risk Among Documented and Undocumented Hispanic College Students in the United States**  
*Melanie Garcia, Maegan Nation, B.S., Kara A. Christensen Pacella, Ph.D., University of Nevada, Las Vegas*
- (PS7-44) Exploring Psychometric Properties of the Intuitive Eating Scale (IES-2) in a Residential Eating Disorder Treatment Sample**  
*Francesca M. Knudsen, B.A.<sup>1</sup>, Mercedes Woolley, B.A.<sup>1</sup>, Tera Lensegrav-Benson, Ph.D.<sup>2</sup>, Benita Quakenbush-Roberts, Ph.D.<sup>2</sup>, Michael P. Twohig, Ph.D.<sup>1</sup>, 1. Utah State University, 2. Avalon Hills Eating Disorders Specialists*
- (PS7-45) Exploring the Additive Benefit of PTSD Treatment on Eating Disorder Treatment Outcome for Those with Co-occurring PTSD**  
*Sanvi Beri, LPC<sup>1</sup>, Kimberly Claudat, Ph.D.<sup>1</sup>, Alexandra D. Convertino, M.S.<sup>2</sup>, Erin E. Reilly, Ph.D.<sup>3</sup>, 1. University of California San Diego Health, 2. San Diego State University/University of California San Diego Joint Doctoral Program in Clinical Psychology, 3. University of California San Francisco*
- (PS7-46) Exploring the Impact of Adjunctive Cognitive Remediation Therapy on the Caregiving Experience in Parents of Adolescents with Anorexia Nervosa**  
*Prabhnoor Kaur, B.A.<sup>1</sup>, Emily Ferrer, B.A.<sup>1</sup>, Samantha Turner, Ph.D., RN<sup>1</sup>, Marita Cooper, Ph.D.<sup>1</sup>, C. Alix Timko, Ph.D.<sup>2</sup>, 1. Children's Hospital of Philadelphia, 2. University of Pennsylvania and Children's Hospital of Philadelphia*
- (PS7-47) Exploring the Relationship Between Past-month Sleep Quality, Emotion Dysregulation, and Disordered Eating Among Community Adolescents**  
*Lauren E. Hamedy, M.S., Athena Thai, Sydney M. Goldberg, Vaishnavi Raman, Jessica L. Hamilton, Ph.D., Rutgers, The State University of New Jersey*

- (PS7-48) **Exploring the Role of Mindfulness in the Relationship Between Posttraumatic Cognitions and Disordered Eating Attitudes Among College Students**  
*Arianna N. Smith, B.S., Madison L. Shafer, Zachary A. Babb, B.S., Wilson J. Brown, Ph.D., Penn State Erie, The Behrend College*
- (PS7-49) **Fear of Evaluation, Externalizing Symptoms, and Disordered Eating Behaviors and Cognitions**  
*Yvette G. Karvay, M.A., Serena Hu, B.S., Natasha L. Burke, Ph.D., Fordham University*
- (PS7-50) **Food Craving Cross-sectionally Mediates the Association Between Cognitive Rigidity and Binge Eating Frequency in Pregnancy**  
*Anna A. Love, B.S., Julia M. Hormes, Ph.D., University at Albany, State University of New York*
- (PS7-51) **Food Images and Attentional Biases Related to Eating Disorder Pathology in Nonclinical Sample**  
*Kiara I. Lewis, B.A., D. Catherine U. Walker, Ph.D., Union College*
- (PS7-52) **Food Insecurity Is Associated with Binge Eating: A Meta-analysis**  
*Stephanie E. Millot, M.A., Temple University*
- (PS7-53) **Frequency and Impact of Appearance-based Commentary Contribute to Body Dissatisfaction Among Latinas**  
*Weilynn C. Chang, M.S.<sup>1</sup>, Isabel Quiñones, M.S.<sup>1</sup>, Sylvia Herbozo, Ph.D.<sup>2</sup>, 1. Illinois Institute of Technology, 2. Rush University Medical Center*
- (PS7-54) **Gastric Symptoms in Eating Disorders**  
*Sophia Wolk, B.S.<sup>1</sup>, Jessica Bibeau, M.A.<sup>2</sup>, J. Andrew Taylor, Ph.D.<sup>3</sup>, Robyn Sysko, Ph.D.<sup>2</sup>, Tom Hildebrandt, Psy.D.<sup>2</sup>, 1. Icahn School of Medicine at Mount Sinai, Cognitive Behavioral Consultants, 2. Icahn School of Medicine at Mount Sinai, 3. Harvard Medical School*
- (PS7-55) **Item Response Theory Analysis of the Broad Anxiety Survey**  
*Sophia Wolk, B.S.<sup>1</sup>, Desiree Webb, B.A.<sup>2</sup>, Jessica Bibeau, M.A.<sup>2</sup>, Deena Peyser, Ph.D.<sup>2</sup>, Robyn Sysko, Ph.D.<sup>2</sup>, Tom Hildebrandt, Psy.D.<sup>2</sup>, 1. Icahn School of Medicine at Mount Sinai, Cognitive Behavioral Consultants, 2. Icahn School of Medicine at Mount Sinai*
- (PS7-56) **The Body Project: Comparing the Effectiveness of an In-person and Virtually Delivered Intervention**  
*Julia A. Fitzpatrick, B.S.<sup>1</sup>, Jennifer J. Tickle, Ph.D.<sup>2</sup>, Laura Rubino, B.A.<sup>3</sup>, Eric Stice, Ph.D.<sup>4</sup>, 1. University of Missouri-St. Louis, 2. St. Mary's College of Maryland, 3. Drexel University, 4. Stanford University*
- (PS7-58) **Imposter Syndrome Symptoms Positively Associated with Eating Disorder Risk in University Students**  
*Shannon J. Sagert, B.S., MSW, Kara A. Christensen Pacella, Ph.D., University of Nevada, Las Vegas*
- (PS7-59) **Inflated Subjective Costs of Cognitive Effort Are State-specific in Bulimia Nervosa**  
*Jiulin Dai, B.S., B.A.<sup>1</sup>, Andrew Westbrook, Ph.D.<sup>2</sup>, Maia A. Chester, B.A.<sup>1</sup>, Thalia Viranda, B.A.<sup>3</sup>, Laura A. Berner, Ph.D.<sup>1</sup>, 1. Icahn School of Medicine at Mount Sinai, 2. Rutgers, The State University of New Jersey, 3. Cornell Tech*



- (PS7-60) **Unveiling Stigmatization in Non-suicidal Self-injury: The Influence of Gender & Self-injury Methods**  
Shealyn K. Tomlinson, B.A., Texas A&M University- Corpus Christi
- (PS7-61) **Investigating the Impact of Self-objectification on the Relationship Between Drive for Thinness and Food and Alcohol Disturbance (FAD) Behaviors**  
Julia E. Geismar<sup>1</sup>, Cody Staples, M.A.<sup>1</sup>, Angelina Cooper<sup>2</sup>, Anastasia Hockaday<sup>2</sup>, Annaka Milholland<sup>2</sup>, Sophia Montejo<sup>2</sup>, Isha Modha<sup>2</sup>, Zayn Haque<sup>2</sup>, Emily M. Choquette, Ph.D.<sup>3</sup>, Diana Rancourt, Ph.D.<sup>1</sup>, 1. University of South Florida, 2. N/A, 3. Laureate Institute
- (PS7-62) **Investigating the Importance of Household Income on Eating Disorder Symptoms in Sexual and Gender Minority Individuals**  
Jeffrey T. Bryan, B.S., Emma Cnumby, B.S., Nicholas Peiper, M.P.H., Ph.D., Cheri A. Levinson, Ph.D., University of Louisville
- (PS7-63) **Is the Clinical Impairment Assessment Invariant Across Weight Categories? Implications for Weight-related Impairment**  
Emily E. Like, B.S., Irina Vanzhula, Ph.D., Yiyang Chen, Ph.D., Anjali R. Sharma, B.A., Kelsie T. Forbush, Ph.D., University of Kansas
- (PS7-64) **Gastrointestinal Symptoms in Adolescents with and Without Binge Eating**  
Laura Rubino, B.A.<sup>1</sup>, Elizabeth Lampe, M.S.<sup>1</sup>, Sophie R. Abber, M.S.<sup>2</sup>, Stephanie M. Manasse, Ph.D.<sup>1</sup>, 1. Drexel University, 2. Florida State University
- (PS7-65) **Longitudinal Associations Between Weight-based Discrimination and Eating Pathology Among Latine and Non-latine Youth**  
Arielle Pearlman, M.S., Emma Winterlind, Sorana Raiciulescu, M.S., Joshua C. Gray, Ph.D., David Klein, M.P.H., M.D., Natasha Schvey, Ph.D., Uniformed Services University of the Health Sciences
- (PS7-67) **Motives Matter: Integrating Uses and Gratifications Theory and Sociocultural Factors of Eating Pathology in College Students Who Use Tinder**  
Christina Gaggiano, B.A., Maria A. Kalantzis, M.A., Dara Musher-Eizenman, Ph.D., Bowling Green State University
- (PS7-68) **Parental Self-efficacy and Symptom Accommodation in Family-based Treatment for Anorexia Nervosa**  
C. Alix Timko, Ph.D.<sup>1</sup>, Brooke Singer, Psy.D.<sup>2</sup>, Marita Cooper, Ph.D.<sup>2</sup>, Pascal Beckert-McGirr, B.A.<sup>2</sup>, Emily Ferrer, B.A.<sup>2</sup>, William A. Brake, B.A.<sup>2</sup>, Prabhnoor Kaur, B.A.<sup>2</sup>, 1. University of Pennsylvania and Children's Hospital of Philadelphia, 2. Children's Hospital of Philadelphia
- (PS7-69) **Psychological Comorbidity Among Midlife and Older Women Living with Food Insecurity and Binge-eating**  
Lisa S. Smith Kilpela, Ph.D.<sup>1</sup>, Sabrina Cuauro, B.A.<sup>2</sup>, Taylur Loera, B.S.<sup>1</sup>, Jessica Salinas<sup>1</sup>, Jacqueline Macias, B.A.<sup>1</sup>, Salomé Wilfred, M.A.<sup>3</sup>, Carolyn B. Becker, Ph.D.<sup>4</sup>, 1. University of Texas Health San Antonio, 2. Rice University, 3. University of North Carolina at Chapel Hill, 4. Trinity University
- (PS7-70) **A Person-centered Approach to Young Adult Trait Impulsivity: Associates with Substance Use Disorders**  
Tram H. Nguyen, M.A., Hilary DeShong, Ph.D., Mississippi State University

- (PS7-71) Affective Predictors of Risky Sexual Behaviors Among Individuals with Borderline Personality Traits**  
*Katherine E. Hein, M.S.<sup>1</sup>, Craig Rodriguez-Seijas, Ph.D.<sup>2</sup>, Stephanie N. Mullins-Sweatt, Ph.D.<sup>1</sup>, 1. Oklahoma State University, 2. University of Michigan*
- (PS7-72) Beyond the Screen: Unraveling the Link Between BPD Symptoms and Social Media Behaviors**  
*Kelly V. Klein, M.A., Ella S. Sudit, M.A., Louise J. Weidner, B.A., Nathaniel R. Herr, Ph.D., American University*
- (PS7-73) Diagnostic Stability of Obsessive-compulsive Personality Disorder Across Six Years**  
*Immanuela C. Obisie-Orlu, B.S.<sup>1</sup>, Yiqing Fan, M.A.<sup>1</sup>, Tarry Mkhize, B.A.<sup>1</sup>, Allison M. Letkiewicz, Ph.D.<sup>1</sup>, Jane L. Eisen, M.D.<sup>2</sup>, Steven A. Rasmussen, M.D.<sup>3</sup>, Christina L. Boisseau, Ph.D.<sup>1</sup>, 1. Northwestern University Feinberg School of Medicine, 2. McLean Hospital, 3. Brown University Medical School*
- (PS7-74) Emotion Regulation and Identity Disturbance: What Makes Us Sensitive to Rejection?**  
*Paloma K. Zabala, B.A., Ramya Ramadurai, M.A., Kelly V. Klein, M.A., Nathaniel R. Herr, Ph.D., American University*
- (PS7-75) From Shame to Aggression: Difficulty in Emotion Regulation**  
*Paloma K. Zabala, B.A., Molly H. Nadel, B.A., Deirdre Salinsky, M.A., Nathaniel R. Herr, Ph.D., American University*
- (PS7-76) Mental Health Literacy for Borderline Personality Disorder Through the Eyes of Artificial Intelligence: Symptom Recognition and Treatment Recommendations**  
*Kelli R. Lahman, B.S.<sup>1</sup>, Sean Lauderdale, Ph.D.<sup>2</sup>, 1. University of Houston, 2. University of Houston - Clear Lake*
- (PS7-77) Personality Pathology Labels: The Impact of Internalized Stigma and Discriminatory Experiences on Perceived Stigma**  
*Shakur J. Dennis, B.A., Katherine E. Hein, M.S., Logan Folger, M.S., Stephanie N. Mullins-Sweatt, Ph.D., Oklahoma State University*
- (PS7-78) Sex Differences in Borderline Personality Symptoms: Results from Veteran and Civilian Samples Receiving DBT**  
*Emily R. Weiss, Ph.D.<sup>1</sup>, Margaret T. Davis, Ph.D.<sup>1</sup>, Chelsea Cawood, Ph.D.<sup>2</sup>, Miranda R. Schaffer, B.A.<sup>3</sup>, Lauren Harris, M.S.<sup>4</sup>, Ashley Wagner, B.S.<sup>1</sup>, Alison M. Schreiber, Ph.D.<sup>5</sup>, Sarah E. Barnes, Ph.D.<sup>1</sup>, Minden B. Sexton, Ph.D.<sup>2</sup>, 1. Yale University School of Medicine, 2. Ann Arbor Veterans Healthcare System, 3. Eastern Michigan University, 4. Florida State University, 5. University of Pittsburgh*
- (PS7-79) Stability of Individual Obsessive-compulsive Personality Disorder Symptom Criteria Over Six Years of Prospective Follow-up**  
*Yiqing Fan, M.A.<sup>1</sup>, Immanuela C. Obisie-Orlu, B.S.<sup>1</sup>, Tarry Mkhize, B.A.<sup>1</sup>, Allison M. Letkiewicz, Ph.D.<sup>1</sup>, Jane L. Eisen, M.D.<sup>2</sup>, Steven A. Rasmussen, M.D.<sup>3</sup>, Christina L. Boisseau, Ph.D.<sup>1</sup>, 1. Northwestern University Feinberg School of Medicine, 2. McLean Hospital, 3. Brown University Medical School*

- (PS7-80) **The Impacts of Group Cohesion on the Effectiveness of DBT Group Therapy**  
*Elijah R. Lawrence, B.S., Holly B. Laws, Ph.D., Elinor E. Waite, M.S., Clara G. DeFontes, M.S., Dominic M. Denning, B.A., Heeya Ajwani, Michael J. Constantino, Ph.D., Christopher R. Martell, ABPP, Ph.D., Katherine L. Dixon-Gordon, Ph.D., University of Massachusetts Amherst*
- (PS7-81) **The Influence of Sleep on Emotion Dysregulation in Borderline Personality Disorder, Generalized Anxiety Disorder, and Healthy Controls**  
*Elizabeth A. Earle, B.A.<sup>1</sup>, Alexander O. Crenshaw, Ph.D.<sup>2</sup>, Dorde Radosavljevic, B.A.<sup>1</sup>, Janice Kuo, Ph.D.<sup>3</sup>, Skye Fitzpatrick, Ph.D.<sup>1</sup>, 1. York University, 2. Kennesaw State University, 3. PGSP Stanford-PsyD Consortium, Palo Alto University*
- (PS7-82) **The Moderating Effects of Alexithymia on the Association Between Borderline Personality Disorder and Emotion Regulation Flexibility**  
*Clara G. DeFontes, M.S., Dominic M. Denning, B.A., Katherine L. Dixon-Gordon, Ph.D., University of Massachusetts Amherst*
- (PS7-83) **A Novel Combination of Motivational Interviewing and Cognitive Behavioral Therapy to Improve Motivation and Functioning in Serious Mental Illness**  
*Felice Reddy, Ph.D.<sup>1</sup>, Shirley M/ Glynn, Ph.D.<sup>2</sup>, 1. University of North Carolina, 2. University of California Los Angeles*
- (PS7-84) **Age at First Exposure to Trauma as an Early Predictor of Psychoticism**  
*Caroline C. Born, M.A.<sup>1</sup>, Noelle A. Warfford, M.A.<sup>1</sup>, Jacob S. Avendano, M.S.<sup>1</sup>, Onefuwa Akande,<sup>2</sup> Alexandra M. Kuret,<sup>1</sup> Robyn Gerhardinger,<sup>1</sup> Peter Mezo, Ph.D.<sup>1</sup>, 1. University of Toledo, 2. University of Toledo Adaptive Regulation and Coping Lab*
- (PS7-85) **Characteristics of Childhood Trauma as Predictors of Psychosis**  
*Noelle A. Warfford, M.A.<sup>1</sup>, Caroline C. Born, M.A.<sup>1</sup>, Onefuwa Akande,<sup>2</sup> Peter Mezo, Ph.D.<sup>1</sup>, 1. University of Toledo, 2. University of Toledo Adaptive Regulation and Coping Lab*
- (PS7-86) **Cognitive Schema Change and Permeability in Schizophrenia Spectrum Disorders**  
*Jessica N. D'Arcey, B.S., M.A., M.S., Michael W. Best, Ph.D., University of Toronto*
- (PS7-87) **Comparison of Symptom Trajectories in an Online Randomized Trial of Mindfulness-based Interventions for Well-being Based on Participant Engagement**  
*Ingrid Hsu, B.A.<sup>1</sup>, Nur Akpolat, B.S.<sup>1</sup>, Sofia Montinola, B.A.<sup>1</sup>, Hadi R. Kobaissi, B.S.<sup>1</sup>, Broghan F. O'Hearn, B.A.<sup>1</sup>, Antonietta Alvarez Hernandez, B.A.<sup>1</sup>, Caylin Faria, B.S.<sup>1</sup>, Saeed Chitale, B.A.<sup>1</sup>, Dustin J. Rabideau, Ph.D.<sup>2</sup>, Chelsea Boccagno, Ph.D.<sup>1</sup>, Louisa Sylvia, Ph.D.<sup>1</sup>, Andrew A. Nierenberg, M.D.<sup>1</sup>, Masoud Kamali, M.D.<sup>1</sup>, 1. Massachusetts General Hospital, 2. Harvard University*
- (PS7-88) **Examination of Suicidal Ideation and Suicidal Behavior in Schizophrenia Spectrum Disorder from an Inpatient Psychiatric Hospital**  
*Calvary R. Fielden, B.S.<sup>1</sup>, Sophia McInturff, B.S.<sup>1</sup>, Ana Ruiz, B.S.<sup>1</sup>, Jessica Badawi, Ph.D.<sup>2</sup>, 1. UTHealth Houston Behavioral Sciences Campus, 2. UTHealth Dunn Behavioral Sciences Campus*

**(PS7-89) Fidelity to the First-episode Psychosis Coordinated Specialty Care Model:****Massachusetts Sites Compared to the Overall United States**

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**(PS7-90) Information Search Decisions and Belief Updating in Schizophrenia**

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**(PS7-91) Perinatal and Childhood Adversity Effects on Psychotic-like Experiences in Middle Childhood**

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**(PS7-92) Prevalence and Implementation of Psychiatric Advance Directives Among Veterans with Serious Mental Illness**

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**(PS7-93) Protocol and Preliminary Feasibility/acceptability Outcomes for a Pragmatic Randomized Controlled Trial of DBT for People with Psychosis**

Akram J. Yusuf, B.S., Kenzie Fox, B.A., Lakin Mathis, B.S., Adaeze Anokwur, B.A., Melanie E. Bennett, Ph.D., Peter L. Phalen, Psy.D., University of Maryland School of Medicine

**(PS7-94) Qualitative Evaluation of Acceptability and Feasibility of a Behavioral Intervention to Reduce Violence Among Young Adults with Early Psychosis**

Stephanie Rolin, M.D., Deirdre Caffrey, M.D., Megan Flores, M.S., Jennifer Mootz, Ph.D., Iruma Bello, Ph.D., Ilana Nossel, M.D., Michael Compton, M.D., Barbara Stanley, Ph.D., Milton Wainberg, M.D., Lisa Dixon, M.D., Paul Appelbaum, M.D., Leah Pope, Ph.D., Columbia University

**(PS7-95) Revising the Hinting Task: Improving Relevance for Higher-functioning Populations**

Joel M. Martin, Ph.D., Blake Hall, Ilee Folkens, Lizzy Shirk, Paige Newsom, Sam Keidan, Lindsey Fouch, Butler University

**(PS7-96) Social Cognition in Postpartum Psychosis**

Jill R. Laquidara, M.A.<sup>1</sup>, Emeline Gaunce<sup>1</sup>, Angelina Pil<sup>2</sup>, Sarah Hope Lincoln, Ph.D.<sup>1</sup>, Ashleigh Bahadur<sup>1</sup>, 1. Case Western Reserve University, 2. Wellesley College

**(PS7-97) The Effects of Thought Disturbance, Sleep Difficulties, and Sex on Suicidal Ideation Among Adolescents in the Juvenile Legal System: A Three-way Moderation Model**

Elizabeth Thompson, Ph.D.<sup>1</sup>, Kathleen Kemp, Ph.D.<sup>2</sup>, 1. Rhode Island Hospital/Alpert Medical School of Brown University, 2. Alpert Medical School of Brown University

**(PS7-98) The Relationship Between Loneliness, Suspiciousness, and Perceived Stress in Mid-to-late Adulthood**

Shelby Y. Tkacik, B.S.<sup>1</sup>, Rachel H. Furlan, B.S.<sup>1</sup>, Zeeshan M. Huque, B.A.<sup>1</sup>, Ann M. Kring, Ph.D.<sup>2</sup>, Madeline R. Pike, M.A.<sup>1</sup>, Barbara Cohn, Ph.D.<sup>2</sup>, Piera Cirillo, M.S.<sup>2</sup>, Nickilou Krigbaum, M.P.H.<sup>2</sup>, Lauren M. Ellman, Ph.D.<sup>1</sup>, 1. Temple University, 2. University of California, Berkeley

**(PS7-99) The Role of Salience in Delusion Formation: A Pilot Study Using a Modified Box Task**

Laura A. Simon-Pearson, M.A.<sup>1</sup>, David P. O'Connor, M.S.<sup>2</sup>, Ria Kalyan, M.A.<sup>1</sup>, Mark Serper, Ph.D.<sup>1</sup>, 1. Hofstra University, 2. Hofstra Alumni

**(PS7-100) Brief Intervention for Reducing the Risk of Eating Disorders: Self-compassion-based and Dissonance-based Intervention**

Ru Nakatsuji, B.A., Sei Ogawa, Ph.D., Airi Katsu, M.A., Graduate School of Humanities and Social Sciences, Nagoya City University

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10:00 AM – 11:00 AM

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## **Couples / Close Relationships; LGBTQ+; Mass Violence/ Gun Violence; Oppression and Resilience Minority Health; Racial Trauma; Violence / Aggression; Vulnerable Populations**

**Poster Session 8**

Key Words: *Technology / Mobile Health, Couples / Close Relationships; LGBTQ+*

**(PS8-1) AI'll Be There for You: Couples, AI, and Relationship Maintenance**

Brianna Mejia-Hans<sup>1</sup>, Michelle Leonard, Ph.D.<sup>1</sup>, Zeena Whayeb, B.S.<sup>1</sup>, Aamina Rehman<sup>1</sup>, Christen Abraham, B.S.<sup>1</sup>, Charlie Giraud, M.S.<sup>2</sup>, 1. University of Michigan Dearborn, 2. University of Cincinnati

**(PS8-2) An Exploration of the Associations Among Spirituality, Interparental Violence Exposure, and Current Relationship Satisfaction**

Zoe Spanswick, B.A., Savannah Hays, B.A., Megan Cresson, Monique M. LeBlanc, Ph.D., Southeastern Louisiana University

**(PS8-3) Analyzing the Acceptability, Feasibility, and Effectiveness of a Spiritually Integrated Relationship Checkup**

Lizzy Engelkamp, M.A.<sup>1</sup>, Kateryna Potorocha, B.A.<sup>2</sup>, Jenna Rice, M.A.<sup>1</sup>, Alexandra J. Shafiran, Ph.D.<sup>1</sup>, Ask M. Ask<sup>1</sup>, James V. Cordova, Ph.D.<sup>1</sup>, 1. Clark University, 2. University of Nebraska-Lincoln

- (PS8-4) **Association Between Attachment Style and Reasons Reported for Poaching Behavior**  
*Lizette Sanchez, B.A., Elizabeth S. Allen, Ph.D., University of Colorado Denver*
- (PS8-5) **Be Kind to Yourself: Exploring the Impact of Self-compassion on Individual and Relationship Health Among Communities with Low Income**  
*Rachel E. Anonick, B.A.<sup>1</sup>, Isabella Lairamore<sup>2</sup>, Katherine A. Lenger, Ph.D.<sup>2</sup>, Kristina Gordon, Ph.D.<sup>3</sup>, 1. Research Triangle Institute International, 2. University of North Carolina at Chapel Hill, 3. University of Tennessee - Knoxville*
- (PS8-6) **Connection Through Flexible Mindfulness: Mechanisms Linking Mindfulness/flexibility Processes to Individual and Relationship Functioning via the Unified Flexibility & Mindfulness Model**  
*Benjamin D. Rasmussen, B.S.<sup>1</sup>, Jenna A. Macri, B.A.<sup>2</sup>, Ronald D. Rogge, Ph.D.<sup>1</sup>, 1. University of Rochester, 2. University of Massachusetts Boston*
- (PS8-7) **Couple Relationship Quality Moderates the Longitudinal Association Between Psychological Distress and Life Satisfaction Among Adults at Midlife**  
*Jeesun Lee, M.A., Steffany J. Fredman, Ph.D., Zachar Fisher, Ph.D., David M. Almeida, Ph.D., The Pennsylvania State University*
- (PS8-8) **Couples' Adjustment to Parenthood in the Context of Childhood Maltreatment**  
*Laura Martin, M.A.<sup>1</sup>, Keith D. Renshaw, Ph.D.<sup>1</sup>, Mark Feinberg, Ph.D.<sup>2</sup>, 1. George Mason University, 2. The Pennsylvania State University*
- (PS8-9) **Dating Stress Among Sexual Minority Individuals: Associations with Mental Health, Substance Use, and the Moderating Role of Identity Appraisals**  
*Stephan A. Brandt, M.A.<sup>1</sup>, Timothy J. Sullivan, Ph.D.<sup>2</sup>, Joanne Davila, Ph.D.<sup>1</sup>, 1. Stony Brook University, 2. Yale School of Public Health*
- (PS8-10) **Evidence for a Brief Psychoeducational Attachment-based Intervention in Emerging Adults**  
*Lindsey M. Rodriguez, Ph.D., University of Florida*
- (PS8-11) **Examining the Convergence of a Novel Extradysadic Involvement Coping Scale with Relationship Functioning and Individual Well-being**  
*Karima K. Shehadeh, M.S., Elizabeth S. Allen, Ph.D., University of Colorado Denver*
- (PS8-12) **Examining the Link: The Association Between Relationship Satisfaction and Depression in a Cardiac Patient Population**  
*Belle Tseitlin, B.A., HyeRim Ryu, M.S., MFT, Benjamin N. Wall, B.A., Jacinda Lee, M.S., MFT, Tamara Sher, Ph.D., Rosalind Franklin University of Medicine and Science*
- (PS8-13) **The Fat of the Matter: Investigating the Association Between Relationship Satisfaction and Dietary Fat Intake in a Cardiac Patient Population**  
*Belle Tseitlin, B.A., Benjamin N. Wall, B.A., HyeRim Ryu, M.S., MFT, Jacinda Lee, M.S., MFT, Tamara Sher, Ph.D., Rosalind Franklin University of Medicine and Science*
- (PS8-14) **Golden Bonds: Marital and Kin Relationship Qualities Are Differentially Associated with Subjective Physical Health Among Older Adults**  
*Jacinda Lee, M.S., MFT, Belle Tseitlin, B.A., HyeRim Ryu, M.S., MFT, Benjamin N. Wall, B.A., Tamara Sher, Ph.D., Rosalind Franklin University of Medicine and Science*

- (PS8-15) **Indirect Effects of Motherwise on Child Social Emotional Wellbeing: A Randomized Controlled Trial of a Community-based Relationship Education for Birthing Individuals**  
*Jenny Lee, B.A., Yunying (Annie) Le, Ph.D., Galena Rhoades, Ph.D., University of Denver*
- (PS8-16) **Preference for Support in People Who Have Severe Mental Illness: A Study in Partnership with the National Alliance on Mental Illness**  
*CJ Fleming, Ph.D., Jordan DeVries, M.S., Alexandra R. Anderson, Elon University*
- (PS8-17) **Replicating Couple Profiles in a Low-income Help-seeking Sample Using a Couple-centered Approach: A Cautionary Tale**  
*Yunying (Annie) Le, Ph.D.<sup>1</sup>, Mengya Xia, Ph.D.<sup>2</sup>, Brian D. Doss, Ph.D.<sup>3</sup>, 1. University of Denver, 2. Arizona State University, 3. University of Miami*
- (PS8-18) **Sexual Stigma and Dating Patterns Among Sexual Minority Adolescents**  
*Jennifer N. Cutri<sup>1</sup>, Justin A. Lavner, Ph.D.<sup>1</sup>, Ethan H. Mereish, Ph.D.<sup>2</sup>, Ryan J. Watson, Ph.D.<sup>3</sup>, 1. University of Georgia, 2. University of Maryland, College Park, 3. University of Connecticut*
- (PS8-19) **Shared Physical Activity Goals During the Transition to Parenthood**  
*Jessica Hopkins, B.A., M.A.<sup>1</sup>, Travis Kelly, B.S.<sup>1</sup>, Slaton Z. Freeman, B.A.<sup>1</sup>, Sydneyjane Roberts, M.A., Ph.D.<sup>2</sup>, Krista W. Ranby, Ph.D.<sup>1</sup>, 1. University of Colorado Denver, 2. Durham Veterans Affairs Health Care System*
- (PS8-21) **Statistical Features of Computer Recognized Facial Affect During Social Support Interactions Predict Married Couples' Relationship Quality**  
*Alyssa J. Miville, B.A., M.S., Malak Fora, B.S., M.S., Richard E. Mattson, Ph.D., Congyu Wu, Ph.D., Binghamton University*
- (PS8-22) **Testing the Dyadic Cultural Competence and Balance Model: The Moderating Role of Social Support**  
*Quinn E. Hendershot, M.S.<sup>1</sup>, Hayley C. Fivecoat, Ph.D.<sup>2</sup>, Matthew D. Johnson, Ph.D.<sup>1</sup>, 1. Binghamton University, State University of New York, 2. The Family Institute at Northwestern University*
- (PS8-23) **The Analysis of the Drop out Between Program Interest and Program Initiation Stages in Low-income and Military Couples Seeking Care**  
*Taylor Tardibuono, B.A., Brian D. Doss, Ph.D., University of Miami*
- (PS8-24) **Exploring the Moderating Role of Dedication on Sexual Minority Stress and Life Satisfaction Among Female Same-gender Couples**  
*Alexandra D. Graelles, Kaitlin M. Brunett, B.S., M.A., Shelby B. Scott, Ph.D., The University of Texas at San Antonio*
- (PS8-25) **The Influence of Natural Metaphor Patten Labeling on Couples Relationship Health**  
*Jenna Rice, M.A., Sarah Fraher, B.A., Lizzy Engelkamp, M.A., North Henninger, Alexandra J. Shafraan, Ph.D., Ask M. Ask, James V. Cordova, Ph.D., Clark University*
- (PS8-26) **The Romantic Relationship Benefit: The Effectiveness of Couple-based Interventions for Depression in Illness Contexts**  
*HyeRim Ryu, M.S., MFT, Belle Tseitlin, B.A., Benjamin N. Wall, B.A., Jacinda Lee, M.S., MFT, Tamara Sher, Ph.D., Rosalind Franklin University of Medicine and Science*



- (PS8-27) A Cross-sectional Examination of Minority Stress, Coping, and Substance Use Reduction and Cessation Attempts**  
*Julia Curtis, B.S., Christina Dyar, Ph.D., The Ohio State University*
- (PS8-28) A Restorative Justice Approach to Examining Trans-inclusive Healthcare: an 'X' Analysis Study**  
*Shannon L. Exley, M.S.<sup>1</sup>, Krista Highland, Ph.D.<sup>1</sup>, Alexis Battista, Ph.D.<sup>1</sup>, David Johnson, B.S.<sup>2</sup>, Raymond B. Kroma, M.S.<sup>3</sup>, John Liedle, B.S.<sup>1</sup>, Keeley S. Adams, B.S.<sup>1</sup>, Fazlah Rahaman<sup>1</sup>, Ashley M. Tyburski<sup>1</sup>, Ella G. Tiller, B.S.<sup>1</sup>, Zachery Malec, M.S.<sup>1</sup>, Casi Wogenrich, M.S.<sup>1</sup>, Sorana Raiciulescu, M.S.<sup>1</sup>, Natasha Schwey, Ph.D.<sup>1</sup>, 1. Uniformed Services University of the Health Sciences, 2. Texas Tech University, 3. Drexel University*
- (PS8-29) I Was Contributing to Something Bigger: Transgender and Gender Diverse Perspectives on Participating in a Clinical Trial Utilizing an Affirming CBT Protocol**  
*Sarah Ashworth, M.A.<sup>1</sup>, Brenna R. Lash, M.A.<sup>1</sup>, Sage A. Volk, M.A.<sup>1</sup>, Hannah M. Coffey, M.A.<sup>1</sup>, William Jackson, B.A.<sup>1</sup>, Nathan A. Woodruff<sup>2</sup>, Debra A. Hope, Ph.D.<sup>1</sup>, 1. University of Nebraska-Lincoln, 2. TransCollaborations*
- (PS8-30) Adverse Childhood Experiences and Suicide Outcomes Among Bi+ Adults**  
*Diana Kaziyev, B.A., Roberto Renteria, Ph.D., Emily Bettin, B.A., Brian Feinstein, Ph.D., Rosalind Franklin University of Medicine and Science*
- (PS8-31) Anti-lgbtq+ Policies and the Impact on LGBTQ+ Adolescent Mental Health: The Role of Perceived Community Acceptance as a Moderator**  
*Cole A. Lympus, B.S., Aijia Yao, M.A., Jessica L. Hamilton, Ph.D., Rutgers, The State University of New Jersey*
- (PS8-32) Anxiety, Depression, and Peer Victimization in Bisexual Youth in the Juvenile Justice System**  
*Rachel L. Doyle, M.A.<sup>1</sup>, Jonathan Poquiz, Ph.D.<sup>2</sup>, Omar Gudiño, ABPP, Ph.D.<sup>3</sup>, Paula J. Fite, Ph.D.<sup>1</sup>, 1. University of Kansas, 2. University of Minnesota, 3. Child Mind Institute*
- (PS8-33) Association of Transition and Partner Affirmation on Intimate Partner Violence in Transgender and Nonbinary Adults**  
*Reilly E. Gallin, M.S.<sup>1</sup>, Amanda M. Fanniff, Ph.D.<sup>1</sup>, Kimberly F. Balsam, Ph.D.<sup>1</sup>, Lex Pulice-Farrow, Ph.D.<sup>2</sup>, Shelby B. Scott, Ph.D.<sup>3</sup>, 1. Palo Alto University, 2. University of Maryland- College Park, 3. The University of Texas at San Antonio*
- (PS8-34) Barriers and Facilitators to Care in Provider Email Responses to Transgender and Gender Diverse Adults Seeking Psychosocial Assessments**  
*William Jackson, B.A.<sup>1</sup>, Sarah Ashworth, M.A.<sup>1</sup>, Niko Vehabovic, B.A., M.A.<sup>1</sup>, Sharon N. Obasi, B.A., M.A., Ph.D.<sup>2</sup>, Richard MocarSKI, Ph.D.<sup>3</sup>, Nathan A. Woodruff<sup>4</sup>, Debra A. Hope, Ph.D.<sup>1</sup>, 1. University of Nebraska-Lincoln, 2. University of Nebraska - Kearney, 3. San Jose State University, 4. TransCollaborations*
- (PS8-35) Considerations for Tailoring Intimate Partner Violence Prevention Programs for Sexual and Gender Minority Emerging Adults**  
*Sabrina Bothwell, M.A.<sup>1</sup>, Michael E. Newcomb, Ph.D.<sup>2</sup>, Sarah W. Whitton, Ph.D.<sup>1</sup>, 1. University of Cincinnati, 2. Northwestern University*



- (PS8-36) **Coping Strategies as Moderator of the Association Between Sexual Minority Stress and Mental Health: A Systematic Review**  
*Emily Devlin, M.A., Sarah W. Whitton, Ph.D., University of Cincinnati*
- (PS8-37) **Understanding Differences in Microaggressions and Discriminations Experienced by Black Queer and Heterosexual Women Living with HIV**  
*Mya N. Wright, B.A., Ashley Yankulin, Layomi Adejo, Gail Ironson, M.D., Ph.D., Ian Wright, Ph.D., Sannisha K. Dale, Ph.D., M.Ed., University of Miami*
- (PS8-38) **Death Anxiety in LGBTQ+ College Students at a Christian University**  
*Abigail Gray, Ashley Robbins, Southern Virginia University*
- (PS8-39) **Development of the Trans-led Care Program: Results from Open Pilot Testing of a Peer-delivered Acceptance and Commitment Therapy-based Group Intervention with Trans Adults with Substance Use Problems**  
*Arryn A. Guy, Ph.D.<sup>1</sup>, Liza A. Kolbasov, B.A.<sup>2</sup>, Ty Scott, M.P.H.<sup>3</sup>, Kristi E. Gamarel, Ph.D.<sup>4</sup>, Brandon A. Gaudio, Ph.D.<sup>5</sup>, Katie B. Biello, M.P.H., Ph.D.<sup>1</sup>, Jae Sevelius, Ph.D.<sup>6</sup>, Christopher Kahler, Ph.D.<sup>1</sup>, 1. Brown University School of Public Health, 2. Illinois Institute of Technology, 3. Brown University, 4. University of Michigan, 5. Alpert Medical School of Brown University, 6. Columbia University*
- (PS8-40) **Drinking and Consequences Among LGBTQIA+ Undergraduates During Pride Weekend: A Mixed-methods Investigation of a Potential High Risk Drinking Event**  
*Kate Conroy, M.S.<sup>1</sup>, Tracey A. Garcia, Ph.D.<sup>1</sup>, Jacinto Silva-Alvarez, B.S.<sup>2</sup>, Mary E. Larimer, Ph.D.<sup>1</sup>, 1. University of Washington, Seattle, 2. Portland DBT Institute*
- (PS8-41) **Elevated Psychological Pain and Related Symptoms Among Sexual Minority Young Adults**  
*Andra M. Preda, B.S.<sup>1</sup>, Claire Hotchkin, B.A.<sup>1</sup>, Donald Robinaugh, Ph.D.<sup>2</sup>, Amanda W. Baker, Ph.D.<sup>1</sup>, Thomas Rodebaugh, Ph.D.<sup>3</sup>, Madelyn R. Frumkin, Ph.D.<sup>1</sup>, 1. Massachusetts General Hospital, 2. Northeastern University, 3. University of North Carolina at Chapel Hill*
- (PS8-42) **Examining the Effects of Intersectional Minority Stress, Community Connectedness, and Dispositional Resilience on Experiential Avoidance in the LGBTQIA+ Community**  
*Adrienne B. Manbeck, B.A.<sup>1</sup>, Lynette M. Renner, Ph.D., LICSW, MSW<sup>2</sup>, Katerina Marcoulides, Ph.D.<sup>1</sup>, 1. University of Minnesota - Psychology Department, 2. University of Minnesota, School of Social Work*
- (PS8-43) **Exploring the Relationship Between LGBTQ+ Community Connectedness, Weight-based Discrimination and Internalized Weight Stigma**  
*Prajna Srinivas<sup>1</sup>, Abigail Wharton, M.S.<sup>2</sup>, Aria D. Gastón-Panthaki, B.A.<sup>3</sup>, Vivienne M. Hazard, M.P.H., Ph.D.<sup>4</sup>, Tiffany M. Stewart, Ph.D.<sup>5</sup>, Nicole Y. Wesley, Other<sup>6</sup>, Carolyn B. Becker, Ph.D.<sup>1</sup>, 1. Trinity University, 2. University of Pittsburgh, 3. Harvard University, 4. University of Minnesota, 5. Pennington Biomedical, 6. Pennington Biomedical Research Center*
- (PS8-44) **Exposure to Self-harm Online: Are LGBTQ+ Youth at Higher Risk?**  
*Brianna Pastro, M.A.<sup>1</sup>, Eleanor Schuttenberg, M.A.<sup>2</sup>, Jennifer B. Blossom, Ph.D.<sup>2</sup>, Peggy Andover, Ph.D.<sup>1</sup>, 1. Fordham University, 2. University of Maine*

- (PS8-45) Factors Associated with Pre-exposure Prophylaxis Self-efficacy and Self-reported Adherence Among a Sample of Men Who Have Sex with Men**  
*Juan A. Esquivel-Mendoza, M.S.<sup>1</sup>, Bharat Bharat, M.A.<sup>1</sup>, Nicolas Cardenas, B.A.<sup>1</sup>, Elliott R. Weinstein, M.P.H., M.S.<sup>1</sup>, Hanna Vasconcello, B.A.<sup>1</sup>, Marc Puccinelli, Ph.D.<sup>1</sup>, Matthew J. Mimiaga, M.P.H., M.A., Ph.D.<sup>2</sup>, Christina Psaros, Ph.D.<sup>3</sup>, Susanne Doblecki-Lewis, M.D., M.S.<sup>1</sup>, Douglas Krakower, M.D.<sup>3</sup>, Kenneth H. Mayer, M.D.<sup>3</sup>, Steven A. Safren, ABPP, Ph.D.<sup>1</sup>, 1. University of Miami, 2. University of California Los Angeles, 3. Harvard Medical School*
- (PS8-46) Gender and Sexual Minoritized Identity Disclosure in Mental Healthcare: Roles of Stigma Consciousness, Identity Centrality, and Race**  
*Anna G. Larson, M.S., Molly Becker, M.S., Sarah E. O. Schwartz, Ph.D., Suffolk University*
- (PS8-47) Gender Diversity and Gestation: Insights for Supporting Transgender and Nonbinary Adults During Pregnancy**  
*Grayson G. Stevens, M.Ed., Kathleen G. Romania, B.A., Adrian Castro, B.A., Tatiana D. Gray, Ph.D., Springfield College*
- (PS8-48) Gender Joy: A Study of Adolescent Reported Experiences with Gender Euphoria**  
*Zev L. Spiegel, M.Ed., Weston Sharpe, B.S., Tatiana D. Gray, Ph.D., Springfield College*
- (PS8-49) Gender Minority Stress: Associations with Depression, Anxiety, and Suicidal Ideation in a Clinical Sample**  
*Sonata I. Black, B.A.<sup>1</sup>, Jessica Stubbing<sup>2</sup>, Sarah M. Collett, B.A.<sup>1</sup>, Kayla A. Lord, Ph.D.<sup>1</sup>, Kate Everhardt, B.S.<sup>3</sup>, Tyler Rice, B.S.<sup>4</sup>, Laura Saunders, ABPP, Psy.D.<sup>5</sup>, David F. Tolin, ABPP, Ph.D.<sup>1</sup>, Gretchen Diefenbach, Ph.D.<sup>5</sup>, 1. Anxiety Disorders Center, The Institute of Living, 2. The University of Auckland, 3. San Jose State University, 4. Florida State University, 5. Institute of Living*
- (PS8-50) Gender Role Conflict Predicting Mental Health Treatment Seeking in Gay Men**  
*Collin S. Williams, M.A.<sup>1</sup>, David T. Solomon, Ph.D.<sup>2</sup>, 1. Georgia Southern University, 2. Western Carolina University*
- (PS8-51) Geosocial Networking App Use and Queer Asian American Men's Sexual Risk Behavior: Sexual Racism and Internalized Racism as Serial Mediators**  
*Phúc Q. Phan<sup>1</sup>, Thomas Le, Ph.D.<sup>2</sup>, 1. University of Florida, 2. Bryn Mawr College*
- (PS8-52) Identifying Protective Factors in LGBTQ+ Suicide Risk: The Impact of Community and Authenticity**  
*Colette R. Vaughan, B.A., Erik M. Benau, Ph.D., State University of New York Old Westbury*
- (PS8-53) Is Our Research Inclusive? Experiences in Psychological Research for Participants Identifying as Transgender and Gender Diverse**  
*Allura L. Ralston, Ph.D.<sup>1</sup>, T. Zachary Huit, Ph.D.<sup>2</sup>, Christen Seyl, B.S.<sup>3</sup>, Josselyn Y. Telule, B.A.<sup>4</sup>, Kevin Escobar, B.A.<sup>5</sup>, Debra A. Hope, Ph.D.<sup>5</sup>, 1. Yale University, 2. Ann & Robert H. Lurie Children's Hospital of Chicago, 3. University of Wisconsin - Madison, 4. University of Southern Mississippi, 5. University of Nebraska Lincoln*

- (PS8-54) **Love Lost, Connections Kept: Understanding Transgender and Gender Non-conforming (TGNC) College Students' Break-up Experiences**  
*Grace Schroeder, B.S.*<sup>1</sup>, *Bridget N. Jules, M.A.*, *Alexa Sotiroff, M.S.*, *Jennifer Langhinrichsen-Rohling, Ph.D.*, University of North Carolina at Charlotte
- (PS8-55) **Measurement Invariance and Mean Differences on the Kessler K6 Screening Scale for Psychological Distress Across Sexual Minority and Heterosexual Individuals**  
*Anna L. Gilmour, Ph.D.*<sup>1</sup>, *Mark A. Whisman, Ph.D.*<sup>2</sup>, 1. Rosalind Franklin University of Medicine and Science, 2. University of Colorado Boulder
- (PS8-56) **The Impact of Statewide Anti-equality Laws on Social Anxiety in Lesbian, Gay, and Bisexual Populations**  
*Matthew Nielsen Dick, B.A.*, *Chase F. Isaacs, B.A.*, *Saskia L. Jorgensen, B.A.*, *Paddy Loftus, B.A.*, *Fallon Goodman, Ph.D.*, George Washington University
- (PS8-57) **Navigating Norms: The Intersection of Traditional Gender Beliefs and Attitudes Towards Gay and Lesbian Communities**  
*Julia A. Fitzpatrick, B.S.*<sup>1</sup>, *Allison R. Warren, Ph.D.*<sup>2</sup>, *Ann M. Steffen, ABPP, Ph.D.*<sup>1</sup>, 1. University of Missouri-St. Louis, 2. Yale University School of Medicine
- (PS8-58) **Partners' Inter- and Intrapersonal Changes During a Gender Medical Transition**  
*Charlie Giraud, M.S.*, *Jamie D. Hardy-Besaw, Emily Devlin, M.A.*, *Sarah W. Whitton, Ph.D.*, University of Cincinnati
- (PS8-59) **Gun Violence Exposure on Social Media: Understanding Its Impact on Adolescent Sleep**  
*Shalini Gossain, Marcus A. Shipp, B.A.*, *Maya Dalack, B.S.*, *Ryan Shintani, Jessica L. Hamilton, Ph.D.*, Rutgers, The State University of New Jersey
- (PS8-60) **Violence Exposure on Social Media and Suicidal Thoughts and Behaviors in Adolescents**  
*Marcus A. Shipp, B.A.*, *Shalini Gossain, Christian Nicolas, Vansh Singh, Jessica L. Hamilton, Ph.D.*, Rutgers, The State University of New Jersey
- (PS8-61) **A Multi-tiered Crisis Response to October 7th and the 2023 Israel-hamas War at an American Jewish High School**  
*Sivan B. Komatsu, Ed.S.*, University of Washington, Seattle
- (PS8-62) **Discrimination as a Predictor of Same-day and Next-day Negative Affect: A Daily Diary Study**  
*Alejandra M. Sanchez-Sarmiento, B.S.*, *Alma Bitran, B.S.*, *Shireen L. Rizvi, ABPP, Ph.D.*, *Evan Kleiman, Ph.D.*, Rutgers, The State University of New Jersey
- (PS8-63) **Emotional Resilience as a Moderator of Belonging and Depression Severity in College Students of Color: Findings from the National Healthy Minds Study**  
*Layla Tondravi, B.A.*, *Habiba Amir, Francisco A. Reinosa Segovia, Ph.D.*, *Denise A. Chavira, Ph.D.*, University of California, Los Angeles

- (PS8-64) Exploring Patterns in Forgiveness and Social Connectedness Among Somali Refugees in the United States: A Cluster Analysis Approach**  
*Daniella Levine, M.A.<sup>1</sup>, Sinan Payat, B.A.<sup>1</sup>, Jacob Bentley, Ph.D.<sup>2</sup>, Lori A. Zoellner, Ph.D.<sup>2</sup>, Norah C. Feeny, Ph.D.<sup>1</sup>*, 1. Case Western Reserve University, 2. University of Washington
- (PS8-65) Meaning-making and Civic Engagement as Pathways to Resilience in the Context of Racial/ethnic Discrimination**  
*Sara Albrecht Soto, M.S., Jose Soto, Ph.D.*, The Pennsylvania State University
- (PS8-66) Resilience as a Moderating Factor in the Relationship Between Minority Stress and Alcohol Use Among Transgender and Gender-diverse Adults**  
*Karen Alvarez, M.A.<sup>1</sup>, Natalie Nassar, B.S.<sup>1</sup>, Michael Munson<sup>2</sup>, Gregory L. Stuart, Ph.D.<sup>3</sup>, Ryan C. Shorey, Ph.D.<sup>1</sup>*, 1. University of Wisconsin - Milwaukee, 2. N/A, 3. University of Tennessee - Knoxville
- (PS8-67) Social Drivers of Mental Health and Family Well-being Among Latinx Families**  
*Rafaella Zanatti, B.S.<sup>1</sup>, Maeve F. Salm, B.S., M.S.<sup>1</sup>, Ashley Alcantar Magana<sup>1</sup>, Alma Paola Vazquez-Smith, Ph.D.<sup>2</sup>, Allison M. Stafford, Ph.D., RN<sup>3</sup>, Eve S. Puffer, Ph.D.<sup>1</sup>, Gabriela A. Nagy, Ph.D.<sup>2</sup>*, 1. Duke University, 2. University of Wisconsin, Milwaukee, 3. Duke University School of Nursing
- (PS8-68) Suicidal Thoughts and Behaviors Among Minoritized People with Disabilities**  
*Melissa Shang, B.A.*, Harvard University
- (PS8-69) Understanding Affective Outcomes of Racial Trauma for Black Women: A Community-based Mixed-methods Examination of Emotional Beliefs and Regulation**  
*Ramya Ramadurai, M.A., Greighson Rowe, M.A., Ella S. Sudit, M.A., Macy Ward, B.A., Nathaniel R. Herr, Ph.D.*, American University
- (PS8-70) Effects of Racial Trauma on Daily Reward Responsiveness and Affect**  
*Julia Zhong, B.S., Montiah Norton, B.A., Emma Balkind, B.S., Jessica S. Fields, M.S., Gabrielle I. Liverant, Ph.D., Jessica G. LoPresti, Ph.D., Jennifer Martinez, Ph.D.*, Suffolk University
- (PS8-71) Experiences of Discrimination, COVID-19 Stress, and Racial Trauma in College Students**  
*Jennifer Valentine, M.A., Allie Jessen, M.A., Maxwell Katsikas, B.A., Peter C. Tappenden, B.A., Ashley M. Horodyski, M.A., Michelle M. Lily, Ph.D.*, Northern Illinois University
- (PS8-72) Online Racial Discrimination's Impact on Black Young Adults' Self-esteem and Social Anxiety: Examining the Mediating Role of Racism Hypervigilance**  
*Antoinette Dorzon, B.S., Kamryn McKenzie, B.S., Lena-Sementa Weldemicael, B.S., Henry A. Willis, Ph.D.*, University of Maryland, College Park
- (PS8-74) A Latent Class Analysis of Cyber and In-person Intimate Partner Violence Perpetration in Sexual Minority Young Adults**  
*Evan J. Basting, M.A.<sup>1</sup>, Lauren Grocott, M.S.<sup>2</sup>, Stella Son, B.A.<sup>1</sup>, Mary C. Jensen, B.A.<sup>1</sup>, Alyssa M. Medenblik, M.A.<sup>1</sup>, Ryan C. Shorey, Ph.D.<sup>2</sup>, Gregory L. Stuart, Ph.D.<sup>1</sup>, Elizabeth Goncy, Ph.D.<sup>3</sup>*, 1. The University of Tennessee, Knoxville, 2. University of Wisconsin - Milwaukee, 3. Cleveland State University

- (PS8-75) **I Didn't Realize How Common It was: A Mixed-methods Study Examining Changes in Sexual Behavior and Perceptions of Sexual Assault and Consent as a Function of the #metoo Movement**  
*Stephanie B. Ward, M.S.<sup>1</sup>, Samantha Nardella, M.P.H.<sup>2</sup>, Kate W. Hamilton, Psy.D.<sup>3</sup>, Kate Walsh, Ph.D.<sup>1</sup>*, 1. University of Wisconsin-Madison, 2. Johns Hopkins University, School of Medicine, 3. CBT for Better Living, OCD and Anxiety Treatment
- (PS8-76) **Alcohol Use, Relationship Satisfaction, and Couple Distress: Contextualizing the Role of Traumatic Stress in Intimate Partner Violence Perpetration Among Couples**  
*Niamh J. Christie, B.A.<sup>1</sup>, Daniel W. Oesterle, M.S.<sup>1</sup>, Christopher I. Eckhardt, Ph.D.<sup>1</sup>, Dominic J. Parrott, Ph.D.<sup>2</sup>*, 1. Purdue University, 2. Georgia State University
- (PS8-77) **Are We Serving Our Highest Risk Patients? Exploring Diversity in IPA Treatment Trials**  
*Nikita Patkar, M.P.H.<sup>1</sup>, Dev Crasta, Ph.D.<sup>2</sup>*, 1. New York University, 2. VISN 2 Center of Excellence for Suicide Prevention
- (PS8-78) **Cognitive Bias Modification Interventions for Aggression and Anger: A Meta-analysis**  
*Nicole K. Ciesinski, M.A.<sup>1</sup>, McKenzie Himelein-Wachowiak, M.A.<sup>1</sup>, Lynette C. Krick, M.A.<sup>1</sup>, Kristen Sorgi-Wilson, Ph.D.<sup>2</sup>, Joey C. Cheung, M.A.<sup>1</sup>, Michael S. McCloskey, Ph.D.<sup>1</sup>*, 1. Temple University, 2. Bedford VA
- (PS8-79) **Difficulty Regulating Positive Emotions Moderates the Relationship Between Aggressive Alcohol-related Expectancies and Sexual Coercion Perpetration Among Young Adults**  
*Cora V. Frost-Helms, Evan J. Basting, M.A., Alisa R. Garner, M.A., Gregory L. Stuart, Ph.D.*, University of Tennessee - Knoxville
- (PS8-80) **Do Self-esteem and Social Support Intermediate the Association Between Shame and Quality of Life Among Female Intimate Partner Violence Survivors?**  
*Melissa S. Beyer, M.A., Rimsha Majeed, M.S., Bre'Anna L. Free, M.S., Mya E. Bowen, M.S., J Gayle Beck, Ph.D.*, The University of Memphis
- (PS8-81) **Expected Reactions to Cyber Dating Abuse Methods**  
*Penny A. Leisring, Ph.D.*, Quinnipiac University
- (PS8-82) **Interactional Effects of Alcohol Use and Minority Stress on Intimate Partner Violence Perpetration Among Transgender and Gender Diverse People**  
*Lauren Grocott, M.S.<sup>1</sup>, Evan J. Basting, M.A.<sup>2</sup>, Gregory L. Stuart, Ph.D.<sup>2</sup>, Ryan C. Shorey, Ph.D.<sup>1</sup>*, 1. University of Wisconsin - Milwaukee, 2. The University of Tennessee, Knoxville
- (PS8-83) **Intimate Partner Violence: A Survey of Mental Health Providers' Perceptions and Experiences**  
*Prachi Kene, ABPP, Ph.D., Paul Minshall, M.S.*, Rhode Island College
- (PS8-84) **Moderating Role of Situational Norms on the Protective Relationship Between Social Justice Intentions and Harmful Bystander Behavior**  
*Prashansa Dickson, M.S., Kristin C. Shepard, B.A., Dominic J. Parrott, Ph.D.*, Georgia State University

- (PS8-85) Political Orientation and Gender Differences in Endorsement of Rape Myth Acceptance**  
*Kaitlin M. Brunett, B.S., M.A.*<sup>1</sup>, *Harmony G. Huttegger, B.A.*<sup>1</sup>, *Kwame Gatlin, B.S., B.A.*<sup>1</sup>, *Allen Brown-Zubillaga*<sup>2</sup>, *Shelby B. Scott, Ph.D.*<sup>2</sup>, 1. University of Texas at San Antonio, 2. PRIDE Family Studies Lab
- (PS8-86) Social dominance Orientation Mediates the Association Between Benevolent Sexism and Rape Myth Acceptance**  
*Kaitlin M. Brunett, B.S., M.A.*, *Harmony G. Huttegger, B.A.*, *Alexandra D. Graelles, Casper Haight, Shelby B. Scott, Ph.D.*, University of Texas at San Antonio
- (PS8-87) Sexual Touching While Sleeping: Relationship Between Sexual Assault Victimization and Perpetration**  
*Rylie Yager, B.S.*<sup>1</sup>, *Tara L. Cornelius, Ph.D.*<sup>1</sup>, *Michelle Drouin, Ph.D.*<sup>2</sup>, 1. Grand Valley State University, 2. Purdue Fort Wayne
- (PS8-88) The Association Between Digital Dating Abuse Victimization and Mental Health Outcomes in Sexual Minority Young Adults**  
*Natalie Nassar, B.S.*<sup>1</sup>, *Karen Alvarez, M.A.*<sup>1</sup>, *Gregory L. Stuart, Ph.D.*<sup>2</sup>, *Ryan C. Shorey, Ph.D.*<sup>1</sup>, 1. University of Wisconsin - Milwaukee, 2. University of Tennessee - Knoxville
- (PS8-89) The Associations Between Aggression, Impulsivity, and Suicide**  
*Lynette C. Krick, M.A.*, *McKenzie Himelein-Wachowiak, M.A.*, *Joey C. Cheung, M.A.*, *Nicole K. Ciesinski, M.A.*, *Brianna Sarcos, B.A.*, *Michael S. McCloskey, Ph.D.*, Temple University
- (PS8-90) The Role of Witnessed Dating Violence, Ethnicity, and a School Intervention on Dating Violence Attitudes and Digital Dating Abuse Among Youth**  
*Saúl A. Padilla, B.A.*, *Grace A. Parker, B.S.*, *Lucybel Mendez, Ph.D.*, The University of Tennessee, Knoxville
- (PS8-91) The Tonic Immobility Scale and Consideration of Peritraumatic Use of Alcohol or Other Substances: An Analysis of Item Differences and Measurement Invariance of a Two-factor Model**  
*RaeAnn E. Anderson, Ph.D.*<sup>1</sup>, *Minden B. Sexton, Ph.D.*<sup>2</sup>, *Gabriella Epshteyn, B.A., M.A.*<sup>3</sup>, *Miranda R. Schaffer, B.A.*<sup>4</sup>, *Margaret T. Davis, Ph.D.*<sup>5</sup>, *Diana C. Bennett, Ph.D.*<sup>6</sup>, 1. University of North Dakota, 2. Ann Arbor Veterans Healthcare System, 3. University of Rhode Island/VISN 2 MIRECC, Department of Veteran Affairs, 4. Eastern Michigan University, 5. Yale University School of Medicine, 6. George E. Wahlen VA (Salt Lake City VA Healthcare System)
- (PS8-93) Examining Decision-making in Young Adults Recently Emancipated from the Foster Care System**  
*Megan L. Sullivan, Ph.D.*, *Yan Leykin, Ph.D.*, *Amie L. Haas, Ph.D.*, *Matthew M. Yalch, Ph.D.*, Palo Alto University
- (PS8-94) Exploring Psychological Responses to Human Trafficking: Associations Between Posttraumatic Stress, Posttraumatic Growth, and Psychological Inflexibility**  
*Cayla Hari, M.A.*<sup>1</sup>, *Chelsea Ratcliff, Ph.D.*<sup>1</sup>, *Betsy Galicia, Ph.D.*<sup>2</sup>, *Temilola Salami, Ph.D.*<sup>3</sup>, 1. Sam Houston State University, 2. Patton State Hospital, 3. Prairie View A&M University

- (PS8-95) **Exploring Transdiagnostic Remission from Depression: Assessing RDQ Change Scores and Improvement Ratings in Racially Diverse Partial Hospital Patients**  
*Saiwane N. Sanchious, B.A., Alpert Medical School of Brown University*
- (PS8-96) **Knowledge of Hypothetical Students' Foster Care Status Impacts Teachers' Expectations, Attributions, and Decision-making**  
*Devin J. McGuier, Ph.D.<sup>1</sup>, Sandra T. Azar, Ph.D.<sup>2</sup>, Elizabeth A. McGuier, Ph.D.<sup>3</sup>, 1. University of Pittsburgh Medical Center Children's Hospital of Pittsburgh, 2. The Pennsylvania State University, 3. University of Pittsburgh*
- (PS8-97) **The Prospective Impact of Perceived Social Support Profiles on Mental Health for Justice-involved Youth**  
*Morgan Stutts, M.S., Joseph R. Cohen, Ph.D., University of Illinois Urbana-Champaign*
- (PS8-98) **The Role of Avoidance Coping in Young Adult Caregivers' Mental Health: Could Head in the Sand Be Okay?**  
*Alice Ahn, B.S., Taylor Eldridge, B.A., M.S., Debbie Torres, M.A., Chelsea Ratcliff, Ph.D., Sam Houston State University*
- (PS8-99) **Thinking Outside the Box: single Session Intervention for Helping Adolescents and Young Adults (AYA) Transitioning out of Foster Care Navigate the Holidays**  
*Andrea Westfall-King, Psy.D., Kayle Wilson, M.A., Spalding University*
- (PS8-100) **Youth Perceptions of Mental Health Stigma**  
*Rebecca Browne, M.S.<sup>1</sup>, Laura Austin, Ph.D.<sup>1</sup>, Megan Carreiro, M.A.<sup>1</sup>, Anna G. Larson, M.S.<sup>1</sup>, Ivana Khreizat, B.S.<sup>2</sup>, Melissa DeJonckheere, Ph.D.<sup>2</sup>, Sarah E. O. Schwartz, Ph.D.<sup>1</sup>, 1. Suffolk University, 2. University of Michigan*

## Dissemination & Implementation Science; Global Mental Health; Health Care System / Public Policy; LGBTQ+; Mental Health Disparities; Multicultural Psychology; Prevention

### Poster Session 9

Key Words: *Community-Based, DBT (Dialectical Behavior Therapy), LGBTQ+, Climate Change, Risk / Vulnerability Factors, Vulnerable Populations*

**(PS9-1) A Mixed Methods Analysis of a Community-based Implementation Pilot Study: A DBT Skills Group Delivered in a Black Transgender Woman-led Community Organization**

*Madeleine Miller, B.S., Shonette Walker, B.A., Danielle Shea Berke, Ph.D., Hunter College, City University of New York*

**(PS9-2) Acceptability and Cultural Considerations of DBT-A for Chinese Mental Health Professionals**

*Anders Chan, M.S.<sup>1</sup>, Jill Rathus, PhD, Ph.D.<sup>2</sup>, Weiyi Liao, M.S.<sup>1</sup>, Yi Liu, M.S.<sup>1</sup>, Lauren R. Goldsamt, B.A.<sup>3</sup>, 1. Long Island University, 2. Cognitive Behavioral Associates, 3. Columbia University School of Social Work*

**(PS9-3) Acceptability of ACT and CBT Exposure Therapy Descriptions: A Vignette Study**

*Morgan E. Browning, B.A., M.A.<sup>1</sup>, Ryan McCarty, M.S.<sup>2</sup>, Elizabeth E. Lloyd Richardson, Ph.D.<sup>3</sup>, Akshay Trisal, M.A.<sup>3</sup>, Alexandra Morena, M.A.<sup>4</sup>, Sidney Satterfield, B.S.<sup>3</sup>, 1. Antioch University New England, 2. University of Florida, 3. University of Massachusetts Dartmouth, 4. University of Massachusetts Lowell*

**(PS9-4) Agency-, Provider-, and Family-level Factors Associated with Fidelity to an Evidence Based Practice in Community-based Youth-serving Agencies**

*Nicole S. Litwitskiy, B.S.<sup>1</sup>, Hannah C. Espeleta, Ph.D.<sup>2</sup>, Jason Chapman, Ph.D.<sup>3</sup>, Tatiana M. Davidson, Ph.D.<sup>2</sup>, Leigh E. Ridings, Ph.D.<sup>2</sup>, Gabriela Becerra, B.S.<sup>2</sup>, Tonya Hazelton, M.S.<sup>2</sup>, Paul D. Flaspohler, Ph.D.<sup>1</sup>, Kenneth Ruggiero, Ph.D.<sup>2</sup>, 1. Miami University, 2. Medical University of South Carolina, 3. Chestnut Health Systems' Lighthouse Institute*

**(PS9-5) Analyzing Treatment Duration: Average Time Spent on Treatment Targets in a System of Care for Youth**

*Jinke Sun, M.A.<sup>1</sup>, David Jackson, Ph.D.<sup>2</sup>, Savannah L. Goshgarian-Miller, B.A.<sup>1</sup>, Brad Nakamura, Ph.D.<sup>1</sup>, 1. University of Hawai'i at Manoa, 2. University of Hawaii & Hawaii Child and Adolescent Mental Health Division*



**(PS9-6) Applying a Hub-and-spoke Model Framework to Children Impacted by****Unhealthy Caregiver Substance Use: Lessons Learned and Next Steps**

*Lucia Walsh Pedersen, Ph.D.<sup>1</sup>, Maya Carter, B.A.<sup>2</sup>, Lisa Asbill, Ph.D.<sup>3</sup>, Sean Hatch, Ph.D.<sup>4</sup>, Sydney Cople, Ph.D.<sup>5</sup>, Sarah E. Cleary, N/A, Ph.D.<sup>1</sup>, Colleen Fischer, Ph.D.<sup>3</sup>, Katy Doles, LCSW<sup>3</sup>, Kalyn Holmes, Ph.D.<sup>4</sup>, McKayla M. Harrison, Ph.D.<sup>3</sup>, J Christopher Sheldon, Ph.D.<sup>3</sup>.* 1. University of Colorado, School of Medicine, 2. Denver Health Hospital and Authority, 3. Denver Health and Hospital Authority, 4. Denver Health Hospital Authority, 5. Denver Health Medical Center

**(PS9-7) Applying Design to Design: Demonstrating How to Create a Human-centered Design Interview Guide for Use with Adolescents**

*Macarena Kruger, B.S.<sup>1</sup>, Andrea B. Goldschmidt, Ph.D.<sup>2</sup>, Adrian Ortega, Ph.D.<sup>1</sup>, Abigail Wharton, M.S.<sup>3</sup>, Danielle A. N. Chapa, Ph.D.<sup>2</sup>, Erin R. Stalvey, B.S.<sup>2</sup>, Isabel R. Rooper, B.A.<sup>1</sup>, Katrina T. Obleada, Ph.D.<sup>4</sup>, Andrea K. Graham, Ph.D.<sup>1</sup>.* 1. Northwestern University Feinberg School of Medicine, 2. University of Pittsburgh School of Medicine, 3. University of Pittsburgh, 4. Ann & Robert Lurie Children's Hospital of Chicago; Northwestern University Feinberg School of Medicine

**(PS9-8) Associations Between Burnout and Perceptions of Teamwork, Collaboration, and Staff Characteristics Among School Mental Health Team Members**

*Biiftu Duresso, B.A.<sup>1</sup>, Samantha Rushworth, Ph.D.<sup>2</sup>, Aparajita Kuriyan, Ph.D.<sup>3</sup>, Shannon Testa, M.Ed.<sup>4</sup>, Jordan Albright, Ph.D.<sup>5</sup>, Courtney Wolk, Ph.D.<sup>4</sup>.* 1. University of Pennsylvania School of Medicine, 2. University of Pennsylvania, 3. Penn Center for Mental Health, 4. Perelman School of Medicine at the University of Pennsylvania, 5. University of South Alabama

**(PS9-9) Staff and Leader Perceptions of Barriers and Facilitators to Implementing an Adapted Teamsteps Team Training Model for School Mental Health Teams**

*Suzanne Tham, MSW<sup>1</sup>, Jordan Albright, Ph.D.<sup>2</sup>, Biiftu Duresso, B.A.<sup>3</sup>, Samantha Rushworth, Ph.D.<sup>1</sup>, Aparajita Kuriyan, Ph.D.<sup>4</sup>, Shannon Testa, M.Ed.<sup>5</sup>, Courtney Wolk, Ph.D.<sup>5</sup>.* 1. University of Pennsylvania, 2. University of South Alabama, 3. University of Pennsylvania School of Medicine, 4. Penn Center for Mental Health, 5. Perelman School of Medicine at the University of Pennsylvania

**(PS9-10) Barriers and Facilitators to Implementing Mobile Mental Health Interventions: A Qualitative Study of the Consolidated Framework for Implementation Research in Pediatric Oncology Providers**

*Shannon Hong, B.S.<sup>1</sup>, Tonya M. Palermo, Ph.D.<sup>2</sup>, Nancy Lau, Ph.D.<sup>2</sup>.* 1. Seattle Children's Hospital, 2. University of Washington School of Medicine

**(PS9-11) Bridging the Research to Practice Gap: Does Previous Training Experience Influence School-based Therapists' Intentions to Use Evidence-based Practice?**

*Savannah L. Goshgarian-Miller, B.A., Tristan J. Maesaka, M.A., Brad Nakamura, Ph.D.,* University of Hawai'i at Manoa

**(PS9-12) Multimorbidity in Public Mental Health Care: Longitudinal Analyses on the Timing of Addressing Youth Treatment Targets Suggest Prioritization of Non-diagnostic Issues**

*Savannah L. Goshgarian-Miller, B.A.<sup>1</sup>, David Jackson, Ph.D.<sup>2</sup>, Jinke Sun, M.A.<sup>1</sup>, Brad Nakamura, Ph.D.<sup>1</sup>.* 1. University of Hawai'i at Manoa, 2. University of Hawaii & Hawaii Child and Adolescent Mental Health Division

**(PS9-13) Characterizing Clinical and Counseling Psychology Graduate Students'****Perceptions of Evidence-based Treatment Utility and Training**

*Laura K. Jans, M.A.<sup>1</sup>, Madeline Kiefer, B.A., M.A.<sup>2</sup>, Jessica L. Schleider, Ph.D.<sup>3</sup>, Briana S. Last, Ph.D.<sup>2</sup>*, 1. Northwestern University Feinberg School of Medicine, 2. Stony Brook University, 3. Northwestern University

**(PS9-14) Characterizing Clinician and Supervisor Perceptions of Clinical Supervision****Content in Community Settings**

*Katherine M. Harris, M.A., Lauren Seibel, M.A., Abigail B. Fry, M.A., MacKenzie C. Feeken, Ed.S., Jessica Hunt, Ph.D., Sarah Fischer, Ph.D., Amanda Sanchez, Ph.D., Christianne Esposito-Smythers, Ph.D.*, George Mason University

**(PS9-15) Child and Family Team Perceptions of Team Functioning and Shared Decision-making in Child Welfare to Improve Mental Health Services Linkage**

*Paige M. Milewski, B.A., Marisa Sklar, Ph.D., Gregory A. Aarons, Ph.D., Danielle L. Fettes, Ph.D.*, University of California, San Diego

**(PS9-16) Clinician Beliefs and Practices of Using Prolonged Exposure to Treat PTSD in Racially Diverse Populations: Before vs. After Comprehensive PE Training**

*Karis Treadwell, B.A.<sup>1</sup>, Sandy Capaldi, Psy.D.<sup>1</sup>, Erica Weitz, Ph.D.<sup>2</sup>, Roz Brumfield<sup>3</sup>*, 1. University of Pennsylvania, 2. University of Pennsylvania School of Medicine, 3. CTSA

**(PS9-17) Current Practices in Treating Adolescent Opioid Use in Community Settings**

*Lauren Seibel, M.A.<sup>1</sup>, Abigail B. Fry, M.A.<sup>1</sup>, Katherine M. Harris, M.A.<sup>1</sup>, MacKenzie C. Feeken, Ed.S.<sup>1</sup>, Jessica Hunt, Ph.D.<sup>1</sup>, Robert Miranda, Jr., ABPP, Ph.D.<sup>2</sup>, Christianne Esposito-Smythers, Ph.D.<sup>1</sup>*, 1. George Mason University, 2. Alpert Medical School of Brown University

**(PS9-18) Developing Norms for a Statewide System of Care: Leveraging Ohio Scales****Youth Internalizing Scores in Clinical and Community Samples**

*Tristan J. Maesaka, M.A.<sup>1</sup>, Puanani J. Hee, Ph.D.<sup>2</sup>, David Jackson, Ph.D.<sup>3</sup>, Max Sender, M.S.<sup>4</sup>, Trina E. Orimoto, Ph.D.<sup>4</sup>, Savannah L. Goshgarian-Miller, B.A.<sup>1</sup>, Kalyn Holmes, Ph.D.<sup>5</sup>, Brad Nakamura, Ph.D.<sup>1</sup>*, 1. University of Hawai'i at Manoa, 2. Hawai'i State Child and Adolescent Mental Health Division, 3. University of Hawaii & Hawaii Child and Adolescent Mental Health Division, 4. Hawai'i Department of Health, 5. Denver Health Hospital Authority

**(PS9-19) Driving Measurement-based Care with Digital Tools in a Youth Mental Health Service System**

*Trina E. Orimoto, Ph.D.<sup>1</sup>, Kristy Bowen, M.A.<sup>2</sup>, Max Sender, M.S.<sup>1</sup>, David Jackson, Ph.D.<sup>3</sup>, Brad Nakamura, Ph.D.<sup>2</sup>, Scott K. Shimabukuro, ABPP, Ph.D.<sup>4</sup>, Keli Acquaro, M.A.<sup>5</sup>, Puanani J. Hee, Ph.D.<sup>6</sup>*, 1. Hawai'i Department of Health, 2. University of Hawai'i at Manoa, 3. University of Hawaii & Hawaii Child and Adolescent Mental Health Division, 4. Hawaii Department of Health, 5. Child and Adolescent Mental Health Division, Department of Health Hawaii, 6. Hawai'i State Child and Adolescent Mental Health Division

- (PS9-20) Enhancing Measurement-based Care Implementation in Low-resource Communities: Insights from Community Stakeholders**  
 MacKenzie C. Feeken, Ed.S., Jessica Hunt, Ph.D., Abigail B. Fry, M.A., Katherine M. Harris, M.A., Lauren Seibel, M.A., Amanda Sanchez, Ph.D., Natasha Tonge, Ph.D., Christianne Esposito-Smythers, Ph.D., George Mason University
- (PS9-21) Ethnographic Research and Community Engagement: A Case Study Approach to Strengthen Community-based Research**  
 Marisa Berner, M.A.<sup>1</sup>, Melanie D. Hetzel-Riggin, Ph.D.<sup>2</sup>, 1. The Pennsylvania State University, 2. Penn State Erie, The Behrend College
- (PS9-22) Evaluating Agreement Between Medical Record Diagnoses and Independent Evaluator Diagnoses in a Community-based Effectiveness Study**  
 Kate M. Adams, B.A.<sup>1</sup>, Grace S. Woodard, M.S.<sup>1</sup>, Jill Ehrenreich-May, Ph.D.<sup>1</sup>, Golda S. Ginsburg, Ph.D.<sup>2</sup>, Amanda Jensen-Doss, Ph.D.<sup>1</sup>, 1. University of Miami, 2. University of Connecticut School of Medicine
- (PS9-23) Feasibility of Mental Health Services for Justice-involved Youth: A Qualitative Examination of Juvenile Probation Laws and Stakeholder Perceptions**  
 Suh Jung “Rylee” Park, M.A.<sup>1</sup>, Ashlyn K. Neppel, M.S.<sup>1</sup>, Ujval Patel<sup>2</sup>, Maya J. Crowley<sup>2</sup>, Neeka S. Campbell<sup>2</sup>, Ella R. Ming<sup>1</sup>, Katelyn E. Noah<sup>2</sup>, Kristin M. Hawley, Ph.D.<sup>1</sup>, 1. University of Missouri, 2. University of Missouri-Columbia
- (PS9-24) Association of Self-reported Purpose in Life with Psychological Distress in Cancer Survivors**  
 Jacob Gustavson, M.A.<sup>1</sup>, Millicent Curlee, Ph.D.<sup>2</sup>, 1. American University, 2. National Cancer Institute
- (PS9-25) Furthering Our Understanding of Community Care Practices for Anxiety-related Treatment Targets in School Mental Health Settings**  
 Emily M. Nishimura, B.A., Daniel Wilkie, Ph.D., Dorian Higashi, B.S., Ayada Bonilla, M.Ed., Brad Nakamura, Ph.D., University of Hawai‘i at Manoa
- (PS9-26) Getting Ready for Implementation: Exploring Modes of Participatory Translational Research for ADHD in Japan**  
 Mana Oguchi, Ph.D.<sup>1</sup>, Tadashi Shiroma, Ph.D.<sup>2</sup>, Aya Kasai, Ph.D.<sup>3</sup>, Noriko Yamada, M.D.<sup>2</sup>, Kiraboshi Family Support Group<sup>4</sup>, Kang Dongshik, Ph.D.<sup>2</sup>, Gail Tripp, Ph.D.<sup>1</sup>, Emi Furukawa, Ph.D.<sup>1</sup>, 1. Okinawa Institute of Science and Technology, 2. University of the Ryukyus, 3. Miyazaki International University, 4. Kiraboshi Family Support Group
- (PS9-27) Implementation of the Mind Action Mood (M&M) Program; Lessons Learned in Implementing a Universal Prevention Program in Schools and the Importance of Stakeholder Collaboration**  
 Joy Shen, M.A.<sup>1</sup>, Rachel Fried, M.A.<sup>2</sup>, Lata McGinn, Ph.D.<sup>3</sup>, 1. Ferkauf Graduate School of Psychology; Cognitive and Behavioral Consultants, 2. Ferkauf Graduate School of Psychology, 3. Yeshiva University - Ferkauf Graduate School of Psychology/CBC

**(PS9-28) Implementing a Progress and Practice Monitoring Dashboard to Enhance Clinical Co-management**

*Puanani J. Hee, Ph.D.<sup>1</sup>, Tristan J. Maesaka, M.A.<sup>2</sup>, Kristy Bowen, M.A.<sup>2</sup>, Ashlyn W. W. A. Wong, B.A.<sup>2</sup>, Brad Nakamura, Ph.D.<sup>2</sup>, Max Sender, M.S.<sup>3</sup>, David Jackson, Ph.D.<sup>4</sup>, Scott K. Shimabukuro, ABPP, Ph.D.<sup>3</sup>, Keli Acquaro, M.A.<sup>5</sup>, Trina E. Orimoto, Ph.D.<sup>3</sup>*, 1. Hawai'i State Child and Adolescent Mental Health Division, 2. University of Hawai'i at Manoa, 3. Hawai'i State Department of Health, 4. University of Hawaii & Hawaii Child and Adolescent Mental Health Division, 5. Child and Adolescent Mental Health Division, Department of Health Hawaii

**(PS9-29) Improving Accurate Detection of Mental Health Treatment Needs for Youth Through a Standardized Feedback Report**

*Sophia Young<sup>1</sup>, Amanda Jensen-Doss, Ph.D.<sup>2</sup>, Grace S. Woodard, M.S.<sup>2</sup>, Megan Brady, B.S.<sup>1</sup>, Jesslyn Jamison, Ph.D.<sup>3</sup>, Emily Becker-Haimes, Ph.D.<sup>4</sup>*, 1. University of Pennsylvania School of Medicine, 2. University of Miami, 3. Penn Center for Mental Health, 4. University of Pennsylvania

**(PS9-30) Innovation and Recipients: An I-PARIHS Framework Tracking Tool in an Ongoing Randomized Suicide Prevention Clinical Trial of Dialectical Behavior Therapy Skills Group in VHA**

*Suzanne Decker, Ph.D.<sup>1</sup>, Scarlett Baird, Ph.D.<sup>2</sup>, Jennifer K. Rielage, Ph.D.<sup>3</sup>, Josephine Ridley, Ph.D.<sup>4</sup>, Jenny Bannister, Ph.D.<sup>5</sup>, Thorayya Giovannelli, Psy.D.<sup>6</sup>, Frances Aunon, Ph.D.<sup>7</sup>, Elizabeth Galliford, M.P.H.<sup>8</sup>, Aimee Kroll-Desrosiers, Ph.D.<sup>9</sup>, Eric DeRycke, M.P.H.<sup>8</sup>, Chris L. Shriver, M.A.<sup>10</sup>, Ethan Spana, B.S.<sup>11</sup>, Mark Honsberger, M.S.<sup>12</sup>, Elena Shest, B.A.<sup>13</sup>, Steve Martino, Ph.D.<sup>14</sup>*, 1. VA Connecticut Healthcare System / Yale School of Medicine, 2. VA San Diego Healthcare System / University of California San Diego School of Medicine, 3. VA New Mexico Healthcare System / University of New Mexico School of Medicine, 4. VA Northeast Ohio Healthcare System / Case Western Reserve University, 5. James A. Haley Veterans Hospital / University of South Florida Morsani College of Medicine, 6. James A. Haley Veterans Hospital & University of South Florida Morsani College of Medicine, 7. Connecticut VA Healthcare System, 8. VA Connecticut Healthcare System, 9. VA Central Western Massachusetts / University of Massachusetts Chan Medical School / University of Massachusetts Amherst, 10. VA San Diego Healthcare System, 11. VA New Mexico Healthcare System, 12. VA Northeast Ohio Healthcare System, 13. James A. Haley Veterans Hospital, 14. VA Connecticut Healthcare System / Yale School of Medicine

**(PS9-31) Insights from Lay Counselor Experiences with Delivering Trauma-focused Cognitive Behavioral Therapy in Western Kenya: Exploring the Role of Structural Factors**

*Priya Dahiya, B.A.<sup>1</sup>, Celine Lu, B.A.<sup>1</sup>, Clara M. Johnson, M.S.<sup>1</sup>, Kathryn Whetten, Ph.D.<sup>2</sup>, Christine L. Gray, Ph.D.<sup>2</sup>, Shannon Dorsey, Ph.D.<sup>1</sup>*, 1. University of Washington, Seattle, 2. Duke University

**(PS9-32) Interventionist-level Factors Influencing Implementation of Unstuck & on Target: High School in a School-based Trial**

*Hannah Behar, B.S.<sup>1</sup>, Kat Sharp, B.A.<sup>1</sup>, Alyssa D. Verbalis, Ph.D.<sup>1</sup>, Kelsey Dickson, Ph.D.<sup>2</sup>, Lauren Kenworthy, Ph.D.<sup>1</sup>, Rebecca C. Handsman, B.S.<sup>3</sup>, Alexis Khuu, B.S.<sup>4</sup>, Cara Pugliese, Ph.D.<sup>1</sup>*, 1. Children's National Health System, 2. San Diego State University, 3. University of Denver, 4. Rowan University

- (PS9-33) Investigating Moderating Effects of Strength-based Practice Elements for Internalizing Symptoms to Inform Treatment Delivery**  
 Marina M. Matsui, M.A., Holly R. Turner, M.A., Savannah L. Goshgarian-Miller, B.A., Dorian Higashi, B.S., Brad Nakamura, Ph.D., University of Hawai'i at Manoa
- (PS9-34) Bridging the Training Gap: State Incentives to Boost Evidence-based Training Participation Among Youth-serving Mental Health Providers**  
 Robert W. Garvey, M.S.<sup>1</sup>, Kimberly E. Hoagwood, Ph.D.<sup>1</sup>, Elena Conte, B.A.<sup>1</sup>, Aleta Angelosante, Ph.D.<sup>2</sup>, Nicole Wang, M.A.<sup>2</sup>, Sarah M. Horwitz, Ph.D.<sup>1</sup>, 1. New York University School of Medicine, 2. Hassenfeld Children's Hospital at New York University Langone Medical Center
- (PS9-35) Ongoing Utilization of a Mental Health Coaching Program Developed for Healthcare Workers at the Onset of the COVID-19 Pandemic**  
 Emilie Famiglio, B.S.<sup>1</sup>, Emily Becker-Haimes, Ph.D.<sup>2</sup>, Michal Weiss, B.S.<sup>1</sup>, Rachel Kishton, M.D.<sup>1</sup>, Sarah Beck, M.A.<sup>1</sup>, Lisa Bellini, M.D.<sup>1</sup>, Courtney Wolk, Ph.D.<sup>1</sup>, 1. University of Pennsylvania School of Medicine, 2. University of Pennsylvania
- (PS9-36) Partnering with Community Providers to Understand the Barriers to Implement Naturalistic Developmental Behavioral Interventions in Applied Behavioral Analysis (ABA) Settings**  
 Nailah Islam, B.S.<sup>1</sup>, Naomi R. Green, B.S.<sup>2</sup>, Emma Chatson, B.A.<sup>2</sup>, Jocelyn Kuhn, Ph.D.<sup>3</sup>, Rachel Yosick, Psy.D.<sup>2</sup>, Katherine Pickard, Ph.D.<sup>3</sup>, 1. Children's Healthcare of Atlanta, Marcus Autism Center, 2. Emory University School of Medicine, Marcus Autism Center, 3. Emory University School of Medicine
- (PS9-37) Provider and Caregiver Perspectives on Tailoring Treatment for Families Impacted by Caregiver Substance Use**  
 Kalyn Holmes, Ph.D.<sup>1</sup>, Sarah E. Cleary, Ph.D.<sup>2</sup>, Sydney Cople, Ph.D.<sup>3</sup>, Sean Hatch, Ph.D.<sup>1</sup>, Maya Carter, B.A.<sup>4</sup>, Katy Doles, LCSW<sup>1</sup>, Lucia Walsh Pedersen, Ph.D.<sup>2</sup>, 1. Denver Health Hospital Authority, 2. University of Colorado, School of Medicine, 3. Denver Health Medical Center, 4. Denver Health Hospital and Authority
- (PS9-38) Representation of Diverse Families in Early Intervention Research: Implications for Reach and Equity in EBP Implementation**  
 Sarah R. Edmunds, Ph.D.<sup>1</sup>, Kyle M. Frost, Ph.D.<sup>2</sup>, Anthuanet Espinel, B.S.<sup>3</sup>, Isabelle E. Saligumba, B.A.<sup>3</sup>, Wendy L. Stone, PhD, Ph.D.<sup>4</sup>, Brooke Ingersoll, Ph.D.<sup>3</sup>, Sarabeth BroderFingert, M.P.H., M.D.<sup>5</sup>, Allison Wainer, Ph.D.<sup>6</sup>, Alice S. Carter, Ph.D., Ph.D.<sup>7</sup>, 1. University of South Carolina, 2. University of Massachusetts Chan Medical School, 3. Michigan State University, 4. University of Washington, Seattle, 5. UMass Chan Medical Center, 6. Rush University Medical Center, 7. University of Massachusetts Boston
- (PS9-39) Social Validity of Caregiver-implemented Reciprocal Imitation Teaching in Young Children with Social Communication Delays: A Caregiver-informed Qualitative Study**  
 Alayna R. Boroway, B.A.<sup>1</sup>, Michelle F. Pu, B.S.<sup>2</sup>, Kyle M. Frost, Ph.D.<sup>3</sup>, Wendy L. Stone, Ph.D., Ph.D.<sup>4</sup>, Alice S. Carter, Ph.D., Ph.D.<sup>5</sup>, Brooke Ingersoll, Ph.D.<sup>6</sup>, Allison Wainer, Ph.D.<sup>7</sup>, Sarabeth BroderFingert, M.P.H., M.D.<sup>3</sup>, 1. University of South Carolina, 2. Tufts University, 3. University of Massachusetts Chan Medical School, 4. University of Washington, Seattle, 5. University of Massachusetts Boston, 6. Michigan State University, 7. Rush University Medical Center

- (PS9-41) Barriers and Facilitators to Implementation of an Early Childhood Executive Function Intervention**  
*Laura Campos, B.A.<sup>1</sup>, Rebecca C. Handsman, B.S.<sup>2</sup>, Julianna Mckenna, B.A.<sup>1</sup>, Allison B. Ratto, Ph.D.<sup>3</sup>, Laura G. Anthony, Ph.D.<sup>4</sup>, Lauren Kenworthy, Ph.D.<sup>1</sup>*, 1. Children's National Health System, 2. University of Denver, 3. Children's National Hospital, 4. University of Colorado Anschutz Medical Campus
- (PS9-43) Supervisor and Agency Strategies to Address Burnout: Insights from Community Mental Health Providers in Washington State**  
*Celine Lu, B.A., Priyanka Ghosh Choudhuri, B.S., Shannon Dorsey, Ph.D.*, University of Washington, Seattle
- (PS9-44) The Relationships Among Therapy Experience, Social Support, and Therapy Outcomes**  
*Abbey C. Mooney, Sam Biele, Natalie Weber, W. John Monopoli, Ph.D.*, Susquehanna University
- (PS9-45) Undergraduate Collaboration in a Psychiatric Setting: How Volunteering Impacts Staff, Patients, and Volunteers Themselves**  
*Tyler Parra, Elena Storms, Nate Hooper, Tate A. Henderson, B.S., Gary Burlingame, Ph.D.*, Brigham Young University
- (PS9-46) What Else Can Supervisors and Agencies Do to Reduce Burnout Among Community Mental Health Providers?**  
*Priyanka Ghosh Choudhuri, B.S., Kai H. Bailey, B.A., Shannon Dorsey, Ph.D., Celine Lu, B.A.*, University of Washington, Seattle
- (PS9-47) Beyond Translations: Cultural Adaptation of the Ask Suicide-screening Questions (ASQ) Tool in Global Healthcare Settings**  
*Ritika Merai, B.A.<sup>1</sup>, Nathan Lowry, B.A.<sup>2</sup>, Khalid I. Afzal, M.D.<sup>3</sup>, Márk Bérdi, Ph.D.<sup>4</sup>, Muluwork Denberu, M.D.<sup>5</sup>, Tesia Shi, B.S.<sup>1</sup>, Maryland Pao, M.D.<sup>1</sup>, Lisa M. Horowitz, M.P.H., Ph.D.<sup>1</sup>*, 1. National Institute of Mental Health, 2. Columbia University, 3. The University of Chicago Medicine, 4. Peterfy Sandor Hospital, Budapest Hungary, 5. Addis Ababa University
- (PS9-48) Community-based Implementation of Safety Planning Intervention for Suicide Prevention with Survivors of Human Trafficking in Philippines**  
*Laura Cordisco Tsai, Ph.D., MSW<sup>1</sup>, Jaclyn Fishbach, B.A.<sup>2</sup>, Catherine Carlson, Ph.D., MSW<sup>3</sup>, Rhea Baylosis<sup>4</sup>, Milton Wainberg, M.D.<sup>5</sup>*, 1. Harvard University, 2. University of Illinois Urbana-Champaign, 3. The University of Alabama, 4. PTI, 5. Columbia University
- (PS9-49) Impact of Attitudes on the Relationship Between Psychological Symptoms and Help Seeking Behavior in a Black and Non-black International Sample**  
*Sydney B. Jones, B.S.<sup>1</sup>, Lee Cooper, Ph.D.<sup>2</sup>*, 1. Virginia Tech, 2. Virginia Polytechnic Institute and State University
- (PS9-50) Prolonged Exposure for PTSD in South Africa: Preliminary Findings**  
*Duane Booysen, Ph.D.<sup>1</sup>, Jaco Rossouw, Ph.D.<sup>2</sup>, Ashraf Kagee, Ph.D.<sup>2</sup>, Marguerite Holtzhausen, MSW<sup>3</sup>*, 1. Rhodes University, 2. Stellenbosch University, 3. Trauma Centre for Survivors of Violence and Torture

- (PS9-51) **Screening Physical Symptoms and Psychological Distress of Long COVID in Thailand and the United States: A Linear Discriminant Analysis**  
*Rong Xia, M.A.<sup>1</sup>, Leeann B. Short, B.S.<sup>1</sup>, Siyuan Wang, B.S.<sup>2</sup>, Piraorn Suwanbenjakule, M.A.<sup>3</sup>, William H. O'Brien, ABPP, Ph.D.<sup>1</sup>*, 1. Bowling Green State University, 2. Duke Kunshan University, 3. Chulalongkorn University
- (PS9-52) **Social Functioning Impairment, Mental Health, and Drinking History Among Chinese College Students**  
*Sarah Mann, B.A.<sup>1</sup>, Yusi Wang, B.A.<sup>2</sup>, Jaymes Paolo Rombaoa, M.A.<sup>3</sup>, Liying Wang, M.S.<sup>4</sup>, Nana Xiong, Ph.D.<sup>5</sup>, Marcus Rodriguez, Ph.D.<sup>2</sup>*, 1. Global Mental Health Lab (Pitzer College), 2. Pitzer College, 3. Claremont Graduate University, 4. University of California Los Angeles, 5. No. 6 Hospital, Peking University
- (PS9-53) **The Impact of Intolerance of Uncertainty and Psychological Flexibility on Distress in Individuals with Long COVID: Comparison Between US and Thailand**  
*Wanying Sui, B.S.<sup>1</sup>, Siyuan Wang, B.S.<sup>2</sup>, William H. O'Brien, ABPP, Ph.D.<sup>3</sup>, Shiwei Wang, B.S.<sup>4</sup>, Piraorn Suwanbenjakule, M.A.<sup>5</sup>, Emily G. Meyer<sup>3</sup>*, 1. University of Wisconsin-Madison, 2. Duke Kunshan University, 3. Bowling Green State University, 4. Columbia University, 5. Chulalongkorn University
- (PS9-54) **Voices of Resilience: Community and Cultural Perspectives in Mental Health Support for Trauma Survivors in Post-military Coup Myanmar**  
*Phyu Pannu Khin, Ph.D.*, Massachusetts General Hospital
- (PS9-57) **Peer Victimization as a Predictor of Academic and School Engagement Outcomes in LGBTQ+ Youth**  
*Carolyn Campbell, B.A., Steven W. Evans, Ph.D.*, Ohio University
- (PS9-58) **Perceptions of Sexual Assault Experiences and Outcomes in the Queer Community: A Mixed Methods Approach**  
*CJ Fleming, Ph.D., Mackenzie DeMania, B.A.*, Elon University
- (PS9-59) **Preliminary Findings from an Affirming Cognitive-behavioral Therapy Protocol: A Clinical Trial in Partnership with Transgender and Gender Diverse Communities**  
*Hannah M. Coffey, M.A.<sup>1</sup>, Niko Vehabovic, B.A., M.A.<sup>1</sup>, Sage A. Volk, M.A.<sup>1</sup>, Brenna R. Lash, M.A.<sup>1</sup>, Sarah Ashworth, M.A.<sup>1</sup>, William Jackson, B.A.<sup>1</sup>, Eric Phillips, M.A.<sup>1</sup>, Frances C. Calkins, M.A.<sup>1</sup>, Nathan A. Woodruff<sup>2</sup>, Debra A. Hope, Ph.D.<sup>1</sup>*, 1. University of Nebraska-Lincoln, 2. TransCollaborations
- (PS9-60) **Queering Recovery: A Qualitative Look at Substance Use Treatment Experience for Transgender and Non-binary Populations**  
*Allen Brown-Zubillaga<sup>1</sup>, Shelby B. Scott, Ph.D.<sup>2</sup>*, 1. PRIDE Family Studies Lab, 2. The University of Texas at San Antonio
- (PS9-61) **Racial/ethnic Disparities in Structural Barriers for Prep**  
*Juan A. Esquivel-Mendoza, M.S.<sup>1</sup>, Alexandra Pomas, B.A.<sup>1</sup>, Hanna Vasconcello, B.A.<sup>1</sup>, Marc Puccinelli, Ph.D.<sup>1</sup>, Matthew J. Mimiaga, M.P.H., M.A., Ph.D.<sup>2</sup>, Christina Psaros, Ph.D.<sup>3</sup>, Susanne Doblecki-Lewis, M.D., M.S.<sup>1</sup>, Douglas Krakower, M.D.<sup>3</sup>, Kenneth H. Mayer, M.D.<sup>3</sup>, Steven A. Safren, ABPP, Ph.D.<sup>1</sup>*, 1. University of Miami, 2. University of California Los Angeles, 3. Harvard Medical School



- (PS9-62) Shaken, Not Stirred: Drinking Motives Mediate the Effect of Intersectional Minority Stress on Problematic Drinking Behaviors in Sexual and Racial Minorities**  
 Kristin C. Shepard, B.A., Prashansa Dickson, M.S., Kevin Moino, M.A., Dominic J. Parrott, Ph.D., Georgia State University
- (PS9-63) Shame and Guilt in LGBTQ+ Women Veterans with MST Presenting to a Research Study**  
 Bettye E. Chargin, B.S.<sup>1</sup>, Jayden Berke<sup>2</sup>, Katerine Rashkovsky, B.S.<sup>1</sup>, Tamara Wachsmen, B.A.<sup>1</sup>, Marylene Cloitre, Ph.D.<sup>3</sup>, Leslie Morland, Psy.D.<sup>4</sup>, 1. VA San Diego Healthcare System, 2. University of California, San Diego and Veterans Affairs San Diego Healthcare System, 3. VA Palo Alto Health Care System, 4. University of California San Diego
- (PS9-64) Structural Minority Stress Predicts Suicidality, Substance Use, and Sexual Behaviors Among Sexual Minority Adolescents**  
 Trey V. Dellucci, Ph.D., Lauren O'Reilly, Ph.D., Casey A. Pederson, Ph.D., Logan A. Gillenwater, B.S., Leslie Hulvershorn, M.D., Matthew Aalsma, Ph.D., Zachary Adams, Ph.D., Indiana University
- (PS9-65) Studying Ongoing Minority Stressors and Trauma-related Mental Health Outcomes for Trauma-exposed Sexual and Gender Minority People: The Importance of Time-varying Approaches**  
 Kriti Behari, M.A.<sup>1</sup>, Emily Helminen, Ph.D.<sup>2</sup>, Skyler D. Jackson, Ph.D.<sup>3</sup>, Tami P. Sullivan, Ph.D.<sup>4</sup>, Abigail W. Batchelder, M.P.H., Ph.D.<sup>5</sup>, Jillian R. Scheer, Ph.D.<sup>1</sup>, 1. Syracuse University, 2. Brown University, 3. Yale School of Public Health, 4. Yale University School of Medicine, 5. Massachusetts General Hospital
- (PS9-66) Systems and Invalidation: A Novel Measure of Systemic Discrimination and Its Relation to Emotional Invalidation Predicts Mental Health Outcomes**  
 John E. Askew<sup>1</sup>, Makayla Evans, B.S.<sup>1</sup>, Robert K. Rice<sup>1</sup>, Patrick Tootle<sup>2</sup>, Thomas E. Joiner, Ph.D.<sup>1</sup>, Min Eun Jeon, M.A., M.S.<sup>1</sup>, 1. Florida State University, 2. Joiner Lab, Florida State University
- (PS9-67) The Development and Evaluation of a Sexual and Gender Minority Health Education Program for Undergraduate Medical Students in Japan**  
 Tamaki Hosoda-Urban, Ph.D., Koki Yokota, B.A., Tottori University
- (PS9-68) The Impact of Family Gossip on Suicidal Ideation and Internalized Homophobia Among Sexual Minority Individuals**  
 Genesis M. Saenz, B.A.<sup>1</sup>, Daisy Lopez, M.S., Ph.D.<sup>2</sup>, Amy G. Weisman, Ph.D.<sup>1</sup>, 1. University of Miami, 2. University of California Los Angeles
- (PS9-69) The Impact of Sexual Minority Stress on the Relationship Between Sexual Minority Identification and Psychological Functioning**  
 Madeleine Hansen, M.A., Mary Lou Kelley, Ph.D., Louisiana State University



- (PS9-70) Minority Stress and Affirmation Related to Legal-preferred Name Consistency in a Gender Diverse Inpatient Sample**  
 Sonata I. Black, B.A.<sup>1</sup>, Jessica Stubbing<sup>2</sup>, Sarah M. Collett, B.A.<sup>1</sup>, Kate Everhardt, B.S.<sup>3</sup>, Tyler Rice, B.S.<sup>4</sup>, Laura Saunders, ABPP, Psy.D.<sup>5</sup>, David F. Tolin, ABPP, Ph.D.<sup>1</sup>, Gretchen Diefenbach, Ph.D.<sup>5</sup>, 1. Anxiety Disorders Center, The Institute of Living, 2. The University of Auckland, 3. San Jose State University, 4. Florida State University, 5. Institute of Living
- (PS9-71) The Relationship Between Threat Stress Appraisal and Rejection Sensitivity for LGBTQ+ Teens: Minority Stress as a Moderator**  
 Diana J. Cox, B.S., M.A.<sup>1</sup>, Kathleen C. Gunther, Ph.D.<sup>1</sup>, Ethan H. Mereish, Ph.D.<sup>2</sup>, 1. American University, 2. University of Maryland, College Park
- (PS9-72) Therapeutic Alliance & Treatment Satisfaction of LGB+ Women Veterans with MST**  
 Katerine Rashkovsky, B.S.<sup>1</sup>, Kathleen N. Nguyen, B.S.<sup>2</sup>, Tamara Wachsmen, B.A.<sup>1</sup>, Kayla Knopp, Ph.D.<sup>3</sup>, Leslie Morland, Psy.D.<sup>2</sup>, Marylene Cloitre, Ph.D.<sup>4</sup>, 1. VA San Diego Healthcare System, 2. University of California San Diego, 3. VA San Diego Healthcare System/University of California, San Diego, 4. VA Palo Alto Health Care System
- (PS9-73) Transgender and Gender Diverse Perspectives on CBT: A Qualitative Analysis of a Clinical Trial Adapted for Marginalized Communities**  
 Sage A. Volk, M.A.<sup>1</sup>, Hannah M. Coffey, M.A.<sup>1</sup>, Sarah Ashworth, M.A.<sup>1</sup>, Brenna R. Lash, M.A.<sup>1</sup>, William Jackson, B.A.<sup>1</sup>, Nathan A. Woodruff<sup>2</sup>, Debra A. Hope, Ph.D.<sup>1</sup>, 1. University of Nebraska-Lincoln, 2. TransCollaborations
- (PS9-74) Coping with Intimate Partner Violence Among Young Sexual Minority Men: A Qualitative Approach**  
 Stephan A. Brandt, M.A.<sup>1</sup>, Christopher B. Stults, Ph.D.<sup>2</sup>, 1. Stony Brook University, 2. Baruch College, City University of New York
- (PS9-75) Unpacking Mental Health Stigmas at the Intersection of Sex and Sexual Orientation**  
 Melanie H. DelAngelo, B.S.<sup>1</sup>, Paddy Loftus, B.A.<sup>1</sup>, Ruba Rum, M.S.<sup>2</sup>, Fallon Goodman, Ph.D.<sup>1</sup>, 1. George Washington University, 2. University of South Florida
- (PS9-76) Voices of Resilience: Valuable Services and Affirming Care for Transgender and Gender-expansive Adolescents an Young Adults in a Gender Health Clinic**  
 Allison Peipert, B.S.<sup>1</sup>, Trey V. Dellucci, Ph.D.<sup>2</sup>, Kelly Donahue, Ph.D.<sup>3</sup>, 1. Indiana University-Bloomington, 2. Indiana University, 3. Indiana University School of Medicine
- (PS9-77) What's in a Name? Heterosexual and Bisexual Women's Labeling of Sexual Trauma Experiences**  
 Jessica Ellem, Ph.D.<sup>1</sup>, Jasmine A. Skorheim, B.S.<sup>2</sup>, Minden B. Sexton, Ph.D.<sup>1</sup>, Jocelyn Anderson, Ph.D., RN<sup>3</sup>, Jennifer M. Loya, B.S., M.A., Ph.D.<sup>4</sup>, Margaret T. Davis, Ph.D.<sup>4</sup>, RaeAnn E. Anderson, Ph.D.<sup>2</sup>, 1. Ann Arbor Veterans Healthcare System, 2. University of North Dakota, 3. UAMS, 4. Yale University School of Medicine
- (PS9-78) Who Should I Turn To? Bi+ Women's Experiences of Sexual IPV and Psychopathology Symptoms Through Differing Support Networks**  
 Nicole Altenberg, B.S.<sup>1</sup>, Mindy J. Erchull, Ph.D.<sup>2</sup>, 1. University of Miami, 2. University of Mary Washington

- (PS9-79) A Comparison of Suicide-related Hospitalization History Between Deaf Transgender and Gender Diverse Adults and Their Hearing Gender Diverse Peers**  
*Halle S. Fowler, M.A.<sup>1</sup>, Julie Cerel, Ph.D.<sup>2</sup>, Kristel Scoresby, Ph.D., LCSW, MSW<sup>2</sup>, Raymond P. Tucker, Ph.D.<sup>1</sup>*, 1. Louisiana State University, 2. University of Kentucky
- (PS9-80) Correlates of First-generation College Students' Mental Health: A Systematic Mixed Studies Review**  
*Samiha Islam, M.S., Sara R. Jaffee, Ph.D.*, University of Pennsylvania
- (PS9-81) Does Cultural Identification and Grief Processing Inform Help Seeking After the Loss of a Love One?**  
*Stephanie Langlais, M.A., Allison B. Duncan, M.A., Hannah Janecek, B.S., Susan L. Kenford, Ph.D.*, Xavier University
- (PS9-82) Dropping out of Partial Hospital Treatment Among Racial and Ethnic Minorities: Predictors and Characteristics**  
*Juyoung Yun, B.A., Catrina Aglubat, B.S., Dana Morris, Ph.D., Kristy Dalrymple, Ph.D.*, Warren Alpert Medical School of Brown University
- (PS9-83) Burnout Among Environmental Activists in New York: A Mixed Methods Preliminary Study**  
*Jillian M. Arenz, Ph.D.*, Weill Cornell Medicine
- (PS9-84) Reducing Mental Health Disparities Through Community-based Partnerships That Foster and Promote Resiliency**  
*Jarrad Hodge, Ph.D., Sarah Chiang, B.S., Hollie Box, M.S., Seema Jacob, Psy.D., Anthony M. Akande, Ph.D., Funlola Are, Ph.D.*, University of Texas Health Science Center at Houston
- (PS9-85) Rejection and Identity: Exploring the Impact and Attributional Patterns of Social Rejection by Race and Sexual Orientation**  
*Saskia L. Jorgensen, B.A.<sup>1</sup>, Gabriella Silva, M.A.<sup>2</sup>, John K. Kelleman, M.S.<sup>3</sup>, Fallon Goodman, Ph.D.<sup>1</sup>*, 1. George Washington University, 2. University of South Florida, 3. Rutgers, The State University of New Jersey
- (PS9-86) The Importance of Analyzing by Sex, Gender, Sexual Orientation, Race, and Ethnicity in Psychopathology Research**  
*Emily A. Miller, M.S.<sup>1</sup>, Meisa M. Khairuddin, B.A.<sup>1</sup>, Tamara M. Abu-Ramadan, M.S.<sup>1</sup>, Judah W. Serrano, Ph.D.<sup>2</sup>, Anne Stevens, Ph.D.<sup>1</sup>, Christopher R. Shelton, Ph.D.<sup>3</sup>, Elizabeth K. Lefler, Ph.D.<sup>4</sup>, Cynthia M. Hartung, Ph.D.<sup>1</sup>*, 1. University of Wyoming, 2. Children's Hospital Colorado, 3. Penn State Erie, The Behrend College, 4. University of Northern Iowa
- (PS9-87) The Role of Culturally Responsive Training Practices in Bolstering Comfort and Confidence Discussing Client Identity for Clinicians Serving Minoritized Youth with Obsessive-compulsive Disorder (OCD)**  
*Asha Rudrabhatla, B.A.<sup>1</sup>, Emily Becker-Haimes, Ph.D.<sup>2</sup>, Amanda Sanchez, Ph.D.<sup>1</sup>*, 1. George Mason University, 2. University of Pennsylvania
- (PS9-88) Addressing Power Imbalance in the Therapeutic Alliance in Youth CBT Treatment: A Thematic Analysis**  
*Sasha Flowers, M.A., MacKenzie C. Feeken, Ed.S.*, George Mason University

**(PS9-89) Cross-cultural Possibilities in Clinical Supervision***Eva L. Feindler, Ph.D., Rose Alicea Oliveras, M.S., Long Island University***(PS9-90) Navigating the Path from Racism Awareness to Antiracist Action: Uncovering the Influence of White Fragility***Katelyne Griffin-Todd, M.S., Cassandra Hinger, Ph.D., Kirstyn Watts, M.S., Halle Letizio, M.A., Cleveland State University***(PS9-91) Social Connectedness: Exploring Social and Community Foundations of Immigrant Health and Wellness***Jamie D. Hardy-Besaw, Lisa Vaughn, Ph.D., Farrah Jacquez, Ph.D., University of Cincinnati***(PS9-92) The Relationships Between Cognitive Responses to Stressors and Distress in Thailand and the United States***Leeann B. Short, B.S.<sup>1</sup>, Rong Xia, M.A.<sup>1</sup>, Sam Chung Xiann Lim, M.A.<sup>1</sup>, Piraorn Suwanbenjakule, M.A.<sup>2</sup>, Emily G. Meyer, Other<sup>1</sup>, Shiwei Wang, B.S.<sup>3</sup>, Jennifer Chavanovanich, Ph.D.<sup>2</sup>, William H. O'Brien, ABPP, Ph.D.<sup>1</sup>, 1. Bowling Green State University, 2. Chulalongkorn University, 3. Columbia University***(PS9-93) Whose Support Matters More? Perceived Family and Friend Support and Psychological Distress Among Hong Kong and American Adults***Zhengduo Lu, B.A.<sup>1</sup>, Ana Rabasco, Ph.D.<sup>2</sup>, Alyssa Sherry<sup>1</sup>, Suzanne Ho, Ph.D.<sup>3</sup>, Brandon A. Gaudiano, Ph.D.<sup>4</sup>, 1. Butler Hospital & Brown University, 2. Brown University, 3. The Chinese University of Hong Kong, 4. Alpert Medical School of Brown University***(PS9-94) Addressing Black Youth Suicide: The Importance of Participatory Research and Coordinated Responses***Melanie D. Hetzel-Riggin, Ph.D.<sup>1</sup>, Marisa Berner, M.A.<sup>2</sup>, 1. Penn State Erie, The Behrend College, 2. The Pennsylvania State University***(PS9-95) Bidirectional Influences on Self-regulation in Chronically Stressed Youth: Identifying Targets for CBT***Amanda E. Halliburton, Ph.D.<sup>1</sup>, Desiree W. Murray, Ph.D.<sup>2</sup>, Ty Ridenour, M.A., Ph.D.<sup>3</sup>, 1. University of North Georgia, 2. University of North Carolina at Chapel Hill, 3. RTI International***(PS9-96) Perspectives on a Community-based, Social Emotional Learning Intervention to Increase Access to Evidence Based Preventive Mental Health Interventions via After School Programming***Sarah Chiang, B.S., Funlola Are, Ph.D., Jarrod Hodge, Ph.D., Anthony M. Akande, Ph.D., Hollie Box, M.S., Seema Jacob, Psy.D., University of Texas Health Science Center at Houston***(PS9-97) The Mediating Role of Interpersonal Distress in the Relationship Between Rejection Sensitivity and Psychic Pain***May Stern, B.A., Nicole M. Cain, Ph.D., Rutgers University*

- (PS9-98) **The Mind Action Mood (M&M) Study; Acceptability and Feasibility of a Prevention Program in Historically Underserved schools**  
 Rachel Fried, M.A.<sup>1</sup>, Joy Shen, M.A.<sup>2</sup>, Lata McGinn, Ph.D.<sup>3</sup>, Joshua Plutchik<sup>4</sup>, Leanne Quigley, Ph.D.<sup>4</sup>, Tracy Gladstone, Ph.D.<sup>5</sup>, 1. Ferkauf Graduate School of Psychology, 2. Ferkauf Graduate School of Psychology; Cognitive and Behavioral Consultants, 3. Yeshiva University - Ferkauf Graduate School of Psychology/CBC, 4. Yeshiva University - Ferkauf Graduate School of Psychology, 5. Brown University
- (PS9-99) **The Relationship Between Neuroticism and Chronic Conditions: Extraversion as a Moderator**  
 Tu Do, B.A., Eva Freites, B.A., B. Eric Turnquist, M.A., Kathleen C. Gunther, Ph.D., American University
- (PS9-100) **To Intervene or Not to Intervene: An Examination of the Effects of Alcohol Intoxication and Disability on Bystander Behavior**  
 Kayla M. Neeley, M.A., Christopher J. Correia, Ph.D., Auburn University

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1:00 PM – 2:00 PM

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**Aging and Older Adults; Climate Change; Comorbidity; Criminal Justice / Forensics; Culture / Ethnicity / Race; Disaster Mental Health; Healing / Resilience; Joy & Wellbeing; Military and Veterans Psychology; Positive Psychology; Research Methods and Statistics; Sexual Functioning; Spirituality and Religion; Women's Issues**

**Poster Session 10**

*Key Words: Older Adults, Randomized Controlled Trial, Alcohol PTSD (Posttraumatic Stress Disorder), Race, Veterans, Women's Issues*

- (PS10-1) **A Longitudinal Analysis of Coping Skills Across the Duration and 12-month Follow up of a Paraprofessional-delivered Depression Intervention for Older Adults**  
 Alice Xie, B.S., B.A.<sup>1</sup>, Mingyue Ma, M.S.<sup>2</sup>, Jin hui Joo, M.A., M.D.<sup>1</sup>, 1. Massachusetts General Hospital, Harvard Medical School, 2. Harvard T.H. Chan School of Public Health
- (PS10-2) **Advancing Interest in Aging-related Professional Training: Testing Support for Levy's (2016) PEACE Model**  
 Amy E. Band, B.A.<sup>1</sup>, Ann M. Steffen, ABPP, Ph.D.<sup>2</sup>, 1. University of Missouri, 2. University of Missouri-St. Louis

**(PS10-3) Older Adults' and Lay Providers' Appraisal of CBT Based Guided Self-help for Generalized Anxiety Disorder**

Megan Dussault, B.A.<sup>1</sup>, Vanessa Gauthier, B.A.<sup>1</sup>, Emy Thibeault, B.A.<sup>1</sup>, Lawrence Lacombe, B.A.<sup>1</sup>, Philippe Landreville, Ph.D.<sup>1</sup>, Patrick Gosselin, Ph.D.<sup>2</sup>, Sébastien Grenier, Ph.D.<sup>3</sup>, Pierre-Hugues Carmichael, M.S.<sup>4</sup>, 1. Université Laval, 2. Université de Sherbrooke, 3. Université de Montréal / CRIUGM, 4. Centre d'Excellence sur le Vieillessement de Quebec

**(PS10-4) Somatic and Physical Activity Outcomes from an 8-week Exercise Program with Black Older Adults**

Antonietta Alvarez Hernandez, B.A.<sup>1</sup>, Sofia Montinola, B.A.<sup>1</sup>, Zainab Soetan, M.S.<sup>1</sup>, Dustin J. Rabideau, Ph.D.<sup>2</sup>, Andrew Demott, M.P.H.<sup>3</sup>, Sue Hughes, Ph.D.<sup>3</sup>, Ana-Maria Vanceanu, Ph.D.<sup>1</sup>, Louisa Sylvia, Ph.D.<sup>1</sup>, 1. Massachusetts General Hospital, 2. Harvard University, 3. University of Illinois at Chicago

**(PS10-5) Stability Comes with Age: Temporal Self-appraisal Profiles for Depressed Individuals Differ Across the Lifespan**

Florentina Isabell Onolfo, M.A., Nicole Facchiano, M.A., Jessica O'Brien, B.A., Cayley Gersh, Psy.D., Maya Oledzka, B.A., Yosef D. Krupka, M.S., Rebecca Horowitz, B.A., Yosef Sokol, Ph.D., Touro University

**(PS10-6) Native Hawaiian and Pacific Islander Population Mental Health Disparities: Evaluating Ethnic Group Differences in Internalizing Problem Behaviors and Substance Use**

Savannah L. Goshgarian-Miller, B.A.<sup>1</sup>, Jinke Sun, M.A.<sup>1</sup>, David Jackson, Ph.D.<sup>2</sup>, Brad Nakamura, Ph.D.<sup>3</sup>, 1. University of Hawai'i at Manoa, 2. University of Hawaii & Hawaii Child and Adolescent Mental Health Division, 3. University of Hawaii at Manoa

**(PS10-7) Anxiety and Depression Symptoms and Certainty in Negative Future Predictions: The Role of Intolerance of Uncertainty and Perseverative Thought**  
Bells Glennon, Emily Gentes, Ph.D., Providence College**(PS10-8) Dialectical Behavior Therapy Treatment Outcomes and Baseline Comparison of Individuals with and Without Self-disclosed Physical Illness**

Tonia de Barros Barreto Morton, B.A.<sup>1</sup>, Caitlin Hibbs, B.S.<sup>1</sup>, Sydney L. Lopez, B.A.<sup>2</sup>, Robert M. Montgomery, M.A.<sup>3</sup>, Alexandra M. King, Ph.D.<sup>1</sup>, Lynn M. McFarr, Ph.D.<sup>1</sup>, 1. CBT California, 2. Administrative, 3. Woebot Health; CBT/DBT California

**(PS10-9) Exploring Symptom Communities Underlying Internalizing Features: A Network Approach**

Gabrielle E. Reimann, M.S., Antonia N. Kaczurkin, Ph.D., Camille Archer, B.A., E Leighton Durham, M.A., Hee Jung Jeong, M.S., Shuti Wang, M.Ed., Vanderbilt University

**(PS10-10) Trauma-related Alterations in Arousal and Reactivity Predicts Alcohol Use Disorder (AUD) Severity Among Veterans with PTSD, AUD and Polysubstance Use**

Allyson R. Smith, B.S.<sup>1</sup>, Ariella Davis, B.S., MSW<sup>1</sup>, Kyle Possemato, Ph.D.<sup>2</sup>, Shannon Kehle-Forbes, Ph.D.<sup>3</sup>, Hildi Hagedorn, Ph.D.<sup>4</sup>, 1. Syracuse VA Medical Center, 2. VA Center for Integrated Healthcare, 3. National Center for PTSD & Minneapolis VAMC, 4. VA Center for Care Delivery & Outcomes Research

- (PS10-11) **Associations Between Barriers to Treatment Participation and Motivation for Treatment Among caregivers of Juvenile Legal System-involved Youth**  
*Jenna A. Schopen, B.A., Kaitlin Sheerin, Ph.D., Kathleen Kemp, Ph.D., Alpert Medical School of Brown University*
- (PS10-12) **Bridging the Gap: A Literature Review on Implementing CBT for Psychosis in Forensic Settings**  
*Hannah M. Browning, M.S., Jessica Balter, M.S., Lysmary Cadavieco, M.S., Valery Zullo, M.S., Albizu University*
- (PS10-13) **Incarceration as a Traumatic Event: Insights from the National Epidemiologic Survey on Alcohol and Related Conditions-iii (NESARC-III)**  
*Jennifer M. Loya, B.S., M.A., Ph.D.<sup>1</sup>, Gabriella Epshteyn, B.A., M.A.<sup>2</sup>, Terra Osterberg, B.A.<sup>3</sup>, Peter P. Grau, Ph.D.<sup>4</sup>, Rachel C. Miller, M.S.<sup>1</sup>, Margaret T. Davis, Ph.D.<sup>5</sup>, 1. Yale School of Medicine, 2. University of Rhode Island/VISN 2 MIRECC, Department of Veteran Affairs, 3. James J. Peters VA Medical Center, 4. University of Michigan, 5. Yale University School of Medicine*
- (PS10-14) **Perceptions of Interrogation Tactics in Juvenile False Confession**  
*Jaelin Beachy, M.A., Kathleen J. Hart, Ph.D., Xavier University*
- (PS10-15) **A Cross-cultural Examination of Associations Between Psychological (In) flexibility, Psychological Distress, and Somatic Symptoms**  
*Sam Chung Xiann Lim, M.A.<sup>1</sup>, Piraorn Suwanbenjakule, M.A.<sup>2</sup>, Leeann B. Short, B.S.<sup>1</sup>, William H. O'Brien, ABPP, Ph.D.<sup>1</sup>, 1. Bowling Green State University, 2. Chulalongkorn University*
- (PS10-16) **A Qualitative Exploration of the Acculturation Gap in Chinese Immigrant Families: Implications for Improving CBT Engagement and Advancement**  
*Meirong You, M.S.<sup>1</sup>, Hilary B. Vidair, Ph.D.<sup>2</sup>, Minghan Huang, B.S.<sup>3</sup>, Lingwen Ren<sup>3</sup>, Rose Alicea Oliveras, M.S.<sup>1</sup>, 1. Long Island University, 2. Long Island University, Post campus, 3. The Ohio State University*
- (PS10-17) **Me Sentía Como Un Bicho Raro: Costa Rican College Students' Personal Narratives of Past Bullying Victimization**  
*Sharon Lang Goldgewicht, B.A., Gary D. Fireman, Ph.D., Suffolk University*
- (PS10-18) **Addressing Suicide in Nigeria: The Acceptability, Appropriateness, and Feasibility of Dialectical Behavior Therapy**  
*Damilola Kolade, Other, Shalonda Kelly, Ph.D., Shireen L. Rizvi, ABPP, Ph.D., Rutgers, The State University of New Jersey*
- (PS10-19) **Advocating for Diversity in Cognitive Behavioral Therapy: A Case Study of the Diversity Action Committee Within the Academy of Cognitive and Behavioral Therapies**  
*Lizbeth Gaona, Ph.D.<sup>1</sup>, Michael Likier<sup>2</sup>, Mudita A. Bahadur, Ph.D.<sup>3</sup>, Hollie Granato, ABPP, Ph.D.<sup>4</sup>, Jamie Schumpf, Psy.D.<sup>5</sup>, Scott Waltman, ABPP, Psy.D.<sup>6</sup>, Lisa Bolden, Psy.D.<sup>7</sup>, Carmella Tress, Psy.D.<sup>8</sup>, 1. California Baptist University, 2. Multicultural CBT Center, 3. Private Practice, 4. University of Texas at Austin, 5. Yeshiva University - Ferkauf Graduate School of Psychology, 6. Center for Dialectical and Cognitive Behavioral Therapies, 7. Integrative Psychological Consulting, 8. Central Texas VA Healthcare System*

- (PS10-20) **Considering Race in Perfectionism Research: A Systematic Review of the Last Five Decades**  
*Aundrea Marschoun, B.A., Patricia M. DiBartolo, Ph.D.,* Smith College
- (PS10-21) **Differential Relationships Between Emotion Dysregulation and Psychopathology Symptoms Among Black and White Americans**  
*Kassidie S. Harmon, M.S., Whitney M. Whitted, M.S., Jennifer S. Cheavens, Ph.D.,* The Ohio State University
- (PS10-22) **Discrimination & Internalizing Disorders in Latinx Youth: An Examination of the Influence of the Cultural Values of Self-reliance and Competition**  
*Cindy Y. Argueta, B.S., Thania Galvan, Ph.D.,* University of Georgia
- (PS10-23) **Discrimination, Self-compassion and Ethnic Racial Socialization on Anxiety Among High Achieving Minoritized High School Students**  
*Carolina Lechuga, B.A.<sup>1</sup>, M. Alejandra Arce, Ph.D.<sup>1</sup>, Farzana Adjah, Ph.D.<sup>2</sup>, Stacey Doan, Ph.D.<sup>3</sup>, Joey Fung, Ph.D.<sup>4</sup>, Anna S. Lau, Ph.D.<sup>1</sup>,* 1. University of California Los Angeles, 2. Stanford University, 3. Claremont McKenna College, 4. Fuller School of Psychology
- (PS10-24) **Exploring Differences in Psychological Resilience Between Black and White Individuals with Childhood Interpersonal Trauma: Social Support as a Mediator**  
*Blen Y. Asres, B.S., Sarah K. Stevens, M.A., Alyson K. Zalta, Ph.D.,* University of California, Irvine
- (PS10-25) **Exploring the Associations Between Colorism, Racial Discrimination, Ethnic Identity, and Internalizing Symptoms for Adolescents of Color**  
*Nevita George, B.S., Amy H. Lee, Ph.D.,* Hofstra University
- (PS10-26) **Facial Features and Their Perception**  
*Ananias W. Hayes, B.A.<sup>1</sup>, Tommy DeRossett, Ph.D.<sup>2</sup>,* 1. American University, 2. Queens University of Charlotte
- (PS10-27) **Factors Influencing Acculturation in Latinx Immigrant Families and Their Relationship to Family Functioning**  
*Rafaella Zanatti, B.S.<sup>1</sup>, Ashley Alcantar Magana<sup>1</sup>, Maeve F. Salm, B.S., M.S.<sup>1</sup>, Alma Paola Vazquez-Smith, Ph.D.<sup>2</sup>, Allison M. Stafford, Ph.D., RN<sup>3</sup>, Gabriela A. Nagy, Ph.D.<sup>2</sup>, Eve S. Puffer, Ph.D.<sup>1</sup>,* 1. Duke University, 2. University of Wisconsin, Milwaukee, 3. Duke University School of Nursing
- (PS10-28) **Factors That Predict Treatment Use Among Latinx College Students**  
*Luisanna Marte Olivo, B.A., Jazmin Reyes-Portillo, Ph.D., Danielle Rette, M.A.,* Montclair State University
- (PS10-29) **Feasibility and Preliminary Efficacy of a Culturally Adaptive Mental Health Care Model for Asian Americans (AA)**  
*Yun Chen, Ph.D., Alice Zhang, Nisha Desai,* Anise Health
- (PS10-30) **How Daily Rumination Influences Negative and Positive Affect: A Multilevel Model Analysis of the Moderating Role of Culture**  
*Yikai Xu<sup>1</sup>, Michael Sun, Ph.D.<sup>2</sup>, William Tsai, Ph.D.<sup>1</sup>,* 1. New York University, 2. Dartmouth College
- (PS10-31) **How Variations in Perspective Taking Can Mediate the Effects of Empathy on Implicit Racial Bias**  
*Jon-Patric Veal, B.A., Emily Sandoz, Ph.D.,* University of Louisiana at Lafayette



- (PS10-32) Intentions, Barriers, and Facilitators to Address Racism in Therapy: A Mixed Methods Study**  
*Julie Nguyen, B.S.<sup>1</sup>, Noah S. Triplett, M.S.<sup>2</sup>, Diamonde McCollum, M.S.<sup>1</sup>, Shannon Dorsey, Ph.D.<sup>3</sup>*, 1. University of South Carolina, 2. Yale School of Medicine, 3. University of Washington, Seattle
- (PS10-33) John Henryism Moderating the Effect of Emotion Suppression on Blood Pressure in High Achieving Adolescents of Color**  
*Tae Hwan Son, B.A.<sup>1</sup>, Yazmin Meza Lazaro, M.A.<sup>1</sup>, Alexandra S. Aringer, B.S.<sup>2</sup>, Farzana Adjah, Ph.D.<sup>3</sup>, Stacey Doan, Ph.D.<sup>2</sup>, Joey Fung, Ph.D.<sup>4</sup>, Anna S. Lau, Ph.D.<sup>1</sup>*, 1. University of California, Los Angeles, 2. Claremont McKenna College, 3. Stanford University, 4. Fuller School of Psychology
- (PS10-34) Labeling Rape Experiences Among Marginalized Women Who Recently Experienced Rape**  
*RaeAnn E. Anderson, Ph.D.<sup>1</sup>, Minden B. Sexton, Ph.D.<sup>2</sup>, Jennifer M. Loya, B.S., M.A., Ph.D.<sup>3</sup>, Margaret T. Davis, Ph.D.<sup>3</sup>, Jasmine A. Skorheim, B.S.<sup>1</sup>, Jessica Ellem, Ph.D.<sup>2</sup>, Jocelyn Anderson, Ph.D., RN<sup>4</sup>*, 1. University of North Dakota, 2. Ann Arbor Veterans Healthcare System, 3. Yale University School of Medicine, 4. UAMS
- (PS10-35) Measurement Invariance of the Personalized Psychological Flexibility Index (PPFI) Across Five Racial and Ethnic Groups**  
*Daniel N. Like, B.A., Tamara M. Loverich, Ph.D., Carly Carrasco-Wyant, M.S.*, Eastern Michigan University
- (PS10-36) Mental Health Literacy and Digital Psychoeducation for Chinese and White Americans**  
*Yuanzhi Qin, M.S., Yan Leykin, Ph.D., Blanca S. Pineda, Charlotte L. Beard, Ph.D.*, Palo Alto University
- (PS10-37) Racial Discrimination and Anxiety Symptoms Among Black Youth: The Moderating Role of Youth Age and Parental Worry**  
*Makayla L. Pollock, B.S., Donte Bernard, Ph.D.*, University of Missouri-Columbia
- (PS10-38) Racial/ethnic Discrimination and Internalizing Symptoms in Ethno-racially Minoritized Youth: The Mediating Influence of Emotion Dysregulation**  
*Gloria J. Gomez, M.A.<sup>1</sup>, Alainna Wen, Ph.D.<sup>1</sup>, Marybel R. Gonzalez, Ph.D.<sup>2</sup>, Jennifer A. Silvers, Ph.D.<sup>1</sup>, Denise A. Chavira, Ph.D.<sup>1</sup>*, 1. University of California, Los Angeles, 2. The Ohio State University, College of Medicine
- (PS10-39) Racial/ethnic Disparities in Pathways from Familism to Mental Health Service Utilization in Youth**  
*Dylan G. Aguirre, M.A., Jonathan I. Martinez, Ph.D.*, California State University, Northridge
- (PS10-40) Self-efficacy as a Buffer of the Relation Between Perceived Discrimination, Anxiety, and Stress Among Hispanic Immigrant College Students**  
*Jesse H. Walker, M.A.<sup>1</sup>, Kipp Pietrantonio, Ph.D.<sup>2</sup>, Crysta Weidner, Ph.D.<sup>2</sup>, Amanda Venta, Ph.D.<sup>1</sup>*, 1. University of Houston, 2. UT Southwestern Medical Center



- (PS10-41) **Taking Care of Yourself: Mindful Self-care Practice and Mental Health Symptoms in a College Latinx Sample**  
*Adriana I. Perez, B.A., Dylan G. Aguirre, M.A., Caroline A. Stiver, B.S., M.A., Jonathan I. Martinez, Ph.D., California State University, Northridge*
- (PS10-42) **The Association Between Culture and Accommodation in Partners of Veterans with PTSD**  
*Sumire R. Lundell, B.S.<sup>1</sup>, Huen Ting Yen, B.S.<sup>2</sup>, Katerine Rashkovsky, B.S.<sup>2</sup>, Chandra E. Khalifian, Ph.D.<sup>2</sup>, Leslie Morland, Psy.D.<sup>3</sup>, 1. VA San Diego Healthcare System/ University of California, San Diego, 2. VA San Diego Healthcare System, 3. University of California San Diego*
- (PS10-43) **The Effects of Acculturation and Mental Health Stigma on Asian American Caregivers' Endorsement of Barriers to Youth Mental Health Services**  
*Nicole Lui, M.A., Lillian Alford, M.A., Amy H. Lee, Ph.D., Hofstra University*
- (PS10-44) **Exploring Changes in Mental Health Services Needs and School-based Behavioral Health Services Utilization Following the Maui Wildfires**  
*Caroline Françoise Françoise Acra, Ph.D., Andrea Ng, M.A., Marina M. Matsui, M.A., Daniel Wilkie, Ph.D., Ayada Bonilla, M.Ed., Brad Nakamura, Ph.D., University of Hawai'i at Manoa*
- (PS10-45) **Adolescent Sibling Bereavement: A Qualitative Exploration of Its Impact and Coping Approaches**  
*Emily M. Cruz, MSW<sup>1</sup>, Amy Cuzzola-Kern, Ph.D., MSW<sup>2</sup>, Angela R. Ghesquiere, Ph.D.<sup>2</sup>, Katherine Shear, M.D.<sup>2</sup>, Anne Marie Albano, ABPP<sup>1</sup>, 1. Columbia University Medical Center, 2. Columbia University School of Social Work*
- (PS10-46) **Examining Psychopathology and Posttraumatic Growth in a Nationally Representative Sample of Bereaved Individuals**  
*Jeffrey M. Pavlacic, Ph.D.<sup>1</sup>, Jamison Bottomley, Ph.D.<sup>1</sup>, Joah Williams, Ph.D.<sup>2</sup>, Alyssa A. Rheingold, Ph.D.<sup>1</sup>, 1. Medical University of South Carolina, 2. University of Memphis*
- (PS10-47) **The Role of Coping strategies on Real-time Emotional Responses to Social Stress**  
*Diandra Leon, B.A., Cristina L. Nardini, M.A., Elizabeth B. Raposa, Ph.D., Fordham University*
- (PS10-48) **Assessing Adolescents' Experiences on Social Media Using a Youth Advisory Council**  
*Cheyenne Harris-Starling, B.A., Stefanie L. Sequeira, Ph.D., University of Virginia*
- (PS10-49) **Change in Perceived Burdensomeness Predicted by Guilt Feelings in a Gratitude Intervention**  
*Amy F. Berger, B.S.<sup>1</sup>, Anthony H. Ahrens, Ph.D.<sup>1</sup>, Tara L. Spitzgen, Ph.D.<sup>2</sup>, 1. American University, 2. University of Toledo*
- (PS10-50) **Presence of and Search for Meaning in Life: Early Adversity and Self-compassions Role**  
*Miya M. Gentry, M.A.<sup>1</sup>, Deepa Manjanatha, M.P.H.<sup>1</sup>, Molly Patapoff, B.A.<sup>2</sup>, Barton W. Palmer, Ph.D.<sup>2</sup>, 1. San Diego State University /University of California San Diego Joint Doctoral Program in Clinical Psychology, 2. University of California San Diego Health*

- (PS10-51) She Thought the Same Way I That I thought: A Qualitative Study of Patient-provider Concordance Among Veterans with Gulf War Illness**  
*Laura M. Lesnewich, Ph.D.*<sup>1</sup>, *Justeen K. Hyde, Ph.D.*<sup>2</sup>, *Mikhaela L. McFarlin, M.S.*<sup>3</sup>, *Rendelle E. Bolton, Ph.D.*<sup>2</sup>, *Peter J. Bayley, Ph.D.*<sup>4</sup>, *Helena K. Chandler, Ph.D.*<sup>1</sup>, *Drew A. Helmer, M.D., M.S.*<sup>5</sup>, *L. Alison Philips, Ph.D.*<sup>6</sup>, *Matthew J. Reinhard, Psy.D.*<sup>7</sup>, *Susan L. Santos, Ph.D.*<sup>1</sup>, *Rachel S. Stewart, Ph.D.*<sup>7</sup>, *Lisa M. McAndrew, Ph.D.*<sup>1</sup>, 1. War Related Illness and Injury Study Center, VA New Jersey Health Care System, 2. Center for Healthcare Organization and Implementation Research (CHOIR), Veterans Affairs Bedford Healthcare System, 3. University at Albany, State University of New York, 4. War Related Illness and Injury Study Center, VA Palo Alto Health Care System, 5. Center for Innovations in Quality, Effectiveness & Safety, Michael E. DeBakey Veterans Affairs Medical Center, 6. Iowa State University, 7. War Related Illness and Injury Study Center, Washington DC Veterans Affairs Medical Center
- (PS10-52) Pre-treatment Post-traumatic Stress Disorder Symptoms Moderate Problem-solving Treatment Outcome for US Military Veterans Living with Gulf War Illness**  
*Laura M. Lesnewich, Ph.D.*<sup>1</sup>, *Katharine Bloeser, Ph.D., MSW*<sup>1</sup>, *Rachel L. Boska, Ph.D.*<sup>2</sup>, *Lisa Byron, M.S.*<sup>1</sup>, *Melanie Chan, M.A.*<sup>1</sup>, *Carol Cohen-Romano, Ph.D.*<sup>1</sup>, *Fiona Graff, Psy.D.*<sup>1</sup>, *Amanda L. Matteson, Ph.D.*<sup>1</sup>, *Margaret Medina, M.A.*<sup>3</sup>, *Edmund Orlowski, B.A.*<sup>4</sup>, *Aaron Schneider*<sup>1</sup>, *Grigoriy Shekhtman, B.A.*<sup>1</sup>, *Gabriella Silverstein, M.A.*<sup>5</sup>, *Sarah Slotkin, Ph.D.*<sup>1</sup>, *Jennifer Trabucco, M.P.H.*<sup>1</sup>, *Nicole Whittaker, MSW*<sup>1</sup>, *Lisa M. McAndrew, Ph.D.*<sup>1</sup>, 1. War Related Illness and Injury Study Center, VA New Jersey Health Care System, 2. War Related Illness and Injury Study Center at the New Jersey Healthcare System, 3. Saint Elizabeth University, 4. University at Albany, State University of New York, 5. Ferkauf Graduate School of Psychology, Yeshiva University
- (PS10-53) Associations Between Attachment Security, Symptom Severity, and Relationship Satisfaction in Military Veterans with PTSD**  
*Amy Hoang, B.A.*<sup>1</sup>, *Alex Lin, B.S.*<sup>1</sup>, *Kayla Knopp, Ph.D.*<sup>2</sup>, *Leslie Morland, Psy.D.*<sup>3</sup>, 1. VA San Diego Healthcare System, 2. VA San Diego Healthcare System/University of California, San Diego, 3. University of California San Diego
- (PS10-55) Diversity, Intersectionality, Contextual Factors and Cumulative Trauma Exposure in a Veteran Sample Seeking Military Sexual Trauma Treatment**  
*Rachael Shaw, M.A.*<sup>1</sup>, *Anna C. Barbano, M.A.*<sup>1</sup>, *Diana C. Bennett, Ph.D.*<sup>2</sup>, *Katherine E. Porter, Ph.D.*<sup>1</sup>, *Lisa M. Valentine, Ph.D.*<sup>1</sup>, *Minden B. Sexton, Ph.D.*<sup>1</sup>, 1. Ann Arbor Veterans Healthcare System, 2. George E. Wahlen VA (Salt Lake City VA Healthcare System)
- (PS10-56) Patient Perspectives on Intervention for Intimate Partner Violence and Intimate Partner Violence-related Head Injury Among Women Veterans**  
*Rachael Shaw, M.A.*<sup>1</sup>, *Paul R. King, Jr., Ph.D.*<sup>2</sup>, *Carrie Pengelly, M.S.*<sup>3</sup>, *Ghazala Saleem, Other*<sup>4</sup>, 1. Ann Arbor Veterans Healthcare System, 2. VA Center for Integrated Healthcare, 3. US Department of Veterans Affairs, 4. The State University of New York at Buffalo
- (PS10-57) Scoping Review of the Role of Social Support in Women Veterans' Psychosocial and Health Outcomes**  
*Rachael Shaw, M.A.*<sup>1</sup>, *Carrie Pengelly, M.S.*<sup>2</sup>, *Charlotte Charlotte*<sup>3</sup>, *Evodie Amina, B.S.*<sup>3</sup>, *Adrianus V. Wutz, B.A.*<sup>3</sup>, *Paul R. King, Jr., Ph.D.*<sup>3</sup>, 1. Ann Arbor Veterans Healthcare System, 2. US Department of Veterans Affairs, 3. VA Center for Integrated Healthcare

- (PS10-58) Exploring Whether a Primary Care Brief Mindfulness Treatment Can Open Doors to Behavioral Healthcare**  
*Emily M. Johnson, Ph.D.<sup>1</sup>, Kyle Possemato, Ph.D.<sup>1</sup>, Mia R. Zappala, B.A.<sup>1</sup>, Allyson R. Smith, B.S.<sup>2</sup>, Robyn Sedotto, Ph.D.<sup>1</sup>, Dessa Bergen-Cico, Ph.D.<sup>3</sup>*, 1. VA Center for Integrated Healthcare, 2. Syracuse VA Medical Center, 3. Syracuse University
- (PS10-59) Feasibility, Acceptability, and Preliminary Clinical Impact of a Computer Assisted Transdiagnostic CBT Intervention for Veterans with Co-occurring Anxiety and Substance Use Disorders**  
*Anthony H. Ecker, Ph.D.<sup>1</sup>, Jan Lindsay, Ph.D.<sup>1</sup>, Kate Wolitzky-Taylor, Ph.D.<sup>2</sup>, Carolyn J. Greene, Ph.D.<sup>3</sup>, Jeffrey Cully, Ph.D.<sup>1</sup>, Michael Cucciare, Ph.D.<sup>1</sup>*, 1. US Department of Veterans Affairs, 2. University of California, Los Angeles, 3. University of Arkansas for Medical Sciences
- (PS10-60) Higher Psychopathology Predicts Dispositional Suicide Capability and Suicidal Thoughts, Planning, and Impulses in National Guard Members but Not Acquired or Practical Suicide Capability**  
*Emma J. O'Brien, B.A.<sup>1</sup>, Morgan Buerke, M.A.<sup>2</sup>, Brian Bauer, Ph.D.<sup>3</sup>, Michael D. Anestis, Ph.D.<sup>4</sup>, Daniel Capron, Ph.D.<sup>2</sup>*, 1. University of Pittsburgh, 2. Louisiana State University, 3. University of Georgia, 4. New Jersey Gun Violence Research Center
- (PS10-61) Mental and Physical Health Co-morbidities and Health Service Use Among Women Veterans with History of Intimate Partner Violence**  
*Paul R. King, Jr., Ph.D.<sup>1</sup>, Mike Wade, M.S.<sup>2</sup>, Lauren Rodriguez, Ph.D.<sup>3</sup>, Katherine Buckheit, Ph.D.<sup>1</sup>, Rachael Shaw, M.A.<sup>4</sup>, Tasnim Taranum, B.A.<sup>1</sup>, Ghazala Saleem<sup>5</sup>*, 1. VA Center for Integrated Healthcare, 2. US Department of Veterans Affairs, 3. Corporal Michael J. Crescenz VA Medical Center, 4. Ann Arbor Veterans Healthcare System, 5. The State University of New York at Buffalo
- (PS10-62) Understanding Recovery from Psychosis And/or Mania Without Long-term Use of Psychotropic Medications**  
*Susan Hannan, Ph.D., Sarah Murphy*, Lafayette College
- (PS10-63) Military Sexual Trauma and Motherhood: Examining the Relation Between MST, Rurality, and Depressive Symptoms in a Sample of Perinatal Veterans**  
*Stephanie C. Nettleton, B.A., Bruce Alexander, Emily B. K. Thomas, Ph.D.*, University of Iowa
- (PS10-64) Exploring Comprehensive and Interdisciplinary Diagnostic Evaluation and PTSD Treatment in Military Special Operations Forces**  
*Emily J. Lubin, B.A., Scott Sorg, Ph.D., Katelyn Rand, B.S., Lauren H Brenner, Ph.D.*, Massachusetts General Hospital
- (PS10-65) An Exploration of the Association Between Loneliness and Alcohol Use in US Veterans**  
*Kathryn P. O'Donnell, B.A., Hannah E. Walker, Ph.D., Stephanie E. Brown, B.A., Benjamin C. Darnell, Ph.D., Brett Litz, Ph.D.*, US Department of Veterans Affairs
- (PS10-66) Prolonged Grief and Substance Use Among Suicide-bereaved Loved Ones of Military Service Members**  
*Seba Gabali, M.S.<sup>1</sup>, Annie Goguen, B.S.<sup>1</sup>, Camille Ianne Marquez, B.A.<sup>1</sup>, Soyeong Kim, Ph.D.<sup>1</sup>, Stephanie P. Samph, Ph.D.<sup>2</sup>*, 1. Massachusetts General Hospital, 2. Massachusetts General Hospital/Harvard Medical School

**(PS10-67) Psychosocial Rehabilitation and Recovery Center: Outcome Evaluation****Across Treatment Delivery Method at the VA**

Caitlin Moore, M.A., Emily Villeneuve, M.A., Jessica Esposito, Ph.D., Cory K. Chen, Ph.D., VA NY Harbor Healthcare System

**(PS10-68) Relationship Between Posttraumatic Cognition Dimensions and Suicidal Ideation Severity Among Veterans**

Lauren D. Reyes, B.S.<sup>1</sup>, Claire Houtsma, Ph.D.<sup>1</sup>, Joseph W. Boffa, Ph.D.<sup>1</sup>, Amanda M. Raines, Ph.D.<sup>1</sup>, Joseph Constans, Ph.D.<sup>2</sup>, 1. Southeast Louisiana Veterans Health Care System, 2. Department of Veterans Affairs Central Office

**(PS10-69) Exploring the Association of Marital Verbal Aggression and Control with Dimensions of Child Outcomes**

Morgan Nance, M.A.<sup>1</sup>, Karima K. Shehadeh, M.S.<sup>1</sup>, Elizabeth S. Allen, Ph.D.<sup>1</sup>, Howard Markman, Ph.D.<sup>2</sup>, Galena Rhoades, Ph.D.<sup>2</sup>, Scott Stanley, Ph.D.<sup>2</sup>, 1. University of Colorado Denver, 2. University of Denver

**(PS10-71) Differences in Character Strengths, Well-being, and Emotional Symptoms Across the Lifespan**

Mireia Santamaria-Rincon, M.S.<sup>1</sup>, Carmela Sánchez-Ballester<sup>2</sup>, Marta Miragall, Ph.D.<sup>2</sup>, Virginia Solaro-Menéndez<sup>2</sup>, Pedro Sarrion Castelló, M.S.<sup>1</sup>, Laura Giménez-Ramos<sup>2</sup>, Rosa Baños, Ph.D.<sup>1</sup>, 1. Instituto Polibienestar, Valencia, Spain., 2. Department of Personality, Evaluation and Psychological Treatment, University of Valencia, Spain

**(PS10-72) Psychometric Properties of the Spanish Adaptation of the Strengths Use Scale (SUS)**

Mireia Santamaria-Rincon, M.S.<sup>1</sup>, Pedro Sarrion Castelló, M.S.<sup>1</sup>, Sara Martínez-Gregorio, Ph.D.<sup>1</sup>, Óscar Lecuona, Ph.D.<sup>2</sup>, Ausiàs Cebolla, Ph.D.<sup>3</sup>, Marta Miragall, Ph.D.<sup>3</sup>, Rosa Baños, Ph.D.<sup>1</sup>, 1. Instituto Polibienestar, Valencia, Spain., 2. Faculty of Psychology, University Complutense of Madrid., 3. Department of Personality, Evaluation and Psychological Treatment, University of Valencia, Spain.

**(PS10-73) Efficacy of a Single Session Loving-kindness Intervention for Undergraduate Wellbeing**

Brien Culhane, B.S.<sup>1</sup>, Laura E. Sockol, Ph.D.<sup>2</sup>, 1. McLean Hospital, 2. Davidson College

**(PS10-74) Exploring the Impact of Personal Values on Well-being: A Longitudinal Study**

Pedro Sarrion Castelló, M.S.<sup>1</sup>, Mireia Santamaria-Rincon, M.S.<sup>1</sup>, Sara Martínez-Gregorio, Ph.D.<sup>1</sup>, Marta Miragall, Ph.D.<sup>2</sup>, Ausiàs Cebolla, Ph.D.<sup>3</sup>, Rosa Baños, Ph.D.<sup>1</sup>, 1. Instituto Polibienestar, Valencia, Spain, 2. Department of Personality, Evaluation and Psychological Treatment, University of Valencia, Spain., 3. Universitat de Valencia, Spain

**(PS10-75) Making Meaning of Stress: An Examination of the Meaning Making Process Among High Achieving, High School Students of Color**

Yazmin Meza Lazaro, M.A.<sup>1</sup>, Jocelyn Cruz<sup>1</sup>, Tae Hwan Son, B.A.<sup>1</sup>, Farzana Adjah, Ph.D.<sup>2</sup>, Stacey Doan, Ph.D.<sup>3</sup>, Joey Fung, Ph.D.<sup>4</sup>, Anna S. Lau, Ph.D.<sup>1</sup>, 1. University of California Los Angeles, 2. Stanford University, 3. Claremont McKenna College, 4. Fuller School of Psychology

- (PS10-76) **Positive and Negative Emotion Regulation Across the Continuum of Mental Health: Exploring Differences from Languishing to Flourishing**  
*María Folgado-Alufre, M.S.<sup>1</sup>, Elena García-García, B.A.<sup>2</sup>, Marta Miragall, Ph.D.<sup>1</sup>, Gema Varela, B.A.<sup>2</sup>, Lucas Asín, B.A.<sup>2</sup>, Andreea Olteanu, B.A.<sup>2</sup>, Rosa Baños, Ph.D.<sup>3</sup>*, 1. Department of Personality, Evaluation and Psychological Treatment, University of Valencia, Spain., 2. University of Valencia, 3. Instituto Polibienestar, Valencia, Spain.
- (PS10-77) **Does Hearing a Peer's Experience with Self-compassion Influence How Compassionately We Treat Ourselves?: The Moderating Role of Trait Self-compassion**  
*Monica Grove, B.A., Allison C. Kelly, Ph.D.*, University of Waterloo
- (PS10-78) **Relationships Between Hope, Strengths Use, and Depression During a Transdiagnostic Digital Mental Health Intervention**  
*Daniel Teplow, B.A.<sup>1</sup>, Daniella Spencer-Laiitt, M.A.<sup>2</sup>, Audrey J. Hey, M.A.<sup>2</sup>, Todd J. Farchione, Ph.D.<sup>2</sup>*, 1. Center for Anxiety and Related Disorders, Boston University, 2. Boston University
- (PS10-79) **Understanding Patterns of Hope in Natural Mentoring Through Latent Class Analysis**  
*Bailey R. Dow, B.S., Savannah B. Simpson, M.S., Samuel D. McQuillin, Ph.D.*, University of South Carolina
- (PS10-80) **Clinical Decision Making Among Youth: What's Knowledge Got to Do with It?**  
*Michelle S. Senra, B.A., Mark Terjesen, Ph.D., Leetal Winick, B.A., Michelle Golyan, B.A., Skyler M. McLeod, B.S.*, St. John's University
- (PS10-81) **Examining Person-level Networks of Emotion Regulation Difficulties**  
*Jacob S. Avendano, M.S., Kate Sheehan, B.S., Clarissa Ong, Ph.D.*, University of Toledo
- (PS10-82) **Examining Volunteer Bias in Psychedelic Research**  
*Samantha G. Gomez, M.A., Fiona Low, M.A., Mitch S. Earleywine, Ph.D.*, University at Albany, State University of New York
- (PS10-83) **RQA Reveals Associations Between the Dynamics of Negative Affective States and Symptoms of Depression and Anxiety**  
*Christopher DiPietro, B.S., Joshua Curtiss, M.A., Ph.D.*, Northeastern University
- (PS10-84) **Title: Creating an IRT Cross-walk Between the Promis-depression and -anxiety Scales and the SAPA Personality Inventory: Enabling Longitudinal Research on Mental Health in a Large American Sample**  
*Ian Shryock, M.S., David Condon, Ph.D., Sara Weston, Ph.D.*, University of Oregon
- (PS10-85) **Understanding the Influences of Completion Compliance in Ecological Momentary Research Within Borderline Personality Disorder Populations**  
*Omega Luxor, B.A.<sup>1</sup>, Talia Tissera, B.S.<sup>1</sup>, Rachel Liebman, Ph.D.<sup>2</sup>, Candice Monson, Ph.D.<sup>3</sup>, Skye Fitzpatrick, Ph.D.<sup>1</sup>*, 1. York University, 2. University Health Network, 3. Toronto Metropolitan University
- (PS10-86) **Desire, Not Disgust, Predicts Controlled Attention to Disgust-relevant Sexual Cues**  
*Zoe M Z Brown, B.A.<sup>1</sup>, Thomas Armstrong, Ph.D.<sup>2</sup>, Samantha J. Dawson, Ph.D.<sup>3</sup>*, 1. The Miriam Hospital, 2. Whitman College, 3. The University of British Columbia

**(PS10-87) Familism and STI Testing Perceptions Among Latina Emerging Adults**

*Ariana Cervantes, M.A., Karina Torres, Jennifer Lopez Garcia, B.A., Angelica Aguirre, Diana Salcido-Padilla, Theodore V. Cooper, Ph.D., University of Texas at El Paso*

**(PS10-88) Systematic Review of Effectiveness and Efficacy of Cognitive Behavioral Therapy (CBT) for Treatment of Genito-pelvic Pain/penetration Disorder (GPPPD) and Other Female Sexual Pain Disorders**

*Christine Romano, Ph.D., Pace University*

**(PS10-89) Associations Between Religiously Influenced Ideologies and Peritraumatic Responses During Sexual Assault**

*Anna C. Barbano, M.A.<sup>1</sup>, Danielle Piggott, M.A.<sup>1</sup>, Tessa R. Graf, M.A.<sup>1</sup>, Minden B. Sexton, Ph.D.<sup>1</sup>, RaeAnn E. Anderson, Ph.D.<sup>2</sup>, 1. Ann Arbor Veterans Healthcare System, 2. University of North Dakota*

**(PS10-90) Mental Health Characteristics Associated with Firearm Access Among Veterans Seeking Treatment for Military Sexual Trauma Sequelae**

*Anna C. Barbano, M.A.<sup>1</sup>, Sheila A.M. Rauch, ABPP, Ph.D.<sup>2</sup>, Ryan Holliday, Ph.D.<sup>3</sup>, Lindsey L. Monteith, Ph.D.<sup>3</sup>, Tessa C. Vuper, Ph.D.<sup>1</sup>, Kaitlyn McCarthy, M.S.<sup>4</sup>, Minden B. Sexton, Ph.D.<sup>1</sup>, 1. Ann Arbor Veterans Healthcare System, 2. Emory University SOM/Atlanta VAMC, 3. Rocky Mountain MIRECC, 4. University of Michigan*

**(PS10-91) A Qualitative Investigation of Emotion Dysregulation in Perinatal Mental Health**

*Emily N. Barrett, B.A.<sup>1</sup>, Benicio N. Frey, M.S.<sup>2</sup>, Talia Tissera, B.S.<sup>3</sup>, Danielle Rice, Ph.D.<sup>1</sup>, Arela Agako, Ph.D.<sup>1</sup>, David L. Streiner, Ph.D.<sup>1</sup>, Sheryl M. Green, Ph.D.<sup>4</sup>, 1. McMaster University, 2. St. Joseph's Healthcare Hamilton, 3. York University, 4. McMaster University and St. Joseph's Healthcare*

**(PS10-92) An Exploratory Analysis of Gendered Violence Stress, General Perceived Stress, and Feminist Orientations**

*Madeline Brodt, Ph.D., Ashley Messina, M.S., University of Memphis*

**(PS10-93) Bridges to Patient Satisfaction: Exploring the Role of Trauma and Ethnicity Among Perinatal Women Receiving Behavioural Activation**

*Maya Zaidan, B.S.<sup>1</sup>, Andrea Lawson, Ph.D.<sup>1</sup>, Nicole Andrejek, Ph.D.<sup>1</sup>, Nour Schoueri-Mychasiw, Ph.D.<sup>2</sup>, Daisy R. Singla, Ph.D.<sup>3</sup>, 1. Centre for Addiction and Mental Health, 2. Mount Sinai Hospital, 3. University of Toronto*

**(PS10-94) Cognitive Behavioural Therapy for Sexual Concerns During Peri- and Postmenopause: Preliminary Outcomes**

*Sheryl M. Green, Ph.D.<sup>1</sup>, Melissa Furtado, M.S.<sup>2</sup>, Alison Shea, Ph.D.<sup>3</sup>, Elena Ballantyne, Psy.D.<sup>3</sup>, Benicio N. Frey, M.S.<sup>3</sup>, David L. Streiner, Ph.D.<sup>2</sup>, Randi E. McCabe, Ph.D.<sup>2</sup>, 1. McMaster University and St. Joseph's Healthcare, 2. McMaster University, 3. St. Joseph's Healthcare Hamilton*

**(PS10-95) Conceptualizing Food Insecurity During Pregnancy Through Community-engaged, Mixed-methods Research: Food Access Disruptions and Associated Distress**

Christine C. Call, Ph.D.<sup>1</sup>, Emma Ferguson, B.S.<sup>2</sup>, Jharlyn Angel-Mejia<sup>3</sup>, Quala Bennett<sup>1</sup>, Cassandra Boness, Ph.D.<sup>4</sup>, Abigail Carpenter, M.P.H., MSW, Other<sup>5</sup>, Rachel PK Conlon, Ph.D.<sup>2</sup>, Jane Eberhardt, RD LDN CLC, B.S.<sup>6</sup>, Tylah Harrison, B.S.<sup>7</sup>, Raven Hilfiker, MSW<sup>8</sup>, Abby Jo Perez, B.A.<sup>9</sup>, Michele Levine, Ph.D.<sup>2</sup>, 1. University of Pittsburgh, 2. University of Pittsburgh School of Medicine, 3. University of New Mexico Health Sciences Center, 4. University of New Mexico, 5. University of Pittsburgh Children's Hospital of Pittsburgh, 6. Adagio Health WIC, 7. Congressional Hunger Center, 8. Children's Hospital Colorado, 9. Hello Neighbor

**(PS10-96) Digital Mental Health Program for Anxiety and Depressive Symptoms in Pregnant Woman : Preliminary Results of an Ongoing Pilot and Feasibility Study**

Laura Stefany Serrato Panqueba, M.D.<sup>1</sup>, Pasquale Roberge, Ph.D.<sup>2</sup>, Alexandra Chapdelaine, Ph.D.<sup>3</sup>, Helen-Maria Vasiliadis, Ph.D.<sup>2</sup>, Alison Mahoney, Ph.D., Psy.D.<sup>4</sup>, Christine T. Shiner, Ph.D.<sup>4</sup>, 1. Health science research program, Faculté de médecine et des sciences de la santé, Université de Sherbrooke., 2. Université de Sherbrooke, 3. Université de Sherbrooke, Sherbrooke, Quebec, Canada, 4. St Vincent's Hospital, Sydney

**(PS10-97) Menstruation Pain Severity and Emotional Symptoms Are Associated with Greater Life Interference Among Emerging Adults**

Elizabeth L. Pinney, M.S., Sarah Polhill, M.S., Callon M. Williams, M.S., Emily L. Zale, Ph.D., Binghamton University

**(PS10-98) Prenatal Obsessive-compulsive Symptoms Predict Insomnia Severity During the Perinatal Period**

Nicholas S. Myers, M.A.<sup>1</sup>, Noni Shemenski<sup>1</sup>, Isabella Xavier<sup>1</sup>, Joseph B. Friedman, B.A.<sup>1</sup>, Emily K. Juel, B.S.<sup>1</sup>, Maya E. Tadross, B.S.<sup>1</sup>, Chase M. DuBois, B.A.<sup>1</sup>, Heidi J. Ojalehto, M.A.<sup>1</sup>, Gerald Nestadt, M.D.<sup>2</sup>, Mary Kimmel, M.D., Ph.D.<sup>1</sup>, Jack Samuels, Ph.D.<sup>2</sup>, Lauren Osborne, M.D.<sup>3</sup>, Eric A. Storch, Ph.D.<sup>4</sup>, Rachele Musci, Ph.D.<sup>5</sup>, Jonathan S. Abramowitz, Ph.D.<sup>1</sup>, 1. University of North Carolina at Chapel Hill, 2. Johns Hopkins University School of Medicine, 3. Weill Cornell Medical College, 4. Baylor College of Medicine, 5. Johns Hopkins University School of Public Health

**(PS10-99) Relationships Between Motivations for Withholding Negative Emotions and Assessments of Mental Health Symptoms, Fertility-specific Stress, and Resilience**

Jessica Ellem, Ph.D.<sup>1</sup>, Elizabeth Imbesi, ABPP, Ph.D.<sup>1</sup>, Anna C. Barbano, M.A.<sup>1</sup>, Chelsea Cawood, Ph.D.<sup>1</sup>, Julia Paulson, Ph.D.<sup>2</sup>, Michelle R. Byrd, Ph.D.<sup>1</sup>, Minden B. Sexton, Ph.D.<sup>1</sup>, 1. Ann Arbor Veterans Healthcare System, 2. Brown University & Providence VA Medical Center

**(PS10-100) Treating Sexual Concerns During Perimenopause with Psychological Treatments: A Systematic Review and Meta-analysis**

Zoryana Babiy, M.S.<sup>1</sup>, Sheryl M. Green, Ph.D.<sup>2</sup>, Melissa Furtado, M.S.<sup>1</sup>, Julia Peak, B.S.<sup>1</sup>, 1. McMaster University, 2. McMaster University and St. Joseph's Healthcare



## Suicide and Self-injury; Transdiagnostic

### Poster Session 11

Key Words: *Suicide, Technology / Mobile Health, Women's Health*

**(PS11-1) A Call to Researchers to Include the Menstrual Cycle as a Salient Time-varying Factor for Personalized Medicine: Using Premenstrual Suicide and Just-in-time Adaptive Interventions as a Framework**

*Hafsah Tauseef, Ph.D., Tory A. Eisenlohr-Moul, Ph.D., University of Illinois at Chicago*

**(PS11-2) A National Study of Greek-life Affiliation and Suicidality Among College Students**

*Marianne G. Chirica, M.S.<sup>1</sup>, Alyssa G. Summit, M.A.<sup>2</sup>, Natasha Chaku, Ph.D.<sup>2</sup>, Kit K. Elam, Ph.D.<sup>2</sup>, Wura Jacobs, Ph.D.<sup>2</sup>, Alyssa M. Lederer, Ph.D.<sup>2</sup>, Ellen L. Vaughan, Ph.D.<sup>2</sup>, Brian M. D'Onofrio, Ph.D.<sup>2</sup>, Patrick D. Quinn, Ph.D.<sup>2</sup>, 1. Indiana University, 2. Indiana University Bloomington*

**(PS11-3) A Network Analysis of Social Determinants of Health and Youth Suicide Risk at the Neighborhood-level**

*Tyler Hendley, B.S., Ryan Hill, Ph.D., Louisiana State University*

**(PS11-4) An Examination of Mass Shooters in the 21st Century in Relation to the Interpersonal Theory of Suicide**

*Tyler Hendley, B.S.<sup>1</sup>, Nicolas Deas, B.S.<sup>2</sup>, Sophie Finnell, B.S.<sup>3</sup>, Robin Kowalski, Ph.D.<sup>3</sup>, 1. Louisiana State University, 2. Columbia University, 3. Clemson University*

**(PS11-5) Adverse and Benevolent Childhood Experiences Moderate the Association Between PTSD Symptoms and Suicidal Ideation**

*Mary C. Jensen, B.A.<sup>1</sup>, Stella Son, B.A.<sup>1</sup>, Evan J. Basting, M.A.<sup>1</sup>, Alyssa M. Medenblik, M.A.<sup>1</sup>, Jacqueline Sullivan, M.A.<sup>1</sup>, Tara L. Cornelius, Ph.D.<sup>2</sup>, Gregory L. Stuart, Ph.D.<sup>1</sup>, 1. The University of Tennessee, Knoxville, 2. Grand Valley State University*

**(PS11-6) Agitation Is Uniquely Related to Suicide Ideation Above and Beyond Conceptually Similar Risk Factors for Suicide**

*Luke Vargo, M.A.<sup>1</sup>, Max Stivers, M.A.<sup>1</sup>, Dea Mitaj, B.S.<sup>2</sup>, Megan L. Rogers, Ph.D.<sup>2</sup>, Raymond P. Tucker, Ph.D.<sup>1</sup>, Julia Buckner, Ph.D.<sup>1</sup>, 1. Louisiana State University, 2. Texas State University*

**(PS11-7) An Examination of Anger, Suicidal Ideation, and Perceived Social Support Among Psychiatrically Hospitalized Adolescents**

*Sydney Goldstein, B.S.<sup>1</sup>, Micaela M. Maron, B.S.<sup>2</sup>, April Highlander, Ph.D.<sup>1</sup>, Brynn Chouinard, B.A.<sup>2</sup>, Amy M. Palumbo, B.S.<sup>1</sup>, Jennifer C. Wolff, Ph.D.<sup>3</sup>, 1. Brown University, 2. Bradley Hospital, 3. Rhode Island Hospital/Alpert Medical School of Brown University*



- (PS11-8) **A Network Approach to Assessing Suicide Risk Detection Using Objective Tasks**  
*Kayla Wagler, B.S., Tony T. Wells, Ph.D., Emma Unruh-Dawes, M.S., Oklahoma State University*
- (PS11-9) **An Initial Network Examination of Repetitive Negative Thinking, Anxiety Sensitivity, Thought Control, and Suicidal Ideation Among a High-risk Undergraduate Population**  
*Morgan Buerke, M.A.<sup>1</sup>, Aleksandr Karnick, M.P.H., Ph.D.<sup>2</sup>, Daniel Capron, Ph.D.<sup>1</sup>, 1. Louisiana State University, 2. Alpert Medical School of Brown University*
- (PS11-10) **An Investigation of Asian American Participants' Experiences with Self-harm and Treatment**  
*Lauren Oh, B.A.<sup>1</sup>, Emma G. G. Lindquist, M.A.<sup>1</sup>, Diana D. Woodward, M.A.<sup>1</sup>, Amy E. West, Ph.D.<sup>2</sup>, 1. University of Southern California, 2. Children's Hospital Los Angeles*
- (PS11-11) **Assessing Psychological Pain Across Three Measures Among College Students with a History of Suicidal Ideation**  
*Tintumol Joseph, M.A., Emily Mitchell, B.A., Emily Winslow, Sarah L. Hunt, M.A., Abby Adler Mandel, Ph.D., Catholic University of America*
- (PS11-12) **Assessing the Impact of a Specified Audience Demographic on Perceptions of Online Suicide and Non-suicidal Self-injury Resources**  
*Emily Kondo, B.A., Alyssa M. Herman, M.S., Alayna L. Park, Ph.D., Leo G. Bordeaux, B.S., University of Oregon*
- (PS11-13) **Assessing the Use of Safety Planning for Suicide Risk Reduction Among Hospital Providers**  
*Ashley K. Meyer, B.A.<sup>1</sup>, Grace E. Cross, B.A.<sup>1</sup>, Rene M. Lento, Ph.D.<sup>1</sup>, Kate H. Bentley, Ph.D.<sup>2</sup>, 1. Massachusetts General Hospital, 2. Massachusetts General Hospital/Harvard Medical School*
- (PS11-14) **Association Between Quality of CBT Skills Practice Through a Smartphone-based Ecological Momentary Intervention and Short-term Change in Suicidal Thoughts or Related Negative Affect States**  
*Molly I. Ball, B.A.<sup>1</sup>, Joseph Maimone, M.A.<sup>2</sup>, Evan Kleiman, Ph.D.<sup>3</sup>, Matthew K. Nock, Ph.D.<sup>1</sup>, Kate H. Bentley, Ph.D.<sup>4</sup>, 1. Harvard University, 2. Boston University, 3. Rutgers, The State University of New Jersey 4. Massachusetts General Hospital/Harvard Medical School*
- (PS11-15) **Associations and Interactions of Hopelessness and Psychological Pain on Suicide Crisis Recency and Suicidal Ideation**  
*Halla Hafermann, B.A., Dede K. Greenstein, Ph.D., Laura Waldman, LCSW, Elizabeth D. Ballard, Ph.D., Carlos Zarate, M.D., National Institute of Mental Health*
- (PS11-16) **Associations Between Childhood Adversity, Sleep Disturbances, and Suicidal Ideation Among Peripubertal Youth Receiving Intensive Psychiatric Services**  
*Evelyn M. Hernandez Valencia, M.A.<sup>1</sup>, Kelsey B. Sutton, M.A.<sup>2</sup>, Aelyn Tougas<sup>1</sup>, Anthony Davis, B.A.<sup>2</sup>, Elizabeth S. Wagner, M.D.<sup>2</sup>, Mandy Witkin, MSW<sup>2</sup>, Justin Parent, Ph.D.<sup>1</sup>, 1. University of Rhode Island, 2. Bradley Hospital*

- (PS11-17) Associations Between Childhood Trauma History, Emotion Dysregulation, and Suicidal Thoughts and Behaviors During Pregnancy**  
 Simone N. Mendes, M.S.<sup>1</sup>, Nicole Froidevaux, Ph.D.<sup>1</sup>, Nicolette Molina, M.S.<sup>1</sup>, Ashley E. Pappal<sup>2</sup>, Lydia Brown, B.A.<sup>2</sup>, Olivia Frigoletto, M.S.<sup>1</sup>, Sheila Crowell, Ph.D.<sup>1</sup>, Maureen Zalewski, Ph.D.<sup>1</sup>, 1. University of Oregon, 2. University of Utah
- (PS11-18) Characteristics of Individuals Recently Released from Jail Receiving Caring Contact Letters to Reduce Suicide Risk**  
 Sarah G. Zylberfuden, B.A.<sup>1</sup>, Jennifer Johnson, D. Phil.<sup>2</sup>, Kimberly Sperber, D. Phil.<sup>3</sup>, Faye Taxman, D. Phil.<sup>4</sup>, Sarah Arias, Ph.D.<sup>1</sup>, 1. Butler Hospital & Brown University, 2. Michigan State University, 3. CareSource, 4. George Mason University
- (PS11-19) Cognitive Behavioral Therapy for Suicide Prevention (CBT-SP) Consultants: What Qualities Matter Most?**  
 Lisa M. Betthausen, Ph.D., Rocky Mountain MIRECC
- (PS11-20) Cognitive Flexibility as a Mechanism of Change in Reducing Suicidal Thinking in a Smartphone-based Cognitive Behavioral Intervention**  
 Roscoe C. Garner, B.S.<sup>1</sup>, Kate H. Bentley, Ph.D.<sup>2</sup>, Matthew J. Flics, B.A.<sup>3</sup>, Hannah R. Krall, B.A.<sup>1</sup>, Dana R. Steinberg, B.A.<sup>1</sup>, Kaileigh P. Conti, M.A.<sup>1</sup>, Evan Kleiman, Ph.D.<sup>1</sup>, 1. Rutgers The State University of New Jersey, 2. Massachusetts General Hospital/Harvard Medical School, 3. Massachusetts General Hospital
- (PS11-21) Cognitive Flexibility in the Relationship Between PTSD Symptoms and NSSI**  
 Frederick Gaskill, Jennifer J. Muehlenkamp, Ph.D., University of Wisconsin - Eau Claire
- (PS11-22) Comparing the Quality of In-person and Online Suicide Safety Plans**  
 Austin G. Starkey, B.S., Tyler Hendley, B.S., Jackson Bolner, Alyson Rivers, None, Ryan Hill, Ph.D., Louisiana State University
- (PS11-23) Couple-level Sexual Minority Stress and Suicide Ideation in Same-gender Couples Across Adulthood**  
 Jenessa M. Canen, M.S., Hannah R. Lawrence, Ph.D., Oregon State University
- (PS11-24) Decoding Tiktok: The Interplay of Suicide and Self-injury Themes**  
 Daniella Ekstein, M.A.<sup>1</sup>, Brianna Pastro, M.A.<sup>2</sup>, Keyne C. Law, Ph.D.<sup>1</sup>, 1. Seattle Pacific University, 2. Fordham University
- (PS11-25) Decreases in Suicide Intent from Pre- to Post-assessment Associates with Suicide Risk Indicators on the Suicide Status Form**  
 Anzlee S. Uitley<sup>1</sup>, Anthony Kennedy, M.S.<sup>1</sup>, David A. Jobes, Ph.D.<sup>2</sup>, Amy M. Brausch, Ph.D.<sup>1</sup>, 1. Western Kentucky University, 2. The Catholic University of America
- (PS11-26) Development and Validation of a Self-report Instrument Assessing Psychological Closeness to Suicide Methods**  
 Megan L. Rogers, Ph.D., Kelly Lynn Clary, Ph.D., MSW, William Murley, B.A., Rachel Ortiz, Other, Texas State University
- (PS11-27) Does DBT Skills Use Reduce Risk of Engaging in Non-suicidal Self-injury When Urge to Self Harm Is Elevated?**  
 Hannah R. Krall, B.A., Hannah Pucker, Psy.M., Evan Kleiman, Ph.D., Shireen L. Rizvi, ABPP, Ph.D.<sup>1</sup>, Rutgers, The State University of New Jersey

- (PS11-28) **Don't Talk to Me About My Suicide: Cultural Differences in the Willingness to Seek Talk Therapy Following a Suicide Attempt**  
*Isabelle Sun, M.S.<sup>1</sup>, Yan Leykin, Ph.D.<sup>1</sup>, Ashley Baratz, Ph.D.<sup>2</sup>*, 1. Palo Alto University, 2. Outside the Lines
- (PS11-29) **Effects of Suicide Stigma Reduction Interventions upon Adult Help-seeking Intentions**  
*Max Stivers, M.A.<sup>1</sup>, Justin H. Tran, B.S.<sup>2</sup>, Raymond P. Tucker, Ph.D.<sup>1</sup>, Megan L. Rogers, Ph.D.<sup>2</sup>*, 1. Louisiana State University, 2. Texas State University
- (PS11-30) **Emotion-related Impulsivity Subfactors and Intolerance of Uncertainty Are Uniquely Associated with Interpersonal-psychological Risk Factors for Suicide**  
*Amelia Dev, M.S.<sup>1</sup>, Theresa Davidson, B.S.<sup>1</sup>, Hannah C. Broos, M.S.<sup>1</sup>, Sheri L. Johnson, Ph.D.<sup>2</sup>, Kiara R. Timpano, Ph.D.<sup>1</sup>*, 1. University of Miami, 2. University of California at Berkeley
- (PS11-31) **Evaluating the 3-step Theory of Suicide and Modifications: A Structural Equation Modeling Approach**  
*Megan Chen, B.A.<sup>1</sup>, Joe H. Grochowalski, Ph.D.<sup>1</sup>, Yosef Sokol, Ph.D.<sup>2</sup>*, 1. New York University, 2. Touro University
- (PS11-32) **Examination of the Moderating Role of Internalizing Symptoms in the Direct and Indirect Relationships Between Alcohol Use, Rumination, and Suicidal Ideation**  
*Olivia D. Teasdale, B.S., Dea Mitaj, B.S., Megan L. Rogers, Ph.D.*, Texas State University
- (PS11-33) **Examining Improvements in Sleep Following Psychotherapy for Suicide Risk Overall, and as a Function of Brief Cognitive Behavioral Therapy Treatment**  
*Keelin G. Rademacher, B.A.<sup>1</sup>, Melanie L. Bozgay, Ph.D.<sup>1</sup>, Jarrod Hay, B.A.<sup>1</sup>, Jaryd Hiser, Ph.D.<sup>1</sup>, Lauren Khazem, Ph.D.<sup>2</sup>, Christina R. Bauder, M.P.H., Ph.D., LPC<sup>1</sup>, Justin Baker, Ph.D.<sup>1</sup>*, 1. The Ohio State University, 2. The Ohio State University Wexner Medical Center
- (PS11-34) **Examining Nociceptive Perception in the Context of Non-suicidal Self-injury Functions**  
*Michelle K. Hiner, B.S., M.S., Lauren E. Harnedy, M.S., Edward A. Selby, Ph.D.*, Rutgers, The State University of New Jersey
- (PS11-35) **Examining the Acceptability and Feasibility of a Just-in-time Adaptive Intervention for Suicidal Adolescents**  
*Lia E. Follet, M.S.<sup>1</sup>, Flynn Kelly, B.A.<sup>2</sup>, Alexander Millner, Ph.D.<sup>2</sup>, Kelly L. Zuromski, Ph.D.<sup>2</sup>*, 1. University of Georgia, 2. Harvard University
- (PS11-36) **Examining the Additive and Multiplicative Effects of Self-report and Laboratory Assessments of Capability for Suicide in Relation to Suicide Risk**  
*Emily L. Gaddy, Dominic M. Denning, B.A., Clara G. DeFontes, M.S., Katherine L. Dixon-Gordon, Ph.D.*, University of Massachusetts Amherst

- (PS11-37) Examining the Collaborative Assessment and Management of Suicidality, Suicide Index Score Typologies, and Family Factors Among Adolescents Who Are Suicidal**  
*Genesis Vergara, M.A.<sup>1</sup>, Molly Adrian, Ph.D.<sup>2</sup>, Abby Adler Mandel, Ph.D.<sup>1</sup>, David A. Jobes, Ph.D.<sup>1</sup>*, 1. Catholic University of America, 2. University of Washington School of Medicine
- (PS11-38) Examining the Effect of Gender and Group Composition on Treatment Engagement Among Female-identifying Veterans in Mindfulness-based Cognitive Therapy for Suicide Prevention (MBCT-S)**  
*Alyssa Valvano, MSW<sup>1</sup>, Emily Villeneuve, M.A.<sup>1</sup>, Aliza Polkes, M.S.<sup>1</sup>, Stephanie Nelson, Psy.D.<sup>1</sup>, Jayme Choe, M.S.<sup>1</sup>, Rachael Miller, LCSW<sup>2</sup>, Lauren St. Hill, LCSW<sup>2</sup>, Autumn Makin, M.P.H.<sup>2</sup>, Cory K. Chen, Ph.D.<sup>1</sup>, Alejandro Interian, Ph.D.<sup>2</sup>*, 1. VA NY Harbor Healthcare System, 2. VA NJ Healthcare System
- (PS11-39) Examining the Real-time Moderating Effect of Trait Emotion Reactivity on the Relationship Between Negative Affect and Suicidal Thinking**  
*Ellen Wittler, B.A.<sup>1</sup>, Kate H. Bentley, Ph.D.<sup>2</sup>, Matthew K. Nock, Ph.D.<sup>3</sup>, Evan Kleiman, Ph.D.<sup>1</sup>*, 1. Rutgers, The State University of New Jersey, 2. Massachusetts General Hospital/Harvard Medical School, 3. Harvard University
- (PS11-40) Examining the Role of Interpersonal Risk Factors in Suicide Ideation Among Sexual and Gender Minority Adolescents**  
*Lucy Liotta, M.A.<sup>1</sup>, Jamie Taber, B.S., B.A.<sup>1</sup>, Christina Rombola, M.A.<sup>2</sup>, Ana Ortin-Peralta, Ph.D.<sup>3</sup>, Regina Miranda, Ph.D.<sup>4</sup>*, 1. The Graduate Center, City University of New York, 2. Hunter College, City University of New York, 3. Yeshiva University and Albert Einstein College of Medicine, 4. Hunter College and The Graduate Center, City University of New York
- (PS11-41) Examining the Role of Negative Affect in Suicide-specific Attentional Biases**  
*Beverlin Rosario-Williams, M.A.<sup>1</sup>, Regina Miranda, Ph.D.<sup>2</sup>*, 1. Children's National Hospital, 2. Hunter College and The Graduate Center, City University of New York
- (PS11-42) Examining Understanding of Death and Suicide Among Preteens and Adolescents**  
*Nathan Lowry, B.A.<sup>1</sup>, Maria Hands Ruz, B.A.<sup>1</sup>, Christine B. Cha, Ph.D.<sup>2</sup>*, 1. Columbia University, 2. Teachers College, Columbia University
- (PS11-43) Explaining the Prospective Relation Between Sleep Quality and Suicide Ideation Among Adolescents: Mediating Roles of Rumination and Depressive Symptoms**  
*Sindy Kalauch, B.A.<sup>1</sup>, Christina Rombola, M.A.<sup>1</sup>, Regina Miranda, Ph.D.<sup>2</sup>*, 1. Hunter College, City University of New York, 2. Hunter College and The Graduate Center, City University of New York
- (PS11-44) Exploring Differences in Insurance Coverage and Treatment Among Race and Ethnic Minorities That Self-injure**  
*Israel Ramirez, B.A.<sup>1</sup>, Theresa Nguyen, MSW<sup>2</sup>, Kaylee P. Kruzan, Ph.D., MSW<sup>1</sup>*, 1. Northwestern University Feinberg School of Medicine, 2. Mental Health America
- (PS11-45) Exploring Facets of Mindfulness, Cognitive Flexibility, and Nonsuicidal Self-injury**  
*Connor M. O'Brien, B.S., Brooke A. Ammerman, Ph.D.*, University of Notre Dame

- (PS11-46) **Exploring the Bidirectional Relationship Between Daily Suicidal Ideation and Alcohol Use**  
*Miguel Blacutt, Brooke A. Ammerman, Ph.D., University of Notre Dame*
- (PS11-47) **Exploring the Decision to a Abort Suicide Attempt: A Qualitative Study**  
*Nathan S. Fishbein, B.A., Peggy Andover, Ph.D., Fordham University*
- (PS11-48) **Exploring the Functions of Self-criticism in the Relationship Between Depression and Self-injury**  
*Shira Gold, None, Laura Nagy, Ph.D., High Point University*
- (PS11-49) **Exploring the Link Between Rejection Sensitivity and Suicide Ideation in Sexual Minority, Gender Minority and Cisgender Heterosexual Youth at High Risk for Suicide**  
*Camille N. Johnson, B.A.<sup>1</sup>, Sunday Hull, B.A.<sup>1</sup>, Emelyn C. Auad, B.A.<sup>2</sup>, Abigail J. Luce, B.A.<sup>2</sup>, Mary Margaret Gleason, M.D.<sup>3</sup>, Evan Kleiman, Ph.D.<sup>4</sup>, Richard T. Liu, Ph.D.<sup>5</sup>, Cassie Glenn, Ph.D.<sup>3</sup>, 1. Virginia Consortium Program in Clinical Psychology, Old Dominion University, 2. Old Dominion University, 3. Children's Hospital of the King's Daughters, 5. Rutgers, The State University of New Jersey 6. Harvard Medical School*
- (PS11-50) **Psychometric Characteristics of the Passive and Active Suicidal Ideation Scale**  
*Kenneth McClure, Ph.D.<sup>1</sup>, Brooke A. Ammerman, Ph.D.<sup>1</sup>, Richard T. Liu, Ph.D.<sup>2</sup>, Taylor A. Burke, Ph.D.<sup>3</sup>, Ross Jacobucci, Ph.D.<sup>4</sup>, 1. University of Notre Dame, 2. Harvard Medical School, 3. Harvard Medical School / Massachusetts General Hospital, 4. University of Wisconsin-Madison*
- (PS11-51) **Exploring the Moderating Role of LGBTQ+ Identity and Borderline Personality Disorder Symptoms on the Relationship Between Perceived Burdensomeness and Suicidal Ideation**  
*Sara K. Kimble, B.S.<sup>1</sup>, Geneva Mason, B.A.<sup>1</sup>, Elizabeth Germain, B.S.<sup>1</sup>, Anikait Gadi, B.S.<sup>1</sup>, Amalia Lynch, B.S.<sup>1</sup>, Christopher D. Hughes, Ph.D.<sup>2</sup>, Melanie L. Bozzay, Ph.D.<sup>3</sup>, Michael F. Arney, Ph.D.<sup>1</sup>, Heather Schatten, Ph.D.<sup>1</sup>, 1. Brown University & Butler Hospital, 2. Alpert Medical School of Brown University, 3. The Ohio State University*
- (PS11-52) **Exploring the Temporal Stability of Impulsivity in a Psychiatric Inpatient Population**  
*Anikait Gadi, B.S.<sup>1</sup>, Elizabeth Germain, B.S.<sup>1</sup>, Geneva Mason, B.A.<sup>1</sup>, Amalia Lynch, B.S.<sup>2</sup>, Sara K. Kimble, B.S.<sup>2</sup>, Christopher D. Hughes, Ph.D.<sup>3</sup>, Melanie L. Bozzay, Ph.D.<sup>4</sup>, Heather Schatten, Ph.D.<sup>2</sup>, Michael F. Arney, Ph.D.<sup>2</sup>, 1. Butler Hospital & Brown University, 2. Brown University & Butler Hospital, 3. Alpert Medical School of Brown University, 4. The Ohio State University*
- (PS11-53) **Exploring Youth Crisis Line Volunteers' Lived Experience with Mental Health Challenges and Motivations for Crisis Line Work**  
*Sunday Hull, B.A.<sup>1</sup>, Raksha Kandlur, M.A.<sup>1</sup>, Kelsie K. Allison, M.S.<sup>2</sup>, Camille N. Johnson, B.A.<sup>1</sup>, Abigail J. Luce, B.A.<sup>2</sup>, Emelyn C. Auad, B.A.<sup>2</sup>, Morgan Leets, M.Ed.<sup>3</sup>, Emily S. Moser, M.P.H., M.A.<sup>4</sup>, Cheryl Karp Eskin, MFT<sup>5</sup>, Madelyn Gould, M.P.H., Ph.D.<sup>6</sup>, Cassie Glenn, Ph.D.<sup>3</sup>, 1. Virginia Consortium Program, Old Dominion University, 2. Old Dominion University, 3. YouthLine, 4. Lines for Life, 5. Teen Line, 6. Columbia University Medical Center*

- (PS11-54) Exposure to Self-harm Content on Social Media and Self-injurious Thoughts and Behaviors in Minority Teens**  
*Snushti Untawale, B.S.<sup>1</sup>, Maya Dalack, B.S.<sup>1</sup>, Aijia Yao, M.A.<sup>1</sup>, Jas Sarna, B.A.<sup>1</sup>, Nicole Kane, B.A.<sup>1</sup>, Samuel V. Gerry<sup>2</sup>, Nithila G. Samuel<sup>3</sup>, Jessica L. Hamilton, Ph.D.<sup>1</sup>, 1. Rutgers, The State University of New Jersey, 2. Bates College, 3. Edison High School*
- (PS11-55) Expressions of Moral Injury and Related Psychological Processes in a Sample of 165 Veterans**  
*Jacob P S Johnson, B.A.<sup>1</sup>, Liam Davis-Bosch<sup>2</sup>, Gabriel Aharoni, B.A.<sup>1</sup>, Lauren M. Borges, Ph.D.<sup>1</sup>, Molly Penzenik, M.P.H.<sup>1</sup>, Jeri Forster, Ph.D.<sup>1</sup>, Sara Nazem, Ph.D.<sup>3</sup>, Daniel Reis, Ph.D.<sup>1</sup>, Nazanin H. Bahraini, Ph.D.<sup>1</sup>, Sean M. Barnes, Ph.D.<sup>4</sup>, 1. Rocky Mountain MIRECC, 2. Pitzer College, 3. National Center for PTSD, 4. Rocky Mountain MIRECC; University of Colorado School of Medicine Anschutz Medical Campus, Department of Psychiatry*
- (PS11-56) Firearm Ownership and Safe Storage Practices Among Suicidal Texas-based College Students**  
*Dea Mitaj, B.S., Justin H. Tran, B.S., Megan L. Rogers, Ph.D., Texas State University*
- (PS11-57) From Compassion to Crisis: Cognitive and Affective Empathy as Correlates of Non-suicidal Self-injury and Suicidal Behavior**  
*McKenzie Himelein-Wachowiak, M.A., Lynette C. Krick, M.A., Nicole K. Ciesinski, M.A., Joey C. Cheung, M.A., Brianna Sarcos, B.A., Michael S. McCloskey, Ph.D., Temple University*
- (PS11-58) From Death to Life: Changes in Suicide Implicit Association in a Prolonged Exposure Treatment**  
*Antonietta Alvarez Hernandez, B.A.<sup>1</sup>, Kедie Pintro, M.S.<sup>1</sup>, Dustin J. Rabideau, Ph.D.<sup>2</sup>, Douglas Katz, Ph.D.<sup>1</sup>, 1. Massachusetts General Hospital, 2. Harvard University*
- (PS11-59) Heterosexist Experiences Are Associated with Suicide Risk Among Trauma-exposed Sexual Minority People**  
*Ava K. Ferguson, M.S.<sup>1</sup>, Morgan Buerke, M.A.<sup>2</sup>, Aleksandr Karnick, M.P.H., Ph.D.<sup>3</sup>, Cindy Chang, Psy.D.<sup>4</sup>, Daniel Capron, Ph.D.<sup>2</sup>, 1. The University of Southern Mississippi, 2. Louisiana State University, 3. Alpert Medical School of Brown University, 4. VA San Diego Healthcare System*
- (PS11-60) History of Exposure to Violence and Suicide Attempt During 6 Months Following ED Visit for Suicidal Ideation**  
*Alexis Christie, B.A.<sup>1</sup>, Narise Ramlal, B.A.<sup>2</sup>, Lia E. Follet, M.S.<sup>3</sup>, Onyinye Obi Obasi, B.A.<sup>1</sup>, Adam Bear, Ph.D.<sup>1</sup>, Alexander Millner, Ph.D.<sup>1</sup>, Kelly L. Zuromski, Ph.D.<sup>1</sup>, Kate H. Bentley, Ph.D.<sup>4</sup>, Evan Kleiman, Ph.D.<sup>5</sup>, Adam Haim, Ph.D.<sup>6</sup>, Suzanne Bird, M.D.<sup>6</sup>, Jordan Smoller, M.D.<sup>6</sup>, Ralph Buonopane, Ph.D.<sup>7</sup>, Matthew K. Nock, Ph.D.<sup>1</sup>, Rebecca Fortgang, Ph.D.<sup>6</sup>, 1. Harvard University, 2. Fordham University, 3. University of Georgia, 4. Massachusetts General Hospital/Harvard Medical School, 5. Rutgers, The State University of New Jersey 6. Massachusetts General Hospital, 7. Franciscan Children's*
- (PS11-61) How Exposure to Suicide Deaths and Attempts Impacts Suicide Thoughts and Behaviors in Adolescents**  
*Marlee N. Gieselmann, Amy M. Brausch, Ph.D., Western Kentucky University*

- (PS11-62) **How Mood States Predict Next Day Suicidal Ideation in Treatment-seeking Adults: The Moderating Role of Dialectical Behavioral Therapy Skill Use**  
David P. Cenkner, M.A., Sarah K. Stevens, M.A., Alyson K. Zalta, Ph.D., University of California, Irvine
- (PS11-63) **Implementation of a Brief Intervention to Address Suicidal Thoughts and Behaviors in a Pediatric Primary Care Setting: Feedback and Lessons Learned During a Feasibility and Acceptability Study**  
Erica Buckland, B.A.<sup>1</sup>, Lucas Zullo, Ph.D.<sup>2</sup>, Jennifer L. Hughes, M.P.H., Ph.D.<sup>3</sup>, Eric A. Storch, Ph.D.<sup>1</sup>, Madhukar H. Trivedi, M.D.<sup>4</sup>, Laurel L. Williams, M.D.<sup>1</sup>, Joan Asarnow, ABPP, Ph.D.<sup>5</sup>, Caitlin M. Pinciotti, Ph.D.<sup>1</sup>, 1. Baylor College of Medicine, 2. Thomas Jefferson University, 3. Nationwide Children's Hospital, 4. Children's Health - Children's Medical Center/University of Texas Southwestern Medical Center, 5. University of California Los Angeles
- (PS11-64) **Impulsive Decision-making, Affective Experiences, and Parental History of Self-injurious Thoughts and Behaviors Within Parent-adolescent Dyads**  
Ana E. Sheehan, M.A.<sup>1</sup>, Paula Y. Salvador, M.A.<sup>1</sup>, Naomi Sadeh, Ph.D.<sup>1</sup>, Nadia Bounoua, Ph.D.<sup>2</sup>, 1. University of Delaware, 2. University of Maryland- College Park
- (PS11-65) **Incidence of Emergency Department Admissions for Youth with Suicidal Thoughts and Self-injurious Behaviors with and Without Mental Health Treatment**  
Mary Kathryn M. Cancilliere, Ph.D.<sup>1</sup>, Katherine A. Brown, M.S., RN<sup>2</sup>, Zachary J. Kunicki, M.P.H., M.S., Ph.D.<sup>3</sup>, Elizabeth Chen, Ph.D.<sup>2</sup>, Wyatt Kim, B.S.<sup>1</sup>, Kathleen Donise, M.D.<sup>2</sup>, 1. Alpert Medical School of Brown University, 2. Brown University, 3. Brown University Medical School
- (PS11-66) **Intensity of Suicidal Thoughts, but Not Negative Affect, Is Negatively Associated with Skills Practice Quality in Emotion-focused Ecological Momentary Intervention**  
Matthew J. Flics, B.A.<sup>1</sup>, Molly I. Ball, B.A.<sup>2</sup>, Joseph Maimone, M.A.<sup>3</sup>, Matthew K. Nock, Ph.D.<sup>2</sup>, Evan Kleiman, Ph.D.<sup>4</sup>, Kate H. Bentley, Ph.D.<sup>5</sup>, 1. Massachusetts General Hospital, 2. Harvard University, 3. Boston University, 4. Rutgers, The State University of New Jersey 5. Massachusetts General Hospital/Harvard Medical School
- (PS11-67) **Intradaily Dynamics of Rumination and Worry Among Depressed and Anxious Adults: Associations with Suicidal Ideation and Suicide Attempt**  
Francesca Buttarò, M.A.<sup>1</sup>, Eliana Eisen, B.A.<sup>1</sup>, Tamem Amer, M.S.<sup>1</sup>, Ki Eun Shin, Ph.D.<sup>2</sup>, 1. Long Island University - Post, 2. Long Island University
- (PS11-68) **Changes in Theory of Mind During Partial Hospitalization**  
Juliet L. Bockhorst, B.A.<sup>1</sup>, Kailyn Fan, B.A.<sup>1</sup>, Courtney Beard, Ph.D.<sup>2</sup>, Chloe Hudson, Ph.D.<sup>3</sup>, 1. McLean Hospital, 2. McLean Hospital/Harvard Medical School, 3. Virginia Polytechnic Institute and State University
- (PS11-69) **Clinician- and Client-level Predictors of Implementation of the Unified Protocol for Transdiagnostic Treatment of Emotional Disorders in Adolescents in Community Clinics**  
Lauren Milgram, B.A.<sup>1</sup>, Amanda Jensen-Doss, Ph.D.<sup>1</sup>, David I. Rosenfield, Ph.D.<sup>2</sup>, Golda S. Ginsburg, Ph.D.<sup>3</sup>, Jill Ehrenreich-May, Ph.D.<sup>1</sup>, 1. University of Miami, 2. Southern Methodist University, 3. University of Connecticut School of Medicine



- (PS11-70) Conscientiousness Predicts Self-report and Behavioral Indices of Attention Among College Students**  
*Emily M. Bartholomay, Ph.D., Makenna Butts, Andrea Tuder, University of Nebraska at Kearney*
- (PS11-71) Does State Judgment of Internal Experience Influence Mood and Rumination? Testing the Impact of a Judgment Induction Procedure**  
*Kira Jamieson, Samantha Moshier, Ph.D., Monifer Vaca Solares, Brenna Finn, Emmanuel College*
- (PS11-72) Dynamic Relationships Between Savoring and Affect in Adults with Emotional Disorders: An Ecological Momentary Assessment Study**  
*Daniella Spencer-Laitt, M.A., Laura Long, Ph.D., Daniel Fulford, Ph.D., Todd J. Farchione, Ph.D., Boston University*
- (PS11-73) Examining Maladaptive Pediatric Overcontrol in Autism: A Transdiagnostic Approach**  
*Allison E. Hollender, B.A., Charleene Polanco, B.A., Sumin Bang, B.S., Sydney Przygoda, M.A., Fahmida Murshed, Erin Kang, Ph.D., Montclair State University*
- (PS11-74) Exploring the Effectiveness of an Adapted Transdiagnostic Mental Health Prevention Program in Economically Disadvantaged High School Settings**  
*Paloma M. Pedronzo, B.S.<sup>1</sup>, Hannah L. Grassie, M.S.<sup>1</sup>, Clarissa V. Velez, M.S.<sup>1</sup>, Chelsea Dale, Ph.D.<sup>1</sup>, Yejin A. Ahn, Ph.D.<sup>2</sup>, Mileini Campez-Pardo, Ph.D.<sup>1</sup>, Elizabeth R. Pulgaron, Ph.D.<sup>1</sup>, Sara M. St. George, Ph.D.<sup>3</sup>, Amanda Jensen-Doss, Ph.D.<sup>1</sup>, Jill Ehrenreich-May, Ph.D.<sup>1</sup>, 1. University of Miami, 2. Harvard University, 3. University of Miami Miller School of Medicine*
- (PS11-75) Exploring the Relationship Between Internalized Stigma and Help Seeking Across Help-seeking Targets and Presenting Problems**  
*Anna G. Kelly, M.A., Natasha Tonge, Ph.D., George Mason University*
- (PS11-76) Factors Influencing Remission Following Transdiagnostic Digital CBT for Emotional Disorders**  
*Audrey J. Hey, M.A.<sup>1</sup>, Daniella Spencer-Laitt, M.A.<sup>1</sup>, Daniel Teplow, B.A.<sup>2</sup>, Todd J. Farchione, Ph.D.<sup>1</sup>, 1. Boston University, 2. Center for Anxiety and Related Disorders, Boston University*
- (PS11-77) Gastric Myoelectrical Associations with Autonomic and Central Nervous System Activity During State Negative Emotionality and Perseverative Negative Thinking: A Two-study Investigation**  
*Abigail Szkutak, B.A.<sup>1</sup>, Megan E. Renna, Ph.D.<sup>2</sup>, Jean M. Quintero, M.A.<sup>1</sup>, Douglas Mennin, Ph.D.<sup>1</sup>, 1. Teachers College, Columbia University, 2. University of Southern Mississippi*
- (PS11-78) How Emotion Beliefs Shape Our Judgment Toward Sadness**  
*Jorge Zapata, Samantha Moshier, Ph.D., Emmanuel College*
- (PS11-79) Intervening with Momentary Self-criticism with Single-session Cognitive and Compassion-focused Online Interventions**  
*Michelle A. Korlacka, B.A., Allison C. Kelly, Ph.D., University of Waterloo*



**(PS11-80) Investigating Core Symptoms and Interconnections in Misophonia via****Network Analysis**

Yanyan Shan, M.A.<sup>1</sup>, Rachel E. Guetta, M.A.<sup>1</sup>, Kibby McMahon, Ph.D.<sup>2</sup>, Marta Siepsiak, Ph.D.<sup>3</sup>, Lisalynn Kelley, M.A.<sup>2</sup>, M. Zachary Zachary Rosenthal, Ph.D.<sup>1</sup>, 1. Duke University, 2. Duke University Medical Center, 3. University of Warsaw

**(PS11-81) Investigating the Role of Heart Rate Variability in Cognitive-affective Vulnerabilities**

Luke Stanton<sup>1</sup>, Kathleen E. Kildosher, B.A.<sup>1</sup>, Hannah Brinkman, M.S.<sup>1</sup>, Min-Jeong Yang, Ph.D.<sup>2</sup>, Wendy Berry Mendes, Ph.D.<sup>3</sup>, Renee J. Thompson, Ph.D.<sup>4</sup>, Allison Borges, Ph.D.<sup>1</sup>, Teresa M. Leyro, Ph.D.<sup>1</sup>, 1. Rutgers, The State University of New Jersey, 2. Moffitt Cancer Center, 3. Yale University, 4. Washington University in St. Louis

**(PS11-82) Loneliness, Peer Victimization, and Rumination in Late Childhood and Early Adolescence**

Lindsey Stewart, M.A., Thomas M. Olin, Ph.D., Temple University

**(PS11-83) Model Cross Validation: body Dysmorphic Disorder Within the Hitop Taxonomy**

Susan L. Longley, Ph.D., Ashleigh Budd, B.A., Anllely Rodriguez-Rivera, M.S., Texas A & M University Corpus Christi

**(PS11-84) Multidimensional Emotional Disorders Inventory (MEDI): Preliminary Results of Linguistic and Cultural Adaptation in an Argentinean Population**

Milagros Celleri, B.A., Martina Gallo, Camila Cremades, M.A., Cristian J. Garay, Ph.D., Facultad de Psicología, Universidad de Buenos Aires

**(PS11-85) Online Group Teletherapy Based on the Unified Protocol in Argentina: Preliminary Results of a Controlled Study**

Milagros Celleri, B.A.<sup>1</sup>, Camila Cremades, M.A.<sup>1</sup>, Cristian J. Garay, Ph.D.<sup>1</sup>, Marcela Kaplan, M.D.<sup>1</sup>, Jorge Osmá, Ph.D.<sup>2</sup>, 1. Facultad de Psicología, Universidad de Buenos Aires, 2. Universidad de Zaragoza

**(PS11-86) Novel Emotion Management Skills Intervention for College Students: Engagement and Acceptability by Race and Ethnicity**

Felipe Herrmann, B.S.<sup>1</sup>, Roscoe C. Garner, B.S.<sup>2</sup>, Evan Kleiman, Ph.D.<sup>2</sup>, Kate H. Bentley, Ph.D.<sup>3</sup>, 1. Massachusetts General Hospital, 2. Rutgers, The State University of New Jersey, 3. Massachusetts General Hospital/Harvard Medical School

**(PS11-87) Perseverative Thinking as a Mental Habit: Evidence from a Cue-reactivity Paradigm**

Olivia R. Nicastro<sup>1</sup>, Katelyn Colamesta<sup>1</sup>, Collin Lovelace<sup>1</sup>, Joseph B. Friedman, B.A.<sup>2</sup>, Ayelet Meron Ruscio, Ph.D.<sup>1</sup>, 1. University of Pennsylvania, 2. University of North Carolina at Chapel Hill

**(PS11-88) Predictors and Outcomes of Parent Involvement in the Early and Active Phases of a Transdiagnostic Intervention for Youth**

Francesca E. Rodriguez, B.A.<sup>1</sup>, Araceli Gonzalez, Ph.D.<sup>2</sup>, Pauline Goger, Ph.D.<sup>3</sup>, V. Robin Weersing, Ph.D.<sup>4</sup>, 1. San Diego State University, 2. California State University Long Beach, 3. Fairfield University, 4. San Diego State University-University of California San Diego Joint Degree Program in Clinical Psychology

- (PS11-89) **Pre-pandemic Intolerance of Uncertainty Predicted Increased Disengagement Coping and Internalizing Symptoms During the COVID-19 Pandemic**  
*Rebecca I. Shiner, Ph.D.<sup>1</sup>, Lauren E. Wolfe, B.A.<sup>2</sup>, Katy M. Gardner, B.A.<sup>3</sup>*, 1. Colgate University, 2. University of Virginia, 3. University at Buffalo
- (PS11-90) **Psychosocial Impairment Associated with Irritability in Young Adult College Students**  
*Leonard A. Doerfler, Ph.D.<sup>1</sup>, Alexandra M. Burgess, Ph.D.<sup>2</sup>, Jeanine L. M. Skorinko, Ph.D.<sup>3</sup>*, 1. Assumption University, 2. Worcester State University, 3. WPI
- (PS11-91) **Responding to the Call: Extrinsic IER in Positive and Negative Scenarios**  
*Ally M. Heiland, B.A., Samantha Daniels, Jennifer S. Cheavens, Ph.D.*, The Ohio State University
- (PS11-94) **Temporal Relations Among Changes in Approach, Avoidance, and Anxiety in the Unified Protocol**  
*Doug Terrill, M.S.<sup>1</sup>, Sarah E. Cecil, B.A.<sup>1</sup>, Matthew W. Southward, Ph.D.<sup>2</sup>, Shannon Sauer-Zavala, Ph.D.<sup>1</sup>, Madeline Kushner, B.A.<sup>1</sup>*, 1. University of Kentucky, 2. The Ohio State University
- (PS11-95) **The Affective Reactivity Index in Adults: A Confirmatory Factor Analysis**  
*Alexandra M. Burgess, Ph.D.<sup>1</sup>, Leonard A. Doerfler, Ph.D.<sup>2</sup>, Jeanine L. M. Skorinko, Ph.D.<sup>3</sup>*, 1. Worcester State University, 2. Assumption University, 3. WPI
- (PS11-96) **The Effects of Pubertal Development on Irritability Trajectories in the ABCD Sample**  
*Gabrielle F. Freitag, M.S.<sup>1</sup>, Anthony Dick, Ph.D.<sup>1</sup>, Spencer C. Evans, Ph.D.<sup>2</sup>, Jane Mendle, Ph.D.<sup>3</sup>, Jonathan S. Comer, Ph.D.<sup>1</sup>*, 1. Florida International University, 2. University of Miami, 3. Cornell University
- (PS11-97) **The Impact of Social Rejection on Impulsive Behavior in Individuals with Emotion Regulation Difficulties**  
*Deirdre Salinsky, M.A., Kelly V. Klein, M.A., Paloma K. Zabala, B.A.*, American University
- (PS11-98) **The Relationship Between Emotion Regulation and Retrospective Bias in Emotionality: Findings from an Ecological Momentary Assessment Study**  
*Michal E. Clayton, M.P.H., Jacquelin Cuzco, B.S., Abigail Szkutak, B.A., Douglas Mennin, Ph.D.*, Teachers College, Columbia University
- (PS11-99) **The Role of Suppressive Emotion Regulation Strategy Use in Reward Responsiveness**  
*Emma Balkind, B.S., Jessica S. Fields, M.S., Sarah T. Wieman, M.S., Gabrielle I. Liverant, Ph.D.*, Suffolk University
- (PS11-100) **Worry, Rumination, and Heart Rate Variability in Laboratory Studies Among Healthy Subjects: A Meta-analysis**  
*Sam Chung Xiann Lim, M.A., Emily A. Mueller, M.A., William H. O'Brien, ABPP, Ph.D.*, Bowling Green State University

## Anger; Parenting / Families; Student Issues; Technology / Digital Health; Telehealth; Tic and Impulse Control Disorders

### Poster Session 12

Key Words: Anger / Irritability; Parenting / Families, Student Issues; Technology, Tic and Impulse Control Disorders

**(PS12-1) Examining the Effect of Autobiographical Drawing Memory Task on State Anger**

Linn Sinn, B.A., Thomas DiBlasi, Ph.D., Saint Joseph's University

**(PS12-2) Exploratory Factor Analysis of a Modified Anger Scale for Self-directed Anger**

Tasnova Ahmed, M.A.<sup>1</sup>, Frank L. Gardner, ABPP, Ph.D.<sup>1</sup>, Raymond DiGiuseppe, ABPP, Ph.D.<sup>2</sup>, 1. Touro University, 2. St. John's University

**(PS12-3) Unpacking Anger in Post-traumatic Stress Disorder (PTSD)**

Tasnova Ahmed, M.A.<sup>1</sup>, Frank L. Gardner, ABPP, Ph.D.<sup>1</sup>, Raymond DiGiuseppe, ABPP, Ph.D.<sup>2</sup>, 1. Touro University, 2. St. John's University

**(PS12-4) Irritability Across Adolescence: Examining Longitudinal Trajectories, Stability, and Associations with Psychopathology and Functioning at Age 18**

Leah Sorcher, M.S.<sup>1</sup>, Jamilah Silver, M.A.<sup>2</sup>, Gabrielle Carlson, M.D.<sup>2</sup>, Lea R. Dougherty, Ph.D.<sup>1</sup>, Daniel N. Klein, Ph.D.<sup>2</sup>, 1. University of Maryland, College Park, 2. Stony Brook University

**(PS12-5) Proof-of-concept Trial of Cognitive Behavioral Therapy for Oppositional Defiant Disorder in Children and Adolescents: Possibility of Cognitive Changes Characterized by Anger**

Kohei Kishida, Ph.D.<sup>1</sup>, Hiroshi Sato, Ph.D.<sup>2</sup>, Shin-ichi Ishikawa, Ph.D.<sup>3</sup>, 1. School of Humanities, Kwansei Gakuin University, 2. Kwansei Gakuin University, 3. Doshisha University

**(PS12-6) The Intersection of Self-compassion and Peer Support with Feelings of Anger in Psychiatrically Hospitalized Teens**

Amy M. Palumbo, B.S.<sup>1</sup>, Micaela M. Maron, B.S.<sup>2</sup>, April Highlander, Ph.D.<sup>1</sup>, Sydney Goldstein, B.S.<sup>1</sup>, Brynn Chouinard, B.A.<sup>2</sup>, Jennifer C. Wolff, Ph.D.<sup>3</sup>, Anastacia Kudinova, Ph.D.<sup>4</sup>, 1. Brown University, 2. Bradley Hospital, 3. Rhode Island Hospital/Alpert Medical School of Brown University, 4. Alpert Medical School of Brown University

**(PS12-7) Inflammatory Implications of Anger Expression: Lower IL-6 and CRP Associated with Anger Suppression in the MIDUS Data**

Peter B. Fitzgerald, B.S., Kathleen C. Gunther, Ph.D., American University

**(PS12-8) What Does Adaptive Anger Look Like?**

*Yareli Perez, B.A., Shannon Gasparro, M.A., Raymond DiGiuseppe, ABPP, Ph.D., St. John's University*

**(PS12-9) I Learned It by Watching You!: Low Distress Tolerance Mediates the Association Between Punitive Parental Reactions to Distress During Childhood and Distress During College**

*Leah E. McGonigal, Joanna L. Herres, Ph.D., The College of New Jersey*

**(PS12-10) Acceptability and Utility of a Pilot Study Targeting Parental Wellbeing and Self-management**

*Andrea Westfall-King, Psy.D., Oliver MacKie, M.S., Melinda Johnson, B.S., Hayley Davis, M.A., Tiffany A. Bickett, M.A., Jasmin Bennett, M.S., Spalding University*

**(PS12-11) Adolescent Social Impairment and Parent Communication in a Clinical Adolescent Sample: Concurrent Trajectories of Change**

*Abigail B. Fry, M.A., Christianne Esposito-Smythers, Ph.D., Katherine M. Harris, M.A., Lauren Seibel, M.A., MacKenzie C. Feeken, Ed.S., Jessica Huntt, Ph.D., George Mason University*

**(PS12-12) Associations Between Family Sociodemographic Characteristics and Caregiver Perceived Barriers and Motivation to Engage in Youth Mental Health Care**

*Dorian Higashi, B.S., Reilynn M. Yamane, B.A., Caroline Françoise Françoise Acra, Ph.D., Jinke Sun, M.A., Brad Nakamura, Ph.D., University of Hawai'i at Manoa*

**(PS12-13) Augmenting Behavioral Parent Training with Brief Cognitive-behavior Therapy for Parents: results from a Pilot Randomized Trial**

*Curzon Madeline, M.S.<sup>1</sup>, Jamie Spiegel, Ph.D.<sup>2</sup>, Paulo A. Graziano, Ph.D.<sup>1</sup>, Melissa L. Hernandez, M.S.<sup>1</sup>, Leanett Reinoso, B.S.<sup>1</sup>, Eva Goldhagen, M.S.<sup>1</sup>, Maggie Johansson, B.S.<sup>1</sup>, 1. Florida International University, 2. University of South Alabama*

**(PS12-14) Balancing Emotion Socialization Responses to Positive Affect Reported by Indian Adolescents Are Also Found in the U.S. and Are Linked to Less Generalized Anxiety Symptoms**

*Noelle C. Marousis, M.A., Samantha B. Wick, M.A., Aaron M. Luebbe, Ph.D., Miami University*

**(PS12-15) Bidirectional Associations Among Externalizing Behaviors and Neighborhood and Family Risk and Protective Factors Across Adolescence**

*Simone Brown, B.A.<sup>1</sup>, Miguel T. Villodas, Ph.D.<sup>2</sup>, 1. University of California, San Diego, 2. San Diego State University*

**(PS12-16) Brief App-based Gratitude and Mindfulness Interventions May Be More Helpful for Mothers Than Fathers of Young Children: Results from a Pilot RCT**

*Chelsea Ratcliff, Ph.D., Debbie Torres, M.A., Hillary A. Langley, Ph.D., Sam Houston State University*

**(PS12-17) Clinicians Perspectives on Parents in Behavioral Parent Training**

*Sophie Strauss, Psy.D., Eva L. Feindler, Ph.D., Long Island University*

- (PS12-18) Comparing Self- and Proxy-ratings of Adolescents' and Caregivers' Expressive Flexibility**  
*Peiqi Zheng, M.A.<sup>1</sup>, Amy N. Guaman-Dumancela, B.A.<sup>2</sup>, Marley B. Witham, M.A.<sup>2</sup>, Ann-Christin Haag, Ph.D.<sup>1</sup>, Rohini Bagrodia, M.A., M.S.<sup>1</sup>, George A. Bonanno, Ph.D.<sup>1</sup>, 1. Columbia University, 2. Teachers College, Columbia University*
- (PS12-19) Depressive Symptoms, Social Supports, and Parenting in Black Families**  
*Latisha M. Swygert, M.S., Justin A. Lavner, Ph.D., Steven R. Beach, Ph.D., University of Georgia*
- (PS12-20) Engaging Fathers in IPCIT Utilizing Group Didactics and Support to Promote Feasibility, Acceptability, and Positive Outcomes**  
*Julia M. Weisman, M.A., Janice Lu, M.A., Cate Morales, M.A., Gabriella B. Goldentyer, M.A., Romola N. Hilerio, M.A., Nicole Lui, M.A., Ruby Paisner, M.A., Sarah Richman, M.A., Sarah Koppelman, M.A., Ariana Wasret, M.A., Charles Williams, M.A., Phyllis S. Ohr, Ph.D., Hofstra University*
- (PS12-21) Evaluating Parental Relationship Consensus, Satisfaction, and Cohesion in the Relation Between Parental Stress and Child Psychopathology: A Parallel Mediation Model**  
*Madeleine Piper, B.S.<sup>1</sup>, Kaitlyn Larkin, B.A.<sup>1</sup>, Laura Pittman, Ph.D.<sup>1</sup>, David Bridgett, Ph.D.<sup>2</sup>, Elizabeth C. Shelleby, Ph.D.<sup>1</sup>, 1. Northern Illinois University, 2. University of Nevada, Reno*
- (PS12-22) Examining How Parental Engagement in a Brief, Group-based Behavioral Parent Training Program Delivered via Telehealth Predicts Change in Child Behavioral Concerns**  
*Shaelyn S. Solenske, B.S.<sup>1</sup>, Gabriela Peralta, B.A.<sup>1</sup>, Sarah Taylor-Cavelier, Ph.D.<sup>2</sup>, Jacob Holzman, Ph.D.<sup>1</sup>, 1. University of Colorado Anschutz Medical Campus, 2. Children's Hospital Colorado*
- (PS12-23) Examining Therapeutic Working Alliance and Predictors of Intimate Partner Violence in Two Treatments: Fathers for Change and the Batterer Intervention Program**  
*Eliana M. Schulman, B.A.<sup>1</sup>, Danielle R. Shayani, B.S.<sup>1</sup>, Caroline Canale, M.A.<sup>1</sup>, Adele M. Hayes, Ph.D.<sup>1</sup>, Damion Grasso, Ph.D.<sup>2</sup>, Carla S. Stover, Ph.D.<sup>3</sup>, 1. University of Delaware, 2. UConn Health, 3. Yale University School of Medicine*
- (PS12-24) Exploring How Parent Social Media Use and Communication Impact Teen Social Media Experiences**  
*Maya Dalack, B.S., Marcus A. Shipp, B.A., Daniel A. Castro, Jessica L. Hamilton, Ph.D., Rutgers University*
- (PS12-25) Exploring the Roles of Parents' Mental Health and Parenting Stress: What Predicts Engagement to a Brief, Telehealth Version of Behavioral Parent Training?**  
*Gabriela Peralta, B.A.<sup>1</sup>, Shaelyn S. Solenske, B.S.<sup>1</sup>, Sarah Taylor-Cavelier, Ph.D.<sup>2</sup>, Jacob Holzman, Ph.D.<sup>1</sup>, 1. University of Colorado Anschutz Medical Campus, 2. Children's Hospital Colorado*

- (PS12-26) Helicopter Parenting, Learning Strategies, and Academic Achievement: Exploring the Complexities of Parental Influence**  
*Lauren Williams, B.S., Madison Crowder, M.A., Hailey Dustin, B.S., Pooja Heragu, B.A., Susan L. Kenford, Ph.D., Xavier University*
- (PS12-27) Parental Hover: Unveiling Gender Differences in Helicopter Parenting and Its Impact on College Students' Motivation**  
*Lauren Williams, B.S., Madison Crowder, M.A., Hailey Dustin, B.S., Pooja Heragu, B.A., Susan L. Kenford, Ph.D., Xavier University*
- (PS12-28) Including Minoritized Populations in the Conversation of Family Conflict: Evaluating Discrepancies in Measurement and Emotional Security's Role in Youth Adjustment**  
*Melissa Hall, B.A., Kathleen Bergman, Ph.D., E. Mark Cummings, Ph.D., University of Notre Dame*
- (PS12-29) Integrating a Parent Advisory Board into Clinical Research with Parents and Children**  
*Emily J. Blevins, Ph.D., Caley Mikesell, M.A., Makiko Watanabe, Ph.D., Dana Allswede, Ph.D., Archana Basu, Ph.D., Massachusetts General Hospital*
- (PS12-30) Interactive Effects of Parental Warmth and Emotion Reactivity on Adolescent Emotion Reactivity**  
*Leah D. Church, B.A.<sup>1</sup>, Ruby Smith, B.A.<sup>1</sup>, Nadia Bounoua, Ph.D.<sup>2</sup>, Julia Merker, B.S.<sup>1</sup>, Jeffrey M. Spielberg, Ph.D.<sup>1</sup>, 1. University of Delaware, 2. University of Maryland-College Park*
- (PS12-31) Intervention Conditions Moderate the Relationship Between Conflict Behaviors and Attachment Security**  
*Sarah Seto, M.A., Kathleen Bergman, Ph.D., E. Mark Cummings, Ph.D., University of Notre Dame*
- (PS12-32) Maternal Prenatal Stress and Child Mental Health: Testing the Moderating Effects of Maternal Stress in Infancy and Toddlerhood**  
*Lindsey P. Battaglia, B.A., Sierra R. Hightower-Henson, M.S., Brian T. Wymbs, Ph.D., Ohio University*
- (PS12-33) Mediators of the Association Between Dysfunctional Parent Modes and Emotional Distress and Subjective Well-being**  
*Lina Cruchinin, Lauren B. Lloveras, M.A., Celeste Gable, Avani Borton, Wilson McDermut, Ph.D., St. John's University*
- (PS12-34) Parent, Child, and Socio-contextual Factors That Predict Parenting Self-efficacy from Infancy to Adolescence in Parents of Children with Chronic Inattention**  
*Sierra R. Hightower-Henson, M.S., Lindsey P. Battaglia, B.A., Brian T. Wymbs, Ph.D., Ohio University*
- (PS12-35) Parental Accommodation: Predictors in the College Context**  
*Emily K. Juel, B.S., Joseph B. Friedman, B.A., Nicholas S. Myers, M.A., Heidi J. Ojalehto, M.A., Maya E. Tadross, B.S., Chase M. DuBois, B.A., Jonathan S. Abramowitz, Ph.D., University of North Carolina at Chapel Hill*

- (PS12-36) **Parental Cognitions and Mental Health Treatment Attitudes**  
*Audrey Lo, B.A.<sup>1</sup>, Janet Mah, Ph.D.<sup>2</sup>*, 1. University of British Columbia and BCCHR, 2. University of British Columbia
- (PS12-37) **Parental Emotion Regulation Difficulty as a Predictor of Later Family Accommodation in Child Anxiety**  
*Ella J. Amaral Lavoie, M.A., Elizabeth J. Kiel, Ph.D.*, Miami University
- (PS12-38) **Parental Flooding Predicts Unsupportive Parenting in Mothers and Fathers of Young Children with High Irritability**  
*Meryl A. Rueppel, B.A.<sup>1</sup>, Robert W. Garvey, M.S.<sup>2</sup>, Victoria Mulligan, B.A.<sup>1</sup>, Amy K. Roy, Ph.D.<sup>1</sup>*, 1. Fordham University, 2. New York University School of Medicine
- (PS12-39) **Highly-involved Parenting and It's Associations Among Adolescents with ADHD: Different Associations Based on Sex**  
*Tessa Botkin, B.S.<sup>1</sup>, Kelsey K. Wiggs, Ph.D.<sup>2</sup>, Heidi Kipp, M.Ed., LPC<sup>3</sup>, Heather M. Joseph, Other<sup>3</sup>, David, J. J. Kolko, Ph.D.<sup>3</sup>, Sarah Pedersen, Ph.D.<sup>4</sup>, Brooke Molina, Ph.D.<sup>3</sup>*, 1. Ohio University, 2. Cincinnati Children's Hospital Medical Center, 3. University of Pittsburgh School of Medicine, 4. University of Pittsburgh
- (PS12-40) **Parenting Challenges of Men and Women Participating in Abuse Intervention Programming**  
*Danielle M. Farrell, M.A.<sup>1</sup>, Emily Mattison, B.A.<sup>1</sup>, Christopher M. Murphy, Ph.D.<sup>1</sup>, Dina Mitchell, MSW<sup>2</sup>, Charvonne Holliday, Ph.D.<sup>3</sup>*, 1. University of Maryland, Baltimore County, 2. House of Ruth Maryland, 3. Johns Hopkins Bloomberg School of Public Health
- (PS12-41) **Parenting Factors as Predictors of Adolescent Internalizing Symptoms Across Puberty**  
*Kobe L. Huynh, B.A.<sup>1</sup>, Gabriela Kovarsky Rotta, B.A.<sup>1</sup>, Grace C. George, Ph.D.<sup>2</sup>, Jennie M. Kuckertz, Ph.D.<sup>2</sup>, Courtney Beard, Ph.D.<sup>2</sup>*, 1. McLean Hospital, 2. McLean Hospital, Harvard Medical School
- (PS12-42) **Piloting a Parenting Group Curriculum for Interrupting Intergenerational Patterns of Abuse**  
*Adi Rosenthal, Ph.D., Maria-Ernestina Christl, Ph.D.*, University of Denver
- (PS12-43) **Predictors of Parent-observer Discrepancies in Maternal Emotion Socialization**  
*Kayley Morrow, M.S., Molly E. Hale, M.S., Drew Abney, Ph.D., Cynthia Suweg, Ph.D.*, University of Georgia
- (PS12-44) **Psychological Control, Aggression, and Depressed Mood in Middle and High School Students: A Longitudinal Examination**  
*Aurora E. Green, B.A., Eleanor Schuttenberg, M.A., Kathryn B. Guajardo, M.A., Jennifer B. Blossom, Ph.D.*, University of Maine
- (PS12-45) **Relations Between Affective Responses to Parenting Stress and Symptoms of Anxiety and Depression**  
*Max J. Luber, M.A., Kayce M. Hopper, B.S., Leila Sachner, B.A., Akia Sherrod, B.A., Sarah A. Bilsky, Ph.D.*, University of Mississippi

- (PS12-46) **Replicating the Family Stress Model During the coronavirus-19 Pandemic: Identifying Parental Resilience Factors**  
Casey E. Pearce, M.A., Elizabeth J. Kiel, Ph.D., Miami University
- (PS12-47) **Socioeconomic Status as a Moderator of Relations Between Family Conflict and General Psychopathology in the Adolescent Brain Cognitive Development Study**  
Jolee A. Sloss, B.S., Adrienne Romer, Ph.D., Virginia Polytechnic Institute and State University
- (PS12-48) **The Effects of “the Fine Art of Effective Ignoring” Bootcamp on Child’s Attention Seeking Behavior**  
Arielle Snow, M.A., M.A.<sup>1</sup>, Jenna Piccinone, B.A.<sup>2</sup>, Sarah Richman, M.A.<sup>1</sup>, Nicole Lui, M.A.<sup>1</sup>, Cate Morales, M.A.<sup>1</sup>, Janice Lu, M.A.<sup>1</sup>, Kyle G. Ross, M.A.<sup>1</sup>, Romola N. Hilerio, M.A.<sup>1</sup>, Ruby Paisner, M.A.<sup>1</sup>, Sarah Koppelman, M.A.<sup>1</sup>, Ariana Wasret, M.A.<sup>1</sup>, Phyllis S. Ohr, Ph.D.<sup>1</sup>, 1. Hofstra University, 2. Adelphi University
- (PS12-49) **The Role of Parental Flooding on Preschoolers’ PTSD Symptoms over Time**  
Helena Her, B.A., Amy D. Marshall, Ph.D., The Pennsylvania State University
- (PS12-50) **Emotional Difficulties of University Students in the Face of the “new Normal” of COVID-19: An Online Cognitive-behavioral Intervention**  
Andres Melchor Audirac, M.S.<sup>1</sup>, J J Sanchez-Sosa, Ph.D., M.A., Ph.D.<sup>2</sup>, Angelica Riveros-Rosas, Ph.D.<sup>2</sup>, 1. Mexican National Institute of Psychiatry, 2. National University of Mexico
- (PS12-51) **Exploring Parental Dynamics, Emotion Regulation, and Drug & Alcohol Use in College Students**  
Alisa R. McCollums, B.S., University of Louisiana at Lafayette
- (PS12-52) **Help-seeking Patterns Among Young and Older Adults Following Bereavement**  
Allison B. Duncan, M.A., Stephanie Langlais, M.A., Annaliet Delgado-Rodriguez, M.A., Susan L. Kenford, Ph.D., Xavier University
- (PS12-53) **More Than Tolerated: The Protective Role of Positive Perceptions of Campus Climate for Minoritized Students**  
Natalie J. Bilal, B.A., Joanna L. Herres, Ph.D., The College of New Jersey
- (PS12-54) **Perception of Treatment Between White vs. Trainees of Color**  
Thanharat Silamongkol, PsyM, Shireen L. Rizvi, ABPP, Ph.D., Rutgers, The State University of New Jersey
- (PS12-55) **Protecting the Heart of Healthcare Trainees: Valued Living, Perceived Stress, Self-compassion, and Compassion Fatigue**  
Maureen Sessa, M.A., Zach Setton, M.A., Sarah Kuper, M.A., Jennifer Block-Lerner, Ph.D., Donald R. Marks, Psy.D., Kean University
- (PS12-56) **U.S. College Students’ Opinions of Exercise as a Mental Health Management Strategy: Feasibility, Barriers, and Between-group Differences**  
Susan J. Wenzel, Ph.D., Jessica Langlois, B.S., Colette P. Kamibad, B.S., Juliana Soldat, B.A., Lafayette College



**(PS12-57) Walking, Driving, or Zooming: Predictors and Impacts of First-year****Residency**

Alexis Christie, B.A.<sup>1</sup>, Shannon Curran, B.A.<sup>2</sup>, Lindsay Walsh, B.A.<sup>2</sup>, Stephanie Ernestus, Ph.D.<sup>2</sup>, 1. Harvard University, 2. Stonehill College

**(PS12-58) A Data-driven Approach to Optimize Digital Health Intervention Reach****Rates for Older Adults**

Isabel R. Rooper, B.A.<sup>1</sup>, Adrian Ortega, Ph.D.<sup>1</sup>, Charles J. Krause, M.P.H.<sup>1</sup>, Tanvi Lakhtakia, B.A.<sup>1</sup>, Macarena Kruger, B.S.<sup>1</sup>, Leah M. Parsons, B.S.<sup>1</sup>, Lindsay D. Lipman, B.A.<sup>1</sup>, Chidiebere Azubuike, M.S.<sup>1</sup>, Katrina T. Obleada, Ph.D.<sup>2</sup>, Andrea K. Graham, Ph.D.<sup>1</sup>, 1. Northwestern University Feinberg School of Medicine, 2. Ann & Robert Lurie Children's Hospital of Chicago; Northwestern University Feinberg School of Medicine

**(PS12-59) Adaptation of the Unified Protocol to an Internet-based Intervention in Argentina: Design and Development of the IUPI Platform**

Milagros Celleri, B.A.<sup>1</sup>, Camila Cremades, M.A.<sup>1</sup>, Cristian J. Garay, Ph.D.<sup>1</sup>, Jorge Osma, Ph.D.<sup>2</sup>, Marcela Kaplan, M.D.<sup>2</sup>, 1. Facultad de Psicología, Universidad de Buenos Aires, 2. Universidad de Zaragoza

**(PS12-60) An Artificial Intelligence Human Avatar Based Mental Health Assessment: A Validation Study in Healthcare Workers**

Katherine N. Dokholyan, B.S.<sup>1</sup>, Elizabeth S. Eberlin, M.A.<sup>1</sup>, Oyenike Balogun-Mwangi, Ph.D.<sup>2</sup>, Francesca de Marneffe, B.S.<sup>1</sup>, Albert (Skip) Rizzo, Ph.D.<sup>3</sup>, Daphne J. Holt, M.D., Ph.D.<sup>1</sup>, Nicole R. DeTore, Ph.D.<sup>1</sup>, 1. Massachusetts General Hospital, 2. Bentley University, 3. University of Southern California

**(PS12-61) Associations Between Gamification Component Usage and 1-month Weight Loss in a 12-month Gamified Weight Loss Program**

Jasmine Sun, B.A.<sup>1</sup>, Asher E. Hong, B.S.<sup>2</sup>, Evan Forman, Ph.D.<sup>1</sup>, 1. Drexel University, 2. Drexel University WELL Center

**(PS12-62) Clinical Perspectives on Social Media Use: Strategies to Screen for Problematic and Risky Social Media Use**

Sarah Domoff, Ph.D.<sup>1</sup>, Mary B. Pacheco, B.A.<sup>2</sup>, Stacey Armstrong, Ph.D.<sup>3</sup>, Heide Rollings, M.D.<sup>4</sup>, Amy Mancuso, MSW<sup>5</sup>, 1. University at Albany, State University of New York, 2. Russell Sage College, 3. The Ohio State University, 4. Michigan State University, 5. Pine Rest Christian Mental Health Services

**(PS12-63) Coping Self Efficacy and Symptom Change in a Brief PTSD Treatment That Utilizes a Mobile App**

Robyn Sedotto, Ph.D.<sup>1</sup>, Kyle Possemato, Ph.D.<sup>1</sup>, Eric Kuhn, Ph.D.<sup>2</sup>, Joseph Wielgosz, Ph.D.<sup>3</sup>, Mike Wade, M.S.<sup>4</sup>, 1. VA Center for Integrated Healthcare, 2. VA National Center for PTSD | Stanford University School of Medicine, 3. National Center for PTSD, 4. US Department of Veterans Affairs

**(PS12-64) Development of CLEAR Path, a Serious Game for Co-occurring Depression and PTSS**

Hillary Kingman, M.S., Yan Leykin, Ph.D., Mikael Rubin, Ph.D., Palo Alto University

**(PS12-65) Evaluating Chatgpt's Potential in Classifying Self-directed Violence**

Mackenzie Cummings, M.S., Seattle Pacific University

- (PS12-66) **Evaluating the Impact of a Digital Health Promotion Intervention on Perinatal Appointment Attendance**  
*Aviva Ariel-Donges, M.P.H., Ph.D.*<sup>1</sup>, *Sarah Nowlin, Ph.D., RN*<sup>2</sup>, *Larry Estes*, 1. Transcendent Endeavors, 2. Mount Sinai Health System
- (PS12-67) **Examining Trait and Momentary Associations Between Perseverative Thinking and Different Types of Social Media Use**  
*Kevin Trent, B.S., Alison B. Tuck, M.A., Renee J. Thompson, Ph.D.*, Washington University in St. Louis
- (PS12-68) **Exploring Gender and Sexual Identity-based Differences in Baseline Characteristics for OCD Patients in a Randomized Controlled Trial of Digital Mental Health Interventions**  
*Simay i. ipek, B.A.*<sup>1</sup>, *Sabine Wilhelm, Ph.D.*<sup>2</sup>, *Dalton Klare, M.A., M.S.*<sup>1</sup>, *Jennifer L. Greenberg, Psy.D.*<sup>3</sup>, *Hilary Weingarden, Ph.D.*<sup>1</sup>, *Ryan J. Jacoby, Ph.D.*<sup>1</sup>, 1. Massachusetts General Hospital, 2. Harvard Medical School, 3. Massachusetts General Hospital/Harvard Medical School
- (PS12-69) **Exploring the Integration of Generative AI in CBT Process and Outcome: A Process-oriented Perspective on Therapeutic Alliance**  
*Leon Li-Hsiang Yang, M.Ed.*, National Taiwan Normal University
- (PS12-70) **Feasibility and Acceptability of Ecological Momentary Assessment to Track Experiences Related to Comorbid Posttraumatic Stress Disorder and Substance Use Disorder**  
*Lauren Rodriguez, Ph.D.*<sup>1</sup>, *J. Cobb C. Scott, Ph.D.*<sup>2</sup>, 1. Corporal Michael J. Crescenzo VA Medical Center, 2. University of Pennsylvania and CMC VA Medical Center
- (PS12-71) **Filtering Fitness: Tiktok's Influence on Men's Body Image**  
*MacKenzie Glass, M.A., Susan L. Kenford, Ph.D.*, Xavier University
- (PS12-72) **Filtering Trust: Viewing Ai-generated Selfies Negatively Impacts Trust in Technology**  
*Alexis Lamere, B.A., Ellena Wood, Brooke L. Bennett, Ph.D.*, Clemson University
- (PS12-73) **How Matters More Than How Much: A Randomized Controlled Trial of Goals-and-values-based Smartphone Use Management for Anxiety**  
*Lucas S. LaFreniere, Ph.D., Aarathi Prasad, Ph.D.*, Skidmore College
- (PS12-74) **Integrating a Wearable, Personalized Self-tracking Instrument into Psychotherapy for Refugees with CPTSD: A Data-driven Approach**  
*Lisa G. Riisager, Psy.D.*<sup>1</sup>, *Jakob E. Larsen, M.A., Ph.D.*<sup>2</sup>, *Lotte Huniche, M.A., Ph.D.*<sup>1</sup>, *Thomas B. Christiansen*<sup>3</sup>, *Stine B. Moeller, Ph.D., Psy.D.*<sup>1</sup>, 1. University of Southern Denmark, 2. Technical University of Denmark, 3. Independent researcher
- (PS12-75) **Investigating Associations Between Perceived Burdensomeness and Frequency of Mental Health-related Social Media Experiences**  
*Jas Sarna, B.A.*<sup>1</sup>, *Simone Imani Boyd, M.A., M.S.*<sup>1</sup>, *Maya Dalack, B.S.*<sup>1</sup>, *Leena M. Mathai*<sup>2</sup>, *Jessica L. Hamilton, Ph.D.*<sup>1</sup>, 1. Rutgers, the State University of New Jersey, 2. Ridge High School

- (PS12-76) **Is There a Place for Cognitive Restructuring in Self-guided Digital Interventions for Adolescents? A Randomized Controlled Trial of Project Think**  
Joshua S. Steinberg, B.A.<sup>1</sup>, Olivia M. Fitzpatrick, M.A.<sup>1</sup>, Sakshi Khurana, B.A., M.A.<sup>1</sup>, Melody Kim, M.A.<sup>1</sup>, Patrick Mair, Ph.D.<sup>1</sup>, Jessica L. Schleider, Ph.D.<sup>2</sup>, Mark Hatzenbuehler, Ph.D.<sup>1</sup>, John R. Weisz, ABPP, Ph.D.<sup>1</sup>, 1. Harvard University, 2. Northwestern University
- (PS12-77) **Leveraging Gamification to Improve Real-world Behavior: A Randomized Controlled Trial of Joon, an Innovative Behavior Management Platform, for Parents and Children**  
Joe Raiker, Jr., Ph.D.<sup>1</sup>, Anil Chacko, Ph.D.<sup>2</sup>, Kailee R. Kodama Muscente, M.A., M.Ed.<sup>2</sup>, Kevin Bunarjo, B.S., B.A.<sup>1</sup>, Isaac Eaves, B.S.<sup>1</sup>, 1. Joon Health, 2. New York University
- (PS12-78) **Mental Health Misinformation on Social Media: Review and Future Directions**  
Clare Dierckman<sup>1</sup>, Isabella Starvaggi, B.S.<sup>2</sup>, Lorenzo Lorenzo-Luaces, Ph.D.<sup>1</sup>, 1. Indiana University, 2. Indiana University Bloomington
- (PS12-79) **Navigating Mental Health Content on TikTok: Perceptions and Experiences of Young Users**  
Anna C. Gilbert, M.S., Daniella Ekstein, M.A., Keyne C. Law, Ph.D., Seattle Pacific University
- (PS12-80) **Opportunities for Growth in Sociodemographic Reporting for Digital Mental Health Intervention Research: Insights from a Scoping Review**  
Robert M. Montgomery, M.A.<sup>1</sup>, Mariya Chemenok, Ph.D.<sup>2</sup>, Maddison Pimer<sup>2</sup>, Athena Robinson, Ph.D.<sup>2</sup>, 1. Woebot Health; CBT/DBT California, 2. Woebot Health
- (PS12-81) **Pilot Feasibility and Acceptability of a Cognitive Bias Modification for Interpretation Digital Program for Anxiety Offered in a Large Healthcare System**  
Taylor Myers, M.A.<sup>1</sup>, Jennifer Boggs, Ph.D., MSW<sup>2</sup>, Alexandra L. Silverman, M.A.<sup>3</sup>, Bethany Teachman, Ph.D.<sup>1</sup>, 1. University of Virginia, 2. Kaiser Permanente Colorado, 3. McLean Hospital/University of Virginia
- (PS12-82) **Smartphone-based Applications Improve Emotion Regulation in Emerging Adults: Preliminary Data from a Randomized Controlled Trial**  
Meaghan L. Delcourt, M.S., Laura E. Laumann, M.S., Jerin Lee, M.S., Zoe E. Nelson, M.S., Gabrielle Hettie, B.A., Jamilah R. George, M.S., Dean G. Cruess, Ph.D., University of Connecticut
- (PS12-83) **Social Comparison as a Behavior Change Technique in Digital Interventions: Users' Perceptions of Leaderboards to Promote Physical Activity Motivation and Behavior**  
Danielle Arigo, Ph.D.<sup>1</sup>, Emmanuel Lapitan, B.A.<sup>1</sup>, Giada Benasi, Ph.D.<sup>1</sup>, Raj Harsona, B.S.<sup>1</sup>, Kayla Nuss, Ph.D.<sup>2</sup>, Julia Berteletti, MSW<sup>2</sup>, Kyle R. Haggerty, Ph.D.<sup>3</sup>, 1. Rowan University, 2. Klein Buendel, Inc., 3. Richmond VA Medical Center
- (PS12-84) **Social Media Use Among Adolescents with Suicidal Ideation: Results from a Novel Real-time Social Media Data Collection and Interview Procedure**  
Yael Turk, B.A.<sup>1</sup>, Jacqueline Nesi, Ph.D.<sup>2</sup>, 1. Brown University, 2. Alpert Medical School of Brown University

- (PS12-85) The Effect of Body Position on Presence Ratings in a Virtual Environment**  
*Elizabeth L. McCabe, M.A., Elizabeth B. Finer, M.A., Brittany Bonasera, Ph.D., Mitchell L. Schare, ABPP, Ph.D., Hofstra University*
- (PS12-86) The Impact of Technology Use on Adolescent Mental Health Outcomes: The Moderating Role of Age, Race, and Parental Monitoring**  
*Amy So, B.S.<sup>1</sup>, Megan Moreno, M.P.H., M.D.<sup>2</sup>, Chelsea Olson, Ph.D.<sup>2</sup>, Jazmin Reyes-Portillo, Ph.D.<sup>1</sup>, 1. Montclair State University, 2. University of Wisconsin-Madison*
- (PS12-87) The Treatment Effect Prediction Model for Cognitive Behavioral Therapy for Panic Disorder: Improving the Coefficient of Determination Using a Machine Learning Approach**  
*Sei Ogawa, Ph.D., Graduate School of Humanities and Social Sciences, Nagoya City University*
- (PS12-88) Unlocking New Tools for OCD Treatment: Closing the Research-to-practice Gap in New Technologies**  
*Lauren E. Browning, B.A., Joseph F. McGuire, M.A., Ph.D., Johns Hopkins University School of Medicine*
- (PS12-89) Usability, Relevance and Uptake of a Government-sponsored and Community Co-designed Digital Mental Health Website During the COVID-19 Pandemic: A Focus on Latinx Adults**  
*Blanche Wright, Ph.D.<sup>1</sup>, Lily Zhang, M.S.<sup>2</sup>, Jocelyn Meza, Ph.D.<sup>3</sup>, Alexander Young, M.D., M.S.<sup>3</sup>, Daniela Flores Romero, B.A.<sup>2</sup>, Miriam Nuño, Ph.D.<sup>4</sup>, Elliott Housman-Turubiate, M.A.<sup>5</sup>, Sergio Aguilar-Gaxiola, M.D., Ph.D.<sup>6</sup>, Kenneth Wellls, M.P.H., M.D.<sup>7</sup>, 1. University of California Los Angeles, 2. Research Center for Health Services and Society, Jane and Terry Semel Institute for Neuroscience and Human Behavior, University of California, Los Angeles, Los Angeles, CA, 3. Department of Psychiatry and Biobehavioral Sciences, University of California, Los Angeles, Los Angeles, CA, 4. Division of Biostatistics, University of California, Davis, 5. Center for Reducing Health Disparities, University of California, Davis Health, Sacramento, CA, 6. Clinical Internal Medicine, School of Medicine, University of California, Davis, Sacramento, CA; Center for Reducing Health Disparities, University of California, Davis Health, Sacramento, CA; Clinical and Translational Science Center, University of California, Davis Health, Sacramento, CA, 7. Research Center for Health Services and Society, Jane and Terry Semel Institute for Neuroscience and Human Behavior, University of California, Los Angeles, Los Angeles, CA; Department of Psychiatry and Biobehavioral Sciences, University of California, Los Angeles, Los Angeles, CA; Department of Health Policy and Management, Fielding School of Public Health, University of California, Los Angeles, Los Angeles, CA*
- (PS12-90) Use of Virtual Reality (VR) to Improve Mental Outcomes of International Students**  
*Hetvi Desai, M.A., Shwetha Gottumukkala, M.A., M.S., Abigail M. Manelick, B.A., Roomana Sokeechand, M.A., Christopher R. Shelton, Ph.D., Penn State Erie, The Behrend College*

- (PS12-91) What AI Chatbots Say About Non-suicidal Self-harm: Comparisons to Expert Factsheets**  
*Shealyn K. Tomlinson, B.A.<sup>1</sup>, Sean Lauderdale, Ph.D.<sup>2</sup>, 1. Texas A&M University-Corpus Christi, 2. University of Houston - Clear Lake*
- (PS12-92) Digitally Delivered, Short-term Dialectical Behavior Therapy Groups: An Examination of Usability and Engagement Among Patients with Borderline Personality Disorder**  
*Sarah E. Huffman, B.A.<sup>1</sup>, Dominic M. Denning, B.A.<sup>1</sup>, Elinor E. Waite, M.S.<sup>1</sup>, Bernice Moses-Gadzama<sup>1</sup>, Clara G. DeFontes, M.S.<sup>1</sup>, Michael J. Constantino, Ph.D.<sup>1</sup>, Christopher R. Martell, ABPP, Ph.D.<sup>1</sup>, Erin Hazlett, Ph.D.<sup>2</sup>, Katherine L. Dixon-Gordon, Ph.D.<sup>1</sup>, Kim L. Gratz, Ph.D.<sup>3</sup>, 1. University of Massachusetts Amherst, 2. Mount Sinai Medical School, 3. University of Toledo*
- (PS12-93) Evaluating the Effectiveness of Telehealth-supported Compliance Training**  
*Katerina L. Miller, Ph.D.<sup>1</sup>, Sarah Flood, M.Ed.<sup>1</sup>, Keith Radley, Ph.D.<sup>2</sup>, 1. Southern Utah University, 2. University of Utah*
- (PS12-94) Icts in Psychotherapies: Differences in Emotional Regulation Between Boys and Girls**  
*Concepción R. López Soler, Ph.D.<sup>1</sup>, Antonia Martínez, Ph.D.<sup>2</sup>, Jose Luis Vicente, Psy.D.<sup>2</sup>, Mavi Alcántara, Ph.D.<sup>2</sup>, Visitación Fernandez, Ph.D.<sup>2</sup>, Maravillas Castro, Ph.D.<sup>2</sup>, 1. University of Murcia, Spain, 2. University of Murcia*
- (PS12-95) In Which Format Should We Deliver Psychotherapy for Anxiety Disorders? A Network Meta-analysis**  
*Tao Lin, M.S.<sup>1</sup>, Chaoyun Li, M.A.<sup>2</sup>, Jessica S. Cheng, B.A.<sup>3</sup>, Yuhan Zou, B.A.<sup>4</sup>, Mackenzie Yexuan Wang, M.A., M.Ed.<sup>5</sup>, Yutong Pan, B.S.<sup>6</sup>, Peiqi Zheng, M.A.<sup>7</sup>, Jiayi Zhao, B.S.<sup>8</sup>, Shunyu Li, M.S.<sup>9</sup>, Yimeng Zhang, B.S.<sup>10</sup>, Mark Shuquan Chen, M.S.<sup>7</sup>, 1. Ohio University, 2. New York State Psychiatric Institute/Columbia University Medical Center, 3. Baylor College of Medicine, 4. University of Cambridge, 5. Teachers College, Columbia University, 6. University of Illinois, Urbana-Champaign, 7. Columbia University, 8. Boston College, 9. University of Chinese Academy of Science, 10. Zhejiang Sci-Tech University and Zhejiang university*
- (PS12-96) In-person vs Telehealth: Examining the Use of Caregiver Coaching Strategies in the Part C Early Intervention System**  
*Jessie Greatorex, B.A., Isabelle E. Saligumba, B.A., Hannah Tokish, M.A., Brooke Ingersoll, Ph.D., Michigan State University*
- (PS12-97) Providing Cognitive Behavioral Therapy (CBT) via Telehealth to Children: Innovations Based on Psychologists' Experiences**  
*Carly Apar, Psy.D.<sup>1</sup>, Hilary B. Vidair, Ph.D.<sup>2</sup>, Mehraz Mirhosseini, M.S.<sup>1</sup>, Ryan Schare, M.S.<sup>1</sup>, Eva L. Feindler, Ph.D.<sup>1</sup>, 1. Long Island University, 2. Long Island University, Post campus*

**(PS12-98) Developing and Evaluating a Novel Video-based Tic Detection Algorithm for Tourette's Syndrome**

*Alexandria H. Chang, B.A.<sup>1</sup>, Yutao Tang, B.S., M.S.<sup>1</sup>, Joey KY Essoe, B.A., M.S., Ph.D.<sup>2</sup>, Kesley A. Ramsey, Ph.D.<sup>1</sup>, René Vidal, B.S., M.S., Ph.D.<sup>3</sup>, Joseph F. McGuire, M.A., Ph.D.<sup>4</sup>*, 1. Johns Hopkins University School of Medicine, 2. University of Maine at Farmington, 3. Johns Hopkins University, 4. Johns Hopkins Medicine

**(PS12-99) Self-reported Executive Function Predicting ODD Symptomology**

*Mykenzi L. Allison, M.A., Alleyne P. Broomell, Ph.D.*, Western Carolina University

**(PS12-100) Tic Disorder Symptomatology and Self-identification Perceptions Following Behavioral Treatment for Tics**

*Brandon X. Pitts, M.S., Douglas W. Woods, Ph.D.*, Marquette University

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9:00 AM – 10:00 AM

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## Suicide and Self-injury; Trauma and Stressor Related Disorders and Disasters

### Poster Session 13

Key Words: *Suicide, Trauma*

**(PS13-1) Investigating the Impact of Parent-adolescent Acculturation Gap and Conflict Resolution on Suicide Ideation Severity**

*Kamil De La Cruz, B.A.<sup>1</sup>, Regina Miranda, Ph.D.<sup>2</sup>, Christina Rombola, M.A.<sup>1</sup>*, 1. Hunter College, City University of New York, 2. Hunter College and The Graduate Center, City University of New York

**(PS13-2) Investigating the Influence of Emotion Reactivity and Reward Sensitivity on the Link Between Depression and Self-injurious Behaviors**

*Wendy Huerta, B.A., Naomi Sadeh, Ph.D.*, University of Delaware

**(PS13-3) Just-in-time Intervention for Promoting Adaptive Coping Strategy Use for Suicidal Thoughts: Results from a Pilot Micro-randomized Trial**

*Molly I. Ball, B.A.<sup>1</sup>, Felipe Herrmann, B.S.<sup>2</sup>, Nancy L. Hu, B.A.<sup>1</sup>, Dylan DeMarco, B.A.<sup>3</sup>, Adam Bear, Ph.D.<sup>1</sup>, Matthew K. Nock, Ph.D.<sup>1</sup>, Walter Dempsey, Ph.D.<sup>4</sup>, Kate H. Bentley, Ph.D.<sup>5</sup>*, 1. Harvard University, 2. Massachusetts General Hospital, 3. Apoth, 4. University of Michigan, 5. Massachusetts General Hospital/Harvard Medical School

**(PS13-4) Just-in-time Intervention for Promoting Coping Strategy Use for Suicidal Thoughts: Qualitative Indicators of Feasibility and Acceptability**

*Nancy L. Hu, B.A.<sup>1</sup>, Molly I. Ball, B.A.<sup>1</sup>, Felipe Herrmann, B.S.<sup>2</sup>, Dylan DeMarco, B.A.<sup>3</sup>, Kaitlyn Tsai, None<sup>1</sup>, Matthew K. Nock, Ph.D.<sup>1</sup>, Walter Dempsey, Ph.D.<sup>4</sup>, Kate H. Bentley, Ph.D.<sup>5</sup>*, 1. Harvard University, 2. Massachusetts General Hospital, 3. Apoth, 4. University of Michigan, 5. Massachusetts General Hospital/Harvard Medical School

- (PS13-5) Loneliness Impacts Social Media Experiences and Suicide Risk Among Sexual and Gender Minority Youths**  
*Anjali S. Vijan*<sup>1</sup>, *Aijia Yao, M.A.*<sup>1</sup>, *Randy Luna*<sup>1</sup>, *Hiba Babekr*<sup>1</sup>, *Tanya Soumine*<sup>1</sup>, *Jacqueline Nesi, Ph.D.*<sup>2</sup>, *Taylor A. Burke, Ph.D.*<sup>3</sup>, *Sophia Choukas-Bradley, Ph.D.*<sup>4</sup>, *Jessica L. Hamilton, Ph.D.*<sup>1</sup>, 1. Rutgers, The State University of New Jersey, 2. Alpert Medical School of Brown University, 3. Harvard Medical School / Massachusetts General Hospital, 4. University of Pittsburgh
- (PS13-6) Longitudinal Relations Between Perceived Stress, Emotion Reactivity, and Adolescent Self-injurious Thoughts and Behaviors**  
*Roberto Lopez, Jr., Ph.D.*<sup>1</sup>, *the CARES Investigators*<sup>2</sup>, 1. University of California, Los Angeles, 2. University of Washington & University of California, Los Angeles
- (PS13-7) Mental Imagery of Suicide and Capability for Suicidal Behavior**  
*Emma Unruh-Dawes, M.S.*, *Kayla Wagler, B.S.*, *Tony T. Wells, Ph.D.*, Oklahoma State University
- (PS13-8) Methods of Suicide Deaths in Northeast Ohio**  
*Drew Hubbard, B.A.*, *Elizabeth Goncy, Ph.D.*, Cleveland State University
- (PS13-9) Multilevel Factor Structure of Negative and Positive Affect, Burdensomeness and Belongingness in a Suicidal Sample**  
*Irene Xu, B.A.*<sup>1</sup>, *Kenneth McClure, Ph.D.*<sup>1</sup>, *Ross Jacobucci, Ph.D.*<sup>2</sup>, *Brooke A. Ammerman, Ph.D.*<sup>1</sup>, 1. University of Notre Dame, 2. University of Wisconsin-Madison
- (PS13-10) Navigating Recovery: The Impact of Negative Life Events and Self-understanding**  
*Cayley Gersh, Psy.D.*, *Florentina Isabell Onolfo, M.A.*, *Maya Oledzka, B.A.*, *Michael Ledereich, M.A.*, *Yosef Sokol, Ph.D.*, Touro University
- (PS13-11) Negative Emotion Reactivity as a Proximal Predictor of Suicide Ideation Among Young Adults**  
*Eric Crosby, Ph.D.*<sup>1</sup>, *Marin M. Kautz, Ph.D.*<sup>2</sup>, *Lauren B. Alloy, Ph.D.*<sup>3</sup>, *Daniel Moriarity, Ph.D.*<sup>4</sup>, 1. University of Pennsylvania School of Medicine, 2. Perelman School of Medicine at the University of Pennsylvania, 3. Temple University, 4. University of California, Los Angeles
- (PS13-12) Nine Years of Outcomes: A Youth Suicide Prevention Intensive Outpatient Program**  
*Kristin Wolfe, Ph.D., LPC*<sup>1</sup>, *Stephen Buerkert, B.S.*<sup>2</sup>, *Jessica Heerschap, ABPP, Ph.D.*<sup>1</sup>, *Betsy D. Kennard, ABPP, Psy.D.*<sup>1</sup>, *Elizabeth Amadasu, B.S.*<sup>2</sup>, 1. Children's Health/UT Southwestern Medical Center, 2. Children's Health
- (PS13-13) Online Identity-based Victimization, Online Support, and Community Acceptance Influence Suicide and Depression Among Minoritized Youths**  
*Aijia Yao, M.A.*, *Anjali S. Vijan*, *Srushti Untawale, B.S.*, *Alejandro Castellanos*, *Jessica L. Hamilton, Ph.D.*, Rutgers, The State University of New Jersey



- (PS13-14) Patterns of Adolescent Suicidal Ideation Associated with Internal and External Precipitants**  
 Miranda Vera, B.A.<sup>1</sup>, Regina Miranda, Ph.D.<sup>2</sup>, Ana Ortin-Peralta, Ph.D.<sup>3</sup>, Tracy A. Dennis-Tiwary, Ph.D.<sup>4</sup>, Argelinda Baroni, M.D.<sup>1</sup>, 1. New York University School of Medicine, 2. Hunter College and The Graduate Center, City University of New York, 3. Yeshiva University and Albert Einstein College of Medicine, 4. The City University of New York
- (PS13-15) Perceived Stigma's Influence on the Association Between Suicide Risk Severity and Help-seeking for Suicidal Crises**  
 Donna D. Zastrow, B.S., Aubrey R. Dueweke, Ph.D., East Tennessee State University
- (PS13-16) Perceptions of a Positive Future Self as a Mediator Between Negative Life Stressors and Future Suicide Attempts**  
 Maya Oledzka, B.A., Florentina Isabell Onolfo, M.A., Michael Ledereich, M.A., Yosef Sokol, Ph.D., Touro University
- (PS13-17) Pressure to Be Thin, Self-oriented Perfectionism, Self-harm, and Suicidal Ideation in Latinx Youth**  
 Melissa Lopez, B.A., Antonio Polo, Ph.D., DePaul University
- (PS13-18) Problem-solving Deficits Moderates the Association Between Baseline Suicide Ideation Severity and the Presence of Suicide Ideation in the Following Month**  
 Andrew Alvarez, B.A.<sup>1</sup>, Roberto Lopez, Jr., Ph.D.<sup>1</sup>, Christianne Esposito-Smythers, Ph.D.<sup>2</sup>, 1. University of California Los Angeles, 2. George Mason University
- (PS13-19) Psychologization and Somatization of Pain: An Examination of Suicidal Ideation in an Asian American Sample**  
 Gina Lin, M.S., Janelle Y. Wee, M.S., Cammy M. Widman, B.S., M.S., Stephanie Quan, M.A., M.S., Keyne C. Law, Ph.D., Seattle Pacific University
- (PS13-20) Exploring the Link Between Sexual Orientation Concealment and Suicidal Ideation Frequency Among Sexual and Gender Minority Adults**  
 Chelsea Howd, B.S.<sup>1</sup>, Jenessa M. Canen, M.S.<sup>2</sup>, Amy M. Brausch, Ph.D.<sup>1</sup>, Maria I. N. Hernandez, B.S.<sup>1</sup>, 1. Western Kentucky University, 2. Oregon state University
- (PS13-21) Psychosocial Protective and Risk Factors to Suicide Attempts Among African Americans: A Systematic Review**  
 Jiwon Lee, M.A.<sup>1</sup>, Randall Richardson-Vejlgaard, Ph.D.<sup>2</sup>, 1. Perelman School of Medicine at the University of Pennsylvania, 2. Ferkauf Graduate School of Psychology, Yeshiva University
- (PS13-22) Reasons for Non-enrollment in a 3-month Ecological Momentary Assessment Study of Suicidal Behaviors**  
 Narise Ramlal, B.A.<sup>1</sup>, Alexis Christie, B.A.<sup>2</sup>, Adam Bear, Ph.D.<sup>2</sup>, Alexander Millner, Ph.D.<sup>2</sup>, Evan Kleiman, Ph.D.<sup>3</sup>, Kelly L. Zuromski, Ph.D.<sup>2</sup>, Kate H. Bentley, Ph.D.<sup>4</sup>, Suzanne Bird, M.D.<sup>5</sup>, Jordan Smoller, M.D.<sup>5</sup>, Matthew K. Nock, Ph.D.<sup>2</sup>, Rebecca Fortgang, Ph.D.<sup>5</sup>, 1. Fordham University, 2. Harvard University, 3. Rutgers, The State University of New Jersey 4. Massachusetts General Hospital/Harvard Medical School, 5. Massachusetts General Hospital

**(PS13-23) Reducing Help-seeking Stigma in Military Service Members at Elevated Suicide Risk: A Randomized Control Trial**

Marie Campione, B.A.<sup>1</sup>, Tyler Rice, B.S.<sup>1</sup>, Thomas E. Joiner, Ph.D.<sup>1</sup>, Brandon Tomm, B.A., M.A.<sup>2</sup>, Ian Stanley, Ph.D.<sup>3</sup>, 1. Florida State University, 2. University of British Columbia, 3. University of Colorado, School of Medicine

**(PS13-24) Rest-activity Rhythm Irregularity Is Associated with Suicide Risk in a High-risk Adolescent Community Treatment Sample**

Giana I. Teresi, M.S.<sup>1</sup>, Peter Franzen, Ph.D.<sup>2</sup>, Olaoluwa Owoputi, B.S.<sup>2</sup>, Noelle Rode, B.S.<sup>2</sup>, Jamie Zelazny, M.P.H., Ph.D., RN<sup>1</sup>, Tina R. Goldstein, Ph.D.<sup>2</sup>, 1. University of Pittsburgh, 2. University of Pittsburgh School of Medicine

**(PS13-25) Risk of Suicidal Behavior in Depressed Youth with Comorbid Problematic Substance Use**

Gabrielle Armstrong, B.A.<sup>1</sup>, Jacey L. Anderberg, B.S., B.A.<sup>2</sup>, Sarah J. Sadek, B.A.<sup>2</sup>, April Gorman, M.S.<sup>3</sup>, Samuel D. Spencer, Ph.D.<sup>4</sup>, Abu Minhajuddin, Ph.D.<sup>3</sup>, Anthony H. Ecker, Ph.D.<sup>5</sup>, Jessica Spofford, Ph.D.<sup>5</sup>, Holli Slater, Ph.D., MSW<sup>3</sup>, Sarah Wakefield, M.D.<sup>6</sup>, Madhukar H. Trivedi, M.D.<sup>3</sup>, Eric A. Storch, Ph.D.<sup>2</sup>, 1. University of Mississippi, 2. Baylor College of Medicine, 3. Children's Health - Children's Medical Center/University of Texas Southwestern Medical Center, 4. University of North Texas, 5. US Department of Veterans Affairs, 6. Texas Tech University Health Science Center

**(PS13-26) Rugged Individualism, Stoicism, and Suicidality in Rural Populations**

Daniela A. Branson, B.S., M.S., Carolyn M. Pepper, Ph.D., Rachael E. Dumas, M.S., Lara E. Glenn, M.S., University of Wyoming

**(PS13-27) Sex, Negative Posttraumatic Cognitions, and Suicide Behaviors Following the Experience of Military Sexual Assault**

Victoria R. Hart-Derrick, B.A.<sup>1</sup>, Margaret T. Davis, Ph.D.<sup>1</sup>, Minden B. Sexton, Ph.D.<sup>2</sup>, Kaitlyn McCarthy, M.S.<sup>3</sup>, Grace Ingham, B.A.<sup>4</sup>, Emily R. Weiss, Ph.D.<sup>1</sup>, Sheila A.M. Rauch, ABPP, Ph.D.<sup>5</sup>, 1. Yale University School of Medicine, 2. Ann Arbor Veterans Healthcare System, 3. University of Michigan, 4. Atlanta VAHCS/Emory SOM, 5. Emory University SOM/Atlanta VAMC

**(PS13-28) Sleep Disturbance and Suicidality in College Students**

Daniel T. Dickie, M.A., Grace Schroeder, B.S., Jennifer Langhinrichsen-Rohling Langhinrichsen-Rohling, Ph.D., University of North Carolina at Charlotte

**(PS13-29) Social Support and Suicide Ideation in Clinical and Community Adolescents**

Taylor Kalgren, M.S., Anthony Kennedy, M.S., Amy M. Brausch, Ph.D., Western Kentucky University

**(PS13-33) Suicidal Among Student-athletes: Help-seeking Behaviors and the Impact of Suicide Prevention Training**

Allison E. Bond, M.A.<sup>1</sup>, Samuel V. Gerry<sup>2</sup>, Taylor Renee Rodriguez, M.S.<sup>1</sup>, Jessica L. Hamilton, Ph.D.<sup>1</sup>, Michael D. Anestis, Ph.D.<sup>3</sup>, 1. Rutgers, The State University of New Jersey, 2. Bates College, 3. New Jersey Gun Violence Research Center

**(PS13-34) Suicidal Ideation and Its Relationship to Reattempts of Suicide in Gay Men with Borderline Personality Disorder: A Dynamical Systems Approach**

Thomas J. Flangan, B.A.<sup>1</sup>, Henry White, Psy.D.<sup>2</sup>, 1. University of Chicago, 2. University of Chicago Medicine

- (PS13-35) Suicidal Ideation, Depressive Symptoms, and Stress Among Psychiatrically Hospitalized Sexual Minority and Heterosexual Adolescents**  
*Sarah E. Barnes, Ph.D.*<sup>1</sup>, *Sydney K. Velotta, B.S.*<sup>2</sup>, *Richard T. Liu, Ph.D.*<sup>3</sup>, *Shayna Cheek, Ph.D.*<sup>4</sup>, 1. Yale University School of Medicine, 2. Rhode Island Hospital/Alpert Medical School of Brown University, 3. Harvard Medical School, 4. Duke University School of Medicine
- (PS13-36) Testing the Moderating Role of Psychological Flexibility on the Relationship Between Drive for Muscularity and Fearlessness About Death Among Young Adult Men**  
*Marley Billman Miller, B.S.*, *William Grunewald, M.A.*, *April Smith, Ph.D.*, Auburn University
- (PS13-37) The Association Between Recency of Suicide Attempt and Reattempt in Adult Emergency Department Patients**  
*Tesia Shi, B.S.*<sup>1</sup>, *Ritika Merai, B.A.*<sup>1</sup>, *Cristan Farmer, Ph.D.*<sup>1</sup>, *August Wei, B.S.*<sup>1</sup>, *Edwin D. Boudreaux, Ph.D.*<sup>2</sup>, *Maryland Pao, M.D.*<sup>1</sup>, *Jeffrey A. Bridge, Ph.D.*<sup>3</sup>, *Lisa M. Horowitz, M.P.H., Ph.D.*<sup>1</sup>, 1. National Institute of Mental Health, 2. University of Massachusetts, M.P.H., Ph.D.<sup>1</sup>, 3. The Ohio State University College of Medicine and Abigail Wexner Research Institute at Nationwide Children's Hospital
- (PS13-38) The Effects of Means Restriction on Virtual Reality Suicide**  
*Anika N. Sigel, M.S.*, *Catherine Broshek, M.S.*, *Shenghao Chen, M.S.*, *Lauren Harris, M.S.*, *Esther Park, M.S.*, *Jessica D. Ribeiro, Ph.D.*, Florida State University
- (PS13-39) The Impact of a Single Postvention Training for Students**  
*Anusha Goyal, B.A.*, *Connor Adams, Psy.D.*, Stanford University
- (PS13-41) The Impact of Family Cohesion and Cultural Conflict on Suicidality: Results from the NLAAS**  
*Saumya Datta, M.A.*, *Michael T. Moore, Ph.D.*, Adelphi University
- (PS13-42) The Impact of Impulse Control Difficulties on Suicidal Ideation in Youth**  
*Saloni Patel, Other*, *Rahil Kamath, B.A.*, *Sheila Vazir, B.A.*, *Brian C. Chu, Ph.D.*, Rutgers, The State University of New Jersey
- (PS13-43) The Impact of Parental and Child Problem-solving Skills, Child's Emotional Regulation, and Parental Empathy on Child Suicide Risk**  
*Kathryn B. Guajardo, M.A.*, *Jennifer B. Blossom, Ph.D.*, *Dianna Ingersoll*, University of Maine
- (PS13-44) The Impact of Past Suicide History on Future Suicide Attempts as Mediated by Personal Recovery**  
*Jessica O'Brien, B.A.*, *Florentina Isabell Onolfo, M.A.*, *Maya Oledzka, B.A.*, *Michael Ledereich, M.A.*, *Yosef Sokol, Ph.D.*, Touro University
- (PS13-45) The Influence of Emotional Intelligence on Suicide Ideation**  
*Ana Kellermann, B.A.*, *Niharika Parashar, M.S.*, *Bradley Green, Ph.D.*, University of Texas at Tyler
- (PS13-46) The Interaction Between Agitation and Impulsivity in Predicting Suicide Attempts**  
*Justin H. Tran, B.S.*, *Megan L. Rogers, Ph.D.*, Texas State University

- (PS13-47) **The Longitudinal Relationship Between Anxiety Sensitivity Cognitive Concerns, Insomnia, and Suicidal Ideation in U.S. Military Personnel**  
 Tyler Rice, B.S.<sup>1</sup>, Thomas E. Joiner, Ph.D.<sup>1</sup>, Morgan Robison, M.S.<sup>1</sup>, Mina Velimirovic, M.S.<sup>2</sup>, 1. Florida State University, 2. Faculty of Philosophy, University of Novi Sad
- (PS13-48) **The Moderating Role of Future Self-continuity (FSC) in the Relationship Between an Individual's Suicidal History and Current Suicidal Ideation**  
 Nicole Facchiano, M.A., Florentina Isabell Onolfo, M.A., Michael Ledereich, M.A., Maya Oledzka, B.A., Yosef Sokol, Ph.D., Touro University
- (PS13-49) **The Prospective Role of Negative Life Events, Alcohol Use, and Social Support in the Development of Suicidal Ideation from Adolescent to Adulthood**  
 Andrew A. Gepty, Ph.D.<sup>1</sup>, Sarah Danzo, Ph.D.<sup>2</sup>, Elizabeth McCauley, ABPP, Ph.D.<sup>2</sup>, Molly Adrian, Ph.D.<sup>2</sup>, 1. Seattle Children's Research Institute, 2. University of Washington School of Medicine
- (PS13-50) **The Relationship Between Affective Variability and Variability of Suicidal Thoughts and Behaviors Among Adults with Borderline Personality Disorder**  
 Melanie R. Rosen, M.A., PsyM<sup>1</sup>, Allison K. Ruork, Ph.D.<sup>2</sup>, Hannah R. Krall, B.A.<sup>1</sup>, Shireen L. Rizvi, ABPP, Ph.D.<sup>1</sup>, 1. Rutgers, The State University of New Jersey, 2. Evidence-Based Practice Institute
- (PS13-51) **The Relationship Between Emotion Reactivity and Uncontrollability of Suicidal Thoughts in a Psychiatric Inpatient Population**  
 Anikait Gadi, B.S.<sup>1</sup>, Elizabeth Germain, B.S.<sup>1</sup>, Geneva Mason, B.A.<sup>1</sup>, Amalia Lynch, B.S.<sup>1</sup>, Sara K. Kimble, B.S.<sup>1</sup>, Christopher D. Hughes, Ph.D.<sup>2</sup>, Melanie L. Bozzay, Ph.D.<sup>3</sup>, Michael F. Armev, Ph.D.<sup>2</sup>, Heather Schatten, Ph.D.<sup>2</sup>, 1. Butler Hospital & Brown University, 2. Alpert Medical School of Brown University, 3. The Ohio State University
- (PS13-52) **The Relationship Between Menstrual Cycle and Suicidal Ideation and Behavior in Adolescent Females Admitted to an Inpatient Psychiatric Unit**  
 Brittany R. Swansboro, M.A.<sup>1</sup>, Darcey M. Allan, Ph.D.<sup>1</sup>, Nicholas Allan, Ph.D.<sup>2</sup>, 1. Ohio University, 2. The Ohio State University
- (PS13-53) **The Relationship Between Race, Family Connectedness, and Suicide Risk in Youth Presenting to the Emergency Department**  
 Ritika Merai, B.A.<sup>1</sup>, Tesia Shi, B.S.<sup>1</sup>, August Wei, B.S.<sup>1</sup>, Donna Ruch, Ph.D.<sup>2</sup>, Jeffrey A. Bridge, Ph.D.<sup>2</sup>, Maryland Pao, M.D.<sup>1</sup>, Lisa M. Horowitz, M.P.H., Ph.D.<sup>1</sup>, 1. National Institute of Mental Health, 2. The Ohio State University College of Medicine and Abigail Wexner Research Institute at Nationwide Children's Hospital
- (PS13-54) **The Role of Appearance-related Comments on Social Media in the Relationship Between Disordered Eating and Self-injurious Thoughts and Behaviors in Adolescents**  
 Athena Thai, Maya Dalack, B.S., Nicole Kane, B.A., Anushka Nair, Jessica L. Hamilton, Ph.D., Rutgers, The State University of New Jersey
- (PS13-55) **The Role of Emotion Dysregulation and Pain Endurance in Non-suicidal Self-injury and Disordered Eating Behaviors**  
 Caroline M. Johnson, B.A.<sup>1</sup>, Lauren E. Harnedy, M.S.<sup>2</sup>, Lauren Haliczzer, Ph.D.<sup>3</sup>, Katherine L. Dixon-Gordon, Ph.D.<sup>4</sup>, John C. Bradley, M.D.<sup>1</sup>, 1. Brockton Va Medical Center, 2. Rutgers, The State University of New Jersey, 3. Massachusetts General Hospital, 4. University of Massachusetts Amherst

- (PS13-56) **The Strong Black Woman Schema and Suicide Risk in Black Women: Understanding the Pathways Through the IMV Model of Suicide Behavior**  
*Olufunke M. Benson, M.A., Vanessa N. Oliphant, M.S., LaRicka N. Wingate, Ph.D., Oklahoma State University*
- (PS13-57) **The Suicidal Intent Inventory: A Pilot Psychometric Study**  
*Alma Bitran, B.S.<sup>1</sup>, Taylor A. Burke, Ph.D.<sup>2</sup>, Cassie Glenn, Ph.D.<sup>3</sup>, Richard T. Liu, Ph.D.<sup>4</sup>, Evan Kleiman, Ph.D.<sup>1</sup>, 1. Rutgers, the State University of New Jersey, 2. Harvard Medical School / Massachusetts General Hospital, 3. Old Dominion University, 4. Harvard Medical School*
- (PS13-58) **Thematic Analysis of Suicide Ideation Among Hospitalized Pre-adolescents**  
*Alana Brixner Nunes, B.A.<sup>1</sup>, Mariana Espinosa-Polanco, B.A.<sup>2</sup>, Miranda Vera, B.A.<sup>2</sup>, Faith Ting, Other<sup>1</sup>, Ana Ortin-Peralta, Ph.D.<sup>3</sup>, Regina Miranda, Ph.D.<sup>4</sup>, 1. Hunter College, City University of New York, 2. New York University School of Medicine, 3. Yeshiva University and Albert Einstein College of Medicine, 4. Hunter College and The Graduate Center, City University of New York*
- (PS13-59) **Therapists Willingness to Treat High Risk Patients**  
*Keegan A. Moglowsky, Spencer C. Ellison, Ty Dubman, Jennifer J. Muehlenkamp, Ph.D., University of Wisconsin - Eau Claire*
- (PS13-60) **Uncontrollability of Suicidal Thoughts as a Predictor of Suicidal Ideation and Behavior**  
*Elizabeth Germain, B.S.<sup>1</sup>, Anikait Gadi, B.S.<sup>1</sup>, Geneva Mason, B.A.<sup>1</sup>, Amalia Lynch, B.S.<sup>1</sup>, Sara K. Kimble, B.S.<sup>1</sup>, Christopher D. Hughes, Ph.D.<sup>2</sup>, Michael F. Armev, Ph.D.<sup>1</sup>, Melanie L. Bozzay, Ph.D.<sup>3</sup>, Heather Schatten, Ph.D.<sup>2</sup>, 1. Butler Hospital & Brown University, 2. Alpert Medical School of Brown University, 3. The Ohio State University*
- (PS13-61) **Understanding Suicidal and Life-oriented Cognition and Affect: A Cross-sectional and Longitudinal Investigation of Contributing Factors**  
*Spencer X. Chen, B.A., Alexander L. Chapman, Ph.D., Simon Fraser University*
- (PS13-62) **What Makes Life Worth Living? A Qualitative Study of Suicidal Community Adults**  
*Spencer X. Chen, B.A.<sup>1</sup>, Kellyann M. Navarre, B.A., M.A.<sup>2</sup>, Alexander L. Chapman, Ph.D.<sup>1</sup>, 1. Simon Fraser University, 2. Cleveland State University*
- (PS13-63) **Unraveling the Complexity of Suicide Risk: How Does Life Satisfaction and History of Suicide Attempt Predict Current Suicidal Ideation?**  
*Byoungwook D. Park, B.A., Bryan Keller, Ph.D., Teachers College, Columbia University*
- (PS13-65) **User Engagement in Online Suicide Forums: Implications for Peer Support Interventions**  
*Flynn Kelly, B.A.<sup>1</sup>, Miriam Lindner, Ph.D.<sup>2</sup>, Kelly L. Zurowski, Ph.D.<sup>1</sup>, 1. Harvard University, 2. The University of Rhode Island*

- (PS13-66) Using the Collaborative Assessment and Management of Suicidality-suicide Status Form to Predict Outcomes Following Treatment in an Outpatient Crisis Stabilization Clinic**  
*Jaelyn T. Aldrich, Ph.D.<sup>1</sup>, Sarah Danzo, Ph.D.<sup>2</sup>, Eileen Twohy, Ph.D.<sup>2</sup>, Kalina Babeva, Ph.D.<sup>3</sup>, Molly Adrian, Ph.D.<sup>2</sup>, Elizabeth McCauley, ABPP, Ph.D.<sup>2</sup>, 1. Nationwide Children's Hospital/The Ohio State University, 2. University of Washington School of Medicine, 3. Seattle Children's Hospital*
- (PS13-67) What Bridges the Gap Between Forgiveness and Suicidality? Examining Emotion Regulation and Interpersonal Needs as Serial Mediators**  
*Eleanor Schuttenberg, M.A., Caroline Kelberman, M.A., Jennifer B. Blossom, Ph.D., University of Maine*
- (PS13-68) Understanding the Relationship Between Self-injury and Pain Tolerance: The Role of Body Investment**  
*Catherine Gallagher<sup>1</sup>, Jennifer J. Muehlenkamp, Ph.D.<sup>2</sup>, Laura Nagy, Ph.D.<sup>1</sup>, 1. High Point University, 2. University of Wisconsin - Eau Claire*
- (PS13-69) Why Do Black Adults Deny Suicidality?: An Exploration of Factors Associated with Non-disclosure of Suicidal Thoughts**  
*Kerri-Anne Bell, M.A., Brooke A. Ammerman, Ph.D., University of Notre Dame*
- (PS13-70) A Brief Exploration of the Relationship Between Emotion Regulation, Anxiety Sensitivity, and Posttraumatic Symptoms Among a Heterogenous Sample**  
*Carine El Jamal, M.A., N. Brad Schmidt, Ph.D., Florida State University*
- (PS13-71) A Latent Class Analysis of Emotional Responses After Trauma Predicting Suicidal Ideation and Behavior One Year Later**  
*Rachel L. Boska, Ph.D.<sup>1</sup>, Todd M. Bishop, Ph.D.<sup>2</sup>, Craig Bryan, ABPP, Psy.D.<sup>3</sup>, 1. War Related Illness and Injury Study Center at the New Jersey Healthcare System, 2. VA Center of Excellence for Suicide Prevention, 3. The Ohio State University*
- (PS13-72) A Longitudinal Analysis of Peritraumatic Distress, Anger, and Emotion Dysregulation on PTSD Symptoms in 911 Telecommunicators**  
*Ashley M. Horodyski, M.A., Peter C. Tappenden, B.A., Jennifer Valentine, M.A., Allie Jessen, M.A., Michelle M. Lilly, Ph.D., Northern Illinois University*
- (PS13-73) A Mixed-methods Investigation of Group Written Exposure Therapy for PTSD in a Community Outpatient Sample**  
*Jenna Boyd, Ph.D.<sup>1</sup>, Jennifer Robinson, MSW<sup>1</sup>, Emma Resendes<sup>1</sup>, Irena Milosevic, Ph.D.<sup>2</sup>, Randi E. McCabe, Ph.D.<sup>1</sup>, Karen Rowa, Ph.D.<sup>1</sup>, 1. McMaster University, 2. St. Joseph's Healthcare Hamilton*
- (PS13-74) A Network Analysis of Posttraumatic Stress and Psychiatric Symptoms in Veterans with Comorbid PTSD and SMI**  
*Alyssa Zampogna, B.S.<sup>1</sup>, Zachary A. Babb, B.S.<sup>1</sup>, Robert Graziano, ABPP, Ph.D.<sup>2</sup>, A Wojtalik, Ph.D.<sup>3</sup>, Steven E. Bruce, Ph.D.<sup>4</sup>, Anouk Grubaugh, Ph.D.<sup>5</sup>, Willson J. Brown, Ph.D.<sup>1</sup>, 1. Penn State Erie, The Behrend College, 2. Department of Defense, 3. Case Western Reserve University, 4. University of Missouri-St. Louis, 5. Ralph H. Johnson VAMC*

- (PS13-75) An Ideographic Analysis of Specific Treatment Modules in Positive Processes and Transitions to Health (PATH)**  
*Elsa K. Mattson, M.A.<sup>1</sup>, Norah C. Feeny, Ph.D.<sup>1</sup>, Alice E. Coyne, Ph.D.<sup>2</sup>, Adele M. Hayes, Ph.D.<sup>3</sup>, Lori A. Zoellner, Ph.D.<sup>4</sup>*, 1. Case Western Reserve University, 2. American University, 3. University of Delaware, 4. University of Washington
- (PS13-76) Assessing the Relationship Between Child Abuse, Social Support, and PTSD Treatment Response**  
*Hana C. Thamer, B.A.<sup>1</sup>, Sarah B. Rutter, M.A.<sup>1</sup>, Lori A. Zoellner, Ph.D.<sup>2</sup>, Norah C. Feeny, Ph.D.<sup>1</sup>*, 1. Case Western Reserve University, 2. University of Washington
- (PS13-77) Association of Adverse Childhood Experiences and Posttraumatic Stress Following Sexual Assault**  
*Mattea Pezza, B.S.<sup>1</sup>, Rachel Weese, B.S.<sup>1</sup>, Regine Deguzman-Lucero, B.S.<sup>1</sup>, Jenny Black, Other<sup>2</sup>, Karen Serrano, M.D.<sup>3</sup>, Samuel McLean, M.P.H., M.D.<sup>4</sup>, Kara Pettit<sup>4</sup>, Nicole A. Short, Ph.D.<sup>1</sup>*, 1. University of Nevada, Las Vegas, 2. SAFE Austin, 3. University of North Carolina School of Medicine, 4. University of North Carolina at Chapel Hill
- (PS13-78) Associations Among Indicators of Social Isolation and Residualization-based Resilience Following Military-related Stressors in US post-9/11 Veterans**  
*Allison Metts, M.A., Corina Mendoza, M.A., Rahel Pearson, Ph.D., Suzannah Creech, Ph.D.*, VA VISN 17 Center of Excellence for Research on Returning War Veterans
- (PS13-79) Associations Between Anxiety Sensitivity and PTSD Symptom Clusters in the Immediate Aftermath of Sexual Assault**  
*Rachel Weese, B.S.<sup>1</sup>, Regine Deguzman-Lucero, B.S.<sup>1</sup>, Jenny Black<sup>2</sup>, Karen Serrano, M.D.<sup>3</sup>, Samuel McLean, M.P.H., M.D.<sup>4</sup>, Nicole A. Short, Ph.D.<sup>1</sup>*, 1. University of Nevada, Las Vegas, 2. SAFE Austin, 3. University of North Carolina School of Medicine, 4. University of North Carolina at Chapel Hill
- (PS13-80) Associations Between Concerned Significant Others' Depression with Caregiving Experiences Among Romantic Partners of Recent Traumatic Injury Survivors**  
*Jilana I. Bayley, Natalie Thurston, Benjamin Sanchez, Katherine van Stolk-Cooke, Ph.D.*, State University of New York at Geneseo
- (PS13-81) Can We Do Better? Effectiveness of Enhanced Trigger Warnings**  
*Bridget A. Hearon, Ph.D., M.L. Thomas, B.A.*, Albright College
- (PS13-82) Changes in Perceived Social Support in the Acute Aftermath of an Adult Sexual Assault: Examining the Influence of Childhood Sexual Abuse**  
*Molly Joseph, B.S.<sup>1</sup>, Elizabeth Lehinger, Ph.D.<sup>2</sup>, Michele Bedard-Gilligan, Ph.D.<sup>1</sup>, Emily R. Dworkin, Ph.D.<sup>1</sup>*, 1. University of Washington School of Medicine, 2. University of Washington, Seattle
- (PS13-83) Comparing Patients' Experiences Receiving Written Exposure Therapy versus Antidepressant Medications for Post-traumatic Stress Disorder in Primary Care**  
*Molly Joseph, B.S.<sup>1</sup>, Madeline C. Frost, M.P.H., Ph.D.<sup>2</sup>, Jared M. Bechtel, B.S., B.A.<sup>1</sup>, Stephanie Hauge, M.S.<sup>1</sup>, Charles C. Engel, M.P.H., M.D.<sup>1</sup>, Debra Kaysen, ABPP, Ph.D.<sup>3</sup>, Joseph M. Cerimele, M.P.H., M.D.<sup>1</sup>, John C. Fortney, Ph.D.<sup>1</sup>*, 1. University of Washington School of Medicine, 2. University of Washington, Seattle, 3. Stanford University



- (PS13-84) Confirmatory Factor Analysis of the Brief Psychiatric Rating Scale - Expanded in Veterans with Comorbid PTSD and SMI**  
*Zachary A. Babb, B.S.<sup>1</sup>, Alyssa Zampogna, B.S.<sup>1</sup>, Pucong Liao, B.A.<sup>1</sup>, Deyu Pan, Ph.D.<sup>2</sup>, A Wojtalik, Ph.D.<sup>3</sup>, Anouk Grubaug, Ph.D.<sup>4</sup>, Wilson J. Brown, Ph.D.<sup>5</sup>*, 1. Penn State Erie, The Behrend College, 2. Penn State Wilkes-Barre, 3. Case Western Reserve University, 4. Ralph H. Johnson VAMC, 5. Penn State University, The Behrend College
- (PS13-85) Confirming Peer Support in PE Is Effective for Betrayal Traumas**  
*Madeline J. Bruce, Ph.D.<sup>1</sup>, John Tran, B.S.<sup>2</sup>, Antonio F. Pagan, Ph.D.<sup>2</sup>, Melba A. Hernandez-Tejada, Ph.D., Other<sup>2</sup>, Ron Acierno, Ph.D., Other<sup>2</sup>*, 1. Webster University, 2. University of Texas Health Science Center at Houston
- (PS13-86) Daily Relationships Between Sleep and PTSD**  
*Shaan F. McGhie, M.A.<sup>1</sup>, Gabriella Hamlett, M.A.<sup>1</sup>, Marieke Meier, M.A.<sup>2</sup>, Patrick Mair, Ph.D.<sup>1</sup>, Richard J. McNally, Ph.D.<sup>1</sup>*, 1. Harvard University, 2. University of Münster
- (PS13-87) DBT in an Intensive Outpatient Program and It's Effects on PTSD Symptoms**  
*Ella Ottensman, Amber Herpfer, B.A., Brooke a. Peretti, B.S., John E. Lothes, II, M.A., Ahnna L'ecuyer*, University of North Carolina Wilmington
- (PS13-88) Differences Between Deployed and Non-deployed Veterans' Self-stigma, Posttraumatic Stress Disorder, and Help-seeking Behavior**  
*Elizabeth B. Finer, M.A., Mitchell L. Schare, ABPP, Ph.D., Brittany Bonasera, Ph.D., Elizabeth L. McCabe, M.A., G. Mitchell Mazzone, M.A.*, Hofstra University
- (PS13-89) Drinking to Cope Explains the Relationship Between Urgency and Alcohol Use in Community Adults with Poorer Distress Regulation and Probable PTSD**  
*Kayla E. Hall, M.S.<sup>1</sup>, Matthew T. Tull, Ph.D.<sup>2</sup>, Anka A. Vujanovic, Ph.D.<sup>1</sup>*, 1. Texas A&M University, 2. Lyra Health; University of Toledo
- (PS13-90) Efficacy of Equine-assisted Intervention Program with Women Victims of Gender Violence**  
*Mavi Alcántara, Ph.D., Concepción R. López Soler, Ph.D., Maravillas Castro, Ph.D., Visitación Fernandez, Ph.D., Antonia Martínez, Ph.D.*, University of Murcia
- (PS13-91) Emotion Dysregulation and Rumination Mediate the Relationship Between Perceived Stress and PTSD Symptomology**  
*Tyra A. Perles, B.A., Roomana Sokeechand, M.A., Arianna N. Smith, B.S., Alyssa Zampogna, B.S., Marcella A. Puglia, M.A., Wilson J. Brown, Ph.D.*, Penn State Erie, The Behrend College
- (PS13-92) Emotion Dysregulation Modulates the Relation Between Emotional Intensity and Biological Stress Dysregulation Among Community Women Experiencing Intimate Partner Violence**  
*Nicole H. Weiss, Ph.D.1, Melissa Schick, Ph.D.2, Alexa M. Raudales, M.A.1, Reina Kiefer, M.A.1, Tami P. Sullivan, Ph.D.2*, 1. University of Rhode Island, 2. Yale University School of Medicine



**(PS13-93) Examining Caregiving Experiences of Social Support Providers After Trauma**

*Benjamin Sanchez, Jilana I. Bayley, Natalie Thurston, Katherine van Stolk-Cooke, Ph.D., State University of New York Geneseo*

**(PS13-94) Examining Relationships Between Trauma Exposure and Reward System Functioning in a Trauma-exposed College Student Sample**

*Sarah T. Wieman, M.S.<sup>1</sup>, Jessica S. Fields, M.S.<sup>1</sup>, Emma Balkind, B.S.<sup>1</sup>, Kimberly A. Arditte Hall, Ph.D.<sup>2</sup>, Jessica G. LoPresti, Ph.D.<sup>1</sup>, Helen Z. MacDonald, Ph.D.<sup>3</sup>, Gabrielle I. Liverant, Ph.D.<sup>1</sup>, 1. Suffolk University, 2. Framingham State University, 3. Emmanuel College*

**(PS13-95) Examining the Predictive Role of Attentional Fluctuation in Posttraumatic Stress Symptom Severity at 6 Months Following Traumatic Events**

*Yourim Kim, M.A.<sup>1</sup>, Christine L. Larson, Ph.D.<sup>1</sup>, Terri deRoon Cassini, Ph.D.<sup>2</sup>, Han-Joo Lee, Ph.D.<sup>3</sup>, 1. University of Wisconsin-Milwaukee, 2. Medical College of Wisconsin, 3. University of Wisconsin-Milwaukee / Rogers Memorial Behavioral Health*

**(PS13-96) Examining Treatment Fidelity in Prolonged Exposure and Cognitive Processing Therapy for PTSD Among VA Patients with and Without Co-occurring Substance Use Disorder**

*Abigail Cheesman, M.A.<sup>1</sup>, Rebecca Sripatha, Ph.D.<sup>2</sup>, Dara Ganoczy, M.P.H.<sup>1</sup>, Peter P. Grau, Ph.D.<sup>3</sup>, 1. Ann Arbor Veterans Healthcare System, 2. University at Michigan, 3. University of Michigan*

**(PS13-97) Expectancy and Credibility in PTSD Treatment Response in Primary Care**

*Grace Ingham, B.A.<sup>1</sup>, Anna Ree, B.A.<sup>2</sup>, Carly Ragin, B.A.<sup>3</sup>, Kimberly Blicht, M.A., LPC<sup>4</sup>, Stephanie Hart, M.P.H.<sup>5</sup>, Wendy Muzzy<sup>6</sup>, Ron Acierno, Ph.D.<sup>7</sup>, Sheila A.M. Rauch, ABPP, Ph.D.<sup>8</sup>, 1. Atlanta VAHCS/Emory SOM, 2. Atlanta VA Healthcare System, 3. Atlanta VA Medical Center, 4. Ralph H. Johnson VA Healthcare System, 5. Ralph H. Johnson VA Health Care System, 6. Medical University of South Carolina and Ralph H Johnson VA Health Care System, 7. University of Texas Health Science Center at Houston, 8. Emory University SOM/Atlanta VAMC*

**(PS13-98) Exploring Social Support Experiences by Source Among Trauma-exposed Sexual Minority Women**

*Katherine van Stolk-Cooke, Ph.D.<sup>1</sup>, Matthew Price, Ph.D.<sup>2</sup>, Christina Dyan, Ph.D.<sup>3</sup>, Lindsey Zimmerman, Ph.D.<sup>4</sup>, Debra Kaysen, ABPP, Ph.D.<sup>5</sup>, 1. State University of New York Geneseo, 2. University of Vermont, 3. The Ohio State University, 4. Veterans Health Administration, Office of Mental Health & Suicide Prevention, National Center for PTSD, Stanford University, 5. Stanford University*

**(PS13-99) Exposure to Sexual Harassment Content on Tiktok and Its Association with Secondary Trauma and Fear of Rape Among Hispanic College Women**

*Mayra A. Mireles, B.A., Michiyo Hirai, Ph.D., The University of Texas Rio Grande Valley*

**(PS13-100) Examining Self-esteem as a Moderator of the Relationship Between ADHD Symptomology and Internalizing Symptoms in Youth**

*Blake M. Upshaw, B.A.<sup>1</sup>, Ace Castillo, B.A.<sup>1</sup>, Samuel D. Spencer, Ph.D.<sup>2</sup>, Eric A. Storch, Ph.D.<sup>1</sup>, 1. Baylor College of Medicine, 2. University of North Texas*

## Eating Disorders; Trauma and Stressor Related Disorders and Disasters; Treatment - Mindfulness & Acceptance; Treatment - Other

### Poster Session 14

Key Words: *Eating, Depression; Trauma, Mindfulness*

**(PS14-1) Psychological Inflexibility as a Moderator of the Association Between Eating Disorder and Depressive Symptoms in College Men**

Mary C. Jensen, B.A.<sup>1</sup>, Evan J. Basting, M.A.<sup>1</sup>, Stella Son, B.A.<sup>1</sup>, Alyssa M. Medenblik, M.A.<sup>1</sup>, Jacqueline Sullivan, M.A.<sup>1</sup>, Quincey Pawlikowski<sup>1</sup>, Tara L. Cornelius, Ph.D.<sup>2</sup>, Gregory L. Stuart, Ph.D.<sup>1</sup>, 1. The University of Tennessee, Knoxville, 2. Grand Valley State University

**(PS14-2) Psychosocial Correlates of Binge-eating Disorder (BED) in Later Life as a Function of BED Illness Duration and Severity**

Taylor Loera, B.S.<sup>1</sup>, Jacqueline Macias, B.A.<sup>1</sup>, Jessica Salinas<sup>1</sup>, Victoria B. Marshall, B.A.<sup>1</sup>, Savannah C. Hooper, B.A.<sup>2</sup>, Lisa S. Smith Kilpela, Ph.D.<sup>1</sup>, 1. University of Texas Health Science Center at San Antonio, 2. The University of Louisville

**(PS14-3) Relationships Between Dimensions of Pleasure and Eating Disorder Symptom Domains in a Community Sample**

Sarah C. Dolan, M.A., Rebecca Braverman, M.A., Ayla N. Gioia, M.A., Mun Yee Kwan, Ph.D., Hofstra University

**(PS14-4) Relationships Between Shape Vigilance, Preoccupation with Shape and Weight, and CBT Treatment Outcomes Among Individuals with Binge-spectrum Eating Disorders**

Caroline G. Martin, B.A., Adrienne Juarascio, Ph.D., Stephanie M. Manasse, Ph.D., Drexel University

**(PS14-5) Intolerance of Uncertainty Is Associated with Disordered Eating Behaviors and Mood Symptoms in Pregnancy**

Anna A. Love, B.S., Kayla Costello, M.S., Julia M. Hormes, Ph.D., University at Albany, State University of New York

**(PS14-6) Self-criticism and Punishment Feelings Predict Driven Exercise at Post-treatment in Adults with Binge-spectrum Eating Disorders**

Madeline M. Navea, Lucy Wetherall, M.S., Devyn Riddle, B.A., Ross M. Sonnenblick, B.A., Stephanie M. Manasse, Ph.D., Adrienne Juarascio, Ph.D., Drexel University

- (PS14-7) **Sexual Functioning and Eating Disorders: examining the Role of Gender and Internalizing Symptoms**  
*Maegan Nation, B.S.<sup>1</sup>, Shane Kraus, Ph.D.<sup>1</sup>, Melanie Garcia<sup>1</sup>, Nicholas C. Borgogna, Ph.D.<sup>2</sup>, Kara A. Christensen Pacella, Ph.D.<sup>1</sup>*, 1. University of Nevada, Las Vegas, 2. Texas Tech University
- (PS14-8) **Substance Use for Eating Disorder-related Avoidance Among College Students**  
*Jaelin Isquith, B.A.<sup>1</sup>, Hoor Ul Ain, B.S.<sup>1</sup>, Kara A. Christensen Pacella, Ph.D.<sup>1</sup>, Leah Irish, Ph.D.<sup>2</sup>, Angeline R. Bottera, Ph.D.<sup>3</sup>*, 1. University of Nevada, Las Vegas, 2. North Dakota State University, 3. University of Kansas
- (PS14-9) **Subtypes of Eating Disorder Symptoms, Thwarted Belongingness, Perceived Burdensomeness, Capability for Suicide, and Their Associations with Suicide Ideation and Attempts**  
*Reza Nahid Sahlan, Ph.D.<sup>1</sup>, Zoe Bridges-Curry, Ph.D.<sup>2</sup>, Shruti S. Kinkel-Ram, M.A.<sup>3</sup>, Caroline Christian, Ph.D.<sup>4</sup>, April Smith, Ph.D.<sup>5</sup>*, 1. The State University of New York at Buffalo, 2. Durham VA, 3. Miami University, 4. UPMC Western Psychiatric Hospital, 5. Auburn University
- (PS14-10) **The Association Between Internalized Weight Bias and Illness Severity in Adolescent Anorexia Nervosa and Atypical Anorexia Nervosa**  
*Christina T. Saliba, B.A.<sup>1</sup>, Abigail Matthews, Ph.D.<sup>1</sup>, Jessica Lin, M.D.<sup>2</sup>*, 1. Mayo Clinic, 2. Cincinnati Children's Hospital Medical Center
- (PS14-11) **The Associations Between Trait Craving, Food Insecurity and Higher Body Mass Index and Greater Eating Disorder Psychopathology**  
*Shely Khaikin, B.A.<sup>1</sup>, Eunice Y. Chen, Ph.D.<sup>2</sup>, Laura C. Walker, None<sup>2</sup>, Prinjasi Das, B.A.<sup>2</sup>, Anushka Ravishankar, B.S.<sup>2</sup>*, 1. Columbia University Medical Center, 2. Temple University
- (PS14-12) **Greater Distress Intolerance, but Not Eating Inflexibility, Strengthened the Association Between Perceived Stress and Loss of Control Eating**  
*Urvashi Dixit, M.A.<sup>1</sup>, Rachel R. Henderson, M.S.<sup>1</sup>, Wesley R. Barnhart, M.A.<sup>2</sup>, Erica Ahlich, Ph.D.<sup>1</sup>, Hana F. Zickgraf, Ph.D.<sup>3</sup>*, 1. University of South Alabama, 2. Bowling Green State University, 3. Rogers Behavioral Health
- (PS14-13) **The Effect of a Worry Induction on Food Consumption: An Experimental Investigation of Perseverative Cognition in Emotional Eating**  
*Urvashi Dixit, M.A.<sup>1</sup>, Wesley R. Barnhart, M.A.<sup>2</sup>, Rachel R. Henderson, M.S.<sup>1</sup>, Jorin D. Larsen, B.S., M.S.<sup>1</sup>, Erica Ahlich, Ph.D.<sup>1</sup>*, 1. University of South Alabama, 2. Bowling Green State University
- (PS14-14) **The Effectiveness of Adding Exposure Therapy to Eating Disorder Protocols**  
*Danielle Pace, M.A.<sup>1</sup>, Haley Barrows, M.A.<sup>2</sup>, Brian D. Ott, Ph.D.<sup>3</sup>*, 1. Sharp Healthcare, William James College, 2. William James College, 3. Harvard Medical School
- (PS14-15) **The Impact of Primary and Putative Consequences of Attentional Deficits on Eating Behavior: A Structural Equation Modeling Approach**  
*Kathryn G. Pasquariello, M.S., David Gansler, Ph.D.*, Suffolk University

- (PS14-16) **The Mediating Role of Emotion Dysregulation Between Behavior Inhibition and Restrictive Eating**  
*Daniel Valerio Montero, M.S.<sup>1</sup>, Scott J. Crow, M.D.<sup>2</sup>, Carol B. Peterson, Ph.D.<sup>2</sup>, Ann F. Haynos, Ph.D.<sup>1</sup>, 1. Virginia Commonwealth University, 2. University of Minnesota*
- (PS14-17) **The Mirage of Perfection: Revealing the Impact of Ai-generated Images on Body Satisfaction**  
*Radha Hari, None, Anastasia Kopan, Evan Wright, Brooke L. Bennett, Ph.D., Clemson University*
- (PS14-18) **The Power of Community Based Settings: Partnering with Food Pantries to Disseminate a Digital Eating Disorder Intervention**  
*Chidiebere Azubuike, M.S., Lindsay D. Lipman, B.A., Leah M. Parsons, B.S., Isabel R. Rooper, B.A., Adrian Ortega, Ph.D., Andrea K. Graham, Ph.D., Northwestern University Feinberg School of Medicine*
- (PS14-19) **The Role of Intolerance of Uncertainty and Cognitive Inflexibility in Eating Disorder Psychopathology**  
*Taylor R. Perry, M.A., Danielle E. Peters, M.A., Madelyn Johnson, B.S., Mauricio Rodriguez, None, Drew A. Anderson, Ph.D., University at Albany, State University of New York*
- (PS14-20) **The Role of Weight-gain in Short-term Psychological Recovery During Treatment of Anorexia Nervosa**  
*Nikhila S. Udupa, B.A.<sup>1</sup>, Jamie Manwaring, Ph.D.<sup>2</sup>, Renee D. Rienecke, Ph.D.<sup>2</sup>, Daniel Le Grange, Ph.D.<sup>3</sup>, Megan Riddle, M.D., Ph.D.<sup>2</sup>, Philip S. Mehler, M.D.<sup>2</sup>, Thomas E. Joiner, Ph.D.<sup>1</sup>, 1. Florida State University, 2. Eating Recovery Center, 3. University of California, San Francisco*
- (PS14-21) **Title: Exploring the Influence of Fear of Weight Gain and Drive for Muscularity on Effort Expenditure in Self-paced Exercise**  
*Mahathi Gavuji, B.S., University of Wisconsin-Madison*
- (PS14-22) **To Be or Not to Be Influenced: Associations Between Following Influencers on Tiktok and Body Dissatisfaction**  
*Julia Jamieson, Katherine Jennings, Alexis Lamere, B.A., Charlotte Loa-Saldana, Brooke L. Bennett, Ph.D., Clemson University*
- (PS14-23) **Trajectories of Therapeutic Skills Use and Their Dynamic Relations to Symptom Change During Cognitive-behavioral Therapy for Bulimia Nervosa**  
*Laura D'Adamo, M.S.<sup>1</sup>, Jake Linardon, Ph.D.<sup>2</sup>, Stephanie M. Manasse, Ph.D.<sup>1</sup>, Adrienne Juarascio, Ph.D.<sup>1</sup>, 1. Drexel University, 2. Deakin University*
- (PS14-24) **Understanding Patients' Preferences for a Digital Intervention to Prevent Post-treatment Deterioration for Bulimia-spectrum Eating Disorders: A User-centered Design Approach**  
*Jianyi Liu, M.A.<sup>1</sup>, Alyssa Giannone, B.S.<sup>1</sup>, Hailing Wang, B.S.<sup>2</sup>, Lucy Wetherall, M.S.<sup>1</sup>, Adrienne Juarascio, Ph.D.<sup>1</sup>, 1. Drexel University, 2. University of Pennsylvania*
- (PS14-25) **Mixed Messaging: An Exploratory Content Analysis of #postpartumbody Tiktok**  
*Courtney Rogers, Ph.D.<sup>1</sup>, Christopher Ginn<sup>1</sup>, Jordan Hicks<sup>1</sup>, Lauren C. Taylor, B.A.<sup>2</sup>, 1. Western Carolina University, 2. Drexel University*

**(PS14-26) VR-CBT: Combining Virtual Reality & Cognitive Behavioral Therapy as an Innovative Approach to Binge Eating Disorder Treatment**  
*Jessica Balter, M.S., Valery Zullo, M.S., Hannah M. Browning, M.S., Lysmary Cadavieco, M.S., Albizu University*

**(PS14-27) Identity- and Weight-based Stigma History as a Predictor of Disordered Eating, Depressive Symptoms, and Self-injurious Thoughts and Behaviors in a Transdiagnostic Clinical Eating Disorder Sample**  
*Caitlin B. Shepherd, Ph.D., Hannah Wolfe, MSW, Wendy Oliver-Pyatt, M.D., Within Health*

**(PS14-28) Weight Discrimination and Cortisol Output: A Systematic Review**  
*Maria A. Kalantzis, M.A., Christina Gaggiano, B.A., Daniel W.M. Maitland, Ph.D., William H. O'Brien, ABPP, Ph.D., Bowling Green State University*

**(PS14-29) Weight-based Teasing and Eating Disorders Symptoms: Exploring the Moderating Effect of Anxiety Sensitivity**  
*Serena Hu, B.S., Yvette G. Karvay, M.A., Julia Yermash, B.S., Natasha L. Burke, Ph.D., Fordham University*

**(PS14-30) Following an Analogue Trauma and Volitional Eye Movements Greater Changes in Vividness Are Associated with Greater Endorsement of Misinformation**  
*Mikael Rubin, Ph.D., Isabelle Sun, M.S., Palo Alto University*

**(PS14-31) Impairment in Different Domains of Quality of Life and Their Associations with DSM 5 PTSD Symptom Clusters in Survivor of Intimate Partner Violence**  
*Rimsha Majeed, M.S., Bre'Anna L. Free, M.S., Mya E. Bowen, M.S., Melissa S. Beyer, M.A., J Gayle Beck, Ph.D., University of Memphis*

**(PS14-32) Informing the Design and Implementation of an Integrated Substance Use and Traumatic Stress Intervention for Youth Experiencing Homelessness Based on Lived and Professional Experience**  
*Jesse Gamoran, M.A., Justin Bell, M.A., Abigail Bushnell, B.A., Amanda Barry, M.A., Ugochinyere Onyeukwu, M.S., Nyssa Snow-Hill, Ph.D., DePaul University*

**(PS14-33) Intensive Clinical Program for Families of the Fallen (ICPFF): Outcomes of an Outpatient Program for PTSD and Prolonged Grief in Suicide-bereaved Military Family Members**  
*Mu-Yin Chang<sup>1</sup>, Charlotte Magee, B.A.<sup>1</sup>, Kaloyan Tanev, M.D.<sup>1</sup>, Daria Mamon, Psy.D.<sup>2</sup>, Laura K. Harward, LICSW<sup>1</sup>, 1. Massachusetts General Hospital, 2. Harvard Medical School*

**(PS14-34) Investigating the Influence of Threat on Selection History and Attentional Biases: An Eye-tracking Approach**  
*Tanya Garg, M.S.<sup>1</sup>, Caitlin Sharp, M.S.<sup>2</sup>, Claire Marino, B.A.<sup>2</sup>, Evelyn Pineda, B.S., B.A.<sup>2</sup>, Kendal Jordan<sup>1</sup>, Shreya Bavdekar<sup>2</sup>, Mary Halvorsen<sup>2</sup>, Julie Blue, B.S.<sup>2</sup>, Carlos Aponte, M.S.<sup>2</sup>, Amit Lazarov, Ph.D.<sup>3</sup>, Benjamin Suarez-Jimenez, Ph.D.<sup>2</sup>, 1. University of Rochester, 2. University of Rochester School of Medicine, 3. Tel Aviv University*

**(PS14-35) Is Prolonged Grief Disorder Characterized by Heightened Autonomic****Reactivity? Implications for Research and Treatment**

*John A. Leman, M.S.<sup>1</sup>, Emily Mintz, B.A.<sup>2</sup>, Donald Robinaugh, Ph.D.<sup>1</sup>, Emma R. Toner, M.A.<sup>3</sup>, Alexa Skolnik, B.A.<sup>4</sup>, Scott P. Orr, Ph.D.<sup>5</sup>, Naomi M. Simon, M.D.<sup>6</sup>, 1. Northeastern University, 2. Massachusetts General Hospital, 3. University of Virginia, 4. University of Toledo, 5. Harvard Medical School, 6. New York University School of Medicine*

**(PS14-36) Lifetime Sexual Victimization and Dissociation: Examining Pathways****Through Emotion Dysregulation**

*Haley R. Church, M.A.<sup>1</sup>, Lauren E. Simpson, B.A.<sup>1</sup>, Terri L. Messman, Ph.D.<sup>2</sup>, Kim L. Gratz, Ph.D.<sup>3</sup>, David DiLillo, Ph.D.<sup>1</sup>, 1. University of Nebraska-Lincoln, 2. Miami University, 3. University of Toledo*

**(PS14-37) Moral Injury Symptoms: Witnessing Commonplace Unethical Behavior in Undergraduate Students**

*Lilla Brody, B.A.<sup>1</sup>, Allison M. Fuchs, B.A.<sup>2</sup>, Anthony H. Ahrens, Ph.D.<sup>2</sup>, 1. University of Nevada, Las Vegas, 2. American University*

**(PS14-38) PTSD Alcohol Expectancies Among Those with Sexual Assault Exposure vs. Other Trauma Exposure Types**

*Lucia M. Fetkenhour, B.A.<sup>1</sup>, Michelle Zaso, Ph.D.<sup>2</sup>, Jennifer P. Read, Ph.D.<sup>1</sup>, 1. The State University of New York at Buffalo, 2. Syracuse University*

**(PS14-39) Posttraumatic Stress Disorder Symptom Levels in Trauma-exposed Cannabis Users and Non-users**

*Regine Deguzman-Lucero, B.S., Rachel Weese, B.S., Mattea Pezza, B.S., Nicole A. Short, Ph.D., University of Nevada, Las Vegas*

**(PS14-40) Probing the Relationship Between PMIE Exposure, Occupational Social Support, and Alcohol Use in a Sample of First Responders**

*Peter C. Tappenden, B.A., Jennifer Valentine, M.A., Ashley M. Horodyski, M.A., Allie Jessen, M.A., Michelle M. Lilly, Ph.D., Northern Illinois University*

**(PS14-41) Prolonged Grief, Avoidance, and Maladaptive Cognitions Among Treatment Seeking Suicide-bereaved Loved Ones of Military Service Members**

*Camille Ianne Marquez, B.A.<sup>1</sup>, Seba Gabali, M.S.<sup>1</sup>, Annie Goguen, B.S.<sup>1</sup>, Stephanie P. Samph, Ph.D.<sup>2</sup>, Soyeong Kim, Ph.D.<sup>1</sup>, 1. Massachusetts General Hospital, 2. Massachusetts General Hospital /Harvard Medical School*

**(PS14-42) Psychological and Environmental Correlates of Locus of Control and Post-traumatic Stress Symptoms: A Latent Profile Analysis**

*Jordan Foster, M.S.<sup>1</sup>, Emily Cohodes, M.S.<sup>1</sup>, Jeffrey Mandell, M.S.<sup>1</sup>, Sarah McCauley, B.A.<sup>1</sup>, Hopewell R. Hodges, B.A.<sup>2</sup>, Jasmyne Pierre, B.A.<sup>1</sup>, Sahana Kribakaran, Ph.D.<sup>1</sup>, Jason T. Haberman, B.A.<sup>1</sup>, Madeline Notti, B.A.<sup>1</sup>, Mary Margaret Schroeder<sup>1</sup>, Rachel Ababio<sup>1</sup>, Anna Beloborodova, B.A.<sup>1</sup>, Dylan G. Gee, Ph.D.<sup>1</sup>, 1. Yale University, 2. University of Minnesota*

**(PS14-43) Relationship Satisfaction Effect on Social Support Offered to Recently Traumatized Significant Others**

*Natalie Thurston, Benjamin Sanchez, Jilana I. Bayley, Katherine van Stolk-Cooke, Ph.D., State University of New York Geneseo*

- (PS1444) **Relationship with Deceased Predicts Grief and Posttraumatic Stress Symptom Presentation Following Loss**  
*Layla Kratovic, B.S., Brianna J. Preiser, M.A., Evanne Moux, B.A., Danielle Dgheim, M.A., Anthony Papa, Ph.D., University of Hawai'i at Mānoa*
- (PS1445) **Baseline Symptom Severity and Well-being Improvement in Low-intensity Mindfulness Interventions**  
*Nur Akpolat, B.S.<sup>1</sup>, Ingrid Hsu, B.A.<sup>1</sup>, Sofia Montinola, B.A.<sup>1</sup>, Broghan F. O'Heam, B.A.<sup>1</sup>, Hadi R. Kobaissi, B.S.<sup>1</sup>, Saeed Chitale, B.A.<sup>1</sup>, Antonietta Alvarez Hernandez, B.A.<sup>1</sup>, Caylin Faria, B.S.<sup>1</sup>, Dustin J. Rabideau, Ph.D.<sup>2</sup>, Daniel Nolte, M.S.<sup>1</sup>, Chelsea Boccagno, Ph.D.<sup>1</sup>, Christina Temes, Ph.D.<sup>1</sup>, Masoud Kamali, M.D.<sup>1</sup>, Andrew A. Nierenberg, M.D.<sup>1</sup>, Louisa Sylvia, Ph.D.<sup>1</sup>, Alexandra K. Gold, Ph.D.<sup>1</sup>, 1. Massachusetts General Hospital, 2. Harvard University*
- (PS1446) **The Impact of Cumulative Trauma Exposure on Shame and Social Functioning**  
*Bre'Anna L. Free, M.S., Melissa S. Beyer, M.A., Mya E. Bowen, M.S., Rimsha Majeed, M.S., J Gayle Beck, Ph.D., University of Memphis*
- (PS1447) **The Impact of World Assumptions on Social Support and PTSD Symptoms in 9-1-1 Telecommunicators**  
*Allie Jessen, M.A., Jennifer Valentine, M.A., Michelle M. Lilly, Ph.D., Northern Illinois University*
- (PS1448) **The Interactive Effects of Distress Tolerance and Alexithymia on Posttraumatic Stress Symptom Clusters in College Student**  
*Mai L. Pham, B.A., Rebecca M. Wolfe, M.A., Ella Guerra, Bri L. Speakar, Will Spaulding, Ph.D., University of Nebraska - Lincoln*
- (PS1449) **The Perceived Burden of Caregiving Predicts Posttraumatic Stress and Grief Symptom Severity Post-bereavement**  
*Evanne Moux, B.A., Brianna J. Preiser, M.A., Layla Kratovic, B.S., Danielle Dgheim, M.A., Anthony Papa, Ph.D., University of Hawai'i at Mānoa*
- (PS1450) **The Relationship Between History of Unwanted Sexual Contact and Perceptions of Social Relationships in an Undergraduate Sample**  
*Harper Murphy, B.A., Katherine Wislocki, M.A., Alyson K. Zalta, Ph.D., University of California, Irvine*
- (PS1451) **The Relationship Between Proficiency in Suppression Induced Forgetting and Trauma Based Intrusions**  
*Bryce Arseneau, M.S.<sup>1</sup>, Heather Wachal<sup>1</sup>, Han-Joo Lee, Ph.D.<sup>2</sup>, 1. University of Wisconsin - Milwaukee, 2. University of Wisconsin-Milwaukee / Rogers Memorial Behavioral Health*
- (PS1452) **The Relationship Between Trauma Symptoms of Discrimination and Suicidal Ideation: The Moderating Role of Distress Tolerance**  
*Morgan Phillips, B.S.<sup>1</sup>, Savannah Woller, B.S.<sup>2</sup>, Shelby McGrew, B.S.<sup>2</sup>, Rheeda L. Walker, Ph.D.<sup>1</sup>, Anka A. Vujanovic, Ph.D.<sup>2</sup>, 1. University of Houston, 2. Texas A & M University*

- (PS14-53) **The Role of Attachment Style in the Relationship Between Adverse Childhood Experiences and Affective Symptoms Among Trauma-exposed Adults**  
*Emily Alexandra Colvin, B.S., Danielle M. Morabito, M.S., Norman B. Schmidt, Ph.D., Florida State University*
- (PS14-54) **The Role of Diabetes-related Post-traumatic Stress Symptoms and Resilience in Diabetes Management Among Adolescents and Young Adults with Type 1 Diabetes**  
*Tamaki Hosoda-Urban, Ph.D.<sup>1</sup>, Ellen O'Donnell, Ph.D.<sup>2</sup>, 1. Tottori University, 2. Massachusetts General Hospital*
- (PS14-55) **The Role of Experiential Avoidance in the Relationship Between Trauma and Mental Health Outcomes in Student Nurses**  
*Kennedy Anderson, M.A.<sup>1</sup>, Chelsea Ratcliff, Ph.D.<sup>1</sup>, Heidi Gilroy, Ph.D., RN<sup>2</sup>, Devon Berry, Ph.D., RN<sup>1</sup>, 1. Sam Houston State University, 2. Sam Houston State University; Memorial Hermann The Woodlands Medical Center*
- (PS14-56) **The Role of Hopelessness and Resilience in the Association Between PTSD and Suicidal Risk Among Firefighters**  
*Savannah Woller, B.S.<sup>1</sup>, Morgan Phillips, B.S.<sup>2</sup>, Nate Healy, M.A.<sup>2</sup>, Anka A. Vujanovic, Ph.D.<sup>1</sup>, 1. Texas A&M University, 2. University of Houston*
- (PS14-57) **The Role of Meaning in Life in Mental Health Outcomes of Trauma-exposed Child Protective Workers**  
*Agnes Zhou, B.S., David P. Cenkner, M.A., Alyson K. Zalta, Ph.D., University of California, Irvine*
- (PS14-58) **The Trauma of Incarceration: Examining Racial And/or Ethnic Disparities Within the National Epidemiologic Survey on Alcohol and Related Conditions-iii (NESARC-III)**  
*Gabriella Epshteyn, B.A., M.A.<sup>1</sup>, Jennifer M. Loya, B.S., M.A., Ph.D.<sup>2</sup>, Peter P. Grau, Ph.D.<sup>3</sup>, Terra Osterberg, B.A.<sup>4</sup>, Rachel C. Miller, M.S.<sup>2</sup>, Margaret T. Davis, Ph.D.<sup>2</sup>, 1. University of Rhode Island/VISN 2 MIRECC, Department of Veteran Affairs, 2. Yale School of Medicine, 3. University of Michigan, 4. James J. Peters VA Medical Center*
- (PS14-59) **Translation and Psychometric Validation of the Spanish Adjustment Disorder - New Module 20**  
*Soledad Quero, Ph.D.<sup>1</sup>, Sara Fernández-Buendía, M.S.<sup>1</sup>, Jesús Privado, Ph.D.<sup>2</sup>, Jorge Grimaldos, M.S.<sup>1</sup>, María Palau-Batet, M.S.<sup>1</sup>, Laura De la Coba, M.S.<sup>1</sup>, 1. Universitat Jaume I, 2. Valencia International University*
- (PS14-60) **Trauma Type Differentially Predicts Somatization in Men Compared to Women**  
*Taryn Fitzgerald, M.A., Steven E. Bruce, Ph.D., University of Missouri-St. Louis*
- (PS14-61) **Using Machine Learning to Examine the Effects of Worry, Secondary Stressors, and Other Known Risk Factors on Grief Severity**  
*Kyani K. Uchimura, B.A., Anthony Papa, Ph.D., University of Hawai'i at Manoa*



- (PS14-62) **Utilization of Mental Health Resources and Self-help Interventions Early on in the Recovery Following Sexual Trauma**  
*Erika Osherow, M.A., Mariel Emrich, B.S., Camille Gamsey, B.A., Crystal L. Park, Ph.D., University of Connecticut*
- (PS14-63) **Acceptance and Commitment Therapy for Experiential Avoidance-based Mental Health Concerns: A Multiple Baseline Design Study with Exploratory Process of Change Analysis**  
*Samuel D. Spencer, Ph.D.<sup>1</sup>, Duckhyun Jo, M.A.<sup>2</sup>, Mary Hill, Ph.D.<sup>3</sup>, Monet S. Meyer, M.A.<sup>2</sup>, Arleen Firoozan, B.A.<sup>2</sup>, Akihiko Masuda, Ph.D.<sup>2</sup>, 1. University of North Texas, 2. University of Hawaii, 3. University of North Carolina at Chapel Hill*
- (PS14-64) **The Development and Validation of the Experiential Avoidance Rating Scale: A Self-report Questionnaire That Might Actually Measure Experiential Avoidance**  
*Samuel D. Spencer, Ph.D.<sup>1</sup>, Nicholas C. Borgogna, Ph.D.<sup>2</sup>, David Johnson, B.S.<sup>2</sup>, Kyle Brasil, M.S.<sup>3</sup>, Ryon McDermott, Ph.D.<sup>3</sup>, Shane Kraus, Ph.D.<sup>4</sup>, Jeffrey A. Buchanan, Ph.D.<sup>5</sup>, 1. University of North Texas, 2. Texas Tech University, 3. University of Southern Alabama, 4. University of Nevada, Las Vegas, 5. Minnesota State University, Mankato*
- (PS14-65) **Weekly Associations Between Fear of Weight Gain, Emotion Dysregulation, and Binge Eating During Cognitive Behavioral Therapy for Binge-spectrum Eating Disorders**  
*Jannah Moussaoui, B.S., Laura D'Adamo, M.S., Stephanie M. Manasse, Ph.D., Drexel University*
- (PS14-66) **Characterizing Adverse Events in a Mindfulness Treatment for Migraine and Anxiety**  
*Toby Dresdner, M.A.<sup>1</sup>, Annie Kate Reeder, M.A.<sup>1</sup>, Amanda J. Shallcross, M.P.H.<sup>2</sup>, Robin Boudette, Ph.D.<sup>3</sup>, Bonnie Butler, RN<sup>4</sup>, Licia Grazzi, M.D.<sup>5</sup>, Alberto Raggi, M.D.<sup>5</sup>, Elizabeth K. Seng, Ph.D.<sup>6</sup>, 1. Yeshiva University - Ferkauf Graduate School of Psychology, 2. Cleveland Clinic, 3. Princeton University, 4. Jefferson Medical School, 5. Istituto Besta Milano, 6. Montefiore Medical Center*
- (PS14-68) **Cross-cultural Comparisons of the Multidimensional Psychological Flexibility Inventory Across Thai and US Samples**  
*Piraorn Suvanbenjakule, M.A.<sup>1</sup>, William H. O'Brien, ABPP, Ph.D.<sup>2</sup>, Sam Chung Xiann Lim, M.A.<sup>2</sup>, Rong Xia, M.A.<sup>2</sup>, Lezann B. Short, B.S.<sup>2</sup>, Emily A. Mueller, M.A.<sup>2</sup>, Nutchra Sripiboonpanich, M.A.<sup>1</sup>, 1. Chulalongkorn University, 2. Bowling Green State University*
- (PS14-69) **Effects of Brief Compassion and Cognitive Reappraisal Training on Cardiovascular and Subjective Stress Reactivity: A Cluster Randomized Controlled Trial**  
*Emily Helminen, Ph.D., Brown University*
- (PS14-70) **Examining the Impact of Digital Modalities on Interpersonal Connection: A Pilot Contextual Behavioral Intervention Study**  
*Logan C. Mattingly, None<sup>1</sup>, Kristen Pedersen, B.A.<sup>1</sup>, Mavis Tsai, Ph.D.<sup>2</sup>, 1. University of Washington, Seattle, 2. University of Washington*

- (PS14-71) **Exploring the Impact of Meditation Experience on Acceptance- vs. Control-based Meditation Intentions: The Mediating Role of Psychological Flexibility**  
*Leah R. Howard, B.A., Sara V. White, M.A., Te'Aima DeCount, B.A., Shannon B. Underwood, M.A., John Patrick Forsyth, Ph.D., University at Albany, State University of New York*
- (PS14-72) **Exploring the Role of Stigma, Valued Action and Psychological Flexibility Following a Single-day Acceptance and Commitment Therapy Workshop**  
*Mara W. Sindoni, B.A.<sup>1</sup>, Kyle Possemato, Ph.D.<sup>2</sup>, 1. East Tennessee State University, 2. VA Center for Integrated Healthcare*
- (PS14-73) **Exploring the Synergistic Influence of Mindfulness and Touch: A Study on Anxiety, Body Appreciation and Bodily Awareness**  
*Jonathan D. Gonzalez, M.S., Mun Yee Kwan, Ph.D., Hofstra University*
- (PS14-74) **Is This a Safe Space?: The Relationship Between Patient's Therapeutic Alliance and Experiential Avoidance**  
*Lindsay Jackson,<sup>1</sup> Jalisa E. Jackson, B.A.<sup>2</sup>, Victoria A. Torres, Ph.D.<sup>2</sup>, Elizabeth Coe, Psy.D.<sup>2</sup>, Suzy B. Gulliver, Ph.D.<sup>3</sup>, 1. Baylor University, 2. Warriors Research Institute, Baylor Scott & White Health, 3. Warriors Research Institute, BSWRI and Baylor COM*
- (PS14-75) **Mindfulness Matters: Examining Mindfulness and Severe Mental Illness in DBT Intensive Outpatient Programs**  
*Malvika Narayan, M.A.<sup>1</sup>, Craig Warlick, Ph.D.<sup>1</sup>, Payton Smith, M.S.<sup>2</sup>, Jonathan Poquiz, Ph.D.<sup>3</sup>, Jonathan Huffman, Ph.D.<sup>4</sup>, Juliet Nelson, Ph.D.<sup>5</sup>, 1. Texas Tech University, 2. The Ness Center, 3. University of Minnesota, 4. Wellness Psychological Services, 5. DBT Center of Lawrence*
- (PS14-76) **Moderated Mediation Association and Intervention Effects Between Mindfulness and Internalizing Psychopathology**  
*Mingcong Tang, M.A.<sup>1</sup>, Jieting Zhang, Ph.D.<sup>2</sup>, Huafeng Cai, M.S.<sup>3</sup>, 1. Center for Anxiety and Related Disorders, Boston University, 2. McGill University, 3. School of Psychology, Shenzhen University*
- (PS14-77) **Outcomes of a Compassion-focused Acceptance and Commitment Therapy Pilot Study in a Community Sample**  
*Keryn Kleiman, Psy.D.<sup>1</sup>, Jacob A. Schrier, M.A.<sup>2</sup>, Benjamin Foote, M.A.<sup>3</sup>, Nicholas Dynan, M.A.<sup>2</sup>, Zach Setton, M.A.<sup>2</sup>, Donald R. Marks, Psy.D.<sup>2</sup>, Jennifer Block-Lerner, Ph.D.<sup>2</sup>, 1. Northwell Health OCD Center, 2. Kean University, 3. Bedford VA*
- (PS14-78) **Pilot Study of an Act-enhanced PMT Program for ADHD: Preliminary Caregiver Outcomes Data**  
*Monica Martinez, Psy.D.<sup>1</sup>, Thu P. Nguyen, B.S.<sup>2</sup>, Karina Turner, M.A.<sup>3</sup>, Sara R. Elkins, Ph.D.<sup>4</sup>, 1. University of Pittsburgh School of Medicine, 2. University of Louisville, 3. University of Houston - Clear Lake, 4. University of Houston*
- (PS14-79) **Pilot Study of an Act-enhanced PMT Program for ADHD: Preliminary Feasibility and Acceptability Data**  
*Monica Martinez, Psy.D.<sup>1</sup>, Thu P. Nguyen, B.S.<sup>2</sup>, Karina Turner, M.A.<sup>3</sup>, Sara R. Elkins, Ph.D.<sup>4</sup>, 1. University of Pittsburgh School of Medicine, 2. University of Louisville, 3. University of Houston - Clear Lake, 4. University of Houston*

- (PS14-80) **Reducing Distress and Hopelessness in Youth with Intrusive Thoughts Through a Single-session Online Intervention: Preliminary Findings**  
Megan R. Serody, B.S.<sup>1</sup>, Clare C. Beatty, M.A.<sup>1</sup>, Erica Szkody, Ph.D.<sup>2</sup>, Jessica L. Schleider, Ph.D.<sup>3</sup>, Aprajita Mohanty, Ph.D.<sup>1</sup>, 1. Stony Brook University, 2. Northwestern University Feinberg School of Medicine, 3. Northwestern University
- (PS14-81) **Reward Dysfunctions Are Associated with Suicidal Thoughts and Behaviors in Anorexia Nervosa**  
Soo-Eum "Grace" Lee, M.A.<sup>1</sup>, Scott J. Crow, M.D.<sup>2</sup>, Ann F. Haynos, Ph.D.<sup>1</sup>, 1. Virginia Commonwealth University, 2. University of Minnesota
- (PS14-82) **The Effect of Competing Breathing and Mindfulness Coping Skills Outside vs Inside: A Brief Intervention**  
John Sweat, M.S., David Pan, Ph.D., Sarah Kurien, B.S., New Mexico Highlands University
- (PS14-83) **The Effects of Mindfulness and Acceptance-based Components on Depression Symptoms Among a Weight Loss Seeking Population**  
Lauren C. Taylor, B.A., Ingrid Friedman, B.A., Evan Forman, Ph.D., Drexel University
- (PS14-84) **The Relationship Between Emotion Regulation, Mindfulness and Health Promoting Behaviors in Veterans with PTSD After Brief Mindfulness Training**  
Mia R. Zappala, B.A., Abigail D. Lashinsky, B.S., B.A., Kyle Possemato, Ph.D., Emily M. Johnson, Ph.D., VA Center for Integrated Healthcare
- (PS14-85) **Using Virtual Reality to Examine the Impact of Mindfulness-based Stress Reduction on Chronic Pain**  
Natalie Blocher, M.A., Taylor Carpenter, M.S., Maria Vetter, B.A., Todd Moore, Ph.D., University of Tennessee - Knoxville
- (PS14-86) **Analyzing Misophonia Treatment-seeking: A Qualitative Approach to Patient Experiences**  
Sarah J. Sadek, B.A.<sup>1</sup>, Servando Rodriguez-Barajas, M.S., LPC<sup>1</sup>, Catherine Rast, B.A.<sup>1</sup>, Eric A. Storch, Ph.D.<sup>1</sup>, Andrew G. Guzick, Ph.D.<sup>2</sup>, 1. Baylor College of Medicine, 2. University of Pennsylvania
- (PS14-87) **Confirmatory Factor and Reliability Analyses of the Parent Version Barriers to Treatment Participation Scale - Expectancies: A Replication Study Using a U.S. Community Sample**  
Reilynn M. Yamane, B.A., Dorian Higashi, B.S., Caroline Françoise Francoise Acra, Ph.D., Jinke Sun, M.A., Brad Nakamura, Ph.D., University of Hawai'i at Manoa
- (PS14-88) **Cross-sectional Examination of Therapy Knowledge and Preferred Sources Among American Adults Not Receiving Mental Healthcare**  
Taylor Renee Rodriguez, M.S.<sup>1</sup>, Allison E. Bond, M.A.<sup>1</sup>, Michael D. Anestis, Ph.D.<sup>2</sup>, Joye C. Anestis, Ph.D.<sup>1</sup>, 1. Rutgers, The State University of New Jersey, 2. New Jersey Gun Violence Research Center
- (PS14-89) **Does Fear of Sleep Mediate the Relation Between Service Dog Partnership and PTSD Severity?**  
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- (PS1498) Understanding the Relationships of Internalized Weight Bias, Internalized Thin-ideal, and Body Image in the South Korean Cultural Context**  
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**(PS14-99) Temporal Dynamics of Well-being and Symptom Severity in Dialectical****Behavioral Therapy for Borderline Personality Disorder**

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**(PS14-100) Vocal Emotional Expressions in Mothers with and Without a History of****Major Depressive Disorder**

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